School of Politics, Security, and International Affairs

UNIVERSITY OF CENTRAL FLORIDA

Security Studies Ph.D. Program Handbook

2020-2021

School of Politics, Security, and International Affairs
4297 Andromeda Loop N.
Howard Phillips Hall, RM 302
Orlando, FL 32816

Introduction and Welcome

Welcome to the Ph.D. program in Security Studies in the School of Politics, Security, and International Affairs at the University of Central Florida. The doctoral degree is the highest academic degree that is awarded, and the School is delighted and honored to offer an advanced graduate program with an emphasis in an area of extreme relevance not just for the United States, but the global community. It is one of the few Ph.D. programs in the country that offer a degree with an emphasis on national and international security. The program aims to prepare students for careers in the academic world, but also for positions with governmental agencies, non-profits, and private sector entities that specialize on security issues.

Our Ph.D. program offers a rigorous curriculum for students who have completed a Master's degree. It includes systematic training for students interested in national security, international affairs, world politics, and transnational problems. The program emphasizes considerable flexibility in terms of the theoretical diversity and intellectual breadth that characterizes security studies. International security scholars today offer a broad range of theoretical approaches to a variety of traditional and non-traditional issues, and the program is designed to reflect this diversity in its course offerings. That diversity is also reflected in its broad theoretical and methodological approaches; students are trained in both quantitative and qualitative methods, for instance, as appropriate to their chosen emphasis within security studies. The program is designed to ensure that students graduate with a broad range of theoretical tools and methodological skills.

As a Ph.D. student, you will learn from the existing research conducted by other scholars, but you will also contribute to the current scholarship by pursuing your own research. Our Ph.D. students are expected to be active members of the School, and to participate in the intellectual life of the School and the university outside of the classroom. Research colloquia, guest speakers, and conferences provide outstanding opportunities to learn about current research, broaden your understanding of the discipline, and connect with other students and scholars. Conference presentations will enable you to present your research to a broader audience and contribute to the public debate of political science research. You are expected to make the intellectual and personal commitment that is necessary to complete your doctoral degree and uphold the academic and ethical standards of UCF and the discipline of Political Science.

Welcome to the School of Politics, Security, and International Affairs' Ph.D. program in Security Studies, and I hope you will enjoy the journey as you complete your doctoral degree!

Dr. Kerstin Hamann
Pegasus Professor and School Director

I. Mission Statement

The School of Politics, Security, and International Affairs at the University of Central Florida offers a Ph.D. in Security Studies that is designed to prepare graduates for careers in government, non-profit, and academic settings. To that end, it provides advanced graduate students with quantitative and qualitative research methods skills, exposure to current issues in domestic and international security, as well as electives inside and outside of the School that allow the students to pursue their interest in a specialized area within the field of security studies.

II. Security Studies Ph.D. Program Core Faculty and Staff

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Kyrie Ottaviani
Graduate Admissions Coordinator (Graduate Programs; contracts, comprehensive exams, general questions)
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407-823-6671

Anjella Warnshuis
Coordinator, Administrative Services
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Graduate Faculty

The following faculty members are available to teach and supervise you throughout your graduate career:

Konstantin Ash, Ph.D., University of California San Diego
Assistant Professor
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Research Areas: Civil War, Ethnic Conflict, Counterterrorism

Jacopo Baggio, Ph.D. University of East Anglia
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Research Areas: Ecology and Politics, Networks

Robert Bledsoe, Ph.D., Professor Emeritus, University of Florida
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Research Areas: International Law, Geography, Pre-Law

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Research Areas: International Relations, War & Conflict, Political Psychology

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Research Areas: American Politics, Public Law, Research Methodology

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Professor
Research Areas: American Politics, Minorities, Politics & Religion

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Research Areas: Western Europe, Spain, Scholarship of Teaching and Learning

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Research Interests: National Security, International Security, Political Psychology

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Research Areas: American Politics and Political Theory

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Research Areas: National Security Law and Constitutional Law

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Research Areas: Comparative Politics, International Relations, Immigration, Diaspora Politics

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Research Areas: Comparative & International Politics, Global Human Rights and Democracy

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Research Areas: Causes of War and Peace

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Research Areas: Kurdish politics; Middle East; Comparative Politics

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Research Areas: Comparative, Immigration

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Research Areas: American Politics, Representation of Under-represented Groups, Identity Politics and
Intersectionality Research, Social Policy, Public Opinion

Resources and Guidelines Available Online

The School website is housed at https://sciences.ucf.edu/politics/

The College of Graduate Studies information page for graduate students is located at
http://www.graduate.ucf.edu/
The graduate catalog can be found at http://catalog.ucf.edu/index.php?catoid=4
Information about graduate studies in the College of Sciences at UCF is available at
http://sciences.ucf.edu/graduate/

Students are responsible for knowing and complying with all university and college policies posted at these
websites.

III. The Degree Program

Description
The Ph.D. program admits students who have completed a Master's degree in Political Science, International
Studies, or a related field, ensuring that admitted students will have a solid grounding in mainstream political
science or international relations and are well prepared to take on the more specialized coursework and
research required for a Ph.D. in Security Studies. Students admitted to the program complete 62 hours of
course work beyond the Master's degree, including dissertation research, to earn a Ph.D. in Security Studies.

The course work consists of 15 hours of required core classes on issues and theories of security studies as
well as advanced quantitative and qualitative research methods; 15 hours of restricted electives in courses
on security; 12 hours of unrestricted electives, which can include up to 6 hours of internship credit; and a
minimum of 18 hours of dissertation research. In addition, students are required to complete two 1-credit
hour professional development courses that will prepare them for a career in academic and non-academic
environments, including questions of research ethics in the field, grant proposal preparation, and teaching
preparedness. Student progress is assessed through annual reviews, an oral qualifying exam at the end of
the first year, a written candidacy exam prior to enrollment into dissertation hours, an oral defense of the
dissertation proposal, and an oral defense of the dissertation.

Students should refer to the graduate catalog to see a full statement of the Security Studies PhD Program curriculum.

Typical course of study for all majors, concentrations, or areas of emphasis within the program
For additional milestones and goals appropriate to each state of a student's career, see Appendix 2, Suggested Annual Goals for Success

Year 1 (25 hours)

Fall:
- POS 7707 Advanced Qualitative Methods of Political Research (3)
- POS 7745 Advanced Quantitative Methods of Political Research (3)
- Elective (3)

Spring:
- INR 7139 Issues in Domestic Security (3)
- INR 7337 Issues in International Security (3)
- Whichever is offered: POS 7930 Professional Development: Academic Careers in Security Studies (1) or POS 7267 Professional Development: The Practice of Security Studies (1)
- Elective (3)

Written Candidacy Methods Exams in January—see Appendix 1
Preliminary Advisory Committee meeting should take place between 1 April and 1 May.

Summer:
- Electives (6)

Written Candidacy Core Exams in August—see Appendix 1

Overall Total Hours: 25

Year 2 (19 hours)

Fall:
- INR 7332 Scientific Study of Security (3)
- Electives (6)

Spring:
- POS 7930 Professional Development: Academic Careers in Security Studies (1) or POS 7267 Professional Development: The Practice of Security Studies (1)
- Electives (9)

Written Candidacy Field Area Exam in April or May—See Appendix 1.

Overall Total Hours: 44

Summer:

Students may enroll in Doctoral Research OR Dissertation Hours during their second summer. There can be costs and benefits for entering dissertation hours during the second summer. On the one hand, students are able to begin accruing dissertation credits earlier. On the other hand, students are required to defend their prospectus during the first semester of dissertation hours, and faculty travel during the summer (when many

faculty are not on contract) may make this more difficult. In previous years, the CGS dissertation research award has not been offered for those beginning dissertation research in summer.

- *Note that before enrolling in dissertation research students must complete 4 Responsible Conduct of Research workshops.*

Year 3 (18 hours)

Fall:
Dissertation (9)
Dissertation proposal defenses must take place no later than the first semester that a student is enrolled in dissertation hours.
Dissertation proposal defenses can occur as soon as a student has completed their qualifying exams.

Spring:

Dissertation (9)
Potential dissertation completion and defense.
*Students should be aware of all university/College requirements and policies related to defense and completion deadlines.

Overall Total Hours: 62

Note that students who have not completed all of their course requirements and/or have not reached candidacy and entered dissertation hours are considered full-time for fellowship, employment and tuition waiver purposes if they are enrolled into 9 hours of coursework, independent study, or directed research. During the summer term, full-time is 6 credit hours. Students who are enrolled in Doctoral Research or Dissertation Research can be considered full-time when registered for 3 credit hours; students who continue to work on their dissertation beyond the spring of their third year typically are enrolled in 3 credit hours per semester, with some exceptions.

Written Candidacy Exams

Each student will take candidacy exams to demonstrate their mastery of their field (see graduate catalog and Appendix 1 for further details). The quantitative and qualitative exams are typically taken at the beginning of the semester after the relevant course (POS 7707 or POS 7745) was completed. The exam addressing the contemporary literature in security studies is taken in two sections. The first addresses core security studies literature, and is taken at the end of the first year, typically in August. The second is taken near the end of a student's formal coursework and addresses questions related to their intended dissertation topic.

Students must pass each part of each exam prior to enrollment in dissertation hours. If they fail any part(s) of any exam, they will have a second opportunity to take that part(s). exam retakes will typically occur within the same semester as the first sitting of the exam. If they fail the exam a second time, the student will be dismissed from the program. Further details regarding the exams are available in Annex 1.

The Dissertation Process

The dissertation is the culmination of the set of requirements that comprises this research-based degree. It must make a significant contribution to the student's area within the discipline. The dissertation will be completed through a minimum of 18 hours of dissertation credit, which students will use to accomplish original research. Dissertations may use the "book" format, with a single theoretical argument that is tested

across multiple cases or using multiple methods, each of which is a chapter; or the "3 essays" model, which consists of at least three papers that are related but each of which include both a theoretical argument and a test of that argument.

Preliminary Advisory Committee Meeting
No earlier than April 1 and not later than June 1 (*but typically in April*) of their first year in the program, students will assemble and meet with a Preliminary Advisory Committee of no fewer than three full-time SPSIA faculty members, all of whom should have Graduate Faculty or Graduate Faculty Scholar Status. Prior to this meeting, the student will present committee members with a written statement of their primary research interests. During this meeting faculty members provide feedback on the student's statement of research interests and will identify key literatures that the student will be expected to be familiar with as they pursue their dissertation. Note that college approval for the committee is not required at this time and that students are able to change the composition of their committee at any time (subject to program approval). Students will not be permitted to take Field Core Exam until they have conducted their Preliminary Advisory Committee Meeting.

Dissertation Advisory Committee
It is the responsibility of the student to secure qualified members of their dissertation committee. The dissertation committee consists of a minimum of four members who are approved members of the Graduate Faculty or Graduate Faculty Scholars. At least three members must be Graduate Faculty, one of whom must serve as the chair of the committee. One member must be from either outside the School or outside the university. Graduate Faculty members must form the majority of any given committee. A dissertation committee must be formed prior to enrollment into dissertation hours.

Registering for Dissertation Hours
In order to register for dissertation hours, students must have completed the following:
- Students must have completed OOS 7707, POS 7745, INR 7139, INR 7337, and INR 7332 and have no more than 6 credit hours of required coursework remaining.
- Students must have an approved dissertation advisory committee form on file. Students should submit the form at least one month before they expect to register for dissertation hours. If the committee will include a non-UCF faculty member, the approval process (which must be completed before the dissertation committee form can be filed) can take up to two months.
- Students must have completed four Academic Integrity/Responsible Conduct of Research Workshops before they can enroll in dissertation hours. Students who fail to do so will not be permitted by the University, under any circumstances, to enroll in dissertation hours.
- Students must have completed the foreign language or methods requirement prior to enrollment in dissertation hours.
- Students must successfully complete all qualifying exams prior to enrollment in dissertation hours.
If students have completed all relevant requirements, they may register for dissertation research before the summer of their third year.

Dissertation Proposal Hearing
The purpose of the dissertation proposal hearing is to explain the subject under investigation, place it within the existing scholarly literature, and present the planned approach for writing the dissertation. The proposal hearing takes place in the first semester a student is enrolled into dissertation hours; therefore, students may not schedule a proposal hearing with their dissertation committee until they have completed all coursework and exams in their program of study. Students work with their dissertation committee to develop and refine the proposal. Students will present the dissertation proposal in a seminar open to the university community. Immediately after this defense, the student's Dissertation Committee will meet to decide whether the student passed the proposal hearing. A student who passes the proposal hearing then begins the actual research and writing of the doctoral dissertation.

Dissertation Hours
Students must complete 18 dissertation credit hours. They must maintain enrollment in dissertation hours until the degree is awarded. If they need to break enrollment, they must secure an official leave of absence from the College of Graduate Studies.

Dissertation Defense
Students must successfully defend their completed dissertation in an oral examination, which takes place in an open seminar. Defense dates for the completed dissertation should be set during the first week of the semester in which the defense will take place.   This date must be approved by both the student's advisory committee and the Graduate Program Director. Each chapter of the dissertation should be distributed to committee members in a timely fashion. The full dissertation manuscript must be submitted to all committee members at least thirty days before the scheduled defense. The final dissertation must be approved by a majority of the committee. Further approval is required from the Deans of the College of Sciences and of the College of Graduate Studies before final acceptance of the dissertation in fulfilling degree requirements.

Socialization and Professionalization

To ensure that students are adequately advised and socialized as professionals to enter the workforce in academic and non-academic settings, students are expected to participate fully in all processes and events the School will offer to this end. Upon admission to the program, each student will be assigned a faculty advisor to provide guidance about UCF, the School, and the program in conjunction with the Graduate Program Director. All newly admitted students are required to attend an orientation session, led by the Graduate Program Director, prior to the beginning of their first semester. In addition, students will be required to participate in the programs for GTAs offered by the UCF Faculty Center for Teaching and Learning and the College of Sciences as well as UCF's Graduate College, including the mandatory Academic Integrity Training. New graduate students will also meet during the start of their first semester with the Program Coordinator to begin developing an individually-tailored Program of Study. Students are expected to participate fully in all graduate workshops offered or organized by the School, attend brown bag research presentations, presentations by job candidates, dissertation proposal defenses, dissertation defenses by their peers, and attend lectures organized by other UCF units (e.g. the India Center, the Kurdish Studies Program, the PMBF Program, ICCAE, Office of Global Perspectives, Lou Frey Institute) when the topics are relevant to their field of study. Students are also expected to present their research at professional conferences in the discipline. Though participation in these activities is not graded, it will be included in the annual academic review for each student. *See also Appendix 2, Suggested Annual Goals.*

The Pathways to Success program, coordinated by the College of Graduate Studies, offers free development opportunities for graduate students. You are encouraged to attend these workshops that cover topics such as Academic Integrity, Grantsmanship, Teaching, Personal and Professional Development, and Research. You can register for these workshops through your myUCF Student Center. Visit https://graduate.ucf.edu/pathways-to-success/ for more details.

IV.   Dissertation Co-Authorship Policies

The School encourages students and faculty to collaborate on research projects. These can provide opportunities for both faculty members and, particularly, students. However, the dissertation is somewhat different. Traditionally political science dissertations have been solo-authored, and political science has been among the disciplines where it is rare for supervisors to appear on student papers despite their role, through discussion and the revision process, in the formulation of key ideas, research designs, and the

drawing of analytical conclusions. However, the Security Studies program exists in an interdisciplinary context and in some exceptional cases it may be appropriate for parts of a student's dissertation to be co-authored with their advisor or others.

Co-authorship on a dissertation requires a significant, specific contribution to the scientific content of a paper and can be appropriate if multiple of the following conditions hold: a faculty member uses grant or startup funds to support the student (i.e., stipend+tuition for at least a year) and their research; the project involves a wide-ranging and genuinely collaborative data collection effort; and when the project involves a highly specialized analytic methodology from another discipline which a Security Studies PhD student could adequately master within the confines of the program.   Providing routine supervisory guidance or commentary, serving on a dissertation or thesis committee, gathering funds for the project, paying salaries, providing a conducive research environment, etc., are not activities that warrant faculty co-authorship credit with the MA or PhD candidate.

The following rules should govern co-authorship on in dissertations:[1]

    A. Co-authorship plans should be laid out in the proposal approved by the dissertation committee; or spelled out in a revised proposal document which is approved by the committee. These documents should identify the role that each author will play in the co-authored sections. It is expected that students will play a significant role in the conception, design, and analysis of the research. The PhD Program Committee (by majority vote) and the program director or School Director should approve these plans.

    B. The student must appear as first author (or as principal/corresponding author in publication venues use alternate ordering norms) of all papers or chapters used in a dissertation, both in the draft submitted for defense and in all published versions of those papers. As first or principal author they must have played the leading role in the conception, design, and analysis of the paper.

    C. If papers are not published (or accepted for publication) at the point of final defense approval, at that time the committee must approve a co-authorship plan indicating how authorship credit will be apportioned in the future.   The program director/school director must be notified of the co-authorship plan. Any changes to the co-authorship plans must be approved by all parties, including the program director/school director.

    D. Student-faculty co-authorship disputes should be brought to the attention of the program director, who may be able to assist in mediating the dispute. If mediation fails, disputes may be adjudicated with the assistance of the School Director.

V.   Financial Support

At the time of admission, PhD students may be offered financial support, though admission does not guarantee financial support. UCF-based financial support can come from a number of different sources: the School; the College of Graduate Studies; other UCF centers, School s or offices; the University; or grants held by faculty members. Some students are admitted to the program without being offered financial support. Some students' studies are funded by organizations external to the university.

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[1] Student-faculty collaboration on papers, etc., which are not the student's dissertation are not governed by these policies.

Depending on available funding, SPSIA offers Graduate Teaching Assistantships to students in the PhD program. Graduate Teaching Assistants are generally expected to support faculty members by grading and performing other course-related assignments. Typically, teaching assistantships require 20 hours of work per week during the semester. (Students who are asked to do work that requires more time than they are assigned to do should contact the graduate coordinator.) Assignments are made by the Graduate Coordinator and may vary by semester; some may be assigned to multiple faculty members at the same time, though their total assigned hours will not exceed 20 per week. Starting in their third year, Ph.D. students may, by agreement with the School Director, be assigned to teach their own course as instructor of record. Most GTAs are funded by university tuition waivers and School funds. Occasionally, additional students are funded or partially funded by external grants, and the student on these lines will primarily work with the faculty member holding the grant. Students who are funded by the CGS, the University, or other funders must fulfil their requirements.

Students who are assigned to serve as GTAs must complete all necessary paperwork and training in a timely matter, and be attentive to the Program Assistant's directions. Students are also encouraged to register early for classes in time to process tuition waivers. Support from the School will cover no more than the minimum hours required for the students to complete their degree; if the student takes additional hours, no support will be provided for these additional hours.

Students are strongly encouraged to apply to fellowships available from the university as well as from outside sources for financial support (see https://graduate.ucf.edu/seeking-fellowships/ and https://graduate.ucf.edu/external-funding/).

Assistantships and Tuition Waivers

For complete information about university assistantship and tuition waivers, please see the UCF Graduate Catalogue: http://catalog.ucf.edu/content.php?catoid=4&navoid=238 > Financial Information

To be employed and to maintain employment in a graduate position, the student must be enrolled full time and meet all of the training requirements and/or conditions of employment. To be awarded and continue receipt of a tuition waiver, the student must be enrolled full time and either employed in a graduate position (GTA, GRA, GA), receiving a University fellowship, or (if employed off-campus) employed in a position where payment is processed through Graduate Studies.

If the student is hired in the position of Graduate Teaching Associate, Assistant or Graders, there are training requirements that must be met in order for the contract to be processed. Associates and Assistants must complete a minimum two-day training and an online GTA Policies and Procedures Module. Associates must also have completed at least 18 hours of graduate courses in the discipline they will be teaching. Students who are employed as Graders are required to complete the online module. These services are offered by the Faculty Center for Teaching and Learning (FCTL) and more information can be found at the following website: http://www.fctl.ucf.edu > Events > GTA Programs.

International students who will be hired in GTA positions must be proficient at speaking English. This is determined by successfully passing the Versant Test with a 58 or better (Prior to Spring 2018 – 50 on the SPEAK Test). This test (also known as the English Speaking test) is administered by the English Language Institute and takes about 20 minutes. Those who have obtained a degree from a regionally accredited U.S. college or university, from a country where English is the only official language, or from a university at which English is the only official language of instruction, or have received a score of 26 or higher on the Speak portion of the ibt TOEFL, are exempt from having to take the Versant test. Students must register in advance

for the Versant Test. Registration is an online process through the myINTL portal. For inquiries regarding the Versant Test please contact the English Language Institute (Global UCF, Suite 200) at 407-823-5515.

GTA Performance Appraisal
At the completion of each semester the student is employed as a GTA, the student's performance will be evaluated by the faculty advisor. These assessments will be used to review strengths and weaknesses in the student's performance in preparation for future employment. While the School typically offers students financial support for at least three years, continuing support during that period is conditional on satisfactory performance, as determined by the graduate program.

Funding beyond the Third Year
The School cannot guarantee funding beyond the third year. When GTA funding is available for students beyond their third year, the School will offer it to students on a semester-by-semester basis. Priority for this funding will be determined by the program, and will be based on a number of factors including the student's time in the program; prior external funding; progress to degree; publication and research activity; and past performance of GTA duties.

External Support

Students are encouraged to pursue external financial support for research (including fieldwork), dissertation writing fellowships which can support them as they work to finish their dissertations, and other purposes. They should consult with their advisors regarding appropriate foundations, agencies, and other potential funders. Students should note that some kinds of external support applications (particularly those that fund research activities, as opposed to writing fellowships) must be made through UCF's Office of Research or the Research Foundation. These offices must review proposals sent out under their name, and, *inter alia,* may require that you submit proposals in advance of funder deadlines. Students should consult with faculty and the COS pre-award office (https://sciences.ucf.edu/research/proposal-guidance/) well before application/proposal deadlines are due.

VI.   Doctoral Student Review

Satisfactory performance involves maintaining the standards of academic progress as judged by the Security Studies PhD Program or the CGS. Failure to maintain these standards may result in termination of the student from the program.

The university requires that students must maintain a graduate status GPA of at least 3.0 or higher in order to maintain graduate student status, receive financial assistance, and qualify for graduation. The graduate status GPA is the cumulative GPA of graduate courses taken since admission to the degree program. This graduation requirement for a minimum 3.0 GPA in all graduate courses completed since admission into the graduate program cannot be waived. The policy can be found at http://catalog.ucf.edu/index.php?catoid=15 > General Policies > Academic Progress and Performance. Students are also required to maintain a 3.00 GPA in all coursework included in the program of study. Be aware that a B- (2.75) negatively impacts GPA. Students may only use six hours of C (2.00) grades towards program requirements. Grades of D+ and lower will count against the graduate GPA but those courses cannot be used toward completion of the degree requirements.

A program or graduate status GPA below 3.00 at the end of any semester will result in a student being placed on probation. The student is given the next 9 hours of their program coursework to improve their GPA to 3.00 or better. While in this status, a student is eligible for tuition support and employment in a graduate position; however, the program may discontinue either of these until the student resolves their status. Exceeding 6 hours of C or lower grades or a program GPA or 2.00 or lower may result in dismissal

from the program. The program of study must include at least 72 credit hours of post-baccalaureate, minimum 42 credits of graduate course work and at least half of the credits in the program of study must be at the 6000 or 7000-level. For a full description of course requirements for a doctoral program refer to the section on Course Requirements in the most current graduate catalog at http://www.graduate.ucf.edu/CurrentGradCatalog/content/Policies/ > Doctoral Program Policies > Course Requirements.

Each student's academic progress is evaluated annually by the School 's doctoral program coordinator, with input from the student's advisor and potentially other faculty who are advising the student or with whom the student has taken courses. The review will be conducted toward the end of the spring semester, thereby permitting appropriate academic planning for the following academic year. The program coordinator may consult with relevant faculty committees and the School Director as part of this process. The Ph.D. program coordinator will communicate the annual academic evaluation to the student in writing. The review will include:

- A review of the student's academic record including checking the overall grade point average; addressing any incomplete and/or withdrawn courses; and monitoring overall progress toward completing the coursework phase of the program.
- Checking on progress in completing or preparing for the candidacy exam, planning for a timely defense of the dissertation research proposal or prospectus, monitoring adequate progress in research including timeliness of degree completion, assessing participation in those events and activities pertinent to the socialization and professional development of the student. Particular attention is given to the development of a dissertation topic in the first two years and progress to completing the dissertation thereafter.

After reviewing a PhD student's record, the Graduate Coordinator assigns a performance rating and provides written feedback, including a rating of Outstanding, Very Good, Good, Satisfactory, or Weak.

Feedback on PhD student annual reports are focused on helping students ensure their long-term success. This means recognizing areas where they are taking important steps towards longer-term success, identifying areas where they should consider improving their efforts, and suggesting future actions which may help them be more successful. Evaluations are sensitive to where students are in their program—for instance, first years and third years with similar records will not necessarily be rated equally. Student with questions should consult both the graduate coordinator and, if applicable, their dissertation advisor.

The annual review process may be used as part of the School's evaluation of a student's satisfactory academic process and in funding decisions. Students with below satisfactory performance for more than two years may lose funding. Beyond the third year, students with lower performance ratings may be less competitive for any funding lines that become available.

Students who receive below satisfactory ratings should meet with their PAC/dissertation chair and the program coordinator to develop a plan to improve their performance during the next year.

VII. Advising and Mentoring

Advising and mentoring are essential elements in a graduate student's career. Appropriate advising, supervision, and mentoring must be provided to students as soon as they begin the program. The Security Studies PhD program is committed to effectively mentoring the students in the program through several different mentoring and advisement functions. Students should ensure that they take full advantage of these opportunities. During their time in the program, students will be mentored by several different

individuals. Dysfunctional mentoring/advisement relationships should be reported to the program coordinator or School Director, who may take action to address the situation.

Advisors across a PhD Student's Career

In the First Year:
- The PhD program coordinator is the official academic advisor for each PhD student during their first academic year in the program.
- In addition, each PhD student is assigned a faculty mentor during their first year, who can offer the student advice and serves as an additional point of contact between the student and the program.
- Students are free to seek additional advice from other members of the faculty.

In the Second Year
- The Preliminary Advisory Committee Chair acts as the student's principal academic and professional advisor.
- The PhD program coordinator remains the academic advisor of record (for some administrative functions). They can also offer advice, as needed.

In the Third Year (and beyond)
- The Dissertation Advisor is the student's principal academic and professional advisor.
- The PhD program coordinator remains, for some administrative purposes, an advisor of record.
- Students who are teaching independently as Graduate Teaching Associates are assigned a teaching mentor to assist with their first class or classes as an instructor of record. The student should consult with their teaching mentor prior to the semester as they prepare their syllabus. The final syllabus must be approved by the school director. Students should consult with the mentor regarding issues or challenges that arise as they teach. By mutual agreement, the mentor may observe the student's class to provide constructive feedback on improving their teaching. Students with poor teaching evaluations may be asked to work with their mentor more intensively.

The Role of the Program Coordinator

The Security Studies PhD Program Director serves as the program advisor for all PhD students. During the first year, the program advisor helps students identify appropriate courses. The program advisor provides advice as students complete their Program of Study and as they select their PAC/Dissertation chairs. The program advisor is the only one who can authorize course substitutions or any other exceptions to the program of study as specified in the graduate catalog. The program advisor needs to be consulted prior to students planning their comprehensive exams and needs to sign all forms relating to completion of the program, such as the Intent to Graduate form. The program advisor needs to be consulted to ensure that the student progresses appropriately through the program of study.

The Role of the Dissertation Chair
Predissertation Advisory Committee Chairs begin advising students in the spring of their first year. Dissertation Chairs supervise the student's progress to completion of the PhD dissertation. Chairs discuss the research necessary to complete the dissertation, and may also be involved in mentoring the student's professional development, for example through attendance at professional conferences. In many ways, the thesis chair serves as the intellectual mentor to the student. Students must select a dissertation chair from the School faculty; the PhD Program Director can assist them in identifying an appropriate thesis chair if the student so chooses. Generally, dissertation chairs have substantive expertise in the area of the student's dissertation. It is essential to begin thinking about potential dissertation topics and chairs during their first year in the program.

In some circumstances, the selected dissertation chair may find it impossible to see the student through to completion of the dissertation. In that case, the student, with the help of the PhD Program Director, may select a different dissertation chair.

Advisors, Conferences, and Journal Submissions
Students should consult with advisors before submitting conference abstracts, conference papers, and manuscripts to journals. Abstracts should be approved before submission to conferences.

VIII. Student Conduct

Satisfactory performance involves maintaining the standards of professional behavior and integrity, as judged by the Security Studies PhD Program and in accordance with UCF Polices and professional ethics guidelines.

Professional Behavior Standards:
- SPSIA graduate students must treat others (fellow students, faculty, staff, and others) with courtesy and respect. Students should use language appropriate to professional settings (no vulgar, foul, or otherwise inappropriate expressions), maintain control of their emotions; respect personal space, and refrain from disruptive behavior. Bullying, defaming, or demeaning other students, faculty, or staff will not be tolerated.
- SPSIA students must adhere to all UCF policies on discrimination, harassment, etc., in their interactions with each other, faculty, and other UCF students.
- SPSIA graduate students must treat common work areas and other UCF property with respect and promote an environment where others can work efficiently.
- SPSIA graduate students must not engage in academic misconduct, as identified by UCF's Golden Rule or APSA's Guide to Professional Political Science Ethics.
- SPSIA students will obey appropriate human subjects protection regulations.

Potential consequences for unprofessional conduct include:
- Counselling with program faculty on appropriate conduct
- Conduct probation, which may involve conditions for appropriate behavior. If students violate these conditions, it may lead to their dismissal from the program
- Dismissal from the program, either at the end of the current semester or, potentially, effective immediately.

Student Professional Conduct Process

[*Note that the process below exclusively applies to the Student Professional Conduct Standards described above. It does not apply to discrimination or harassment cases, which are always referred UCF's Title IX office of the Office of Institutional Equity for investigation and redress. Academic misconduct cases are addressed via the procedures outlined in Golden Rule Section 5.015.*]

The School Graduate Program Coordinator decides to initiate the misconduct process, typically after they have received a formal complaint from a student, faculty member, staff member, or other person. The graduate coordinator may also initiate the process *sua sponte,* based on evidence available to the coordinator absent a formal complaint. Receipt of a complaint alone does not mandate the coordinator to initiate the misconduct process if the evidence is not credible or does not indicate the existence of a violation. Accusations related to discrimination or harassment brought to the attention of SPSIA staff are beyond the scope of this process and **will always be reported** to relevant university offices for investigation

<u>and redress.</u> *Students who believe that they are victims of sex or gender-based discrimination can directly contact UCF's title IX office (https://letsbeclear.ucf.edu/get-help/). Students who believe that they are being treated impropoerly due to other kinds of discrimination can directly contact the Office of Institutional Equity (https://www.oie.ucf.edu/).*

Once the graduate coordinator has decided to initiate the misconduct process, they set up a meeting (preferably in person) to lay out the nature of the misconduct that the student is accused of and discuss evidence of the misconduct. The graduate coordinator prepares a written statement of the accusation against the student and provides it to the student during the meeting. Another faculty member or SPSIA staff member may also be present and serve as a witness of the meeting. The program coordinator will prepare a memorandum for the record indicating that the meeting occurred. If they choose to do so, the student may reply to the accusation in writing within five business days.

Upon receipt of the student's response the graduate coordinator decides whether or not to convene a faculty committee to consider the issue and advise on appropriate sanctions. Typically a committee meeting will not be convened if the evidence is reasonably clear and if the student will only be warned or counseled about their misconduct.

If a committee is convened, the student will be given at least five business days' notice of the meeting. They will have an opportunity to present their views orally and in writing. They may bring an unofficial advisor to the meeting, but that person does not have the right to address the committee. If the committee desires, they can pursue additional information and hold additional sessions. When they complete their deliberations, they provide the graduate coordinator with a statement of their findings and suggested sanctions, if any.

Once the fact-finding process is completed (either through the graduate coordinator acting alone or with the advice of a faculty committee), the coordinator then identifies appropriate sanctions, documents the case, and notifies the School Director of the case's disposition. As with other graduate program decisions, probation and dismissal decisions can be appealed using the process described in UCF's Golden Rule.

IX.   Student-Faculty Disputes/Complaints

If a student has a conflict with a faculty member, or believes that they have been treated in ways that are unfair or unprofessional by a faculty member in the school, they should speak with the Program Coordinator or the School Director. (If their complaint is directed against the Program Coordinator, they should speak with the School Director; if their complaint is with the School Director, they should contact the College of Sciences Dean's office.) Note that grade disputes are addressed using the procedures outlined in the Golden Rule (§5.016).

Students who believe that they are victims of sex or gender-based discrimination should contact UCF's title IX office (https://letsbeclear.ucf.edu/get-help/). Students who believe that they are being discriminated against because they are members of other classes or groups protected by law or UCF policy should contact the Office of Institutional Equity (https://www.oie.ucf.edu/). <u>SPSIA faculty and staff are obligated to report violations of these policies to relevant university offices rather investigating or intervening in the situation themselves.</u>

Upon receipt of the complaint, the program coordinator will notify the School Director of the complaint. If, given the nature of the complaint, the School Director and Program Coordinator agree that an informal dispute resolution process is appropriate, the Program Coordinator may contact the faculty member and the student to facilitate a resolution of the conflict. In other cases, the School Director will address the matter with the faculty member. Note that in some cases University human resources policies may prevent the School Director from providing student with a full description of the disposition of a complaint.

X.   Policies involving Student Research Activities

Travel

Students must file travel approval request for all professionally oriented travel (including conferences, fieldwork, etc.), even if they are not seeking School or university funding for their travel. Travel requests (the Travel Approval Form) should be submitted at least 6-8 weeks before travel will occur (detailed instructions can be found in Appendix 3).

International travel must be registered with UCF Global before the TAR is filed and the registration receipt must be included with the travel approval request form. International travel to certain areas (typically dangerous areas) may require approval by the Provost's office. Students contemplating travel to areas that may require Provosts' office approval should submit approval requests not less than 3 months before travelling. Students must keep relevant university authorities informed when their travel plans change (e.g., extending travel).

Each student is allocated a travel budget of $500 per year, which may only be used to support travel to present papers at conferences. The program director/PAC Chair/Dissertation Chair as well as the School director must approve student travel—*before it occurs*—before students can access these funds.   Additional travel funds may be secured from the College of Graduate Studies and the Student Government Association.

Fieldwork

Research activities involving fieldwork are most likely to be successful when they are carefully prepared in advance. In addition to practical arrangements (identifying research areas, making contacts with potential collaborators and participants, etc.) students should ensure that logistical and bureaucratic arrangements are in place well before they are to travel. Depending on the areas in which they will conduct fieldwork, students may need to work with UCF Global, the IRB, and other university offices to secure approval for their research and travel.

Financial Support for Fieldwork

Students should pursue internal university support (e.g., the Doctoral Research Support Award) and external support (e.g., USIP) support for their fieldwork. In addition—and if alternate sources of support are not forthcoming—if School finances and class needs support it, the School is willing to extend PhD students one semester of online GTA work during the student's third year to assist with their fieldwork. That is, students will be expected to complete their twenty hours/week of GTA work in a timely way, but will be assigned exclusively to online courses, allowing them to conduct research away from UCF. Students will need to present a plan for maintaining communication with faculty that they are working for, and for performing assigned work, and will need to communicate this to faculty within one day being informed who they will work for. Note that this privilege is not extended automatically but is conditional on satisfactory academic performance (including a defended dissertation proposal), outstanding prior performance of GTA duties, completed approvals for the fieldwork, and support from the student's dissertation advisor. Additional factors like US trade regulations involving the region of field work may also affect the ability of the School to extend this opportunity.

Human Subjects Research

All research involving human subjects must be approved by UCF's Institutional Review Board. (See https://www.research.ucf.edu/Compliance/irb.html). Research that should have been reviewed by the IRB before it was conducted, but was not reviewed, cannot be used to fulfil degree requirements. More generally, failure to receive approval prior to the start of research can have serious consequences for a student's academic career and may be cause for termination from the program. Students contemplating international research involving human subjects should begin the IRB approval process **4 months** before they expect to begin research.

XI.   Professional Development

Students are encouraged, but not required, to submit their research to political science conferences and to peer-reviewed journals. Students' academic advisors will alert students who have produced particularly outstanding research in their courses or on their dissertation to existing opportunities. Students are also encouraged to join the American Political Science Association or International Studies Association and join the subfield sections relevant to their research, which will familiarize them with ongoing trends and discussions in the discipline. They can also join teaching/pedagogical sections, if appropriate to their career goals. Furthermore, students are encouraged to engage in professional development opportunities by writing book reviews for journals. The School offers a Research Colloquium series where faculty members present ongoing research. All graduate students are encouraged to attend these presentations and discussions. The schedule is available from the faculty member responsible for the colloquium.

Travel Support

The Division of Graduate Studies offers a Graduate Travel Award that provides funding for master's, specialist, and doctoral students to deliver a research paper or comparable creative activity at a professional meeting. Students must be the primary author and presenter. www.graduate.ucf.edu > Current Students > Financial Matters

Graduate Student Travel Funding is available to pay transportation expenses for MA and PhD students who are delivering a research paper or comparable creative activity at a professional meeting. Contact the Student Government Association at 407/823-5648 for more information.

Graduate Research Forum

Sponsored by the Division of Graduate Studies, the Research Forum is an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

Instructor Training and Development

 Graduate Studies and the University accrediting body require training before graduate students are permitted to work as Teaching Associates (instructors of record), Assistants, or Graders. All three levels of employment require online training, and Associates are further required to attend a single-day training session face to face (held just prior to the start of the first day of class in every semester). These programs must be completed before the beginning of the semester that a student is assigned work as an Assistant or an Associate. Most students complete Assistant-level training before their first semester. Students who will teach during their third year as a Graduate Teaching Associate may complete the training at any point before the beginning of their first semester as an Associate.

Preparing Tomorrow's Faculty Program

Every semester UCF's Faculty Center for Teaching and Learning offers a voluntary program on teaching at the college level, open to all UCF Graduate Students. We encourage students to participate.   Students will complete a series of online modules, assemble a first draft of their teaching portfolio, and engage in a learning community facilitated by Faculty Center staff. Texts will be provided, and the program is free to participants.   See http://www.fctl.ucf.edu/Events/GTAPrograms/PreparingTomorrowsFaculty/ .

Career Services and Experiential Learning

Graduate career development issues are unique to each student and include evaluating academic and nonacademic career choices, discussing prospective career choices, as well as learning, evaluating, and refining networking and interviewing skills. Whatever your needs, the offices of Career Services and Experiential Learning offer services and resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline.

http://www.crc.ucf.edu/home/

College and University Awards

Students can submit a portfolio for nomination for College and University level excellence awards. These are intended to showcase student excellence in academic achievement, teaching, research, leadership, and community service. These awards include the following:

Award for Excellence by a Graduate Teaching Assistant
For students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructor of record).

Award for Excellence in Graduate Student Teaching
For students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.

See https://graduate.ucf.edu/awards-and-recognition/

XII.   Miscellaneous General Policies

Student Rights and Responsibilities

The Golden Rule specifies major university rules and regulations and outlines a student's rights and responsibilities. The Golden Rule can be found online at http://www.goldenrule.sdes.ucf.edu/. In addition, graduate students can find additional information about their responsibilities in the Graduate Catalog, found online at http://catalog.ucf.edu/index.php?catoid=4 in the sections marked Policies > General Policies AND > Doctoral Program Policies. For more information about college and university graduate policies, see also:
SPSIA Website: https://sciences.ucf.edu/politics/
College of Sciences Graduate Website: https://sciences.ucf.edu/graduate/

UCF Graduate Studies Website: https://graduate.ucf.edu/

Full Time and Continuous Enrollment

Full-time graduate status is nine (9) hours during the Fall and Spring Semesters and six (6) hours during the summer semesters, until regular program course work is completed. Students who have completed all of their course requirements and are enrolled into three hours of thesis are considered full-time for fellowship, employment and tuition waiver purposes. Once a student has begun work on their thesis, he or she must be continuously enrolled in thesis course work. Requirements that need to be met for federal loan eligibility override graduate full-time requirements. A student may be held to other enrollment requirements, as defined by financial awards, veteran status, employment, or other outside agencies. For further information, refer to the section on Full-time Enrollment at the UCF Graduate Catalog:

http://www.graduate.ucf.edu/CurrentGradCatalog/ > General Policies > Full- time Enrollment Requirements

Seven-Year Rule

The student has seven years from the date of admission (prerequisite, articulation, and foundation courses are exempt) to the doctoral program to complete the degree. In truly exceptional cases, students may be able to petition the Graduate Council for additional time to complete their degree program. Students who will be away from the program due to military deployment, medical issues, financial exigency, and certain other issues can request a Leave of Absence, which will automatically extend their available time to complete their program. For more details, refer to the section on Time Limitation for Degree Completion in the most current catalog at http://www.graduatecatalog.ucf.edu/content/Policies.aspx > Policies > Doctoral Program Policies > Time Limitation and Continuous Enrollment.

Transfer Coursework

All transfer coursework must be at the graduate level, have a grade of B- or better, and must be approved by the PhD Program Director. Transfer coursework is limited to 9 hours. For more details about transfer coursework, refer to the section on Transfer of Credit in the most current catalog at http://www.graduatecatalog.ucf.edu/content/Policies.aspx > Policies > Doctoral Program Policies > Course Requirements > Transfer of Credits.

Incomplete Grades

An Incomplete grade may be assigned when a student is unable to complete a course due to extenuating circumstances and when all requirements can clearly be completed within a reasonable time. For more details, refer to the section on Incomplete Grades in the most current catalog at http://www.graduate.ucf.edu/currentGradCatalog/ > Policies > General Graduate Policies > Academic Progress and Performance > Incomplete Grades.

Incomplete grades are not counted as satisfactorily completed courses and are not recognized as such by Graduate Studies for fellowship purposes nor by Financial Aid. Students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award. All incompletes in courses included in a student's program of study must be completed before a students can enroll in dissertation hours.

Withdrawal Policy
If a student decides to withdraw from a course, they must do so by the semester's withdrawal deadline. In doing so, the student is still liable for tuition and fees for the course.

http://www.graduatecatalog.ucf.edu/content/Registration.aspx#Withdrawal_Policy > Current
Students/Registration > Withdrawal Policy

For a semester's withdrawal deadline, refer to the Academic Calendar:
http://www.ucf.edu/info/acad_calendar.php

Petitions and Grievances

It is the student's responsibility to be informed of graduate policies and procedures; however, should a
student wish to request an exception to a university or program policy, he or she must file a petition that
outlines the nature of their request. Normally, petitions are presented to the graduate program's
coordinator and/or committee, the college's Director of Graduate Services and the Associate Dean for
Graduate Studies, and the Graduate Council for consideration.
Should a student wish to file a grievance, he or she should first review UCF's Golden Rule
(http://www.goldenrule.sdes.ucf.edu/) and the Academic Grievance Procedures in the Graduate Catalog
(http://catalog.ucf.edu/content.php?catoid=4&navoid=201#academic-grievance-procedure)

XIII. Forms and Procedures

Several forms that may be useful for students while they are completing their coursework are described
below. Many of these forms can be found on the following websites:

College of Graduate Studies Website: http://www.admin.graduate.ucf.edu/formsnfiles/

College of Sciences, Graduate Services: http://www.cos.ucf.edu/cosgraduate/commonforms.htm

Transfer Request Form
In order for transfer courses to be requested for use in a UCF degree, the official transcripts from the
institution where the courses were taken must be sent to UCF's Division of Graduate Studies. In addition to
the form, supporting documentation from the program must include a memo that gives approval for courses
to be transferred and where credit should be applied in Program of Study.

Traveling Scholar Form
If a student would like to request permission to enroll in a graduate course at another institution, this form
must be submitted to the College of Sciences Director of Graduate Services prior to the start of classes for
the semester of enrollment. Once the coursework is completed, official transcripts from the institution
where the courses were taken must be sent to UCF's Division of Graduate Studies.

Time Conflict (College Form)

If a registration attempt results in a time conflict between two courses, in order for the student to be
registered, this form must be completed. This form accompanies the override of the course they are into
which they are unable to register. This form is submitted to the College of Sciences Director of Graduate
Services for approval and course enrollment.

Graduate Petition Form
This form is used to request an exception to a university policy. The student must include a clear statement
of what exactly is being requested, why it is being petitioned and rationale for support. If at any point the
petition is denied, the student is given the option of having the petition considered at the next level;

however, the Graduate Council provides the final decision regarding petitions. Denials at any level are accompanied with a written explanation.

XIV. Additional Student Resources

Program Website: https://sciences.ucf.edu/politics/graduate/security-studies-ph-d/
UCF Graduate Catalog (available online only) http://ucf.catalog.acalog.com/index.php?catoid=15
College of Sciences Graduate Website for Studentshttps://sciences.ucf.edu/graduate/
UCF Graduate Website for Students http://www.graduate.ucf.edu
Academic Calendar: https://calendar.ucf.edu/2019/fall
Library http://library.ucf.edu/
Graduate Student Association http://www.gsa.graduate.ucf.edu/
University Writing Center http://www.uwc.ucf.edu/
The Counseling Center http://counseling.sdes.ucf.edu/
UCF Cares https://cares.sdes.ucf.edu/

Appendix 1: Exam Procedures

Written Candidacy Exams and Procedures

The Written Candidacy exam must be successfully completed prior to enrollment in dissertation hours. The exam is broken into four parts:

Methods: (1) Qualitative and (2) Quantitative
Field: (3) Core and (4) Area

Students failing any part of the comprehensive examination may retake that part one time. If any part of the exam is failed a second time, the student will be dismissed from the program. Typically re-takes occur within the same semester as the first sitting of the exam. When the first administration of an exam occurs in the last weeks of a semester, the re-take may occur during the next semester.

Both Methods and the Field Core exams are uniform for each matriculating class of students. The Field Area exam is tailored according to each student's specific research areas.

It is the responsibility of students with disabilities to inform all Written Candidacy Exam Chairs of their need for accommodation upon certification by Student Accessibility Services.

All exams are taken at home, open-book. The Graduate Program Assistant distributes the exams electronically to students at 9:00AM on the date of the exam.
- For the Field Area Exam, students have 8 hours (4 hours per question) to submit their answers electronically to the Graduate Program Assistant (from 9:00 AM to 9:00 AM).
- For the Field Core Exam, students have 8 hours (4 hours per question) to submit their answers electronically to the Graduate Program Assistant (from 9:00 AM to 9:00 AM).

The student must work alone and must not contact other students during the Written Candidacy exam. Graders reserve the right to process the answers using plagiarism detection software.

Students who do not pass an exam on first taking should meet with the Program Coordinator to schedule a re-take. Students who do not pass exams will receive written feedback identifying reasons that their attempt was unsuccessful.

If three are circumstances beyond a student's control (e.g., illness, family situations, etc.) that may interfere with their ability to successfully complete their exams on the dates scheduled, they should immediately inform the program director of the situation.

Methods Exams
The Methods Qualitative and Quantitative Exams are normally scheduled for January of Year 1. Students who do not take POS 7745 Advanced Quantitative Methods in the fall of Year 1 will take the Quantitative part of this exam in January of Year 2.
- The exams are administered, respectively, by the instructors of POS 7745 Advanced Quantitative Methods and POS7707 Advanced Qualitative Methods. If necessary, the graduate coordinator can appoint a replacement examiner.
- Students will have a choice on the qualitative portion of the exam (they will choose to answer one of two questions). All parts of the quantitative exam are mandatory.

- The Graduate Program Assistant distributes the exams electronically to students at 9:00AM on the date of the exam. Students have 8 hours (from 9:00 AM to 5:00 PM) to answer both questions. Students taking only one section of the exam have 4 hours to complete it.
- Qualitative exam answers should have between 2-4,000 words, not including references.
- Students submit their answers to the Graduate Program Assistant **only**.
- The Graduate Program Assistant compiles and sends completed exams to the committee members for grading. When possible, exams are anonymized.
- Committee members grade the questions on a pass/fail basis. Failing results are confirmed by a second examiner before the student is notified.
- Students may pass both the quantitative and qualitative sections of the exam, only one section, or both. Students must retake any sections not passed.
- If the graders of both questions agree, the Chair may report that the student passed with distinction.

Field Core Exam
The Field Core exam is normally scheduled for the week before classes start for the fall semester of Year 2.
- The exam is administered by the instructors INR7337 Issues in International Security, and INR7139 Issues in Domestic Security and a committee chair appointed by the Program coordinator.
- Students are responsible for all material, required and recommended, contained in the syllabi of the Core courses they have completed (INR7337 and INR7139).
- Questions from prior exams will be made available to students for review.
- The exam will consist of two questions, one of which is oriented to domestic security and one of which is oriented to international security. Both questions must be answered.
- The Graduate Program Assistant distributes the exam questions electronically to students at 9:00AM with answers due by 5:00 PM.
- Answers are typically 2-4,000 words per question, not including references.
- Students submit their answers to the Graduate Program Assistant **only**.
- To promote anonymity in grading, the Graduate Program Assistant compiles and sends completed exams to the Exam Committee Chair, who distributes them to committee members for grading.
- Committee members collectively grade the questions on a pass/fail basis. Students may pass both the domestic and international security sections of the exam, only one section, or both. Students must retake any section not passed.
- If the committee agrees, the Chair may report that the student passed with distinction.

Field Area Exam
The Field Area exam tests the student's expertise in their specific research area.
- The Field Area exam is taken during or shortly after a student's final semester of coursework. For most students, this will be the Spring of their second year. Students should work with their committee to schedule the date, taking into account possible faculty travel, etc. For those finishing in spring, the exam should ideally occur before the first day of summer term.
- The prospective chair of a student's dissertation committee chairs the examining committee; the other members of the examining committee are the other internal (School al) members of the student's prospective dissertation committee.
- At least one month before the agreed date of the exam, the student should meet with their field exam committee identify the students' fields and the literature that they will be responsible for on the exam.
- The committee devises three questions.

- The Graduate Program Assistant distributes the exam electronically to the student at 9:00AM on the date of the exam. Students have 8 hours (typically from 9:00 AM to 5 PM) to answer two of three questions.
- Answers are typically 2-4,000 words per question
- Students submit their answers to the Graduate Program Assistant **only**, who distributes them to committee members.
- Committee members collectively grade the answers on a pass/fail basis. <u>To pass the exam, the student must pass both questions.</u> Retakes involve answering both questions.
- If the committee agrees, the Chair may report that the student passed with distinction.

Appendix 2: Suggested Annual Goals for Success

All PhD students are expected to do well in their coursework and make good progress towards completing their degree requirements. Failing to do so will endanger a student's position in the program. Students can maximize their chances of longer-term success, however, by pursuing a set of goals for each year in the program. In almost every case, these goals involve going beyond course and program requirements; these requirements should be viewed as baselines rather than aspirations. Several principles underlay this advice: the importance of developing the ability to produce interesting, high quality research; the usefulness of developing professional networks; importance of professional socialization so that students develop an understanding of what it means to be an academic (and, as possible, a professional in non-academic careers), and the importance of external validation.

Some goals are more important than others and depend on student career goals. Most PhD students' long-term interests are best served when their work receives external validation by well-regarded authorities. This sends unequivocal signals to possible employers (be they academic institutions or otherwise) that the student has professional-grade skills and abilities and the drive to convert these characteristics into outcomes. For most students, the most important validation will come through publication in well-regarded, peer-reviewed journals. While all students should plan to eventually publish their dissertation, students should submit papers (not necessarily parts of their dissertation) well before their dissertation is complete. When possible, students should identify the strongest, most interesting paper from their first three semesters of coursework, make revisions under faculty guidance, and submit it to conferences and for journal review.

<u>Year-by-year Goals</u>

<u>Year 1:</u>

1. Master core academic skills. Students should develop the ability to construct an effective literature review, identify good research questions, design research appropriately, and review a manuscript.
2. Master core methodological skills. The goal should not be passing courses and exams, but developing a variety of methodological skills. One strategy for doing this can be (for instance) playing with replication data from articles assigned for class, trying to find relevant qualitative sources that were not leveraged in an article or book, or designing a different kind of study (experiment, ethnography, etc.) to test the same hypotheses in an article.
3. Develop the ability to identify and appreciate theoretical creativity, and begin to develop an ability to express your own well-reasoned theoretical ideas. There are many different ways to be theoretically creative and many ways to express theory; use the ones that are appropriate to your interests.

a. The importance of theoretical creativity should not be understated. Theoretical creativity often explains why some research is published and other studies are not; and why other projects are accepted by first tier journals, but others struggle to find homes in second or third tier journals. Because it provides concepts and frameworks for thinking about problems, theoretically innovative arguments can be very influential. By example, most of James Fearon's publications do not rely on sophisticated methods (even the game theory in several of his articles (1995, for instance) is not particularly demanding); the influence of the papers is that they help others make sense of what had seemed to be more complicated phenomena.

4. Attend a local or regional conference. Ideally, present a paper of your own at one.
5. Apply for relevant summer training workshops (IQRM, ICPSR, SIPP, SWAMOS, BSS, EITM, etc.), training fellowships, external fellowships for the academic year, identify future funding needs (e.g. for fieldwork) and identify potential sources of external funding, etc.
6. Identify a dissertation topic. Begin talking, regularly, with faculty members who may serve as advisers for the project.
7. Develop the habit of being an active, engaged School citizen – attend colloquia, job candidate presentations and meetings, attend speaker events, etc.

*Students should also make sure that they complete the CGS-required Responsible Conduct of Research workshops.

Year 2

1. Submit a paper to a peer-reviewed journal. This may mean developing a paper from a course into a manuscript ready to be submitted to a journal. It may also mean co-authorship with a faculty member or another student.
    a. Regardless of the origins of the project, students should seek mentorship from a faculty member throughout the process. Students should not submit until their faculty mentor believes the paper is ready; they should choose the journal carefully, through consultation with a faculty member; and they should seek faculty advice when they receive a response from the journal. Journals should be appropriate to the manuscript and selected with future career goals in mind; students seeking non-academic employment might target a different set of journals than students pursuing academic employment.
    b. Grad students should be careful to avoid predatory journals (e.g., Bell's list of predatory publishers) and journals without impact factors.
    c. Students should prioritize quality over quantity. A single well-executed, polished paper is more likely to be accepted than five poorly thought-out and poorly executed papers.
2. Define a dissertation topic and begin preparing a dissertation proposal. Ideally, students will have a completed dissertation proposal as their second spring semester in the program ends. Reaching this goal will involve continuing engagement with faculty throughout the second year. Under university rules, the proposal MUST be complete by the end of the first semester of dissertation hours; however, waiting this long is undesirable for a variety of reasons.
3. Present a paper at a national conference (APSA, ISA, MPSA, SPSA, Peace Science, ISSS-ISAC, etc.).
4. Students interested in non-academic careers should begin developing a relevant professional network.
    a. They will likely find it helpful to attend the meetings of relevant professional societies, which can be useful for making contacts and further developing their skills. MORS, the Military Operations Research Society, is an example of the kind of professional society that may be relevant to students pursuing non-academic careers.

b. They might also consider graduate student internships with possible employers. [Graduate student internships are not the same as undergraduate internships; be sure that the position is appropriate to your skills, capabilities, and interests.]

5. Identify possible external funding sources for your dissertation research. Apply for them when appropriate, given deadlines and stated eligibility requirements. Note that if you intend to engage in fieldwork as part of your dissertation, you need to have a clear enough idea of what you will earlier in the second year. Fulbright applications, for instance, are due in October of the year before the grant.

6. Be an active, engaged School citizen – attend colloquia, job candidate presentations and meetings, attend speaker events, etc.

*Students should also complete the Graduate Associate training so that they will be prepared to teach in their third year.

Year 3

1. Publish a paper in a peer-reviewed journal.
2. Identify the piece of your dissertation that will serve as your calling card on the job market. This could be a "chapter" if they are using the "book" type of dissertation model or one of the essays if they are using the "three essays" model.
   a. In an academic context, this paper is often called the "job market paper." It should present your most interesting ideas and your best empirical work. If you receive an academic job interview invitation, it will be the basis of your research presentation.
   b. In a non-academic context, this paper will be the keystone of your professional portfolio, and demonstrate your skills and capabilities to prospective professional employers. Students applying for research positions in non-academic settings should be prepared for their work to be examined just as carefully by possible employers as an academic department will examine a candidate for a faculty position.
3. Students should apply for dissertation writing fellowships and "pre-docs" during their third year. If they will complete their dissertation by the end of the third year, they should also apply for post-docs.
4. Students who are teaching should ensure that their course is prepared well before their first semester teaching begins. They should work with their teaching mentor as they prepare and teach the course.
5. Students pursuing non-academic jobs should apply for positions during the third year.
6. Students who are interested in academic positions should pursue opportunities to serve as instructors of record.
7. Students pursuing academic jobs may submit some applications in the fall of the third year. They may also consider applying for visiting positions in the spring market. They should be prepared to submit well-developed applications with a polished job market paper at the end of their third summer.
8. Be an active, engaged School citizen – attend colloquia, job candidate presentations and meetings, attend speaker events, etc.

Appendix 3: Compact Between Graduate Students and Their Research Advisors

Graduate training entails formal education in a specific discipline and research experience in which the student trains under the supervision of one or more investigators who will mentor the student through graduate school. A positive mentoring relationship between the graduate student and the primary advisor is a vital component of the student's preparation for future careers and mentoring roles.

Individuals who pursue a graduate degree embark on a path of lifelong learning and are expected to take responsibility for their professional learning and development from the onset. Graduate students must take ownership of their progress through their program. This means seeking guidance on and knowledge about course requirements and program requirements, policies, and procedures. Students must commit to working on an individual development plan. Faculty members who advise students—with the backing of the graduate program and institution—fulfill the role of mentor, which includes providing disciplinary training, guidance, and instruction in the responsible conduct of research and research ethics. The faculty advisor serves as a disciplinary and professional role model for the student. In addition, the advisor and the program more generally offer encouragement as the student prepares and pursues their individual development plan and facilitates the experiences and professional skills development essential for a broad set of career paths.

Core Tenets of Graduate Training

Institutional Commitment

Graduate institutions must be committed to establishing and maintaining rigorous programs with the highest disciplinary and ethical standards. Institutions should work to ensure that students who complete their programs possess the foundational knowledge, skills, and values that will allow them to mature into professionals of integrity. Institutions have oversight of the graduate curricula, length of study, stipend levels, benefits, career guidance, grievance procedures, and other matters relevant to the education of graduate students (e.g., consideration of, preparation for, and exposure to various career paths). Institutions recognize and reward their graduate faculty. With changing and diversified workforce needs, institutions need to recognize the necessity of faculty development around multiple career paths for students and provide opportunities for faculty to acquire such skills and experiences. Additionally, institutions need to foster an environment that is diverse and inclusive.

Program Commitment

Graduate programs establish training that prepare students with broad and deep knowledge and the technical, professional, and leadership skills necessary for a successful career in their field of study. Programs should closely monitor the progress of graduate students during their course of study by establishing milestones and clear parameters for outcomes assessment, as well as maintain and make available career outcomes data.

Quality Mentoring

Effective mentoring is crucial for graduate students as they begin their future careers. Faculty mentors must commit to dedicating substantial time to the disciplinary, professional, and personal development of graduate students. Whether a faculty member acts as the primary advisor or sits on a student's advisory committee, a relationship of mutual trust and respect between mentor and graduate student is essential for fruitful interactions and to encourage individual growth. Effective mentoring should include teaching appropriate methodologies, providing regular feedback in the form of positive support and constructive criticism to foster individual growth, teaching the "ways" of the discipline, and promoting careers by providing or directing students to appropriate opportunities. The best mentors are careful listeners who actively promote and appreciate diversity. They possess and consistently maintain high ethical standards, acknowledge and recognize the contributions of students—in publications and intellectual property, for example—and have an established record of research accomplishments. Finally, it should be recognized that mentoring does not end with a student's completion of the graduate program but continues throughout the student's professional life.

Skill Sets and Counseling for a Broad Range of Career Choices

The institution, training programs, and mentors should provide training relevant to a broad variety of careers that will allow graduate students to appreciate, navigate, discuss, and develop career choices. Effective and

regular career guidance activities should be offered.

Commitments of Graduate Students

- **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in the classroom, the research space and all other related academic and professional activities. I will maintain a high level of professionalism, self-motivation, initiative, engagement, curiosity, and ethical standards, including complying with institutional and research group standards for contributing to an inclusive research environment.

- **I will meet regularly with my advisor to provide updates on the progress and results of my course work, research, and professional and career development activities.**

- **I will work with my advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to keep engaged with the work, discuss findings and any pit-falls, and meet the established goals and deadlines.

- **I will work with my advisor to select a thesis/dissertation committee.** I will commit to scheduling and participating in an annual meeting with this committee. I will discuss my progress to date and be responsive to the advice and constructive criticism from my committee.

- **I will be a good citizen of the program and School.** I agree to be respectful and help maintain shared work spaces. I will follow posted rules and guidelines for these spaces and help maintain the security of these spaces. I will maintain a professional demeanor in these spaces and through my personal conduct I will contribute to an environment that is safe, equitable, and free of harassment.

- **If serving as a GTA, I will be aware of and follow university, college, and program and School policies. As needed I will discuss policies on work hours and medical leave, with my graduate program and any faculty member that I am assigned to assist.** I will consult with the faculty members that I am assigned to and, if necessary, the graduate program coordinator in advance of any planned absences. I will apprise the faculty members that I am assigned to of any unexpected absences due to illness or other issues.

- **I will discuss policies on authorship and attendance at professional meetings with my program and thesis advisors.**

- **I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.** I will commit to meeting these requirements in the appropriate time frame and will abide by all institutional policies and procedures.

- **I will attend and actively participate in School/program meetings, seminars, and other events that are part of my educational program.** I will seek out other enrichment opportunities, such as participation in professional organizations and meetings, both at UCF and in the wider profession.

- **I will be knowledgeable of all institutional research policies.** I will comply with all institutional human subjects research policies. I will participate in my institution's Responsible Conduct of Research Training Program and practice the guidelines presented therein while conducting my research. I will also seek input on and comply with institutional policies regarding my research design and data analysis.

I acknowledge that I have the primary responsibility for the development of my own career. I recognize that I need to explore career opportunities and paths that match and develop my individual skills, values, and interests to achieve my desired career goals. I understand that there are tools such as the individual development plan that I should use to help me define my career goals and develop my training plan. I will seek guidance throughout my graduate education from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources that can offer advice on career planning and the wide range of opportunities available in the discipline's workforce.

Commitments of Graduate Advisors

- **While serving as a graduate student's advisor or mentor, I will be supportive, equitable, accessible, encouraging, and respectful.** I will foster the graduate student's professional confidence and encourage intellectual development, critical thinking, curiosity, and creativity. I will continue my interest and involvement as the student moves forward into a career.

- **I will be committed to meeting one-on-one with the student on a regular basis. I will regularly review the student's progress and provide timely feedback and goal-setting advice.**

- **I will be committed to the graduate student's research project.** I will work with the student to help plan and guide the research project, set reasonable and attainable goals, and establish a timeline for completion of the project.

- **I will help the graduate student select a thesis/dissertation committee.** I will assure that this committee meets at least annually to review and discuss the graduate student's progress and future directions. I understand that the function of this committee is to help the student complete the proposed research, and I will respect the ideas and suggestions of my colleagues on the committee.

- **I will provide an environment that is intellectually stimulating, emotionally supportive, safe, equitable, and free of harassment.**

- **I will demonstrate respect for all graduate students as individuals without regard to gender, race, national origin, religion, disability or sexual orientation, and I will cultivate a culture of tolerance among the entire research group.**

- **I will be knowledgeable of and follow institutional policies that relate to reporting responsibilities such as those associated with Title IX violations and student and academic misconduct.**

- **I will assist my advisees in pursuing financial resources, as appropriate and according to my institution's guidelines, to conduct thesis/dissertation research.**

- **I will discuss with the graduate student authorship policies regarding papers.** I will acknowledge the graduate student's scientific contributions when they provide research assistance and will acknowledge their contribution as a co-author when the work is collaborative. I will provide assistance and guidance to the student as they are preparing to publish their research.

- **I will encourage the graduate student to attend and present their research at scientific/professional meetings.**

- **I will promote the training of the graduate student in professional skills needed for a successful career. These skills include but are not limited to oral and written communication, grant writing, management and leadership, collaborative research, responsible conduct of research.** I will encourage the student to seek opportunities to develop skills in other areas, even if not specifically required by the student's program. I will also encourage the graduate student to seek input from multiple mentors.

- **I will create an environment in which the student can discuss and explore career opportunities and paths that match their skills, values, and interests and be supportive of their career path choices.** I will be accessible to give advice and feedback on career goals. I will work with the student on an individual development plan to help define career goals and identify training milestones. I will provide letters of recommendation for the student's next phase of professional development.