

# TEXAS WOMAN'S UNIVERSITY

## Department of Multicultural Women's & Gender Studies

### Ph.D. Graduate Student Handbook

2018-2019

*Formation . . . is the process through which the intellectual and social practices of a discipline are gradually internalized by novice practitioners. Becoming a mathematician (or historian or neuroscientist) requires knowing the subject matter of the field at a very deep level; content knowledge is essential. It also requires learning to "think like a mathematician" (or historian or neuroscientist). That is, subject matter mastery is necessary but is not in itself sufficient to the formation of scholars. Learning to present oneself as a member of a discipline, to communicate with colleagues, and to apply ethical standards of conduct is part and parcel of formation. Creativity, responsibility, and leadership are also critical areas for attention in programs that aim for excellence.*

*George E. Walker et. al., The Formation of Scholars*

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## TABLE OF CONTENTS

<b>Introduction.....</b>	<b>1</b>
Texas Woman’s University.....	1
What is Multicultural WGS @ TWU?.....	2
Why “Multicultural”? .....	2
Doctoral Studies @ TWU.....	2
Educational Objectives .....	3
<b>Faculty.....</b>	<b>4</b>
<b>The Ph.D. Degree Plan: An Overview.....</b>	<b>5</b>
<b>Ph.D. Coursework.....</b>	<b>6</b>
Prerequisite Coursework.....	6
Core Courses.....	6
Guided Electives.....	6
Research Methods Requirement (“Research Tools”) .....	7
Curriculum Summary Chart.....	8
Sample Semester-by Semester Plan.....	9
<b>Qualifying Examination: Digital Portfolio .....</b>	<b>10</b>
Submission Deadline .....	11
Electronic Portfolio Format .....	11
Evaluation .....	13
Admission to Candidacy .....	13
<b>Dissertation .....</b>	<b>14</b>
Chair and Graduate Committee .....	15
Prospectus and Oral Exam .....	15
Dissertation Hours .....	16
Final Examination and Formal Presentation.....	16
Final Semester Responsibilities and Deadlines .....	17
<b>Professional Development .....</b>	<b>17</b>
Annual Review.....	17
Mentoring.....	18
Intellectual Growth .....	18
Service.....	18
Self-Care .....	18
Recommended Timetable for Professional Academic Development .....	18
Year One .....	18
Year Two .....	19
Year Three .....	19
Year Four .....	19

<b>Department and University Policies.....</b>	<b>21</b>
Advisor.....	21
Grade Requirements.....	21
Course Load.....	21
Transfer Credits.....	21
Graduate Courses at the University of North Texas.....	22
Degree Plan.....	22
Student Rights & Responsibilities.....	22
Code Three (Reduced Tuition).....	22
8-Year Rule.....	22
99-Credit Hour Rule.....	22
<b>Library Resources.....</b>	<b>23</b>
Texas Woman’s University Woman’s Collection.....	23
University Libraries.....	23
Inter-Library Loan.....	23
<b>Electronic Resources.....</b>	<b>23</b>
Blackboard.....	23
WMST-L (Multicultural Women’s & Gender Studies Listserv).....	23
<b>Financial Aid.....</b>	<b>24</b>
University Scholarships.....	24
The American Association of University Women.....	24
National Multicultural Women’s & Gender Studies Association Awards and Scholarships.....	24
Tuition and Fees.....	24
Graduate Assistantships.....	24
Academic Common Market.....	25
Grants and Loans.....	25
Professional Development Travel Assistance Funds.....	25
<b>Student Services.....</b>	<b>25</b>
The Office of Student Life.....	25
University Housing.....	25
Center for Student Development.....	25
TWU Counseling Center.....	25
Office of Diversity, Inclusion, & Outreach.....	25
Student Health Services.....	25
TWU Fitness and Recreation.....	25
<b>Community Resources.....</b>	<b>26</b>
Denton and Dallas/Fort Worth Metroplex.....	26
Apartment Complexes/Apartment Locators.....	26
Student Organizations.....	26

<b>Appendices</b> .....	<b>27</b>
1. Affiliated Multicultural WGS Faculty .....	27
2. Core Course Descriptions .....	28
3. Guided Electives (Approved Courses).....	29
4. Research Tools (Approved Courses) .....	32
5. Portfolio Rubric .....	34
6. Dissertation Rubric .....	35
7. Annual Progress Report .....	37
8. Suggestions for First-Time Presenters at Academic Conferences .....	42
9. Letters of Recommendation .....	44
<b>References</b> .....	<b>45</b>

## INTRODUCTION

Welcome to the doctoral program in Multicultural Women's & Gender Studies (WGS) at Texas Woman's University! As one of only a handful of doctoral programs in WGS and related fields in the United States, we're honored to have the opportunity to work with you to further the development of our academic field. We've compiled this handbook to assist you as you progress through the doctoral degree; it describes program requirements, areas of study, course offerings, professional development, and department policies; and offers information about financial aid, graduate assistantships, and faculty members. This handbook does not cover every university regulation governing graduate education at Texas Woman's University and thus should be treated as a supplement to the TWU Graduate Catalog (<http://catalog.twu.edu/graduate/>). In the case of discrepancies between the two, the Graduate Catalog should always take precedence. The Graduate Catalog is the final authority, and students are ultimately responsible for obtaining correct information. We encourage students to frequently check the Graduate School Web site (<http://www.twu.edu/gradschool/>), which contains helpful information as well as up-to-date forms.

This Multicultural WGS Doctoral Program Handbook is a work in progress! We welcome your suggestions as we work to create a useful handbook and a successful doctoral program. We also note that various items might be revised in future years, as we all learn from our experiences.

**Texas Woman's University:** Texas Woman's University (TWU) is the largest public university primarily for women in the United States and one of the most diverse institutions of higher education in the nation. TWU has been a leader in the field of WGS since 1998, when the Texas Higher Education Coordinating Board granted approval for the University to offer the M.A. degree in Women's Studies. This graduate program was the first degree program in the field established by a public institution in the State of Texas. We offer the only Ph.D. in Multicultural Women's & Gender Studies in the South Central region of the United States. Texas Woman's University has a longstanding commitment to Multicultural Women's & Gender Studies, with many Texas firsts: the first freestanding Women's Studies program, the first university to offer full-time faculty positions specifically in Women's Studies, the first tenured faculty members in Women's Studies, and the first Department of Women's Studies.

The doctoral degree is designed to build on campus-wide expertise, including existing strengths at TWU in such fields as Dance, Nursing, Psychology, Rhetoric, Sociology, Government, Health Studies, and Education. Existing library resources are extensive, reflecting TWU's longstanding commitment to women's education and the University's history as a leading educational institution primarily for women.

**What is Multicultural Women’s & Gender Studies @ TWU?** We define the field of women’s & gender studies (WGS) as a multicultural,<sup>1</sup> multi-, inter-, and transdisciplinary field of study that promotes understanding of how gender is constructed and functions in social, cultural, historical, political, and institutional contexts. Building on and expanding scholarship in a variety of academic disciplines, the field of WGS pursues the following goals:

- To enhance understanding of the diversity of people’s lives particularly as they are impacted by age, class, dis/ability, ethnicity, gender, nationality, race, religion, sexuality
- To construct theories and methods for engagement in social, cultural, and intellectual critique on behalf of social justice;
- To advance feminist/womanist scholarship by investigating and expanding existing modes of knowledge and power;
- To analyze local and global systems of inequality while identifying strategies for social change; and
- To develop leaders who can engage effectively with global communities, communicate with diverse audiences, build coalitions, and negotiate initiatives for social change.

**Why “Multicultural”?** In December 2015, in order to underscore our commitment to nuanced, relational investigations of difference, we changed our department name and degree programs to “Multicultural Women’s & Gender Studies.” We believe that this new name more accurately reflects the versions of WGS we practice and teach. We acknowledge that many radical and progressive scholars have rejected the word “multicultural” because of the ways it has been co-opted and used to support existing social conditions; rather than examine racism and other power issues, commodified (corporate) multiculturalisms ignore systemic issues by offering facile celebrations of diversity that encourage individuals simply to “tolerate” difference and thus do not challenge the unjust status-quo. Our department rejects these commodified multiculturalisms and defines multiculturalism as a potentially radical tool for intellectual and social transformation. We believe that multiculturalism—when historicized and defined broadly to include dis/ability, economic status, ethnicity/race, gender, nationality, region, religion, sexuality, worldviews, and other systems of difference—offers unique opportunities to enact social change and produce new knowledge.

**Doctoral Studies @ TWU:** The doctoral degree in Multicultural Women’s & Gender Studies at Texas Woman's University seeks to revitalize academic life by producing new forms of knowledge through transdisciplinary and transformative dialogue among faculty and students in diverse disciplines. The degree consists of a rigorous yet flexible curriculum that incorporates required core courses; an area of concentration (called “Guided Electives”) in American Studies, Health Studies, Multicultural Studies, Rhetoric/English, or Sociology; research tools; and a dissertation. Full-time doctoral students will be considered for university-wide scholarships and graduate teaching assistantships.

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<sup>1</sup> We define “multicultural” broadly, to include ability, gender, nationality, ‘race’/ethnicity, region, religion, sexuality, and other systems of difference.

**Doctoral Program Educational Objectives:** The Ph.D. degree is forward-looking and aspires to assist in shaping WGS for the twenty-first century, while also contributing to the increased emphasis on interdisciplinary studies in higher education. The hallmarks of the Ph.D. program in Multicultural Women's & Gender Studies at TWU are:

- Transdisciplinarity (i.e., relational exploration, integration, and transformation of diverse disciplinary methodologies and theories)
- Multicultural-feminist scholarship
- Critical-holistic social theories
- Global perspectives on social inequalities
- Rigorous scholarship in the service of social change

Thus, our educational objectives are to prepare graduates who:

1. Demonstrate the ability to engage in critical-holistic analysis of well-defined problems and theoretical issues related to the field of WGS;
2. Demonstrate exemplary research skills and command of the scholarship in WGS, multicultural-feminist theories, and related fields;
3. Transcend traditional academic boundaries by integrating diverse disciplinary perspectives into their research and teaching;
4. Produce original transdisciplinary scholarship that makes groundbreaking contributions to society and to the fields of WGS, Multicultural Studies, and feminist/womanist scholarship;
5. Assume leadership positions within Texas, the United States, and international academic settings as well as in other policy-making, research, governmental, and non-governmental organizations that address women's issues and social inequalities;
6. Contribute to future developments in WGS and related academic fields by attaining and succeeding in faculty positions;
7. Develop innovative strategies to address the needs of diverse communities;
8. Develop scholarship and produce publications in the service of social change; and
9. Design and enact relational, innovative teaching strategies that address the needs of diverse learners.

## FACULTY

Faculty members in Multicultural Women's & Gender Studies at TWU are deeply committed to providing students with individualized academic advising and mentoring. In addition to the Department of Multicultural Women's & Gender Studies core faculty, approximately thirty faculty from over fifteen departments throughout the university are formally affiliated with Multicultural Women's & Gender Studies. For a list of affiliated faculty, see Appendix 1.

### Faculty with Full-time Appointments in Multicultural Women's & Gender Studies

**Dr. Agatha Beins**, Associate Professor, Ph.D. in Women's and Gender Studies, Rutgers University.

Office: WH 307L; Phone: 940.898.2117

**Research Interests:** Histories of Feminism and Women's and Gender Studies; Social Movement Activism; Print and Material Cultures; Underground Press and Zine Cultures; Cultural Studies; Art and Activism; Poetry and Poetic Forms; Feminist Pedagogies; Feminist/Womanist Theories and Epistemologies; and Food Studies

**Graduate Courses:** Foundations for Scholarly Inquiry in Women's Studies; Feminist/Womanist Theories; Feminist Pedagogies; History of U.S. Feminisms; The Politics of Publication and Writing; The Cultures of Food and Foods of Culture; Art, Activism, and Social Justice

**Dr. AnaLouise Keating**, Professor. Ph.D. in English, University of Illinois, Chicago. Office:

WH 307K; Phone: (940) 898-2129; Email: [AKeating@twu.edu](mailto:AKeating@twu.edu)

**Research Interests:** Multicultural Womanist/Feminist Theorizing; Contemporary U.S. Women Writers of Colors; Speculative Realism; Critical 'Race' Feminisms; Queer Theories; Gloria Anzaldúa; Womanist Spiritual Activism; Transdisciplinarity; Transformation Studies; Indigenous & Womanist Epistemologies

**Graduate Courses:** New Directions in Feminist/Womanist Theories; Multicultural Women's & Gender Studies Disciplinary/Interdisciplinary Knowledges; The Politics of Publications and Writing; U.S. Women of Colors; Feminist/Womanist Epistemologies; Feminist/Womanist Theories; Transgressive Identities: Queer Theories and Critical 'Race' Theories; Spiritual Activism; and Gloria Anzaldúa: Politics, Poetics, and Prose

**Dr. Mark Kessler**, Professor, Ph.D. in Political Science, The Pennsylvania State University.

Office: WH 307E; Phone (940) 898-2112; Email: [MKessler@twu.edu](mailto:MKessler@twu.edu)

**Research Interests:** Feminist/Womanist/Critical Legal Theories and Studies; Diversity and Legal Advocacy; Poverty Law and Cause Lawyers; Law, Legal Ideologies, and Identities

**Graduate Courses:** Transdisciplinary Feminist Research Methods; Rights, Race, and Social Justice; Law, Gender, and Sexuality; Qualitative Research Methods; New Directions in Feminist/Womanist Theories

**Dr. Audrey Lundahl**, Visiting Assistant Professor, Ph.D. in Multicultural Women's & Gender Studies, TWU. Office: WH 307G; Phone: (940) 898-2826; Email: [alundahl@twu.edu](mailto:alundahl@twu.edu)

**Research Interests:** : Food Studies; Environmental Justice; Ecowomanism/feminism; Womanist Spiritual Activism; Womanist/Feminist Theories; Yoga; Embodied Practices; Pedagogy

**Graduate Courses:** Feminist Pedagogies; Ecowomanism/feminism & Environmental Justice



**Dr. Danielle Taylor Phillips-Cunningham**, Associate Professor, Ph.D. in Women's and Gender Studies, Rutgers University. Office: WH 307F; Phone: (940) 898-2746; Email: DPhillips3@twu.edu

**Research Interests:** Critical Race Feminisms; Globalization and Transnationalism; Nineteenth and Twentieth-Century U.S. Women's History; U.S. Labor and Migration History; Diversity Issues in Higher Education; Black Feminist Thought

**Graduate Courses:** U.S. Women of Colors; Contemporary Feminist Theories; Black Feminist Thought; Transnational Feminisms; Women at Work: Race, Migrations, and Labors

### **THE PH.D. DEGREE PLAN: AN OVERVIEW**

The doctoral degree in Multicultural Women's & Gender Studies is a flexible, highly individualized degree consisting of core courses and a variety of guided elective options. The specific degree plan for each student will vary, depending upon their background training, (inter)disciplinary concentration ("Guided Electives"), research tools, dissertation topic, and career goals. While each student's degree plan will vary, all students will share several milestones:

- Coursework
- Qualifying Examination (Portfolio)
- Dissertation Prospectus
- Dissertation Research and Writing
- Final Oral Examination

Although these features are the typical components of many doctoral programs, the Department of Multicultural Women's & Gender Studies has worked to shape them in ways designed to successfully facilitate your growth as a scholar, practitioner, and innovator in the transdisciplinary field of Multicultural Women's & Gender Studies. We hope that these milestones will assist you in developing the knowledge, creativity, and other skills you will need to succeed in this field. We feel privileged to be one of only a very few doctoral programs in Women's & Gender Studies or related fields in the United States, and we aspire to create a forward-looking doctoral degree.

## PH.D. COURSEWORK

The curriculum for the Ph.D. consists of a minimum of 90 graduate semester credit hours beyond the baccalaureate degree, including the M.A. degree and the following requirements:

- 15 credit hours of core courses (five three-credit-hour seminars in Multicultural Women's & Gender Studies)
- 15 credit hours (inter)disciplinary concentration ("Guided Electives")
- 6 credit hours for research tool #2
- 12 credit hours for the dissertation

Students will transfer into the program up to 42 credits from a master's degree; these hours count as part of the 90 graduate hours.

**Prerequisite Coursework:** Ideally, the previously-earned master's degree will include foundation courses in Women's & Gender Studies or other feminist/womanist scholarship, with at least one course in each of the following areas: Foundations for scholarly inquiry in the field, U.S. women of colors, feminist/womanist theories, and feminist pedagogies. If comparable courses have not been part of the prerequisite master's degree program, they may be completed as part of the doctoral degree in Multicultural Women's & Gender Studies. Students should petition the Multicultural Women's & Gender Studies Graduate Faculty<sup>1</sup> for approval of previous coursework to fulfill these areas. (Please submit a brief memo and a copy of the relevant syllabus or syllabi to the Doctoral Program Director.)

**Core Courses:** The following courses are required of all students.

- WS 5363, Feminist/Womanist Epistemologies
- WS 6103, New Directions in Feminist/Womanist Theories
- WS 6203, Women's Studies Disciplinary/Interdisciplinary Knowledges
- WS 6303, Transdisciplinary Feminist Research Methods
- WS 6403, The Politics of Publications and Writing
- WS 6983, Dissertation
- WS 6993, Dissertation

We expect all students in a cohort to take the core courses in sync, with their cohort. WS 5363 and WS 6103 should be taken during the first year of doctoral work; WS 6203, WS 6303, and WS 6403 should be taken during the second year. For course descriptions, see Appendix 2.

**Guided Electives:** To enhance the transdisciplinary nature of our doctoral degree, and to assist students in developing additional sets of innovative knowledges and skills that will strengthen their research and professional experience, each student, in consultation with the graduate faculty, will select a concentration of at least fifteen hours in one of the following interdisciplinary or disciplinary areas: American Studies, Health Studies, Multicultural Studies, Rhetoric/English, or Sociology. (Students can also propose an alternative concentration, which must be approved by the graduate faculty.) The specific courses selected should complement or enhance knowledge in the student's anticipated area of research for the dissertation. We recommend that students entering the doctoral program with a master's degree in a disciplinary field (e.g. English, Sociology, etc.) select an interdisciplinary concentration (e.g., American

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<sup>1</sup> Throughout this document, "Multicultural Women's & Gender Studies Graduate Faculty" can be defined as the Department of Multicultural Women's & Gender Studies core faculty.

Studies, Multicultural Studies), while students entering the doctoral program with a master's degree in Multicultural Women's & Gender Studies or another interdisciplinary field select a disciplinary specialty. Although each concentration requires only 15 hours of course work, we strongly recommend that students take 18 hours of course work in their Guided Elective area; doing so could open up additional teaching possibilities. For a list of approved courses, please see Appendix 3. Students may also petition to count specific courses toward their (inter)disciplinary area, if not listed in the list of approved courses.

**Research Methods Requirement (“Research Tools”):** The doctoral degree is granted in recognition of the ability to undertake independent and original research. Therefore, in addition to the other requirements for the degree, doctoral students are required to demonstrate competence in scholarly inquiry and the use of research methods related to their research interests in Multicultural Women's & Gender Studies. At TWU, these research methods courses are known as “Research Tools;” each “research tool” consists of six credit hours of coursework, and all TWU doctoral students are required to complete two research tools. One of the two research tools, *Transdisciplinary Research Methods in WGS*, is included in the required core courses: *Transdisciplinary Feminist Research Methods (WS 6303)* and *The Politics of Publications and Writing (WS 6403)*. The second research tool will vary, depending upon each student's research and professional goals. Ideally, the courses in this second research tool will correspond with and be part of each student's area of concentration (“Guided Elective”). Students will develop competence in another research concentration by selecting one of the following research options in consultation with the graduate faculty and to complement their areas of specialization (including their dissertation topic).

1. *Qualitative Research Methods*: Six hours of graduate-level courses in qualitative research methods
2. *Quantitative Research Methods*: Six hours of graduate-level courses in statistics and/or quantitative research methods
3. *Electronic Information Retrieval*: Six hours of graduate-level library science courses concerning electronic and online information retrieval
4. *Rhetorical Criticism and Discourse Analysis*: Six hours of graduate-level courses in English
5. *Holistic Research Methods*: Six hours of graduate-level holistic research methods courses
6. *Foreign Language*: Six hours of graduate or twelve hours of undergraduate courses in the same foreign language or equivalency examination
7. *American Sign Language*: Six hours of graduate-level American Sign Language courses or equivalency examination

For a list of approved courses, please see Appendix 4. Students may petition to count specific courses toward a research tool if not listed in the list of approved courses.

## Curriculum Summary

### Required Core Courses:

- WS 5363, Feminist/Womanist Epistemologies (3 credits)
- WS 6103, New Directions in Feminist/Womanist Theories (3 credits)
- WS 6203, MWGS Disciplinary/Interdisciplinary Knowledges (3 credits)
- WS 6303 Transdisciplinary Feminist Research Methods (3 credits)
- WS 6403, The Politics of Publications and Writing (3 credits)
- WS 6983 Dissertation (6 credits total)
- WS 6993 Dissertation (6 credits total)

**Total: 27 credits**

### Guided Electives

Students select one of the following five options:

- American Studies (15 graduate credits from a specific list of courses)
- Health Studies (15 graduate credits from a specific list of courses)
- Multicultural Studies (15 graduate credits from a specific list of courses)
- Rhetoric/English (15 graduate credits from a specific list of courses)
- Sociology (15 graduate credits from a specific list of courses)

**Total: 15 credits**

### Research Tools

Students select one of the following options in addition to the required courses in Transdisciplinary Research Methods (WS 6303 and WS 6403):

- Qualitative Research Methods (a minimum of 6 graduate credits)
- Quantitative Research Methods (a minimum of 6 graduate credits)
- Electronic Information Retrieval (a minimum of 6 graduate credits)
- Rhetorical Criticism and Discourse Analysis (a minimum of 6 graduate credits)
- Holistic Research Methods (a minimum of 6 graduate credits)
- Foreign Language (a minimum of 6 graduate credits or 12 undergraduate credits in the same foreign language, or equivalency)
- American Sign Language (a minimum of 6 graduate credits or equivalency)

**Total: minimum of 6 credits**

## Sample Semester-by-Semester Plan

Because students enter the program with divergent master's degrees and select from a variety of Guided Elective options (including, at times, a second master's degree), there is no single or "best" plan. The Guided Electives/Research Tool components make each student's degree plan and time to degree unique. The following is one possible trajectory.

Fall Semester, Year 1:	WS 5363; Guided Electives
Spring Semester, Year 1:	WS 6103; Guided Electives and/or Research Tool
Fall Semester, Year 2:	WS 6203; WS 6303; Guided Elective and/or Research Tool
Spring Semester, Year 2:	WS 6403; Guided Elective and/or Research Tool
Fall Semester, Year 3:	Qualifying Examination and/or Guided Electives
Spring Semester, Year 3:	Qualifying Examination and/or dissertation hours
Fall Semester, Year 4:	Dissertation hours
Spring Semester, Year 4:	Dissertation hours

*Note:* Summer coursework is not required, although many students do enroll for courses during the summer. (If students whose status is out-of-state take summer courses, they will be charged out-of-state tuition rates if they do not have a full graduate assistantship. Generally, we've been able to offer students in this situation a full graduate assistantship.) Three three-credit-hour courses per semester is considered "full-time," according to the Graduate School; however, students (especially those with graduate assistantships or who work elsewhere) often elect to take only two courses per semester.

## QUALIFYING EXAMINATION: DIGITAL PORTFOLIO

*For the student, the exam (by whatever name) is the bridge or transition between the coursework and dissertation-research stages, or, to put it differently, between knowledge-absorption and knowledge-creation. For faculty, the exam is a perch from which to scrutinize the student and the program. At the time of the qualifying exam one can look both forward and backward, asking "Did you learn what we tried to teach you?" and "Are you ready for what comes next?" At its best, the exam allows careful judgments about whether students have a sufficiently broad understanding of the field of which they will be a steward, and if they are prepared to drill deeply and become specialists.*

*George E. Walker et. al., The Formation of Scholars*

The qualifying examination consists of a digital portfolio compiled during the student's doctoral course work. The portfolio represents the student's progress as an emerging scholar in the transdisciplinary field of WGS. The Department of Multicultural Women's & Gender Studies has elected to use the portfolio rather than traditional written exams because we believe that this approach gives students greater responsibility for their own assessment: The portfolio enables students to chart their progress through the program, self-reflect on their academic and intellectual development, and situate themselves within the transdisciplinary field of WGS. Studies indicate that, in addition to allowing students to become more accountable for their own development, the portfolio enables students to move more quickly through the doctoral degree.<sup>1</sup> For information on how the portfolio will be evaluated, please see the Portfolio Rubric, located in Appendix 5.

Students should begin developing their portfolio during their first year of doctoral work; generally, the portfolio must be submitted within nine months of completing course work. Students must be enrolled in at least one course (which could be an independent study) during the semester they submit their portfolio. While most of the portfolio must be completed without faculty feedback, students should seek feedback from their dissertation chairs on their Literature Review and Dissertation Proposal. Chairs can offer feedback on up to two drafts of the proposal; they will comment primarily on content (extent of research, topic argument and scope, method[s]) and writing style (noting errors of grammar, style, punctuation, etc.). Students must be signed up for coursework or independent study in order to receive feedback. We also encourage students to seek feedback from their peers in the doctoral program and from the Write Site. In some instances, we encourage students to consider hiring a reputable editor to assist with writing-related concerns. (For editor recommendations, see the doctoral program Blackboard site.) The portfolio is used to determine each student's preparedness to move on to candidacy; if portions of the portfolio indicate that a student is not sufficiently prepared, the student will be expected to complete additional work (which could include revising portions of the portfolio). This additional work will be evaluated by the graduate faculty; it must demonstrate significant improvement, in order for the student remain in the program and advance to candidacy.

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<sup>1</sup>See for instance Cyr and Muth; Walker et. al.

**Submission Deadline:** Typically, portfolios are due at 4 p.m. on the Monday of week three in fall or spring semester; this early due date is designed to ensure that students can advance to candidacy in a timely fashion and thus apply for dissertation fellowships, which often require that applicants have advanced to candidacy. In fall 2018, portfolios will be due Monday, September 10, at 4 p.m. In spring 2019, portfolios will be due Monday, January 28, at 4 p.m. Late portfolios will not be accepted. If you do not submit your portfolio by the 4 p.m. deadline, you will need to submit it the following semester. Incomplete portfolios will not be accepted: If your essays do not meet the minimum word count specified and/or in other ways have not followed the directions, faculty will not read the portfolio, and you must re-submit the following semester.

**Electronic Portfolio Format:** The portfolio will be submitted online through Google Sites. (Through their TWU Gmail accounts, students have access to Google Apps for Education, which includes Google Sites.) You will find instructions for creating the digital portfolio on the doctoral program Blackboard site. The portfolio is structured according to the following sections and must include the materials listed below. As you develop your portfolio, you should look carefully at the Portfolio Rubric and prepare your materials in ways that effectively address the listed criteria.

1. Table of Contents

2. Current Curriculum Vitae

3. Annual Progress Reports & Reviews

You should supply copies of your Annual Progress reports as well as the letter you received for each year.

4. Degree Plan

5. Field Essay

An 8,000- to 10,000- word essay exploring the fields of Women's & Gender Studies (WGS) and related disciplines--including, but not limited to, your (inter)disciplinary concentration. The essay should indicate historical knowledge of the field, a thorough understanding of WGS as a transdisciplinary field, substantial knowledge of scholarship on the field, and the ability to link theory with social-justice work. The essay should also articulate your views of the field and your aspirations for the field, including a brief discussion on how you hope to contribute to and possibly shape the field. You are not writing an autobiography but rather demonstrating your understanding of the field and reflecting on the ways you hope to engage with this field. (Students will draft a version of this essay as part of their coursework in WS 6203.)

## 6. Feminist/Womanist Theories Project

This project represents the portfolio's most focused opportunity to demonstrate a deep familiarity with both classic and recent literature in womanist and feminist theories, and also with the theories' epistemological implications. Drawing on extensive research in feminist/womanist theories, you will complete the following:

1. *Syllabus*: A thoughtful, detailed syllabus for a graduate-level feminist/womanist theories course. Think of this course as a *required* feminist/womanist theories course—not as a topic-focused course nor as a course that includes your personal favorite authors or projects; this course is required for graduate students pursuing an M.A., a graduate certificate, or a minor in WGS. It will be the *only* graduate-level theories course that some of the students who enroll in it will take, and it should introduce students to the range of feminist/womanist theories, giving them solid foundational knowledge. What are the texts/authors/theories that you would want to be sure graduate students are familiar with? What types of activities would you include in order to facilitate students' learning of feminist/womanist theories?
2. *Essay*: A 6000- to 8000- word essay about feminist/womanist theories that demonstrates your understanding of feminist and womanist theories by summarizing, contextualizing, and explaining your syllabus. As part of this essay, you should explain the philosophical, pedagogical, and political reasons for your text selections and text omissions—keeping in mind the course context (described above). You should also carefully explain how you have structured the course. Please remember that the faculty uses this portion of the portfolio to assess your understanding of feminist/womanist theories.

## 7. Research (This section includes several items, as indicated below.)

- An essay of approximately 500 words summarizing the material in this section and offering an evaluation, based on the Portfolio Rubric (found in Appendix 5)
- At least one article on a scholarly topic related to women's studies, submitted to a peer-review journal
- One to three conference papers
- Any publications in peer review journals

## 8. Literature Review and Dissertation Proposal

A **10,000 to 12,000**-word critical literature review and a preliminary discussion of the student's anticipated dissertation topic and research methods. (This word count includes references and notes.)

## 9. Professional Development. Contents of this section will vary, depending upon the student's professional aspirations. Contents may include materials such as the following:

- Statement of Teaching Philosophy
- Representative syllabi (one for each course taught)
- Brief narrative (approximately 250 words describing the syllabi)
- Representative grant proposals (Grant proposals are optional; not including them won't negatively impact our evaluation of your portfolio.)



The portfolio can also include the following:

- Non-peer reviewed articles or reports
- Descriptions of service-related work

Do not include papers written in courses, although parts of the portfolio may further develop papers you wrote for courses, if appropriate.

**Evaluation:** Students will be evaluated by the Core Graduate Faculty in Multicultural Women's & Gender Studies and the student's dissertation director, as appropriate, according to the Portfolio Rubric. (See Appendix 5). Approximately four weeks after submitting their portfolio, students will receive a written evaluation and will meet with their dissertation director to discuss the next steps.

**Admission to Candidacy:** After successfully passing the Portfolio Qualifying Examination, students advance to candidacy and may sign up for dissertation hours in order to complete their prospectus and dissertation. Students may also identify themselves, in their signature line, as "Ph.D. Candidate, Multicultural Women's & Gender Studies."

## DISSERTATION

*The denouement of the doctorate, the dissertation, is not only a piece of original research intended to set its writer apart from all who preceded her. It is also a celebration of the scores of scholars on whose shoulders any piece of individual scholarship rests. Even as the candidate writes the dissertation—the contribution to knowledge, the evidence of scholarly innovation and invention--the text is peppered with footnotes and references, citations and bibliographies, acknowledgments and attributions. Each of these bears witness to every scholar's debt to her predecessors in scholarship. References and footnotes also acknowledge the work of contemporaries who live in the same professional and disciplinary community as the candidate, or in a closely neighboring field of study.*

*George E. Walker et. al., The Formation of Scholars*

The dissertation represents the culmination of students' doctoral work. It is a formal, fully-researched book-length project that both develops and demonstrates the student's ability to conduct a systematic inquiry into a well-defined research area of special interest and to effectively articulate this inquiry and its value. As a significant contribution to the field of Women's & Gender Studies, the dissertation must present and defend a coherent and original argument, based on the critical analysis and interpretation of data or sources such as historical documents, literary texts, qualitative research, quantitative research, archival material, and/or philosophical writings. The dissertation might take a variety of forms, depending upon the student's topic and career goals as well as the Graduate School Guidelines. (For instance, the dissertation can take the traditional five-chapter written format; be composed of an introduction, several inter-related articles, and a conclusion; or take other [possibly more innovative] forms.) Both the development of a formal prospectus and the dissertation must follow specific guidelines established by the Graduate School; this work is carried out under the guidance of the dissertation committee chair and other members of the student's dissertation committee. For additional information concerning our expectations for a successful dissertation, see the rubric in Appendix 6.

We recommend that students begin topic selection early in their doctoral program. Ideally, students will start formulating their research topic during their first year of course work so that they can select research tools and Guided Elective courses which can enhance their dissertation research and writing. As students select their topic and develop their research, they should keep in mind that the dissertation is one project, not an entire lifework (Grady and Hoffman 2), although it might lead to future research and should result in publication and/or other forms of knowledge sharing. The Graduate School has prepared a *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers*, which can be accessed on the Graduate School Website. Instructions in this *Guide* must be followed; in the case of discrepancies between the Graduate School's *Guide* and the *Multicultural Women's & Gender Studies Ph.D. Graduate Student Handbook*, the Graduate School's rules and instructions take precedence. Prior to finalizing the dissertation format, students should meet with the Senior Graduate Services Analyst, who assists with formatting issues.

**Dissertation Chair and Graduate Committee:** Before the qualifying examination (the digital portfolio), students choose an appropriate dissertation committee chair or co-chairs, also known as the dissertation advisor(s). This selection must be approved by the chair of Multicultural Women's & Gender Studies and by the Dean of Graduate Studies and Research. The dissertation chair guides the student in selecting at least two other committee members, developing a degree plan if one has not already been developed, and completing the dissertation. The dissertation committee will consist of a minimum of one core faculty member in Multicultural Women's & Gender Studies, another core or affiliate faculty member in Multicultural Women's & Gender Studies, and a faculty member from the area represented by the student's (inter)disciplinary concentration. The dissertation will be directed by either a core or affiliated faculty member in Multicultural Women's & Gender Studies. It is possible to also include a fourth member from outside the university. This member must be selected in consultation with the dissertation chair and approved by the Graduate School. Typically, the student works most closely with their dissertation chair, submitting prospectus and chapter drafts for feedback. The dissertation committee members interact with the dissertation manuscript at two points, reading and commenting on (1) a completed, polished version of the prospectus and (2) the dissertation. (Based on the dissertation topic and faculty expertise, there can be exceptions.) Students should allow approximately two to three weeks, to receive feedback on chapter drafts from their dissertation chair and committee members.

**Prospectus & Oral Exam:** Prior to beginning work on the dissertation, students will complete and have approved by their committee a formal prospectus. This prospectus will be a revised version of the Critical Literature Review and Dissertation Proposal, submitted as part of the portfolio during the qualifying examinations. The dissertation prospectus offers students an opportunity to summarize their ideas, position themselves in dialogue with the existing scholarship on the topic, determine the research method(s) to be used, and formulate an early version of the primary argument(s) they anticipate making in their dissertation. In addition to carefully articulating the problem or question to be examined and the key argument(s), the prospectus should indicate how the proposed dissertation will make an original contribution to WGS. Original contributions can occur in several ways, including (but not limited to) the following:

- (1) Expanding on existing research by focusing on overlooked information, theories, or other types of perspectives.
- (2) Developing a new area of research on an existing topic or area.
- (3) Demonstrating the limitations in a current line of research and proposing possible directions for revision.
- (4) Bringing several perspectives into dialogue synergistically and applying this synergistic perspective to a social issue and/or scholarly argument

The prospectus should include the following: Tentative title; introduction; statement of purpose or central argument(s); review of related literature; discussion of research method(s) and why they are most appropriate for the dissertation; tentative chapter organization; tentative timeline for completing the dissertation; conclusion; references. The student will work with the dissertation chair to revise the prospectus as necessary before distributing it to the dissertation committee.

**Oral Exam:** Approximately two to three weeks after the prospectus has been submitted, the student will participate in a one- to two-hour oral discussion over the prospectus and plans for the dissertation.

**Dissertation Hours:** Twelve hours of dissertation work are included in the 90 hours required for the doctoral degree. While working on the prospectus, students will enroll in WS 6983 under the direction of the Chair of their Graduate Committee and will receive a “PR” (in process) until the prospectus is completed, approved by the dissertation committee, and submitted to the Graduate School. Students will receive a CR (credit received) for six hours of WS 6983 at the end of the semester that their dissertation committee has signed off on the prospectus. After submitting the prospectus, students enroll in WS 6993 (Dissertation). They must enroll in WS 6993 each semester during which they consult with their advisor about the project. Until the dissertation is completed, defended, and approved by the Graduate School, the grade of PR is assigned to indicate progress on a dissertation. Students then receive “CR” for six hours of WS 6993. As per University rules, *only an officially registered student may hold conferences with faculty concerning the preparation of a dissertation.* This rule applies both to the student in actual residence and to the student not in residence who is receiving aid or criticism through conferences or correspondence. This rule does not apply to preliminary conferences held before the dissertation subject has been selected. Registration for dissertation in one term is good for that term only and does not extend to the next term. Students may submit material to the IRB during a semester when not registered for dissertation hours; however, they may not consult with their dissertation chair about IRB feedback if not registered for dissertation hours.

*Please note:* Students accepting Federal Financial Aid may only take WS 6983 and WS 6993 twice (according to rules not written by those who actually supervise dissertations). Therefore, when repeating 6983 or 6993 for the third or more times, students will need to send verification to the Financial Aid Office signed by their research advisor that they are making progress toward completion. The form is available under Forms on the Graduate School homepage.

**Final Examination & Formal Presentation:** In accordance with TWU Graduate School policy, Ph.D. students are required to pass a final oral defense of their dissertation given by their dissertation committee. When the committee has approved the candidate’s dissertation and all other requirements for the degree have been met, the student meets for a final examination with the committee. It is the student’s responsibility to contact the committee members and arrange a suitable time for the defense. The final examination is oral and includes a formal presentation (fifteen to twenty minutes), a discussion of the dissertation and the research on which it is based, as well as questions concerning both Multicultural Women’s & Gender Studies as a transdisciplinary academic field and the student’s (inter)disciplinary concentration (the “Guided Electives”). Formal notice of satisfactory completion of the final examination must be filed in the Graduate School by the date specified for each session in the Graduate School’s “Calendar of Deadlines.” In final form, the dissertation must be approved by the student’s committee, the Chair of the Department, the Dean of the College of Arts and Sciences, and the Dean of the Graduate School.

Once defended and approved by the dissertation committee, the student should submit the certification that the final examination has been passed along with the finalized dissertation,

abstract, and signature page to the Chair of the Department of Multicultural Women's & Gender Studies for approval.

To submit a dissertation to the Graduate School, follow the Graduate School's guidelines. See the Graduate Catalog and the *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* for information. It is the student's responsibility to adhere to all Graduate School specifications for formatting and submitting the dissertation. Early in the dissertation process, students should contact the Senior Graduate Services Analyst in the Graduate School. This individual can assist dissertators in formatting the dissertation accurately, and you should make an appointment with him/her to review your dissertation.

The dissertation is carefully read by the **Graduate Reader**, who approves the final document for grammatical, spelling, citations, and other writing and documentation errors. Dissertations that have not been properly formatted, edited, and/or proofread will be returned to the student for correction. (In a worst case scenario, this process can delay graduation.) We strongly encourage students to hire a professional editor to assist with proofreading, documentation, style, etc.

**Final Semester Responsibilities and Deadlines:** Prior to the semester of expected graduation, the student should consult the Calendar of Deadlines distributed by the Graduate School. *It is the student's responsibility to be aware of and to meet all deadlines listed there.* Individual packets containing the Calendar of Deadlines and the necessary forms to be completed by graduating students are available in the Graduate School.

## PROFESSIONAL DEVELOPMENT

Obtaining the doctorate in Multicultural Women's & Gender Studies (or any other academic field) requires more than taking coursework, completing a qualifying exam, writing and revising a dissertation, and completing the final oral examination. It also requires becoming conversant with the academic and scholarly community, and developing the professional skills that will enable students to succeed in their professional lives. In this section, we describe department requirements and recommendations designed to assist students in developing their professional identities.

**Annual Review, Pre-Candidacy:** Studies show that an annual review facilitates doctoral students' timely completion of their course of study and assists with professionalization. Therefore, each year students are required to submit an Annual Progress Report, which includes an updated CV. (See Appendix 7.) This report will be due on or near April 1; the specific date will be announced via email. An electronic copy of the Review should be submitted to the Department of Multicultural Women's & Gender Studies Office. The Annual Progress Report will be evaluated by the MWGS Graduate Faculty and (when selected) the dissertation committee chair, who will make recommendations to the doctoral program director, who will prepare a letter for each student. Please save your annual reviews and faculty recommendation letters because you will need to include them in your portfolio. In the semester that they submit their portfolio, students do not need to turn in an Annual Progress Report.

**Annual Review, Ph.D. Candidates:** Students who have advanced to candidacy will submit a

modified annual review to their dissertation chair(s). This review will include: (1) a current CV; (2) a brief summary of the current state of the dissertation.

**Mentoring:** Mentoring is an important part of the doctoral experience, and we encourage students to develop several mentoring relationships during their doctoral years. Mentoring in the Department of Multicultural Women's & Gender Studies is based on reciprocity and respect. Mentoring takes multiple forms, including advising mentors, teaching mentors, research mentors, and peer mentors. We encourage you to develop intellectual communities and support groups. (For suggestions on how to develop a peer writing group, see Page-Adams et al, "Establishing a Group to Encourage Writing for Publication among Doctoral Students.")

**Intellectual Growth:** While the classroom is an important site for intellectual development, it is not, in itself, sufficient. Students should expand their knowledge of WGS and related disciplines by attending conferences, guest lectures, and job talks; joining academic listservs and professional organizations; and reading extensively on their own.

**Service:** Committee work is an important part of academic life. There are many opportunities for service on department and university committees, as well as opportunities to advise student groups and mentor other students. Please let the doctoral program director know of your interest.

**Self-Care:** The intensity of doctoral work can be challenging for students. Please be sure to take time for your emotional, spiritual, and physical health. For additional recommendations on strategies to negotiate graduate school, see the following websites:

<http://www.crunkfeministcollective.com/2011/08/25/back-to-school-beatitudes-10-academic-survival-tips/>

<http://gradresources.org/?s=menu&submit=Search>

<http://www.apa.org/education/grad/mentoring-care.aspx>

**Recommended Timetable for Professional Academic Development:**<sup>1</sup> The following timetable represents one possibility, among others, for some of the activities you might want to become involved in as you enhance your scholarly identity. These recommendations are based on our experience and research in the field; they are, however, only suggestions and should be taken contextually. Use your own best judgment. We welcome your recommendations!

### Year One<sup>2</sup>

- Join the National Women's Studies Association (NWSA) and/or a professional organization relevant to your (inter)disciplinary concentration
- Subscribe to WMST-L (the Women's Studies Listserv; subscription information can be found under "ELECTRONIC RESOURCES," below.)
- Begin to think about career options
- Begin reading *The Chronicle of Higher Education* and InsideHigherEd.com
- Begin reading *Feminist Formations* (previously *The NWSA Journal*) and other relevant

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<sup>1</sup> These recommendations were influenced by Walker et. al. *Formation of Scholars*; and the University of Kansas Department of History "Professionalization Grid: Extracurricular Activities;"

<http://gallery.carnegiefoundation.org/collections/cid/history/kansas/innovation.html>

<sup>2</sup> Many of these activities, like membership in a professional organization and reading the literature, should be sustained throughout your graduate work (and beyond).

academic journals

- Participate in the MWGS graduate student organization
- Begin attending lectures, seminars, workshops, job talks at TWU
- Attend an academic conference
- Read key texts in womanist/feminist theory
- Read key texts in your additional field(s)
- Begin to acquire a library of important books in your field(s)
- Join or initiate a peer-support group
- Update your C.V.
- Become acquainted with department and other TWU faculty
- Join a department committee
- Begin thinking about your dissertation topic
- Participate in the TWU Student Creative Arts & Research Symposium (held in April of each year)

### **Year Two**

- Select a dissertation topic (if you have not already done so)
- Complete the Responsible Conduct of Research (RCR) Training, which you can access here: <http://www.twu.edu/gradschool/responsible-conduct-of-research-training.asp>
- Join an additional professional association
- Contribute significantly to a graduate student organization
- Network with established scholars and graduate students in your area
- Advise a student group and/or participate on a university-wide committee
- Deliver a guest lecture in a course
- Mentor undergraduate or first-year graduate students
- Participate in the TWU Student Creative Arts & Research Symposium (held in April of each year)

### **Year Three**

- Apply for external dissertation research grants
- Present a paper at a regional or national conference
- Begin to develop your teaching profile--a variety of courses and classroom settings
- Submit a research article to a refereed journal (if you have not done so already)
- Begin developing a list of future research projects
- Join a dissertation writing support/discussion group
- Look at job ads in your academic and/or nonacademic fields

### **Year Four**

- Submit another research article to a refereed journal
- Publish a book review, encyclopedia article, abstract, or translation
- Present a paper at a national academic conference
- Give a presentation to a public audience
- Read job ads closely
- Solicit letters of recommendation for professional positions

- Prepare job application materials: cover letter, teaching portfolio, dissertation abstract, revised C.V.
- Arrange for letters of recommendation
- Apply for jobs and for post-doctoral fellowships
- Practice mock interviews
- Continue to network with established scholars and fellow students
- Present another paper at a major conference
- Begin developing a list of future research projects
- Mentor more junior graduate students
- Take a position on a dept. or university committee
- Acquire a professional wardrobe



## DEPARTMENT AND UNIVERSITY POLICIES

*The doctorate is both transformation and impediment; it preserves what is enduring, but can also paralyze--hardening categories and freezing traditions into empty rituals.*

*George E. Walker et. al., The Formation of Scholars*

This section contains information about various policies. These policies are designed to assist students in successful completion of their degree. As such, the policies are subject to change; students should consult the most recent version of the *Multicultural Women's & Gender Studies Doctoral Graduate Handbook* and the Graduate School webpage.

**Advisor:** On entering the Ph.D. program, students will be assigned an advisor, who assists them in formulating an initial program of study and guides them in the first year or two. (Often, the doctoral program director will serve as students' advisor, until they select a dissertation committee chair.) Until selecting a dissertation committee chair, students must contact their advisor before registering each semester. After selecting a dissertation committee chair, students should contact the chair before registering. If the chair is not a member of the Multicultural Women's & Gender Studies core faculty, students should be sure that all course selection meets the Multicultural Women's & Gender Studies curriculum requirements.

**Grade Requirements:** No course with a grade below B is accepted toward a doctoral degree at Texas Woman's University. The doctoral student is expected to maintain a cumulative grade point average of at least 3.0. When a student's cumulative grade point average on graduate-level work falls below 3.0 during any one semester or full summer session of ten weeks, or when a student receives a grade of D, F, or WF, the student is placed on academic probation and notified of this status. Earning a grade of D, F, WF, or failure to restore the cumulative average to B (3.0) or above during the next enrollment results in dismissal from the Graduate School. The grade record at TWU cannot be improved by attendance at another university. Students who have been suspended may reapply to the TWU Graduate School when 10 years have elapsed after the suspension. If a doctoral student earns grades below B in program courses, continuation in the degree program is reviewed by the student's advisory committee. A student is not allowed to continue in the doctoral program if there are two failing grades (F or WF) in the doctoral program.

**Course Load:** Until students advance to candidacy, a full-time load is considered 9 credit hours per long semester. To complete their degree in a timely fashion, students should consider taking 9 credit hours per semester; however, we understand that it can sometimes (or often) be optimal for students to take 6 credit hours in some semesters. Although students are allowed to take 12 credit hours per long semester, we do not recommend it. In no case should students take more than 12 credit hours per long semester or 6 hours per summer term unless permission is granted by the chair of Multicultural Women's & Gender Studies and the Dean of the Graduate School. All students are expected to maintain at least a "B" average. All courses in the program must be graduate-level (numbered 5000 or higher).

**Transfer Credits:** Transfer credits are determined on an individual basis using guidelines in the

TWU *Graduate Catalog* and a careful review of the student's transcripts. Courses taken through the Federation of North Texas Area Universities are not considered to be transfer credits. Nor are those courses that the student brought with them, as part of the masters degree required for admission into the doctoral program.

**Graduate Courses at the University of North Texas:** In consultation with their advisor, students may register for appropriate graduate courses (5000-level or above) at the University of North Texas through the Federation of North Texas Area Universities. Information on how to register can be found on this page: <https://www.twu.edu/federation/>

**Degree Plan:** The Degree Plan is an internal document that TWU requires of all graduate students for the University's auditing purposes. Students should fill out and complete the Degree Plan in consultation with their advisor and submit it prior to advancement to candidacy. Ideally, students will complete the Degree Plan no later than the spring of their second year. For instructions on how to complete the Degree Plan, please see our Blackboard site (click on the tab reading "Handbook Appendices"). You'll find a sample degree plan and useful instructions to assist you as you complete your Degree Plan.

**Student Rights & Responsibilities:** If any student wishes to discuss their courses, including classroom environments or other students' behaviors, they should make an appointment to speak with the faculty member who is teaching the specific course prior to speaking with the department chair. If they talk with the faculty member and are not satisfied with the response, they may speak with the department chair. Departmental faculty members will not read or listen to anonymous allegations against another student. All students are encouraged to review the TWU Student Handbook, available in the Student Life Office on paper or online here: <http://www.twu.edu/student-life-office/student-handbook.asp>. This handbook contains information about TWU's policies and procedures related to student rights and responsibilities.

**Code Three (Reduced Tuition):** Under provisions of the Texas Higher Education Code Section 54.051(e), *Texas Residents* (or an Academic Common Market Student) are eligible for a one-time reduced tuition rate when enrolling for professional paper, thesis, or dissertation only, provided that those hours are the final credits required for the degree. When you are ready to enroll for what you believe will be your *final* enrollment of dissertation hours, complete the appropriate form (found on the Graduate School Website), have your dissertation chair sign it, and submit it to the Graduate School by their deadline.

**8-Year Rule:** All requirements toward a doctoral degree, not counting the completed master's degree, must be completed within a period of eight consecutive calendar years from the date doctoral credit is first earned. (This rule went into effect Fall 2018.)

**99-Credit Hour Rule:** The Texas Legislature has amended the state's Education Code to limit funding of doctoral credits for any student at any institution to 99 hours. TWU doctoral students are charged at the out-of-state tuition rate for any doctoral work in excess of 99 semester hours. All semester hours listed as I, NG, PR, W, WF, and X on the transcript are included in the total doctoral hours.

## LIBRARY RESOURCES

**Texas Woman's University Woman's Collection:** The Woman's Collection in the Blagg-Huey Library includes materials for research about women and women's issues in the U.S. It contains over 42,000 books, 100 current periodical subscriptions, 3000 cubic feet of manuscript collections, 19,000 photographs, major women's manuscript and book collections and periodicals on microform, and a women's periodical collection. The Woman's Collection manages the TWU Archives, a small rare book Texana Collection, and an extensive Cookbook Collection. It also sponsors and co-sponsors exhibits and lectures throughout the year. See the TWU library brochure for more information and stop by the Woman's Collection office for a tour (Blagg-Huey Library, Level II, Room 203).

**University Libraries:** Students have access to the Blagg-Huey library collections, as well as the Dallas Parkland and Presbyterian sites and The Texas Medical Library at the Houston Center. also have checking privileges at each member library of the statewide TexShare Program. Instant telecommunication and daily courier service are used to locate and deliver journal articles, books, and films throughout Texas libraries. TWU's libraries are also connected with major academic and research libraries throughout the world for interlibrary borrowing and lending.

**InterLibrary Loan:** is designed to help you acquire research materials unavailable in the TWU libraries. The office is open M- F, 8-5 although requests can be made online.

## ELECTRONIC RESOURCES

**Blackboard:** Blackboard is a software program used by TWU to enhance traditional courses and to offer online instruction. The Department of Multicultural Women's & Gender Studies has a site on Blackboard that can be used for graduate students in the Program to communicate electronically with each other by posting messages and sending emails. Our faculty and staff also use Blackboard to send announcements to students. Students are encouraged to use Blackboard regularly. The Department of Multicultural Women's & Gender Studies site, the WS Graduate Student Association site, and the Doctoral Program in Multicultural Women's & Gender Studies site are listed under "My Organizations."

*Please update your email address in Blackboard to reflect the email address where you check messages. To change your email address, click on the "Personal Information" link under "Tools" on the left side of the Blackboard screen.*

**WMST-L:** During their first year of study, doctoral students in Multicultural Women's & Gender Studies should join WMST-L, an international electronic forum (listserv) for researchers and teachers in Women's and Gender Studies. WMST-L publishes announcements about conferences, jobs, and publications. It also provides a forum for exchanging information about the academic field of Multicultural Women's & Gender Studies. WMST-L has over four thousand subscribers in forty-seven countries. Anyone with computer access can subscribe to

WMST-L, which is free. To subscribe, send the following command via e-mail to LISTSERV@LISTSERV.UMD.EDU:

Subscribe WMST-L Your Name

For example, Subscribe WMST-L Jane Smith

You will receive a message back asking you to confirm your subscription. You should REPLY to the message and type the word OK in the body of your message.

Once you have subscribed, you will receive daily electronic mail sent to all subscribers to WMST-L. You may also send messages to other subscribers.

For more information about WMST-L, including how to receive a daily digest version for those who prefer to receive fewer individual messages, see [http://www.umbc.edu/wmst/wmst-l\\_index.html](http://www.umbc.edu/wmst/wmst-l_index.html).

## FINANCIAL AID

**University Scholarships:** There are numerous University Scholarships available at TWU. For application information please contact the Office of Financial Aid (<http://www.twu.edu/finaid>). Additional information is available on the web and in the Graduate Catalog.

**The American Association of University Women:** AAUW offers many fellowships and grants, as well as links to other opportunities. Additional information can be found on their web site (<http://www.aauw.org>).

**National Multicultural Women's & Gender Studies Association Awards and Scholarships:** The NWSA offers several awards and scholarships, including a travel funds to offset travel to the annual conference, a Graduate Scholarship Award, a Graduate Scholarship in Lesbian Studies, a scholarship in Jewish Multicultural Women's & Gender Studies, and Women of Color Caucus Awards. For guidelines and application forms, see <http://www.nwsa.org>.

**Tuition and Fees:** A detailed list of tuition and fees can be found in the Graduate Catalog and on the TWU Bursar's Web site. Non-resident or international students receiving competitive scholarships awarded by Texas Woman's University in the amount of \$1,000 or more may pay the in-state tuition rate. Non-residents who hold at least half-time (.5) appointments as graduate assistants may also pay the in-state tuition if they meet the requirements stated in the Graduate Catalog. To qualify for in-state tuition rates, a special form needs to be completed and submitted for approval; this form will be initiated by the Department of Multicultural Women's & Gender Studies. If students have financial aid and/or scholarships, they should be aware of any stipulations and details or rules.

**Graduate Assistantships:** Full-time doctoral students in Multicultural Women's & Gender Studies will be eligible for graduate assistantships in Multicultural Women's & Gender Studies. The assistantships may be renewed for four years; renewals are based on prior performance, department needs, and available funds.

Additional positions may be available in other programs and departments at TWU. For more information regarding position descriptions and remuneration, please see the Graduate School Web site.

**Academic Common Market:** Fourteen southern states participate in the Academic Common Market, allowing qualified non-resident students to enroll at in-state tuition rates in graduate programs that are not available in their home states. More information on these programs can be found in the Graduate Catalog.

**Grants and Loans:** Please contact the Office of Financial Aid (940) 898-3050 for information on state and federal grants and loans. Additional information can also be found in the Graduate Catalog and the Financial Aid web site (<https://twu.edu/finaid/>).

**Professional Development Travel Assistance Funds:** Funds are available each year on a competitive basis to assist students traveling to conferences to present research. For application deadlines and additional information, see <https://twu.edu/student-life-office/student-travel/>

## STUDENT SERVICES

**The Office of Student Life:** (<https://twu.edu/student-life/>) provides information on all aspects of student life at Texas Woman's University. Their Web site contains links to the following:

**University Housing:** <https://twu.edu/housing/>

**The Center for Student Development:** open Monday – Friday, 8am – 6pm. They have information concerning community service opportunities, commuter services, Greek life, leadership programs, the United Students Association, student organizations at TWU, and a calendar of events.

**TWU Counseling Center:** the campus agency designated to provide psychological services to students. They offer individual counseling, group counseling, career counseling, crisis counseling, couples counseling, workshops and training seminars, and self-help materials. Counseling services are free to students. For more information, see <https://twu.edu/counseling/>.

**Office of Diversity, Inclusion, & Outreach:** sponsors diversity education programs and cultural activities. The office administers the *C.O.L.O.R.S. Mentor and Advisor Program* for incoming freshmen/transfer students, *OIS Resources*, and student organizations. For more information, see <http://www.twu.edu/diversity-inclusion-outreach/>.

**Student Health Services:** provides basic health services to TWU students. For more information, see <https://twu.edu/student-health-services/>.

**TWU Fitness and Recreation:** Includes the Jones Hall Fitness Center and the Pioneer Hall Fitness Center. With a current id, students have access to an indoor pool, indoor track, two

weight room facilities, and the following services: massage therapy, nutrition counseling, personal training, campus recreation, swimming, and fitness classes. For more information see: <https://twu.edu/fitandrec/>.

## COMMUNITY RESOURCES

**Denton and the Dallas/Fort Worth Metroplex** -- Denton is located approximately 35 miles north of the Metroplex and provides easy access to all that it has to offer. The following sites may be useful in getting around both Denton and the Metroplex. They include information about employment, local schools, apartment and housing locators, entertainment, dining, utilities, health professionals, and many other useful links.

The most complete Web site about living in Denton. <http://www.cityofdenton.com>

[www.star-telegram.com](http://www.star-telegram.com) *The Fort Worth Star Telegram*

[www.dallasnews.com](http://www.dallasnews.com) *The Dallas Morning News*

[www.dentonrc.com](http://www.dentonrc.com) *The Denton Record-Chronicle*

**Apartment Complexes/Apartment Locators:** Denton has more than 150 apartment complexes. The University of North Texas and Texas Woman's University produce an apartment guide to Denton that can be obtained at TWU outside the Student Union. There are also apartment guides for Dallas and Fort Worth that can be viewed on the Internet. The commute from Lewisville to TWU is about 25 minutes. The commute from Dallas or Fort Worth is approximately 60 minutes (depending on traffic).

**Student Organizations:** Multicultural Women's & Gender Studies students are active in a variety of organizations, both on campus and in the community. More information, see <https://twu.edu/student-organizations/>.

## **Appendix 1: Multicultural Women's & Gender Studies Affiliate Faculty Members**

The following faculty members, who contribute to the Department of Multicultural Women's & Gender Studies through their research, teaching, and/or service, are available to assist graduate students in Multicultural Women's & Gender Studies:

Dr. Gina Anderson, Teacher Education  
Dr. Valentine Belfiglio, History and Government  
Dr. William R. Benner, English, Speech, and Foreign Languages  
Dr. Linda Brock, Family Sciences  
Dr. Gretchen Busl, English, Speech, and Foreign Languages  
Dr. Patrick Bynane, Drama  
Dr. Rosemary Candelario, Dance  
Dr. Sandra Cesario, College of Nursing  
Dr. Brian Fehler, English, Speech, and Foreign Languages  
Dr. Rebecca R. Fredrickson, Teacher Education  
Dr. Jessica Gullion, Sociology and Social Work  
Dr. Carolyn Kapinus, Sociology and Social Work, Dean of the Graduate School  
Dr. Dundee Lackey, English, Speech, and Foreign Languages  
Dr. Katherine Landdeck, History and Government  
Dr. Linda Marshall, Sociology & Social Work  
Dr. Debra Mollen, Psychology and Philosophy  
Dr. Kimberly Parker, Health Studies  
Dr. Barbara Presnall, History and Government  
Dr. Linda Rubin, Psychology and Philosophy  
Dr. Mahmoud Sadri, Sociology and Social Work  
Dr. Sally Stabb, Psychology and Philosophy  
Dr. Abigail Tilton, Sociology and Social Work, Dean of the College of Arts & Sciences  
Dr. Genevieve West, English, Speech, and Foreign Languages  
Dr. Jim Williams, Sociology and Social Work  
Dr. Philip Yang, Sociology and Social Work

## **Appendix 2**

### **Core Course Descriptions**

**WS 5363, Feminist/Womanist Epistemologies:** Feminist, womanist, and indigenous engagements with Cartesian knowledge systems, focusing on recent developments in epistemology/ontology/metaphysics and their potential contributions to social justice work; investigations of how social, geographical, historical, and bodily location(s) affect knowledge production, consumption, and transformation. Credit: Three hours.

**WS 6103, New Directions in Feminist/Womanist Theories:** Recent controversies, significant research questions, and new directions in feminist/womanist theorizing. Investigation of recent interventions in Multicultural Women's & Gender Studies and feminist/womanist theories and theorizing. Three lecture hours a week. Credit: Three hours. (May be repeated for credit when content varies.)

**WS 6203, Women's & Gender Studies Disciplinary/Interdisciplinary Knowledges:** History of academic disciplines and knowledge production, the challenge of Multicultural Women's & Gender Studies to conventional academic divisions, and the potential of Multicultural Women's & Gender Studies to transform academic disciplines. Three lecture hours a week. Credit: Three hours. (Prerequisite: WS 5363 or instructor approval.)

**WS 6303, Transdisciplinary Feminist Research Methods:** Relational exploration of feminist, womanist, and multicultural research methods from a variety of disciplines including those in the social sciences and humanities, focusing especially on Multicultural Women's & Gender Studies' impact on research methods in a variety of academic disciplines. Overview of research tools and techniques, including qualitative, quantitative, historical, and literary research methods. Three lecture hours a week. Credit: Three hours.

**WS 6403, The Politics of Publications and Writing:** Issues related to academic writing and publishing, especially focusing on the fields of Multicultural Women's & Gender Studies and multicultural-feminist scholarship. Submission of at least one article to a peer-review journal and one abstract for a conference presentation. Three lecture hours a week. Credit: Three hours.

**WS 6911, Individual Study:** Individual study of topics in womanist/feminist theory, scholarship, or student's interests and needs. Credit: One hour. (May be repeated for credit when topic varies.)

**WS 6912, Individual Study:** Individual study of topics in womanist/feminist theory, scholarship, or student's interests and needs. Credit: Two hours. (May be repeated for credit when topic varies.)

**WS 6983, Dissertation:** Prerequisite: Successful completion of qualify examinations. Credit: Three hours. May be repeated for additional credit.

**WS 6993, Dissertation:** Credit: Three hours. May be repeated for additional credit.



### Appendix 3 Guided Electives

To enhance the transdisciplinary nature of the Ph.D. in Multicultural Women's & Gender Studies, and to assist students in developing additional sets of innovative knowledges and skills, each student, in consultation with the student's graduate committee, will select a concentration of at least fifteen hours in one of the following interdisciplinary or disciplinary areas: American Studies, Health Studies, Multicultural Studies, Rhetoric/English, and Sociology. The specific courses selected should complement or enhance knowledge in the student's anticipated area of research for the dissertation. We strongly recommend that students entering the doctoral program with a Master's degree in a disciplinary field select an interdisciplinary concentration, while students entering the doctoral program with a Master's degree in Multicultural Women's & Gender Studies or another interdisciplinary field select a disciplinary specialty. For each concentration, students will select at least 15 hours of course work. Although each concentration requires only 15 hours of course work, we strongly recommend that students take 18 hours of course work in the area; doing so can open up additional teaching possibilities. Courses marked \* are required for the concentration.

Here is a list of the approved courses for each option. Alternate courses--from TWU or from UNT--may be included with approval from the graduate committee.

#### **American Studies Option**

ENG 5263.	Studies in American Literature
ENG 5393.	Women and American Literature
GOV 5013.	American National Defense Policy
GOV 5053.	The Presidency and Public Policy
GOV 5063.	Political Women
GOV 5523.	American International Relations
GOV 5723.	Seminar in Political Theory
HIST 5003.	Studies in 19th Century U.S
HIST 5083.	Studies in 20th Century America
HIST 5863.	Studies in Women's History
SOCI 5643.	Race and Ethnic Groups in the United States
SOCI 6013.	The Development of American Sociology
WS/GOV 5093.	Law, Gender, and Sexuality
WS/GOV 5193.	Rights, Race, and Social Justice
WS 5043.	Art, Activism, and Social Justice

#### **Health Studies**

HS 5003, 5006.	Practicum in Health Education
HS 5413.	Current Issues in Health Studies.
HS 5423.	Ethnic and Cultural Factors in Health Decisions
HS 6403.	Environmental Health
HS 6423.	Global Health
HS 6433.	History of Health and Medicine
HS 6443.	Foundations of Health Science

HS 6563. Health Advocacy and Leadership

### **Multicultural Studies**

ART 5603. North American Indian Art  
DNCE 5223. Historical and Cultural Study of Dance Performance  
EDUC 5173. Diversity in the Classroom  
ENG 5173. Studies in Ethnic, Multicultural, and Cross Cultural Literature  
FS 5023. Family Sexuality  
FS 5443. Multicultural Counseling  
FS 5153. Family Changes and Diversity  
HIST 5763. Studies in Latin American History  
HS 5423. Ethnic and Cultural Factors in Health Decisions  
MU 5543. Multicultural Perspectives in Music Therapy  
NURS 6002. Multicultural Nursing  
NURS 6213. Multicultural Women's Health Research.  
PSY 5163. Psychology of Women  
SOCI 5443. Race, Ethnicity, and Family  
SOCI 5553. Social Stratification  
SOCI 5643. Race and Ethnic Groups in the United States  
WS 5253. Transgressive Identities: Queer Theories and Critical "Race" Theories  
WS 5263. Feminism and Religion  
WS 5283. Ecofeminist Theorizing, Spirituality, and Activism  
WS 5293. Gloria Anzaldúa Seminar: Theories, Politics, and Transformation  
WS 5373. Black Feminist Thought  
WS 5383. Women at Work: Race, Migration, and Labors  
\*WS 5463. U.S. Women of Colors

### **Rhetoric/English**

\*ENG 5083. Bibliography and Research Methods  
\*ENG 6083. Research Methods in Rhetoric and Composition  
ENG 6203. History of Rhetoric I  
ENG 6323. Studies in Feminist Rhetoric  
\*ENG 5343. Rhetoric and Composition: Theory and Practice  
\*ENG 5353. Rhetoric and Composition: Theory and Pedagogy of Electronic Texts  
(Prerequisite: ENG 5343.)  
ENG 5373. Professional and Academic Communication  
ENG 5393. Women and American Literature  
ENG 6213. History of Rhetoric II  
ENG 6313. Studies in Rhetorical Criticism and Discourse Analysis  
ENG 6733. Studies in the Profession of Rhetoric and Composition

### **Sociology Guided Electives Option**

SOCI 5343: Seminar in Sociological Theory

SOCI 5353: Teaching Sociology

SOCI 5363: Survey Research

SOCI 5663: Family: Current Topics

SOCI 5903: Special Topics

SOCI 6103: Seminar in Sociological Theory

SOCI 6203: Seminar on Research Methods

SOCI 6503: Seminar in Social Organization and Disorganization

SOCI 6903: Special Topics

Students who concentrate in Sociology will choose 15 semester hours\* of courses from the list above. The courses will be distributed as follows:

### **Foundation Courses (9 semester hours, 3 hours from each of the categories listed below)**

*Social Research Methods*: Chosen from SOCI 5903 (Research Methods and Design), SOCI 5363, SOCI 6203, or other approved course

*Social Statistics*: Chosen from SOCI 5903 (Social Statistics), SOCI 6203 (Advanced Statistical Methods), or other approved course.

*Sociological Theory*: Chosen from Classical or Contemporary Sociological Theory (SOCI 5343 or SOCI 6103).

### **Electives: 6 semester hours of SOCI prefix courses**

In addition to the courses listed above, various topical seminars are offered regularly (5343, 5903, 6103, 6203, 6503, 6903) including Sociology of Religion; Medical Sociology; Race, Ethnicity, and Immigration; Theories of the Information Society; Deviant Behavior; Family Violence; and Sociology of Terrorism.

Multicultural Women's & Gender Studies doctoral students are welcome to apply for admission to the Sociology MA program. MWGS doctoral students who are concentrating in sociology and do not have an approved degree plan on file must be advised in this concentration by the Sociology Chair or Graduate Advisor.

\*Students who wish to be qualified to teach undergraduate sociology courses must complete 18 semester hours of SOCI credit, including the required 9 hours of foundation courses.

## **Appendix 4 Research Tools**

The doctoral degree is granted in recognition of the ability to undertake independent and original research. Therefore, in addition to the other requirements for the degree, doctoral students are required to demonstrate competence in scholarly inquiry and the use of research tools related to their research interests in Multicultural Women's & Gender Studies. As part of their required core courses in Multicultural Women's & Gender Studies, all students will develop competence in *Transdisciplinary Research Methods in Multicultural Women's & Gender Studies* through the successful completion of WS 6303 (Transdisciplinary Feminist Research Methods) and WS 6403 (The Politics of Publications and Writing). In addition, students will develop competence in another research concentration by selecting one of the following research options in consultation with their Graduate Committee and to complement their areas of specialization:

1. Qualitative Research Methods: Six hours in qualitative research methods
2. Quantitative Research Methods: Six hours of graduate-level courses in statistics and/or quantitative research methods.
3. Electronic Information Retrieval: Six hours of graduate-level library science courses concerning electronic and online information retrieval.
4. Rhetorical Criticism and Discourse Analysis: Six hours of graduate-level courses in English.
5. Holistic Research Methods: Six hours of graduate-level holistic research methods courses.
6. Foreign Language: Six hours of graduate or twelve hours of undergraduate courses in the same foreign language or equivalency examination
7. American Sign Language: Six hours of graduate-level American Sign Language courses or equivalency examination.

To fulfill the requirement for this Research Tool, students will select a minimum of six hours of graduate-level courses in one of the following options. Here is a list of the approved courses for each option. Alternate courses--from TWU, UNT, or elsewhere--may be included with approval from the graduate committee.

### **Qualitative Research Methods**

DNCE 5023	Methods of Research in Dance
FS 6793	Advanced Qualitative Research Methods in Family Science
NURS 6004	Theory and Foundations of Nursing Research
NURS 6024	Theory and Methods of Qualitative Nursing Research (Prerequisites: NURS 6004 or instructor's permission)
PSY 6863	Qualitative Research Methods and Program
READ 6483	Qualitative Research
READ 6493	Advanced Qualitative Research Design and Analysis.
SOCI 5773	Qualitative Research Methods.
WS 5773	Qualitative Research Methods

### **Quantitative Research Methods**

- CSCI 5663 Statistical Programming.  
(Prerequisite: Six hours undergraduate statistics or three hours graduate level statistics or equivalent)
- CSCI 5793. Statistical Computer Packages  
(Prerequisite: Intermediate statistics or instructor's permission)
- CSCI 5893. Statistical Packages II  
(Prerequisite: CSCI 5793)
- CSCI 5921. Statistical Analysis with Computers  
(Prerequisite: Instructor's permission)
- ELDR 6203 Statistics and Research Methodology I  
ELDR 6213 Statistics and Research Methodology II  
(Prerequisite: Instructor's permission)
- FS 6693 Advanced Quantitative Research Methods in Family Sciences.  
Prerequisites: A master's level research methods course and a graduate-level statistics course.
- NURS 6014 Theory and Methods of Quantitative Nursing Research.  
Prerequisite: NURS 6004 or instructor's permission
- PSY 5304 Advanced Psychological Statistics.  
Prerequisite: Basic statistics or instructor's permission

### **Electronic Information Retrieval**

- LS 5533 Internet Research for Non-Library Science Majors.  
LS 5553 Electronic Information Retrieval for Non-Library Science Majors.  
Prerequisite: LS 5533.
- LS 6723 Critical Inquiry in Information Analysis.

### **Rhetorical Criticism and Discourse Analysis**

- ENG 5083 Bibliography and Research Methods  
ENG 5283 Studies in Literary Criticism  
ENG 5333 Studies in Writing in Networked Environments  
ENG 5343 Rhetoric and Composition: Theory and Practice  
ENG 5353 Rhetoric and Composition: Theory and Pedagogy of Electronic Texts  
Prerequisite: ENG 5343.
- ENG 5373 Professional and Academic Communication  
ENG 6083 Research Methods in Rhetoric and Composition  
ENG 6313 Studies in Rhetorical Criticism and Discourse Analysis

### **Holistic Research Methods**

- ELDR 5203 Research in Education.  
FS 5693 Research Methods in Family Sciences  
Prerequisites: 15 hours of master's level coursework and FS 5221
- PSY 5353 Research Techniques  
Prerequisite: Instructor's permission
- SOCI 6203 Seminar on Research Methods

### Appendix 5: Rubric for Portfolio

	Outstanding (7-6)	Very Good (5-4)	Acceptable (3-2)	Poor (1-0)	Unacceptable Comments
<b>1 Scholarly Formation</b> <ul style="list-style-type: none"> <li>• Displays appropriate experience in all areas (education, work history, professional associations/activities, service)</li> <li>• Demonstrates a thoughtful, comprehensive understanding of Multicultural Women’s &amp; Gender Studies as an academic field</li> <li>• Demonstrates a complex awareness of Multicultural Women’s &amp; Gender Studies’ transdisciplinary contributions to knowledge formation and pedagogy</li> <li>• Offers a thoughtful, holistic self-presentation of her/his relationship to the field</li> </ul>					
<b>2 Theory and Theorizing</b> <ul style="list-style-type: none"> <li>• Demonstrates a deep understanding of feminist/womanist theory</li> <li>• Connects theory with social-justice practice</li> <li>• Is well understood and effectively communicated</li> <li>• Demonstrates awareness of transdisciplinary implications</li> <li>• Shows comprehension of strengths and limitations</li> <li>• Is well understood and effectively communicated</li> </ul>					
<b>3 Literature Review</b> <ul style="list-style-type: none"> <li>• Makes clear the research topic</li> <li>• Is comprehensive and up-to-date</li> <li>• Shows a command of the literature</li> <li>• Contextualizes the problem</li> <li>• Includes a discussion of the literature that is selective, synthetic, analytical, and thematic</li> </ul>					
<b>4 Writing Skills</b> <ul style="list-style-type: none"> <li>• Appropriate tone</li> <li>• Precise and rich language</li> <li>• Careful and logical organization</li> <li>• No errors in grammar or format</li> </ul>					

Student’s Name: \_\_\_\_\_

Reviewer’s Name: \_\_\_\_\_

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

This rubric benefitted from Barbara Lovitts’ “How to Grade a Dissertation”

## Appendix 6: Rubric for Dissertation

	Outstanding (7-6)	Very Good (5-4)	Acceptable (3-2)	Poor (1-0)	Comments
<p><b>1 Introduction</b></p> <ul style="list-style-type: none"> <li>• Includes a problem statement</li> <li>• Makes clear the research question to be addressed</li> <li>• Describes the motivation for the study</li> <li>• Describes the context in which the question arises</li> <li>• Summarizes the dissertation's findings/interpretations</li> <li>• Discusses the importance of findings/interpretations for the field and for social-justice work</li> <li>• Provides effective overview for readers</li> </ul>					
<p><b>2 Literature Review</b></p> <ul style="list-style-type: none"> <li>• Is thorough and up to date</li> <li>• Shows a command of the literature</li> <li>• Contextualizes the problem</li> <li>• Includes a discussion of the literature that is synthetic, analytical, and thematic</li> <li>• Demonstrates dissertation's contribution to existing scholarship</li> </ul>					
<p><b>3 Theory/Approach: <i>The theory/approach applied and/or developed</i></b></p> <ul style="list-style-type: none"> <li>• Is appropriate to address questions posed</li> <li>• Is clearly articulated and demonstrates solid understanding</li> <li>• Is transdisciplinary (draws on and integrates theories, frameworks, approaches from multiple disciplines)</li> <li>• Is discussed with an awareness of limitations and strengths</li> </ul>					
<p><b>4 Methods: <i>The methods applied or developed are</i></b></p> <ul style="list-style-type: none"> <li>• Articulated clearly</li> <li>• Described and justified in detail, including discussion of all decisions made regarding methods of research</li> <li>• Suitable for question addressed and the theory/approach used. <ul style="list-style-type: none"> <li>○ Discussed in context of both advantages and disadvantages of choices made</li> <li>○ Discussed in context of challenges confronted and how such challenges were met</li> </ul> </li> </ul>					

	<b>Outstanding (7-6)</b>	<b>Very Good (5-4)</b>	<b>Acceptable (3-2)</b>	<b>Poor (1-0)</b>	<b>Comments</b>
<b>5 Results or Analysis</b> The analysis <ul style="list-style-type: none"> <li>• Relies on relevant evidence that is interpreted appropriately</li> <li>• Aligns with the question and addresses the theory employed</li> <li>• Shows depth in interpretation</li> <li>• Amount &amp; quality of data/information/textual materials is sufficient, well-presented, intelligently interpreted.</li> <li>• Clearly expresses insights gained from the study</li> </ul>					
<b>6 Discussion or Conclusion</b> <ul style="list-style-type: none"> <li>• Summarizes the findings/interpretations with insight, creativity, and depth</li> <li>• Provides perspective on findings/interpretations</li> <li>• Refers back to the introduction to address context and general questions posed with findings/interpretations of study</li> <li>• Ties everything together, including social-justice implications</li> <li>• Discusses the study's strengths and weaknesses</li> <li>• Discusses implications and applications for WGS and other disciplines</li> <li>• Discusses future directions for research</li> </ul>					
<b>7 Writing Skills</b> <ul style="list-style-type: none"> <li>• Appropriate tone</li> <li>• Precise and rich language</li> <li>• Appropriate syntax, structure, and language</li> <li>• Careful and logical organization</li> <li>• No errors in grammar or format</li> <li>• No typos</li> </ul>					

Student's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

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

**Comments:** This rubric was adapted from Barbara Lovitts' "How to Grade a Dissertation." Revised December 2013.



**Appendix 7**  
**Annual Progress Report & Review—revised 4/16**  
**Department of Multicultural WGS Studies**  
**Texas Woman’s University**

The Multicultural Women’s & Gender Studies faculty is committed to your success and want to be sure that you are making effective progress each year. This annual review offers an opportunity for self-reflection and additional mentoring. Please fill out the form and submit it by the announced due date. Please be sure to include your updated CV when submitting this review. The department graduate faculty assess your progress report and prepare a letter which will be sent to you within approximately one month of submission.

**Date Submitted:** \_\_\_\_\_

**NAME & CONTACT INFORMATION**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**ACADEMIC PLAN & BACKGROUND INFORMATION**

Major Professional Goals Upon Program Completion:	
Guided Electives Option:	
Research Tools Option:	
Tentative Dissertation Topic/Area of Study (in 3 to 5 sentences):	
Have you asked a faculty to serve as diss. chair? If so, who?	
Enter Year:	Expected Graduating Year:
<u>Master’s Degree</u>	
In What Field: Year received: Credits transferred in:	

Are foundation courses complete? (Foundation courses are: US Women of Colors, Feminist Pedagogies, and Feminist/Womanist Theories)
If not, indicate which courses are still to be taken:

**COURSE WORK**

**1. CORE COURSES**

<b>Core Courses</b>	<b>Year &amp; Semester</b>	<b>Grade</b>
WS 5363, Feminist/Womanist Epistemologies		
WS 6103, New Directions in Feminist/Womanist Theories		
WS 6203, Women’s & Gender Studies Disciplinary/Interdisciplinary Knowledges		
WS 6303, Transdisciplinary Feminist Research Methods		
WS 6403, The Politics of Publications and Writing		

**2. RESEARCH TOOLS**

<b>“Research Tools” (Methods Courses)</b>	<b>Year &amp; Semester</b>	<b>Grade</b>
WS 6303, Transdisciplinary Feminist Research Methods		
WS 6403, The Politics of Publications and Writing		
List any additional research methods courses that you’ve taken and believe to be useful to your dissertation and/or career goals here:		

--	--	--

**3. GUIDED ELECTIVES**

**Which Guided Elective did you select?**

<b>Guided Electives (list titles, and add extra rows as necessary)</b>	<b>Year &amp; Semester</b>	<b>Grade</b>

**4. ADDITIONAL COURSES (if any)** Please explain how each course you list supports your research and/or professional goals.

--

**PROGRAM GOALS**

Please indicate your target dates for completion of the program milestones.

<b>Program Goals</b>	<b>Target Date</b>
Coursework	
Portfolio (Qualifying Examination)	
Dissertation Prospectus	
Dissertation Research and Writing	
Final Oral Examination	

**PROFESSIONAL DEVELOPMENT**

**1. MEMBERSHIP.** Please list the professional organizations you belong to and indicate when you joined

<b>Organization</b>	<b>Date Joined</b>

**2. SCHOLARSHIP.** Indicate any scholarships, awards, or other honors, presentations, or published papers during this school year.


**3. PROFESSIONAL DEVELOPMENT: SERVICE.** Indicate any department, university, professional organization, and/or community service work you've performed. Indicate the dates of duration and your role

<b>Department, University, Professional Organization, and/or Community Service Work You Performed</b>	<b>Dates</b>	<b>Your Role</b>


**4. TEACHING.** List courses taught or assisted. Indicate with \* if you were the instructor of record. Please attach course evaluations.

Course	Semester

**5. ADDITIONAL AREAS.** Please list any additional professional development you've undertaken

**Appendix 8**  
**Suggestions for First-Time Presenters at Academic Conferences**  
Sheila Bustillos

If you are feeling nervous and anxious, like I felt two weeks before my first academic conference presentation, it is my hope that these suggestions do justice to calming your fears. Some say, “If getting a PhD was easy, everyone would be doing it!” Well, if academic conference proposals, papers, and presentations were easy... well, you know the rest. The act of reading this may mean that you’ve already done the hard work of writing proposals and have been accepted to present at a conference. These helpful tips will not help you write a fabulous proposal (you’ll have to turn elsewhere for that). But, it will help you prepare for and perform well at a presentation session for an academic conference. Don’t treat this as an exhaustive list but as a guide to help you feel confident and composed (even if you’re just posing to be so). It is okay to fake confidence, just not at the expense of academic humility.

The list...finally:

1. Most conferences will put you on a panel (if you submit individually, not with a group of your peers) with other random scholars that may or may not fit within your paper topic. If they do not give you an allotted time to speak, ask for this information. You never want to go over the time allotted or you’ll unfortunately be educated on the use of rotten tomatoes.
2. PRACTICE reading your paper out loud, preferably to an audience of your peers or your pets. Time your presentation when you practice.
3. Calculate about 5 minutes into your allotted time for questions.
4. When practicing the paper, try to notice long or awkward sentences that may be difficult to read aloud. Your peers and pets are also helpful in pointing out these awkward sentences that might not make sense heard aloud, or those that may lose your audience (pets may growl, scowl, or tilt head slightly to one side with ears perked).
5. When preparing your paper (side note-if you have a fancy I-pad for presentations, 1. I’m not sure we are friends anymore, and 2. some of the suggestions below may not pertain to you):
  - a. Print it in 16-18 font and in speech format (excluding citations) for ease of reading when you present
  - b. Bold the important information in your paper for extra emphasis.
  - c. Write in a welcome at the beginning thanking everyone for coming.
  - d. If you are presenting a little piece of a larger paper, make sure to write in your welcome that this paper “Is part of a larger project.” This can also help with the anxiety in feeling that you have to be all-inclusive in your work.
  - e. At the end of your paper, type “Thank you” so everyone knows that you are finished reading your paper. This is really helpful advice as you do not want faces staring with a nervous and anticipatory look on their faces while you sputter out, “And, uh, that’s the end!?”
  - f. If you have cut out important parts of your work to shorten the paper for time, bring those ideas with you in case someone asks deeper, probing questions that you might have addressed in the larger piece.

- g. Don't staple your paper! (see number 7)
- 6. The day of the presentation, try to attend a session before yours so you know what to expect. Or, you might experience what I did at my first conference – you'll be first to present and walk into the presentation saying to yourself, "Well, at least my neighbor's dog liked it."
- 7. The reasoning behind not stapling your paper is for ease of sliding pages to the left or right after reading the page instead of making a dramatic flip and crinkle noises as you loudly change pages.
- 8. Have water available for nerves, a scratchy throat, or, if you didn't manage your time well, to wash off rotten tomatoes.

I hope you find this information as helpful as I did. Again, I am not to thank for this information. Minus the silliness in-between, Dr. Keating is responsible for the helpful parts of this document. Good luck, and never be too proud to ask for help!

## **Appendix 9**

### **Letters of Recommendation**

Faculty in the Department of Multicultural Women's & Gender Studies are pleased to provide letters of recommendation for students seeking employment, fellowships, etc. Students will use Interfolio, a highly respected third party dossier and portfolio service, to collect and distribute their letters of recommendation. Interfolio gives students more control over their application process, enabling them to:

- Collect and deliver a wide variety of professional documents
- Ensure that documents arrive prior to deadlines
- Request and store confidential letters of recommendation for future use
- Deliver materials to any destination, online or through the mail
- Customize the documents in each delivery
- Send out last-minute applications without asking for new letters of recommendation
- Track delivery progress

For information on how to set up an account, see [interfolio.com](http://interfolio.com).

Here are some suggestions for you, as you prepare your letters of recommendation:

- In order to help that your letters of recommendation are completed by the deadlines, you should contact your recommender at least four weeks prior to the date when you expect them to submit their letter.
- When you contact potential recommenders to ask them to write letters on your behalf, ask them whether they feel they know you well enough and are able to write a supportive letter of recommendation for you. If you sense hesitation, you may wish to consider asking another professor. It would be expected for you to request a letter from your dissertation director(s).
- It is recommended that you waive your right to see the letter, since such letters are usually considered to have more credibility.

You should provide the following information to your recommenders, so that they can write detailed and supportive letters:

- A reminder of the contact you have had with the recommender. Give the recommender a list of the courses you may have taken with them as well as the grades you received in the courses.
- Any specific items which you hope your recommender will mention. (For instance, if your recommender served as your faculty mentor, observed your teaching, praised a particular course paper, etc.)
- Your application letter and any accompanying materials.
- Your resume or curriculum vitae, listing your educational background, honors and awards, and work experience.
- Your graduate transcript.

Here are some additional tips for requesting letters of recommendation:

- <http://www.csulb.edu/~psy301/lettersrec.html>



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