Development Sociology
Graduate Student Handbook
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Welcome

Dear Graduate Students:

On behalf of the faculty and staff of the graduate field, I want to welcome you to the Department of Development Sociology. We hope your experience at Cornell will be productive and rewarding.

This Student Handbook complements the university’s *Code of Legislation of the Graduate Faculty* that sets forth the rules governing graduate education at Cornell. It is intended to guide you through the specific requirements of the Field of Development Sociology and to provide you with information on the various resources available to you. Please review the handbook and familiarize yourself with the procedures for your program of study. If you are uncertain about any of the topics discussed here, your special committee Chair, the Graduate Field Assistant, or I will be happy to assist you.

Again, welcome to the Graduate Field of Development Sociology, and best wishes for a successful year.

Lindy Williams
Director of Graduate Studies
Acknowledgements

This handbook is intended to serve as a living document that evolves over time, both in terms of its content (as changes are made to the graduate program of study) and in terms of its clarity and comprehensiveness in describing the existing program. The handbook has evolved through student and faculty input, although it was initially compiled by Laurie Johnson, Wendy Wolford, Sara Keene, Ian Bailey, Tess Pendergrast, and Ellie Andrews in 2015. The handbook committee of 2016 consisted of Ryan Nehring, Hilary Faxon, Divya Sharma, Ellie Andrews, Paul Berry, Janet Smith, Fouad Makki, and Allison Barrett. Many thanks to those who have made this handbook possible.
I. The MS/PhD program: structure and requirements

Development Sociology offers a joint MS/PhD program that is designed to provide a strong grounding in sociological and development theory, as well as preparation in quantitative and qualitative methodologies. The program cultivates the skills necessary to conduct high-quality, social science research.

A. Field requirements

In order to obtain a PhD in Development Sociology, students must complete the following steps: the core and concentration coursework; an acceptable master's thesis (M Exam); the Admission to Candidacy examination (A Exam); and a research-based doctoral dissertation (B Exam). Additionally, the student must complete six “registration units” (i.e. semesters of full-time study and research). Practically speaking, this means six semesters of satisfactory work, two of which must be completed before taking the M Exam, two of which must be satisfied after the A Exam, and up to one-half of which may be accrued during fieldwork. In practice, few students have difficulty accumulating these six units.

The MS/PhD program is sequenced in four phases of study:
(I) In the first two years, students complete the core coursework, concentration courses, and any additional courses recommended by the student’s committee.
(II) Students are expected to compose and defend a master’s thesis by the beginning of the third year of study. The particular requirements of the thesis are generally negotiated between the student and her/his committee chair, but some general guidelines are provided below.
(III) By the beginning of the fourth year, students take their A Exams (Admission to Candidacy Examination), and compose and defend their dissertation proposals. During this time, students should also apply for research funding (particularly if s/he intends to conduct fieldwork).
(IV) Upon completion of the A Exam, the student is ready to conduct her/his doctoral research. Preparation, data collection, data analysis, and the writing of a dissertation usually require at least two years.

The PhD program is divided into three phases of study:
(I) In the first two years, students complete the core coursework, concentration courses, and any additional courses recommended by the student’s committee. They also apply for external funding.
(II) By the beginning of the third year, students take their A Exams (Admission to Candidacy Examination) and defend their dissertation proposals.
(III) Upon completion of the A Exam, the student is ready to conduct her/his doctoral research. Preparation, data collection, data analysis, and the writing of a dissertation usually require at least two years.
B. Development Sociology MS/PhD track timeline

The following serves as a general guide to completing the program for students entering the program without a master’s thesis. Students who secure funding will be able to extend the time they spend in the program, so there is some flexibility with this timeline.

Phase I and II: Coursework, committee selection, master’s thesis

<table>
<thead>
<tr>
<th>YEAR 1 (Fall)</th>
<th>YEAR 1 (Spring)</th>
<th>YEAR 2 (Fall)</th>
<th>YEAR 2 (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DSOC 6030: Classical Sociological Theory</td>
<td>• DSOC 6060: Sociological Theories of Development</td>
<td>• 2-3 elective courses (in the student’s concentration and/or as negotiated with committee)</td>
<td>• 2-3 elective courses (in the student’s concentration and/or as negotiated with committee)</td>
</tr>
<tr>
<td>• DSOC 6190 Quantitative Research Methods</td>
<td>• DSOC 6150 Qualitative Research Methods</td>
<td>• Master’s thesis research</td>
<td>• Write master’s thesis and defend by beginning of Year 3</td>
</tr>
<tr>
<td>• Elective</td>
<td>• DSOC 6010 The Empirics of Development</td>
<td>Other commitments may include a teaching or research assistantship and applying for grants.</td>
<td>Other commitments may include a teaching or research assistantship and applying for grants.</td>
</tr>
</tbody>
</table>

Other commitments may include a teaching or research assistantship and applying for grants.
### Phase III: Apply for external funding, take A-exams

<table>
<thead>
<tr>
<th>YEAR 3 (Fall)</th>
<th>YEAR 3 (Spring)</th>
<th>YEAR 4 (Fall)</th>
<th>YEAR 4 (Spring)</th>
</tr>
</thead>
</table>
| • Constitute PhD committee after master’s defense  
• Apply for external funding  
• Take additional courses as necessary  
• Prepare to take A-exams | • Apply for external funding  
• Prepare to take A-exams  
• Take additional courses as necessary | • Take A-exams and write dissertation proposal | • Conduct dissertation research |

Other commitments may include a teaching or research assistantship and department service.

Other commitments may include a teaching or research assistantship and department service.

Other commitments may include a teaching or research assistantship, applying for grants, and department service.

Other commitments may include a teaching or research assistantship, applying for grants, and department service.

### Phase IV: Dissertation

<table>
<thead>
<tr>
<th>YEARS 5-6</th>
</tr>
</thead>
</table>
| • Finish conducting dissertation research  
• Apply for dissertation-writing fellowships  
• Write dissertation  
• Teach a first-year writing seminar (if applicable) |
C. **Development Sociology PhD track timeline**

The following serves as a general guide to completing the program for students who have been admitted directly to the PhD program. Students who secure external funding will be able to extend the time they spend in the program, so there is some flexibility with this timeline.

Phase I: Coursework, committee selection

<table>
<thead>
<tr>
<th>YEAR 1 (Fall)</th>
<th>YEAR 1 (Spring)</th>
<th>YEAR 2 (Fall)</th>
</tr>
</thead>
</table>
| • DSOC 6030: Classical Sociological Theory  
• DSOC 6190 Quantitative Research Methods  
• Elective | • DSOC 6060: Sociological Theories of Development  
• DSOC 6150 Qualitative Research Methods  
• DSOC 6010 The Empirics of Development  
• Select a committee chair by the end of the semester. | • 2-3 elective courses (in the student’s concentration and/or as negotiated with committee)  
• Select two minor committee members by the end of the semester.  
• Apply for external funding  
• Prepare for A-exam |

Other commitments may include a teaching or research assistantship, and applying for grants.

<table>
<thead>
<tr>
<th>YEAR 2 (Spring)</th>
<th>YEAR 3 (Fall)</th>
</tr>
</thead>
</table>
| • Apply for external funding  
• Take A_exam  
• Write dissertation proposal | • Apply for external funding  
• Dissertation research |

Other commitments may include a teaching or research assistantship and department service.

Phase II: Apply for external funding, take A-exams

<table>
<thead>
<tr>
<th>YEAR 2 (Spring)</th>
<th>YEAR 3 (Fall)</th>
</tr>
</thead>
</table>
| • Apply for external funding  
• Take A_exam  
• Write dissertation proposal | • Apply for external funding  
• Dissertation research |

Other commitments may include a teaching or research assistantship and department service.
Phase III: Dissertation

<table>
<thead>
<tr>
<th>YEARS 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct dissertation research</td>
</tr>
<tr>
<td>• Apply for dissertation-writing fellowships</td>
</tr>
<tr>
<td>• Write dissertation</td>
</tr>
<tr>
<td>• Teach a first-year writing seminar (if applicable)</td>
</tr>
</tbody>
</table>

There are some exceptions to these timelines. First, if the student has never served as a teaching assistant, s/he may find the combination of coursework and teaching demanding and time-intensive. In these cases, the student may take only two of the required courses in the fall, rather than three. Second, given that concentration courses are not offered every year, a student has some flexibility to work with her/his advisor on a plan of study. While MS/PhD students typically aim to complete all the required coursework within two years, concentration courses may be taken during the third year to allow for variables in availability. As indicated in the timeline, PhD students should, however, strive to complete all the core and concentration courses within two years.

D. Curriculum and core coursework
Development Sociology offers a set of five core courses that provide theoretical and methodological foundations for exploring questions of development and social change. These courses should ideally be completed within the first year for all graduate students, and no later than the third semester of study.

The core courses serve several purposes. First, in a rapidly changing and interdisciplinary field such as Development Sociology, there still remains a need for graduate degree holders to have some common core of training. This training not only prepares students for the rigors of independent research, but also provides them with a common language to engage in scholarly debates. Second, students with this basic theoretical and methodological background are at a competitive advantage in the current job market, both academic and non-academic. Third, given that the field sometimes admits graduate students without a background in sociological theory and methodology, such students will particularly benefit from taking the core courses before going on for a PhD. Lastly, because all students entering Development Sociology take these courses in a similar sequence, this maximizes the cohort effect of learning similar subjects within a similar group of people. Equivalent core courses may be substituted from Cornell or elsewhere, with the permission of the Director of Graduate Studies and the course instructor. The four core courses are:

- Classical Sociological Theory (Offered Fall 2016)
- Sociological Theories of Development (Offered Spring 2017)
- Quantitative Research Methods (Offered Fall 2016)
- Qualitative Research Methods (Offered Spring 2017)
Graduate students are also strongly encouraged to take at least one entry-level statistical methods course such as the Social Statistics course offered through Cornell's Industrial and Labor Relations School (ILRST 5100) or Statistical Methods offered through Biometry (BTRY 6010) (other equivalents exist). The former is offered both fall and spring semesters; the latter in fall and summer. We are aware that this course of study might be especially challenging for students with little previous theory and methods in sociology. The advantage of this demanding first-year plan is that you will be well prepared to take the specialized concentration courses and tackle your master’s thesis with considerable freedom during your second year.

E. Concentrations
The graduate program in Development Sociology is noted for its ability to provide training that is tailored to the research interests of each individual student while simultaneously ensuring a sound grounding in sociology. Graduate students, in conjunction with their special committee (described below), craft a program of study that draws on intellectual resources from across the university. Overall, the graduate program is organized into three concentrations: 1) Population and Development; 2) Environment and Development; and 3) State, Economy, and Society.

**Population and Development** focuses on theoretical, methodological and applied aspects of population and development from a social demography perspective, with an emphasis on links between population, food and environmental sustainability, fertility, and population movements. The following faculty members can serve as special committee chair for students who choose PDP as a major concentration or as a minor member for students who choose PDP as a minor subject: Parfait Eloundou-Enyegue, Matthew Hall, Tom Hirschl, Dan Lichter, Sharon Sassler, John Sipple, Lindy Williams, and Jeffrey Sobal. Alaka Basu can serve as a minor member.

Requirements for Population and Development:

A. Courses:
- DSOC 6380 Population and Development
- DSOC 6070 Demographic Techniques I
- Plus 2 additional courses including
  - DSOC 6080 Demographic Techniques II
  - DSOC 6001 Empirics of Development & Social Change
  - DSOC 6120 Social Change & Population Processes in Asia
  - DSOC 6300 Human Migration: Internal and International
  - DSOC 4210 Theories of Reproduction
  - One of many PAM courses about the family, or about demography
  - Other university courses with demographic content, contingent on committee chair's judgment

B. The PDP written A-exam
The written A-exam is affirmed as an important and worthwhile opportunity to learn about the interdisciplinary facets of demography, its accomplishments, limitations, and research frontiers. Studying for, and taking the exam, provides time and space to focus on the student's relation to a broad and developing area of knowledge.
C. A PDP minor requires the following:
DSOC 6720 Proseminar
DSOC 6070 Demographic Techniques
PDP faculty member is on the student’s special committee

*Environment and Development* examines the relationships between social, political and environmental processes and dynamics at multiple scales. A range of social science approaches to environment and development issues are examined, including environmental sociology, political ecology and science and technology studies. Household and community dynamics, social movements and governance related to environment and development issues are all encompassed within this concentration. The following faculty members can serve as special committee chair for students who choose ED as a major concentration or as a minor member for students who choose ED as a minor subject: Rachel Bezner Kerr, Lori Leonard

Requirements for Environment and Development:

A. Courses:
Choose 2 courses from the following:
- DSOC 6210 Environmental Sociology
- DSOC 7500 Food, Ecology, and Agrarian Change
- NTRES 6200/DSOC 6201 Community, Place, and Environment
- DSOC 6311 Environmental Governance
- NTRES 4320 Social-Environmental Systems
- DSOC 6450 Agrarian Economy and Society

B. The Environment and Development A-Exam
Individual exams set by faculty on the student’s committee, addressing Environment and Development course theories and themes.

C. An ED minor requires DSOC 6210 Environmental Sociology plus one other course from the list above.

*State, Economy, and Society*
1. As a graduate training specialty area SES concentrates on the political and economic sociology of development. As such it has disciplinary currency and addresses domestic and international issues, with both academic and applied foci.
2. SES complements development themes in Environment and Development as well as Population and Development.
3. A major in SES should include the field-recommended theory and methods courses, in addition to at least three of the courses listed below. A minor involves at least one course.

Requirements for State, Economy, and Society
A. Courses:
At least two of the courses listed below:
- DSOC 6250. State, Economy and Society (McMichael)
- DSOC 6450. Agrarian Economy and Society (Wolford)
- DSOC 7010. The Historical Sociology of Modernity (Makki)
- DSOC 7300. Development and Global Social Change (McMichael)
- DSOC 7350. Sociology of Labor (Eli Friedman for ILRIC 7350 – cross-listed)
- DSOC 7xxx. Development and Democratic Theory? (Peters)
- DSOC 7xxx. Social Movements and Development (Wolford)
- DSOC 8720. Reframing Development in the Age of the Anthropocene (Makki)

B. The SES A-Exam
Individual exams set by faculty on the student’s committee, addressing SES course theories and themes.

F. Requesting an exemption
While students are generally expected to take all the core courses offered by the department, students that have already completed a similar or equivalent course may petition for an exemption by submitting a course syllabus to the Director of Graduate Studies for review. This should be done as soon as the student has been admitted to the program.

G. Incompletes
From the Graduate School Code of Legislation:
Course grades of Incomplete and No Grade Reported (which appear on transcripts as “INC” and “NGR” respectively) can be removed only within one year from the date of the end of the course in which the grade was given. After that time they become a permanent part of the transcript. A student can retake a course for a grade, which would then appear on the transcript along with the INC or NGR.

H. Special committee
A unique aspect of the Cornell University Graduate School is its “special committee” system. A special committee consists of two or more faculty a graduate student chooses to guide her or his work in specific research areas. The special committee assists in course selection, thesis, and dissertation preparation and examines the student in A and B exams (dissertation defense).

The focal member of the special committee is the committee chairperson. This person must be a faculty member of the field of Development Sociology and must represent one of the three major concentrations currently offered by the field. Other members of a graduate student's special committee guide the student's training in minor subject areas, which may be offered by the Field of Development Sociology (namely, Development Sociology or Methods of Social Research) or by another field. See here for the complete listing of minors across campus: https://gradschool.cornell.edu/sites/gradschool.cornell.edu/files/field_file/Revised%20Fall%202015_FSB_Dec%202015.pdf. The Director of Graduate Studies (DGS) will serve as the temporary advisor for all students during their first year.

Graduate students should select their committee by the end of their second semester. Students at the master’s level will normally have two members on their special committees: the chairperson,
representing one of the three major concentrations in the field of Development Sociology, and a minor member, representing a subject and concentration other than that chosen as the major. Upon completing the master’s degree, students pursuing a PhD in Development Sociology must select a second minor committee member or form a new committee with a chair and two minor members. Minor members can come from any other field at Cornell, or from within Development Sociology. The second minor member must represent a different concentration than the chair.

PhD candidates may have more than the required three members on their committees. Additional committee members may be chosen from any of the graduate faculty at Cornell University or an outside institution. People who are not graduate faculty (professors) at Cornell, or are faculty at another university can serve as ad hoc committee members. They can be added after the minimum number of three committee members is met.

All special committee members are expected to participate in exams and sign off on thesis and dissertation submissions, though minor members may designate a proxy, and one or more committee members may participate via Skype so long as at least one committee member is with the student on campus during the exam. (See The Graduate School Code of Legislation for details.)

Members of special committees serve on a mutually agreed upon basis. Students may elect to change members of their special committee, and faculty may also resign from a special committee.

Committee members can be added online via Student Center. Members (and the GFA and DGS) then receive an email requesting approval of the committee selection. Be sure to choose “minor member” for the second and third members of your committee who represent your minor concentrations. “Additional member” should only be chosen for members you add beyond the required two members for the master’s or three for the PhD.

I. Master’s thesis
The student and her/his committee members determine the form and content of the master’s thesis, which may or may not include fieldwork. The thesis must be sole-authored by the student and may take either the form of a traditional manuscript or a publishable paper. For the publishable paper option, the student’s special committee must deem the paper publishable in a reputable peer-reviewed scholarly journal. Upon successful defense of the master’s thesis, students receive a Master of Science degree and are eligible for formal entrance into the PhD program. The department expectation is that students will complete their thesis by the end of the second year.

NOTE: For all exams (M, A, and B exams), the Graduate School requires an exam scheduling form at least one week before the scheduled defense (two weeks is best), which must also be announced to the field faculty a week prior to the defense (technically, any faculty member may attend a student’s exam defense, whether or not the faculty is on the student’s committee; in practice, this rarely happens). The student must contact all faculty on their committee to plan the date, time and location of the exam and notify the Graduate Field Assistant (GFA) before
submitting the paperwork. The student must then bring the exam results form with them to the exam, have their committee members notate the results and sign the form, and then submit the form to the GFA immediately after the exam. The GFA will then submit the form to the Graduate School. Exam result forms MUST be submitted to the Graduate School within three business days of taking the exam. If a student earns a conditional pass on an exam, the chair of the student’s committee must supply a letter or email to the Graduate School along with the exam results stating the conditions for the completion of the exam.

Once the student has completed and defended the master’s thesis, the field will vote to allow the student formal entry into the PhD program. The vote serves as recognition of the student’s “change of status”; the student does not need to reapply to the program. If there are any concerns about the student continuing in the program, they will be addressed at this time. Upon change to PhD status, students should consider their special committee dissolved. If you wish to work with the same committee members, you should confirm this with them—no paperwork is required. If you wish to select one or more new committee members, you will need to get their approval and make the change in Student Center. After the A exam, a committee change requires the approval of the dean. Further Graduate School guidelines can be found here: https://www.gradschool.cornell.edu/requirements/special-committees/changing-your-committee.

Please note: The Change of Status vote procedure is currently being reviewed by faculty. There will be an update in late October. If you’ve recently submitted your master’s thesis and have questions or concerns, please contact the DGS.

J. A exams

Upon formal entrance into the PhD program, the student will prepare to take the “A” Exam (Admission to Candidacy Examination). This exam typically consists of written responses to questions from each of the committee members, followed by an oral examination based on the responses to the questions. The content and timing of the A exam is negotiated between the student and her/his special committee. Although there is variability in each A exam experience—the questions and timing are tailored to the interests and goals of each individual student—the exam is typically a “take-home” exam comprised of a minimum of three separate questions (one from each committee member; if a student has more than three committee members, additional members may choose to collaboratively write an exam question for the student, or substitute the dissertation proposal for a question). The student may have anywhere from one day to one month to respond to each of her/his committee members’ questions. Students may also be required to submit reading lists, syllabi, and/or a dissertation proposal as part of the A exam.

Students majoring in the Population and Development concentration are required to sit for an additional formal/standardized exam, administered by members of the concentration. Students minoring in Population and Development are not required to take this exam.

Students must adhere to Graduate School protocols for completing the A exam, including scheduling the exam and submitting exam results (see above). Upon passing the A exam, the student advances to PhD Candidacy status. (This does not require a faculty vote, as with the Master’s exam.) By the time of the A exam, the student should have identified and explored a doctoral dissertation topic. If the student plans to do fieldwork, a great deal of planning and
preparation is necessary. Almost all foreign countries require graduate students to be attached to an institute or agency, so all such arrangements must be completed in advance. Students must also ensure that human subjects protocols are approved (see https://www.irb.cornell.edu/). Similarly, applications for travel and research funds are typically made eight to twelve months prior to the initiation of fieldwork (see the handbook section on Funding for more information). MS/PhD students must defend the A-exam by the beginning of their seventh semester of registration. PhD students must defend the A-exam by the beginning of their fifth semester.

K. Dissertation options

Monograph: This is the traditional format for a Development Sociology dissertation, consisting of a single overarching argument that is developed throughout one document structured into thematically related chapters. The monograph, in structure and content, is ideally the precursor to a publishable book.

Papers option: This option is available in place of the classic monograph. In this option, with approval by her/his committee chair, a student can submit three papers worthy of publication in an academic journal, subject to the following conditions:

1. This option requires a minimum of three sole-authored papers centered on a cohesive theme and integrative introductory and concluding chapters.
2. The papers must reflect original work, demonstrate a trajectory of research with depth of inquiry in a unified area, and stand together as a coherent whole.
3. The larger intellectual project must be clearly articulated in a dissertation proposal prior to the formulation of the individual papers. The dissertation committee will then determine whether or not this option is appropriate for a particular research project.
4. In some exceptional circumstances, an article published prior to the formulation of the dissertation proposal may be considered towards this option as long as the conditions within these Guidelines are honored, and the article represents research conducted after the completion of the Master’s thesis. An article drawn substantially from a Master’s thesis will not be considered for this option.
5. The dissertation committee must deem all the papers publishable in a reputable peer-reviewed scholarly journal and determine whether all of the above conditions have been met by the time of the B-Exam.
6. The final manuscript must satisfy the Graduate School’s guidelines.

1. Thesis and dissertation deadlines and fees

Refer to the Graduate School’s planning timeline to ensure that you know how far in advance to schedule your B-exam—there are a few administrative tasks and approvals to be taken care of before a student can submit the dissertation. Students should note that they have 60 days to submit their theses or dissertations after the successful completion of the exam. A later submission will incur a $100 fee. There is also a $135 fee to submit the dissertation. Please see the link for guidelines and submission deadlines for graduation.

http://gradschool.cornell.edu/thesis-dissertation

L. Graduate School requirements

A comprehensive list of Graduate School requirements is available on the Graduate School website (http://gradschool.cornell.edu/requirements).
II. Teaching and Research Assistantships

Both teaching and research assistantships offer opportunities for learning and professionalization. More importantly, they are the source of most students’ funding. While these teaching opportunities are key to professional development, they should be fulfilled in balance with other work commitments like coursework in the program. It is to the advantage of every graduate student to establish clear communication with the faculty with whom they work (and the student’s committee chair) regarding the expectations for the weekly workload, which may fluctuate in intensity.

A. Teaching assistantships

   1. Job description, expectations

TAs are expected to work an average of 15 hours per week although hours worked may vary from week to week. TA assignments follow the academic calendar year, even though it does not always correspond exactly with the appointment/pay period. Spring TAs must be aware that their duties (grading) may extend past the end of the May 15th assistantship period. If a TA needs to leave campus early, s/he will need permission from the faculty member whose course s/he is assisting.

The basic 9-month TA stipend for AY 2016-17 is $25,152. Teaching assistantships include a stipend and tuition fellowship (excluding the student activity fee for each semester), and university-funded health insurance coverage for the year. Checks are issued twice a month, starting in the beginning of September and ending mid-May. Direct deposit is available. All assistantships are subject to state and federal taxation.

Before the semester starts, students should meet with their faculty supervisor to discuss details. CALS provides a “Learning Contract” for TAs to establish the expected number of hours per week, TA responsibilities, possible learning outcomes for TAs, and other deliverables and deadlines. TA responsibilities may include:

- Attending the “Notice and Respond” program before the course begins, to increase awareness and build confidence in recognizing and responding to students in distress
- Teaching lab or discussion sections
- Facilitating/leading study sessions, tutorials, or review sessions
- Holding office hours for students
- Teaching an occasional lecture session (adequate notice and preparation should be provided by the instructor
- Proctoring exams
- Grading papers, quizzes, and exams in a timely manner, based on guidance/rubrics from the instructor
- Preparing for lectures and providing technical assistance (e.g., preparing the classroom, AV equipment, handouts, etc.)
- Attending lectures
- Attending staff/preparation meetings
- Helping develop course materials (including assessments, e.g., exams and quizzes)
- Monitoring student performance
• Being aware of student support resources and referring students to them as necessary
• Being alert to students who have been absent, fallen behind, or who have otherwise changed their behavior. Unusual behavior should be reported to the instructor.
• Supervising undergraduate TAs
• Providing feedback to instructors about the students and the course
• TAs for Writing in the Majors courses need to enroll in WRIT 7101, a six-week pass/fail course designed specifically for those TAs.
• International TAs may have further responsibilities; see the handbook subsection on TA training and resources.

TA responsibilities may NOT include:

• Providing unauthorized transportation to students
• Teaching lecture sessions on a regular basis (instructors should limit the number of guest/substitute lectures to a reasonable level, agreed upon at the start of the TAship)
• Assigning final grades for individual students
• Performing work unrelated to the course, including personal services for the faculty supervisor

Suggestions on how faculty instructors should work with TAs:

• Communicate TA responsibilities and other expectations clearly -- verbally and in writing -- before the semester begins.
• Provide a timeline for particular assignments from the TA to be completed.
• Plan for TAs to devote an average of 15 hours per week to the course.
• Discuss the TA’s role in helping students with assignments.
• Meet and communicate with the TA regularly throughout the semester, providing feedback regarding his/her performance.
• Periodically observe the TAs teaching and provide feedback.
• Ask the TA for feedback throughout the semester for ongoing adjustments to the course.
• Conduct a midterm and end-of-semester evaluation (for both the instructor and the TA) and discuss the results with the TA.
• Provide rubrics for exams/assignments and be sure that the TA clearly understands them.
• Encourage TAs to respond to student questions and grade in a timely manner.
• Be sure that the TA understands that s/he should be excused from grading a student’s assignment/exam if s/he currently or has had a relationship with that student.
• Inform the TA that the final responsibility for assigning grades belongs to the instructor.
• Inform the TA that confidentiality must be maintained regarding students.
• Discuss professionalism, ethical behavior, academic integrity, and other issues.

These expectations are from the CALS guidelines for TAs:

Instructors are encouraged to tailor their course evaluation forms so that students can provide feedback for improving the effectiveness of TAs (http://courseeval.cals.cornell.edu/). Instructors should discuss the results with their TAs. In corresponding with students and faculty, TAs should remember that discussing grades over email is prohibited by university policy.
2. **Eligibility and offers**

Assistantships may be awarded only to full-time registered graduate students. As always, continued funding is contingent upon academic performance: the student must be in good standing in the field, satisfactorily fulfilling teaching and research responsibilities. Assistantships are awarded based on the 2-1-2 system described in “Funding and Grants.” In mid-March, teaching needs for the next academic year are assessed and TA applications are sent out to graduate students. All students interested in securing a teaching assistantship must submit an application, whether or not they have already been guaranteed funding (through their admission package). Students with outside or faculty RA funding must provide a letter (or email) of proof.

Students who’ve exhausted their guaranteed funding may still apply for TA positions. When there are more applicants than positions, the Graduate Program Committee (which includes the department chair and the DGS) determines which students over 2-1-2 are most eligible for the limited number of TA positions. These decisions are based on criteria listed in “Funding and Grants.”

The department chair then requests class preferences from students and faculty, and assigns positions accordingly (professors’ preferences are given priority and then seniority and student preferences play a part). CALS guidelines indicate that TAs should be selected based on their interest in the course, and that they must have an “appropriate background” in the subject and the necessary language skills.

Assignment letters generally go out in late April. Students have until early May to accept their offers; the deadline is indicated in the letters. Student offered a full year package have the option of conditionally accepting a spring offer, with a secondary notification date of mid-October (for students applying for grants, or planning to be *in absentia*). Students must respond in writing to accept or reject a position (email is okay).

3. **CALS and Grad School requirements and guidelines**

The Graduate School’s policies for graduate student assistantships can be found here: [http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/academic/upload/vol1_3.pdf](http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/academic/upload/vol1_3.pdf). This document includes contact information for a range of support offices for issues that include graduate student grievance procedures, international TA training, processing assistantship appointments, employment limitations for assistants, taxes, and many more. Graduate students, faculty supervisors, and staff involved with assistantships should all read these policies.


**TAs may accept up to five hours per week** during their assignments of additional assistantship, hourly student appointment, or outside employment if the total number of hours worked does not exceed 20 hours per week. Because tuition has already been covered through the initial appointment, the additional appointment may be considered a TA supplement, and may be
processed as an assistantship. Alternatively, if hours for the additional appointment are to be tracked, the additional work may be processed as an hourly appointment.

4. Training and resources
As noted above, all TAs (spring and fall) must participate in the “Notice and Respond” program, designed to increase awareness and build confidence in recognizing and responding to students in distress. The program will be scheduled early in the fall semester. As a TA, you are expected to be alert to students who have been absent, falling behind, or who have otherwise changed their behavior. To be clear, TAs are not expected to counsel students in distress, but rather refer them to an appropriate professional. Unusual behavior should be reported to the instructor, and if necessary, one of the many resources on campus. There are many different Cornell offices that help support students in distress; TAs will receive their contact information in their required Notice and Respond workshop – but it’s never a bad idea to have the information in more than one place. See the resources part of this handbook for phone numbers and websites.

All international students who serve as TAs, and who have no prior TA experience, need to participate in a TA training program provided by the Center for Teaching Excellence. International students are expected to demonstrate English language proficiency, as judged by the Center for Teaching Excellence, before beginning a TAship. International students serving as a TA in their first semester of registration as a graduate student must participate in the mandatory summer International Teaching Assistants Program (ITAP), offered in August each year. The following are exempt from this requirement:

- Citizens of countries whose first language is English. This exemption does not extend to regions of countries where the official language is not English.
- Students who have already been exempted based on the ITA language assessment (ILA).
- Students who have completed at least three years of undergraduate and/or graduate study at an institution where the official language of instruction is English, and in a country where English is the first language. Such students are exempt from the summer program, but are required to participate in an ILA and may be required to enroll in ALS 5780 before they can become a TA.

The department may rescind this exemption for students who formally qualify for the exemption, but who, in the judgment of the department, need the training program. More information can be found here: http://www.cte.cornell.edu/programs-services/international-teaching-assistants/index.html.

DSOC is proud of its nascent teaching bank, now available on Blackboard! All TAs (including students TAing for DSOC classes who are from other departments) are enrolled in the Teaching Bank by the GFA as “Instructors.” Under “Teaching Resources,” there are submissions by TAs for several courses (DSOC 1101, DSOC 2710, first-year writing seminars), plus general teaching tips and resources from the Knight Institute and the Center for Teaching Excellence.

The Knight Institute has a wealth of resources, including an archive of teaching materials used in first-year writing seminars.
(http://www.arts.cornell.edu/knight_institute/teachingsupport/7100/atm.htm), a repository of prize-winning assignments. The ecommons@Cornell repository isn’t always 100% intuitive, but stick with it – there’s a lot of good stuff in there! There’s also an amazing guide on how to effectively facilitate discussion: http://www.arts.cornell.edu/knight_institute/publicationsprizes/Facilitating_Discussion06.pdf.

Finally, there are also opportunities for TAs who want to experiment with team teaching and other forms of collaboration, and get paid (a little bit) for their efforts: http://www.arts.cornell.edu/knight_institute/forms/Fall%20Peer%20Collab%20hndout.pdf.

Check out the website: most of the rest of the Knight Institute is geared towards supporting instructors of first-year writing seminars (see below), but you might find something else you didn’t even know you were looking for.

There are also opportunities for training and conversation with the Center for Teaching Excellence (CTE): GET SET and other workshops, pizza lunches, a day-long university-wide conference each semester, etc. The schedule and offerings change every year -- check it out at http://www.cte.cornell.edu/programs-services/grads-future-educators-tas/index.html. Graduate students can work towards a certificate in any number of topics, e.g., “course design” or “enhancing teaching with technology” by attending a certain number of CTE workshops. It’s a great chance to carve out time to think about these issues and meet other graduate students from across the university. The CTE also runs a Graduate TA Fellowship (GTAF) and a Graduate Research and Teaching Fellowship (GRTF). GTAF/GRTFs help run workshops on teaching, support the training of international TAs, and help with the university-wide teaching conference. More information can be found here: http://www.cte.cornell.edu/programs-services/grads-future-educators-tas/teaching-and-research-fellowships.html. Note that these aren’t fellowships in the sense of providing full-time support, but rather ~$1000/year for fellows. Check with the grad students who have done the program in the past to get a sense of how useful, time-consuming, etc. it is.

The Center for the Integration of Research, Teaching, and Learning (CU-CIRTL) also has programming: it’s mostly geared towards preparing future faculty in STEM fields, but many, even most events are for a broader audience (indeed, it’s a little weird that they conflate STEM teaching with teaching in general, as if STEM was all there was to teach!). Check out https://www.gradschool.cornell.edu/cu-cirtl; there are outside resources, funding opportunities, teaching-as-research programs, etc.

Courses on teaching: ALS 6015, “The Practice of Teaching in Higher Education” (2 credits) and ALS 6016 “Teaching as Research in Higher Education” (2 credits) are courses designed for graduate students interested in teaching at the university level. In the former, students begin to develop a professional identity and teaching portfolio; in the latter, they develop a research project on teaching/pedagogical practice. See: http://www.cte.cornell.edu/programs-services/grads-future-educators-tas/graduate-education-courses.html.

There’s also Writing 7100 “Teaching Writing” and Writing 7101 “A Seminar on Writing and Teaching” (http://www.arts.cornell.edu/knight_institute/teachingsupport/ta.htm). 7100 is for first-time instructors of first-year writing seminars; the second is for TAs and instructors in Writing in the Majors courses. First-year writing seminars are often the source of funding for
more senior grad students (after the 2-2-1 runs out). There’s more information than you’ll ever need here: “The Indispensable Reference for Teachers of First-Year Writing Seminars,” http://www.arts.cornell.edu/knight_institute/forms/IR%202014-15-Final.pdf.

Cornell’s Code of Academic Integrity (http://cuinfo.cornell.edu/aic.cfm) is an important resource: it defines cheating and plagiarism and outlines the formal procedures following an accusation of a student. The Essential Guide to Academic Integrity at Cornell (http://provost.cornell.edu/docs/0811-academic-integrity.pdf) spells out the issues in more detail, with specific examples for citing online sources, etc.

B. Research assistantships

1. Job description, expectations

RAs perform non-thesis research on a faculty’s research project. If the Research Assistantship (RA) assignment directly relates to the student’s thesis or dissertation, then the appointment should be processed as a Graduate Research Assistantship (GRA).

Before the semester starts, students should meet with their faculty supervisor to discuss details (expected deadlines, outcomes, time allotted for assignments).

RAs are expected to work an average of 15 hours per week, although hours worked may vary from week to week.

GRAs receive support for thesis or other degree-related research of a type that is required for the thesis research, and so the time devoted is expected to be significant; hours spent on assignments are not tracked.

The basic 9-month salary for RAs and GRAs is $25,152 (2016-17). Research assistantships include a stipend and tuition fellowship (excluding the student activity fee each semester), and university-funded health insurance coverage for the year. Checks are issued twice a month, starting in the beginning of September and ending mid-May. Direct deposit is available. All assistantships are subject to state and federal taxation.

Best practices for faculty research supervisors:

- Select a specific project and duties that contribute to the student’s education. This may be within any of the academic realms of research (e.g., organization and project management, data gathering and/or analysis; writing and/or publication), teaching (curriculum design or evaluation; pedagogical innovation; exploration of new technology), or service (especially assistance with professional organizations or journals).
- Provide an overview of the project at the beginning of the quarter, detailing what is expected of the student, a timeline with deadlines and time allotted for specific tasks, how the student will contribute to the project, and how the student’s efforts will contribute to her/his professional development.
- Meet regularly with the student.
- Scale the student’s contribution to an average of 15 hours per week, recognizing academic expectations of the student during the semester.
• Resolve authorship issues for work done by the student, and by both the student and the professor prior to the beginning of the research or the research proposal. For more information, see the Cornell University Copyright policy.

Best practices for student RAs:

• Approach the research assistantship as a learning experience, seeking clarification as to the expectations and benefits of engagement with the project and its applicability to academic protocols, roles, and expectations.
• Manage the assigned responsibilities along with other academic work, keeping to deadlines and problem-solving with the supervisor when adjustments seem necessary.
• Meet regularly with the faculty supervisor.

Best practices adapted from [http://www.tgs.northwestern.edu/academics/academic-student-services/assistantship-best-practices/research-assistants.html](http://www.tgs.northwestern.edu/academics/academic-student-services/assistantship-best-practices/research-assistants.html).

2. **Eligibility, offers**

This is a less complicated process than the system for appointing TAs: basically, if a professor wants to hire a student and has money, s/he can hire that student. The professor should email the GFA the details of the RA-ship, and the GFA will issue the student an offer letter. Students must respond in writing to accept or reject a position (email is okay).

3. **CALS and Grad School requirements and guidelines**

RAs may accept **up to five hours per week of additional work** (assistantship, hourly student appointment, or outside employment) if the total number of hours worked does not exceed 20 hours per week. GRAs may accept **up to eight hours per week of additional work**.

Because tuition has already been covered through the initial appointment, the additional appointment may be considered a RA supplement, and may be processed as an assistantship. Alternatively, if hours for the additional appointment are to be tracked, the additional work may be processed as an hourly appointment.

RA and GRA assignments follow the **university calendar** rather than the academic year calendar. When the university is closed for official university holidays, RAs are not expected to perform assistantship assignments. In situations when students are required to perform duties on university holidays, arrangements for other time off should be agreed upon before the university holiday by the student and the faculty or staff member responsible for oversight.

It is strongly recommended that these arrangements be documented in writing.

This information is from Cornell’s Graduate Student Assistantships Policy statement, [http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/academic/upload/vol1_3.pdf](http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/academic/upload/vol1_3.pdf).

C. **Parental Accommodation**

While all graduate students may request a Voluntary Leave of Absence for Students for time away from studies to attend to personal issues, including parenting responsibilities, graduate
assistants (TAs, RAs, and GRAs) may request paid accommodation from assistantship responsibilities or register for up to one year in reduced load registered-student status. This accommodation serves childbirth, adoption, newborn care, foster care, and acute child health care needs. During the period of paid accommodation, the student is relieved of all academic or research responsibilities. From Cornell University Policy 1.6 (https://www.dfa.cornell.edu/sites/default/files/vol1-6.pdf):

Graduate assistants, fellows, and trainees who receive full tuition, stipend, and health insurance from or through Cornell may select either of the following options (but not both): (1) a six-week paid accommodation (or eight weeks for the birth mother for a cesarean section delivery), or (2) up to one year of reduced-load registered-student status to be taken in full-semester increments not counting toward time–to-degree limits. Graduate students in programs without semester course credit requirements who are partially funded or self-funded may choose only Option 2. In the case of two eligible graduate student parents, both are entitled to equal accommodation under this policy.

In exceptional circumstances, a reduced-load option may be available for graduate students who select the paid accommodation and subsequently encounter parental needs that require extended childcare. These students may appeal to the deans of their programs for an exception. If approved, the dean or the dean’s designee will request in writing that the student complete an accommodation form, and submit it through the regular process. (11)

Access the Parental Accommodation Request form at http://gradschool.cornell.edu/sites/gradschool.cornell.edu/files/field_file/Parental%20Accommodation%202016.pdf for further details and instructions.

D. Resources and Grievance Procedures

The DGS is available for discussing problems in TA or RA arrangements, ideally as the first step. See the section of the handbook on the DGS for more details.

There are lots of people to ask if you have questions about TAships and RAships. For questions about grievance procedures, ask the office of the Associate Dean of the Graduate School (607-255-7374, grad_assoc_dean@cornell.edu). For health insurance payment questions, ask the Office of the Bursar (607-255-6413, uco-bursar@cornell.edu, www.bursar.cornell.edu). For questions about hourly appointments, ask the Office of Student Employment (607-255-9051, sesemp@cornell.edu). International students with questions can go to the International Students and Scholars Office (607-255-5243, isso@cornell.edu, www.isso.cornell.edu or to the Center for Teaching Excellence for questions specifically about international TA training (607-255-3990, itap@cornell.edu). For questions about stipends, head to Human Resource Records (607-255-6883, hris_records@cornell.edu). And for questions about taxes, head to the Office of Tax Compliance (607-255-5195 uco-tax@cornell.edu, www.dfa.cornell.edu/tax/).

The Graduate School lays out the following procedures for the steps faculty members should take to correct a graduate student’s performance as a TA or RA, including, if necessary, terminating that assistantship:
When a faculty member responsible for oversight is dissatisfied with a student’s performance in fulfilling the responsibilities of an assistantship, the following steps should be taken.

1. The faculty or staff member responsible for oversight should, in the course of routine mentoring, discuss the shortcomings of the student’s performance, making specific recommendations for changes.

2. If improvement is not made, the faculty or staff member responsible for oversight must advise the student in writing of his/her concerns, and allow sufficient time for the student to address the performance issues raised by the faculty or staff member responsible for oversight. Specific recommendations for changes in performance should be provided again. A copy of this letter must be sent to the Director of Graduate Studies of the student's field.

3. The assistantship may be terminated if sufficient improvement is not made in a timely manner. The faculty or staff member responsible for oversight must provide notification of such a termination in writing. This notification must state that the student has the right to file a grievance with the Graduate School.

4. The Graduate School grievance policy provides a mechanism for further review if the graduate student believes the action to be unfair, and he or she is unable to resolve the matter at the field level.

Source: Cornell’s Graduate Student Assistantships Policy statement, from the Graduate School, http://www.dfa.cornell.edu/dfa/cms/treasurer/policyoffice/policies/volumes/academic/upload/vol1_3.pdf

The university has clear policies on sexual and other forms of harassment. All students and faculty members should make themselves aware of the Campus Code of Conduct (http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/governance/upload/CC C.pdf), University Policy 4.6, Standards of Ethical Conduct (http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/governance/upload/vol4 _6.pdf), and University Policy 6.4, Prohibited Discrimination, Protected-Status Harassment, Sexual Harassment, and Sexual Assault and Violence (http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/humanresources/upload /vol6_4.pdf). For more information, contact the Office of Workforce Policy and Labor Relations, whose staff is available for informal consultation, as well as for formal complaints (607-255-4652, equalopportunity@cornell.edu).
III. Funding and grants

A. 2-1-2 and required benchmarks
Students entering the MS/PhD program are generally eligible for five years of departmental/institutional funding in the form of fellowships or teaching or research assistantships. Those directly entering the PhD track are eligible for four years of departmental/institutional funding. These funding packages cover tuition, health care, and a stipend. The most efficient plan to use this funding is called 2-1-2 (or 2-2 for PhD students). This means that an MS/PhD student is eligible for institutional funding for 2 years prior to the master’s, 1 year from post-master’s to the A-Exam, and then two years post-A Exam. A PhD student is eligible for institutional funding for a maximum of 2 years pre-A exam and two years post-A exam. If students secure external funding, they can reserve up to two years of departmental funding.

A student who is over 2-1-2 may still seek departmental support, but positions will go first to those within the 2-1-2 funding cycle. The Graduate Program Committee will then rank applicants for TA-ships based on academic performance, teaching or research assistant performance, letters of support from committee chairs, and scholarly accomplishments while in graduate school such as publications, papers presented at professional meetings, grant and fellowship applications written and received, services performed for the department, and so forth. The TA needs of the department will also be taken into consideration.

B. Summer funding
While summer funding is not guaranteed, the department is committed to funding as many students as possible. The availability of summer funding depends upon resources which vary from year to year. As a general guideline, priority will be given to students within the 2-1-2 or 2-2 funding cycle and is contingent upon steady academic progress. In the summer of 2016, funds were distributed as follows:

First Priority: Students within the 2-1-2 funding cycle who have not secured external funding. This award will require students to submit a summer study plan to their advisers and to participate in an encore presentation of their ongoing work in the fall.

Second Priority: Students who are within the 2-1-2 funding cycle and have secured some outside funding but demonstrate a need for some additional funds. This award will require students to submit a summer study plan to their advisers and to participate in an encore presentation of their ongoing work in the fall.

Third Priority: Students beyond the 2-1-2 funding cycle who have received the least amount of departmental funding in the form of teaching assistantships in the past, and who have no other form of summer funding.

Fourth Priority: All other students who have applied for summer funding.

If students want to seek additional funding through an RA-ship, then the faculty supervisor for the RA-ship will pay the difference required to ensure that students are paid the appropriate minimum summer stipend based on number of hours and weeks worked—for example, for summer 2016 a faculty supervisor would add $1,192 to the student’s $3,000 of department
funding to come up with $4,192, the minimum stipend for 7.5 hours of work for ten weeks. A student working for 15 hours a week for ten weeks would need to be paid a total of $8,384, so the faculty member would supply $5,384.

C. Conference travel grants
Graduate students are eligible to apply for one conference travel grant per fiscal year (July 1-June 30) through the Graduate School (http://gradschool.cornell.edu/costs-funding/travel-funding-opportunities). The amount awarded from the Graduate School varies depending on the location (state) of the conference. Graduate School conference grant applications may be submitted up to 30 days after the start date of the conference, though students are encouraged to submit them as soon as possible—before the conference if possible. Late applications will be awarded at half the allocated location amount. Notifications and awards are typically processed by the 15th day of the month prior to the conference month. All funds are posted directly to student bursar accounts and will disburse as a refund. These awards are taxable; international students from non-tax treaty countries will automatically have 14% deducted from the reimbursement. More information is located here: http://www.dfa.cornell.edu/dfa/tax/students/issuesfaq.cfm

Graduate students will be guaranteed one conference grant of $400 per academic year for their first six years in the program. Students will notify the GFA of their intent to use conference funding by October 15 for fall travel, by February 15 for spring travel, and by May 15 for summer travel. Please let the GFA know the name and location of the conference as well as confirmation of your paper acceptance or registration if it’s available.

Those beyond their sixth year in the program may apply for conference travel grants, but awards will be based on the availability of funding. To apply, please submit confirmation of paper acceptance or registration, paper abstract, and a paragraph about how your attendance at the conference supports your research. When funds are limited the following priorities will apply:

- First priority: student presenting a single-authored paper (student with multiple papers or multiple engagements have priority over those with a single engagement)
- Second priority: student presenting a single-authored poster
- Third priority: student participating as a discussant
- Fourth priority: student not presenting but co-author of paper or poster
- Fifth priority: student participating but not on the program

There will be one application period per semester, so students should plan their proposals accordingly.

Students can either receive their department conference funds as an advance or as a reimbursement. Students must show confirmation of conference registration and in the case of the department, students must turn in receipts for reimbursement. Additionally, the Cornell Population Center provides travel grants for affiliated students attending the annual Population Association of America conference.

D. Research travel grants
The Graduate School awards small grants to research degree students for research-related travel twice a year. High priority is given to proposals from PhD students who have or will have passed the A exam prior to initiating their research travel and plan to conduct pre-dissertation research.
Awards typically range from $500 - $2,000. Students are encouraged to submit requests that reflect careful budgeting. Research travel grants are for travel that is directly related to dissertation research, not conference travel.

Application form: http://gradschool.cornell.edu/sites/gradschool.cornell.edu/files/field_file/Research%20Travel%20Grant%20F7%20062414%5B1%5D.pdf

E. Additional work
Students may find outside employment for a limited number of hours; see the section on TA/RA rights and responsibilities for more details.

F. External grants and funding
Be creative! Look for topic-specific pots of money, e.g. supporting farming in the US or clean energy abroad. Development Sociology graduate students have generally been successful in winning external fellowships and are strongly encouraged to apply for any they qualify for.

Pre-dissertation research:
- SSRC DPDF (Social Science Research Council Dissertation Proposal Development Fellowship): usually due mid-October annually; open to both US and international students
- Ford Foundation Predoctoral Fellowship: usually due mid/late November annually; open only to US citizens and permanent residents
- AAUW (American Association of University Women) International Fellowship: usually due early December annually; open only to international students
- NSF Graduate Research Fellowships Program (GRFP): usually due late October annually; open only to US citizens and permanent residents. The Graduate School hosts an NSF information workshop in early fall. May only apply once in either the first or second year of graduate school.

Dissertation research:
- NSF DDRI (National Science Foundation Doctoral Dissertation Research Improvement Grants): due dates vary depending on program (e.g. August and February for Geography and Spatial Sciences, and October and February for Sociology); open to both US and international students
- SSRC International Dissertation Research Fellowship (IDRF): usually due early November annually; open to both US and international students
- Wenner Gren Dissertation Fieldwork Grants: usually due 1 May and 1 November annually; open to both US and international students
- SWG (Society of Women Geographers) Pruitt Dissertation Fellowships: due 1 Feb annually; open to both US and international students

Dissertation writing:
- Mellon/ACLS Dissertation Completion Fellowships: due mid/late October annually; open to both US and international students
- AAUW American Fellowship: usually due mid November annually; open to only US citizens and permanent residents
G. **Funding resources**

Cornell’s Office of Sponsored Programs (OSP) ([https://www.osp.cornell.edu/](https://www.osp.cornell.edu/)) supports the preparation of proposals to outside funders (e.g., developing budgets). Particularly for funding opportunities in which Cornell as an institution can only submit X number of proposals, the OSP needs to be involved and sometimes needs to review proposals a week or more in advance of their due date, so plan ahead.

The Graduate School has information about fellowships that may be useful: [http://www.gradschool.cornell.edu/costs-and-funding/fellowships](http://www.gradschool.cornell.edu/costs-and-funding/fellowships)

The Cornell library system is a good source, too: [http://guides.library.cornell.edu/c.php?g=31362&p=199678](http://guides.library.cornell.edu/c.php?g=31362&p=199678) has information on grants and fellowships in the social sciences (see the green tabs at the top).
IV. Registration and Enrollment

A. Registration
Students must register with the University at the beginning of each semester, unless they’ve been granted a leave of absence. Registration is not to be conflated with course enrollment. In order to be considered a registered student, a student must

- enroll in at least one course, or enroll in a graduate thesis/dissertation research course;
- settle all financial accounts, including current semester tuition;
- clear any holds, whether these are from the Bursar’s Office, Gannett Health Center, the Judicial Administrator, or the Graduate School;
- satisfy New York State health requirements.

Students can check registration status by looking at the “Holds” box on the home page of Student Center. If you have no Holds, you are registered with the University. If you have a Hold that says

- “No Registration, Trans, Diploma or
- “No Registration”

then you are not registered. It is possible for there to be other Holds listed that do not affect registration. Click on “Details,” then click “Hold Item” to find out what is affected and how to clear the hold.

After the third week of classes you will lose access to university services and be charged a $350.00 late fee, in addition to finance charges. If you register by the sixth week of classes, you will be charged a $500.00 late fee, in addition to finance charges.

B. Registration Units
The Graduate School determines your progress by the quality of work completed as well as the length of time spent in pursuit of the degree, which is measured in registration units (RUs). One registration unit is granted for each satisfactorily completed semester of full-time study or research, whether earned on campus or in-absentia. Following each semester, your chair attests your registration by submitting a report to the Graduate School evaluating your progress in the program. The chair may decide to grant a fraction of a registration unit-- one half of an RU is the smallest fraction that will be recorded toward the minimum requirement for a degree. To earn one RU, you must conform to the limitations on assistantships, hourly student appointments, and/or outside employment specified here:


Two RUs are required for the M.S. degree. Six RUs, two of which must be completed after the A-exam, are required for the PhD. At least one half of these RUs must be earned in full-time, academic-year study on the Ithaca campus or a satellite campus. This is important to keep in mind when deciding how much time to spend in-absentia.

Please note: The graduate school is in the process of replacing RUs with an annual student progress review. Beginning with their second year in the program, students will be prompted to complete the student progress review online, and meet with their chair to discuss their responses.
C. Enrollment
The pre-enrollment period for grad students is open for two days in mid-April. The open enrollment period lasts for about three weeks, beginning in mid-August. Check [https://registrar.cornell.edu/Student/KeyAcademicDatesIndex.html](https://registrar.cornell.edu/Student/KeyAcademicDatesIndex.html) for current dates. You can add and drop courses as well as change grading options up until the end of the open enrollment period online through the Student Center. You will only need a paper add/drop form if a course requires the instructor’s permission. A course dropped after the last day to drop or change grading options will appear on transcripts as a “W” (withdrawn). The Graduate School automatically enrolls students in 12 credits of graduate research courses. At the end of the drop period, course credit balancing will be performed by the Graduate School, adjusting these courses down to the number of credits needed for 12 credit enrollment.

D. Summer Registration
Students must register for the summer session if, during the summer, they will receive financial aid, fellowships, loans, assistantships, travel grants, or tuition awards. You also must register in order to use campus facilities during the summer.

Summer registration is automatically granted to all students who enroll in a non-credit summer graduate research course through their Student Center. Enrollment opens in mid-April. There is no tuition charge for summer registration and enrollment in the graduate research course, although students requesting a registration unit for summer study do pay tuition.

E. In Absentia, Leave of Absence, Parental Leave, and Health Leave
It’s important to distinguish between in absentia, personal leave, and health leave. All students may request a Voluntary Leave of Absence for Students for time away from studies to attend to personal issues, including parenting responsibilities. (TAs and RAs who are parents or soon-to-be parents may also request paid accommodation from assistantship responsibilities or register for up to one year in reduced-load registered-student status in order to maintain access to advisors and other student services—see “Parental Accommodation” in the Teaching and Research Assistantships section for more details.) If you are conducting fieldwork at a location greater than 100 miles from campus, register in absentia. If you need to take time away from your studies, file a petition for leave of absence, and be sure to note the difference between personal versus health leave. For a health leave of absence (HLOA), you’ll go through Gannett Health Services ([http://www.gannett.cornell.edu/services/leaveofabsence.cfm](http://www.gannett.cornell.edu/services/leaveofabsence.cfm)). The following chart will help you determine the appropriate status-- Your GFA, Allison Barrett, can also help:
F. How Student Status Affects Health Insurance Coverage

Student health insurance premiums are paid by the department at the beginning of the academic year for the full year (August 17- July 31). This means that students who plan to register in absentia or go on leave for the spring semester will be responsible in August for the spring half of the premium. Students who go on leave after September 17 and before January 31 will be responsible for the fall premium (prorated based on the leave date) as well as for the spring premium. However, you can apply for early termination of SHP if you so choose, in which case your bursar account will be adjusted to reflect early SHP termination, and a payment transaction equal to half of the SHP premium will be reflected there within two billing cycles of termination. The deadline for early SHP termination is January 31, and applications are typically available in December. Students on leave or in absentia for the fall semester are not automatically enrolled in Cornell’s Student Health Plan, which means they do not need to submit a waiver application to opt out of SHP; they do have the option to elect to enroll by contacting Cornell’s Office of Student Health Benefits. Please see your GFA for assistance.
V. Graduate student rights and responsibilities

A. Committees and graduate student representatives

1. Development Sociology Graduate Collective
The graduate collective is made up of the students enrolled in the Development Sociology graduate program. Collective members include students on campus, \textit{in absentia}, and on leave. The Graduate Collective listserv facilitates communication related to a wide array of graduate concerns and interests towards the goal of creating healthy graduate life inside and outside the department. The listserv has been an outlet for sharing information regarding grants, job postings, department meetings notes, upcoming fun events or celebrations, as well as serving as a means to pool collective ideas, sentiments, and strategies related to graduate student organizing. There is no formal guideline for etiquette related to listserv participation, but generally it should be noted that emails go out to an array of students here and abroad with various commitments and relationships to peers, faculty, and staff. Any requests to have adjustments to email address inclusion should be made to the current manager. Ryan Nehring (rln53@cornell.edu) currently manages the Grad Collective listserv (2015).

2. The Graduate and Professional Student Assembly (GPSA)
As the GPSA website states: “The GPSA brings together Cornell’s 7,000 graduate and professional (M.B.A., J.D., D.V.M.) students to address non-academic issues of common concern. Drawing upon the strengths of our diverse constituencies, we work with the university administration to improve the quality of life at the University.” For more information on membership, meetings, and committees, see \url{http://assembly.cornell.edu/GPSA/Home}.

\textit{Contacting GPSA:}
109 Day Hall, Cornell University
Ithaca 14853
(607) 255-3715
gradprofassembly@cornell.edu

3. Graduate Committees
The following committees and representatives reflect ongoing engagement by graduate students in departmental organizations, either student- or faculty-run. The current graduate committees are as follows, with the associated recommendation for number of representatives/participants.

In conjunction with faculty
- Teaching and Curriculum Committee/Graduate Program Committee (2 student representatives): part of the ongoing review of courses and the curriculum; currently the department is considering changes to timing and course requirements for the program.
- Polson Institute Steering Committee (1 student representative and 1 alternate): representative attends each steering committee meeting and reports back (usually via written notes) to the Graduate Collective. Information on the Polson Institute can be found at: \url{http://devsoc.cals.cornell.edu/research/polson}
- DSOC Seminar Committee (2 student representatives): Helps organize seminar series for the department
• Graduate representative for faculty meetings (1 student representative and 1 alternate): As with the Polson Institute reporting, the representative is asked to attend all faculty meetings and take notes on the discussion and agenda. Notes can be shared through the Graduate Collective listserv.

As part of the graduate collective
• Graduate Collective officers (President, VP, & Treasurer)
• Cornell Graduate Student Union (CGSU) representative (1 student representative, see below)
• Listserv manager (1 student, see above note on contacting the collective)
• Graduate student space manager (1 student)
• Fun committee (2 to 3 students): Helps coordinate informal social events for graduate students, compiles information on places of interest, dining and recreation in Ithaca
• Democracy and transparency committee (3 students): One of the newest formed groups, the D & T committee is interested in promoting participation in faculty discussions and communication between graduates, faculty and staff regarding department affairs
• External affairs committee (1 student)*
• Outreach and engagement committee (1 student)*
• New student orientation coordinators (2 students): organize the orientation for new graduate students and ongoing support for the first year

B. Grievance procedures
Members of each graduate student’s special committee should assist with academic and professional development and advising, but there are also other places for obtaining guidance and advice. In addition to the support provided by each student’s chair and committee members, the Director of Graduate Studies (DGS) in the department is meant to be a listener to individual and group concerns of graduate students. The DGS is charged with promoting the quality of graduate education and the well-being of graduate students in the field. If students want another opinion or do not feel comfortable disclosing concerns to the designated DGS (a rotating faculty position), the following representatives from the Graduate School are excellent supportive resources to contact for advice on how to proceed with a grievance process. They can also advise on whether a grievance should be filed informally or formally.

Janna Lamey, the Assistant Dean for Graduate Student Life, can be reached at janna.lamey@cornell.edu or (607) 255-5184. Her office is located in 384 Caldwell Hall.

Jan Allen, the Associate Dean for Academic and Student Affairs, can be reached at gradacad_assoc-Dean@cornell.edu or (607) 255-7374.
VI. Faculty and staff support

The Director of Graduate Studies (DGS) and the Graduate Field Assistant (GFA) play a significant role in graduate students’ experiences in Development Sociology.

A. Director of Graduate Studies
As stated by the Graduate School:
The Director of Graduate Studies (DGS) represents the field in matters such as:

- promoting the quality of graduate education and the well-being of graduate students within the field,
- coordinating the establishment of academic priorities and allocation of resources for graduate education within the field,
- overseeing the field’s admissions process, and
- serving as liaison between the field and the Graduate School.

In addition to serving as the temporary advisor for all first-year students and approving and signing all necessary paperwork, the DGS is the go-to person for all graduate student concerns, and handles such concerns with integrity, confidentiality, and professionalism. The DGS also holds monthly check-in meetings with all first-year students to monitor progress in the program, and facilitates listening sessions with all graduate students at least once a semester.

B. Graduate Field Assistant
The graduate field assistant (GFA) helps students, faculty members, and the DGS. The GFA serves as a liaison between students and faculty members. They are familiar with campus resources and can answer many questions about the degree process. Your GFA can also help you with paperwork and clarify your student status.
## C. Administrative Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Barrett</td>
<td>Graduate Field Assistant (GFA)</td>
<td>DSOC directory maintenance, Grad student business—all, Graduate program section of website, Grad courses/course evaluations, Grad card access, Summer card access, Freshman Writing seminar</td>
</tr>
<tr>
<td>Christi Diamond</td>
<td>Administrative Manager</td>
<td>Finance (budget and accounts), Grants and contracts, HR, Facilities, Personnel/Non-academic appointments</td>
</tr>
<tr>
<td>Cindy Twardokus</td>
<td>Chair’s Assistant, Undergraduate Program Coordinator</td>
<td>Academic appointments, Card access, Supports chair, Undergraduate courses, Undergraduate program</td>
</tr>
<tr>
<td>Linda Warner</td>
<td>Administrative Assistant</td>
<td>AKD, DSOC 1101 support, Blackboard, Copying, Course support, Meal requests, Payment requests/travel reimbursements/advances, Supplies</td>
</tr>
<tr>
<td>Susan Barry Smith</td>
<td>Program Coordinator</td>
<td>Axis TV screens, CaRDI support-- including newsletter, Clerks Institute, Community Development Institute, Conferences/event planning, Polson support, Department calendar, Listservs, Seminars, Website, Room scheduling (B73, 130, 230)-- approves requests/access cards</td>
</tr>
</tbody>
</table>

Submit requests to pooladmin@cornell.edu or Job Box in the mailroom.
VII. Professional development

Faculty are probably the best resource for professional development and connections -- don’t forget to ask questions, solicit advice, ask for introductions, etc. The field also offers a professionalization seminar at least once every two years, led by rotating faculty. Topics are based on graduate student interest.

Beyond the department, the Graduate School is probably the best place to go: https://www.gradschool.cornell.edu/professional-development. They have events, programs, staff, etc. all there to help with what they call the “core competencies and transferable skills” of grad students (below):

(https://www.gradschool.cornell.edu/professional-development/graduate-school-core-competencies)
The Graduate School has a career services office (https://www.gradschool.cornell.edu/career-services); the website has information about the difference between a resume and a CV, tips for interviews, a guide for writing research statements, etc. There are TONS of events listed here: https://www.gradschool.cornell.edu/professional-development-events, usually several every month, including the Academic Job Search Series, co-sponsored by CU-CIRTL and the Office of Post-Doctoral Studies (https://www.gradschool.cornell.edu/cu-cirtl/academic-series). There’s information on exploring a range of career/job options (https://www.gradschool.cornell.edu/career-services/explore-careers/choose-between-academic-positions-and-other-career-opportunities), how to find and choose a post-doc position (https://www.gradschool.cornell.edu/career-services/explore-careers/find-and-choose-postdoc-position), and more.

You might make an appointment with Anne Poduska (Graduate and International Student Career Advisor, 103 Barnes Hall or 607-255-5296). Christine Holmes (Director of the Office of Postdoctoral Studies, 392 Caldwell Hall) can help with looking for a postdoctoral position.

A. Professional organizations
Your first year, the department will fund membership in one professional organization. Development Sociology faculty and students join lots of professional organizations and subgroups, including the American Sociology Association (ASA), the Population Association of America (PAA), the Association of American Geographers, and the Rural Sociological Society. Please see Allison Barrett to join a professional organization.

B. Job listing sites (where to look for academic job postings)
ASA Job Bank (Must be a member or pay a fee): https://asa.enoah.com/Job-Bank-Information
Population Association of America: http://www.populationassociation.org/about/jobs/
Rural Sociological Society: http://www.ruralsociology.org/?cat=10
American Association of Geographers: http://jobs.aag.org/
HigherEdJobs: https://www.higheredjobs.com/
Higher Education Recruitment Consortium: http://main.hercjobs.org/jobs

C. Email Listservs
ASA section lists (especially Sociology of Development Section)
Environmental Sociology: http://listserv.neu.edu/cgi-bin/wa?SUBED1=envirosoc&A=1
Rural Sociological Society (RSS)

Geography lists:
Critical Geography: https://www.jiscmail.ac.uk/cgi-bin/webadmin?SUBED1=crit-geog-forum&A=1
AAG Cultural and Political Ecology Specialty Group (CAPE): http://lists.psu.edu/cgi-bin/wa?A0=AAG-CESG-L
Area Studies lists:
H-Asia: https://networks.h-net.org/h-asia
NYU South Asia list (for NYC-area events): http://southasianyu.org/subscribe/

Cornell lists:
Institute for Comparative Modernities (ICM)
Einaudi Center
Feminist, Gender and Sexuality Studies (FGSS)
Anthropology Department
ISS Land Project
South Asia Program
Southeast Asia Program (SEAP)
Latin American Studies Program
Atkinson Center
Peace and Conflict Studies (PACS)
Cornell Institute for Food, Agriculture and Development (CIIFAD)

D. Conferences
American Sociological Association (ASA) Annual Meeting (August)
International Rural Sociology Association (IRSA) World Congress (August)
Rural Sociological Society (RSS) Annual Meeting (August)
Population Association of America (PAA) Annual Meeting (April)
American Association of Geographers Annual Meeting (April)
VIII. Resources

This section starts with some long lists provided by the Graduate and Professional Student Assembly (GPSA), Gannett Health Services, and Cornell’s Caring Community website. These are followed by resources designed more specifically for graduate students, and DSOC students in particular. Don’t forget to consult specific sections of the handbook for resources on that topic, e.g., for TA support, see the section on TAships.

On-campus resources
Start with this Student Advocacy Resource List, compiled by the Graduate and Professional Student Assembly (GPSA). There are resources for academics; health/mental health and stress management; housing; campus and student services; international students; emergencies; legal issues; entertainment; research, teaching, and grants; family, student governments; financial aid and fellowships; technology; and transportation. http://assembly.cornell.edu/uploads/GPSAStudentAdvocacy/20110415_contact_sheet.pdf

Gannett Health Services has also put together a list of resources. The following, and more, are listed here: https://www.gannett.cornell.edu/notice/resources/index.cfm.

- CALS Student Services Office (140 Roberts Hall; 607-255-2257) is for CALS students with general concerns.
- Academic advising and student services offices for undergraduates, graduates, and professional students (all of the Cornell colleges have one -- here’s the list: https://www.gannett.cornell.edu/notice/roles/advising.cfm)
- Learning Strategies Center (420 CCC, 607-255-6310)
- Cornell United Religious Work (607-255-4214)
- Dean of Students (607-255-1115)
- Center for Intercultural Dialogue (607-255-3693)
- International Student and Scholars Office (607-255-5243)
- LGBTQ Resource Center (607-254-4987)
- Ombudsman (607-255-4321, ombudsman@cornell.edu)
- Residential and New Student Programs (607-255-5533)
- Sexual Harassment and Assault: Response and Education (www.share.cornell.edu)
- Student Disability Services (607-254-4545)
- Gannett Health Services (607-255-5155, 24/7)
- Victim Advocate (607-255-1212)
- Peer Counseling, EARS (Empathy, Assistance, and Referral Service) (607-255-EARS)

See also the Caring Community website, under crisis, general, emotional, physical, social, financial, intellectual, and family life: http://caringcommunity.cornell.edu/get-help/.

The Graduate Writing Service (GWS) is for graduate students who want to speak with other graduate students from a range of disciplines about specific pieces of writing or writing techniques more generally. Grad students can make appointments occasionally or on a regular basis: http://www.arts.cornell.edu/knight_institute/walkin/GWS.htm. The English Language
Support Office (ELSO) provides support specifically for graduate students whose native language is not English: [http://www.arts.cornell.edu/knight_institute/international/elso.htm](http://www.arts.cornell.edu/knight_institute/international/elso.htm), through courses, workshops, and one-on-one consultations. (This is a better fit for non-native English speakers since the ELSO staff are trained for just that; the GWS staff work more effectively on higher-order writing questions, e.g., organization and style.) Both of these programs – and more – are run by the Knight Writing Institute.

Cornell’s library system is amazing. We have access to nearly everything in the world through our own stacks and archives, Borrow Direct, and Interlibrary Loan. If you’re lazy like me, you can have the librarians go into the stacks for you and bring what you need to the front desk (although if it’s in the Mann stacks, they won’t bring it to the Mann desk; you’ll have to order it to Olin or somewhere else. Just click on “Request” in the library system and select where you want to pick it up.) Pro tip: install Passkey. It’s a bookmarklet, and a quick and easy way to sign into the Cornell library system, so when you find an online journal article that you want to read (through, say, Google), you can read it right then and don’t have to find the document all over again through the library catalog. Head over to [http://labs.library.cornell.edu/passkey](http://labs.library.cornell.edu/passkey) to download it. More than just documents, the Uris library loans out audio recorders, cameras and tripods, projectors and screens, and other specialized stuff. And Uris and Olin are now loaning out umbrellas! And chargers for your laptop, including adaptors (not sure if this applies beyond Mac laptops.) Finally, don’t forget about the university’s friendly and knowledgeable librarians (aka superheroes). They can help with information about grants, hard-to-find documents, citation managers, and much more.

Citation managers: there are lots out there. Popular ones include Papers, Zotero, EndNote, Mendeley, and RefWorks. My advice? Early on, spend some time thinking about what you need and what they offer, try out a few, pick one, use it, and stick with it. Some cost money; some are free. Some seamlessly integrate with Word and other word-processing programs; some don’t. Some manage your documents; some just manage the citation information about those documents. I think the library system supports some more than others. See Wikipedia’s comparison chart for more information: [http://en.wikipedia.org/wiki/Comparison_of_reference_management_software](http://en.wikipedia.org/wiki/Comparison_of_reference_management_software).

Cornell has a helpful IT (information technology) support office. They’re nice! And fast! To contact them (online, by telephone, by email, walk-in), see [http://www.it.cornell.edu/support/](http://www.it.cornell.edu/support/). Cornell has lots of digital resources, including Cornell Box. It’s a bit clunky, but it’s a fairly simple way to store lots of documents on the cloud, where they’re backed up and not taking up space on your computer. Personally, I prefer Dropbox, but to each her own. Don’t forget about student discounts on expensive software, like Microsoft Office. See [http://www.it.cornell.edu/services/office365/apps/student.cfm](http://www.it.cornell.edu/services/office365/apps/student.cfm) for details on installing it. Also, the Cornell Store has tech repair for Apple, Dell, and Hewlett Packard products: [https://store.cornell.edu/c-556-repairs.aspx](https://store.cornell.edu/c-556-repairs.aspx).

Other random resources include Cornell’s business card service, as part of its print services: [http://digitalprintservices.cornell.edu/bcstudent.html](http://digitalprintservices.cornell.edu/bcstudent.html). For $25, you can buy 100, in Cornell’s default template, with your contact information. It’s very simple, and they’re helpful things to have when you do fieldwork, etc.
The **International Students and Scholars Office (ISSO)** provides vital information for international students: [http://isso.cornell.edu/](http://isso.cornell.edu/). New students are required to complete the ISSO Check In Procedure. Here is a link to their New International Student Arrival Guide, which provides an exhaustive list of resources: [http://isso.cornell.edu/sites/isso.cornell.edu/files/isso/documents/NowThatYouAreHere.pdf](http://isso.cornell.edu/sites/isso.cornell.edu/files/isso/documents/NowThatYouAreHere.pdf).
IX. Forms

It’s a good idea to familiarize yourself with the forms on the graduate school’s website: http://gradschool.cornell.edu/forms. Forms are required for any kind of milestone or change; for example, scheduling an M-, A-, or B-exam and reporting results; leaving the program temporarily for health reasons or studying in absentia to do field work; waiving student health insurance; requesting additional time to take an exam or add a committee member, and so on. Forms will always require signatures—sometimes from your full committee, sometimes just your chair, and almost always from the DGS and GFA. Signatures can take time to collect, especially if a faculty member is travelling. Your GFA can assist you in obtaining signatures through email if necessary. Please read forms carefully, make sure you know when they are due, and gather all required documentation before submitting to the graduate school. The graduate school will then notify you of their approval decision.
X. Offices, other spaces, and supplies

**Office assignments**
Room assignments for new and continuing students are arranged by the graduate student space manager. Students can access their office electronically with their student ID. Allison Barrett will update access each semester. Building issues and other office needs (i.e., furniture, broken phones, etc.) should be reported to the Department Administrator. If you are taking a leave of absence or studying in absentia for a year or more, please remove your belongings from the office space.

**Printing**
We try to conserve the amount of printing we do, so please be mindful of the number of pages you print, and print two-sided whenever possible. For teaching, Blackboard should be used as much as possible—please do not print copies to hand out in class unless it is absolutely necessary. If an instructor asks that you print a large job, please send requests to Linda.

There are two computers, a color printer and a black and white printer installed in Warren 142. To connect your personal computer to these printers, please see Appendix 2: Printer Set-up.

**Graduate student computer support**
Cornell/Department owned computers are supported by CALS IT. To request help for Cornell/Department owned computers visit [http://help.cals.cornell.edu](http://help.cals.cornell.edu). The CALS IT Service Level Commitment can be found at - [http://cals.cornell.edu/about/leadership/ofa/it/upload/service-level-commitment.pdf](http://cals.cornell.edu/about/leadership/ofa/it/upload/service-level-commitment.pdf). Personally owned computers can connect to the internet through eduroam in all DSOC graduate student offices ([http://www.it.cornell.edu/cms/services/wifi/index.cfm](http://www.it.cornell.edu/cms/services/wifi/index.cfm)). Support requests should be directed to the CIT Service Desk at [http://www.it.cornell.edu/support/](http://www.it.cornell.edu/support/).

**Telephones**
Each graduate student office is equipped with a phone. Campus and local calls are free. Long distance calls are only possible through use of a personal calling card.

**Fax machine**
The Development Sociology fax machine is for business and department use only. The Campus Store Service Center has a fax machine for student use. There are other off-campus locations students can use.

**Postage**
Stamps can be purchased in the post office located in the Cornell Campus store (or off campus). Campus and “business” mail can be sent via the mail bin in the mail room. Mail is picked up/dropped off twice a day, usually at around 10 am and 3 pm. Personal mail should go in a USPS mailbox -- the closest one is near Fernow Hall on Tower Road.

**Photocopying**
A department photocopy machine is available in each building for student use. Faculty and support staff will have first preference for the use of the copy machine. **Copyright laws must be**
**observed on all material copied.** Our machine is not designed to handle large volumes of copies on a daily basis; therefore, large copy jobs for class, etc. **must** be sent to outside copy centers for processing. If you need to make over 100 copies, send an email to pooladmin@cornell.edu stating which course or research account the copies are being made for.

**Scanning**
The copier in the department mailroom is also a scanner, and scanning is free. You can input your email address to have the scan sent to your email. If you would like your address registered on the machine so you don’t have to input it each time, send the email address you want to use to the GFA.

**TA supplies**
The administrative assistant for DSOC 1101, Linda Warner, can provide TAs with markers, flipchart paper, and other materials for teaching sections.
XI. Travel

For travel reimbursements, please complete a Travel Reimbursement Checklist, located in the Job Box drawer in the mailroom. Save all of your receipts. You will also need to submit paperwork that shows the business purpose for your trip (for example, a conference agenda). If your trip is being funded by a faculty member’s account or a grant account, we can make a reservation through Triple AAA and have them bill the department directly. Please see Linda Warner or Allison Barrett for assistance.

A. Travel Advances

The travel advance form can be submitted within 30 days of travel. Please allow 1 week to process. The necessity for a travel advance is determined on a case-to-case basis (for more information: https://www.dfa.cornell.edu/travel/payingfortravel/expenses-faq). Travel advances may be helpful for lodging, airfare, conference registrations, etc.

Provide a specific business purpose and explanation of expenses. Include the account number if you have one (see Appendix 3: WebFin).

Upon your return, a travel reimbursement needs to be submitted to clear the advance within 30 days of returning and must follow travel reimbursement guidelines.

Airline reservations:
You can make your own reservations and submit for a travel advance or reimbursement. Or reservations can be billed directly to your department account. NOTE: The charge CANNOT exceed the expense limit.

Contact AAA (please copy Linda Warner, LLW@cornell.edu) at aaawcny@aaa-alliedgroup.com or call 607-257-3557.

STT also bills directly to Cornell: http://stovrofftaylortravel.com/sttonline/cornell/.

For AAA (a service charge is invoiced), please provide your time frame and/or preferred flights. They will need the following information to issue the ticket:

Name as it appears on Passport or government issued photo ID
Last
First
Middle
Gender
Date of birth
Traveler’s Phone
Traveler’s Email
Traveler’s Frequent Flyer number (if applicable)
Traveler’s Seat preference (optional, will default to aisle when available)
If applies, passport number
Passport expiration date
Nationality and Issuing country
Account to charge (see Appendix 3: WebFin or ask Linda Warner before contacting AAA)

B. Travel Reimbursement

A reimbursement is a total picture of your trip for auditing purposes whether you are reimbursed for all monies spent or have an expense limitation. This includes but is not limited to transportation, lodging, and food. Proof that you took the trip is necessary.

Reimbursements need to be submitted within 30 days of travel. For requests 6 months or older, you will be asked for an explanation which will need to go to Marge Ferguson, CALS Dean’s Office, for approval. Reimbursements become taxable income. See https://www.dfa.cornell.edu/travel/payingfortravel/expenses-faq. Please fill out a checklist for reimbursement: http://cals.cornell.edu/about/leadership/ofa/bsc/travel

Original receipts, in your name, are necessary.

- A valid receipt is indicated by a -0- balance or form of payment.
- Receipts are necessary for any expense over $75.
- Verify that all receipts state the currency tendered.
- If a receipt is not provided, particularly in remote locations, please make out a receipt including date, amount, purpose, and have it signed by the vendor/merchant/provider.
- No need to calculate the exchange rate (unless you want an idea) as it is done in the on-line system per the date on the receipt.
- A credit card statement charge can suffice for a receipt. NEVER SEND A STATEMENT through e-mail or leave in the job box without first blackening out all unnecessary and confidential information including your account number. The redaction tool in adobe acrobat can be applied but may not be secure.
- Unallowable expenses: https://www.dfa.cornell.edu/sites/default/files/vol3_2.pdf
- Purchases made need to be related to the research, grant, or business purpose.
- Gift receipts need business purpose.
- Hosted meals always (even if under $75 require an itemized receipt and list of attendees.

Transportation receipts or explanation are necessary to/from the travel destination. Boarding passes or proof that airline tickets were used are necessary. If airfare was changed and an additional charge applied, an explanation for the change must be provided.

Lodging needs to be accounted for all travel dates. Receipt should indicate amount paid and date of the stay. See also https://www.dfa.cornell.edu/travel/payingfortravel/expenses-faq.

If one is not submitting reimbursement for a particular date during the trip, an explanation is necessary, e.g. stayed with a friend, shared a room with…, etc. For per diem purposes, the location for each night is necessary.

Meals are reimbursed for overnight travel at the per diem rate. Per diem is determined by the location of your stay that night (This amount can be reduced if one does not want to use the funds). Per diem is reduced by 25% for the first and last days of travel. Reimbursement for day trips is by receipt. Indication needs to be made for any meals provided.
• Foreign per diem (used only for meal reimbursement, use the M&IE column): https://aoprals.state.gov/web920/per_diem.asp
• Continental United States per diem (used only for meal reimbursement, use the M&IE column): http://www.gsa.gov/portal/category/100120
• Alaska, Hawaii and Puerto Rico per diem (used only for meal reimbursement, use the M&IE column): http://www.defensetravel.dod.mil/site/perdiemCalc.cfm

Hosted meals and meals including other people, need business purpose and list of attendees. See https://www.dfa.cornell.edu/travel/payingfortravel/expenses-faq when including other Cornell members.

Trips over 30 days are considered long term travel and per diem is reimbursed at 50%.

Travel business purpose backup information is necessary, e.g. conference registration including dates, presentation at a conference, e-mail exchange, or detailed explanation.

For trips using multiple Cornell funding sources, one trip reimbursement can be submitted and charged to multiple accounts. Please discuss this with Linda Warner to determine which department is best to handle the reimbursement. If expenses are being reimbursed from an outside source, the source and either expenses or amount need to be disclosed to Cornell.

Mileage-only reimbursement uses form “mileage reimbursement” at http://cals.cornell.edu/about/leadership/ofa/bsc/travel

C. On-line reimbursement process
Admin Staff enter your reimbursement via http://cals.cornell.edu/about/leadership/ofa/bsc/travel/instructions/. You will be given the opportunity to approve the entries before the trip is submitted for reimbursement.

You also have the opportunity to process your reimbursement via the on-line form above. If you decide to do so:
• For faculty, your supervisor is Christi Diamond (cd254)
• For grad students, your supervisor is your adviser
• The KFS eDoc Initiator is Diane Lussier (deh46)
• Expense description needs to have the vendor’s name. If you number your receipts also enter the number of the receipt.
• After entering the information, change the trip preparer to LLW2 and submit all paperwork to Linda Warner.
• DO NOT HIT THE SUBMIT BUTTON- until you receive an email from the BSC later in the process. At this point, only exit the trip.
• DO NOT upload receipts to the system.
• Receipts are taped to 8 ½ x 11 paper, be able to read in portrait mode, and in date order.
• You will be given another opportunity to approve the trip.
For examples, please see Appendix 3: Online travel reimbursement
**View Accounts**
If you have a grant housed in Development Sociology, you can access WebFin for your account information:  [https://obieeprod.cit.cornell.edu/analytics/saw.dll?dashboard](https://obieeprod.cit.cornell.edu/analytics/saw.dll?dashboard)
When you log into Kuali, click on dashboards on the upper right hand side; you should see **WebFin2** in the drop down. If you click on the WebFin2 link it will take you to the interface. On the home page of WebFin2 you can click on **view accounts**.

You can click on the drop down to the far right of each account listed and select the type of report you would like to view. Once you are in the report view to get back to view all your accounts or to select a different report view on the same account, move to the far left and click on the “report view” drop down to select.

**D. Helpful Links**
Travel on-line system:  [http://cals.cornell.edu/about/leadership/ofa/bsc/travel/instructions/](http://cals.cornell.edu/about/leadership/ofa/bsc/travel/instructions/)
Travel Expense Policy 3.2 (comprehensive guide):  [https://www.dfa.cornell.edu/sites/default/files/vol3_2.pdf](https://www.dfa.cornell.edu/sites/default/files/vol3_2.pdf)
Various travel forms:  [http://cals.cornell.edu/about/leadership/ofa/bsc/travel](http://cals.cornell.edu/about/leadership/ofa/bsc/travel)
Or the DS Share (T:) drive on the server under general access, DSoc Public, Travel and Reimbursement
ACH Authorization Form for direct deposit of reimbursement (not the same as payroll direct deposit):  [https://www.dfa.cornell.edu/sites/default/files/cu-pay-achauth.pdf](https://www.dfa.cornell.edu/sites/default/files/cu-pay-achauth.pdf)
Travel advance form:  (submit within 30 days of travel, hardship determined on a case-by-case basis:  [https://www.dfa.cornell.edu/sites/default/files/files/files/events/cu_pay_traveladvance.pdf](https://www.dfa.cornell.edu/sites/default/files/files/files/events/cu_pay_traveladvance.pdf)
Currency conversion:  (indicate currency; if multiple, indicate on individual receipts)  [https://www.oanda.com/currency/converter/](https://www.oanda.com/currency/converter/)
C2C Bus Service for NYC trips:  [https://transportation.fs.cornell.edu/coach/](https://transportation.fs.cornell.edu/coach/)
Fleet reservations:  [https://transportation.fs.cornell.edu/fleet/](https://transportation.fs.cornell.edu/fleet/)
Foreign per diem (used only for meal reimbursement, use the M&IE column):  [https://aoprals.state.gov/web920/per_diem.asp](https://aoprals.state.gov/web920/per_diem.asp)
Continental United States per diem (used only for meal reimbursement, use the M&IE column):  [http://www.gsa.gov/portal/category/100120](http://www.gsa.gov/portal/category/100120)
Alaska, Hawaii and Puerto Rico per diem (used only for meal reimbursement, use the M&IE column):  [http://www.defensetravel.dod.mil/site/perdiemCalc.cfm](http://www.defensetravel.dod.mil/site/perdiemCalc.cfm)
XII. Department culture and activities

Development Sociology is committed to creating an inclusive and supportive environment for intellectual engagement. To this end, we have established a number of regular activities and events to enhance our departmental culture.

- **Development Sociology Graduate Field Welcome Back Picnic:** A chance to welcome the new cohort and welcome back graduate students, faculty and staff as we celebrate the beginning of a new academic year.

- **First-year Cohort Orientation:** The Director of Graduate Students and the Graduate Field Assistant address programmatic structure and requirements, teaching and research assistantships, college and university resources, and department activities and expectations.

- **Graduate Student Orientation Breakfast:** This orientation is a more informal means of introducing new students to the department. Organized by graduate students, this event introduces the Development Sociology Graduate Student Collective and provides a space for the first year cohort to ask any questions they have about the program and life in Ithaca.

- **Department seminar series:** The department holds regular seminars in the fall and spring to facilitate collective discussions and intellectual engagement within the field. A seminar committee is formed at the beginning of each academic year to coordinate the seminars and solicit feedback from faculty and graduate students throughout the department. Seminars are typically held every other week on Friday afternoons, with wine and cheese -- all department members are encouraged to attend seminars regularly.

- **Brown Bag series:** The “brown bags” are a series of seminars, discussions and talks organized by graduate students. They provide a venue for sharing works-in-progress, learning about topical issues through panel presentations, and giving practice talks in a friendly and less formal environment.

- **Meet and greets:** Meet and greets are brief, informal gatherings with the first-year cohort and one or more faculty members in the field. These meetings allow first-year students to learn more about each faculty member’s area of research, style of mentorship, and teaching philosophy - all important concerns when putting together a committee. Meet and greets also provide first-year students the opportunity to share their own research interests and professional goals with faculty across the field. The first-year cohort is encouraged to reach out to faculty throughout the field in their first year and hold regular meet and greets throughout the semester. The Graduate Collective or department can provide some funding for refreshments at these meet and greets.

- **2nd-Year cohort picnic:** At the end of the academic year, the second-year cohort organizes a picnic for the entire department. Funding is provided by the department.

- **Semi-regular fun nights**, such as bowling at Helen Newman, organized by the Grad Collective
Appendix 1: Using OrgSync to request money from the GPSAFC

Last updated April 2015
This document is intended for DSOC Grad Collective officers (president, treasurer, VP) and advisor (DGS). GPSAFC is the Graduate and Professional Student Assembly Finance Commission, the funding arm of the Graduate and Professional Student Assembly (GPSA). In short, it’s where we get our money from.

Head over to orgsync.com
Log in to the Cornell version with your netID and password. Go to “My memberships” (upper right hand corner – it might be just a little logo with three little silhouettes next to your name, if your browser window is small) > DSOC Grad Collective.

April of the previous year
To approve a new budget request (officers and advisor)
All of the officers and the faculty advisor (DGS) have to approve the budget; otherwise it will not be approved by the GPSAFC.

Go to “My memberships” > DSOC Grad Collective > More > Treasury > Manage budgets
There are a bazillion budget options – know the name of the budget you are being asked to approve. The budget name for the 2015-16 academic year is “GPSAFC 2015-2016 annual budget request (16-00 May)” (most of the others are empty).

Click on the name of the budget.

Go to the comments space and leave a note that says, “I, NAME, POSITION (advisor, president, treasurer, or VP) of the DSOC Graduate Student Collective, approve this budget.”

April of the previous year
To invite new officers (President)
Orgsync > “My memberships” > People > Invite people (new officers)
Add/Change titles under the members’ names (blank line)
Administrators > manage roles (officer or advisor)

April of the previous year (President)
Renew registration with the Student Activities Office (now called the Student Leadership, Engagement, and Campus Activities Office): http://orgsync.rso.cornell.edu/Registration_home.

April of the previous year
To submit a new budget for GPSAFC approval (President)
Mostly you can copy from previous years, for the names and descriptions of categories.
Give the budget a name (e.g., DSOC Grad Collective budget) and a period (annual).
Divide the expected costs into the different options for categories (ours are usually: field activities (field), programming and events (program), fun committee (social)
Fill in each category with its name, description, and budget numbers.
It’s up to the President to sort out what different activities (money to co-sponsor visiting speakers, breakfast series, fun nights (bowling, movies), etc.

Technically, the GPSAFC funding is limited to $200 + ($2 * members) and social funding is limited to $5 per member. In May 2015, we had 33 active graduate students.
Appendix 2: Printer Set-up

**If you are on a PC:**

You should be able to click these links and connect to the printer if your computer is on the cornell.edu domain.

*Repeat same procedure on an each printer.

file:///\sf-agnorth-001.serverfarm.cornell.edu\AG-DS-Warren-142-Xerox-Phaser4510N

file:///\sf-agnorth-001.serverfarm.cornell.edu\ag-ds-warren-142-hp-ljp3015

If the links above are not clickable:

Under your Start menu, click in 'Search Programs and Files' at the bottom and type in:

\sf-agnorth-001.serverfarm.cornell.edu\AG-DS-Warren-142-Xerox-Phaser4510N

\sf-agnorth-001.serverfarm.cornell.edu\ag-ds-warren-142-hp-ljp3015

and press Enter.

If you use a private PC, you will be asked username and password. Please type in following info.

Username :CORNELL\NETID or NETID@cornell.edu

password :NETID PASSWORD

The printer should install the drivers automatically.

**If you are on a Mac:**

Macs need to add printers by IP address. Each version of Mac OS X has slightly different menu options but your dialogs should be at least similar:

*Repeat same procedure on each IP address

1. From the Apple menu choose System Preferences.
2. From the View menu choose Print & Fax.
3. If the lower left padlock is locked, click it and enter an administrator name and password to unlock it.
4. Click the “+” (plus) icon at the bottom of the “Printers” pane to open the “Add Printer” window.
5. Click “IP” on the toolbar.
6. Click the “Address:” field and enter the IP address for Xerox : 10.253.226.155

   HP : 10.253.226.160

* If in step 6 the “Gathering printer information…” stage was successful in selecting the printer driver, click “Add” to create your printer queue and you are finished!
* If in step 6 the “Gathering printer information…” stage was not successful in selecting the printer driver, select
* If Mac can't find appropriate driver, please download and install manufacture driver.

“Select Printer Software…” from the “Print Using:” pop-up menu. Choose the printer model for your IP Printer and click OK.

Click “Add” to create your printer queue.

TIP: Enter the model of printer in the “Printer Software” search field to quickly find the printer software to select.
Appendix 3: Online-travel reimbursements

Examples of information for online travel form:

### Per Diem Meals & Incidental - Allowance & Adjustments

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Per Diem Allowance</th>
<th>Automatic Adjustments</th>
<th>Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/02/18</td>
<td>Dublin, Ireland</td>
<td>$110.00</td>
<td>First Day of Travel (laid up 7%)</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/03/18</td>
<td>Dublin, Ireland</td>
<td>$110.00</td>
<td>Deduction: Dinner</td>
<td>$110.00</td>
</tr>
<tr>
<td>01/04/18</td>
<td>Dublin, Ireland</td>
<td>$110.00</td>
<td>Deduction: Breakfast</td>
<td>$110.00</td>
</tr>
<tr>
<td>01/05/18</td>
<td>Galway, Ireland</td>
<td>$110.00</td>
<td>Personal Day</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/06/18</td>
<td>Galway, Ireland</td>
<td>$110.00</td>
<td>Deduction: Breakfast</td>
<td>$110.00</td>
</tr>
<tr>
<td>01/07/18</td>
<td>Galway, Ireland</td>
<td>$110.00</td>
<td>Deduction: Dinner</td>
<td>$110.00</td>
</tr>
<tr>
<td>01/08/18</td>
<td>Boston, MA</td>
<td>$110.00</td>
<td>Deduction: Breakfast</td>
<td>$110.00</td>
</tr>
<tr>
<td>01/09/18</td>
<td>Boston, MA</td>
<td>$110.00</td>
<td>Deduction: Dinner</td>
<td>$110.00</td>
</tr>
</tbody>
</table>

**Total:** $1,000.00

**Eligible Reimbursement:** $220.00

### Expenses Requiring Receipts

If a receipt or similar item provides details of the expense (vendor, date, description, etc.) that would normally appear on the receipt.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Attachments</th>
<th>Status</th>
<th>Total Amount</th>
<th>Categorized Amount</th>
<th>Uncategorized Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/02/18</td>
<td>Aer Lingus</td>
<td>F 3</td>
<td>✓</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/03/18</td>
<td>Hotel in Dublin - Carlow Hotel</td>
<td>F 3</td>
<td>✓</td>
<td>$243.94</td>
<td>$243.94</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/04/18</td>
<td>Bar Manager Hotel</td>
<td>F 3</td>
<td>✓</td>
<td>$86.85</td>
<td>$86.85</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/05/18</td>
<td>Wild Flower Hotel - Cool Dublin</td>
<td>F 3</td>
<td>✓</td>
<td>$167.04</td>
<td>$167.04</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/06/18</td>
<td>Aer Lingus Flight from Dublin</td>
<td>F 3</td>
<td>✓</td>
<td>$21.45</td>
<td>$21.45</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/07/18</td>
<td>Best Western Caesar - Belfast</td>
<td>F 3</td>
<td>✓</td>
<td>$225.04</td>
<td>$225.04</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/08/18</td>
<td>Parking spot</td>
<td>F 3</td>
<td>✓</td>
<td>$164.55</td>
<td>$164.55</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/09/18</td>
<td>Best Western Caesar Hotel - Jr.</td>
<td>F 3</td>
<td>✓</td>
<td>$164.49</td>
<td>$164.49</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Total:** $2,199.00

### Expenses Not Requiring Receipts

Expense amounts (in USD) (including personal vehicle mileage) require a receipt and must be entered in the section above, "Expenses Requiring Receipts."

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Description</th>
<th>Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/02/18</td>
<td>Transportation - Personal Vehicle</td>
<td>Taxis to East R Hempo and J.</td>
<td>$199.92</td>
</tr>
<tr>
<td>01/03/18</td>
<td>Transportation - Parking, Tolls</td>
<td>Wayne tolls</td>
<td>$13.90</td>
</tr>
<tr>
<td>01/04/18</td>
<td>Transportation - Personal Vehicle</td>
<td>JFK to East R Hempo and J.</td>
<td>$186.62</td>
</tr>
</tbody>
</table>

**Total:** $234.42

### Items Direct Billed to Department (Not Reimbursable)

Any expenses related to this trip that were billed directly to the department's expense account should be entered here. Those will not be reflected in the trip totals or on individual expense reports.

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No direct billed expenses have been entered for this trip.</td>
</tr>
</tbody>
</table>

### Circumstances Requiring Additional Information or Approval

Per diem:

<table>
<thead>
<tr>
<th>Travel Locations</th>
<th>Meal</th>
<th>Per Diem Allowance</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>To</td>
<td>Date</td>
<td>Personal Day</td>
<td>Included / Provided Meals</td>
<td>Travel Location</td>
</tr>
<tr>
<td>01/02/18</td>
<td>01/09/18</td>
<td>01/02/18</td>
<td>Lunch</td>
<td>Lunch</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/03/18</td>
<td>01/09/18</td>
<td>01/03/18</td>
<td>Lunch</td>
<td>Lunch</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/04/18</td>
<td>01/09/18</td>
<td>01/04/18</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/05/18</td>
<td>01/09/18</td>
<td>01/05/18</td>
<td>Lunch</td>
<td>Lunch</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/06/18</td>
<td>01/09/18</td>
<td>01/06/18</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/07/18</td>
<td>01/09/18</td>
<td>01/07/18</td>
<td>Lunch</td>
<td>Lunch</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/08/18</td>
<td>01/09/18</td>
<td>01/08/18</td>
<td>Lunch</td>
<td>Lunch</td>
<td>$0.00</td>
</tr>
<tr>
<td>01/09/18</td>
<td>01/09/18</td>
<td>01/09/18</td>
<td>Lunch</td>
<td>Lunch</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

49
Expense with receipt:

Expense not requiring receipt:

Expenses directly billed to Cornell (eg. AAA invoice, conference registration):