Department of Sociology and Anthropology
Carleton University

ANTHROPOLOGY Ph.D.

RESEARCH PREPARATION PORTFOLIO

GUIDELINES

2013-2014
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PORTFOLIO GUIDELINES:
Purpose, timing and contents

1) PURPOSE

The Research Preparation Portfolio is intended to be functionally comparable to comprehensive exams—at least the sort of comprehensive exams that are tailored to the needs of the individual student rather than attempting to cover the discipline as a whole. The student and supervisor (or entire Ph.D. Committee) will formulate a strategy for study in the form of a Research Preparation Portfolio proposal, tailored to the student’s specific learning objectives and research goals. This will state the student’s desired educational outcomes, the way in which the outcomes will be achieved, and the manner in which the outcomes will be assessed. The student will create and maintain a portfolio consisting of both the learning process and various forms of deliverables (e.g., learning plans, previous writings, annotated bibliography, course papers, etc.) of work documenting progress toward fulfillment of the Portfolio proposal. The proposal may be revised informally with the supervisor as new issues and concerns arise, but it can only be substantially altered with the signed approval of the student’s supervisor/Ph.D. Committee (copied to the Graduate Coordinator for the student’s file in the department).

Beyond attempting to help the student get to the field by providing in one place an outline of all the things (intellectual and practical) that need to be done, the “scholarly preparation” portion of the portfolio aims to cover the sorts of ground that a traditional comprehensive exam would, that is, both breadth and depth of knowledge, but without creating an “event” that the student can put off out of nervousness. This portfolio requires that students provide a series of written work (or other information and materials) that demonstrates proficiency in the ethnographic background regarding the proposed field site, in the anthropological and other relevant discussions of the topic of their research, and in the theoretical literatures they will draw upon in analyzing their topic and contribute to with their research results. Here, especially, it is the responsibility of the supervisory committee to ensure the adequacy of the students’ preparation in terms of their background knowledge and solid grounding in regional ethnography, and anthropological theory and methods that will enable students to produce a well-thought out research proposal. While the final research proposal will follow the successful completion of the various components of the portfolio, it is expected that students will be developing their ideas for the proposal from the very beginning of their program, as part of the process-based learning approach, and that the portfolio will contain these materials in various problem-solving stages and elaborations.

The committee will also review the student’s portfolio to assess the student’s progress toward his/her desired outcomes. If the student has demonstrated substantial progress toward fulfillment of the Portfolio and, in the opinion of the supervisory PhD Committee, is prepared to undertake PhD thesis research, then the student will be invited to continue work toward the completion of their research proposal and preparations for field research and, eventually, the thesis. If considerable deficiencies exist, the PhD Committee may prescribe remedial action.
2) TIMING: Three Stages of Progress

1\textsuperscript{st} Stage: Self-assessment and Learning Objectives \textit{(normally middle of 1\textsuperscript{st} Term)}
Partial assembly of portfolio for supervisor/student discussion about competencies required for the PhD and identifying appropriate learning objectives and a learning plan.

Students will identify their own learning objectives in conjunction with the research design course and competency inventory exercise. Around midway through the Fall Term students will provide their supervisors with a partially assembled portfolio (including previously written essays, theses, conference papers, course syllabi - taken or taught) - that demonstrate their preparation in terms of relevant theory, topical literatures, ethnography, and methodology. Early assembly of these materials and discussion with supervisors is intended to facilitate early identification of students' strong/weak areas for establishing learning priorities, which can be addressed in term papers or other work.

2\textsuperscript{nd} Stage: Student’s Learning Plan and Achievement of Learning Objectives
\textit{(Normally middle of 2\textsuperscript{nd} Term)} – Student and supervisor review student’s progress with learning plans and meeting learning objectives (through course work, tutorials, independent study, or others means)

Submission of the portfolio for the PhD Committee’s approval aims to ensure that students are ready to proceed to: completing the proposal; applying for ethics clearance; and to the proposal oral defence; and, if successful, on to field research and thesis writing.

3\textsuperscript{rd} Stage - Scholarly Preparation and Deliverables  - final portfolio deliverables (end of 1\textsuperscript{st} year)
3) CONTENT

ASSEMBLING THE PORTFOLIO: POSSIBLE INCLUSIONS

Supervisor oversees learning and preparation

1st Stage - Self-Assessment and Learning Objectives (1st Term)
- Competency inventory
- Learning Plan
- Dissertation research topic outline (300-500 words)
- Funding Applications
- Previous relevant work (papers, thesis, reflective journals, publications, etc.)
- Updated CV

2nd Stage – Fulfilling Learning Objectives (end of 2nd Term)
- PhD Committee established
- Learning Plan progress
- Notes from meetings with supervisor and committee members
- Reflective journal
- Readings, Insights, Practice, Reflections
  - Theory & Methods
  - Topical Readings
  - Cultural readings
  - Ethics
- Fieldwork planning (money, time, people, resources, contacts, methods, location, practical issues – inoculations, visa, insurance, equipment, etc.)
- Other: networking; language training; mastery of technology (e.g., filming, recording, writing & data analysis software); interviewing techniques; devising good interviews questions, etc.
- Course based essays & Tutorial deliverables
- Research proposal & ethics clearance
- Transcript, showing all required coursework complete (end of 2nd term)
- Updated CV (2nd term)

Supervisor/PhD Committee involved - Assessment of learning progress
Achievements & Deliverables (milestones, outcomes, products)

3rd Stage - Scholarly Preparation and Deliverables (end of 1st year)
- Annotated and cumulative bibliography
- Thesis research proposal
- Proposal Oral Defence with entire PhD Committee & approval form
- Ethics application (if applicable)
- Ethics clearance letter (if applicable)
- Fieldwork plans (contacts, methods, location, practical issues – money, inoculations, visa, insurance, equipment, etc.)
4) POSSIBLE FORMAT

Research Preparation Portfolios may be in electronic (stored online, blogs, CD/DVD) and/or paper format, and may be divided into the following or similar sections that are clearly demarcated:

I - Theory and Methods - readings and explorations

II - Topical Area - readings and explorations (i.e., the particular field of anthropology involved)

III- Cultural Area - readings and explorations

IV – Synthesis (i.e., writings that advance the envisaged project by forging new ways of combing materials and strategies from the above 3 domains of exploration).

V – Planning for field research – preparation, fieldwork logistics and planning information

Anything useful to the advancement of the student’s research project can be filed in these sections, for example:

In sections I, II, III: any applicable essays written for academic courses in the past, annotated bibliographies of key texts, exploratory writings, critical reviews of books or articles, reading notes (less likely in section IV)

In II: Transcripts or accounts of experiences in courses related to topical training (martial arts, potting, running, whatever basic skills are needed to advance apprenticeship fieldwork, or simply to better “fit in” to prospective fieldwork site in terms of topical focus). This file might also contain videos or DVDs, particularly if the research is focused on specific bodily practices, performances and practical activities (e.g., music-making, food preparation, cattle herding, potting, ritual practices, etc.).

In IV: Funding applications that describe and justify the planned project, exploratory writings that combine criticism of earlier studies with new syntheses of materials from I, II and III. A separate section here might be useful to assure that each student periodically reviews their project’s overall trajectory, or purpose, even though it will not be completely known and pinned down until the thesis conclusions are written.

In V: correspondence with prospective fieldwork contacts and organizations, maps, access info. (if unusual), etc. transcripts from non-curricular language courses, etc.
APPENDIX I: Ways of thinking about the portfolio

A) PORTFOLIO AS STORAGE\(^1\) – Collection of Various Materials

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\(^1\) Image courtesy of Barrett, Helen C., 2009 ‘Balancing the Two Faces of ePortfolios
http://electronicportfolios.org/balance
### B) PORTFOLIO AS WORKSPACE/PROCESS

![Diagram of Portfolio as Workspace/Process]

**Portfolio as Workspace/Process**

<table>
<thead>
<tr>
<th>As a Workspace</th>
<th>As a Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Collection or Digital Archive</td>
<td><strong>Organization</strong>: Chronological (Electronic and other forms of documenting learning process)</td>
</tr>
<tr>
<td>Repository of Materials</td>
<td><strong>Documenting</strong> growth over time for both internal and external audiences</td>
</tr>
<tr>
<td>Personal Information</td>
<td><strong>Primary Purpose</strong>: Learning or Reflection</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td><strong>Reflection</strong>: Immediate (focus on materials or learning experience) - Reflection in the present tense</td>
</tr>
</tbody>
</table>

**Procedure: on a daily/weekly basis**

| Maintain a **reflective journal** the form of a blog (organized in reverse-chronological order) or journal |
| Integrate **technology** (generate digital materials to store in online digital archive) |
| **Digital Archives** When saving items in digital archive, link to a journal or blog entry that contains an immediate reflection on the document and/or the learning associated with an experience - reflection in the present tense |
| **Provide feedback to learner** in the form of comments or collaborative editing (by supervisor and/or peers) |
| **Periodically review the collection** for evidence of growth/change over time |

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C) PORTFOLIO AS SHOWCASE/PRODUCT (DELIVERABLES)³

PORTFOLIO AS PRODUCT

- The “Story” or Narrative
- Multiple Views (public/private)
- Varied Audiences (varied permissions)
- Varied Purposes
- Organization: Thematic – Electronic Portfolio / Physical Portfolio
- Documenting achievement of: Standards, Goals or Learning Outcomes for primarily external audiences

PROCEDURE: on a periodic basis (i.e., end of class/term/year)

- Review the blog entries and collected evidence and Select specific entries to demonstrate the achievement of the selected objectives, tasks, outcomes
- Use the tags/labels in blog entries to review all entries that match selected criteria (generate pages within the blog)
- Reflect on why the selected artifacts or materials (with associated reflections) constitute

³ Image and table courtesy of Barrett, Helen C., 2009 ‘Balancing the Two Faces of ePortfolios http://electronicportfolios.org/balance
• **Primary Purpose**: Accountability or Showcase
• **Reflection: Retrospective** (focus on achievement or thematic organization) - Reflection in the past tense
• **Reflection: Prospective** (Direction) - Set goals for future learning - Reflection in the future tense

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BALANCING THE DOCUMENTATION OF LEARNING AND DOCUMENTATION OF ACHIEVEMENT
(for paper based portfolios as well as ePortfolios)⁴

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⁴ Image courtesy of Barrett, Helen C., 2009 ‘Balancing the Two Faces of ePortfolios

[http://electronicportfolios.org/balance](http://electronicportfolios.org/balance)
APPENDIX II: PORTFOLIO FORMS

E) Portfolio Proposal Form

F) Portfolio Approval Form

G) Fieldwork Contact Form

H) Competency Inventory & Learning Plan Form
Note: The Competency Inventory and Learning Plan should be completed by the student, in consultation with the PhD Supervisor, at the beginning of the first year of study, and prior to completing this Portfolio Proposal form.

The attached should be filled out by the end of the student’s first semester in the PhD program, collaboratively between the Supervisor, at least one additional Advisory Committee Member, and the student. This form should then be signed in triplicate by the Advisory Committee (Supervisor + at least one Committee Member) and subsequently by the Graduate Coordinator. One copy will be retained by the Supervisor, one by the student and a copy will be placed in the student’s file in the department.

Once all requirements have been fulfilled, the student must submit the completed Portfolio to the Graduate Advisor’s office for review by the entire Advisory Committee. The Advisory Committee must then hold an informal defense with the student in which the Portfolio and thesis research plans are discussed. At that time, the Portfolio Approval form must be completed and signed by the student and all Advisory Committee Members, and subsequently by the Graduate Coordinator. Any differences between the final Portfolio components approved and this proposal must be annotated and explained. Additional components added to the Portfolio subsequent to this agreement should also be listed. If minor components in section (9) are yet to be completed, this is acceptable as long as planned completion dates are indicated.

Where indicated, please provide details of how a particular component will be fulfilled, in the spaces provided. Also enter the date when the component is expected to be completed (see the usual timeline for completion in parentheses). As each component is completed and added to the Portfolio over the course of the student’s progress, the student should check it off and enter the date.
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>Expected date</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Competency inventory and learning objectives and plan (1st month of program)</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2 Dissertation research topic outline (300-500 words) (1st term)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Updated C.V. (1st term; update as needed until Portfolio approved)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Transcript, showing all required coursework complete (End 2nd term)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Ethics application (if applicable) (End 1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Ethics clearance letter (if applicable) (End 1st year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Dissertation research proposal and defense (End 1st year)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Scholarly Preparation/Deliverables (end of 1st year)
Please indicate how each requirement is to be fulfilled in the spaces provided or on an attached sheet. Possible means of fulfilling these requirements could include: course term papers/response papers in the area combined with a more extensive bibliography of sources; annotated bibliographies; a series of book reviews or short written works on specific topics, etc. Under methodological preparation, methodology courses or workshops to be completed (or previously completed) can be indicated, as well as other methodology reading or training to be completed. The methodological section should also include a draft interview instrument, if applicable to the student’s research.

<table>
<thead>
<tr>
<th>Preparation and deliverables</th>
<th>Expected Date</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Ethnographic background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Topical background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Theoretical background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Methodological skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Include at least one draft interview instrument, if interviews will be conducted research; include statistics training, if relevant to the research plan)
9. **Fieldwork Preparations**: Insert details of how this is to be fulfilled, what contacts and affiliations will be sought, etc., in the space provided, and anticipated date for completion. The student should include a page at the end of the Portfolio documenting how these have been fulfilled. It is recognized that some of these components may not be entirely complete before fieldwork begins (e.g., language acquisition, establishing affiliations). In such cases, this can be noted on the Portfolio Approval Form (which follows) with an explanation of plans for completion. (Use not applicable [N/A] as needed – e.g., field language may not be required in case of domestic research) (end of 1st year)

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Acquire field language skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Establish fieldwork contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Establish institutional affiliations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Research approvals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research visa for fieldwork</td>
<td></td>
</tr>
<tr>
<td>D Arrange travel logistics (individual needs should be discussed with committee)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(e.g., collect travel advisory information, obtain passport, get health insurance, immunizations, visa, etc.)</td>
<td></td>
</tr>
<tr>
<td>E Budget for research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create funding statement (i.e., list anticipated funding sources) and budget</td>
<td></td>
</tr>
<tr>
<td>F Other</td>
<td></td>
<td></td>
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</tbody>
</table>
10. **Additional components to be included**: List any additional components to be included in the Portfolio, that have been agreed upon by the student, Supervisor and Committee Member(s): e.g., additional course papers, reflective journal on research ideas and progress, record of networking/discussion with contacts, etc. Include expected dates for completion.

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Date</th>
<th>Date Completed</th>
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</table>

**Signatures**:  

<table>
<thead>
<tr>
<th></th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Dissertation Supervisor</td>
<td></td>
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<tr>
<td>Advisory Committee Members</td>
<td></td>
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<tr>
<td>Graduate Coordinator</td>
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</tbody>
</table>
This form should be filled out by the Supervisor at the student’s **portfolio review & approval meeting**, and signed by the student, the Supervisor, **and** all other PhD Committee Members. It should then be submitted for approval and signature, along **with** the Portfolio, to the Graduate Coordinator.

1. Please list any additional components that have been added to the Portfolio, that were not listed on the Portfolio Proposal form:

<table>
<thead>
<tr>
<th>Additional Component(s)</th>
<th>Date Completed</th>
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<tbody>
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</tbody>
</table>

2. Please list and explain any additional changes that have been made to the components of the Portfolio, as originally outlined on the Portfolio Proposal form:

<table>
<thead>
<tr>
<th>Changes to Original Component(s)</th>
<th>Date Completed</th>
</tr>
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<tbody>
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</tbody>
</table>
3. Please indicate any components (from section 9 on the Portfolio Proposal form) that have not yet been fulfilled, and outline the target date and plans to fulfill them. This might include components such as language study and finalizing institutional affiliations.

<table>
<thead>
<tr>
<th>Outstanding Component(s)</th>
<th>Expected date</th>
<th>Date Completed</th>
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</table>

The Portfolio has been satisfactorily completed and approved.

Signatures: Date:

Student _________________________ ____________

Dissertation Supervisor _________________________ ____________

Advisory Committee Members _________________________ ____________

                                    _________________________ ____________

                                    _________________________ ____________

                                    _________________________ ____________

Graduate Coordinator _________________________ ____________
To the student: Please list your own contact information and your Supervisor’s contact information for the time period in which you will be in the field. Submit one copy of this form to your Supervisor and one to the Graduate Coordinator, and bring one copy with you to the field.

Expected date of departure: __________________________ Date of return: __________________________

Student’s contact information:

Email: __________________________________________
Secondary email: __________________________________

Phone number(s) (cell, etc.): __________________________

Field mailing address: __________________________________

_________________________________________________________________

Emergency contact name/phone number (Canada): __________________________

_________________________________________________________________
In-country (field site) emergency contact: ________________________________
___________________________________________________________________

Supervisor’s contact information:

Email: ______________________________________________________________

Phone number(s): _____________________________________________________
_____________________________________________________

Carleton mailing address:

Department of Sociology and Anthropology       Fax: (613) 520-4062
B742 Loeb Building                               Phone: (613) 520-2582
Carleton University
1125 Colonel By Drive
Ottawa ON, K1S 5B6 CANADA
In order to maximize students’ learning experience in the PhD program, it is important that each student takes stock of the competencies he/she may have at the outset, and identify where there is room for improvement. Several competencies can be considered in this exercise: theory; methodology (e.g., project conceptualization, fieldwork, interviewing, participant-observation, data analysis); written communication; oral communication; reading; research skills (e.g., library, online, other); organizational skills (e.g., time-management, etc.); networking ability; computer skills; and other skills you identify.

Upon entry into the PhD program, students should assess and note down their strengths and weaknesses in these areas, then discuss these in a meeting with their individual Supervisors. This will allow students to plan their studies accordingly, as well as to fill out the Portfolio Proposal later in their first term.

The tables below are a tool that may be helpful in completing this exercise (although you are not required to write your assessment in table form). A useful technique is to think of one’s competencies critically, and analyze them in terms of: Strengths, Weaknesses, Opportunities and Limitations. Following this analysis, think about where and how weak areas might be improved in the course of your Anthropology PhD studies. These weaker areas will figure prominently in the ‘learning objectives’ that you subsequently identify and discuss with your Supervisor (see Learning Plan, below).
## COMPETENCY INVENTORY

<table>
<thead>
<tr>
<th>Competency</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities (i.e., factors or opportunities available)</th>
<th>Limitations (i.e., factors that might limit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
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</tr>
<tr>
<td>Methods</td>
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<tr>
<td>Oral Comm.</td>
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<tr>
<td>Written Comm.</td>
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<tr>
<td>Language skills</td>
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<tr>
<td>Research</td>
<td></td>
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<tr>
<td>Organization</td>
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<tr>
<td>Networking</td>
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<tr>
<td>Computer</td>
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<td></td>
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</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

## LEARNING PLAN

After reflecting on your competencies and identifying areas for improvement, briefly draft specific learning objectives, plans and activities to address the weaknesses identified above:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Plans and activities to achieve each objective</th>
<th>Indicate how you will measure progress</th>
<th>Target date for achieving</th>
</tr>
</thead>
<tbody>
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</table>
APPENDIX III: Anthropology PhD Checklist
YEAR ONE: The following checklist should serve as a guide for both students and faculty on the various stages of the PhD process:

I - FALL TERM: COURSES, LEARNING OBJECTIVES/PLAN, INITIATE PORTFOLIO

<> COURSE SELECTION: Students must consult with their Temporary Supervisor on the selection of courses to take for both the Fall & Winter Terms. The "Course Approval Form" needs to be completed and signed off by both student and Supervisor.

<> STUDENTS IDENTIFY OWN LEARNING OBJECTIVES: Students are to identify their own learning objectives in conjunction with the "competency inventory" exercise carried out in the research design course (ANTH 6002). These exercises are to be included in the portfolio.

<> SUPERVISOR AND STUDENT DEVELOP LEARNING PLAN: Supervisor and student discuss competencies required for the PhD, and identify appropriate learning objectives and develop a learning plan for the rest of year one. This plan should be revisited and revised as the student progresses.

<> INITIATE PhD RESEARCH PORTFOLIO (midway through the Fall Term): Students to provide their Temporary Supervisor (or permanent Supervisor) with a partially assembled portfolio (including previously written essays, theses, conference papers, course syllabi – taken or taught). These materials will demonstrate the students' preparation in terms of relevant theory, topical literatures, ethnography, and methodology. Early assembly of these materials and discussion with Supervisors is intended to facilitate early identification of students' strong/weak areas for establishing "learning priorities", which can be addressed in upcoming term papers or other work.

II - WINTER TERM: FULFILLING LEARNING OBJECTIVES & MEETING WITH FULL COMMITTEE (BY END OF WINTER TERM)

<> SUPERVISORY COMMITTEE (arranged NO LATER than end of March): Students should approach TWO (2) faculty members to serve as Committee members in addition to their main Supervisor. Normally, Committee members are from Soc-Anth, but one can be a CU professor external to our department if the person's expertise is germane to the thesis project and he/she has FGPA supervisory privileges.

<> STUDENT-SUPERVISOR MEETINGS: Student-Supervisor meetings vary among students and faculty. However, it is important to meet fairly regularly to provide an opportunity to discuss and revisit the "learning plan" set out in the Fall Term, and to monitor the student's progress.
COMMITTEE MEETINGS (Student and Supervisor arrange Full Supervisory Committee by end of April / early May or sooner): While students will meet with additional committee members separately to convey their progress during March - May, the Full Committee will meet with the student by late April - early May to discuss the student's overall progress toward achieving the learning plan, designing a research project, the development of the proposal, ethics clearance, and other preparatory requirements (readings, networking, language learning, film/video courses, procuring equipment, budgeting for research, establishing affiliations with institutions - e.g., universities, NGOs - in field site location, etc.)

REFLECTIVE JOURNAL: Students might find it useful to begin a reflective journal that includes: a) notes from meetings with their Supervisors/Committee; b) revisions to initial Learning Plan; c) Other ideas or resources to have readily accessible.

ANNOTATED BIBLIOGRAPHY: It is a good idea for students to keep track of their readings, and to start this early on in the program as a means to organize materials and record ideas, quotes / pages that might be useful for the proposal/thesis. A good free bibliography organizer is: EasyBib http://www.easybib.com/ (MLA, APA, Chicago styles) - there's an App for that too!

OTHER ITEMS FOR PORTFOLIO (end of Winter Term): Transcript showing all required course work is completed; updated CV

III - SPRING-SUMMER TERM (APRIL - AUGUST): SUPERVISION & DELIVERABLES

SUPERVISORY GUIDELINES: Initial meeting in late April or early May with full Committee will provide guidance to the student on the way forward over the Spring-Summer Term leading up to the next preparatory stages for the student.

DELIVERABLES:

> Ethics application: Responsibility: Supervisor – Student (NOTE: Applications are due the first Tuesday of the month)

> Research Proposal: Responsibility: Entire Supervisory Committee and Student

> PhD Research Portfolio: Responsibility: Student is responsible for assembling the portfolio, in consultation with Supervisor first, then it is circulated to other Committee members for comment and final approval before the "oral defence" can be take place. Supervisors and Committee members to discuss with student their preferred format for the portfolio (e-portfolio as a single file; part paper, part electronic file; complete paper copy of portfolio). NOTE: Sample portfolios from previous PhD students are available for students to review – (NOTE: These portfolios are to be viewed only in the department - requests through
<> PROPOSAL/PORTFOLIO ORAL DEFENCE (normally August-September):
   > Proposal/Portfolio: circulated to entire committee for approval to go to defence

   > Supervisor arranges oral defence: Date set with Committee, Student and Graduate Coordinator (or Deputy) NOTE: Room must be booked by Supervisor

   > Submission of Portfolio for defence: Students are required to submit one paper copy of the portfolio to the Graduate Coordinator at least one week before the oral defence

   > Oral Defence (about 2 hours long): Student presentation for 20 minutes, then Q & A

<> CONVERTING TA TO "OTHER DUTIES" FOR FIELDWORK PERIOD * (due July 15)

PhD Students may be eligible to have up to three (3) TA terms converted to 'Other Duties" in order to be able to conduct their field research. This is only available during fieldwork, which can range from 12-16 months (Note: There is no guarantee that this option is available at all times, as this depends entirely on the need for TAs by the department/university).

> Application for change to "Other Duties" (TA role to RA role):

   - Applying for "Other Duties": Due - July 15

     - Student: a) Complete the "Other Duties" application form in consultation with your Supervisor, who must sign off on it. This is only completed if the ethics, proposal, portfolio, and oral defence will be completed in time for fieldwork during the relevant term(s)
       [Submit to Graduate Coordinator via Darlene]

     b) Student must sign off on assigned 'Other Duties" in the TA Management System (this is a multi-stage effort requiring two rounds to sign off)

     - Supervisor: Email Graduate Coordinator and Darlene the anticipated date for the proposal / portfolio defence, and the date that the student will be 'IN the field' (normally by September - October of the Fall Term - Year Two (Please see guidelines above about the proposal/portfolio defence)

* NOTE: Scheduling TA assignments is a massive task, and last minute changes messes up the entire scheduling process. This is a time-sensitive process, so please keep these guidelines in mind. If in doubt, please contact the Graduate Coordinator or Graduate Administrator.