Program Change Request

Date Submitted: 10/27/20 2:33 pm

Viewing: **PHD 250ALS : Development**

Last approved: 04/24/20 3:40 pm

Last edit: 11/17/20 11:17 am

Changes proposed by: sbarber

Catalog Pages Using this Program

**Development, Ph.D.**

Name of the school or college academic planner who you consulted with on this proposal.

Name

- Sarah Barber - ALS

Proposal Abstract/Summary:

Request to discontinue the Development PhD program, which is a low producing program and does not have the resources nor support to grow the program. This decision is supported by the majority of the faculty affiliated with the program.

If approved, what term should the proposed change be effective?

- Fall 2021 (1222)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

- No

**Basic Information**

Program State: Discontinued / Suspend Admissions

Type of Program: Degree/Major

Who is the audience?

Graduate or professional

Home Department: Col of Agricultural & Life Sci (CALS)

School/College: College of Agricultural and Life Sciences

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

- Yes

- No
Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how provisional provisions for transitions in the committee, and processes for interaction with the home department.

This program has an Executive Committee with academic oversight, while its administrative home has been in CALS as department and college.

Is this in the Graduate School? Yes

Award: Doctor of Philosophy

SIS Code: PHD 250ALS

SIS Description: Development PHD

Transcript Title: Development

Named Options:

Will this be offered as an additional major as well? No

Will a doctoral minor be required? No

Explain the rationale for the decision.

The program is a low producing program and does not have the resources nor support to grow the program. This decision is supported by the majority of the faculty affiliated with the program.

Describe the alternate breadth training resources that will be made available to/required of students.

Suspension and Discontinuation

What is the last term that a student could declare this program? Fall 2018 (1192)

What is the last term that students may be enrolled in or complete the program? Summer 2025 (1256)

What is the timeline and advance communication plan?

Admission to this program was suspended in Fall 2018, which was communicated to all students and faculty associated with the program at that time. In May 2019, notification of the decision to discontinue the program was made to students. Communication of the latest completion date will be sent to all students as well as to their PI's and mentor committee members as part of this proposal process. The last term to complete the program is a full year after all current students plan to complete to allow for unforeseen circumstances. Please see attached memo from Nancy Kendall. We are requesting that admissions be suspended effective immediately (fall 2018).

Explain the precipitating circumstances or rationale for the proposal.

Following the program review completed in June 2017, the faculty were asked to address several questions and concerns regarding the sustainability of the program. One of these concerns is lack of funding, which continues to be an issue. The two major concerns were the lack of funding and admission request. The request to discontinue the program was first made Fall 2018 to give the program time to determine if there was a path forward for the program that addressed these issues while serving student needs. Such a path was not identified and the newly formed Executive Committee has voted to make a recommendation to discontinue the program (Feb 28, 2019), a decision strongly supported by the colleges and Graduate School of CALS. May 31, 2019.

What is the potential impact on enrolled students?

There are currently 5 enrolled students, in various stages towards degree completion. These enrolled or enrolled students will be supported allowed to continue and complete the program (see specific information about student plans in attached document). The discontinuation date was set to be 1 year past the time that all students should be able to
complete their degrees on their current planning schedule, to allow for any extenuating circumstances.

What is the potential impact on faculty and staff?

This is an interdisciplinary program and thus all faculty were affiliated outside their normal departmental homes. CALS and L&S have supported the staff in the program; this support will decrease over time to align with decreasing needs as students enrolled in the program decrease due to completion. Faculty will develop an Executive Committee to determine whether to restructure or discontinue the program.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Faculty participated in a series of meetings in Spring 2018 and Fall 2018 to discuss the status of the Program and to formulate their response to the questions posed by the Graduate School in the follow-up to the 10-year review report. In Fall 2018, faculty voted to request suspension of the program, to constitute an Executive Committee that would engage in an in-depth study of whether or not the Program should continue. The Executive Committee works with the Graduate School about next steps no later than May 2019. After meetings and discussion within the Executive Committee, it became clear that there was not an acceptable mechanism for the program to continue. The Executive Committee voted to discontinue the PhD program, Feb 28, 2019, but at that time remained hopeful that the Development PhD minor might be maintained. After several additional months of discussion, especially around if there was a department willing to become the administrative home of the minor (as CALS was unwilling to remain the administrative department home for the program) it became clear that the Development PhD minor would also be discontinued (see associated Lumen proposal). The Executive Committee has been in communication with faculty and staff associated with the program throughout this process.

Explain and provide evidence of efforts made to confer with and to notify current students.

Students participated in meetings in Spring 2018 and Fall 2018, where they were asked about their own experiences in the Program, and asked for their advice about the current structuring of the program. Their advice will be considered in full by the Executive Committee. Their advice was considered in full by the Executive Committee, but could not if program suspension is granted, they will be fully addressed because informed of the issue of graduate student funding this immediately and the low producing status of the program (which made application for the future of the continuation of the program a moot point in an environment with expanding funding requirements). then asked to participate in the Program review process. On 5/3/2019 the Director met with the students to inform them of the decision to close the program. The Director continues to hold social events with the students each semester, and the sell-out plan includes appropriately reduced resources to serve the remaining students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

There are no other immediate stakeholders who have been notified, nor is there enough of an ongoing relationship with any stakeholders other set of stakeholders to warrant such efforts.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

The Program has always relied on a distributed teaching model, where students take courses from a broad range of departments, and many courses can be substituted for others offered in other departments (the Program requires a major and two minor disciplinary areas of study. Therefore, there is no plan to change the regular teaching cycles for the courses most often taken by Development PhD students will continue to be taught Studies Program students, as they these courses are regularly offered for other target student audiences in the host departments (e.g., Agricultural and Applied Economics, Sociology, Geography, Educational Policy Studies); Agricultural and Applied Economics, Sociology, Geography, Educational Policy Studies).

Continuing students are well into their programs at this point, and therefore the bulk of advising and oversight fall to their mentoring committees, which will continue for each student through completion of their degree, maintaining quality of the program similarly to as has been done in past years. Additionally, an appropriate level of support will remain for staff assistance for these completing students; support coming from CALS and L&S.

Teach-out plan: For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

The Program has relied on a distributed teaching model, where students take courses from a broad range of departments, and many courses can be substituted for others offered in other
departments (the Program requires a major and two minor disciplinary areas of study). Therefore, the courses most often taken by Development PhD students will continue to be taught as they are regularly offered for other target student audiences in the host departments (e.g., Agricultural and Applied Economics, Sociology, Geography, Educational Policy Studies).

All advising has historically been provided by the members of the student’s committee, and most particularly by their advisor. Each student currently in the program has support from their advisor and their committees, and faculty have indicated this support will continue in its current forms and at its current levels.

Other student services have been are provided by Linda Davis, part of whose administrative appointment is designated for the Development PhD Program. Funding will be continued by CALS and L&S until the current students complete their degrees, but the amount of funding will be reduced concurrent with student enrollments decreasing through degree completion. As this funding has been stable for many years, we expect to be able to rely on her continued administrative support of students during this period of suspension.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will no longer be offered? This program has had admissions suspended for two years and thus there are no students currently in the pipeline. Information in GUIDE to indicate the suspended admissions status has been included to notify any new students looking at program information. None have been made.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into? Any stopped out because we are only requesting suspension of admissions at this time, students who wish to re-enter will work with the Graduate School, CALS Academic Affairs, program and the current director of Development PhD program (Nancy Kendall) to find an alternative program or to be allowed to complete through a special graduate committee their planned degree. As this is a diverse and very interdisciplinary program, there is not a one-to-one match with any existing programs that would work for all students.

Teach-out plan: D) Provide any other information relevant to teach-out planning. N/A

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Kendall, Nancy</td>
<td><a href="mailto:kendall2@wisc.edu">kendall2@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Wassarman, Karen</td>
<td><a href="mailto:kmwassarman@wisc.edu">kmwassarman@wisc.edu</a></td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Applied Econ (AAE)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>School of Education (EDUCATION)</td>
</tr>
<tr>
<td>Educational Policy Studies (ED POL ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date?  Yes
Are all assessment plans in the home academic unit up to date?  Yes
Are all assessment reports in the home academic unit up to date?  No

Please explain. The Development PhD is submitting its assessment report for 2020 by the December deadline. The report aligns with the progression status of the remaining students and the program’s assessment plan.

Mode of Delivery:  Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university?  No
Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practice settings are required, discuss how students will have access to diverse practice settings.

Per Karen Mittelstadt, given the proposed discontinuation status, the proposal will continue to advance without additional information provided.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and address diversity, equity, and inclusion within the program. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented.

Per Karen Mittelstadt, given the proposed discontinuation status, the proposal will continue to advance without additional information provided.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professorship, research, and scholarship where relevant.

Per Karen Mittelstadt, given the proposed discontinuation status, the proposal will continue to advance without additional information provided.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate initiatives that address diversity, equity, and inclusion. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, scolastic units, and initiatives where relevant.

Per Karen Mittelstadt, given the proposed discontinuation status, the proposal will continue to advance without additional information provided.

Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Science and Medicine Letters and Sciences Community of Graduate Research Scholars Program

Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support structure? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, discuss advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the

Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

No change
ADMISSION REQUIREMENTS

Students seeking admission to the program must already hold a master's degree in a social science, preferably with a thesis requiring original research. Previous experience in a country in some capacity (Peace Corps, non-government organizations, individual initiatives, etc.) is an important aspect of a successful applicant's background. A student's previous academic records, letters of recommendation, a personal statement, and a research proposal. This proposal will form the cornerstone of the student's program. It is clear explanation of the direction the student intends to take with the research. In their statement of purpose, students should clearly outline their reasons for choosing this program. The online application must contain the following:

- Personal statement
- Research proposal
- Official transcripts for all post-secondary institutions attended
- Three letters of recommendation
- A curriculum vitae

Test Scores. General Graduate Record Exam (GRE) scores for all applicants and TOEFL or IELTS scores for international applicants are required.

Details on the requirements can be found on the program's website.

FACULTY ADVISOR

Applicants will not be admitted unless a member of the program faculty agrees to serve as advisor. If the Admissions Committee judges your application favorably, you will identify one or more potential advisors from the list of faculty, and include that information in your Reason for Graduate Study. The Admissions Committee will contact potential advisors to determine the best fit. Most students remain with their initial advisor; others find a more compatible match during the first semester.

DEADLINE

The Development Studies Program will only consider applications for fall semester admission. The deadline is January 15.

Approved Shared Content from /shared/graduate-school-admissions/
Last Approved: May 14, 2020 3:38pm

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, as outlined on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School to be considered. If you have researched the graduate program(s) you are interested in, apply online.

 Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: May 14, 2020 3:39pm

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

Major Requirements

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 15, 2020 8:18am

- **Accelerated**: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to personal life.
- **Evening/Weekend**: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the added flexibility to keep work and other life commitments.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.
Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.
Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an...
Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 12 credits of graduate coursework from other institutions. Coursework earned ten years or more prior allowed to satisfy requirements.

UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. C admission to a doctoral degree is not allowed to satisfy requirements.

Probation

If students fall below the satisfactory progress requirements, including the 3.2 GPA, the program will launch an assessment exercise analyzing the student’s fit in the program.

Advisor / Committee

All students must have an advisor. Admission into the development studies program is contingent on the Admissions Committee obtaining an advisor for the student. After three-member faculty committee. At the time of defense, a five-member interdisciplinary committee must be established. At least 3 members of the dissertation committee.

Credits per Term Allowed

15 credits

Time Constraints

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may b examination and to be admitted to candidacy a second time.

Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may co to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Grievances and Appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: May 14, 2020 3:39pm

These resources may be helpful in addressing your concerns:
Bias or Hate Reporting
Graduate Assistantship Policies and Procedures
Hostile and Intimidating Behavior Policies and Procedures
Office of the Provost for Faculty and Staff Affairs
Dean of Students Office (for all students to seek grievance assistance and support)
Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doc
Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
Office of Compliance (for class harassment and discrimination, including sexual harassment and sexual violence)
Office of Student Conduct and Community Standards (for conflicts involving students)
Ombuds Office for Faculty and Staff (for employed graduate students and post-docs, as well as faculty and staff)
Title IX (for concerns about discrimination)

Approved Shared Content from /shared/college-agricultural-life-sciences-grievance-policy/
Last Approved: May 14, 2020 2:20pm

College of Agricultural and Life Sciences: Grievance Policy

In the College of Agricultural and Life Sciences (CALS), any student who feels unfairly treated by a member of the CALS faculty or staff has the right to complain about the complaint may arise from misunderstandings or communication breakdowns and be easily resolved; others may require formal action. Complaints may concern any To ensure a prompt and fair hearing of any complaint, and to protect the rights of both the person complaining and the person at whom the complaint is directed, the folc Agricultural and Life Sciences. Any student, undergraduate or graduate, may use these procedures, except employees whose complaints are covered under other campus p The student should first talk with the person at whom the complaint is directed. Most issues can be settled at this level. Others may be resolved by established department if the student is unsatisfied, and the complaint involves any unit outside CALS, the student should seek the advice of the dean or director of that unit to determine how to of the complaint involves an academic department in CALS the student should proceed in accordance with item 3 below.

if the grievance involves a unit in CALS that is not an academic department, the student should proceed in accordance with item 4 below.

The student should contact the department’s grievance advisor within 120 calendar days of the alleged unfair treatment. The departmental administrator can provide this attempt to resolve the problem informally within 10 working days of receiving the complaint, in discussions with the student and the person at whom the complaint is dire if informal mediation fails, the student can submit the grievance in writing to the grievance advisor within 10 working days of the date the student is informed of the failur advisor. The grievance advisor will provide a copy to the person at whom the grievance is directed.
The grievance advisor will refer the complaint to a department committee that will obtain a written response from the person at whom the complaint is directed, providing request a hearing before the committee. The grievance advisor will provide both parties a written decision within 20 working days from the date of receipt of the written c if the grievance involves the department chairperson, the grievance advisor or a member of the grievance committee, these persons may not participate in the review. If not satisfied with departmental action, either party has 10 working days from the date of notification of the departmental committee action to file a written appeal to the subcommittee of this committee will make a preliminary judgement as to whether the case merits further investigation and review. If the subcommittee unanimously denies investigation and review, its decision is final. If one or more members of the subcommittee determine that the case does merit further investigation and review, the subcommittee will recommend through mediation. If this mediation attempt fails, the subcommittee will bring the case to the full committee. The committee may seek additional information committee will present a written recommendation to the dean who will provide a final decision within 20 working days of receipt of the committee recommendation. If the alleged unfair treatment occurs in a CALS unit that is not an academic department, the student should, within 120 calendar days of the alleged incident, take his/her Academic Affairs. The dean will attempt to resolve the problem informally within 10 working days of receiving the complaint. If this mediation attempt does not succeed the dean who will refer it to the CALS Equity and Diversity Committee. The committee will seek a written response from the person at whom the complaint is directed, subitem 3d above.

Other

If you need financial support, indicate this on the application form. Prospective students are encouraged to seek support through university departments, private scholarships will enter you in university-wide fellowship competitions for which you are eligible. We will advise you about funding opportunities, when possible.

Provide detail on how breadth will be achieved.

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulates research questions reflecting an interdisciplinary perspective on development research, theory and practice.</td>
</tr>
<tr>
<td>2. Formulates ideas and/or techniques beyond the current boundaries of knowledge within development studies.</td>
</tr>
<tr>
<td>3. Creates scholarship that makes a substantive contribution to development studies.</td>
</tr>
<tr>
<td>4. Demonstrates interdisciplinary breadth within their learning experiences.</td>
</tr>
<tr>
<td>5. Communicates complex ideas in a clear and understandable manner, both orally and in written form.</td>
</tr>
<tr>
<td>6. Fosters ethical and professional conduct in their research, teaching, and policy work.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan. A combination of indirect and direct methods are used to assess student learning goals.

Department Approved Assessment Plan: [CC PhD Assessment Plan Development.pdf]

Commitments

Courses in the curriculum are numbered 300 or higher. Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information. Yes

Supporting Information
Development PhD Teach-out Plan for Current Students

**Student #1 teach-out plan**
Student #1 will begin his/her fourth year in the Development PhD program in Fall 2020. S/he completed his/her coursework requirements and preliminary exams in Spring 2020 and will work as a dissertator from Fall 2020 onwards. S/he plans to work on additional methods and theory courses during the Fall 2020/Spring 2021 semester and conduct field research in Tanzania and Korea during the Fall 2021/Spring 2022 semesters. S/he will then write during the Fall 2022/Spring 2023 academic year and plans to complete his/her degree Spring 2023.

Committee members: Aili Tripp, Nancy Kendall, Katrina Thompson

**Student #2 teach-out plan**
Student #2 has completed all his/her coursework and his/her preliminary exams. S/he received a Fulbright Fellowship to conduct his/her dissertation research during the 2020 calendar year. S/he plans to extend the research into Spring 2021, and then will spend the 2021/2022 academic year writing. S/he plans to graduate in Fall 2022.

COVID update: Student #2’s Fulbright Fellowship was postponed because of COVID; s/he hopes to leave to begin the one-year fellowship in January 2021, but this is not yet confirmed. His/her original timeline will be pushed out at least one year, and perhaps 18 months, depending on when s/he is approved to leave for fieldwork. His/her completion will therefore be Fall 2023 or Spring 2024.

Committee members: Aili Tripp, Jane Collins, Monica Grant, Emily Calacci, Jeremy Foltz

**Student #3 teach-out plan**
Student #3 has completed all coursework for the Development PhD program. S/he will take his/her prelims in spring 2021. S/he plans to conduct research and write the dissertation over the next two years, with a planned completion date of Spring 2023.

Committee members: Tom Oliver, Gay Seidman, Nancy Kendall
**Student #4 teach-out plan**
Student #4 has a planned joint degree with Sociology. S/he has completed all the Development PhD program coursework, and will complete Sociology courses in Fall 2019. S/he defended an MS thesis in Sociology on June 1, 2020. S/he passed the Sociology of Economic Chance and Development prelim exam in January 2020. As approved in his/her joint degree plan, passing this prelim would count as well for the Development PhD prelim requirement. S/he will complete the second required prelim in Sociology in January 2021. Student #4 plans to defend the joint dissertation proposal in the 2020-2021 academic year and advance to candidacy in both programs once that is approved.

COVID update: Fieldwork is on hold for the moment. Ideally, s/he would begin fieldwork at the end of the 2020-2021 academic year. If this occurs, s/he hopes to complete at the end of the 2022-2023 academic year.

Committee members: Gay Seidman, Samer Alatout, Brad Barham

**Student #5 teach-out plan**
Student #5 has been teaching at Thammasat University (Thailand). S/he plans to take his/her prelim exams in November 2020, and to complete his/her dissertation writing by December 2021. S/he anticipates defending his/her dissertation in Spring 2022.

Committee members: Katherine Bowie, Gay Seidman, Yongning Zhou, Jane Collins, Maria Lepowski