

**Doctoral Student Handbook**  
**Department of Government and Politics**  
**University of Maryland, College Park**

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## **Program Requirements**

### **I. Required Courses**

Students must complete 14 total courses (42 credit hours) and a minimum of 12 dissertation research credit hours (GVPT 899)<sup>1</sup> to complete the doctoral degree. The required coursework includes:

1. GVPT 622 – Quantitative Methods for Political Science
2. GVPT 700<sup>2</sup> – Scope and Method of Political Science
3. One of the following courses – GVPT 831 (Formal Theories of Politics); GVPT 741 (Ancient Political Theory); GVPT 742 (Modern Political Theory); or GVPT 743 (Contemporary Political Theory)
4. Specialized Major and Minor Field courses – a minimum of four courses per field (five courses for Political Methodology and Formal Theory); requirements vary by field (see below)

### **Specialized Fields of Study**

Each doctoral field of study contains its own body of literature, reflects different theoretical perspectives, and requires customized substantive and methodological knowledge. Students must identify two fields – a major field and a minor field – in which they will pursue an integrated program of study and take the appropriate comprehensive examination. The major field represents a broadly defined body of knowledge, and must be one of the following:

- American Politics
- International Relations
- Comparative Politics

In addition to the fields listed above, students may select a minor field in Political Methodology and Formal Theory, or pursue in-depth knowledge in a more narrowly focused, self-designed field.

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<sup>1</sup> The UMD registrar automatically registers students that have advanced to doctoral candidacy for six credits of GVPT 899 (doctoral dissertation research) each semester.

<sup>2</sup> The GVPT 700 requirement is waived for cohorts entering in Fall 2021 and 2020.

Students that seek to design their own minor field must submit an appropriate field description endorsed by three faculty members, who will serve as the comprehensive examination committee. Students must request approval from the Director of Graduate Studies; it must include a field description, list of coursework, and designate three faculty members who have agreed to serve on the examination committee (see, [Self-Designed Field Exam Request](#)). A self-designed minor field must be more substantial than just a subfield within the student's major field (e.g., American Politics students may not design a minor field studying the U.S. Congress). For example, students have created second fields in political psychology.<sup>3</sup>

### **American Politics (minimum of four courses)**

Major & Minor Field Required Courses (taken during the first year):

- GVPT 770 – Seminar in American Political Institutions
- GVPT 771 – Seminar in American Political Behavior

Core Electives (strongly recommended in preparation for the comprehensive exam):

- GVPT 873 – Seminar in Legislatures and Legislation
- GVPT 828O – Seminar on Public Opinion
- GVPT 828B – Seminar on Race and Ethnic Politics

Other Common Electives (offered based on field priorities and student demand):

- GVPT 868L – Seminar in State & Local Politics
- GVPT 870 – Seminar in Interest Group Politics in the United States
- GVPT 874 – Seminar in Political Parties and Politics
- GVPT 878J – Seminar in Judicial Politics in the United States

### **International Relations (minimum of four courses)**

Major & Minor Field Required Courses:

- GVPT 708A – Seminar in International Relations Theory

Core Electives (strongly recommended in preparation for the comprehensive exam):

- GVPT 761 – Seminar in International Political Economy
- GVPT 803 – Seminar in International Political Organization
- GVPT 808B – Seminar in Conflict and World Politics

Other Common Electives (offered based on field priorities and student demand):

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<sup>3</sup> At least two courses in each field must be taken at the University of Maryland.

- GVPT 808P – Seminar in Domestic Political Institutions
- GVPT 808N – Seminar in Non-Violent Resistance
- GVPT 889B – Seminar in International Relations Theory and East Asia

### **Comparative Politics (minimum of four courses)**

Major & Minor Field Required Courses:

- GVPT 780 – Seminar in the Comparative Study of Politics

Core Electives (strongly recommended in preparation for the comprehensive exam):

- GVPT 888A/B – Seminar in Authoritarianism/Democratization
- GVPT 888P – Seminar in Comparative Political Institutions
- GVPT 888I – Seminar in the Politics of Identity

Other Common Electives (offered based on field priorities and student demand):

- GVPT 888C – Seminar in the Political Economy of Democratic Institutions
- GVPT 888A – Seminar in African Politics

### **Political Methodology & Formal Theory (minor field only; minimum of five courses)**

Required Courses:

- GVPT 722 – Advanced Quantitative Methods in Political Science
- GVPT 831 – Formal Theories of Politics

Core Electives (strongly recommended):

- GVPT 729A – Advanced Maximum Likelihood Estimation

Other Common Electives:

- GVPT 729M – Multilevel Analysis
- GVPT 718Q – Qualitative and Multi-Method Research
- GVPT 834 – Game Theory
- Courses in the UMD Joint Program for Survey Methodology (JPSM); other UMD departments, & D.C.-area universities<sup>4</sup>
- Courses through the Inter-University Consortium for Political and Social Research (ICPSR)<sup>5</sup>

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<sup>4</sup> Students should first seek approval from the DGS and Methods Field Chair for course credit approval.

<sup>5</sup> Students must petition the DGS and Methods Field Chair for course credit approval. The course content must include an assessment and be equivalent to that of GVPT doctoral courses, including the requisite credit hours (see, <https://academiccatalog.umd.edu/graduate/policies/academic-record/>).

## Important Course Requirement & Registration Notes

- The faculty subfield chair and the DGS must approve of courses outside of the standard GVPT field offerings (ideally before a student enrolls in the course).
- Students may take up to 12 hours of directed readings (GVPT 849) as a part of the doctoral program. Before registering for such readings, students must obtain the approval of the faculty member who will supervise the readings. A statement of the planned readings program and the graded assignments must be filed with the Director of Graduate Studies.
- Students may take courses from other UMD departments and universities in the Washington, D.C. area through the D.C. Consortium; though, students must take a minimum of 30 credits at UMD. Students may petition the Director of Graduate Studies to transfer up to 12 credits from another program to satisfy coursework requirements in the UMD GVPT Ph.D. program (see, [Petition for Transfer Credit](#)).<sup>6</sup>
- Registration is mandatory every Fall and Spring semester until the degree is conferred. Students who have completed coursework, but not yet Advanced to Candidacy, will register for Pre-Candidacy research credits (GVPT 898).
- All students who accept a Graduate Assistantship must be registered and have full-time status (see, [Registration Policies](#)).
- Students in their third year (and beyond) that no longer need to take three courses (nine credits) per semester, but have not reached candidacy, should enroll in up to eight credits of pre-candidacy research; registering for nine credits (as opposed to eight) will significantly increase your mandatory student fees (see, [Graduate Tuition & Fees](#)).
- Students who have reached candidacy will be automatically registered for six credits of dissertation research hours (GVPT 899) each semester.
- Graduate Assistants who take courses in the Joint Program in Survey Methodology (JPSM) must submit a request for a differential tuition waiver during the semester they take the course (see, [JPSM Tuition Policy](#)). *Failure to do so will result in additional tuition expenses that will not be covered by the department or tuition remission.*
- Students may petition the DGS and the Political Methodology & Formal Theory Field Chair for a waiver of the course requirement for GVPT 622 and/or 722. To receive the waiver, the student must demonstrate sufficient mastery of the course content through a written examination and documentation of prior graduate coursework. The written exam will be created by the DGS (in consultation with the Field Chair and the most recent course instructor) and administered by the Field Chair.

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<sup>6</sup> Coursework can be no older than four years from admission into the program with a grade of B or better. A syllabus for each course must be included with that request.

## II. Comprehensive Examinations

Students must successfully pass (at the Ph.D. level) two comprehensive examinations, one in each of their Major and Minor Fields. The department administers exams in mid-January and mid-August each year. Students must submit an application for each exam cycle; the Director(s) and Coordinator of Graduate Studies will announce the exam dates and application deadline. Doctoral field comprehensive exams in American Politics, International Relations, and Comparative Politics are open-book exams. Subfields may also require an oral component to the exam (currently, International Relations requires this). Test-takers must notify on the exam application whether they wish to take the written exam over two vs. three days:

### *Two-day Comprehensive Exam:*

If you opt for the two-day schedule (on Wednesday/Thursday of the announced exam week), you will receive the full comprehensive exam at 8:00am on the first day and you must submit all of your answers by 4:30pm on the second day. You must submit an honor pledge that you did not communicate with anyone else about the exam.

### *Three-day Comprehensive Exam:*

If you opt for the three-day schedule, you may choose to take the exam on either Monday-Wednesday or Wednesday-Friday of the announced exam week. You will complete one question per day, and you may spend no more than eight hours on the question each day. You must submit the answer to your first chosen question by 11:59pm on day #1. You will work on, and submit, the second question on day #2 and the third question on day #3. (Please note: whether you will see the entire exam on day #1, or some subset of the exam each day, will be subject to the discretion of the subfield that creates your exam.) Lastly, you must submit an honor pledge that you did not spend more than eight hours working on each exam question, that you only worked on one question per day, and that you did not communicate with anyone else about the exam.

Students who do not pass either written examination at the Ph.D. level on the first attempt may take one or both examinations a second time. A second failure to pass at the Ph.D. level will result in termination of the student's doctoral program.

For those students with a minor field in Political Methodology & Formal Theory, the comprehensive exam consists of an original research paper, or a replication and extension of a previously published study, with an oral defense. The expectation is that a passing paper can credibly be submitted to a peer-reviewed political science journal. The process for completing the exam requirements include:

- Identify a topic and create a committee consisting of an exam chair from the field, and two other faculty members from the field.
- Prepare an abstract for the proposed paper that provides details on the proposed topic with special attention to the features that relate to the methodological aspects of the paper (i.e., it must be clear what makes the paper a fit with the Political Methodology and Formal Theory field).
- Circulate the abstract to the committee and obtain sign off from each member of the committee indicating that they approve the topic and are available to serve on the committee.
- Complete the GVPT application for the comprehensive exam.
- In writing the paper, students can and should consult with the committee for guidance, including advice on readiness for the oral exam.
- Schedule a two-hour time block for the comprehensive exam. Note that after the oral exam, the committee may recommend further revisions to the paper before granting a grade of pass at the Ph.D. level.

### **III. Research Paper Requirement**

All doctoral students must complete a faculty-reviewed research paper prior to advancing to candidacy. The paper's size and quality must be competent and credible as potential for submission to a peer-reviewed political science journal (perhaps with further revisions). The procedure for the acceptance of the research paper mimics that of refereed journals. The paper can be a rewrite of a seminar paper, or in some way closely related to the student's Ph.D. dissertation. Alternatively, students may satisfy this requirement by publishing a solo-authored article in a refereed political science journal (subject to the approval of the Director of Graduate Studies).

Once a student's advisor has indicated support for submitting the paper for review, the student should email the paper to the field chair in their primary field and note their faculty advisor (who will be excluded from being considered as a reviewer). Students and field chairs should copy the Director of Graduate Studies on all email communications. The field chair will then choose two faculty members to review the paper and offer suggestions for revisions. Students should then expect to revise the paper and resubmit it to the field chair for a second (and final) review.<sup>7</sup> Lastly, the field will make a final determination whether the submitted paper successfully satisfies the research paper requirement.

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<sup>7</sup> Students should follow professional practice and submit a memo that details how they revised the paper in light of the faculty reviewers' comments from the first round of review.

#### IV. Dissertation Prospectus Defense & Advancement to Candidacy

The doctoral dissertation is a monograph-length work reflecting original research, which shows the student's ability to generate original scholarly knowledge. Although students will commonly not begin full-time work on the dissertation until after completion of coursework and examinations, they should explore possible research ideas and projects throughout their doctoral program.

Students should meet with their mentorship committee (a pre-prospectus meeting) to discuss their idea or multiple ideas for the dissertation, usually within six months of passing the primary field comprehensive exam. Students should write a short description of their proposed project(s) and submit a copy of the prospectus planning memo to the Coordinator of Graduate Studies.

In the initial stages of dissertation work, students must submit and defend a dissertation prospectus before a student-selected faculty committee.<sup>8</sup> The committee must meet with the student and approve the prospectus. At the defense, faculty will offer guidance and feedback to help the student transition from prospectus to full dissertation. At least four committee members must be in attendance for the defense of the dissertation prospectus.<sup>9</sup>

Students that have successfully passed the dissertation prospectus defense (along with coursework, comprehensive exams, the research paper requirement, and removing all "Incomplete" grades) are eligible to formally advance to doctoral candidacy (i.e., designated as a Ph.D. Candidate). The graduate school requires that students advance to candidacy within five years following admission to the doctoral program. Students are encouraged to do so by their 4th year in the program.

#### Advancement to Doctoral Candidacy – Important Documentation

- **Coursework documentation** – Submit the following form to document your completed coursework (see, [Listing of Coursework for ABD Status](#)).
- **Prospectus planning memo** – Submit the following memo to the Director of Graduate Studies at least 30 days prior to the dissertation prospectus defense (see, [Prospectus Defense Planning Memo](#)).
- **Prospectus defense approval** – The dissertation committee chair should submit this form to the Director of Graduate Studies following a successful prospectus defense (see, [Prospectus Defense Sign-Off Sheet](#)).
- **Application for advancement to candidacy** – Once you have completed all candidacy requirements, submit the required form to formally apply for doctoral candidacy (see, [Application for Advancement to Candidacy](#)).

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<sup>8</sup> Students should form the committee in consultation with their primary advisor.

<sup>9</sup> The DGS may approve of a dissertation prospectus defense with only three committee members in attendance.

- **Request for time extension** – Students must submit the following form prior to timing out of the program (either pre- or post-candidacy). Extensions are reserved for exceptional circumstances; requests should include an explanation, a plan of completion, and a letter of support from the student’s advisor (see, [Request for Time Extension](#)).

## V. Final Dissertation Defense

The culmination of a student’s doctoral program is a formal oral defense of the dissertation before a full committee of five voting faculty members and a Dean’s Representative faculty member affiliated with a UMD department other than GVPT (note: the Dean’s Representative may agree to serve as the fifth voting member of the committee). The Dean’s Representative may not be a non-tenured or Emeritus faculty member.

At least three of the five committee members (excluding the Dean’s Representative) must be “Full” members of the UMD graduate faculty, defined as tenured and tenure-track faculty at UMD (see, [Graduate Faculty Membership](#)).<sup>10</sup> Students must identify a committee chair – who must be a full member of the graduate faculty – to assume primary responsibility for advising the content of the dissertation. Students may request that the Director of Graduate Studies appoint faculty affiliated with other institutions and professional-track faculty at UMD to serve as “Special” and “Associate” members of the graduate faculty, respectively, for renewable five-year terms. Once they have been approved by GVPT, Special and Associate members may serve as (non-full) voting members of the dissertation committee (see, [Graduate Faculty Appointments](#)).

Prior to the formal scheduled dissertation defense, students must formally nominate their committee. Students and their advisors should submit the committee nomination form at least six weeks prior to the scheduled defense so that the UMD Registrar may approve the committee (see, [Committee Nomination Form](#)). At this time, students should also apply for graduation.

After the registrar formally approves of the dissertation committee, the dissertation committee chair (**not the student**) should then initiate the request for the Report of the Examining Committee (REC) at least two weeks prior to the scheduled defense (see, [go.umd.edu/gs-rrd](http://go.umd.edu/gs-rrd)). The graduate school requires that students successfully defend and submit the dissertation within four years after advancing to doctoral candidacy.

*Remote Participation at the Dissertation Defense:* As of this writing, the graduate school requires students to obtain approval prior to a dissertation defense for a committee member to participate

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<sup>10</sup> Emeritus faculty retain their status as full members of the graduate faculty for five years following retirement, and then subject to reappointment every five years thereafter. Full faculty members who leave the university retain this status for one year following their departure.



remotely; failure to do so will likely nullify the defense. The graduate school only accepts compelling arguments to grant such requests; it is highly unlikely that the student, committee chair, or the Dean's Representative will be allowed to participate remotely ([Remote Defense Request](#)).

### **Important Reminders**

- It is the student's responsibility to ask the Coordinator of Graduate Studies to reserve a room for the dissertation defense.
- Pay attention to all academic deadlines, especially those concerning graduation and submitting the final dissertation and corresponding electronic publication form (see, [Academic Deadlines](#)).
- In addition to maintaining continuous registration, students must register for at least one credit of GVPT 899 during the term in which they graduate. There is one exception to this rule: It is possible to defend (and submit) an approved dissertation after the posted deadline for graduation in a given term and still avoid having to register during the next term if you complete all degree requirements prior to the official start of the next term. For example, students who apply for Spring graduation but do not meet the Spring graduation deadlines for completion of the dissertation (and thus will not formally graduate in the Spring) will not have to register during the Summer session if they finish all degree requirements before the end of the Spring semester (see, [Graduate School Policy on Application for Graduation](#)).
- Students who graduate during the Summer session (but do not complete the dissertation before the end of the Spring semester) only need to register for one credit of GVPT 899 during Summer Session I.
  - Note: International students may be required by International Student & Scholar Services (ISSS) to register during the Summer Session (I vs. II) based on the date that they actually defend the dissertation. Please consult your ISSS advisor for your individual visa requirements.

### **Mentoring Guidelines & Expectations**

Upon entering the doctoral program, the Director of Graduate Studies will assign students a faculty mentor. The assigned mentor will serve as a resource for students as they acclimate to the department and doctoral studies. This might include discussions on such topics as course selection, degree requirements, professional goals, and time management. The mentor will also help the student to build a mentorship committee of three faculty members. A student's initial mentor and mentorship committee may, or may not, serve as the eventual dissertation advisor or on the dissertation committee. It is totally acceptable for a student to change their primary mentor.

Students in their second or third year in the doctoral program must meet with their mentorship committee at the beginning of the Fall semester. It is acceptable for second-year students to meet with their mentor and one additional faculty member; third-year students should meet with the entire three-person committee. Faculty are aware that they are supposed to participate in mentorship meetings, but students should take the lead in forming the committee and scheduling the meeting. Mentorship meetings are a valuable opportunity for students to have time with faculty to talk about the student's research, progress in the doctoral program, and professional development. The meeting will be successful if students engage, ask tough questions, and are open to feedback. Faculty will report on the substance of the meeting to the Graduate Studies Committee. Before the meeting, students should submit their CV and unofficial transcript to each member of the mentorship committee.

Faculty play a crucial role in graduate student development through mentoring. This is a multifaceted process involving teaching, but also modeling and guiding students in the profession.

*...while advising is a short-term process where the focus is on giving information and guidance to the learner, mentoring is a more intricate, long-term, one-on-one relationship that goes well beyond simply providing information. True mentoring is a complex process between professor and college adult learner that supports a mutual enhancement of critically reflective and independent thinking. (Galbraith, 2003)*

### **Faculty Mentoring Expectations**

*Clear communication is essential for successful mentoring.* This can be achieved in a number of ways:

- Be responsive. Faculty need to respond in a timely (e.g., two business days under normal circumstances) and consistent manner to graduate students. Faculty should clearly communicate with students about what they regard as timely responsiveness.
- Ongoing communication. Conversations about the profession, research, and teaching goals are iterative and will change over time. As the mentoring relationship develops, have clear and frequent—every semester, if not more frequent—conversations about mutual expectations.
- Reflect on mentoring. Faculty should reflect on their own experiences with their mentors and what works for them as a mentor. Consider these questions: What kind of mentoring did you receive, and what did you find most (or least) useful about it? What mentoring activities helped you to progress to your degree? What mentorship activities were most useful in preparing you for academia?
- Mentoring networks. Help students to build a mentoring network consisting of multiple faculty members, perhaps both within and outside of the University of Maryland. Mentors are often ideally suited for different purposes; some can provide research- or field-specific expertise

while others may offer more general professional guidance. These networks may offer students with a diverse set of perspectives and professional advice.

- Statement of Mutual Expectations. Discuss with your Graduate Assistant the expectations when serving as a research or teaching assistant. Document these expectations by completing a [Statement of Mutual Expectations](#) every semester.

*Share your experiences.* Discuss your own career trajectory and research projects and how you have overcome barriers or challenges. Share information about faculty duties beyond research and teaching, such as professional service, directing a lab or research assistants, applying for and managing grants, and participating in professional conferences.

*Treat students with respect.* Graduate students should be treated as junior scholars in the profession. Faculty should not ask students to do work outside of the profession for them (e.g., babysitting, house-sitting, etc.) that would blur professional boundaries. Keep in mind that faculty are in a relative position of power over graduate students, and thus they should maintain professional boundaries accordingly.

*Know university policies and resources.* Faculty should have a basic knowledge of the program requirements and resources available at the university, such as university counseling services. Some pertinent policies and resources include:

- [Counseling Center](#)
- [Teaching and Learning Center](#)
- GVPT Degree Requirements (see this handbook)
  - GVPT Field Requirements
  - [GVPT Mentoring & Degree Timeline](#)
- GVPT Resources and Forms (see this handbook)
- [Graduate School Policies](#)
- [Doctoral Degree Policies](#)
  - [Graduate Faculty Membership](#)

*Understand challenges related to diversity.* Students from underrepresented groups face a number of additional challenges in graduate school and in the academy more generally. Faculty should actively seek to understand these experiences. A number of scholars have written publicly about this through outlets like *PS: Political Science* and the Duck of Minerva blog. Some of these challenges may include:

- Serving as a designated spokesperson. Students from underrepresented groups are often called on to speak from the perspective of their identity group. Students should be encouraged to

share experience and perspectives as they desire, but not required to be a spokesperson. Faculty should avoid asking such students to repeatedly share along these lines.

- Feelings of Isolation. Students from underrepresented groups often experience greater feelings of isolation. Faculty can work to create a welcoming environment for these students by engaging with them about their interests and inviting conversations about the profession.

*Topics to avoid when giving advice.* Some topics are outside the purview of the profession. Faculty should avoid giving advice on topics such as reproduction and family formation (when to have children), marriage and domestic relationships, physical appearance, and issues related to sexual orientation. Mentors may share their own experiences in this area if asked directly by a student.

*Long-term planning and managing time.* Faculty can assist with long-term planning for student research and professional goals. See below for a sample scheduling aid, which may include data collection targets, fieldwork dates, conference presentations, chapter drafts, etc. Faculty can also help graduate students to more effectively balance their work time week-to-week by recommending time management resources and reminding students that there are diminishing returns to overworking.

*Coauthorship with Graduate Students.* Coauthorship with graduate students is encouraged; it offers students valuable, firsthand experience on the practice of professional publishing. When working with graduate student research assistants, set clear expectations upfront regarding whether or not the student can expect to be named as a coauthor on the research project.

## **Student Resources and Responsibilities**

*Do your part to facilitate a productive mentor-mentee relationship.* Students should approach the mentoring relationship as a professional:

- Respect your mentor's time. Arrive on time and prepared for meetings. Students that fail to show up for meetings signal a lack of seriousness and professionalism.
- Be respectful. Just as mentors have a responsibility to treat their mentees with respect, students must also interact with faculty in a respectful and professional manner.
- Take the initiative. Stay in touch with your mentor and schedule regular meetings. It is incumbent on the student to seek out the guidance necessary to succeed in the doctoral program.
- Respond to feedback in a constructive manner. It is essential that students recognize that mentors offer constructive criticism to improve their work; it represents engagement. Students should welcome such feedback with an open mind.
- Address any issues that arise with respect to the mentoring relationship as soon as possible with the primary mentor and/or with the Director of Graduate Studies.

- *It is completely acceptable to change your primary mentor/advisor*; students don't need to continue working with a faculty mentor that is no longer the best person for the job. Students should speak with the Director of Graduate Studies if they would like to make a change to their primary mentor/advisor; the DGS will help to facilitate this change.
- Take care of both your professional and mental health. The university and graduate school offer various mental health resources that you may consult (see, e.g., the [Graduate Academic Counselor](#)). The department will support the need to take leave for physical, mental, and parental needs.

The table below – Sample Student Timeline – presents a generic template to map out a student's completion of program milestones and select individualized goals. This general timeline may vary across fields and individual students.

## Sample Student Timeline

Year	Coursework	Progress Toward Requirements	Dissertation	Paperwork
<b>Year 1</b>	Core seminars, electives, & methods classes			
<b>Year 2</b>	Core seminars, electives, & methods classes	Spring: discuss possible Research Paper ideas with mentor, begin work on this paper  Summer: Take 1st comp		Apply to take comps
<b>Year 3</b>	Fall: Core seminars, electives, & methods classes	Winter: take 2nd comp  Fall: identify probable dissertation chair  Spring: pre-prospectus meeting with committee  Spring: complete your Research Paper and present in the departmental conference  Summer: defend prospectus		Apply to take comps
<b>Year 4</b>	No courses required	Fall: defend prospectus  Summer/Fall/Spring: begin applying for research and dissertation grants	Fall/Spring: Revisit dissertation plans with primary advisor. Update timeline to completion  Fall/Spring: Dissertation research	Paperwork for prosp/candidacy application
<b>Year 5/6</b>	No courses required		Fall: Dissertation research/Dissertation chapters drafted  Spring: Defend dissertation	Committee nomination form (6 weeks from defense)  Report of Committee form (2 weeks from defense)  Graduation form

## Other Useful Resources

### Current Personnel (AY 22-23)

Department Chair: Will Reed

Associate Chair: Antoine Banks

DGSs: Kathleen Cunningham & Patrick Wohlfarth

Coordinator of Graduate Studies: Karmin Cortes

Diversity, Equity and Inclusion (DEI) Committee Chairs: Isabella Alcaniz & Antoine Banks

Women's Initiative in Network Development (WIND) Chair: Kathleen Cunningham

Subfield Chairs:

American Politics – Michael Hanmer

Comparative Politics – Margaret Pearson

International Relations – Scott Kastner

Political Methodology & Formal Theory – Johanna Birnir

**Information on ADS Accommodations** – Graduates with any issues related to accessibility and/or disability should contact the Accessibility and Disability Services ([ADS](#)) office on campus. This can be relevant for graduate students that need accommodations related to timed exams, for example.

**Job Market Preparation & Placement** – The DGSs will hold an informational meeting twice a year about job market preparation. These meetings will cover the “job packet” materials and timeline for applying for academic jobs. The DGS will edit and comment on job market materials. Students will also have the opportunity to do 1 or more practice job talks in the department. The DGS is available for individual questions and discussions on the job application and interview process.

**Teaching Basics & Resources** – Students frequently begin teaching as a Teaching Assistant after their first year. The primary resource for new teachers is the Teaching and Learning Transformation Center ([TLTC](#)). Students and the faculty instructor are expected to maintain a professional relationship, including open communication, clarity for responsibilities, and meeting deadlines.

**Graduate Assistantship Policies & Assignments** – Students who are funded as Graduate Assistants (GA) must comply with all graduate school policies (see, [Graduate Assistantship Policies](#)).

Students will receive their individual GA assignments each semester. The assignment process includes the following steps: (1) Based on the list of RA/TA positions that must be filled in a given semester,

students will submit their preferences on which assignments they most prefer; (2) Faculty will submit their preferences on the graduate students with whom they'd most prefer to work as their RA/TA (note: faculty are informed of which students have expressed a desire to work for their particular RA/TA role, but faculty do not receive students' preference rankings); and (3) The Director of Graduate Studies consider all of this information and draft an initial list of RA/TA assignments that balances program/department needs, student preferences, and faculty preferences.

Please note that GA assignments are subject to change. While students have contractual commitments to a GA position, there is no guarantee of a specific placement. The factors that are taken into account each semester are: teaching needs, faculty preferences (including outside grants), administrative needs, student preferences, and financial commitments of the department.

Graduate assistants and their supervising faculty members must meet at the beginning of each semester and complete a Statement of Mutual Expectations ([SME Template](#)). Importantly, the SME agreement establishes the expectations and responsibilities for both graduate assistants and faculty members in the faculty-GA working relationship.

**Overload Requests** – Students who are on Graduate Assistantships in order to work additional hours (overload) during either the Fall or Spring semester must fill out an overload request form. This should be done well in advance of scheduling additional work as it can take up to three weeks to be approved by the Graduate School and Main Administration. A student on a graduate assistantship can work no more than 10 overload hours per week during the Fall or Spring semester (see, [Graduate Student Overload Assignment Request](#)).

**M.A. Degree Conferral** – You are eligible to apply for the M.A. degree (non-thesis option) once you have completed 30 credits (transfer credits do not count) and have successfully passed one of the two required comprehensive exams.

1. You will need to apply for graduation via Testudo (this will not affect your status as a Ph.D. student).
2. Complete an Approved Program Form and obtain your advisor's signature. Submit the completed form to [gvptdgs@umd.edu](mailto:gvptdgs@umd.edu) (see, [Approved Program Form](#)).
3. Complete Certification of Scholarly Writing forms for two sole-authored whole papers. Submit the completed forms to [gvptdgs@umd.edu](mailto:gvptdgs@umd.edu) (see, [Certification of Scholarly Writing Form](#)).

**Waiver of Regulation Form** – Any time you have a special request (i.e., waiver of mandatory fees or request for anything to be done retroactive), you must submit a petition form (see, [Petition for Waiver of Regulation](#)). For waivers of mandatory fees: if you will be away from the university and not making any demands on the university then you can apply for a waiver of payment of mandatory fees. This



must be done every semester for which you are eligible. Please note: if you are defending the prospectus or defending the dissertation during this particular semester then you cannot petition for a waiver of fees. This should be done early as it takes at least six to eight weeks to clear.

**Request for a Leave of Absence** – Graduate students may request a Leave of Absence (which stops the time to degree clock) for up to two consecutive semesters for any of the following reasons: childbearing, adoption, illness, and dependent care (see, [Request for Leave of Absence](#)).

**Waiver of Continuous Registration** – Pre-Candidacy students who plan to be away from the University and do not plan to graduate nor make use of any University resources (libraries, labs, recreation facilities, faculty time, etc.) are eligible for waiver of continuous registration for up to two semesters. Doctoral candidates (students who are ABD) are not eligible (see, [Petition for Waiver of Continuous Registration](#)).

**Travel Support** – There are three opportunities for graduate students to receive travel funds in an effort to offset the cost of traveling to and presenting at academic conferences:

- GVPT Departmental Travel Funds
- Goldhaber Travel Funds
- International Conference Student Support Award (ICSSA)

**GVPT Funds** – GVPT has revised the amounts provided to graduate students to be in line with the Goldhaber funding.

Region 1: U.S. East of the Mississippi River - \$250

Region 2: U.S West of the Mississippi River, Canada, Mexico, and Puerto Rico - \$400

Region 3: International - \$600

GVPT graduate students are eligible to receive departmental travel funding once per year (fiscal year July 1 to June 30) for presenting papers at conferences.

In order to receive this funding, students must fill out a request for funding BEFORE the trip. If you do not fill out a form prior to the trip, you will only be eligible to receive 50% of the above-mentioned amounts. This form will allow you to upload the conference paper submission acceptance letter/email, as well as the approval email from your advisor (see, [GVPT Departmental Travel Funding Request](#)).

**Goldhaber Funds** (requires department matching) – The Goldhaber Award is a matching grant and requires that students secure funding from an internal (departmental funding) or external source (sponsored award) prior to submitting an application.

Students may receive Goldhaber Travel Funding twice during their graduate education at UMD; once before the achievement of candidacy and a second time after the achievement of candidacy (ABD status).

Application to the Goldhaber travel funds must be done in conjunction with application for the Departmental travel funds.

TIP: Apply well in advance for the Goldhaber award as this is a pot of money dispersed campus-wide to grad students each semester. There is a finite amount of funding available each year and once it's been awarded, you'll need to wait until the following year to apply again.

**International Conference Award** – The ICSSA pays the registration fee for conferences located outside of the United States. The maximum award is \$500. Applications and all supporting materials must be received in the Graduate School prior to the travel date. You must also send a scanned copy of your application to the Coordinator of Graduate Studies. Note: the university now uses [SAP Concur](#) for travel administration.

Please note the following Department-specific requirements:

- Travel funds are intended for students who are traveling to scholarly, scientific, or professional conferences to present papers.
- In order to receive the travel funds, students must have either co-authored the paper with a faculty member or have presented the paper elsewhere at another conference or workshop, with preference given to those presenting at GVPT Field workshops.
- Students are provided funds for two trips during their time in the Ph.D. program.
- For additional information on the Goldhaber and International Conference Student Support Award, and for the link to the application, please visit the Graduate School Travel Grants (see, [Travel Grant Information](#)).

**Faculty-Student Consensual Relationship Policy** – The university has codified an official policy to govern consensual relationships between: (1) faculty and graduate students; and (2) undergraduate students and graduate students with supervisory (or instructional) authority (see, [UMD Policy on Consensual Faculty-Student Relationships](#)).