

Decision of the FIBAA Accreditation and Certification Committee



5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	20/105
Higher Education Institution:	Doha Institute for Graduate studies
Location	Qatar
Study Programme:	Comparative Literature (Master of Social Sciences and Humanities)
Type of Accreditation	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited.

Period of Accreditation: March 23, 2022, to March 22, 2027.

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Doha Institute for Graduate Studies, Qatar

Master programme:

Comparative Literature

Qualification awarded on completion:

Master of Social Sciences and Humanities

General information on the study programme

The Master programme Comparative Literature (CompLit) is a two-year programme (full-time) with a workload of 42 credit hours (equivalent to 84 ECTS credits) that can also be studied part-time (in three or four years). The CompLit programme aims to produce skilled academics who can apply for doctoral studies in comparative literature, in postcolonial and world literatures, in national literature departments in the Arab and Middle eastern region and beyond, or in continental philosophy and theory. The programme can be of particular interest to candidates seeking careers as high school teachers in teaching languages and literatures, or working in international cultural organisations, editorial professions or the publishing industry. The programme is taught primarily in Arabic as well as in English. Students have to read and use literature mainly in the English language. Therefore, by content and languages the programme is strongly international which is also underlined by the internationally-oriented faculty and student body.

Type of study programme:

Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

Full time: 2 years; Part-time: 3 or 4 years; 42 credits hours (equivalent to 84 ECTS credits)

Mode of study:

Full-time and part-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

No

Scope (planned number of parallel classes) and enrolment capacity:

15-20 students per academic year

Programme cycle starts in:

Winter semester

Initial start of the programme:

September 2015

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programme Comparative Literature (Master of Social Sciences and Humanities) was made between FIBAA and the Doha Institute for Graduate Studies (DI) on October 7, 2020. On June 30, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed to the chosen experts. The panel consisted of:

Prof. Dr. Tariq A. Khwaileh

Qatar University, Qatar
Chair Department of English Literature and Linguistics
(Linguistics, Phonetics, Psycholinguistics)

Prof. Dr. Mark Laffey

University of London, United Kingdom
Ass. Professor of International Relations
(International Relations Theory, International Security, Foreign Policy Analysis)

Prof. Dr. Bernd Müller-Jacquier

University of Bayreuth, Germany
Prof. em. of Intercultural German Studies
(Linguistics, Literature, Foreign Language Didactics)

Prof. Dr. Stephan Stetter

University of the Bundeswehr Munich, Germany
Professor of International Politics and Conflict Studies

Dr. Philipp Stiel

Bavarian State Chancellery, Munich, Germany
Budget Officer, Head of Budget and Internal Services Department
(Organisation, Rule of Law, Public Management)

Tim Thiessen

Leuphana University, Lueneburg, Germany
Student of Political Sciences (Bachelor)

FIBAA project manager:
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on November 2 and 3, 2021 via the video conferencing tool *Zoom* with DI representatives. The same cluster included an appraisal of the Politics and

¹ The panel is presented in alphabetical order.

International Relations programme (Master of Social Sciences and Humanities) and the Conflict Management and Humanitarian Action programme (Master of Science in Conflict Management and Humanitarian Action). At the end of the online conference, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 25, 2022. The statement on the report was received on March 3, 2022. It has been taken into account in the report at hand.

Summary

The Comparative Literature programme, offered by the Doha Institute for Graduate Studies, fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 23, 2022, and finishing on March 22, 2027. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

There are many criteria in which the programme exceeds the quality requirements:

- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Admission requirements (see chapter 2.1),
- Selection procedure (see chapter 2.3),
- Interdisciplinary thinking (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Access to literature (see chapter 4.4),
- Career counselling and placement service (see chapter 4.5).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

The Doha Institute for Graduate Studies (DI) is an independent non-profit academic institution for postgraduate studies. DI was founded in 2015 and aims to combine teaching and learning with scientific research in a manner that prepares its graduates to become accomplished academic researchers and capable professionals in their fields of study. Also, graduates shall be able to advance knowledge and respond to the needs of the Arab region. DI aims to help produce a new generation of academics, researchers, and independent thinkers at international scientific standards. Arabic Language is the main language for DI's teaching and research, supported by other languages, especially English. This also forms part of both admission and graduation requirements.

Based on its institutional bylaws DI has a President who is the chief executive and academic officer of the Institute and its representative. The President is appointed by the Board of Trustees and chairs the councils which govern the academic and administrative affairs of the DI. These include the Doha Institute Council, the highest executive body, and the Faculty General Assembly. At the level of the School, mechanisms are in place to encourage autonomous governance.

DI comprises two Schools: the School of Social Sciences and Humanities and the School of Public Administration and Development Economics. It offers 19 study programmes. The Comparative Literature (CompLit) programme belongs to the School of Social Sciences and Humanities (SOSH).² Head of each School is a Dean who is appointed by the President. Each school at the Doha Institute has the independence to regulate its internal academic and administrative policy, but subject to the provisions of the bylaws, rules, institutional regulations, and general policies developed for the institute. In the event of any action that may affect the financial obligations of the institute or its academic policies, the Dean refers the policy or procedure to the Vice President for Academic Affairs, who in turn submits it to the President of the Institute.

DI and its programmes are licensed by Qatar's Ministry of Education and Higher Education³ and they are listed on the Ministry of Education and Higher Education's website (edu.gov.qa).

Further development of the programme, statistical data

Building on the historical and academic formations of the discipline in Europe and the United States, the programme was designed in dialogue with prominent colleagues in the field who are housed in major programmes and departments (including NYU; Harvard; University of Oregon; University of Illinois; University of California at Riverside; SOAS, University of London; University of Kent; Hong Kong University; Korea University among others), and who theoretically championed the necessity of a historically and disciplinarily corrective

² The Institute also has an Executive Education Excellence Center and a Language Center. See <https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>.

³ Decision of the Minister of Education and Higher Education No. (45) of 2016 Licensing the Doha Institute for Graduate Studies.

dimension, through systematically engaging knowledge and training in non-Euroamerican aesthetic and intellectual traditions.

The current study plan is the result of a thorough review that was conducted at the end of the launch cycle of the programme and implemented in the fall of 2018. The review aimed at firming up the programme's vision and mission, introducing changes to the structure of the study plan to tally with the programme's objectives and the addition of new courses and course designs.

The statistical development of the CompLit programme during the last five years elaborated by DI has been as follows:

Master Study Programmes: Comparative Literature						
		COMP 2017	COMP 2018	COMP 2019	COMP 2020	COMP 2021
Study Places		15	15	15	15	15
Applicants	Σ	19	48	60	67	80
	f	8	20	19	21	27
	m	11	28	41	46	53
Application rate		126.67%	320.00%	400.00%	446.67%	533.33%
First-Year Student	Σ	5	15	8	5	13
	f	3	9	7	2	6
	m	2	6	1	3	7
Rate of female students		60.00%	60.00%	87.50%	40.00%	46.15%
# Foreign Students	Σ	4	15	8	4	12
	f	2	9	7	2	5
	m	2	6	1	2	7
Rate of foreign students		80.00%	100.00%	100.00%	80.00%	92.31%
Percentage of occupied study places		33.33%	100.00%	53.33%	33.33%	86.67%
Graduates	Σ	5	13	8	4	12
	f	3	7	7	2	5
	m	2	6	1	2	7
Success rate		100.00%	86.67%	100.00%	80.00%	92.31%
Dropout rate		0.00%	13.33%	0.00%	20.00%	7.69%
Average duration of study		2.1	2	2.25	2	2
Average grade of final degree		3.44	3.59	3.68	3,69	3.81

The statistics show that the numbers of applications exceed by far the numbers of available study places. Nevertheless, DI numbers of admitted students fall short of the number of available study places. The percentage of female admitted students is decreasing. With an

average of about 90 %, the rates of foreign students are extremely high. Taking into account the low numbers of students in each year and corresponding of graduates the success rates are stable on a high level.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The Comparative Literature Programme at the Doha Institute for Graduate Studies is competitively designed as a pioneering programme in the Arab and Middle Eastern regions, aiming to address historical gaps in the discipline and to expand its interdisciplinary remit, drawing on the resources of the Arab region and its demographic constituencies as well as international students.

In fulfilment of the DI's mission of pioneering interdisciplinary approaches in the social sciences and humanities and in advancing knowledge production in Arabic, the programme has sought to address current methodological crises in the discipline by expanding its remit and generating new region-specific and theoretically advanced methodologies for crossing linguistic and national borders, and in doing so pioneer and institutionalise systematic training in the Arab region.

The Programme aims to achieve the following main goals:

- To adopt a New Comparative Literature approach by training students in literary and comparative theory and engaging in the most recent debates that have reshaped the discipline.
- To train students in approaches to the study of Arabic and world literary and cultural production as a new generation of Arabists and Comparatists.
- To train students in the ability to engage critically with concepts and discursive practices, formulate topics of inquiry, and construct cogent and persuasive arguments in accordance with scholarly standards.
- To train students in high quality interdisciplinary research by engaging them in inter- and cross-disciplinary research activities, in connection with various programme and DI research projects.
- To train graduates for a research career in Social Sciences and the Humanities, at the doctoral level and beyond, and for professional careers in the education, culture, arts, and media sectors.
- To equip students with key personal, academic, and professional skills for serving responsibly and ethically in culturally diverse communities and for assuming analyst and leadership roles in education, arts, media, and culture sectors.

As detailed in the Comparative Literature Programme Specification⁴ document the CompLit programme aims to deliver seven carefully crafted learning outcomes, centring on knowledge and understanding, intellectual skills, practical skills, and transferrable skills:

Knowledge and Understanding:

- PLO 1: Critically engage with the formation, histories, and practices of the traditional discipline of Comparative Literature, while drawing on the interdisciplinary impulses and theoretical debates of the New Comparative Literature.

⁴ This has been presented to the panel as an Annex to the self-evaluation report (SER)

- PLO 2: Critically engage with some of the current debates in approaches to World Literature, Postcolonial Studies, Cultural Studies and Translation Studies.
- PLO 3: Demonstrate a deeper understanding of the key theoretical concepts and current debates in the humanities and the ethical positioning of critical humanism.

Intellectual Skills

- PLO 4: Demonstrate critical sensibility and competency in the performance of close reading and textual analysis as the requisite skills for the comparatist and critical humanist.
- PLO 5: Critically analyse conceptions of the literary from within Arabic, European and non-European traditions.
- PLO 6: Deploy original approaches with the aim of contributing to the range of conceptual languages that define the discipline by drawing on Arabic aesthetic, critical and intellectual traditions.

Practical Skills

- PLO 7: Design and lead research projects; participate in intellectual debates in group settings; and present professionally before expert academic and professional assemblies.
-

Transferrable Skills

- PLO 8: Demonstrate critical sensibilities and ethical awareness in rethinking linguistic, cultural, and national borders through advanced analytical and writing skills.

The programme aims to attract students with advanced Arabic language skills, and a solid first degree in an academic discipline related to the study of languages, literatures and cultures; and students from different disciplinary backgrounds with demonstrable interest in literary and cultural studies. Students with undergraduate and/or graduate research degree in the Humanities, Arts and Social Sciences may find it particularly rewarding to study, and conduct research in the Comparative Literature Programme, owing to its focus on interdisciplinary approaches.

The programme shall have the potential for serious contribution to the interdisciplinary study of Arabic, World and Comparative Literatures and veritable theoretical potential for expanding the critical reach and theoretical paradigms of these disciplines, as well as those of Cultural Studies, Postcolonial Studies and Translation Studies. In Arabic, for example, this will entail working strongly between classical and modern, across the diversities of Arabic literary, aesthetic and cultural production and through strong comparative work equally with non-western as with western literatures. No less crucial is the development of Arabic conceptual languages. Especially significant is the programme's potential to develop the interdisciplinary study of literature by initiating local research networks. This work is rather timely in view of the recent developments in the region as well as recent advances in the scholarship and approaches.

All master programmes at the DI have been designed and developed to meet and be aligned with the UK qualification framework and its learning outcome descriptors for a higher

education qualification at level 7 on the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and Scottish Credit and Qualifications Framework (SCQF) level 11 on the Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).⁵ The qualification descriptors of the UK frameworks for higher education qualifications align with the qualification descriptors of the Framework for Qualifications of the European Higher Education Area (QFEHEA), with Dublin descriptors. Conforming to the UK framework has been discussed and agreed upon with the Ministry of Education and Higher Education in Qatar and was a prerequisite to achieving successful licensure for all DI's programmes.

Appraisal:

The panel notes that the CompLit programme is offered as a postgraduate programme for students from different disciplinary backgrounds with demonstrable interest in literary and cultural studies. Relating to this target group, to the targeted professional field and their societal context of the discipline the qualification objectives of the programme are explained and convincingly presented. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The panel also notes that DI has designed its study programmes including the learning outcomes aligned with the UK qualification Frameworks.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They are oriented at the requirements of the UK qualification frameworks for higher education which are similar to those of the European Qualification Framework (EQF).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

Starting point for DI is the view⁶ that the discipline of comparative literature is a diverse and internationally oriented field of study. Constitutionally the disciplinary formations draw both on in-depth regional knowledge and modes of scholarship and on modes of learning and engagement that aim at refining requisite intellectual skills and cultural sensibilities for crossing borders. Students have necessarily to deal with literatures of the world as well as world literature which means with literature of different countries, be it Arab countries or others.

⁵ "The Frameworks for HE Qualifications of UK Degree-Awarding Bodies" document on <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

⁶ See self-evaluation report (SER), p 14.

This programme content is oriented at the graduates' employability in terms of becoming acquainted with diverse cultural situations, which enables graduates working at international NGOs and international organizations specializing for example in socio-cultural activities and intercultural relations⁷.

The diverse personal backgrounds, learning, teaching, and research experiences of the faculty members of the CompLit programme reflect the international makeup of the discipline and, together with the diverse demographic constituencies of the student body, offer a model culturally diverse learning set up. The programme aims to maintain diversity in its academic team, recruiting from internationally recognized universities in Europe, the USA, Asia, Africa, and the Arab world. Faculty members and visiting professors are envisioned to combine training and extensive academic experience in the Humanities, Arts and Social Sciences, with expertise in multilingual and interdisciplinary research.

Appraisal:

The panel welcomes the international orientation of the CompLit curriculum in teaching and study as well the international experience of faculty members. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently manage international tasks.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			

1.3 Positioning of the study programme

According to DI⁸, the CompLit programme constitutes one of the first integrated and interdisciplinary programmes in the study of literary and cultural production at the higher education level in the Arab and Middle Eastern regions. Literary studies in the region have historically been restricted to national literature departments at the university level and to the traditional methodologies of linguistics, literary history, genre studies and influence studies, with no systematic training in crossing disciplines or crossing national, linguistic, and cultural boundaries.

The CompLit programme has the potential to offer serious contribution to the interdisciplinary study of Arabic, World and Comparative Literatures and veritable theoretical potential for expanding the critical reach and theoretical paradigms of these disciplines, as well as those of Cultural Studies, Postcolonial Studies and Translation Studies. In Arabic, set up as the model for approaching non-European literatures, this will entail working between classical

⁷ See also below chapter 1.3.

⁸ See SER p. 16.

and modern, across the diversities of Arabic literary, aesthetic, and cultural production and through strong comparative work equally with non-western as with western literatures.

All these components contribute to the CompLit programme's distinctiveness as an ambitious programme, combining innovative theoretical explorations and engagement with current international debates, with a unique Arab and regional perspective on comparative literature. The configuration of course offerings is crucially conceived in strict adherence to the founding vision of the CompLit programme and in fulfilment of the programme's overarching objectives.

With this training, graduates are envisioned as competitive candidates for doctoral studies in comparative literature or in postcolonial and world literatures in national literature departments in the Arab and Middle eastern region and beyond, or in continental philosophy and theory. They are also able to compete for positions in the emergent interdisciplinary and humanities research units and programmes in European and North American universities.

The programme can be of particular interest to candidates seeking careers as high school teachers, and to those intending to have a career in teaching languages and literatures, international cultural organisations, literary translation and prize awarding bodies, editorial professions and the publishing industry, arts and culture organisations, education and to media specialists, NGOs and international organisations specializing in socio-cultural activities and intercultural relations.

The Doha Institute for Graduate Studies was launched in 2015 with the mission of pioneering the critical study of the Arab world and of Arab knowledge production in the social sciences and humanities. The vision of the DI has emerged out of what is now the School of Social Sciences and Humanities (SOSH) and has since expanded to include three more institutional formations: The School of Public Administration and Development Economics; The Center for Conflict and Humanitarian Studies; The Excellence Center for Training and Consulting; and The Language Center. The mission of SOSH is to produce scholars who are critically engaged with the developments of their disciplines in the Arab world and beyond, and who are better positioned to serve in the public domain. The Comparative Literature Programme was among the six foundational SOSH programmes (other programmes were added later) and its faculty have since been among the first to design and develop the interdisciplinary SOSH-wide curricula.

Appraisal:

The panel is convinced that the CompLit programme is well positioned in the educational market. The reasons given for this are plausible. The Institute has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Also, the panel has the view that the study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

DI has elaborated an “Admission Policy”⁹ which includes general rules such as the objectives and principles of student recruitment and admission process but also admission regulations. Applicants are required to have a solid first degree with a GPA¹⁰ that is evaluated to be above average or excellent relative to other students at their university. The department has a preference for applicants who received their bachelor’s degree in political science or an academic discipline that is related to political science, such as international studies, economics, sociology, history or philosophy. Applicants from other disciplines are encouraged to apply if they can demonstrate a sufficient understanding of the field of political science in their essay and interview. Successful candidates for admission must be proficient in English and Arabic to be accepted into the programme (see detailed requirements below).

DI evaluates the admission procedure on a regular basis and lists all admission requirements on its website¹¹.

The Admission Office makes sure that the admission files are filtered and that the candidates being evaluated meet the requirements and conditions for admission. The files are evaluated according to the following steps: 1) Grades statements evaluation: It is a stage in which the admission department reviews and evaluates students' academic statements. 2) Academic evaluation: The institute's programmes evaluate the files of students who passed the Grades statements evaluation. This stage includes the evaluation of students' writings and curricula vitae. 3) Personal interview: The Institute's programmes at these stage interview students who have passed the Academic evaluation stages.

The Admissions Department plays a leading role in ensuring that students who may be interested in joining the DI are properly informed as to the requirements and standards for admission. Information regarding the admissions process and scholarship application requirements are also posted online. Faculty members primarily play a role in advertising the DI's individual programmes at scheduled events and by making public appearances.

Each year, multiple “Open Days” are held where potential applicants in Qatar are provided with a comprehensive presentation on the admissions process and meet with a faculty member in the CompLit programme. When applicable, prospective international students can meet DI representatives in recruitment activities abroad. Furthermore, faculty members are encouraged to engage in direct outreach by giving guest lectures throughout the Arab world and informing students in other countries of what DI can offer. All prospective applicants can also submit questions to either the head of programme via DI website to or via a special email address set up for this purpose — admissions@dohainstitute.edu.qa. They may also email the head of programme directly at a personal email address listed on the website or call with inquiries at a posted phone number (+974-4035-6900).

The selection process is conducted in three phases: the Admissions Department filtering phase, the application review phase, and the interview phase. The Admissions Department filters applications before final, completed, and qualified applications are received by the CompLit programme. The Admissions Department does not pass on to the programme any applications that are incomplete or which do not meet the minimum admissions requirements

⁹ As of February 22, 2017.

¹⁰ Grade Point Average.

¹¹ See https://www.dohainstitute.edu.qa/EN/Prospective_Students/Admissions/Pages/School-of-Social-Sciences-and-Humanities.aspx.

(such as a GPA¹² of 3.0). In addition to ensuring that basic requirements have been met, the filtering process also accounts for the strength of an individual's undergraduate record by conducting an in-depth examination of each applicant's transcript.

Upon the completion of the filtering process by the Admissions Department, the remaining applications are forwarded on to the CompLit head for programme review. The CompLit head of programme forms an annual, three-person applications committee — chaired by the head of programme and including two other programme faculty members — to evaluate all applications received by the programme. The second stage of the admissions process is conducted through an evaluation of the applicant's submitted materials. Using the electronic Student Information System (SIS), committee members conduct individual close readings of transcripts, academic essays and personal statements. Each admissions committee member uses SIS to anonymously score each prospective student on a scale of 1-10 for each of the three aforementioned items. Applicants with average weighted scores of 6.0 or higher (on the ten-point scale) move on to the final stage of the application process, which consists of a video conference interview with the programme admissions committee. In addition to numerical scores, the committee also includes short comments on applicant quality in an open-ended item on the SIS evaluation page.

As for the CompLit applicants, in assessing the academic essays, the committee looks for the range of literary knowledge, the quality of the critical and cultural insights, and the command of different linguistic traditions, beyond the general research skills, sound scholarly apparatus and articulation of a central thought and arrangement of argument.

Video interviews are conducted via WebEx or Skype and last 30-minutes. Interviewers pose questions in both Arabic and English and seek to assess each applicant's academic aptitude, fit for the CompLit programme, commitment to graduate study, and ability to comprehend and communicate in both Arabic and English. Students with the highest composite scores are admitted. The committee seeks to assess the student's linguistic and cultural competencies, shifting between Arabic and English, knowledge of the discipline's history and range of readings, and the key intellectual questions that guide the student's interest in and choice of the discipline of comparative literature.

Applicants are expected to possess good command of both Arabic and English. In the case of Arabic, command of the language and its registers is attested in the writing samples as well as the interview process. In the case of English, the CompLit programme requires a higher score of 6.0 in ILETS, and facility with the language is ensured in the interview process.

Appraisal:

The panel notes that DI has a clear regulation on the admission procedure. The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. As the programme filters and selects applicants based on their scores and results of the interview this is in line with and oriented at the strategic goals of the study programme to gain excellent students.

¹² Grade Point Average.

Applicants can directly turn to a student counselling service of the Admissions Department and / or the head of programme, for clarification of specific questions, of personal aptitude, of career perspectives and others. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that highly qualified students are admitted.

The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

The panel notes that for both Arabic and English the admission requirements (in terms of required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

A monitoring committee constantly scrutinizes and evaluates the admissions process, and the decisions taken. Committee members are representatives from the programme and the administrative departments. Their role is to ensure that all admissions and decisions are consistent with DI's policies and practices.

An annual report is prepared by the committee and submitted to the DI Provost. The Provost examines the report and recommends any necessary changes required to the admissions process, on behalf of the Institute.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)		X			
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)		X			
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

In fulfilment of the requirements for their degree, students in the Comparative Literature Programme must successfully complete a total of 42 credit hours, consisting of programme requirements, School interdisciplinary requirements, and a non-credit English content course.

Curriculum Overview COMPARATIVE LITERATURE 2020/2021*													
1 st Semester													
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
M1	Modul 1	3										5 / 210	
M1.1	Course Unit 1: COMP611 Theories of Comparative Literature							42	126	L/T/S	Final Paper (40% of the final grade)		
M2	Modul 2	3										5 / 210	
M2.1	Course Unit 2: COMP612 Readings in World Literatures							42	126	L/T/S	Final Paper (40% of the final grade)		
M3	Modul 3	3										5 / 210	
M3.1	Course Unit 3: COMP613 The Worlds of Arabic Literature							42	126	L/T/S	Final Paper (40% of the final grade)		
M4	Modul 4	3										5 / 210	
M4.1	Course Unit 4: SOSH601 Issues in the Study of Social Sciences and Humanities							42	126	L	Final paper (40% of the final grade)		
	Total per semester	12											
2nd Semester (Students choose one of the electives: COMP621 OR COMP622)													
M5	Modul 5	3										5 / 210	
M5.1	Course Unit 5: COMP614 The Arabic Literary: Periodicities, Temporalities and Cartographic Imaginaries							42	126	L/T/S	Final paper (40% of the final grade)		
M6	Modul 6	3										5 / 210	
M6.1	Course unit 6: COMP615 Texts and Textualities in Comparative Literary Thought							42	126	L/T/S	Final paper (40% of the final grade)		
M7	Modul 7	3										5 / 210	
M7.1	Course Unit 7: COMP616 Comparative Theory: Untranslatability as Comparative Critical Method							42	126	L/T/S	Final paper (40% of the final grade)		
M8	Modul 8	3										5 / 210	
M8.1	Course Unit 8: COMP621 Close Reading I: Theory, Practice, Allegory: Aesthetics of Resistance							42	126	L/T/S	Final paper (40% of the final grade)		
M8	Modul 8	3										5 / 210	
M8.1	Course Unit 8: COMP622 Close Reading II: Theory, Practice, Allegory: Regimes of Representation							42	126	L/T/S	Final paper (40% of the final grade)		
	Total per semester	12											
3rd Semester (Students choose One Program Elective, Two SOSH Interdisciplinary Courses, and One Free Elective)													
M9	Modul 9		3									5 / 210	
M9.1	Course Unit 10: COMP624 Orality and Literary Thought							42	126	L/T/S	Final paper (40% of the final grade)		
M10	Modul 10		3									5 / 210	
M10.1	Course Unit 11: Choice of One SOSH Interdisciplinary Course on offer from from SOSH663 to SOSH695							42	126	L/T/S	Depends on Course Selected		
M11	Modul 11		3									5 / 210	
M11.1	Course Unit 12: Choice of One SOSH Interdisciplinary Course on offer from from SOSH663 to SOSH695							42	126	L/T/S	Depends on Course Selected		
M12	Modul 12		3									5 / 210	
M12.1	Course Unit 12: One Elective SOSH or SPADE Course							42	126	L/T/S	Depends on Course Selected		
	Total per semester		12										
4th Semester													
M13.1	Modul 13			0								5 / 210	
M15.1	Course Unit 13: COMP001 Readings in Literary and Critical Theory							42	126	L/T/S	Final paper (40% of the final grade)		
M14	Modul 14			6								5 / 210	
M16	MA Thesis							0	252				
	Total per semester			6									
	Total per Programme			42									

*The study plan of 2020/2021 is fairly representative, variations occur only depending on the choice of an elective on offer for Module 9 in the third semester.

The offered elective courses out of which students can choose the ones for their personal curricula are the following:

Programme Elective (3 credits)			
Course Code	Credit Hours	Course Title	Course Category
COMP623	3	Arab Literatures in the Diaspora	Programme Elective
COMP624	3	Orality & Literary Thought	Programme Elective
COMP625	3	Surrealism in Literature and Art	Programme Elective
COMP626	3	Slavery in Literature, Film and Museology	Programme Elective
COMP627	3	Concepts in the Critical Humanities	Programme Elective
Interdisciplinary Courses (6 credits)			
Course Code	Credit Hours	Course Title	Course Category
SOSH670	3	Experiences of Modernity in the Arab World	Elective Interdisciplinary Course (EIC)
SOSH671	3	Colonialism and Arab National Liberation Movements	EIC
SOSH672	3	Civil Society in Comparative Perspective	EIC
SOSH673	3	Gender, Identity and Modernity in the Middle East	EIC
SOSH674	3	Critical Readings in Modern and Contemporary Aesthetics: Sound, Image, Text	EIC
SOSH675	3	Sociolinguistics	EIC
SOSH676	3	Political Economy of the Arab World	EIC
SOSH677	3	Comparative Cultural Studies: Theory and Application	EIC
SOSH678	3	History of Liberation Ideas	EIC
SOSH679	3	War Ethics	EIC
SOSH680	3	Advanced Critical Thinking and Academic Writing	EIC
SOSH681	3	Power and Language	EIC
SOSH682	3	Philosophy of Social Sciences	EIC
SOSH683	3	Survey Research	EIC
SOSH684	3	Religion State and Society	EIC
SOSH695	3	Framing other cultures: Arab-US encounters	EIC
SOSH696	3	History, Philosophy and Social Sciences: Epistemological and Methodological Relations	EIC
SOSH697	3	French Theory: Theoretical Approaches and Models	EIC
SOSH669	3	Understanding Arab conflicts	EIC

SOSH668	3	The sublime, the beautiful, the subversive: On politics, art and literature	EIC
SOSH667	3	The Palestinian cause	EIC
SOSH666	3	Critical Readings on Arab Renaissance Questions	EIC
SOSH665	3	Human Development	EIC
SOSH664	3	Intergroup Relations: Groups, Conflict and its Reduction	EIC
SOSH663	3	Freud and the social and human sciences	EIC
The student must take one free elective course from any programme in DI (3 credit hours)			
	3	Free Elective Course from DI	Elective

Total credit hours for the Semester = 12 credit hours

Total credit hours = 36 credit hours

Students register for the Dissertation (6 credits) and specialized English Course 0 credits..			
Specialized English Language Course (non- credit Course)- Graduation Requirement			
Dissertation (6 credits)			
Course Code	Credit Hours	Course Title	Course Category
COMP001	0	Readings in Literary and Critical Theory	Programme Core Course
COMP699	6	Dissertation - Comparative Literature	Thesis

In line with the CompLit programme's vision and strategic mission, as reflected in the programme's PLOs¹³ (1, 3 and 4) the core theory courses (6 Credits) are conceived and designed to offer training in comparative literary theories and interpretive modes of reading, while offering new modalities for crossing linguistic, cultural, literary, and historical borders. The courses do not focus on the acquisition of knowledge (by asking for cumulative reading of literary works), but seek to re-conceptualise current debates, introducing specially designed courses on Arabic literature as an exemplary to approaches to non-European literatures.

PLOs 2, 5 and 6 are aimed at with the training in literary thought and practice (12 Credits). These core courses focus on the questions of production, reception, and circulation as textual phenomena in world and Arabic literary traditions, and on close reading as a necessary and discipline-defining tool for analytic engaging with texts.

All SOSH students must successfully complete one non-credit core compulsory course offered at the School level as a cross-disciplinary introduction to the study of the social sciences and humanities. Moreover, each programme allows students to enroll in courses of special interest, and of a cross-disciplinary nature, which are offered jointly with one or more other programmes. Courses offered as interdisciplinary courses may vary and are dependent

¹³ Programme Learning Outcomes, see above chapter 1.1

on faculty availability, student demand and registration capacity. All students will choose two courses of 3 credits each from the list of interdisciplinary courses.

The programme elective courses (6 Credits) expand on its remit and core training by extending into the range of world literary systems, specific literary and cultural phenomena and areas of expertise that address either traditional limitations of the discipline (as in the course on Orality and Literary Thought) or impact on other social spheres and professional remit such as the course on Museology (aiming at PLOs 3, 7 and 8). The elective options are fixed in their course codes, but the themes and topics are periodically revisited and changed to reflect current and topical concerns, with a double aim: to secure the programme's international standing in the disciplines and to address societal needs for ethically aware and committed academics and professionals in Qatar and the Arab world at large.

The School requires non-credit English language-based courses for all programmes by way of further training in the key resources and scholarship in the various disciplines. In fulfilment of this School-wide requirement, and for deepening the students' training in the English idiomaticity that grounds the critical and historical developments of the discipline in preparation for the write up phase of the thesis, this non-credit course is required in the fourth and final semester of study.

The programme's current degree structure and study plan tally with the key objectives of promoting the systematic approach to non-European literatures and critical and aesthetic traditions, beyond the remit of traditional national language and literature departments, while pioneering in its curricular design the recent debates that determine the state of the discipline, with the programme's focus on theorising the local, on modalities for crossing linguistic, cultural and national borders, and on generating conceptual languages in dialogue with the dominant western theories.

By the end of their programme of study, students will hold a MA degree in Comparative Literature recognizable by all colleges of arts and sciences in all major universities, those that offer PhD programmes in Comparative Literature, World Literature and in interdisciplinary studies in the humanities. Students will also be able to pursue doctoral studies competitively in major national language and literature departments and multidisciplinary area studies programmes, with a distinct contribution to literary theoretical approaches in these fields.

Comparative Literature is a humanities discipline which has developed historically precisely around theoretical debates involving the practices of literary analysis and literary comparison. The CompLit programme at DI is an academic programme which builds on the histories of the discipline and expands on contiguous areas of debate in the critical humanities and the ethical practices of interlinguistic and intercultural interpretation. Issues of "Theory and Practice" are understood and tackled in this context.

Students in the CompLit programme are required to take two SOSH-wide interdisciplinary courses that are conceived to bridge different disciplines in the social sciences and humanities. They are trained to think about and to critically engage the theoretical and methodological issues specific to these disciplines. Examples of the SOSH requirements include General Issues in the Social Sciences and Humanities; Language and Power; Feminist Theory and Postcolonial Studies; Comparative Cultural Studies; Freud and the Social Sciences; Civil Society in Comparative Perspectives; Gender, Identity and Modernity in the Middle East; Colonialism and Arab National Liberation Movements, among others. In

addition, students take a free elective course which may be offered from other programmes outside of SOSH.

Ethical awareness and rules of conduct are introduced beginning with the students' first week of orientation. It is deepened in the programme's study plan. The DI Research Office promotes awareness of ethical standards and oversees regulatory research ethics measures, formalized in the mandates of the Institutional Review Board (IRB) which students and faculty must abide by. Faculty of the programme hold regular meetings with students concerning their progress in conducting research for their theses. In these meetings as well as in relevant in-class discussions, ethical aspects are discussed through specific examples of research.

The CompLit programme's study plan has a theoretical core, COMP611 and COMP616, offered in the first and third semesters of study. Each core theory course is configured with the programme course requirement in the semester in which it is offered. All courses require research assignments that reflect the design of the course as well as its position in the configuration of the study plan. The logic is foundational and cumulative, until the student arrives at fourth and final semester and the write-up phase of the thesis.

The Institute has issued binding regulations on the assessments with the titles "Grading policy" and "Assessment Policy". Moreover, a regulation on the thesis (Academic Policies Master's Thesis)¹⁴ governs the completion of MA theses and outlines all thesis requirements for both students and examiners.

All assessments are outlined in detail in the attached individual course syllabi. Instructors design assessments to align with course learning outcomes and with programme learning outcomes.

Task-oriented critical exercises, oral presentations, literary critical and literary theoretical research papers have proven the method of assessment for knowledge acquisition and mastery of skills best suited to the CompLit programme's vision and design. All assessments follow the guidelines of the DI's grading, assessment, and thesis policies.

Each course has three assignments that are distributed in roughly equal intervals throughout the semester. Each assignment tackles issues addressed in the course sessions, and the final assignment addresses the overall learning and understanding process in the course. All assessments are outlined in detail in the attached individual course syllabi. Instructors design assessments to align with course learning outcomes and programme learning outcomes.

Students develop their own critical analytical position vis-à-vis arguments presented in the reading materials and lectures, providing them with skills that allow them to learn and think independently. This way of examination meets the learning results of each course and the programme in general. In addition to the assignments, in some courses, students may take one final exam to ensure they have acquired the knowledge and skills needed.

The thesis is the final research project conducted independently by the student and under the supervision of a faculty member who is assigned to the student in the second semester of study. The student submits a short proposal in the middle of the second semester, articulating the provisional thesis title and research question and scope of study, upon which he or she is assigned a member of the program's faculty whose expertise covers the proposed project. Supervision meetings take place for the rest of the semester, guiding the

¹⁴ See below chapter 3.2.

student through the needed precision for refining the thesis, identifying relevant research material and critical and theoretical sources and a strict and timed plan for readings over the summer is devised. At the beginning of the third semester, the student submits a long proposal (c. 2000 words), including a refined research question, rationale and scope, a working outline, and a lengthy list of relevant thematically marked bibliographies---the result of regular consultation with the supervisor over the summer. A Thesis Presentation Seminar is offered in the third semester in which students present their projects with all program students. First-year students can also attend. Following DI's thesis examination guidelines, the student thesis is assigned a second reader and the written thesis is examined and a provisional written report is offered independently by both examiners (the first being the supervisor). Both examiners confer and if the thesis is deemed passable, the student is advanced for oral examination.

Appraisal:

The panel takes into account the programme's objective to address current methodological crises in the discipline by expanding its remit and generating new region-specific and theoretically advanced methodologies for crossing linguistic and national borders, and in doing so pioneer and institutionalise systematic training in the Arab region. Against this background the panel takes the view that the curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of compulsory electives enable students to acquire additional competences and skills.

The panel is convinced that the degree and programme name correspond to the contents of the curriculum and the programme objectives.

The students' practical work mainly consists of designing own research and conducting their qualitative and quantitative analyses, individually or in discussions during the course. Against the background of the programme's strong theory orientation this allows students to combine practical experience with solving theoretical questions.

The panel welcomes that the CompLit programme is as such and inherently interdisciplinary. Therefore, it qualifies students for interdisciplinary thinking. By means of the interdisciplinary elective courses, students also become acquainted with diverse areas and subjects that qualifies and prepares them for an occupation requiring trans- or interdisciplinary knowledge such as in politics, NGOs or in the science sector.

Already during the first two semesters, ethical implications (for example those of research, plagiarism or issues related to justice, fairness and the public good) are appropriately communicated.

In some courses of the programme students can directly acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking		X			
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	Two years for full-time students, and either three years or four years for part-time students
Number of Credit Points (CP)	42 credit hours = about 84 ECTS credits
Workload per CP	2 hours
Number of modules/courses	14 (including one non-credit English course and the thesis)
Time required for processing the final thesis and awarded CP	Students have one semester to complete their thesis, which totals 6 credit hours
Number of contact hours	546 hours

The DI operates on a semester-based system and uses the US-American system of credit hours. They are in a ratio to ECTS credits of about 1:2. Full-time students, who constitute the majority of students in the COMPLIT programme, typically dedicate 3 semesters primarily to coursework and spend their final semester focused on completing their thesis under the supervision of a thesis supervisor. On average, students complete 546 contact hours for the first three semesters when the non-credit English language course is included in the calculations. Part-time students follow the regular curriculum but can take courses of the programme at a later stage within a frame of three or four years.

The table below presents the breakdown of the programme according to the classification of the courses.

Course Type	Courses	Credit Hours
Programme Core Courses	8 ¹⁵	21
Programme Elective	1	3
Interdisciplinary Electives (SOSH)	2	6
Cross disciplinary Elective (SOSH)	1	3
Non-restricted Elective	1	3
Thesis	1	6
Total	14	42

The CompLit programme consists of four semesters (14 weeks each) offered over a span of two years. A student is required to take 42 credit hours to complete the programme. Normally, courses are three credit hours each. Parallel to their programme-based classes, students are required to participate in English courses, but these are not credited.

Most DI courses are scheduled from 3 pm to accommodate students who are both working and studying simultaneously.

The CompLit programme has a syllabus for every course which serves as information for students as well as for faculty. It provides all necessary information and detailed descriptions such as the course title, credit hours, course description, information about the instructor, assessment description, semester schedule/plan, the prerequisites for the course, intended learning outcomes, methods of assessments, recommended course readings, teaching and learning methods. The syllabus template is used by all DI instructors. It seeks to ensure that all instructors appropriately develop their syllabi and include all necessary information.

There are legally binding regulations for assessments and examinations, grading, re-sits, academic standing, credit transfer. and the MA theses. As already mentioned above¹⁶ DI issued regulations on the assessments with the titles “Assessment Policy” and “Grading policy” and a separate regulation referring to the thesis (Academic Policies Master’s Thesis¹⁷). All of these policies are published in full on the DI website¹⁷ and are referred to and summarized in course syllabi and in a Student Handbook.

The “Assessment Policy” also outlines the assessment criteria, assessment rules and regulations for both courses and individual assignments. Instructors are required to provide detailed feedback on student assignments. No single course assessment can constitute more than 40% of an overall course grade.

The “Grading Policy” outlines each of DI’s grading categories — from A to F — and includes a description of what characterizes each grade level.

¹⁵ This number includes the 0-credit English reading course which counts as core course.

¹⁶ See chapter 3.1.

¹⁷ (<https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>).

Numerical	Letter Grade	Grade Point Average (GPA)	Course Letter Grade Classification
95 - 100	A	4.00	Distinction. Outstanding performance showing comprehensive proficiency and exceptional understanding of the subject matter.
90 - 94	A-	3.75	Excellent. Distinguished performance showing comprehensive and in-depth understanding of the subject matter.
87 - 89	B+	3.25	Very Good. Clearly above average performance with very good knowledge and understanding of the subject matter and with no deficiencies.
83 - 86	B	3.00	Good. Above average performance with good knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
80 - 82	B-	2.75	Average. Average performance with acceptable knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
75 - 79	C+	2.25	Satisfactory. Basic understanding of knowledge of principles and facts with deficiencies.
70 - 74	C	2.00	Pass. Marginal performance with definite deficiencies.
00 - 69	F	0	Unsatisfactory. Fail.

As far as the recognition of study degrees and / or periods of study is concerned DI refers to the official Qatari and its own regulation. Thereby, all admitted foreign students are required to authenticate their official diplomas and grade reports in Qatari embassies overseas. The Qatari embassies are able to provide certification to students when foreign credentials are recognized by the State of Qatar. Qatari nationals with academic degrees issued internationally are required to present an equivalence certificate from the ministry.

DI issued a regulation on “Transfer Policy” and confirms that students can study abroad for a period. For a transfer of credits (which means recognition) the DI programme department has to compare the programme conditions of the foreign university with those of DI. For recognising the credits the completed course absolved at the foreign university must be comparable to the DI programme. Accepted transfer credits will count towards required elective courses for the DI programme. As Qatar is not a signatory to the Lisbon Recognition Convention it is not obliged to apply its regulations when recognising foreign study degrees or study periods. This means DI will decide upon the recognition based on equivalence of the study period and not on substantial differences between both (as required in the Lisbon Recognition Convention).

While the workload is challenging, its feasibility is demonstrated by the ability of students to complete the programme and its requirements. Students are expected to maintain a GPA of 3.0 or higher to graduate. In 2020, the average final GPA of graduates of the programme was a 3.65 out of 4. Across all programmes at the DI, the course loads and study plans are being evaluated to ensure that they are both in line with the mission of the DI and its programmes.

Students in the CompLit programme are assigned a faculty advisor at the beginning of their tenure in the programme to help guide the student and monitor their progress.

During the online conference students confirmed the feasibility of their study workload and the supportive activities of faculty members. Students have the opportunity to utter concerns about the workload of the programme in questionnaires, but also to their advisors.

The DI considers student applications without regard to race, gender, nationality, religion and most other demographic characteristics. The Institute is also interested in assisting lower-income students who are aided by the Institute's free tuition programme. All non-local students benefit from scholarship packages that cover tuition, on-campus housing, a monthly stipend, reimbursement of public health insurance fees, airfare to and from their home countries, and subsidised transportation.

Students with special needs are encouraged to visit the Enrolment and Student Affairs department. All syllabi include a note about students with special needs. The text is as follows: "Special needs or any disability-related concerns and requests must be submitted by students to the Enrolment and Student Affairs Department in good time to allow for facilitating such requests. The course instructor must also be previously informed of any requests and accommodations." Moreover, DI facilities and buildings are designed to accommodate accessibility requirements for people with special needs. DI facilities also provide dedicated parking slots, alarms in the private bathrooms in case of emergency, and readable signage and road signs for visually impaired persons.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credit hours per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The recognition of degrees and periods of study at other HEIs is regulated on a basis that is not in full accordance with the European Lisbon Recognition Convention which is not binding for the DI because Qatar is not a signatory.

The final grade is supplied with either a relative grade or an ECTS grading table.

Also because of confirmations from students the panel is convinced that the study programme's workload is feasible but not easy. This is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. The panel notes that

every student in the COMPLIT programme is assigned a faculty advisor and DI is extremely supportive to students.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

The programme's core theory courses are designed to methodically and methodologically train the students to identify the current challenges in the conception and reach of the discipline, survey the most up to date propositions and to engage with them critically. The other course requirements are conceived and designed in an interlinking configuration to achieve maximum training in critical skills and the sharpening of analytical and cultural sensibilities. The course syllabi are periodically reviewed by the chair of programme and the material and designs are discussed in regular programme meetings. In these meetings, the course assignments are also reviewed and in view of the course learning outcomes, as well as in the context of the configuration of courses each semester. Moreover, courses are frequently adjusted based on student feedback.

Courses are designed around course learning outcomes (CLOs) that relate to ComplLit's broader programme learning outcomes. CLOs are explicitly provided to clarify the goals of the course and how they fit into the broader aims of the programme. The pedagogical methods utilized in and out of the classroom are expected to help achieve those specific course outcomes. Thus, the ComplLit programme learning outcomes should inform the course learning outcomes, and the course learning outcomes should shape how the course is taught.

While faculty members are provided the flexibility to design their own courses to meet the outcomes associated with the courses, each course contains both lecture and discussion components. Generally, these are specified directly in the syllabi, whereby there is a statement that notes that each 3-hour session will generally dedicate approximately 1 hour to lecture and 2 hours to discussions or interactive exercises. The core objective is to allow students to benefit from the knowledge of the scholars instructing them, but also participate in the critical evaluation of the foundational and innovative literature in the field in an

interactive manner. The teaching methods for each course are clearly outlined in the course syllabus.

As a research-oriented graduate programme, course readings play a leading role in instruction. The readings for courses are expected to be drawn from the larger body of foundational literature and literature that is at the forefront of the subject. Moreover, readings for courses are expected to expose students to a diverse set of ideas and epistemological lenses. Most courses utilize traditional PowerPoint lectures for the lecture component of the course. Professors also utilize guest lectures to assist in delivering content and motivating discussions and critical analyses.

The DI uses the electronic course management system, Moodle, as the platform for learning management. Each course has its own Moodle page to which the course syllabus and week divisions are uploaded, along with all learning materials, following the thematic week divisions' readings, lecture outlines, and handouts. The weekly sessions are clearly indicated by date, title, and relevant themes, followed by the relevant reading assignments. Details of the course assessment requirements are also uploaded to Moodle, along with their submission deadlines. The Moodle platform facilitates direct interaction between the course instructor and all enrolled students, while making accessible all course related materials. The program's policy of fully utilizing the Moodle system has helped in smoothening the transition to a more effective online learning environment in response to the exigencies of the COVID-19 pandemic and in compliance with the DI-wide policies.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, course readings, videos and discussions. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X

3.4 Internationality

The discipline of comparative literature is by its constitutions international, interlinguistic, and intercultural. The conception and design of the programme is in part the result of intellectual and professional dialogue with a range of scholars in the USA, Canada, the UK, Europe, and Asia. Regionally, the programme's faculty are in constant dialogue with colleagues in the Arab world and the Middle East, expanding the reach of its vision as a pioneering discipline-based institutional formation comparable to, but disciplinarily and professionally different from, the historically entrenched model of regional national language and literature departments.

The programme has steadily drawn students from diverse national and ethnic backgrounds from Qatar, the Arab World, the Middle East and beyond, and consistently features an excellent rate in gender balance. To date, CompLit students include Qatari, Syrian, Palestinian, Egyptian, Tunisian, Moroccan, Sudanese, Algerian, Yemeni, Mauritanian, and Somalian, Nigerian, British, and Georgian, for example, with others, like Eritrean, German, and Italian, attending the programme's core theory courses.

The academic diversity reflected in the students' backgrounds enriches intercultural dialogue in the classroom and the examination of different models of learning. No less significant is the ethnic and regional diversity, which brings crucial linguistic and social dimensions to bear on discussions of language experiences and local regional and interregional sensibilities beyond entrenched national borders.

There are currently five faculty members in the COMPLIT programme. Three of them earned their PhD degrees in the United States, one earned a PhD degree in Lebanon (American University of Beirut), one in the UK, and another one from a university in Germany. All of these faculty members worked at universities in the respective countries, such as at Harvard University, Columbia University and Washington University (all in USA).

The CompLit programme constitutes an exception as both Arabic and English are equally the languages of instruction. Lectures are delivered in both Arabic and English, with a ratio of 2 to 3, and course material, especially critical and theoretical sources, are predominantly in English, owing to the historical developments of the discipline. Where possible, literary works are read and analysed in their original languages, and this includes literary as well as critical works in the range of languages that the students in each cohort happen to command, such as Kurdish or Armenian or Yoruba or Persian or Hebrew. This constitutes one of the pedagogic strategies whereby the programme can expand on the range of literary traditions covered.

Appraisal:

The panel was impressed by the international orientation of the DI and the CompLit programme as well as of faculty and students. It notes that the acquisition of intercultural competences and skills are at the core of the programme's learning objectives and strongly promoted. The programme is international by its nature and content. Students are thus prepared for the challenges in an international working environment. Through assignments and practical examples as parts of the courses, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Students come from various language areas and cultural backgrounds. Classroom discussions and group work often reflect international aspects. The measures taken to ensure an international composition of the student body show sustainable effect.

The panel welcomes the international composition of faculty (teachers with international academic and professional experience) which is an essential element shaping the profile of the study programme. It promotes that students acquire international and intercultural competencies and skills. The measures taken are goal-oriented.

Both Arabic and English are the languages used for teaching and learning, As most students stem from Arabic countries English seems to be the most important foreign language for them, for readings as well as for course materials. But also, Arabic is a foreign language for those students who come from a non-Arabic country. Against this background course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2 Internationality of the student body	X				
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents		X			

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students in the CompLit programme, as has been amply demonstrated in the above sections, are systematically trained in examining broader contexts of knowledge and articulating and negotiating differing positions and points of view. Their competencies are developed both through the exercise of written modes of arguments and in their practice of oral presentations and modes of delivery. The interdisciplinary training involves analytical skills that enhance the student's sensibility to social situations and to interpersonal communication. Public speaking skills and the skill of formulating and posing questions in a clear and concise manner when engaging publicly are constantly reinforced in the students' in-class presentations as well as in their regular participation in the programme and DI run workshops and seminars.

Moreover, students become acquainted with diverse subjects through the interdisciplinary courses (offered in SOSH) that they must absolve¹⁸.

These skills of considered analysis, interpersonal and intercultural awareness, public speaking, communication and cooperation, and conflict handling prepare students for taking leading roles in their future academic and professional careers, specifically in locating problems and challenges in their immediate contexts and in initiating fair, inclusive, and action-oriented plans.

Appraisal:

The panel takes the view that the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

All DI programme learning outcomes and course learning outcomes adhere to a “transferable skills” learning area¹⁹, which supports the students’ efforts to transition into doctoral work or placement in professional careers. The CompLit study plan, reflecting the programme’s vision of addressing the state of the discipline as well as the programme’s language strategies, prepare and qualify the students for their studies at the doctoral level.

According to the 2019 Alumni Survey a total of 5 out of 6 CompLit graduates are employed, with 3 of those employed indicating they work in the programme field or a closely related field.

Outside of the classroom, students are also encouraged to participate in student groups, and these groups provide them with opportunities to gain leadership experience, learn how to resolve conflicts, and grow accustomed to working with others cooperatively. In addition, students are provided with opportunities to improve their communication skills by presenting their work in courses and during annual thesis presentations.

¹⁸ See above chapters 3.1 and 3.2.

¹⁹ As indicated in chapter 1.1.

Appraisal:

The promotion of employability – for instance through the integration of interdisciplinary and research skills and through the promotion of multidisciplinary competences – runs as a common thread of the study programme through all its courses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

The CompLit programme is currently constituted of four full-time faculty members and one part-time, visiting professor (every Fall Semester). The new female faculty member has started her duties in the Fall of 2021. Excepting the Head of Programme, who teaches one course per semester, each full-time faculty teaches two courses each semester, a teaching load that enables faculty to attend effectively to their students and their research projects. The programme requires a minimum of four full-time members, with regularly visiting arrangements, and as of the coming academic session 2021-2022, the programme is running at full capacity.

As described above, the current CompLit curriculum offers 8 core courses, 5 programme electives (offered in alternate years) and the thesis.

The core courses are taught by permanent full-time faculty members. The current visiting professor has been working in the programme since its launch and was invited because of his expertise in literary and comparative thought, intellectual history, and Persian literature. Given the programme's centrality to the interdisciplinary vision of the School of Social Sciences and Humanities and the range of its faculty's research expertise and experience, all members of the faculty have been actively involved in the design, teaching, co-teaching, and delivery of invited lectures in the School's core interdisciplinary courses and in courses offered in other programmes.

The typical recruitment process of faculty is competitive. Once the decision on a new faculty member is made a hiring committee is formed to evaluate the hire and an advertisement is sent out by the Human Resources Department. The hiring committee consists of three members from within the programme, chaired by the head of the programme, and an external member who is drawn from another programme. The hiring committee evaluates the applicants' files and creates a list of candidates to interview. Interviews are held virtually and last approximately one-hour. After the interviews have concluded, committee members discuss and debate the suitability of the interviewed candidates and choose a candidate from among the interviewees. A report is drafted by the head of the committee that reflects the final decision of the committee and also reports the expressed preferences and opinions voiced during the committee meeting. The final hiring decision must then be approved by both the Dean of SOSH and the President of the DI.

The CompLit programme faculty take part in regular teaching and assessment workshops provided by the Office of Teaching, Learning, and Assessment (TLA). The issues of pedagogy and developing didactic tools have been the focus of discussions and activities at the level of the programme, the School, and the DI. For example, student and faculty evaluations are discussed at the end of each semester, and action plans are drafted and implemented. Moreover, the DI has established several initiatives for faculty members on pedagogical and didactic approaches in order raise the quality of teaching and learning. Additionally, the Office of Institutional Effectiveness offers regular Quality Assurance workshops at both the DI and programme levels.

The Complit programme constitutively pursues training in ethical positioning in the different communities of knowledge as well as in the sense of commitment to society and its different stakeholders.

Since its launch, faculty members of the Complit programme have worked very closely as a team to meet and strategize over the intellectual, pedagogical, and institutional demands that the establishment of a pioneering programme in the region has entailed. The collegial spirit between the faculty members extends to the relations between them and the programme coordinator and is evident in their supervisory and pastoral roles with the students. The programme as a whole seeks to foster a collegial environment for effective learning and ethically committed professionalism.

As far as the student support by the faculty is concerned, the low faculty-to-student ratio of the programme allows students to frequently and meaningfully interact with faculty members in the programme. Moreover, as each student is assigned an academic adviser from admission to graduation, these academic advisers are required to meet with academic advisees each semester to provide guidance on course registration and other academic matters.²⁰ Thesis supervisors are also required to meet regularly with their students. Faculty members currently advise approximately six students and supervise three theses per year. Furthermore, each semester, the COMPLIT programme holds a meeting with students where they have the opportunity to discuss the programme and raise concerns with faculty members who are required to hold regular office hours. Beyond these formal meetings and required interactions, faculty members work closely with students on research projects and help assist them in picking up new skills and competencies.

During the online conference students confirmed that most students would be fully content with the support that they received in particular from lecturers and academic advisors. DI organised activities for students outside the study programme.

Appraisal:

The panel was impressed by quality and commitment that the faculty members showed during the online conference. It became convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI carefully verifies the qualifications of the faculty members by means of an established transparent procedure. Specific measures for the further qualification of the faculty members are implemented. The faculty's outstanding academic qualification is underlined by scientific publications in peer-reviewed journals and books which results from the CVs of the faculty members.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty

²⁰ In the internal regulation „DI Academic Advising Policy”, the responsibilities of the Registrar's Office (on admission of students), Academic Advisors (on advising and communicating with students) and students themselves (on communicating with the advisors and consulting them) are described.

members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended learning/distance learning programmes)					X

4.2 Programme management

The CompLit head of programme leads all areas of programme administration with the assistance and guidance of other faculty members, the programme coordinator and the office of the Dean of SOSH. The purview includes the distribution of course loads and course scheduling, drawing up the study plan, advisor assignments, thesis supervisor assignments, leading programme meetings, budgeting, planning programme events and representing the programme in the School Executive Council. The CompLit head of programme also acts as an intermediary between the Dean’s Office and the programme. As such, the head of programme is responsible for achieving the programme’s objectives within the framework of regulations, rules and guidance established by the School Executive Council, the Dean’s office and DI.

While the head of programme takes on the primary leadership role in the administration of the COMPLIT programme’s objectives, decisions are made collectively by faculty members. During the programme’s monthly meetings, faculty members are encouraged to propose ideas regarding various facets of the programme. The head of programme executes the

decisions that were reached collectively regarding changes to the programme, hiring, admissions, and any other matters decided within the programme.

Administrative support is provided by the programme coordinator, who plays a significant role in the organisation of the programme, facilitating communication with the Dean’s Office and assisting students and faculty members with course registration, the submission of advising forms and thesis submission. The programme coordinator is often the first person consulted with regards to these issues. Other administrative units within DI also help students and faculty with registration, course materials (including the online course management programme), information technology, library resources, and obtaining Institutional Review Board approval, among other things.

Appraisal:

The head of programme coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly, mostly based on collectively reached decisions.

The panel welcomes that faculty members and students are efficiently supported by the administration in the organisation of the study programme. The administrative staff acts as a service provider for both. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students participate in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

DI has signed agreements and memoranda of understanding and collaboration with other universities and organisations. These agreements can be categorized into the following groups according to their objectives:

- (1) Agreements and Memoranda of Understanding aimed to attract graduate students

These agreements and memoranda aim to enable students who completed their undergraduate degrees with honours to continue their studies at the graduate level in the different colleges and programmes at the DI.

- (2) Agreements in the Areas of Training, Exchanging Expertise, and Research

They aim to reinforce collaboration between the Institute and organisations with similar interests in ways that promote human developments and the efficiency of administrative staffs. These objectives are achieved through the DI's workshops, academic development courses, internships, and leadership training in the areas of public administration and policy studies. These agreements also aim to promote exchanging expertise through consulting opportunities for the Institute's faculty members, researchers, and specialists. Moreover, they facilitate collaborative research projects and co-organized conferences and seminars. The Institute has signed agreements of this category with organisations such as the Ministry of Administrative Development – Doha, Qatar; the Ministry of Development Planning and Statistics – Doha, Qatar; The Humanitarian Forum, Qatar; The Hague Institute for Global Justice; the Ibhar Academy center for vocational training; Zhejiang University – China.

(3) Memoranda of Understanding for the Exploration of Academic and Research Collaboration Opportunities

This category of agreements aims to enable concerned parties to explore areas of shared interests and collaboration opportunities, including joined research projects, co-authored research publications, academic and student activities, and possibilities of developing dual enrolment in graduate programmes, faculty exchange opportunities, and summer student exchange programmes. The Institute has signed agreements in this category with the following universities: Columbia University N.Y (MOU) (USA); SOAS University – London (UK); Florida International University – Steven Green School of International & Public Affairs (USA).

The main aim of such cooperation is to enable faculty members and students to expand their horizons internationally, and to create opportunities for joint teaching and research projects. So far, the cooperation with the following institutions is running in different formats:

Qatar University: The CompLit programme has joint activities, such as lectures and student recruitment, with the Department of English Language and Linguistics. The planned cooperation will soon extend to the Department of Arabic.

Qatar's Ministry of Culture and Sports: The programme has entered negotiations for potential collaboration with the Department of Culture and Identity.

Qatar National Research Foundations (QNRF): Two major research projects, the result of grants by QNRF, are led by members of the faculty and involve partner institutions in Europe, Canada and the USA.

Freie Universität Berlin: The Head of the CompLit programme was a key participant in the drawing of an MoU with the of Freie Universität Berlin, heading the research side of collaboration. The MoU included a visit from an academic and administrative team at the FU's, headed by the Vice President. It also included an inaugural joint international conference on "Critical Concepts in the Humanities and Social Sciences" (18-20 February 2018), which included 14 FU and Germany-based scholars. The MoU also included the hosting of seven FU students for one semester of study at the DI.

Wissenschaftskolleg zu Berlin and EUME²¹: The programme co-organised an international workshop which took place in Berlin, hosted by EUME as part of an ongoing research project on the work of Walter Benjamin and its reception in Arabic.

²¹ Middle East in Europe.

Columbia University, USA: A regular visiting arrangement at the professorial level is housed in the CompLit programme.

USA Universities: The programme has hosted public lectures by colleagues from Oregon University and the University of Illinois (others as planned) by prominent scholars of comparative literature who are key supporters of the programme’s vision and its pioneering work in the region.

Australian Universities: The programme has hosted more than one lecture by colleagues from the University of Sydney.

Arab and Middle Eastern Universities: The programme has hosted more than one lecture by colleagues from different universities in the region.

As far as the cooperation with business organisations is concerned, CompLit faculty members work on different projects with community-based organisations. These include museums, schools, culture departments in government ministries, prize awarding organizations, and non-governmental organisations active in promoting democratic grassroots movements, locally and internationally. Usually this involves consultation to promote specific projects, using academic knowledge as tools for different stakeholders to achieve their aims.

Appraisal:

The scope and nature of cooperation with other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.

The scope and nature of cooperation with other organisations such as NGOs, governments and also business enterprises relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic DI made available to the panel numerous photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof.

The DI has a state-of-the-art facility that was designed to fully support the educational process and provide spaces not only for traditional teaching and learning but for hosting conferences and talks and facilitating day to day interactions. The DI's campus spreads over an area of 112,000 m², encompassing 23 different buildings. The campus buildings are used for living, educational activities, and leisure activities. Disabled students are given barrier-free access to all of these buildings.

Learning and teaching spaces are spread out around the campus, consisting of classrooms, labs, and auditoriums in addition to a library building, institute life buildings and faculty and student accommodations. Additionally, there are also computer labs, virtual labs, a journalism studio, an e-library, an e-learning system (Moodle) and other specialized learning resources. With regards to classrooms, the total number of classrooms is 10 (+5 in Library Building), 4 smart classrooms and 6 classrooms equipped with audio visual systems and an auditorium that fits 70 people.

The DI has also established an advanced Student Information System (SIS) that allows students to benefit from services through the self-service portal, and enables them to view their academic status, grades, and their registration status at the Institute. The SIS provides the DI with the capability of registering students in courses; documenting grades, transcripts and dropout rates; tracking attendance; developing student schedules and managing other data needed for the Institute effectively. Student Services also maintains an Intranet site that provides direct access to all student related administrative procedures, forms, study plans, and SIS system guides and resources.

All students, faculty, and administrative staff are provided free internet access throughout campus. The IT department provides technical support during normal working hours. Upon their arrival at the DI, students participate in orientation days to become familiar with the IT system and are provided with detailed written instructions on how to use it inside and outside campus.

The DI IT department and the library managed to promptly provide students who have not yet arrived in Doha with maximum access to resources held by the library by deploying a technological solution (EZproxy) that facilitates secure remote access. Moreover, licenses were offered to the students by providing cloud-based solutions and access to DI's virtual computer labs.

All CompLit students have direct access to the DI's growing research library, as well as the Qatar National Library (QNL), including all of its databases. The DI library builds its collections of varied materials and resources, in print and electronic formats, based on the established collection development policy and procedures that are responsive to the needs of DI community. At present, DI library features a total of 76,244 book titles. CompLit faculty members and DI librarian update the library collection with relevant books, textbooks and other sources. The allocated budget is sufficient to update the collections regularly. All

literature assigned in course syllabi is available either in the DI library or is uploaded directly to and available on individual course Moodle sites.

In addition to the DI's print and electronic collection, the DI community has also access to the resources available through QNL. According to its website, QNL "has more than one million books in its collections, along with more than 500,000 eBooks, periodicals and newspapers, and special collections."

The library is open from 8:00am – 10pm during the work week (Sunday – Thursday) and from 9am – 9pm on Saturdays. The library is staffed appropriately and holds regular library orientations, database training sessions, and other workshops for students and faculty. The library features an array of spaces for the community such study rooms, quiet spaces, and public computers.

Combined, the DI and the QNL subscribe to more than 265 databases in Arabic and English. For example, ProQuest's E-book Central, E-Marefa's Social Sciences, JSTOR, Taylor & Francis Online database, Wiley Online Books database, Wiley Online Journals database, and hundreds of other full-text databases in subjects such as Psychology, Philosophy, History, Media & Cultural Studies and other disciplines.

At initial student registration, the DI library provides all new students with unique DI barcode login credentials. Students are then able to access online resources from anywhere in the world via the internet for the duration of their DI study period.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the DI's buildings. Instead, UKI provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (role-playing game, virtual elements), the HEI possesses appropriate rooms with the specific technical components needed such as visual systems.

The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The panel in particular welcomes that access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The opening hours of the DI library as well of the Qatar National Library take students' needs sufficiently into account. The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*		X			
4.4.2*		X			

4.5 Additional services

The DI offers career services as part of the student services. This includes career guidance and skills development services that are key to successful professional and business life.

As part of creating awareness about the job market, the Career Advising Specialist posts job announcements on the Career portal and explains how they can apply for openings. Moreover, the Career Advising Specialist posts announcements about internship opportunities and important scholarships for PhD programmes, and also facilitates cooperation and partnerships with external organisations. The Career Advising Specialist also facilitates volunteer opportunities for students with organisations that align with their fields of study; moreover curriculum-vitae training, interview preparation training, and training/fieldwork workshops; holds individual meetings with students to advise on job interviews and contract negotiations; and conducts an annual job fair with local corporations, entities, and organizations. The Career Advising Specialist also holds an annual career fair and conducts mock interviewing.

So far, the responsible department initiated the following actions.

- Hired a full-time Alumni Affairs and Corporate Social Responsibility Coordinator.
- Created an Alumni Association webpage on the DI website in April 2020.
- Developed the Alumni Charter and Bylaws which received approval in October 2020.
- More than 550 Alumni have joined the association from 29 countries.
- All graduates have access to DI facilities.
- Invited graduates to be members of DI and Schools committees so they can add value and be part of future developments at DI.

Appraisal:

The panel welcomes that DI offers career counselling and placement services to the students and graduates of the COMPLIT programme to promote their employability. The HEI provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises, public organisations and others at regular events. An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1	Career counselling and placement service		X		
4.5.2	Alumni Activities			X	

4.6 Financing of the study programme (Asterisk Criterion)

The DI was established in 2015 with an initial funding of 20,000,000 QR (about 4,81 million Euro) from the Arab Center for Research and Policy Studies. The DI operations and academic activities are still funded by the founder the Arab Center for Research and Policy Studies. Moreover, DI is financed through a Qatari state grant, providing the most significant portion of funding. Other funding is provided by student tuition fees. Since the establishment, the DI has been expanding its services to accommodate the growing student body and to attain to students' and faculty members' teaching and learning needs. The Institute is pursuing a strategy to increase its independent research and executive training income.

Appraisal:

The panel is convinced that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)		X		

5. Quality assurance and documentation

The DI's Office of Institutional Effectiveness and Quality Assurance (OIEQA) provides a framework and guidance for assuring quality of academic programmes, research, academic services, administrative services, and public service at the DI. This "Institutional Effectiveness and Quality Assurance Framework" has found the approval from the DI Board of Trustees. The COMPLIT programme works within this framework to assure quality.

DI's TLA Committee²², guided by the OIEQA, developed a Programme Annual Monitoring Report template which serves to collect data and information on the programme, student and faculty performance. Based on the analysis the Programme Annual Monitoring Report is elaborated and includes data and key details regarding admissions to the ComplLit programme, student grades, programme changes, teaching and learning strategies, graduation rates, alumni satisfaction and employment, and plans for improvement. The process also includes a programme learning outcome assessment, which features a special template. This annual report requires all faculty members in the programme to reflect on the data provided by the OIEQA..

In addition, the ComplLit programme meets every month to discuss programme outcomes and areas for improvement. The head of programme also keeps track of ongoing development and attempts to provide guidance and mentorship to faculty members as needed. As has been noted, students are also afforded opportunities to address their concerns with their advisors, the head of programme, and at the student-faculty gatherings that occur once per semester. Beyond these mechanisms, the head of programme also oversees syllabi, provides evaluations of courses based on the course content and student evaluations, and works to ensure that instructors abide by DI policies and guidelines. All faculty members are also evaluated comprehensively by the head of programme and perform self-evaluations, and these evaluations involve a component that constructively examines their overall teaching performance.

Before the conclusion of each semester, students are asked to fill out anonymous, individual course evaluations. The OIEQA collates the data from the completed student course surveys and sends them to the relevant course instructors and heads of programme. The final results include both quantitative and qualitative anonymized data that are provided to the course's instructor, the head of the programme and the institution. The template also opens the possibility to students to make comments on the workload. After each semester, all DI instructors use a specially designed form to comment on the student evaluation survey results for their courses and on the course development. Both final, collated student evaluation results and the instructor feedback form are required to be included as part of an end-of-semester "course file" submitted by each instructor to the OIEQA. The head of programme also uses the Instructor Course Feedback Form to report to the Dean regarding all taught courses, with specific reference to both student course evaluation results and instructor feedback on student course evaluations.

To ensure the involvement of all relevant stakeholders in DI quality assurance process, students, faculty and relevant administrative staff are represented in the TLA and IEQA committees. In addition, students can avail of other opportunities to provide contemporaneous evaluations of courses and programmes. Students meet with their advisers at least twice per semester to discuss their progress. These meetings allow for

²² See above chapter 4.1.

dynamic interactions between the student and their adviser regarding the programme and individual courses. They can also complete a form to evaluate various aspects of their experience at DI. Moreover, once per semester, a programme gathering/forum is held that inter alia deals with quality assurance and allows students to express concerns regarding the programme and workload. Students are also encouraged to report concerns to their adviser or the head of programme, and DI students are collectively represented by a student council.

Furthermore, the DI provides various avenues for programme evaluation and improvement. The workshops provided by the TLA Office are not theoretical exercises, but structured environments for faculty members to improve their courses and programmes. These workshops provide guidance but also allow faculty members the flexibility to synthesise their own knowledge of their respective disciplines with the tools being taught to them in the workshops.

Finally, DI alumni also evaluate and provide programme feedback through the alumni and satisfaction surveys. The results of these surveys are addressed in the Programme Annual Monitoring Report. The programme devises improvement plans in order to address legitimate concerns that can be feasibly addressed. Important improvements are communicated to students via emails, meetings with the students and/or meetings with DI Student Council. It is also worth noting that the results of all surveys conducted are analysed and reported in summative OIEQA reports that are submitted to the Schools, DI Council and administrative units (where appropriate) for review and action.

The DI's OIEQA administers satisfaction surveys every year to all students and bi-annually administers an alumni survey for SOSH and annually for the School of Public Administration and Development Economics. The most recent alumni survey response rate was low, but it provided insight into where ComplLit students are currently working and how we might assist them in the future.

The DI, SOSH and the ComplLit programme have established clear protocols for document management. The head of programme and programme coordinator are responsible for collecting documents related to pedagogy, advising and theses and retain records of these for themselves. The records are subsequently forwarded to the SOSH office manager so that they may retain and evaluate documents, as necessary.

News about the DI, including the COMPLIT programme and its faculty and students, is published regularly in Zajel, a monthly e-newspaper published by the DI Communications and External Relations department. Zajel includes information about new DI developments, publications, research grants, awards, conferences, and events. Additionally, the DI uses its pages on Facebook, Twitter, Instagram, and YouTube to publish and broadcast news about the Institute.

The head of the programme and programme coordinator regularly keep faculty members and students aware of relevant updates and deadlines. In addition, activities that are administratively under the jurisdiction of SOSH are communicated to students and staff in a timely manner through the Dean's Office. The DI's Office of the President also regularly updates all concerned members of changes, obligation deadlines and other matters that may be of interest to them.

The Communications and External Relations department provides regular announcements of events that are distributed to the whole DI community. For COMPLIT programme events, the programme coordinator works with the Communications and External Relations department to create flyers and announcements of events.

Appraisal:

The panel welcomes that DI set up a quality assurance and development procedure that systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Students are represented in the relevant committees as well as in the programme forum that also deals with quality assurance matters.

Quality control by the faculty as well as an external evaluation by alumni are conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The DI regularly publishes current news and information – both quantitative and qualitative – about the study programme. In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Doha Institute for Graduate Studies

Master programme: Comparative Literature

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)		X			
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)		X			
2.4(*)	Professional experience; if relevant					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking		X			
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2	Internationality of the student body	X				
3.4.3	Internationality of faculty		X			
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT		X			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	equipment of teaching and group rooms (Asterisk Criterion)					
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		