

Florida Board of Governors

Request to Offer a New Specialist, Professional or Doctoral Degree Program

University of South Florida
University Submitting Proposal

August 2008
Proposed Implementation Date

Arts and Sciences
Name of College or School

Arts and Sciences (Interdepartmental)
Name of Department(s)

Comparative Literature and Film Studies
Academic Specialty or Field

Comparative Literature and Film Studies, 16,0104
Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

 Vice President for Academic Affairs Date President Date

Indicate the dollar amounts appearing as totals for the first and the fifth years of implementation as shown in the appropriate summary columns in DCU Table Four. Provide headcount and FTE estimates of majors for years one through five. Headcount and FTE estimates should be identical to those in DCU Table Three.

	Total Estimated Costs	Projected Student Enrollment	
		Headcount	FTE
First Year of Implementation	<u>\$252,808</u>	12	9
Second Year of Implementation		18	14
Third Year of Implementation		24	18
Fourth Year of Implementation		30	22
Fifth Year of Implementation	<u>\$475,913</u>	36	27

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal in order to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description

Describe the degree program under consideration, including its level, emphases (including tracks or specializations), and the total number of credit hours.

The Ph.D. in Comparative Literature and Film Studies will offer students the opportunity to develop a rigorous program of interdisciplinary study with concentrations in Literature, Film, and Culture, Comparative National Literatures and Cultures, or Hispanic Literature and Culture.

Much recent scholarship in the humanities involves research that draws on methodologies of diverse fields and topics that cross the boundaries separating traditional programs and departments. Moreover, Comparative Literature, by its very nature, engages relevant issues related to globalization and cultural exchange. Film, of course, has always been international in character, and this capacity is increasing, as evinced recently by the unusually high number of foreign films and personalities included in the 2007 Academy Awards nominations.

Each concentration of the Comparative Literature and Film Studies Program will be structured so as to balance organization and focus, on one hand, and flexibility and individual choice for students, on the other. The program will offer training in research methodologies. Because of its interdisciplinary and interdepartmental nature, the program will foster communication and cooperation among faculty from different areas of the university. The degree is designed to meet a number of needs, including the market demand of various institutions of higher learning, ranging from four year liberal arts colleges and community colleges to major research universities.

The program will require at least 60 credit hours of course work beyond the Bachelors Degree or at least 33 credit hours of course work beyond the Masters degree. Students who enter the program intending to complete the Ph.D. but who, in consultation with their advisor, decide not to do so, can receive an M.A. in Comparative Literature and Film Studies by completing 30 hours of course work and a 6-credit M.A. thesis.

A twelve-month Director, who will receive .50 release from normal responsibilities and a stipend during the first year of the program's

implementation, will report to an Advisory Board composed of the Chairs or faculty representatives of English, Languages, and Humanities/American Studies and two other faculty members from other participating departments. It will be the responsibility of this Advisory Board to make the academic decisions for Comparative Literature and Film Studies.

A half-time staff person will be assigned to do the clerical work of the program.

READINESS

II. Institutional Mission and Strength

- A. Is the proposed program listed in the current State University System Strategic Plan? How do the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan?

The SUS Strategic Plan for 1998-2003 listed as one of its goals the creation of an interdisciplinary Ph.D. Program in the Liberal Arts. When USF was designated a Research I University, it described such universities as follows:

Three universities within the SUS are established as major research universities on the basis of those factors which are considered important for membership in the Association of American Universities (AAU), including the number of doctoral degrees granted, the amount of federally sponsored research won, the presence of recognized leaders in research on the faculty, Nobel laureates, members of the National Academy of Sciences, the National Academy of Engineering, the National Institute of Medicine, and so forth), and extensive research libraries. The University of Florida (UF) is the only university in the State of Florida to have been selected for membership in the AAU to date. Florida State University (FSU) is in a position to attempt to qualify for membership in the AAU within the next ten years, and the University of South Florida (USF) is second in the SUS in the amount of sponsored research and host university for a National Cancer Institute (Moffitt). Among them, these three universities account for nearly 83% of the doctoral degrees awarded within the State University System, and more than 89% of the sponsored research conducted within the system. As a reflection of their established size and history, these three universities also award 53% of the

undergraduate degrees granted within the system.
(http://www.borfl.org/borpubs/strategicplan/pg_1.asp)

The mission statement of the University of South Florida states,

As a comprehensive research university, the University is dedicated to the discovery of new knowledge, insights, and forms of expression through significant innovative research and other creative activity and to the preservation, organization, analysis and synthesis of existing knowledge. As a leading publicly supported university, the University accomplishes its research mission by building on existing programs, strengths, by fostering effective, cross-disciplinary approaches, and by contributing to the resolution of social, cultural, economic, medical, and technological challenges facing the largely metropolitan populations of our state and country within the international community of the 21st century.
(<http://usfweb.usf.edu/president/mission.html>)

The SUS Mission Statement clearly implies the importance of granting doctoral degrees in Research I Universities. USF's Mission Statement emphasizes "the discovery of new knowledge, insights, and forms of expression" in its mission as a comprehensive research university. This role in discovering knowledge is the special mission of graduate faculty and students, where the balance between teaching and research shifts towards research, as opposed to undergraduate education, where greater emphasis is placed on teaching. USF's statement also argues for the encouragement of cross-disciplinary approaches. This new graduate program will increase the number of doctoral degrees granted by the university and encourage research in the Liberal Arts—including the humanities and the social sciences. By its very nature, this program is cross-disciplinary, the various concentrations all crossing the boundaries separating traditionally defined programs and departments. The necessity for inter-departmental cooperation in serving students in the program will result in contacts among faculty who previously worked in isolation and will encourage new kinds of innovative, interdisciplinary research.

USF's new strategic plan, Shaping Our Future, 2007-2012, Transforming Higher Education for Global Innovation, similarly emphasizes interdisciplinarity and global education. For example, in the section dealing with "Values," the sixth article emphasizes an "enhanced global experience, understanding, and appreciation,"

and the seventh article of the same section advocates “integrated, interdisciplinary inquiry and collaboration across departmental, college, and campus boundaries.” These values and educational strategies comprise the very substance of the program being proposed here. (<http://www.ods.usf.edu/plans/strategic/docs/USF-Strategic-Plan-2007-2012.pdf>)

- B. How does the proposed program specifically relate to existing institutional strengths such as programs of emphasis, other academic programs and/or institutes and centers?

The Ph.D. in Comparative Literature and Film Studies builds upon a variety of interdisciplinary undergraduate and graduate degree programs and centers at the University of South Florida. As demonstrated by the programs described below, the faculty of the University has a long-standing commitment to interdisciplinarity. The Ph.D. in Comparative Literature and Film Studies will bring together graduate faculty from current interdisciplinary initiatives throughout the College of Arts and Sciences and act as a catalyst to involve other faculty in Colleges throughout the University. This Humanities Ph.D. will complement several existing or proposed Social Science Ph.Ds (Anthropology, Sociology, History, and Government/International Affairs) that include substantial globalization components.

The following list summarizes current interdisciplinary programs and activities at USF:

The B. A. degree in Liberal Studies fulfills the intent of a traditional liberal arts education and is offered for students who seek a broad, interdisciplinary academic background to reach their undergraduate academic or pre-professional goals. The purpose of the major is to provide qualified students with an opportunity to acquire broad exposure to the Social Sciences, the Humanities, and the Natural Sciences through courses taken on campus. The student pursues the major by taking courses in these three disciplinary areas that are organized around a theme chosen by the student and approved by a committee of faculty selected by the student and the Liberal Studies advisor.

The Master of Liberal Arts is an interdisciplinary, interdepartmental program that offers students an opportunity to study the ideas and works that have shaped world culture. Five program options are available:

- the Liberal Studies Option though broadly interdisciplinary, focuses on a concept, movement, or idea;
- the Humanities Option requires a concentration in the Department of Humanities and American Studies;
- the Social and Political Thought Option is administered through the Center for Social and Political Thought;
- the Africana Studies Option is administered through Africana Studies; and
- the Florida Studies Option is administered through the Florida Studies Faculty on St. Petersburg Campus.

The Master of Arts in American Studies offers students the opportunity to study the immensely complicated social relations and cultural patterns that have unified and sometimes divided Americans. Topics covered in American Studies courses include popular and elite culture, the material and technological foundations of American society, cultural heroines and heroes, and the lives of both ordinary people and major historical and cultural figures.

The Graduate Certificate in Comparative Literary Studies, linked to the Department of English, is a natural source of students interested in the Ph.D. in Comparative Literature and Film Studies. This certificate offers a comprehensive graduate program of comparative study and research. Linked to the Department of English, the students take core courses in literature, research, bibliography, and critical theory.

The Graduate Certificate in Film Studies, is currently being planned by Lagretta Lenker, Director of Graduate Certificates, in consultation with representatives from English, Humanities/American Studies, and Languages. Like the Graduate Certificate in Comparative Literary Studies, this certificate program will provide a natural source of student interest in the Ph.D. in Comparative Literature and Film Studies.

The USF Humanities Institute was created and charged by then Dean Renu Khator to enhance the quality, visibility, and significance of the college's commitment to the Humanities. The Ph.D. in Comparative Literature and Film studies and the Humanities Institute will have a powerful, mutually reinforcing effect on advanced, interdisciplinary scholarship in the Humanities and Liberal Arts at USF. The lectures, seminars, scholarships, and faculty grants the Institute establishes and organizes will provide a significant enhancement to the Liberal

Arts Ph.D.; similarly, the presence of faculty and graduate students devoted to interdisciplinary study will provide an abundance of energy that will support the activities of the Humanities Institute.

The Interdisciplinary Center for Hellenic Studies is supported by the local Greek community and offers grant support to faculty members for research and travel to Greece.

All these programs and centers will have a mutually reinforcing, synergistic effect on one another and will work together to affirm USF's new commitment to advanced scholarship in the Liberal Arts and Humanities. This new Ph.D., therefore, will build on our strengths and enable better use of the university's existing asset base.

- C. Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing the university personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

2004-2005.

A series of meetings involving representatives of humanities departments within the College of Arts and Sciences, as well as Associate Dean Sandy Schneider, resulted in a preliminary "pre-proposal." After consultation with representatives of other interested departments (Africana Studies, Anthropology, Communication, Women's Studies) revisions were made to the title and substance of the proposal. Shortly after Dr. John Skvoretz assumed the position of dean, he approved in principle the proposal, and made suggestions for improving it. On July 12, 2005, Vic Peppard, Chair of World Languages, and Silvio Gaggi, Chair of Humanities/American Studies, met with Associate Vice President Kathleen Moore, who made further suggestions.

Fall 2005-06

Drs. Peppard and Gaggi worked together to develop a full proposal, based on the pre-proposal and earlier consultations.

<u>Spring 2006</u>	The proposal will be presented to the CAS Dean for approval.
<u>Fall 2006</u>	The proposal will make be presented to the CAS Graduate Committee, the USF Graduate Council, and the Provost for approval. Revisions will be made, as necessary. The proposal will be presented to the USF Board of Trustees.
<u>Spring 2007</u>	The proposal will be presented to the Provost and the USF Board of Trustees.
<u>Summer 2007</u>	The proposal will be presented to the Florida Board of Governors.
<u>Fall 2007</u>	A search for a Program Director will be conducted.
<u>Spring 2008</u>	In consultation with the CAS Dean, the Chairs of English, Humanities, and World Languages will appoint the advisory board. A half-time staff person, to begin summer 2008, will be hired. The Director, advisory board, and staff person will organize and recruit
<u>Fall 2008</u>	The proposal will be implemented.

III. Program Quality - Reviews and Accreditation

If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize the institution's progress in implementing the recommendations.

In the past year there have been two reviews, one an overall review that included the disciplines pertinent to the proposed program and one of a related discipline. In the academic year of 2004-2005 the University of South Florida completed an extensive accreditation process conducted by SACS. One of the departments making this proposal, World Languages, has no fewer than nine degree programs, including one Ph.D., three MA, and five BA degrees, all of which passed the SACS review. The Department of English, another large and complex department with Ph.D. degree

programs in American Literature, British Literature, and Rhetoric and Composition, also passed the SACS review, as did the third department making this proposal, the Department of Humanities and American Studies, which offers two BA programs and an MA in American Studies, and administers the interdepartmental Master of Liberal Arts Program.

World Languages is also the co-sponsor of a Ph.D. in Second Language Acquisition and Instructional Technology that underwent a full scale program review in 2003 and 2004. The conclusion of this report was that the SLAIT Ph.D. is a program of very high quality indeed, involving as it does, exemplary interdisciplinary interaction between the College of Education's Instructional Technology faculty and the College of Arts and Science's Linguistics faculty. The external reviewers' report concluded that "the SLAIT Program is a strong, rigorous, and innovative program with major growth potential. . . . Given sufficient support, encouragement, and recognition by both the Colleges of Arts and Sciences and the College of Education, as well as the central administration, the SLAIT Program can become a showcase doctoral program at USF and one of the leading SLA [Second Language Acquisition] programs in the nation." The SLAIT Ph.D. has also produced a steady stream of Ph.D's who have been hired to teach in a variety of institutions of higher learning throughout the country, the most recent of which is a graduate who began her career as an Assistant Professor at De Paul University in Chicago in the fall of 2005.

IV. Curriculum

- A. For all programs, provide, a sequenced course of study and list the expected specific learning outcomes and the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum, as required in FS 1001.02 (6). Also indicate the number of credit hours for the required core courses, other courses, dissertation hours and the total hours for the degree.

This program will have three areas of concentration, from which the student will choose one. At the outset of the student's work in the program the student will, in consultation with the Program Director, identify an academic advisor in an appropriate discipline, who will guide the student through the program. At later appropriate points, Comprehensive Examination and Dissertation Committees will be appointed. The three areas of concentration are:

Literature, Film, and Culture

The comparative aspect of this concentration will emphasize thematic and/or formal relationships between or among media (e.g., novels, films, plays during particular periods or in particular cultures).

Comparative National Literatures and Cultures

The comparative aspect of this concentration will emphasize connections or contrasts between or among different national traditions (e.g., Renaissance Culture in England and Italy).

Hispanic Literature and Culture

This concentration will involve an interdisciplinary study of Hispanic Literature and Culture, drawing connections among various forms of representation and expression (literary or artistic, popular or commercial), with students developing concentrations in a particular period, nation, or region.

Academic Requirements:

- Seminars: at least four seminars or other appropriate advanced courses in areas of the student's concentration, two at the MA and two at the PhD levels.
- Theory and Criticism: One course in Theory and Methods of Cultural Studies, Literary Theory, or another appropriate theory and criticism course.
- Methods: One course in Research Methods.

The remainder of the coursework (60 hours of after the BA or 33 after the MA) will be made up of approved courses from departments listed below.

Students will be expected to demonstrate advanced proficiency in at least two major languages and an ability to read at least three languages at an advanced level.

Students pursuing the Comparative National Literatures and Cultures and the Hispanic Literature and Culture concentrations will be required to complete a sequence of courses in the methodology of second language instruction and will be given the opportunity to practice their teaching skills as teaching assistants or discussion preceptors in large lecture introductory General Education courses. Students in the Film and Literature concentration will be strongly encouraged to take such a sequence.

Dissertations must have an interdisciplinary focus, appropriate to the student's particular concentrations.

Projected departments and programs from which courses will be offered:

English
World Language Education
Humanities and American Studies
Anthropology
Philosophy
History
Religious Studies
Communication
Mass Communications
Africana Studies
Women's Studies
Art History

Because this is an interdepartmental program, adapted to the concentration the student chooses and his or her particular interests, the following is an example of a program that might be chosen by a student pursuing the Literature, Film, and Culture Concentration, who enters the program with a B.A. in English Literature and three years of undergraduate French Language and Literature. The student is particularly interested in the twentieth-century.

First Year

Fall: ENL 6276 Modern British Literature (3)
FRW 5566 Contemporary France (3)
COM 6605 Media Studies (3)

Spring: AML 6027 Modern American Literature (3)
AMS 6934 Selected Topics: Film in the American South (3)
GEW 5934 Selected Topics: German Popular Film (3)

Summer: LIT 6096 Contemporary Literature (3)
FRW 5286 20th Century Novel (3)
AML 6608 African American Literature (3)

Second Year

Fall: HUM 6801 Theories and Methods of Cultural Studies (3)
LIT 6934 Selected Topics: Noir Fiction and Film (3)
FRW 5226 20th Century Poetry and Theatre (3)

The Major accreditation agency in fields of language and literature is the Southern Association of Colleges and Schools (SACS). The Modern Language Association (MLA) is the major professional organization in the fields of languages and literature. However, the MLA has no accrediting authority.

D. Provide a one or two sentence description of each required or elective course.

Theory and Criticism

ENG 6018 Studies in Criticism and Theory I (3). This course examines controversies in literary criticism and scholarship from the classical period to 1800.

ENG 6019 Studies in Criticism and Theory II (3). This course focuses on important trends in contemporary criticism and the major theoretical texts that inform that criticism.

FRW 5829 Introduction to modern French Literary Criticism (3). This course is a survey of the major trends in twentieth-century French literary criticism, which has laid the foundation of literary criticism for much of the rest of the world.

HUM 6801 Theories and Methods of Cultural Studies (3). This course introduces various approaches to the study of literature, art, and culture that are of contemporary relevance to graduate students in the liberal arts and Humanities.

Methods

ENG 6009 Bibliography for English Studies (3). Detailed study of bibliographies of cultural milieus, genres, periods, and authors. Consideration of profession's standards for scholarly research. In addition to library research, the student will submit one scholarly article of publishable quality.

HUM 6815 Research in Humanities. This course emphasizes the practical aspect of research in the humanities, including analyzing primary sources, assembling a bibliography, synthesizing secondary sources, and defining an argument.

LIN 6720 Second Language Acquisition (3). Neurolinguistic, psycholinguistic, and sociolinguistic bases of second language acquisition by both children and adults.

TSL 5371 Methods of TESL (3). Analysis of teaching English pronunciation and structure to speakers of other languages.

Seminars and "Content" Courses

Other graduate courses in literature and/or film to be taken from the appropriate departments: e.g., Africana Studies, Art History, Communication, English, Humanities & American Studies, Philosophy, History, Religious Studies, and Women's Studies, and World Languages.

- E. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an assessment of the potential for delivery of the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to the feasibility of shared courses utilizing distance learning technologies, and joint-use facilities for research or internships.

The program will be offered mainly in traditional small classes and seminars. However, it is anticipated that faculty will make extensive use of web-enhanced courses. Asynchronous discussion groups will be used to develop a cohesive community that will extend beyond semesters as defined by the academic calendar. As the program develops new technologies such as streaming video and real-time discussion sessions may be incorporated.

USF has a full-range of distance learning technologies, including web-based courseware, smart classrooms, and the capacity for two-way broadcast. Support is provided by Educational Outreach and the Center for Twenty-First Teaching Excellence in four main areas: Students, Faculty, Classrooms, and Courses. Students can learn about credit courses and registration and can access the Distance Learning course catalog. Faculty can access information about course production and development assistance services and request equipment loans. Library support for distance learners is provided by the Florida Distance Learning Reference and Referral Center, which provides resources for initiating research from a distance.

V. Assessment of Current and Anticipated Faculty

- A. Use DCU Table One to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. Append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.
- B. Also, use DCU Table One to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., A, B, C, D, or E as detailed in the lower portion of Table One), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.
- C. Use DCU Table One to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the fifth year of implementation, assuming that the program is approved. *(Note: this total will carry over to DCU Table Four's fifth year summary of faculty positions.)*
- D. In the case of PhD programs, use DCU Table Two to compare the number of faculty, research productivity and projected number of students to at least three peer programs, two of which must be outside Florida. For those disciplines that are included in the National Research Council (NRC) Research-Doctorate Programs in the United States and the National Science Foundation (NSF), please utilize the data from these two sources. NRC data is available on CD ROM and the NSF data is available on-line at www.nsf.gov/sbe/srs/profiles/. For disciplines that are not included in these two sources, please utilize alternate sources to provide comparable data. Universities may choose to provide additional peer data comparisons that are not available from NRC or NSF, such as percent of graduate students supported by contracts and grants, and total contracts and grants for the most recent year.

VI. Assessment of Current and Anticipated Resources

A. In narrative form, assess current facilities and resources available for the proposed program in the following categories:

1. **Library volumes** (Provide the total number of volumes available in this discipline and related fields.)

Relevant passages from the 2004 SACS reaffirmation summary of USF Libraries' sufficiency follow (<http://isis.fastmail.usf.edu/accreditation/reaffirmation/CoreReqs/requirements.asp?cid=9>):

The Tampa Library houses most of the library system's resources, in a variety of formats, including 1,279,351 print volumes, 12,398 serial subscriptions, 2,853,075 microforms, 8,440 linear feet of manuscript and archival material, 95,697 maps, 98,907 graphic materials, and 50,075 A-V materials. . . . The Tampa Library Media Resources Department provides centralized access to art print collections, audio books, videos/films/DVDs, educational kits, music recordings and scores, along with a full complement of state-of-the-art audio-visual equipment necessary to access these resources.

The University's resources also include a number of specialized libraries and collections. The Tampa Library Special Collections Department is renowned for its Floridiana Collection, which covers all aspects of Florida history and culture with special emphasis on the Tampa Bay Region. Other special collections of distinction include the following: the Dobkin 19th Century American Literature Collection, a 4,600 title rare book collection, NationsBank African-American Musical Heritage Collection (5,000 pieces of sheet music), Florida Sheet Music Collection, Latin American Collection (2,000 volumes), the Ben Suchoff Bela Bartok Collection, the Zewadski Greco-Roman Art Collection, the Jacobs Collection of the Photographs of Francis Wagner, Tampa Mutual Aid Society Collections, Papers of Congressman Sam Gibbons, Papers of Governor LeRoy Collins, and the Ellis Hughes and Mervine Mix Second Seminole Indian War Diaries. Digital collections derived from the Department's more than 520 physical collections contain a wide range of content, including audio, video, full text, e-Journals, e-Books, articles, indexes/finding aids, and images. The indexes/finding aids to the Tampa Library Special Collections Department collections also contain a limited number of representative digital samples from the individual collections. Notable digital collections include the Burgert Brothers Photograph Collection, the Center for Urban Transportation Research Collection, the Tampa Cigar Art Collection, and the Robertson and Fresh Photograph Collection. . . .

Collection sufficiency is facilitated by a collection development and management process incorporating faculty at all levels. In collaboration with faculty representing all academic disciplines, librarians craft and revise collection development policies ensuring relevance to current teaching and research initiatives. General evidence of collection sufficiency is demonstrated in part by the positive outcomes of collection assessment and accreditation activities as outlined in the summary document, "Accreditation Reports, BOR Program Reports, and Program Proposals, 2000-2004". Specific evidence is provided by the results of the 2000 NCATE accreditation process. . . .

The USF Libraries' many interlibrary loan agreements ensure rapid and cost-effective access to research materials not owned by the USF Library System. Notably, the libraries are signatory to the "ASERL ILL Reciprocal Agreement," the "SUS Interlibrary Loan Guidelines," (establishes common service guidelines) and the distance-learner specific "Reciprocal Direct ILL Services for SUS Students, Faculty, and Staff" agreement. Agreements with individual institutions not covered by the above are also maintained to expand access to critical research resources.

Total print volumes in the entire USF Library System (comprised of Tampa Campus Library, Nelson Poynter Library, St. Petersburg, Jane Bancroft Cook Library, Sarasota, and Lakeland Center Library, but excluding Shimberg Health Sciences Library and FMHI Library) approach 2,000,000.

Library resources are judged adequate to support the new Ph.D. program. On an annual basis about half the libraries' allocations for new books and serials go to the College of Arts and Sciences, the college that will be the home of the Comparative Literature and Film Studies program.

The following table is a collection analysis of holdings relevant to this program.

**Collection Analysis by Call Number Range and Format
Literature, Literary Studies, Cinema, Humanities, Cultural Studies, Hispanic
Literature and Culture**

Description	Call Number Range	Total Titles	Books	Serials	A-V materials
Literature, authorship and criticism	PN1-PN1009	5428	5223	196	9
Literature, collections	PN6010-PN6381	2378	2304	57	17
Motion pictures (inc.film history, film theory, and film criticism)	PN1993-PN1999	7127	4348	78	2701
History(includes cultural aspects), Latin American, Spanish America	F1401-F1419	948	917	22	9
History (includes cultural aspects), Mexico	F1201-F1392	1936	1898	14	24
History (includes cultural aspects), Central America	F1421-F1577	1301	1264	12	24
History (includes cultural aspects), West Indies, Caribbean area	F1601-F2199	1734	1663	52	19
History (includes cultural aspects), South America	F2201-F3799	2756	2702	17	37
Spanish literature in America, Africa, Asia	PQ7070-PQ8999	5204	5171	16	17
Spanish language	PC4001-PC4977	613	602	6	5
Spanish Literature in Europe	PQ6001-PQ7061	4110	4085	17	8
Culture, Subculture	HM621-HM656	158	154	2	2
History of civilization and culture	CB1-CB999	1542	1492	28	22
Classical literature, general	PA3000-PA3049	173	172	1	0
Classical philology	PA1-PA199	270	233	37	0
Greek language	PA201-PA1179	218	217	1	0
Greek literature	PA3050-PA5999	2384	2375	3	6
Latin language	PA2001-PA2995	334	333	1	0
Latin literature	PA6000-PA8595	1963	1962	1	0
Romance languages & literatures (general)	PC1-PC450	220	202	18	0
Portuguese language	PC5001-PC5498	104	101	2	1
Portuguese literature	PQ9000-PQ9999	1431	1429	2	0
Italian language	PC1001-PC2000	129	126	3	0
Italian literature	PQ4001-PQ5999	2300	2283	5	12
Catalan language & literature	PC3801-PC3976	77	77	0	0
Rhaeto-Romance language & literature	PC901-PC986	6	6	0	0

Analysis by Larry Heilos, Librarian

Research Services & Collections Section, USF Tampa Library

- 2. Serials** (Provide the total number available in this discipline and related fields, and list those major journals which are available at your institution.)

See Analysis, Previous Section.

- 3. Describe classroom, teaching laboratory, research laboratory, office, and any other type of space, which is necessary and currently available for the proposed program**

Most classes utilized in this program will take place in conventional lecture/discussion classrooms located throughout the university.

- 4. Equipment, focusing primarily on instructional and research requirements**

Standard classroom technology (computers with CD/DVD players, projectors, screens) are permanently installed in an increasing number of classrooms throughout the university. When not already in classrooms all such equipment is available through USF Classroom Technology Services.

- 5. Fellowships, scholarships, and graduate assistantships** (List the number and amount allocated to the academic unit in question for the past year.)

Scholarships and Teaching Assistantships will be available through departments participating in the program. Some of those programs, which offer terminal M.A. degrees—such as Humanities, American Studies, World Languages—will be eager to identify Ph.D. level students qualified to work as research assistants and to teach undergraduate courses. Indeed, one of the great benefits of this program will be providing a source of advanced graduate students to assist faculty and teach undergraduates.

- 6. Internship sites if appropriate**

NA

- B. Describe additional facilities and resources required for the initiation of the proposed program** (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for

instructional or research space is required, indicate where this item appears on the university's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (DCU Table Four), and the source of funding indicated. DCU Table Four only includes I&R costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form. It is expected that high enrollment programs in particular would necessitate increased costs in non- I&R activities.

NONE REQUIRED

ACCOUNTABILITY

VII. Assessment of Need and Demand

- A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in your service area; and summaries of prospective student inquiries.) Indicate potential employment options for graduates for the program. If similar programs (either private or public) exist in the state, provide data that support the need for an additional program. Summarize the outcome of communication with such programs.

Interdisciplinary graduate programs, treating culture broadly and including literature, film, television, and the popular arts, comprise an increasingly important part of the Humanities disciplines and interdisciplines at major research universities in the United States. In recent years, scholarship in humanities disciplines has moved toward interdisciplinarity, incorporating a broadened set of objects of inquiry as well as the kind of social and historical contextualization characteristic of those approaches now commonly known as "cultural studies," and integrating the traditional humanities disciplines with approaches that originally emerged in the social sciences.

The fact that many of the issues, problems, and challenges that face us in the 21st century cannot be addressed within the boundaries of traditional disciplines has been addressed by a study called "Re-envisioning the Ph.D.," conducted by the University of Washington and funded by the Pew Charitable Trusts. With regard to the employment situation faced by Ph.D.s, this study concludes what may be needed is not more Ph.D.s, but a new kind of Ph.D.

Perhaps the real problem is not over production of Ph.D.s but rather a problem of preparation that is too narrow, which results in under-

utilization by a culture that should be able to benefit richly from such a highly and skilled cohort.

(<http://www.trad.washington.edu/envision/about.html#Introduction>)

The importance of Film Studies throughout the humanistic disciplines can hardly be overstated. Film is regularly studied in English, foreign language, and comparative literature programs, and annual conferences like Florida State's Film and Literature Conference and the University of Louisville's 20th Century Literature Conference freely accept papers treating both film and literature, as well as comparative papers that combine the two. The Louisville conference, now in its thirty-fourth year, has just retitled itself the 20th Century Literature *and Culture* Conference, thus highlighting its interdisciplinary nature. The most visible example of this interdisciplinarity in literature can be seen at the Modern Language Association's annual convention, which routinely attracts 10,000 scholars (all members) organized into divisions ranging from "Literature and the Other Arts" to "Latin America on Film" to "Popular Culture." The October 2004 issue of the organization's journal, *PMLA*, features a special section on "Literary Studies and the Visual Arts (The Changing Profession)." As the MLA's popular culture division, for example, makes clear, scholars are also now interested in applying the critical tools traditionally used to analyze the fine arts or *belles lettres* to popular or commercial works as well--and not just to contemporary works. GEMCS (the Group for Early Modern Cultural Studies, an interdisciplinary organization of scholars whose research explores aspects of the period between 1300 and 1700) scheduled its November 2004 conference on Early Modern Popular Culture at Disneyworld. Beyond the expansion of traditional disciplines, new disciplines such as "cyberculture studies" are emerging. Position announcements in the MLA job listings regularly request "cultural studies" people, who are able to synthesize literary analysis and cultural history into a new, genuinely coherent interdisciplinary. The program proposed here will place USF in the mainstream of emerging trends in Humanistic education.

For the purpose of this program, "film" will be interpreted broadly, so as to include its emerging "sister" arts, such as video, computer, and web-based media. Such a program would be particularly well-suited to USF for several reasons. Current faculty specializations and interests in a number of departments in the College of Arts and Sciences already provide a solid foundation in Comparative Literature and Film Studies. This is especially true of recent hires in departments like English, Humanities/American Studies, and World Languages. These hires have included individuals who cross traditional disciplinary boundaries—individuals with terminal

degrees in history, for example, but who integrate the study of film in their classes and research, or individuals with degrees in literature, who also have strong backgrounds and research interests in music or visual art. By virtue of its inherently interdisciplinary nature this program would help to realize the college's desire to have more high quality interdisciplinary programs at the Ph.D. level, as well as its desire to develop the profile of Ph.D. programs in the humanities typical of a Research I institution.

Another compelling motivation for creating such a program is that it would enhance the college's undergraduate offerings in the humanities, especially in general education courses. In some of the humanistic disciplines at USF, where there are no Ph.D. programs, it is difficult to attract the caliber of graduate students necessary for the best possible instruction of our undergraduates. Graduate students in the Comparative Literature and Film Studies Program would serve as Teaching Assistant instructors in undergraduate courses, particularly in larger lecture courses at the introductory level, where currently there is an insufficient number of qualified graduate students. An influx of such qualified graduate students would make possible a dramatic increase in general education offerings without a concomitantly substantial increase in faculty hires and, in turn, by providing substantive teaching experience and mentorship, help to ensure the future marketability of program graduates. Thus, the implementation of this program would have a synergistic effect beneficial to the academic life and development of the college at both the undergraduate and graduate levels. The development of new Ph.D. programs in the Humanities, together with additional support for existing ones, will not only help the university acquire the profile of Ph.D. programs commensurate with our aspirations as a research university, but it will also enhance the quality of undergraduate instruction.

It is no exaggeration to say that there is already a pent up demand for a Ph.D. program such as the one proposed here. The Department of Humanities and American Studies constantly receives inquiries from students who are interested in pursuing such a course of study. Many students who have completed the Master of Liberal Arts program would immediately apply to this doctoral program. Furthermore, a large number of Masters students in Spanish presented the University with a petition in which they requested a Ph.D. program that would suit their needs and interests. Consultation with colleagues in relevant fields from around the country has produced favorable reactions, and the Chair of the Visual Studies Program at the University of Oklahoma states that he would be eager to send his students to a program like the one we are proposing here.

A Ph.D. in Comparative Literature and Film Studies will be a highly marketable degree, because its graduates will be prepared in a program that will mirror the manner in which the humanities disciplines have been developing. Some graduates of this program will find positions in English or Language departments at research universities. Two and four year colleges, on the other hand, will find them attractive because of their versatility and their ability to teach in more than one discipline. A 2001 survey, conducted by Larry McLaughlin of USF's Educational Outreach, revealed a surprising interest on the part of librarians for a program like this one. Librarians often would like to pursue advanced degrees, and a content oriented degree such as this one is very attractive to them. Thus, holders of a Ph.D. in Comparative Literature and Film Studies would be able to take positions in universities, colleges, community colleges, and libraries around the country.

There are of course numerous Comparative Literature programs and/or departments around the country. At the same time, there are not that many which make the explicit union of Comparative Literature and Film Studies. Yale is certainly a notable exception with its Film Studies and Comparative Literature program. In the state of Florida there is no program that is exactly like the one proposed here. Nevertheless, Florida State University's M.A. and Ph.D. in Humanities have certain affinities, especially as they embrace a wide range of disciplines, including Art History, Classics, Literature, Communication, English, History, Modern Languages, Philosophy, Religion, and their schools of Film, Music, and Theatre. Florida Atlantic University's Public Intellectuals Ph.D. has a track called Literatures, Literacies, and Linguistics that also has points of contact with the present proposal, especially with regard to literature.

No program in the state, however, unites Comparative Literature and Film Studies in as direct and organic a fashion as this proposal does. This proposal makes a powerful union between the traditional discipline of Comparative Literature and the emerging one of Film Studies, both of which are inherently interdisciplinary and offer scholars and teachers of the future marketable degrees which are simultaneously focused and broadly based.

- B. Use DCU Table Three-B to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first five years of implementation, categorizing them according to their primary sources. In the narrative following Table Three, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students

within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines, which will likely occur.

- C. For all programs, indicate what steps will be taken to achieve a diverse student body in this program. Please create a place for signature at the end of section (VII) (C) and have your university's Equal Opportunity officer read, sign, and date this section of the proposal.

The University has several campus-wide initiatives designed to increase the representation of women and minorities. These initiatives include scholarships, internships, assistantships, and fellowships that target under-represented groups. Student support services have been established that contribute to the success and retention of women and minorities. The Office of Admission actively recruits women and minorities through organizations such as the Urban League, NAACP, and the Chamber of Commerce. In addition, many of the faculty involved with the Comparative Literature/Film Studies Ph. D. proposal are associated with departments that actively recruit and mentor students from under-represented groups.

The faculty associated with the Comparative Literature and Film Studies Program is committed to the principle of equal education and employment opportunities without regards to race, color, marital status, sex, religion, national origin, disability, age, Vietnam or disabled veterans status as provided by law and in accordance with the University's respect for personal dignity.

The Comparative Literature and Film Ph. D. Program will use its resources to recruit and retain a diverse staff and/or student body. Strategies for the recruitment of a diverse student body include:

- Publishing notices of our assistantship and fellowship opportunities on our web sites of contributing departments, programs and institutes;
- Mailing notices of our assistantship and fellowship opportunities to all predominantly minority colleges and universities in Florida and the Southeast United States;
- Working with the Dean of Graduate Studies and his or her staff to ensure that all available scholarships/fellowships devoted to the assistance of under-represented populations are matched with deserving Literature and Film doctoral students;
- Publishing notices of our assistantship and fellowship opportunities in the appropriate publications of social

science and humanities disciplines (e.g., Modern Language Association, American Political Science Association, etc.).

- Publishing notices of our assistantship and fellowship opportunities in the Chronicle of Higher Education.

This program does not duplicate programs at *FAMU* or *FIU*.

Associate Vice President
Diversity and Equal Opportunity

Date

VIII. Budget

- A. Assuming no special appropriation for initiation of the program, how would resources within the institution be shifted to support the new program?

Students pursuing the Ph.D. in Comparative Literature and Film Studies will do most of their coursework in the various Humanities areas. At the present time graduate sections in those areas usually have space available. Thus, students in this program, taking courses distributed throughout the College of Arts and Sciences (primarily), could easily be absorbed into existing offerings, without adding sections or increasing faculty contact hours.

The drain on faculty resources resulting from dissertation direction and supervisory committee service should be minimal. We are anticipating about 24 FTE in the third year of the program's implementation and 36 after five years. If even a third of those students are involved in writing dissertations are taking comprehensive exams, that number should be easily absorbed by the College of Arts and Sciences faculty.

A Program Director, who will be responsible to the College of Arts and Sciences Associate Dean of Academic Affairs, will be appointed. This will be an individual chosen from existing faculty, given a partial administrative assignment and a reduced teaching load.

Additional faculty members would be added to the program as it grows. However, those faculty would be hired into existing departments and programs, with the understanding that a portion of their assignment would be applied toward teaching for the Comparative Literature and Film Ph.D. Because so many new humanities and social science Ph.D.s are, in fact, interdisciplinary in

their interests, this goal should not cause any significant hardship for existing programs. Naturally, as with all of the courses that would apply to the program, those courses would be appropriate for the individual's home department as well as this program, so most of the time that additional productivity would result from filling additional available seats in graduate courses.

Hence, the Ph. D. in Comparative Literature and Film Studies will require minimal new faculty.

- B. Use DCU Table Four to display dollar estimates of both current and new resources for the proposed program for the first and the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program. If other programs will be negatively impacted by a reallocation of resources for the proposed program, identify the program and provide a justification.
- C. Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.

NOT APPLICABLE

- D. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants) and explain what steps will be taken to mitigate any such impacts. Also discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting edge research, improved labs and library resources).

Beyond filling some graduate sections closer to capacity, the Ph.D. in Comparative Literature and Film Studies will have no quantitative impact on related programs. We anticipate that this interdisciplinary, interdepartmental program will encourage communication across departmental and programmatic boundaries and will stimulate cross-disciplinary communication and research.

We view the program as providing small programs without Ph.D.s (Africana Studies, American Studies, Humanities, Languages, Religious Studies, Women's Studies) with a potential source of advanced graduate students to work as teaching and research assistants. Thus, this program will help USF create a more appropriate profile for a major research university, with a larger percentage graduate student population to assist faculty with teaching and research. This is especially important in Humanities

areas, where at present there remain very few programs offering doctoral level degrees. This lack of a pool of advanced graduate students has been a serious obstacle to enhancement of USF's reputation in Humanities areas. Late and mid-career faculty who have been productive, have been so in spite of the lack of support in the form of graduate assistants for research as well as the greater teaching demands that also result from the lack of TAs. But even more important is the support such graduate students would provide the younger, promising junior faculty who have been hired in recent years.

Describe any other projected impacts on related programs, such as required courses in other departments.

SEE "A" and "D" ABOVE.

IX. Productivity

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

See Table 2 for scholarly productivity data.

Between academic 2000-01 and 2004-05, funded SCHs in the College of Arts and Sciences increased from 163,030 to 213,718, an increase of 31.1. Graduate SCHs in particular increased from 64,408 to 84,077. Total student headcount increased over the same period from 11238 to 15240. Headcount for Ph.D. students increased from 507 in 2001 to 666 in 2005 (31.4%, an increase barely matching the percentage undergraduate increase. The number of them receiving their degrees annually increased slightly, from 29 to 31 (6.9%), over that period. Undergraduate degrees increased from 828 to 1133 (+36.8%) and Masters degrees increased slightly, from 213 to 224 (+5.2%) over the same period. Given USF's classification as a major research university it is clear that greater gains need to be achieved on the graduate level.

Average class sizes generally increased slightly over the same five year period. Undergraduate "lecture" sections averaged 40 students (lower level) and 28 (upper level) in Spring 2001 and 47 (lower level) and 36 (upper level) in Spring 2005, while "discussion" section

averages increased from 48 (lower level) and 15 (upper level) to 92 (lower level) and 22 (upper level) in the same period. Graduate "lectures" increased slightly from 11 to 12 while graduate "discussion" sections increased from 10 to 12, comparing the same two spring terms.

Source: Infomart

Table One. Faculty Participation by Fifth Year

This table lists current faculty who would play key roles in the program. Because all courses offered through the program would be offered through existing departments, we have estimated the percentage of contribution of each participating faculty member at 12.5% or the equivalent of one three credit course spread over a two semester faculty assignment. New faculty participating in the program would be drawn from those hired into existing departments. Obviously some of the faculty listed here may have left USF for jobs elsewhere or will have retired, but we are anticipating that new people will be hired at least at a rate that keeps pace with such losses. The Director of the Comparative Literature/Film Studies Program will have as one of his or her major responsibilities working with department chairs to identify and publicize to students courses appropriate for the program.

We are adding four new faculty over the first five years of the program, each to be hired into relevant College of Arts and Sciences Departments but to be assigned 12.5% of their teaching responsibilities to the Comparative Literature and Film Studies Program.

Table Two. Peer Comparison Data

The three programs we have chosen to compare data with are located at the University of South Carolina, The University of Massachusetts, Amherst, and The University of Utah. The Ph.D. and M.A. in Comparative Literature at South Carolina is a good model for the program that is proposed here in that it is composed of faculty from English, Languages, and other Humanistic disciplines. The Ph.D. and M.A. in Comparative Literature at U. Mass is also a program that draws on faculty from a number of different humanistic disciplines that are involved in the study of culture, literature, and film. Utah is often cited as an institution that has much in common with USF, especially because of its urban location and intensive involvement in research. The program there in Comparative Literature, as at USF, has a substantial core of faculty from the languages.

NRC and NSF do not have current data for these programs. The data we have obtained has been provided by program directors at those three institutions. Only this year has NRC begun to include Comparative Literature

in its listings. As a result, a Comparative Literature Program at USF is likely to help it attain American Association of University (AAU) status.

Table Three. Number of Anticipated Majors from Potential Sources

Estimates concerning projected enrollments are derived from two sources. The first is a comprehensive survey conducted in 2001 of various constituencies in the USF service area. At USF, an ad hoc Interdisciplinary Liberal Studies Committee, appointed by then Dean David Stamps, requested the survey, which was conducted by Jerry McLaughlin of USF's Educational Outreach. Respondents were asked to identify their interest in an interdisciplinary doctoral program in the Liberal Arts. Considerable demand for such a program was revealed, particularly from graduate students currently enrolled in terminal M.A. programs at U.S.F. Of 426 responses to the survey, 48% (195 students) indicated significant interest in such a program. This does not include interest from undergraduates, masters students in programs with a Ph. D., or potential students outside of the University.

The second source of interest has come from unsolicited inquiries from students, often placebound, who want to know if such a program exists or who know it doesn't but hope it may be in the planning stages. Often these are students who have or will be graduating from one of U.S.F.'s existing interdisciplinary programs—the undergraduate Liberal Studies major, the undergraduate Interdisciplinary Social Science major, the Master of Liberal Arts Program, the American Studies M.A. program, or a program in Languages which has an M.A. but no doctoral level degree offering.

Based on such informal, unsolicited inquiries we are confident that we could have twelve students enrolled in the program in the first year, simply by letting current students about to graduate with B.A. or M.A. degrees know of its existence. We are confident that, with a modicum of publicity and through word of mouth, we could add ten active students per year (taking into consideration continuing students from previous years and taking also into consideration the fact that students will begin completing the program in three years), so that in year five we would have 36 students pursuing the degree.

The table reflects (a) our belief that the program increasingly would attract students from outside USF and gradually from outside the state of Florida and (b) that students would increasingly be full time rather than part time students, thus bringing the ratio of headcount to FTE closer to 1.0 over the years (.7 in the first year and .9 in the fifth year).

Although in this table we project a fixed numerical net growth of students of 10 per year, that growth acknowledges a smaller percentage growth per year as the program becomes larger (a 100% growth between the first and second year, but a 25% growth between the fourth and fifth year). Of course it is impossible to predict precisely what will be the point at which the program will achieve equilibrium and new students entering will balance more or less equally students finishing, but we believe that the number 50 is a very modest ballpark estimate of what that number easily could be.

Table Four. Costs for Proposed Program.

This table projects a member of the current faculty being given a 50% assignment as Director of the program during the first year and a 50% assignment in the fifth year. It also projects a staff person being given a 50% assignment supporting the program. Expenses represent the resources needed to publicize the program and pay for additional phone, copying, and miscellaneous expenses.

New faculty will be needed as the program grows and students pursue more diverse concentrations in their programs (e.g., languages and literatures of different nationalities, or film studies focusing on different nationalities, styles, themes, or issues). However, it is anticipated that new hirings in existing programs with serious needs (especially English and World Languages) will provide those faculty. "Interdisciplinarity" has become a characteristic of students emerging from nearly all humanities programs (including those in specific disciplines as conventionally defined), so that new hires in English and World Languages, along with those in interdisciplines like Humanities, American Studies, Africana Studies, and Women Studies, frequently are, in fact, interdisciplinary in their teaching and research programs. Clearly those involved in the interdisciplinary Comparative Literature and Film Studies program will enthusiastically support hirings in crucial traditional humanities disciplines in the college (e.g., English and Languages), especially when those hirings are likely to bring in individuals with interdisciplinary qualifications.

For the first year of the program we calculated 17 current members of the faculty, each teaching in the program at 12.5% of their assignment, at an average salary of \$65,000 with 18% benefits.

For the fifth year of the program we calculated 21 total faculty, each teaching in the program at 12.5% of their assignment, at an average salary \$75,000 with 18% benefits.

We also included 4 TAs during the first year @ \$16,000/year plus 8% benefits. The 2005-06 Oklahoma State University salary study states that TAs in the category of "Foreign Languages, Literature, and Linguistics" averaged \$15,400 for that year, so by 2008, our year of implementation, \$16,000 seems reasonable. USF has stated its goal of attracting quality graduate students by making its TA stipends competitive nationally.

During the fifth year after implementation we factored in ten TAs @ \$20,000 each plus 8% benefits.

DCU TABLE ONE
FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY
FIFTH YEAR

Faculty CODE	Faculty Name or "New Hire"	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program	5 th Year Workload in Proposed Program (Portion of Person-year)
				Contract Status (Tenure status or equivalent)	Highest Degree Held		
A	D. Belgrad	U.S./Mexican Cultural Relations	Assoc. Prof.	Tenured	Ph.D.	Aug. 2008	12.5%
A	P. Brescia	Latin Am. Comparative Lit.	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2008	12.5%
A	G. Brulotte	French Comparative Lit.	Prof.	Tenured	Ph.D.	Aug. 2008	12.5%
A	C. Cano	Lat. Am. Lit., Film, & Cult.	Assoc. Prof.	Tenured	Ph.D.	Aug. 2008	12.5%
A	M. Camara	Lat. Am. Lit. Comp. Lit.	Assoc. Prof.	Tenured	Ph.D.	Aug. 2008	12.5%
A	M. Esformes	Spanish Lit., Sephardic Cult.	Assoc.	Tenured	Ph.D.	Aug. 2009	12.5%
A	S. Fiore	Eng. & Italian Comp. Lit.	Prof.	Emerita	Ph.D.	Aug. 2009	12.5%
A	S. Gaggi	20 th Cent. Cult. Film Theory	Prof.	Tenured	Ph.D.	Aug. 2009	12.5%
A	M. Grieb	German Lit., Film, & Cult.	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2009	12.5%
A	P. La Trecchia	Italian Lit., Film, & Cult	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2009	12.5%
A	S. Mooney	Comp. Lit., Eng. Lit.	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2009	12.5%
A	A. Novoa	Lat. Am. Lit. & Film	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2009	12.5%
A	V. Peppard	Russian Lit., Comp. Lit.	Prof.	Tenured	Ph.D.	Aug. 2009	12.5%
A	C. Probes	French Lit., Francophone Lit. & Film	Assoc. Prof.	Tenured	Ph.D.	Aug. 2009	12.5%
A	K. Simeon	Francophone Lit. & Cult.	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2009	12.5%
A	P. Sipiora	English, Literature, Film	Prof.	Tenured	Ph.D.	Aug. 2009	12.5%
A	N. Yavneh	Eng. & Italian Comp. Lit.	Assoc. Prof.	Tenured	Ph.D.	Aug. 2009	12.5%
A	New Faculty	TBA	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2009	12.5%
A	New Faculty	TBA	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2010	12.5%
A	New Faculty	TBA	Asst. Prof.	Tenure Earning	Ph.D.	Aug. 2011	12.5%
A	New Faculty	TBA	Asst. Prof.	Tenure Earning	Ph.D.	Augst 2012	12.5%

Revised 5/06/03

Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year	Proposed Source of Funding for Faculty	TOTAL 5 th Year Workload by Budget Classification
A	Current General Revenue	Existing Faculty – Regular Line	2.125
B	Current General Revenue	New Faculty – To be Hired on Existing Vacant Line	
C	New General Revenue	New Faculty – To be Hired on a New Line	.5
D	Contracts and Grants	Existing Faculty – Funded on Contracts and Grants	
E	Contracts and Grants	New Faculty – To Be Hired on Contracts and Grants	
Overall Total for 5th Year			2.625

DCU TABLE TWO PEER COMPARISON DATA

Select at least three peer programs, two of which must be outside Florida, offering the proposed Ph.D. In identifying peers select programs in the same or similar field which are comparable to yours, perhaps located in institutions with missions analogous to yours, except that they already offer a Ph.D. Specify your criteria for selecting the peers. Utilizing data from the National Research Council (NRC) and National Science Foundation (NSF), provide comparative data for the department that will house the new program or core faculty who will participate in the new program, and comparative data for the projected student headcount. If the discipline proposed is not included in these sources, obtain comparable data from other sources. *Universities may choose to provide additional data comparisons that are not available from NRC or NSF, such as percent of graduate students supported by contracts and grants, and total contracts and grants for the most recent year.*

NRC DATA	Your University & Program	University of South Carolina	University of Utah	University of Mass., Amherst
Total Program Faculty	17	25	20	12
% Supported				
% with Publications	100	96	100	100
Publications/Faculty	2.5 books/fac. 28.1 articles/fac.	3.6 books/fac 19.6 articles/fac	1.8 books/fac. 10.6 articles/fac.	3.6 books/fac. 24.3 articles/fac.
Total Graduate Students	36	24	13	45 (37 Ph.D.)

NSF DATA	Your University & Program	Peer University 1 & Program	Peer University 2 & Program	Peer University 3 & Program
R&D Expenditures (most recent three years in NSF data)				
Year 1 Total				
Year 2 Total				
Year 3 Total				

DEFINITIONS

- Total Faculty:** Total headcount of ranked faculty (professor, associate or assistant professor) participating in the program; full-time or part-time.
- % Supported:** Percentage of Total Program Faculty with external research support. If not using NRC data, specify time period and sources. For visual and performing arts faculty, include any external grants, commissions, and performance fees.
- % with Publications:** Percentage of Total Program Faculty publishing refereed journal articles. If not using NRC data specify time period. If this is a discipline in which books, music or other creative activity are a more important indicator of scholarly activity, you may include them, but justify doing so.
- Publications/Faculty:** The ratio of the total number of program publications to the number of Total Program Faculty. If not using NRC data, specify time period.
- Total Students:** The number of full and part-time graduate students enrolled. For the proposed program list projected headcount in the fifth year. Specify the year for peer data.
- R&D Expenditures:** Separately budgeted R&D current fund expenditures designed to produce specific research outcomes and either funded by an agency external to an academic institution or separately budgeted by an internal unit of the institution.

**DCU TABLE THREE-B
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL
SOURCES***

GRADUATE DEGREE PROGRAM

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	

Source of Students (Non-Duplicated Count in Any Given Year)	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)										
Students who transfer from other graduate programs within the university										
Individuals who have recently graduated from preceding degree programs at this university**	10	8	12	10	14	11	16	12	18	14
Individuals who graduated from preceding degree programs at other Florida public universities	2	1	4	3	6	4	8	6	10	8
Individuals who graduated from preceding degree programs at non-public Florida institutions					1	1	2	2	3	2
Additional in-state residents**										
Additional out-of-state residents**			2	1	3	2	4	2	5	3
Additional foreign residents**										
Other (Explain)**										
TOTAL	12	9	18	14	24	18	30	22	36	27

* List projected yearly cumulative ENROLLMENTS instead of admissions.

** Do not include individuals counted in any PRIOR category in a given COLUMN.

*** If numbers appear in this category, they should go DOWN in later years.

DCU TABLE FOUR COSTS FOR PROPOSED PROGRAM

INSTRUCTION & RESEARCH	FIRST YEAR				FIFTH YEAR			
	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		

POSITIONS (Person-years)								
Faculty	2.625			2.625	3.125			3.125
A & P								
USPS		.5		.5	.5			.5
TOTAL	2.625	.5		3.125				3.625

* Cells should relate directly to faculty numbers in Table 2

SALARY RATE								
Faculty	138,125			138,125	196,875			196,875
A & P								
USPS		15,000		15,000		20,000		20,000
TOTAL	138,125	15,000		153,125	196,875	20,000		216,875

I & R EXPENSES								
Salaries and Benefits	162,988	17,700		180,688	232,313	23,600		255,913
Other Personnel Services (TA & RA positions)	69,120			69,120	216,000			216,000
Expenses		3000		3000		4000		4000
Operating Capital Outlay								
Electronic Data Processing								
Library Resources								
Special Categories								
TOTAL I & R	232,108	20,700		252,808	448,313	27,600		475,913

Revised 5/6/03