



Item: AS: A-3

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Tuesday, November 19, 2019

SUBJECT: REQUEST FOR APPROVAL OF PROGRAM REVIEW – DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS

PROPOSED COMMITTEE ACTION

Request approval of program review for programs in the Dorothy F. Schmidt College of Arts and Letters.

BACKGROUND INFORMATION

Under Florida Board of Governors Regulation 6C-8.015 adopted March 29, 2007, all academic degree programs in State universities must be reviewed at least every seven years. Program reviews ensure that academic programs are administered and delivered effectively, efficiently, and consistent with FAU's mission and the Board of Governors' strategic priorities. The results of program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level, and, when appropriate, at the state level.

Academic Program Review at FAU includes a few additional steps:

- The self-study prepared by the program's department will be submitted to an independent review committee comprised of 2-5 individuals. The committee will include at least one external reviewer who will serve as a content expert in the discipline. Other members will include nominees of the head of the academic unit in consultation with the unit's faculty.
- The external reviewer will conduct a day and a half site-visit. A written report of the reviewer's findings will be submitted to the program's review committee.
- In addition to self-studies and external reviewer reports, action plans will be submitted to the Board of Trustees for approval.

Academic degree programs in the following departments were reviewed this year:

Dorothy F. Schmidt College of Arts and Letters:

- Communication and Multimedia Studies: CIPs 09.0101, 09.0199, 09.0702
- Foreign Languages, Literatures, and Linguistics: CIPs 16.0102, 16.0501, 16.0901, 16.0905
- English Language and Literature: CIPs 23.0101, 23.1302
- Liberal Arts and Sciences: CIP 24.0101

- Interdisciplinary Studies: CIP 30.9999
- Philosophy and Religious Studies: CIPs 38.0101, 38.0206
- History: CIP 54.0101

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in November 2019 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2019 Academic Program Reviews
Presented by: Dr. Michael J. Horswell, Dean of the Dorothy F. Schmidt College of Arts and Letters
Phone: 561.297.3803



2019 Academic Program Review
Department of Languages, Linguistics, and Comparative Literature

Mission and Purpose

The central mission of the Department of Languages, Linguistics, and Comparative Literature (LLCL) at Florida Atlantic University is to prepare globally minded citizens for successful careers in a wide diversity of fields—including new and emerging career areas—through comprehensive coursework in language, culture, and literature in an interdisciplinary context. Language study is at the heart of a strong liberal arts education, and our majors gain cross-disciplinary expertise in one or more areas of language study, including proficiency in a language other than English, academic training in the analysis of language, literature, and culture, and cross-cultural competence.

Major changes since the last program review

1. Effective August 2016, we implemented the consolidation of six separate MA degrees into one single MA umbrella degree with six major concentrations offered as part of the degree:

MA in Languages, Linguistics, and Comparative Literature (LLCL)

Concentration in French

Concentration in Teaching of French

Concentration in Spanish

Concentration in Teaching of Spanish

Concentration in Comparative Literature

Concentration in Linguistics

2. Effective August 2018, we implemented the consolidation of three separate BA degrees into one single BA umbrella degree with four major concentrations offered as part of the degree:

BA in Languages, Linguistics, and Comparative Literature (LLCL)

Concentration in French*

Concentration in Italian

Concentration in Spanish*

Concentration in Linguistics

*Note: For both the French and Spanish tracks, there is an option to obtain Secondary Education Credentialing for K-12 public schools in Florida.

Importantly, whereas Italian used to be included under the Linguistics BA degree (and was not its own degree), it is now a separate LLCL major concentration. This brings more clarity to our undergraduate degree offerings, and provides closer parallel to the other major languages.

Our department is currently working on a proposal that would recommend implementing

Comparative Literature as a separate BA LLCL major concentration. We are still in the planning stages, and are looking closely at various “flight plan” options and configurations.

3. Expansion of full-time faculty positions, with 4 tenure-track positions added (one of which was formerly an instructor line).

Strengths

The LLCL department has a wealth of strengths. The faculty is exceptional in intellectual capacity, outstanding in teaching and dedicated to service. Helmed by a caring and tireless chair, the department provides students with a superior level of education. The Ph.D. in Comparative Studies, the Graduate School and the Division of Research all serve admirably. The support staff is efficient and friendly, and the students are passionate and excited about using world languages in their future academic and career pursuits. The LLCL department measures favorably in scholarship and prestige to other South Eastern Conference (SEC) universities.

Weaknesses

The weaknesses sapping the strength of the LLCL department is due mostly to the oppression and despair imposed by outside forces. The faculty, working hard to create and maintain all types of language, linguistics, culture and literature classes for students, feel beleaguered by the lack of respect and insistence on using statistics that do not measure accurately their efforts in providing students a quality education involving world languages. Low morale and worry that aiming for R1 status will translate into even more research on top of a heavy teaching load is weighing down the faculty.

Recommendations

Hire a full-time secretary or administrative assistant. It is true that Teaching Assistants help during the hours when the secretary is not in the office, but for privacy reasons, they cannot handle students’ records, which limits administrative help. Such a large department that houses several languages and linguistics needs at least one full-time professional secretary.

Maintain a 36-hour major requirement. In the Foreign Service Institute's experience with Language Learning¹ for professional working proficiency, 600-2,200 class hours (depending on the category of language) are recommended. For a major requiring 12 courses of Spanish (45 hours per course), only 540 class hours are achieved. Lowering the major to 10 courses yields only 450 class hours achieved, which is inadequate for many career choices. Reducing major requirements yields a lower quality degree and is not recommended.

Implement student mentoring, distributed among all faculty as part of their service loads. Mentoring is a good opportunity to develop a better rapport with language students and advise them properly with respect to courses to take, internships, scholarships, awards, and other opportunities. The university advisors are more impersonal because they work with students in all departments. A college advisor is perhaps a closer relationship, but LLCL faculty have a better chance of positively impacting student retention.

¹ <https://www.state.gov/m/fsi/sls/c78549.htm>

Reinstate Program Heads. A faculty member in charge of shepherding curriculum revisions through the system, paying attention to student recruitment and retention, and working with the chair on committee assignments and projects creates a sense of continuity and institutional history. The program head would be able to keep meeting agendas and minutes, statistics on student majors and minors, and hold the paperwork for committee work and projects. This position could rotate as a three- or five-year term among the tenured faculty.

Improve communication within the department by having program heads disseminate information. Currently, as the sections meet, there are no meeting minutes and every single member who talks to the chair, the deans and other administrators may or may not share information. Assigning program heads would allow better circulation of information and serve as repositories for departmental history and current work.

Introduce differential teaching loads. Some faculty members may prefer to spend more time teaching than doing research or vice-versa. Developing such a plan with clear expectations and assessments may lead to greater productivity. During their annual reviews, the faculty may indicate in which concentration they would like to be evaluated most heavily.

Adjunct positions are better converted into instructor positions in order to foster collegiality and a sense of common goals. Permanent teaching staff support the regular faculty as tenure-track and tenured professors move toward R1 research goals.

Bring the *Southern Journal of Linguistics* to the LLCL department. The Linguistics Program faculty is well known around the nation and several members regularly participate in the Southeastern Conference of Linguistics. Taking over the journal would require minimal transition and would be a boost to the prestige and power of FAU. A journal housed at FAU increases visibility of the department and serves as a clearinghouse for research activity from scholars around the world. Graduate students could shadow the editor in order to learn about the world of academic publishing.

Increase recruiting efforts for majors and minors. **Open houses** for the department, receptions, high school visits, free lectures, exhibits (of photography or study abroad visits, for example) are inexpensive ways to highlight the value of world languages and the Humanities in general. Inviting administrators to community activities (the Italian section is particularly adept at outreach), offering research lectures (call them "Working Papers in QQQ") for the department, the College and the public, and hosting cultural activities (on holidays, for example) would show that the LLCL department is engaged in internationalizing the university in a variety of ways.

Advertise these department offerings, extra-curricular activities, etc. campus-wide. Is there a university-wide calendar of events? The LLCL department needs to be on this calendar regularly.

Promote the Ph.D. in Comparative Studies for more than literature. The "Studies" in Comparative Studies may also be used for linguistics, culture, film, etc. A discussion with a current graduate student revealed that Caribbean studies is a trending field, and for linguistics, comparative studies in the Caribbean is a good opportunity to invest in Creole Linguistics, involving the LLCL linguistics program.

Create a Department Newsletter highlighting and celebrating the accomplishments of students, alumni and faculty. As a tab on the department web site or a quick mailout to a community of supporters, the newsletter would gather attention about its activities and achievements.

Invite members of the Division of Research and the Graduate School to department meetings to discuss research initiatives, recruitment opportunities, upcoming events that may impact the department.

The faculty need to engage in **more pointed communication** with the administration. Rather than the passive recipients of demands, the LLCL department should express its concerns not just via the chair, but in individual or section meetings with members of the administration up and down the hierarchy. Armed with **data** and with persuasion, the LLCL faculty need to take charge of their own empowerment by informing less informed administrators about current research and best practices for modern languages and linguistics.

Define "success" with student input in "student success." A departmental ad hoc committee needs to **set criteria for what determines "success"** in terms of students using their LLCL majors and minors for their future academic and employment endeavors.

The department should **formulate its own clearly stated R1 goals**. If FAU expects to attain R1 status, then a realistic plan should be in place that takes into account teaching, research, and service loads of faculty, as well as resources that the faculty receive for research activities. A well-designed plan should highlight what the LLCL department is able to do and will do to align with university goals.

If FAU wants to attract graduate students and remain competitive, it should consider **increasing stipends and offering health care benefits**.

Encourage LLCL faculty to design and implement their own online courses, rather than promoting MOOCs or other third-party tools (which vary widely in content and quality). The faculty is both adept and creative in finding instructional materials and tools for their majors and minors. MOOCs and the like should never be allowed to replace beginning and intermediate language classes.



2019 Academic Program Review Department of History

Mission and Purpose

The Department of History contributes to FAU's mission in many ways, but particularly through supporting increased access to degrees. It offers both the BA and MA in History, with particular strengths in American History, European History, Latin American History, Asian History, African-American History, Atlantic World History, and Women's History, while offering tracks in Religious Studies and British Studies. All of these courses add to the College's interdisciplinary initiatives in Ethnic Studies; Women, Gender and Sexuality Studies; Peace, Justice and Human Rights; Asian Studies; Classics; Environmental Studies; and Caribbean and Latin American Studies.

The Department is the major foundational discipline for the BA degree in Social Science Education, and it offers courses for this degree and the History BA at three FAU campuses. At both the graduate and undergraduate levels, the Department provides History majors with a broad-based content major that stresses critical thinking, research and writing. The department has a faculty of researchers/teachers who are creative and active scholars, and who offer distinctive classroom and co-curricular experiences to their students. All tenured and tenure-track faculty members bring the benefits of their research expertise to students on all levels, from lower-division surveys to upper-division and graduate courses. A vast majority use electronic media or web assistance in their classes, and an increasing number of colleagues are offering courses online.

Major changes since the last program review

Since the last History Department program review, which took place in 2012, some major changes have been made as sufficient resources became available. The initial review's action plan included timelines for goals to be accomplished within a couple of years. Due to administrative and budgetary challenges, however, some of those recommendations have not yet been accomplished:

Recommendation 1 called for the reinstatement by 2014 of two tenure-track lines that had been lost in the recent past. While these lines have still not been recovered, the department did have five faculty take jobs at other universities and these positions were replaced.

Recommendation 2 called for a review of both the undergraduate and graduate curricula to determine if modifications should be made to better focus it. Both programs were reviewed and several changes made. The BA program introduced Flight Plans to help with advising, several new courses were added to increase depth and appeal for majors, exit surveys now provide student feedback on the major, and the HIS 2050: Writing History course is an alternative to the

ENC 1102 freshman-level writing course, and enables us to teach writing and critical thinking skills to students in their first year. The graduate program has advanced a 4+1 accelerated MA degree that allows students to complete both degrees in five years. The qualifications for the thesis option have also been tightened.

Recommendation 3 called for a study to determine if the history major should continue to be offered on the Davie and Jupiter campuses. After a careful review it was determined that enrollments have dropped on the Davie campus as more students prefer to drive a bit longer and take all of their courses for the major in Boca Raton. The major being no longer sustainable in Davie, the two faculty members assigned there were moved to the Boca Raton campus while still teaching courses regularly in Davie. The jury is still out on the Jupiter campus as it is undergoing many changes as it moves towards becoming more STEM-oriented. At present though, with only one faculty member assigned to this campus, it appears we will have a long-term struggle with maintaining enrollments on that campus. That being said, Provost Danilowicz and President Kelly have reprioritized these campuses which may lead to increased growth and greater course offerings.

Recommendation 4 called for a study of enrollment caps so as to ensure more writing in history courses. To facilitate this goal, most upper-division courses are now capped at 35 students, and the Gordon Rule, Writing Across the Curriculum lower-division classes are usually maxed out at 22-25 students. Seminars are capped at 18.

Recommendation 5 called for studying graduation trends to determine how we might increase graduation rates. This could involve analyzing advising, scheduling, and course availability. The department has made achieving this goal a high priority, especially since it is also a metric established by the Board of Governors. We coordinate much more closely with University Advising Services as well as our college advising office. We have a Director of Undergraduate studies who meets with majors individually to help them complete the necessary requirements, so they can graduate expeditiously. The Chair has reformed the schedule so that the needed courses are offered at optimal times and enough of these courses are available to meet the four-year Flight Plans.

In reviewing the items on the action plan that came about from the last program review, progress has been less rapid in achieving some of these goals, often due to budgetary restraints and administrative changes.

Strengths

Overall, the Department has a strong and collegial collection of teacher/scholars, as evidenced by the numerous teaching awards received by the faculty and the quantity and quality of faculty publications. Conversations with students confirm that the History faculty are passionate about their instructional responsibilities. Students describe the faculty as committed to hands-on learning, highly accessible and willing to provide individualized attention to students, and providers of excellent mentoring. The Department does an exceptional job of promoting undergraduate research, especially in its upper-division courses and seminars.

The History Department plays a vital role in supporting various University priorities and initiatives. To begin with, the Department makes a major contribution to the institution's general education curriculum--the Intellectual Foundations Program.

The Department also makes an important and sustained contribution to the University value of community engagement. Despite only having one faculty member dedicated to the sub-specialty of public history (though a second person will join the faculty next fall), the department has built an impressive internship program, with partnerships with more than a dozen museums and other cultural institutions.

Weaknesses

Many of the challenges faced by the Department are related to state and institutional priorities that limit their access to adequate resources. It is difficult for the Department to align well with the University's strategic plan, and thereby, make a claim on new resources. The four Pillars that constitute the heart of the University's Strategic Plan are all STEM-oriented, which precludes participation by the Department of History in these objectives.

Other resource issues include a stagnant rate for graduate stipends for the MA program. Although there was a recent small increase of MA stipends to \$4,500 per semester, that rate is still below that of comparable programs, especially considering that FAU is the only public institution in the state that does not provide health insurance for those with graduate assistantships and that neither the local area nor the University provides affordable housing for graduate students. While the department has managed to still attract quality candidates to its MA program, it consistently fails to land its top applicants because its assistantship offers are not competitive.

While the History Department has assembled a strong group of faculty, the Department faces issues related to retaining faculty.

The Department's infrastructure is dated and inadequate. While parts of campus have lavish new buildings, History contends with broken furniture, noise issues, and severe limitations of space that inhibit both teaching and student activities. Inadequate support for the University Library may also be an obstacle to attracting and retaining research-active faculty. The Library is essentially the lab for Humanities scholars, yet the Library's budget has remained stagnant for more than a decade, even as the costs for electronic resources and journals has increased. While some important materials in these areas have been eliminated, the Library has not been able to purchase any History books for the last two years.

Recommendations

1. Develop a pre-Law track in the major.
 - a. Complete final revision of program and see it through the various committees for approval.
 - b. Advertise in catalog and in advising literature.
2. Develop more public history initiatives.
 - a. Hire a new faculty member in public history.

- b. Review and revise public history program.
 - c. Apply for NEH Digital History Lab Challenge Grant.
 - d. Consider creating a Certificate in Public History.
 - e. Apply for a FAU Technology Fee Grant if qualified.
3. Promote greater student engagement to promote greater student success.
 - a. Connect positions to college initiatives such as the Americas Initiative and to student demand as well as curricular needs.
4. Hire new tenure-track faculty in French/Francophone History and Ancient History.
 - a. Connect positions to college initiatives such as the Americas Initiative and to student demand as well as curricular needs.
5. Study graduation trends to determine how to increase graduation rates.
 - a. Find ways to advise majors earlier in their programs by liaising with relevant university offices and departments.
6. Consider revising the number of total hours required for the History major.
 - a. Conduct a systematic review of both the undergraduate and graduate degrees in comparison with comparable programs and make changes in accordance with best practices.
7. Reconsider its involvement in the online delivery of more of its courses.
 - a. The department will seek to increase its overall percentage of the major delivered online as part of its review of the major.
 - b. Several faculty members plan to try out online or hybrid courses in summer.
8. The Department should continue to work with DOR to take advantage of the resources that are available and to advocate for increased support for the research enterprise of departments like History.
 - a. Faculty will continue to advocate for increased funding for research, course reductions, and more sabbaticals.
9. Consider developing a concierge-type continuing education program for local residents interested in South Florida history, culture, and/or environment.
 - a. Discuss ways the department might offer continuing education programs.
 - b. Work on possible graduate certificate to boost program.
10. Consider offering a certificate, perhaps partnering with other areas of the college, with an emphasis on digital technologies or human rights and social justice.
 - a. Develop greater expertise in digital history through establishment of a digital history lab.
 - b. Increase participating in the PJHR Initiative, including adding more history courses to the certificate.
11. Continue working with University Advising Services to establish more formalized early advising pathways for access to potential History majors.
 - a. Make periodic visits to UAS to update them on changes in the program and major.
 - b. Keep the USA liaison aware of program changes.
 - c. Get lists of first- and second-year majors and invite them to meet with the department Undergraduate Program Director.
12. Continue to provide opportunities for department members to build their leadership skills more broadly and explore potential succession plans.

- a. Explore having a Vice Chair who can be mentored over time so as to eventually succeed the Chair.
- b. Encourage faculty to take on more leadership positions within the college and department.

2019 Academic Program Review Department of Jewish Studies

Program Overview and Its Strengths

The Jewish Studies Program (JST) educates students about Jewish history and culture and its ongoing major role in the emergence and development of Western civilization. Students in the program are expected to develop as critical thinkers, aware of the diversity and complexity of the field. The program promotes a broad and comprehensive approach to JST that includes the arts, politics, and religion with a curriculum that emphasizes historical transformations and comparative frameworks among various Jewish communities and relationships with other groups. It enables students to develop a deeper understanding of American and world Jewry while training for opportunities for Jewish public service. The core faculty's research productivity is impressive, suggesting that students benefit significantly from the high level of faculty expertise in their fields. The program is fortunate in having scholarship funds available for its students, including incoming freshmen as well as upperclassmen. Engaging with the large and vital South Florida Jewish community and also segments of the non-Jewish community, the JST faculty supports the University's commitment to building international, cross-cultural competence while fostering inclusiveness and promoting mutual understanding.

Opportunities:

While outreach to the community has been a significant highlight of JST, enrollment statistics suggest that there is much room for growth to achieve the program's optimal contribution to undergraduate education at FAU. Enrollment in the JST major has been consistently low, between 7 and 12 students during the current program review period and between 8 and 12 during the years covered by the 2012 program review (going back to 2005). The review team notes that the number of majors is not out of line with those at comparable large state universities, but the general enrollments for courses in JST are far lower than would be expected. Jewish studies programs generally are service units that offer general education courses to large numbers of undergraduates; the JST courses at FAU at this time do not fulfill a significant service role.

Major changes since the last program review

1. A proposal to change the certificate program to a minor. The proposal is at the University approval level and is expected to be implemented for the 2019-2020 academic year.
2. A commitment to teach the required course HBR 2220 Intermediate Hebrew Language and Culture each Fall term.
3. A commitment to teach the required course HBR 2240 Readings in Intermediate Hebrew each Spring term.
4. Guidelines, annual deadlines and formal procedures for distributing the Jewish Studies Scholarship funds were established. Fillable PDF applications forms were developed and made available to students on the Jewish Studies website.
5. Two new elective courses cross-listed from the History Department
 - a. AMH 3530 History of U.S. Immigration and Ethnicity

b. EUH 4930 Modern Eastern Europe.

Recommendations

Director: A broad search, with open field and open rank (associate or full) for the Gimelstob Eminent Scholar who will serve as the Director of the program and contribute two courses to JST each year.

Faculty: The program should increase the number of faculty affiliated with JST by incentivizing faculty who are currently teaching an occasional course for JST or who might be encouraged to teach a course not currently being offered.

Space and Support: A new director along with an administrative support staff dedicated to the programs, effectively providing JST with a campus home.

Curriculum: To attract more undergraduate students, we suggest a thorough curricular review based on recommendations including: i) revising course titles; ii) redesigning and proposing existing courses for General Education (down to the 1000/2000 level), and adding Writing Across the Curriculum (WAC) designations to more advanced existing courses; iii) pursuing additional cross-listing opportunities for courses, which would alert more students to these offerings; and iv) creating new courses in areas of interest to students.

New course development: develop new courses that are relevant to emerging student interests, including those in STEM.

Experiential Learning: Improved study abroad opportunities and internship opportunities as described above.

Online Courses: The review team recommends the development and implementation of increased JST online course offerings both during the academic year and summer terms.

Languages: The review team recommends secure funding for a Hebrew instructor, who will also contribute to community outreach. At the same time, we believe that opportunities for studying Jewish languages are often better accomplished in situ (i.e., in immersion environments).

Therefore, we also recommend supporting JST majors to participate in accredited summer abroad intensive language programs.

Administrative Structure: Bylaws for JST should clearly articulate both the decision making process and the various roles and responsibilities for running JST's affairs. We also recommend including a rotating presence of "affiliated faculty" in an executive committee within JST, which would be collectively responsible for governing the program. The bylaws will state the terms of appointment for the Director (three years seems sensible), as well as the rotating executive committee members, and also indicate the possibility of reappointment in both cases.

Outreach to Internal and External Constituents: We recommend developing a social media presence, perhaps relying on a JST work-study student or paid intern working for the Director. Connect with the Florida Israel Institute, the Peace, Justice and Human Rights Initiative and the

Osher Lifelong Learning Institute to enhance academic connections and reach potential students and interested community members.

2019 Academic Program Review Department of Interdisciplinary Studies

Overview

The BA in Interdisciplinary Studies (IDS) is an undergraduate degree program that offers students a flexible curriculum. To date, it has mainly served as a degree completion program and alternative to the Bachelor of General Studies (BGS) program. Students generally switch into the IDS program during their rising junior or senior year at FAU.

Mission and Purpose

Interdisciplinary Studies allows students to create unique educational experiences that work across and between traditional academic disciplines and provides expanded access to the BA degree. The degree thus has two primary populations: students desiring an interdisciplinary experience who select the degree as their first choice major and students who switch into the major in order to complete a BA degree, having faced challenges in their first choice major.

Major changes since the last program review

Two prior program reviews are relevant to this degree, which has changed significantly in the intervening years. In 2012, Interdisciplinary Studies: Arts and Humanities underwent program review. The critical recommendations included continuing the degree, offering a course release for the administrator of the degree, improving advising and the visibility of the degree, and restoring the applicability of credit from the College of Education for the degree. In 2013, Interdisciplinary Studies: Social Sciences also underwent program review. Recommendations included granting the degree departmental status with a commensurate budget, requiring majors to take a social science methods course, and creating a more integrated experience for majors through more clearly defined concentrations or a capstone course. Many of these recommendations have been addressed through recent changes to the degree.

As the prior program reviews make clear, there were originally two interdisciplinary degrees in the college, Interdisciplinary Studies: Arts and Humanities and Interdisciplinary Studies: Social Sciences. And as noted in the prior program reviews, these degrees faced a number of challenges related to curricular design and administrative support. Thus in 2016, the college proposed merging the two degrees into one. There were several reasons for this change:

1. Expand interdisciplinary options

Because the two degrees were separated by broad disciplinary groupings, there were no options for students who wished to pursue interests that bridge the arts, humanities, and social sciences, for example ethnomusicology.

2. Facilitate students from other colleges

Many students transfer into these degrees from other colleges, including the College of Education and the College of Business. The combined degree offered maximum flexibility in considering courses from other colleges within the major, with students able to transfer up to 15 credits from other colleges. This addressed the concern with credits from the College of Education noted in the previous program review.

3. Streamline the curriculum

Keeping two similar degrees felt redundant since they served similar populations and had similar goals and outcomes.

4. Move towards an online degree

Our previous explorations of an online version of the IDS degree were hampered by the fact that neither the arts/humanities nor the social sciences alone offered enough online courses. Merging the two degrees made an online version of the degree possible.

5. Better prepare students for the job market

As part of this merger, students were required to take two courses—an internship and an interdisciplinary seminar that focused in part on professional preparation. Given that “interdisciplinary studies” can be a difficult degree for employers to make sense of, the specific orientation to the job market would help students begin careers.

6. Better assess the degree

The previous degrees had no common course requirements for students. Each student created an individualized plan of study. Because there was no course all students in the degree took, assessment was a significant challenge.

The new degree was phased in, with most students transferred into the combined degree, though a small number were allowed to complete their course of study in the previous degrees. The degrees were combined under CIP code 24.0101, which had been used for Interdisciplinary Studies: Arts and Humanities. Changes were fully implemented starting in the 2017-18 catalog year. Interdisciplinary Studies: Social Sciences (CIP 45.0101) was terminated Fall 2017 and officially closed March 2018.

Strengths

The flexibility of this degree continues to be its greatest strength. Students are able to enter the degree at any stage of their college career and finish the degree fairly quickly. Degree completion is facilitated by the fact that the core courses for the degree are offered online, and those online courses represent an additional strength in the degree.

Weaknesses

The lack of any budget or faculty is a serious weakness. Staffing both of the core courses is a concern. IDS 3890 has been taught by the director of the program, by faculty whose regular courses were canceled, and most recently by GTAs in the college’s interdisciplinary Comparative Studies program. Although that also represents an exciting developing, since having advanced graduate students doing interdisciplinary work teach the core course benefits both them and the students, the fact remains that such staffing requires close coordination with the PhD program, which itself has limited resources. We are facing similar issues with the internship course IDS 3949. The cost for teaching this course has been absorbed by the Career Center, which receives no funding to offset the cost of instruction. Although this course serves all students at the university and not just our majors, the lack of funding for the course remains a concern. Finally, we are starting to encounter students who cannot take the internship course because they are currently working full time. We would like to develop an alternative course on career development and the Career Center has expressed an interest in working with us to develop and deliver such a course but the absence of funding makes this impossible at this time.

The lack of departmental status is also a weakness which complicates administration of the degree since information about or workflows for the degree are often missing or hard to find in various administrative systems. For example, Institutional Effectiveness and Analysis had not produced the Departmental Dashboard Indicators for the degree for seven years and had to be prompted to do so in the completion of this self study. Similarly, graduation rates are currently reported under a variety of degree names and CIP codes making it difficult to filter accurate data about the degree.

The Bachelor of General Studies may represent a threat to the degree. Since it does not require completion of the foreign language requirement, it may be favored for students needing immediate degree completion. However, data from the college suggests that so far we have been able to direct students into Interdisciplinary Studies instead.

Recommendations

Curriculum Recommendations:

The review team appreciates the efforts since the IDS programs last review, particularly the creation of two required courses, HUM 3890 and IDS 3949 required for all majors. Still, curriculum in the IDS program is an area in need of growth and development. Areas of weakness include learning outcomes, readings, and required course structures. Although an area of weakness, there is great opportunity for improvement and development. The field of interdisciplinary studies is replete with literature, theories, research methods, best practices, sample syllabi and curricular models that can be utilized as a resource to develop the curriculum of the IDS program. The review team recommends the implementation of at least two new required courses—one at the beginning and at least one at the end, along with a restructured IDS 3949 (internship course) that can be intentionalized for IDS study, assessment, and learning. A foundations or principles of interdisciplinary studies course is needed—this can be a restructured HUM 3890 (with a changed IDS id/#); the team recommends a review of the IDS literature by William Newell, Allen F. Repko, Rick Szostak, Tanya Augsborg and others. This course would establish a coherent definition of interdisciplinary studies and address specific learning outcomes that reflect the established (yet growing) canon of IDS literature. Further a course on theory and/or integrative research methods is recommended to strengthen the curriculum, creating alignments and coherency within the program so that students would not only know what interdisciplinary studies is, but how it is used via research, to solve complex problems and for their post-graduation goals.

An additional opportunity through the use of curriculum is to create an Introduction to Interdisciplinary Studies course as a potential part of the Intellectual Foundations Program (IFP) for undecided students. This course can serve as a feeder of students into the program sooner than later (as indicated in the self-study report). In the Introduction to Interdisciplinary Studies course students would learn more about the disciplines and disciplinary options, while the revamped HUM 3890 course (with a changed IDS id#), would speak to the foundations, principles and other disciplinary aspects for majors.

Clarification is needed on the role of the current various courses associated with the program: HUM 3949, IDS 4930 (special topics?), IDS 3890 (interdisciplinary seminar); IDS 3949 (internship course). Which are the two required? What is the order, if any, students should take

these courses? Students should be provided with a recommended order. In addition, the review team recommends that the possibility of co-requisite courses be considered, this would create alignment and intentionality in the current curriculum.

The review team recommends clarification and more deliberate/targeted choice of IDS readings in the above listed, non-internship, courses—readings that are on interdisciplinarity and the process of interdisciplinary studies as a curriculum, theory, research method and concept are recommended. Specific readings include: Rick Szostak’s Introduction to IDS (2013), William Newell’s Case Studies in Interdisciplinary Research (2008), and Allen Repko’s Interdisciplinary Research (2016).

Assessment Recommendations:

Assessment of the IDS program is not clearly defined or presented. We recommend a review and reduction of course learning objectives that can be assessed in the intro/early IDS course, and then again in the theory and/or research methods IDS course. Recommendations also include review and consideration of the AAC&U Integrative VALUE rubric to assess programmatic goals as well as course learning objectives. The AAC&U VALUE rubrics are designed generally so that institutions may adapt them to their particular student bodies as well as institutional goals. Additionally, after speaking with Jennifer Blythe from the Career Center, there are opportunities for assessment to be gathered from the IDS 3949 (internship course). With a revised curriculum, implementation of truly interdisciplinary foundation courses with alignment to the AAC&U VALUE, assessment can be instituted and sustained.

Resources Recommendations:

The main resource needed is human capital—a dedicated staff—director and administrative support.

Faculty Recommendations:

While Associate Dean Barrios is an able overseer, there is a challenge not having dedicated faculty. However, teaching faculty can be gleaned from the PhD students in the Comparative Studies PhD program—they are already being utilized to teach the HUM course. The two PhD students we spoke with were well qualified and dedicated. With additional, specific IDS training, the lack of faculty can be addressed by this strategic use of the PhD students in the Comparative Studies program.

Research Recommendations:

The IDS program does not oversee the research agenda of any faculty member. The review team did feel that the Graduate Assistants from the PhD Program in Comparative Studies who teach the required HUM 3949 course would benefit from attending the Association for Interdisciplinary Studies conference or at least developing a familiarity with current literature in the pedagogy and theory of interdisciplinary studies.

2019 Academic Program Review Department of English

Mission and Purpose

The Department of English promotes scholarly and creative discovery within FAU's uniquely diverse community. English study trains students in textual analysis, communication, and critical thinking, thus preparing our students for any job requiring imaginative thinking, analytical thinking, and/or communication skills. These jobs exist in numerous fields, including, but not limited to: business, publishing, marketing, advertising, teaching, public relations, law, technical and professional writing, public radio, and medicine. We encourage our students to make original and important contributions to the discipline and develop their own analytic and creative voices through innovative assignments, research papers, one-on-one interactions between faculty and students, and significant feedback on student work, enabled by our small classes and rigorous instruction. Our faculty's creative activity and groundbreaking research model a culture of investigation for our students while expanding human knowledge and enriching the arts. Additionally, the Department of English plays a dynamic role in the community, providing a hub of intellectual and cultural activity in South Florida.

Major changes since the last program review

- 1) Mission and strategic planning: The department wrote a mission statement (included above) and have engaged in several strategic planning meetings to identify short and long term goals for the department.

- 2) Undergraduate research and creative activity: The department remodeled ENG 3822: Introduction to Literary Studies so as to require some research project of some kind of all English majors (ENG 3822 is one of only two courses required of all majors). In addition, the department began an Honors program for both literary study and creative writing. The two-semester literary study sequence concludes with a course entitled Honors Research, which includes a required research capstone project. This year, the course has been officially labeled RI (Research Intensive) by the Office of Undergraduate Research and Inquiry (OURI). The department also adopted undergraduate "DIR" (Directed Independent Research) courses to complement DIS (Directed Independent Study) courses. In addition, several English faculty have directed undergraduate research projects funded by OURI, and/or have applied for, and received, grants to help fund research assignments. Coastlines, FAU's literary magazine, has been changed to now exclusively publish undergraduates and is edited by a team of undergraduates.

- 3) Concentrations: This recommendation seemed to be largely based upon a misunderstanding about our concentrations, as the reviewer(s) seemed to believe that all majors had to enroll in a concentration. This was never the case and, in fact, few English majors do complete a concentration. The undergraduate committee took up this issue, but for now, our concentrations remain the same.

4) Caps: Over the past six years, English did initiate creative strategies for meeting increasing demands, raising caps for upper division literary study to 35, running lower division surveys at 50, and running occasional boutique/popular courses at 50. Over more recent years, however, our number of majors has decreased (following national trends) sufficiently to return most of our caps to where they were before sudden enrollment pressures (30 for upper division literary study, 15 for undergraduate writing workshops—other courses remaining the same). Lower division writing-intensive courses remained at 22 (first-year) or 26 (second year) over the entirety of this period. In short, the course cap crisis came and went and was managed as necessary over the six-year period.

5) Student-centered pedagogy and engaged learning: This recommendation was not particularly specific about what pedagogy the reviewer was recommending (or about whether or not such pedagogy is being used already). However, over the past 6 years, the English department has initiated pedagogy workshops (aka “Hacks and Snacks”) on a variety of topics, including online teaching, using Canvas/Blackboard for peer review, dealing with sensitive subject matter in the classroom, and related topics. Two of our faculty, Wendy Hinshaw (Associate Professor) and Sheryl Gifford (Senior Instructor) have been named “Master Teachers” by the College, and in that capacity are fostering innovative and effective instruction not only in our department, but across the College.

Strengths

The strengths of FAU’s English Department are many: a flexible undergraduate major, an accomplished tenured and tenure-stream faculty strengthened considerably by the recent hiring of promising assistant professors, a loyal and very hard working cohort of non-tenure-eligible instructors, and MA, MFA, and PhD students who—in spite of some serious challenges we shall enumerate below—remain dedicated to their work and teaching responsibilities. The departmental is also well-staffed and there is an overall sense that administrators in the department are doing an excellent job in both managing day-to-day department life and advocating for the department to the university. Administrators are established faculty who provide important institutional and organizational memory, and the administrative structure interior to the department works well. Human capital, therefore, is high in this department.

Weaknesses

Two numbers simply leap out of the departmental self-study and are the cause of grave concern: first, both the teaching load and stipend earned by graduate students doing absolutely essential work for the college and university, and second, the pattern of tenure-stream attrition in the department. Here we must note that the last external review (Caminero-Santangelo, 2012) noted these weaknesses, which--a full seven years later--have not been addressed, and because of inflation, functionally have deepened. The urgency of dealing with these concerns is growing with the increasing costs of hiring junior faculty, ongoing changes to the university, a persistent emphasis on metrics, and a growing cost of living and healthcare. There are other numbers and issues of concern as well, but we feel these two require the most immediate attention.

Recommendations

1. Improve graduate student stipends, provide medical benefits, and/or reduce GTA teaching load.
 - a. Advocate for funding from the university.
 - b. Raise money from donors.
2. Equitable salaries for tenure-line and NTT instructors (improve faculty retention)
 - a. Advocate for funding from the university and/or the state
3. Improve or require advising
 - a. Hire more advisors
4. Address concerns raised by junior faculty about, a) perceived ambiguity of tenure/promotion criteria, b) hardship of travel to partner campuses, c) scheduling and course preparation
 - a. Form committee to explore possibility of amending tenure and promotion documents,
 - b. Post all departmental documents in shared resource file
 - c. Reduce burden of travel through scheduling and, if possible, compensate faculty for travel to partner campuses
 - d. Pilot alternative scheduling of graduate classes
 - e. Change protocols of collecting scheduling preferences for optimal use
 - f. Chair meets individually with each junior faculty member to assess/address concerns
5. Additional training and/or resources, including a teaching letter for GTAs as they leave the program.
6. Improve Diversity and Inclusion Efforts in the Department
7. Improve dissemination of campus resource information
8. Improved engagement with alumni and donors
9. Remain pedagogically responsible in the face of institutional pressure to divest ourselves of textbooks
10. Improve and update departmental website
11. Improve and update departmental mission statement
12. Improve undergraduate recruitment and mentoring
13. Improve mentorship for junior faculty
14. Protect junior faculty from excessive service
15. Improve relationship between junior and senior faculty
16. Construct strategic plan

2019 Academic Program Review Department of Philosophy

Mission and Purpose

The mission of the philosophy department at Florida Atlantic University has many facets, each of which is intimately linked to the department's core values, which include the fostering of critical thinking and sound argumentation, of depth and clarity of thought, of analysis and synthesis of ideas, and of excellence in teaching and research.

Major changes since the last program review

While the department has not been able to address all issues raised in the 2012 Program Review, there are areas in which we have made some significant progress.

- The department came out of receivership in November 2017 and a Chair was appointed. The department did not search for an outside Chair, as was recommended in the 2012 Program Review. Instead, the Chair was appointed from within the core faculty of the department. The Chair was appointed with unanimous support from the department faculty and it is clear that the faculty of the department has successfully moved beyond past conflicts and is ready to work together collegially.
- A tenure track assistant professor was hired in 2013. One full-time visiting assistant professor was hired in 2015 to teach 8 courses per year and to replace the courses that would have been taught by the eminent professor who has passed away.
- An additional full-time visiting assistant professor was hired this year to cover some of the courses that the Chair will not be teaching due to her course reduction and two adjunct instructors will be hired in Spring 2020 to replace the courses that would have been taught by our Assistant Professor, who has been awarded a two course teaching reduction to focus on the preparation of her P&T portfolio.
- The department is conducting a search this year to fill the endowed line that was left vacant by the passing of Professor Lester Embree, who was then one of two Eminent Scholars in the department of philosophy. As per the recommendation of the 2012 Program Review, the William F. Dietrich Professor of Philosophy will have a higher teaching responsibility than the former Eminent Scholar, in order to help the department deliver its major and to build greater connections between the department of philosophy and other College and University programs.
- In 2017/18, the department of philosophy developed a Strategic Plan (Appendix B) that ties the many facets of the department's mission and values to the pillars and platforms of the BOT and FAU Strategic Plan.

Strengths

- Research active faculty who have established a name for themselves in their respective sub disciplines.
- Engaging and dynamic teaching and caring advising.
- Rigorous curriculum and innovative programs.

- A commitment to aligning themselves with University needs, research pillars, and strategic plans.

Weaknesses

- The number of tenure track faculty is too small to meet the research and instructional needs of their programs.
- In order to increase majors and, in particular, double majors, the curriculum needs to be streamlined and made more flexible.
- Because faculty are bearing a heavy load, their research is not being supported.
- Space is inadequate.

Recommendations

- “Bring the number of tenured and tenure-track faculty to a minimum of seven, if possible by hiring at the beginning assistant professor level rather than at the senior level.”
- “Increase the flexibility of the curriculum to make it easier for students to complete the major in a timely fashion and for the department to schedule its courses.”
- “Consider changing the model for teaching and grading work in large sections of “Introduction to Philosophy”.
- “Work to overcome institutional barriers to double majoring and implement recruitment strategies for building the major and minor.”
- “Continue to develop hiring plans that are in keeping with FAU’s research pillars.”

2019 Academic Program Review School of Communication and Media Studies

Mission and Purpose

The mission of the FAU School of Communication and Multimedia Studies (SCMS), carried out through its courses, research and services, is to help provide the knowledge and skills that will allow students to understand and contribute to the increasingly communication- and media-oriented environment. Communication courses are designed to help students become: 1) more ethical, effective communicators in all contexts, from interpersonal to large public gatherings, print, radio, television, film and emerging technologies, and 2) more critical and analytical consumers of communication in all its many aspects.

Major changes since the last program review

We have made significant improvements in meeting demand and reducing bottlenecks, registration blocks, and scheduling conflicts through improved efficiencies in course scheduling and removal of pre-major requirements. Where possible we have reduced prerequisites on courses and expanded the range of courses in degree categories to include additional options (many of which do not have pre-requisites). We have created cross-over courses between degree sequences with the goal of expanding the range of options available to students. Finally, we continue to expand our elearning course options which resolves “same time” blocks preventing student registration and advancement through the degrees.

Through a collaboration with the FAU Libraries, they now host an SCMS post-production lab for our video students. The Library Media Center is also managing the day-to-day check-out and check-in of equipment. This collaboration, in conjunction with our ability to purchase camera kits and the iMacs for the post-production lab (largely through a “Tech Fee” grant submitted by faculty), now allows us both to offer video production classes proper on the Boca campus and also to better incorporate video production elements into other appropriate classes (e.g. Multimedia Journalism). It will facilitate better training in the skills needed by our journalism students to function in the contemporary context of media convergence.

SCMS faculty have had a strong record of success in receiving “tech fee grants” which have been used to modernize equipment or, in the case of the new library video editing facilities, establish new resources.

The SCMS has now funded two new TA positions in the MFA program, moving the number of funded students from 4 to 6, and the SCMS is currently funding an additional MFA TA for at least fall, 2018. This small increment has helped to stabilize the MFA rotation because the annual cohort (2 or maybe 3 funded students per cohort) comes closer to supporting the graduate course offerings. The MFA is a 3-year program, and TAs in their third year also teach upper level undergraduate classes, which in turn stabilizes the undergraduate course rotation.

Strengths

The SCMS degree programs benefit from healthy enrollments, improving graduate rates, and provide an impressive range of curricular offerings that well reflect the Communication disciplines (widely defined) and the intellectual contributions they make. The faculty includes a number of highly accomplished and research productive scholars, whose work includes book and monograph publications, accomplished creative projects, and intellectual contributions to the work of the information and creative industries.

A key strength of the School's existing offerings is that they provide a liberal arts education while also affording students access to the most advanced and workforce-relevant media and content creation technologies. A case could be made that the twin imperatives of a 21st century and communication-connected education are at the nexus of skill-building and knowledge-generation; FAU's SCMS is well positioned to meet these imperatives.

Weaknesses

The School, in some important respects, seems disconnected from resourcing streams that would be more common in peer Communication programs: Very few faculty connect to grants and sponsored program project work, and the indirect cost recovery, faculty workload buyout, and infrastructural investments grants can provide. The School's access to Technology Fee grants has also been sporadic and, by our read of the situation, insufficiently strategized. No revenue-generating programs (such as an executive master's degree) are in place. The prospects for philanthropy and donor development seem unrealized, despite the gifts made by some generous friends of SCMS over the years. Industry collaborations, still nascent, are not generating any significant revenue for the advanced technology programs to which they might connect. And no successes have yet obtained faculty lines that might have been provided by FAU's Strategic Plan pillars and platforms of focus.

Recommendations

1. Identify and Resource Additional Funding Streams to School
2. Increase coherence of the School
3. Engage in comprehensive strategic planning to review curriculum, establish priorities, needed resources and assign responsibilities
4. Review and possibly enhance graduate programs/graduate degrees
5. Increase mentoring for new faculty
6. Enhance effective resource management and seek new resources
7. More effective and impactful School administration