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I. THE WOMEN, GENDER, AND SEXUALITY STUDIES PROGRAM

Introduction

Welcome to the Women, Gender, and Sexuality Studies (WGSS) Program at Oregon State University! The faculty members in this program are committed to your success. We have created this handbook to assist you as you pursue your graduate studies in WGSS. The information and resources provided here will help you decide what courses to take, plan your program of study, form your committee, take qualifying exams, succeed as a graduate teaching assistant, and successfully complete your thesis or dissertation. Included in this handbook are many links to OSU online resources. Please note that it is every student’s responsibility to become familiar with WGSS and OSU graduate school policies and procedures as you work toward your degree.

WGSS policies and procedures are developed by core faculty in consultation with the coordinator and the director of graduate studies (DGS). This graduate handbook is reviewed and revised each year, as necessary. Students are generally responsible for meeting the requirements included in the handbook for the year they enter the program. If you have questions or concerns, please contact your advisor, the director of graduate studies (Dr. Qwo-Li Driskill), or the program coordinator (Dr. Patti Duncan). We wish you the very best as you begin or continue your graduate work in Women, Gender, and Sexuality Studies at OSU!

WGSS at Oregon State University

The Women, Gender, and Sexuality Studies Program at Oregon State University was founded in 1972, originally as “Women Studies.” In recent years, our program merged with Anthropology, Ethnic Studies, and World Languages and Cultures, to create the School of Language, Culture, and Society. As such, we are part of a vibrant and flourishing intellectual community. In 2012-2013, we renamed the program “Women, Gender, and Sexuality Studies” to reflect our deepening commitment to queer studies and work on sexuality more broadly, as well scholarship regarding gender constructions and processes, and critical men and masculinity studies. We have grown to include twelve core faculty members, numerous adjunct instructors, and more than fifty program faculty members from across the university.

Each term, more than five hundred OSU students take Women, Gender, and Sexuality Studies courses, either to meet baccalaureate core requirements or major, minor, and graduate requirements. Many students simply take them for personal interest and fulfillment. In addition to our on-campus program, we also offer a thriving online major and minor in WGSS, a Master of Arts (MA) program, a Master of Arts in Interdisciplinary Studies (MAIS), and beginning in fall 2016, a PhD in Women, Gender, and Sexuality Studies.

The Women, Gender, and Sexuality Studies Program office is located at 252 Waldo Hall, and is generally open Monday through Friday, 9:00-5:00 pm.
Our Mission and Values

The Women, Gender, and Sexuality Studies Program at OSU relies on multi-disciplinary approaches to the study of gender and sexuality, particularly as they intersect with race, ethnicity, class, culture, religion, nation, and ability. Our program emphasizes academic excellence, the use of feminist and anti-racist pedagogies, and scholarship that contributes to social change and justice. We are committed to challenging all forms of oppression, and we center queer, transnational, and women of color feminisms in our curriculum. We encourage creative, innovative, and collaborative frameworks of study, and we work to meet the needs of a wide range of students, developing curriculum that is meaningful for students who wish to pursue careers in academia, as well as those who may be interested in community organizing, feminist nonprofit work, and/or other professional areas.

UNDERGRADUATE STUDENT LEARNING OUTCOMES

1: Identify and explain the ways in which our lived experiences and social institutions are structured through the intersections of race, gender, class, sexuality, ability, age, religion, culture, and nation.

2: Analyze current social and political situations from multiracial, transnational, and queer feminist perspectives.

3: Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.

4: Develop skills in critical analysis.

5: Develop skills and effective strategies for advancing social justice.
GRADUATE STUDENT LEARNING OUTCOMES

1. Substantive knowledge in an area of feminist scholarship that includes familiarity with the ways in which our lived experiences and social institutions are structured through the intersections of race, gender, class, sexuality, ability, age, religion, culture, and nation, and the ability to analyze current social and political trends from multiracial, transnational, and queer feminist perspectives. This is accomplished through application of critical thinking, coursework, ethical practice of research, independent study, and thesis.

2. Masters and doctoral level work in Women, Gender, and Sexuality Studies and preparation for eventual careers in academia. This is demonstrated through application of standard and innovative theory and methods in coursework and thesis; participation in the WGSS Orientation and Professionalization series (511, 512, 513) and WGSS 535: Feminist Teaching and Learning; Graduate Teaching Assistantships; and opportunities for presentations at professional conferences.

3. Feminist leadership skills and preparation for careers in social justice and social change agencies. This is demonstrated through participation in WGSS 521: Feminist Leadership; WGSS 522: Grant Writing and Fund Development for Feminist Organizations; and through the WGSS 510/610 internship experience.

4. Ability to analyze and situate local movements for social change within global and transnational contexts. This is demonstrated through participation in WGSS 585: Transnational Feminisms and the Global Experience series (WGSS 586, 587, 588) that involves a short-term study abroad service-learning experience.

5. Ability to apply feminist theory and research to advance effective and ethical strategies for change. This is accomplished through coursework in theory and methods, and through the WGSS 510/610 internship and service-learning opportunities in national and transnational settings that focus on social justice.

II. RESOURCES FOR GRADUATE STUDENTS

Arrival Checklist

This list includes tasks you should complete upon your arrival at OSU:

- Get your university ID card. The OSU ID card is your official identification card, and functions as your library card, meal card, etc. The ID Center is located in B094 Kerr Administration Building. For more information, see: [http://oregonstate.edu/fa/businessaffairs/node/37](http://oregonstate.edu/fa/businessaffairs/node/37)

- Sign up for your email account. Set up your free ONID (OSU) email as soon as possible to facilitate communication with faculty members and colleagues. With an ONID username and password, you can access email, Canvas, the wireless network, and interlibrary loan. Instructions are available at:
ONID is the university’s official email addressing system and you will miss crucial emails if you do not activate this account.

- Meet with your advisor. Over the summer, you were introduced to your advisor in the program. If you have not already contacted them, you should try to meet with your advisor right away to determine courses for fall term and learn what you should focus on first.

- Register for classes. If you have not done so already, you should register for classes before the first day of the term to avoid late fees. If you have any problems with registration, check with your advisor or visit Student Services (104 Wilkinson) for assistance.

- If you are a graduate teaching assistant, please contact Leonora Rianda at leonora.rianda@oregonstate.edu to arrange to get keys to the GTA Office and set up your mailbox. You should send Leonora your photo to be included on the WGSS website. You should also plan to attend all WGSS and Graduate School orientation programs for new GTAs.

**Helpful Sites**

The Graduate School offers many helpful resources to support your success: [http://oregonstate.edu/dept/grad_school/studentresources.php](http://oregonstate.edu/dept/grad_school/studentresources.php)

The following important websites will help you to navigate OSU and the surrounding area, including information regarding WGSS, housing, and childcare, as well as the academic calendar, online catalog, and information about completing and submitting your graduate thesis. In particular, the OSU Graduate School site is an important resource for you to find answers to many of your questions. This site includes a “Graduate School Survival Guide,” and details regarding graduate school policies and regulations. It also includes printable forms. Please attend all Graduate School orientation events during Welcome Week for Graduate Students, to learn about important resources that will support your success at OSU: [http://gradschool.oregonstate.edu/grad-welcome-week](http://gradschool.oregonstate.edu/grad-welcome-week) Please review the site regularly for the most up to date information: [http://gradschool.oregonstate.edu](http://gradschool.oregonstate.edu)

**WGSS:** [http://oregonstate.edu/cla/women_gender_sexuality/](http://oregonstate.edu/cla/women_gender_sexuality/)

**Graduate School Guide to Success:** [http://gradschool.oregonstate.edu/success](http://gradschool.oregonstate.edu/success)

**Graduate Catalog:** [http://catalog.oregonstate.edu/CourseDescription.aspx?level=grad](http://catalog.oregonstate.edu/CourseDescription.aspx?level=grad)


**Online Grad School Forms:** [http://oregonstate.edu/dept/grad_school/forms.php](http://oregonstate.edu/dept/grad_school/forms.php)
Academic Calendar: http://catalog.oregonstate.edu/ChapterDetail.aspx?Key=148

OSU Course Catalog: http://catalog.oregonstate.edu/Default.aspx?section=Course

Housing Information: http://oregonstate.edu/dept/grad_school/current/housing.html

OSU Campus Resource Guide: http://oregonstate.edu/dept/grad_school/resourceguide.php

Student Resources: http://oregonstate.edu/dept/grad_school/studentresources.php

Childcare and Family Resources: http://oregonstate.edu/childcare/

Counseling and Psychological Services: http://oregonstate.edu/counsel/

Sexual Assault Support Services: http://oregonstate.edu/counsel/osu-sexual-assault-support-services

**Transportation**

Students may purchase parking permits at Transit and Parking Services, 100 Adams Hall, or online at: http://oregonstate.edu/dept/facilities/taps/

For information about the free campus shuttle bus, see: http://oregonstate.edu/dept/facilities/taps/node/74

Corvallis Transit System provides transit service to the Corvallis and Philomath areas. Students, staff, and faculty may ride for free with an OSU ID: http://oregonstate.edu/sustainability/transportation

OSU Bike Loan Program allows members of the OSU community to rent bicycles by day, week, or term. To rent a bicycle, visit the Adventure Leadership Institute desk across from the indoor climbing center in Dixon Recreation Center. http://oregonstate.edu/SSI/Feature/20130113-osu-bike-loan-program

The University Motor Pool has more than 230 vehicles in its fleet to meet the short term and seasonal university-related vehicle needs of faculty, staff, and students. You may rent a vehicle by filling out a driver authorization form. For more information, see: http://motorpool.oregonstate.edu

SafeRide is a service dedicated to assault prevention, for OSU students, faculty, and staff. OSU students may call 541.737.5000 for free evening transportation to and from campus. For information about the OSU SafeRide’s policies, boundaries, and hours of operation, see: http://ASOSU.oregonstate.edu/saferide
III. IMPORTANT GRADUATE SCHOOL AND WGSS POLICIES

Registration and Minimum Course Loads

The OSU Schedule of Classes is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online catalog at [http://catalog.oregonstate.edu](http://catalog.oregonstate.edu) contains up-to-date changes for the current and immediately upcoming term.

Registration requirements for graduate students are established by the Registrar and the Graduate School. Full-time status requires 9-16 credits each term, and part-time status means 9 or fewer credits in a term. GTAs must register for at least 12 credits each term. All graduate students must register for at least 3 graduate credits and pay fees if they will be using any university of department resources (e.g., facilities, equipment, computing or library resources, or faculty or staff time, including holding exams.) Also, students must be enrolled (and thus registered for at least 3 credits) during the term of their thesis defense.

Continuous Enrollment and Leave of Absence

The OSU Graduate School enforces a continuous enrollment policy. Unless on approved leave of absence, all graduate students in degree and certificate programs at OSU, regardless of location, must register continuously for a minimum of 3 graduate credits each term, excluding summer session, until their degree or certificate is granted or until their status as a credential-seeking graduate student is terminated. Graduate students who do not plan to make use of university facilities of faculty time during summer session are not required to register during the summer session and do not need to submit a Leave of Absence/Intent to Resume Graduate Study form. Approved leave of absence includes, but is not limited to, Family and Medical Leave, as defined by the Graduate School’s Family and Medical Leave Policy for Graduate Students (see below).

Graduate students who take an unauthorized break in registration by failing to maintain continuous enrollment or by failing to obtain Regular or Planned Leave of Absence will relinquish their graduate standing in the University. Students who wish to be reinstated will be required to file an application of Graduate Readmission, pay the readmission fee, register retroactively, and pay for three graduate credits for each term of unauthorized break in registration.

On-leave status is available to graduate students in good standing, who need to suspend their program of study for good cause (including illness, temporary departure from the university for employment, family issues, financial need, personal circumstances, etc.). Students who need to take a leave of absence should work with their major professor, program coordinator, and the Graduate School to arrange authorized leave. While on leave, according to OSU’s policy, students are not permitted to use university resources, make demands upon faculty time, receive a fellowship or financial aid, or take course work of any kind at OSU. A regular leave of absence is not to exceed three terms. For more information, see: [http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1804](http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1804)
To apply for a Leave of Absence, students should notify their Advisor and the Director of Graduate Studies in WGSS and complete and submit the following form: http://oregonstate.edu/dept/grad_school/Survival_Guide/Graduate_Forms/LeaveofAbsence.pdf

This form must be received by the Graduate School at least 15 working days prior to the first day of the term involved. Upon approval of a Leave of Absence, students are expected to notify their Advisor, the Program Coordinator, and their committee members.

**Graduate Family/Medical Leave Policy**

As a commitment to increasing the graduating success rate of graduate students at Oregon State University, the Graduate School implemented the Family and Medical Leave Policy for Graduate Students. This policy is intended to complement the regular Leave of Absence Policy for Graduate Students as outlined in the Graduate Catalog.

Eligible graduate students may take a 12-week continuous block of approved leave as parental leave or to care for their own serious health condition or that of a family member. This leave must be approved by the OSU Office of Human Resources, and students who are approved should notify their Advisor, the Director of Graduate Studies, and their committee members. For more information, please see: http://oregonstate.edu/dept/grad_school/docs/Graduate-Student-Family-and-Medical-Leave-Policy.pdf

**Satisfactory Grades**

The Graduate School does not accept grades below C for graduate credit, and requires that you maintain a cumulative grade point average (GPA) of at least 3.00. If your cumulative GPA drops below 3.00, you may be denied future registration. Your cumulative GPA is calculated by using all A-F graded courses taken after admission to the graduate program. Thesis credits receive an R grade and are not counted in determining your GPA. For more information, see: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=9

The WGSS Program considers any grade lower than a B unsatisfactory for graduate coursework. Low grades will result in program actions, including being required to retake the classes or dismissal from the graduate program. “W” grades are also considered unsatisfactory. The WGSS Program requires that graduate students continue to make satisfactory progress throughout their studies, including convening regular meetings, completing all requirements, and making continuous research progress. Graduate Teaching Assistants must maintain satisfactory academic progress in order to maintain their assistantships.

**Incompletes**

Incomplete grades (“I”) are strongly discouraged in the Women, Gender, and Sexuality Studies Program. If you need to take an incomplete in a course for serious unforeseen
personal or professional reasons you should be aware that the WGSS program strictly adheres to university policy:

An instructor may assign a student an “I” grade when all of the following four criteria apply:

a) Quality of work in the course up to that point is “C” level or above; b) Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work; c) Reasons for assigning an “I” must be acceptable to the instructor. The student does not have the right to demand an “I”; d) The circumstances must be unforeseen or be beyond the control of the student.

Deciding whether or not to grant an incomplete is at the discretion of the instructor. An instructor is entitled to insist on appropriate medical or other documentation. Upon receiving an incomplete, a student has one year to complete and submit the work for the course. Otherwise, they will receive the “default” grade assigned at the time of the incomplete.

*In no case is an “Incomplete grade” given to enable a student to do additional work to raise a deficient grade.*

Please refer to the OSU Registrar’s home page at [http://oregonstate.edu/registrar/](http://oregonstate.edu/registrar/) for additional information on course incompletes and course withdrawals.

**Academic Honesty**

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.
- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.
- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).
- **TAMPERING** - altering or interfering with evaluation instruments and documents.
• **PLAGIARISM** - representing the word or ideas of another person as one’s own OR presenting someone else’s words, ideas, artistry or data as one’s own. This includes copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project, then submitting it as one’s own.

Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules. For more information on student conduct, see [http://oregonstate.edu/studentconduct/regulations/index.php](http://oregonstate.edu/studentconduct/regulations/index.php)

**International Students**

International students at OSU should consult the International Programs website for information regarding regulations that may govern your stay at OSU and in the U.S.: [http://oregonstate.edu/international/atosu/students](http://oregonstate.edu/international/atosu/students)

OSU’s International Student Advising and Services (ISAS) has international student advisors who are familiar with immigration regulations, maintain students’ immigration records, and can advise students on appropriate processes and procedures related to immigration. To schedule an appointment with an advisor, call 541-737-6310, email [isas.advisor@oregonstate.edu](mailto:isas.advisor@oregonstate.edu) or visit their office in University Plaza. Additional information on the topics covered below, and other important topics, is available by visiting the ISAS office or the website listed above.

International students on a student visa are required to purchase health insurance that meets both the U.S. government and OSU minimum standards for your visa category.

F-1 or J-1 students may engage in part-time (up to 20 hours per week) employment on the OSU campus while classes are in session. Students may work full-time (more than 20 hours per week) in between terms and during the summer vacation as long as they plan to be a full-time student the following term. If you are offered on-campus employment, you will need to apply for a social security number and complete paperwork with OSU’s Human Resources and Payroll Office. SSN application procedures are available at [http://oregonstate.edu/international/sites/default/files/atosu/socialsecurity.pdf](http://oregonstate.edu/international/sites/default/files/atosu/socialsecurity.pdf)

J-1 students must also obtain written work authorization from their Program Sponsor prior to beginning any type of on-campus employment.

This includes serving as a graduate teaching or research assistant. F-1 student do not need authorization from ISAS for on-campus employment, but J-1 students do need authorization from ISAS.

You may not participate in any type of off-campus employment unless authorized by ISAS and/or U.S. Citizenship and Immigration Services (USCIS). Internships which are required
or integral to your program of study must be authorized by ISAS prior to the internship start date. If you are interested in off-campus employment, you should make an appointment with an ISAS advisor before accepting an employment offer.

If you have been awarded a GTA position, you can use a copy of your appointment letter as the letter of offer. You will need your social security card or receipt from the Social Security Administration in order to complete your payroll paperwork.

International graduate students who plan to leave the U.S. and return for any reason must see an ISAS advisor well in advance of departure. Depending on your country of citizenship, you may be required to get entry visas for the countries to which you will be traveling. In addition, your visa to re-enter the U.S. must be valid at the time you plan to return. Remember to allow enough time to take care of these details before you leave.

You must update your address through your OSU Online Services account within 10 days of a change of address. This is a federal regulation.

You must maintain full-time enrollment throughout your program of study in the U.S. and complete at least 9 credits each term during the academic year to satisfy immigration requirements. If you have a GTA position, you must register for 12 credits each term you hold the assistantship. Audited courses do not count toward full-time enrollment for OSU graduate students. Only 3 credits of online or e-campus credits may count toward the full-time enrollment requirement.

If you have any concerns, please meet with an ISAS advisor as well as the WGSS Director of Graduate Studies.

**Services for Students with Disabilities**

The WGSS Program is committed to supporting and accommodating students with disabilities, and to thinking through the ways in which ableism intersects with other forms of oppression, including sexism, racism, heterosexism, and classism. We consider accommodations as collaborative efforts between students, faculty, and Disability Access Services (DAS): [http://ds.oregonstate.edu/home/](http://ds.oregonstate.edu/home/)

Students with accommodations approved through DAS are responsible for notifying the WGSS Coordinator and their Advisor in order to discuss accommodations. Requirements and/or procedures will be modified on a case-by-case basis as deemed necessary and appropriate. GTAs should also notify the WGSS Coordinator, well in advance, regarding any necessary accommodations in scheduling classroom spaces.

**Conflicts and Grievances**

The University Ombuds Office provides informal, impartial, and confidential conflict management services to all members of the OSU community. For more information, see: [http://oregonstate.edu/ombuds/](http://oregonstate.edu/ombuds/)
In addition, graduate students may consult the following guidelines for assistance in addressing grievances: [http://oregonstate.edu/dept/grad_school/grievance.php](http://oregonstate.edu/dept/grad_school/grievance.php)

If you have a grievance or complaint within our program, we strongly encourage you to communicate your concern to your advisor and/or the Director of Graduate Studies (DGS). Every effort will be made to address your concern. If you feel your grievance is not adequately addressed, you should then go to the WGSS Coordinator, followed by the Director of the School of Language, Culture, and Society.

**Fragrance Free Policy**

In order to ensure the health and safety of students with allergies, asthma, Gulf War syndrome, multiple chemical sensitivities, immune disorders, and other illnesses, the Women, Gender, and Sexuality Studies Program has a policy that no scented products should be worn in class or in the WGSS office. This includes perfume, cologne, essential oils, aftershave, scented soaps, scented detergents, scented hair products, etc.

**IV. FORMING YOUR THESIS/DISSERTATION COMMITTEE**

**Assigned Advisor**

The Program assigns a temporary advisor to each student at the time of admission. Every effort is made to match the interests of the student and the advisor within the limitations of the faculty workload. Students are free to ask a different graduate faculty member to serve as their permanent advisor/major professor. However, please be sure to communicate with your assigned advisor during this process.

**Graduate Committee**

Your graduate committee guides your coursework and research and serves as your final examining committee. All committee members must be members of the OSU graduate faculty. It is expected that all committee members attend all formal meetings with the student (program of study meetings, thesis defenses). If a student has a special case in which a committee member needs to participate remotely, the student and committee must assure that all the conditions listed on the Graduate School's [Remote Participation Form](http://example.com) are met. The major professor (advisor) serves as chair of these meetings.

Graduate students are required to have at least two committee members from WGSS (including core faculty or Program Faculty), and one from their minor field if a minor is included. When a minor is not included, the third committee member may be from the graduate faculty at large. In addition, M.A. students writing the thesis and all PhD students must also have a Graduate Council Representative. M.A.I.S. students must have four committee members: one representing each of their three fields, and a Graduate Council Representative. The member representing the primary field is the major professor.
**Major Professor (Committee Chair)**

The major professor is the committee member from the student’s major field who serves as their primary academic advisor, thesis advisor, and general mentor. The Committee Chair must be a Graduate Faculty member in WGSS (or a member of the program faculty, affiliated with WGSS) who is approved to direct students at the MA and/or PhD level. In WGSS, each student is assigned an advisor before their first term, and this advisor may serve as the Committee Chair, or the student may ask another faculty to serve as their Committee Chair. Once you have selected a Committee Chair, the Chair will work with you on the selection of additional committee members. Please note that all committee members must be approved by your Chair, prior to serving on your committee.

**Minor Professor(s)**

The minor professor is the member of the committee who represents the minor department or field, if the student has declared one. This person must be an approved Graduate Faculty member in this minor department/program.

**Graduate Council Representative**

This committee member represents the Graduate Council, and is a faculty member outside the student’s major and minor areas, selected by the student from a list provided by the Graduate School. Once identified, the student must provide the Graduate School with the name of the faculty member serving this role on the committee. The Graduate Council Representative (GCR) is required for all M.A.I.S. committees and all MA committees involving a thesis, and all PhD committees. The GCR is a full voting member of the student’s committee and must participate in all meetings and examinations, including the Program of Study meeting and the thesis defense. In addition, they are responsible for assuring that the conduct of all committee meetings and actions are in compliance with policies and procedures of the Graduate Council as presented by the Graduate School. The GCR assumes responsibility for assuring fair and appropriate treatment of the student and all committee members, and for assuring the integrity of the degree.

**Committee Selection**

When trying to select committee members, please remember that faculty members have multiple responsibilities and are extremely busy. Whenever possible, you should take a course with a faculty member before asking them to serve on your committee. You should also familiarize yourself with the faculty member’s research and teaching interests. When you schedule a meeting to request that a faculty member serve on your committee, please be clear and direct. In your initial contact to schedule a meeting, you should provide them with a brief written description or outline of your research plans and goals. At the meeting, your behavior should be appropriate and professional: e.g., “I am interested in writing a thesis on the topic of gender and performance studies. I see that you have published on this topic, and I would appreciate your guidance. Would you consider being a member of my
Graduate Committee?” An example of an inappropriate request: “I really don’t know what I’m interested in yet... What is your work about? Can you serve on my committee and help me figure out my topic?”

Making Changes to Your Committee

If it becomes necessary to replace one of your committee members after your committee has been established, first confirm that the replacement faculty member is a member of the Graduate Faculty and approved for the proposed role. It is the student’s responsibility (and NOT the Committee Chair’s or another committee member’s) to discuss the change with both the new committee member and the committee member being replaced. Also, it is important to notify your committee Chair as well as the WGSS Director of Graduate Studies before making any changes to the committee. Please be direct in communicating with the committee members about the reason for the change. Committee structure is included in the evaluation by the Graduate School when a student’s program of study is submitted and when the thesis defense is scheduled. Therefore any changes to the committee affect your program of study, and could necessitate a new program of study meeting for approval.

V. REQUIREMENTS FOR COMPLETION OF THE GRADUATE DEGREE IN WGSS

Program of Study

The Program of Study is a document outlining your course of study, including all classes to be taken. This form must be filed with the Graduate School after being approved by your committee. Your program must have a minimum of 50% graduate-level stand alone courses (courses that are not 400/500 “slash” courses). The main purpose of the Program of Study meeting is to ensure that the proposed program (coursework and thesis proposal) submitted by the student meets the minimum requirements of the Graduate School and the WGSS program and also fulfills the student’s needs. The program meeting should be held early enough in the student’s academic career to permit all committee members to provide input. In WGSS, M.A. students are required to hold the Program of Study meeting by the end of their first year of coursework, before finals week. The student should schedule this meeting well in advance, accommodating the schedules of all committee members, including the Graduate Council Representative. All committee members must be present. Once a date and time have been agreed on, the student is responsible for reserving a room, planning for approximately one hour. The student’s major professor, or Committee Chair, will facilitate this meeting.

At least one week prior to the Program of Study meeting, the student should confer with the Committee Chair to agree on the coursework and fill out the required form, to be shared and discussed with the rest of the committee at the meeting. Also, the student should provide all committee members with a detailed thesis or project proposal. For more information, see: http://oregonstate.edu/dept/grad_school/forms.php#program
Thesis Proposal

Along with the Program of Study form, MA students should submit a formal thesis proposal, approximately 2-3 pages in length, to be discussed at the Program of Study meeting at the end of the first academic year. This prospectus should include a description of the research topic, including central research questions, a brief review of the literature, and a discussion of the methodological approach. In addition, students should provide a detailed schedule or timeline for completion. The thesis proposal should be circulated to all committee members at least one week prior to the Program of Study meeting.

Institutional Review Board (IRB)

OSU requires ethical research training for all graduate students. If a student's research involves human subjects, it is likely that it will require IRB approval. For more information about this process, see: http://oregonstate.edu/research/irb/

In this case the student should immediately complete the required online ethics training, either the Collaborative Institutional Training Initiative (CITI) course in the Responsible Conduct of Research (RCR) or an RCR course provided by OSU, and then work closely with the major professor to follow all IRB guidelines. The major professor will be the Principal Investigator, and will submit the protocol on behalf of the student researcher. Please note that this protocol must be submitted well in advance, as the IRB review can be a lengthy process, and often requires revisions. Research involving human subjects cannot commence before IRB approval has been obtained. In WGSS, we request that IRB protocols and supporting documents be submitted by the end of a MA student's first year, whenever possible. For PhD students, the IRB protocol should be submitted before the end of the second year. Please note that faculty members are on 9-month contracts and are therefore not available to supervise research or submit students' IRB protocols over the summer.

Master's Thesis or Doctoral Dissertation

The thesis or dissertation is the culmination of your progress in the graduate program, and should reflect original research and a significant contribution to the field. The Graduate School Thesis Guide provides information on the proper formatting of your thesis or dissertation, electronic submission, and other details: http://oregonstate.edu/dept/grad_school/thesis.php

You will work closely with your Committee Chair to complete your thesis or dissertation, while checking in regularly with other committee members. Each member of your committee should receive a full, revised draft of your thesis at least two weeks before your scheduled defense, allowing them time to provide adequate feedback and suggestions for revisions. After successfully defending your thesis or dissertation, you will be required to submit a properly formatted copy to the Graduate School and a properly formatted, bound copy to the WGSS Program for our WGSS library. You can have two copies of your thesis or dissertation printed at no charge at the Student Multi-Media Services in the Valley Library.
Each term that you work on your thesis or dissertation, you have the option to register for thesis credits under the supervision of your Committee Chair. When registered for thesis credits, you must be working on some aspect of your thesis (e.g., research, literature review, IRB, etc.), and MA students are required to meet with SLCS writing tutor, Nancy Barbour, to determine a writing schedule and objectives for the term.

**Comprehensive (Qualifying) Exam**

Students in the PhD program in WGSS must complete a comprehensive exam, consisting of three parts: a general theme in the field of Women, Gender, and Sexuality Studies, research methods appropriate to the student’s research, and a specific theme related to their area of research. Ideally, exams should be completed during the second year in the program. A list of readings for the general component of the exam will be generated by the faculty and provided to doctoral students before the end of their first year of the program. This list will change each year. In addition, doctoral students in the first year cohort may agree upon a number of additional readings to be added to the list of materials for the general exam. The DGS will hold an information session for doctoral students in the spring of each year, when the list of readings is made available, to provide more information about the general qualifying exam. In addition, students should prepare reading lists for their specific area of research and research methods in consultation with their Committee Chair, to be approved by the Director of Graduate Studies. Exams will be administered over a three-day period, and students will have access to their readings and notes. Following the submission of the exams, students will have a formal meeting with their committee to discuss the exams and respond to questions from committee members. These oral examinations will typically last one hour, and the results will be made available following the meeting. Possible outcomes for the comprehensive exam include: pass, conditional pass, and fail. If a student fails the exam, the committee chair will notify the Director of Graduate Studies. They will be provided with feedback, and will have one opportunity to retake the exam. If they fail the exam a second time, they may be dismissed from the program.

**Dissertation Prospectus**

Following successful completion of the qualifying exams, PhD students should work with their committee chair and committee members to write a dissertation prospectus. A doctoral dissertation represents a meaningful, original contribution to the field of Women, Gender, and Sexuality Studies, and the prospectus provides an opportunity to obtain valuable feedback on the proposed topic of study. In general, the prospectus should include a proposed research issue or question(s); a review of the existing literature on the topic, including how this new work will contribute or intervene; a discussion of research approach and methods; and implications for the field of Women, Gender, and Sexuality Studies. In addition, the student should also include a selected bibliography, a research plan with a timeline for completion, and a tentative chapter outline. Once the committee chair has approved a draft of the dissertation prospectus, the student should schedule a prospectus defense. At the defense, the student presents their proposed research to the full committee as well as other WGSS faculty and students. The questions and discussion following the student’s presentation create an opportunity for scholarly engagement and
exchange about the student’s proposed topic. One a doctoral student has passed the qualifying exams and had their dissertation prospectus approved, they may advance to PhD candidacy.

**Thesis or Dissertation Defense (Final Oral Examination)**

The Final Oral Examination, also referred to as the thesis or dissertation defense, should be scheduled after the Committee Chair approves a draft of the thesis and agrees that the student can proceed. The student should contact all committee members far enough in advance to accommodate all schedules, and should reserve a room for a minimum of two hours. In WGSS, the first hour of thesis and dissertation defenses are made public, and other faculty members and graduate students should be notified and invited. The Committee Chair facilitates the defense and evaluation. The defense begins with the student’s formal presentation about their research, which should take approximately forty minutes. This is followed by time for questions from attendees. After the first hour, all persons except the student’s committee members are excused, and the committee continues with the examination, asking questions regarding the student’s research and presentation. After the committee has completed all questions, the student is excused, and the committee members vote to accept the thesis (pass), to accept the thesis with revisions (conditional pass), or not to accept the thesis (fail). If more than one negative vote is recorded, the candidate fails the final oral examination. In WGSS students are allowed to re-take the examination only one time.

**Scheduling Program Meetings, Qualifying Exams, and Thesis/Dissertation Defenses**

You should work with your Committee Chair (Advisor) to schedule your program of study meeting, thesis defense, comprehensive exam, dissertation defense, and/or any other important meetings. Generally, it is expected that you provide committee members with multiple options for dates, well in advance, as all members must attend program of study meetings and thesis defenses. Once you have a date and time, you may work with the WGSS office coordinator to schedule a room. Please note that WGSS faculty are on 9-month contracts and are not available to meet during the summer.

In order to schedule a thesis or dissertation defense before the end of an academic year, a complete, revised draft (not a first draft!) of the thesis or dissertation must be submitted to the Committee Chair *by May 1*. This draft must be approved by the Chair by May 15, and shared with the rest of the Committee, once approved. Please note: the WGSS Program has a policy that thesis and dissertation defenses may not be scheduled during finals week or during the summer. In other words, to complete the degree by the end of the academic year, a defense must be scheduled to take place before or by Week 10 of spring term. If you cannot meet this deadline, you must wait until fall term to schedule your defense.
Annual Review of Satisfactory Academic Progress

WGSS graduate students’ progress is reviewed each year by the faculty. By May 1, all graduate students must submit an annual report along with their up to date CV to the Director of Graduate Studies, Dr. Qwo-Li Driskill, including the following information:

- activities and accomplishments during this academic year, listing your coursework (and grades earned), teaching responsibilities, conference proposals and/or presentations, grants, awards, publications, and other forms of engagement with the field
- status of research for thesis (including selection of a committee, date of Program of Study meeting, IRB approval, date of thesis defense, etc.)
- a teaching portfolio which includes the following: a) a teaching statement/teaching philosophy (detailing your teaching philosophy, your greatest teaching strengths, and an explanation of the role you played as an assistant or instructor; b) an observation from the professors who supervised your work over the year; c) syllabi from the courses you taught or assisted with; and d) a sample lesson, taped lesson, or lecture notes you prepared
- any impediments to progress and success that should be considered
- unofficial transcript

This information provides documentation of a student's progress toward the graduate degree in WGSS. Faculty will review the annual reports as a group, and students will receive a letter from the Director of Graduate Studies assessing their progress and outlining any concerns from the faculty.

The written report is due May 1, 2016, and must be signed by your Advisor. You should meet with your Advisor to discuss the review before submitting it.

Evidence of satisfactory academic progress will be based on the following rubric:

<table>
<thead>
<tr>
<th>Excellent progress</th>
<th>Satisfactory progress</th>
<th>Unsatisfactory progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of courses with As, in a timely manner</td>
<td>Completion of courses with B or above in a timely</td>
<td>Any grades lower than a B in coursework; inability to</td>
</tr>
<tr>
<td>consistent with cohort, degree, and program of study.</td>
<td>manner consistent with cohort, degree, and program of</td>
<td>complete coursework in a timely manner.</td>
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<tr>
<td></td>
<td>study.</td>
<td></td>
</tr>
<tr>
<td>No outstanding incomplete grades.</td>
<td>Timely removal of incomplete grades, typically within</td>
<td>More than one incomplete grade, for longer than 3 terms.</td>
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<tr>
<td></td>
<td>one term.</td>
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<tr>
<td>Filing a program of study by the end of the first</td>
<td>Filing a program of study by the end of the first</td>
<td>Failing to file a program of study by the end of the</td>
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<td>academic year.</td>
<td>academic year.</td>
<td>first academic year.</td>
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<td>For MA students:</td>
<td>For MA students:</td>
<td>For MA students:</td>
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<td>Completing a thesis proposal by the end of the first academic year, or the first term of the second academic year.</td>
<td>Completing a thesis proposal by the first term of the second academic year.</td>
<td>Failing to complete a thesis proposal by the first term of the second academic year.</td>
</tr>
<tr>
<td>For PhD students:</td>
<td>Completing qualifying exams and presenting a dissertation proposal by winter term of the second academic year.</td>
<td>For PhD students:</td>
</tr>
<tr>
<td>Completing qualifying exams and presenting a dissertation proposal by winter term of the second academic year.</td>
<td>Failing to take qualifying exams and presenting a dissertation proposal by the end of the second academic year.</td>
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<tr>
<td>Submitting an IRB protocol (if required) by the first term of the second academic year.</td>
<td>Submitting an IRB protocol (if required) by the first term of the second academic year.</td>
<td>Failing to submit an IRB protocol (if required) by the first term of the second academic year.</td>
</tr>
<tr>
<td>Successful defense of the thesis by the end of the second academic year for full-time students (or evidence of a clear timeline to completion).</td>
<td>Successful defense of the thesis, typically by the end of the second academic year, depending on timeline and program of study.</td>
<td>Unsuccessful defense of the thesis, or failure to defend by the end of three years in the program (unless on official leave of absence from the program, or unless otherwise agreed upon with advisor and committee members).</td>
</tr>
<tr>
<td>Submission of abstract for national/regional/local conferences in WGSS, and application for scholarships or fellowships.</td>
<td>Submission of abstract for national/regional/local conferences in WGSS, or application for scholarships or fellowships.</td>
<td>No submission of conference proposals or scholarship/fellowship applications.</td>
</tr>
<tr>
<td>Evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</td>
<td>Evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</td>
<td>No evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</td>
</tr>
<tr>
<td>Evidence of engagement with peers in WGSS, through artistic/activist/scholarly collaboration or other</td>
<td>Evidence of engagement with peers in WGSS, through artistic/activist/scholarly collaboration or other supportive connections,</td>
<td>No evidence of engagement with peers in WGSS.</td>
</tr>
</tbody>
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supportive connections, including reading or writing groups.

**Required Courses for the WGSS MA and PhD**

The M.A. in Women, Gender, and Sexuality Studies currently includes 47 credits of core requirements:

WGSS 503. Thesis (6 cred.)
WGSS 510. Internship (3 cred.)
WGSS 511. Orientation and Professionalization I (1 cred.)
WGSS 512. Orientation and Professionalization II (1 cred.)
WGSS 513. Orientation and Professionalization III (1 cred.)
WGSS 514. Systems of Oppression in Women's Lives (4 cred.)
WGSS 516. Theories of Feminism (4 cred.)
WGSS 518. Feminist Research (4 cred.)
WGSS 521. Feminist Leadership (4 cred.)
WGSS 522. Grant Writing and Development for Feminist Organizations (4 cred.)
WGSS 535. Feminist Teaching and Learning (4 cred.)
WGSS 575. Critical Race Feminisms (4 cred.)
WGSS 585. Transnational Feminisms (4 cred.)
WGSS 586. Global Experience I (1 cred.)
WGSS 587. Global Experience II (1 cred.)
WGSS 588. Global Experience III (1 cred.)

In addition, students must demonstrate 2nd year proficiency in a second language, and should complete 6 credits of WGSS electives.

Students in the Ph.D. program in WGSS should complete the following requirements:

WGSS 611. Colloquium (1 cred.) *(Students must take 4 terms of colloquium and must present dissertation research once.)*
WGSS 616. Multiracial, Transnational, Queer Feminisms I (4 cred.)
WGSS 617. Multiracial, Transnational, Queer Feminisms II (4 cred.)
WGSS 620. Social Justice Theory and Practice (4 cred.)
WGSS 518. Feminist Research OR WGSS 555. Feminist Textual Methods and Discourse Analysis (4 cred.)
WGSS 521. Feminist Leadership (4 cred.)
WGSS 535. Feminist Teaching and Learning (4 cred.)
WGSS 603. Thesis (36 credits)

Electives (16 credits)
Global Experience

MA students in WGSS are required to complete three credits of “Global Experience,” which involves participation in a short-term study abroad experience that emphasizes transnational feminist theories and frameworks. Typically, a student might register for 1 credit of WGSS 586 to prepare for the Global Experience, 1 credit of WGSS 587 during the travel experience, and 1 credit of 588 following the travel experience, as a time for reflection.

Graduate students may fulfill the Global Experience requirement by participating in a faculty-led short-term travel seminar, offered by the WGSS program. In recent years, the WGSS program has offered faculty-led short term travel seminars to India, the United Kingdom, Greece, and Guatemala.

You may also fulfill the Global Experience requirement individually, in consultation with your Advisor and the instructor for Global Experience, Dr. Liddy Detar. In this case, students may select a location based on thesis research or personal interest, research potential partnerships, and develop a program of study and a proposal. Please note that “global experience” does not necessarily mean leaving the U.S. or even Oregon. For students who cannot or choose not to travel outside of the U.S., you might consider volunteering with a local indigenous or immigrant or refugee community organization. In any case, please consult with your Advisor and Dr. Detar, and work to avoid exploitative practices that may create additional labor for local community organizations. Once you have completed your Global Experience requirement, you are required to participate in a public presentation about your experience, to be scheduled with the faculty leaders of a short-term travel seminar you participate in, or with Dr. Detar, if you complete the requirement through an individual project.

Internship

Graduate students in Women, Gender, and Sexuality Studies are required to complete 3 internship credits, which provide students with the opportunity for hands-on application of the research and theories you’ve studies in your classes. For a 3-credit internship, students volunteer 10 hours per week for a term in an organization whose work benefits women, directly addresses aspects of gender and sexuality, or works toward feminist goals. Many of our students complete their internships in local, regional, or campus organizations. Other students complete their internships in feminist agencies around the country and the world. For many students, the internship is a path to a career. For others, it is an experience that helps them develop valuable skills that they are able to use in whatever work they choose.

Students interested in doing an internship in Women, Gender, and Sexuality Studies should contact Dr. Janet Lee for approval before registering for WGSS 510 or 610. Some students complete their internship by working with a Women, Gender, and Sexuality Studies faculty member as a teaching or research assistant.

The internship experience provides the opportunity to gain experience within an off-
campus private, public, or community agency or organization which has as one of its goals the improvement of the status of women in society. Students work with an on-site mentor who guides their field experience in collaboration with Dr. Janet Lee, the graduate internship coordinator in the WGSS program.

Internships may be taken for 1-12 credits. A typical 3-credit internship requires a total of 100 hours of work in the internship agency or organization.

**Independent Studies**

On rare occasions, it may be necessary to take an independent study with a faculty member in a specific area of study that is not offered through the curriculum. However, please note that faculty do not receive compensation for supervising independent studies—these are generally done as overload. Therefore, it is not appropriate to ask a faculty member to supervise an independent study simply because the day or time of a course is inconvenient for you (e.g., “I cannot take your course this term, so can you do it as an independent study with me next term?”). Please be respectful of faculty members’ time, and schedule independent studies only when absolutely necessary to fulfill your academic goals. Before making any requests for independent studies, please consult with your advisor.

**Language Requirements**

The M.A. in WGSS requires 2nd year proficiency in a second language as demonstrated by: two years of a college language sequence on the transcript; scoring at second year proficiency on a language placement test; or completing the 213 course of a language sequence while enrolled in the M.A. program. Links to complete the required forms for the Graduate School are available here: [http://gradschool.oregonstate.edu/forms/#MAlanguage](http://gradschool.oregonstate.edu/forms/#MAlanguage)

**M.A.I.S. Core Requirements**

Students completing the M.A.I.S. with Women, Gender, and Sexuality Studies as their primary area must complete a minimum of 18 credits, including the following required courses plus thesis or non-thesis credits:

- WGSS 510. Internship (3 - 6 credits)
- WGSS 514. Systems of Oppression in Women's Lives (4 cred.)
- WGSS 516. Theories of Feminism (4 cred.)
- WGSS 518. Feminist Research (4 cred.) *(required for thesis option only)*
- WGSS 585. Transnational Feminisms (4 cred.)

Students taking WGSS as their secondary area for the M.A.I.S. must complete a minimum of 12 credits, including the following required courses:

- WGSS 516. Theories of Feminism (4 cred.)
- WGSS 514. Systems of Oppression (4 cred.)
- WGSS 585. Transnational Feminisms (4 cred.)
Many students elect Women, Gender, and Sexuality Studies as both primary and secondary areas. They must complete a minimum of 30 credits in Women, Gender, and Sexuality Studies of the 45 required for the M.A.I.S. degree, plus thesis and non-thesis credits. The required core courses may be spread across these two areas. See above for area of specialization.

VI. POLICIES FOR GRADUATE ASSISTANTSHIPS IN WGSS

Graduate Assistantships

Graduate teaching assistantships are allocated on a competitive basis, and provide excellent opportunities to develop teaching and research skills. In addition to developing greater understanding of feminist pedagogies, students develop communication and public speaking skills, and gain confidence in the classroom. GTAs and GRAs are expected to fulfill approximately 10 hours of work each week for a .25 position, or approximately 20 hours per week for a .49 position, as part of their contract. In addition, regular attendance at the weekly GTA meetings, along with the fulfillment of the graduate requirement, WGSS 535: Feminist Teaching and Learning, help students cultivate skills in feminist pedagogies.

Graduate teaching assistants at OSU must comply with the University policies regarding the Family Educational Rights and Policy Act (FERPA) and confidentiality related to Canvas software. Training must be completed before students are given permission to be added to a course site. For more information, see: http://oregonstate.edu/registrar/ferpa-training-module

All GTAs must be registered for a minimum of 12 credit hours each term during the academic year, and are required to carry health insurance.

GTAs generally spend their first year in the graduate program acting as teaching and/or research assistants for core faculty members. Based on performance reviews, advanced graduate assistants may be invited to teach their own courses in the second year of graduate study. Generally, GTAs teach and/or assist in 200 or 300 level undergraduate courses.

Responsibilities include:

- Meeting regularly with the instructor to assist in creating lesson plans, etc. (generally for one hour each week)
- Attending all class meetings.
- Completing all reading assignments for the class.
- Facilitating class discussions.
- Developing visual aids and other materials.
- Grading undergraduate student papers, exams, and other assignments.
- Holding regular office hours (at least two each week).
• Attending and participating in all Monday GTA meetings.
• Responding in a timely manner to all email and phone communications with the instructor and students in the course.

Sometimes, GTAs will be assigned as Graduate Research Assistants (though still technically referred to as GTAs). Research assistants will assist faculty members with research and scholarship. Research assistants are required to fulfill approximately 10-12 hours each week, and to meet regularly with the faculty supervisor. They should also continue to attend the regular GTA meetings.

Responsibilities include:

• Meeting regularly with the faculty researcher.
• Carrying out designated research tasks, which may include gathering library and online sources, creating annotated bibliographies, reading and reviewing written work, transcribing interviews, contacting community organizations, handling logistics, creating a specific document, e.g., brochure or newsletter, and/or other tasks as detailed by the faculty supervisor.
• Attending and participating in all weekly GTA meetings.
• Responding in a timely manner to all email and phone communications with the faculty researcher.

The employment contract for GTA is from September 15 to June 20 (or the day final grades are due, following the end of spring quarter). GTAs are required to work approximately ten to twelve hours per week, including during the week before classes begin in the fall, during winter break, during spring break, and during finals week each term. It is understood that some weeks may have heavier workloads than others. The weekly GTA meetings, meeting with the faculty supervisor, office hours, and all work as designated above and detailed with the mentor should be included in this total each week. GTAs are responsible for meeting with their faculty mentor regularly (usually once a week for teaching responsibilities; it may vary for research assistantships) throughout the term. All GTAs and GRAs much submit a weekly time log to the faculty supervisor, detailing the days, hours, and tasks performed. This log provides a tool for the GTA and mentor to review completed work, set task goals, discuss appropriate time investment, and adjust workload as necessary.

Weekly GTA Meetings

All graduate teaching assistants are required to attend a weekly meeting, held on Mondays, 12:00-1:00 in the Waldo Hall second floor conference room. At these meetings, GTAs are provided with useful information and resources regarding OSU policies and teaching in WGSS, as well as a regular time to discuss specific classes, teaching strategies, and/or concerns. In addition, some meetings will be facilitated by WGSS faculty on specific themes of relevance to our program’s values and learning objectives. Previous topics of discussion include: accommodating students with disabilities; developing strategies for successful
team-teaching; using experiential learning in the classroom; assisting students with writing; collaborating with communities; using film as a teaching tool; and teaching from a social justice perspective. These meetings are mandatory and should not be missed except in extenuating circumstances (to be communicated to the Director of Graduate Studies). Failure to attend will be considered a breach of contract.

**GTA Evaluation**

At the end of each term, GTAs are asked to complete self-evaluations. Each instructor will also provide a written evaluation at the end of the term for first-year GTAs and GRAs. In addition, first year GTAs will also be evaluated after each teaching presentation or facilitation. This process provides multiple opportunities for feedback for GTAs, and provides WGSS faculty with information to make decisions about future assignments. Advanced GTAs may have the opportunity to teach their own 200 or 300 level courses. Graduate Teaching Assistants teaching their own courses will be evaluated by WGSS faculty members each term. Evaluation forms for first and second-year GTAs are included at the end of this handbook.

In the event that a GTA (or GRA) does not fulfill the terms of the contract, or receives a negative evaluation, the Director of Graduate Studies will meet with the student to discuss ways to improve performance. In addition, the GTA will be required to go through a probationary period, the terms of which will be decided in consultation with the Program Coordinator and Director of Graduate Studies. If the Graduate Teaching Assistant’s performance does not improve, the GTA position may be suspended or terminated.

**WGSS Events**

WGSS graduate students and GTAs are expected to attend all WGSS-sponsored events, including orientations, special lectures, performances, and other events. Please consider it part of your responsibility to actively participate in all aspects of the program. In addition, it is considered a demonstration of collegiality to support colleagues and classmates by attending other WGSS graduate students’ thesis defenses, conference presentations, and special events, whenever possible.

**Public and Social Media Presence**

WGSS GTAs and graduate students are considered representatives of the WGSS Program. Please remember this is the case even when you are not in the classroom or on campus. Your presence at conferences, at other institutions, and on social media including Facebook, Twitter, Tumblr, etc., is public, and always reflects on this program.

**Guidelines for Interacting with Undergraduate Students**

Please note that as a graduate instructor or teaching assistant, you are held to the same standards as faculty members at Oregon State University when it comes to ethical conduct and interactions with students. For GTAs, this may sometimes lead to awkward situations,
as you may be enrolled in slash (400- /500-level) courses in which you are colleagues with undergraduate students, at the same time that some of these students may be enrolled in classes that you teach or TA for.

Graduate students, especially GTAs, are generally encouraged to maintain professional relationships with undergraduate students at all times, avoiding personal, romantic, and/or sexual relationships. This will help to ensure that you do not abuse your power in any way, with regard to undergraduate students who may enroll in your classes. If you have questions or concerns about maintaining boundaries in relation to undergraduate students, please consult with your Advisor.

Graduate Student Affairs Task Force

The Graduate Student Affairs Task Force is an OSU task force that works with the administration, senates, other graduate organizations, and students to ensure that all issues concerning the graduate community are addressed. The Task Forces provides support and resources for graduate students in need. For more information, see: http://asosu.oregonstate.edu/graduate-affairs

Coalition of Graduate Employees (CGE)

The Coalition of Graduate Employees (CGE) is a local labor union that represents graduate teaching and research assistants at OSU. CGE is affiliated with the American Federation of Teachers (AFT). CGE works to ensure fair treatment of graduate employees and defends graduate employees’ rights when needed. All OSU graduate students are eligible to join CGE, and all CGE members have access to various discounts and insurance provided through AFT. For more information, see: http://cge6069.org

Travel to NWSA and Other Conferences

Graduate Students in WGSS are encouraged to submit proposals to present at the National Women’s Studies Association (NWSA) Conference and other professional meetings in our field. Presenting your work at national conferences is an excellent way to develop your scholarship, gain valuable feedback, and network with colleagues in your area of interest. Depending on our program budget, MA students will receive funding for one conference during their time at OSU, including registration, membership and a $500 travel stipend. PhD students will receive funding for two conferences during their time at OSU, including registration, membership, and a $500 travel stipend. To qualify for funding, students must have their proposals accepted for presentation. They cannot be a moderator or discussant—they must be presenting their original research. You are also encouraged to request funding directly from NWSA, as they offer a limited number of travel grants to accepted presenters. If your proposal is accepted to another conference or professional meeting, please contact the Program Coordinator or Director of Graduate Studies to see if funds are available to support your travel. Please note that for out of state travel, you must submit a Travel Authorization form at least one week prior to departure, and any foreign travel requests require additional time and must be approved prior to airfare purchase.
Authorizations cannot be requested or approved after the fact. Please consult with Leonora Rianda or Karen Mills for travel authorization.

For more information about the National Women’s Studies Association annual conference, see: http://www.nwsa.org/content.asp?pl=15&contentid=15

For additional information about NWSA scholarships and travel grants, see: http://www.nwsa.org/content.asp?pl=15&sl=34&contentid=34

Additional Funding Opportunities

The Women, Gender, and Sexuality Studies Program offers two annual scholarships: The Judy Mann DiStefano Memorial Scholarship ($2000), and the Jeanne Dost, Margaret Lumpkin, and Jo Anne Trow Founders Scholarship ($750). WGSS students may be considered for both scholarships by completing an application in spring term. Selection criteria include academic excellence, commitment to feminist ideals, community activism, and financial need.

The School of Language, Culture, and Society offers a graduate research award of $1000 to support graduate thesis or dissertation research, to be used to support travel or supplies for research directly related to the thesis. Details regarding the application process for this award will be announced during the academic year.

In addition to Graduate Assistantships, you may also consult the following website, for information about fellowships and scholarships, both internal and external: http://oregonstate.edu/dept/grad_school/fellowscholar.php

For more information about financing your graduate education, see: http://gradschool.oregonstate.edu/finance

Please note that the WGSS Program cannot provide financial support or research positions during the summer.

Facilities

Shared office space is available for all WGSS graduate teaching assistants in Waldo 130. Desks, desktop computers, and printers are available for GTA use in this office. This room provides internet access and a space to prepare for class and/or hold office hours. Please note that OSU provides only minimal janitorial services, so we are expected to clean our own offices. Please respect your colleagues by keeping this shared office neat and clean.

The University also provides a large number of computer labs with printers for students. In addition, the Valley Library provides quiet spaces and study rooms that may be reserved by individuals or groups. The library also offers computer facilities for students, and Administration and Consulting (4th floor, Valley Library) has a limited number of laptop computers for graduate students to check out.
Graduate teaching assistants have shared mailboxes in the WGSS Office, Waldo 252. Students are advised to check their mailboxes on a regular basis. In addition, GTAs are permitted to use the office copier as well as basic office supplies for all teaching-related duties. Personal copies are not permitted. The copy machine in our office includes a scanning feature that can send digital copies directly to email addresses. If you have any questions, please see Leonora Rianda, WGSS Office Specialist.

VII. WOMEN, GENDER, AND SEXUALITY STUDIES FACULTY

The WGSS core faculty members are committed to your success in this program. They have published extensively, and have won numerous teaching, research, and service awards. They are actively involved in the life of the university.

Dr. Bradley Boovy
Assistant Professor

Ph.D., 2012, Germanic Studies, University of Texas at Austin
M.A., 2006, Germanic Studies, University of Texas at Austin
M.A., 2003, Spanish, Tulane University
B.A., 2001, German and Spanish, Loyola University, New Orleans

Expertise/Research Areas

Histories of Sexuality; Critical Men and Masculinity Studies; Queer Studies; Twentieth-Century German and European literary and cultural studies

Teaching

WGSS 360: Men and Masculinities in a Global Context
WGSS 360H: Men and Masculinities in a Global Context (honors college)
WGSS 414: Systems of Oppression
WGSS/QS 499/599: Politics of a Film Festival
WGSS 561: Queer Masculinities
GER 349: Grimms’ Fairy Tales
German language courses

Examples of Scholarly Work


Boovy, Bradley. Review of Theis, Wolfgang, curator, Rosa geht in Rente: Hommage zu Rosa
http://www.h-net.org/reviews/showrev.php?id=23737


**Dr. Liddy Detar**  
**Instructor and Advisor**

Ph.D., 2002, Literature and Women's Studies, University of California, Santa Cruz  
M.A., 1999, Literature, University of California, Santa Cruz  
B.A., 1991, English, French, Women's Studies, Barnard College

**Expertise/Research Areas**

Feminist and Postcolonial Studies; Diaspora Studies; 19th century literature of British and French empires; 20th century (Post)colonial women's literature of the Caribbean (Francophone and Anglophone), France, West Africa, and U.S.

**Teaching**

WGSS 223: Women: Self and Society  
WGSS 224: Women: Personal and Social Change  
WGSS 230: Women in the Movies  
WGSS 270: Violence Against Women  
WGSS 280: Women Worldwide  
WGSS 414: Systems of Oppression in Women’s Lives  
WR 420/520: Writing Women's Lives  
WGSS 480: International Women

**Examples of Scholarly Work**

“SAGE: Providing Education, Creating Diversity” (Provided content material for short video clip for grant writing purposes for the Corvallis Environmental Center. (Collaborated with AmeriCorps volunteers) June 2011.


Dr. Qwo-Li Driskill
Assistant Professor
Director of Graduate Studies

Ph.D., 2008, Rhetoric and Writing: Cultural Rhetorics, Michigan State University
B.A., 1998, Social Transformation and the Arts (Africana Studies, Women’s Studies, Theater), University of Northern Colorado

Expertise/Research Areas

Queer Studies; Transgender Studies; Native American & Indigenous Studies; Rhetoric & Writing; Literary Studies; Creative Writing Poetry; Performance Studies; Disability Studies; Critical Ethnic Studies

Teaching

QS/WGSS 262: Introduction to Queer Studies
QS/WGSS 364: Trans/Gender Politics
QS/WGSS 462/562 Queer Theories
QS/WGSS 431/531: Queer of Color Critiques
QS/WGSS 472/572: Indigenous Queer & Two-Spirit Studies
QS/WGSS 477/477 Queer/Trans People of Color Art/Activism
WGSS 514: Systems of Oppression in Women’s Lives

Examples of Scholarly Work

Books


Articles and Book Chapters


Dr. Patti Duncan
Associate Professor
Program Coordinator

Ph.D., 2000, Institute for Women’s Studies, Emory University
M.A., 1996, Institute for Women’s Studies, Emory University
B.A., 1992, Psychology and Women’s Studies, Vassar College

Expertise/Research Areas

Transnational feminist theories and movements; women of color feminisms; Asian/American feminisms, feminist media studies; motherhood studies; critical mixed race studies; queer studies; gendered effects of war and militarism.

Teaching

WGSS 235H: Women in World Cinema (Honors College)
WGSS 325: Disney: Gender, Race, Empire
WGSS 325H: Disney: Gender, Race, Empire (Honors College)
WGSS 350: Politics of Motherhood in Global Contexts
WGSS 430/530: Women of Color Feminisms
WGSS 476/576: Transnational Sexualities
WGSS 585: Transnational Feminisms
WGSS 616: Foundations in Multiracial, Transnational, and Queer Feminisms

Examples of Scholarly Work

Books and Films


Fitzgerald, Skye and Patti Duncan, Finding Face. Documentary Film. 68:00, 2009.


Articles and Book Chapters


Duncan, Patti. “Genealogies of Unbelonging: Amerasians and Transnational Adoptees as


**Ms. Kryn Freehling-Burton**  
**Senior Instructor and WGSS Ecampus Advisor**

MAIS, 2007, Women Studies and Theatre, Oregon State University  
B.A., 1993, Political Science, California Baptist University

**Expertise/Research Areas**

Feminist theatre, mothering studies, women in film, TV and popular culture, online pedagogy, science fiction.

**Teaching**

WGSS 223: Women: Self, and Society  
WGSS 224: Women: Personal and Social Change  
WGSS 230: Women in the Movies  
WGSS 340: Gender and Science  
WGSS 460: Women and Sexualities  
WGSS 495: Global Feminist Theologies  
WGSS 496: Feminist Theologies in the U.S.

**Examples of Scholarly Work**
**Books, Films, and Plays**


Freehling, K. *Rooms My Mother Made* (one act based on oral history interviews). 2011.


**Articles and Book Chapters**


Dr. Janet Lee
Professor

Ph.D., 1985, Sociology, Washington State University
M.A., 1982, Sociology, Washington State University
B.A., 1976, Sociology, University of Stirling, Scotland, U.K.

Expertise/Research Areas

Feminist and literary histories, especially early 20th century British gender studies and Australian literary histories; feminist theories; narrative inquiry of body politics; feminist teaching and learning.

Teaching

WGSS 280: Women Worldwide
WGSS 280H: Women Worldwide (Honors College)
WGSS 416: Theories of Feminism
WGSS 511/512/513: Orientation and Professionalization in WGSS
WGSS 516: Theories of Feminism

Examples of Scholarly Work

Books


**Articles and Book Chapters**


Lee, Janet. “A Nurse and a Soldier: Gender, Class and National Identity in the First World


Dr. Ron Mize  
Associate Professor  
Director of Center for Latina/o Studies and Engagement

Ph.D., 2000, Sociology, University of Wisconsin, Madison  
M.A., 1994, Sociology, Colorado State University, Fort Collins  
B.S., 1991, Journalism, University of Colorado, Boulder

Expertise/Research Areas

Critical Migration Studies; Chicano/a Studies; Comparative Race and Ethnicity; Political Economy; Research Methods; Inequalities and Social Justice; Cultural Studies; Social Theory; Political and Historical Sociology.

Teaching

WGSS 522: Grant Writing and Development for Feminist Organizations  
WGSS 575: Critical Race Feminisms and Outsider Jurisprudence

Examples of Scholarly Work

Books


**Articles and Book Chapters**


Dr. Nana Osei-Kofi
Associate Professor
Director of the Difference, Power, and Discrimination (DPD) Program

Ph.D., 2003, Education, Claremont Graduate University
M.A., 2003, Applied Women’s Studies, Claremont Graduate University
B.A., 1994, Business Management, University of Phoenix

Expertise/Research Areas

Social justice studies; cultural studies in education (K-12, higher education); critical theory/political economy; global studies; popular culture; arts-based inquiry

Teaching

WGSS 223: Women, Self and Society
WGSS 521: Feminist Leadership
WGSS 542: The Inclusive Classroom: Difference, Power, and Discrimination

Examples of Scholarly Work

Books


Articles and Book Chapters


**Dr. Larry Roper**  
**Professor**  
**Director of the College Student Services Administration (CSSA) Graduate Program**  
**Director of the Social Justice Studies Minor, SLCS**

**Expertise/Research Areas**

Leadership, Community Development, Diversity, Identity, and Social Justice
Teaching
WGSS 373: Approaches to Social Justice
WGSS 485: Capstone in Social Justice
(Additional courses in CSSA graduate program)

Examples of Scholarly Work

Books


Book Chapters


**Refereed Journals**


**Monographs**


**Book Reviews**


**Other**


Washington, D.C.


**Dr. Susan Shaw**

**Professor**

**Director of the School of Language, Culture, and Society**

Ph.D., 1987, Religious Education, The Southern Baptist Theological Seminary
MAIS, 1996, Women Studies and English, Oregon State University
B.A., 1981, English, Berry College

**Expertise/Research Areas**

Women and religion; feminist theologies; feminist teaching and learning; women and rock ‘n’ roll.

**Teaching**

WGSS 495: Feminist Theology and Spirituality
WGSS 496: Feminist Theologies in the U.S.
WGSS 521: Feminist Leadership
WGSS 535: Feminist Teaching and Learning

**Examples of Scholarly Work**

**Books**


**Articles and Book Chapters**


**Dr. Elizabeth M. Sheehan**
**Assistant Professor**
**School of Writing, Literature, and Film and WGSS**

Ph.D, 2011, English Literature, University of Virginia
B.A., 2002, English, Yale University
Expertise/Research Areas

Late 19th and 20th century British and American Literature with a focus on modernist literature and culture; feminist literary and cultural theory; critical race studies; visual culture studies; critical fashion studies

Teaching

WGSS 499/599: Fashion, Gender, Modernity
WGSS 555: Feminist Textual and Discourse Analysis
(and graduate classes in English on the Harlem Renaissance and Theories of Aesthetics and Politics)

Examples of Scholarly Work

Books


Articles and Book Chapters


Dr. Mehra Shirazi
Assistant Professor

Ph.D., 2007, Public Health Promotion and Education, Oregon State University
M.S., 1996, Environmental Health Management, Oregon State University
B.S., 1994, Microbiology, Oregon State University
Expertise/Research Areas

Health disparities; community based participatory research; breast and cervical cancer screening and care among immigrant and refugee women.

Teaching

WGSS 235: Women in World Cinema
WGSS 482/582: Global Perspectives on Women’s Health
WGSS 483/583: Race, Gender, and Health Justice
WGSS 518: Community-Based Participatory Research

Examples of Scholarly Work


Program Faculty and Adjunct Instructors

In addition to these core faculty members, our program has over fifty program faculty members, drawn from departments and programs all over campus. Graduate students in WGSS may take courses from program faculty members, and may also include program faculty members on their graduate committees. A list of program faculty in WGSS can be found here: http://oregonstate.edu/cla/women_gender_sexuality/affiliate-faculty

Also, a number of adjunct instructors teach within our program, both on-campus and online, including administrative staff members at OSU and community members. For more information about WGSS instructors, see: http://oregonstate.edu/cla/women_gender_sexuality/faculty-staff-wgss

VIII. ACKNOWLEDGEMENTS

This graduate handbook draws from many sources at OSU, especially the Graduate School website and supporting documents. In addition, this handbook was influenced by other graduate handbooks and resources at Oregon State University, including those of the School of Design and Human Environment, Human Development and Family Sciences, the College of Earth, Ocean, and Atmospheric Sciences, the Chemistry Department, and the School of Writing, Literature, and Film. This handbook has also benefited from discussions with faculty members at other institutions, as well as public content from other Women, Gender, and Sexuality Studies programs, including Emory University and the University of Maryland.

IX. FREQUENTLY ASKED QUESTIONS

Should I have a thesis or dissertation topic in mind during my first term or two in the graduate program?
Not necessarily. In fact, we encourage you to take a broad spectrum of classes so that you have a strong foundation for whatever you eventually decide to study. Narrowing your intellectual life too soon upon entering graduate school tends to be a poor strategy for maximizing your learning at OSU.

Can undergraduate courses be included in my program of study?
No, only graduate courses can be included. However, you are encouraged to enrich your education by taking undergraduate courses if you desire.

Can community members serve on my thesis or dissertation committee?
Yes, but they must first be approved by WGSS and by the Graduate School in order to be appointed as temporary Graduate Faculty.

What happens if I fall behind the rest of my cohort and take fewer credits one term?
All students should complete the MA or PhD at their own pace and it is fine to take fewer credits. It is important, however, to take the required number credits associated with GTA
positions to maintain funding.

What happens if my program of study lists a course that I end up not taking or I switch to another course?
You must file changes with the Graduate School. Forms are available on their website.

When should I plan to have my committee program meeting?
As you take classes in your first terms, you should be thinking about who would make good committee members for your emerging thesis or dissertation idea. If you plan to conduct research with human subjects, you will need sufficient time for your IRB proposal to go through the IRB process before you begin research. Many graduate students plan their committee meetings in late winter or early spring with this in mind. All MA students must have their program of study meeting before the end of the first year. Doctoral students should complete their qualifying exams and dissertation proposal meetings by the end of the second term of their second year in the program.

How do I know who will make a good committee chair or member for my topic?
Take a class with a professor whose research relates to what you are interested in exploring for your thesis or dissertation. Attend lectures and workshops led by faculty members. This is an especially good way to get to know our program faculty who teach in other schools and colleges. Read their publications!

How can I be the best advisee for my advisor or chair?
Initiate communication with them early and often, once a term at the very least. When planning meeting times, be cognizant of their busy schedules by being on time and finishing on time. Come to meetings with a clear list of questions or items you would like to discuss. If you need to reschedule, email early.

I’m spending more than the required number of hours a week on my GTA responsibilities. What should I do?
Communicate with your teaching or research supervisor by sharing your time log. They will assist you in determining how long each task should take and strategies for approaching various duties.

What if I’m not ever spending the required number of hours on my GTA duties?
Some GTAs are faster graders than others, or there are fewer students in the class. If you are regularly under ten hours for a .25 appointment (or twenty hours for a .49 appointment), communicate with your teaching or research supervisor. They can review your work and provide additional tasks as appropriate to your assignment.

What should I be doing over winter and spring break for my GTA hours?
Since you are supposed to be working approximately ten hours each week for a .25 GTA position (or twenty hours per week for a .49 position) from September 15 to the end of spring term, you do need to complete time logs for winter and spring breaks as well as the week before fall term starts. In finals week, you should meet with your mentor from the term just ending AND also with the mentor for the upcoming term. Each can give you
final/starting tasks to complete over the break. These tasks could include grading final assignments, making final grade calculations, revising/creating grading rubrics, finalizing syllabi, developing or posting content to Canvas sites, writing exam questions, preparing presentations, etc.

*Can I turn in the same paper for more than more graduate seminar?*

The practice of using one paper to fulfill multiple assignments is generally discouraged. However, if it makes sense to build on previous work or to use different versions of the same paper for more than one class, you must first secure permission from both instructors.

*Can I make every seminar paper a chapter of my thesis or dissertation?*

The practice of trying to make every required paper count as a chapter of your thesis or dissertation is also discouraged, and may limit your intellectual exploration in the program. It certainly makes sense to shape your writing assignments around your areas of interest; however, you will get more out of each class, and the program as a whole, if you open yourself up to the intellectual breadth of our field.

*What should I expect in terms of turnaround time, once I submit my thesis or dissertation draft to my advisor?*

Please remember that the faculty have multiple responsibilities, and may not be able to review your drafts and provide feedback immediately. In general, you should provide at least two weeks advance notice to your advisor for reviewing thesis drafts.

*What does “scheduling a defense” actually mean?*

This means actually communicating with the Graduate School and filing the paperwork to schedule your defense. It does not just mean getting a room and scheduling it with your committee (although you need to do that too).

*What if my committee chair goes on leave or I don’t get along with my chair?*

It is fine to file a replacement with the Graduate School and paperwork is available on their website. Be sure to communicate with all committee members and handle any changes in a professional and timely manner.

*Can I choose my own Graduate Council Representative (GRC)?*

Yes, and no. You can choose your own GRC but from the list produced by clicking on the GRC tab on the Graduate School website. You cannot directly approach someone to serve as your GRC without first getting a list of faculty members able to serve.

*What if I can’t find the necessary form on the Graduate School website or am confused about their policies?*

Visit the Graduate School at 300A Kerr Administration Building and talk to someone in the office. It is always a good idea to talk face to face with someone if you have questions that are not being answered online.

**X. EVALUATION FORMS FOR GRADUATE TEACHING ASSISTANTS AND INSTRUCTORS**
GRADUATE TEACHING ASSISTANT
END OF TERM EVALUATION

Term/Year ______________ Course Number/Name ________________________________________________________________

Graduate Teaching Assistant ________________________________________________________________

Faculty Supervisor ________________________________________________________________

Instructions: Evaluation of Graduate Teaching Assistants is required each term as a condition of contract retention. Please rate this individual on the following characteristics. You may elaborate on any of the characteristics or comment on additional attributes of the GTA on the back of this form.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 = Poor ↔ 5 = Excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance/Punctuality</th>
<th>Classes</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Timely response to emails</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Appointment with students</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Grading of Assignments</th>
<th>Grading of Assignments</th>
<th>Punctual posting of grades on BB N/A</th>
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</thead>
<tbody>
<tr>
<td>Quality of comments on students’ writing</td>
<td>1 2 3 4 5</td>
<td></td>
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<td></td>
<td></td>
<td>N/A</td>
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<tr>
<th>Teaching Skills (Lectures, Discussions, Activities)</th>
<th>Teaching Skills (Lectures, Discussions, Activities)</th>
<th>Preparation</th>
<th>1 2 3 4 5</th>
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</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Organization</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Interaction/rapport with students</td>
<td>Interaction/rapport with students</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Ability to communicate information</td>
<td>Ability to communicate information</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Motivation</td>
<td>Motivation</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Integrity</td>
<td>Integrity</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Dependability</td>
<td>Dependability</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Overall Ability</td>
<td>Overall Ability</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Strengths:

Teaching Weaknesses:

Supervisor: __________________________________________ Date ____________________
GTA: __________________________________________ Date ____________________
Academic Unit Head: __________________________________________
WGSS GTA Self-Assessment

Reflect on your performance in the following areas. What worked well? What was easy? What will you do differently in the future? What did you need more guidance on? etc.

Teaching Skills (Lectures, Discussions, Activities)  Rating (1 = Poor ↔ 5 = Excellent)  N/A

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<td>Preparation</td>
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<td>Organization</td>
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<td>Materials (PPT, hand-outs, etc.)</td>
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<tr>
<td>Interaction/rapport with students</td>
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<td>Ability to communicate information</td>
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<td>Use of feminist pedagogies</td>
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<td>Projection (Could TA be easily heard?)</td>
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<tr>
<td>Overall effectiveness in the classroom</td>
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</tbody>
</table>

Below, include rating and comments:

Attendance/Punctuality

Grading of Assignments

Posting of grades on BB

Commenting on students’ writing

Teaching Skills (Lectures, Discussions, Activities)

Preparation

Organization

Interaction/rapport with students

Ability to communicate information

What was the most memorable learning-moment for you this term?

Other reflections (you may continue on the back as needed):

____________________________________________________________________________________________

____________________________________________________________________________________________

GTA Signature  Date
**GRADUATE TEACHING ASSISTANT**
**EVALUATION OF TEACHING PRESENTATION**

Term/Year________ Course Number/Name____________________________________________________

Graduate Teaching Assistant _________________________________________________________________

Faculty Supervisor__________________________________________________________________________

Date of Teaching Presentation __________________________________________________________________

Type of Presentation? (Check all that apply.)  □ Lecture  □ Activity  □ Discussion

Instructions: This evaluation should be completed after the GTA performs a teaching presentation. This includes partial and full class period presentations. Evaluation of Graduate Teaching Assistants is required each term as a condition of contract retention. Please rate this individual on the following characteristics of this particular teaching presentation as best you are able. You may **elaborate** on any of the characteristics or **comment** on additional attributes of the Teaching Assistant on the back of this form. This evaluation should be discussed with the TA as soon as possible after the teaching and the original placed in the TA’s file.

Rating (1 = Poor ↔ 5 = Excellent)

<table>
<thead>
<tr>
<th>Teaching Skills (Lectures, Discussions, Activities)</th>
<th>1</th>
<th>2</th>
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<tbody>
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<td>Organization</td>
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<td>Materials (PPT, hand-outs, etc.)</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Interaction/rapport with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to communicate information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use of feminist pedagogies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Projection (Could TA be easily heard?)</td>
<td>1</td>
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<tr>
<td>Overall effectiveness in the classroom</td>
<td>1</td>
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**What went well?**

**What could be improved for next time?**

Supervisor:_________________________________________ Date____________________________________

GTA:____________________________________________ Date____________________________________
GRADUATE INSTRUCTOR
TEACHING OBSERVATION EVALUATION

Term/Year________ Course Number/Name__________________________________________

Graduate Teaching Assistant ______________________________________________________

Evaluator______________________________________________________________________

Date of Teaching Presentation _____________________________________________________

Type of Presentation? (Check all that apply.) □ Lecture □ Activity □ Discussion

Instructions: This evaluation is to be completed for a GTA teaching their own course. Evaluation of Graduate Teaching Assistants is required as a condition of contract retention. Please rate this individual on the following characteristics of this particular teaching presentation as best you are able. You may elaborate on any of the characteristics or comment on additional attributes of the Teaching Assistant on the back of this form. This evaluation should be discussed with the TA as soon as possible after the teaching and the original placed in the TA’s file.

Rating (1 = Poor ↔ 5 = Excellent)

Teaching Skills (Lectures, Discussions, Activities)

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<tr>
<td>Preparation</td>
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<td>Organization</td>
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<td>Materials (PPT, hand-outs, etc.)</td>
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<td>Interaction/rapport with students</td>
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<td>Ability to communicate information</td>
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<td>Use of feminist pedagogies</td>
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What went well?

What could be improved for next time?

Suggested Date for next Evaluation:______________________________________________

Supervisor:_________________________________________Date_____________________

GTA:_________________________________________Date_____________________
