



Item: AS: A-3

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Thursday, October 18, 2012

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

PROPOSED COMMITTEE ACTION

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

- a) School of Communication and Multimedia Studies
- b) English
- c) History
- d) Interdisciplinary Studies
- e) Jewish Studies
- f) Languages, Linguistics, and Comparative Literature
- g) Philosophy

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 was modified in 2011-12 to include a pilot project aimed at making the process more effective and included 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.

- A summary of each program review will be submitted to the Board of Trustees for approval.

Academic program review summary reports are provided to the BOG through an electronic standardized template and include the following information: a description of the mission and purpose of the program, major changes from the last program review, findings (which include strengths and weaknesses), and recommendations. Student Learning Outcomes (formerly ALCs) for each department undergoing program review are submitted in conjunction with the program review summaries.

A complete set of documentation including each department's self-study, program review committee report, and summary can be accessed through the Division of Strategic Planning and Information Technology website at: <http://www.fau.edu/iea/programreview.php>

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in December 2012 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation:

2012 Academic Program Review Summaries

Presented by: Dr. Gitanjali Kaul, VP for Strategic Planning & IT

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ACADEMIC PROGRAM REVIEW COMMITTEE COMPOSITION AND REVIEW DATES

College	Provost's Nominee	VP, Research's Nominee	Dean's Nominee(s)	Curriculum Committee Nominee(s)	External Reviewer (ER)	Site visit dates
Christine E. Lynn College of Nursing						
	Ed Pratt , Dean of Undergraduate Studies	Kimberly A. Dunn , Director, School of Accounting, Col. of Bus.	Christine Williams , Prof., CoN	Nancey France , Assoc. Prof., CoN	Donna Hathaway , University of Tennessee Health Science Center, College of Nursing. Dr. Hathaway is well-known for her leadership and advocacy in creating innovative nursing education programs, building interprofessional experiences for students and faculty, and incorporating principles of quality improvement and patient safety in health professions education	Aug. 15-16
Dorothy F. Schmidt College of Arts & Letters						
	Russ Ivy , Prof. & Chair, Col. Science; Paul Hart , Prof. & Assoc. Dean, CoB;	Javad Hashemi , Prof. & Chair, Col. Engineering; Khaled Sobhan , Assoc. Prof. Col. Engineering; David Wolgin , Prof. & Chair, Col. Science	Kenneth Keaton , Prof., Col. A&L	Nancy Poulson , Prof. Col. A&L	Communications & Multimedia Studies: Dr. G. Thomas Goodnight , Professor, University of Southern California, Annenberg School of Communications; Before joining Annenberg, he taught doctoral courses in Northwestern University's Rhetoric Program in Contemporary Rhetorical Theory, Criticism, Argumentation and the Public Sphere. Has been accorded career awards in Rhetoric & Communication Theory by NCA and was named among the top 5 scholars in argumentation of the last 50 years by the AFA. Languages, Linguistics & Comparative Literature: Dr. Donald Dyer , Chair of Modern Languages & Professor, Russian and Linguistics, University Mississippi, Department of Modern Languages and has been teaching for the past 24 years. He obtained his B.A. in Russian (with Honors) from the University of North Carolina at Chapel Hill in 1980 and his M.A. (1982) and Ph.D. (1990) in Slavic Linguistics from the University of Chicago. Dr. Dyer teaches courses in Russian, Linguistics and Honors. His research interests include Slavic and Balkan linguistics, Bulgarian and the Romanian of Moldova, as well as languages in contact. He is currently editor of the the journal Balkanistica, co-editor of Romace Monographs and editor of the Bulgarian Studies Association Newsletter. Dr. Dyer also serves as co-director of the University's Chinese Language Flagship Program.	Sept. 5-7 Sept. 5-6
					English: Dr. Marta Caminero-Santangelo , Professor & Chair, English Department, University of Kansas. She has served as Chair of the English Dept. since 2009. Has substantial experience in Latino/a literature, a subfield in which FAU plans to develop in the coming years. History: Dr. Kenneth W. Goings , Professor, The Ohio State University. Specialist in African-American History. Taught at a small liberal arts college and two major universities (including FAU) before being hired at OSU	Aug. 27-28 Sept. 6-7
					Jewish Studies: Dr. Jean Cahon , Snr. Lecturer in Philosophy & Director of Judaic Studies, John Hopkins University. She has published in Spinoza, modern Jewish philosophy and Marx. Her research interests include Philosophy of Religion and Philosophy of History	Sept. 4-5
					Philosophy: Dr. Linda Martin-Alcoff , Professor, Hunter College & CUNY Graduate Center. Has a distinguished record as a philosophy of public note, holding a wide array of disciplinary offices and receipt of multiple disciplinary honors. Knows a good deal about the way philosophy is developing as a discipline in the US.	Aug. 30-31
					Interdisciplinary Studies: Arts & Humanities: Dr. John Kelsay , Chair & Associate Dean, FSU. He focuses on religious ethics, particularly in relation to the Islamic and Christian traditions. His current work deals with religion and politics. Dr. Kelsay serves as editor of Soundings: An Interdisciplinary Journal, as well as Director of FSU's Center for Humanities and Society	Sept. 13-14
Harriet L. Wilkes Honors						
	Janet Cramer	N/A	Mark Tunick	Kevin Lanning	Dr. George Mariz , Professor of History and Director of the Honors Program Western Washington University. He holds bachelor's, master's and doctorate degrees from the University of Missouri, Columbia. His interests are in European intellectual history and the history of religion, particularly the Protestant clergy. He began teaching at Western as an associate professor of history in 1976 and became the director of the Honors Program in 1987.	Sept. 6-7



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters – School of Communication & Multimedia Studies (SCMS)

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA):	Public Communication, Multimedia Studies (two tracks: Multimedia Journalism and Film, Video and New Media)
Master's (MA):	Communication
(MFA):	Media, Technology and Entertainment (initiated in Fall 2011)

B. Mission and Purpose

In context of the Board of Governors and FAU mission and Strategic Plans, the School of Communication and Multimedia Studies contributes to the full range of priorities in the University's Mission Statement. It offers undergraduate and graduate degrees and a faculty of well-regarded teachers, scholars, creative artists and instructors. The mission of the FAU School of Communication and Multimedia Studies (SCMS), carried out through its courses, research and services, is to provide content knowledge and skills that allow students to understand and contribute to the increasingly communication- and media-oriented environment.

C. Major changes since the last program review

The 2005 Program Review made three significant recommendations at the College level. Those within the control of the College and School of Communication and Multimedia Studies have been implemented. The first recommendation was that additional faculty lines be secured to address student demand. Per Recommendation 1, and given increased student demand at the lower- division, upper-division, and graduate levels, the School expanded its tenure line faculty from 14 (in 2003-4) to 21 and its full-time instructional faculty from 4 in 2004-2005 to 11 in 2010-2011.

A second recommendation was to enhance the stipends and working conditions of graduate teaching assistants. Accordingly, the College raised the GTA stipend from \$7,195 to \$9,000, beginning in 2006-7. Also, the School has created a recruitment plan geared to address potential interest in graduate research by providing information about the MA program at yearly professional and academic conventions like National Communication Association, International Communication Association, as well as presenting workshops for recruitment on Davie and Boca campuses yearly. The Graduate College has increased its support for recruitment of graduate students and the School has received funds for this purpose in the last three years.

The third recommendation at the College level was to secure expanded institutional support in the management of the School and the ongoing analysis and development of its curriculum and programs, strategies for student recruitment and retention, and approaches to and assessment of student learning. Since the last review, the University has increased its support for professional development of the faculty through the Center for Teaching and Learning. There has been increase in support staff, and the School has added two full-time advisors for its undergraduate programs.

Since the 2005 Program Review, the School has grown significantly on the Fort Lauderdale campus through the development of its BA in Multimedia Studies, specifically its track in Film, Video and New Media with the emphasis on production training of new media such as computer animation. By 2011, there were over one hundred majors working in animation, film editing and video production (IEA Report indicates 120 students for 2011-2012). This unique BA in Multimedia Studies track in Film, Video and New Media also provided opportunities for faculty and students to create collaborative works with departments in the College (especially with the Department of Visual Arts and Art History) and with departments in the Colleges of Science and Engineering.

Additionally, the BA in Public Communication has distinguished itself among Communication Studies programs in the state of Florida by focusing on involving students in civic engagement and democratic processes through multiple theoretical and applied communication perspectives. Thus, the program collapsed the three previous sequences in Intercultural, Cultural and Media and Rhetorical Studies into a comprehensive program that sustains the mentioned mission, with a capstone course highlighting applied activities necessary for leadership and civic participation. For several years (2006-2010), the program benefitted from several service-learning programs due to collaborations with American Democracy Project, with the South Florida Storytelling Project and through a three-year AmeriCorps grant.

Part 2: Findings

A. Strengths

- SCMS has succeeded in responding to the suggestions of the previous review committee.
- The School is a successful, growing enterprise.
- The mix of sub-units and specialties appears well within the structures of a communications school (within a larger college).
- Multimedia studies is subdivided into emphasis on Journalism and media traditions (and mixes). This is a fitting structure since it preserves critical traditions related to media on the one side, while concentrating upon the cultural, social, and performative skills of address on the other.
- Faculty appear to be active in recognized professional associations and activities.

B. Weaknesses

- Financial constraints
- Large number of majors vs. time to completion
- Declining faculty and instructor numbers
- Increase in students relative to numbers of available instructors
- Stipends for graduate assistants
- Initiatives appear to be under stress: disappearance of Scripps support; the turn from science journalism

C. Recommendations

- Faculty lines should be replaced. Absent replacements, a process of adjustment needs to be developed and vetted. The previous program review indicated that faculty lines be secured in order to address student demands. This goal was met. Enrollments are stable and modestly growing. However, as of spring 2012 the number of lines has become uncertain. The self-study reports six due to a number of factors including the unanticipated increase in instructor class room duties. The College has to make a judgment relative to its comparative needs, of course.
- Work on new introductory classes is a way to develop robust interaction among areas of the department while serving the needs of an expanding student population. New, large introductory courses that cross areas within the department would increase enrollments and take advantage of the convergent role media is playing with civil society and institutions. A course in public advocacy and multimedia is one that might serve this purpose.
- Existing lower division introductory class caps could be opened, and discussion sections added, as appropriate.
- Multimedia spaces and equipment funding should be stabilized as soon as possible and projected over the long term. The process of movement from the Fort Lauderdale campus seems crucial. The move will alter the use of facilities and create possibilities for interaction among members of the faculty and students.
- Support for faculty and instructor initiatives should be maintained, particularly those that bridge internal units of the School.
- The data collection and analysis process for undergraduate and graduate enrollments should be streamlined. An information initiative would be useful for coordinating work across campuses, different tracks and subdivisions, as well as unique issues with transfer student majors.
- Internships, capstone experience and the honors program should continue to be developed. The potential relationships among internships, capstone experiences, and the honors program should be examined. These areas offer options for senior students.
- The growth of the MFA program should be followed closely. Success is not assured, given current resource issues, however. A target date for evaluation, intermediate steps for adjustment and improvement, and criteria for success should be set in place at the outset.

Recommendations as Identified by the Program Review Committee

The following reflection is offered by the committee not as a comment to any particular recommendation made by the external reviewer, but rather as a comment on the general observations made in his report.

The department chair has noted in her self-study that the curricula have changed since the last review in attempts to respond to student interest, workforce demands, and community partnerships. At the same time, the external reviewer's report suggests the need for ongoing curriculum development.

The committee's interpretation of Dr. Goodnight's report is that its intent is reconciliatory.

Toward that end, the committee first recommends that the School initiate a series of conversations among the faculty to explore ideas and develop a strategy, based on collaboration across the subunits, that will enhance the academic opportunities for students in this environment of dynamic

technological change that demands both technical expertise as well as the facility to reflect on the social implications of this change.

The committee also recommends that the Director of the School should consult with and observe other universities with similar Communication and Multimedia programs so that best practices initiated in similar programs elsewhere might be considered for implementation at FAU.

The pairing of distinct academic disciplines in a single academic unit is not uncommon, and is in fact the norm in the Communication field. The intent of this recommendation is to encourage the conversation to determine where there might be permeable boundaries between the disciplines that best serve the interests of current and future students.

Critical Recommendations

- 1. While the School will need additional faculty to meet growing student demand, it must also demonstrate that it is striving to achieve internal efficiencies. If the rate of growth in the Multimedia program continues, the School will need to ensure that it has the right portfolio of faculty to ensure a successful program. This will require careful planning and perhaps optimizing course offerings in both programs given constraints on faculty resources.*
- 2. Institutional support and appropriate facilities must be provided for the Multimedia program to enhance the unity of the School.*
- 3. The School must take steps to improve graduation rates. While this may include additional advisors, efforts must be made to identify bottlenecks and improve the ability of students to plan for timely graduation.*
- 4. The School should initiate a series of strategic conversations to explore and develop collaborative curriculum initiatives between subunits.*



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters – English Department

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): English
Master's (MA): English
(MAT): English
(MFA): Creative Writing

B. Mission and Purpose

The Department of English contributes to the full range of priorities in the University's Mission Statement. It offers undergraduate and graduate degrees and a faculty of well-regarded teacher-scholars/creative writers and instructors. English is the largest departmental unit in the College of Arts and Letters, and produced 23% of the College's fundable FTE in 2010-11, the largest percentage of any college program. Accordingly, English accounts for 24% of the full-time College faculty (16% of the College tenure line faculty, specifically): 30 are tenured or tenure-earning professors, with assignments to teaching, research, and service; and 27 are non-tenure-earning instructors, with assignments devoted almost exclusively to teaching. The current budget proposal by the College, which includes withdrawing its financial support for the delivery of ENC 3213: Writing for Management, may reduce the non-tenure-earning English faculty by 9 and may significantly reduce the upper-division FTEs produced by the department.

The English tenure-line faculty are sited on three campuses: Boca, Davie, and Jupiter, and the program offers four degrees: a BA, MA and an MAT in English, and an MFA in Creative Writing. It contributes significantly to the College's interdisciplinary MA in Women's Studies as well as to certificate and degree programs in Jewish Studies, Ethnic Studies, and Peace Studies. In collaboration primarily with faculty in the Department of Languages, Linguistics and Comparative Literature, the faculty of English developed the Literatures, Literacies and Linguistics Track in the Ph.D. in Comparative Studies, which enrolled its first students in Fall 2003. Subsequent to an external review in 2010, generally favorable to this particular track, the Departments substantially redesigned the program as a Cultures, Languages and Literatures track. The revision was approved by the University Senate in January, 2012. The College had planned on accepting new PhD students to begin the program in Fall 2012; however, the budget crisis has stalled these efforts and the outlook for the program is uncertain.

C. Major changes since the last program review

A 2005 Program Review made three significant recommendations. The first recommendation was that additional faculty lines be secured to address student demand. Per Recommendation 1, and given increased student demand at the lower-division, upper-division, and graduate levels, the Department expanded its tenure line faculty from 25 (2003-4) to 32 (2010-11) and its Full-time Instructional faculty from 19 to 27 over this same time period. However, given recent tenure line faculty attrition (which includes a retirement and a resignation), the department has been reduced to 30 tenure line faculty members; at this time, the department does not know whether these faculty lines will be replaced.

A second recommendation was to enhance the stipends and working conditions of graduate teaching assistants so that we can recruit and retain the best students. Accordingly, we raised the GTA stipend from \$7,195 to \$9,000, beginning in 2006-7. Reducing the teaching load for graduate students from 2-2 remains an ongoing goal for the Department and College, but it has not been implemented owing to budgetary constraints and the pressure to maintain FTE production.

The third recommendation was to secure continued and expanded institutional support in the management of the department and the ongoing analysis and development of our curriculum and programs, strategies for student recruitment and retention, and approaches to and assessment of student learning. We have not received significant institutional support in this regard, with the exception of the hiring of a new full-time advisor for our undergraduate majors. This has been a very positive development in the delivery of our undergraduate program.

Part 2: Findings

A. Strengths

- Research productivity and excellence of the faculty, especially considering course-load and relative lack of research support.
- The department is well rounded with thriving tracks in creative writing, rhetoric and composition, and literary studies; particular niche opportunities in multicultural / Caribbean literatures and science fiction, as well as developing strength in the MFA program and in rhetoric and composition.
- Excellent advising at all levels; high level of engagement and community with English majors; strong sense of mentoring in MFA program.
- Internship program and service learning course provide strong levels of outreach to and engagement with the larger community. Collection of outcomes, particularly at the undergraduate level, is very strong.
- Good potential for long-range fundraising by building community and sense of engagement among current students and recent graduates.
- The department working relationship appears strong; colleagues like and respect each other, and the department functions well internally, fostering a cooperative and intellectual climate.

B. Weaknesses

- Non-competitive, extremely low GTA stipends.
- Lack of strong support for faculty research in the form of travel / research funding, assistance with development of grant application narratives, research awards, etc.

- Apparently poor, confusing, and contradictory communication from upper-level administration. Directives sometimes seem to come without providing flexibility in how they are met (e.g. summer course offerings / enrollments).
- Anxiety and confusion about tenure decisions at College / University committee levels.
- Wasted faculty resources due to an apparently overzealous application of accreditation criteria.
- Lack of financial support for student or instructor professionalization / conference travel.
- Sense of disenfranchisement among non-tenure-line instructors.

C. Recommendations

- The department should consider a substantial conversation about its larger mission, strategic vision, and articulation of disciplinary contribution to the production of knowledge.
- The department should discuss whether exposure to the principles of disciplinary research is important to its own sense of its educational goals for the major, and if so, how such a goal might be met.
- What is the current rationale behind the concentrations and concentration categories as they are now configured? Ought they to be revised in some way?
- The department should consider creative strategies for meeting increasing student demand through higher enrollment caps
- Student –centered pedagogy and engaged learning including issues such as how to challenge and push students through active learning strategies, how to ensure they master “content” information, how to make pedagogy transparent so that students understand and participate in the goals of the classroom, etc.
- The department might consider supplementing the English major exit survey with a few questions assessing student satisfaction with the major.
- The department should continue records gathering on professional / graduate school placement outcomes for undergraduates and graduate students; office support for this effort, with regard to graduate students in particular, should be funded as soon as budget permits.
- The English Department might also consider how to gather information in a more systematic way about expectations of graduate applicants—for example, in an entrance survey. (It might, in addition, consider including some information on its website and/or application materials about realistic expectations for outcomes.)
- Increase GTA stipends as soon as financially possible in order to attract strong graduate students
- Increase financial support for faculty travel and research
- Provide institutional commitment to the proposed Cultures, Languages and Literatures PhD track
- Hold class enrollment caps down wherever possible, particularly in writing-intensive classes. Grant unit flexibility to handle the pressure to increase enrollment caps in creative ways
- Provide the department with financial / office staff support for data collection on retention of students in English compared with the trends in FAU as a whole
- Extend the appointment of the Director of Writing Programs to provide for summer appointment
- Conduct panel discussions or workshops on promotion and tenure (if this is not already done) so that untenured faculty can discuss expectations and application of criteria with College and University P&T Committees.
- Obtain institutional funding for GTA stipends to support the Ph.D. in Comparative Studies
- Develop a plan for maintaining small class size in the face of growing enrollments to protect the quality of writing instruction

- Consider reducing the number of area concentrations to streamline the completion of program requirements
- Engage in strategic planning to develop a roadmap for achieving long-term goals



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters – History Department

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): History
Masters (MA): American History, European History, Latin American History, Asian History, African-American History, and Women's History

B. 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 a BA and an MA in History, with specializations in American History, European History, Latin American History, Asian History, African-American History, and Women's History and tracks in Religious Studies and British Studies. All of these courses add to the College's interdisciplinary initiatives in Ethnic Studies, Women's Studies, Peace Studies, Asian 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 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 tenure lined and tenured researchers-teachers who are creative and active scholars 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 survey courses to the upper division and graduate levels. A vast majority use electronic media or web assistance in their classes, and, as of fall 2012, three colleagues are offering courses online.

C. Major changes since the last program review

Previous review in 2005 recommended an increase in the amount of graduate stipends to permit the Department to attract better-qualified students to its assistantships. Though an increase was implemented in 2006, current assistantships remain significantly below the regional average, with the result that several promising MA students end up attending other universities. Over the past year alone, four of the most promising MA candidates ended up attending other institutions that offered higher graduate stipends and other benefits.

The major change that has occurred since the last review has been the loss of three faculty members in spring 2011—this brought the number of tenured and tenure line faculty down from 20 to 17. Several adjuncts were hired in 2011-12 to help cover loss of FTE. It was anticipated that adjuncts would remain until the three lines would be filled by tenure track replacement hires. However, due to the budget crisis, a hiring freeze prevented the lines from

being filled. Moreover, as the budget crisis worsened, monies to hire adjuncts for a second year were cut for 2012-13. As a result, the remaining faculty members have had to increase course caps and essentially do more with less: at the time of the last review in 2005, 18 tenured and tenure lined faculty taught 233 majors and 36 MA students; this past year, 17 full time faculty taught 291 majors and 35 MA students. The fact that the three departing faculty members were U.S. historians also dealt a severe blow to the MA program, as fewer courses were offered in this, the most popular area of study for MA students.

The second major change is the introduction of online courses. Since 2006, one section of History of Florida (AMH 3420) has been offered online per year, and has been fully enrolled. The institution of the E-College at FAU in 2011 offered incentives to faculty to offer more online courses. In fall 2012, the department will for the first time offer two lower division courses (AMH 2010 and AMH 2020) online. As the department prefers to have its full time faculty deliver instruction face to face in the live classroom setting, (i.e. brick and mortar format), online courses— will be more typically assigned to adjunct faculty.

Part 2: Findings

A. Strengths

- The department is to be congratulated for the rigor it has maintained in allowing only the most qualified individual to offer classes in the department, although financial constraints may force a weakening of this stance.
- The department sentiment not to pursue a PhD is sound. There is currently an overabundance of PhDs, particularly in certain fields. If monies do become available, they are clearly needed elsewhere in the program.
- In addition to continuing to recognize student achievement through the Awards Committee, the committee should add to its focus faculty recognition. The FAU History Faculty is doing outstanding work.
- The O'Sullivan Lecture Series and the Larkin Lecture Series are major events that garner the department, the college, and the university local, state, regional and national publicity.

B. Weaknesses

- The non-replacement of the three recent vacancies in American history threatens the department's ability to offer a full specialization in this area. American history is at the core of almost all history departments in the country. Continued non-replacement of these faculty members, given the already enormous pressures on the department, threatens to do irreparable harm to the department's mission and its support of the college's and university's mission.
- Despite the reduction of three faculty members, the department has increased its student production in undergraduate courses, averaging 45 students per course as opposed to 29 and 34 for the college and university respectively. While this speed-up may ameliorate student production demands in the short run, in the long run it will hamper the quality of instruction (particularly the writing component) and will affect the faculty's ability to maintain their outstanding research and publication program.
- The department is offering too many options in the MA. Until such time as there is an expansion of the faculty, the department should create distinctive fields in American and European history and not offer a myriad of other options for reasons I have articulated above.

- The graduate stipend of \$4,000 is totally inadequate and sends a message to the graduate students of just how little they matter in this process.
- The inadequate travel and research funds, while affecting all of the faculty in the college, has a particularly detrimental effect on History faculty, especially those in European and Asian History. Access to collections and archives is essential for their work. Without it, tenure and/or promotion become problematic.

C. Recommendations

- The department should meet soon and prioritize a list of desirable hires. Simply replacing the vacant fields may not be the best strategy and perhaps there is a way to reconfigure positions to make the best of possible replacement. After examining the BA and MA curricula, it is suggested that faculty be sought for Public History, U.S. Women's History, and Recent American History 1960 to the Present, in that order.
- It is increasingly impractical and not pedagogically sound to continue to offer the major at Davie and Jupiter. Those faculty members should be transferred to the Boca campus for the reasons articulated in my report.
- The committee suggests that the department determine the maximum class cap for major-level courses with a significant writing component. While there may be some core courses that can be offered with large caps, those with substantial writing and no graduate assistant graders should be kept to whatever cap that the department determines feasible.
- Given the importance of the undergraduate curriculum to the major and the interdisciplinary programs it supports, the Undergraduate Program chair should be given a course reduction in compensation for the work involved. The responsibility of undergraduate advising should be shifted from the department chair to the Undergraduate Program Committee.
- Both the BA and MA would be strengthened by an additional position in Public History.
- The committee recommends that the Department of History review the number of options currently offered within the MA, and determine whether it would be beneficial to create distinctive tracks.
- The creation of a student graduate committee should be shifted from the Director of Graduate programs to the student and their adviser.
- In addition to continuing to recognize student achievement through the Awards Committee, the committee should add to its focus faculty recognition. The FAU History Faculty is doing outstanding work. Therefore, the Awards Committee should seek out college, university, state, and national awards for which the faculty are eligible and nominate them for those awards.
- Within the college experience there is a place for online courses. However, History is not one of those places. The writing required in the program as well as the need for personal interaction make online courses impractical at this time.
- The O'Sullivan Lecture Series and the Larkin Lecture Series are major events that garner the department, the college, and the university local, state, regional and national publicity. However, the work of putting on this series falls largely on the faculty and the departmental secretary. In addition to her fulltime job responsibilities, she is also charged with the major task of ticketing and planning security for these events. Clearly, the college and/or university needs to step in and provide major assistance for these programs.

Critical Recommendations

- 1. If the rate of growth in the History undergraduate program continues, the department will need to add faculty lines ensure that it has the breadth of faculty expertise for a successful program.*
- 2. In addition, the department should look at the curriculum in the undergraduate major as well as the graduate program to determine if there are modifications that could be made to better focus the curriculum.*
- 3. Given the constraints on faculty resources at the Davie and Jupiter campuses, the department should study carefully whether or not it is feasible to continue offering the major at those campuses.*
- 4. Since many of the major-level courses have a significant writing component, the department may wish to study carefully enrollment caps to determine the maximum feasible for certain major courses. At the same time, the department might benefit from analyzing the success of large-enrollment core cores in terms of student outcomes to determine if those caps are appropriate.*
- 5. The department should study graduation trends to determine how it might improve graduation rates. This may involve analyzing the efficacy of advising, scheduling, course availability, among other areas.*



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters – Interdisciplinary Studies

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Interdisciplinary Studies: Arts & Humanities (ISAH)

B. Mission and Purpose

The interdisciplinary degree program contributes to the goal of expanded access to the BA degree. It is available on all three campuses on which the Dorothy F. Schmidt College of Arts & Letters has a presence. The degree is an interdisciplinary degree that draws on the college's programs in the arts and humanities: Visual Arts and Art History; Communication and Multimedia Studies; History; Music; English; Languages, Linguistics and Comparative Literature; Philosophy; Theatre and Dance; Women's Studies; Jewish Studies.

C. Major changes since the last program review

The program has not been formally reviewed at the University level in the last 20 years. The last review of this CIP code (done in 2005) focused on the MA in Liberal Studies. The Dorothy F. Schmidt College of Arts & Letters has reviewed the program internally over the past several years as it has worked towards creating a program that balances curricular flexibility and student self-determination against the requirements of faculty oversight and program accountability for student learning outcomes

Part 2: Findings

A. Strengths

- The main strength of ISAH is flexibility. Given available resources, the likelihood that the numbers of students taking "non-traditional" routes to obtaining a degree, and the rapidly changing nature of the U.S. and world economy, it may well be that a major like ISAH will become more important in the future, at FAU and elsewhere.

B. Weaknesses

- While the main strength of ISAH is flexibility, it is also a source of weakness, related to concerns about academic rigor.
- The ratio between students and advisers is high with the Director responsible for speaking or exchanging email with over 300 majors, all the while carrying a full-time teaching load (and serving as Director a slightly smaller interdisciplinary program focused on the social sciences). While one might argue about the optimum ratio between students and advisers, it does not

seem unreasonable to say that 350 to 1 is disproportionate, especially when there is no reduction in other responsibilities.

C. Recommendations

- The program should be continued. It is clear that ISAH meets a need. The rationale (“expanded access to the B.A. degree”) is a worthy goal. Further, it seems clear that students find that the flexibility of the ISAH major provides an option that enables them to pursue multiple interests and to overcome obstacles presented when the university’s resources do not allow them to move through more specific, disciplinary majors in a timely way, or when the demands of work and family impose restrictions on their ability to take specific courses. Indeed, if current trends in the economy continue, it may well be the case that more students will see ISAH as a reasonable route to obtaining a degree.
- The University should consider ways to strengthen advising for the major. Given the flexibility available to students in this major, the role of the faculty adviser is critical. The ratio of majors to adviser is more than 300 to 1, and it seems that the current adviser receives no course release, stipend, or other considerations relative to her service. While she is doing excellent work, the University should consider ways to sustain this contribution. Options might include assignment of a second faculty member to assist with advising; reduction of teaching for the program adviser; providing a supplement to the salary of the adviser; or all of the above.
- In conjunction with other faculty and staff, the adviser should consider ways to strengthen assessment of student work. In one sense, the task of assessment seems straightforward. Is a student making satisfactory progress toward the degree, in the sense of maintaining a credible grade point average in his or her coursework? At the same time, the diversity of courses and the variety of disciplines represented in the ISAH major suggests that at least some measures should be developed to provide more “hands-on” assessment. As well, such diversity suggests that the assessment of student work should involve faculty who would assist the director, perhaps as a sort of steering committee.
- In conjunction with other faculty and staff, the adviser should consider ways to make the program more visible. There are many ways of communicating this information to students, but one of the most important seems to point to the University’s advising staff, who provide an initial contact, usually followed by steering students toward advisers for more specific programs. If students were routinely informed of ISAH as an option, the percentage of majors with genuinely multidisciplinary interests or for whom ISAH presents a superior way of meeting career goals ought to be increased, with the possibility of good returns for the quality of the major.
- In conjunction with other faculty and staff, the adviser should consider restoring the option of counting some education courses for the major. This follows from an earlier observation, by which one might think of ISAH as a degree that tracks student interest in teaching at the high school level.
- In conjunction with other faculty and staff, the adviser should consider the inclusion of courses and disciplines currently not represented in the major. This will no doubt be controversial, as some judge that the program is already too broad. Nevertheless, it would seem that some courses offered in the social sciences would be appropriate for the major, in particular those with a more philosophical or historical bent. As well, there would seem to be no reason why some courses in business or other fields should not count. In some ways, a degree program like ISAH represents the old ideal of a liberal or general studies major, by which students are encouraged to take account of the comprehensive nature of a university. Provided that steps

are taken to strengthen faculty advising and to assess student progress, consideration of additional options in coursework seems appropriate.

Critical Recommendations

1. *The committee believes that the Interdisciplinary Studies program should continue. The program provides a flexible vehicle for students with diverse disciplinary interests to graduate in a timely manner with relatively low institutional costs. Furthermore, the impressive number of majors participating in this program is indicative of its popularity and potential for future growth.*
2. *A well-planned and efficient advising scheme is critical to ensuring rigor and sustaining a successful program. Both administrative and advising support for the program must be improved:*
 - a. *the director of the program must be given a reduced teaching load to handle the advising load, and enhance the enthusiasm and sense of ownership for this program;*
 - b. *an academic advisor with appropriate educational background should be hired to handle the number of students majoring in the program.*
3. *Efforts should be made to improve the visibility of the program (i.e., clear program requirements should be described on the College website and the University catalog). Moreover, all students should be informed of this program at the beginning of their career at FAU so that they are aware of the option to graduate while satisfying multidisciplinary interests.*
4. *The option of counting some education courses for the major should be restored.*



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters – Jewish Studies

Part 1: Overview

A. Degree Programs by Level

Bachelors: BA in Jewish Studies

B. Mission and Purpose

Jewish Studies (formerly Holocaust and Judaic Studies) promotes the academic study of Jewish culture, society and religion for students of all backgrounds. It is an interdepartmental program with a small number of majors, two of whose core faculty are eminent scholars with limited teaching responsibilities, so it operates differently from a usual department.

Jewish Studies contributes to FAU's mission by providing an education suitable for all students requiring a broad liberal arts background, including but not limited to preparation for professional studies in law or social work and graduate studies in history or religious studies, as well as being the natural preparation for careers in Jewish leadership, communal service and teaching at all levels.

C. Major changes since the last program review

The last program review was done in 2005. It recommended a focus on increasing the number of majors and, through public programming, awareness of the major. The program has developed its public programming as well as significantly increasing its course offerings and number of students taught (see Appendix A), but has not succeeded in increasing its number of majors.

As a consequence of the small number of majors, the capstone course implemented in 2005 had to be rethought. Consequently, it has been removed and the program has focused on expanding its range of offerings. Since 2006 we have added more than six new courses, including Jewish Literature Through the Centuries, The Dead Sea Scrolls, Old Testament, Medieval Jewish History, The History of Zionism and the State of Israel, and Women and Judaism. These courses serve majors throughout the College, particularly in History and English, as well the Women's Studies and Religious Studies programs

Part 2: Findings

A. Strengths

- Core and non-core faculty very strong in research and teaching.
- Broad, solid range of courses in principal areas of the field, covering ancient times to modern period.
- Large number of potential students for both Major and Minor already on campus (2500-3000).
- Large “hinterland” of potential support from the Jewish communities of Boca Raton and other parts of the state.
- Impressive resources in the form of the Levine-Weinberger Jewish Life Center; Jewish Sound Archive; public programming through the Eminent Scholars’ offices; Lifelong Learning at FAU; Klezmer Company Orchestra, and other resources.
- Overall growth in enrollment at the University.
- Appointment of a new Director who is very well liked by both faculty and students, who is open to new ideas, and who willing to undertake course-expansion, fundraising and other activities to enhance the program.

B. Weaknesses

- Lack of an identifiable space, other than the Director’s smallish office in the Department of Languages, which would house the program’s paperwork, faculty publications, brochures and other publicity materials, as well as part-time support staff, computer and telephone. Lack of such a space undermines a sense of cohesion, continuity (when the directorship changes) and visible commitment from the College and University. This commitment should be visible not only to faculty and students at FAU, but also to potential donors. This lack of an independent space reflects a certain level of indecision as to the desired status of the program – should it be a strong, independent program or will it become a program of unclear value which might be fairly easily shut down at any time. If the latter, then it is not clear that anything further can or needs to be done.
- Reduction or absence of instruction in both Modern and Biblical Hebrew. This is vital to any substantive, serious program in Jewish Studies. It would be the equivalent of a program in French Studies without instruction in French language, i.e. in translation only. As noted above, Hebrew language is essential for any intellectually respectable Jewish Studies program, for the study of both central ancient texts and modern literature, and is vital to the sense of identity and cohesion among both faculty and students.
- Low enrollment in both Major and Minor
- An apparent falling-off in fundraising from private donors to complement existing resources.
- Severity of budget cuts within the University as a whole.

C. Recommendations

(The Internal Program Review Committee’s comments, if any, appear in italics.)

- Senior administrators should demonstrate more clearly their serious commitment to the future of the Jewish Studies program by making a minimal contribution of space, administrative support, and a course reduction for the Director. It is unlikely that cuts to the program in these areas are a significant source of revenue savings. The amounts of state money involved in the administration of such a program are likely to be very small

compared to other departments and programs, to educational benefits, and to potential gifts to the University (as can be seen from the very large gifts which have already been made across the University). In turn, the Program can demonstrate its integral role in Humanities and Social Science education.

The committee particularly wants to point out need for a dedicated space for the Jewish Studies Program. This is especially important in dealing with community supporters and donors, who are more likely to be supporters and donors if the program is presented as one that the university considers important. The absence of a dedicated space for the director and the program can send the wrong message to the community.

- The core and non-core faculty, together, under the leadership of the new Director, should engage in an annual or biannual strategic-planning process, laying out what their goals for future hires and future course development would be when budget conditions permit. While such annual or biannual exercises, especially for smaller programs, often seem superfluous, they do help to foster a sense of unified purpose and constitute a guide for the Director, who is then more prepared to seize opportunities that may come along.

The committee concurs with Dr. Cahan's recommendation that the core and non-core faculty for the Jewish Studies program engage in strategic-planning processes. The external reviewer has provided a number of suggestions the faculty might consider, for example those listed in the Service section of the report related to enhancing the contribution of the Jewish Studies program to the larger role of Arts and Letters in the University.

- The Director, together with more senior administrators and the University's development office, should approach potential donors in the Jewish community for student scholarship, research and other forms of support. If funds for Biblical and Modern Hebrew instruction are not available from the state budget, every effort should be made to assist the Director in raising such funds from private sources.

Modern and/or Biblical Hebrew study is essential for any credible Jewish Studies program. The courses have been historically popular, and the committee recommends that there be an effort made to identify and hire a SACS-qualified adjunct instructor who can dependably cover a two year cycle of these courses.

- Encourage more students to Minor in Jewish Studies; find ways to contact incoming students of Jewish background and interest them in some level of Jewish learning – it does not have to be at the level of the major. Better publicity for the program, from the (student) admission stage onward, is needed.

Dr. Cahan pointed out, correctly, that few Jewish Studies programs have large numbers of majors, but the impact of the program on the university community is broad. The minor is a popular one, and courses that serve the program can be found in a variety of departments, including History, Political Science, Anthropology, and even Art and Music. Further, the impact on the local Jewish Community, which is large and committed to support of such programs, is hard to underestimate. The program should consider rewriting their mission statement to emphasize the breadth of the impact of the program, which is far greater than can be measured only in numbers of degrees completed.

- Develop courses that serve large numbers of students with all kinds of majors and minors, further anchoring the program in the College.

Critical Recommendations as Identified by the Program Review Committee

- *Establish a dedicated space for the Jewish Studies Program and chair, with the goal of improved community relations and fundraising.*
- *Offer courses in Modern Hebrew on a regular basis with, at a minimum, a SACS-qualified adjunct instructor.*
- *Engage in a strategic-planning process with the goal of enhancing the Jewish Studies' contribution to the College and University.*



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters **Languages, Linguistics & Comparative Literature**

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): French, Italian, Jewish Studies, Linguistics and Spanish
Master's (MA): Comparative Literature, French, Linguistics and Spanish
(MAT): French and Spanish

B. Mission and Purpose

The Department of Languages, Linguistics, and Comparative Literature contributes to FAU's mission by preparing globally-minded citizens to take on the challenges in myriad careers that require a broad liberal arts background, expertise in languages other than English, and cross-cultural competence. Given the international nature of the university's strategic plan's "signature themes," the department contributes to the preparation of "global citizens" who will have to work across borders on the challenges facing the state and nation in all disciplines. More specifically, the educational experience of students is enriched by providing greater access to the diverse South Florida cosmopolitan population and the increasingly multilingual and multicultural world of science, business, engineering, education, and government. Majors and graduate students are prepared for rewarding careers in the humanities, education, and international relations.

C. Major changes since the last program review

The 2005 Program Review made three significant recommendations. The first recommendation was that additional faculty lines be secured to address student demand. Per the first recommendation, and given increased student demand at the lower- division, upper-division, and graduate levels, the department expanded its tenure line faculty from 12.6 (2004-05) to 16 (2010-11) and its full-time instructional faculty from 7 (2004-05) to 11 (2010-11). (Of the three new tenure lines added to the department, it should be noted that one was dedicated primarily to the inter-departmental Jewish Studies program, one was an internal transfer from the Honors College into the Spanish program, and the third was a hire in Linguistics, the department's fastest-growing program; this hire was a result of the UISFL Title VI grant that required that a professor of Arabic be hired to oversee the new Arabic language program). The four new instructor lines were provided to meet the overwhelming demand in the lower division Spanish language program.

Given the recent budget constraints, student demand has been met by a significant re-structuring of the department's administration to cover more teaching. Language program heads and their concomitant course-releases were eliminated. Many faculty members have taken on administrative duties without the course-release, thus adding to their service assignment. In addition, given the most

recent budget cut and new trends in second language teaching, most of the adjuncts were eliminated by introducing a “hybrid instructional modality” to deliver first-year language classes through a combination of face-to-face and on-line teaching methods.

A second recommendation was to enhance the stipends and working conditions of graduate teaching assistants so that the best students can be recruited and retained. Accordingly, the GTA stipend was raised from \$7,200 to \$8,500. The current 2-2 teaching load makes the already uncompetitive stipend seem even more onerous for the department's graduate students, especially when one considers that they are working in 4-credit classes. The issue of relatively low stipends and heavy teaching load continues to hinder recruiting at a national and international level.

The third recommendation was to secure continued and expanded institutional support in the management of the department and the ongoing analysis and development of departmental curriculum and programs, strategies for student recruitment and retention, and approaches to and assessment of student learning. In 2008 the functions of Head of Spanish were separated from the function of Director of Graduate Studies. This allowed for each of those faculty members to focus on their respective area of management. Open lines in French and Spanish were allocated to hire Second Language Acquisition specialists in each language, who in turn were assigned the responsibility of coordinating lower division language programs and providing the primary training and supervision of the GTAs and non-tenure instructors and adjuncts. The department was permitted to appoint an Associate Chair in LLCL beginning this past spring, 2012, to handle Assessment, among other duties including scheduling/enrollment management. This faculty member now sits on a college-wide assessment committee recently constituted by the College dean and associate provost, and will lead the department in implementing more robust assessment plans in the future. In addition, in 2010 the department was provided a professional student advisor to be housed in LLCL to advise the various undergraduate majors, minors, and certificate programs. This has been a very important development which has already produced excellent results as the number of majors has grown significantly (as reported in detail below) in part due to the thorough advising, tracking, and graduation checks the departmental adviser is able to perform. She also has proven to be a valuable liaison between the department and other departments in the college and university and works with the Chair on strategies of recruitment and retention.

Part 2: Findings

A. Strengths

- The Department has made recent faculty hires in second language acquisition and language pedagogy. This is progressive and has created the environment for language acquisition with high linguistic proficiency expectations and acquisition based on sound research and strong pedagogical principles.
- The Department has a large Linguistics program; with several tenure-track positions in Linguistics, other language faculty positions occupied by linguists and 93 majors, Linguistics maintains a strong presence in the Department and undergirds much of what it does pedagogically in its language program.
- The students in the Department, both graduate and undergraduate, are another of its true strengths. At present the Department has 81 master's degree students and 247 undergraduate majors and many more language minors. Many of these students come from science or business backgrounds and are seeking to combine strong language study together with one of these disciplines, a real positive.
- The Department has recently been allowed to hire for an associate chair position in order to free the chair from a number of significant time-consuming tasks, including scheduling.
- The Department has a third-year review of tenure-track faculty members.

- The Department also allows for the designation of emeritus/professors.

B. Weaknesses

- Faculty in the Department has not had raises for a considerable number of years. When there are no raises for a number of years, yet entry-level salaries rise, as has been the case at the University, salary compression sets in.
- The service obligations of tenure-track faculty, as described during the site visit, appear quite onerous. On numerous occasions, faculty members commented that they were being saddled with a large number of service obligations that are not normally assigned to tenure-track faculty, making their teaching and particularly their research obligations more difficult to meet.
- Despite attempts to reduce this situation, the Department still operates with a heavy use of adjunct faculty in the staffing of its courses. This is a destabilizing situation for the Department which continues to make it difficult to staff curricula from semester to semester (particularly at the last minute) and over the long term.
- Graduate stipends in the Department are currently \$8,500, which is quite low. Comparable universities pay from one or two to several thousand dollars more per year to their graduate students. For this amount, graduate students in the Department teach two four-hour courses per semester, which is more than normal.

C. Recommendations

- Increase the foreign language requirement at the University from two courses to four, or the equivalent of “two years” of language instruction, or at a minimum, increase to three semesters, if the semester courses were increased from three to five or six hours a week.
- Consider making a strong investment in the teaching of Chinese. Chinese instruction has blossomed at most major American universities and to not offer a considerable set of courses in the language would be academic folly.
- Consider combining the Departments graduate degrees into one or two degrees with different emphasis areas.
- During the next phase of assessment, add “develop strong speaking skills and listening comprehension” as a student assessment outcome. Also recommended is the expansion of the present Arabic program in the Department. Basic courses are now offered but the strength of the nascent Arabic program seems threatened by the end of the current grant which at present helps support it and that runs out at the end of this academic year.
- Guidelines for tenure and promotion a “textbook” should not be treated so narrowly. Various kinds of books should be considered of equal value, including co-authored volumes, textbooks and edited volumes.
- The LLCL Department should continue to explore the use and efficacy of hybrid instruction to allow greater flexibility in program scheduling for students and faculty.
- FAU’s higher administration should work with the LLCL Department to set enrollment caps that are sensitive to the budgetary constraints of the university yet closer to enrollment caps recommended by the Modern Language Association. Note the LLCL Department is currently teaching at cap levels TWICE the size that is recommended by the MLA.
- The LLCL Department should continue their efforts to offer languages that are less traditional, such as Chinese, Arabic, Modern Hebrew, and Portuguese in order to remain a current and progressive modern foreign language department.



2012 Academic Program Review Summary

Dorothy F. Schmidt College of Arts & Letters – Philosophy Department

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Philosophy

B. Mission and Purpose

The Department of Philosophy provides the university community with the critical foundations of western and non-western approaches to understanding the world; these approaches serve as the bases from which spring our conceptions of the mind, science, ethics, the composition of society, and belief systems. The Department's mission is thus central to the university's core mission. The Department of Philosophy provides a strong foundation in traditional philosophical modes as well as specialized research in such areas as phenomenology, aesthetics, and the philosophy of science. These strengths of the program are well in line with FAU's strategic plan goals focused on building world class academic programs, meeting community needs and fulfilling unique institutional responsibilities. The rigorous requirements for thinking, writing and analysis fostered in the program are consistent with the BOG's goal to "support students' development of the knowledge, skills and aptitudes needed for success in the global society and marketplace."

C. Major changes since the last program review

The last program review was completed in May of 2005. In that document, Dean William Covino noted that the Humanities programs were "demonstrably strong" in their instructional, research, and service work to the university and community. The recommendations made at the time included the need for more faculty lines, especially to meet student demand and the need for institutional support for ongoing analysis and development of curricula and programs. Philosophy has met student demand consistently and increasingly since that review, yet has struggled with the latter due to budget and personnel decisions beyond its control.

Since the 2005 review, the Philosophy program has undergone considerable change:

- a. A philosopher was hired to occupy the Dorothy F. Schmidt Endowed Chair in the Humanities and he began to contribute to the program.
- b. An assistant professor was hired, terminated, and not replaced.
- c. A full-time instructor was hired, terminated, and not replaced.
- d. A tenured associate professor left for a position at another university and has not been replaced.
- e. The full-time secretary was reduced to part time, beginning summer 2012.
- f. The department has been administered since the 2010-11 academic year by two external, non-philosopher, chairpersons.

Thus, since the last review the Philosophy program grew in the number of faculty lines, but has, during the past three years, contracted. In the fall of 2005 there were seven full-time, tenured 4 or tenure-earning philosophers (five philosophy faculty members and two philosophy faculty members in endowed eminent scholar chairs). Entering the fall of 2012, there are six full-time, tenured or tenure-earning philosophers (four philosophy faculty members and two faculty members in endowed chairs). Yet over this time period, student credit hour/FTE production has burgeoned. This is especially the case with the expansion of contributions to the lower division Intellectual Foundations and Writing Across the Curriculum programs. There is now, more than ever, the need for replacements to the losses above. Yet, during this time of change the Philosophy academic program has maintained an incredibly strong commitment to excellence in undergraduate education. Recent curricular innovations include a new focus on student assessment, a deepened commitment to Writing across the Curriculum and the delivery of lower division Intellectual Foundations Program courses, and the initiation of e-learning opportunities for students.

Part 2: Findings

A. Strengths

- Strong faculty with evident commitment to excellent teaching and civic responsibility toward the College and the University.
- Comparatively high number of majors
- Gender diversity in faculty
- Cultural diversity in majors
- Students are enthusiastic about the discipline
- Well-designed major and minor program with an opportunity for students to pursue specialized topics
- The regularity and quality of scholarly activity of the four core faculty given their responsibilities for the bulk of instruction and all departmental and college service.
- Eminent Scholars bring an added strength in terms of national recognition.

B. Weaknesses

- Number of core faculty (four) is significantly lower than the number of faculty in the philosophy departments of FAU's institutional peers, none of which have less than eight full time faculty and significant numbers of additional part-time faculty, adjuncts, and/or instructors.
- Reduced number of faculty occurs at the same time that the FAU student population and number of students the department teaches have increased.
- As a result of the reduced number of faculty, several courses in the list of upper level courses have never been taught.
- Ability of core faculty to offer elective courses has been curtailed by the loss of teaching positions.
- Although showing signs of improvement, the recent history of conflict within the department, coupled with the cuts in faculty lines, have had a deteriorating effect on instruction, student involvement, and faculty morale.
- Lack of space for informal student interactions

C. Recommendations

The following recommendations which the reviewer has provided are important and the committee is in general agreement with them.

- Hire an outside chair for the department.
- Appoint a search committee to include faculty from departments that benefit from philosophy courses
- Augment the department faculty with an additional one-two hires, at assistant professor and/or instructor level.
- Restore commitment to fund travel to maintain the level of scholarly work in the department.
- Identify space for students to informally interact.
- Establish workshops for training teaching assistants.
- Establish workshops to assist students with writing philosophy papers.

The internal review committee elected to highlight select recommendations with no intent to diminish the importance of those items not highlighted.

1. Search for outside Chair to change personality dynamics of the department, add to the teaching capabilities, and bring outside point of view for the future direction of the department.
2. Re-examine the role and expectations of the Eminent Scholars to more successfully integrate them with the department. Evaluate Eminent Scholars regularly and according to FAU policy.
3. Encourage dialogue among the philosophy faculty to define who they are, who they want to be and how best to interface with the rest of the university. Philosophy faculty should engage in the creation of a formal strategic plan that outlines agreed upon goals and direction for the future.