



Item: AS: A-1

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Tuesday, October 15, 2013

**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 8.015 adopted March 29, 2007, all academic degree programs in the State University System 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 provost, vice president for research and reps from the college's curriculum committee.
- 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:

- a) Anthropology
- b) Interdisciplinary Studies
- c) Political Science
- d) Sociology
- e) Women, Gender and Sexuality Studies

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in December 2013 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation:

2013 Academic Program Reviews

**Presented by: Dr. Gary Perry, Interim Provost
Dr. Heather Coltman, Interim Dean of Arts & Letters**

Phone: 561.297.3061



ACADEMIC AFFAIRS
Office of the Provost
777 Glades Road, AD10-309
Boca Raton, FL 33431
tel: 561.297.3062
fax: 561.297.3942
www.fau.edu/provost

MEMORANDUM

DATE: October 8, 2013

TO: FAU Board of Trustees

FROM: Gary W. Perry, Ph.D.
Interim Provost and Chief Academic Officer

RE: 2013 Academic Program Review - Executive Summaries

A handwritten signature in black ink, appearing to read 'G. Perry', is written over the 'FROM' line of the memorandum.

You will receive, or may have already received, a lengthy set of academic program reviews within your background materials for the Committee on Academic and Student Affairs (CASA) Agenda Item AS-A1. These documents include program self-studies, external reviewer reports, and action plans.

For your convenience, I am attaching an executive summary for each of this year's academic program reviews.

Should you have any questions about this topic or any of the other CASA agenda items, don't hesitate to contact me at 561-297-3062 or provost@fau.edu.

CC: Dennis Crudele, Interim President
Stacy Volnick, Vice President for Executive Operations and Chief of Staff
Michele Hawkins, Associate Provost for Assessment and Programs
Heather Coltman, Interim Dean of the Dorothy F. Schmidt College of Arts & Letters



2013 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters Department of Anthropology

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Anthropology

Master's (MA): Anthropology
(MAT): Anthropology

B. Mission and Purpose

The Department of Anthropology provides the university community with the foundation for understanding humans as biological and cultural beings. The department's areas of interest include the critical concepts and theories in three (3) subfields of anthropology: *biological anthropology* with its focus on human evolution and variation, as reflected in both the fossil record and in genetics; primatology, the study of our closest non-human relatives; human osteology, skeletal anatomy, and forensics; *archaeology*, which focuses on the origins, evolution, and variation in ancient human societies and cultures; and *cultural anthropology*, which studies the wide cultural diversity that currently exists among humans. We approach these general interests through a commitment to research based on primary data collection; as anthropologists we emphasize and give priority to the first hand collection of information in our laboratories and in the field, analysis of these data, and the dissemination of our results to students and to the wider profession. Thus, our teaching and research are very much in a constant and dynamically reinforced synergy with each other. This is coupled with a strong commitment to student mentoring at all levels, focused on the acquisition of academic and research skills.

C. Major changes since the last program review

- The graduate curriculum was redesigned to offer a broader foundation in theory and quantitative methods that students carry forward into sequential specialized topical and research courses.
- The department was the recipient of a \$300,000 bequest from the estate of Mrs. Anne Adams for research in Maya and South American anthropology.
- The department was awarded a multi-year grant in 2008 to operate the Southeast Center of the Florida Public Archaeology Network, a grant that has generated about \$830,000 to date. The Center funds one non-teaching faculty member as director, a program outreach coordinator, a part-time secretary, and two graduate assistantships annually. The Center is devoted to full-time community engagement concerning the impact of archaeology in the region, a catchment area encompassing Palm Beach, Broward, Miami-Dade, and Monroe Counties.
- One tenure-track faculty member in biological anthropology left the department and was replaced by a primatologist whose focus is genetic, environmental and behavioral research in Africa. This hire was strategically chosen to expand the breadth of the program, position ourselves at the cutting edge of genetic anthropological research, and to increase opportunities for external funding.
- A visiting instructor position was added and will be converted to a regular instructor line.
- A new assessment plan was developed to more sharply focus on student learning outcomes.
- The teaching of courses at the northern campuses (Port St. Lucie and Jupiter) was discontinued due to changes in College policy and budget pressure.

Part 2: Findings

A. Strengths

- A diverse, highly qualified and productive, faculty whose work is topically diverse and international in scope.
- A flexible undergraduate curriculum, strong on methods/doing anthropology/primary data collection.
- A strong MA program that places students in doctoral programs and careers in the field.
- The sole Department of Anthropology in southeastern Florida with full complements of cultural anthropology, biological anthropology, and archaeology.
- International research experience in Africa; Asia; Europe; the Middle East; and North, South, and Central America.
- Adequate lab space for teaching and for curation of materials.
- Excellent student learning opportunities in the classroom, abroad, in the field and lab.
- Many ties to undergraduate and graduate interdisciplinary programs.

B. Weaknesses

- The need for more topical courses at both the graduate and undergraduate levels that focus on faculty expertise. With the addition of both more faculty and students, the curriculum can be moved in this direction.
- Restricted time for grant preparation.
- Unpredictable access to graduate teaching assistantships. The state-mandated core curriculum redesign has the potential to affect graduate assistantship support in anthropology, as most assistantships are assigned to such courses.
- Current College policy essentially makes such assistantships impossible (tuition waivers are only applied to instructional personnel).
- Lack of an active southeast Florida field archaeology component. Small and medium-sized contracts could be generated for cultural resource management work.

C. Recommendations

Summarized below is the Review Committee recommendations, the Department's action plans, and the Dean's support for each recommendation. Those requiring no additional funding will be implemented by the Department of Anthropology; those requiring funding will be prioritized with other College needs and presented as part of the College's budget request for 2014-15.

Six recommendations were made and they are listed in priority order; please note that the recommendation number as listed by the Review Committee is retained.

1. *Recommendation 1: Hire an environmental anthropologist*

A new tenure earning line in environmental anthropology will allow the department to increase its teaching, and research portfolios overall, as well as relieve pressure on service activities. Program growth will be low without the addition of new personnel. There is currently no funding allocated for this position. However, given its connection to STEM, I would prioritize this position should funding become available.

2. *Recommendation 2: Hire a Biological Anthropologist*

A new tenure earning line in environmental anthropology will allow the department to increase its teaching, and research portfolios overall, as well as relieve pressure on service activities. Program growth will be low without the addition of new personnel. There is currently no funding allocated for this position. However, given its connection to STEM, I would prioritize this position should funding become available.

3. *Recommendation 3: Create an Honors in the Anthropology program*

As Undergraduate Research and Inquiry continues to grow on campus, the addition of a targeted honors program in Anthropology will be a great asset. I support this endeavor: no funding is required.

4. *Recommendation 4: Hire a grants coordinator*

The faculty's ability to obtain grants, and to increase the number of grants as well as the amount of funding, will be greatly enhanced if a grants coordinator can assist faculty. Other units in the College would also be able to benefit from the assistance of a grants coordinator. There is currently no

funding allocated for a grants coordinator in the College. However, such a position - even if only a part-time position, is needed and would greatly enhance our ability to improve our participation in grants. I would prioritize this should funding become available.

5. Recommendation 5: Create undergraduate and graduate student internships

As the College and University seek to build even stronger community and business connections, the development of even more internship options for students is crucial. I support this initiative given that it meets College strategic plan goals.

6. Recommendation 6: Revise and add to the department webpage.

As part of College-wide communication improvements, I support this recommendation. Our current staff can be trained to work more deeply with web sites, and, if funding becomes available, additional support staff could be hired.



2013 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters **Interdisciplinary Studies: Social Science**

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Interdisciplinary Studies in Social Science

B. Mission and Purpose

The BA in Social Science is an interdisciplinary degree that draws on the college's programs in Anthropology, Communication Studies, History, Political Science, Sociology, Women, Gender, and Sexuality studies in addition to three out-of-college social science programs: Economics, Geography, Psychology.

C. Major changes since the last program review

When social science programs were reviewed seven years ago, the interdisciplinary social science BA was not included among the programs reviewed.

Part 2: Findings

A. Strengths

The main strength of this program is its flexibility. This program allows students across the three campuses in which the Dorothy F. Schmidt College of Arts & Letters has a presence to complete their degree requirements in a timely manner. The flexibility of this program also serves the motivated student with particular substantive interests that cross disciplinary boundaries to construct a program of study that best serves her interests and goals.

B. Weaknesses

While the flexibility of this program is its strength, it is also a source of weakness. Especially in the years prior to our addition of concentration area requirements in the 2011, the program had little structure. The addition of concentration area requirements addresses this concern to an extent, but we

nonetheless are constrained in our efforts at program improvement by our inability to exercise any direct control over the expected learning outcomes within disciplinary courses.

C. Recommendations

Attached are the Review Committee recommendations, the degree's action plans, and the Dean's support for each recommendation. Those requiring no additional funding will be implemented by the College; those requiring funding will be prioritized with other College needs and presented as part of the College's budget request for 2014-15.

Three recommendations were made and they are listed in priority order; please note that the recommendation number as listed by the Review Committee is retained.

1. *Recommendation 1: Grant program departmental status with a commensurate budget*

Discussions are underway among core units and faculty. While I generally support this course of action, I do not anticipate following through in the near future. The revision of the University core, the focus on graduation rates, and other factors need to be carefully considered. Overall, however, this degree is valuable to the University and its administrative structure should be enhanced.

2. *Recommendation 2: Require all majors to take one methods course in Social Science research*

This proposed curricular revision strengthens the degree. I support this course of action.

3. *Recommendation 3: Creation of an integrative experience for majors via better articulated concentrations or a capstone course*

This proposed curricular revision strengthens the degree. I support this course of action.



2013 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters
Department of Political Science

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Political Science

Master's (MA): Political Science

(MAT): Political Science

B. Mission and Purpose

The Department of Political Science offers courses that contribute to the understanding of American politics, comparative politics, and international relations. The program offers a BA and an MA degree¹. The Department embraces the epistemology of social science research and develops skills important to this field, and many others, including written and oral communication and critical thinking. Curricular and co-curricular initiatives in the Department such as the Honors in the Major program, an increased focus on undergraduate research in conjunction with the Quality Enhancement Plan, internships, contributing to interdisciplinary programs, and offering blended learning and fully online courses are consistent with and complementary to the central mission of Florida Atlantic University. The strengths of the Political Science program are in accordance with the FAU strategic plan goals of enriching the educational experience; inspiring research, scholarship, and creative activity; and community engagement.

C. Major changes since the last program review

Curricular and co-curricular changes include (1) the creation and implementation of the Honors in the Major program; (2) increased focus on undergraduate research in conjunction with the Quality Enhancement Plan; (3) the introduction of blended learning courses (half in class and half online) and fully online courses; and, (4) the designation of a faculty member as the Director of Undergraduate Programs, Advising and Internships.

¹ The Department also has an MAT degree. Due to a significant decrease in enrollments because of the elimination of employer-paid tuition, particularly for K-12 teachers, the MAT degree is currently on hiatus and its future is being discussed by the Department.

Part 2: Findings

A. Strengths

- The program provides high quality lower and upper division courses in American government, comparative politics, and international relations.
- The program delivers two high-demand IFP courses.
- The program provides students with oral and written communication skills and critical thinking skills.
- The program provides strong undergraduate and graduate degrees that are useful for the future goals of students, whether they be securing employment in the field or continuing their education.
- The program embraces the QEP goals of undergraduate research and inquiry through its Honors in the Major Program, directed independent studies, Diplomacy Program, and internships.
- Faculty members in the program have a strong record of scholarly production in peer-reviewed publications.
- Faculty members in the program have a strong record of service to the department, college, university, and community.

B. Weaknesses

- Due to budgetary constraints, the Department does not have the funding necessary to recruit, particularly out-of-state, for the undergraduate or graduate programs.
- The program needs to provide a better sense of the expectations for graduate students and training for graduate teaching assistants.
- As mentioned in the 2006 Academic Program Review, Political Science “struggles with the costs of faculty travel across campuses”.
- Due, in part, to a significant loss of adjunct professors on the Davie campus, enrollments on the campus have dropped.

C. Recommendations

Summarized below are the Review Committee recommendations, the Department’s action plans, and the Dean’s support for each recommendation. Those requiring no additional funding will be implemented by the Department of Political Science; those requiring funding will be prioritized with other College needs and presented as part of the College’s budget request for 2014-15.

Five recommendations were made that are outside of the control of the Department. They are listed in the Department’s priority order; please note that the recommendation number as listed by the Review Committee is retained.

1. *Recommendation 1: Increase faculty in order to improve faculty/student ratio.*

The Department recommends that we hire new assistant professor for Human Rights Politics and International Relations. The new hire will thus enhance the undergraduate and graduate human rights curriculum in line with the College's well-supported and accepted Human Rights Initiative. In this context, the new hire will be able to offer a course for the Ph.D. program related to this topic. The College has submitted a prioritized list of position requests to the Provost, and this position is #3 on that list. If funding becomes available, I will support this recommendation.

2. Recommendation 2: Participate in existing PhD programs in College and University.

The Department faculty will discuss the possibility of inclusion in the Ph.D. program. The Chair and Graduate Director will meet with the Associate Dean responsible for the Ph.D. program to review the ways in which the Department could become increasingly involved in the Ph.D. program. I fully support this initiative to grow the department's presence in the PhD in Comparative Studies and to consider working with the Public Administration PhD. Other funding sources could be utilized to launch this initiative, however, ultimately new College funding would be required if additional GTAs are to be awarded.

3. Recommendation 3: Request additional GTA stipends to maintain growth in graduate program

The Department is requesting 3 additional full-time GTAs. The Department has historically stretched limited funding into as many as 15 positions by dividing the stipends between students, while also offering full tuition waivers. As the Graduate College does not favor this approach, and has changed the funding rules to favor full-time positions, the Department is forced to reduce the number of students it can fund. Political science is currently offering 8 large enrollment classes of 100 students or more. Four sections of these large enrollment classes are high-demand IFP courses (2 Introduction to World Politics and 2 Government of the United States). In order to facilitate accessibility, time to graduation, and retention, each one of these large enrollment classes has one hybrid section, requiring considerable online interaction and grading, which is not possible without the help of GTAs. For the fall 2013 there are more than 850 seats filled in the large enrollment classes, all of which have a writing and/or simulation component. At 1 GTA per 75 students, the minimum standard, the Department requires 12 full-time GTAs to properly deliver our undergraduate curriculum and service students not only in the Department but University-wide with the IFP courses. If new funding is provided the College, I support this request. I am also looking into reallocation of resources from under-performing MA and MFA programs.

4. Recommendation 4: Increase salaries for faculty and staff in order to retain quality professors and staff.

The Department welcomes all efforts of the University to increase salaries and support for research. Given that this is determined by UFF bargaining with upper administration, I cannot influence this recommendation except by encouraging our University to continue working toward salary equity whenever possible.

5. Recommendation 5: Review curricula at undergraduate and graduate levels.

In the fall semester 2013 the Department will review the Political Science major requirements and consider: (1) adding INR 2002 as a major requirement; (2) balancing the major requirements between American and International/Comparative Politics. Though tracks are difficult due to the limited number of resources the Department has to offer graduate courses, the Department did change the graduate curriculum to include two additional requirements; one course in American Government and one course in International Relations. I support this recommendation.

6. Recommendation 6: Balance workloads between Davie and Boca campus faculty.

The Department continues to support offering a vibrant program on the Davie campus and servicing the Political Science majors on that campus. The Department also supports Dr. DeRosa's request to transfer to the Boca campus. The demand for additional student seats in political science classes on the Boca campus, in both undergraduate and graduate courses, has been steadily increasing. The Department will be able to continue to service its students on the Davie campus. Dr. DeRosa has offered to continue to teach one or two courses on the Davie campus. Additionally the Department should be able to hire adjunct professors to teach several classes on the Davie campus. The students on the Davie campus will also be able to take an increasing number of Distance Learning courses the Department is offering. Finally, the Department will consider asking all new hires to teach one course per academic year on the Davie campus. Discussions are ongoing with the Associate Provost for Broward campuses and a decision will be made during the 2013-14 academic year.



2013 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters

Department of Sociology

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): **Sociology**

Master's (MA): **Sociology**

B. Mission and Purpose

The Department of Sociology's mission is to (a) provide high-quality education and co-curricular opportunities in sociology to students in the university's Intellectual Foundations Program, the BA in Sociology, the upper-division courses that invite the enrollment of students from outside the major and across the university, and the MA in Sociology; (b) contribute to the university's QEP ("quality improvement plan," pursuant to SACS reaccreditation) initiative on "Undergraduate Research and Inquiry"; (c) provide access to the BA in Sociology on two campuses; (d) contribute to the development of research and scholarship in the discipline; (e) contribute to the institutional development and effective functioning of Florida Atlantic University.

C. Major changes since the last program review

This program's last review was seven years ago, when it was reviewed along with the other social sciences.

- Since the last review, the department has seen little growth in tenure-track faculty: one tenure-track position was added, three instructional positions were added.
- The most positive development since the last review has been in physical infrastructure: both the Boca and Davie Sociology faculty are now in well-designed and recently constructed buildings. In the Boca building, the department has much better space for its GTA's.
- This year, undergraduate advisement on the Boca Raton campus was moved to the Office of Student Academic Services. The College does not offer career planning services, but it does assist in some efforts to publicize the major.
- Classrooms now have adequate equipment, although staffing for its maintenance lags behind what is needed.

Part 2: Findings

A. Strengths

- Strong student demand for our courses, going well beyond our own majors
- Faculty commitment to teaching students with poor preparation but high levels of motivation as well as to teaching those who arrive at FAU well prepared
- The potential for a strong connection to the university's QEP emphasis on "Undergraduate research and inquiry" because all sociology classes have a substantial component of exposing students to research/inquiry and, in upper division classes, a emphasis on teaching the skills of inquiry and providing experience with research/inquiry
- Direct connection in classes and research to "contemporary societal issues," one of the university's three recently-adopted signature themes
- Full undergraduate major at two FAU campuses

B. Weaknesses

- Too few faculty to develop the program beyond its current state
- Too few faculty to implement the highest level of activity that is part of the university's initiative on "Undergraduate Research and Inquiry": involving students in faculty research.
- Large classes size
- Inadequate support staffing
- Difficulty recruiting students into the major early enough
- Difficulty recruiting students to graduate program due to inadequate stipends
- Lack of lab facilities for graduate students, as the current facilities do not have computers that can run the standard software (SPSS) used for quantitative analysis in sociology.

C. Recommendations

Twenty-two recommendations were made and they are listed in the Department's priority order; please note that the recommendation number as listed by the Review Committee is retained.

1. *Recommendation 1: Prepare a mission statement.*

I support this recommendation and encourage the faculty to review the College strategic plan in addition to the University strategic plan.

2. *Recommendation 2: Create a more enriched learning experience for sociology majors*

I support the creation of an Honors in the Major in Sociology.

3. *Recommendation 3: Teach quantitative methods on a regular basis*

I understand that a new line is necessary in order to support this recommendation. The College has a prioritized list of position requests that have been submitted to the Provost, and this position is #6 on that list. Should funding become available, I would support this position.

4. *Recommendation 4: Consider restructuring major around skills rather than substantive areas*

I support this initiative, particularly as it matches FAU's strategic plan goals.

5. *Recommendation 5: Align learning outcomes with the structure of the undergraduate major.*

I support this initiative, particularly as it matches FAU's strategic plan goals.

6. *Recommendation 6: Strengthen academic advising for the BA*

I agree that advising is a critical part of student success. I would like to see a more developed plan for improving advising, along with detailed information on how students can best progress towards graduation in a timely manner

7. *Recommendation 7: Collect job placement data*

I support this initiative, particularly as it matches FAU's strategic plan goals.

8. *Recommendation 8: Reduce required hours to 30 for master's program*

I support this recommendation as it would bring the department in line with other MA programs in the College whose thesis options are 30 credits.

9. *Recommendation 9: Develop student learning outcomes for each option in the graduate program and individualized plans of study to achieve them.*

I support this recommendation.

10. *Recommendation 10: Require social statistics course of all master's students*

I understand that a new faculty line is necessary in order to allow this recommendation. No funding is available at this point. The Review Team suggested a joint appointment with Political Science. This can be discussed and proposed, and would be prioritized within all College needs. If funding were then made available, I would support this hire.

11. *Recommendation 11: Develop dual-level enrollment courses*

I support this initiative which may create efficiencies in scheduling and curricula delivery.

12. *Recommendation 12: Consider offering an accelerated BA/MA*

The department will consult with deans of Arts and Letters and the Graduate College about BA/MA programs' desirability/feasibility; connect to initiatives in recommendations 2 and 9. Spring 14: propose accelerated BA/MA program or respond to Dean of Arts & Letters on why the recommendation should not be implemented at this time. I will wait until their report is prepared to decide whether or not to support this initiative.

13. *Recommendation 13: develop and teach pro-seminar for graduate students*

This seems like an important initiative and I support its implementation.

14. *Recommendation 14: Restructure graduate teaching assistant program into a training program*

This should be a department priority. I support the plan.

15. *Recommendation 15: Increase faculty-student collaborations*

Department will implement recommendations of pro-seminars, "brownbag" presentations, and other methods for increased interaction and collaboration among faculty and students. I support this plan and see it as an important retention strategy.

16. *Recommendation 16: Increase graduate stipends*

If FAU is going to recruit and retain the best graduate students, stipends must be increased. .If new funding becomes available for the College, this will be considered a priority.

- 17. Recommendation 17: Create a more equitable workload between Boca and Davie campuses*
I will request that these issues be discussed as part of a larger conversation about the future of College programs on Davie campus.
- 18. Recommendation 18: Allocate a faculty line for a new hire with expertise in quantitative methods and statistics*
No funding is available at this time. Should funding become available, this position would be prioritized among all requests in the College.
- 19. Recommendation 19: If no additional lines are forthcoming, prioritize expansion goals and cut back on successful course offerings to accommodate change.*
I agree with this cautionary approach to future expansion without new resources.
- 20. Recommendation 20: Identify additional large classroom spaces for sociology instruction.*
Department will work with the scheduling office of the Registrar on space issues. Will also explore the use of hybrid classes to lessen the space crunch. Hybrid formats may be a good solution for future growth.
- 21. Recommendation 21: Provide a computer lab to foster the development of student quantitative and qualitative analysis skills.*
Completed in Summer 2013 through a successful Technology Fee grant application.
- 22. Recommendation 22: Provide Department with assistance in updating, maintaining and expanding its web presence*
I understand the departments' need for College-level staffing for web assistance. If new funding becomes available this will be a College priority.
- 23. Recommendation 23: Provide more funding for travel to professional conferences for faculty and graduate students.*
Department will increase awareness of the extant sources of funding for faculty and students. Given the access Sociology has to the Morrow Fund, I agree that better communication of opportunities is in order.
- 24. Recommendation 24: Create two advisory committees (one undergraduate and one graduate) and appoint faculty members to chair each.*



2013 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters **Center for Women, Gender, and Sexuality Studies**

A. Degree Programs by Level

Master's (MA): Women's Studies

B. Mission and Purpose

The Center offers a distinctive Master of Arts degree that provides students with the opportunity to gain advanced theoretical, methodological, and interdisciplinary knowledge of women, gender, and sexuality issues nationally and globally. It prepares students for careers in agencies and institutions that address women, gender, and sexuality issues, for Ph.D. work in women, gender, and sexuality studies, or for advanced professional training in such fields as law, social work, public policy, and non-profit management. The Center also offers a graduate and undergraduate certificate for students majoring in other disciplines as well as an array of courses included in the curriculum of the Ph.D. program in Comparative Studies. These strengths of the program fulfill key components of the FAU Strategic Plan (2006-2013) on building world class academic programs and research capacity, meeting community needs and fulfilling unique institutional responsibilities, enhancing the physical environment and increasing the university's visibility.

C. Major changes since the last program review

The last program review was completed in 2006. Between 2006 and 2009, the Center accomplished a number of changes based on the external reviewer's recommendations:

- Appointed a new director from among faculty associates who are tenured or tenure-track faculty, or others whose lines and departmental homes are outside of the Center but who significantly contribute to the functioning of the Center through their teaching, research, and service.
- Created three standing committees (Executive, Curriculum, Development) each of which have been extremely active in establishing policies and by-laws, assisting with classroom observations, supervision of graduate student theses, assisting with student learning outcomes and assessment, curriculum development, newsletter production, and programming to support fundraising.
- Hold Brown bag lunches to highlight faculty research and visiting scholars
- Hosted a Fulbright Visiting Scholar from Morocco with expertise in Gender and Drama Studies for 6 weeks.
- Streamlined the graduate program to emphasize two required courses and general course offerings. The language proficiency and concentrations (Sex and Gender; Intersections; Interventions; and Generalist) requirements were no longer applicable to the limited resources available to the program.
- Focused on graduate student recruitment by posting advertisements on relevant disciplinary websites
- Held regular meetings with graduate students, encouraged students to present papers at professional conferences (e.g., SEWSA, NWSA), and supported capacity building of the annual Women's Studies Graduate Student Association (WSGSA) symposium
- Change of name to Women, Gender, and Sexuality Studies

Part 2: Findings

A. Strengths

- The program offers the only MA degree in Women, Gender, and Sexuality Studies in South Florida, the oldest and one of the largest undergraduate certificate programs in the region, and we serve a large student population with interests in the discipline, while also helping them fulfill social science, arts, and humanities requirements for the BA degree.
- The program provides students with the tools to think critically about gender through experiences and standpoints rooted in a diversity of intersecting factors including race, class, ethnicity, sexuality, nationality, ability, religion and age. This fulfills key components of the FAU Strategic Plan and Mission and provides students with the skills and tools to effectively engage in a changing professional climate nationally and globally.
- The MA program attracts quality students from within the state, region and internationally and many of these students find employment after graduation, particularly in non-profit organizations, which fulfill university goals of “Meeting Statewide Professional and Workforce Needs”.
- The core faculty and faculty associates are very productive and recognized in terms of the wide variety of courses offered, scholarship, and service to the profession nationally and internationally. This fulfills the university’s strategic goals of “Building World-Class Academic Programs and Research Capacity”.
- The program and its faculty provide an important resource to the local community through its programming and collaboration with community organizations.
- The program gained strong skills in establishing an Advisory Council, fundraising, and community engagement that can be used as a model for other departments and programs in the university (see appendix 9) This is clearly demonstrated in the various community and state awards that both core faculty members have received in recognition of their contributions.

B. Weaknesses

- The ability of the program to be sustainable in terms of recruitment, curriculum development, and potential for expansion is limited due to budgetary cuts.
- Lack of graduate stipends.
- Over reliance on adjunct faculty makes our program unstable
- Recent experiments to cancel courses and programs that are under enrolled according to state guidelines, destabilizes the program and makes it difficult to plan for future course offerings, particularly without a dedicated budget administrator.
- More office space for our graduate assistants and growing graduate student population. In the past two years we have lost needed office space and a conference room with moving the office from one section of the building to another. We are about to lose another room at the end of the current semester.
- Assistance in developing our Center’s webpage. Our office administrator does most of this work in between her other responsibilities.
- Hire someone who can assist with the increasing workload of fundraising generated by the Advisory Council. Much of this work is currently undertaken by the director and office administrator with some assistance with the development office of the college. It is difficult to sustain this with emerging changes and growing mission of the university to raise its rank to that of Research 1 status. professionals who are seeking an advanced degree and do not have time to attend day-time classes.
- Use the resources of the e-learning initiatives to train core and associate faculty to adapt existing courses or to develop new courses. Our faculty associates extend to the Colleges of Education and Nursing, with whom we have strong partnerships and listing of their courses on our course schedule.
- Develop new community partnerships and increase fundraising activities to support the Center’s initiatives.

C. Recommendations

Attached are the Review Committee recommendations, the Center's action plans, and the Dean's support for each recommendation. Those requiring no additional funding will be implemented by the Center; those requiring funding will be prioritized with other College needs and presented as part of the College's budget request for 2014-15. Eleven recommendations were made and they are listed in the Department's priority order; please note that the recommendation number as listed by the Review Committee is retained.

1. *Recommendation 1: Hire more core faculty*

While the two core faculty members have done an outstanding job, the Center cannot grow or become a national leader without additional lines. A new tenure earning line in WGSS will allow the unit to increase its teaching, and research portfolios overall, as well as relieve pressure on service activities. Program growth will be low without the addition of new personnel. There is currently no funding allocated for this position. However, the College has submitted a prioritized list of position requests, and this position is #9 on that list. Should funding become available, I would support this recommendation.

2. *Recommendation 2: Provide a program budget for the Center*

The Center has offered an impressive array of public programs that enhance the university in the community. The graduate program also provides national status to the university, but the teaching assistantships are not funded in the WGSS budget. There is currently no funding for this recommendation. With strategic distribution of College expense funds, and should new funding become available, I would support this recommendation.

3. *Recommendation 3: Address space needs*

Although the request for consolidated space appeared to be impossible to grant, recent relocations appear to look favorable for this recommendation to be met. The relocation will not be possible until Spring 2014.

4. *Recommendation 4: Increase the office administrator's FTE to 1.0*

This recommendation requires a comprehensive and strategic discussion of all administrative needs in the College. I will embark upon that discussion, and will make a determination before 2014-15.

5. *Recommendation 5: Increase GTA stipend and explore the addition of health insurance benefits*

There is currently no funding available for this recommendation. However, increasing GTA stipends across the College is a critical priority for all programs, and, should funding become available, I would prioritize this. Funding may become available after a thorough review of all GTA stipends, and possible reallocation of stipends among departments. The addition of health insurance benefits is beyond the ability of the College, and will be discussed with the Graduate College.

6. *Recommendation 6: Develop a WGSS concentration in the interdisciplinary studies degree as a step towards an undergraduate major in WGSS*

I support the continued study of student demand for a concentration in the interdisciplinary majors before considering a major. Discussions are underway with the appropriate departments and faculty in order to streamline and improve curricular changes.

7. *Recommendation 7: Develop a plan for moving WGSS toward departmental status.*

Outlining a multi-step plan for the Center will be the duty of the Director, Executive Committee and core faculty. I will consider such a proposed plan in light of other College strategic goals.

8. *Recommendation 8: Position WGSS as central to the success of other units.*

The Director, Executive Committee and core faculty will be encouraged to strategize and coordinate across the College, and perhaps the entire University, to develop this recommendation. I encourage the Center to participate in the PhD program recruitment and to build its own MA program across units.

9. *Recommendation 9: Strengthen the Center's emphasis on gender and STEM*

In line with Recommendations 6 and 7, these discussions are to be encouraged. Given the College's strategic plan, and the University's emphasis on STEM, I support the Center going in this direction.

10. Recommendation 10: Clarify thesis selection process for graduate students

In coordination with the Associate Dean for Graduate Programs, the faculty are encouraged to continue refining this process.

11. Recommendation 11: Consider expanding WGSS offerings on other FAU campuses and through E-learning.

This is an excellent initiative. This recommendation will be included in the work plan for the future of Davie and Jupiter campuses. An expansion of eLearning should be in accordance with new University goals and plans.