

University of Pittsburgh History of Art and Architecture

Graduate Student Handbook

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1. OVERVIEW

The graduate program in History of Art and Architecture (HAA) is a PhD program. Incoming students are admitted directly into the doctoral program. Generally, the program requires six to eight years to complete. The MA degree is granted, normally at the end of the second year, as a step toward the doctorate. (In certain circumstances, the department may admit students to pursue an MA only, but these students are ineligible for financial aid.)

Doctoral students develop research projects that intersect with the department's research constellations. These constellations, of which there are currently six, are organized around lines of intellectual inquiry and interpretative approach, rather than areas of historical subject matter. The department intends these constellations to foster idea-driven research that will have significance for all scholars working on particular interpretative problems, regardless of their area of specialization. The constellations into which the department is organized as of academic year 2011-12, which we anticipate will change as the research interests of faculty and graduate students do, are as follows:

- *Visual Knowledge*: image/text relations, representational theory, historiography, museums, media
- *Agency*: ritual, cult objects, idolatry and iconoclasm, patronage, collecting, propaganda
- *Identity*: monuments and memory, communities and polities, publics, gender, ethnicity, class, race
- *Mobility/Exchange*: migration, pilgrimage, exploration, tourism, frontiers, contact zones, trade and consumerism
- *Contemporaneity*: world picturing, cosmopolitanism, temporality, tradition and modernity
- *Environment*: landscape, urbanism, gardens, ecocriticism, historic preservation, architectural history and theory.

At the same time, the department recognizes that area specialization remains the backbone of the art historical discipline. For this reason, it remains fully as important as the research constellations for the training of graduate students. Students who earn Ph.D.'s in Pittsburgh's program will not only produce work of interest in regard to a particular set of interpretative problems, but will also emerge as experts and specialists in a discrete historical area, the kind of training at which art history departments have traditionally excelled.

Curriculum requirements and teaching assistantships give students opportunities to study and learn outside their area of concentration. Students are also expected to study outside the HAA department in order to begin framing the kind of interdisciplinary questions that are increasingly demanded both in teaching and in scholarship, and that have an intimate relation to HAA's research constellations.

This handbook explains HAA degree requirements, fellowship and other financial aid opportunities, teaching assistantships, advising and evaluation procedures, and expectations for

both students and faculty. Consult the University Handbook of Policies and Requirements for Graduate Studies for further details on administrative requirements (<http://www.asgraduate.pitt.edu/>). For fellowship opportunities, look for announcements from the department's Director of Graduate Studies (DGS), check the fellowships page on the department web site (<http://www.haa.pitt.edu/graduate/financial-aid>), and check the department's Courseweb organization site. For more information or questions contact the Graduate Administrator.

2. REQUIREMENTS AND MILESTONES FOR THE PhD

A. COURSEWORK

The School of Arts & Sciences (A&S) rules require that students with financial aid register for a minimum of 9 credits (typically 3 courses) per term. HAA students are discouraged from taking more than 9 credits a term. Under special circumstances, students may take more than 9 credits but must first have the permission of the Director of Graduate Studies to do so. A&S will not pay tuition for more than 15 credits per term and the Graduate Administrator will not, under any circumstances, register students for more than 15 credits.

Number and specific choice of course are ultimately related to a student's research goals and should be selected in discussion with her or his academic advisors. Students are strongly encouraged to:

- Register for at least one graduate seminar per term while they are actively engaged in coursework.
- Choose courses that will demonstrably contribute to MA and dissertation projects and milestones. In the first two years of graduate study these projects and milestones will include: completion of the language requirement and acquisition of other research tools required for scholarly work in their area; completion of the MA paper; and definition of a PhD topic, PhD committee, and exam areas. In the third and fourth years of graduate study projects and milestones will include research and survey of feasible grant possibilities, PhD exam preparation, PhD prospectus preparation, grant writing, paper presentations and publication.

As noted above, the normal course load per term is three courses (9 credits). The HAA PhD requires completion of 14 'classroom' courses, 10 of which must be graduate (2000-level courses). Graduate students may not register for 10- and 100-level (introductory undergraduate lecture courses), nor may they register for HAA 1010 (the undergraduate capstone research seminar).

Graduate students are, however, permitted to take a limited number of 1000-level undergraduate lecture courses. The Dean's Office permits graduate students to take a maximum of 12 credits of 1000-level coursework. In HAA, many 1000-level lecture courses carry a 2000-level cross-listing number. Whenever possible, graduate students must register under this

2000-level number for 1000-level courses and are expected to fulfill graduate level work for the course as determined by the instructor. Under no circumstances may these 2000-level cross-listed lecture courses count toward the seminars required for the HAA degree.

A breakdown of required courses is as follows:

- 5 graduate seminars in HAA. Two of the 5 HAA seminars must be the core courses HAA 2005 Methods and HAA 2007 Historiography. Methods and Historiography are alternated every other fall semester and must be taken in the student's first and second year.
- 1 additional seminar or lecture course in HAA.
- 1 cognate course outside HAA
- 7 additional seminars or lecture courses, in HAA or in other departments.

Note: none of these 14 required courses may be 'non-classroom' courses, that is independent or directed study, thesis writing, language instruction, HAA 2006, HAA 2970, etc.

The cognate course requirement in HAA: one course outside HAA (a cognate course) is required, but students are encouraged and expected to take more.

Note: Students must take the 5 required HAA seminars and must fulfill the cognate requirement within the first two years. Under certain circumstances pre-MA students may transfer up to 6 credits of previous graduate-level coursework done at another institution. These transfer credits, however, may not be substituted for any of the 5 required HAA courses, or for the cognate course outside the department.

A total of 72 credits is required for the PhD. The 14-course requirement outlined above accounts for 42 credits. The remaining 30 credits may be amassed as follows:

- HAA 2000 (MA paper research and writing—3 credits): normally taken in the third semester.
- HAA 2006 (Writing Practicum---1 to 3 credits): normally taken in the 3rd or 4th year to work on grant and proposal writing.
- HAA 2905 (Comprehensive exam preparation—3 to 9 credits): normally taken in the 3rd or 4th year.
- HAA 2906 (Dissertation prospectus—3 to 9 credits): normally taken in the 4th or 5th year.
- HAA 3000 (Research and Dissertation PhD—3 to 9 credits): normally taken in the 4th or 5th year after the dissertation prospectus.
- HAA 2970 (Teaching Art History---2 credits): pedagogy course required for students with TA/TF, normally taken in the second year.
- HAA 2903 Graduate Internship in the University Art Gallery (see description below)
- Any remaining credits may be devoted to further coursework, as needed, or to directed study projects or dissertation research and writing.

Note: All 72 credits must be graduate level (12 credits of 1000 level-coursework will count). Courses in language instruction, for example, do not count toward the degree. The Graduate Dean's office maintains strict accountability over credit hours and encourages all students to fulfill their requirements within the 72 credits stipulated for the degree. Under special circumstances, students may be permitted to take more than 72 credits, with the approval of the Director of Graduate Studies. No student may graduate without fulfilling the 72 credit requirement.

Graduate Student Internship in the University Art Gallery: The graduate internship in the gallery consists of assisting the curator in various gallery tasks. The internship is scheduled for one semester, with the possibility to renew the position for the following term. Working closely with the curator, this internship allows graduate students to work directly on collections, expand their knowledge in museum studies and develop skills to pursue a career in galleries. As the daily responsibilities of the curator vary constantly depending on the projects happening in the gallery, so will the intern's tasks be diversified. Mainly, the intern will help with the Museum Studies Exhibition Seminar (Fall semesters); assist the curator in training and supervising gallery attendants (all year) and undergraduate interns (Spring semesters); help install exhibitions; help with promotional material for the gallery and for exhibitions; write grant applications; update the electronic database and maintain the storage facilities. The internship will also have a strong research component. The intern will be conducting research on objects from the permanent collection and on provenance issues, as well as for upcoming exhibitions in the gallery. Students should register for HAA 2903 during the semester of their internship. This will not count as one of the 14 "classroom courses" but rather towards the remaining 30 credits required for the PhD.

Students entering with an MA: students already holding an MA degree from another accredited institution may bypass many of the requirements listed above. For these students, the total credit requirement is 48 credits because they are able to transfer 24 credits from their MA degree. Students should see the Graduate Administrator to complete the credit transfer form. For them, HAA 2005 Methods, HAA 2007 Historiography, 4 graduate seminars, plus one additional seminar or lecture courses, for a total of 6 courses is required. The 4 graduate seminars and additional course do not need to be in HAA, though it is expected that the student will take seminars with his or her advisor and other faculty that advance his or her research program. These students should register for HAA 2905 and 2906 as appropriate to their progress toward the degree.

All students, entering and continuing: all students who are discharging the department's course requirements, whether they have entered the program with or without an MA, must confer with the Director of Graduate Studies about their course registration. In practice, this means that students who have entered the program without an MA must meet with the DGS for their first three years in the department; students who already have an MA must meet with the DGS for their first two years. Students will need to prepare for these meetings by bringing their tracking forms to the Graduate Administrator. The Tracking Form of Progress toward the PhD (in pre- and post-MA versions, available at <http://www.haa.pitt.edu/graduate/resources>) guides students through the program's degree requirements. These forms must be updated by

the student each term and given to the Graduate Administrator for placement in the student's file. In the absence of having presented this form to the Graduate Administrator, students will not be allowed to meet with the DGS, which means that they will not be allowed to register. These meetings with the DGS take place in the term before the one for which the student is registering, typically around mid-way through. For incoming students, their first meeting with the DGS will be set up during Orientation Week.

B. FOREIGN LANGUAGE

Students are required to have reading knowledge of two foreign languages relevant to their particular research area. The relevance of these languages to the student's course of study will be determined in consultation with the academic advisor. All students must be certified in their two research languages; only native speakers will be exempted.

Prior to admission, students working on East Asian topics must have at least three years/six semesters of college-level Japanese or Chinese, with a grade of B+ or better, or equivalent knowledge. Prior to admission, students focusing on other areas must have at least two years/four semesters of college-level instruction, with a grade of B+ or better, of a major research language, or equivalent knowledge.

For students working in Western languages, certification in research languages may be achieved in the following ways:

- through passage of a departmentally administered exam. Students who wish to take the department exam should register with the Graduate Administrator by the end of the first week of the term; the Administrator will schedule and administer the exam. The Exam Coordinator will choose two passages in the language to be examined, evaluate the exam, and communicate the results of the evaluation to the student and Graduate Administrator, who will record the results on the Student Record and Tracking Sheet. Students will have a choice of two passages, each about 500 words in length, but are to pick only one text to translate. They may use a dictionary and will have 90 minutes to work on their translation. Students should translate as much of the text as possible to the satisfaction of the examiners. Above all, the translation must communicate an accurate sense of the text content and knowledge of art historical vocabulary.
- completion through the intermediate level (typically the third semester) of a language, taken at the University of Pittsburgh during the period of the student's graduate study, with a grade of B+ or better in the final semester.
- completion of two graduate level reading courses in a foreign language or the second level of a two-part tiered sequence of reading courses (e.g. German for Reading 2), taken at the University of Pittsburgh, with a grade of B+ or better in the final semester.
- completion of an accredited language immersion program, in the United States or abroad.
- certification of language qualification attained at another accredited graduate degree program.

Graduate students focusing on East Asian topics will establish a schedule for completion and certification of the language requirement in consultation with their academic advisors.

All students are strongly encouraged to be certified in both languages as soon as possible. Pre-MA students must be certified in at least one of the two languages required for the PhD by the 4th Semester Review if they wish to continue in the PhD program. No student will become ABD without completing his or her language requirements.

C. THE MA PAPER AND DEGREE

Normally, the MA degree is granted at the end of the second year of study as a required step toward the PhD. The MA degree requires:

- a total of 27 graduate level credits
- the minimum 5 required HAA courses, plus at least 1 (cognate) course outside HAA
- at least one foreign language certified
- an MA paper passed by majority vote of the graduate faculty.

The MA paper is a 25- to 30-page paper with an original argument based on original research. The MA paper functions as a demonstration of the student's ability to carry out research and writing of PhD caliber. Ideally, the MA paper is based on a seminar paper written in the first year, which is then reworked and polished over the following summer and fall. In some cases, with the approval of a faculty advisor, the student may embark on a new paper not already written in a seminar.

To make satisfactory progress, the student must have a faculty advisor for the MA paper by the end of the second semester (April 1). This is indicated by the advisor signing the **Second Term MA Paper Committee Meeting** form (available at <http://www.haa.pitt.edu/graduate/resources>). Normally this faculty member remains the student's primary advisor throughout his or her graduate career. Students then usually register for HAA 2000 in the third semester for independent work on the MA paper. The paper must be read and approved by two HAA faculty readers (including the student's advisor). The second reader should be kept informed of the paper's progress and must see a completed draft of the paper at least one month in advance of the deadline for submission. The paper must be submitted to the Graduate Administrator by January 15 (of the student's fourth semester) and passed by a majority vote of the graduate faculty as a whole in the February or March faculty meeting. (Students on an accelerated track may submit the MA paper in their third semester, by November 1.) **In order to receive the MA degree, students must apply for graduation in the term that they plan to submit the paper.** For more on submitting and filing the MA paper, see Section 11.

In those rare cases where students not on financial aid are pursuing the MA degree only, the degree requirements are enumerated in this section (2C). Such students must still have their

MA paper read and approved by two faculty readers, and passed by a majority vote of the graduate faculty as a whole.

D. FOURTH SEMESTER REVIEW

In their fourth semester, all students (with the exception of those who entered with an MA from another institution) undergo a review for continuation in the PhD program. By January 15, students must submit to the Graduate Administrator a dossier including:

- their completed MA paper, including a one-page abstract and a title page signed by the first and second reader
- all faculty evaluations of their coursework to date
- the Fourth Semester Review Cover Sheet, on which students summarize their proposed dissertation field and list the course requirements they have met and the relevant foreign languages they have passed. The cover sheet is available at <http://www.haa.pitt.edu/graduate/resources>. This last document must be approved and signed by the student's advisor and certified by the Director of Graduate Studies.

To continue in the program the student must have fulfilled all the MA requirements and certified at least one foreign language. In addition, the graduate faculty reviews the student's dossier to make sure that the student's work demonstrates the ability to carry out original research in the student's field, to master secondary literature, to frame an original argument, and to write lucidly--all necessary to the successful completion of a dissertation.

If the graduate faculty makes a positive determination, the MA degree is granted and the student is officially continued in the PhD program. Students must apply for graduation with the Dean's office in order to receive the MA degree. After the degree is awarded, the students and their advisors confer to constitute a dissertation committee consisting of the student's advisor and two other HAA faculty members. This committee will convene in the beginning of the 5th semester at the Preliminary Exam meeting (see 2.E. below).

If the graduate faculty determines that the student's work does not merit continuation in the PhD program, the student may be granted a terminal MA degree if she or he has met the requirements enumerated in 2.C. and if the graduate faculty by majority vote deems the MA paper creditable.

Note: For students continuing in the PhD program, all graduate-level coursework done prior to the MA counts toward the PhD requirements.

E. APPROVAL OF DISSERTATION TOPIC AND COMPREHENSIVE EXAM AREAS

The dissertation is a book-length research project designed to make an original scholarly contribution to the student's field. Ideally, students begin to focus their dissertation topic early in their graduate career, within the first two years. The MA paper can be a piece of the dissertation project. As soon as possible, students should design their curriculum to enrich and advance their dissertation project.

The Preliminary Exam (Prelim) Meeting must be held by December 1st of year 3 for students continuing from the MA program or by December 1st of year 1 for students entering with an MA from another institution, in order to maintain satisfactory progress in the program. At this meeting, the student must present a one-page description of the dissertation topic for approval of the committee. The student and the committee together use this statement of the topic to help formulate comprehensive exam areas. Also at this meeting, the supervisor and committee discuss the comprehensive exam procedures and expectations. The **Prelim Form** (available at <http://www.haa.pitt.edu/graduate/resources>) must be filled out by the student and the supervisor and filed with the Graduate Administrator.

Once the PhD committee has approved the dissertation topic and the comprehensive exam areas and procedures, these are reviewed by the graduate faculty as a whole. If the graduate faculty gives its approval, the preliminary exam is passed and a prelim card must be signed by the student's advisor, submitted to the Graduate Administrator, and filed with the dean's office.

After the prelim is passed, the student's PhD committee continues to meet annually, by December 1 of each year, to review the student's goals and progress. For these meetings, the Summary of Annual PhD Committee Meeting form (available at <http://www.haa.pitt.edu/graduate/resources>) must be filled out by student and advisor and filed with the Graduate Administrator.

F. COMPREHENSIVE EXAMS

Doctoral students normally take their comprehensive exams in the fourth year, (or second year if they are entering with an MA) after they have completed their coursework requirements. While a committee member from outside the department is not required at this stage, it is often extremely helpful to have an outside member participate both in the formulation of the exam contents and in the exam itself. The comprehensive exams have two broad goals. The first goal is to test whether the student has sufficient knowledge of the field to carry out the dissertation. The student should be able to articulate "the shape of the field" and should be conversant with current trends in scholarship. The second goal is to test whether the student has sufficient knowledge to teach one or more broadly defined areas. The department has adopted the following guidelines for the comprehensive exams:

- the exams will be regarded less as a singular event and more as a process that ensures a sound and engaged mentoring relationship between the student and his or her committee
- the development of the exam areas and questions will be an open aspect of the process in which both the student and faculty are engaged from the beginning
- and the exams will be construed less as an exercise in memorization and more as a demonstration of critical and conceptual skills, including skills in visual analysis, that show the extent to which students understand and have developed a perspective on recent trends in their areas of study.

The comprehensive exams cover three areas, which are formulated by the student and his or her PhD committee working in consultation with one another. The format is a written exam for each of the three areas, followed by an oral exam with the committee. *Within these very broad constraints, the department encourages graduate students and faculty to consider a range of strategies in drawing up the exams, ones that will allow the exams to profit individual students to the greatest degree, expedite their progress in the program, and advance the intellectual work that the constellations aim to foster. Some of the strategies that we encourage graduate students and faculty to consider are the following:*

- Rather than having students write short essays on a given exam area, exam committees may consider giving students a month to write a carefully considered, longer essay.*
- Students might be required to write an essay for one of the exam questions that they would then have to submit for publication, whether or not it was ultimately accepted.*
- The department exhorts exam committees to incorporate material objects into the comprehensives process. Students might be examined on a selection of objects at the Carnegie Museum, for instance, which might or might not be known to the student in advance, on which he or she might write or be orally examined.*
- The department strongly encourages all committees to orient to the constellations at least one of the exam questions. For example, students might write an imagined introduction to their dissertation in light of the issues that a given constellation makes pressing.*
- Owing to the resource that the Visual Media Workshop represents, a project in the digital humanities could create a valuable learning experience for students, and could stand in lieu of a traditional question.*
- Because PhD committees may incorporate members who come from outside the main area of a student's specialization, asking students to think about their main area from the vantage of the outside member's expertise could prove valuable.*

The above represent ideas for committees to consider, and they are encouraged to implement whatever others seem appropriate to them, consistent with the goals outlined in paragraph 1.

Exams may be taken in the building, at home, or at another appropriate venue. All questions for the exams must be approved in advance by the full comprehensive exam committee (*the student may or may not participate in this process*), and no changes may be made to the exam questions or format of the exam without consultation of the full exam committee at least one week prior to the exam. The written exam questions for each student must be posted on the department file-sharing system for future reference after the exam process has concluded. Students should submit their exam questions to the Graduate Administrator, who will post them on the department courseweb site.

Students register for HAA 2905 (Comprehensive Exam Preparation) in the semester when they take the exams, or in the semester prior.

G. TEACHING PORTFOLIO

Graduate Students must produce teaching portfolios to advance to candidacy. They will do so in the context of the pedagogy seminar. Thereafter, they should include the teaching portfolio with the materials they send to their Ph.D. committee for their annual meetings. Ph.D. committees are encouraged to give further feedback to the student as appropriate--as the student's thinking about pedagogy evolves, as the student readies him or herself for the job market, et cetera.

H. DISSERTATION PROSPECTUS AND ADVANCEMENT TO CANDIDACY

After passing the comprehensive exams, the student can turn attention full-time to the dissertation. The first step is to prepare and submit a dissertation prospectus, which is intended to demonstrate that the student is ready to carry out independent research. The prospectus should explain the central problem the dissertation hopes to solve, the relationship of that problem to the state of the field, and the method and research materials the student will use to tackle the problem. The prospectus must also include a brief preliminary chapter outline and a bibliography of relevant primary and secondary literature (the total length of the document should be approximately 10-20 pages). Students may register for HAA 2906 (Dissertation Prospectus writing) in the semester that they submit the prospectus.

A prospectus meeting is held to discuss the student's completed prospectus. At that meeting the prospectus must be approved by the three HAA members on the student's PhD committee plus a member from outside the department (usually drawn from within the university but may, with special permission, be chosen from outside the university). The **Prospectus Form** (available at <http://www.haa.pitt.edu/graduate/resources>) must be filed with the Graduate Administrator. These four members now constitute the student's dissertation committee. All these committee members **must be present** for the prospectus meeting and later for the dissertation defense. If a committee member cannot be present, permission for his or her absence may be obtained in certain circumstances if application is made to the Graduate Dean well in advance.

With the completion of course work, certification of two foreign languages, passage of the comprehensive exams, and the approval of the dissertation prospectus, the student is officially 'advanced to candidacy.' This means that the student is now ABD (all but dissertation). The student must submit the **Candidacy Form** (available from the Graduate Administrator) to be advanced to candidacy and while officially enrolled. Submission of the Candidacy Form must also take place at least eight months before the dissertation defense. The signed Candidacy Form must be submitted to the Graduate Administrator, who will file it with the Graduate Dean's office. Once students become ABD, they may register for HAA 3000 (dissertation research) or, if they have already accrued 72 credits, for full-time dissertation study (FTDA 3999).

If a student needs or wishes to change the membership of the dissertation committee, he or she must submit a form to the Graduate Dean's office with the approval of the advisor. A committee member who retires may remain on the committee, even in the capacity of chair, provided certain criteria are met. See <http://www.provost.pitt.edu/handbook/handbook.html>, Policies Concerning Faculty Retirement, Faculty Responsibilities # 8.

Note: Many dissertation fellowships require that students be ABD by the time the fellowship period begins or, in some cases, even at the time application is made. Students who are not ABD by April 1 of their fifth year (or third year if they entered with an MA) are considered to be making unsatisfactory progress.

I. DISSERTATION DEFENSE

When the student completes the dissertation and the supervisor believes it is ready to be defended, a dissertation defense is scheduled and the date of the defense must be published in advance in the **University Times** (see the Graduate Administrator about this; also note that the date of the defense must be set at least one month in advance so that it can be published on time). The student must submit to the full PhD committee a complete, polished, copy-edited text with full scholarly apparatus and images. This must be submitted by November 1 at the latest to schedule a defense in the fall semester, or by March 1 at the latest to schedule a defense in the spring semester. There are no defenses in the summer semester.

The defense is normally a two-hour conversation with the dissertation committee; all four members must be physically present. The defense is open to the public and may thus be attended by other students in the department as well as by family or friends of the student.

Students must submit an application to graduate in the term in which they plan to defend and must be enrolled for at least one credit or Full Time Dissertation Study (FTDA 3999).

The university now requires all dissertations to be filed electronically. Complete instructions can be found at <http://www.pitt.edu/~graduate/etd/>. Students should have their committee members sign the **ETD Approval Form** (also available on the ETD website) at the defense.

Note: The defense must be passed no later than seven calendar years after the passage of the comprehensive exams. If a student does not pass their defense in this time limit, they must re-take the comprehensive exams in a format approved by the dean's office.

I. IMPORTANT UNIVERSITY POLICIES

The following are guidelines adapted from those of the Graduate Bulletin at the School of Arts & Sciences of the University of Pittsburgh. These guidelines are subject to change. Be sure to consult the most current regulations at: www.bulletins.pitt.edu/graduate/FASinfo.htm.

Statute of Limitations and Leaves of Absence:

MA Degree: All requirements for MA degrees must be completed within a period of four consecutive calendar years from the student's initial registration for graduate study. There is a strictly enforced 4-year calendar limit on completion of all requirements for the MA degree.

PhD Degree: All requirements for the PhD degree must be completed within a period of 10 years from the student's initial registration, or within 8 years if the student has received a Master's degree appropriate to the field of study. There is also a strictly enforced limit of 7 calendar years on the PhD comprehensive exam for students entering the program in fall 1999 or later. If the requirements are not fulfilled within this limit, the comprehensive exams must be retaken. The format of the exam is to be determined in consultation with the Graduate Dean's office and may not take place concurrently with the defense of the dissertation.

Extensions: Under exceptional circumstances, a candidate for an advanced degree may apply for an extension of the statute of limitations. The request must be approved by the department or departmental committee (master's or doctoral) and submitted to the Dean for final action. Requests for an extension of the statute of limitations must be accompanied by a departmental assessment of the work required of the student to complete the degree as well as documented evidence of the extenuating circumstances leading to the requested extension. Students who request an extension of the statute of limitations must demonstrate proper preparation for the completion of all current degree requirements.

Leaves of Absence: Under special conditions, graduate students may be granted one leave of absence. A maximum leave of two years may be granted to doctoral students or one year to master's students. The length and rationale for the leave of absence must be stated in advance, recommended to the dean by the department, and approved by the dean. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

Level of Coursework: No classes at the 10- or 100-level count towards the graduate student's credit total. For example, ITAL 0001 may be taken as a 5 credit course, but these 5 credits do not count towards the students 72 required credits for the PhD. Twelve credits marked at the 1000-level (with the exception of 1010, the undergraduate capstone research seminar) or above do count.

Credits per Term: No student is permitted to enroll in more than 15 credits without permission from the Dean's office. The HAA Graduate Administrator will not enroll a student in more than 9 credits without the permission of the Director of Graduate Studies.

Courses Taken at Other Local Institutions: Students may register for graduate courses at Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University under the Pittsburgh Council on Higher Education (PCHE) cross-registration agreement. Such work, if approved in advance by the student's advisor, will not be

considered as transfer credit and may be counted for credit toward a graduate degree; the grade earned will be used in computing the student's grade point average.

HAA students are asked to fill out an External Coursework Form (available at <http://www.haa.pitt.edu/graduate/resources>) that will be used to determine whether a course taken outside the university will count as graduate level credits.

K. SUMMARY OF MILESTONES AND WHAT CONSTITUTES SATISFACTORY PROGRESS

Students must maintain satisfactory progress to secure their funding. To summarize, the essential milestones of the PhD program are:

- 2nd semester MA topic: The student finds an advisor, who signs the Second Term MA Paper Committee Meeting form by April 1 of the first year.
- 4th semester review: The student satisfies all requirements for the MA degree, and submits a dossier for the 4th semester review that includes the MA paper. The MA paper and 4th Semester Review Cover Sheet must be submitted by January 15th of the second year. At this time, the student must also have certified one foreign language. The graduate faculty as a whole determines whether the student's work merits continuation; if so, the student's PhD committee is constituted. It is also expected that students who have passed the MA will apply in their fourth term (and after, when appropriate) for Dissertation Development, FLAS, Nationality Room, and Friends/Wilkinson travel grants for summer language and research development building toward a PhD research topic.
- Preliminary exam: The student's PhD committee meets, approves the dissertation topic and the comprehensive exam areas and procedures, and signs the Prelim Form by December 1 of the third year (of the first year for students entering with an MA).
- Foreign language certification: A student entering pre-MA must certify the first foreign language by January 15th of year 2 and the second foreign language in order to be Advanced to Candidacy. A student entering post-MA must certify one foreign language upon entry into the program and the second in order to be Advanced to Candidacy.
- Comprehensive exams: The student passes a written and oral test of three areas normally taken in the 4th year (in the 2nd year for students entering with an MA).
- Advancement to Candidacy: The student advances to candidacy after fulfilling all required coursework, certifying two foreign languages, passing the comps, and having the dissertation prospectus approved by the PhD committee plus one outside member; this expanded committee becomes the dissertation committee. This must be accomplished no later than April 1 of the fifth year (of the third year for students entering with an MA).
- Dissertation defense: The student makes a public defense of the dissertation after completing the text and submitting it to the dissertation committee (by November 1 at the latest for a fall defense or March 1 at the latest for a spring defense). The student must submit all ETD materials in order to be approved for graduation.

A typical schedule of progress might look like this:

Progress by semester:

1 st Coursework, including HAA 2005 or 2007 and foreign language if necessary	2 nd Coursework; select MA paper topic and faculty advisor
3 rd Coursework, including HAA 2005 or 2007; MA paper preparation	4 th Coursework; submit paper and dossier for 4 th semester review. Apply for summer language and research grants.
5 th Coursework; submit dissertation topic at Prelim meeting (1 st official PhD committee meeting)	6 th Coursework and/or comp exam prep
7 th Comp exam prep	8 th Take exams and submit dissertation prospectus; advance to candidacy
9 th Dissertation research	10 th Dissertation research
11 th Dissertation writing	12 th (and on) Continue until dissertation is completed and defended

Minimum standards for satisfactory progress are as follows:

Year 1 (by Apr 1)	Obtain signature of MA advisor
Year 2 (submission by Jan 15)	Submit MA paper and pass 4 th semester review, pass first foreign language
Year 3 (by December 1) [Year 1 for post-MA entrants]	Formulate dissertation topic and pass the prelim
Year 3 or 4 [Year 1 or 2 for post-MA entrants]	Certify competence in two foreign languages
Year 5 (by April 1) [Year 3 for post-MA entrants]	Advance to candidacy and become ABD

Students must also hold PhD committee meetings by December 1 each year after the prelim year.

Note: Students are responsible for notifying the Graduate Administrator when they have met each milestone. The potential penalty for missing a milestone is loss of financial aid. If a student has missed a milestone, the Director of Graduate Studies will meet with that student to discuss the circumstances, and the graduate faculty as a whole will discuss the case and any extenuating factors before making a decision.

L. NOTE ON COURSE NUMBERS

No courses below the 1000-level are eligible to receive graduate credit. Language instruction courses do not count as credits toward a graduate degree. Only 12 credits of 1000 level coursework count towards the degree.

The following course numbers are used for independent study at various stages in the student's career:

- HAA 2000 (MA paper research): usually in the 3rd semester

- HAA 2901 or 2902 (Directed study): for specific research or reading projects that fall outside the classroom or established credits (such as HA&A 2000) for MA paper or dissertation work.
- HAA 2905 (Comprehensive exam preparation)
- HAA 2906 (Dissertation prospectus preparation)
- HAA 3000 (Dissertation research): For students actively engaged in dissertation research or writing, usually after they are ABD.
- FTDA 3999 (Full Time Dissertation): For students who have passed their comps and completed 72 graduate level credits.

M. FILM STUDIES PhD

The University of Pittsburgh is now offering a Film Studies PhD with a concentration in History of Art and Architecture and students interested in pursuing this option must apply to and fulfill degree requirements in both programs. The HAA faculty members able to supervise Film Studies students are Josh Ellenbogen and Terry Smith. Students interested in this option should contact the Director of Graduate Studies and visit the Film Studies website at <http://www.filmstudies.pitt.edu/graduate/index.html>.

3. FINANCIAL AID

The department offers multi-year aid packages (up to five years) to virtually all PhD students. Aid is guaranteed for the duration of the package provided that the student makes satisfactory progress toward the degree, which involves passing all required milestones in a timely fashion. If a graduate student is awarded a fellowship, no other employment is permitted.

Typically, students in their first year have a departmental fellowship free of work duties. This fellowship covers tuition, fees, and health insurance. Check with the Graduate Administrator for current stipend amounts.

After the first year, students generally hold a mix of fellowships and teaching assistantships, the latter requiring up to 20 hours of work per week. Normally TAs lead recitation sections in introductory courses and grade their students' work. In some cases TAs serve only as graders. Students who have passed the 4th semester review and received the MA become teaching fellows (TFs), and are then eligible to teach "standalone" courses in which they design the syllabus and assignments and teach the course on their own. In addition, a few TA/TF slots are reserved for other purposes: assisting in the Visual Media workshop and serving as research assistants for designated faculty.

TA/TF awards are comparable to fellowships in stipend.

In addition to the standard departmental fellowships and teaching assistantships, some university fellowships are also available to students on a competitive basis. Incoming students are eligible for the one-year Provost Humanities Fellowship, the three-year Chancellor's Chinese

Fellowship (for students in Chinese studies), and the two-year K. Leroy Irvis Fellowship (for underrepresented minorities). The department nominates applicants for these fellowships, so no action from the student is required. In recent years, the department has competed successfully for all of these fellowships.

Continuing students also have a number of fellowship opportunities from the university. Foreign Language and Area Studies grants (FLAS) offer both summer and academic-year awards for language study and for PhD coursework (these apply to area studies in Europe, Russia and Eastern Europe, Latin America, and East Asia). Students in the university's interdisciplinary Culture Studies certificate program are encouraged to apply for the one-year Culture Studies fellowship. Students who are at or near ABD status generally apply for the university's Mellon Fellowship to fund a year of dissertation research or writing. In recent years, the overwhelming majority of the department's PhD students have received at least one full year of fellowship funding from these various sources.

Note: Deadlines for these fellowships vary from year to year, so look out for announcements on the fellowship page of the HAA website and through departmental email notification. Students must make sure that their email address information is kept up-to-date with the department administration. Plan ahead to draft fellowship applications weeks in advance of the deadline and to give letter writers your application draft at least one month before the application deadline. For more on how to prepare an effective fellowship application, see Section 4.

As students reach ABD status, they also apply for prestigious external fellowships. While the student is responsible for choosing which fellowships to pursue, the department actively mentors students in grant applications. To facilitate this mentoring process, students are required to submit draft application statements at their annual PhD committee meeting, and their advisors are expected to comment on them. In the past several years, students have won external fellowships from the Center for Advanced Study of Visual Arts in Washington, D.C., the Georgia O'Keeffe Center in Santa Fe, the College Art Association, the Kress Foundation, the Fulbright and Fulbright-Hayes, and the Berlin Program for Advanced German & European Studies.

Finally, the department and university have some funds available to support student travel for necessary research. The **Dissertation Development Fund** is a summer fellowship program funded by the Graduate Dean for Arts & Sciences. Under the program, the department will award annually approximately six Dissertation Development Grants of up to \$3,000 each. The grants will be reserved for doctoral students to use in the summer after their second or third year in residence, or, for those students who enter with an MA from another institution, after their first or second year in residence. They will be awarded competitively for the purposes of conducting research, traveling to collections, improving language skills, or engaging in any other professional enhancement necessary to the development of the dissertation topic and prospectus. Dissertation Development Grants recognize above all the importance of early field research and study in fostering outstanding dissertation work in our discipline. Ideally, therefore, students should apply for Dissertation Development funds in the summer

immediately following completion of the MA, whether at this institution or at another university, in order to begin acquiring the research and other experiences that will contribute to success in subsequent grant applications for the support of dissertation work.

The **Friends of Frick Fine Arts Travel Grants** are normally awarded to fund research that is necessary to the student's progress (awards vary from \$500 to \$3,000; students typically receive no more than \$3000 total from department travel fund sources over the course of their studies). The Wilkinson Travel funds are usually dispensed in smaller amounts to support a variety of student activities including conference travel. The department also has a \$30,000 grant from the Luce Foundation for research and travel expenses of dissertation students working on U.S. art topics. The university has Nationality Room scholarships open to graduate students for travel and research in specific countries, as well as the FLAS awards for summer language study abroad. Consult the fellowships page on the HAA website for application deadlines and requirements. (Go to: <http://www.haa.pitt.edu/graduate/financial-aid>).

The James and Susanne Wilkinson Research Prize for Outstanding Scholarship on Topics in Premodern Art: The Department of the History of Art and Architecture is pleased to announce a Research Prize in the amount of \$4000.00 to be awarded each year to an outstanding graduate student paper on a topic in premodern art. The award is named in honor of James and Susanne Wilkinson, whose generous and longtime support has helped the department to maintain its tradition of scholarly excellence. The primary purpose of this award is to encourage and recognize superior scholarship on art produced in all regions of the world before the mid-19th century, or the advent of artistic modernism. The award is also intended to support continuing research, including travel to sites, collections, and archives, as may be needed for the completion of the winning candidate's graduate degree. To that end, in addition to the paper, all submissions must include a one-page summary of the research the candidate intends to pursue with the award. The summary should state how that research relates to the completion of the degree and the candidate's pursuit of his or her scholarly goals.

The Wilkinson Prize is open to all graduate students who are currently enrolled in the Department of History of Art and Architecture. Submissions will be accepted in February of each academic year. The chair of the department will appoint an ad hoc committee of three History of Art and Architecture faculty to evaluate the submissions. The award winner will be announced in March of each year and his or her name will be included in the list of honorees celebrated at the department's annual graduation ceremony. Application details can be found on the graduate courseweb advising site, under the financial aid and awards link.

4. PREPARING AN EFFECTIVE FELLOWSHIP APPLICATION

For dissertation research and writing, the standard university fellowship open to competition from HAA students is the Mellon Fellowship. Other fellowships inside and outside the university are also available, and will have somewhat different application requirements. But the basic requirements of the Mellon Fellowship application will hold true for other fellowships as well, and thus the Mellon application serves as a primer.

Mellon Fellowships are awarded competitively by the university. In any given year the selection committee consists of faculty from various departments in the arts and sciences; you may have sociologists, musicologists, or chemists reading your application. Applicants must first be nominated by the department. In HAA, we reserve our nominations for students who have already finished their comprehensive exams, or will do so before the fellowship year begins. All of our applicants are therefore applying to work full time on their dissertations, either research or writing.

Although the department has no iron-clad rule about the use of Mellons, we envision that graduate students will generally use the grant to carry out their foundational dissertation research. The department recognizes that different students with different areas of specialization will reach this stage at different times. For most students without heavy language preparation, we anticipate that they will apply for the Mellon in their fourth and/or fifth years of study, when they are preparing their comprehensive exams and dissertation prospectus, in order to use the grant for research in the subsequent year.

Because we intend these grants to be used by students at a comparatively early stage of their dissertation work, publications will not be a significant criterion in evaluating and ranking applicants. We still expect applicants to submit CV's, and do believe that conference presentations in particular are useful for students in formulating the intellectual frameworks of their dissertation. We give primary weight, however, to the student's progress in formulating a compelling dissertation topic and plan, the quality of the three-page project description, the projected significance of the research to the field, and the letters of recommendation that the student has received.

A. THE PROJECT PROPOSAL is a concise statement of your dissertation project and the work you intend to accomplish during the fellowship year. To be successful, the statement must:

1. Have an interesting, original, and persuasive intellectual framework. What is your leading idea? What is your methodology or approach? Why is it significant (both within the field and without)? Remember that your readers will be outside art history: the broader the significance of your project, the better. If your project looks narrow, specialized, and unguided by ideas, then it will not succeed.
2. Explain what you intend to do during the fellowship year. If you plan to do research, you need a concise research plan that is tied to the intellectual framework you have articulated (see #1). If you are in the final stages of the dissertation, you need a concise statement of the work you have accomplished and the work remaining to be done. If you are writing, then a very brief chapter outline with some indication of what you have already written and what remains.

In addition, it is always a good idea to include a sentence or two on your preparation to date. What research or writing have you already done to prepare you for the fellowship year? E.g. have you presented any of this material at a conference?

Some students may have already competed for and successfully secured fellowship support (for instance, an academic year FLAS) for their dissertation work before they become eligible to apply for the Mellon. If you fall in that category, it is all the more crucial that your Mellon Fellowship application (or any other fellowship application for that matter) reflect what you accomplished with this previous support. Did you use that fellowship or grant to master a research language essential for your dissertation work? Did you travel to archives, conduct interviews, or undertake important coursework? If so, how did these experiences help you to advance your progress on your dissertation? Were there any tangible results—publications, conference papers delivered--that emerged from that support? Keep in mind that any granting institution, including the Mellon, wants to know that you have maximized all fellowships and grants given to you in the past and that you will continue to do so in the future with their support.

Note: HAA 2006 (Writing Practicum) focuses on proposal writing and is strongly recommended for students at this stage.

B. LETTERS OF RECOMMENDATION obviously need to be cultivated over a long period of time from writers who know your project well and can speak to its distinctive strengths. Give a copy of your project proposal to your letter writers at least a month in advance of the departmental deadline for the letters.

C. THE CV likewise must be built over a period of years. An impressive CV will show that you have scholarly initiative and professionalization already underway during your graduate career. As already indicated, publications are not a significant criterion in the department's evaluation of Mellon grants. They may well prove significant; however, as you apply for external grants other than the Mellon (different granting bodies give weight to different things). For any grant, we encourage students to have conference presentations, since they can make important contributions to the student's formulation of the key problems his or her work will address.

From this brief summary, it should be obvious that an excellent application is not put together in days or even weeks. A terrific project proposal requires good academic preparation and an extended period of thinking, reading, writing, and rewriting to refine the key ideas in your statement. Plan far ahead. The same is true of your letters and CV: think strategically about how to build a case for yourself on paper, and implement your ideas as soon as possible in your graduate study.

5. GRADUATE STUDENT TEACHING

A. TA/TF CONTRACTS

Teaching assistants (TAs) work under a variety of contracts. The most common type is recitation leader in an introductory survey course; the TA leads recitation sections and grades student work. Graders do not lead recitation sections and only do grading and hold office hours.

Other TA slots are reserved for assistant in the Visual Media Workshop, and research assistant for a faculty member.

Once they earn an MA, teaching assistants become teaching fellows (TFs). TFs may work under the same kinds of contracts specified above, but they are also eligible to teach stand-alone courses in which they design a syllabus and assume all the teaching duties including lecturing.

Contracts are carefully structured to ensure that TAs/TFs work no more than 20 hours per week on average (which is the university's stipulated maximum). Each semester the responsible faculty member (usually the instructor) discusses and fills out a contract form with the student. The form spells out the student's exact duties and the amount of grading required. Grading is capped at 90 hours per semester (at a standard rate of 20 minutes per exam or short paper); any grading beyond that amount must be done by the faculty member.

See Section 10 for the various contract forms.

B. TA/TF ASSIGNMENTS

The following guidelines are observed in assigning students TA/TF positions:

1. To ease the transition into the graduate program, students are not given teaching assignments in their first year in residence.
2. Each semester the department administrator circulates a memo to students on aid and to faculty supervising TA/TF slots requesting their preferences for assignments in the coming semester. The chair makes every effort to match the preferences of students and faculty.
3. Students taking comprehensive exams or finishing their dissertations will be given priority for non-teaching assignments.
4. Due to the growth of department fellowships, the general number of teaching assignments has declined. This is especially true of stand-alone course assignments which now number one or two per semester, usually for introductory survey courses. Most opportunities for stand-alone teaching will now be in the summer term. As a result priority for these assignments will be given to students who have not already taught a stand-alone course. Students teaching stand-alone courses must have completed the MA.
5. In cases where two or more students want stand-alone assignments and have the same amount of stand-alone experience, the student with the greatest seniority will be given the assignment.
6. All students who want teaching assignments are expected to take the department pedagogy course (HAA 2970). Normally students should take the course in their second year, though students who enter at the post-MA level may take the course in their first year. Students who want to be considered for standalone assignments must take the course beforehand, though exceptions will be considered in the case of unexpected scheduling difficulties.

Note on aid eligibility: Typically students entering without an MA are given a 5-year aid package and students entering post-MA are given a 3-year aid package. A&S fellowships, which are awarded by the department, are counted as part of these packages. University fellowships such as the Mellon, Mitsubishi, Chancellor's Chinese, FLAS, Culture Studies, and Provost-Humanities, which are awarded from outside the department by open competition, also count toward these three and five year maximums. Successful applications for University fellowships thus do not extend the length of the typical aid package. They do, however, impressively build the student's CV and make successful application for prestigious external fellowships all the more likely. Such demonstrable markers of scholarly initiative are, in any case, important for future job placement; the department therefore strongly encourages students to apply to all fellowships and grants, internal as well as external, for which they become eligible.

C. TRAINING AND EVALUATION

Normally graduate students in their first year do not have teaching assignments. To help prepare students for teaching assignments, TAs and TFs are required to take a pedagogy course, HAA 2970, normally in their second year. Students may also take the faculty development course taught by the university's Center for Instructional Development and Distance Education (CIDDE). CIDDE also sponsors workshops on specific topics and has many helpful materials on its website; including suggestions on how to develop a course and write a syllabus (see <http://www.cidde.pitt.edu/>).

Faculty instructors who have TAs must fill out and sign a teaching contract with each TA. Instructors meet regularly with their TAs and give more individualized assistance. Faculty instructors observe recitation leaders in the classroom at least once per semester and give them feedback. At the end of the semester the TA receives a written evaluation from the faculty instructor. TFs teaching their own "stand-alone" courses are also observed and evaluated by a faculty member from the department.

Each year a graduate student who has previously served in at least one teaching recitation assignment is selected to serve as a TA Mentor to help new TAs and TFs. It is the responsibility of the TA Mentor to collect and review the teaching contracts and, if necessary, inform the department chair of potential problems with them. The TA Mentor is also available to answer questions, listen to problems, and offer advice. In compensation, the TA Mentor is given a small gift certificate of Panther Funds and should, of course, cite the experience in her or his CV and teaching portfolio.

Students who are interested in becoming the TA mentor should send a brief letter to the Director of Graduate Studies by the first Friday in April. The letter should list the student's experience assisting as recitation leader and/or grader, and should explain why the student wants to undertake the responsibility. Please attach to the letter copies of OMETS and faculty evaluations for teaching assignments.

An ad hoc committee composed of faculty who are not supervising the applicants – or if that is not possible the Graduate Committee – will be charged to make the appointment. The committee will give preference to applicants who have recently served as recitation leaders within the past year or two, and, subject to that preference, will make the choice of mentor based on the following criteria:

- commitment to the position as demonstrated in the letter of application
- quality of teaching evaluations from students and faculty.

D. ASSEMBLING A TEACHING PORTFOLIO

Graduate Students must produce teaching portfolios to advance to candidacy. They will do so in the context of the pedagogy seminar. Thereafter, they should include the teaching portfolio with the materials they send to their Ph.D. committee for their annual meetings. Ph.D. committees are encouraged to give further feedback to the student as appropriate--as the student's thinking about pedagogy evolves, as the student readies him or herself for the job market, et cetera.

E. TEACHING AWARD

Each year the Excellence in Graduate Teaching Award will be awarded to an HAA Graduate Student who has successfully taught at least one stand-alone course.

At the end of each fall term, an ad hoc committee headed by the department chair will evaluate student measures of performance including OMET scores and faculty evaluations. It is therefore important that students have OMETs for each of their courses and that they submit those scores to the Graduate Administrator at the end of each term. Faculty must also evaluate student performance and have their evaluations placed in the student's file. Additionally, this file should contain an up-to-date copy of the student's Teaching Portfolio. Formal announcement of the Awardee will be made at the University Honors Convocation and the department Commencement Ceremony in spring. The recipient of the Award will also receive a \$250 reimbursement for professional travel.

6. ADVISING

Advising has two essential components. One is assisting the student in the administrative process of meeting degree requirements and milestones. The other is intellectual and professional mentoring.

A. ADMINISTRATIVE ADVISING

The Graduate Committee, headed by the Director of Graduate Studies (DGS), handles course registration for first-year students, whether they enter with or without an MA. During course registration – a two-week period in the semester prior to the registration semester – these

students make advising appointments with the DGS (or other designate from the Graduate Committee) to discuss their course schedules and progress. In subsequent semesters, students and their academic advisors become responsible for selecting courses and keeping track of progress toward department and university milestones; the Graduate committee at this point becomes a resource for answering any questions students and their advisors may have about the program.

Students maintain their own Tracking Form of Progress toward the PhD (available at <http://www.haa.pitt.edu/graduate/resources>), and keep an up-to-date copy of the form in their own possession and in their department file. At the first-year advising appointments, the DGS (or designate) reviews the form and initials it, making brief written comments if necessary to alert the student and their advisors to potential problems. Students should also review their course schedule with their academic advisor before the DGS appointment to make sure that their advisors (and committee members) have input into the design of their curriculum.

Students are responsible for learning degree requirements and departmental expectations for meeting required milestones in a timely fashion. The DGS provides advice and oversight, but cannot “shepherd” students: they must work pro-actively to ensure that they understand the administrative process and benefit from it. (Please read this handbook carefully and make sure to ask the DGS if you have questions. For more, see Section 8, Responsibilities of the Student.)

B. MENTORING

Mentoring is the process of assisting the student’s intellectual growth and professionalization. Mentoring is the particular responsibility of the student’s faculty advisor, though the student’s other committee members – and indeed the faculty as a whole – share in the mentoring process.

Most incoming students come to the program with a specific advisor already in mind. By the end of their first year they should have a formal relationship with a faculty advisor. This is indicated by the faculty advisor signing the **Second Term MA Paper Committee Meeting** Form during the student’s second semester (available at <http://www.haa.pitt.edu/graduate/resources>). Generally this faculty member continues to act as primary advisor throughout the student’s graduate career. Students may of course change advisors provided that they can continue to make satisfactory progress toward the PhD.

Beginning in the first year, the advisor focuses on the student’s scholarly development. The advisor helps the student develop an MA paper – the first major demonstration of the student’s original scholarship. The advisor serves as first reader for the paper and oversees the student’s preparation for the 4th semester review. (The MA paper is the single most important component of this review; see Section 7, Grading and Evaluation, for more details.) The second reader also plays a significant role in this process.

If the student passes the 4th semester review and continues in the PhD program, the advisor typically becomes the dissertation supervisor and chair of the student's PhD committee, which begins to meet with the student in the 5th semester and thereafter on an annual basis. At this stage the advisor and the committee work with the student to refine the dissertation proposal, to make sure the student has necessary research knowledge and tools, and to continue to craft a challenging interdisciplinary curriculum. (The latter becomes crucial when the student is required to add a committee member from outside the department, in order to advance to candidacy.) The advisor and the committee also widen the scope of the mentoring process to cover key elements of professionalization: grant writing, conference talks, scholarly networking, assembling a teaching portfolio, interviewing for jobs, etc.

Throughout these various stages, the student-mentor relationship is most effective if it is reciprocal. Mentors need to challenge students intellectually and to provide timely, honest, and constructive feedback for students' work throughout their careers. Mentors should meet and communicate regularly with their students. They should praise students when they deserve it, but should also alert students to problems in time for them to have the chance to make improvements. It is extremely helpful for advisors to provide students with a written record of this process – to write down goals and expectations for the student and notes on their progress. The department has instituted advising forms for annual meetings with students for this purpose (see Section 10).

At the same time, students must not expect to be passive recipients of faculty wisdom. Students need to communicate clearly with their advisors and raise questions and concerns if necessary. Students should ask for more feedback if they are not getting enough. If problems persist, students should document them and discuss them with the Director of Graduate Studies or Chair if they feel their advisor is not being responsive.

For more on the advising relationship, consult the university's excellent written guidelines at <http://www.pitt.edu/~graduate/advising.html>.

7. GRADING AND EVALUATION

The purpose of all grading and evaluation systems is to give students the feedback they need to succeed: to let them know when their work is superior; to alert them to significant problems that need correction or areas that need further work; to challenge them to make the improvements necessary to advance.

The official graduate grading policy of the university is as follows:

- A** Exceptional work, well above acceptable level.
- B** Acceptable graduate-level work, short of distinction.
- C** Attainment below acceptable graduate level.

In reality, grading practices among faculty do vary. Students whose performance in a course is lacking in some significant respect typically do not receive a grade in the A range. However, students should be aware that even an A- grade can sometimes indicate a significant problem that needs to be addressed.

Because grades do not offer specific feedback, faculty is required to make written evaluations each semester for all graduate students taking their courses or directed studies. **The Evaluation Form for Graduate Students** (available at <http://www.haa.pitt.edu/graduate/resources>) gives the instructor the opportunity to identify strengths and weaknesses, to describe significant problems if any, and to make specific suggestions for improvement. Instructors must submit evaluations sheets for all students in 1000-level and above courses, including Directed Studies and other non-classroom courses. The Graduate Administrator will file a copy of the evaluation and give the student a copy.

As always, students should communicate with the faculty member if they do not fully understand either the grade or the written evaluation. (Students should also remind the instructor and the DGS if they have not received the evaluation.) Understanding feedback is critical to future success in the program. Ultimately students should use these evaluations to begin developing their own methods of self-assessment. As students progress beyond the coursework stage, they will need to become more skilled in evaluating their own work.

Important evaluations also occur at major milestones in the student's graduate career, including the 4th semester review, the comprehensive exams, and the dissertation prospectus. None of these are graded but they are carefully evaluated.

For the first of these milestones, the 4th semester review, the faculty as a whole undertakes the evaluation by reading the student's MA paper and previous course and TA evaluations. The student's record of teaching and service are considered, but the primary subject of evaluation is the student's scholarship. The faculty evaluates the student's growth as a scholar with an eye toward judging the student's ability to carry out a dissertation of significance to the field. The basic criteria are the student's abilities to understand the shape of the field, to frame a significant problem and carry out original research, and to produce an original argument that is lucid and scholarly. The faculty also evaluates whether the student's proposed dissertation area fits with the expertise and interests of the faculty.

At further milestones, such as the comprehensive exams and the prospectus, the evaluation is done by the student's PhD committee. Specific criteria may vary depending upon the field and the faculty involved; it is important for the student and the committee to communicate effectively so that misunderstandings do not occur. For the comprehensive exams, the Prelim Form is designed to help make procedures and expectations explicit (available at <http://www.haa.pitt.edu/graduate/resources>).

The Graduate Bulletin states, "Upon a student's completion of a course, one of the grades listed below may appear on the student's transcript in lieu of one of the options selected by the

student and/or instructor under University Grading Options. None of these grades carries quality points. Students should consult with their individual school for information on any school-specific regulations regarding these grades.” The HAA department holds to the Graduate Bulletin on the guidelines for the following grades:

G Grade

The G grade signifies unfinished course work due to extenuating personal circumstances. Students who are assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

I Grade

The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.

W Grade

The W grade signifies that a student withdrew from the course. See Monitored Withdrawal from a Course for more information.

R Grade

The R grade indicates that a student has resigned from the University. See Resigning from the University for more information.

8. RESPONSIBILITIES OF THE STUDENT

As this document has already suggested, students are most successful when they are well-informed, communicative, and pro-active. Students do not passively receive an education from the faculty; they produce their own education with the faculty’s assistance.

Students are responsible for learning departmental requirements and procedures. Students should not think of requirements and milestones as hoops to jump through, but rather as opportunities to challenge themselves as scholars and teachers. If certain requirements seem counter-productive, students should talk to their advisor (and the DGS) about how to tailor the process more effectively to promote their intellectual and professional growth.

Students should also:

- Work diligently to communicate with their various advisors and instructors. In particular, this involves understanding the faculty’s expectations and evaluations.
- Actively seek out other resources within the department and the larger university in order to enrich their curriculum and widen their mentoring circle. For example, if a student’s research topic intersects with the expertise of a faculty member who is not instructing or advising the student, the student should still seek that professor’s input.

Attending the department colloquium and other communal events is an important part of this process.

- Learn to develop their own scholarly projects. Students cannot and should not expect faculty to set their research agenda. A critical step both for intellectual growth and for professionalization is to begin framing one's own intellectual problems.
- Learn to self-evaluate. Assessing one's own work becomes increasingly important as the student becomes more independent and pursues research and writing outside the classroom.
- Acquire the necessary research skills of their field. These include: using the latest electronic databases to locate secondary and primary sources; understanding traditional library research methods; and learning how to locate and work in specialized archival collections.
- Become current in their field by reading the leading journals, participating in internet forums, and attending conferences where possible.
- Learn what they need to do outside their coursework in order to hone their professional skills, including grantwriting, networking, designing a syllabus, giving an effective conference talk, interviewing for a job, etc.
- Keep track of administrative deadlines and forms required by the department and the university. Consult this handbook, the Arts and Sciences Bulletin, and the DGS for specific information. The department's Graduate Administrator is also happy to assist, but please be mindful of the office staff's time limitations.

9. RESPONSIBILITIES OF THE FACULTY

The faculty are the students' most immediate models of scholarship and teaching. Thus all faculty – but most especially advisors – need to model the professional accomplishments they want their students to emulate. Faculty should:

- Keep current in their fields and be receptive to innovation and change.
- Evaluate themselves as they would evaluate others.
- Meet obligations and deadlines just as they ask their students to.

As teachers and mentors, the faculty's most important responsibilities are to make their expectations clear and explicit and to evaluate performance honestly and constructively. Faculty advisors should:

- Meet regularly with their students and maintain an atmosphere that encourages open, candid communication.
- Make students aware of what skills and knowledge they need to succeed in their field.
- Help their students set clear goals both inside and outside the classroom.
- Maintain clear expectations for their students' performance, and make sure students understand these expectations and the criteria for evaluating whether they have met them.

- Give timely and constructive feedback to students (on their research papers, MA paper drafts, grant applications, dissertation chapters, oral presentations, etc.) so they have real opportunities to improve their performance.
- Give students as many opportunities as possible to practice scholarship and progress in their work.

10. WHAT FORMS TO FILE AND WHEN

The following departmental forms are used on an ongoing basis throughout the student's period of residence in the program. They are all available at <http://www.haa.pitt.edu/graduate/resources>.

a) **Tracking Form of Progress toward the PhD**: This must be kept current by the student and initialed by the DGS (or designate) at the first year course registration meetings. The student must keep one updated copy in his or her possession and give another updated copy to the Graduate Administrator after each course registration period. There are two different tracking forms: one for students pre-MA and another for students post-MA; please be certain to use the appropriate tracking form.

b) **Evaluation Form**: This form is used by the faculty instructor to evaluate graduate student performance in a given course. The completed form is filed with the Graduate Administrator who sends it to the student at the end of the term.

c) **TA/TF Contracts**: Each semester these forms must be filled out by the responsible faculty member, discussed with the student, signed by both, and returned to the TA Mentor. There are separate forms for:

- Recitation leader
- Writing section leader
- Grader only
- Visual Media Workshop assistant
- Research assistant

The following forms are filed at particular moments in the graduate student's career. Forms designated in bold are available at <http://www.haa.pitt.edu/graduate/resources>.

d) Second semester:

Second Term MA Paper Committee Meeting Form, completed by student and advisor and filed with the Graduate Administrator.

e) Fourth semester:

Application for MA graduation, filed with the Graduate Dean's office.

Fourth Semester Review Cover Sheet, completed by student and advisor and submitted to the Director of Graduate Studies by January 15. Please give your advisor at least 10 days to review and sign before the deadline.

f) Fifth semester:

Prelim Form, which documents the student's first PhD committee meeting and establishes the framework of the comprehensive exams. This must be completed by the student and advisor, signed by all the committee members, and submitted to the faculty for approval, then filed with the Graduate Administrator. The Graduate Administrator then prepares a prelim card which is signed by the advisor and filed with the Graduate Dean's office.

g) Seventh semester to graduation

Summary of Annual PhD Committee Meeting, which documents the student's subsequent PhD committee meetings. This must be filled out by student and advisor and filed with the Graduate Administrator annually, normally in the fall semester.

h) Comprehensive exams:

After passing the exams, a comprehensive exam card must be signed by the student's committee members and filed with the Graduate Dean's office.

i) Teaching Portfolio

After passing comprehensive exams and before admission to candidacy, a teaching portfolio must be submitted.

j) Advancement to candidacy:

After the comps are passed and the dissertation prospectus is approved, an advancement to candidacy form must be signed by the student's committee members (including the outside committee member) and filed with the Graduate Dean's office. This form must be filed at least eight months before the dissertation defense.

k) Final semester:

Application for PhD graduation, filed with the Graduate Dean's office.

Completed ETD materials

l) Other: If your dissertation involves research on living human subjects (for example, if you interview people as part of your research project), you must file for a certificate of exemption from the university's Institutional Review Board (IRB). As part of the exemption process, both the student and the advisor must pass an on-line exam on the ethics and practices of human subject research. For more information see: <http://www.irb.pitt.edu/>.

11. FILING MA PAPERS AND PhD DISSERTATIONS

A. MA PAPER

Students must submit their MA papers for departmental approval by January 15 in the spring semester (or November 1 if submitting in the fall semester). Students must submit the MA paper both in hard copy and as a pdf to the Graduate Administrator so that it can be mounted on the department server. Students should adopt the university's electronic dissertation format (www.pitt.edu/~graduate/etd/) for the pdf version of their MA papers.

Note: MA papers will NOT be submitted to the University for official publication as electronic documents. Instead, the student's MA paper title will be listed on the department website and students will have the option of allowing their MA paper to be linked to the website as a research resource for others. The deadline for submitting a final copy of the pdf to the Graduate Administrator is December 1 for a fall, or April 1 for a spring graduation.

The faculty has approved specific criteria for a successful MA paper. Evaluation of the MA paper will be based on, but not limited to, the successful incorporation of the following elements:

1. Demonstration of an original contribution to the field.
2. Responsible review of scholarly literature pertinent to the topic.
3. Demonstration of skills in critical analysis and methodology.
4. Demonstrated ability to use primary and secondary research sources relevant to the topic.
5. Appropriate demonstration of research apparatus (citations, foot- or endnotes, appendices, bibliography, appropriate illustrations with captions).
6. Use of foreign language resources when appropriate to the topic (foreign language quotations must be translated within the body of the text, with the original language placed in a foot- or endnote).
7. Approximate length of 25 to 50 text pages.
8. Fully and thoroughly edited and proofread for correct grammar, spelling, and format.
9. The MA paper must also include an abstract of approximately 150 words in length. The abstract is to be placed right after the title page and must include a succinct statement of the MA paper's thesis and original contribution to the field.

B. PhD DISSERTATION

Students must submit a *hard copy* of the *complete* dissertation (bibliography, appendices, illustrations, abstract) to their PhD committee at least one month in advance of the projected defense date. Once the dissertation is successfully defended, students must file a corrected electronic version with the university. Please follow carefully the instructions provided in the graduation packet; allow yourself several weeks of lead time to follow all the necessary steps and consult with the Graduate Dean's office about any problems. Problems with filing the ETD at the last minute may result in a delay in graduation. For more information on electronic filing, see <http://www.pitt.edu/~graduate/etd/>.