

# Computer Sciences Ph.D. Survey

Department of Computer Sciences  
Florida Institute of Technology

Spring 2003

## Introduction

Each Spring students enrolled in the department's doctoral program are requested to fill out a survey to help the department improve this program. The survey is online at

[http://www.it.fit.edu/survey/computer\\_sciences\\_doctoral\\_survey.cfm](http://www.it.fit.edu/survey/computer_sciences_doctoral_survey.cfm).

This report is online at

<http://www.cs.fit.edu/wds/goals/surveys/phdsurvey03.pdf>

In Spring 2002, 21 students, out of 24 registered students (87.5%), returned the survey. Results are summarized in the following sections. The last section contains the department's response.

## Degree Status

These questions seek to identify the stages you have completed in fulfillment of the PhD requirements.

**Q1** Are you a full-time student? Yes or No.

**Q2** How many regular semesters (Fall or Spring) have you been in the PhD program?

**Q3** Have you completed your formal course requirements? Yes or No.

**Q4** Have you passed your breadth comprehensive exam? Yes or No.

**Q5** If yes, how many regular semesters were you in the PhD program prior to passing the breadth exam?

**Q6** Have you passed your depth comprehensive exam? Yes or No.

**Q7** If yes, how many regular semesters were you in the PhD program prior to passing the depth exam?

**Q8** Have you passed your dissertation proposal? Yes or No.

**Q9** If yes, how many regular semesters were you in the PhD program prior to defending your proposal?

**Q10** How many regular semesters do you anticipate it will take you to finish your PhD?

**Q11** Are you making good progress toward your PhD degree?

Very good    Good    Average    Poor    Very    Poor

**Q 12** What is your estimate of the likelihood that you will successfully complete your PhD?

(Responses were changed to N.A. when an answer was provided following question with a No answer.)

Degree Status Answers												
#	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1	No	8	Yes	Yes	1	Yes	1	Yes	3	4	Poor	99%
2	No	0	No	No	0	No	0	No	0	8	Very Poor	100% pos.
3	Yes	2	No	No	N.A	No	N.A	No	N.A	8	Good	very likel
4	Yes	2	No	No	N.A	No	N.A	No	N.A	5	Average	average
5	Yes	3	No	No	N.A	No	N.A	No	N.A.	9	Average	nil
6	Yes	2	No	No	N.A	No	N.A	No	0	6	Average	100%
7	No	14	Yes	Yes	5	Yes	6	Yes	8	10	Average	15
8	Yes	3	Yes	No		No		No		4	Good	90%
9	No	1	No	No		No		No		Jun 08	Good	50%
10	Yes	7	No	Yes	5	Yes	5	Yes	7	10	Good	10
11	Yes	6	Yes	Yes	3	Yes	5	No	0	10	Average	100
12	Yes	0	No	No		No		No		6	Good	75%
13	Yes	2	No	No		No		No		6-8	Average	50-50
14	Yes	4	Yes	No		No		No		3-4	Good	3 in 4
15	No	1	No	No		No		No		8 to 10	Average	50%
16	No	3	Yes	No		No		No		6	Average	fine
17	Yes	3	No	No		No		No		3	Good	88%
18	No	15	Yes	Yes	6	Yes	6	Yes	7	3	Average	Fair
19	Yes	6	Yes	Yes	3	Yes	4	Yes	5	7	Very good	2
20	Yes	7	Yes	Yes	2	Yes	6	Yes	6	2	Average	85%
21	Yes	7	Yes	Yes	4	Yes	5	Yes	6	10	Very good	100%
	14	$\mu = 4.57$	10	8	$\mu - 3.63$	8	$\mu = 4.75$	7	$\mu - 6.0$	$\mu = 5.76$	Very good 2	
	7		11	13		13		14			Good 7	
											Average 10	
											Poor 1	
											Very Poor 1	

Table 1: Computer Science PhD Student Responses to Questions about Degree Status

## Research

This section asks you to report on your research.

- Q13** How many seminars/talks have you given to on your research work within the past year?
- Q14** How many seminars/talks have you given on your research since entering the PhD program?
- Q15** How many seminars/talks have you given on others' research work within the past year?
- Q16** How many seminars/talks have you given on others' research work since entering the PhD program?
- Q17** How many papers have you submitted for publication in conference, books, or journals within the past year?
- Q18** How many papers have you submitted for publication in conferences, books, or journals since entering the PhD program?
- Q19** How many of your papers have been accepted or published in conferences, books, or journals within the past year?
- Q20** How many of your papers have been accepted or published in conferences, books, or journals since entering the PhD program?
- Q21** Should there be a publication requirement for students in a PhD program?

Definitely yes   Most likely yes   Neutral   Most likely not   Definitely not

**Q22** We consider a PhD to be a research degree. In your opinion, what is research?

1. Determine what others have done to solve a problem, what could be improved, conduct experiments, analyze and publish the results.
2. in computer science, developing computer programs which solve perviously unsolved problems.to a lesser extent, developing a refinement of a previously developed solution but only if such refinement illuminates an important aspect of the solution.
3. Research study should be a progress to propose new and better ideas. This can be archived through certain amount of working experience, communication with the advicor and intensive thinking. As to me, I perfer to
4. publication
5. something that never ends!
6. Research is a process that involves finding out as much as possible about a certain topic or area of interest. As a Ph.D. student, my goal would be to become "an expert" in my field due to research.
7. Research is to find problems and solve them.
8. Research involves investigating a topic or area of interest in order to develop and publish a new process or solution in that topic/area of interest. In addition, research involves taking current knowledge and applying it in new ways which result in more productive processes or accurate results.
9. Webster's 7th New Collegiate Dictionary defines research as: 1. careful or diligent search 2. studious inquiry or examination; esp : investigation or experimentation aimed at the discovery and interpretation of facts, revision of existing theories or laws in the light of new facts, or the practical application of such new or revised theories or laws." I agree with this definition.

Research Answers									
#	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
1	2	4	0	0	3	5	0	2	Most likely not
2	none	none	none	none	none	none	none	none	Most likely yes
3	1	1	0	0	0	0	0	0	Neutral
4	2	2	2	2	0	0	0	0	Definitely yes
5	2	1	1	1	4	4	0	0	Neutral
6	0	0	0	0	0	0	0	0	Definitely yes
7	1	2	0	0	1	2	0	0	Neutral
8	0	0	0	0	0	0	0	0	Definitely yes
9	0	0	2	0	1	1	0	0	Definitely yes
10	2	3	2	4	1	1	0	0	Neutral
11	1	1	2	4	0	0	0	0	Most likely yes
12	0	0	0	1	0	0	0	0	Most likely yes
13	0	0	1	1	0	0	0	0	Neutral
14	0	0	2	4	0	0	0	0	Most likely yes
15	0	0	2	0	0	0	0	0	Definitely yes
16	2	3	2	3	3	3	1	1	Definitely yes
17	2	2	0	1	0	0	0	0	Definitely yes
18	0	0	0	1	1	2	1	2	Most likely yes
19	3	7	2	4	2	5	2	4	Definitely yes
20	2	3	0	1	0	1	0	1	Neutral
21	3	4	0	2	1	1	1	1	Neutral
	1.1	1.74	0.86	1.38	0.81	1.19	0.24	0.52	Definitely yes 8
									Most likely yes 5
									Neutral 7
									Most likely not 1

Table 2: Computer Science PhD Student Responses to Questions about Research

10. Search for new knowledge
11. improving things, creating new methods to solve problems
12. Research is a quest to find something new or something that is an improvement to the present knowledge of ours (most likely in a not too broad field)
13. Answering some question that makes a difference that hasn't been answered before.
14. Find out something useful that the world didn't know before.
15. Webster's defines research as: 1. careful or diligent search 2. studious inquiry or examination; esp : experimentation or investigation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws. I agree with this definition.
16. developing new knowledge useful for human
17. The effort to find out presently unknown knowledge of the researcher.
18. In the most basic sense, it's simply an attempt to find an answer to a question. In the context of academic research, the question to be answered could be any of a number of things such as "What is it?", "What does it do?", "How does it work?", "How does it relate to other things around it?", or "What else could it do?".
19. Research: Ability to independently discover new knowledge. Ability to read and understand works that are related to your area of research Have innovative ways to solve problems.
20. The ability to understand a specific area and discover new finding or add to it.

## Interaction With Advisor

Please describe your relationship with your advisor.

**Q23** Do you currently have a PhD advisor? Yes or No.

**Q24** How many regular semesters has he or she been your advisor?

**Q25** Have you and your PhD advisor been in regular contact to discuss your progress within the last year? Yes or No.

**Q26** How many times per regular semester do you and your advisor meet to discuss your progress?

**Q27** How many months ago did you and your advisor last discuss your progress?

**Q28** Are your advisor's expectations clear? Yes or No.

**Q29** Rate your advisor's help to you in making progress toward your PhD degree.

Very good    Good    Average    Poor    Very Poor

**Q30** What do you expect from your advisor?

1. Feedback on what I have done and what I should be doing.
2. guidance in selecting an appropriate topic.
3. I wish my advisor to talk with me in a free atmosphere. 'Cause I am a student who will perform very badly under certain pressure.
4. good guidance

5. proper guidance to literature whether the doctoral work is worthwhile or not
6. To provide guidance regarding the process I'm following to obtain a Ph.D., and to provide feedback regarding the quality of my work.
7. Give the guideline for my research and help identifying problems and finding the solutions.
8. 1.Guidance on publishing my research. 2.Review and guidance on dissertation topics.
9. Guidance in: 1) selecting dissertation topic, 2) selecting appropriate coursework, 3) identifying relevant other research and 4) ensuring proper FIT institutional milestones are known and met. Primary role in reviewing and approving dissertation technical content in order to ensure acceptance.
10. Help me to follow the direction to get my disertation done
11. help and support
12. To give me guidance if I'm stucked in a problem and to give me advices that are helpful to me to finish my Ph.D. as soon as possible, with the requirements passed
13. I can't answer this right now.
14. 1) Help me define an acceptable topic. 2) Help me find funding. 3) Keep me from screwing up too badly. 4) Keep me intellectually honest.
15. Guidance - in selection of dissertation topic, in selecting relevant coursework, in satisfying the academic administrivia papermill, and in finding relevant research reports. Major role in reviewing and technically guiding the dissertation content to assure satisfactory content. Minor hope for assistance in finding source(s) of financial support - assistanceship or industrial internship.
16. excelent already
17. To give advice on ym ideas/path of my research to help me work out a dissertation topic of my interest which is acceptable as a PhD thesis.
18. I expect guidance and availability. By guidance I mean clear, consistent, and effective assistance in following the path I need to take to complete the degree. The advisor has been down that road before, and can provide knowledge and insight about what is necessary and what to expect - things that are not known to me as one who has not yet completed that road. By availability I mean the advisor will be there to provide that guidance. An advisor who is not all that interested, constantly out of town, or likely to jump ship and move on to other things is of little use to a struggling student.
19. Continuous advice Help in solving dilemmas (technical and administrative) Keep me in the picture if a new paper related to my work came into the surface.
20. The ability to understand my work and serve as a mentor to prevent me from going down the wrong path
21. interest in my research, feedback, guidance, coauthor papers

**Q31** Rate the help you receive from other faculty members in making progress toward your PhD degree.

Very good    Good    Average    Poor    Very Poor

**Q32** How should a student's dissertation be evaluated?

1. It should make a significant contribution to a field of research and be of publishable quality.
2. do not know. haven't really thought about it.
3. New and Better ideas.
4. accurately
5. dont know

6. By a team of professors. Criteria should include writing style, content, uniqueness of topic.
7. Originality and usefulness of research
8. A student's dissertation should be evaluated on the following criteria: 1) Is the topic relevant to current technological trends/problems/world issues? 2) Is the dissertation clearly written and does it convince the reader of the new ideas/issues/results etc. which were the primary goals of the research?
9. By its caliber of documenting a productive line of research into some aspect of Computer Science.
10. State of the art, complexity and application of the results
11. no opinion in this topic
12. The evaluators should evaluate the Dissertation based on the state-of-the-art of the time the student began their Dissertation; and what was added to that knowledge by this Dissertation; and how well was the goals given in the Proposal achieved (and they weren't, why not)
13. 1) Does it define a question? 2) Does the question make a difference to someone? 3) Does it answer the question? 4) Is the answer new?
14. 1) How useful is the contribution to the world at large? 2) is it new? 3) Is the work original with me? 4) Does the way the dissertation is written clearly communicate all three of the above?
15. By its caliber of documenting a novel research project.
16. new or better
17. Mainly based on the effort they made to create the dissertation, whether it was successful or not (in the sense of achieving something completely new) and how well did they cover the issues stated in their Dissertation Proposal.
18. It should be evaluated fairly and consistently. It should not be accepted or rejected on the basis of some hidden personal or political agenda, and the requirements should not vary widely from time to time (i.e. it is judged to be acceptable and progressing well at one point, only to be thrown into a tail spin at another point because of a drastic change in the requirements or evaluation process).
19. The committee is the first responsible for the evaluation. Did the student satisfy his/her proposal promises.
20. On his/her understanding of the problem and his/her solution.

## Teaching Experience

Please answer these questions about your experience in teaching.

**Q33** Have you been a teaching assistant in the department? Yes or No.

**Q34** If you have been a teaching assistant, was this a valuable educational experience?

Very valuable   Valuable   Neutral   Little value   Not valuable

**Q35** Should there be a teaching requirement for students in a PhD program?

Definitely yes   Most likely yes   Neutral   Most likely not   Definitely not

Interaction with Advisor Answers								
#	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q31
1	Yes	8	Yes	40	0	Yes	Good	Very Poor
2	Yes	5 - master	No	3 or 4	1 week	Yes	Good	Good
3	Yes	2	Yes	every week	1	Yes	Very good	Very good
4	Yes	1	Yes	every week	0	Yes	Good	Very good
5	Yes	5	Yes	all the ti	1	Yes	Good	Good
6	Yes	1	Yes	8	1	Yes	Average	Average
7	Yes	1	Yes	15	0	Yes	Good	Average
8	Yes	3	Yes	weekly	1	Yes	Good	Good
9	Yes	12-incl MS	No	1 or 2	3	Yes	Good	Average
10	Yes	7	Yes	30	10	Yes	Very good	Average
11	Yes	5	Yes	5	0	Yes	Good	Very poor
12	Yes	0	No	-	1	Yes	Average	Average
13	Yes	2	Yes	2-3	1	Yes	Very good	Average
14	Yes	4	Yes	5-10	1 week	Yes	Very good	Good
15	Yes	8	No	1 or 2	2	Yes	Good	Average
16	Yes	3	Yes	16	0	Yes	Very good	Very good
17	Yes	3	Yes	6	1	Yes	Good	Average
18	Yes	4	Yes	Multiple	0	Yes	Good	Average
19	Yes	6	Yes	7	This month	Yes	Very good	Good
20	Yes	3	Yes	8	0	No	Average	Average
21	Yes	7	Yes	10	0	Yes	Very good	Poor
	Yes 21	$\mu = 4.29$	Yes 17			Yes 20	Very good 7	Very good 3
	No 0		No 4			No 1	Good 11	Good 5
							Average 3	Average 10
							Poor 0	Poor 1
							Very poor 0	Very poor 2

Table 3: Computer Science PhD Student Responses to Questions about Advising

Teaching Answers			
#	Q33	Q34	Q35
1	Yes	Valuable	Definitely not
2	Yes	Very valuable	Most likely yes
3	No	Very valuable	Most likely yes
4	No	Very valuable	Definitely yes
5	No	Very valuable	Definitely yes
6	Yes	Very valuable	Definitely yes
7	No	Neutral	Neutral
8	Yes	Very valuable	Definitely yes
9	Yes	Valuable	Most likely yes
10	No	Not valuable	Neutral
11	No	Neutral	Neutral
12	No	Valuable	Neutral
13	Yes	Very valuable	Most likely yes
14	Yes	Very valuable	Definitely yes
15	Yes	Valuable	Most likely yes
16	No	Valuable	Most likely yes
17	No		Most likely yes
18	No	Neutral	Most likely not
19	No		Neutral
20	No		Neutral
21	No		Most likely not
	Yes 8	Very valuable 8	Definitely yes 5
	No 13	Valuable 5	Most likely yes 7
		Neutral 3	Neutral 6
		Little value 0	Most likely not 2
		Not valuable 1	Definitely not 1

Table 4: Computer Science PhD Student Responses to Questions about Teaching

## Financial Support

Indicate how your education is being financially supported.

**Q36** Are you financially supported by research on a faculty project? Yes or No.

**Q37** Are you financially supported by teaching for the department? Yes or No.

**Q38** Are you financially supported by external sources (for example, company, government)? Yes or No.

**Q39** Are you financially supported only by yourself, your family, or friends? Yes or No.

Financial Answers				
#	Q36	Q37	Q38	Q39
1	Yes	Yes	No	No
2	No	Yes	No	No
3	Yes	No	No	No
4	Yes	No	No	No
5	Yes	No	No	No
6	No	Yes	No	Yes
7	No	No	No	Yes
8	Yes	No	Yes	No
9	No	No	No	Yes
10	No	No	Yes	No
11	No	No	Yes	Yes
12	Yes	No	Yes	No
13	Yes	Yes	No	No
14	Yes	Yes	No	No
15	No	No	No	Yes
16	Yes	No	No	No
17	Yes	No	Yes	No
18	No	No	Yes	No
19	No	No	Yes	No
20	No	No	Yes	No
21	No	No	Yes	Yes
	Yes 10	Yes 5	Yes 9	Yes 6
	No 11	No 16	No 12	No 15

Table 5: Computer Science PhD Student Responses to Questions about Finances

## Career Goals

Please answer these questions on your career goals.

**Q40** Why do you want a PhD?

1. To teach at the graduate level and do research, and because the work is interesting.
2. pursuit of knowledge.
3. Master study seems impossible to develop the capability of independent research. Instead, Ph.D. can help me to get comprehensive as well as in-depth knowledge in my research. In addition, it will enrich my teaching, if I could work as TA.

4. to be an expert, to get a position easily after graduation, to publish papers,
5. yet to figure it out
6. To be qualified to teach at FIT.
7. I want to learn how to research and have better chance to get a job in research area.
8. To be able to teach computer science and perform research at a university.
9. Good Question. I really should figure out an answer for it...
10. To get a good preparation for teaching and researching
11. I'm a faculty member of a university in my country. I want to improve our Master degree program and also get resources (\$) to do research and encourage bachelor students to continue studying.
12. To understand the present and the future of my field better, and to be able to come up with new/better ideas that are useful for people who work on this field
13. I want the option of teaching in a university environment.
14. I want the option to go into academia or into industry in a research position.
15. excellent question. i wish i had a good answer.
16. To be a teacher and researcher
17. I'd like to acquire knowledge on different fields of Computer Science to have a broad understanding of the main issues. I also would like to understand the basics more better and of course to be an expert in my chosen field.
18. In order to work in many of the more prominent research institutions, either academic or industry, a PhD is a practical necessity. For those institutions with which I have some familiarity, virtually all the full-time personnel have at least 1 PhD degree.
19. -To have the ability to independently discover new knowledge. -To have the ability to read and understand works that are related to your area of research -To have innovative ways to solve problems. To teach and at the same time acquire more knowledge
20. Getting a PhD serves as a key for further success.
21. to do research in my institution, to support students doing thesis in our Master degree program, to get funds for projects

**Q41** What is your primary career goal after earning a PhD e.g., teaching & research, teaching only, research only, in academia, industry, government, other

1. Teaching and research.
2. research - either in academia or industry
3. I would like to work in the research division for Industry. Of course, I will also be pleased to work as a teacher.
4. teaching & research
5. industry
6. Teaching at FIT. If this doesn't happen, I'll return to industry.
7. research in industry
8. Teaching and research in academia.
9. Research, either industrial or academic.
10. Teaching and researching
11. teaching & research, in academia improving the curricula of our programs offered in the university
12. research (maybe teaching) in academia or industry

13. Teaching in a university environment.
14. Definitely research. I'd love to teach, but I'll have to balance my desire to do that against my desire to work on useful projects and see where I can do that best.
15. industrial research
16. teaching & research
17. Research in the industry.
18. Primarily the interest is in research in either academia or industry. However, I would not rule out some teaching.
19. teaching and research
20. Have not decided yet, however I am leaning toward further research in academia.
21. teaching & research and academia

## Program Improvement

Please offer your insight on how the PhD program can be improved.

**Q42** Please offer suggestions on how to improve the PhD program.

1. I am doing funded research in an area different than my dissertation proposal, which is preventing me from making progress due to lack of time to work on both. There should be some guidance on switching topics after the proposal is accepted.
2. none
3. Personally, I think 1. Ph.D. student should not take so many course at the begining of their Ph.D. study. They should use most of their time in research. To take so many course will share their energy.  
2. The COM exam should not be too hard. When I talked with one Ph.D. student who took COM this semester, he says, comared with the COM given before, it is very tough for some exams in COM this semester(eg. Formal Language). Obviously, it is(will be) unfair for current(future) Ph.D. student to get so hard COM exam.
4. By giving more chance to be involved in a good researchand to encourage to publish.
5. hire some professors who do research in current hot topics
6. There are some very smart professors who do not "teach" well. The basic skills required of a good teacher are missing. I feel that in these classes I could do just as well on my own reading the book. Please evaluate the professors and provide training on teaching.
7. Change comprehensive exam procedures (too many subjects)
8. Create a new track on Computer Security, and related issues.
9. None at this time.
10. Professors should have more time for making research (less undergraduate courses). Give more value to research credits than academic credits. profesors should participate in the PhD seminar (there are some profesor who never have been in a seminar) in order to give students more feedback. a good idea would be to mix the two seminars (sometimes).

11. Proposal 1. Every student entering to the PhD program must participate in the PhD seminar by attending and also presenting at least once every semester. In order to achieve this, I propose the student must be enrolled in one research credit every semester, until he/she present and get approved his/her proposal. From that time on, the candidate must make a presentation every semester on his/her research. Proposal 2. Faculty members attend the PhD seminar. It would be more helpful if the faculty members could attend the PhD seminar. In this way we can get feedback and also be more challenged in our presentations. There are some faculty members that have never been in the seminar. Proposal 3. Get more interaction between Faculty members and students. The Department social te, has been canceled for many weeks. What happend? Proposal 4. Get a "Serie of Lectures" every semester. We can start with 2 or 3 in the first semester.
12. - build a better network between the students so we will be able to help each other (and learn the fields of others) - keep the teached material at the sate-of-the-art level - give the students as many way to look at the same subject as possible
13. Encourage more collegiality within the department. Between faculty members; between students and faculty; and between students. Encourage more communication between students and faculty, like attending proposal and dissertation defenses, like having faculty talk about their research interests more often. Encourage more top-notch outside speakers.
14. Figure out how to convince department members (both faculty and Ph.D. students) that having more interaction with other members will be good for them in the long run. Figure out how convince people to ask for help when they need it.
15. None at this time.
16. Getting help for proof reading of a paper is going to be very useful. I also wonder whether our school supports conference expenses. Some times we need to copy some papers, but we do not have an access to a copy machine; allowing 15-20 pages a day is going to be very helpful.
17. The main problem is that PhD students cannot choose freely topics of their interests, since they need an advisor fairly good in that field and the number of our advisors are low. Though this because of the fact that FIT is a small university, it could be helped if the faculty was more open to fields outside thier main focus.
18. At this point it is difficult to offer anything specific. I am deeply embroiled in the dissertation process with my advisor and have been pleased with the working relationship. What I can do is to offer some comments that I have received first-hand from some people who have left the program. Some of the reasons for leaving that I have heard include: 1) making appointments on multiple occasions to meet with faculty members, then taking time from work to go over to the campus, only to have the faculty member not show up for the appointments, 2) faculty members who just did not seem all that interested in seeing the student succeed, 3) constantly shifting expectations leaving the student confused as to what should be done and how, 4) being treated as little more than a tool to assist in the advancement of the aims of the advisor, and 5) inequality of expectations (i.e. some students "breeze" through while others are held to much stricter and more extensive requirements). Again, bear in mind that these are comments I have heard from students who have quit the program (and I don't know the whole story), and most of the specific faculty that were mentioned are no longer with the school. But, perhaps these comments could serve as things to watch out for.
19. -Encourage students to publish papers and support them for this purpose. - Continuous improvement of the crriculum.
20. A major improvement is to have more presentation from faculties on their areas of interest.
21. 1) Every student must make a presentation in the seminar every semester. The presentation MUST be a topic in COMPUTER SCIENCES and the advisor must be in the presentation. 2) Faculty members

should attend the PhD seminar. 3) Encourage interaction between students and faculty 4) Provide some workshops to help students (writing papers/Proposal, process in the PhD program, Comps exams, etc.) 5) Start a Serie of "Lectures in CS" 6) Smooth the administrative process (sometimes documents that have to be sent to other departments stay here or are lost)

## **Response to the Survey**

**Survey Participation:**

**Degree Status:**

**Research:**

**Interaction with Advisor:**

**Teaching Experience:**

**Financial Support:**

**Career Goals:**

**Program Improvement:**