

Procedures for Academic Performance Review and Academic Probation and Dismissal for Ph.D. Students

Department of East Asian Languages and Cultures

Part I.

The Graduate School of Arts & Sciences [Policy on Probation and Dismissal for Academic Reasons](#) was approved April 24, 2014 by the Graduate Council and is embodied in the Department of East Asian Languages and Cultures Plan as follows.

All students in the Department's four Ph.D. programs (Chinese Language and Literature, Japanese Language and Literature, Joint PhD in Chinese and Comparative Literature, Joint PhD in Japanese and Comparative Literature) are expected to satisfy the academic performance requirements of the Graduate School of Arts and Sciences, which can be found in [The Graduate School Bulletin's](#) General Requirements section. In addition, all EALC doctoral students are expected to satisfy the Department's additional academic performance requirements, which are described below.

1. First-Year Qualifying Evaluation

Toward the end of the first year of the Ph.D. program, students submit a portfolio including all major written work submitted for classes taken in the first semester and work in progress for the second semester as determined in consultation with the advisor and advisory committee. Students subsequently meet with the advisory committee and Director of Graduate Studies to discuss the contents of the portfolio and their progress in the program. During the discussion, the student will also be asked to assess their progress to date and to describe future study, research and professional goals.

The second element of this qualifying evaluation assesses students' progress in their primary languages. This will be waived in the case of native speakers of Chinese/Japanese. For native speakers of languages other than English, assessment will be made of written and spoken English for academic purposes.

Following the meeting with the advisory committee and language assessment, the student receives a letter of evaluation as described below.

2. Annual PhD Student Review

All students who have not yet finished comprehensive exams and advanced to ABD status receive an annual evaluation letter by mid-May composed by advisors and by the Director of Graduate Studies. This letter is based on the student's self-assessment

report (due along with summer funding requests in March) and reports from faculty members both within and outside the department who have had a chance to observe the student's scholarly work and evaluate his or her aptitude for advanced research and potential for future professional development.

The letter is intended to be evaluative and constructive, apprising students of areas of perceived strength and areas, if any, of concern. Students will sign one copy of the letter and return it to the Department, where it will be placed in their files. Students are expected to address any areas of concern detailed in the letter during the following year, after which, should serious doubts persist, they may be placed on academic probation. Continued failure to address the issues that led to probation may result in dismissal. For standard procedures pertaining to probation and dismissal, see Part II of this document.

Students who are ABD are asked to write an annual letter of self-assessment addressing their progress toward the degree, with news of academic and professional activities (e.g., teaching records, conferences attended, publications placed, grants or fellowships sought) and any special circumstances that have impeded or may impede progress. The letter should include intellectual and professional goals for the year to come, and must be signed by the dissertation advisor.

3. Grades

Graduate students should expect to earn a grade of A or A- as a mark of good progress. Although a grade of B or B + will qualify a student for full credit, these should be viewed as a warning that he or she is not performing at the doctoral level.

A full-time graduate student will normally not be allowed more than one incomplete per semester, and that incomplete must be removed within one calendar year.

4. Language requirements

Unless the student has taken relevant graduate-level coursework in the relevant research language(s), or has demonstrated sufficient competence in other ways, competence examinations in the major language (Chinese/Japanese) will be required by the end of coursework in the program.

Students in the joint Comparative Literature degree programs are also required to achieve reading proficiency in a third language. Students should select these languages in consultation with their advisory committee. Mastery of the language must be demonstrated before students undertake their comprehensive examinations by taking graduate level literature courses in the language, passing a proficiency examination, or successfully completing a reading course in the language.

5. Comprehensive Examinations

Near the end of formal coursework, normally at the end of the third year of full-time study, students complete three comprehensive examinations as follows:

1. Major field: premodern or modern/contemporary Chinese or Japanese literature
2. Minor field: premodern Chinese or Japanese literature in the case of students whose major field is modern literature; modern/contemporary Chinese or Japanese literature for those whose major field is premodern.
3. A comparative and/or theoretical field relating to the candidate's area of research specialization, defined in consultation with and approved by the advisory committee.

If a student does not pass one of these examinations on the first attempt, he or she will normally be allowed to repeat it. The exam must be retaken within one month of the initial attempt. If, however, the second attempt is not clearly successful, the student will be terminated at the end of the semester in question, with the possibility of earning a terminal MA degree.

Following successful completion of the three examinations, students will present their dissertation prospectus in a public forum before a panel of relevant faculty.

6. Professional Development

In addition to their course work and dissertation research students are expected to take advantage of opportunities for professional development appropriate to their level in the program. Such opportunities include the following:

- 1) Active participation in symposia, seminars and lectures organized by the department or elsewhere on campus, including opportunities the department arranges for graduate students to interact with visiting speakers.
- 2) Participation (paper presentation, panel organization) in regional and national conferences, such as the Midwest Conference on Asian Affairs, or annual graduate-student-organized conferences (Columbia University, Harvard University, University of Colorado-Boulder, etc.), as well as yearly participation in the symposium sponsored by the Comparative Literature Program.
- 3) Participation in fellow students' conference paper presentation practice sessions, dissertation prospectus presentations, and mock job talks.
- 4) Seeking out and applying for outside funding for dissertation research abroad,

dissertation write up, language study, and so on, and applying for relevant prizes.

5) Participation in Teaching Center and Department pedagogy workshops.

6) Reworking research papers or conference presentations as articles and submitting them to academic journals.

Part II. Statement of Department Standard Procedure to manage decisions regarding probation and dismissal when the student fails to meet criteria listed above.

Academic performance of all Ph.D. students is reviewed on an annual basis by the Graduate Committee, which also manages decisions regarding placement on probation, removal from probation, recommendations for dismissal after a probationary period, and recommendations for immediate dismissal due to extreme underperformance.

This Committee is chaired by the Director of Graduate Studies and made up of all tenured and tenure-line faculty in the department. If it is determined by the Graduate Committee by a majority vote that the student is not satisfactorily meeting the academic requirements of the Program based on the criteria outlined in Part I above, the committee will consider whether the student should be placed on probation or in cases of extreme underperformance immediately dismissed from the Program, in accordance with the GSAS Policy on Probation and Dismissal for Academic Reasons. In the event of a tied vote, the Department Chair will cast the deciding vote. Normally, a probationary period would be no less than three months and, where probation criteria involve coursework, the probationary period will normally consist of one semester.

The student will be notified of the Graduate Committee's decision in writing, including an explanation of academic performance issues leading to probation or immediate dismissal and, if applicable, any requirements for what must be done within a specified period of time during the probationary period in order for the student to return to good standing. The written probation letter should generally be accompanied by the opportunity for the student to meet with the DGS or designated departmental faculty representatives for clarifying discussion(s), and copied to the Dean of GSAS.

All students on probationary status will be reviewed by the Graduate Committee after each semester to determine whether the student should be (a) removed from probation and returned to good standing; (b) continued on probation; or (c) dismissed from the program. The student will be notified of the Committee's decision in writing.

If a student is dismissed from the program, the student will be notified in writing and will have the opportunity to appeal such dismissal in accordance with the GSAS Policy on Probation and Dismissal.