UCONN Department of Anthropology
Graduate Program Handbook

September 2024

INTRODUCTION

Welcome to the Department of Anthropology at the University of Connecticut! This handbook provides a guide to our department, key policies and procedures of the Anthropology graduate program and the UConn Graduate School, degree requirements, employment and funding opportunities, and other resources. We hope this information will help orient you to the department and make the graduate program easier to navigate.

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1. ANTHROPOLOGY AT UCONN

Anthropologists at UConn are broadly interested in documenting and understanding human diversity in all its forms — both biological and cultural, in the past and in the present. We seek to understand how the patterns and forms of human diversity emerged, and how they shift across time and space. We also emphasize the importance of situating the human experience within the social, political, historical, and environmental contexts in which we live, enabling us to better understand and address pressing issues in our rapidly changing, culturally diverse, and increasingly interconnected world.

Students and faculty in our department work across core and emerging subfields in anthropology, including cultural anthropology, archaeology, medical anthropology, critical biocultural anthropology, environmental anthropology, human rights, and evolution, cognition, and culture. We offer a collegial, collaborative, and supportive learning environment, and we train students to undertake theoretically grounded, socially situated, and historically contextualized scholarship. Our degree programs aim to provide rigorous training in anthropological theory, qualitative and quantitative methods, and ethical anthropological practice. We teach students to employ anti-racist, decolonial/anti-colonial, and intersectional approaches to better address contemporary issues and important questions about both the past and present. Our faculty and students are especially interested in the human-environment interface, issues of mobility and migration, and concerns about social justice, ethics, and human rights, and many members of our community are working to tackle issues related to race/racism, gender, class, inequality, health, and environmental change.

We pursue our scholarship through laboratory work, archival research, and fieldwork, allowing us to provide hands-on learning opportunities in eight research labs on the Storrs campus, at archaeological and anthropological field schools in Armenia, Mauritius, and Connecticut, and through fieldwork and internship opportunities in the US and abroad. Our faculty hold joint appointments or affiliations with El Instituto, the Human Rights Institute (HRI), the Institute for Systems Genomics (ISG), Institute for Collaboration on Health, Intervention, and Policy (InCHIP), Judaic Studies, Native American and Indigenous Studies (NAIS), the Sustainable Global Cities Initiative (SGCI), The Institute for the Brain and Cognitive Sciences (IBACS), the Cognitive Science Program (COGS), Institute of the Environment (IOE), and the InCHIP Collaboratory on School and Child Health. Our faculty also collaborate closely with scholars from a variety of units on campus, including the Humanities Institute, Ecology and Evolutionary Biology, Geosciences, Natural Resources, Education, Engineering, and Women's, Gender, & Sexuality Studies.

You can learn more about our faculty and graduate students and research in the Department at:

https://anthropology.uconn.edu/faculty/

https://anthropology.uconn.edu/graduate-student-directory/

1.1 Department Contacts and Committees (2023-2024)

<u>Department Contacts</u>
Department Head: Christian Tryon, christian.tryon@uconn.edu

Director of Graduate Studies: Deborah Bolnick, deborah.bolnick@uconn.edu

Director of Undergraduate Studies: Kevin McBride, kevin.mcbride@uconn.edu

Educational Program Coordinator: Andrea Booth, andrea.booth@uconn.edu

Educational Program Assistant: Rebecca Laquitara, rebecca.laquitara@uconn.edu

<u>Department Committees</u>
Graduate Committee (Deborah Bolnick, Camilo Ruiz, Daniel Adler)
   Oversees administration of the graduate program and curriculum, graduate admissions, annual student review, and the allocation of Summer Research Fellowships and Dissertation Writing Fellowships.

   Graduate Student Representatives to the Graduate Committee: TBD.

Undergraduate Committee (Kevin McBride, Sarah Williams, Sayantan Saha Roy)
   Oversees administration of the undergraduate program and curriculum, major and minor requirements, course equivalencies, and undergraduate advising.

Equity & Inclusion Committee (Nathan Acebo, Eleanor Shoreman Ouimet)
   Oversees the Research Apprenticeships in Anthropology program, anthropology community gatherings, and other departmental initiatives to recruit and support a diverse departmental community.

   Graduate Student Representatives to the Equity & Inclusion Committee: TBD.

PTR & Merit Committee (Françoise Dussart, Dimitris Xygalatas (fall), Sarah Willen (spring), Richard Sosis)
   Oversees the promotion and tenure review process for departmental faculty as well as annual merit evaluations of all faculty in the department.

Website Committee (Bruno Seraphin, Sayantan Saha Roy, Christian Tryon, Andrea Booth)
   Oversees the development and maintenance of the department website.

1.2   Diversity, Equity, and Inclusion Policy

As the study of human culture in its broadest possible sense, anthropology is, at its very heart, the study of human diversity. The Department of Anthropology is committed to being strong and vocal allies who confront racism, injustice, and discrimination wherever it occurs in society, including within our discipline. We commit to practice anthropological research that is anti-racist and against all forms of discrimination and to work to improve the lives of Native American, Black, Latinx, and other marginalized populations with whom we work. We also reaffirm our commitment to anti-racist pedagogy as we dedicate ourselves to educating and empowering UConn students to become agents of change in our collective struggle for a just future.

Please also see the [Department Statement in Solidarity with Black Lives Matter](#).

1.3   Policy Against Discrimination, Harassment, and Interpersonal Violence

The University of Connecticut and the Department of Anthropology are committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of our community. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment, or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities. The University's [Policy Against Discrimination, Harassment, and Related Interpersonal Violence](#) outlines each person's responsibility for fostering an appropriate environment, and describes UConn's policies prohibiting discrimination, discriminatory harassment, sexual and gender-based harassment, Title IX Sexual Harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, complicity, retaliation, and inappropriate amorous relationships (i.e., faculty and staff are prohibited from pursuing or engaging in an amorous relationship with a graduate student under that individual's authority, and graduate students are prohibited from engaging in an amorous relationship with any undergraduate or graduate student over whom they have authority, such as in a teaching or research context). **These policies also apply when students are in the field and at field schools. All graduate students must adhere to these policies in order to remain in good standing in the program.**

For more information, see UConn's [Frequently Asked Questions](#) document regarding these policies.

For help and reporting, see UConn's [Title IX Resources and Reporting](#) webpage.

1.4   Academic, Scholarly, and Professional Integrity and Misconduct Policy

The University of Connecticut and the Department of Anthropology are committed to fostering an intellectual community in which the highest ethical standards of academic, scholarly, and professional integrity prevail. All members of the university community have a shared responsibility to uphold the commitments described in the University's [Academic, Scholarly, and Professional Integrity and Misconduct Policy](#). This commitment relates to all aspects of academic, scholarly, and professional activity, which include not only activities related to instruction, but also those related to the production and dissemination of scholarship, research, and creative works, and to conduct in professional settings. Integrity in all of these activities is of paramount importance, and the University requires that the highest ethical standards in teaching, learning, research, and service be maintained. **Graduate students must adhere to this policy to remain in good standing in the program.**

2. ANTHROPOLOGY GRADUATE PROGRAM

The Department of Anthropology offers Master of Arts (M.A.) and Doctorate of Philosophy (Ph.D.) degrees in Anthropology. Most students accepted to our graduate program are interested in pursuing a Ph.D. Within the Ph.D. program, students can pursue two tracks:

- A Ph.D.-only track for students entering the program with a master's degree in Anthropology or an equivalent discipline

- A joint M.A./Ph.D. track for students entering the program without a master's degree in Anthropology or an equivalent discipline

Requirements for the Anthropology Ph.D. and M.A./Ph.D. tracks conform to Graduate School policies as outlined in the Graduate Catalog. Students in both tracks complete all requirements listed under the Ph.D. Track. Students in the M.A./Ph.D. track complete some additional coursework and a M.A. final exam to earn their M.A. in Anthropology as well.

The department accepts students to complete a terminal M.A. degree in Anthropology only in rare cases, such as when a student's interests are closely aligned with faculty expertise in the department and the student's chosen career path requires a M.A. but not a Ph.D.

In all cases, graduate students identify their own area(s) of specialization and work closely with their major advisor to develop a program of coursework and research training that fulfills the degree requirements described below and is tailored to their specific interests.

Appendix 1 provides an overview of the degree requirements and target timelines for students pursuing both the M.A./Ph.D. and Ph.D. tracks.

2.1 Advising

2.1.1 Major Advisor

A member of the Graduate Faculty in the Department of Anthropology is appointed to serve as the major advisor for each graduate student based on shared interests identified by the student when applying to our program. The major advisor works closely with the student to develop a program of coursework and research training that fulfills the degree requirements and is tailored to the student's specific interests. The major advisor is also responsible for coordinating the supervisory work of the student's advisory committee. Occasionally, it may be desirable or appropriate for a student's degree program to be directed by two co-major advisors. If a student's major advisor retires, a member of the regular department faculty should be appointed as co-advisor to ensure the student continues to have sufficient advisory support. The student should consult with the members of their advisory committee and the DGS to identify a potential co-advisor. Another member of the student's advisory committee may be best positioned to serve in this role, given their familiarity with the student's research, but other members of the faculty may be considered as well.

If a change of major advisor becomes necessary for any reason, the process is straightforward. The student must notify the former advisor and the Director of Graduate Studies, and file a Change of Graduate Major Advisor form, bearing the signature of the new advisor, with the Office of the Registrar.

Students should maintain close communication with their major advisor at all stages of graduate study, and the major advisor should be involved in all major decisions regarding a student's graduate work. Students are expected to meet regularly with their major advisor (ideally on a weekly, biweekly, or monthly basis).

2.1.2 Advisory Committee

Each student also has an advisory committee to help guide their graduate work. The advisory committee should be formed before the student has completed 12 course credits and shall then supervise the remainder of the student's degree program.

The advisory committee is formed after consultation between the major advisor and the student, and includes the major advisor and at least two associate advisors, one of whom must hold a current appointment as a member of the UConn Graduate Faculty in the student's field of study or area of concentration.

In addition to these members of the advisory committee, the Dean of the Graduate School may appoint another person to the advisory committee — such as a member of the Graduate Faculty outside the student's field of study but in a related field. If deemed appropriate by the student's major advisor, the major advisor may request that a suitably qualified external (non-UConn) associate advisor be appointed to the student's advisory committee. Such requests should be submitted using the [Request External Advisor for Advisory Committee form](#) and include the scholar's CV, and must be approved by the Dean of the Graduate School. Ordinarily, not more than one external associate advisor is appointed to the advisory committee. Altogether, the advisory committee should be well positioned to advise the student as they develop their research plans and subsequently evaluate all aspects of the student's dissertation work.

The advisory committee is reported to the Graduate School on the student's Ph.D. Plan of Study. If the composition of the advisory committee changes after the Plan of Study has been submitted, the student or major advisor can email Jenn Horan (jenn.horan@uconn.edu) in Degree Audit with the updated committee makeup and she will update the student's records.

2.2   Degree Requirements – Ph.D. Track

Students entering the Ph.D. program with a master's degree in Anthropology or an equivalent discipline, as approved by the Graduate Committee, complete the requirements below to earn the Ph.D. Work for the doctoral degree can usually be finished in six to seven years, and must be completed within eight years, in accordance with Graduate School policy.

2.2.1 Coursework and Credits

Students must complete:
- 15 course credits, including ANTH 5500 (Professional Development)
- 15 credits of doctoral dissertation research (ANTH 6950)

To be considered a full-time student (and thus qualify for health benefits and the GA tuition waiver), students must be enrolled in a minimum of six credits each semester when serving as a Graduate Assistant (GA), or a minimum of nine credits per semester if not. One course is typically equivalent to three credits.

In order to ensure timely progress through coursework and towards the degree, we recommend that students complete their required course credits within the first two years of graduate school. Students are encouraged to take three courses (nine course credits) in some semesters, although students often take only two courses (six course credits) in the first semester of year 1, to help students ease into the program as they are transitioning to graduate school at UConn.

Students should generally enroll in courses at the 5000 level or higher, but up to six course credits may come from courses at the 3000 or 4000 level. In addition to considering the organized courses being offered each semester, students may also discuss enrolling in an independent study course with their major advisor or another faculty member in the department if they wish to study a topic that is not otherwise being taught. The topic, goals, and requirements of an independent study course must be agreed upon by the student and faculty member at the time of registration. Departmental policy is that PhD students should enroll in no more than one 3-credit independent study, but students may contact the DGS to request an exception to this policy if they have a strong rationale and support from their major advisor for the request. Students should consult with their major advisor as they are selecting their courses each semester.

2.2.2 Grade Requirements
Students must maintain a cumulative grade point average of 3.0 or higher to remain in good academic standing. If a student's cumulative average falls below 3.0, the student's performance will be reviewed by their advisory committee to determine whether the student may continue graduate study. Conferral of a degree or certificate requires that the student have a cumulative grade point average of 3.0 for all courses listed on the final Plan of Study.

If a student does not complete the required work for a course by the end of the semester and an incomplete (an "I" grade) is reported, the student has 12 months following the end of that semester to finish all missing work. After that time, no credit is allowed for the course. If more than three courses have been left incomplete, the student may be required to complete those before being allowed to register for additional coursework. Too many permanent incompletes on the record may be grounds for the student's termination or dismissal. An employment authorization for a graduate assistantship appointment may not be approved for a student who has four or more incomplete courses on their academic record.
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The following grades are considered below the standard expected for graduate work:
- All "C" grades within the student's field of study. A "C" grade may be considered acceptable only if in a course in a supporting area. Such work may be identified on the Plan of Study.
- All "D" grades. A course in which a student received a "D" grade may not be included (or remain) on the Plan of Study. Any "D" grades trigger advisory committee review of the student's eligibility to continue in the graduate program.
- All "F" and "U" grades. A course in which a student received a "F" or "U" (Unsatisfactory) may not be included (or remain) on the Plan of Study. Such grades necessitate a recommendation by the advisory committee to the Graduate School as to whether the student shall be permitted to continue graduate study.

2.2.3 Ph.D. Plan of Study
After completing 18 course credits, each student prepares a Ph.D. Plan of Study in consultation with their major advisor. The Plan of Study lists the coursework and dissertation research credits that will be

used to complete the doctoral degree, and must be approved by each member of the student's advisory committee before being submitted to the Graduate School.

The Plan of Study should consist largely of courses at the 5000 (graduate) level or higher, but a limited number of credits (six or less) at the 3000 or 4000 level can be included.

Up to 12 credits of advanced coursework taken while the student was an undergraduate or non-degree student at UConn may be included as long as (a) the coursework was completed within the time limit for completing the Ph.D. requirements (i.e., coursework that would be more than eight years old when the Ph.D. is completed should not be included on the Ph.D. Plan of Study), (b) inclusion of the coursework is approved by the student's advisory committee, and (c) the coursework meets any additional criteria described in the [Graduate Catalog](#).

A limited number of credits from graduate level academic coursework at other accredited institutions may be accepted in transfer and included on the Ph.D. Plan of Study. Classes that were used to fulfill a currently held degree are not eligible to transfer for the doctoral degree. Transfer credits must be (a) at an appropriate level for the Ph.D., (b) associated with a grade of B- or higher, and (c) completed within eight years of when the Ph.D. will be conferred. The student's major advisor must approve the transfer of credits and sign off on the [Transfer Credit Request Form](#), which should be submitted to the Graduate School with the Ph.D. Plan of Study. Transfer credits must also meet any additional criteria described in the [Graduate Catalog](#).

2.2.4 Ph.D. Comprehensive Examination

All Ph.D. students at the University of Connecticut are required to pass a Ph.D. General Examination. In Anthropology, this exam is referred to as the Ph.D. comprehensive exam.

After a student's advisory committee has been formed and their Plan of Study approved, the Ph.D. comprehensive exam should be undertaken. This exam is designed to assess the student's mastery of the literature most relevant to their Ph.D. research, so the content is unique to each student. The exam is different from a M.A. final exam, which evaluates a student's mastery of the foundational theory, concepts, and literature in their subfield of anthropology (e.g., medical anthropology, cultural anthropology, archaeology, etc).

For the Ph.D. comprehensive exam, the examining committee consists of at least five faculty members, including all members of the student's advisory committee. Any examining committee members that are not part of the student's advisory committee must be members of the UConn Graduate Faculty. The examining committee determines the specific content of the Ph.D. comprehensive exam, with the contours shaped by input from the student and the student's major advisor.

To prepare for the Ph.D. comprehensive exam, the student works with their major advisor and advisory committee to identify 3-5 topical areas that are closely related to the student's developing dissertation research. These topical areas may encompass theory, methods, history, an ethnographic or geographical focus, specific areas of empirical research, etc. For each topical area, the student prepares a reading list of approximately 30-50 primary sources (i.e., about 100-150 sources altogether, divided approximately equally among the areas). The student's examining committee reviews the topical lists and suggests additions or deletions, with each committee member contributing where appropriate given their

expertise. Students may also plan other activities to help them prepare for the exam, such as hands-on methodological training or practice, with approval from their advisory committee.

Once reading lists have been finalized, students typically devote a couple of months to reading the assigned literature. During this time, students may enroll in an independent study course (ANTH 5399) with their advisor or another instructor for up to 6 credits to allow them to focus on their exam preparation. Many students may find it useful to prepare an annotated bibliography or study guide with notes on the key points, relevant methods and/or theory, and core findings for each reference. It can also be helpful for students to think explicitly about how to synthesize the material and conclusions from multiple sources because synthesis is a key goal of this part of Ph.D. study, and to take some time during the week before the exam to outline answers to possible exam questions. (While the questions that a student imagines will not be identical to the actual exam questions, the topics are often similar enough that such planning can be very helpful.) We also recommend that the student touch base with each member of their examining committee a few weeks before the exam to confirm that they are on the same page regarding the core topics to be covered on the exam. Committee members should review the relevant reading list(s) when writing exam questions.

The Ph.D. comprehensive exam has two possible formats, with each student selecting the format of their exam in consultation with their major advisor. Committee members are expected to keep the selected format in mind when writing questions, to ensure that the questions are feasible to answer in the allotted time. Answers are expected to be more thorough, better crafted, more organized, and more polished if the student chooses option 2, given the extended timeframe.

Option 1 (15-hour exam) – In this format, the written exam is completed in 15 hours, with the time divided equally among the identified topical areas and the student writing on one area per day. Thus, for a student with three topical areas, the exam will take place over three days, with five hours of writing per day (a 1-2 hour mid-writing break is permitted each day). For a student with five areas of study, the exam will take place over five days and entail three hours of writing per day. The writing days may occur consecutively (i.e., in a single week) or be more spaced out (i.e., spread over two weeks), with the specific schedule determined by the student and their major advisor after considering the student's other time commitments (i.e., teaching and research responsibilities) that semester. On each day of the exam, the advisory committee provides the student with questions about the material from one topical area (with questions developed by the advisory committee without student input). The student may be asked to answer 1-3 questions and is often given a choice of which question(s) to answer. In all cases, questions are designed to assess the student's broad familiarity with the relevant literature and synthesis of what is currently understood about that topic. (Please note that students will not be asked to write a dissertation grant proposal as part of this exam because that constitutes a separate program requirement – i.e., the dissertation prospectus.) Students are allowed access to their notes and sources during the exam, and should include citations of relevant sources in their answers. Altogether, with this format, the written exam takes 15 hours and typically encompasses 30-40 pages of writing (double-spaced).

Option 2 (take-home exam) – In this format, the written exam takes place over a more extended time frame, with the student writing about each topical area over a 1-2 week period and the number of pages written divided approximately equally among areas. The student and major advisor together determine the specific writing schedule after taking the student's other time commitments (i.e., teaching and research responsibilities) into consideration. For each topical area, the advisory committee provides the student with one or more questions about the material (with questions developed by the advisory

committee without student input). Students typically write 12-25 double-spaced pages per topical area, with the response taking the form of a review paper or essay. Thus, for a student with three topical areas, the exam will consist of three 20-25 page essays. For a student with five areas of study, the exam will entail five 12-15 page essays. Students are allowed access to their notes and sources during the exam, and should include citations of relevant sources in their answers. For each topical area, the advisory committee may ask the student to answer 1-3 questions, and may give the student a choice of which question(s) to answer. In all cases, questions are designed to assess the student's broad familiarity with the relevant literature and synthesis of what is currently understood about that topic. (Please note that students will not be asked to write a dissertation grant proposal as part of this exam because that constitutes a separate program requirement – i.e., the dissertation prospectus.) Altogether, with this format, the written exam takes 3-10 weeks to complete and encompasses 60-75 pages of writing (double-spaced).

Regardless of which format is used, the examining committee is expected to read and evaluate each of the student's answers within 2-3 weeks of submission. Within two weeks of completing the entire written exam, the student meets with their examining committee to discuss their performance and answer any follow-up questions.

If a student fails to provide satisfactory answers to part or all of the written exam, the advisory committee may ask the student to retake part of the exam, revise and resubmit one or more of their essays, or answer questions in an oral exam to better assess the student's mastery of the relevant material. Failure to pass the exam a second time, in part or in whole, may be grounds for dismissal from the Ph.D. program and University.

Once the exam has been completed, the [Report on the General Examination for the Doctoral Degree](#) is submitted to the Graduate School.

2.2.5 Dissertation Proposal
Before undertaking dissertation research, a doctoral student must prepare a written proposal describing the scope, content, and significance of their intended dissertation research. In Anthropology, students write the dissertation proposal in the format of an external grant proposal (such as a National Science Foundation Doctoral Dissertation Research Improvement Grant proposal, Wenner-Gren Foundation Dissertation Fieldwork Grant proposal, Leakey Foundation Research Grant proposal, etc.). The dissertation proposal therefore serves dual purposes: it fulfills the Graduate School's degree requirement and enables the student to seek external funding for their dissertation research.

The student works closely with their major advisor while preparing the dissertation proposal, and then submits a completed draft to their advisory committee for review and feedback. After revising the proposal and receiving approval from each member of the advisory committee, the student submits the proposal to the external funding organization(s) for consideration. Whether funded or not, this external review satisfies the Graduate School's requirement that the dissertation proposal be critically evaluated by two reviewers who are not members of the student's advisory committee.

If the dissertation proposal is not submitted to an external funding organization for review, the proposal should be submitted to the Anthropology Department Head. The Department Head will appoint two individuals not on the student's advisory committee to critically evaluate the dissertation proposal. The use of at least one reviewer from outside UConn is encouraged.

If human or animal subjects will be involved in the proposed dissertation research, the student must receive approval from the UConn Institutional Review Board (IRB) and/or Institutional Animal Care and Use Committee (IACUC) before research can begin.

The completed dissertation proposal should be submitted to the Office of the Registrar along with the Report on the Final Examination Form (signed by all members of the advisory committee and the Department Head) and documentation of IRB and/or IACUC approval.

2.2.6 Ph.D. Candidacy

Upon approval of the Ph.D. Plan of Study, passing of the Ph.D. comprehensive exam, and approval of the Dissertation Proposal, a student becomes a candidate for the degree of Doctor of Philosophy. Students should advance to candidacy before undertaking their core dissertation fieldwork or submitting dissertation grant proposals to external funding organizations.

2.2.7 Dissertation Preparation, Oral Defense, and Submission

The dissertation is the scholastic culmination of a student's ongoing research. It must meet all standards specified by the student's advisory committee and the Graduate School, and conform to the specifications listed on the Office of the Registrar's website. The dissertation must be of publishable quality, and it is expected that students will submit their dissertation for publication either before or shortly after the degree is conferred. The dissertation can be published as a single entity (e.g., submitted as a book manuscript) or with individual chapters becoming separate journal articles or chapters in edited volumes. While the dissertation should provide evidence of a student's ability to make significant research contributions in their field, it may contain work done in collaboration with others (including other students), provided the student has played a major role in the work and subject to the approval of the advisory committee. Proper acknowledgment of authorship should be included in the dissertation.

The oral defense of the dissertation must be announced publicly in the University's online Events Calendar at least two weeks prior to the defense date. Ph.D. candidates in Anthropology are also required to advertise their defense to the entire department. The candidate should notify the department administrator by email of the date, time, and location of their defense, as well as the dissertation title and abstract. This information will be disseminated to the entire department to give everyone the opportunity to attend.

The Graduate School requires at least five members of the faculty, including all members of the advisory committee, to be present for the oral defense unless written approval for fewer faculty has been obtained in advance from the Dean of the Graduate School.

The oral dissertation defense typically involves an approximately 45 minute presentation of the dissertation by the student, followed by questions and discussion of the dissertation work with the advisory committee and others attending the defense.

The advisory committee determines whether a Ph.D. candidate has passed, conditionally passed, or failed the dissertation defense, and must reach a unanimous decision. The major advisor communicates this decision to the candidate after the dissertation defense and to the Office of the Registrar through the Defense and Final Thesis/Dissertation Approval Form.

If dissertation revisions are necessary (which may hold even when the candidate passes the defense), the advisory committee will notify the student. Once revisions are completed and all members of the advisory committee approve the final version of the dissertation, the dissertation is submitted electronically through Submittable, a University repository for public access. Students may request an embargo period for the dissertation if they do not want it to be publicly accessible immediately.

2.2.8 Degree Conferral

Degree conferral requires that all requirements for the degree have been satisfactorily completed by the last day of the conferral period. UConn holds graduate commencement ceremonies in May each year, but degrees are conferred three times a year (in August, December, and May).

The application for a degree to be conferred must be submitted online by the degree candidate through the UConn Student Administration System during the first four weeks of the student's final semester. This application can be withdrawn at any time by the student if needed.

Detailed information and instructions about the required steps during a student's final semester are provided on the Office of the Registrar's website.

Prior to graduating, students should review their transcript and Ph.D. Plan of Study to confirm that the listed courses match and grades are posted for all courses listed on the Plan of Study. If any grades are missing or incomplete, the student should contact the course instructor to resolve the grade. If any changes are needed to the approved Ph.D. Plan of Study, an email outlining the changes and including the major advisor's approval should be sent to degreeaudit@uconn.edu.

Students who qualify for degree conferral receive their diplomas by mail, usually within three months following conferral.

2.3 Degree Requirements – M.A./Ph.D. Track

Students entering the Ph.D. program without a master's degree in Anthropology or an equivalent discipline must complete additional requirements to earn a M.A. in Anthropology before completing the requirements for the Ph.D. in Anthropology.

In Anthropology, students typically follow the Plan B (non-thesis) requirements for the master's degree. In addition to completing the Ph.D. degree requirements described above, students in the M.A./Ph.D. track complete 15 other course credits (so that 30 credits of content coursework are completed altogether) and pass a M.A. final examination.[1]

2.3.1 Coursework and Credits for the M.A. Degree

Students applying for the Plan B (non-thesis) master's degree in Anthropology are required to complete 30 course credits (i.e., 15 course credits in addition to the 15 required for the Ph.D.). One course is typically equivalent to 3 credits. All 30 coursework credits should be listed on the student's Ph.D. Plan of Study.

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[1] The Graduate School also offers a Plan A (thesis) track for the master's degree, which requires 21 credits of coursework and 9 additional credits of master's level thesis research (GRAD 5950 or 5960), as well as the writing and oral defense of a thesis. Please note that according to Graduate School regulations, students who complete a Plan A (thesis) master's degree cannot list their MA coursework on the Ph.D. Plan of Study, and thus must complete an additional 15 course credits for their Ph.D.

In order to ensure timely progress through coursework and towards the degree, we recommend that students complete the required course credits within the first two years of graduate school. Students are encouraged to take three courses (nine course credits) in some semesters, although students often take only two courses (six course credits) in the first semester of year 1. The lower courseload helps students ease into the program as they are transitioning to graduate school at UConn.

Students should generally enroll in courses at the 5000 level or higher, but up to six course credits may come from courses at the 3000 or 4000 level. In addition to considering the organized courses being offered each semester, students may also consider enrolling in an independent study course with their major advisor or another faculty member in the department if they wish to study a topic that is not otherwise being taught. The topic, goals, and requirements of an independent study course must be agreed upon by the student and faculty member at the time of registration. Departmental policy is that MA students should enroll in no more than three 3-credit independent study courses, but students may contact the DGS to request an exception to this policy if they have a strong rationale and support from their major advisor for the request. Students should consult with their major advisor as they are selecting their courses each semester.

Students may also count some undergraduate or non-degree course credits from UConn, or transfer credits from another accredited institution, as part of their 30 course credits in accordance with the Graduate School's regulations (see the Ph.D. Plan of Study section above for further details).

2.3.2 M.A. Course Area Requirements

To ensure that students learn to undertake methodologically rigorous, theoretically grounded, and socially situated ethical scholarship, students entering the program in Fall 2024 or later are expected to take the following as part of the 30 coursework credits for the M.A. degree:

- One course on history and theory in their subfield of anthropology.
- One course on methods and practice in their subfield of anthropology.
- One course from outside their subfield of anthropology. This could be a course grounded in another subfield or a cross-disciplinary course.
- ANTH 5500 (Professional Development)

The DGS maintains a list of what graduate courses can be taken to fulfill each requirement.

2.3.3 M.A. Final Examination

The M.A. final examination is designed to assess a student's mastery of foundational theory, concepts, and literature in their subfield of anthropology (e.g., medical anthropology, cultural anthropology, archaeology, etc). We encourage students to complete the M.A. exam before beginning their third year in the M.A./Ph.D. program, and it must be completed no later than one year after the completion of coursework.

The content of the MA exam is decided by the student's advisory committee and any other participating faculty members. To prepare for the M.A. exam, students work with their major advisor, advisory committee, and other participating faculty to identify 3-4 core topical areas in their subfield of anthropology. These topical areas should not be narrowly tailored to a student's research interests; rather, they should encompass the breadth of foundational concepts, theory, and literature in the subdiscipline. For each topical area, the student and their committee compile a reading list of

approximately 10-20 primary sources to guide the student's preparation for the exam, with the student reading 45-50 sources altogether across all topical areas. In some subfields, the topical areas and associated readings may be predetermined by subfield faculty and standardized for all students in that subfield.

Once reading lists have been finalized, students typically devote a couple of months to reading, reviewing, and synthesizing the assigned literature. During this time, with permission from their major advisor, students may choose to enroll in a 1-3-credit independent study course (ANTH 5399) with their advisor or another instructor to allow them time to focus on exam preparation. Many students may find it useful to prepare an annotated bibliography or study guide with notes on the key points, relevant methods and/or theory, and core findings for each reference. Students are also encouraged to take some time during the week before the exam to think explicitly about how to synthesize material from across the assigned readings, and to outline answers to possible exam questions. (While the questions that a student imagines will not be identical to the actual exam questions, the topics are often similar and such advance planning can be very helpful.) Students should touch base with each member of their examining committee a few weeks before the exam to confirm that they are on the same page regarding the core topics to be covered on the exam.

Exam Format: The M.A. exam is a written exam in which the writing and time is divided equally among the identified topical areas. For each topical area, the student will be asked to answer 1-2 questions and may be given a choice of which question(s) to answer. Questions are developed by the committee members without student input, and committee members are expected to review the relevant reading list(s) when writing the exam questions. Students are allowed access to their notes and sources during the exam, and should include citations of relevant sources in their answers. Altogether, the exam typically encompasses approximately 15-20 pages of writing (double-spaced), including citations.

The exam has two possible formats, with each student selecting the format of their exam in consultation with their major advisor. Committee members are expected to keep the exam format and timeframe in mind when writing questions, to ensure that questions are feasible to answer in the allotted time. (Questions for an option 1 exam may be less expansive or constrain the number of examples or case studies to be discussed, for example.) Answers are expected to be more thorough, better crafted, more organized, and more polished if the student chooses option 2, given the extended timeframe.

Option 1 – The MA exam is taken as a 6-hour exam, completed over the course of 1-3 days. The time is divided equally among the identified topical areas (i.e., 2 hours of writing per area if a student is being examined on 3 topical areas, or 1.5 hours of writing per area if there are 4 topical areas). The six hours of writing may be completed in a single day or spread over 2-3 days in a single week, with the specific schedule determined by the student and their major advisor after considering the student's other time commitments (e.g., courses and teaching responsibilities).

Option 2 – The MA exam is taken as a take-home exam, with students given two days to answer the question(s) for each topical area (i.e., six days of writing altogether if a student is being examined on 3 topical areas, or 8 days of writing altogether for 4 topical areas). All portions of the exam must be completed within a two-week window, with the specific schedule determined by the student and their major advisor after considering the student's other time commitments (e.g., courses and teaching responsibilities).

Committee members are expected to read and evaluate the student's answers within two weeks of completing the exam. The decision of whether a student has passed or failed rests with the advisory committee, which takes into account the opinions of other participating faculty members. The vote of the advisory committee must be unanimous. After the exam, the major advisor communicates the results to the student and completes the Report on the Final Examination, indicating the result of the exam and the names of all faculty members participating. The Report must be signed by the members of the advisory committee and submitted to the Office of the Registrar.

If a student fails to provide satisfactory answers to part or all of the exam, the advisory committee may ask the student to retake part or all of the exam. The decision of whether to allow a re-examination is at the discretion of the advisory committee. The Office of the Registrar must be promptly notified of this decision and any re-examination must take place within 12 months of the original exam date. Failure to pass the exam a second time, in part or in whole, may be grounds for dismissal from the Ph.D. program and University.

2.4   Annual Graduate Student Review
Each fall, the Anthropology Graduate Committee reviews the performance and academic progress of Anthropology graduate students over the past academic year. Students in their first year in the program are exempt from this review. This evaluation is based on (a) a self-evaluation completed by the student, (b) a progress report completed by the student's major advisor, (c) the student's transcript, and (d) teaching evaluations for any courses taught over the last academic year. Once the review has been completed, the Director of Graduate Studies sends a letter to each student with feedback on their progress, including if their progress has been satisfactory or if any concerns have been identified.

2.5   Academic Accommodations
The Department of Anthropology and the University of Connecticut are committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. We work closely with the UConn Center for Students with Disabilities (CSD), which collaborates with students, faculty, and the greater UConn community to ensure a comprehensively accessible environment. Any student who wishes to request accommodations can do so via the CSD website. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis to determine appropriate accommodations as well as other university services that may be helpful.

2.6   Non-Credit/Continuous Registration
When conducting fieldwork or writing the dissertation, students sometimes register using the "non-credit" or "continuous" registration option. Non-credit/continuous registration entails enrolling for zero-credit courses that allow students to maintain active student status (and thus access to their university email and the library) while not being enrolled in any credit-bearing research or coursework. These courses have a flat $400 fee. The two doctoral options are GRAD 6998 (Continuous Registration) and GRAD 6999 (Dissertation Preparation).

Students can self-enroll in these courses through Student Admin, and no permission number is needed. Enrollment in continuous registration must be completed before the first day of the semester, and students cannot change from credit-bearing courses to continuous registration after the semester has begun.

Please note that international students can typically only enroll in these courses during their final semester with an approved Reduced Course Load from ISSS or if they will be outside the U.S. for the semester without an active SEVIS record. More information about continuous registration is available on the Graduate School website.

2.7 Leave of Absence from Graduate Studies

Under compelling personal or medical reasons, a graduate student may request a leave of absence from the graduate program for a period of up to two semesters. The request for a leave of absence must be made using the Voluntary Separation Notification form.

The request requires approval from the student's major advisor and the Department Head. The completed application should be submitted to the Graduate School for review and approval at least thirty days before the leave of absence is to begin, or the earliest date possible in extenuating circumstances.

Reinstatement from an approved leave of absence occurs at the beginning of the appropriate academic term. To request reinstatement from an approved leave of absence, the student should complete the Request Reinstatement to Graduate Degree or Reinstatement from Academic Leave form and submit it to the Graduate School.

Additional details are available in the Graduate Catalog.

2.8 Degree Time Limit and Termination of Status

To remain in good standing, a student must have a major advisor and be within the time limits for the degree the student is seeking. A student may be terminated for either (1) failure to have a major advisor, or (2) failure to complete degree requirements within the required time limit (eight years).

If a student anticipates needing more time to complete the degree requirements, a request to extend the time limit can be submitted to the Graduate School using the Request for Extension of Conferral Deadline form. The request must include an explanation of why more time is needed and a written endorsement from the major advisor. Extensions are granted only on the basis of substantial evidence that the student is making consistent and satisfactory progress toward completion of degree requirements and with certification by the major advisor that the student is likely to complete the degree within the requested extension period. If an extension is granted, it establishes a new terminal degree date for the student.

If a student's graduate degree program status is terminated, the student will receive notice from the Graduate School. The student may appeal the termination under the provisions outlined in the Complaint, Appeal, and Hearing Procedures. If the termination stems from resignation of an advisor and failure to identify a new advisor, the student can appeal only on the grounds that the department did not make reasonable efforts to find a new major advisor for the student.

2.9 Academic Dismissal

A student may be subject to academic dismissal if they do not remain in good standing or if they fail to satisfy any requirement of the degree program, including failure to maintain adequate academic progress. This could include one or more of the following:

- Failure to maintain the minimum cumulative grade point average required (3.0)
- Receiving a grade of "D+," "D," "D-," "F," or "U" in any course
- Failure of the Ph.D. comprehensive exam
- Failure to produce an acceptable dissertation proposal
- Unsatisfactory performance in any aspect of the research or writing for the dissertation
- Failure of the dissertation defense

If a student is failing to make adequate academic progress or is at risk of dismissal for another reason, the major advisor, advisory committee, and Graduate Committee will make every effort to help the student get back on track. If these efforts are unsuccessful and the advisory committee determines that the student's academic performance, progress towards the degree, or professional development and/or suitability is so unsatisfactory that dismissal is warranted, the advisory committee prepares a written recommendation and justification for the student's dismissal. The major advisor then submits the recommendation to the Graduate School on behalf of the advisory committee. If a student does not have an established advisory committee, the major advisor alone submits the recommendation.

If a student is dismissed on academic grounds, they will receive notice from the Graduate School. They may appeal dismissal under the provisions outlined in the Complaint, Appeal, and Hearing Procedures.

2.10 Grievances
Students have the right to seek redress of any grievance related to their academic affairs. Every effort should be made to resolve grievances informally between the student, the faculty member most directly involved, and the Director of Graduate Studies. If such efforts fail, grievances should be submitted in writing to the Director of Graduate Studies. Appeals may be directed to the Graduate Committee, then to the Department Head, and then to the Graduate School. To begin the formal dispute resolution process through the Graduate School, the student should submit either the Appeal Form or Complaint Form. See the Graduate School's Complaint, Appeal, and Hearing Procedures for more information. Assistance is also available through the University Ombuds.

2.11 Other General Expectations of Graduate Students
Graduate students are expected to be collegial members of the department community and participate regularly in departmental events, including department talks or colloquia, anthropology community gatherings, and start/end of the semester social events.

Although Graduate Assistantship support may only be available during the fall and spring semesters, students are expected to still make progress towards their degree requirements over the summer. In most cases, this will involve gaining research training or experience, conducting fieldwork, and/or gaining teaching experience by serving as an instructor of record for a summer class.

Students should bring issues that are negatively affecting their progress or performance to the attention of their major advisor or the Director of Graduate Studies in a timely fashion. These conversations can be kept confidential. Good communication between the student and major advisor is necessary for solving any problems that may arise in the course of graduate study.

2.12 Graduate Admissions Peer Mentoring Program

The Graduate Admissions Peer Mentoring Program is designed to encourage prospective students to have conversations with current graduate students as they are considering where to apply, with the hope that these conversations will serve as a recruitment tool that helps strengthen and diversify our pool of applicants. Graduate students who would like to volunteer as a Peer Mentor should contact the Director of Graduate Studies to join the program.

The department webpage about graduate admissions encourages prospective students to email a Graduate Peer Mentor working in a similar area of anthropology and/or with a potential advisor to arrange a time to ask questions and get more information about our graduate program, life in Connecticut, and the application process at UConn. One conversation with a prospective student will typically be sufficient, and graduate students who agree to serve as peer mentors are not expected to read the applicant's statement of purpose or give other feedback on the student's application materials (although it is acceptable to provide general recommendations about expectations for the required materials).

Graduate students who participate in the Graduate Admissions Peer Mentoring Program are encouraged to include this as "Professional Service" on their CV.

3. IRB REVIEW OF HUMAN SUBJECTS RESEARCH

The Department of Anthropology and the University of Connecticut are dedicated to the ethical treatment of research participants. The UConn-Storrs Institutional Review Board (IRB) is responsible for reviewing all research involving human subjects to verify that studies have appropriate safeguards in place to ensure the ethical and safe conduct of research as well as protection for the rights and welfare of research participants. IRB approval is required before any research with human subjects can be undertaken.

The IRB is guided by the ethical principles of Autonomy, Beneficence and Justice, as outlined in the Belmont Report. The autonomy of research participants must be respected, study harms must be minimized and potential study benefits must be maximized, and the selection of who is and is not asked to serve as a research participant must be fair and directly related to the problem being studied (and not because of a group's easy availability or compromised position).

Graduate student researchers, like UConn faculty and staff, must understand and comply with university regulations in the Human Research Protection Program (HRPP) Policy and associated Standard Operating Procedures (SOPs). These documents are available on the Policies and Procedures page of the HRPP website.

3.1   Required Training in Human Research Protections

The UConn IRB requires all individuals conducting human subjects research to complete the human subjects safety training offered by CITIprogram.org every three years and prior to the approval of any new research applications, amendments, or re-approvals. More information about this requirement is available on the UConn IRB website.

3.2   Types of IRB Review

Three types of IRB review are available: exemption review, expedited review, and convened/full board review.

Exemption Review: If all proposed activities fall within one or more exemption categories defined in the Common Rule (see 45 CFR 46.104(d)), most reviews will be conducted by an IRB specialist on behalf of the institution (unless the study qualifies for limited IRB review, in which case an IRB member will conduct the review). There are restrictions when the activity involves children and prisoners, so contact the IRB Office (irb@uconn.edu) if these populations are proposed for use. Exempt research is exempt from most of the requirements of the Common Rule, but it is not exempt from the ethical requirements of the Belmont Report, and will be reviewed to ensure that appropriate protections are in place.

Expedited Review: If all proposed activities involve minimal risk, and fall within the federally-defined expedited review categories, the activity is subject to all requirements of the Common Rule, including IRB review. However, since the activity is 'minimal risk,' the IRB review can be conducted by one IRB member (as opposed to the full committee). All federally-mandated approval criteria for nonexempt research will need to be met in order for the study to be approved.

Convened/Full Board Review: If the proposed activity does not qualify for exemption or expedited review, the study will be placed on the agenda for the next scheduled IRB meeting. Generally, the board meets on the second Tuesday of each month (with the exception of July and August). Studies determined to require full board review that are received by the first Tuesday of the month will be

placed on the agenda. As with studies undergoing expedited review, all federally-mandated approval criteria for nonexempt research must be met in order for the study to be approved.

3.3 IRB Submission Forms and Templates
IRB review of UConn human subjects research is conducted in part by the UConn IRB and in part by an external IRB, BRANY IRB. Specifically, UConn has designated BRANY IRB as its IRB for externally funded research and certain multisite studies. BRANY IRB is an independent IRB that is not affiliated with UConn. For BRANY IRB-reviewed studies, the UConn study team completes the submission to BRANY IRB through the IRB Manager online submission system and BRANY IRB conducts the ethical review on behalf of UConn. Study teams must also submit a cede application to the UConn IRB so that UConn can track the research conducted at UConn and ensure all local requirements are met.

Studies that may be reviewed by BRANY IRB:
- Externally Funded Research
    - Human subjects research that has external funding support (e.g., grant, contract, foundation). This applies to exempt, expedited, and convened (a.k.a. full) review types. This also includes externally funded multisite research and research involving external investigators or staff.
- Multisite Research/External Investigators
    - Studies that involve more than 2 external sites or external investigators/staff for which single IRB (by UConn/BRANY) is being requested. This applies to externally funded, internally funded, and unfunded research.

If your research falls into one of these two categories, see the BRANY IRB page for contacts, forms, templates, and other information.

For review by the UConn IRB, human subject applications, protocols, and associated supplemental materials are submitted to the IRB using the Human Subjects/IRB Module of the UConn InfoEd eRA Portal. See the How To Guides for more information on using InfoEd, including step-by-step instructions for creating initial and other types of IRB submissions (amendments, requests for continuation/closure, and reportable information or events including protocol deviations or adverse events).

UConn IRB forms, templates, and additional information are available on the IRB Submissions, Forms, and Templates page. The IRB Frequently Asked Questions page is also a useful resource.

3.4 IRB Researcher's Guide
The UConn Researcher's Guide provides investigators and students with information that will be helpful for meeting the standards set by the UConn IRB policies and by the Federal Regulations for the protection of human subjects in research.

3.5 Tips for Navigating IRB Review
Suggestions from Steve Medeiros, Dillon Patterson, Sarah Willen, and Richard Wilson:
- Make sure you are using up-to-date templates/forms (and the correct forms for the type of research you're proposing). Don't waste time using old templates or the wrong form!

- Ask your advisor or colleagues to share previously approved IRB protocols with similar research design, and use that as a starting point to build your own protocol. You can glean a lot of useful language, approaches, and core principles from such examples.
- Be as precise as you can about all recruitment procedures, sampling, etc. Don't hedge or hold back information. It's better to be clear and precise now and amend the IRB protocol later if needed.
- Have your advisor and experienced colleagues (including faculty with IRB responsibilities) review your documents and offer feedback before you submit them to the IRB. You can also share draft protocols, consent forms, etc. with the appropriate IRB staff prior to submitting. You can request a sort of informal review and schedule a meeting with them to discuss any questions or concerns you have prior to submission. This approach reduces the amount of formal back-and-forth, creates better lines of communication with IRB staff, and allows them to act as collaborators helping to improve your protocol.
- View this process as a productive one that is both about making your research procedures compliant with existing best practice and honing your research design to make a robust study that will withstand peer review.
- Get formal approval (e.g., signed letters) from study population(s) prior to IRB submission because the IRB will likely request approval from entities like tribes, clinics, nonprofit organizations, etc. if you plan to work in those contexts.
- The IRB sometimes seems more comfortable/familiar with passive voice, which is probably more common in other fields like psychology and medical research.
- Expect the IRB to return your protocol requesting clarification or edits on your project. Don't take this personally, and just do the best you can to respond.
- Be aware that if you're doing a funded study, the IRB may ask whether you have enough funding to do the work you plan to do.
- The IRB review process can take months, even for experienced faculty researchers, so be sure to submit your protocol as early as possible and leave plenty of time for review.
- Don't give up! Getting a protocol through IRB review can be a time-consuming and frustrating stage of the research process, but with patience, sample protocols/docs, plenty of time, and a willingness to ask for help/input, it's entirely doable!

4. IACUC REVIEW OF RESEARCH INVOLVING ANIMALS

The Institutional Animal Care and Use Committee (IACUC) is responsible for reviewing the University of Connecticut's program for the humane care and use of animals in research and teaching as described in its Assurance and University Policy. The IACUC is created by and subject to the federal Public Health Service Policy on Humane Care and Use of Laboratory Animals (PHS 1986), the USDA Animal Welfare Act/Regulations (CFR 1985), and related guides. More information is available on the IACUC Policies page.

4.1 IACUC Training

IACUC training is required for everyone working with live vertebrate animals at the University of Connecticut in accordance with the policies and guidelines set forth in the *"Public Health Service Policy on Humane Care and Use of Laboratory Animals"* (PHS 1986), the *"Guide for the Care and Use of Laboratory Animals"* (ILAR 2011), the USDA Animal Welfare Regulations (CFR 1985) and the *"Guide for the Care and Use of Agricultural Animals in Agricultural Research and Teaching."* Retraining is required for faculty PIs on a triennial basis (once every three years). All other animal users (staff, post-doctoral fellows, graduate students and undergraduates) must complete IACUC retraining on an annual basis. More information about the required training is available on the IACUC Training page.

4.2 IACUC Forms and Review Process

IACUC forms and checklists are available on the IACUC Forms page. IACUC protocols must be submitted electronically in Microsoft Word format to iacuc@uconn.edu. Protocols are reviewed once per month; the typical turnaround time from submission to approval is 6-8 weeks. Submission deadlines and IACUC meeting dates are listed on the IACUC Deadlines & Meetings page.

4.3 Tips for Navigating IACUC Review

Suggestions from Corrin Laposki:

- Prior to drafting your first IACUC protocol, contact the Director of Research Compliance-Animal Research & Safety or the IACUC Specialist listed on the University's IACUC Contacts page. Send a brief email or set up a meeting over the phone to inform them of your project. At this stage, they may be able to suggest changes or offer clarification specific to your project prior to its submission to the IACUC committee. For general questions, it is best to email iacuc@uconn.edu.

- Contact the head veterinarian to inform them of your project. They will be able to help you navigate the specifics of animal care and housing over the course of your project. It might also be helpful to speak with the Animal Care Staff (ACS) about your project.

- Complete Form A of the Occupational Health and Safety Program for Animal Handlers. Email this form to EHS@uconn.edu once it is complete.

- Complete Form B of the Occupational Health and Safety Program for Animal Handlers. If used, send this form to SHaW (Unit 4011, Attn: Animal Handler Review). A healthcare practitioner will use the information from these forms to determine any necessary treatments and/or health counseling. Form B should be updated if you have any significant health changes to report.

- Depending on the type of animal research being done, you may have additional training to complete. The EHS officer will inform you of any training needed.

5.   FUNDING OPPORTUNITIES

Graduate students and applicants can apply for graduate assistantships, fellowships, and other awards to help cover the cost of their graduate education. Financial need is *not* a prerequisite for most of these awards.

Funding offers are made when students are admitted to the Ph.D. program. Anthropology Ph.D. students typically receive at least five years (10 semesters) of teaching assistantships (TA positions) funded by the College of Liberal Arts and Sciences (CLAS) and distributed by the Department as long as the student is progressing satisfactorily through the program and remains in good standing. Funding from the College of Liberal Arts and Sciences (CLAS) – including Teaching Assistantships, Instructor positions, and CLAS fellowships – cannot exceed 12 semesters. Other sources of funding, such as from the Graduate School, research grants, external fellowships, and Department of Anthropology Dissertation Writing Fellowships, should be arranged if a student will need support for more than six years to complete their degree.

Students admitted to complete a terminal M.A. in Anthropology are not typically eligible for teaching assistantships.

The funding opportunities described below fall into three categories: assistantships and fellowships from the university (section 5.1), awards made by the Department of Anthropology (section 5.2), and funding opportunities from sources outside the university (section 5.3).

5.1   University Assistantships and Fellowships

Ph.D. students in the Department of Anthropology are eligible for a variety of university assistantships and fellowships. These awards do not require proof of financial need.

5.1.1 Graduate Teaching Assistantships

Open to incoming and current Ph.D. students

Most anthropology Ph.D. students are awarded a graduate teaching assistantship each semester that includes a tuition waiver, stipend, and health and dental benefits (specifically, the opportunity to purchase highly subsidized medical and dental insurance). Graduate Assistants (GAs) are responsible for paying University fees. The stipend is subject to U.S. taxes since GAships involve work for hire.

Teaching assistantships are typically for 15 hours per week (75% GAship), though appointments can be for as much as 20 hours per week (100% GAship) or as few as 10 hours per week (50% GAship), with pay adjusted accordingly. There are three pay rates for GA positions, varying by experience and the student's degree program. The levels of pay are published each year on the Payroll Department's Graduate Assistant Resources webpage. GA positions are governed by a collective bargaining agreement between the University of Connecticut and the Graduate Employee Union.

Per University policy, all teaching assistants (TAs) must present certification of English proficiency in order to qualify for an unrestricted appointment as a graduate teaching assistant with classroom instructional contact.

More information for GAs is available in section 10 below and at https://grad.uconn.edu/assistantships/.

5.1.2 Graduate School Recruitment Fellowships
Open to incoming graduate students

Incoming graduate students in Anthropology can apply for several recruitment fellowships available through the Graduate School.

- The **Jorgensen Fellowship** is available to outstanding young scholars who have been admitted to doctoral programs at the University of Connecticut.

- The **Harriott Fellowship** is available to outstanding young scholars who have been admitted to doctoral programs at the University of Connecticut and show a commitment to enhancing diversity in higher education and/or in their field of study.

- The **Crandall Fellowship** is available to outstanding young scholars who have been admitted to master's programs at the University and demonstrate a commitment to enhancing diversity in higher education and/or in their field of study.

These fellowships are intended to recruit and support the most promising students entering graduate programs at the University of Connecticut, and are highly competitive.

In order to be considered for these fellowships, applicants must indicate that they wish to be considered in the Graduate School's online application and then nominated by department faculty.

Visit the Graduate School's Internal Awards page to learn more about the application timeline and criteria for these awards.

5.1.3 Conference Participation Award
Open to current Ph.D. students

The Graduate School offers a Conference Participation Award to support students in presenting their research at national or international meetings and conferences, including both in-person and virtual events. This conference participation fellowship in the amount of $750 will be awarded for the semester following the application submission and paid through the student's fee bill. Applications for this award are accepted in June and December.

Visit the Graduate School's Conference Participation Award page to learn more about this opportunity and the eligibility criteria.

5.1.4 Summer Doctoral Dissertation Fellowship
Open to current Ph.D. students

The Graduate School awards Summer Doctoral Dissertation Fellowships to support the successful completion of a student's Ph.D. dissertation. This is a one-time $2,000 fellowship for students who have successfully completed the Ph.D. comprehensive exam and submitted their dissertation proposal.

Visit the Graduate School's Summer Doctoral Dissertation Fellowship page to learn more about this opportunity.

5.1.5 UConn Humanities Dissertation Scholar Fellowship

Open to current Ph.D. students

The UConn Humanities Institute awards a full academic year fellowship to enable dissertation fellows to concentrate solely on completion of their Ph.D. dissertation. Graduate students must have completed the Ph.D. comprehensive exam, dissertation proposal, and sufficient research by the start of the fellowship period so that they can complete their dissertation during the year-long fellowship.

Teaching during the fellowship year is prohibited. Humanities Dissertation Scholars will have an office and are expected to be in continuous residence at UConn for the term of the award. They are expected to participate in Institute activities including monthly lunches, colloquia, and related scholarly events, and to offer a public lecture on their research during the course of the fellowship year.

Visit the UConn Humanities Institute's [Fellowship page](#) to learn more about this opportunity.

5.1.6 El Instituto Travel and Research Awards

Open to current Ph.D. students

El Instituto offers three kinds of awards for graduate students: (1) Pre-doctoral awards ($100-$2000) support pre-doctoral graduate student research or creative projects related to Latina/o and/or Latin American Studies. Funds may be used for any purpose that furthers students' academic progress, including but not limited to direct research, publication costs, travel to archival or ethnographic research sites; supplies, services, and equipment; conference attendance or educational travel. The Pre-Doctoral award application deadline is in the early Fall and the application process will be distributed to El Instituto's listserv. (2) The Whetten Fellowship is a travel award that provides financial assistance on a rolling basis to graduate students for research specializing in Latin American Studies. (3) The Robert G. Mead Fellowship is a research award that provides financial assistance to a graduate student in any discipline specializing in Latin America.

Visit El Instituto's [Research Funding page](#) to learn more about these opportunities.

5.1.7 Human Rights Institute Fellowships and Research Grants

Open to current graduate students

The Human Rights Institute offers three programs to provide graduate students focused on human rights with funding: (1) The Dissertation Writing Fellowship is a $5,000 award to a doctoral student who is ABD and actively writing their dissertation with a human rights focus. (2) The Dissertation Research Fellowship is a $5,000 award to a Ph.D. student who has completed their qualifying exams and dissertation prospectus, to support primary research activities related to human rights issues. (3) Human Rights Graduate Research Grants support and promote research projects on human rights related questions and are open to all master's and Ph.D. students.

Visit the Human Rights Institute's [Funding for Graduate Students page](#) to learn more about these opportunities.

5.1.8 InChIP Fellowships and Research Awards
Open to current graduate students

The Institute for Collaboration on Health, Intervention, and Policy (InCHIP) offers three funding opportunities for graduate students focused on behavioral and social health sciences: (1) Jeffrey D. Fisher Health Beahvior Change Research Fellowship is a $2,000 award to one outstanding UConn graduate student working on a dissertation in the area of health behavior. (2) The InChIP Dissertation Assistantship Award supports students full-time for one semester or part-time across two semesters as they analyze dissertation data and write their dissertation in the fields of public health or health-related behavioral and social science research. (3) The Christine N. Witzel Award supports a full-time student undertaking research related to women's health.

Visit InCHIP's [Graduate Student Resources page](#) to learn more about these opportunities.

5.2 Department Awards
A variety of funding opportunities are available through the department, administered by the Graduate Committee and Department Head.

5.2.1 Summer Research Fellowship (SRF)
Open to current Ph.D. students

The Department of Anthropology awards the Summer Research Fellowship (SRF) to help accelerate student progress towards completion of the doctoral degree. Proposals for pilot research, preparations for fieldwork, and the study of special methods or languages receive the highest funding priority. SRF activities are expected to be completed within one year and are not limited to summer activities. Most awards fall in the range of $1,000-$4,000, and students typically receive two SRFs during their time in our program.

Students may also request reimbursement for money spent out-of-pocket on pilot research over the last year if the opportunity to carry out that research arose after the last call for SRF proposals. A clear explanation of the context and justification for the work must be provided. Students seeking reimbursement for out-of-pocket pilot research expenditures can also request funds for new pilot research as part of the same application as long as the total amount requested is under $5,000.

Students who have received two prior SRFs have low priority.

The call for SRF applications is distributed early in the spring semester. Contact the Director of Graduate Studies to learn more about this opportunity.

5.2.2 Dissertation Writing Award
Open to current Ph.D. students

The Department of Anthropology awards Dissertation Writing Awards to help advanced students finish writing their dissertation. These service-free awards are for students who have passed their Ph.D. comprehensive exam, submitted their dissertation proposal, completed their fieldwork and all data collection for their dissertation, and are capable of defending their dissertation within one year. Award decisions are based on past achievements, current need, and demonstrated progress toward degree.

The call for Dissertation Writing Award applications is distributed in the spring semester. Contact the Director of Graduate Studies to learn more about this opportunity.

5.2.3 Conference Travel Fund

Open to current undergraduate majors, graduate students, and postdoctoral researchers

The Department of Anthropology awards funds to students planning to present their research or attend domestic or international conferences. These awards can be used to cover registration fees for in-person or virtual conferences and/or travel expenses to in-person conferences.

Two calls for applications are made through the graduate student listserv each year—at the beginning of the fall and spring semesters. Students apply for funds by filling out a Conference Travel Fund application form and submitting it by email to the Department Head by the deadline provided in the call for applications. Students are required to provide a receipt for their conference registration payment with their application if they have already registered when applications are due, or shortly after they register. Applicants will not be eligible to apply for conference travel funds the following academic year if they do not submit their registration receipt. The typical award from the fund is about $500.

5.2.4 Graduate Student and Postdoc Research Fund

Open to current graduate students and postdoctoral researchers

Graduate students and postdocs in the Department of Anthropology can apply for small research awards for expenses that are difficult to cover through other funding sources. The funds are intended for supplies, equipment, or analyses. They are not intended for travel.

Applications can be submitted to the Department Head by email on a rolling basis. The application should include a brief explanation of the research project and why the supplemental funds are needed (one-page single spaced maximum), a detailed budget on how the funds will be spent, and a short statement of support from their primary advisor (an email will suffice).

Awards are competitive, and the maximum amount of funding that can be granted to each student/postdoc depends on several factors, including the number of applicants over the course of the academic year. The average award is expected to be between $500 and $1000. Students may be granted a partial award if their entire funding request cannot be fulfilled.

5.3 External Funding

External fellowships and research awards are available from a variety of sources, including the National Science Foundation (NSF), the Wenner-Gren Foundation, the Ford Foundation, the National Institutes of Health, the Fulbright U.S. Student Program, National Geographic, the Inter-American Foundation, the Robert Wood Johnson Foundation's Health Policy Research Scholars program, the Horowitz Foundation, the Hugo Obermaier Society, the American Council of Learned Societies, and more.

For students in their first two years of graduate school: We encourage all students who have not yet completed a master's degree to consider applying for a NSF Graduate Research Fellowship, which

provides three years of financial support, including a 12-month stipend and tuition benefits. Applications are due in mid-October. Learn more at www.nsfgrfp.org.

If you apply for a nationally-competitive fellowship while a full-time graduate student in good standing, you can receive a $250 scholarship from the UConn National Fellowships Incentive Program simply for having submitted your fellowship application. Faculty advisors are eligible for up to $1,000 in professional development funds to recognize their work mentoring students through the process of developing proposals and submitting applications for eligible awards. The advisor may consider making some or all of those funds available to the student who submitted the application to support their work.

Please note that the M.A. Final Exam, Ph.D. Comprehensive Exam, and Dissertation Proposal must be completed before a student applies for external funding to support their dissertation research. Most funding agencies require students to be a Ph.D. candidate in order to receive dissertation research awards.

5.4   Outside Employment
Some students consider supplementary outside employment during their time in graduate school, either during the summers (when GA support is more limited) or year-round. Please be aware that outside employment frequently has the effect of slowing down progress towards the degree. Ph.D. candidates who take on full-time outside employment have historically found it extremely difficult to make timely progress towards completing their dissertations, and have often had trouble finishing their degrees in the time allotted by the Graduate School. It is therefore critical that graduate students discuss any outside employment opportunities with their major advisor before beginning an outside job, and prepare a detailed plan with their advisor to ensure continued academic progress while employed outside the University. Details of any outside employment and the plan to ensure continued academic progress must be shared in writing (by email) with the student's advisor and the DGS, and approved by both.

5.5   More Funding Resources
The Graduate School
The Graduate School maintains a list of external funding opportunities on their website.

College of Liberal Arts and Sciences
Search for fellowship opportunities for graduate students on the CLAS website.

Office of National Scholarships and Fellowships
Get assistance with finding external funding sources and the application processes.

University of Chicago Anthropology Directory of External Funding Opportunities
The Department of Anthropology at the University of Chicago offers a good list of resources.

6.   ANTHROPOLOGY PROPOSAL DATABASE
The Department of Anthropology maintains a database of approved IRB protocols, approved IACUC proposals, and funded grant and fellowship proposals from graduate students in the department. If it would be helpful to see some examples of successful proposals when you are beginning to prepare a new proposal for IRB or IACUC review or for a particular funding opportunity, you may consult the

proposals in this database. These proposals have been shared by the authors with permission for them to be consulted in this way. Additional successful grant proposals can also be found at the Open Grants website.

If you wish to access the Anthropology proposal database or share a successful proposal for inclusion in the database, email the Director of Graduate Studies.

7.   EMERGENCY RESOURCES

If an emergency arises or if a student is facing an unexpected financial burden or other challenges, the university offers several resources to help students.

7.1   Short Term Emergency Loan Fund (STELF)

The Short Term Emergency Loan Fund (STELF) is intended to help students in financial emergencies such as transportation costs to get home when there is an illness or other family emergency, car repairs, living expenses, school supplies, etc. Loans are for a maximum of $500 and usually are expected to be repaid in one to three months. These loans cannot be used to pay a balance owed to the University on a student fee bill or financial account.

7.2   Graduate Student Senate (GSS) Short-Term Emergency Loan

The GSS Short-Term Emergency Loan Fund is administered by the Graduate Student Senate and funded by graduate student activities fees. It provides short-term, interest-free emergency loans to a maximum of $2,000 to any graduate student who is in good financial standing with the University of Connecticut and dealing with a financial emergency. Loans are issued for 60-day periods and are interest free. Applications are available in the Graduate Student Senate Office, Student Union Room 213 and on the GSS website, along with eligibility criteria.

7.3   Student First Fund

Students who have experienced an unanticipated hardship may receive a gift from the Student First Fund to help ease the burden they may be experiencing. UConn staff, faculty, and/or students may request support for a student by submitting a Student First Fund Request Form with a brief statement (maximum of 500 words) outlining the student's needs. Supporting documentation (e.g., receipts showing date of purchase, breakdown of expenses, etc.) must be included with the request.

Once a request is received, the student's enrollment will be verified and financial aid status will be reviewed to ensure that receipt of this grant would not adversely impact the student's aid package. Requests will be reviewed on an ongoing basis as they are submitted.

The average award is approximately $500-$1,000 but requested amounts are not guaranteed. The Students First Fund cannot meet the needs of all requests and when appropriate students will be referred to other potential funding sources for possible assistance.

The process to review requests and notify a student of the decision typically takes four to six weeks. Once the committee makes a decision, the student will be notified of the status of the request via email.

7.4   Dean of Students Office

Students can meet with the Dean of Students Office directly to discuss their situations by setting up an in-person, online, or phone appointment at http://dos.uconn.edu/.

7.5   Anonymous Donations

Faculty can contact the Bursars or Parking (if student has a permit) offices to set up anonymous donations to a specific student if desired.

7.6 Mental Heath Resources

If the student's situation is creating mental health/stress-related challenges, or if a student is struggling with any mental health issues, the [Student Health and Wellness (SHaW)](#) office offers a wide range of services to support student mental health and wellbeing. Graduate students can also seek confidential advice regarding mental health issues that may affect their academic work and progress from their major advisor, the Director of Graduate Studies, or the Department Head.

7.7 Medical Emergencies Guidance

Unexpected medical or other emergencies may arise in a classroom, lab, or office. If you are in a position of authority in such a setting, such as an instructor, teaching assistant, or research assistant, those around you may expect you to take charge in an emergency situation. The following tips may help make an emergency situation get resolved more quickly and smoothly. In such a situation, it is okay to contact more than one authority or agency to ensure that first responders arrive as quickly as possible.

In an emergency medical situation:

1. **Nominate a specific person to call 911**. Look them in the eye, tell them to call 911, and ask if they can handle that. This technique is much more effective than broadly saying "someone call 911."

2. **Nominate a specific person to call Campus Police at 860-486-4800.** Campus police are less equipped than EMTs, but can arrive to a scene more quickly, and know campus well.

3. **Nominate a specific person to call UConn Student Health and Wellness at 860-486-4700.** The student health center can't officially help with an emergency and their automated response will tell you to hang up and call 911. Tell the nurse that someone is on the phone with 911, but you want to see if someone can come to (insert location) as well.

4. **Nominate 2-3 specific people to stand outside the building**. First responders can find the classroom or office more quickly with someone flagging them down.

5. **Ask if anyone has medical training**. Often classes may have nursing students or other trained EMTs who may be able to help.

6. **Have phone numbers ready.** Program these numbers into your phone BEFORE an emergency situation arises, so you don't have to find them in the moment.

Campus Police	860-486-4800
Student Health and Wellness	860-486-4700

8.   TIPS FOR NEW GRADUATE STUDENTS

The following information may be helpful for new graduate students entering our program.

- New graduate students are expected to attend the following orientations at UConn:
  Department Orientation
  Graduate School Orientation (online)
  CETL TA Orientation (if you will be a TA)
  ISSS New International Student Orientation (if you are an international student)
  ITA International Teaching Assistant Orientation (if you are an international student appointed as a TA and have never taught in the U.S. before)

- Visit the Graduate School's Onboarding webpage, which has a lot of useful information, resources, and a to-do list of the steps you need to take as you transition to being a graduate student at UConn.

- This map of the Storrs campus is a helpful tool as you are learning your way around.

- Activate your NetID to access to the various computing systems on campus. To find your NetID visit: **http://netid.uconn.edu,** select '**Find your NetID,**' and then '**Activate your NetID.**' For help, call the Information Technology Services (ITS) Help Desk: 860-486-4357 (select option 2).

- A University email account has been set up for you on Microsoft Office 365. You can access your email after activating your NetID. Visit **Information Technology Services** for more information. Be sure to check your UConn email regularly since many university offices send communications there.

- To obtain your UConn ID card, visit **http://onecard.uconn.edu/**. Your UConn ID will provide external key access to Beach Hall, where the Department of Anthropology is located.

- Parking permits for campus parking lots are available from UConn Parking (860-486-4930, **parkingservices@uconn.edu**). You can register for a permit at **http://park.uconn.edu/** after August 1.

- Register an email and phone number with **UConn ALERT**. UConn's emergency alert system provides text and email notifications of scheduling changes, emergency information, and campus operations.

- If you will be employed by the University and on payroll as a Graduate Assistant (GA):
  You will need to complete an **I-9** form before the third day of your hire. Andrea will help you complete this form during the Department Orientation for New Students, but you should complete section one of this form before coming to the orientation. You will also need to bring originals of the appropriate unexpired documentation listed on page 3 of the form, from either List A or a combination of List B and List C. Most U.S. citizens provide either their passport or driver's license and social security card. Most international students provide their passport, I-20, and I-94 form.

  If you are a U.S. citizen, you can submit your completed **state** and **federal tax** forms to UConn's Payroll office **here.**

If you are an international student, complete the Foreign National Information Form. Ellen Lowe (ellen.lowe@uconn.edu) in UConn's Payroll office will connect with you regarding tax information. She will need a copy of your social security card as well once you receive it.

To enroll in direct deposit, complete the **Direct Deposit form** and then submit it to UConn's Payroll office **here**.

- Information about graduate student health insurance and other GA benefits is available on the HR website. Questions about benefits should be directed to **hr@uconn.edu**.

- GA positions come with a tuition waiver and reduced student fees. Tuition waivers do not waive mandatory fees, and graduate students serving as GAs are responsible for paying the mandatory fees. Tuition and fee rates are provided on the Office of the Bursar's website. **Please note that the fee bill posted to your account will include tuition and non-GA fee rates until your GA position is processed and the tuition credit is applied to your account. You are not responsible for paying tuition or non-mandatory fees as a GA.**

- GAs are eligible to use payroll deductions to pay the student fees not covered by the tuition waiver. There is no additional cost for participating in the payroll deduction plan. If you would like a portion of your stipend applied to your fee bill, you may apply for automatic payroll deductions by logging into the **Student Administration System** prior to the fee bill due date. You will be able to access this system after the Anthropology administrative team has completed and submitted your payroll authorization. **Graduate Payroll Deduction is only open until day 10 of the Fall and Spring Semester and cannot be changed after this date. Enrollment in a prior semester does not carry over to the next; you must re-enroll.** If you need to change your payroll deductions prior to Day 10, email the requested changes to **bursar@uconn.edu** from your UConn email account.

- CORE-CT is UConn's Employee Self Service Portal. In CORE-CT, you can update your personal information, review benefits information, and view your payroll information (including paychecks, W-2 forms, W-4 tax information, and direct deposit details). Once the fall semester starts, you can access CORE-CT and should update your local home and mailing address at that time.

- If you are an international student, UConn's Center for International Students and Scholars (CISS) offers many useful resources and program. Check in with them here, and visit their Prepare for Arrival and Arrival Checklist pages for important information.

9. PREPARING FOR FIELDWORK

The following tips may be helpful for students preparing for fieldwork:

- If you will be working internationally, you should (1) ensure your passport is up to date, (2) check visa and permit regulations for the location where you will be working, (3) notify UConn to ensure international insurance coverage, (4) notify the US state department for emergency contact, and (5) see if travel medicines or vaccinations are required or suggested for entry.

- Contact another anthropologist who works in the area and discuss local customs and requirements.

- Get in touch with US embassy or consulate to let them know where you will be.

- Figure out beforehand how to open a bank or savings account, and how to transfer money.

- Make duplicates of all important documents to be stored with a third person.

- Figure out how phone/sim card access and access to internet works at your destination.

- Before departing, establish clear guidelines for how and when you will communicate you're your advisor and other members of your advisory committee.

- Ensure your equipment is in working order and determine how backups will be made and where documents will stored.

- Schedule necessary health checks and vaccinations.

- Make arrangements so that you can always have some cash in the local currency.

10. GRADUATE ASSISTANT (GA) POLICIES, RESPONSIBILITIES, AND PROCEDURES

Graduate Assistantships (GAships) are awarded to graduate students who provide teaching (teaching assistantship: TA) or research (research assistantship: RA) support to the university that is a part of their academic program. GAs are represented by the Graduate Employee and Postdocs Union (GEU-UAW) at the University of Connecticut.

10.1 GA Eligibility Criteria

To be appointed as a GA, to retain an appointment, or to be reappointed, a student must hold Regular (not Provisional) status, have a cumulative average of at least 3.00 (B) in any coursework taken, be eligible to register (i.e., must not have more than three viable grades of Incomplete on their academic record), be enrolled in a graduate degree program scheduled to extend through the entire period of the appointment or reappointment, and be a full-time student. Graduate students who are assigned to teach or assist with a W (writing-intensive) course must take the two-hour W Teaching Orientation offered by the UConn Writing Center before their GAship begins.

In order to perform duties with direct instructional responsibilities, all teaching assistants for whom English is not a primary language must provide proof of English proficiency. UConn's English Proficiency Policy for TAs and Testing Procedures can be found here along with information about how to provide proof of proficiency.

10.2 GA Appointment Length and Hours

Teaching assistantships in Anthropology are typically for 15 hours per week (75% GAship), though appointments can be for as much as 20 hours per week (100% GAship) or as few as 10 hours per week (50% GAship), with pay adjusted accordingly. A graduate student is permitted to work more than 20 hours per week only with the approval of the student's Advisory Committee and permission from the Dean of the Graduate School (see section 10.6, on Supplemental Employment, below). Appointments ordinarily are made for the nine-month period, August 23 through May 22, but may be of shorter duration if appropriate. Because GA positions do not typically extend through the summer, students usually seek other forms of support during those months (such as from faculty research grants, summer research fellowships, teaching summer classes, CRM work, outside employment, etc.).

GAs are expected to arrive at UConn prior to the start date of their appointment and remain through the duration of their appointment. GAs may be able to work remotely within Connecticut, provided they have supervisor approval and that the responsibilities of the position can be completed from the remote location. In very limited instances, it may be possible for a GA to perform their duties remotely from out-of-state. Only in extraordinary circumstances can they perform their duties from outside the United States. Departments must request permission from the Dean of the Graduate School for a GA to work remotely.

GAs have a right to 10 days off for a 1-semester appointment or 20 days off for an academic year appointment. With the approval of their GA supervisor, a GA could leave the state or country before the end of their appointment, treating the days outside the state/US as time off. Similarly, a GA could return after the beginning of their spring appointment with the approval of their GA supervisor if the days outside the state/US are treated as time off.

10.3 GA Benefits

The Human Resources website has an extensive compilation of information on graduate assistant benefits, payroll, and policies, including detailed information about health insurance benefits. A GAship provides the student with subsidized health insurance and a tuition waiver for the duration of the appointment in the fall and spring semesters. There is no tuition waiver for summer or winter intersession courses. GAs are still required to pay student fees at the negotiated GA rate.

Additional information is available on the Graduate Employee Union (GEU) website and in the GEU contract.

10.4 Required GA Trainings

As part of their employee role, GAs are required to complete several mandatory trainings:

- Violence Prevention Program - "U Got This 2!"
- Environmental Health and Safety—Employee Safety Training Assessment (ESTA)
- Annual Compliance Training
- Diversity Awareness Training
- Sexual Harassment Prevention Training
- Center for Excellence in Teaching and Learning (CETL) New TA Orientation
- International Teaching Assistant (ITA) Orientation – only for international students who have never taught in the U.S.

Additional trainings or orientations may be required or recommended depending on the specific GA duties.

10.5 GA Onboarding Guidance

The Graduate School's GA Onboarding website orients GAs employed at Storrs and regional campuses who fall under the Graduate Employee Union (GEU) and provides information, resources, and to-do items to help students successfully transition into their GAships. GAs are encouraged to refer back to this webpage for useful information throughout their entire time at UConn.

10.6 Supplemental Employment

Graduate Assistants seeking on-campus employment in addition to a full-time (20 hour) GA appointment during the semester must complete the online Supplemental Employment Approval form, which requires their advisor's approval and is submitted to the Graduate School for final approval. International students on UConn-sponsored visas are not able to work above 20 hours per week during the semester.

10.7 GA Responsibilities

GAs will be given a Supplemental Description of Duties (SDD) form for each semester they are appointed. This form is specific to the particular course, lab, research project, or position to which they are assigned, and summarizes the specific duties that the GA is expected to perform. The SDD form for TA positions specifies the faculty member to whom the GA will report (i.e., the supervisor), course meeting times and location(s), the maximum number of students for which the GA will be responsible per class or section, and the required duties. The SDD form must be signed by both the GA's supervisor and the GA.

GA duties frequently include attending lectures, leading discussion sections, holding office hours each week, participating in a weekly planning meeting with the course instructor and other GAs, grading student papers and exams, tutoring students enrolled in the course, maintaining/submitting student grades, and helping to maintain the course website on HuskyCT. GAs may sometimes be asked to help compose exams and/or homework assignments, photocopy handouts/exams, and lecture on an occasional basis. This should be an educational experience for the GA and an opportunity to gain teaching experience. The instructor should review the material to be presented in advance, and provide feedback on the lecture afterwards. The GA should always be given adequate notice (more than one week) in order to have sufficient time to prepare for the lecture. GAs are also responsible for acting in a professional manner at all times towards their students, and they must adhere to the University's [Policy Against Discrimination, Harassment, and Related Interpersonal Violence](#).

Unreasonable expectations of a GA:

- Expected to work more than the contracted hours per week
- Last minute requests to lecture for instructor except on a rare emergency basis
- Frequent assignment of last minute tasks that make it difficult for the GA to budget their time
- General research assistance (e.g., library, online, or lab work not specifically related to the course)
- Extensive lecturing (i.e., more than two times a semester) in a lecture course
- Sole responsibility for preparing exams
- Sole responsibility for assigning final grades
- Assisting in courses other than that specifically assigned

10.8 Grievance Procedures

If a GA feels that [their rights](#) have been violated or has concerns about anything related to their GAship, they are encouraged to discuss the situation with the GAship supervisor, the Director of Graduate Studies, or the Department Head in order to resolve the problem and find a satisfactory solution. GAs may also consult with a GEU-UAW Steward or the GEU-UAW itself. The GEU-UAW has a clearly defined [grievance procedure](#) in the collective bargaining agreement with UConn.

10.9 Teaching Resources and Training

For GAs interested in learning more about pedagogy and gaining skills in teaching, the Neag School of Education offers the [Graduate Certificate in College Instruction](#) (GCCI), a 9-credit program for individuals interested in deepening their theoretical and practical understanding of college teaching. Applications are accepted twice a year: by November 15th for spring entrance and April 1 for fall entrance.

The UConn [Center for Excellence in Teaching and Learning](#) (CETL) offers a variety of [teaching seminars, workshops, and other training programs](#) each semester to help interested faculty, teaching assistants, and instructors improve their teaching effectiveness and course management skills. You can sign up for upcoming CETL workshops and seminars on the [FINS](#) website.

11. GRADUATE SCHOOL POLICIES, PROCEDURES, AND FORMS

The Graduate School is responsible for facilitating graduate education and research at the University of Connecticut. As it establishes and administers all post-baccalaureate degree and certificate programs and curriculum, graduate students should be familiar with the regulations, policies, and procedures of the Graduate School.

The Graduate Catalog is published annually and provides information about courses, degree requirements, and the academic regulations and procedures of the Graduate School.

The Graduate School's Policies and Procedures webpage provides links to key policies and procedures, including:

- By-Laws of the Graduate School
- By-Laws, Rules, and Regulations of the Graduate Faculty Council
- Student Code
- Policy on Academic, Scholarly, and Professional Integrity and Misconduct
- Appeal and Hearing Procedures
- Policy on Waiver of Language Proficiency Examinations (Admissions)
- Training Grants – Insurance Benefits for Graduate Fellows
- Policy on Financial Commitments to Institutional Training Grants and Nationally Competitive Graduate Fellowships
- FERPA

The Forms webpage of the Graduate School provides links to forms for enrolled master's and doctoral students, including:

- Biographical Information Update Request
- Change of Graduate Major Advisor
- Student Enrollment Request Form (includes late add, withdraw from a course, section swap, independent study, audit requests)
- Transfer Credit Request
- Report on the Final Examination (Plan B Master's)
- Plan of Study for Doctor of Philosophy
- Report on the General Examination for the Doctoral Degree
- Doctoral Dissertation Proposal
- Defense and Final Thesis/Dissertation Approval
- Application for In-State Tuition (change of residency)
- Graduate Assistant Supplemental Employment Approval Form
- Graduate School Appeal Form
- Graduate School Romantic Relationships Reporting Form
- Incomplete Course Agreement
- Incomplete Course Extension
- Late Drop Petition for Graduate Students (after the 11th week of classes only)
- Request for Alternate Completion Date
- Request for Extension of Conferral Deadline
- Request Reinstatement to Graduate Study or Reinstatement from Academic Leave
- Voluntary Separation Notification (academic leave, program separation, and exiting the University

12. ADDITIONAL RESOURCES

Course registration: PeopleSoft/Student Administration System

Graduate Student Senate

Graduate Payroll

HR Information (benefits)

UCONN Students Information

Center for Career Readiness and Life Skills

Employment Verification or Wage Verification

Graduate Student Union: https://uconngradunion.org/

https://www.facebook.com/GEUUAW/

Student Health and Wellness (SHaW): https://studenthealth.uconn.edu/

Mental Health Resources on Campus: https://counseling.uconn.edu/

APPENDIX 1 – DEGREE REQUIREMENTS & TARGET TIMELINES OVERVIEW

MA/PhD Requirements & Target Timelines

	Entering without MA	Entering with MA[1]
Degree Requirements (set by the Graduate School)	- 30 course credits[2] -15 dissertation research credits (6950) - PhD Plan of Study - MA & PhD Exams - PhD Prospectus - Dissertation - 8 years maximum[4]	- 15 course credits[3] -15 dissertation research credits (6950) - PhD Plan of Study - PhD Exam - PhD Prospectus - Dissertation - 7 years maximum[4]
	Total Credits Required: 45	**Total Credits Required: 30**

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
1	Fall	6-9 Course Credits[6]	6-9 Course Credits[6]
	Spring	6-9 Course Credits, Research Planning	6-9 Course Credits, Research Planning
	Summer	Site Exploration, Pilot Research, Training	Site Exploration, Pilot Research, Training
	Total Credits	*15-18 MA credits*	*12-15 PhD credits*

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
2	Fall	6-9 Course Credits, Form Advisory Committee	3-6 Course Credits, Form Advisory Committee, PhD Plan of Study[8]
	Spring	6 Course Credits, MA Exam[7], PhD Plan of Study[8]	PhD Exam Prep[9]
	Summer	Site Exploration, Pilot Research, Training	Pilot Research, Training
	Total Credits	*12-15 MA credits*	*12 PhD or ANTH 6950 credits*

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
3	Fall	PhD Exam Prep[9]	PhD Exam Prep + Exam
	Spring	PhD Exam Prep + Exam	Dissertation Proposal, Grant Submission
	Summer	Dissertation Research	Dissertation Research
	Total Credits	*12 credits ANTH 6950*	*12 credits ANTH 6950*

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
4	Fall	Dissertation Proposal	Grant Submission, Dissertation Research
	Spring	Grant Submission, Dissertation Research	Dissertation Research
	Summer	Dissertation Research	Dissertation Research
	Total Credits	*12 credits ANTH 6950*	*12 credits ANTH 6950*

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
5	Fall	Grant Submission, Dissertation Research	Dissertation Research
	Spring	Dissertation Research	Dissertation Research & Writing
	Summer	Dissertation Research	Dissertation Research & Writing
	Total Credits	*12 credits ANTH 6950*	*12 credits ANTH 6950*

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
6	Fall	Dissertation Research	Dissertation Writing
	Spring	Dissertation Research & Writing	Dissertation Writing, PhD Defense
	Summer	Dissertation Research & Writing	
	Total Credits	*12 credits ANTH 6950*	*12 credits ANTH 6950*

Year	Semester	Timeline (Entering without MA)[5]	Timeline (Entering with MA)[5]
7	Fall	Dissertation Writing	
	Spring	Dissertation Writing, PhD Defense	
	Summer		
	Total Credits	*12 credits ANTH 6950*	

Notes:

[1] A student's MA must be in Anthropology or an equivalent discipline, as approved by the Graduate Committee, for this timeline to apply. Consult the Director of Graduate Studies if you have any questions regarding your MA degree and which timeline applies to you.

[2] As part of the 30 coursework credits for the M.A. degree, students are expected to take (a) one course on history and theory in their subfield of anthropology, (b) one course on methods and practice in their subfield of anthropology, (c) one course outside their subfield of anthropology (i.e., a course grounded in another subfield or a cross-disciplinary course), and (d) ANTH 5500 (Professional Development). The DGS maintains a list of what graduate courses can be taken to fulfill each requirement.

[3] As part of the 15 coursework credits for the Ph.D. degree, students are expected to take ANTH 5500 (Professional Development).

[4] The maximum allowed time to degree is set by the Graduate School. Please note that PhD students are guaranteed five years (10 semesters) of funding support by the Department as long as they are progressing satisfactorily through the program and thus remain in good standing. Funding from the College of Liberal Arts and Sciences (CLAS) – including Teaching Assistantships, Instructor positions, and CLAS fellowships – cannot exceed 12 semesters. Other sources of funding, such as from the Graduate School, research grants, external fellowships, and Department of Anthropology Dissertation-Writing Fellowships, should be arranged if a student will need support for more than six years to complete their degree.

[5] The courses taken and exact timing of milestones are to be coordinated with a student's primary advisor and advisory committee. A student's timeline may have to be modified to account for unexpected research challenges, delays in obtaining dissertation grants, and/or major life events. Students must be enrolled in a minimum of six credits each semester to be considered full-time. One course is typically equivalent to 3 credits. Dissertation Research credits are earned by enrolling in ANTH 6950. Please note that the MA exam, PhD exam, and Dissertation Proposal must be completed before a student leaves for their core dissertation fieldwork or submits dissertation grant proposals to outside funding agencies.

[6] Students should take 3 courses (9 course credits) in some semesters to ensure timely progress through coursework and towards the degree. In general, it may be easier to take 2 courses (6 course credits) in the first semester of year 1, to help students ease into the program as they are transitioning to graduate school at UConn.

[7] The MA final exam must be completed no later than 1 year after the completion of MA coursework (30 credits). See Section 2.3.3 of the Graduate Program Handbook for details on exam formats and how to prepare for the MA final examination.

[8] The PhD Plan of Study is submitted after 18 course credits are earned, regardless whether a student enters the program with or without a master's degree. See Section 2.2.3 of the Graduate Program Handbook for more details.

[9] See Section 2.2.4 of the Graduate Program Handbook for details on exam formats and how to prepare for the PhD comprehensive exam