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A. Mission and purpose of the program

The mission of the PhD program in Comparative Studies is to prepare students to make meaningful contributions to the academy and to society through interdisciplinary studies of culture, primarily in the Humanities and Social Sciences.

The PhD program in Comparative Studies in the Dorothy F. Schmidt College of Arts and Letters is an interdisciplinary PhD program that provides students with the opportunity to synthesize scholarly inquiry across two distinct fields. It is the only PhD granting program in the college and features two tracks, one in Cultures, Languages, and Literatures (CLL), and one in Culture, Society and Politics (CSP). Both tracks require students to articulate the two fields of study that they intend to focus on while in the program. For students in the CLL track, the primary field is expected to be in the humanities, usually studying literature, language, linguistics, or similar. For students in the CSP track, the primary field is expected to be in the social sciences, usually studying political science, anthropology, or sociology. In either track, secondary fields vary widely. In general, it is safe to say

Much of the university's strategic plan is focused on "pillars" and "platforms". These orient the university's strategic vision and provide focus for the development of programs and initiatives across the various colleges. While the "pillars" are initiatives that are, in many ways, STEM focused and therefore somewhat outside the realm of the Comparative Studies PhD program, these pillars are themselves paired with a series of "platforms" that reach across the various colleges within the university. The PhD program in Comparative Studies supports or intersects with several of these platforms in meaningful ways. For example, one of the platforms upon which the university seeks to build its success is "Diversity," which is defined as seeking to "identify and promote opportunities to

B. Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program

The last review conducted of the PhD program in Comparative Studies was conducted in the spring of 2010, when the program was in hiatus and not accepting students. A decision had been made in late 2009/early 2010 to suspend admittance to the program by then Dean Manjunath Pendakur. At that time, the program looked significantly different than it does now, and the review was based primarily upon the program's configuration then. The program included three separate tracks in 2009, Languages, Linguistics, and Literatures; Public Intellectuals; and Fine and Performing Arts, none of which are in existence now. Budget issues related to the Great Recession played a role in the then-Dean's decision, as did the fact that there was limited faculty support for the Fine and Performing Arts track, and limited involvement of the social science departments in either of the other two tracks. Because of the significantly different nature of the previous program to the program of today, the previous review's usefulness is somewhat limited. However, several findings or recommendations that were made became guideposts for the degree as it emerged from its hiatus and was reconceptualized. This review will attend to those findings and recommendations that directly apply to the program as it was restructured and reactivated – a process that led to the resumption of admissions in the Fall of 2013.

Of the relevant findings and recommendations made by the evaluation committee were that the program should be re-opened and that “there [should] be a re-evaluation of the degree, in which the faculty should be invited to propose what they would like to see as degree tracks within the program.” This process began in 2010 and was largely complete by 2012, with the program emerging with a single track in Cultures, Languages, and Literatures (students in previous tracks

College) drafted and secured the department chairs support for a course release policy for faculty mentoring PhD students (see Appendix 1).

The prior program review also made reference to space, and the need for the PhD program to have a space where “students may gather and meet easily and routinely with one another and with staff allocated to administer the degree.” With the advent of the School of Interdisciplinary Studies in the Humanities and Social Sciences, which now houses the PhD program in Comparative Studies among other interdisciplinary degrees, we believe we have given the PhD program a viable administrative space from which to operate – whereas b bspa en Co (ea)-3.9 ct-3.9 (")-4 d (i)-3.2 ((t)-3.2 (he)-3.9 ()JTJ

Sexuality Studies. This option is available to students who have earned a bachelors degree in the humanities or social sciences and their applications will be vetted by the graduate programs committee for the program that will grant the MA, as well as the PhD program Executive Committee. The PhD Executive Committee is the sole body that reviews applicants who already hold a degree at the Masters level. This fall (2019) we matriculated the first BA to PhD student into the program. The student will earn an MA in English while in pursuit of the PhD.

In addition, the PhD program in Comparative Studies has also launched the aforementioned track in Culture, Society, and Politics. .c -0.13.896r10.4 (o3.6>> dc14.9

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B.S., B.S., B.F.A, M.A., M.S., or M.F.A. in a relevant discipline.

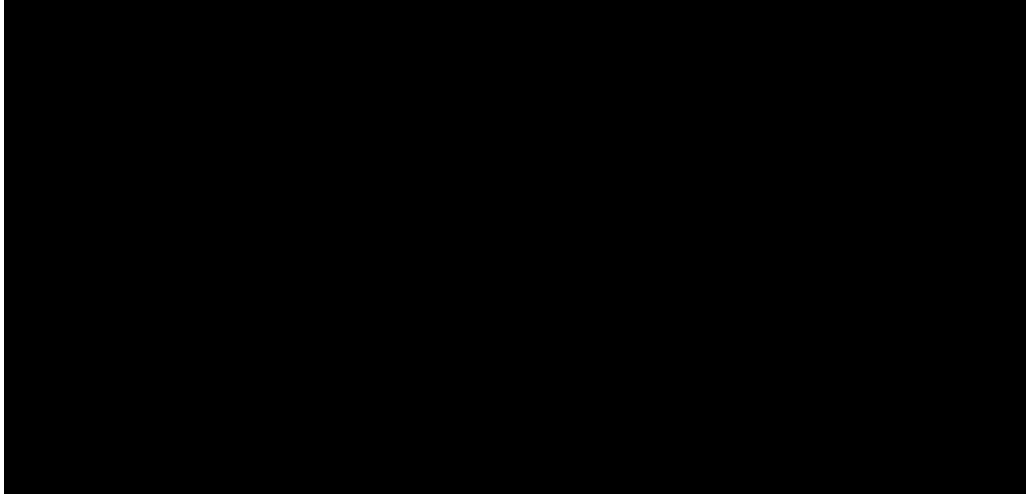
Minimum 3.5 GPA in previous graduate courses.

Competitive scores in the verbal, quantitative and analytical writing sections of the Graduate Record Examination. (The GRE must have been taken within the past five years.)

For international applicants, a competitive TOEFL score is also required.

Applicants must submit an academic paper, approximately 20 pages in length and with scholarly documentation, that demonstrates the applicant's analytical and explanatory skills and command of the discipline. Candidates who plan to work in lingua are required to submit an additional academic paper in that language, too.

A statement of intent that outlines the applicant's field(s) of study and describes how your academic background has prepared you for this interdisciplinary program.



Average class size and faculty/student ratio

All graduate classes, including PhD seminars, are capped at 15 in the college. It is not possible to identify the average number of students in each of the courses offered by the various departments in the college over the last several years, but it would not have exceeded 15.

The average class size in PhD only seminars from 2016 to Spring 2019 is 8 students. The below table details the courses and enrollments.

	C	D	F	F	G	H
201608 CST 7309			40	2	AL	11
201608 CST 7309			70	2	AL	7
201608 CST 7309	3	4	AL	201608	CST 7309	Language, Thought and Reality
201608 CST 7309	6	5	AL	201708	CST 7309	Contexts & Contest of Culture
201708 CST 7309						11
201708 CST 7309						7
201808 CST 7309						8
201808 CST 7309						8
201808 CST 7309						14
201908 CST 7309						11
201908 CST 7309						11
201908 CST 7309						11
201908 CST 7309						12
201908 CST 7309						13
201908 CST 7309						14

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

The program requirements vary only slightly between the two program tracks. The degree requires a minimum of 48 credits if matriculating with a masters degree, or 78 if matriculating with a bachelors degree. For both tracks, students are required to declare a primary and secondary area of interest. These are the two broad “comparative” areas of study that students will focus on during the duration of their program. They are required to earn 15 credit hours beyond the MA, MFA, or MS in graduate coursework in their primary area. They are required to earn 9 credit hours beyond the MA, MFA, or MS in graduate coursework in their secondary area. Students entering with a BA must fulfill all requirements for an MA in the degree granting program they stipulated at application (and, students entering with a BA must earn a Masters level degree, usually in their primary area of interest, while in pursuit of the PhD. There is no MA in Comparative Studies, rather the MA/

graduated from previous tracks of the program. Because of the incomplete nature of the alumni data, we cannot accurately assess placement rates. Nevertheless, the attached appendix gives a sense of what types of positions our students have gone on to inhabit and forecasts where they might find employment in the future. (See Appendix 5)

Retention rates

Of the 75 students who have matriculated into the program since its relaunch, 13 of them have stalled out/dropped out of the program. This equates with a 17% loss rate, or an 83% percent retention rate.

Graduation rates

Because the program only matriculated its first class after the relaunch in the Fall of 2013, the data here is rather scarce. The next program review will have enough longitudinal data to provide us with a clear window into overall graduation rates. Of the two initial classes admitted into the PhD prog

Faculty

Please describe the administrative structure of the Department/Center/Unit administrative structure.

The program is administrated by the Director of the PhD program in Comparative Studies, Dr. Adam Bradford, who is currently the Associate Dean of Graduate Studies in the College of Arts and Letters. He relies upon the guidance of the PhD Executive Committee, which consists of a group of 16 tenure-line faculty in the College of Arts and Letters. They hail from departments and programs across the college, including Political Science, Jewish Studies, Art History,

Language and Comparative Literature, and the Center for the Study of the American West.

D. Research: Departments, Centers or Units should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region.

Because there is no annual report structure for PhD students that is analogous to that which exists for faculty, it is difficult to assess this particular question, which usually draws upon that data in order to be answered. This question suggests that perhaps one salient need is for the PhD program to have a more formal method for tracking student publications, awards, and other forms of achievement. Nevertheless, as the “Student Profile” subsection of section C indicates, students are research active.

E. Other Program Goals.

Advancement Fellowships and Summer Exams Fellowships (again, see Appendix 2). In 2017, we offered the Exams fellowship to 2 students, and the Advancement Fellowship to 4 students. In 2018, we offered the Advancement Fellowship to 5 students. There were no suitable applicants for the Exams Fellowship that summer. In the summer of 2018, we also piloted a College of Arts and Letters Dean's Sum

proposal must be made by any student to the student's dissertation committee. It must be approved informally by the dissertation committee who will notify the Director of the program that they support the project in its current form, and then presented again to the Executive Committee as a draft proposal. The Executive Committee will confer on whether or not the proposed project meets the standards for rigor, critical engagement, and research and provide feedback on as much to the student and dissertation committee. It is expected that the student will incorporate this feedback into a revised proposal before they sit for the formal proposal defense.

Goal 5

The PhD program track in Culture, Society and Politics launched in the Fall of 2019.

Goal 6

Ongoing efforts are being made at the programmatic, college, and university level to secure these types of improvements for students. The Provost has recently announced that students will have a health care plan in place by the fall of 2020. Stipends remain an issue. The program has been unable to increase the base stipend level from \$15,000.00, however, enhancement fellowships exist – primarily the Presidential Fellowship, the Schmidt Somaesthetics Fellowship. Due to budget cuts and structural reorganization, we recently lost the Lifelong Learning Fellowship that we previously enjoyed.

F. Strengths and opportunities that support achievement of program goals.

Because the PhD Program in Comparative Studies is the flagship degree for the entire college, it 1) enjoys the ability to draw upon the faculty expertise of multiple departments. This is highly beneficial to the program, and means that students have access

with faculty while they are here, and essentially recruits through an approach that not only focuses on the intellectual rigor of the faculty and program that are here, but also on the idea that the student should understand that at FAU they are a highly targeted recruit – in a word, they are very “special” to us whereas they may just be one among many in another institution with more students and admissions competition. Consider that the

Appendix 1

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MEMORANDUM

TO: Dorothy F. Schmidt College of Arts and Letters Faculty
FROM: Heather Coltman, Dean *Heather Coltman*

RE: Policy for Faculty Compensation for Dissertation Advising in the PhD in Comparative
Studies Program
DATE: January 17, 2017

Given the University's prioritization of doctoral degree production related to our Carnegie Classification as an R2: Doctoral Universities – Higher research activity, the College would like to recognize and support the faculty who are advising PhD students in the interdisciplinary Comparative Studies program.

The Dean's office is introducing a formula through which Ph.D. faculty can obtain course releases, based on a system in which five (5) accumulated points equals one (1) course release.

Points may be accumulated by:

- Chairing a dissertation committee

One (1) point assigned when dissertation proposal is signed and one point when dissertation

Appendix 2

Summer 2017 Fellowship Opportunities
PhD Program in Comparative Studies
Florida Atlantic University

Exams Fellowship

The purpose of this fellowship is to help students move in an accelerated fashion towards the Comprehensive Exams following the completion of their coursework.

document). In addition to the letter and list of texts, applicants should submit a list of texts (as well as a brief statement of support from their exams chair) and a list of the provided list and the feasibility of meeting the target exam date. The fellowship is \$5000. Applications are due March 24

and show as an opportunity to take courses towards their degree. The fellowship will grant the recipient a summer GTAship in the department they regularly teach, and it is expected that the recipient will register for one or more courses during the summer. Please note that DIS courses are acceptable, and 9 month faculty willing to supervise a recipient during the summer will receive a \$500 stipend for doing so. However,

only DIS themes directly related to the student's concentration and not available through regularly offered coursework will be considered. To apply, students should submit a 1-2 page letter of application that details their progress in the program, their need for the fellowship, the course(s) that they intend to enroll in during the

In conjunction with the Division of Research and the Graduate College, the Dorothy F. Schmidt College of Arts and Letters seeks applicants from the Comparative Studies PhD program interested in advancing their research through a focused program of grant writing mentorship. This program will consist of a series of workshops to be held during summer 2019 and will be conducted by the Division of Research, Office of Research Development staff, Jeanne Viviani and Angela Clear. The goal of these workshops is to provide doctoral students in the College of Arts and Letters with experience in targeting and applying for grant opportunities in partnership with a faculty principal investigator. It will increase students' awareness of the role grants play in higher education funding, provide them with valuable experience in the process of grant writing, and facilitate each fellow's production of a competitive grant application of fundable quality.

Applicants for the fellowship should submit a one-page narrative that identifies the grant opportunity they will target, the faculty member who will serve as principal investigator on the grant proposal, and

Dorothy F. Schmidt College of Arts and Letters Dean's Summer Writing Workshops

Purpose: The purpose of these informal summer writing groups is to give students the opportunity to workshop their academic writing. Students interested in preparing manuscripts for possible scholarly publication or conference presentation, as part of their thesis or final projects, in anticipation of using a manuscript as part of an application for further graduate study, or for other similar reasons are encouraged to apply. Groups will meet for three hours once a week for six weeks, and full attendance is required in order to participate. Workshops will run during the first summer semester (May 12th through June 22nd), and participants will be selected through a competitive application process. This workshop is running informally through the College of Arts and Letters, therefore, formal registration through Banner is not required nor will institutional credit be granted for taking part in this workshop.

Call for Applicants: Graduate students in any of the College of Arts and Letters graduate programs are eligible to apply. Those interested should send a one page letter of interest that details their current status within their program and their goals for participation in the workshop (outcomes such as preparation for publication, completion of a thesis/dissertation chapter, etc., etc.). Please also include an abstract of the paper or papers you intend to work on. A letter of recommendation from a faculty advisor or mentor that speaks specifically to the benefits to be derived from

Appendix 3



3 credits: Supervised teaching experience: ENC 6700/FLE 5892 or equivalent
GTA in an affiliated department. Credits do not count toward degree.

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From Ohio State University

1.Coursework requirements. All students are required to take a total of 80 semester hours, including credits earned in the Comparative Studies M.A. program or credits earned in (a)-1.6 h (s)-2.3(r)-4 (n)10.9 (e)-1.7 (d)10.

- CSDS 5xxx
- CSDS 8xxx

Additional CSDS Courses or Courses in a Related Field

Take 11 or more credit(s) from the following:

- CSDS 5xxx
- CSDS 8xxx
- CL 5xxx
- CL 8xxx

From Johns Hopkins University

Coursework Students are required to take ten graduate level courses (600-level) for grades in their first two years of study. Of the ten graded courses, five must be courses offered by the core faculty in the Department of Comparative Thought and Literature, including a mandatory pro-seminar on comparative methods and theory for all incoming students in the fall semester of their first year. 3 Students will select courses in discussion with the DGS during the first week of the fall semester with a view to developing the course of study most suited to a student's broader research interest. Students normally take three courses in each of their first two semesters, and two courses in each of the semesters of their second year. Students are encouraged to audit courses both in CTL and other departments relevant to their interests for the entirety of their time at Hopkins. On approval by the DGS and appropriate arrangements with the relevant course instructor, graduate students may take 400-level undergraduate courses for graduate credit. Graduate courses in the Department of Comparative Thought and Literature are awarded letter grades. Students are expected to maintain an A- average in these courses. Students whose grades in these courses fall below that average will be notified in writing during the annual evaluation process (see below). Continued poor performance in course work can result in a probation period. Faculty set their own policy for submission of written work in their courses. With approval from the instructor of the course, students may carry one (1) incomplete/in progress grade into the following semester. Incompletes must be resolved prior to the beginning of the next semester.

Appendix 5



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Sanyo

Assistant Professor of English

Budhu







Appendix 6

	Year 7 (2013 admits)	Year 6 (2014 admits)	Year 5 (2015 admits)	Year 4 (2016 admits)
Grads	4	5	1	0
Active				

Year 3 (2017 admits)	Year 2 (2018 Admits)	Year 1 (2019 Admits)	TOTALS
0	0	0	10
9	9	14	52
0	0	0	13
9	9	14	75

Appendix 7

Alt-Ac Pathway for PhD Students in Comparative Studies

Students that are interested in careers outside of academia are encouraged to declare their interest in doing so as early as possible, and preferably not later than the spring of their first year in the program, if they hold an MA upon entrance, or the third year, if they hold a BA upon entrance.

To effectively prepare for Alt-Ac careers, the PhD program is dedicated to an internship preparation model that seeks to place students in the types of organizations that they imagine themselves working for so as to build the skills and experience necessary to make such a transition successfully. In partnership with the Career Center's internship

Appendix 8

COMPREHENSIVE PORTFOLIO AND EXAMINATION

Eligibility

The Comprehensive Examination is taken after a student has fulfilled all coursework requirements except for Advanced Research and Study hours, and Dissertation hours. Students must register for at least one credit of Advanced Research and Study in the semester they sit for the Oral examination.

Coverage

The Comprehensive Examination requires the production of a portfolio and an oral exam related to its contents. Each of the elements of the portfolio are described in detail below. These parts should represent the culmination of work over a period of time in different courses as well as independent work completed specifically in preparation for the examination.

Portfolio

The Portfolio consists of five sections: a five to seven page Introduction, five substantial questions based on your areas of study (candidate's own sense of the interconnections among the various parts of the Portfolio, it does not require prior approval by the faculty members serving on the candidate's committee, although the candidate is free to seek their advice while drafting the Introduction.

Area Questions: The primary list should consist of 65 to 85 texts, and the secondary list should consist of 30 to 40 texts. As a way of coming to terms with the fundamental issues animating the student's fields, the candidate should formulate five broadly conceived questions written in consultation with the Chair (or faculty who is a primary area specialist) and the faculty member who is a secondary area specialist. The Chair must formally approve all questions before they are included in the portfolio.

Review Essay and Annotated Bibliography: The book list is examined via a ten to fifteen page review essay, which delineates the candidates understanding of their areas of interest through key primary

Article/Writing Sample: An article or writing sample that demonstrates significant promise of making a contribution to the scholar's field should also be included. It should be approximately twenty-five to thirty-five pages. It should follow an acceptable format (e.g., MLA or Chicago) for citation of sources. The article or writing sample may represent new work, but more often develops out of a paper originally written for a course and subsequently revised under the guidance of the Committee Chair, who is usually the faculty member for whom the paper was first written. With the help of comments and advice offered by the committee during the oral exam, the candidate should plan to submit a revised version of the article to a scholarly journal for consideration; or, especially in the case of students in the CSP track, if further fieldwork/data collection needs to be conducted prior to publication, specific plans for what needs to be completed in order for the writing sample to become a publishable article should be articulated by the committee in consultation with the student during the oral defense.

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