

# Indigenous, Race, and Ethnic Studies PhD Graduate Handbook University of Oregon

*2025-2026*

## Mission Statement

We pursue the abolition of white supremacy through generating scholarship and creative expression, fostering community, and providing students with the intellectual tools to help fulfill their potential as historical actors creating a more just world.



DEPARTMENT OF  
INDIGENOUS, RACE,  
and ETHNIC STUDIES

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## WELCOME

Łaxayam! Humble greetings to you in Chinuk wawa, the intercultural language of the Pacific Northwest, based in the language of the Chinook people of the Lower Columbia River. We are here in Kalapuya ilihi, the homeland of the Chifin Kalapuya people. Descendants of Kalapuyan peoples of the Willamette Valley and Chinookan peoples of the Lower Columbia River are now enrolled as tribal citizens of the Confederated Tribes of the Grand Ronde, the Confederated Tribes of the Siletz Indian Reservation, and the Chinook Indian Nation, among others, and they maintain close ties to this place today despite policies of removal, genocide, termination, and non-recognition. Oregon began as ilihi. It became a territory and then a state with a “Whites-only” clause in its constitution, with various means of excluding Black, Asian, Latinx, Native American, and Pacific Islander peoples from full participation in civic life, and at times from living in Oregon at all.

What does that mean for us in IRES today?

Our work here is about making these historical threads of domination and resistance visible in the tapestry of contemporary life, explaining how they shape our lives not only here, but around the world. Our work here is coalitional, understanding and explaining how multiple forms of domination led to simultaneous ethnic cleansing and domination projects along with acts of resistance, joy, and community. Your training in the IRES PhD program is designed to help you understand and tell these stories yourself, as well as to engage in projects of resistance, research, and reimagining. But we all come to graduate school for our own reasons. Remember yours. Remember why you are here. Let this handbook be a tool to help you accomplish your goals and keep on track. And remember to ask the Director of Graduate Studies or your advisor if you need clarification on any elements herein.

Welcoming you warmly,

Ernesto Martinez  
Associate Professor and Department Head

## LEADERSHIP POSITIONS IN IRES

### **Department Head**

- ◆ Manages departmental relationship with university administration
- ◆ Leads strategic visioning process for the department
- ◆ Oversees general operations of the department
- ◆ Oversees course scheduling, budget planning

### **Director of Graduate Studies**

- ◆ Oversees academic aspects of graduate program
- ◆ Directs the graduate admissions process
- ◆ Provides academic advising related to degree requirements for the program
- ◆ Oversees IRES Graduate ARC

### **Graduate Program Committee**

- ◆ Reviews program application submissions
- ◆ Chooses cohort members
- ◆ Current members: Courtney M. Cox, Abigail Lee, Cera Smith

### **Graduate Studies Coordinator and Graduate Program Assistant**

- ◆ Assists DGS with tracking of program applicants, and accepted students
- ◆ Assists DGS with tracking of approvals, advancement to candidacy, applications to graduate, dissertation approval and dissertation defense
- ◆ Assists DGS with management of General Duties and Responsibilities Statement, PhD Handbook, and web page
- ◆ Assists with management of GE assignments; manages payroll paperwork, and contracts
- ◆ Manages class scheduling
- ◆ Preauthorizes course registration for graduate level courses

### **Faculty Mentors**

- ◆ Provide individual students with academic advising

### **Staff and Administration**

Department Head: Ernesto Martinez	541-346-5523	ejm@uoregon.edu
Director of Graduate Studies: Courtney M. Cox	541-346-8392	cmcox@uoregon.edu
Graduate Studies Coordinator: Emily Cornell	541-346-8293	ecornell@uoregon.edu
Graduate Program Assistant: Finn Koval	541-346-0192	fkoval@uoregon.edu

## THE IRES PHD PROGRAM

The **Department of Indigenous, Race, and Ethnic Studies (IRES)** is a diverse and dynamic community of scholars dedicated to pursuing transformative knowledge through original research and community engagement. We train scholars in transdisciplinary, intersectional, and creative scholarship. Students receive a comprehensive course of study grounded in the lives of Indigenous communities and people of color. Graduate students work closely with faculty mentors to customize a program of study that enables a comprehensive breadth and depth within core fields of ethnic studies, and that prepares students for their post-PhD careers.

### SUMMARY OF PROGRAM REQUIREMENTS

- **Course Work and Credits**
  - 18 credits in ES Core Courses
  - 20 credits in Substantive Seminars
  - 25 credits in Elective Seminars
  - 15 credits of individual research or readings (ES 601 and ES 605, respectively)
  - 18 minimum dissertation ES 603 credits
  - 96 credits total
- **Qualifying Exams and Advancing to Candidacy**
  - Completion of Qualifying Exams by end of third year (one field paper, one specialized area plus syllabus, and preliminary dissertation prospectus)
- **Dissertation**
  - Final dissertation prospectus defense by end of fall quarter of 4<sup>th</sup> year
  - Dissertation years 4 and 5
  - Successful dissertation defense
  - Completion and filing of dissertation in year 5

## COURSEWORK AND CREDITS

**Required Core Seminars (18 Credits Total)** Courses are taken and completed in year 1.

1. **ES 614: Colloquium: Pedagogical and Professional Development** (*Fall, Winter, Spring of year 1*). Focuses on professional development, teaching and pedagogy, and mentorship. (1 credit per term for a total of 3)
2. **ES 617: Genealogies of Ethnic Studies** (*Fall of year 1*). Examines the emergence and evolution of the discipline of Ethnic Studies, including major intellectual shifts in the field, particularly as they relate to changes in the social science and humanities; and the state of the discipline today. (5 credits)
3. **ES 618: Theoretical Foundations in Ethnic Studies** (*Winter of year 1*). Theoretical foundations and debates in Indigenous, Race, and Ethnic Studies. (5 credits)
4. **ES 619: Interdisciplinary Methodologies** (*Spring of year 1*). Examination of interdisciplinary methodologies in the various fields of IRES, with a focus towards students developing methodological approaches for their own work. (5 credits)

**Required Substantive Seminars (20 Credits Total)**

These courses will *typically be taken over the first two years in the program* depending on curricular offerings. These courses are topics courses, and can be repeated when the topics are different, however each topics course must be taken at least once.

1. **ES 620: Race, Space, and Power.** This course questions the variety of ways that social constructions of race and space are inextricable from one another and constitute, as much as they are constituted by, modern power relations. (5 credits)
2. **ES 621: Cultural Production.** Graduate introduction to the theories and methods utilized within Cultural Studies scholarship with attention to race, gender, nation, sexuality, and indigeneity. (5 credits)
3. **ES 622: Resistance and Dissent.** Surveys historical and contemporary methods people of color have used to subvert and challenge white power and privilege in the United States. (5 credits)
4. **ES 623: Race and Sexuality.** Examines the ways in which race is deeply intertwined with gender and sexuality in the production of racial, gender, and sexual violence since the inception of European settler colonialism in the Americas. (5 credits)

### **Elective Seminars (25 Credits Total)**

***Elective Seminars** are graduate level courses at the 500 and 600 level that are taught by Graduate Faculty Members. Below is a list of some of the courses that are typically offered. Please reference the [Class Schedule](#) and the IRES web page for current listings.*

ES 507 Native American Activism

ES 510 Queer Migrations

ES 540 Race, Literature, and Culture [Topics course; can be repeated]

ES 550 Race and Incarceration

ES 552 Race, Ethnicity, and the Law [Topics]

ES 556 History of Native American Education

ES 560 Race, Culture, Empire [Topics]

ES 565 Feminist Theories of Race [Topics]

ES 605 Reading and Conference [Topics] 6-9 Credits

ES 607 Seminar [Topics] 1-5 Credits

ES 607 Queer Ethnic Studies

ES 610 Experimental Course [Topics]

**Graduate Courses taught by Participating Graduate Faculty:** *This partial list reflects many of the cross listed courses taught by IRES Graduate Faculty that can count towards unit requirements. Graduate courses taught by Participating Graduate Faculty will be listed under ES Courses in the [Class Schedule](#).*

ANTH 540: Activist Anthropology [Ana Lara]

EDST 663: Education and Immigration [Edward Olivos]

ENG 615: Bodies on Display [Salvador Herrera]

ENG 660: Race, Nation, and the Politics of Belonging in the Ethnic American Bildungsroman [Kirby Brown]

ENG 660: Native American Writing from Allotment to the Renaissance, 1887-1968 [Kirby Brown]

ENG 660: American Literature: Ecocritical Approaches to Race and Ethnicity [Sara Wald]

HIST 507: Global Migrations [Julie Weise]

HIST 507: Crossing Borders: International and Transnational Histories [Julie Weise]

SOC 552: Sociology of Migration [Jessica Vasquez-Tokos]

SOC 615: Theories of Race [Jessica Vasquez-Tokos]

SOC 644: Sociology of Race [Jessica Vasquez-Tokos]

TA 670: Intercultural Theater [Michael Najjar]

TA 670: Middle Eastern Theater [Michael Najjar]

TA 670: Arab American Theater [Michael Najjar]

*Note: Students who have earned a master's degree from another program must consult the Director of Graduate Studies to assess the coursework that will transfer towards earning the PhD.*

### **Terminal Master's Degree**

IRES offers a terminal master's degree in cases where:

- Students are unable to complete their core and substantive seminars with a B or higher.
- Students encounter other forms of major academic challenges.

By January of the winter quarter of the second year, students are notified if they will be allowed to continue through to the qualifying exams. If students are unable to continue through to the exams, they may earn a terminal master's degree. If they are to leave the program with an MA, the filing deadline is in the spring quarter of the second year. If they do not pass the terminal MA on their first attempt, they can retry one time by the following Fall quarter university deadline.

- To achieve a terminal master's degree the student must have an approved committee of two faculty members (the chair must be an ES Core Faculty member), by the end of Winter quarter of year 2.
- The terminal master's paper should be based on a term paper written for an ES course and should demonstrate solid research, coherent argumentation, and a cohesive command of the relevant literature.



## QUALIFYING EXAMS AND ADVANCING TO CANDIDACY

### The Qualifying Examinations

The Qualifying Exam Committee will be composed of three ES Core and Graduate Faculty. Additional members can be added with approval. The qualifying exam committee must be formed by the end of the first week of Fall term in year 3.

- *The qualifying exam is a year-long process.* It will begin with a “kick-off” meeting with the committee members and the student. At that time, the order of the exams will be decided, as well as the role of the various committee members, and how the exam will proceed in general. By the end of the third year, students will have completed the following:
  - FALL TERM | Exam #1: Subfield Analytical Examination, e.g., “environmental justice” “Women of Color feminisms” “race and sport” (written exam, 25-30 pages). Students present a coherent and focused synthesis of a primary subfield that discusses the genealogy of the field, major debates and tensions, and future directions. Students must submit to the committee chair a draft of the topic and reading list by the end of the first week of the term in which they will take the exam.
  - WINTER TERM | Exam #2: Specialized Field, e.g., “decolonial environmental organizing strategies” (syllabus and 15-page analysis). Thinking pedagogically, students will construct a syllabus of a selected specialized field demonstrating the translation of research-informed content into course material. In the fifteen-page analysis, students then discuss the logic and reasoning behind chosen texts, challenges, or tensions with excluded texts, learning goals, and teaching strategies through the chosen material. Students must submit to the committee chair a draft of the topic and reading list by the end of the first week of the term in which they will take the exam. While students are only required to submit these materials to the chair, it is strongly recommended that the student be in regular conversation with the full committee as the exam progresses.
  - SPRING TERM | Exam #3: Prospectus Draft (10-15 pages). The prospectus draft for the qualifying exams allows students to work through their dissertation ideas, methodological plans, and the contextualization of their research ideas within the existing field. Students must submit to the committee chair a draft of the dissertation proposal no later than the end of the third week of the spring term. This will ensure that you are able to sufficiently develop the proposal by the end of the term.

Note: The qualifying exam requires a coherent and feasible prospectus draft. Students have until the end of the fall term to finalize and defend the proposal.

- Students must work in consultation with the committee regarding their plan of completion. Options include completing 1-2 requirements per quarter, progressing cumulatively throughout the year, or some other process in accordance with the student's method of timely progress. Whatever sequencing is chosen, students must submit preliminary materials to the committee chair by the beginning of the term when the work will be completed, as stated above. All parts of the exam must be completed by the end of Spring term of the 3<sup>rd</sup> year.
- The qualifying exam committee will meet at the end of the spring term to determine the degree to which a student has gained mastery over their areas of specialization, as defined by the committee at the fall kick-off meeting. This meeting will also enable the student to receive critical feedback as they continue to develop the dissertation proposal.
- The qualifying exam committee will recommend one of the following to the department:
  - Pass
  - Retake and resubmit (1 attempt per exam) for reconsideration by the end of the summer quarter of their 3rd year
  - Fail (the student does not choose to retake the exam or fails after a second attempt)
- Upon passing the qualifying exam and advancing to candidacy, students will be awarded a master's degree.
- Once the qualifying exams and coursework are completed, students are *advanced to candidacy*.

*Note: A dissertation proposal defense is not required for advancement to candidacy.*

- Students who fail to pass the exam after two attempts will not be advanced but will have fulfilled the requirements to earn a terminal MA in Ethnic Studies.

## DISSERTATION

### Dissertation Committee

The doctoral dissertation committee will be composed of at least three ES core and graduate faculty members, including one who is an approved chair, and an outside member (institutional representative), for a total of four members. Additional members can be added upon request. Students must configure their dissertation committee by the start of the term they will be defending the dissertation proposal. For most students this will be in the fall term of year 4. The dissertation committee must be formally appointed by the graduate school, which is handled by the Graduate Coordinator.

The *Institutional Representative* represents the university's intellectual community and participates on the committee to ensure that the student is treated fairly and that the dissertation meets university standards. Ideally, institutional representatives possess relevant expertise, which will help assure that the dissertation work is in dialogue with a wider academic community, giving students the benefit of an informed, outside perspective. We recommend that students consult the Graduate Division's [Dissertation Committee Policy](#) page which provides details on committee membership.

Scholars who are not tenure-track or not faculty members of the UO may occasionally serve on dissertation committees, should the student and advisor deem them to have special utility for the development of the student's project. To include such scholars on the committee, they must be appointed to the Graduate Faculty of the UO. Consult the DGS early if you anticipate including an NTTF (non-tenure track faculty) scholar or a scholar from another university. The DGS will oversee the process.

### Doctoral Dissertation Prospectus

By the end of the fall term of year 4, students must defend their dissertation prospectus with their approved dissertation committee. Although students will prepare a draft prospectus in the Spring, this additional time will allow students to prepare a more developed proposal.

### Research and Writing the Dissertation

The *Dissertation* is a substantial written study that presents original research and contributes to the body of knowledge on an interdisciplinary IRES topic. In writing the dissertation, students will design the research project, develop research methods appropriate to the project, undertake research that may require fieldwork, textual or media analysis, or travel to collect data or access sources, complete any analyses needed, and write the dissertation. Completion of the dissertation is a substantial effort *typically requiring more than one year of full-time effort to complete*.

While working on the dissertation, students register for ES 603; a minimum of 18 credits in ES 603 are required to graduate. To complete the dissertation, the written document is submitted to the *Dissertation Committee* for review, and often there are several rounds of editing. With the consent of the dissertation committee, students will present the dissertation to their committee in a public defense, where the committee will ask questions requiring responses and conversation. The committee will then decide whether to pass the candidate.

### **Dissertation Timeline**

1. All PhD candidates must prepare and defend their dissertation prospectus by the end of the fall term of year 4
2. A dissertation chapter and/or written progress report must be submitted to the committee in the fall of year 5 and present preliminary findings at a departmental colloquium.
3. The dissertation must be successfully defended at a public oral defense no later than seven calendar years from the student's first term of enrollment.
4. All members of the dissertation committee must have a final draft of the dissertation in hand at least three weeks prior to the formal defense.
5. The dissertation committee will recommend one of the following to the department after the oral defense:
  - Pass with no or minor revisions and no second oral examination required
  - Conditional Pass with revisions and a second oral examination required
  - Fail
6. The dissertation chair will supervise the revision process after the oral examination and will not sign the dissertation until these revisions are satisfactorily completed.
  - Deadline to upload the final dissertation via [the Electronic Thesis or Dissertation \(ETD\) Administrator](#) is 2 weeks after the defense date.
7. Successfully defended dissertations must adhere to University of Oregon requirements for Graduate Division submission, as specified in the current University of Oregon Catalog.

### **Graduate Division Doctoral Defense procedures for departments**

The Graduate Division has strict deadlines for applying for the oral defense and final submission. It is up to the student to be aware of these deadlines and adhere to them. Up to date information can be found on the Graduate Division's webpage.

- The student portion, all faculty confirmations, and the departmental approval should be completed by the Graduate Division's deadlines.
- Students are still expected to provide the committee with a full draft of the dissertation at least 3 weeks prior to the formal defense. It is also generally expected that the committee has tentatively approved the

dissertation before the defense. If the committee has any reservations about the acceptability of the dissertation, aside from minor revisions that may be discussed at the defense, it is recommended that the defense be postponed until the committee is generally in agreement the defense will be successful.

**Process for departmental approval of oral defense:**

- The Graduate Coordinator will confirm departmental approval in GradWeb only. There is no requirement to submit a PDF of the oral defense application with signatures to the Graduate Division.

**Post-defense approval process (this process will replace both the Certificate of Completion and the Dissertation Approval Form):**

- Within 2 weeks after the defense, the Core Members and the Institutional Representative will log on to GradWeb to confirm that the defense was successful and that they have delegated oversight of remaining minor revisions (if any) to the Committee Chair.
- Within 2 weeks after the defense the Committee Chair will log on to GradWeb to confirm that the defense was successful and that they have approved the final version of the dissertation on behalf of the committee.
- Instructions for this post-defense approval process will be sent to the Committee about a week before the defense.
- Doctoral students no longer need to submit a Thesis/Dissertation Approval form with their dissertation (note: master's thesis students will still need to submit a Thesis Approval Form).

**Deadline for student to upload final dissertation:**

- 2 weeks after the defense date

**Process for department to certify that student has met all other departmental degree requirements:**

- The Graduate Coordinator will submit a Statement of Completion in GradWeb using the same process and deadlines that are used for master's students. Instructions and deadline reminders are sent via email each term.

**Policy for remote dissertation defenses:**

- The preferred, best practice is to have the student and all members of the Dissertation Committee physically present at the final oral defense. However, it is permissible for one Core Member (not the Chairperson or the Institutional Representative) to waive their attendance and submit any questions to the Committee Chair in advance.
- It is also permissible for the student and/or Committee Members to participate remotely, provided the conditions below are met:

- a. Advance agreement of the student and all committee members has been obtained;

- b. All remote participants must join in with two-way audio and video connections;
- c. Any visual aids or other materials must have been distributed in advance to the remote participants;
- d. The Committee Members must participate in the complete meeting, discussion, presentation, and evaluation; and
- e. The student is responsible for making technological and logistical arrangements.

## OVERALL PROGRAM STRUCTURE AND TIMELINE

The following table summarizes normative course of doctoral study:

Year	Fall	Winter	Spring
1	Coursework	Coursework	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Primary Advisor selected</li> <li>• Annual Student Review</li> </ul>
2	Coursework	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Notification of terminal M.A. or continuation on PhD track</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• QE Exam Prep</li> <li>• Annual Student Review</li> <li>• Final deadline to complete a terminal MA paper</li> </ul>
3	<ul style="list-style-type: none"> <li>• Qualifying Exam Committee approved; Convene Kick-off meeting</li> <li>• QE Reading or Research</li> <li>• Complete 1st Qualifying Exam</li> </ul>	Complete 2 <sup>nd</sup> Qualifying Exam	<ul style="list-style-type: none"> <li>• Complete 3<sup>rd</sup> Qualifying Exam</li> <li>• Annual Student Review</li> <li>• Qualifying Exam Committee decides if student passed Exams</li> </ul>
4	<ul style="list-style-type: none"> <li>• Oral defense of final Dissertation Prospectus</li> <li>• Work on dissertation</li> </ul>	Work on dissertation	<ul style="list-style-type: none"> <li>• Work on dissertation</li> <li>• Annual Student Review</li> </ul>
5	Work on dissertation	Work on dissertation	<ul style="list-style-type: none"> <li>• Submit one chapter of dissertation or progress report for presentation at the ES Colloquium</li> <li>• Complete Dissertation and graduate</li> </ul>

## PROGRAM ELEMENTS

### Permanent Advisors

Based upon general academic interests, all students are assigned temporary *First Year Advisors*. The First Year Advisor works closely with their advisee to guide their student's curriculum plan, make suggestions for other faculty to reach out to given areas of interest, and to provide support with first-year academic acclimation. Once students arrive and have a year to get familiar, student interests may shift, so a *Permanent Advisor* needs to be selected and approved by the chosen advisor and Director of Graduate Studies by the Spring of the first year.

The role of the Permanent Advisor is to assist and support the student through the PhD requirements. The Permanent Advisor may (or may not) be a committee member in the Qualifying Exams or Dissertation. The Permanent Advisor is ideally a core IRES faculty member who knows the PhD program closely so that the student can work their way through the requirements successfully.

To select a Permanent Advisor, the student should meet with the faculty member and discuss their goals to determine if the partnership will be a good fit. Once the Permanent Advisor agrees, the student should submit the Appointment of Advisor form to the Director of Graduate Studies. Students should meet with their advisor at least three times per academic year to establish and follow up on their line of study and progress toward the degree.

### Academic Expectations and Maintaining Good Academic Standing

- Students must pass all their Core and Substantive Seminars with a B or higher to continue in the program.
- All required UO coursework, passing the milestone examinations required for advancement to candidacy, and completion of the doctoral dissertation must all be accomplished within a seven-year period.

### Annual Evaluations

- Annual evaluations of all cohort members are conducted in the Spring quarter and are kept in the student's departmental file. These evaluations consist of a *self-assessment (Student Statement)* written by the graduate student, a *meeting to discuss the annual review* with the student's advisor, and an *official written response (Advisor's Assessment)* from the advisor evaluating the student's progress.



- **The Student Statement.** Students will write a brief statement discussing their academic progress and achievements over the course of the year. Through self-assessment, students should describe what went well, what was challenging, and their future vision or plans for the upcoming year.
- **The Advisor's Assessment.** The Advisor will also write a brief assessment of their advisee's annual progress based on input from instructors and committee members. The purpose of this response is to provide feedback and guidance for each student as they make their way through the Program.

## FUNDING, FINANCIAL AID, AND FELLOWSHIPS

### Departmental Funding

All incoming IRES PhD students receive financial support primarily in the form of graduate employment for five years, including tuition and fees.

### General University Scholarship Program for Graduate and Law Students

**General University Scholarships** are awarded on the basis of scholastic achievement, and selection is highly competitive. They are made possible by the generous contributions of many individuals to the University of Oregon.

### Office of Student Financial Aid Scholarships

Financial aid, loan funds, and work study monies are not administered by the Department of Indigenous, Race, and Ethnic Studies. The Office of Student Financial Aid Scholarships has information on and applications for scholarships, grants, loans, and work-study programs. The Office of Student Financial Aid is located at 287 Oregon Hall. In addition, the Graduate Division is a good resource for funding opportunities. They occasionally hold funding workshops and have funding resources online.

### Graduate Employee (GE) Appointments

Graduate Employee positions are promised as a primary form of funding for five years. The Graduate Studies Coordinator administers payroll for IRES students with GE positions. Conditions of employment for GEs are covered in the IRES Graduate Duties and Responsibilities Statement (GDRS; see appendix). GEs must complete at least nine graduate credits during the term of employment.

By Week 1 of the spring term, graduate students must inform the DGS if they do not wish to be considered for departmental graduate employment for the upcoming academic year. Graduate employment includes discussion leaders, graders, research assistantships, and/or administrative positions.

### University Fellowships and Awards

*NOTE: If you receive federal financial aid, any award may affect your financial aid eligibility. Students who receive federal aid bear the responsibility to report all awards earned to the UO **Office of Financial Aid and Scholarships**.*

Questions about general scholarships, loans, and financial aid information should be addressed to the Office of Financial Aid, (541)-346-3221. Information about financial aid for graduate students is also available on the Graduate School website, under **Scholarships, Awards and Fellowships**. For information on funding opportunities for international students, contact **International Student and Scholar Services**, (541)-346-3206.

**University of Oregon Doctoral Research Fellowships.** This fellowship offers support (currently an \$18,000 stipend plus tuition waiver) for a student in the final year of doctoral work; two students per year will be nominated

by the department based on the prospectus and other materials. Check the Graduate Division's [Awards and Fellowships webpage](#).

**Target of Opportunity Laurel Awards.** The TOLA offers tuition waivers for students of color with strong academic records (U.S. Citizens/Permanent Residents only). Contact the Graduate Division, at (541)-346-5129.

**Margaret McBride Lehrman Award.** The McBride Lehrman Awards (\$9,000 stipend plus tuition waiver available in alternate years) support graduate students who have extreme financial need in fields emphasizing communication, especially writing. Departments nominate candidates. Check the Graduate Division's [Awards and Fellowships webpage](#).

**Center for the Study of Women in Society Graduate Awards** are for graduate students whose area of specialization involves research or creative work on gender, feminist theory, or aspects of women's experiences. This includes: travel grants, \$100-\$400; research grants, \$100-\$2,000; the Jane Grant 47 Dissertation Fellowship, \$10,000; International Laurel Research Award, \$2,500; Laurel Research Award, \$2,500. Contact CSWS, at (541)-346-5015, or the [CSWS Funding page](#).

**Humanities Center Fellowships.** The Oregon Humanities Center offers support for advanced dissertation research and for research travel with humanistic emphasis. Contact the [Humanities Center](#) at (541)346-1001.

**College of Arts & Sciences (CAS) Scholarships.** The Everett D. Monte Scholarship (\$1,000) goes to one graduate student in the dissertation year; the Mary Chambers Brockelbank Endowed Assistance Fund (\$500-\$1,000) is available to students of limited means; the Risa Palm Graduate Fellowship (\$1,000) goes to one or more graduate students. Contact [CAS Department Scholarships](#) at (541)-346-3950.

**University of Oregon Center on Diversity and Community (CoDaC)** and the Graduate School provide ten \$1,000 summer stipends for outstanding UO graduate student research projects on issues relating directly to the Center's mission. Applications may be for a portion of research projects already underway (such as theses or dissertations), or to launch a new project. See [CODAC](#).

**The University of Oregon Diversity-Building Scholarship** recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. These scholarships are an integral part of the university's effort to meet the educational diversity needs of its students, and they complement other programs in the UO Campus Diversity Plan. The Diversity-Building Scholarship is a tuition-remission scholarship with awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable. The duration of each award depends on the recipient's class standing at the time of initial award. Recipients must meet specific scholarship-renewal requirements to retain their scholarships. For more information, see [Diversity Excellence Scholarship](#).

**The Center for Asia and Pacific Studies (CAPS)** offers travel and research grants to students whose areas of study are Asia and the Pacific. CAPS Small Professional Award (up to \$500) has application deadlines in Fall and Spring terms for the following purposes: travel to conferences for presentation; travel to libraries, museums and archival collections; expenses related to book and article production and publication. **Foreign Language and Area Studies Fellowships (FLAS)** provide academic year (\$15,000 living stipend plus tuition and mandatory fees) and summer fellowships (\$2,500 plus up to \$5,000 tuition and mandatory fees) to students with US citizenship or permanent residency in foreign language or international studies. Other grants are also available; for more information, see [CAPS Funding](#).

**The Center for Latino/a & Latin American Studies (CLLAS)** offers funding for field research in Latin America (Spanish or Portuguese speaking countries). CLLAS also offers graduate student summer research grants. The

summer awards support research-related activities that center Latinx Studies or Latin American Studies carried out during the summer. For more information, see [CLLAS Funding](#).

**The Wayne Morse Graduate Research Fellow Program** was established to support graduate student research on the Wayne Morse Center's current theme of inquiry or the priorities of the center's Program for Democratic Governance. Awards of \$3,000 are given to one or more University of Oregon graduate students each year. For more information, see [Wayne Morse Graduate Research Fellowship Application](#).

**Graduate School Scholarships, Awards, and Fellowships.** For information on these and other internal and external funding opportunities (such as Ford Foundation Fellowships, Fulbright Fellowships, NSF Fellowships, Woodrow Wilson Grants in Women's Studies, etc.), students may visit the [Graduate School Awards and Fellowships](#) webpage.

The University of Oregon has a subscription to Pivot, an online external funding data tool. Go to the [External Funding Opportunities](#) page to sign up.

## DIVISION OF GRADUATE SCHOOL INFORMATION AND REQUIREMENTS

The Graduate Division is the official source of information on university-wide graduate degree requirements. This section is a summary of Graduate Division requirements but check its web page for authoritative information. Graduate Division, not IRES, determines whether you have met these requirements. In addition, they provide information on fellowships, scholarships, and research grants, and maintain a list of GE positions available from academic departments, administrative offices, and special programs. The [Graduate Division](#) provides a [degree checklist](#) and is located at 170 Susan Campbell Hall; their number is (541)-346-5129.

### Credits, Grades, P/NP (Pass/No Pass), Incompletes

Students are required to complete a year of residency, which consists of three consecutive terms in which you complete at least 9 credits applicable to your degree each term. The 9 credits per term must be graduate level.

To remain in good standing with the graduate division, you must be registered for at least 3 graduate credits each term. ***Students with GE appointments must complete a minimum of 9 graduate credits applicable to their degree per term.***

Students are required by both the IRES Program and Graduate Division to always maintain at least a 3.0 GPA and may accumulate no more than 5 credits of NP or F grades at any time. **NOTE: In IRES, to continue to the Qualifying Exams, all Core and Substantive Courses must be passed with a B or better.** In the IRES Program, courses taken to fulfill a requirement for advancement should be taken for a grade, unless only the P/NP option is offered. Exceptions may be made with approval of your Advisor and the IRES DGS.

Students should avoid receiving Incomplete (I) grades, because the Incomplete often has a negative impact on their performance in subsequent terms as students try to complete it. As of Fall 2023, students must file an [Incomplete Request form](#). Students have one calendar year to convert any course incompletes into passing grades. Failure to do so will affect satisfactory progress, as well as GE and financial aid eligibility. If more than a year has passed and the student wishes to remove an Incomplete, they may still be able to do so by submitting a *Petition to the Graduate School* form along with the instructor's paper Supplementary Grade Report (SGR) to the Registrar for approval. This is a procedure that must be handled by the Graduate Coordinator, as students are not allowed access to SGRs. At no time should a student have more than 7 credits of Incompletes.

If a student is planning to complete any degree requirements during summer term, they must register. However, faculty generally are not on payroll during the summer, and therefore they are not expected to grade, evaluate assessments of competence, etc. during summer session. Students must obtain advance approval from their advisor or other involved faculty member if they plan to complete requirements during the summer.

All course work must have been completed within the seven years prior to degree conferral. For example, if a student intends to graduate in Spring 2030, they cannot use any credits obtained before Summer 2023.

### Continuous Registration and Leaves of Absence

Students are required to be registered (for a minimum of three credits; nine if they have a GE appointment) continuously in the doctoral program unless they have an approved Leave of Absence. If a student is using faculty assistance, services, or facilities, they must register each term for at least 3 graduate credits to compensate for usage. This includes students who are taking only comprehensive or final examinations or defending dissertations. Likewise, students living elsewhere while writing a dissertation and sending chapters to an advisor for review must register for a minimum of 3 graduate dissertation credits each term. Students are not required to register for classes during summer session.

Doctoral students are eligible for a maximum of six terms of on-leave status during their course of study at the UO. If a student travels away from Eugene for a term or longer to do independent research, they will typically request

on-leave status for that period. Leaves also may be taken for medical reasons, parenting, and other reasons. The *Request for On-Leave Status* form is filled out and submitted on the Graduate Division website. Leave requests are subject to approval by the DGS and The Graduate Division.

If the on-leave student is keeping some sort of substantial link with the University (e.g., is under contract to teach a course the following term, is on a committee, or is actively doing research for a faculty member), they may be able to retain email or library privileges. Ask the Graduate Coordinator to send a letter to the Graduate Division explaining why the Program or faculty researcher needs to retain the student's access.

If additional time off is needed beyond the time requested on the original leave form, it is necessary to submit another leave request form to the Graduate Division for approval to avoid the need to petition for re-enrollment.

Leave requests are not required for summer term absences.

### **Research Clearance (Human Subjects Compliance)**

Students must have prior approval to engage in **any** research project involving human subjects. This may include surveys, questionnaires, focus groups, and interviews, as well as any other sort of research that involves living persons about whom you obtain data through direct intervention or interaction. It applies not only to thesis or dissertation research, but also to research for class projects and internships, if there is a possibility that data will be published or maintained for later use. *Approval cannot be given after the research has been started.* **Required Clearance Forms** are available from the Graduate Division. Questions about approval and guidelines for protocol should be directed to **Research Compliance Services**.

## GRADUATE FACULTY DIRECTORY

CORE FACULTY   AREAS OF SPECIALIZATION	
<b>Charise Cheney (she/her)</b> Professor Director of Black Studies ccheney@uoregon.edu	Black Studies, Comparative Ethnic Studies, Gender and Sexuality, Popular Culture, Whiteness Studies
<b>Bernadette Marie Calafell (she/her)</b> Professor calafell@uoregon.edu	Queer of color theory and method, monstrosity and horror, performance studies, automethodologies, Chicana and Black feminisms, Latina/o/x/e Studies, hip-hop feminisms, kink, BDSM, sex work
<b>Courtney M. Cox (she/her)</b> Associate Professor Director of Graduate Studies cmcox@uoregon.edu	Cultural Studies, feminist theory, race, gender, and sport, critical data studies, STS, popular culture, labor studies, Black Studies
<b>Lynn Fujiwara (she/they)</b> Associate Professor fujiwara@uoregon.edu	Women of Color Feminisms, Asian American Studies, Immigration, Welfare, and Citizenship, Popular Culture
<b>Brian Klopotek (he/him)</b> Associate Professor klopotek@uoregon.edu	Native American/Latino/Black Comparative/Relational Studies
<b>Abigail Lee (she/her)</b> Assistant Professor ajinju@uoregon.edu	Race and media, Asian American representation, women of color feminisms, Black/Asian relational studies, Asian American Studies, space and place
<b>Lana Lopesi (she/her)</b> Assistant Professor llopesi@uoregon.edu	Pacific Studies, Diaspora Studies, Indigenous and Women of Color Feminisms, Contemporary Pacific Art, Global Indigeneities
<b>Ernesto Javier Martínez (he/him)</b> Associate Professor Department Head ejm@uoregon.edu	Comparative Ethnic Studies, Queer Studies, Women of Color Feminisms, US Latina/o Literature and Culture, Literary Theory
<b>Jennifer O'Neal (she/her)</b> Assistant Professor	Native American and Indigenous history; American West history; Decolonizing Methodologies; Cultural Heritage Archives

Director of Undergraduate Studies joneal@uoregon.edu	
<b>Laura Pulido (she/her)</b> Professor lpulido@uoregon.edu	Critical Human Geography, Race, Environmental Justice, Comparative and Relational Ethnic Studies, Chicana Studies, Popular Education and Cultural Memory
<b>Arifa Raza (she/her)</b> Assistant Professor arifa@uoregon.edu	Immigration/crimmigration, Critical Race Theory, carceral studies, comparative ethnic studies, human trafficking
<b>Cera Smith (she/they)</b> Assistant Professor cera@uoregon.edu	U.S. Black Literatures, Radical Protest Literatures of the U.S., Black Studies, Critical Race Theories, Affect Theory, Gender and Sexuality, Histories of Science and Medicine, Health Humanities

AFFILIATED FACULTY   AREAS OF SPECIALIZATION	
<b>Angela Addae (she/her)</b> Assistant Professor of Law aaddae@uoregon.edu	Civil Rights Law, Social Enterprise Law, and Race & the Law
<b>Hiba Ali (they/them)</b> Assistant Professor of Art hali3@uoregon.edu	Art & Technology, New Media Artist/ Feminist Discourse
<b>Oluwakemi "Kemi" Balogun (she/her)</b> Associate Professor of Women's Gender and Sexuality Studies and Sociology kbalogun@uoregon.edu	Gender, Globalization, Nationalism, Race/Ethnicity, and Migration
<b>Kirby Brown (he/him)</b> Associate Professor of English Director of Native American Studies Program kbrown@uoregon.edu	Native Writing, Indigenous Critical Theory, and Nation/Nationalism and Sovereignty/ Self-Determination Studies
<b>Dayna Chatman (she/her)</b> Associate Teaching Professor in Journalism & Communication dchatman@uoregon.edu	Intersections of Media Industries and Media Audiences in the Age of Social Media, Feminist Theory, Critical Race Theory and Cultural Studies in Media Research



<b>Christopher Chávez (he/him)</b> Associate Professor in Journalism & Communication cchavez4@uoregon.edu	Advertising, Popular Culture, Media Studies and Globalization
<b>Habib Iddrisu (he/him)</b> Associate Professor of Dance/Ethnomusicology hiddrisu@uoregon.edu	Dance, West Africa, cultural studies, post- colonial independence history, political economy, oral history, African diaspora, new internationalism
<b>Michelle Jacob (she/her)</b> Professor of Education mjacob@uoregon.edu	Indigenous Studies, Indigenous Educational Frameworks, Health, Native feminisms, and Decolonization
<b>Ana-Maurine Lara (she/her)</b> Associate Professor of Women's, Gender, and Sexuality Studies amlara@uoregon.edu	Afro Latino/a Identities, Black Queer Aesthetics, Vudú in the Dominican Republic, and Afro-Dominicanidad and the Struggle Against Xenophobia in the Dominican Republic
<b>Krystale Littlejohn (she/her)</b> Associate Professor of Sociology klittlej@uoregon.edu	Fertility, Race, Gender, Class, Health and Medicine, Body and Embodiment, Science, Knowledge, Technology, Mixed Methods
<b>Audrey Lucero (she/her)</b> Professor of Education alucero@uoregon.edu	Schooling For Latinx Students and Others from Marginalized Communities, and How Those Experiences Influence Their Identities as Literate Beings, Critical Literacy, Elementary & Middle School Education, Teacher Education, Children's Picture Books
<b>Julius McGee (he/him)</b> Associate Professor of Sociology juliusm@uoregon.edu	Mass incarceration, Climate change, agriculture, social inequality, racial capitalism, environmental racism
<b>José W. Meléndez (he/him)</b> Associate Professor of Planning, Public Policy, and Management jmelende@uoregon.edu	Civic engagement, Design-based research, Designing for equity, Designing learning environments, Designing participatory processes, Discourse analysis, Activity systems, Latino/a/x immigrants, Collective & system level learning, Learning Sciences



<b>Isabel Millán (she/her)</b> Associate Professor of Women's, Gender, and Sexuality Studies imillan@uoregon.edu	Latinx/Chicanx Studies; Transnational Feminist, Women of Color, and Queer of Color Theory; Children's Literature, Television, Film and Comics
<b>Lanie Millar (she/her)</b> Associate Professor of Spanish and Portuguese lmillar@uoregon.edu	20 <sup>th</sup> -21 <sup>st</sup> century Caribbean, Latin American, African, and Lusophone literatures; Global South studies, Postcolonial studies; Critical Theory
<b>Michael Malek Najjar (he/him)</b> Associate Professor of Theatre Arts mnajjar@cas.uoregon.edu	Contemporary Arab American Theatre and Performance, Critical Race Theory, Arab-American Studies
<b>Kari Marie Norgaard (she/her)</b> Professor of Sociology/Environmental Studies norgaard@uoregon.edu	Gender, Place and Environment, Social Psychology and Interaction, Sociology of Culture, Theory Knowledge Science, Qualitative Approaches
<b>Edward Olivos (he/him)</b> Associate Professor of Education emolivos@uoregon.edu	Bilingual Education, Critical Pedagogy, and Biliteracy Issues of K-12 Classrooms
<b>Jeffrey Ostler (he/him)</b> Professor of History ( <i>Emeritus</i> ) jostler@uoregon.edu	History of the American West, American Indian History
<b>Priscilla Ovalle (she/her)</b> Associate Professor of Cinema Studies povalle@uoregon.edu	Film and Media Studies, Representations of Race, Dance, and Sexuality in Film, Archival Research and Media Production
<b>Yvette Saavedra (she/her)</b> Associate Professor of Women's, Gender, and Sexuality Studies yjs@uoregon.edu	19 <sup>th</sup> Century US History, Borderlands History, History of the US West, Chicana/o History, and Gender and Sexuality History
<b>Leilani Sabzalian (she/her)</b> Associate Professor of Education leilanis@uoregon.edu	Indigenous Studies in Education, Indigenous Teacher Education, Elementary Social Studies, Indigenous Self-determination in Public Schools

<b>Gerard Sandoval (he/him)</b> Associate Professor of Planning, Public Policy, and Management gsando@uoregon.edu	Immigration, Urban Planning, Undocumented Workers, Immigrant Neighborhoods, Transportation Planning
<b>Lynn Stephen (she/her)</b> Distinguished Professor of Arts and Sciences (Anthropology) stephenl@uoregon.edu	Gender, Race and Ethnicity, Migration, Indigenous Peoples, Americas, Legal Pluralism, Social Memory, Testimony
<b>Arafaat A. Valiani (he/him)</b> Associate Professor of History valiani@uoregon.edu	biomedicine and global health, genetics, human genomics and precision medicine
<b>Jessica Vásquez-Tokos (she/her)</b> Associate Professor of Sociology vasquezj@uoregon.edu	Race/ethnicity, Mexican Americans/Latinos, Gender, Family, and Intermarriage
<b>Sarah Wald (she/her)</b> Associate Professor of English/Environmental Studies sdwald@uoregon.edu	Race and the Environment, Immigration and Citizenship, Food Studies, Environmental Justice and Nature in Popular Culture; Comparative Asian American and Latinx Literature and Culture
<b>Julie Weise (she/her)</b> Associate Professor of History jweise@uoregon.edu	Identity, Citizenship, Migration, Race, and Nations in Hemispheric and Global Context
<b>Rachel Weissler (she/her)</b> Assistant Professor of Linguistics rweissle@uoregon.edu	sociolinguistics, emotion perception, neurolinguistics, language and social justice

## **APPENDIX**



# **General Duties and Responsibilities Statement for Graduate Employees in Hiring Unit: Indigenous, Race, and Ethnic Studies**

Revised July 2025

## **About This Document**

Article 9 of the UO-GTFF Collective Bargaining Agreement (CBA) requires that each department or employing unit prepare a General Duties and Responsibilities Statement (GDRS) describing the conditions under which GE assignments are made. The relationship between graduate employees (GEs) and the University is governed by the CBA. This GDRS details the policies and procedures of this hiring unit (hereafter referred to as “the unit”).

The individual who shall oversee the implementation of this GDRS is Courtney M. Cox, Director of Graduate Studies.

## Availability of Graduate Employee Positions

GE assignments in this unit may include:

- Instructor of Record
- Discussion Section Leader
- Teaching Assistant
- Grader
- Research GE

### **Academic Year Appointments**

The availability of GE appointments for the upcoming academic year is typically determined as follows:

During Winter term, the unit's GE committee reviews the faculty's requested GE positions and descriptions for the next academic year, and in consultation with the Department Head and Budget Manager determines the GE positions to be offered in May. GE positions that have been previously awarded to specific students as part of their recruitment to the university will be filled first. The remaining positions will be advertised as described below in the Application Process section.

### **Summer Term Appointments**

The availability of GE appointments for the upcoming summer term is typically determined as follows:

Depending on funding availability, doctoral students may be hired for the summer for teaching or research duties. Summer GE appointments will generally be prioritized for continuing doctoral students. This process will usually be completed in Spring term using the same process as the Academic Year appointments.

## Eligibility, Application, and Selection

### **Appointments and Reappointments**

In accordance with the CBA:

- GEs will be appointed year-to-year rather than term-to-term, whenever feasible. GEs are not employed term-by-term to determine if they are adequately qualified for a GE position.
- Reappointments are not automatic and not guaranteed.
- In the case of the continuation of a particular position, the same student may continue in the GE position without any new announcement of the position.

### **What Counts Toward Guaranteed Funding Offers**

The following information clarifies what counts toward guaranteed funding offers provided to graduate students upon admission.

Unless specified otherwise, the years of funding offered upon admission shall consist of all forms of university support including but not limited to GE appointments in any unit and all fellowships. Students may request to be considered for GE funding beyond the guaranteed years offered at time of admission by submitting the required "Request for Additional GE Funding" form to their advisor and the director of graduate studies.

### **Standing Committee**

Per the GTFF CBA, each hiring unit that appoints GEs shall have a standing committee, made up of at least three members, to evaluate GE applications. Committee membership will rotate each year among department faculty.

### **Open GE Postings and Application Process**

Students may search the Division of Graduate Studies [GE postings website](#) for open GE jobs across the university. All open GE positions are posted to this website for a minimum of 10 days. Information about the availability of GE assignments in this unit will be shared with graduate students in the following ways: This unit routinely posts its positions via the Graduate School's "GE Openings" page or via Handshake, which, for each position, includes a brief description of duties and responsibilities, FTE, and preferred qualifications for appointment and reappointment.

Information about the availability of positions for the upcoming academic year will be shared with incoming graduate students in the following ways: Ethnic Studies posts its annual call for applications between mid-February and mid-March. We post to the Grad School web site, and the Ethnic Studies web site. We also distribute our advertisement electronically and/or in hard copy to the departments of our participating faculty. This includes: Anthropology, Cinema Studies, Education, English, History, Planning, Public Policy and Management, Political Science, Sociology, SOJC, Theatre Arts and Women's, Gender and Sexuality Studies.

### **General Eligibility Requirements**

To hold a GE appointment at the UO, a student must be an admitted, full-time (9 credits per term) master's or doctoral student in good academic standing. University requirements for good academic standing are detailed on the [Division of Graduate Studies website](#) and academic program requirements for good academic standing are detailed in the program's graduate student handbook or program website.

Students eligible for a GE appointment in this GE employing unit are:

1. Students admitted to the IRES PhD program, and admission to UO graduate programs as a master's or doctoral degree-seeking student in other units
2. Significant knowledge of Asian American, Arab American, Black, Chicanx/Latinx, Native American, Pacific Islander, comparative ethnic studies, and/or women of color feminism
3. For some positions, teaching experience is required
4. Record of academic excellence
5. Strong interdisciplinary background

Students enrolled in other UO graduate programs or departments who have appropriate experience and/or credentials are also eligible for GE positions in this employing unit. In all cases, preference is given to the department or program's own students.

Experience or credentials required to be considered include:

1. Demonstrated ability to work with students from diverse backgrounds
2. Solid training in theories of race, ethnicity, indigeneity, or intersectionality
3. Admission to UO graduate program as a master's or doctoral degree-seeking student
4. Significant knowledge of Asian American, Arab American, Black, Chicanx/Latinx, Native American, Pacific Islander, comparative ethnic studies, and/or women of color feminism
5. For some positions, teaching experience is required
6. Record of academic excellence
7. Strong interdisciplinary background
8. For some positions, relevant research skills

## **Selection Criteria**

Appointments and reappointments will be based on evaluation of each candidate's qualifications with respect to general and specific assignment eligibility criteria.

### *General Criteria*

- Academic Credentials. For incoming students, this is evidenced by previous degrees and grades, test scores, etc. For students currently enrolled in the University, candidates will be ranked based on academic achievement. Making satisfactory progress toward the degree is an eligibility criterion, not a criterion on which rank in the applicant pool is determined.
- Recommendations from academic or work supervisors. Consideration will also be given for a positive working arrangement between a GE and the faculty person with whom the GE will work. While appointment or reappointment criteria may include the recommendation of the person who will act as the GE's supervisor, the committee must consider the other appointment or reappointment criteria.
- Previous experience. For teaching GE positions, having previously taught or taken the course where the GE position is offered. For non-teaching GE positions, previous employment, or other experience relevant to the GE position available.
- Financial need will be considered in evaluating two or more equally qualified candidates.

### *Specific Assignment Type-Related Criteria*

Preference for appointments will be as follows:

1. Current PhD students in Indigenous, Race, and Ethnic Studies who have not yet used all the terms of GE funding offered to them at time of admission;
2. Newly admitted Indigenous, Race, and Ethnic Studies PhD students and Master's students with guaranteed funding;
3. PhD students in Indigenous, Race, and Ethnic Studies in their 6th year who (for any reason) have no remaining terms of the GE funding offered to them at the time of admission;
4. PhD students in Indigenous, Race, and Ethnic Studies in their 7th year who (for any reason) have no remaining terms of the GE funding offered to them at time of admission;
5. Qualified doctoral students in the College of Arts and Sciences from the departments such as History, Political Science, Sociology, and Geography or with degrees or substantial experience in Indigenous, Race, and Ethnic Studies;
6. Qualified master's students in the College of Arts and Sciences from the departments such as History, Political Science, Sociology, and Geography or with degrees or substantial experience in Indigenous, Race, and Ethnic Studies;
7. Qualified doctoral students with relevant experience outside of the College of Arts and Sciences;
8. Qualified master's students with relevant experience outside of the College of Arts and Sciences.

### **For an Instructor of Record (full course responsibility):**

1. Admission to UO graduate program as a master's or doctoral degree-seeking student.
2. Significant knowledge of racial frameworks, Asian American, Arab American, Black,

Chicanx/Latinx, Native American, comparative ethnic studies, and/or women of color feminisms

3. Teaching experience with students from diverse backgrounds
4. Record of academic excellence
5. Strong interdisciplinary background

**For a Discussion Section Leader:**

1. Admission to UO graduate program as a master's or doctoral degree-seeking student
2. Significant knowledge of Asian American, Arab American, Black, Chicanx/Latinx, Native American, comparative ethnic studies, and/or women of color feminisms
3. Record of academic excellence
4. Strong interdisciplinary background
5. Teaching experience with students from diverse backgrounds

**For a Teaching Assistant:**

1. Admission to UO graduate program as a master's or doctoral degree-seeking student.
2. Significant knowledge of Asian American, Arab American, Black, Chicanx/Latinx, Native American, comparative ethnic studies, and/or women of color feminisms
3. Record of academic excellence
4. Strong interdisciplinary background

**For a Grader:**

1. Admission to UO graduate program as a master's or doctoral degree-seeking student
2. Significant knowledge of Asian American, Arab American, Black, Chicanx/Latinx, Native American, comparative ethnic studies, and/or women of color feminisms
3. Record of academic excellence
4. Strong interdisciplinary background

**For a Research Assistant:**

1. Admission to UO graduate program as a master's or doctoral degree-seeking student
2. Significant knowledge of Asian American, Arab American, Black, Chicanx/Latinx, Native American, comparative ethnic studies, and/or women of color feminisms
3. Record of academic excellence
4. Strong interdisciplinary background
5. Specific research skills may be required, depending on the project in question

**Satisfactory Progress Requirements**

All graduate students are subject to University and academic program standards for satisfactory academic progress. You can find those policies [here](#):



### Division of Graduate Studies Satisfactory Progress Policy

Because a GE appointment is the method by which departments can offer financial support to promising students in a graduate degree program and should be beneficial to the student's development in that program, individuals appointed as GEs are regarded primarily as graduate students providing service as part of a learning experience, rather than solely as employees whose education is secondary. The criteria used to assess satisfactory progress toward a graduate degree is the same for all graduate students in a particular graduate degree program, whether they hold a GE position. For GEs, satisfactory progress toward the degree is an eligibility requirement of GE appointment and reappointment. IRES PhD students will be evaluated in the spring of every academic year to insure GE's maintain satisfactory progress toward the degree. Because

Ethnic Studies hires students from many different units, we cannot verify that each GE from non-IRES departments is making satisfactory progress toward their degree. However, supervising faculty check-in regularly with their GE's to assess their progress and well-being. Any concerns will be communicated to the home department and/or advisor. The GE's progress toward the degree is assessed based on criteria established by the GE's graduate degree program, regardless of where the GE is employed.

### **Evaluation of GE Performance**

Performance of GEs in this employing unit are evaluated at the end of every term. Evaluations are performed by Indigenous, Race, and Ethnic Studies' faculty.

The criteria used for evaluation include:

Instructors are evaluated based upon their ability to lecture and lead the class; Indigenous, Race, and Ethnic Studies faculty members conduct a classroom observation. GE assignments are evaluated based upon their appropriateness for the course level and content. Student evaluations are considered for the GE's ability to lead the course through complex material. Discussion leaders are evaluated on their ability to lead students through complex material, assist them with their assignments, grade assignments appropriately based upon the course content and level and fulfill their duties punctually and in communication with the faculty instructor. Graders are evaluated on their ability to evaluate students' written work, given the course content and course level. Research assistants are evaluated by the faculty supervisor on their ability to complete assigned tasks in a thorough and timely manner. All GE's are evaluated on completing their responsibilities in a timely fashion and all GE's involved in teaching will be evaluated on their ability to use Canvas effectively.

**Graduate School Minimum GPA:** During the academic year, the Graduate School reviews academic transcripts of all graduate students holding GE appointments. The Graduate School will notify a GE's graduate degree program if the GE's academic performance during the appointment period falls below the Graduate School's 3.0 GPA standard. The degree program will be asked to review the student's progress toward their graduate degree and issue its approval before a GE reappointment can be made to that student. This section describes satisfactory progress criteria specific to academic units that have graduate degree programs. In other types of GE employing units, the GE should refer to the GDRS for their academic program and/or inquire with the graduate program director or graduate coordinator/secretary.

### **Mandatory GE Training Requirements**

Article 31 of the CBA requires that all GEs complete (a) a workplace harassment and discrimination training and (b) four hours of required employment training during the first academic term in which a GE begins their first GE appointment.

Training address employment topics such as inclusive work environments, discrimination and sexual harassment policies, and other employee-related policies.

More information about these GE trainings is on the [Division of Graduate Studies website](#).

## **Workload and Work Assignment**

### **Full-Time Equivalent (FTE)**

In this unit, GEs are most commonly appointed at the following full time equivalent levels (FTE) and corresponding total workloads:

- .25 FTE (Up to 110 hours per term or up to 330 hours per academic year)
- .30 FTE (Up to 131 hours per term or up to 393 hours per academic year)
- .35 FTE (Up to 153 hours per term or up to 459 hours per academic year)
- .40 FTE (Up to 175 hours per term or up to 525 hours per academic year)
- .45 FTE (Up to 197 hours per term or up to 591 hours per academic year)
- .49 FTE (Up to 215 hours per term or up to 645 hours per academic year)

For setting the GE workload, the unit shall consider what constitutes a workload sufficient to perform the work assignment satisfactorily. Workload includes performance of all duties of the work assignment. For example, the workload for a teaching assignment would include preparation time, office hours, and supervision.

The distribution of workload among various duties reflects average breakdowns within the normative standard of the total workload. The time spent on duties may vary weekly, but the workload per term should be within the designated number of total workload hours.

GEs are encouraged to track how they spend their work hours and to contact their supervisors early in the term if the distribution of time they are spending on duties varies widely from established expectations. GEs and supervisors may create a workload allocation form to help establish expectations or use the [workload allocation form](#) provided by the Division of Graduate Studies.

### **Duties by Work Assignment – Fall, Winter, and Spring**

#### **INSTRUCTOR OF RECORD @ .49 FTE, (up to 215 hours per term total)**

- In-class contact hours ----- 30 hrs per term:
  - Conduct lectures, lead review sessions, field trips, etc.
- Preparation hours ----- 80 hrs per term
  - Prepare lectures, lecture demonstrations, discussion sessions and submit a teaching plan
  - Adapt or develop syllabus & course materials

- Construct examinations and quizzes
- Contact hours outside the classroom ----- 30 hrs per term
  - Office hours
  - Advising, tutoring, special consultations
- Performance Evaluation ----- 50 hrs per term
  - Reading & grading papers, exams, quizzes, lab reports, special projects
  - Maintain and submit grading records in compliance with the department's and the University's regulations
- Other Responsibilities ----- 25 hrs per term
  - Assist with registration
  - Proctor exams
  - Attend meetings (departmental and with faculty supervisor)
  - Substitute for absent GEs

**DISCUSSION SECTION LEADER @ .45 FTE (up to 175 hrs per term total)**

- In-class contact hours ----- 60 hrs per term
  - Conduct discussion sections, lead review sessions
  - Attend lectures
  - Assist with lecture/lab demonstrations, field trips, etc.
- Preparation hours ----- 50 hrs per term
  - Prepare discussion sessions
- Contact hours outside the classroom ----- 20 hrs per term
  - Office hours
  - Advising, tutoring, special consultations
- Performance Evaluation ----- 30 hrs per term
  - Reading & grading; papers, exams, quizzes, lab reports, special projects
  - Maintain & submit grading records in compliance with the department's and the University regulations
- Other responsibilities ----- 15 hrs per term
  - Proctor exams
  - Attend meetings: departmental, with faculty supervisor
  - Substitute for absent GEs

**TEACHING ASSISTANT @ .49 FTE (up to 215 hrs per term)**

- Preparation hours ----- 80 hrs per term

- Consulting with ES or ES affiliated faculty members to become acquainted with advanced courses/course material for a given term
- Works closely with students individually or in groups on issues relating to the writing process
- Contact hours outside the classroom ----- 110 hrs per term
  - Office hours
  - Counseling, tutoring, special consultations
- Other responsibilities ----- 25 hrs per term
  - Attend meetings: departmental, with faculty supervisor
  - Substitute for absent GEs

**TEACHING ASSISTANT GE @ .40 FTE (up to 175 hrs per term)**

- In-class contact hours ----- 60 hrs per term
  - Conduct: lead review sessions
  - Attend lectures
  - Assist with: lecture/lab demonstrations
- Preparation ----- 5 hrs per term
- Contact hours outside the classroom ----- 20 hrs per term
  - Office hours
  - Advising, tutoring, special consultations
- Performance Evaluation ----- 75 hrs per term
  - Reading & grading; papers, exams, quizzes, special projects
  - Maintain & submit grading records in compliance with the department's and the University regulations
- Other responsibilities ----- 15 hrs per term
  - Proctor exams
  - Attend meetings: departmental, with faculty supervisor
  - Substitute for absent GEs

**TEACHING ASSISTANT GE @ .30 FTE (up to 131 hrs per term)**

- In-class contact hours ----- 31 hrs per term
  - Attend lectures
  - Assist with lecture demonstrations
  - Substitute for absent GEs
- Contact hours outside the classroom ----- 50 hrs per term
  - Office hours

- Performance Evaluation ----- 50 hrs per term
  - Reading & grading

**TEACHING ASSISTANT GE @ .25 FTE (up to 110 hrs. per term total)**

- Consulting with instructor 20-30 hrs per term
- Assisting with special projects 58-68hrs per term

**GRADER @ .40 FTE (up to 175 hrs per term total)**

- In-class contact hours ----- 60 hrs per term
  - Attend lectures
  - Assist with: lecture/lab demonstrations, field trips, teach in the instructor's absence, etc.
- Contact hours outside the classroom -----20 hrs per term
  - Advising, tutoring, special consultations
- Performance Evaluation -----80 hrs per term
  - Reading & grading; papers, exams, quizzes, special projects
  - Maintain & submit grading records in compliance with the department's and the University regulations
- Other responsibilities -----15 hrs per term
  - Proctor exams
  - Attend meetings: departmental, with faculty supervisor
  - Substitute for absent GEs

**RESEARCH ASSISTANT @ .25 - .49 FTE (up to 215 hrs per term total)**

- Working as a Research Assistant in Ethnic Studies may involve a wide-variety of tasks. This may include working on a faculty member's research or assisting in departmental projects. Given the range of possibilities, there is no set of standard expectations. Instead, each research assistant will devise a workplan and with their supervisor at the beginning of the term which will lay-out how their time will be spent.

**Duties by Work Assignment – Summer Term**

**TEACHING ASSISTANT GE @ .30 FTE (up to 131 hrs per term total)**

- In-class contact hours ----- 31 hrs per term
  - Attend lectures
  - Assist with: lecture/lab demonstrations
  - Substitute for absent GEs
- Contact hours outside the classroom ----- 50 hrs per term
  - Office hours
- Performance Evaluation ----- 50 hrs per term

- Reading & grading; papers, special projects

#### **RESEARCH ASSISTANT @ .25 - .49 FTE (up to 215 hrs per term total)**

- Working as a Research Assistant in Ethnic Studies may involve a wide-variety of tasks. This may include working on a faculty member's research or assisting in departmental projects. Given the range of possibilities, there is no set of standard expectations. Instead, each research assistant will devise a workplan and with their supervisor at the beginning of the term which will lay-out how their time will be spent.

#### **Providing GE Instructors of Record with GE Assistance**

When known, this unit will inform, in writing, GEs who work as instructors of record how assistance from other GEs shall be apportioned. This information shall be shared with GEs at least two weeks before a term starts and is subject to change.

### **Health, Safety, and Work Environment**

#### **Safety Information**

The University of Oregon Safety Policy may be found [here](#). The Office of Environmental Health and Safety (EHS) is responsible for the University's safety programs. For questions or information regarding any of these programs, contact EHS at 541-346-3192 or visit their [website](#).

#### **Accident Reporting and Workers' Compensation**

All work-related injuries or illnesses require reporting, regardless of severity, as soon as reasonably possible; within 24 hours. Injury reporting assists in identifying potential hazards, abatement of hazards, and delivery of safety training. To report a work injury or illness, please complete the "Workplace Injury Report" below and email to [workinjury@uoregon.edu](mailto:workinjury@uoregon.edu). More information is available via [Safety and Risk Services](#).

#### **Reporting Safety Hazards**

GEs who identify safety hazards and issues are encouraged to discuss them immediately with their supervisor. The following unit representative may also be contacted: Courtney M. Cox, Director of Graduate Studies, [cmcox@uoregon.edu](mailto:cmcox@uoregon.edu).

Other resources on campus to report such information Safety and Risk Services, a Safety Advisory Committee representative (<https://safety.uoregon.edu/content/safety-advisory-committee>) or a GTFF union representative. Off-campus resources include the local OSHA office and the Bureau of Labor and Industries (BOLI).

#### **Workspace Policies and Procedures**

GE office space will be assigned in Alder Building. Per Article 10 of the CBA, GEs will have:

- Workspaces with:
  - Working locks on doors and windows.
  - Properly and securely installed partitions and shelving.
  - Safe and appropriate furnishings.
  - The same custodial services on the same schedule as other similar spaces in the unit or building/facility.
  - A desk space in a room that can be locked and with no more than 2 GEs assigned to share that desk.

- Access to all-gender bathrooms comparable to other employee groups. Information about the location of all-gender bathrooms on campus is available on the [Dean of Students website](#).
- Indoor workspace(s) kept at a reasonable temperature and air quality/pollution level in compliance with OR-OSHA.
- Kitchen space like what faculty and staff have access to can be found in the Alder Breakroom on the first floor.
- Access to private meeting space (for GEs who are instructors of record or lab/discussion leaders) on the third floor of Alder Building.
- Easy and reasonable access, at least during standard working hours, to:
  - Computers equipped with software typically provided other departmental staff and as it relates to GE assignments.
  - Wireless internet (or an ethernet connection if wireless is not available) to carry out work assignments.
  - A telephone number and voicemail or other messaging service (for all GEs with duties requiring phone use).
  - Office supplies necessary to accomplish the tasks associated with their assignments as directed by their supervisors. Supplies may be accessed in Alder 104 or by contacting ASU5.

### **Workplace Accommodations**

GEs shall give notice of their need for workplace accommodation by submitting a request form at <https://hr.uoregon.edu/interactive-disability-accommodation-process>. Upon receiving this notice, the University shall acknowledge receipt within ten (10) days and initiate the interactive process within fourteen (14) days. Each request for accommodation must be assessed on a case-by-case basis and may include modifications such as ergonomic furniture, assistive software, reserved parking, air quality standards, masking, and work location. Requesting accommodation is a protected activity. GEs who participate in the interactive process shall not be subject to retaliation, including when initial requests for accommodations are made.

Accommodation requests that are denied may be grieved under Article 13.

See Article 13, Section 9 of the [UO-GTEF CBA](#) for more information about workplace disability accommodations for GEs.

## **Discrimination Grievance Procedures**

To file an employment-related discrimination grievance, GEs are encouraged to contact the [Graduate Teaching Fellows Federation](#). For discrimination grievances that pertain to a GE's role as a student, graduate students should refer to the Office of Investigations and Civil Rights Compliance reporting procedures at <https://investigations.uoregon.edu/how-report>.

## **Absence Procedures**

### **Absence Notification**

If a GE is unable to attend work at the scheduled time, the GE must notify the instructor of record and all relevant students as soon as possible, including, if possible, in advance of the scheduled work assignment or class that the GE is unable to attend. The GE should not cancel a class without permission from the

instructor of record. To the extent possible, the GE should provide the unit with information about where they left off with their GE responsibilities (e.g., in the previous class in the case of a teaching GE).

In the case that a GE is unable to directly notify the hiring unit, the GE may designate someone to notify the unit and provide the necessary information to the instructor of record.

If the GE is going to miss more than one work week, the GE, or GE's appointed designee, must contact the Division of Graduate Studies at [graduatestudies@uoregon.edu](mailto:graduatestudies@uoregon.edu). The Division of Graduate Studies will coordinate with the GE and the unit on any adjustments necessary due to the GE's absence.

### **Coverage For Teaching GEs Using Sick Leave**

#### **More than 24 hours notice:**

Any GE who is assigned to cover the responsibilities of an absent GE with more than 24 hours' notice shall have their FTE adjusted in proportion to the amount of time used for the substitution or have their duties adjusted to account for the substitution. Except in addressing coverage needs resulting from absences pursuant to the Family and Medical Leave provisions of the CBA, no adjustments will be made that would cause a GE's appointment to exceed .49 FTE per term.

#### **Less than 24 hours notice:**

Any GE who substitutes for 1) another GE who is on sick leave and 2) with notice of less than 24 hours will account for the hours within their regular work assignment. Sick leave substitution hours are built into a GE's FTE (see Workload & Work Assignment section of this GDRS). The GE should track their substituting hours and notify the instructor of record if they believe they will exceed the hours allocated in the Workload & Work Assignment section of this GDRS.

### **Make-Up Work**

Generally, for duties missed not related to a class meeting, the GE should check in with the GE supervisor to determine when and how the missed work will be made up.

### **Planned Absences**

If a GE is planning an approved absence during any working days of the term, the GE must notify the instructor of record via email.

### **More Information**

More information about GE absences and Family/Medical Leave can be found in Article 29 of the UO-GTFF Collective Bargaining Agreement and at <https://hr.uoregon.edu/oregon-paid-family-and-medical-leave>.

## **Resources for GEs and Supervisors**

[UO-GTFF Collective Bargaining Agreement](#)

[Division of Graduate Studies GE Policies and Procedures](#)

[GE Onboarding Checklist](#)

[GE Workload Allocation Form Example](#)

[Division of Graduate Studies Contact Information](#)



# Indigenous, Race, & Ethnic Studies

## Plan of Study – PhD Degree

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

ID Number: \_\_\_\_\_

### Required Core Courses (18 credits)

Course	Planned Term	Completed Term	Credits	Grade
ES 614 Colloquium				
ES 615 Theoretical Foundations in Ethnic Studies				
ES 616 Interdisciplinary Methodologies				
ES 617 Genealogies of Ethnic Studies				

### Required Substantive Courses (20 credits)

Course	Planned Term	Completed Term	Credits	Grade

### Elective Courses (25 credits)

Course	Planned Term	Completed Term	Credits	Grade

## Qualifying Exams

The qualifying exam is a year-long process, and by the end of year three, students will complete the following parts:

Course	Planned Term	Completed Term	Credits	Grade
Exam #1: Subfield Research Area				
Exam #2: Specialized Field				
Exam #3: Prospectus Draft				

## Dissertation

The fourth and fifth year are devoted to dissertation research and writing. A dissertation chapter must be submitted to the committee by January of the fourth year and presented at the ES Colloquium by that Spring.

Term plan to take:	Actual term done:

Additional Advisor Comments:

--

Advisor Name: \_\_\_\_\_ ☐ Check box if this is a change of advisor

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Graduate Studies Signature: \_\_\_\_\_

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



## ADVISOR APPOINTMENT FORM

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

UO ID: \_\_\_\_\_

Name of Student: \_\_\_\_\_

I hereby name the below specified faculty member as my advisor.

Student Signature: \_\_\_\_\_

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

Name of Advisor: \_\_\_\_\_

I hereby accept the appointment of advisor for the above specified student.

Advisor Signature: \_\_\_\_\_

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

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

ID Number: \_\_\_\_\_

### IRES Comprehensive Exam Committee Form

This form must be used by IRES Ph.D. students to register their exam committees with the department. Students must secure the signature of all committee members and submit the form to the Director of Graduate Studies. IRES Comprehensive Exam Committees must include **three** tenure-track faculty members from IRES's core and/or Graduate Faculty. If students add other committee members, they should update the form and resubmit it to the DGS.

Name

Dept.

Title/Role

Signature

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



UNIVERSITY OF  
**OREGON**

College of Arts and Sciences

## COMP EXAM COMPLETION FORM

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

UO ID: \_\_\_\_\_

Comp Exam #1

(Subfield Analytical Examination)

Term Completed: \_\_\_\_\_

Comp Exam #2

(Syllabus)

Term Completed: \_\_\_\_\_

Comp Exam #3

(Prospectus Draft)

Term Completed: \_\_\_\_\_

I attest that the above information is accurate.

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

Advisor Signature: \_\_\_\_\_

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

**Department of Indigenous, Race, & Ethnic Studies**

1101 Kincaid St. McKenzie Hall 201

Eugene, OR 97403

[socialsciences.uoregon.edu/ethnic-studies](https://socialsciences.uoregon.edu/ethnic-studies)



NOMINATION OF DISSERTATION COMMITTEE MEMBERSHIP

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

UO ID \_\_\_\_\_

Name of Candidate \_\_\_\_\_

Dissertation Topic/Title \_\_\_\_\_

\_\_\_\_\_

Proposed Committee Membership:

Chair \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Outside Member \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Head Signature

\_\_\_\_\_  
Date

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