



**Florida Atlantic University
Academic Program Review
Self-Study Report**

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A. Mission and purpose of the program

The mission of the PhD program in Comparative Studies is to prepare students to make meaningful contributions to the academy and to society through interdisciplinary studies of culture, primarily in the Humanities and Social Sciences.

The PhD program in Comparative Studies in the Dorothy F. Schmidt College of Arts and Letters is an interdisciplinary PhD program that provides students with the opportunity to synthesize scholarly inquiry across two distinct fields. It is the only PhD granting program in the college and features two tracks, one in Cultures, Languages, and Literatures (CLL), and one in Culture, Society and Politics (CSP). Both tracks require students to articulate the two fields of study that they intend to focus on while in the program. For students in the CLL track, the primary field is expected to be in the humanities, usually studying literature, language, linguistics, or similar. For students in the CSP track, the primary field is expected to be in the social sciences, usually studying political science, anthropology, or sociology. In either track, secondary fields vary widely. In general, it is safe to say that most students articulate a secondary field of interest within the college's other 17 graduate programs of study, but we have had students with a secondary area of interest in areas such as nursing/public health (College of Nursing) or curriculum development (College of Education). Students matriculating into the program with primary areas of interest that are themselves interdisciplinary – such as Communication and Multimedia Studies or Women, Gender and Sexuality studies – might be found in either of the two tracks, depending upon their methodology. For example, if students were primarily interested in the aesthetic responses of LGBTQ people to their lived experience, they would likely be found in the CLL track. If they were interested in more sociological phenomenon and the data accompanying it, they would likely be located in the CSP track. What ties these two tracks together, and, indeed, what is at the heart of the program's conceptualization, is an investigation of human culture and the various phenomena that attend it. More on the particular requirements of these tracks and the logic behind the location of students within each track will be provided later in this self-study.

The program operates according to a fundamental believe in the value of interdisciplinary inquiry. We have tried to formalize within the structure of a degree program what we believe is already the prevailing reality within the academy – namely the fact that a significant number of scholars, though housed in traditional disciplinary silos, eventually find themselves working at the nexus of multiple disciplines, and, in fact, that a considerable number of significant intellectual advancements emerge as a result of conversations and advancements that occur across disciplinary lines. In this way, we see the program as aligned with the core of the FAU strategic plan which prioritizes Synergy and Boldness. In particular, the university is striving to “build a geographically diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures” as well as to “connect the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry” that prevails at FAU. The students in the PhD program in Comparative Studies, who are attracted into the program from across the nation and the world, certainly fit the profile mentioned above. In fact, the PhD program in Comparative Studies has contributed to the racial and ethnic diversity of the institution by recruiting a significant percentage of minority students into its ranks (43% of the students currently in the program identify as either American Indian, African-American/Black, Hispanic or Latino, or of Two or More Races), and, along with the interdisciplinary nature of their inquiry, these students contribute meaningfully to building a culture of connection in which talented faculty and students work together to create new knowledge.

Much of the university's strategic plan is focused on "pillars" and "platforms". These orient the university's strategic vision and provide focus for the development of programs and initiatives across the various colleges. While the "pillars" are initiatives that are, in many ways, STEM focused and therefore somewhat outside the realm of the Comparative Studies PhD program, these pillars are themselves paired with a series of "platforms" that reach across the various colleges within the university. The PhD program in Comparative Studies supports or intersects with several of these platforms in meaningful ways. For example, one of the platforms upon which the university seeks to build its success is "Diversity," which is defined as seeking to "identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies." As mentioned, the PhD program in Comparative Studies has contributed to the racial and ethnic diversity of the institution by recruiting a significant percentage of minority students into its ranks. It also works diligently to build the "cross-cultural competencies" that the Diversity platform seeks to encourage. Indeed, with its primary focus being on the investigation of human culture through the aesthetic, social, and material products associated with it, the PhD program in Comparative Studies might be said to be the university's most advanced student-centered sphere for building such cross-cultural competency. Because of the program's focus on culture and cross-cultural competency and understanding, it also contributes significantly to the institution's commitment to Peace, Justice, and Human Rights, another university platform whose stated goal is to "develop programs that share best practices and promote tolerance and understanding of diverse cultures." The existence of the CLL and the CSP tracks, the scholarship the students within these tracks engage in, the courses they teach to the university's undergraduate population, all further the university's mandate to engage in the "building [of] cross-cultural competency" and "promoting tolerance and understanding of diverse cultures.

As it relates to the Board of Governor's Strategic Plan, the PhD program in Comparative Studies also makes a meaningful contribution. The BOG for the State of Florida has identified three primary areas that it identifies as "primary components of the state university system's tripartite mission". Specifically, it has identified "Teaching and Learning," Scholarship, Research, and Innovation," and "Community and Business Engagement" as areas of strategic emphasis, and it expects institutions within the state system to monitor contributions to each of these areas through a metrics-based accounting process. As part of the metrics based assessment of the BOG's "Teaching and Learning" area, goals have been set relative to "graduate degrees produced annually," and "national rankings for universities." In these areas, increases are expected and rewarded. The PhD program in Comparative Studies, especially with the launch of the CSP track, is now on track to produce approximately 12-14 PhD graduates per year. While we have concerns about the overproduction of PhDs in both the humanities and social sciences, and have built alt-ac options into our curriculum pathways to allow students to pursue careers outside academia should they wish to do so, this number of PhDs allows the program to contribute meaningfully to the overall production of doctoral degrees in the institution. In fact, our most recent internal numbers show that as it relates to Carnegie Classification, the university cannot increase its classification rank any further by producing STEM doctoral degrees – it has already gained the bulk of the "points" available to it through its current production – but the increase of degrees in the PhD program from 6-7 per year (which is what the degree is producing under the CLL track along) to 12-14 (which is what we forecast it will produce when the students that began the CSP track in Fall 2019 begin to graduate in 2023) makes a significant contribution to the profile of the university in the Carnegie rankings. Therefore, the PhD program in Comparative Studies is primed to make a significant contribution to the overall research profile of the university as it continues to matriculate students through its tracks.

B. Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program

The last review conducted of the PhD program in Comparative Studies was conducted in the spring of 2010, when the program was in hiatus and not accepting students. A decision had been made in late 2009/early 2010 to suspend admittance to the program by then Dean Manjunath Pendakur. At that time, the program looked significantly different than it does now, and the review was based primarily upon the program's configuration then. The program included three separate tracks in 2009, Languages, Linguistics, and Literatures; Public Intellectuals; and Fine and Performing Arts, none of which are in existence now. Budget issues related to the Great Recession played a role in the then-Dean's decision, as did the fact that there was limited faculty support for the Fine and Performing Arts track, and limited involvement of the social science departments in either of the other two tracks. Because of the significantly different nature of the previous program to the program of today, the previous review's usefulness is somewhat limited. However, several findings or recommendations that were made became guideposts for the degree as it emerged from its hiatus and was reconceptualized. This review will attend to those findings and recommendations that directly apply to the program as it was restructured and reactivated – a process that led to the resumption of admissions in the Fall of 2013.

Of the relevant findings and recommendations made by the evaluation committee were that the program should be re-opened and that “there [should] be a re-evaluation of the degree, in which the faculty should be invited to propose what they would like to see as degree tracks within the program.” This process began in 2010 and was largely complete by 2012, with the program emerging with a single track in Cultures, Languages, and Literatures (students in previous tracks were grandfathered in to their existing tracks and allowed to complete their degrees). The reconceptualization of the PhD program through this single track was supported primarily by the Department of Languages, Linguistics, and Comparative Literature, as well as the Department of English. These two departments provided a significant portion of the initial seed funding for GTAships in order to provide the budget necessary to launch the reconceptualized PhD program and remain core supporters of the PhD program in the college – although other humanities departments, including Communication; Women, Gender and Sexuality Studies; History; and Philosophy have welcomed PhD students into their graduate classrooms, and, on occasion, have provided TA opportunities for students. Gratefully, the PhD program is currently able to fund its existing cohort through its own budget, provided by the college and the provost's office, and it is no longer necessary for these departments to support students financially over the course of their studies. However, as will be explained later, these department's still hold the power to make a significant difference in the financial security of these students through the teaching assignments that are given to these students – especially in the summer months.

The second applicable recommendation made by the reviewers was that due to the “time-consuming and labour-intensive” nature of their “involvement in an interdisciplinary program” faculty should be offered some form of “course relief” to offset their work in the program which is too frequently “not appropriately accounted for by ‘home’ departments.” In short, because the faculty are still siloed in their traditional departments (there are no faculty appointed in the PhD program, but rather all that participate do so from their position as faculty in their various home departments), past participation in the PhD program has largely been done on a “good will” basis and in accordance with faculty interest, without any other incentives for the faculty to participate. This was changed in January of 2017 when then Dean Heather Coltman and Associate Dean Michael Horswell (now Dean of the

College) drafted and secured the department chairs support for a course release policy for faculty mentoring PhD students (see Appendix 1).

The prior program review also made reference to space, and the need for the PhD program to have a space where “students may gather and meet easily and routinely with one another and with staff allocated to administer the degree.” With the advent of the School of Interdisciplinary Studies in the Humanities and Social Sciences, which now houses the PhD program in Comparative Studies among other interdisciplinary degrees, we believe we have given the PhD program a viable administrative space or “home” from which to operate – whereas before it operated out of the college’s central offices. While the PhD students themselves have offices that are located largely within the department office banks for the department’s which they teach, we feel that this is a preferable arrangement to siloing them away from their MA peers that might be working in similar fields. With the inception of the Masters en Passant degree for incoming PhD recruits, placing PhD students in offices together within the departments where they deliver instruction seems even more important, as it gives them easy access to others interested in their primary fields of study, increases departments’ feelings of investment in the program, and roots PhD students in spaces close to the faculty with whom they are working. For this reason, the department is currently satisfied with the space arrangements that it enjoys – a situation that should be suitable so long as departments continue to see the PhD program as enjoying a symbiotic relationship with their own programs.

There are other recommendations that, although directed specifically towards the program in its previous configuration, nevertheless probably bear mention in this context. First, a recommendation was made to hire “a high-profile Director to be hired externally or appointed from those faculty members associated with the program.” The college made the strategic decision during the reboot to make the Associate Dean of Graduate Study and Research, Dr. Michael Horswell, the Director of the Comparative Studies PhD program. This tradition has continued, with the current Associate Dean of Graduate Studies, Dr. Adam Bradford, acting in this capacity. The college has felt it wise to continue having a high-profile member of the college executive leadership, namely the Associate Dean of Graduate Studies, direct the program as it requires significant coordination across the various graduate programs in the college and the Associate Dean of Graduate Studies is in a unique position to effect such coordination. In addition, the recommendation was made to continue to admit students on “both a full- and part-time basis, but tighten admission criteria, including the requirement that no student be admitted without a firm commitment from at least one faculty member to supervise the student’s doctoral work.” The program continues to admit both full- and part-time students, and admissions are always made with an eye towards available faculty mentorship related to a student’s interest.

Other recommendations regarding evaluation standards and program cohesion across the tracks that existed at the time are specific enough to the previous iterations of the program that they bear no real relevance to the program as it exists today, therefore, they will not be addressed in this particular self-study. If the external review committee would like to see the previous program review, it can be made available to them.

There are several other changes that have been made to the program that bear mentioning. First, in the spring of 2018 the program approved a Masters en Passant option that would allow qualified students holding a bachelors degree to matriculate into the PhD program and earn an MA in a field represented in either the humanities or social science departments in the college along the way to the PhD. Students can earn an MA in English; Languages, Linguistics, and Comparative Literature; Communication; History; Sociology; Political Science; Anthropology; or Women, Gender and

Sexuality Studies. This option is available to students who have earned a bachelors degree in the humanities or social sciences and their applications will be vetted by the graduate programs committee for the program that will grant the MA, as well as the PhD program Executive Committee. The PhD Executive Committee is the sole body that reviews applicants who already hold a degree at the Masters level. This fall (2019) we matriculated the first BA to PhD student into the program. The student will earn an MA in English while in pursuit of the PhD.

In addition, the PhD program in Comparative Studies has also launched the aforementioned track in Culture, Society, and Politics. This track is, as mentioned, one which requires students within it to articulate a primary area of interest in the social sciences. This track was granted \$90,000 in recurring budget dollars to matriculate its first 6 students into the program. It should be noted, and will be returned to later in this review, that an additional \$90,000 will need to be added to this base budget each year for the next three years (for a total of \$360,000 by fiscal year 2022) in order for the program to be able to fully fund 6 students per year in the program. This will match the current budget for student support that exists in the CLL track, and will mean that we are matriculating and graduating 12 students per year into the program.

In addition to these substantive changes, the program has worked to creatively increase graduate stipend dollars for students – primarily by making summer opportunities/fellowships available for students. These have varied in amount, but have included Summer Advancement Fellowships, Exams Fellowships, and funded Dissertation or Grant Writing Workshops (See Appendix 2). These initiatives, which have targeted providing summer support for students (and no PhD student has guaranteed summer support), have used residual budget dollars rather than a dedicated funding source. The program is committed to continue using any residual dollars to benefit the students in the program in ways such as these.

C. INSTRUCTION

Baccalaureate Programs

There is no Baccalaureate Program associated with the Comparative Studies PhD program.

Graduate Programs

Admission

The PhD program requires the below of its applicants in order to assess their suitability as candidates for admittance. The materials are reviewed by the PhD Executive Committee alone if the student already has a Masters degree. If the student only possesses a Bachelors degree, the Graduate Programs Committee of the department from which the student seeks an MA en Passant as well as the PhD Executive Committee review the materials. The committee(s) vote(s) to accept or deny candidates. In the case of BA student applicants where one committee votes to accept and the other denies, the candidates are denied. We do not admit students into the program who seek funding if we cannot provide it to them. We do have students in the program that are funded by outside agencies (McKnight Fellowships and community or state college tuition benefits for current employees are two common exterior funding source). We have one student who was recently awarded a Fulbright and will be funded through that program for the remainder of her PhD. Our standard GTA stipend is \$15,000, plus tuition waiver.

B.S, B.S, B.F.A, M.A., M.S., or M.F.A. in a relevant discipline.

Minimum 3.5 GPA in previous graduate courses.

Competitive scores in the verbal, quantitative and analytical writing sections of the Graduate Record Examination. (The GRE must have been taken within the past five years.)

For international applicants, a competitive TOEFL score is also required.

Applicants must submit an academic paper, approximately 20 pages in length and with scholarly documentation, that demonstrates the applicant's analytical and explanatory skills and command of the discipline. Candidates who plan to work in lingua are required to submit an additional academic paper in that language, too.

A statement of intent that outlines the applicant's field(s) of study and describes how your academic background has prepared you for this interdisciplinary program.

Three (3) letters of recommendation, including at least two from professors whose course(s) the applicant has taken. These letters should be current and should attest to the applicant's intellectual qualifications for the Ph.D. in Comparative Studies.

Enrollment information (headcount and SCH production)

There are currently 62 students in the program. The total SCH as reported for the 2017-2018 year (the last year we have data available), is 550 SCH. The below tables offer a longitudinal picture of enrollments since the program reconceptualization and launch in 2013.

	Comparative Studies			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors				4,293	28,345
Masters/Specialist				345	4,785
Doctoral	50	51	49	49	999
Unclassified				1	3,073
Total	50	51	49	4,688	37,452

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

	Comparative Studies			College Total	University Total
	2012-2013	2013-2014	2014-2015	2014-2015	2014-2015
Professional					249
Bachelors				4,412	28,561
Masters/Specialist				407	4,467
Doctoral	46	51	56	56	985
Unclassified					3,104
Total	46	51	56	4,875	37,366

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Average class size and faculty/student ratio

All graduate classes, including PhD seminars, are capped at 15 in the college. It is not possible to identify the average number of students in each of the courses offered by the various departments in the college over the last several years, but it would not have exceeded 15.

The average class size in PhD only seminars from 2016 to Spring 2019 is 8 students. The below table details the courses and enrollments.

	C	D	E	F	G	H
1	CO	TERM	COURSE	TITLE	Column1	ENRL ACTL
2	AL	201608	CST 7309	Critical Race Theory		10
3	AL	201608	CST 7309	Concepts of Culture		7
4	AL	201608	CST 7309	Language, Thought and Reality		3
5	AL	201708	CST 7309	Contexts & Contests of Culture		6
6	AL	201708	CST 7309	Postcolonial Theory		10
7	AL	201808	CST 7309	Cultural Theory		11
8	AL	201808	CST 7309	New Materialisms		8
9	AL	201908	CST 7309	Concepts of Culture		14
10	AL	201908	CST 7309	French Theories from 1960-1970		10
11	AL	201908	CST 7931	Bordieu and Foucault		0
12	AL	201601	CST 7936	Elie Wiesel:Wtnss as Pblc Intl		11
13	AL	201601	CST 7936	Emotion & 19th Century Lyric		6
14	AL	201701	CST 7936	Clssicl Fndtns:Philos,Lit,Rhe		6
15	AL	201701	CST 7936	Myth and the Bible		13
16	AL	201801	CST 7936	History & Theory of Translatn		5
17	AL	201801	CST 7936	Race, Colonialism, and Slavery		13
18	AL	201901	CST 7936	Sci & Its Cultural Dimensions		7
19	AL	201901	CST 7936	Adapting From Medium to Medium		4
20				AVERAGE CLASS SIZE		8

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

The program requirements vary only slightly between the two program tracks. The degree requires a minimum of 48 credits if matriculating with a masters degree, or 78 if matriculating with a bachelors degree. For both tracks, students are required to declare a primary and secondary area of interest. These are the two broad “comparative” areas of study that students will focus on during the duration of their program. They are required to earn 15 credit hours beyond the MA, MFA, or MS in graduate coursework in their primary area. They are required to earn 9 credit hours beyond the MA, MFA, or MS in graduate coursework in their secondary area. Students entering with a BA must fulfill all requirements for an MA in the degree granting program they stipulated at application (and, students entering with a BA must earn a Masters level degree, usually in their primary area of interest, while in pursuit of the PhD. There is no MA in Comparative Studies, rather the MA/MFA/MS options currently available to students in the college are English; Languages, Linguistics, and Comparative Literature; History; Communication; Political Science, Anthropology; Sociology; and Women, Gender and Sexuality Studies). They may take 1-9 credit hours of Advanced Research and Study in preparation for their Comprehensive Exams. They must also complete 12 dissertation credit hours.

In addition, students in all tracks must take 2 courses (6 credit hours) of CST 7936 Interdisciplinary Perspectives. Students in the Cultures, Languages and Literatures (CLL) track must also take 2 courses (6 credit hours) in CST 7309 Criticism and Theory. Students in the Culture, Society, and Politics track must take 1 course (3 credit hours) in CST 7309 Criticism and Theory, and 1 course (3 hours) in CST 7912 Research Design in Social Science. These CST courses serve as the core of the program. (See Appendix 3)

This course of study is unique in the Florida SUS, so comparisons to programs within the SUS cannot be made. There are Comparative Studies programs in the nation, but not many. Most notable are arguable Ohio State University’s program, followed by the Comparative Studies program at University of Minnesota, and, to some degree, the Comparative Thought and Literature program at Johns Hopkins University (although it has limited relevance related to our track in Culture, Society, and Politics). These are our aspirational peers. From information available online, it appears as though these programs have similar programs of study. Most have a core of roughly 4 courses taken specifically in Comparative Studies, with the remainder of the graduate work being taken in either Comparative Studies or related fields. Most also require roughly 80 semester hours of coursework beyond the BA to earn the PhD. (See Appendix 4)

Description of internships, practicum, study abroad, field experiences

There is an internship opportunity available to students who are interested in pursuing it, although none have chosen to do so since the relaunch of the program. CST 7940 Practicum, was salvaged from the earlier tracks of the program in order to provide students with “engagement and collaboration with agencies and organizations in the public arena, as defined by the student's research interests. Projects initiated by the student may also be considered.” As part of the advising process, students are informed about the possibilities of working in internships with local agencies, non-profits, arts organizations, and more. Because of the individualized nature of each student’s program of study and the need to locate them within organizations that are most centrally germane to those interests, we do not have standing internship organizations with whom we place our students. Rather, our model calls for internships to be developed by the director,

the interested student, and the organization, the latter of which will be approached by the director and student together once the student has identified the organization with whom they seek an internship. Although students have not chosen to ultimately pursue internships since the last program review, we have had initial conversations with the Blue Planet Writer's Room (non-profit arts org) and the YMCA of Broward County (public programming wing) to discuss proposals. Both organizations were ultimately amenable to the idea of working with interns from the program, but in both instances, students in the program ultimately decided to focus on preparing for academic careers instead. The program expressed support for these student's alt-ac investigations, and was even willing to bring additional stipend dollars to the table to help make the internships more feasible for the students involved. Moreover, each advising session and each year's orientation involves discussions or presentations on alt-ac opportunities and the program's general support for these.

Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)

Most courses taught as part of the Comparative Studies PhD program are taught in person through relatively traditional Socratic methods. This will, of course, vary by professor, and yet holds true in the general case.

Scope of institutional contributions, such as cross-listed courses, "service courses", inter-professional education efforts, certificate programs

Most of the CST courses are only open to PhD students in the program, although exceptional masters students are allowed to register with the permission of the professor and program director.

As mentioned earlier, the PhD program in Comparative Studies is the sole humanities granting degree program in the university – a key metric in improving the university's national ranking in alignment with the current strategic plan. Therefore, the program is making a significant contribution to the research profile of the university publicly and internally. None of the CST courses associated with this program are cross-listed for students in other programs or are listed in service of other certificate or degree programs outside the Comparative Studies program.

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships

Data on gender and ethnicity is included below. Suffice it to say that according to the university's internal census data 73% of our current graduate cohort are women, 27% are men. Moreover, 2% of our students are American Indian, 8% of our students are Black (Not of Hispanic Origin), 22% are Hispanic, and 57% are White (Not of Hispanic Origin). 10% are international students.

Students in PhD Program in Comparative Studies by Gender and/or Ethnicity

		2015-16	2016-17	2017-18	
Graduate	American Indian/Alaskan Native	Female			1
		Male			
		Total			1
	Asian or Pacific Islander	Female			
		Male			
		Total			
	Black (Not of Hispanic Origin)	Female	3	3	3
		Male	2	1	1
		Total	5	4	4
	Hispanic	Female	6	7	9
		Male	3	2	2
		Total	9	9	11
	White (Not of Hispanic Origin)	Female	21	19	19
		Male	11	12	9
		Total	32	31	28
	Non-Resident Alien	Female	3	5	4
		Male	1	2	1
		Total	4	7	5
	Total	Female	33	34	36
		Male	17	17	13
		Total	50	51	49

We are pleased to state that all active students in the program who have sought funding have been awarded it. As such, the only unfunded students in the program either did not request funding for their time as a PhD student, or that funding is being provided through other means. Currently we have 6 students in the program who are unfunded by the program. Of these, four are teaching at local community or state colleges that pay their tuition and fees, and one is an international students whose government is paying all costs associated with the program. We have one unfunded student who has not requested any funding.

Students are active scholars in their fields, with roughly 70% of our students conferencing in any given year (last year we dipped slightly below this to 67%). Students are provided with conference support through the program’s regular state funds and through foundation dollars. On average, students that are conferencing are awarded roughly \$500 per year, however, students engaged in international conferences or conferences with extraordinary costs are generally awarded higher amounts as budget allows. Students can petition twice a year, once in the spring and once in the fall, for dollars for conference travel. In the past year, students have presented at local or regional conferences, as well as major discipline wide flagship conferences like MLA, ACLA, ICFA, and the RSAP.

Student publications in the last year have included work in journals such as *The French Review*, *Penumbra: A Interdisciplinary Journal of Critical Inquiry*, *Centro: Journal of Puerto Rican*

Studies; The Journal of the Future of Humanities; Flannery O'Connor Review, Great Plains Journal, New Grove Encyclopedia of American Music, Eaton Journal; Pacific Coast Philology; SFRA Review. In addition, several students have contributed chapters to critical collections in their fields.

Students in the program have also won prestigious internal and external fellowships/scholarships. In the review period, students have been awarded fellowships/scholarships or other research related support from the following: Fulbright U.S. Student Program, McKnight Doctoral Fellowship program, the American Philosophical Association, the European Holocaust Research Infrastructure Fellowship, Smithsonian Institutions Recovering Voices program, Sigma Tau Delta Graduate English Association's Edwin L. Stockton Graduate Fellowship, the Endangered Language Fund's Native Voices Endowment, and a Zaglambier Society Scholarship from the Weisenthal Center for Holocaust Studies. Besides this sampling of external awards, our students have been awarded several internal fellowships and awards, including the Courtenay Fellowship, the Graduate Diversity Fellowship, Summer Advancement Grants, Summer Teaching Fellowship, Dissertation Fellowship, and Dissertation and Grant Writing Workshop Fellowships, and Somaesthetics Fellowships. Of the cohort of 51 students, 36 have received fellowship support from either internal or external sources – the equivalent of 71% of the cohort.

Advising procedures

Advising for the program is highly personalized and somewhat intensive. Upon entrance into the program, the Director serves as the primary advisor for each student. Our advising protocols are to encourage the student to declare their primary and secondary area of emphasis from the beginning of the program, but certainly no later than their second semester. Students are advised on course selection, as well as building a scholarly profile that will allow them to: 1) effectively work in the academy as a scholar within traditional and interdisciplinary departmental homes, 2) satisfy credentialing requirements (primarily through course selection that provides students with the requisite 18 credit hours in field of study, but also through publication), 3) allow them to successfully build a scholarly identity with articulable boundaries and interests, and 4) prepare them to succeed in their comprehensive exams and dissertation.

By the time that students have completed their coursework, they are usually transitioning from being advised by the Director of their program to being advised by a faculty advisor who will serve as their mentor through the comprehensive exams process, and possibly through the dissertation. The Graduate College has a formal process, including forms for designating committee members, to declare a graduate committee. Students are advised to seek out the faculty members, discuss the reasons the students is interested in having these faculty serve on the committee, and secure the faculty members' willingness to serve in the various roles associated with the comprehensive exams process. After this, the faculty advisors tend to advise students on all remaining academic issues, however, the program director continues to meet with every student in the program over the course of each semester to discuss progress in the program, provide support, inform students of support opportunities, and resolve difficulties, as possible.

Placement rates/employment profile

Alumni data is difficult to come by, however, we have expended some resources over the last calendar year in an effort to track and reconnect with our alumni. Some of these alumni

graduated from previous tracks of the program. Because of the incomplete nature of the alumni data, we cannot accurately assess placement rates. Nevertheless, the attached appendix gives a sense of what types of positions our students have gone on to inhabit and forecasts where they might find employment in the future. (See Appendix 5)

Retention rates

Of the 75 students who have matriculated into the program since its relaunch, 13 of them have stalled out/dropped out of the program. This equates with a 17% loss rate, or an 83% percent retention rate.

Graduation rates

Because the program only matriculated its first class after the relaunch in the Fall of 2013, the data here is rather scarce. The next program review will have enough longitudinal data to provide us with a clear window into overall graduation rates. Of the two initial classes admitted into the PhD program, the combined graduation rate is only 36%, and we anticipate that rate to increase significantly over the next few years. The initial cohorts that were recruited into the program were subject to intermittent funding issues and early program development challenges that are now largely a thing of the past. In fact, for the year following the initial two classes admitted (graduating this year), we expect 5 of the 8 students in the cohort to graduate, meaning that the overall 5 year graduation rate for that cohort will be roughly 63%. Due to the fact that approximately 15% of our PhD cohort are serving as instructors in local area state and community colleges and must matriculate through the program part time, this 5 year graduation rate is likely to always be somewhat lower than we would like. However, given an analysis of where the remainder of the students are in their course of study (based largely upon advising information and progress towards degree), it seems reasonable to expect that within the next two years we will see a 5 year completion rate of approximately 75%. (See Appendix 6)

Student recruitment

Students are recruited into the program from graduate programs throughout the United States and abroad. The recruitment process relies heavily upon targeted email campaigns using the GRE database for students interested in pursuing graduate study in any of the areas of primary interest our degrees can accommodate (essentially in any areas where the college has masters level programs). Recruiting students from the BA directly into the program is a benefit to the MA level programs, as those that earn the Masters en Passant count towards the degree production for those MA degrees, and increase the intellectual rigor of the MA programs – so these students are highly recruited, along with those who already hold the MA, MS, or MFA in an appropriate area of study.

Students who respond to the initial query are contacted personally by the Director of the program, who recruits on a one on one basis. Once application is made and a student is accepted, students from outside the area are frequently provided with travel funds to offset the cost of visiting the campus and meeting with college faculty and program staff. Students are recruited from the local area, regionally, nationally, and internationally.

Faculty

Please describe the administrative structure of the Department/Center/Unit administrative structure.

The program is administrated by the Director of the PhD program in Comparative Studies, Dr. Adam Bradford, who is currently the Associate Dean of Graduate Studies in the College of Arts and Letters. He relies upon the guidance of the PhD Executive Committee, which consists of a group of 16 tenure-line faculty in the College of Arts and Letters. They hail from departments and programs across the college, including Political Science, Jewish Studies, Art History, Languages and Comparative Literature, Sociology, Anthropology, English, and Communication. The Director runs the day to day operations of the program, is responsible for recruitment and student support, teaching assignments, advising, and enrollment management for the program. He relies upon the Executive Committee to make curricular decisions, as well as decisions about program structure and policies. The Director is assisted in his functions by an indispensable Program Coordinator, Gabby Denier, who has been in place for over a decade.

Faculty profile, including diversity, rank, academic specialties, and mix between full and part-time faculty and how this meets or does not meet department needs

There are no faculty assigned specifically to the PhD program in Comparative Studies. Rather the program can avail itself of the entire faculty from across the college to deliver its curriculum, if suitable.

D. Research: Departments, Centers or Units should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region.

Because there is no annual report structure for PhD students that is analogous to that which exists for faculty, it is difficult to assess this particular question, which usually draws upon that data in order to be answered. This question suggests that perhaps one salient need is for the PhD program to have a more formal method for tracking student publications, awards, and other forms of achievement. Nevertheless, as the “Student Profile” subsection of section C indicates, students are research active.

E. Other Program Goals.

Describe and assess how well goals are being met

The primary goals of the previous director who shepherded the program through its reconceptualization and launch were, most broadly, to ensure the financial viability and programmatic integrity of the program during its initial years of relaunch, as well as to recruit and support students (academically and otherwise) as they sought to navigate a newly conceived program. This previous director also worked diligently to institute a faculty compensation policy for faculty that advise PhD students (again, see Appendix 1). The program remains grateful to the previous director’s foresight in designing, implementing, launching, and gaining institutional support for the reconceived program. The current Director of the PhD program in Comparative Studies, who has been in position for the last three years, has sought to build upon the strengths built into the program by his predecessor by seeking do to as follows:

1. Increase financial support opportunities for PhD students, especially during the summer months when students are most vulnerable to financial distress.
2. Identify how the program might integrate an Alt-Ac pathway for students interested in pursuing careers outside the academy.
3. Create a Masters en Passant structure that would allow students to matriculate into the PhD program with a bachelors degree.
4. Consider the formal implementation of an alternative dissertation format for students interested in producing dissertations that do not adhere to more traditional monograph-style formats (this is especially important for students pursuing Alt-Ac employment).
5. Create a second track within the PhD program for students whose primary area of interest would be in the social sciences.
6. Work in tandem with other university partners to effectively advocate for health insurance and stipend increases for graduate students in the PhD program.

Goal 1

As it relates to goal 1, we have experimented with a number of summer initiatives to provide additional support for students. In the summer of 2017 and 2018, we offered Summer

Advancement Fellowships and Summer Exams Fellowships (again, see Appendix 2). In 2017, we offered the Exams fellowship to 2 students, and the Advancement Fellowship to 4 students. In 2018, we offered the Advancement Fellowship to 5 students. There were no suitable applicants for the Exams Fellowship that summer. In the summer of 2018, we also piloted a College of Arts and Letters Dean's Summer Writing Workshop, which prioritized the acceptance of PhD students at the dissertation stage, as well as MA and MFA students seeking to complete their theses. We admitted 5 students into the workshop, which also paid a stipend of \$2500.00. In the summer of 2019, we piloted a slightly different workshop titled the Advancing Research in the Humanities and Social Sciences Grant Writing Workshop. We enrolled 4 students in that particular workshop, which was a partnership with the Division of Research. Student participants were again paid \$2500.00 for their participation. Overall, I believe that the most effective interventions of those we have tried have been the writing workshops and the Summer Advancement Fellowship. We have continued to offer an average of two \$5,000 dissertation fellowships per year, as well. Some of the funding for these initiatives is made available by residuals from unoccupied GTA lines that may lie fallow for a semester due to students on leave for one reason or another. The Director has also intentionally kept at least \$30,000 a year in reserves for student support initiatives. Our own internal assessment suggests that we have found effective ways to target supporting students during the summer months. We have also proactively sought out summer teaching appointments in programs with need for students in the program, although the availability of courses for PhD students varies widely and is subject to negotiation with department chairs who may be more or less inclined to assign PhD students to classes based on department faculty requests, as well as masters students requests in their departmental programs. Currently there is no college wide policy in place that prioritizes PhD student course assignments over other GTAs. Chairs are frequently sympathetic to assigning courses to masters GTAs given their stipend rates, which are significantly lower than PhD students (\$8,500 on average compared to \$15,000).

Goal 2

As it relates to goal 2, we have retrieved the "practicum" course, CST 7940, as an option for PhD students that are interested in pursuing Alt-Ac careers. The Alt-Ac Pathway for Students in the PhD Program in Comparative Studies advising sheet is attached to this document. (See Appendix 7)

Goal 3

The Masters en Passant option for bachelors students admitted to the PhD program in Comparative Studies is available as of the fall of 2019 to students whose primary areas of interest dovetail with one of the MA degree granting programs in the College of Arts and Letters in the Humanities and Social Sciences (the exception is the newly formed M.S. in Data Science degree which is an intercollege degree with a track in Data Science and Society housed in our college). Students are required to complete all the degree requirements for the masters degree that they will earn, and are generally encouraged to exercise the exam option as opposed to thesis option for each of these degrees.

Goal 4

The PhD Executive Committee has given its support to the idea of PhD students articulating a defensible plan for producing an alternative dissertation format so long as the project under consideration would require an equivalent level of research, intellectual rigor, and critical engagement as a traditional project. Because of the unique nature of these projects, a draft

proposal must be made by any student to the student's dissertation committee. It must be approved informally by the dissertation committee who will notify the Director of the program that they support the project in its current form, and then presented again to the Executive Committee as a draft proposal. The Executive Committee will confer on whether or not the proposed project meets the standards for rigor, critical engagement, and research and provide feedback on as much to the student and dissertation committee. It is expected that the student will incorporate this feedback into a revised proposal before they sit for the formal proposal defense.

Goal 5

The PhD program track in Culture, Society and Politics launched in the Fall of 2019.

Goal 6

Ongoing efforts are being made at the programmatic, college, and university level to secure these types of improvements for students. The Provost has recently announced that students will have a health care plan in place by the fall of 2020. Stipends remain an issue. The program has been unable to increase the base stipend level from \$15,000.00, however, enhancement fellowships exist – primarily the Presidential Fellowship, the Schmidt Somaesthetics Fellowship. Due to budget cuts and structural reorganization, we recently lost the Lifelong Learning Fellowship that we previously enjoyed.

F. Strengths and opportunities that support achievement of program goals.

Because the PhD Program in Comparative Studies is the flagship degree for the entire college, it 1) enjoys the ability to draw upon the faculty expertise of multiple departments. This is highly beneficial to the program, and means that students have access to a wide range of excellent faculty with disciplinary expertise that facilitates fascinating interdisciplinary convergences for the students working with them. The program also 2) enjoys renewed executive level attention because of its ability to play significantly into the metrics in a positive way as the university targets moving towards a Research 1, top 100 university. In general, the program also 3) enjoys support from the department's across the college which provide leadership through the PhD program Executive Committee, faculty to teach curriculum exclusively for the program, crosslisted courses, mentorship for the students in the program, and opportunities for PhD students to teach in programs in relevant disciplines across the college. Historically, departments such as English and Languages, Linguistics and Comparative Literature have also provided financial support in the form of split stipends for PhD GTAs when the budget of the program was threatened by lean financial years.

G. Weaknesses and threats that impede program progress.

The biggest impediment to growth currently is adequate stipend funding. This is experienced both in terms of number and in terms of amount. The fact that our program is in its infancy and does not enjoy a longstanding reputation couples negatively with the level of stipends to make recruiting a significantly difficult endeavor. We compensate for this with a highly individualized recruitment strategy in which the Director personally reaches out to candidates multiple times, seeks to bring students to campus, connects them socially and intellectually with their peers and

with faculty while they are here, and essentially recruits through an approach that not only focuses on the intellectual rigor of the faculty and program that are here, but also on the idea that the student should understand that at FAU they are a highly targeted recruit – in a word, they are very “special” to us whereas they may just be one among many in another institution with more students and more name recognition. Consider that the

H. Resource analysis.

Sufficiency of resources to meet program goals

Besides the issue of adequate financial support detailed in section H, the program arguably has the resources it needs to run effectively.

I. Future Direction.

Anticipated changes

We are currently in the process of changing our Comprehensive Exams structure. Our hope is to provide a structure that will better prepare students for the realities of the academic job market, allow flexibility for those considering an Alt-Ac career, and better reflect the nature of the work that they are generally required to do as students. Both the current Comprehensive Exams directions and the new Comprehensive Exams directions are included with this report. (See Appendix 8).

We also anticipate that there may be curricular changes or the development of new curriculum needed in response to the instantiation of the new Culture, Society, and Politics track. Fall 2020 will mark the first time that the CST 7912 Research Design course will run. Additionally, we may need to consider best practices for ensuring that the CST 7936 Interdisciplinary Perspectives courses that run speak to students across the tracks, or that of the two sections offered every spring, one is targeted to students in each of the tracks so as to ensure programmatic relevance.

Ultimately, we believe it would also be in the best interests of the students to consider an Interdisciplinary Methodologies course taught using the latest theoretical and methodological literature on interdisciplinary study by those working in the field. Scholars such as Julie Klein, Tanya Augsborg, Robert Frodeman and others have been mapping out interdisciplinary methodologies and theoretical approaches for interdisciplinary scholars that are not currently found in our program. Targeting the hire of a scholar who works in these areas, one who can contribute to the PhD program in Comparative Studies, the BA program in Interdisciplinary Studies, and some of the MA programs that are also interdisciplinary in nature seems like a wise course of action to pursue in the future.

3 to 5 broad questions for the review team to answer with respect to a unit's current state and aspirations

1-How might the PhD program in Comparative Studies most effectively revise its curriculum to ground students in interdisciplinary theory and methodology? Does such a revision strike the committee as desirable and what resources might be necessary to make this happen?

2-How might the PhD program increase its effectiveness in recruiting, especially given the

unique nature of a comparative PhD degree?

3-What other alternatives, models, or suggestions might the review committee offer to help us better support Alt-Ac career pathways?

4-Programs have been encouraged to create revenue-generating programs that can be used to enhance regular budget dollars. Does the review committee see opportunities for the PhD program or its students to be involved in the creation or delivery of such a program (Continuing Ed, Community classes, etc.)

5-It appears likely that the School of Public Administration, which houses a PhD in Public Administration, an MPA, and Masters of Non-Profit Management, will be joining our college (along with the School of Architecture) this July. What synergies or partnerships does the review committee imagine might be beneficial for the Comparative Studies students to pursue with this new unit?

J. If available, please include student feedback regarding programs.

Students will be made available to reviewers during the site visit.

Appendix 1



DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS
Office of the Dean
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Boca Raton, FL 33431
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www.fau.edu

MEMORANDUM

TO: Dorothy F. Schmidt College of Arts and Letters Faculty
FROM: Heather Coltman, Dean *Heather Coltman*
RE: Policy for Faculty Compensation for Dissertation Advising in the PhD in Comparative Studies Program
DATE: January 17, 2017

Given the University's prioritization of doctoral degree production related to our Carnegie Classification as an R2: Doctoral Universities – Higher research activity, the College would like to recognize and support the faculty who are advising PhD students in the interdisciplinary Comparative Studies program.

The Dean's office is introducing a formula through which Ph.D. faculty can obtain course releases, based on a system in which five (5) accumulated points equals one (1) course release.

Points may be accumulated by:

- Chairing a dissertation committee
-One (1) point, assigned when dissertation proposal is signed and one point when dissertation is defended)
- Serving on a dissertation committee:
-One-half (1/2) point, assigned when dissertation proposal is signed and ½ point when dissertation is defended)

Notes:

- This system requires the cooperation of the faculty member's department chair.
- Only one (1) course release based on this structure may be granted per assignment year.
- Advanced notice is required before a course release is granted.
- When a faculty member accumulates five (5) points, the department puts in a request to be compensated by the College.
- The PhD program will be responsible for maintaining these records.
- Points will be counted going back 10 years based on the program's official records.

*Proposal based on formula approved by PI track executive committee in 2007. Adapted for the new CLL track. Discussed in the GPC and the Chair's Forum during the fall semester, 2016. Adopted by Dean Heather Coltman on December 13, 2016.

*Chairs and Dean agreed to re-visit potential recognition of MFA advising at some point in the future.

Appendix 2

Summer 2017 Fellowship Opportunities
PhD Program in Comparative Studies
Florida Atlantic University

Exams Fellowship

The purpose of this fellowship is to help students move in an accelerated fashion towards the Comprehensive Exams following the completion of their coursework. To apply, students should submit a 1-2 page letter of application that details their progress in the program, their need for the fellowship, their anticipated date for taking the Comprehensive Exams, their plan for study for the fellowship period, and their anticipated exam date. A list of texts that the student plans to cover during the fellowship in preparation for the exams should be included (appended as an additional document). In addition to the letter and list of texts, applicants should submit an unofficial transcript, as well as a brief statement of support from their exams chair attesting to the appropriateness of the provided list and the feasibility of meeting the target exam date. The stipend for the fellowship is \$5000. Applications are due March 24th and should be submitted via email with all documentation attached as PDFs to Gabrielle Denier (gdenier@fau.edu).

Advancement Fellowship

The purpose of this fellowship is to help students move in an accelerated fashion through their coursework by providing them with summer support as well as an opportunity to take courses towards their degree. The fellowship will grant the recipient a summer GTAship in the department for which they regularly teach, and it is expected that the recipient will register for one or more courses during the summer. Please note that DIS courses are acceptable, and 9 month faculty willing to conduct a DIS with a recipient during the summer will receive a \$500 stipend for doing so. However, only DIS themes directly related to the student's concentration and not available through regularly offered coursework will be considered. To apply, students should submit a 1-2 page letter of application that details their progress in the program, their need for the fellowship, the course(s) that they intend to enroll in during the summer, the department for whom they would GTA and the course they would teach or assist, and how the fellowship will help lessen their time to degree. For students who propose taking a DIS course during the summer, a brief letter of support from the faculty member stating their willingness to conduct the DIS should be included. The stipend for the fellowship is \$5000. Applications are due March 24th and should be submitted via email with all documentation attached as PDFs to Gabrielle Denier (gdenier@fau.edu).

The Dorothy F. Schmidt College of Arts and Letters Fellowship for Advancing Research in the Humanities and Social Sciences

In conjunction with the Division of Research and the Graduate College, the Dorothy F. Schmidt College of Arts and Letters seeks applicants from the Comparative Studies PhD program interested in advancing their research through a focused program of grant writing mentorship. This program will consist of a series of workshops to be held during summer 2019 and will be conducted by the Division of Research, Office of Research Development staff, Jeanne Viviani and Angela Clear. The goal of these workshops is to provide doctoral students in the College of Arts and Letters with experience in targeting and applying for grant opportunities in partnership with a faculty principal investigator. It will increase students' awareness of the role grants play in higher education funding, provide them with valuable experience in the process of grant writing, and facilitate each fellow's production of a competitive grant application of fundable quality.

Applicants for the fellowship should submit a one-page narrative that identifies the grant opportunity they will target, the faculty member who will serve as principal investigator on the grant proposal, and how this grant opportunity aligns with his or her own research interests. This narrative should be accompanied by a one-page letter of support from the faculty member who will serve as principal investigator on the grant proposal. The faculty member should stipulate how this grant opportunity aligns with their research agenda, their interest in working with the doctoral student, and their willingness to review and offer commentary on the grant application drafts produced over the course of the workshop. (It is not expected that the faculty member will attend the workshops – only offer commentary on successive drafts as produced). Fellows are expected to attend all workshops, and stipends may be withheld if an absence occurs.

It will be expected that the final grant application will be submitted following the completion of the workshop and that its proposed budget should include stipend support for the doctoral student's continued involvement in the grant project. The faculty should know that the expectation is for the proposal to be officially submitted through FAU for funding and if funded, would be responsible for officially carrying out the research. Those selected to participate in the workshops will be named Dorothy F. Schmidt College of Arts and Letters Advancing Research Fellows and given a stipend of \$2,500 for their participation. Application narratives and faculty letters of support are due April 22nd and should be submitted to Drs. Aimee Arias (akanner2@fau.edu) and Adam Bradford (abradfo5@fau.edu) via email.

Five (5) workshops will start on Wednesday, May 15, 2019 from 4:00 pm – 6:00 pm and be every Wednesday for three weeks (5/15/2019, 5/22/2019 and 5/29/2019), then every other week for two (2) more workshops (6/12/2019 and 6/26/2019).

Location: TBD

Dorothy F. Schmidt College of Arts and Letters Dean's Summer Writing Workshops

Purpose: The purpose of these informal summer writing groups is to give students the opportunity to workshop their academic writing. Students interested in preparing manuscripts for possible scholarly publication or conference presentation, as part of their thesis or final projects, in anticipation of using a manuscript as part of an application for further graduate study, or for other similar reasons are encouraged to apply. Groups will meet for three hours once a week for six weeks, and full attendance is required in order to participate. Workshops will run during the first summer semester (May 12th through June 22nd), and participants will be selected through a competitive application process. This workshop is running informally through the College of Arts and Letters, therefore, formal registration through Banner is not required nor will institutional credit be granted for taking part in this workshop.

Call for Applicants: Graduate students in any of the College of Arts and Letters graduate programs are eligible to apply. Those interested should send a one page letter of interest that details their current status within their program and their goals for participation in the workshop (outcomes such as preparation for publication, completion of a thesis/dissertation chapter, etc., etc.). Please also include an abstract of the paper or papers you intend to work on. A letter of recommendation from a faculty advisor or mentor that speaks specifically to the benefits to be derived from your participation in the workshop is also required. **Applications and supporting materials (including letters of recommendation) are to be submitted via email to alsummerworkshop@gmail.com by April 15th.**

Stipends: Graduate students selected to participate in the summer writing workshop will be granted a summer stipend of \$2000 if pursuing an MA degree or \$2500 if pursuing an MFA or PhD. Stipends will be paid upon successful completion of the workshop as determined by the faculty group leader.

Appendix 3

**DEGREE REQUIREMENTS FOR THE PH.D. IN COMPARATIVE STUDIES:
CULTURES, LANGUAGES, AND LITERATURES**

NAME:

Z NUMBER:

YEAR ENTERED PROGRAM:

PLANNED DISCIPLINES/CONCENTRATIONS:

MINIMUM REQUIREMENTS

- MA degree in an appropriate field
- 49 credits beyond MA degree course work
- No grade lower than "B" is acceptable

DISTRIBUTION REQUIREMENTS

12 credits: required core courses

CST 7309: Theory and Criticism (6 credits)

1.) _____

2.) _____

CST 7936: Interdisciplinary Perspectives (6 credits)

1.) _____

2.) _____

15 credits: primary area of concentration

9 credits: secondary area of concentration

1-9 credits: CST 7910: Advanced Research and Study (as needed)

12 credits: CST 7980: Dissertation Credits (12 minimum)

3 credits: Supervised teaching experience: ENC 6700/FLE 5892 or equivalent **if required** to be a GTA in an affiliated department. Credits do not count toward degree.

DISSERTATION ADVISOR: _____

DISSERTATION COMMITTEE: _____

QUALIFYING EXAMS

WRITTEN **DATE:** _____ **RESULT:** _____

ORAL **DATE:** _____ **RESULT:** _____

ADMITTED TO CANDIDACY

Plan of Study submitted to Graduate College _____

Admission to Candidacy Doctoral Degree form _____

Compliance Verification form _____

LANGUAGE REQUIREMENT

Proficiency in a language other than English _____

COMPLETION OF MASTER'S DEGREE

• Date: _____

• Degree: _____

• Credits: _____

COMPLETION OF DISSERTATION

• Date: _____

COMMENTS

**DEGREE REQUIREMENTS FOR THE PH.D. IN COMPARATIVE STUDIES:
CULTURE, SOCIETY, AND POLITICS**

NAME:

Z NUMBER:

YEAR ENTERED PROGRAM:

PLANNED DISCIPLINES / CONCENTRATIONS:

MINIMUM REQUIREMENTS

- MA degree in an appropriate field
- 49 credits beyond MA degree course work
- No grade lower than "B" is acceptable

DISTRIBUTION REQUIREMENTS

12 credits: required core courses

CST 7309: Theory and Criticism (3 credits)

1.) _____

CST 7912: Research Design in Social Science (3 credits)

1.) _____

CST 7936: Interdisciplinary Perspectives (6 credits)

1.) _____

2.) _____

15 credits: primary area of concentration

9 credits: secondary area of concentration

1-9 credits: CST 7910: Advanced Research and Study (as needed)

12 credits: CST 7980: Dissertation Credits (12 minimum)

3 credits: Supervised teaching experience: ENC 6700/FLE 5892 or equivalent **if required** to be a GTA in an affiliated department. Credits do not count toward degree.

DISSERTATION ADVISOR: _____

DISSERTATION COMMITTEE: _____

QUALIFYING EXAMS

WRITTEN **DATE:** _____ **RESULT:** _____

ORAL **DATE:** _____ **RESULT:** _____

ADMITTED TO CANDIDACY

Plan of Study submitted to Graduate College _____

Admission to Candidacy Doctoral Degree form _____

Compliance Verification form _____

RESEARCH TOOLS

Demonstration of a skill relevant to the life of cultures, societies and/or politics:

COMPLETION OF MASTER'S DEGREE

• Date: _____

• Degree: _____

COMPLETION OF DISSERTATION

• Date: _____

COMMENTS

From Ohio State University

1.Coursework requirements. All students are required to take a total of 80 semester hours, including credits earned in the Comparative Studies M.A. program or credits earned in another M.A. program and approved by the Comparative Studies Graduate Studies Committee: 27 semester coursework hours and a minimum of 23 general examination and dissertation hours (or at least 50 total hours beyond the M.A.).

Coursework credits are distributed as follows:

a.All students who have not completed the M.A. in Comparative Studies must take the following courses during the first year of enrollment (see Graduate Courses):

- Comp St 6390, Approaches to Comparative Cultural Studies I (3 credits)
- Comp St 6391, Approaches to Comparative Cultural Studies II (3 credits)

b.All students must take a minimum of 15 coursework credits in Comparative Studies beyond the M.A. degree. (Cross-listed courses may count in any department cross-listing the course, regardless of where the student is enrolled.)

c.No credits taken in other departments at the 5000-level beyond the M.A. may count toward the Ph.D. degree. No courses taken at the 5000-level in Comparative Studies may count toward either graduate degree.

d.No more than 6 hours of non-graded (S/U or PA/NP) coursework (ordinarily taken as independent study) may be counted as coursework hours in the overall program. (This requirement is not related to non-graded 8000-level hours taken as examination, thesis, or dissertation hours.)

From University of Minnesota

Language Requirement: Proficiency in two languages (other than English)

A minimum GPA of 3.50 is required for students to remain in good standing.

Coursework should include a minimum of 12 course credits at the 8xxx-level (excluding CL 8001 and CL 8002).

Required Courses

CSDS 8001 *{Inactive}* (3.0 cr)

CSDS 8002 *{Inactive}* (3.0 cr)

CSDS 8901 *{Inactive}* (3.0 cr)

CSDS Electives

With approval of the advisor and the director of Graduate Studies, up to 3 credits of the 15-credit requirement may be taken in the field of the minor or supporting program.

Take 15 or more credit(s) from the following:

- CSDS 5xxx
- CSDS 8xxx

Additional CSDS Courses or Courses in a Related Field

Take 11 or more credit(s) from the following:

- CSDS 5xxx
- CSDS 8xxx
- CL 5xxx
- CL 8xxx

From Johns Hopkins University

Coursework Students are required to take ten graduate level courses (600-level) for grades in their first two years of study. Of the ten graded courses, five must be courses offered by the core faculty in the Department of Comparative Thought and Literature, including a mandatory pro-seminar on comparative methods and theory for all incoming students in the fall semester of their first year. 3 Students will select courses in discussion with the DGS during the first week of the fall semester with a view to developing the course of study most suited to a student's broader research interest. Students normally take three courses in each of their first two semesters, and two courses in each of the semesters of their second year. Students are encouraged to audit courses both in CTL and other departments relevant to their interests for the entirety of their time at Hopkins. On approval by the DGS and appropriate arrangements with the relevant course instructor, graduate students may take 400-level undergraduate courses for graduate credit. Graduate courses in the Department of Comparative Thought and Literature are awarded letter grades. Students are expected to maintain an A- average in these courses. Students whose grades in these courses fall below that average will be notified in writing during the annual evaluation process (see below). Continued poor performance in course work can result in a probation period. Faculty set their own policy for submission of written work in their courses. With approval from the instructor of the course, students may carry one (1) incomplete/in progress grade into the following semester. Incompletes must be resolved prior to the beginning of the next semester.

Appendix 5

NAME		GRADUATION AND PROGRAM INFO		CURRENT OCCUPATION
Last Name	First Name	Graduation Year	Program	Position
Adriazola-Rodriguez	Ana	Fall 2002	PI Program	
Alvarado	Emmanuel			
Ando	Erica			
Austin	Kathryn			
Averill	Lindsey	Summer 2017		
Axberg	Robert			
Banchetti	Marina	Spring 2016		
Baroni	Samiah Elizabeth	Fall 2004	PI Program	
Barsalou	Kathleen			
Batey	John R.	May 2013		Director of Federal Programs.
Benson	Bonnie M.	Summer 2003		Writer, Poet and Independent Scholar
Bentley-Kemp	Lynne	Spring 2003		Photography Professor & Fine Art Photographer
Best	Andrea			Managing Director, People Solutions
Bethea	David			
Brander	Kenneth	Summer 2016		
Bronsted	John	Spring 2017		
Brooten	Gary	Spring 2016/Summer 2017 (double check)		
Brown	Sally C.			
Budhu	Savena			Assistant Professor of English
Burton	Walter			Instructor, Affiliate Faculty - TV Production and Business Communication
Butler	Rita			
Canivell-Palomo	Maria Odette	Summer 2004		Literature Instructor

Carter	Issac			
Cava	Peter			Instructor in Women's and Gender Studies
Copher	Daniel			
Czerny	Valerie			Associate Professor of Humanities
D'Aloia	Susan			
Day	Jane S.			
DeJong	Laura	Summer 2016		
Dilgen	Regina			
Dottin	Paul Anthony			
Durbeej	Jerry			Associate Dean of College of Liberal Arts and Sciences
Fazzolari	Benton J.	Spring 2017		
Feliciano	Nazaré F.			Professor II Art
Giagnoni	Silvia			Associate Professor of Communication and Theatre
Giannini	Natalia	Spring 2003		
Gifford	Sheryl C.			
Gonzalez	Juan C.	Summer 2005		Teacher
Guillerm	Celine A.			
Guirguis	Fatin Morris			
Gunderson	Shane			
Haley	Pamela			Anthropology Teacher/ ESOL Coordinator
				International Baccalaureate Examiner
Halloran	Andrew	Fall 2005	LLL Program	
Hieronymus	Bruce	Fall 1999	PI Program	
Hindle	Tobin K.	Summer 2006		Associate Scientist and Graduate Program Director
Houser	Tai			Associate Professor, English

Johnson	Jamie			
Johnson	Nadja			Assistant Dean of Students
Kattoura	Mark A.			Social Insurance Specialist
				Communication Specialist/ Account Executive
				Brand Ambassador
				Owner/ Communications Consultant
Kelly	Suzanne	Summer 2006		Writer, Author, Independent Scholar
				Owner and Grower
Kepley	Kristyl			Adjunct Professor, English
				Course Developer and English Instructor
Kirchen	Anita M.	Summer 2003		
Kleeger	Jeffrey			Lawyer
Kriegel	Jill			
Kuhn	Rebecca			Social Studies Teacher & K-12 Social Studies Department Chair
Larson	Holly Ann	Summer 2003		
Lomer	Beverly	Spring 2006		
Lubonja	Edna	Fall 2017		
Martin	Angela	Spring 2017		
Lubonja	Edna	Fall 2017		
May	Jacqueline S.			Nonprofit and Education Administrator
Mazar	Inbal			Assistant Professor of Spanish
				Associate Department Chair &
Mazzucchelli	Chiara	Fall 2003	LLL Program	Associate Professor of Italian Studies in the Modern Languages and Literature
McCarthy	Rebecca	Fall 2004	PI Program	

Melton	Monica	Fall 2003	PI Program	Securities Professional
Mercadal-Sabbagh	Gertrudis M.			
Meyers	Merrie E.			Manager, Grants Development & Lecturer (Communications)
Miller	David	Fall 2003	PI Program	
Montonen	Jane M.		2014	Teaching business classes (in person and online)
Moretto	Ana	Spring 2012	FPA	
Morris	Kathryn M.			
Nall	Jeffrey A.			Adjunct Professor of Philosophy
Neile	Caren	Spring 2003		Instructor & Artist-in-Residence, School of Communications
				Director
Oliver	Eloise (Kitty)			producer and host of the 10-part series “Crossing Cultures/Changing Lives”
				Independent journalist, author, singer, lecturer
Ovando Barrero	Gabriela			Independent writer and journalist
Petersen	Elizabeth M.			Assistant Editor for the Journal of Somaesthetics
				Postdoctoral Fellow (Center for Body, Mind, and Culture)
				Adjunct Faculty
				Playwright
Petrich	Kevin	Fall 2003		Manager of Wavelengths Radio Station
				Professor of Communication and Multi Media Studies
Pettener	Emanuele	Spring 2004		Senior Instructor of Italian
Rhorer	Marc	Fall 2004	PI Program	Assistant Dean of Accreditation and International Programs
Robbins	Kristin	Fall 2006		
Rogers	Rhianna			Associate Professor, Interdisciplinary and Multidisciplinary Studies – Division
				Coordinator of Interdisciplinary and Multidisciplinary Studies
Rubin	Nancy			Owner

Salem	Yasmin			
(Schaller) Elliott	Peggy			Department Chair & Associate Professor of French
Seiden	Carolina M.			
Senzani	Alessandra			Freelance translator and writer
SERRA	ILARIA	Spring 2004		Professor
SINISTERRA	DIANA	Fall 2000	PI Program	
Stein	Nancy Carol			
Tucker	Walteria			
Turnbull	Maltiben			
Wahlberg	Katherine E.			
Wilson	Niki			VP, Marketing & Publicity at Paragon Theaters
Wolfe	Lois			Faculty, English
Yera	Evelio Jesus			
Young	Jeffrey R.			Publisher & CEO
Zaitz	Cynthia			Political Activist, Writer
Zimmer	Rosina			Educator / Lecturer / Vocalist
Zuim	Ana			Director of Vocal Performance - Music Assistant Professor

Appendix 6

	Year 7 (2013 admits)	Year 6 (2014 admits)	Year 5 (2015 admits)	Year 4 (2016 admits)
Grads	4	5	1	0
Active	3	5	5	7
Inactive	3	5	2	3
Admits	10	15	8	10

Year 3 (2017 admits)	Year 2 (2018 Admits)	Year 1 (2019 Admits)	TOTALS
0	0	0	10
9	9	14	52
0	0	0	13
9	9	14	75

Appendix 7

Alt-Ac Pathway for PhD Students in Comparative Studies

Students that are interested in careers outside of academia are encouraged to declare their interest in doing so as early as possible, and preferably not later than the spring of their first year in the program, if they hold an MA upon entrance, or the third year, if they hold a BA upon entrance.

To effectively prepare for Alt-Ac careers, the PhD program is dedicated to an internship preparation model that seeks to place students in the types of organizations that they imagine themselves working for so as to build the skills and experience necessary to make such a transition successfully. In partnership with the Career Center's internship team, the Arts and Letters Career Center representative (Mitchel Roshell), and the Director of the PhD program in Comparative Studies, the student should work to identify potential organizations with whom they would like to seek an internship. Once identified, the Career Center representative for the College, the Director, and the student should work to approach the target organization with a request to house a PhD intern. The Career Center representative has many resources for assisting with making such requests, structuring an internship, and assisting students to navigate these successfully.

Focused internships that target full-time work during the summer months are preferable. This allows students participating to gain intensive, project based experience that does not impede with their teaching, class, and research requirements during the regular school year. However, internships for longer periods at a lower workload are navigable, so long as these fall within the Graduate College's guidelines for the number of hours per week a student can work.

The PhD program will make every effort to ensure that the internships students participate in are paid. If payment cannot be secured through the partner institution, the PhD program will seek to provide the student with a flat stipend amount appropriate to the length and amount of work required for the successful completion of the internship under consideration.

For any student interested in pursuing an Alt-Ac career, the Practicum should be enrolled in, but will not count towards core courses, primary area courses, or secondary area courses. The PhD Director, in consultation with the PhD Executive Committee, can approve these hours as substitutes for CST 7910 Advanced Research and Study, but it should be remembered that students must complete at least 1 hour of CST 7910 when sitting for their Comprehensive Exams.

Again, the highly individualized and targeted nature of the internship process in the PhD program means that students who hope to successfully transition to careers in government, non-profit organizations, non-governmental organizations, businesses, etc., will likely need to identify this option early in their program and work closely with those listed above to craft a personalized plan for the successful completion of the needed internship(s). Besides the Career Center's listing of possible internship partners, the PhD Director has a list of arts and culture organizations in the South Florida Area that can be approached, as well as some active alumni in these organizations who can be a resource for counseling about opportunities.

Appendix 8

COMPREHENSIVE PORTFOLIO AND EXAMINATION

Eligibility

The Comprehensive Examination is taken after a student has fulfilled all coursework requirements except for Advanced Research and Study hours, and Dissertation hours. Students must register for at least one credit of Advanced Research and Study in the semester they sit for the Oral examination.

Coverage

The Comprehensive Examination requires the production of a portfolio and an oral exam related to its contents. Each of the elements of the portfolio are described in detail below. These parts should represent the culmination of work over a period of time in different courses as well as independent work completed specifically in preparation for the examination.

Portfolio

The Portfolio consists of five sections: a five to seven page Introduction, five substantial questions based on your areas of study (two should be comparative in nature), a ten to fifteen page review essay discussing seven to ten texts accompanied by an annotated bibliography of every remaining item from your book list, a 25-35 page article of publishable quality, and two course syllabi.

Introduction: The Introduction to the Portfolio is designed to provide a five to seven page overview of the materials that follow, showing the relations among them. Because the Introduction represents the candidate's own sense of the interconnections among the various parts of the Portfolio, it does not require prior approval by the faculty members serving on the candidate's committee, although the candidate is free to seek their advice while drafting the Introduction.

Area Questions: The primary list should consist of 65 to 85 texts, and the secondary list should consist of 30 to 40 texts. As a way of coming to terms with the fundamental issues animating the student's fields, the candidate should formulate five broadly conceived questions written in consultation with the Chair (or faculty who is a primary area specialist) and the faculty member who is a secondary area specialist. The Chair must formally approve all questions before they are included in the portfolio.

Review Essay and Annotated Bibliography: The book list is examined via a ten to fifteen page review essay, which delineates the candidate's understanding of their areas of interest through key primary and/or secondary texts. The essay should examine seven to ten texts from the reading list that the candidate considers foundational to their thinking and explain. Each one of the remaining texts from the list should be annotated separately in a full paragraph (250-300 words), following standard bibliographic form (i.e., citing author, title, and publication information for each item). The purpose of the review essay is to allow the candidate to articulate important issues or patterns linking the texts on the list. It should result in a working document that might be the basis for future investigations, including the dissertation. The purpose of the annotated bibliography is to provide a detailed synopsis of texts that can then be referred to in writing the dissertation or in preparing for job interviews. The list, review essay, and annotated bibliography are written by the candidate in consultation with the Chair and should be approved by the committee prior to sitting for the exam. The Chair will report to the Program Director when all committee members have approved these elements of the portfolio.

Article/Writing Sample: An article or writing sample that demonstrates significant promise of making a contribution to the scholar's field should also be included. It should be approximately twenty-five to thirty-five pages. It should follow an acceptable format (e.g., MLA or Chicago) for citation of sources. The article or writing sample may represent new work, but more often develops out of a paper originally written for a course and subsequently revised under the guidance of the Committee Chair, who is usually the faculty member for whom the paper was first written. With the help of comments and advice offered by the committee during the oral exam, the candidate should plan to submit a revised version of the article to a scholarly journal for consideration; or, especially in the case of students in the CSP track, if further fieldwork/data collection needs to be conducted prior to publication, specific plans for what needs to be completed in order for the writing sample to become a publishable article should be articulated by the committee in consultation with the student during the oral defense. Ideally, the article/writing sample should form the basis of the student's dissertation, though this is not required. The goal of the article/writing sample is to produce a document that, in the judgment of the committee, is likely to lead to publication. Such a determination should be made by the full committee prior to sitting for the exam, and the committee's approval of the article/writing sample having met such criteria should be reported to the Program Director by the Chair prior to scheduling the exam.

Syllabi (and Optional Alternate Exercises): The candidate will complete two syllabi that demonstrate an ability to present a coherent selection of works to an undergraduate and graduate audience. At a minimum, all syllabi should include: course title, course description with explicit goals, list of required texts, brief descriptions of assignments, grading scheme with weights of assignments, and reading schedule. Subject to the approval of the student's committee and the Program Director, the candidate can produce an alternate exercise that demonstrates his or her ability to organize and present a coherent selection of works drawn from the list to a specified audience. Examples might include a proposal for a website, anthology, or museum exhibit.

Goals of the Portfolio: Your goal is a portfolio that demonstrates both a broad range of interests and a mastery of knowledge.

Organization of the Portfolio In order to help your committee locate items in your Portfolio, it is useful to paginate continuously and to provide a Table of Contents at the beginning. In most cases, the Portfolio should have its items assembled in this order: • Title page • Table of contents • Introduction • List (signed by Chair) • Exam Questions • Syllabi • Review essay • Annotated bibliography • Article (signed by Chair)

ORAL EXAM

The Portfolio should be given to the Comprehensive Examination Committee at least two weeks before the two-hour oral exam. Because the exam begins with the reading list, the Chair directs the exam. Once the committee is assembled, the student leaves the room while members share their views on the quality of the Portfolio and the questions they would most like to ask the student. Then the student is called back into the room for the exam. Fifty minutes of the oral examination will be set aside to examine the student's mastery of the relationships between the texts on the list. Another fifty minutes will be dedicated to review the Portfolio's additional sections. Although each examiner may raise questions about any portion of the Portfolio and reading lists, the committee will start the exam by asking the candidate to respond to one of the five prepared questions about the list; thereafter, any of the remaining four questions, as well as all the items on the Historical Period list and the proposed

survey course, are open for discussion. Finally, the discussion of the Article could productively lead to advice on publication. Students are strongly advised not to read from notes during the oral exam. At the conclusion of the oral examination, the student leaves the room while committee members evaluate that student's performance. Members prepare a report on the exam for the Director of the Program by voting "satisfactory," "reservations," or "unsatisfactory." The committee then calls the student back into the room to convey the results of the vote. A vote of 'Reservations' should only be used when a faculty member feels that the deficiencies displayed by the student were modest and can be readily rectified. In the event of a report with two or more votes of 'Reservations,' the actions required of the student, by the committee, that are necessary to correct the deficiencies must be recorded and submitted to the Program Director with the examination report form. Copies of the written statement of necessary actions should be kept by: the Chair, the Program Director, and the student. The statement must specify the time allowed for completion of the aforementioned actions. The language describing the actions must be specific. For instance, if the introductory essay is deficient, a specific list of what is needed in order to rectify it is required. If the student failed to articulate the connections between the texts on their list in a satisfactory manner, the committee should notify the student of specific areas in which they demonstrated weakness and how they might go about addressing this. If the balance of the committee feels that the candidate satisfies the required actions in the specified period of time, the Chair will notify the Program Director that the examining committee considers the actions to have been satisfied. The Program Director will then record the exam as being 'Satisfactory' as of that date. If the actions are not satisfied on time, or if the actions are not of sufficient quality, the Program Director will be notified by the Chair. In such a case, the comprehensive exam will be recorded as 'Unsatisfactory' as of that date. Upon such a result, the student will be asked to retake the oral exam within a timeframe selected by the committee in consultation with the student, but no later than the end of the following semester (excluding summer). Only one retake will be allowed; if the second oral exam is unsatisfactory, this is grounds for dismissal from the Program. Retakes will not be administered during the summer. If the outcome of the exams is grounds for dismissal, the program director will notify the student and the Graduate College of this recommendation. The student may appeal the process following the procedures set by the Provost (see graduate student dismissal policy on Provost website). The candidate will not be admitted to the final oral examination of the dissertation until a grade of 'Satisfactory' has been recorded for the comprehensive exam.

The Committee

The Comprehensive Examination committee consists of at least three tenure-track faculty members, one of whom must be tenured faculty. At least one faculty member with expertise in each area should be present on the committee.