

University of Pittsburgh
Department of History of Art and Architecture
Graduate Program Handbook

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1. HOW TO USE THIS HANDBOOK

This handbook contains detailed information on policies and procedures for students enrolled in the PhD program in History of Art and Architecture at the University of Pittsburgh. It is intended to serve as a guide for both students and faculty regarding every stage of the graduate program, and should be used concurrently with the handbooks and policy statements provided by the Dietrich School of Arts and Sciences (DSAS), which may be found on the Graduate Studies Academic Resources website: <https://www.asgraduate.pitt.edu/academics/academic-resources>. There, one can access the Graduate and Professional Studies Catalog, the TA Handbook, and university-wide policies pertaining to Academic Integrity, Parental Accommodation, Sexual Harassment, and other matters, as well as listings of courses and graduate faculty across the university. For detailed information about pertinent opportunities and deadlines, HAA graduate students should pay close attention to announcements sent to their @pitt.edu email address and check the [ARTSC DEPT ADVISING ORG HAA GRAD](#) CourseWeb site frequently. Questions and concerns not addressed by this handbook, the DSAS Academic Resources website, or the HAA_GRAD CourseWeb site should be directed to the HAA department's Graduate Administrator or Director of Graduate Studies (DGS).

2. OVERVIEW

The PhD program in History of Art and Architecture at the University of Pittsburgh is designed to train new generations of scholars who will lead the way in advancing and disseminating art historical knowledge, whether in research universities, teaching colleges, museums and galleries, non-profit organizations, or other professional settings. We are strongly committed to providing a broad range of opportunities that foster diversity and inclusion and allow our graduate students to gain invaluable experience in collaboration, mentoring, and community engagement.

Pitt does not offer a stand-alone MA degree in History of Art and Architecture. Applicants are admitted directly into the PhD program, with the expectation that students who have not already earned an approved MA in the discipline at another institution will complete one in their second year at Pitt. Nearly every student in the graduate program enjoys five years of fully-funded, year-round support, regardless of whether they enter with a BA or an MA degree. While pursuing the PhD, students compete successfully for prestigious grants and fellowships within and beyond the university. They go on to a range of positions in the academy, museums, and other organizations and institutions.

A. CONSTELLATIONS

Curriculum requirements and teaching, mentoring, curatorial, research, and digital humanities assistantships within the HAA department give students opportunities to study, learn, and develop competencies within and beyond their areas of concentration while pursuing the PhD. Students are also expected to complete coursework and build relationships outside the HAA department in order to develop the kinds of interdisciplinary questions that are increasingly demanded both in teaching and in scholarship, and that have an intimate relation to the research Constellations along which the PhD program is organized. These research Constellations unite faculty and graduate students around

shared intellectual questions and interpretative approaches to encourage innovative scholarship within and across disciplines. Graduate students are mentored to develop research projects that intersect with one or more of the Constellations with the aim of fostering dialogue between scholars working on particular interpretative problems, regardless of their area of specialization. At the same time, the department recognizes that area specialization remains the backbone of the art historical discipline. For this reason, deep expertise remains fully as important as the research Constellations for the training of our graduate students.

Our Constellations evolve in tandem with the research interests of faculty and graduate students. Thus far, they have developed around the following themes:

- *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.

Graduate students, faculty, and occasionally undergraduates and outside partners have collaborated on a broad range of exciting and productive Constellations projects including exhibitions, publications, symposia, fieldtrips, and community engagement initiatives. Major catalysts for ongoing Constellations work in HAA are **Collecting Knowledge Pittsburgh** and our graduate student-edited online journal, *Contemporaneity*.

B. COLLECTING KNOWLEDGE PITTSBURGH (CKP)

Pittsburgh is home to some of the most extraordinary collections and archives in the country, ranging from the university's own holdings to those of the Carnegie Museums of Pittsburgh and the Heinz History Center. Collecting Knowledge Pittsburgh encourages University of Pittsburgh faculty and students to make the most of these rich holdings. Launched by the HAA department with the help of a generous grant from the Andrew W. Mellon Foundation, CKP is a network of local museums, galleries, and archives working together to share information and expertise, and foster collaboration in research, teaching, and public engagement.

Building on the department's Constellations framework, CKP advances a cross-disciplinary approach to visual and material culture that draws connections across place and time. While many of the collections engaged in the initiative have particular relevance to local historical contexts, CKP seeks also to reveal their global significance. Through these relationships, the HAA department engages with diverse expertise across the university and CKP partners, and promotes the value of art historical and museological approaches to the widest range of scholarly fields.

C. CONTEMPORANEITY

Contemporaneity: Historical Presence in Visual Culture is a scholarly, peer-reviewed open access publication edited by graduate students in the HAA department and hosted by the University Library System (<https://contemporaneity.pitt.edu/>). *Contemporaneity* aims to explore how the complexities of being in time find visual form. Through scholarly writings from a number of academic disciplines in the humanities, together with contributions from artists and filmmakers, *Contemporaneity* maps the diverse ways in which cultures use visual means to record, define, and interrogate their historical context and presence in time. Working on *Contemporaneity* allows our graduate students to gain deeper insight into the relationship of the art historical field to other domains of research, as well as professional experience in the various facets of online editorial work, communications, and marketing. The journal also sponsors a nationally competitive graduate student symposium that fosters new journal themes, research collaborations, and interdisciplinary connections.

3. RESPONSIBILITIES OF THE STUDENT

Graduate students are most successful when they are well-informed, communicative, and pro-active. Students do not passively receive an education from the faculty; they actively produce their own education with the faculty's assistance.

Students are responsible for learning department and university requirements and procedures. Requirements and milestones are not hoops to jump through, but rather opportunities to challenge oneself as a scholar and teacher. If certain requirements seem counter-productive, students should talk to their advisor, the DGS, and committee members about how to tailor the process more effectively to promote their intellectual and professional growth.

Students should also:

- Work diligently to communicate with advisor(s), the DGS, committee members, and their various instructors. In particular, this involves understanding the faculty's expectations and evaluations.
- Actively seek out resources within the department, the university, and the broader community in order to enrich their curriculum. This means working to widen their mentoring circle beyond their immediate advisory committee and instructors in order to take advantage of the wealth of additional expertise available in HAA and beyond. Attending the department colloquium each week, as well as other departmental and university events and workshops (taking particular note of those offered by the Humanities Center and the University Center for Teaching and Learning, as well as area studies centers and interdisciplinary programs), 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 appropriate research skills for their field. These include: developing the language skills necessary not only for conducting research, but also for communicating with scholars in

their subfields; using the latest electronic databases to locate primary and secondary sources; understanding traditional library research methods; and learning how to locate and work in specialized archival collections.

- Become current in their field by staying abreast of new books and exhibitions, reading leading journals, participating in online forums, and attending conferences where possible.
- Learn what they need to do outside their coursework in order to hone their professional skills, including grant writing, networking, designing course and exhibition materials, delivering effective conference and job talks, interviewing for jobs, etc.
- Keep track of administrative deadlines and forms required by the department and the university. Consult this handbook, the DSAS Academic Resources website, and the HAA_GRAD CourseWeb site for specific information. While office staff will be glad to assist you when possible, please be courteous and mindful of their time limitations.

4. RESPONSIBILITIES OF THE FACULTY

The faculty are the students' most immediate models of scholarship and teaching. Thus all faculty must model the professional accomplishments they want their students to emulate.

This includes:

- Keeping current in their fields and being receptive to innovation and change.
- Evaluating themselves as they would evaluate others.
- Meeting 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 should:

- Meet regularly with 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 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.

In addition to assigning letter grades (see Appendix I), faculty are required to make written evaluations each semester for all graduate students taking their courses, directed studies, or other non-classroom courses. The **Evaluation Form for Graduate Students** (available at <http://www.haa.pitt.edu/graduate/handbook-resources>) provides instructors with an opportunity to identify strengths and weaknesses, to describe any significant problems, and to make specific suggestions for improvement. The Graduate Administrator will file a copy of the evaluation and give the student a copy.

The supervision of Teaching Assistants and Fellows (TA/TFs) and Graduate Student Assistants (GSAs) is a vital opportunity for faculty to mentor students in their development as teachers, researchers, and undergraduate mentors. Supervising faculty are required to meet with their TA/TF/GSAs to complete a contract at the outset of each semester (available at <http://www.haa.pitt.edu/graduate/handbook-resources>). Faculty who supervise TAs/TFs/GSAs are also required to complete the **Evaluation Form for TA/TF/GSA** (available from the Graduate Administrator) at the end of each term. Faculty should provide feedback on the TA/TF/GSA's performance and indicate where improvements should be made, if necessary. The Graduate Administrator will file a copy of the evaluation and give the student a copy.

5. 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 Director of Graduate Studies (DGS) advises first-year students on course registration, 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.

The **Tracking Form for the PhD**, available for students entering with and without an MA at <http://www.haa.pitt.edu/graduate/handbook-resources>, guides students through the program's degree requirements. Each student's form is updated every semester by the Graduate Administrator, given to the student prior to their advising meeting, and placed in the student's file. It is the student's responsibility to alert the Graduate Administrator if any information is incorrect on the form. Students should also review their course schedule with their academic advisor(s) before the DGS appointment to make sure that their advisors have input into the design of their curriculum.

Students are responsible for understanding 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. Therefore, please read this handbook carefully and address remaining questions to the Graduate Administrator and DGS.

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(s), 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 (or advisors) already in mind. By the end of their first year they should have a formal relationship with a faculty advisor. For students entering without an MA, 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/handbook-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. In such cases, the student should contact the Department Chair or the DGS and discuss with them the steps necessary to ensure a smooth transition in advisement.

Beginning in the first year, the advisor focuses on the student's scholarly development. For students entering with a BA, 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 MA paper and oversees the student's preparation for the fourth semester review. The second reader also plays a significant role in this process.

Provided that the student passes the fourth 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 an "external 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 (available at <http://www.haa.pitt.edu/graduate/handbook-resources>).

Students need to communicate clearly and expeditiously at all times with their advisors and raise questions and concerns if necessary. They 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 guidelines on mentoring and advising, which are listed on the Academic Resources website (<https://www.asgraduate.pitt.edu/academics/academic-resources>).

6. DEGREE REQUIREMENTS AND MILESTONES

A total of 72 credits is required for the PhD degree. Students earn credits by completing coursework and other milestones and tasks. Dietrich School of Arts and Sciences (DSAS) 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. They may do so under special circumstances, with permission of the Director of Graduate Studies. DSAS will not pay tuition for more than 15 credits per term.

It is the student's responsibility to schedule an annual meeting with their advisor and committee members in the fall term of every academic year. This meeting must occur, and the paperwork specific to the student's stage in the PhD program (including the **Summary of Annual PhD Committee Meeting** form and the **Individual Development Plan** [IDP], both available at <http://www.haa.pitt.edu/graduate/handbook-resources>) must be filled out by both student and advisor and filed with the Graduate Administrator by November 1 of each year in order for the student to maintain satisfactory progress in the program.

For these annual meetings and all advisory committee meetings, the student is responsible for assembling a poll and distributing it to all committee members. Before assembling the poll, students should check the teaching schedule of all committee members to avoid scheduling conflicts. They should also work with their primary advisor to arrive at a handful (5 or 6) viable days and times to be listed in the poll for all members of the committee to choose from.

Coursework requirements for students entering at the MA and PhD level are detailed in Section 6.A. Beyond coursework, milestones and tasks will include: completing language requirements and acquiring other research tools required for scholarly work in the student's area; completing the MA paper; and defining a PhD topic, PhD committee, and comprehensive exam areas; researching and applying for grants and fellowships; preparing for the comprehensive PhD exams; defending the PhD prospectus; presenting scholarly papers, and developing publications. For a Summary of Milestones and What Constitutes Satisfactory Progress, see section 6.N.

Students entering without an MA are required to take 12 graduate-level courses, including 7 HAA graduate seminars, for a total of 36 credits (outlined in section 6.A).

Students already holding an approved MA degree from another accredited institution may be eligible to transfer up to 24 credits from their MA degree. Please consult with the Director of Graduate Studies to ascertain eligibility. A **Course Credits Accepted Form** must be completed with the

Graduate Administrator. Students entering with an MA after Fall 2017 are required to take 9 graduate-level courses, including 6 HAA graduate seminars, for a total of 27 credits (outlined in section 6.A).

Remaining credits may be earned by registering for the following:

- HAA 2000: Research and Thesis MA Degree (up to 6 credits). Normally taken in the third semester.
- HAA 2006: Art History Writing Practicum (1 to 3 credits)
- HAA 2009: Proseminar for Graduate Studies in Art History (1 to 3 credits)
- HAA 2901/2902: Directed Study (1 to 9 credits)
- HAA 2903: Graduate Internship
- 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 2951: Mentoring Internship (1 to 3 credits). Mentoring of undergraduate research under the supervision of a faculty supervisor.
- HAA 2970: Teaching of Art History (1–3 credits). *Strongly recommended* for all students, prior to or during the first TA/TF assignment if possible. *Required* before students can serve as Instructor of Record for a standalone course.
- HAA 3000: Research and Dissertation PhD (3 to 9 credits): Normally taken in the 4th or 5th year, after filing the dissertation prospectus. Any remaining credits may be devoted to further coursework, as needed, or to directed study projects or dissertation research and writing.
- FTDA 3999: Full Time Dissertation Study (Humanities): For students who have passed their comps and completed 72 graduate level credits.

Note the following regulations:

- No student may graduate without fulfilling the 72 credit requirement.
- 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 7 required HAA courses, or for the cognate course outside the department.
- For students admitted prior to Fall 2017, up to 12 credits at the 1000-level may count toward the graduate degree. For students admitted during or after Fall 2017, 1000-level credits do not count toward the graduate degree. All credits (totaling 72) must be at the graduate level (2000 or above).
- Language instruction courses 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.

A. COURSEWORK

Number and specific choice of course are ultimately related to students' research goals and should be selected in discussion with their academic advisors. All students are strongly encouraged to:

- Register for two graduate seminars per term, of which at least one is in HAA, while they are actively engaged in coursework.
- Enroll in courses that will demonstrably contribute to the development of MA and dissertation projects and the completion of milestones.
- Actively pursue opportunities to take seminars and other courses taught by their advisors (if needed, students may register for HAA 2901/2902, Directed Study).

Students entering without an MA: The following 12 courses are required for the PhD in HAA (36 credits in total):

- 7 graduate seminars in HAA. Two of the 7 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 cognate graduate-level course outside HAA
- 4 elective courses at the graduate level (2000 or above), in HAA or in other departments. In HAA, many 1000-level undergraduate courses carry a 2000-level cross-listing number, making them eligible for consideration as elective courses toward the PhD. Under no circumstances may these cross-listed undergraduate courses count toward the graduate seminars required for the HAA degree.

Students entering with an MA after Fall 2017: The following 9 courses are required for the PhD in HAA (27 credits in total):

- 6 graduate seminars in HAA. Two of the 6 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.
- 3 elective courses at the graduate level (2000 or above), in HAA or in other departments. In HAA, many 1000-level undergraduate courses carry a 2000-level cross-listing number, making them eligible for consideration as elective courses toward the PhD. Under no circumstances may these cross-listed undergraduate courses count toward the graduate seminars required for the HAA degree.

All students, entering and continuing: all students who are discharging the department's coursework 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 every semester for their first three years in the department; students who already have an MA must meet with the DGS every semester for their first two years. Incoming students will have their first meeting with the DGS during Orientation Week. Continuing students will meet with the DGS prior to the beginning of the registration period for the following term. Students will need to prepare for these meetings by reviewing their **Tracking Form for the PhD**. The **Tracking Form for the PhD** (in pre- and post-MA versions, available at <http://www.haa.pitt.edu/graduate/handbook-resources>) guides students through the program's degree requirements. See Section 6.N for further details.

B. RESEARCH LANGUAGES

Students are required to have reading knowledge of two languages in addition to English, both of which should be 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 research language, or equivalent knowledge.

Students 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 early in their time in the program as possible. Pre-MA students must be certified in at least one of the two languages required for the PhD by the Fourth Semester Review if they wish to continue in the PhD program. No student will become ABD without completing their language requirements.

Certification 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 Form for the PhD**. 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 research 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.

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 30 graduate level credits (for students admitted before Fall 2016, 27 credits)

- a minimum of 5 of the 7 HAA graduate seminars required for the PhD, including:
 - HAA 2005 Methods
 - HAA 2007 Historiography
 - 3 HAA graduate seminars of choice (with DGS approval, the remaining 2 HAA seminars required for the PhD may be taken in year 3)
 - HAA 2000 Research and Thesis MA Degree (up to 6 credits)
- 1 graduate-level cognate course outside HAA
- at least one research language certified
- an MA paper passed by majority vote of the graduate faculty.

The MA paper is a 25- to 45-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 demonstrate satisfactory progress, the student must submit by April 1 the **Second Term MA Paper Committee Meeting** form (available at <http://www.haa.pitt.edu/graduate/handbook-resources>), which requires a paper topic, a faculty advisor, and a second reader. 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 a January deadline (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 with the Graduate Dean's Office in the term that they plan to submit the paper.

D. FILING THE MA PAPER

Students must submit their MA papers for departmental approval by a January deadline in the spring semester (or November 1 if submitting in the fall semester). Students must submit the MA paper as a pdf to the Graduate Administrator. Students should adopt the university's electronic dissertation format (<https://etd.pitt.edu/>) for the pdf version of their MA papers.

Note: MA papers will NOT be submitted to the University for official publication as electronic documents. The deadline for submitting a final copy of the pdf to the Graduate Administrator is December 1 for fall graduation, and April 1 for 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, including the ability to make precise, informed, and accurate observations about images and/or sites.
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 45 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.

E. 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 the January deadline, students must submit to the Graduate Administrator a dossier including:

- their completed MA paper, including a one-page abstract
- a cover letter written by the MA advisor and signed by the 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 research languages they have passed (available at <http://www.haa.pitt.edu/graduate/handbook-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 research 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 Graduate 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 6.F. 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 they have met the requirements enumerated in 6.A. 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.

F. APPROVAL OF DISSERTATION TOPIC AND COMPREHENSIVE EXAM AREAS

The dissertation is a book-length research project, which may or may not build on and incorporate the findings of the MA paper, 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. 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 November 1st of year 3 for students continuing from the MA program or by November 1st of year 1 for students entering with an approved 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/handbook-resources>) must be filled out by the student and the supervisor, signed by all the committee members, and filed with the Graduate Administrator. The Graduate Administrator then prepares a prelim card which is signed by the advisor and committee members and filed with the Graduate Dean's office.

After the prelim is passed, the student's PhD committee continues to meet annually, by November 1 of each year, to review the student's goals and progress. It is the student's responsibility to schedule these annual meetings, and to complete and file the **Summary of Annual PhD Committee Meeting** form (available at <http://www.haa.pitt.edu/graduate/handbook-resources>) with the Graduate Administrator, by November 1 every academic year the student is enrolled in order for the student to maintain satisfactory progress in the program. In addition to the completed Summary form, students must share their updated **Tracking Form for the PhD**, CV, IDP, and a 3-page double-spaced description of their dissertation project with all committee members at least one week in advance of the scheduled annual meeting.

G. COMPREHENSIVE EXAMS

Doctoral students normally take their comprehensive exams in the third or fourth year (or second or third year if they are entering with an MA), after they have completed their coursework requirements. Students register for HAA 2905 (Comprehensive Exam Preparation) in the semester when they take the exams, or in the semester prior.

Each student's comprehensive exams are assessed by the three HAA graduate faculty members of the student's PhD committee. Students are responsible for communicating regularly with these faculty members in the course of preparing for exams. A fourth committee member from outside the department (the "external member") is not required at this stage, but is required for the prospectus defense and the dissertation defense. (See section 6.I, Forming a Dissertation Committee, and consult

with the HAA Graduate Administrator about the approval process for an external committee member.) It may be helpful to have the external member participate in the formulation of the comprehensive exam contents and in the assessment of the exam itself.

The comprehensive exams have two broad goals. The first goal is to test whether the student has sufficient knowledge of their field[s] of specialization 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
- 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. The student works with their comprehensive exam committee to develop a bibliography, set of questions, and specific format for each area. In drafting bibliographies, questions, and formats, students should consult past written exam questions, which are posted on the HAA_GRAD CourseWeb site for their reference. All bibliographies, questions, and formats for the three exam areas must be finalized and approved by the full comprehensive exam committee at least 1 month prior to the scheduled oral exam. No changes may be made to the exam questions or formats without approval of the full exam committee. Students must submit their exam questions to the Graduate Administrator, who will post them on the HAA_GRAD CourseWeb site.

The department encourages graduate students and faculty to consider a range of strategies in designing the three exam areas, 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 graduate students and faculty are encouraged to consider include:

- Rather than having students write timed essays on a given exam area, exam committees may consider giving students a month to write a carefully considered, longer essay.
- The department strongly encourages all committees to orient at least one of the exam questions to the Constellations. For example, students might write an imagined introduction to their dissertation in light of the issues that a given Constellation makes pressing.
- 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, and on which they might write and/or be orally examined.

- Students may design a syllabus and accompanying rationale for a course
- Students may design a proposal, checklist, and rationale for an exhibition (online or actual)
- A project in the digital humanities
- 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 comprehensive exam guidelines outlined above.

It is the student's responsibility to work with their committee members to schedule the oral component of the comprehensive exams, in which the committee and student meet to discuss the written materials, and the committee makes a determination on whether the student has successfully completed this milestone. The oral component typically lasts 1 to 2 hours. Once the student has identified a meeting time that will accommodate all committee members, they are responsible for scheduling a meeting room and making arrangements to ensure that images can be projected adequately. The student is responsible for confirming the time and place of the oral component with all committee members.

Written portions of exams may be completed in the Frick Fine Arts Building, at home, or at another appropriate venue. Students are responsible for sharing their completed written exams with committee members by a mutually-agreed upon deadline, which shall be no later than 1 week prior to the oral portion of the exam.

On the committee's determination that the student has successfully completed the comprehensive exam milestone following the oral exam, a card will be signed by all committee members and submitted to the Graduate Administrator for submission to the Graduate Dean's Office.

H. TEACHING AND MENTORING PORTFOLIO

Graduate Students must produce portfolios that speak to their proficiency as teachers and mentors of undergraduate students in order to advance to candidacy. Students will develop the components of the portfolio in the context of HAA 2970: Teaching of Art History, which all students are strongly recommended to take in year 1, 2, or 3 (and are required to take before teaching a stand-alone course). They should also take advantage of the many resources offered by the University Center for Teaching and Learning, as well as the Director of Graduate Studies, TA Mentor, GSO, and other individuals and organizations in HAA and on campus. Though the components will vary depending on each student's experiences and trajectory, every portfolio should include a Teaching Philosophy and a sample syllabus, complete with examples of active learning activities, assessments, and evaluation guidelines. The portfolio should also provide documentation (and, when possible, evaluations) of any and all classroom teaching and/or individual/small-group mentoring that the student has carried

out. Completed portfolios should be submitted to the PhD committee for their review prior to the student's advancement to candidacy.

I. FORMING A DISSERTATION COMMITTEE

A dissertation committee is formed of 3 graduate faculty members from HAA and an "external member" who, per Graduate School regulations, must be Graduate Faculty in another department at the University of Pittsburgh, or a qualified scholar with an equivalent status at another accredited institution. If the proposed external member is not Graduate Faculty at Pitt, their qualifications must be reviewed and their participation approved by the Associate Dean of Graduate Studies before the dissertation prospectus defense is scheduled. Such a request should be accompanied by the requested committee member's current C.V. and a brief memo that explains the benefits for the student of the participation of this faculty member on the committee.

The committee is officially formed per the prospectus form and application for advancement to candidacy, which is filed after the prospectus defense.

It is strongly advised that all committee members be present for the prospectus defense and later for the dissertation defense. However, approval for a committee member to participate via videoconference in one or both of these defenses may be obtained in certain circumstances, if application is made to the Associate Dean of Graduate Studies well in advance. Regulations are summarized below:

- The candidate and chair must attend both the prospectus defense and dissertation defense in person
- Remote attendance may be requested for the external committee member for either or both defenses
- Remote attendance at either the prospectus defense or the dissertation defense may be requested for no more than one of the other committee members (though this should be avoided)

The complete Dietrich School Doctoral Dissertation Committee Policy (effective August 2017), which also addresses regulations governing additional committee members (beyond the required 4), is available at <https://www.asgraduate.pitt.edu/academics/academic-resources>.

J. 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 dissertation 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 they submit the prospectus.

It is the student's responsibility to work with their committee members to schedule the prospectus defense, in which the committee and student meet to discuss the written prospectus, and the committee makes a determination on whether the student has successfully completed this milestone. The prospectus defense typically lasts 1 to 2 hours. Once the student has identified a meeting time that will accommodate all committee members, they are responsible for scheduling a meeting room and making arrangements to ensure that images can be projected adequately. The student is also responsible for confirming the time and place of the prospectus defense with all committee members. Finally, the student is responsible for sharing their completed prospectus with committee members by a mutually-agreed upon deadline, which shall be no later than 1 week prior to the scheduled defense.

On the committee's determination that the student has successfully completed the prospectus milestone, a **Prospectus Form** (available at <http://www.haa.pitt.edu/graduate/handbook-resources>) will be signed by all 4 required committee members and submitted to the Graduate Administrator for the student's file.

With the completion of required coursework (12 courses, including 7 HAA graduate seminars, for students entering without an MA; 9 courses, including 6 HAA graduate seminars, for students entering with an approved MA), certification of two research 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). In order to apply for candidacy, the student must ensure that all 4 required committee members sign the **Application for Admission to Candidacy for Doctoral Degree** form (available at <https://www.haa.pitt.edu/graduate/handbook-resources>), and that this form is submitted to the Graduate Administrator for submission to the Graduate School during a term in which the student is officially enrolled. Submission of the Candidacy Form must take place at least eight months before the dissertation defense. Once students become ABD, they may register for HAA 3000 (Dissertation Research) or, if they have already accrued 72 credits, for FTDA 3999 (Full-Time Dissertation Study).

If a student needs or wishes to change the membership of the dissertation committee following advancement to candidacy, they must submit a form to the Graduate Dean's office with the approval of the advisor. Committee members who leave or retire from the university after a graduate student has been admitted to candidacy may stay on the committee in their original capacity, be it as an internal/external member, as long as they are willing and able to continue serving, are still active professionally in the academic community, are able to physically attend the defense (or have requested and received permission to attend remotely), and provided that the defense is scheduled within 12 months of the faculty member's departure. The only exception to this rule is if the departed committee member is the chair, in which case a co-chair from the department must be designated.

The complete Dietrich School Doctoral Dissertation Committee Policy (effective August 2017) is available at <https://www.asgraduate.pitt.edu/academics/academic-resources>.

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.

K. 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 is published in advance on the University Events Calendar (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 at least one month in advance of the defense date.

Defense dates are governed by the following parameters: students wishing to graduate in December should submit complete drafts to committee members by November 1 at the latest; students wishing to graduate in April should submit complete drafts to committee members by March 1 at the latest. Under extenuating circumstances and with the agreement of all committee members, defenses may take place in the summer for graduation in August.

It is the student's responsibility to work with their committee members to schedule the dissertation defense, in which the committee and student meet to discuss the completed dissertation, and the committee makes a determination on whether the student has successfully completed this milestone. The dissertation defense typically lasts 1 to 2 hours. Once the student has identified a meeting time that will accommodate all committee members, they are responsible for scheduling a meeting room and making arrangements to ensure that images can be projected adequately. The student is also responsible for confirming the time and place of the defense with all committee members.

As noted in Section 6.I, the candidate and the Committee Chair must attend in person *both* the dissertation prospectus defense and the dissertation defense. If necessary and with advance approval from the Associate Dean of Graduate Studies, the external committee member and one other committee member may participate remotely in the dissertation defense. The defense is open to the public and may thus be attended by other students and faculty 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 FTDA 3999 (Full Time Dissertation Study).

The university requires all dissertations to be filed electronically. Complete instructions can be found at <https://etd.pitt.edu/>. Students should review these requirements well in advance of their intended graduation date. It is their responsibility to 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.

L. FILING THE PhD DISSERTATION

Once the dissertation is successfully defended, students must file a corrected electronic version through the university's Electronic Theses and Dissertations (ETD) Program. The ETD Program has stringent formatting guidelines for electronic documents. Failure to adhere to these guidelines, and to submit the corrected dissertation by the appropriate deadline, will result in a delayed graduation. Therefore, it is essential that you familiarize yourself with the ETD process and template at an early stage in the process, and allow for a minimum of several weeks of lead time in advance of the submission deadline to complete all of the necessary steps and consult with ETD specialists about any issues you may encounter. For guidelines, tutorials, templates, Frequently Asked Questions, and more, see <https://etd.pitt.edu>.

M. IMPORTANT UNIVERSITY POLICIES RELATED TO DEGREE COMPLETION

The following guidelines are adapted from those listed in the Graduate Catalog at the Dietrich School of Arts & Sciences of the University of Pittsburgh. These guidelines are subject to change. Be sure to consult the most current regulations at: <https://catalog.upp.pitt.edu/index.php>.

The Office of Disability Resources and Services (DRS) provides a broad range of support services and resources to assist students with disabilities such as visual impairment, auditory impairment, mobility impairment, and hidden disabilities (e.g., learning disabilities, ADHD, psychological disabilities). Students interested in registering for services should contact DRS and be prepared to provide appropriate documentation of their disability. For more information, visit the Office of Disability Resources' website: <https://www.studentaffairs.pitt.edu/drs/>.

Statute of Limitations and Leaves of Absence:

- **G Grade Policy:** The G grade signifies unfinished course work due to extenuating personal circumstances or special accommodations requested by the Office of Disability Resources and Services. Instructors should complete the department's Incomplete Grade Contract (available from the Graduate Administrator) stating exactly what work needs to be completed and set a deadline for completion. The contract must be signed by the instructor and student and submitted to the Graduate Administrator. Students assigned G grades are required to complete course requirements and submit the completed work to their instructor no later than one year after the end of the term in which the course was taken. A G grade from a fall term must be changed by the instructor and submitted to the Graduate Studies Office by a December deadline; a G grade from a spring term must be changed by an April deadline; and a G grade from a summer term must be changed by an August deadline. Please consult with the Graduate Administrator regarding exact deadlines. After the deadline has passed, the G grade will automatically be replaced by "NG" or "no grade" and will remain on the student's record. The student will be required to reregister for the course if it is needed to fulfill requirements for graduation.
- **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. This limit is strictly enforced.

- **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 student's departmental committee 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. Students should be aware that this action may require consultation with the university's office of Disability Resources and Services.
- **Leaves of Absence:** A graduate student must apply for an official leave of absence from graduate study in cases of illness or personal concern. The application can be made for a maximum of one year for master's students or two years for doctoral students. The length and rationale for the leave of absence must be stated in advance and recommended to the dean by the designated department faculty member. The leave can only be approved by the dean. An approved leave only holds a student's place in their class, it does not guarantee funding. Only one leave of absence can be obtained by a student during their graduate career. If the leave of absence has been approved, the statute of limitations for the degree is extended by the length of time of the leave. If the leave of absence is related to a medical condition, a letter from the student's medical provider needs to accompany the request. A medical release letter permitting the student to return to the program will also need to be submitted with the student's readmission paperwork. This letter must acknowledge that the student is able to return to all normal activities associated with being a graduate student. This would include such work as: completing coursework, teaching, researching, and writing as applicable. While on leave students are not permitted to use university facilities or faculty time. (Students cannot secure approved leave if they need to be registered in the term(s) to use university facilities, faculty time, or to be registered to defer loans or to maintain visa status.) Depending on the length of time of the leave, a student may have to reapply for admission. Students should be aware that this action may require consultation with the university's office of Disability Resources and Services.

Courses Taken at Other Local Institutions: Under the Pittsburgh Council on Higher Education (PCHE) cross-registration agreement, Pitt graduate students may register for graduate courses at local institutions including Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University. 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 Graduate Coursework Form** (available at

<http://www.haa.pitt.edu/graduate/handbook-resources>) that will be used to determine whether a course taken outside the university will count as graduate level credits.

N. MILESTONES AND FORMS

Students must demonstrate satisfactory progress in order to maintain their status in the program. The essential milestones of the PhD program are summarized below along with the relevant forms. Forms are available at <https://www.haa.pitt.edu/graduate/handbook-resources>.

- Advising and PhD Tracking Form: The **Tracking Form for the PhD**, available for students entering with and without an MA, guides students through the program's degree requirements. Each student's form is updated every semester by the Graduate Administrator, given to the student prior to their advising meeting, and placed in the student's file. It is the student's responsibility to alert the Graduate Administrator if any information is incorrect on the form.
- Individual Development Plan (IDP): IDPs help students to set goals for graduate training and plan for postgraduate careers, and to articulate goals and plans to their advisors and committee members. The Graduate Dean's Office makes available templates and websites that students may employ to construct their IDP. Updated IDPs and CVs should be shared with advisors and committee members in advance of each Annual meeting.
- Summary of Annual PhD Committee Meeting and Form: This form documents the student's annual committee meetings. It must be completed by the student and advisor and filed with the Graduate Administrator annually by November 1.
- Second Term MA Paper Committee Meeting and Form: Students completing an MA paper should constitute a committee. The student submits a completed **Second Term MA Paper Committee Meeting** form by April 1 of the first year.
- Fourth Semester Review and Application for MA Graduation: The student satisfies all requirements for the MA degree and submits a dossier for the fourth semester review that includes the MA paper. The MA paper and Fourth Semester Review Cover Sheet must be submitted by a January deadline in the second year. At this time, the student must also have certified one research language. The graduate faculty as a whole determines whether the student's work merits continuation; if so, the student's PhD committee is constituted. Application for MA graduation is filed with the Graduate Dean's office. The Fourth Semester Review Cover Sheet is completed by the student and advisor and submitted to the Director of Graduate Studies by a January deadline. Please give your advisor at least 10 days to review and sign before the deadline.
- Preliminary Exam and Form: The student's PhD committee meets, approves the dissertation topic and the comprehensive exam areas and procedures, and signs the **Prelim Form**. The **Prelim Form** documents the student's first PhD committee meeting and establishes the framework of the comprehensive exams. This form must be completed by November 1 of the third year (or November 1 of the first year for students entering with an approved MA), by the student and advisor, signed by all the committee members, and filed with the Graduate Administrator. The Graduate Administrator then prepares a prelim card which is signed by the advisor and committee members and filed with the Graduate Dean's office.
- Research language certification: A student entering pre-MA must certify the first research language by the Fourth Semester Review, and the second research language in order to be

Advanced to Candidacy. A student entering post-MA must certify one research 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 examination of three areas normally taken in the 4th year (or the 2nd year for students entering with an MA). 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.
- **Advancement to Candidacy:** The student advances to candidacy after fulfilling all required coursework, certifying two research languages, passing the comps, submitting a teaching portfolio, 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 (or the third year for students entering with an MA).
- **Dissertation defense and Application for PhD Graduation:** 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. The application for PhD graduation must be filed with the Graduate Dean's Office. If the dissertation involves research on living human subjects (for example, interviewing people as part of your research project), the student must confirm compliance with the policies of the university's Institutional Review Board (IRB). For more information see: <http://www.irb.pitt.edu/>.

The following table represents a trajectory to which graduate students may hold themselves as they progress through the program. Because the program supplies generous financial aid during the summers, as well as the fall and spring terms, it expects graduate students to make expeditious progress. The department recognizes that there is no one timetable to which all students must adhere. Different areas of specialization require different forms of expertise, and therefore different amounts of time in which to complete one's training. Nonetheless, a typical schedule of progress might unfold as follows:

Progress by semester:

<p>1st semester: Coursework, including HAA 2005 or 2007; discharge research language requirements or begin research language instruction; students arriving with MA in hand should begin process of assembling PhD committee; hold annual meeting or Prelim Exam (students with MA) by Nov. 1</p>	<p>2nd semester: Coursework, students arriving with BA in hand should select a paper topic for their MA, and designate their 1st and 2nd readers</p>
<p>Summer: The Summer represents a period of time in which the department expects students to make forward progress. In the Summer between 1st and 2nd years, students often take intensive language programs, and/or use research and travel funds to make progress on their Master's degree or doctoral thesis</p>	
<p>3rd semester: Coursework, including HAA 2005 or 2007; MA paper preparation</p>	<p>4th semester: Completion of coursework; for students earning MA, they must submit paper and dossier for fourth semester review</p>
<p>By the end of the second year, students entering with an MA should have completed all their coursework, though the need to acquire area specialization and pursue certificates may protract</p>	

this process for some. The department in fact encourages graduate students to pursue certificates, training in the digital humanities, and to pursue study in other areas as appropriate to the building of their scholarly and professional profiles. During the first and second years, students should seriously consider doing for credit an internship external to the department, to develop experience, broaden their network, and enhance their sense of the professional landscape. Furthermore, to develop expertise as an area specialist, a student should also consider doing a directed reading with his or her advisor, perhaps within the context of an undergraduate course cross-listed for graduate credit. In addition, students typically take the pedagogy seminar in their second year. Finally, even at this early stage, seeking out and securing small external grants represents a crucial area in which graduate students must acquire expertise.

Summer: In the Summer between 2nd and 3rd years, it is expected that students continue intensive language study, as necessary, and/or use research and travel funds to make progress on their doctoral work

5th semester: With required courses done, students who entered without MAs should assemble their PhD committee, and submit their dissertation topic at the Prelim meeting (by Nov. 1); all students should come up with comprehensive exam areas in consultation with their committee and begin preparation for this exam.

6th semester: Comprehensive exam preparation; take exams by end of this term; some students will also submit their prospectuses

Summer: In the Summer between 3rd and 4th years, it is expected that students continue intensive language study, as necessary, and/or use research and travel funds to make progress on their doctoral work, especially in regard to writing and defending their dissertation prospectus (if not yet complete)

7th semester: Students should submit and defend their prospectus, advancing to candidacy; students should also begin the process of seeking out, and applying for, large external grants to support their study; students should also have created teaching portfolios their committee has seen and vetted

8th semester: Dissertation research

Summer: Dissertation research
 By this point, students will have been in the program for four years, and will have advanced to candidacy. It is expected that students will already possess developed research skills, a good sense of their dissertation, and have experienced a diverse array of professional experiences, outside the department via internships, as well as within it—including teaching, mentoring, collaborating, curating, editing, digital studies, community engagement, etc. From this point forward, students should be focused on completing their dissertation in as expeditious a manner as possible, writing grant applications, and producing first publications. In addition, students should also be mindful of acquiring experience as mentors, through such vehicles as HAA 2951 or Honors College mentorships. In this regard, serving as TA to the Undergraduate Program provides students with valuable expertise in mentoring, as well as such areas as curriculum development. Finally, teaching stand-alone courses during the Summers represents an important element to a strong cv

9th Semester onwards: Dissertation research and writing

Minimum standards for satisfactory progress are as follows:

Students must hold a PhD committee meeting, and file a **Summary of Annual PhD Committee Meeting** form, by November 1 each year.

Year 1 (by Apr 1)	Submit <u>Second Term MA Paper Committee Meeting</u> form
Year 2 (submission by a January deadline)	Submit MA paper and pass fourth semester review, pass first research language
Year 3 (by November 1) [Year 1 for post-MA entrants]	Formulate dissertation topic and submit the <u>Prelim Form</u>
Year 2 or 3 [Year 1 or 2 for post-MA entrants]	Certify competence in two research languages
Year 5 (by April 1) [Year 3 for post-MA entrants]	Advance to candidacy and become ABD

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.

O. FILM AND MEDIA STUDIES PhD

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

7. FINANCIAL AID AND SUPPORT FOR TRAINING AND RESEARCH

Our department is fortunate to be able to offer outstanding financial support for our graduate students as they progress toward the PhD. This level of university support has been enabled in part by the prestige our graduates have brought to our program through their success in winning preeminent national and international grants and fellowships. Successful grant writing is an essential skill for all graduate students and foundational to their future success inside and outside the field. Because of this, our department provides extensive grant-writing mentoring to all of our students in the form of individual advising and workshops. The following lists the many sources of financial aid and fellowships, grants, and prizes that are available to our students. Deadlines vary from year-to-year and some competitive fellowships require a departmental nomination. Pay close attention to the list of annual deadlines that the Graduate Administrator sends out at the beginning of each academic year.

Also watch for announcements sent via email, posted to the HAA_GRAD CourseWeb site, and listed on the websites of various centers, programs, organizations, and institutions.

A. ACADEMIC YEAR DEPARTMENTAL AID

Virtually all PhD students enrolled in the graduate program in History of Art and Architecture are offered five years of year-round financial aid (covering tuition and fees and providing a stipend) from the university. Aid is guaranteed for the five years provided the student makes satisfactory progress toward the degree. Satisfactory progress includes passing all required milestones in a timely fashion. Because this university support is intended to facilitate the student's work and time to degree, no other employment is permitted.

For students entering during or after Fall 2017, five-year funding packages include two guaranteed years of fellowships with no work duties. All incoming students in HAA receive a fellowship free of work duties in the first year of residency in the program, and a second unencumbered fellowship in their fourth or fifth year of university aid, depending on the student's preferred timing, success in winning other grants, and departmental scheduling needs.

Each year the Associate Dean of Graduate Studies makes a certain number of A&S fellowships available to the department to be used in supporting two years of unencumbered funding for each of our graduate students. Typically, students hold an A&S fellowship during their first year of study in the program, although some receive their first year of unencumbered support in the form of a Provost Humanities, Chinese Chancellor's, Gutiérrez, Irvis, or other university fellowship (see 6.D below). A&S fellowships help the department to cover two years of unencumbered support in any and all cases, whether the first year comes from A&S or another source of university fellowship support. Occasionally, there may be additional A&S fellowships to distribute, over and above what we need to ensure two years of support with no work duties. These extra A&S fellowships are earmarked first and foremost for students in excellent standing who are positioned to complete the dissertation in the fellowship year.

After their first year in the program, students hold a mix of fellowships and teaching and/or research assistantships, the latter requiring up to 20 hours of work per week. Normally teaching assistants lead recitation sections in introductory courses and grade their students' work. In some cases assistants serve only as graders. Students without an MA who are engaged in either teaching or grading are designated teaching assistants (TAs); those with an MA are designated teaching fellows (TFs). Unlike TAs, TFs are eligible to teach "stand alone" courses for which they design the syllabus and assignments and teach the course on their own. Students may also be assigned to work as graduate student assistants (GSAs) in the Visual Media Workshop (VMW), University Art Gallery (UAG), or with designated faculty. Stipend amounts for fellowships and TA/TF/GSA appointments are comparable. Please direct any questions about financial aid packages to the Graduate Administrator.

B. SUMMER DEPARTMENTAL AID

Dietrich Summer Research Grants: HAA's Dietrich endowment allows us to provide grants to students during the summer for full-time MA paper and dissertation-related research and writing.

Students are eligible to receive three of these Dietrich Summer Research Grants over the course of their time in the program.

Fifteen of these grants are available each summer, at a rate of \$10,000 each. Students awarded a Dietrich summer grant may NOT receive any other grant (internal or external) for the same period; nor may they hold a paying position (internship, teaching appointment, etc). This also means they may NOT be awarded one of the twelve A&S Summer Research Grants (see below) for the same summer. Application for these funds must provide a detailed and credible plan for how the time of the grant period will be spent. First priority is given to students who will be using these funds after their first year of residence in the program to advance their first summer of graduate-level field research. In any given year, this is likely to be 5 students, leaving 10 grants to be awarded to continuing students. These remaining Dietrich summer grants will be awarded on a competitive basis to continuing students who are making good progress toward the degree. Though the quality of the application and plan for research or study will be carefully assessed in each and every case, priority will be given to: 1) those who have not yet received a Dietrich Summer Research Grant; 2) those who have concluded all research, are in the final stage of PhD work, and need summer support to finish drafting the dissertation; 3) those in the process of continuing dissertation research. Students in category 3 are least likely to receive a Dietrich Summer Research Grant, and should therefore focus on applying for other internal and external summer research funding and pursuing teaching opportunities. After the initial Dietrich Summer Research Grant, the timing of the remaining Dietrich grants for which all students are eligible (up to 3 in total) depends on the strength of the student's application and priority category. Consult the Current Fellowships section of the HAA_GRAD CourseWeb site for application deadlines and requirements.

A&S Summer Research Grants: The Associate Dean of Graduate Studies allocates \$36,000 to HAA each year to fund twelve competitive \$3,000 grants, which are to be used solely for summer research travel and work. These funds MUST be used in the summer (May-August) and cannot be used in either the spring or fall terms. Priority is given to students who have received no more than two of these \$3,000 grants between commencing the program and receiving their terminal degree. Students can accept these grants in connection with other sources of support. Students may use this money to jump start the dissertation with research travel the summer after completing the MA, as a finishing grant to complete the PhD, to help defray costs of language training, to support research travel toward the completion of an MA paper, and to support research travel needs outside of any of the criteria listed above. Consult the Current Fellowships section of the HAA_GRAD CourseWeb site for application deadlines and requirements.

C. SUPPLEMENTARY DEPARTMENTAL AID AND AWARDS

A&S Academic Year Research and Travel Fellowships: Each year, the Associate Dean of Graduate Studies makes \$21,000 available to HAA to support graduate student research and travel, including visits to archives and collections, attendance at conferences, and so forth. These funds MUST be used during the academic year (September–April). There are two application deadlines, one in September and one in January. Graduate students are permitted to draw a maximum of \$3,000 from this source over the time of their years in the program. To apply for these funds, students should submit a cover page signed by their advisor, a one-page description of how the funds are to be used, a

detailed budget, and a listing of how many grants the student has previously received from this fund to the DGS and Graduate Administrator. Receipts must be submitted to the Administrative Officer and a report filed with the Graduate Administrator after travel.

Graduate courses in the department sometimes involve group travel, e.g., the class may travel to another city to see a special exhibition. Group travel undertaken within the context of a class can take advantage of this fund and will not count against a student's individual \$3,000 limit. Application for the use of these funds for group travel must be initiated by the instructor of the course.

Dietrich Endowment Funds: Each year, HAA has approximately \$10,000 available from the Dietrich Endowment to be used in support of our graduate program. The Graduate Dean has approved the use of these funds for the following purposes:

- Every year, \$4,000 from this fund is earmarked for editorial and advertising expenditures involved with the publication of *Contemporaneity*. Students serving as editors or co-editors of the journal should consult with the department's Administrative Officer about accessing these funds.

The remaining \$6,000 may be used for any of the following purposes:

- to pay image copyright fees for a graduate student publication;
- to defray costs involved with a graduate student curated exhibition;
- and to support graduate student group travel in the context of a seminar.

Applications are accepted on a rolling basis. To apply for these funds, students should submit a one-page description of how the funds are to be used, a detailed budget, and CV to the HAA Chair and Graduate Administrator.

Friends of Frick Fine Arts Travel Grants: These funds are provided by generous donors to our department and may be used in exceptional cases when all other avenues of funding have been exhausted. To see if they are eligible for these funds, students should contact the DGS with their research plan.

The Marstine Prize for Outstanding Work in Public Humanities: The department is pleased to offer a prize in the amount of \$4,000 to be awarded each year through academic year 2022-23 in support of outstanding work in public humanities. The award is named in honor of Janet Marstine, for her leadership in the field of museum ethics, and the Marstine Family Foundation, 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 curatorial, publishing, and/or museum studies work dedicated to inclusiveness and/or community outreach. The award may be made to an individual or, in the case of collaborative efforts, divided among a group of applicants. All submissions must include a one-page summary of the project to be considered. Priority will be given to projects that can be completed and/or published while the student(s) are in residence in the program. Consult the Awards & Scholarships section of the HAA_GRAD CourseWeb site for application deadlines and requirements.

D. COMPETITIVE ACADEMIC YEAR UNIVERSITY FELLOWSHIPS

Several university fellowships are available to students on a competitive basis. Incoming students are eligible for the **Chancellor's Chinese Fellowship** (for students in Chinese studies), the **K. Leroy Irvis Fellowship** (for underrepresented minorities), the **Alfredo D. and Luz María P. Gutiérrez Fellowship** (for students in Latin American studies), and the **Provost's Humanities Fellowship**. 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 are also eligible to apply for a number of university-wide fellowships. These include the Chancellor's Chinese and Gutiérrez Fellowships noted above, as well as **Mitsubishi Graduate Fellowship in Japanese Studies**, and **Foreign Language and Area Studies (FLAS) grants**, which 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 Cultural Studies certificate program are encouraged to apply for the one-year **Cultural Studies Fellowship**. Finally, HAA graduate students are expected to apply for one of the university's **Andrew W. Mellon Predoctoral Fellowships** to fund a year of dissertation work; students should discuss the appropriate timing of this and other fellowship applications with their advisor and committee at each Annual Meeting. For guidelines on preparing a successful Pitt Mellon Fellowship application, see Appendix II.

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. All of these competitive university fellowships form part of a student's five-year funding package and therefore do not constitute additional years of aid. In addition to releasing the student from work obligations, they strengthen a student's professional profile and often contribute to successful applications for prestigious external fellowships.

Dean's Tuition Scholarship: The DSAS offers a limited number of tuition scholarships. Students with TA, TF, GSA, GSR, Provisional, and Special graduate status are not eligible for these funds. Priority is given to students who have exhausted all University of Pittsburgh and personal resources and who are required to be registered in order to receive a degree from the Dietrich School. This is a tuition-only scholarship; students are responsible for any other required fees. For more information, see <https://www.asgraduate.pitt.edu/financial-support/financial-support-additional-resources>.

E. SUMMER AND SUPPLEMENTARY UNIVERSITY AID AND AWARDS

HAA students are also eligible for several university-level awards to fund summer travel and research, conference participation, and language acquisition. Students are strongly encouraged to pursue all such opportunities for which they are eligible (in some cases, these awards may be combined with the departmental-level funding sources listed above to fund more extensive travel and/or language training). These include **Nationality Room Scholarships** for travel and research in specific countries; **FLAS grants** for summer language study on campus and abroad; the **International Studies Fund (ISF)** administered by the University Center for International Studies

(UCIS), from which every Pitt student may apply for up to \$1,000 per year to fund international research; and the **research and language acquisition grants** from UCIS's associated centers, including Latin American Studies, Asian Studies, European Studies, Russian and Eastern European Studies, and Global Studies. Grants may also be available from the World History Center (WHC); the Gender, Women, and Sexuality Studies (GSWS) program, and other interdisciplinary centers. For more on these opportunities, see <https://www.nationalityrooms.pitt.edu/funding/grad>; <https://www.ucis.pitt.edu/main/scholarships>; and the websites of specific area studies centers and interdisciplinary programs.

Pitt graduate students are also expected to apply for the following university-wide conference travel grants, which in many cases may be combined with departmental funding sources:

- **Arts and Sciences-PBC Travel Fund:** up to \$600, for students who are presenting at conferences and professional meetings
- **Arts and Sciences Graduate Student Organization Travel Grant:** up to \$200, for students who are presenting at conferences, participating in an interactive workshop, or attending a job talk/interview at a conference
- **Graduate and Professional Student Government (GPSG) Travel Grant:** up to \$400 for graduate students who are participating in academic conferences.

For information concerning eligibility and application procedures, see

<https://www.asgraduate.pitt.edu/financial-support/conference-travel-grants>.

F. EXTERNAL FELLOWSHIPS

As students reach ABD status, they also apply for external fellowships. In consultation with their PhD committee, the student chooses which fellowships to pursue and receives mentorship from the committee and other faculty members in putting together a strong application. To facilitate this mentoring process, students are required to submit a draft of a three-page grant proposal (based on the model of the Pitt Mellon fellowship application; see Appendix II) in advance of each of their annual PhD committee meetings for discussion by the committee. In the recent past, HAA PhD students have applied successfully for external fellowships from the American Association of University Women (AAUW), American Council of Learned Societies (ACLS), College Art Association, German Academic Exchange Service (DAAD), Graham Foundation, Kress Foundation, Fulbright and Fulbright-Hays programs, and Berlin Program for Advanced German & European Studies. They have also secured prestigious curatorial and research fellowship positions at the Metropolitan Museum of Art in New York, the Smithsonian American Art Museum (SAAM) and Center for Advanced Study in the Visual Arts (CASVA) at the National Gallery of Art in Washington, D.C., and the Georgia O'Keeffe Center in Santa Fe, among other sites.

Several external fellowships require departmental nomination and students should be alert to departmental deadlines posted on the HAA_GRAD CourseWeb site. Please also note that the institutional statement for Mellon/ACLS Dissertation Completion Fellowships can only be completed by the Associate Dean of Graduate Studies. This institutional statement cannot be submitted by the Department Chair or DGS. Students who are successful in obtaining an academic-year (or multi-year) external fellowship that does not cover tuition must submit a **Tuition Supplement Request**, along with a copy of the fellowship award letter and a letter of support from their advisor or the DGS,

to the Graduate Dean's Office, well in advance of the beginning of the academic year; consult the Graduate Administrator for details.

8. TEACHING AND RESEARCH ASSISTANTSHIPS (TAs/TFs/GSAs)

Given our Constellations structure, and the additional professionalizing opportunities afforded by Collecting Knowledge Pittsburgh, Contemporaneity, the University Art Gallery, and the Visual Media Workshop, our program is able to offer graduate students enhanced training in teaching and research fully engaged with the broader community and professional frameworks that define our fields. Students serving as TAs/TFs/GSAs are mentored by faculty to develop innovative teaching and mentoring skills; they also learn how to constitute and manage collaborative research and mentoring initiatives, including in the digital humanities, in online editorial work, and in museum and gallery settings. As higher education continues to evolve, this sort of versatile training is vital for success inside the academy, as well as outside. Students should therefore look on their various assignments in the program as opportunities to deepen and expand their professionalizing experience.

Though specific TA/TF/GSA assignments are contingent on department scheduling needs, we make every effort to ensure that students receive a range of experiences. After their first fellowship year in the program, students typically hold a TA/TF assignment in their second year, working as a recitation leader or as a grader for a course. In the third year and beyond, students typically assume a variety of roles, working as GSAs in the Visual Media Workshop, in the University Art Gallery, with Collecting Knowledge Pittsburgh, or as research support to the Mellon Professor and the Department Chair.

Before serving as TA/TFs, all students must carefully read the Manual for Instructors in History of Art and Architecture (available at <http://www.haa.pitt.edu/graduate/handbook-resources>), which states the policies and practices that must be adhered to in HAA courses. They must also read the university's TA handbook, which provides detailed information on best practices in pedagogy and university-level resources. The university's TA Handbook and TA/TF/GSA Policy Statement are available through the Graduate School's Academic Resources website, <https://www.asgraduate.pitt.edu/academics/academic-resources>. Finally, students are strongly encouraged to take full advantage of the badge programs, courses, workshops, individual consultations, and online resources offered by the University Center for Teaching and Learning (<https://teaching.pitt.edu/>).

A. TA/TF/GSA CONTRACTS

TAs, TFs, and GSAs work under a variety of contracts (available at <https://www.haa.pitt.edu/graduate/handbook-resources>). The most common type is recitation leader in an introductory survey course; the TA/TF leads recitation sections and grades student work. Graders do not lead recitation sections and only do grading and hold office hours. GSA slots are reserved for assistantships in the Visual Media Workshop, in the University Art Gallery, and as research assistant for a faculty member.

Once they earn an MA, teaching assistants become teaching fellows (TFs). While TFs typically work during the academic year as recitation leaders or graders, after completing HAA 2970: Teaching of

Art History (or the university course), they are also eligible to teach stand-alone courses, in which they design a syllabus and assume all the teaching duties including lecturing. Opportunities for teaching stand-alone courses tend to be offered in the summer terms; watch for announcements by email and on the HAA_GRAD CourseWeb site.

Contracts are carefully structured to ensure that TAs/TFs/GSAs work no more than 20 hours per week on average (which is the university's stipulated maximum). Each semester the responsible faculty member 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 100 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. There are separate TA/TF/GSA contracts for Recitation Leaders, Graders, Visual Media Workshop Assistants, University Art Gallery Assistants, and Research Assistants.

International Students: As specified by the 1986 Immigration Reform and Control Act, students are required to verify U.S. Citizenship or authorization in order to receive TA/TF appointments. State and University regulations require that students assigned to classroom or laboratory instruction must be certified through formal University procedures as speaking comprehensible English; students cannot expect reappointment as a TA or TF without such certification.

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. Most opportunities for stand-alone teaching occur in the summer term. Priority for these assignments will be given to students who have not already taught a stand-alone course, so that they may gain valuable experience for their Teaching and Mentoring Portfolios. Students teaching stand-alone courses must have completed the MA and HAA 2970.
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.

C. TRAINING AND EVALUATION

In nearly all cases, HAA graduate students in their first year hold a fellowship and are exempt from work obligations. To help prepare students for teaching assignments, students are *strongly* recommended to take a pedagogy course, HAA 2970 (which is typically offered in alternating years), as soon as possible. Students who want to be considered for standalone assignments must take the course beforehand, though alternatives may be considered in the case of unexpected scheduling difficulties. Students may also take the faculty development course taught by the University Center for Teaching and Learning (CTL). CTL 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 <https://teaching.pitt.edu/>). Additionally, it is recommended that TAs/TFs consult the Manual for Instructors in History of Art and Architecture (available at <http://www.haa.pitt.edu/graduate/handbook-resources>) and the Graduate Studies TA/TF Handbook (available at <https://www.asgraduate.pitt.edu/academics/academic-resources>).

Instructors who are assigned to supervise TAs/TFs must complete a **TA/TF Contract for Recitation Leader** or **TA/TF Contract for Grader** with each TA/TF (available at <http://www.haa.pitt.edu/graduate/handbook-resources>). Instructors meet weekly with their TAs/TFs to plan lessons and assessments and provide 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/TF receives a written evaluation from the faculty instructor. TFs teaching their own “stand-alone” courses should also be observed by their advisor or another HAA faculty member, ideally one who might be expected to provide letters of reference for the student when they apply for grants or future employment.

GSAs are also to receive an evaluation from the faculty member responsible for supervising their work over the term.

D. TA/TF Mentor

Each year a graduate student who has previously served in at least one teaching recitation assignment is selected to serve as a TA/TF Mentor to help new and continuing TAs and TFs. The TA/TF Mentor is available as a resource to offer suggestions, answer questions, listen to problems, and offer advice. In compensation, the TA/TF Mentor is given a modest remuneration and should, of course, cite the experience in their CV and teaching portfolio.

Nomination procedure: The DGS and Chair will nominate the TA/TF Mentor for the coming academic year from among those students with accomplished teaching records who will be in residence during that year. It is therefore incumbent on students to keep an up-to-date teaching and mentoring portfolio on file, which includes recent OMET evaluations and other pedagogical materials. The nominated TA/TF Mentor will be notified by August.

E. ASSEMBLING A TEACHING AND MENTORING PORTFOLIO

As discussed in Section 6.H, students must produce portfolios that speak to their proficiency as teachers and mentors of undergraduate students in order to advance to candidacy. Students will develop the components of the portfolio in the context of HAA 2970: Teaching of Art History, which all students are strongly recommended to take (and must take before teaching a standalone course). They should also take advantage of the many resources offered by the University Center for Teaching and Learning, as well as the Director of Graduate Studies, TA Mentor, GSO, and other individuals and organizations in HAA and on campus.

Though the components will vary depending on each student’s experiences and trajectory, every portfolio should include a Teaching Philosophy and a sample syllabus, complete with examples of

active learning activities, assessments, and evaluation guidelines. The portfolio should also provide documentation (and, when possible, evaluations) of any and all classroom teaching and/or individual/small-group mentoring that the student has carried out. Completed portfolios should be submitted to the PhD committee for their review prior to the student's advancement to candidacy.

ABD students are strongly encouraged to continue updating their portfolios and to share them with committee members in advance of each annual meeting. It is particularly important that students solicit feedback on these materials from their committee members (as well as others who may include the Director of Graduate Studies, other faculty members, and the staff of the University Center for Teaching and Learning) when preparing to enter the job market.

F. 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 DGS 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.

9. PROFESSIONAL DEVELOPMENT

As students advance in their graduate careers, they will need to align their areas of expertise and unique skill sets with current and emerging employment prospects and opportunities. In addition to updating their IDPs and CVs and discussing these with their committees at each Annual Meeting, students are strongly encouraged to make use of the interactive resources made available by the Graduate Dean's Office, such as Imagine PhD, and to explore the different career paths (academic, curatorial, cultural sector, and related professional roles) they may pursue upon graduation (see <https://www.asgraduate.pitt.edu/careers/career-exploration-and-development-tools>). They are also encouraged to draw upon the resources of the university's Center for Doctoral and Postdoctoral Career Development (CDPCD), including the credit-bearing course, "Foundations of Successful Career Planning and Development" and ADAPT™ (see <https://www.dpcd.pitt.edu/>).

HAA strongly encourages all ABD students to participate in the annual Grad Expo and the 3MT (Three Minute-Thesis) competition. This university-wide resource allows students to refine their "dissertation pitch" and make it accessible to a wide audience (see <https://www.provost.pitt.edu/students/graduate-studies/three-minute-thesis>).

In the summer before the academic year in which they plan to graduate (if not before), students are advised to research postdoctoral fellowships and job opportunities for which they may be eligible.

Tips on how to conduct this research may be found on the HAA_GRAD CourseWeb site in the document titled “Preparing to Apply for Postdoctoral Fellowships and Jobs.”

Increasingly, academic institutions are requesting Diversity and Inclusion statements from their job applicants. Advice on writing an effective statement on diversity, inclusion, and equity can be found on the HAA_GRAD CourseWeb site. Pitt’s Office of Diversity and Inclusion and University Center for Teaching and Learning offer training sessions throughout the academic year, which prospective job seekers should consider participating in and incorporating into their teaching and mentoring portfolio (see <https://www.diversity.pitt.edu/> and <https://teaching.pitt.edu/>).

Students entering the academic job market are encouraged to present “dry runs” of job talks at the department colloquium (or at other times as scheduling permits), in order to practice and receive constructive feedback from faculty on their delivery and handling of questions. They are also strongly encouraged to arrange mock interviews with their advisors and other members of faculty. A useful list of tips for virtual and on-campus interviews can be accessed on the HAA_GRAD CourseWeb site.

APPENDICES

APPENDIX I: GRADING AND EVALUATION OF GRADUATE-LEVEL WORK

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; and 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.

Because grades do not offer specific feedback, faculty are 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/handbook-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 evaluation sheets for all students in 1000-level and above courses, including directed studies and other non-classroom courses. The Graduate Administrator will file the evaluation in the student's file 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 fourth semester review, the comprehensive exams, and the dissertation prospectus.

For the first of these milestones, the fourth 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.

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/handbook-resources>).

Under special circumstances, the following non-credit grades may also be used in lieu of standard credit-bearing letter grades. For these, HAA holds to the Graduate Bulletin on the guidelines for the use of these grades:

G Grade

The G grade signifies unfinished course work due to extenuating personal circumstances or special accommodations requested by the Office of Disability Resources and Services. Instructors should complete the department's Incomplete Grade Contract (available from the Graduate Administrator) stating exactly what work needs to be completed and set a deadline for completion. The contract must be signed by the instructor and student and submitted to the Graduate Administrator. Students assigned G grades are required to complete course requirements and submit the completed work to their instructor no later than one year after the end of the term in which the course was taken. A G grade from a fall term must be changed by the instructor and submitted to the Graduate Studies Office by a December deadline; a G grade from a spring term must be changed by an April deadline; and a G grade from a summer term must be changed by an August deadline. Please consult with the Graduate Administrator regarding exact deadlines. After the deadline has passed, the G grade will automatically be replaced by "NG" or "no grade" and will remain on the student's record. 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. Students who wish to withdraw from a course must submit a **Monitored Withdrawal Request** form (signed by the instructor) to the appropriate dean's office for the course. For Dietrich School graduate courses, the form must be submitted to the Graduate Dean's Office by the last day of class for the term.

R Grade

The R grade indicates that a student has resigned from the University.

APPENDIX II: PREPARING AN EFFECTIVE PITT MELLON FELLOWSHIP APPLICATION

All HAA graduate students are expected to apply to the university's Andrew W. Mellon Predoctoral Fellowship Competition to fund a year of dissertation research and writing. The basic requirements of this application will hold true for other fellowships as well, and thus the Mellon application can serve as a primer.

In any given year the university-level selection committee for Mellon Fellowships consists of faculty from various departments in the Arts and Sciences; sociologists, musicologists, or chemists may be called on to evaluate applications. Applicants must be nominated at the department level before they may be considered by the university selection committee. Each department has a limited number of nomination slots. In HAA, nomination slots are typically reserved for students who have already passed their comprehensive exams and have had their dissertation prospectuses approved. Most applicants are therefore applying to work full-time on their dissertations (either research or writing). However, all who are competitive should apply. The committee will give equal consideration to all applications.

The university-level Mellon committee gives primary weight to the student's progress in formulating a compelling dissertation topic and plan, the quality of the three-page project description, which makes clear the originality of the research and its projected significance to the field, and the letters of recommendation the student has received. Secondary consideration is given to the student's skills (such as language preparation), progress and productivity in the field and the degree program, and the potential benefit of the fellowship to the student at the specific moment in their career. While publications, curatorial initiatives, and conference participation are not heavily weighted categories for the fellowship, they are recognized as useful venues for formulating the intellectual frameworks of their dissertation. Please see section D of this Appendix for information on resources pertaining to the Mellon Fellowship, including ranking criteria used by the university-level committee for selection.

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 provide 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.

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.

D. RESOURCES Students are encouraged to participate in the department workshops for crafting successful Mellon applications. In addition, the HAA_GRAD CourseWeb site houses the following important resources pertaining to the Pitt Mellon Fellowships:

1. A document from the Dean's Office describing the fellowship and outlining application instructions.
2. A document from the Dean's Office describing the selection process with criteria for rating applicants.
3. An informational video on Mellon applications by Jennifer Josten [Acting Director of Graduate Studies in Spring 2019].
4. Samples of successful Mellon applications in HAA.