BOARD OF TRUSTEES
Florida Atlantic University

Item: AS: A-1

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Tuesday, November 17, 2020

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

PROPOSED COMMITTEE ACTION

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

BACKGROUND INFORMATION

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

Academic Program Review at FAU includes a few additional steps:

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

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

Dorothy F. Schmidt College of Arts and Letters

a) Anthropology
b) Comparative Studies
c) Political Science
d) Sociology
e) Women, Gender, & Sexuality

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in November 2020 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2020 Academic Program Reviews

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2020 Academic Program Review Summary

Dorothy F. Schmidt College of Arts and Letters
Anthropology

Part 1: Overview

A. Degree Programs by Level

BA Anthropology
MA Anthropology

B. Mission and Purpose

Incorporating approaches from the humanities to sciences the Department of Anthropology provides the university community with the foundation for understanding humans as cultural and biological beings. The department's areas of interest include the critical concepts and theories in three (3) subfields of anthropology: cultural anthropology, which studies the wide cultural diversity that currently exists among humans; archaeology, which focuses on the origins, evolution, and variation in ancient human societies and cultures; and 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.

C. Major changes since the last program review

- The graduate curriculum was redesigned to focus more on research methods and proposal writing directed toward students' ability to complete their thesis in a timely manner.
- Student credit hour production during the previous review averaged 6,886 student credit hours (SCH) per annum. That average has increased to 9,068 SCH for the current period under review, a 32% increase.
- The department was awarded a multi-year grant in 2008 to operate the Southeast Center of the Florida Public Archaeology Network (FPAN). Since 2013, this center has expanded to include the Southwest Florida region as well. This grant has generated over $3 million to date. The Southeast/Southwest FPAN Center funds a director, 2 program outreach coordinators, a part-time outreach assistant, 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, Monroe, Charlotte, Lee, Collier, Glades, and Hendry counties.
- One tenure-track faculty member in biological anthropology left the department and was replaced by a bioarchaeologist who studies human skeletal remains from historic archaeological sites, with a particular focus on the bioarchaeology of childhood in 19th century America and what these remains tell about past daily lives. This hire was strategically chosen to expand the breadth of the program by hiring a specialist in post-cranial morphology and to increase opportunities for external funding.

- An instructor position was added as a regular instructor line.
- An undergraduate honors program has been added.
- A substantial number of eLearning courses have been developed and taught and an online minor is delivered.
- Directed Independent Research (DIR) courses have been added to the undergraduate curriculum.
- An internship course has been established.

Part 2: Findings

A. Department Strengths Highlights

Curriculum: Representation of the conventional "four-file" approach is evident in the number of classes listed in the website, including 7 introductory courses in archaeological, biological, and cultural anthropology, including a study abroad course. Numerous upper division courses are also listed, including 13 biological anthropology courses, 11 archaeology courses, and 26 sociocultural courses. Six research methods courses are also taught. Courses should be taught on a rotation basis. However, given the small number of faculty, it is not feasible to offer all of those courses regularly. The self-study also reported the development of eight on-line courses including the availability of an on-line minor.

The MA curriculum is standard, with the essence of the MA program a thesis that provides graduate students with experience in original research.

Teaching: Several faculty reported their dedication to mentoring students. As documented in the self-study, the department contributes significantly to the university's Intellectual Foundations Program.

Florida Public Archaeology Network (FPAN): This unique statewide archaeology program is a definite strength of the program for several reasons. First, it provides support for at least two graduate students and ad hoc internships for undergraduate students. Second, it is a form of community outreach that provides public recognition for FAU. Third, it provides a significant source of external funding (approximately $3 million dollars to date) that supports several staff and graduate students (as documented in the department self-study) that represents the lion's share of the College of Arts and Letters new awards during the review period. Finally, this program provides a critical path to a career trajectory for students who plan to work as professional archaeologists upon graduation with their MA degree. Clearly, this program is a source of pride for the department and raises the visibility of the university.

International Opportunities: Some faculty have fieldwork abroad, including Mexico, Nicaragua, Congo/Tanzania, and the field school in Ecuador. Moreover, this fieldwork provides opportunities for students to actively participate in research associated with sociocultural anthropology, biological anthropology, and archaeology. Several students (discussed below) noted these study-abroad opportunities as signature experiences in their education.

Students: We were very impressed with the students we met as a group (including about eight undergraduates and 15 graduate students). Diversity appeared to be well represented in the group as well. Our discussions indicated that students were very engaged with the department, which is a testament to the quality of teaching they receive. In general students' favorable experience within the department testifies to the

dedication that the majority of faculty have to teaching and mentoring their students, particularly given the time demands on faculty in general.

B. Department Weaknesses/Challenges Highlights

Curriculum: Reviewers questioned the regularity with which all listed classes are taught given the small number of faculty. That said, there does appear to be a need for a professional development course. Graduate students expressed a desire for knowing about career options beyond that of pursuing PhD studies.

With respect to the graduate program, the thesis driven aspect of the MA curriculum represents a strength, but it also represents the program's greatest challenge in that it is intended to be completed in a two-year period. Both faculty and students described the rarity of students who actually graduate in two years. This reality is not unexpected given the time investment needed of students to collect and analyze primary data and write a finished product. Not to be overlooked too, is the time investment needed of faculty to mentor students throughout the process.

Graduate Recruitment. The graduate funding stipends are low ($8,500/year), and apparently have not increased since the last Academic Program Review. On the other hand, the number of graduate teaching assistantships has increased due to the department's partnerships with both the Department of Philosophy and the FPAN.

Facilities. There is a need for extra laboratory and graduate student space.

Faculty recognition. Retention and recognition of faculty members is critical to the future success of teaching within the department, and the sustainability of its programs.

Enrollment. Anthropology suffers from the same problems that many liberal arts degrees do with respect to recruiting majors: the discipline is relatively unknown to students because of its absence in high school curriculums, coupled with its perceived lack of vocational opportunities, contrary to evidence of market demand for well-trained anthropologists.

Departmental factions. Reviewers noted a divide among faculty about departmental leadership.

C. Reviewer Recommendation Highlights

Reviewer recommendations were provided for a broad array of department practices and challenges. These are provided below and their linkages to our unit's discussion and development of an action plan are detailed.

1. MA program - Progress towards graduation

The reviewers note that the majority of our graduate MA students are not able to finish their theses within a two-year period. To that end, the department action plan suggests an internship or project-based thesis option that we will work on developing over the next two years.

2. MA curriculum - Professionalization

The reviewers noted that our MA students expressed a desire for more training in professionalization.

The department intends to hold monthly professionalization workshops for students on such topics as resume and CV construction, writing an introductory job or academic letter, working in teams, participation in membership organizations, networking, career planning, etc.

3. MA Curriculum – New initiatives

The reviewers pointed out that the MA curriculum could be modified in a number of ways, such as deleting old courses on the books, instituting topical courses, and creating graduate certificates.

4. BA curriculum – Certificates

The recommendation is that the department consider incorporating certificates around department faculty strengths. They provide the example of a certificate in Cultural Resource Management and Forensic Anthropology.

5. BA curriculum – BA/MA stacked offerings

Another recommendation is that the department institute "stacked" BA/MA courses to increase topical diversity in our offerings.

6. Advising/Recruitment - Integration

The reviewers note that advising suffers from a lack of integration between the college and department level.

7. Advising/Recruitment – Career tracking

The review team suggested that the department monitor graduates' career tracks.

8. Graduate stipends and assistantships

A) The reviewers note that graduate stipends have not changed in years and are relatively low ($8500), while the university plans to provide subsidies for student health insurance.

9. Departmental factions

The review team noted that department factionalism was an issue that should be controlled in such a manner as to not affect student learning and opportunity.

2020 Academic Program Review Summary

Dorothy F. Schmidt College of Arts and Letters
Comparative Studies

Part 1: Overview

A. Degree Programs by Level

PhD Comparative Studies

B. Mission and Purpose

The mission of the PhD program in Comparative Studies is to prepare students to make meaningful contributions to the academy and to society through interdisciplinary studies of culture, primarily in the Humanities and Social Sciences. The program operates according to a fundamental believe in the value of interdisciplinary inquiry.

C. Major changes since the last program review

The program was re-opened emerged with a single track in Cultures, Languages, and Literatures (students in previous tracks were grandfathered in to their existing tracks and allowed to complete their degrees). The reconceptualization of the PhD program through this single track was supported primarily by the Department of Languages, Linguistics, and Comparative Literature, as well as the Department of English.

There are no faculty appointed in the PhD program, but rather all that participate do so from their position as faculty in their various home departments), as of January of 2017 when then Dean Heather Coltman and Associate Dean Michael Horswell (now Dean of the College) drafted and secured the department chairs support for a course release policy for faculty mentoring PhD students.

The advent of the School of Interdisciplinary Studies in the Humanities and Social Sciences, now houses the PhD program in Comparative Studies among other interdisciplinary degrees, giving the PhD program a viable administrative space or “home” from which to operate.

The college made the strategic decision during the reboot to make the Associate Dean of Graduate Study and Research, Dr. Michael Horswell, the Director of the Comparative Studies PhD program. This tradition has continued, with the current Associate Dean of Graduate Studies, Dr. Adam Bradford, acting in this capacity.

In the spring of 2018 the program approved a Masters en Passant option that would allow qualified students holding a bachelors degree to matriculate into the PhD program and earn an MA in a field represented in either the humanities or social science departments in the college along the way to the PhD.

The PhD program in Comparative Studies has also launched the track in Culture, Society, and Politics.

In addition to these substantive changes, the program has worked to creatively increase graduate stipend dollars for students – primarily by making summer opportunities/fellowships available for students.

Part 2: Findings

A. Highlighted Department Strengths

The program strengthens the University, utilizes resources extraordinarily well, and also adds strength to the overall educational pattern of the state. One of its greatest strengths is that it appeals not only to traditional Ph.D. students, but also to those who have goals outside the academy.

The philosophy of the program, its working both within and beyond disciplinary boundaries, and its admirable flexibility are consistent with a rather widespread trend toward interdisciplinary studies among American universities. Many universities now pursue interdisciplinary intellectual emphases as a goal, and they would be well advised to view the program at Florida Atlantic University as a model to emulate.

The structure of the program aims to make available pathways outside the academy, thus potentially opening wide career opportunities unavailable in more traditional curricula

The program is large, and it potentially draws upon the entire graduate faculty. By so doing, it makes possible a great breadth of mentorships, as well as depth.

The nature of the program encourages an admirable diversity of the student body. With proper support, the resulting mix almost assuredly will provide an atmosphere of intellectual excitement that encourages the broadest of education for every student.

B. Highlighted Department Weaknesses/Challenges

There is a need to re-tool the curriculum toward the new Culture, Society, and Politics track. That track makes possible greater social science emphasis, and expanded opportunities for students beyond the existing humanities emphases.

The lack of a dedicated director is a considerable challenge for this program. It is recommended that the director be freed from other administrative responsibilities.

There is a need for appointed associate directors for each track. These could be part-time appointments, and include course release for the associate directors. Student advising should be greatly improved by having advising come from associate directors associated with disciplines related to the students' own discipline(s).

Improving the stipend could help greatly to attract more students and ensure that those in the program are able to complete their degrees.

The program seems certainly to have suffered from high faculty turnover.

The provision of more research funding opportunities that specifically promote the goals of the CS program would help support faculty accomplishment, and make participation in the program an attractive opportunity.

More faculty from various fields (outside of language and literature) need to participate in the CS program. These should especially include faculty from the social sciences and faculty from outside the College.

Course scheduling conflicts need to be addressed to enable more choice, and better block scheduling for students.

An opportunity just being tapped into by the program is the BA to PhD pathway for students. This pathway needs careful shepherding to ensure smooth transition, and interdisciplinarity of research projects, as students complete the MA along the way in a specific discipline.

Reviewer Recommendations and responses

A. Problems/Concerns Comparative Studies Needs Additional Funding to Address

1. The need for a dedicated Director.
2. The need for Associate Directors.
3. Graduate student stipends.
4. Faculty turnover.
5. Weak incentive for faculty participation in the program.

B. Problems/Concerns Comparative Studies can/will address (potentially) without the need for additional funding.

1. Reconfiguring the curriculum for the Culture, Society, and Politics (CSP) track.
2. More faculty participation from Social Science faculty (and faculty outside the College).
3. Clarify the role of the student council in the program.
4. Confusion as to available resources.
5. Course scheduling conflicts.
6. The misleading name of the program**.**

C. Other suggestions

1. **Curricular Revision:** The reviewers encourage an examination of CST 7309 syllabi for a broader understanding of the Humanities. They also suggest coursework (perhaps in CST 7309 or CST 7936) that directly addresses theories of interdisciplinarity or transdisciplinarity. In response, the Executive Committee will form a subcommittee to discuss the necessity of or direction of curricular revision. In addition, as noted above, the reviewers argue that a dedicated Director is necessary if substantial curricular revisions are to be made under their aegis.

2. **Expand the Executive Committee for the purposes of the CSP track:** The reviewers say that the Executive Committee should be expanded to include more CSP track contributors. In fact, the committee currently includes representation (1 or 2 members) from each of the core departments who make up the CSP track. This recommendation seems to have been made at the behest of students who did not understand that such changes had already been made. The Executive Committee CSP members unanimously agreed that there is sufficient representation from the Social Sciences on the committee (solicited Chairs also agreed). Catering the program for CSP students and faculty is in progress.

3. **Focus recruitment locally:** The reviewers suggest a return to more Florida-based recruitment strategies may strengthen and grow the program. The Executive Committee discussed the merits of this suggestion and agreed that they prefer to continue to recruit on a national and international scale (international students, in particular, are common to the program). That said, recruiting students from our own MA program and the surrounding community is important, and allows for the inclusion of some "paying customers" in the program (not on GTA-ships). Such recruitment is thus important to the economic viability of the program.

4. **Expand the appeal of the program for non-academic careers:** The reviewers suggest bringing back former students to discuss their non-academic career paths, as well as employers who would be interested in employing those with doctorates in the Humanities and Social Sciences. The reviewers also suggest working more closely with Career Services. The Director (above) expresses his commitment to working with Career Services. Arranging visits and workshops of the kind suggested is a sound recommendation and one to be taken up by either a subcommittee of the Executive committee or by the student council.

5. **Fundraise:** The reviewers and Executive Committee recommend the creation of named fellowships to be funded by local businesses and/or alumni. That is, they recommend fundraising on behalf of the program both by the Development department of the College and by the program itself (but especially the former). It seems that the only way to free the Director up to do some of this kind of work is to follow the above suggestions about a dedicated Director and 2 Associate Directors. That is, resources would be needed in order to create the kinds of resources to support such fellowships. The Executive Committee expressed belief that a more concentrated effort by College Development to raise money for the program would yield results.

6. **Integrate Public Administration:** The reviewers recommend working with the incoming School of Public Administration. Though the School has its own Ph. D. program, the Director will look into the possibility of crosslisting their courses and developing programs with SPA. These seem especially fortuitious for the burgeoning CSP track.

2020 Academic Program Review Summary

Dorothy F. Schmidt College of Arts and Letters
Political Science

Part 1: Overview

A. Degree Programs by Level

BA Political Science
MA Political Science

B. Mission and Purpose

The curriculum of the Department of Political Science contributes to the understanding of American politics, comparative politics, international relations, political theory, and public policy. The program offers a Bachelor of Arts (BA) and Master of Arts (MA) degree. The Department's teaching and research reflect social science epistemology. Political science courses develop research skills, written and oral communication skills, and critical thinking skills that are valuable for other academic majors as well as professional fields.

C. Major changes since the last program review

• The Department hired Dr. Annette LaRocco, who teaches and researches African politics and conservation policy, and Dr. Angela Nichols, who teaches and researches human rights.

• A Ph.D. track in the Social Science has been created, providing Political Science faculty with greater access to the doctoral program and its students.

• The allocation of GTAs to the Department increased from twelve (12) in 2013 to fifteen (15) in 2018.

• Additional large-enrollment (100+) classes were added to the Department's offerings as suggested in the previous review. • The Department committed to reviewing the Political Science major requirements and considered: (1) adding INR 2002 as a major requirement; (2) balancing the major requirements between American and International/Comparative Politics.

• The Department relocated a professor from the Davie campus to the Boca Raton campus.

• The Department made progress on redesigning and updating its webpage and adding a newsletter.

• The Department revised its Honors in the Major program.

Part 2: Findings

A. Highlighted Department Strengths

- The department appears to be well regarded by the administration of both the college and the university as a high-performing, productive, and strongly functional part of the college and the university.
- The department is extremely dedicated to teaching as demonstrated through discussions with the faculty, measurable student outcomes, and the glowing assessments by political science undergraduate majors and graduate students.
- The four-year FTIC graduation rate, the median wages of graduates, the employment rate within a year of graduation, and the percentage of degrees awarded without excess hours are all well above the college average.
- The department is always seeking innovations in teaching by fostering a practical program of instruction through the incorporation of a Model UN program and campaign internships
- All of the students spoke of the accessibility, dedication, and support of the faculty, while also noting the intellectual rigor and difficulty of the classes and the material.
- Between 2016 and 2018 the faculty published five books, 27 peer reviewed publications, 24 other publications, and attended almost 60 conferences. For 14 full time tenured or tenure track faculty that have a 3 – 2 teaching load, that productivity would match up well with many larger departments in research universities with 2 – 2 teaching loads.
- The department has significant public engagement through Professor Morton's Leon Charney Diplomacy program and the engagement of several faculty with the lifelong learning series.

B. Highlighted Department Weaknesses/Challenges

- *Curriculum:* the number of undergraduate courses listed in the catalog exceeds the small number of faculty. That said, there does appear to be a need for a professional development course. Graduate students expressed a desire for knowing about career options beyond that of pursuing PhD studies. The graduate program, the thesis driven aspect of the MA curriculum represents a strength, but it also represents the program's greatest challenge in that it is intended to be completed in a two-year period. Both faculty and students described the rarity of students who actually graduate in two years.
- *Graduate Recruitment.* The graduate funding stipends are low ($8,500/year), and apparently have not increased since the last Academic Program Review. On the other hand, the number of graduate teaching assistantships has increased due to the department's partnerships with both the Department of Philosophy and the FPAN.
- *Facilities.* There is a need for extra laboratory and graduate student space.
- *Graduate mentoring.* The majority of the faculty expressed a strong commitment to mentoring their graduate students, which as we note above, is a departmental strength. However, this work demands a considerable investment of time and effort that is not distributed equitably among the faculty, and may be disproportionate to the credit that faculty receive.
- *Enrollment.* While the number of majors is relatively high considering the small faculty size, we share the faculty's concern about the decline in majors as reported in the self-study. From AYs 2015/2016 to 2017/2018 major numbers fell from 158 to 120 students (Self-study Table B3). (A similar decline is seen in the number of BA degrees awarded for the same period). However, this phenomenon is consistent with a nationwide pattern that shows 2016 having the fewest anthropology degrees granted nationally since 2009, a pattern common to all social science disciplines without a clear post-graduation path (*"Trends in Anthropology Bachelor's Degrees," American Anthropological Association, 2016*).
- *Departmental factions.* Reviewers noted a divide among faculty about departmental leadership.

C. Reviewer Recommendations

1. How can the department acquire the necessary resources to address its gender and ethnicity imbalance?
2. At a time when the Provost's office is encouraging units to engage in revenue-generating endeavors, what opportunities can the department explore?
3. How might the department attract more majors given the national trend towards STEM majors?

We recommend that the department focus on hiring additional new faculty in research areas likely to enhance the research reputation of the department, and in areas likely to attract minority and female candidates and/or fit within the pillars and platforms of the strategic plan.

we recommend that the department hires are all skilled in quantitative methodology and can teach graduate-level courses in methodology and data analysis.

The department can also seek to hire someone who specializes in identity politics with these data skills. Identity politics is an emerging and important area of the discipline and a research area that has a significant number of female and minority scholars and graduate students. Usually identity politics scholars are associated with political behavior or institutions. Since the department has teaching and research needs in American institutions, particularly Congress, a scholar in identity politics would also support teaching and research in these areas.

We encourage the department to seek a tenure track junior hire and a senior tenured line at the Associate Professor level. That line could be specifically geared towards the hiring of a female or minority candidate. This would immediately address the gender and minority imbalance of junior and senior faculty in the department.

The department could encourage collaborative research grants with scholars at other universities and it could work with the college to provide course release time for scholars actively engaged in grant writing for a major federal agency grant. In the alternative the department could consider allowing a faculty grant applicant to teach an online course, to give faculty more flexibility with respect to instructional time. ***Another avenue is to work with the Research Division to encourage grant writing workshops and bring in scholars from other universities to give talks on grant generation.***

We note that several of the undergraduate and graduate students that we met were considering applying to law school. ***We encourage the department to consider offering a major with a concentration in pre-law.*** We note that many political science and other social science and humanities departments (e.g., history, philosophy, sociology) across the country offer a concentration in pre-law to their majors. Most use this as a tool to attract students to major in political science. We encourage the department to consider this option.

The use of fully online learning courses is another way for the department to attract students. These courses work particularly well with the larger introductory courses in American Politics and Global Issues. We encourage the department to consider this option.

<u>Other Recommendations</u>

First, we encourage the department to consider using long-distance technology learning tools. The Senior Associate Provost informed the review team that the technology exists on both campuses to allow video teaching of any course through several different university AV platforms. In turn this would allow the Davie Campus students a full range of political science courses.

Second, as we have discussed, the faculty should also consider utilizing fully online learning courses. Several faculty already use online learning as part of a hybrid teaching environment so this would not be a major disruption in the learning environment. This is another way to ease the commuting burden across campuses.

Finally, we encourage the department to ask the University and College for some upgrades in the classrooms, hallways, and offices. Several of the students and faculty noted the older and more deteriorated condition of these in the building and department, especially as compared to other buildings and even departments sharing the same floor. We encourage the painting of the offices, hallways, and classrooms in a more modern, clean color and consider replacing the very old flooring with a more modern, safe design.

2020 Academic Program Review Summary

Dorothy F. Schmidt College of Arts and Letters
Sociology

Part 1: Overview

A. Degree Programs by Level

BA Sociology
MA Sociology

B. Mission and Purpose

The faculty of the FAU Department of Sociology are committed to sociology as a critical scholarly endeavor in the service of humanity. The department aims to introduce as many students as possible to the power of "the sociological imagination" and to prepare students to be thoughtful, active and effective participants in shaping the world in the 21st century.

C. Major changes since the last program review

1. A department mission statement was created.

2. Curriculum was restructured around skills rather than substantive areas.

3. A proseminar for graduate students was developed and is taught.

4. A faculty line for a new hire with expertise in quantitative methods and statistics was allocated.

5. A computer lab has been provided for graduate students to foster the development of student quantitative and qualitative analysis skills. 15 new computers were purchased and installed with data analysis software.

6. Two advisory committees (one undergraduate and one graduate) were created and have appointed chairs of each.

7. More large on-line classes have been developed lessening pressure on the limited number of large classrooms available on the Boca campus.

8. An honors program was established as of AY 2018-2019

9. Curricular changes were implemented that have enriched the learning experience for sociology majors. The department has been engaged in a couple of major curricular enhancement projects: the Undergraduate Research Initiative and the Writing Enhanced Curriculum. A new curriculum was designed that requires all students to complete full sociological research projects.

2. Progress has been made on the recommendation to routinely teach SYA 4400 Quantitative methods but the progress has been slowed by staffing challenges.

3. Progress has been made aligning learning outcomes with the structure of the undergraduate major.

4. There are now individualized plans of study developed for each graduate student and based on our seminars' schedules across multiple years.

8. Advising was moved into the College's advising office. In that office, skilled professional advisors are available to advise students on both the major and their other requirements for the degree. Professional advisors are available on both of the campuses on which the degrees are offered. Both the chair and the program assistant are frequently in touch with the advisors who work with Sociology majors; one of us is always available to answer any question that might come up.

Part 2: Findings

A. Highlighted Department Strengths

- The spirit of collaboration and support among tenure track faculty is very strong. Faculty commented on the positive influence of the Chair in building and supporting this culture.

- The Department's commitment to the University's Strategic Plan was carefully articulated in the self-study and reinforced by the Dean who expressed strong interest in linking the College's investment of resources to areas that align with the University's Pillars and Platforms. This commitment is evident in the Department's recent hires, whose areas of specialization are related to the University's Healthy Aging Pillar and Global Perspectives Platform, among others. It is also evident in the College's commitment to the Diversity Pillar in its "cluster hiring" of seven new African American faculty, one of whom will be in the Department of Sociology.

- The Department research profile of the tenure-track and tenured faculty significantly improved over the recent review period. All new hires come from excellent PhD programs and are active researchers. Peer-reviewed publications increased from four in 2015-2016, to 11 in 2016-2017, to 15 in 2017-2018, to 19 in 2018-2019. The faculty have increased book production as well. And, while submitting grant proposals had been unfamiliar in the Department, recently there were a total of seven proposals submitted for external funding.

- The Department has been successful in undertaking a serious effort to engage in program assessment. Most importantly, the faculty have made changes in the curriculum based on data collection and analysis findings.

- The amount and quality of office space allocated to the Sociology Department is commendable. It is also noteworthy that graduate student accommodations are close to faculty offices which is an arrangement that supports greater interaction among faculty and graduate students – a very positive impact on learning and the culture within the Department.

B. Highlighted Department Weaknesses/Challenges

- The Department needs to develop unique programs and courses based on the teaching and research strengths of its faculty.

- The Department is understaffed in administrative support.

- Undergraduate students did not appear to be uniformly well-informed about University support and resources available to help them succeed. The scheduling of classes and office hours may need to be examined to determine whether it is compatible with student needs.

- Inconsistent delivery of College and department newsletters.

- Approximately half of the 35 undergraduate students that the review team spoke to reported that they had not developed a relationship with a faculty member – implying that the other half did – which is an informal way of addressing the concern for more information related to discipline specific issues. While students say they are not getting the information they need, it is not clear whether this is so or if this is a matter of incompatible scheduling of work, classes, and office hours.

- The quality of the fulltime graduate students in Sociology is very strong, whereas the quality of the part-time graduate students appears to be less so. The challenge is working with both types of students and providing each with opportunities to be successful.

- The stipend for graduate students is low compared to other institutions.

- Instructors contribute substantially to the teaching mission of the Department. Their salaries are low, especially given the cost of living in Boca Raton, and they are restricted to one-year contracts, but from all appearances their efforts are appreciated.

- The number of different course preps for tenure-track and tenured members of the faculty is very high. This aspect of the faculty workload undoubtedly has a negative impact on faculty research productivity.

- The level of service performed by the tenure-track and tenured faculty is also high, especially for the associate professors.

Opportunities

- There is strong institutional support for collaboration across disciplines which could be a very important and timely opportunity for the Department. Greater collaboration across research disciplines could increase the number of proposals for external funding, which in turn could increase the quality and impact of scholarly contributions by the faculty. Another area of collaboration could result in not-for-credit or for-credit certificate programs which could be an important source of revenue for the Department as well as a form of community and alumni engagement that would enhance the visibility and help create a distinct identity for the Department.

- The institution has a strong infrastructure for assisting in career placement and internship opportunities in FAU's Office of Career Services. Undergraduate students appeared to be interested in receiving guidance on these matters. Careers Services may introduce Sociology majors to consider options beyond the scope of their current horizons. Internships would be especially important for undergraduate students who do not intend to consider graduate school because they often provide a

potential employer the time to become familiar with the skills and work ethic of the student. Placing students in internships could also increase community and employer understanding of what sociologists have to offer.

Reviewer Recommendations

- **Distinguishing the Department.** The Department has taken important steps to align its resources and focus with the University Strategic Plan, following the direction provided by the Dean of the College. New faculty hires have been made in areas linked to the pillars and platforms. The Department is clearly on a positive upward trajectory. In order to continue on that trajectory, the Department should consider (1) whether the Department has strengths or institutional capacities to distinguish itself from programs offered by other institutions in the State University System; (2) can develop tighter alignment with the University's strategic plan; (3) can become more tightly linked to targeted constituencies within the region, state, and beyond; or (4) some combination of the above.

- **Building Relations with External Constituencies.** Faculty in the Department have different research interests that regional, state, national or international organizations and enterprises may find of value. Fostering more or stronger ties may provide critical sources of external funding and internships and career placement for students. This recommendation is broad, and the review committee recognizes the challenge and time commitment required to build these ties. Successful relationships with external constituencies require that research faculty develop entrepreneurial skills in seeking support for their interests. Perhaps the Dean's Office funding-raising personnel could provide some assistance.

- **Reinforcing Undergraduate Advising.** Improved mentoring would include three areas: (1) the support services infrastructure offered by the University, (2) the curriculum, and (3) career development. A closer relationship between the Department and its undergraduates might also allow them to track their success post-graduation.

- **Supporting Graduate Students.** A strong recommendation is to find a way to increase the stipend for all graduate students in the College.

- **Increasing Administrative Support.** As noted elsewhere in this report, the Department is understaffed.

- **Integrating Non-Tenure Track Faculty.** The Department should increase its efforts to integrate instructors into Department meetings and search deliberations.

- **Improving Department Communication.**

- **Fostering Revenue Generating Visibility.** The Department offers online and in person courses that could contribute to cross-disciplinary certificates available to alumni and the general public, including those who are not geographically close to FAU. One or more certificates drawing upon the expertise of the faculty in the Department and elsewhere could include: Peace, Justice, and Human Rights; Culture and Community (or Urban Issues); Intersectionalities (or Diversity and Inclusion); Applied Research; or some other area initiated by faculty with different but interconnected areas of research.

2020 Academic Program Review Summary

Dorothy F. Schmidt College of Arts and Letters
Women, Gender, and Sexuality Studies

Part 1: Overview

A. Degree Programs by Level

BA Women, Gender, and Sexuality Studies
MA Women, Gender, and Sexuality Studies

B. Mission and Purpose

The Center for Women, Gender & Sexuality Studies at Florida Atlantic University is a strong interdisciplinary program with nationally and internationally known faculty from a variety of disciplines. Students receive credit for courses in fields such as Anthropology, English, Criminal Justice, Communication, History, Languages and Linguistics, Literature, Political Science, Sociology, and of course, Women, Gender and Sexuality Studies.

In keeping with the mission of Florida Atlantic University, our goal is to provide students with both academic and personal development, discovery, lifelong learning, and public engagement. Our program prepares students to think critically about the ways that gender and sexuality interact with politics, culture, ideologies, social structures, and economics, historically and globally, to shape people's lives. Our courses explore gender and sexuality through experiences and standpoints rooted in a diversity of intersecting factors, including class, race, ethnicity, nationality, ability, religion, and age.

C. Major changes since the last program review

- A program budget was provided for the Center. The Center now has both operating and OPS budgets provided by the college.
- The Center was given a three-room suite in a prominent location in the Arts and Humanities
- (AH) building, two faculty offices and a GTA office in the Culture and Society (CU) building, and
- a seminar room/study area in AH. In 2019-2020, the Center moved from its office suite into one
- of the offices in the newly formed School of Interdisciplinary Studies (SIS).

- The office administrator's FTE was increased to 1.0, providing a full 40 hours/week of support
- for the Center.

- A WGSS concentration was developed in the interdisciplinary studies degree as a step towards an undergraduate major in WGSS.

- WGSS has been positioned as central to the success of other units. The WGSS faculty continue to play a significant role in the PhD program and our courses are regularly cross-listed with both the PhD program and with other departments in the college.
- The graduate student manual has been revised with more information on timelines for the thesis. The first year review has been moved up a bit to the end of the semester in which the student completed 18 credits. As this most often means the end of the spring semester, students approved for the thesis now have an additional summer to work on their projects, since they can start work immediately after approval in first year review.
- Each of the core undergraduate courses is offered online at least once.

Part 2: Findings

A. Highlighted Program Strengths

• The two core WGSS faculty members are highly accomplished scholars whose teaching and research bring high visibility to the university and are crucial to the success of the WGSS students, especially the graduate students.

o Dr. Caputi was named an Eminent Scholar by the Popular Culture Association/American Culture Association in 2016, and she currently has a forthcoming book with Oxford University Press. She also recently curated an exhibition at FAU's library.

o Dr. Beoku-Betts is a co-PI on the university's NSF ADVANCE catalyst grant and is president of Sociologists for Women in Society. In 2018-19 she received a Fulbright Scholars Award, and she is co-editor of two forthcoming books with Zed Books and Emerald Publishing Company.

• The new WGSS Director is highly engaged and committed to the program and its success; her training and expertise in queer studies are also crucial to the growth of the WGSS undergraduate concentration in the Bachelor of Arts Interdisciplinary Studies

• The program offers the first Master's program in WGSS in the state of Florida.

• The program's graduate students are highly engaged and ambitious.

• The program's affiliate faculty are highly engaged and have great hope for the future of the program.

• The program is well positioned to initiate collaborations between WGSS and other programs to address FAU "pillars" focusing on the environment (e.g., environmental justice) and healthy aging (especially LGBTQ+ health and aging in the region).

• The program has a highly committed Executive Committee

• The program offers internships that have been crucial to the career success of the M.A. graduates

• WGSS has strong connections within the local community

• Conversations with students confirm that the commitment of the core faculty (Dr. BeokuBetts and Dr. Caputi) is central to the program and its success.

B. Highlighted Department Weaknesses/Challenges

• FAU WGSS currently offers no major or minor. Undergraduate students instead take WGSS

courses toward a certificate or a concentration in Interdisciplinary Studies. Without a major, FAU academic advisors may have little justification for advising students to take courses that are not "degree pursuant." Without a minor, the visibility of WGSS may additionally remain low.

• WGSS currently brings in 5-6 new students per cohort each year. This number needs to be a little higher to ensure a healthy number of graduates from the Master's program. Another related issue is that the number of graduate courses offered, given core faculty sabbaticals and professional obligations (e.g., grant work and leadership in professional societies and on campus), poses challenges for the graduate students trying to complete their programs of study. Relatedly, with few core WGSS faculty and the fact that these faculty members are highly research-active and accomplished, the time the faculty have for mentoring graduate students is sparse. MA students are rarely approved to do a thesis, even though many express preference for this option. The program does not require a methods course, and this adds to students' difficulty in completing a thesis in a timely manner.

• The low stipends continue to be a challenge, although this has to be addressed at the university level. The health insurance is currently an issue at FAU, but healthcare insurance for graduate students is expected to start in Fall 2020.

• Though the FAU Women's, Sexuality and Gender Studies program implies that faculty expertise in sexuality and/or queer studies is central to the program and that courses in these areas are offered, the current WGSS faculty either do not have this particular expertise and/or do not have teaching assignments that enable them to create and/or teach these courses. Affiliate faculty confirmed that they bring this expertise, but their teaching assignments are not routinely in WGSS and/or seats in their classes are not made explicitly available to WGSS students. Relatedly, the WGSS graduate students and core faculty specifically emphasized the need for a graduate course in sexualities or queer theory.

• WGSS has no core faculty member actively teaching in WGSS whose primary area is in sexuality studies/queer studies; the new director has this background but there is no guarantee that she will teach graduate courses in WGSS since her teaching load is in her home department.

Reviewer Recommendations and responses

1. WGSS needs to offer a major or at least a minor
   A. WGSS response

      We enthusiastically concur, and during the period between the program review and submitting this response, the Program Director has submitted a proposal for a program change to the College Undergraduate Programs Committee. We hope to be able to offer the minor by the Spring of 2021. In order to increase interest in the minor, the core faculty are working with the Program Director to propose an IFP course tentatively titled "Gender and Climate Change" that would contribute to the new Climate Change cluster. Dean Ed Pratt has enthusiastically supported this effort and we currently plan to test out the course as a special topics course in the Spring of 2021.

2. WGSS requires additional faculty, ideally in tenure-track sole/joint appointments and alternatively in instructor or postdoctoral lines
3. WGSS needs to increase enrollment in the graduate program, despite low stipends
4. WGSS must strengthen the graduate curricular offerings

5. WGSS must expand offerings related to gender, LGBTQ+, and sexuality studies
6. WGSS requires significant administrative support from SIS, and the Program Director requires mentorship from the Director of SIS and the College
7. The WGSS Advisory Council should expand and diversify to remain sustainable and in line with University policies
8. WGSS is currently spread across multiple buildings, most spaces are locked, and this reduces opportunities for collaboration and community building
9. WGSS should increase recruiting for the graduate program beyond FAU baccalaureates

Mission and Vision of the Wilkes Honors College of Florida Atlantic University

The mission of the Wilkes Honors College is to educate students to the highest intellectual, experiential, and ethical levels, preparing them to thrive and contribute wisely to the general welfare of human society and the planet. Our vision is to be widely recognized as the nation's premier, public honors college with a diverse and flourishing student body of 800-1000 students involved in interdisciplinary cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences.

Major Changes since the Previous Program Review

1. Hiring of new research-intensive faculty lines (including co-hires with HBOI, the College of Science, and the Brain Institute), a budget manager, and director of co-curricular activities and research putting us on track to double our extramural funding from 16/17 levels.
2. Hiring of a full admissions team and transferring that team under the leadership of Student Affairs and Enrollment Management (piloted use of the Common App). Fall 2019 was our largest class ever.
3. Inter-Campus Shuttle instituted for student travel between campuses has made it easier than ever for students to take classes in both Jupiter and Boca Raton.
4. Ties with Scripps and Max Planck strengthened (including MOU for the Max Planck Institute).
5. Website revamp and extensive social media campaigns for the college and campus instituted.
6. The Wilkes Honors College also received the top rating in a comprehensive study of 50 public university honors colleges and programs in *Inside Honors*.
7. Strategic Planning completed in summer 2017 and currently under implementation.

Strengths Listed by the 2019 Program Review Committee

1. Wilkes Honors College's Strong Sense of Identity and Mission.

2. Quality of Wilkes's Faculty.

3. Quality and Diversity of Wilkes Students.

4. Quality of Wilkes's Undergraduate Educational Program.

5. Wilkes's Research Productivity and Capability.

6. Administrative Leadership at Wilkes.

Challenges Identified by the 2019 Program Review Committee

1. Visibility of the Wilkes Honors College, both Locally and Nationally.

2. Growing enrollments and maintaining the quality of the Wilkes Honors College experience and education.

Strategic Goals and Action Plans

Goal 1: To increase the national and local visibility of the Wilkes Honors College of Florida Atlantic University (WHC). We are poised to raise the profile of the college, campus, and the university in the coming years by participating in a branding of the campus as a center of excellence known for its pathway from a STEM high school (Max Planck Academy) to an all-honors curriculum at the lower division, and first-hand experience with interdisciplinary research, neuroscience, and data science at the upper division and graduate levels. The campaign will include enhancing our social media presence, pursuing new advertising in local media including a video advertising campaign and public radio spots, having our students showcase their research at CUR and other conferences, hosting the upcoming Florida Collegiate Honors Council Conference in 2020, and leveraging our alumni network to recruit out of state students. We will also expand our student attendance at conferences aimed at serving diverse students, including Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) and Annual Biomedical Research Conference for Minority Students (ABRCMS). Our goal is to make the ***Wilkes Honors College of Florida Atlantic University*** synonymous with the multiple and unique research partnerships, interdisciplinary curriculum, faculty mentoring, community engagement, and experiential learning opportunities available to our students here in Jupiter.

Goal 2: To double our 2017/2018 baseline extramural funding by 2023 by continuing to make targeted hires with pillars and other units while simultaneously servicing 800 students (including 50 entering annually from the Max Planck Academy) in our interdisciplinary curriculum. At 800 students, the college will reach critical mass for a healthy balance between research-intensive faculty and instructors with primary teaching responsibilities as well as balanced disciplinary representation across the sciences, humanities, and social sciences. We will also coordinate course offerings and cross-list select courses with other units to broaden curricular options.

Goal 3: To develop and pursue a curriculum and integration plan for Max Planck Academy students on campus in collaboration with other stakeholders. We have initiated monthly standing meetings with the CoS and MPA staff to discuss integration of the students into student life, research internships, and other co-curricular activities and to create flight plans for the MPA students in the premedical track in neuroscience and biology as well as plans for psychology and data science. We submitted a data science minor and a data analytics concentration through the UUPC to service both WHC and MPA students and will make strategic hires in this area as the concentration grows. We are also planning curricular innovation to meet the needs of both the MPA students and our incoming freshman. A new initiative will include offering a minimum of four one-credit interdisciplinary co-taught classes during the 2020/2021 academic year and each year thereafter to provide an early experience with interdisciplinary problem solving and approaches to these first-year students. MPA students will also join WHC students during their first semester in the Honors College Forum, to introduce

them to faculty and research opportunities on campus. We will continue to work together with Henderson High School, College of Science, Max Planck Florida, University Advising Services, and Student Affairs to develop a campus-wide curricular, research training, and student support plan to meet the needs of the incoming Max Planck Academy students. **An MOU outlining these collaborations between FAU High School, the Wilkes Honors College, the College of Science, and Office of the Provost was signed 8/8/2019.**

Goal 4: To improve retention and graduation rates. The WHC fall 2017 FTIC retention and progress rates were 84.7% and our fall 2014 four-year graduation was 60.8% (81.8% six-year graduation rate). We seek to improve our retention and progress rates to 90%, our four-year graduation rate to 75%, and our six-year graduation rate to 90% by implementing a variety of retention strategies. Beginning this fall, we will form an enrollment management and retention committee chaired by the associate dean. This committee will initiate standing bi-weekly meetings with key staff members from student affairs, academic affairs, housing, CAPS, and financial aid to track and assist students before they reach a crisis state or consider leaving FAU. The committee will provide recommendations for campus-based initiatives to further improve recruitment and retention. All first-year students will not only receive summer advising from a WHC faculty advisor, they will also have dinner and a one-on-one meeting prior to the first week of classes with their assigned faculty academic advisor. All faculty advisors will receive additional Starfish training to track advisees. In addition, for the first time in Fall 2019, UAS advisors will provide academic success coaching to WHC students and the WCH will pilot test peer advising coaches in conjunction with UAS. We are also revamping the first-year forum course to include mental health and wellness and other college success components and increasing first-year student access to our interdisciplinary co-taught courses. The faculty have also undergone student crisis assistance training and will continue to participate in ongoing professional development workshops aimed at improving faculty support for students. The faculty is also exploring group research projects and capstone experiences (non-thesis options) for students who are not on-track for timely completion of their honors thesis projects. We will also explore a BGS graduation option for the college. Finally, we will begin tracking our social mobility rates via Pell grant graduation rates and incorporate findings into our retention strategies.

Goal 5: To increase the number of prestige scholarship applications among students on the Jupiter campus. The WHC will implement an identification system that will incorporate faculty and staff input and student academic and research achievement for early identification of talented students who will be mentored in preparation of prestige scholarship applications. These students will be identified within their first two semesters on campus to allow for the full range of academic, research, and extracurricular development experiences in collaboration with the dean of undergraduate studies and OURI. Given the WHC's recent success with National Merit Scholar recruitment (with 11 in the incoming 2019 Fall cohort), we anticipate a significant increase in prestige scholarship applications from our students. Our goal is to work closely with the new prestige scholarship committee **to generate a minimum of 25 applications for prestige scholarships from WHC students over the next five years.**

Goal 6: To promote pedagogical innovations across campus and the university. The WHC will increase pedagogical innovations while also expanding curricular STEM offerings by partnering with the College of Science in pursuing NSF, NIH, and HHMI funding for high-impact practices such as course-based undergraduate research experiences, learning communities, and a tiered student mentoring system. With increases in enrollment, we will need creative strategies for scaling up teaching and mentoring and conducting ongoing assessment of new strategies. As a small, flexible environment, the WHC offers an ideal environment for beta testing of novel pedagogical strategies. We will also explore the possibility of initiating a Teacher Training Program that would provide pedagogical training and classroom experience for Max Planck trainees who are seeking to build their classroom skills. The training program would offer professional development opportunities for faculty, postdoctoral, graduate and undergraduate students and would be an attractive component for training program grant proposals. As new teaching and training practices are proven in the WHC, they can be disseminated throughout the university in professional development opportunities provided in partnership with the Provost's Office Fellow for Leadership and Professional Development.

Goal 7: To select and pursue aspirational benchmark institutions. Our goal is to build upon the key performance indicators that contribute to FAU's overall ranking while growing our numbers to make a greater influence on that ranking. We propose the following models to benchmark our metrics: 1) a very high aspirational private college model (Harvey Mudd College) with an 8 to 1 student to faculty ratio; 2) a high aspirational private college model at a large public/private university (Schreyer College at Pennsylvania State); 3) a SUS peer institution of similar projected size that is currently ranked in the top 100 liberal arts colleges by U.S. News and World Report (New College of Florida) with a 10 to 1 student to faculty ratio. We aspire to raise our retention and graduation rates and our national reputation to the levels of the first two institutions while exceeding the endowment and graduations rates of the third. We will submit a profile again in 2020 for the next round of ratings by *Inside Honors* to maintain or improve upon our status as Florida's top-rated public honors college and one of the top-seven rated honors colleges in the country.

Goal 8: To implement a comprehensive 5-year hiring plan to meet enrollment growth, programmatic needs, and research productivity. Sustainable enrollment growth requires investment in additional faculty and staff to build and maintain the low student to faculty ratio necessary for a top-rated honors college (e.g., to maintain our top rating in *Inside Honors*). Modeling enrollment based on this year's incoming class and building to 800 students in fall 2024, we anticipate the need to hire additional tenure-track faculty members, full-time instructors, lab coordinators, and academic support staff members to accommodate growth.