DEPARTMENT OF ANTHROPOLOGY

Dorothy F. Schmidt College of Arts and Letters

Program Review Self-Study

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Table of Contents

Executive Summary 4
Mission and Purpose of the Program 6
Previous Program Review 6
Department Changes since Previous Review 7
Department and Faculty Composition 8
Undergraduate Instruction 9
Assessment 9
Peer and Regional Comparison 10
Interdisciplinary Connections 10
Contributions to the Core Curriculum/Intellectual Foundations Program (IFP) 10
Course Delivery Formats 11
Student Credit Hour (SCH) Productivity 11
Curriculum 12
Internships, Field Experiences, and Study Abroad Opportunities 12
Ecuador Field Program 12
International Opportunities 13
Local Field Opportunities and Internships 13
Teaching 13
Student Population Demographics 14
Advising procedures 14
Retention and Graduation Rates 14
Placement rates/employment profile 15
Student Recruitment 15
M.A. Graduate Program 16
The Curriculum 16
Admissions and Advising 17
Collaborations Beyond FAU Anthropology 17
International Collaborations 18
Graduate Teaching Assistantships 18
M.A. Demographics 18
Graduation 19

Recruitment 19
Placement/Employment 19
B.A. and M.A. Summary 19
Research 20
Research Goals 21
Southeast/Southwest Center of the Florida Public Archaeology Network 22
Service 23
Service Goals 23
Other Program Goals 24
Strengths, Opportunities, Weaknesses, and Threats (SWOT) 25
Strengths 25
Opportunities 25
Weaknesses 25
Threats 26
Resource Analysis 26
Future Directions 27
Questions for Reviewers 27
Appendix 1: Student Learning Outcomes 28
Appendix 2: Department Dashboard Indicators 2017-2018 29
Appendix 3: Abbreviated Faculty CVs 55
Clifford Brown 55
Susan Love Brown 60
Mary Cameron 65
Kate Detwiler 70
Meredith Ellis 74
Arlene Fradkin 78
Michael Harris 81
Max Kirsch 84
Valentina Martinez 90

Executive Summary

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.

An International and Interdisciplinary Focus

The Department of Anthropology is inherently interdisciplinary, global or international in focus, with first hand faculty expertise in North America, South America, Africa, Asia, and Europe. Further, we are deeply engaged in south Florida and in our research connections to diverse cultural and ethnic groups who have settled the region. Additionally, our commitment to place stretches from Palm Beach County south to Key West and west to Ft. Myers, as our grant-funded Florida Public Archaeology Network Center delivers programming across that entire region. The faculty, as a result, are uniquely positioned to provide opportunities and mentorships to a globalized student body.

Productive Undergraduate and Graduate Teaching and Student Opportunity

With a relatively modest-sized faculty (8 tenured/tenure-earning, 1 instructor, and 2 adjuncts), the department delivers a large number of student credit hours, while retaining a focus on mentoring undergraduate students on the individual level. The faculty also produce graduate students whose theses are high quality, original research. Both undergraduate and graduate students have substantial opportunities to participate in field- and laboratory-based research projects here and abroad, under the supervision of our faculty.

An Accomplished Research Portfolio

Between 2013 and 2018, the nine full-time faculty members authored 4 books, 43 peer reviewed articles, 40 technical or scientific reports, and 94 professional presentations; created 2 exhibitions/productions; and submitted 17 grants to external agencies.

Notable external funding successes include an annual Florida Public Archaeology Network grant (total circa $3 million to date) and an Ambassador's Fund for Cultural Preservation grant for work in Ecuador ($110,000). The Department of Anthropology's externally funded sponsored research represents, on average, a majority of the College of Arts and Letters new awards received between fiscal year 2013 and 2019.

Program Changes since 2013

A brief list of major changes since the 2013 program review:

a. 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.
b. 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.
c. Since 2013, the Department's Southeast/Southwest Florida Public Archaeology Network (FPAN) center has expanded to include the Southwest Florida region as well. This grant has generated over $3 million to date. 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.
d. 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.
e. An instructor position was added as a regular instructor line.
f. An undergraduate honors program has been added.
g. A substantial number of eLearning courses have been developed and taught and an online minor is delivered.
h. Directed Independent Research (DIR) courses have been added to the undergraduate curriculum.
i. An internship course has been established.

In Summary

The Department of Anthropology at Florida Atlantic University strives to provide a quality education to our student population at both the undergraduate and graduate levels. Concurrently, the faculty carry out a highly interdisciplinary and international agenda of research and scholarly projects, while providing service to the university as well as to local and professional organizations. As a faculty, we are a group of highly dedicated scholars, teachers, and researchers.

Mission and Purpose of the Program

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. We approach these general interests through a commitment to research based on primary data collection; as anthropologists we emphasize and give priority to the first-hand collection of information in the field and in our laboratories, analysis of these data, and the dissemination of our results to students and to the wider profession. Thus, our teaching and research are very much in a constant and dynamically reinforced synergy with each other. This is coupled with a strong commitment to student mentoring at all levels, focused on the acquisition of academic and research skills.

The department brings together the diverse interests of cultural anthropologists, archaeologists, and biological anthropologists. It is inherently interdisciplinary, global or international in focus, with first hand faculty expertise in North America, South America, Africa, Asia, and Europe. Further, we are deeply engaged in south Florida and in our research connections to diverse cultural and ethnic groups who have settled the region. Additionally, our commitment to place stretches from Palm Beach County south to Key West and west to Ft. Myers, as our grant-funded Florida Public Archaeology Network Center delivers programming across that entire region. The faculty, as a result, are uniquely positioned to provide opportunities and mentorships to a globalized student body. The department work is clearly in harmony with the university's strategic plan's stated goal of building prominent groups of researchers and scholars, as our faculty's involvement in the field of anthropology is recognized in both national and international forums. The department's programs enrich the educational experience of FAU students as described in strategic plan goals, where research and scholarship are actively supported and practiced. The program articulates with local communities as well as communities internationally. The B.A. program provides a strong exposure to the field and to the skills used for generating information. The M.A. program focuses on producing graduates who can skillfully carry out anthropological research, taking it from the concept or the thesis question, through data collection, analysis, and interpretation, and who are therefore prepared to enter doctoral study and professional careers.

Previous Program Review

The last program review of the Department of Anthropology programs was carried out in 2013 under the direction of the College's former interim dean, Heather Coltman. That review enunciated three major findings and recommendations for anthropology: 1) additional tenure-track lines were necessary to

ensure that its programs continued to develop apace with enrollments at all levels of instruction; 2) more reliable and better funding of infrastructure, operating expenses, and graduate assistantships were necessary; and 3) additional support (funding, staffing, and equipment) for new instructional pedagogies and technologies were necessary.

Subsequent to the 2013 program review, the department has witnessed substantial increases in student credit hour production, but no additional tenure-track lines have been funded. However, an instructor position has been provided and that has certainly helped enormously to bolster undergraduate teaching capacity pressures. Infrastructural support has recently been provided by the College for the anthropology teaching laboratory used in both undergraduate and graduate courses. Operating expenses provided by the College have not increased during this time. The department has successfully made use of its funds to provide undergraduate and graduate students with computer workstations. The number of graduate teaching assistantships has increased due to the department's partnership with the Department of Philosophy and a multi-year FPAN grant. However, the size of stipend awards has not increased.

Department Changes since Previous Review

The major changes in the Department of Anthropology since the last program review are as follows:

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

Department and Faculty Composition

The Department of Anthropology is staffed by eight tenured/tenure track professors, one instructor, two adjuncts (occasionally more), and a program administrator. Additionally, the department employs five more individuals through its grant-funded Southeast/Southwest Florida Public Archaeology Network Center. That Center is staffed by a director, outreach coordinator, and secretary in our Ft. Lauderdale office; our Ft. Myers office houses an outreach coordinator and a part-time outreach assistant.

The teaching faculty is made up of 8 tenured/tenure line persons, one instructor, and two adjuncts. The chairperson, counted among the teaching faculty, typically teaches four courses per year. Among all faculty currently teaching, 55% are female, including one African American woman and one Hispanic woman. The tenured/tenure-earning faculty is represented by five professors, two associate professors, and one assistant professor. Academic specialty is comprised of four cultural anthropologists, two archaeologists, and two biological archaeologists. The instructor and one adjunct are both archaeologists as well. The final adjunct is a cultural anthropologist. To increase the department's topical coverage within the field of anthropology as well as to address the high student-faculty ratio (see Table 3), there is a need for additional full-time faculty. For example, the department would greatly benefit by adding an archaeologist who can generate Florida-based research projects. Details on faculty research, areas of specialization, and specific accomplishments are provided in sections below and individual CVs are provided in Appendix 3.

Table 1: Faculty Characteristics

Faculty Member	Discipline	Rank	Geographic Area	Specializations
Clifford Brown	Archaeology	Professor	Mesoamerica	Ceramics, Quantitative analysis
Susan Love Brown	Cultural Anthropology	Professor	Caribbean, U.S.	Intentional Communities, Gender, Ethnicity, Political and Psychological
Mary Cameron	Medical Anthropology	Professor	South Asia	Gender, Caste, Traditional Medicine, Environment
Christian Davenport	Archaeology	Adjunct	U.S.	Palm Beach Co. Archaeology
Kate Detwiler	Biological Anthropology	Associate Prof	Africa	Primate Hybridization and Genetics, Conservation
Meredith Ellis	Bioarchaeology	Assistant Prof	U.S.	Osteology, Childhood

Arlene Fradkin	Archaeology	Professor	U.S., Mediterranean	Zooarchaeology, Museum Studies
Michael Harris, Chair	Cultural Anthropology	Associate Prof	South Asia and South America	Environment, Medical Anthro
Max Kirsch	Cultural Anthropology	Professor	U.S.	Environment, Sex and Gender, Human Rights
Valentina Martinez	Archaeology	Instructor	South America	Ceramics, Lithics. Archaeological Methods
Nancy Stein	Cultural Anthropology	Adjunct	Europe, U.S.	Visual Anthropology, Human Rights, Peace Studies

Undergraduate Instruction

The Department of Anthropology's degree programs are focused on delivering high-quality, contemporary courses in the fields of cultural anthropology, archaeology, and biological anthropology.

The B.A. program focuses on ensuring that all students receive a diverse exposure to the breadth of anthropology. The major requires six credit hours of coursework in each of the subfields, and students are required to take a minimum of six credits of research methods courses. B.A. students benefit from the opportunity to work closely with faculty through directed independent studies on specialized topics and to develop their own particular research interests in the context of the major. In the department, we believe strongly in the role of professor as academic mentor and we remain accessible to students both inside and outside the classroom.

Assessment

The B.A. program's assessment plan is constructed to evaluate instruction and student outcomes. The basic learning goals are: 1) the demonstrated knowledge of major concepts, theories, and methods in anthropology; 2) the ability to communicate anthropological knowledge in written form; and 3) the critical examination of topics in the field with the ability to weigh arguments in a logical, persuasive form. Our most recent assessment overall shows that our students in the sociocultural, biological, and archaeological research methods are performing at the Satisfactory or Above levels. The results have led both the sociocultural research and archaeology methods instructors to modify both course content and expectations regarding final papers.

Our assessment plan is built on the examination of student research papers developed in research methods courses. Faculty members who teach the courses participate in the review of student work. This assessment does sometimes impact the content or pedagogy of methods courses, as reviewers examine course material. The research methods courses, as a result, are consistently reexamined by the faculty who teach these courses in light of developing the skills and capabilities we want from students.

Appendix 1 presents the student learning outcomes used in the assessment.

Assessment of the graduate program took place during the Fall 2018 semester and led to significant program changes that are slated to take effect in the Fall 2020 semester. Those changes are outlined in detail in the Research section of this report.

Peer and Regional Comparison

The Department of Anthropology's B.A. program is similar to other such programs in the southeast region of the U.S. (i. e. University of South Florida, University of Florida, University of Central Florida, University of Georgia). The FAU program requires a minimum of 36 credits in total anthropology credits, of which only 3 credits are from the lower, 2000-level. The rest of the courses must be spread across the cultural anthropology, archaeology, and biological anthropology subfields at the upper division level. The most striking differences between the FAU program and others are that: 1) our major requires an overall greater concentration of credits at the upper division and 2) we require six credits of research methods in the field. The differences are important. Because of these differences, the FAU degree provides undergraduate majors with a more solid, skills-based degree. In addition to these differences, the department faculty at FAU participate in sponsoring many of our undergraduates in specialized, directed training in the field and laboratory. Every student has the opportunity to take advantage of one-on-one work with a faculty member. Since our last review, we have hired a new bioarchaeologist to fill the role previously occupied by a biological specialist in brain evolution. This has allowed us to expand our course offerings in bioarchaeology, a field that is in demand currently, both through upper division course offerings and in directed independent studies/research.

Interdisciplinary Connections

The undergraduate program's courses are linked to interdisciplinary learning pedagogies or curricula across the university, such as the Americas Initiative, Environmental Studies, Women, Gender and Sexuality Studies, Ethnic Studies, Asian Studies, Caribbean and Latin American Studies, Peace Studies and Film Studies. In addition, many of our majors earn a certificate in Geographic Information Systems from Geosciences and the Biotechnology Certificate from Biology.

Contributions to the Core Curriculum/Intellectual Foundations Program (IFP)

The Department provides three courses in the Intellectual Foundations Program and all are in compliance with university and state prerequisites. The course Introduction to Anthropology (ANT 2000), is located in the Foundations of Society and Human Behavior core. Introduction to Biological Anthropology and its lab (ANT 2511/2511L), respectively, are in the Foundations of Science Core. Culture and Society (ANT 2410) is a course that satisfies the Foundations in Global Citizenship – Global Perspectives core. These courses have high enrollment and are lecture-driven forums. All three have undergone significant redesign over the past few years. Introduction to Anthropology has focused on tightly integrating graduate teaching assistant discussion sections and in ensuring that typical historical ethnographic examples from texts are brought into contemporary relief. Additionally, it is being offered online and satisfies the Writing Across the Curriculum requirement. Culture and Society has increased its focus on non-western cultures, placing cultural groups within their contemporary contexts. Introduction to Biological Anthropology has redesigned and strengthened its laboratory manual and classroom exercises and has increased integration between lecture and lab components. An online version is under development and that course will serve

as one of the few online lab courses offered by the university.

Course Delivery Formats

Pedagogically, department courses are delivered in a variety of formats. All faculty members are adept at current standards for delivering course material (e.g., use of computer, projector, and PowerPoint- type presentations). iClicker interactive technology is being used in large lecture IFP/core courses. Five faculty members have been trained in eLearning/online pedagogy and are teaching a variety of courses in that format. It is anticipated that more faculty will be trained in online pedagogy over the next few years and more courses will be offered online in the near future. The department currently offers a minor online.

Student Credit Hour (SCH) Productivity

Table 2 presents the steady enrollment and SCH production in both our lower division and upper division courses. We continue to grow our lower division courses and are on track to increase that growth this academic year. In our previous review, we reported a more than doubling of our lower division credit hours by increasing course sections and course caps. We are beginning a second phase of growth now with our lower division courses, as we push to put more sections online. Since our last review our faculty have developed eight online courses in the lower and upper divisions. One new lower division course is in development now, and is expected to have large SCH production. We anticipate seeing another growth in our overall lower division SCH production because of these innovations.

Our undergraduate student credit hour production has increased significantly since the previous program review in 2013. The average SCH production for the years covered in the 2013 review was 6,886 SCH. As can be seen in the table below, total SCH production is significantly greater today, with an average of 9,068 SCH. This represents a 32% increase since the 2013 program review. Its growth is primarily due to the large number of students taught by the instructor.

In our upper division courses, we continue to maintain steady numbers of SCH. As with the lower division courses, we have moved some of our courses online to facilitate steady enrollment and growth during the summer, in particular. It is worth noting that these numbers and the growth that we have experience has all been done without the addition of any new faculty tenure-track lines. In our last review, we noted that the gains that had been recorded since 2005 would likely be maintained, and they were, but future growth at all levels will be quite modest without the addition of new faculty lines.

Department faculty are highly productive. On a per-faculty member basis, we produce a large number of FTEs. Table 2 provides a clear indication that department serve a large number of students. Our per-faculty production rate (student-faculty ratio) has increased over the past three years by 24% and is well above both College and University averages (Table 3). Average class sizes are robust; for example, in Fall 2019 the lower division class size average was 203 (n=5), upper division 39 (n=11), and research methods 16 (n=2). The lower average class size in methods courses speaks to our faculty's focus on the training of students in research skills in an intensive, low ratio setting.

Table 2: Student Credit Hours

Academic Year	State Fundable SCH Lower Division	State Fundable SCH Upper Division	Total SCH Undergraduate
2012-2013	4927	3941	8868
2013-2014	5738	3757	9495
2014-2015	5297	3526	8823
2015-2016	5638	3571	9210
2016-2017	6009	3416	9425
2017-2018	5457	3135	8592
2018-2019 (Fall semester)	3505	2083	5583 (Fall only)

Table 3: Student FTE Produced per Faculty (Student-Faculty Ratio)

Student Level	2015-2016	2016-2017	2017-2018	College of Arts and Letters	University
Undergraduate	56.3	58.4	69.9	51.7	50.5

Curriculum

The B.A. program provides a flexible curriculum designed to ensure broad exposure to anthropology while allowing for significant individual student interests to be explored and skills to be acquired. In regular rotation in the department curriculum are seven biological, seven archaeology, fourteen cultural, and five research methods courses. Additionally, special topics courses are routinely offered. Other courses are offered on an as-needed basis.

The B.A. curriculum requires three credits of lower division introductory material and six credits each of upper division cultural anthropology, archaeology, biological anthropology, and research methods courses. Nine credits of electives provided from the upper division complete the basic major of 36 credits. A student chooses his/her particular combination of courses within each section, making the major a flexible menu as opposed to a fixed set of courses. An honors-in-the-major is available to the high performing student; students pursuing the honors track complete a two semester sequence focused on producing an honors thesis.

Internships, Field Experiences, and Study Abroad Opportunities

The Department offers a variety of opportunities to students for hands-on empirical experience. These include international fieldwork in Ecuador, Nicaragua, Congo, and Tanzania. Our FPAN Center provides student opportunities throughout South Florida. Many students as well do internships with the Palm Beach County Archaeologist and at regional museums.

Ecuador Field Program

The Department's field program in Ecuador trains students in both archaeological and ethnographic field methods in the context of long-term faculty research projects in Manabí Province. These programs attract not only FAU students, but undergraduate and graduate students from other US and UK

universities. To date, the program has trained more than 250 students. The Ecuador program serves as one way to interest students from other universities to consider our graduate program as a viable option for their Master's study. The Ecuador program provides our undergraduates the opportunity to learn how to do field work, as opposed to learning about it only theoretically. The program has led to fifteen M.A. theses from FAU and four Ph.D. dissertations from other universities.

International Opportunities

Individual faculty members are involved in training students in other international field contexts as well, with student-faculty research projects in Mexico and Nicaragua. Undergraduates also have opportunities to work in a genetics lab with our primatologist and some have carried out primate studies in Congo and Tanzania.

Local Field Opportunities and Internships

Our new bioarchaeologist has allowed students to have hands on collection management experiences with skeletal remains here in the US. The Department's Southeast and Southwest Center Florida Public Archaeology Network provides undergraduates and graduate students the opportunity to engage in educational outreach to the school systems of Miami-Dade, Broward, Monroe, Palm Beach, Charlotte, Lee, Collier, Glades, Hendry Counties, to certified local governments, and to the state's Division of Historical Resources. Students, both undergraduate and graduate, participate in internships with the Palm Beach County Archaeologist or other archaeologists from Broward and Miami-Dade. Other opportunities for hands-on experience and developing professional relationships have included students with positions associated with the Seminole Tribe's museum and archaeology program, the History Miami Museum, Boca Raton Historical Museum, Jupiter Inlet Lighthouse and Museum, and the Spady Cultural Heritage Museum. Finally, students are engaged with trips to the Everglades and other regional sites of environmental, cultural, and historic importance.

To more clearly demarcate student involvement in particular off- and on-campus activities linked to their academic programs, the department created specific course numbers for both internships and directed independent research. In prior years we had registered all such student under the directed independent study course title. Thus, as a department we are more directly fomenting student participation in a variety of skills-based training and work in organizations.

Teaching

The department has a standard 3-2 teaching load for all tenure track faculty. Many faculty members teach lower and upper division as well as graduate courses. Additionally, faculty engage in supervision of a significant number of directed independent study (DIS/DIR) hands-on/lab work with students. It is common for faculty to supervise several undergraduate and graduate students each semester. Faculty members are generous with their time in this regard. The Chair often teaches four courses per year, which represents a one course overload, in order to help with department productivity.

Our faculty teach a wide range of courses that deploy a variety of formats, including lecture, flipped classrooms, and online learning. In academic year 2019-2020, the department will offer eight online courses and is currently developing two more courses for future years. This has been a considerable investment of time and resources for our faculty. This innovation will allow us to serve our students in

ways that best meet their needs, and continue to increase our SCH.

Student Population Demographics

We have a diverse student population that reflects our appeal to a wide group of undergraduates. The student population of majors is generally more female than male. Over the last three years, the ratio of female students to male students has remained steady with 2-3 female students for every male student. The Department's programs in terms of race and ethnic composition mirror that of the University as a whole. For 2015-2018, race and ethnicity averaged as follows: 40% white, 16% black, and 35% Hispanic. This is an increase in diversity since our last review, when we averaged 70-72% white, 4-6% black, and 16-20% Hispanic (see Appendix 2).

Advising procedures

Advising is frequently carried out by College advisors, who generally tell students to seek advisement in the department. The primary first contact in the department is the chairperson. Advising is carried out in one-on-one meetings with students in which the major is explained, a general review of the student's status vis-à-vis the major is established, and a general plan for the future is mapped. Oftentimes, students are encouraged to seek further advising in the area of the primary interest, thus diffusing the advising responsibility and input to a wide group of faculty members. Many students take advantage of this field-specific advising. If there is a weakness in the system, it is that not all students seek out early advising, which would obviously be the most helpful to their progress through the major. This is an area that the department could reasonably make improvements on.

Retention and Graduation Rates

Our progress and retention rates (Table 4) are consistent with those of the Dorothy F. Schmidt College of Arts and Letters and with those of the University overall. The figures provided in the table below reflect annual rates that are unstable, primarily due to relatively small numbers of anthropology majors at the freshman level. Given that instability, a better estimate of overall progress/retention during the period is the average of 75.1% for the years in the table below. This figure is less than typical College and University figures and may indicate an area for the department to address.

Table 4: Progress and Retention Rates

Cohort Year	Anthropology Progress %	Anthropology Retention %	DFS College of Arts and Letters Progress %	DFS College of Arts and Letters Retention %	University Progress %	University Retention %
2013	*92.3*	*92.3*	*74.9*	*68*	*74.6*	*65.9*
2014	*50.0*	*50.0*	*77.1*	*73.7*	*77.8*	*72.2*
2015	*88.9*	*88.9*	*78.3*	*75.7*	*77.1*	*74.7*
2016	*81.8*	*81.8*	*82.6*	*81.4*	*80.1*	*78.4*
2017	*62.5*	*62.5*	*83.8*	*81.5*	*82.2*	*80.3*

Our 6-year graduation rates (Table 5) are consistent, on average, with those of the Dorothy F. Schmidt College of Arts and Letters and with those of the University overall. As graduation rates are time-lagged statistics, the department expects improvements in rates, as a major focus of university policy and university structural improvement has focused in on this issue. Four-year graduate rates in anthropology are generally consistent with the College figures, if not, on average slightly higher. Anthropology 4-year graduation rates (Table 6) are generally higher than overall university figures for the time period under review.

Table 5: 6-Year Graduation Rates

Cohort Year	Anthropology 6-Year Graduation %	DFS College of Arts and Letters 6 Year Graduation %	University 6 Year Graduation %
2010	45.5	55.7	49.3
2011	64.0	58.1	50.7
2012	55.6	56.8	51.7

Table 6: 4-Year Graduation Rates

Cohort Year	Anthropology 4-Year Graduation %	DFS College of Arts and Letters 6 Year Graduation %	University 6 Year Graduation %
2010	27.3	25.0	19.0
2011	36.0	27.6	23.7
2012	33.3	29.2	25.3
2013	27.8	35.3	27.2
2014	55.6	41.9	33.7

Placement rates/employment profile

Anthropology B.A. graduates enter the workforce much as any other recent graduate does. The structure of employment in the U.S. today is such that, with the exception for purely vocational degrees, a graduate enters the labor pool as one in a stream of the college-educated. That means that the anthropology B.A.s are entering the corporate or business world, non-governmental organizations, and government with their degree as a primary credential. Some of our students will parlay particular skills acquired during their education at FAU to specific types of careers, for example ethnographic skills utilized in market research jobs, bioanthropology lab skills in private sector testing venues, or archaeology skills in Cultural Resource Management or Environmental Consulting. The aforementioned careers are simple examples only. Students begin their working careers and utilize their analytical skills acquired, their critical faculties, and their communication skills with a wide, anthropological perspective. Wages for anthropology B.A.s are generally consistent with College and University figures (mid $30,000s to low $40,000s).

Student Recruitment

A modest number of first-time-in-college students (FTIC) enter the university with a major of anthropology in mind. Anthropology is not an ordinary part of the high school curriculum, except for specialized programs like the International Baccalaureate program and we certainly do see majors from these backgrounds. Rather, entrance to anthropology as a major is more closely associated with decisions made after entering the university, as students encounter anthropological topics and perspectives, typically

through one of our three introductory courses. However, university practices currently push FTICs to choose a major prior to entrance or within the first semester. Anthropology to incoming freshman is relatively unknown, since it is not a typical part of the high school curriculum. However, some of our faculty members are occasionally called upon to present anthropology to middle and high school classes. For our transfer majors, the exposure to anthropology occurs at the state college level and we receive many such students from Palm Beach State and Broward College.

Our strongest suit is recruiting students interested by anthropology's wide lens or perspective on humans as biological organisms adapting through time and who have developed civilizations and cultures over time that are the roots of the diversity we see in the world today. To many students, this perspective offers a broad framework to understand the complexities of the world, its nation-states, its peoples, and its disjunctures.

M.A. Graduate Program

The Curriculum

The Department's M.A. program is in transition, as we begin a new curriculum beginning Fall 2020. The program is explicitly constructed to produce students who are prepared to either enter the workforce or move on to doctoral study. The M.A. is minimally a two-year degree, with students finishing, on average, in year three (due to field and lab data collection). All graduate students complete a M.A. thesis that represents original research. Most students collect their own data for the thesis (as opposed to relying solely on secondary sources or existing databases), spending time in the lab, museum, or the field (both in Florida and internationally). The M.A.T. (Master of Arts in Teaching) degree is also available. Few graduate students follow this track, as it requires courses in pedagogy and the development of a curricular plan for K-12 students.

The graduate curriculum at FAU is comparable to other university programs that offer the B.A./M.A. degrees. A strength of FAU's program is that, since its inception, it has focused on cultural anthropology, archaeology, and biological anthropology as necessary foundations to the overall M.A. degree in anthropology. Students acquire a specialization in one of these subfields through their particular thesis work and coursework. Many B.A./M.A. programs of comparable size tend to focus more on two of the three subfields, for example cultural anthropology and archaeology. However, our department's delivery of three disciplines places us at a competitive advantage regionally.

In 2019, the department renovated its curriculum to focus our efforts on more timely graduation. The changes to be instituted include reducing the anthropological theory seminar from two to one semester; eliminating two advanced research seminars; the addition of a requirement that students take a class on research methods focused on their specific subfield (cultural anthropology, archaeology, or biological anthropology), a new course in proposal development and writing, and more opportunities for new seminars. The general intent of the changes is to improve the efficacy and efficiency of the program, and specifically, to shorten time to graduation and improve graduation rates.

The redesigned curriculum retains the core of our program: seminars in biological anthropology, cultural anthropology, archaeology, quantitative methods, and anthropological theory. We are adding to this core

the aforementioned courses in methods (field-specific), proposal development, and elective seminars.

The essence of the graduate program is found in the faculty-student interaction. Generally speaking, a faculty member guides the graduate student through an entire research sequence: developing a research question, operationalizing it, contextualizing the question as a contribution to the field of anthropology, linking to the anthropological literature, defining a methodology, creating an analysis plan, and producing a thesis proposal that is publicly defended. Subsequently, the student carries out the data collection, analysis and thesis write up. The M.A. thesis in anthropology is an arduous process, requiring a significant time investment from the student and the faculty members associated with the thesis. The results are high quality, research-based, original theses.

Admissions and Advising

The graduate program accepts applications on a rolling basis. Minimally, we require a university GPA of 3.0, GRE (no stated cutoff), two letters of recommendation, transcripts, and a statement of purpose. Admissions decisions are based on faculty input in the following manner: once all parts of the application are complete, the student's materials are printed and topped with a cover page that includes all faculty names and space for individual commentary. The packet circulates through the department faculty, acquiring written feedback and an accept/reject indication from each. Acceptance/rejection is based on majority opinion.

In a typical year, the anthropology graduate program admits 10-15 students. Upon entrance to the first semester, students meet with the Graduate Director and develop a plan of study for the degree program. Students are also assigned an initial faculty advisor with whom to consult on their progress and development of thesis interests. Many students change advisors as their individual interests are refined and they move toward writing a thesis proposal.

Collaborations Beyond FAU Anthropology

Not uncommonly, our M.A. thesis students seek out faculty members from other departments at FAU or elsewhere for thesis committee participation. These types of outside relations are generally related to expertise in a particular area, whether that be methodological, topical, or theoretical. These outside collaborations may as well be linked to the use of others' laboratories or the use of particular types of data, for example the use of GIS databases, software, mapping strategies, and analytic methods.

Graduate faculty members serve on thesis and dissertations beyond the confines of the Department of Anthropology. Some of our faculty members have served as chair or members of doctoral committees in Geosciences and Integrative Biology programs. In addition, we have faculty who participate on doctoral committees as chair or member for the College's Comparative Studies doctoral students, and we expect this number to increase as the new Social Sciences track fully develops. Some anthropology faculty members serve on thesis/dissertations committees in Nursing and the College of Design and Social Inquiry. Finally, we expect some of our faculty to contribute to the new MS program in Data Science.

International Collaborations

As previously noted, many of the faculty carry out research in non-U.S. locations and this experience has a direct effect on the training and thesis work of graduate students. The long-term field program in Ecuador has led to 15 master's theses at FAU as well as field training for many more. Many of these thesis students include colleagues from other universities on their committees. Continuing archaeological work in Nicaragua, as well, has provided a number of M.A. theses and/or fieldwork training for at least seven students. The relatively newer opportunities in field primatology in Africa, in the Democratic Republic of Congo and Tanzania, has led to at least four M.A. theses as well as primate molecular genetics laboratory training for many more.

Graduate Teaching Assistantships

The graduate program generally awards about 14 teaching assistantships annually, relatively evenly divided between new and continuing students. Two assistantships are funded through the department's FPAN grant. Additionally, through a partnership with the Department of Philosophy, between six and eight graduate assistantships are available to anthropology graduate students, in that discipline's introductory IFP/core course. The FAU graduate program attracts students from a national pool, with about twenty percent coming from out of state.

Table 7: Graduate Student Credit Hours

Academic Year	State Fundable SCH Graduate I	State Fundable SCH Graduate II	Total SCH Graduate
2013-2014	556	13	569
2014-2015	488	6	494
2015-2016	396	6	402
2016-2017	497	6	503
2017-2018	470	10	480

Table 8: Graduate Student FTE Produced per Faculty (Student-Faculty Ratio)

Student Level	2015-2016	2016-2017	2017-2018	College of Arts and Letters	University
Graduate	3.1	3.9	4.9	2.1	6.0

M.A. Demographics

In general, M.A. demographics are comparable to those for the College and University. The graduate body is skewed slightly toward females. In the three academic years between 2015 and 2018 (Appendix 2), the percentages of female students, in chronological order, were 56%, 54%, and 55%. The Department's program in terms of race and ethnic makeup roughly mirror that of the University as a whole, yet is, overall, slightly less diverse.

Graduation

The program graduated 7 - 13 M.A. students per year from 2015-16 to 2017-18. All students have completed substantial original thesis work. In the anthropology graduate program, students may take longer to complete their theses, in comparison to other social science departments, due to the need for primary data collection in the lab or the field. The anthropology program has no non-thesis option that allows students who do not complete the thesis to graduate.

Recruitment

About one-half of the department's M.A. students are drawn from the FAU undergraduate population. Out of state students are attracted to the program through web presence, listing in the American Anthropological Association's Guide to Departments, a recently developed flyer/mailing, and by recruitment from the Ecuador Field Program that attracts students from a national pool. Over the past year, the department faculty and the College administration have increased outreach to FAU undergraduates. At the department level, we have embarked on an explicit recruitment of our most promising undergraduates and all faculty are encouraged to participate in this endeavor.

Placement/Employment

Employment, salary, and placement data for anthropology M.A. graduates is based on exceedingly low numbers of survey respondents. Hence, what is here offered are some general observations. Of six graduates during a typical year, two or three seek entrance to doctoral programs. Depending on the year, between one and three will be accepted (and the three will be accepted in a 2nd round of application). Non-doctorate seeking students either begin working in a field related to their thesis work or continue within their current careers. The 2019 Bureau of Labor Statistics Occupational Outlook notes that, "Employment of anthropologists and archeologists is projected to grow 10 percent from 2018 to 2028, faster than the average for all occupations" (https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm). The Bureau describes the biggest areas of growth to be in the private sector, in corporate and marketing environments as well as in construction and environmental services.

B.A. and M.A. Summary

In summary, the Department of Anthropology's instructional programs at the B.A. and M.A. levels are successfully delivering a high-quality education that is diverse yet focused, that investigates who we are as humans in both biological and cultural contexts and that examines humanity's deep past and continuing cultural heritage. We do this in our teaching, our scholarship, our research, and our outreach to students and the public. Faculty members are heavily involved in graduate teaching and student mentoring and are devoted to giving much more than called for. However, faculty resources are stretched thin and, in order to meet the university's goals for increasing growth in both the instructional and research sectors, clearly more lines are needed.

Research

The faculty members of the Department of Anthropology engage in substantial and significant research in the fields of cultural anthropology, archaeology, and biological anthropology. The faculty actively seek external and internal funding and have experienced notable success in this regard since the previous program review. The high research productivity of department faculty is carried out within the context of a 3-2 teaching load, substantial undergraduate and graduate student mentoring, and substantial service obligations to the college and university.

Nonetheless, faculty members in anthropology are highly productive. Between 2013 and 2018, the eight full-time faculty members authored 4 books, 43 peer reviewed articles, 40 technical or scientific reports, and 94 professional presentations; created 2 exhibitions/productions; and submitted 17 grants to external agencies. The detailed listing of these is in the included faculty CVs. Notable external funding successes include an annual Florida Public Archaeology Network grant (total circa $3 million to date) and an Ambassador's Fund for Cultural Preservation grant for work in Ecuador ($110,000). As Table 9 below illustrates, the Department of Anthropology's externally funded sponsored research represents, on average, a majority of the College of Arts and Letters new awards received between fiscal year 2013 and 2019. Successes at securing internal, university funded grants and awards are also common, but too numerous to list, and clearly attest to the fact that faculty are active in seeking funds.

Table 9: New Award Amounts, External Sources, by Fiscal Year, 2015-2019*

Year	Anthropology	College	Percent of Total
2015	$315,000**	$324,836**	97%
2016	$329,999	$388,936	85%
2017	$392,292	$436,398	90%
2018	$329,945	$380,260	87%
2019	$429,003	$470,972	91%
Mean	$359,248	$400,280	90%

*Figures provided by Office of Research/Sponsored Research
**2015 Figures calculated from Sponsored Research and GrantsEra

Faculty research in anthropology is heavily dependent on primary data collection in the form of fieldwork and/or laboratory work. The research carried out by department members is international, with members having worked in Ecuador, Argentina, Mexico, Nepal, Nicaragua, Tanzania, Congo, Bangladesh, Italy, etc. as well as in Florida and other parts of the United States. Research interests are diverse and include specializations in primate genetics, economic anthropology, human rights, ecological anthropology,

Maya archaeology, fractal analysis, medical anthropology, zooarchaeology, bioarchaeology, Asian medical systems, communal studies, South American archaeology, psychological anthropology, and political anthropology. In general, faculty members are encouraged to carry out field and/or laboratory investigations and we routinely adjust teaching needs to allow for faculty absences due to primary data collection.

Table 10: Anthropology Research and Scholarly Productivity, 2013-2018

		Anthropology				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Books (including monographs & compositions)	#	1	0	1	0	2
2. Other peer-reviewed publications	#	5	7	12	11	8
3. All other publications	#	4	6	22	4	4
4. Presentations at professional meetings or conferences	#	27	18	18	16	15
5. Productions/Performances/Exhibitions	#	0	0	0	2	0
6. Grant Proposals Submitted	#	3	2	4	5	3

Research Goals

Research goals for Department faculty are threefold: 1) to continue to produce scholarly work in the form of books and/or peer-reviewed publications; 2) to increase the number of grants submitted to external agencies; and 3) to encourage the continued participation of undergraduates and graduate students in faculty research projects. The continued production of scholarly work is part and parcel of the faculty's ongoing professional development and motivation. We define ourselves by and through our research projects. All engage continuously in the research process. This includes the following sample array of faculty research interests: the analysis of zooarchaeological remains from southeastern U.S. sites, bioarchaeology of childhood in 19th century United States, hybridization and ecology of guenons, Ayurvedic medicine in Nepal, ecology and culture in the Everglades, fractal analysis in archaeology, new developments in Nicaraguan archaeology, archaeology in coastal Ecuador, and political ecology in Ecuador.

The goal of increasing the number of external grants submitted can be approached by creating incentives for grant writing. The College to date has begun to support grant writing as an activity worthy of release time and the attention of as Associate Dean. Yet it may be possible to assign faculty fewer service responsibilities in return for dedicated grant writing and this can be accomplished at the departmental level.

The faculty is committed to including both undergraduates and graduate students in faculty research

projects. As previously noted, the Department's Ecuador program annually includes about 12 FAU undergraduates and between 2 and 5 graduate students annually. Primatology research in Africa has included many graduate student projects and the creation of a PCR laboratory that trains undergraduates and graduate students in genetic research and analysis. A contingent of undergraduate and graduate students have been involved in faculty research in Nicaragua over several summers. The Department will remain committed to providing opportunities to its students. The following advantages are important: the opportunity to work closely with a professional in the chosen field; the chance to observe the realities of in-field research projects; and the opportunity to develop professional relationships to enhance their career development.

Southeast/Southwest Center of the Florida Public Archaeology Network

Since the last program review in 2013, the Southeast Center of the Florida Public Archeology Network (FPAN) has been expanded to include the Southwest Florida region as well. The FPAN grant has generated over $3 million to date and funds a program of outreach on archaeology and historic preservation issues to educational institutions (K-12) and community organizations. The program employs a director, 2 program outreach coordinators (one for SE and one for SW region), an outreach assistant, and two graduate student assistants who deliver programming from the southern tip of Key West in Monroe County, through Miami-Dade and Broward, to the northern reaches of Palm Beach County as well as in Charlotte, Lee, Collier, Glades, and Hendry counties in Southwest Florida. The Center is further tasked to articulate with certified local governments (CLGs) over this entire region on historic preservation issues and planning. The Center aids the State of Florida's Division of Historical Resources with both local site-specific data and the dissemination of information to certified local governments. The Center also provides a strong involvement with environmental issues and is a key actor in the Heritage Monitoring Scout program. This program is focused on monitoring the effects of sea level rise on archaeological sites.

The Center has been an excellent means for the Department of Anthropology and FAU to increase visibility, especially in the southern parts of the state and to connect with local audiences (school teachers, community organizations) that are highly diverse and dispersed in the entire region.

Service

Table 11: Anthropology Service Commitments

		Anthropology				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Faculty memberships on department, college or university committees	#	40	38	35	34	41
2. Faculty memberships on community or professional committees	#	10	10	7	11	8
3. Faculty serving as editors or referees for professional publications	#	7	6	6	7	8

All department faculty members engage in a variety of service. In a relatively small department, the service load is proportionately high, due to the simple fact that fewer people must represent the unit in both college and university venues. Faculty members are engaged in committee work stretching from the department up to the university level. Department faculty members engage in this service as part of their assigned faculty responsibilities, but they also go beyond such matters of pure assignment. All of the faculty members engage with committees that suit their interests. A non-exhaustive listing includes the following: Peace, Justice and Human Rights, the doctoral program in Comparative Studies, the executive committee for the Women, Gender, and Sexuality Studies, and Latin American Studies. Anthropology has been a critical member of the ADVANCE/NSF program focused on women in science. Faculty members also devote themselves to the College's Faculty Assembly and the University Faculty Senate.

Professional community/committee engagements are usually carried out by all faculty members, with memberships and executive memberships with national organizations and committees such as the Communal Studies Association and the Nepal and Himalayan Studies Association. Also, two faculty members serve on the Palm Beach County's Historical Preservation Board. Another provides service to the International Baccalaureate program. Most faculty members annually engage regularly in the peer review process for journals, publishers, and granting agencies.

Service Goals

The goals for service are to meet the department's obligations for meaningful collaborations at the College and University levels, while maintaining professional obligations with regard to organizations/associations and editorial/peer-review.

The addition of more tenure line faculty has the potential to greatly impact the overall service burden on department faculty, with the result being to free up time for increased research productivity. There is

the general sense among the faculty that College and University service has become more onerous during the period since the previous review as the number of committees has proliferated.

Other Program Goals

The Anthropology programs, in their entirety, are dependent on the goodwill and generosity of its personnel and students. That is, a successful program like ours is one in which the participants involved are given the freedom to work toward their individual goals while contributing, and feeling obligated to, the greater good of the department. A crucial goal is to maintain and nourish this greater good: encouraging a workplace that values everyone's efforts and individuals who will contribute unselfishly. This basic idea is one that should be understood by faculty, staff, and students.

Another program goal is to create new links to existing university opportunities, particularly a greater articulation and interaction with the university's Pillars and Platforms. These areas have, through structural incentives, offered the greatest opportunities for growth and anthropology has some clear benefits to offer. Critically, our benefit can be described as the human angle: how we behave and adapt to new technologies, to aging, to environmental change, and to our local communities.

Strengths, Opportunities, Weaknesses, and Threats (SWOT)

Strengths

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

Opportunities

a. Collaboration with the university's pillars, with particular connection to Healthy Aging and Environmental Sciences.
b. Collaboration with the university's platforms, especially Data Analytics, Community Engagement, Diversity, Global Perspectives, Peace, Justice, and Human Rights as well as South Florida Culture and Undergraduate Research.
c. Collaboration with the College of Biomedicine's programs, both in teaching and research.
d. Increasing research and student training synergies with the College of Science's Integrative Biology program.
e. For our programs, an overall increasingly large student body that is more diverse, with an interest in exploring this diversity.

Weaknesses

a. The need for more topical courses at both the graduate and undergraduate levels that focus on faculty expertise. With the addition of both more faculty and students, the curriculum can be moved in this direction.
b. Restricted time for grant preparation.
c. Limitations on the number of graduate research assistantships. Most tuition waivers are only earmarked for instructional personnel.
e. Lack of an active southeast Florida field archaeology component. Small and medium-sized contracts could be generated for cultural resource management work.
f. Limited opportunities for new hires.

Threats

a. Statewide prioritization of some degrees as more valuable than others. It appears that the importance of anthropological skills is overlooked in both discussions of statewide workforce needs and the push to favor narrowly defined STEM fields.
b. A flat budget within the context of increasing student credit hours.
c. A generalized corporatization of university structures and academics focused not on what faculty believe students should learn and know, but what will generate dollars or credit hours.

Resource Analysis

There are a number of resource issues that must be addressed to meet all of the programmatic needs of Anthropology.

a. Tenure line hires in new areas of anthropology that can address contemporary issues and problems, for example an environmental specialist and a specialist in the anthropology of emerging technologies.
b. Addition of another instructor, as the current instructor's SCH productivity is at capacity. A new instructor would also assist with the addition of more online offerings.
c. The curation facility for storage of osteological, ceramic, and lithic materials must be renovated to modern museum-grade protocols. Plywood cabinets do not fill this need.
d. The Department's wood shop can be renovated for extra laboratory and graduate student space.

Future Directions

The changes anticipated in anthropology for the near-term future includes adapting to the following trends:

a. Continued pressures to increase teaching productivity and continuing to improve the department's research profile, especially through increased external grant submissions.
b. The addition of more faculty, with the hope to be able to develop new initiatives at both the undergraduate and graduate level. A Pillar hire should be pursued.
c. Creating and nurturing the relationships for collaborating successfully on new initiatives, including the pillarsand platforms alluded to earlier.

Questions for Reviewers

a. How can the Department of Anthropology position itself more forcefully within the context of STEM initiatives, while retaining its linkages to the humanities?
b. What additional resources will provide the unit with the ability to increase its teaching and scholarly productivity?
c. How can the department increase its research productivity, given local constraints?
d. Are there national trends in anthropology with which the Department should be looking to engage?

Appendix 1: Student Learning Outcomes

The Anthropology curriculum is designed to ensure that each student receives a broad background in the discipline. Additionally, the program is built for each student to have the flexibility to specialize in their particular interest through further coursework.
A major requirement is that all students complete at least six credits in research methods. The research methods courses in the Department of Anthropology provide the opportunity for students to demonstrate learning outcomes in the areas of content knowledge, communication skills, and critical thinking in a variety of contexts. These research methods courses are:

ANT 4116 (Archaeological Research Methods)
ANT 4192 (Research Methods in Bioarchaeology)
ANT 4495 (Research Methods in Cultural Anthropology)
ANT 4802 (Ethnographic Fieldwork)
ANT 4824 (Fieldwork in Archaeology)
ANT 4905 (Directed Independent Study)
ANT 4917/4918 (Directed Independent Research)

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of the major concepts, theories, and methods of each of the three subdisciplines: archaeology, biological anthropology, and cultural anthropology.
Assessment of students will be based on demonstration of satisfactory or better performance (on average) on exams, papers, and other coursework for two upper division courses in each of three subdisciplines (archaeology, biological anthropology, and cultural anthropology) for individual graduating students. Refer to the degree requirements for a list of these courses.

COMMUNICATION (Written Communication): Students will demonstrate the ability to communicate anthropological knowledge in written form. Depending on topic, students will produce written work in conformity with the publication guidelines of the American Association of Physical Anthropology, the American Anthropological Association, or the Society for American Archaeology.
Each student will complete six credit hours in anthropology research methods courses for which in-depth papers (10 pages or more) are required and in which the successful student is evaluated "satisfactory" or better on such papers.

CONTENT KNOWLEDGE (Declarative Knowledge): Students demonstrate knowledge of the major vocabulary, concepts, theories, and arguments associated with a research question or topic.
Assessment of students will be based on demonstration of satisfactory or better performance on literature review and research significance sections (or equivalents) of research papers or laboratory reports in research methods courses.

CONTENT KNOWLEDGE (Research Skills): Students will demonstrate the ability to apply basic data collection strategies and methodologies to anthropological research projects based on library research, field research, or laboratory research.
Assessment of students will be based on demonstration of satisfactory or better performance on methodology sections of research papers or laboratory reports in research methods courses.

CRITICAL THINKING (Analytical Skills): Students will demonstrate the ability to conduct library or field-based research on an anthropological topic that demonstrates critical, analytical (qualitative and/or quantitative), or technical skills.
Assessment of students will be based on demonstration of satisfactory or better performance on analysis sections (or equivalents) of research papers or laboratory reports in research methods courses.

Appendix 2: Department Dashboard Indicators 2017-2018

I Instruction

A Assessment goals and outcomes for each degree program (reported separately)
B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction
Anthropology

				Anthropology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Tenured & tenure-earning faculty	**Professor, Assoc Professor, Asst Professor**	**Total Headcount**		7	8	8	173	695
		Total Person-Years		6.1	6.6	6.7	138.6	579.4
		Person-Years Devoted To Instruction		3.3	3.2	3.4	74.3	270.0
		Total FTE		8.1	8.8	8.9	184.8	772.5
		FTE Devoted to Instruction		4.4	4.3	4.5	99.0	360.1
Non-tenure-earning faculty	**Instructors, Lecturers, Visiting Faculty**	**Total Headcount**		1	1	1	40	239
		Total Person-Years		0.8	0.8	0.7	33.7	192.7
		Person-Years Devoted To Instruction		0.8	0.8	0.7	32.5	148.5
		Total FTE		1.0	1.1	1.0	45.0	256.9
		FTE Devoted to Instruction		1.0	1.1	1.0	43.4	197.9
Other personnel paid on faculty pay plan	**Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc**	**Total Headcount**					26	159
		Total Person-Years					21.8	131.6

		Person-Years Devoted To Instruction					20.6	68.2
		Total FTE					29.1	175.5
				Anthropology			**College Total**	**University Total**
				2015-2016	**2016-2017**	**2017-2018**	**2017-2018**	**2017-2018**
		FTE Devoted to Instruction					27.5	90.9
Adjuncts	--	**Total Headcount**		5	4	3	124	701
		Total Person-Years		0.6	1.0	0.9	25.3	133.9
		Person-Years Devoted To Instruction		0.5	0.8	0.6	24.4	128.0
		Total FTE		0.8	1.4	1.2	33.8	178.5
		FTE Devoted to Instruction		0.7	1.0	0.9	32.5	170.7
Graduate Assistants	--	**Total Headcount**		30	31	28	230	1,254
		Total Person-Years		9.7	8.3	10.0	72.6	389.5
		Person-Years Devoted To Instruction		8.7	1.9	9.0	65.6	247.0
		Total FTE		12.9	11.1	13.3	96.8	519.3
		FTE Devoted to Instruction		11.6	2.6	12.0	87.4	329.4
Other	--	**Total Headcount**		2			27	280
		Total Person-Years		0.8			2.1	27.9
		Person-Years Devoted To Instruction		0.7			1.6	16.9
		Total FTE		1.0			2.8	37.2
		FTE Devoted to Instruction		1.0			2.2	22.5

Total	**Total Headcount**		45	44	40	620	3,328
	Total Person-Years		17.9	16.7	18.3	294.2	1,454.9
			Anthropology			**College Total**	**University Total**
			2015-2016	**2016-2017**	**2017-2018**	**2017-2018**	**2017-2018**
	Person-Years Devoted To Instruction		14.1	6.7	13.7	219.0	878.6
	Total FTE		23.9	22.3	24.4	392.2	1,939.9
	FTE Devoted to Instruction		18.8	8.9	18.3	292.0	1,171.5

Source: Instruction and Research File

Report includes summer, fall and spring semester data
Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.
Adjuncts and Grad Assistants are counted in each department where they had an appointment.
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Anthropology

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Asian or Pacific Islander	**Female**				3	44
	Male				5	101
	Total				8	145
Black (Not of Hispanic Origin)		0				
	Female	1	1	1	9	38
	Male				5	24
	Total	1	1	1	14	62
Hispanic	**Female**	1	1	1	17	39
	Male				6	33
	Total	1	1	1	23	72
White (Not of Hispanic Origin)		0				
	Female	3	4	4	93	326
	Male	3	3	3	99	409
	Total	6	7	7	192	735
Total		0				
	Female	5	6	6	122	447
	Male	3	3	3	115	567
	Total	8	9	9	237	1,014

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Anthropology

Adjuncts		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
American Indian/Alaskan Native	**Female**					1
	Male					1
	Total					2
Asian or Pacific Islander	**Female**				1	12
	Male					14
	Total				1	26
Black (Not of Hispanic Origin)	**Female**				6	49
	Male				3	34
	Total				9	83
Hispanic	**Female**				15	47
	Male				10	33
	Total				25	80
White (Not of Hispanic Origin)	**Female**	2	3	2	48	287
	Male	3	1	1	41	223
	Total	5	4	3	89	510
Total	**Female**	2	3	2	70	396
	Male	3	1	1	54	305
	Total	5	4	3	124	701

Source: Instruction and Research File

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Anthropology

				Anthropology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	#	58	49	52	1,944	5,462
			# Enrolled	3,071	3,128	2,827	55,028	203,379
			Avg Section Enrollment	**52.9**	**63.8**	**54.4**	**28.3**	**37.2**
		Sections Faculty-Taught	#	43	38	42	1,405	3,682
			%	**74.1**	**77.6**	**80.8**	**72.3**	**67.4**
	Lab	**Sections Offered**	#	8	8	8	24	902
			# Enrolled	199	195	178	415	16,280
			Avg Section Enrollment	**24.9**	**24.4**	**22.3**	**17.3**	**18.0**
		Sections Faculty-Taught	#	4	8	8	20	468
			%	**50.0**	**100.0**	**100.0**	**83.3**	**51.9**
	Discussion	**Sections Offered**	#	14	12	7	119	322
			# Enrolled	309	226	168	2,837	8,205
			Avg Section Enrollment	**22.1**	**18.8**	**24.0**	**23.8**	**25.5**
		Sections Faculty-Taught	#	14	12	7	119	270
			%	**100.0**	**100.0**	**100.0**	**100.0**	**83.9**
	Other Course Types	**Sections Offered**	#	35	31	41	504	1,374
			# Enrolled	43	37	54	3,476	8,508
			Avg Section Enrollment	**1.2**	**1.2**	**1.3**	**6.9**	**6.2**
		Sections Faculty-Taught	#	31	30	40	333	1,058
			%	**88.6**	**96.8**	**97.6**	**66.1**	**77.0**

				Anthropology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Graduate	**Lecture/Seminar**	**Sections Offered**	**#**	9	9	11	195	1,840
			# Enrolled	89	109	80	1,320	23,939
			Avg Section Enrollment	**9.9**	**12.1**	**7.3**	**6.8**	**13.0**
		Sections Faculty-Taught	**#**	9	9	11	193	1,485
			%	**100.0**	**100.0**	**100.0**	**99.0**	**80.7**
	Lab	**Sections Offered**	**#**				1	80
			# Enrolled				8	577
			Avg Section Enrollment				**8.0**	**7.2**
		Sections Faculty-Taught	**#**				1	52
			%				**100.0**	**65.0**
	Other Course Types	**Sections Offered**	**#**	59	66	90	347	1,964
			# Enrolled	86	88	102	481	3,936
			Avg Section Enrollment	**1.5**	**1.3**	**1.1**	**1.4**	**2.0**
		Sections Faculty-Taught	**#**	59	65	90	339	1,865
			%	**100.0**	**98.5**	**100.0**	**97.7**	**95.0**

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

B 4 a Majors Enrolled By Level (Annual Headcount)
Anthropology (Program CIP: 450201)

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	158	139	120	4,293	28,345
Masters/Specialist	50	46	44	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	**208**	**185**	**164**	**4,688**	**37,452**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Anthropology (Program CIP: 450201)

			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional	**Asian or Pacific Islander**	**Female**					16
		Male					22
		Total					**38**
	Black (Not of Hispanic Origin)	**Female**					12
		Male					8
		Total					**20**
	Hispanic	**Female**					15
		Male					13
		Total					**28**
	White (Not of Hispanic Origin)	**Female**					67
		Male					86
		Total					**153**
	Not Reported	**Female**					2
		Male					9
		Total					**11**
	Total	**Female**					112
		Male					138
		Total					**250**
Undergraduate	**American Indian/Alaskan Native**	**Female**	1	3	2	16	102
		Male		1		10	85
		Total	**1**	**4**	**2**	**26**	**187**
	Asian or Pacific Islander	**Female**	3	4	3	126	896
		Male	3	2	1	50	725
		Total	**6**	**6**	**4**	**176**	**1,621**
	Black (Not of Hispanic Origin)	**Female**	21	19	16	519	3,884
		Male	6	2	3	352	2,427
		Total	**27**	**21**	**19**	**871**	**6,311**

			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Hispanic	**Female**	39	36	32	777	4,458
		Male	12	11	16	454	3,191
		Total	**51**	**47**	**48**	**1,231**	**7,649**
	White (Not of Hispanic Origin)	**Female**	50	44	29	1,064	6,037
		Male	21	12	12	805	5,398
		Total	**71**	**56**	**41**	**1,869**	**11,435**
	Non-Resident Alien	**Female**		2	2	54	417
		Male		2	2	27	492
		Total		**4**	**4**	**81**	**909**
	Not Reported	**Female**	2	1	2	21	129
		Male				18	104
		Total	**2**	**1**	**2**	**39**	**233**
	Total	**Female**	116	109	86	2,577	15,923
		Male	42	30	34	1,716	12,422
		Total	**158**	**139**	**120**	**4,293**	**28,345**
Graduate	**American Indian/Alaskan Native**	**Female**				1	13
		Male					8
		Total				**1**	**21**
	Asian or Pacific Islander	**Female**	2	1	2	11	198
		Male	1	1	1	4	126
		Total	**3**	**2**	**3**	**15**	**324**
	Black (Not of Hispanic Origin)	**Female**	1		1	24	688
		Male				19	288
		Total	**1**		**1**	**43**	**976**
	Hispanic	**Female**	2	4	3	47	658
		Male	5	4	4	32	411
		Total	**7**	**8**	**7**	**79**	**1,069**
	White (Not of Hispanic Origin)	**Female**	22	20	18	130	1,648
		Male	15	16	15	91	1,188

		Total	**37**	**36**	**33**	**221**	**2,836**

			Anthropology			**College Total**	**University Total**
			2015-2016	**2016-2017**	**2017-2018**	**2017-2018**	**2017-2018**
	Non-Resident Alien	**Female**	1			24	239
		Male	1			11	319
		Total	**2**			**35**	**558**
	Total	**Female**	28	25	24	237	3,444
		Male	22	21	20	157	2,340
		Total	**50**	**46**	**44**	**394**	**5,784**
Unclassified	**American Indian/Alaskan Native**	**Female**					5
		Male					1
		Total					**6**
	Asian or Pacific Islander	**Female**					178
		Male					115
		Not Reported					1
		Total					**294**
	Black (Not of Hispanic Origin)	**Female**					288
		Male					144
		Total					**432**
	Hispanic	**Female**				1	384
		Male					253
		Total				**1**	**637**
	White (Not of Hispanic Origin)	**Female**					847
		Male					666
		Total					**1,513**
	Non-Resident Alien	**Female**					85
		Male					81
		Total					**166**
	Not Reported	**Female**					10
		Male					15

		Total					**25**
	Total	**Female**				1	1,797

			Anthropology			**College Total**	**University Total**
			2015-2016	**2016-2017**	**2017-2018**	**2017-2018**	**2017-2018**
		Male					1,275
		Not Reported					1
		Total				**1**	**3,073**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level
Anthropology

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate Total	**230.2**	**235.6**	**286.4**	**5,525.8**	**21,144.0**
Graduate Total	**12.6**	**15.7**	**20.0**	**221.8**	**2,526.4**
Grad I	12.4	15.5	19.6	197.7	1,969.6
Grad II	0.2	0.2	0.4	24.1	556.8
Classroom	10.9	13.8	17.5	201.7	2,343.6
Thesis-Dissertation	1.6	1.9	2.5	20.1	182.8
Grand Total	**242.8**	**251.3**	**306.4**	**5,747.6**	**23,670.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Anthropology

		Courses offered by:				
		Anthropology			College of Arts & Letters	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**	2.7	4.3	3.3	319.9	1,024.9
	Majors outside the department, but within the college	25.7	25.4	32.0	571.3	2,516.5
	Majors outside the college	112.6	120.6	146.6	2,564.0	5,684.0
	Total	**141.0**	**150.2**	**181.9**	**3,455.2**	**9,225.4**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department	37.1	34.5	42.1	1,222.0	7,113.8
	Majors outside the department, but within the college	22.6	23.8	27.0	383.9	3,207.5
	Majors outside the college	29.5	27.1	35.4	464.6	1,597.3
	Total	**89.3**	**85.4**	**104.5**	**2,070.6**	**11,918.6**
Graduate	**FTE produced by students who are:**					
	Majors within the department	12.0	15.4	19.3	203.8	2,078.8
	Majors outside the department, but within the college	0.2	0.1	0.3	9.1	259.1
	Majors outside the college	0.4	0.2	0.4	8.9	188.5
	Total	**12.6**	**15.7**	**20.0**	**221.8**	**2,526.4**
Total	**FTE produced by students who are:**					
	Majors within the department	51.8	54.2	64.7	1,745.7	10,217.4
	Majors outside the department, but within the college	48.5	49.3	59.2	964.3	5,983.1
	Majors outside the college	142.5	147.8	182.5	3,037.5	7,469.8
	Total	**242.8**	**251.3**	**306.4**	**5,747.6**	**23,670.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

C 3 Degrees Awarded
Anthropology (Program CIP: 450201)

		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Degrees awarded with a:					
Associates	**Single major**					229.0
	All					229.0
Bachelors	**Degrees awarded with a:**					
	Single major	36.0	34.0	29.0	1,057.0	5,734.0
	Double or triple major	2.5		0.5	26.0	88.0
	All	38.5	34.0	29.5	1,083.0	5,822.0
Masters	**Degrees awarded with a:**					
	Single major	13.0	7.0	12.0	95.0	1,574.0
	All	13.0	7.0	12.0	95.0	1,574.0
Specialist	**Degrees awarded with a:**					
	Single major					12.0
	All					12.0
Doctorate	**Degrees awarded with a:**					
	Single major				4.0	140.0
	All				4.0	140.0
First Professional	**Degrees awarded with a:**					
	Single major					64.0
	All					64.0
Total	**Degrees awarded with a:**					
	Single major	**49.0**	**41.0**	**41.0**	**1,156.0**	**7,753.0**

	Double or triple major	**2.5**		**0.5**	**26.0**	**88.0**
	All	**51.5**	**41.0**	**41.5**	**1,182.0**	**7,841.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Anthropology

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	56.3	58.4	69.9	51.7	50.5
Graduate	3.1	3.9	4.9	2.1	6.0
Total	**59.3**	**62.3**	**74.8**	**53.8**	**56.6**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Anthropology (Program CIP: 450201)

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Associates	0	0	0	0	0.5
Bachelors	9.4	8.4	7.2	10.1	13.9
Masters	3.2	1.7	2.9	0.9	3.8
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0.0	0.3
First Professional	0	0	0	0	0.2
Total	**12.6**	**10.2**	**10.1**	**11.1**	**18.7**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT) Anthropology

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Anthropology			College Total			University Total		
		Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018
Undergraduate	**# Sections**	7	27	25	208	880	766	957	2,775	2,411
	Mean Rating	**1.6**	**1.9**	**1.7**	**1.5**	**1.5**	**1.6**	**1.6**	**1.7**	**1.6**
Graduate	**# Sections**				7	71	53	230	564	560
	Mean Rating				**1.3**	**1.5**	**1.3**	**1.6**	**1.6**	**1.6**
Total	**# Sections**	7	27	25	215	951	819	1,187	3,339	2,971
	Mean Rating	**1.6**	**1.9**	**1.7**	**1.5**	**1.5**	**1.6**	**1.6**	**1.7**	**1.6**

Source: Student Perception of Teaching Results, Summer 2017 to Spring 2018

Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately) B 1 Faculty Person Years and FTE Devoted to Research

Anthropology

					Anthropology			College Total	University Total
					2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Departmental Research	.	--	**Person-Years**					0.1	4.2
			FTE					0.1	5.7
	Tenured & tenure-earning faculty	**Professor, Assoc Professor, Asst Professor**	**Person-Years**		1.4	1.7	2.2	38.3	151.2
			FTE		1.9	2.3	2.9	51.1	201.6
	Non-tenure- earning faculty	**Instructors, Lecturers, Visiting Faculty**	**Person-Years**					0.2	3.6
			FTE					0.3	4.8
	Other personnel paid on faculty pay plan	--	**Person-Years**						4.8
			FTE						6.4
	Total		**Person-Years**		1.4	1.7	2.2	38.6	163.8
			FTE		1.9	2.3	2.9	51.4	218.4
Sponsored Research	.	--	**Person-Years**					0.1	6.9
			FTE					0.1	9.2
	Tenured & tenure-earning faculty	**Professor, Assoc Professor, Asst Professor**	**Person-Years**		0.1		0.0	1.1	23.4
			FTE		0.1		0.0	1.5	31.2
	Non-tenure- earning faculty	**Instructors, Lecturers, Visiting Faculty**	**Person-Years**		0.0			0.0	6.1
			FTE		0.0			0.0	8.1
	Other personnel paid on faculty pay plan	--	**Person-Years**						27.3
			FTE						36.4
	Total		**Person-Years**		0.1		0.0	1.2	63.7

			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
		FTE	0.1		0.0	1.6	84.9

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

C 1-9 Research/Scholarly Productivity Anthropology

		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions)	#	1	0	2	10	82
2. Other peer-reviewed publications	#	12	11	8	117	1,308
3. All other publications	#	22	4	4	133	585
4. Presentations at professional meetings or conferences	#	18	16	15	208	1,545
5.Productions/Performances/Exhibitions	#	0	2	0	234	289
6. Grant Proposals Submitted	#	4	5	3	7	272

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation

University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions) per faculty member	0.1	0.0	0.3	0.1	0.1
2. Other peer-review publications per faculty member	1.7	1.4	1.0	0.7	1.9
3. All other publications per faculty member	3.1	0.5	0.5	0.8	0.8
4. Presentations at professional meetings or conferences per faculty member	2.6	2.0	1.9	1.2	2.2
5. Productions/Performances/Exhibitions per faculty member	0.0	0.3	0.0	1.4	0.4
6. Grant proposals submitted per faculty member	0.6	0.6	0.4	0.0	0.4

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B)

A Assessment Goals and Outcomes for Service (reported separately) B 1-3 Service Productivity
Anthropology

		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Faculty memberships on department, college or university committees	#	35	34	41	363	2,508
2. Faculty memberships on community or professional committees	#	7	11	8	131	1,060
3. Faculty serving as editors or referees for professional publications	#	6	7	8	71	499

Source: College Dean's Offices

C 1-3 Efficiency
Data
Anthropology

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Faculty memberships on department, college or university committees per faculty member	5.0	4.3	5.1	2.1	3.6
2. Faculty memberships on community or professional committees per faculty member	1.0	1.4	1.0	0.8	1.5
3. Faculty serving as editors or referees for professional publications per faculty member	0.9	0.9	1.0	0.4	0.7

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

Appendix 3: Abbreviated Faculty CVs

Clifford Brown

CURRICULUM VITAE

CLIFFORD T. BROWN, Ph.D., RPA

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EDUCATION

Tulane University. Ph.D., in Anthropology, August 1999.
Dissertation Title: *Mayapán Society and Ancient Maya Social Organization*
Chair: E. Wyllys Andrews V; Committee members: Victoria R. Bricker, Dan Healan
Tulane University, Master of Arts, in Anthropology, December 1989.
Yale University, Bachelor of Arts, *cum laude*, in Archaeology, May 1983.
Professional Licensure: Registered Professional Archaeologist, ID# 11381, Register of Professional Archaeologists, 2000 to present.

EMPLOYMENT HISTORY

CURRENT APPOINTMENTS

Professor, Department of Anthropology, Florida Atlantic University, Boca Raton, Florida. August 2016 to present.

Research Fellow, Middle American Research Institute, Tulane University, New Orleans, Louisiana. 2002 to present.

PREVIOUS TEACHING APPOINTMENTS

Associate Professor, Department of Anthropology, Florida Atlantic University, Boca Raton, Florida. May 2009 to August 2016.

Assistant Professor, Department of Anthropology, Florida Atlantic University, Boca Raton, Florida. August

2003 to May 2009.

PUBLICATIONS

BOOKS

Witschey, Walter R. T. and Clifford T. Brown (2012). *Historical Dictionary of Ancient Mesoamerica*. Lanham, MD: Scarecrow Press, a division of Rowman and Littlefield.

Brown, Clifford T. and Larry S. Liebovitch (2010). *Fractal Analysis*. Quantitative Applications in the Social Sciences, Monograph No. 165. Thousand Oaks, Calif.: Sage Publications.

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Carter, Nicholas, Lauren Santini, Adam Barnes, Rachel Opitz, Devin White, Kristin Safi, Bryce Davenport, Clifford Brownand Walter Witschey (2019). Country Roads: Travel, Visibility, and Late Classic Settlement in the Southern Maya Mountains, *Journal of Field Archaeology* 44(2): 84-108

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Brown, Clifford T., Larry S. Liebovitch, and Rachel Glendon (2007). Lévy Flights in Dobe Ju/'hoansi Foraging Patterns. *Human Ecology* Vol. 35, No. 1, pp. 129-138.

Brown, Clifford T., Walter R. T. Witschey, and Larry S. Liebovitch (2005). The Broken Past: Fractals in Archaeology. *Journal of Archaeological Method and Theory* Vol. 12, No. 1, pp. 37-78.

Brown, Clifford T. and Walter R. T. Witschey (2003). The Fractal Geometry of Ancient Maya Settlement. *Journal of Archaeological Science* Vol. 30, No. 12, pp. 1619-1632.

Wilde, James D. and Clifford T. Brown (2003). Basic Consultation Requirements of NAGPRA for Federal Land Managers: What's a Manager to Do? *Federal Facilities Environmental Journal* Vol. 14, Number 2, pp. 29-40.

Brown, Clifford T. (2001). The Fractal Dimensions of Lithic Reduction. *Journal of Archaeological Science* Vol. 28, No. 6, pp. 619-631.

Brown, Clifford T. (1993). Ich Noh Cah Mayapán: Organización social yucateca del postclásico tardío. *Boletín del Consejo de Arqueología, 1991*, Instituto Nacional de Antropología e Historia, México, pp. 19-24. México, D.F.

REFEREED BOOK CHAPTERS

Strawinska-Zanko, Urszula, Larry S. Liebovitch, April Watson, and Clifford T. Brown (2018). Capital in the First Century: The Evolution of Inequality in Ancient Maya Society, in *Mathematical Modeling of Social Relationships: What Mathematics Can Tell Us about People*, edited by Urszula Strawinska-Zanko and Larry Liebovitch, pp. 161-192. New York: Springer.

Guderjan, Thomas, Sheryl Luzzadder-Beach, Timothy Beach, Samantha Krause, and Clifford T. Brown (2016). Visualizing Maya Agriculture along the Rio Hondo: A Remote Sensing Approach, in *Perspectives on the Ancient Maya of Chetumal Bay*, edited by Debra S. Walker, pp. 92-106. Gainesville: University Press of Florida.

Brown, Clifford T., April Watson, Ashley Gravlin-Beman, and Larry S. Liebovitch (2012). Poor Mayapán, in *The Ancient Maya of Mexico: Reinterpreting the Past of the Northern Maya Lowlands*, edited by Geoffrey Braswell, pp. 306-324. London: Equinox Publishing.

Witschey, Walter R. T. and Clifford T. Brown (2012). 5000 Sites, and Counting: The Inspiration of Maya Settlement Studies, in *The Ancient Maya of Mexico: Reinterpreting the Past of the Northern Maya Lowlands*, edited by Geoffrey Braswell, pp.170-188. London: Equinox Publishing.

Brown, Clifford T., Larry S. Liebovitch, and Rachel Glendon (2010). Hunter-Gatherers Optimize Their Foraging Patterns Using Lévy Flights, in *Human Ecology: Contemporary Research and Practice*, edited by Daniel G. Bates and Judith Tucker, pp. 51-65. New York: Springer.

Brown, Clifford T. (2010). Reflections on "Metaarchaeology", in *Advancing Phenomenology*, edited by Philip Blosser and Thomas Nenon, pp. 391-400. Contributions to Phenomenology No. 62. Dordrecht: Kluwer Academic Publishers.

Brown, Clifford T. (2006). Water Sources at Mayapán, Yucatán, México, in *Precolumbian Water Management: Ideology, Ritual, and Power*, edited by Lisa Lucero and Barbara Fash, pp. 171-188. Tucson: University of Arizona Press.

Brown, Clifford T. (2005). Caves, Karst, and Settlement at Mayapán, Yucatán, in *In the Maw of the Earth Monster: Mesoamerican Ritual Cave Use*, edited by James E. Brady and Keith M. Prufer, pp. 373-402. Austin: University of Texas Press (The Linda Schele Series in Maya and Pre-Columbian Studies).

FUNDED GRANTS

(Unfunded proposals omitted)

EXTERNAL

Instrumental Neutron Activation Analysis of Archaeological Ceramics from Chinandega, Nicaragua (National Science Foundation [NSF] Archaeometry subsidy)
Dates: 2018
Role: Principal Investigator
Amount: $11,940
Funding source: NSF Archaeometry grant to the University of Missouri Research Reactor (MURR) (NSF grant number 1621158).

Remote-Sensing Detection of Ancient Cultural Features in the Maya Area of Mesoamerica.
Dates: 2017-2019
Roles: Co-Principal Investigator.
Amount: The commercial value of the dataset is between $727,000 and $908,000.
Funding source: German Aerospace Centre (DLR).

Southeast and Southwest Regional Public Archaeology Centers of the Florida Public Archaeology Network.
Dates: 2008-present. Annually recurring.
Roles: Co-author of proposal. Co-Principal Investigator. Member of grant supervisory committee.
Amount: $2,759,622 from 2/1/2007 – 6/30/2018; current year's funding: ~$300,000.
Funding source: Florida Public Archaeology Network, University of West Florida.

Additional Archaeological Cataloguing and Rehabilitation Jupiter Inlet site
Dates 2017-2018
Role: Principal Investigator
Amount: $15,000
Funding Source: United States Bureau of Land Management

Archaeological Cataloguing and Rehabilitation Jupiter Inlet site
Dates: 2016-2018
Role: Principal Investigator
Amount: $44,791
Funding Source: United States Bureau of Land Management

Archaeological Curation
Dates: 2013-2018
Role: Principal Investigator
Amount: $11,875 over 5 year term, or $2375/yr.

Funding Source: United States Bureau of Land Management

Old Vero Ice Age Sites Archaeological Excavation and Analysis
Dates: 2016-2017
Role: Role: Co-Principal Investigator, Project Advisor
Amount: Total: $60,000+: $50,000 award plus $10,100 match from FAU and additional matching funds from the Old Vero Ice Age Sites Committee.
Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, S1705 and match from the Old Vero Ice Age Sites Committee

Old Vero Ice Age Sties Archaeological Materials Analyses
Dates: 2015-2016
Role: Role: Co-Principal Investigator, Project Advisor
Amount: Total: $60,000+: $50,000 award plus $10,100 match from FAU and additional matching funds from the Old Vero Ice Age Sites Committee.
Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, S1606 and match from the Old Vero Ice Age Sites Committee

Continued Excavation, Documentation, and Analysis of Materials from the Old Vero Ice Age Site
Dates: 2016-2017
Role: Co-Principal Investigator, Project Advisor
Amount: Total $525,000: $350,000 award plus $175,000 match from community.
Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, SC714 and match from the Old Vero Ice Age Sites Committee

Continued Old Vero Site Archaeological Study
Dates: 2015-2016
Role: Co-Principal Investigator, Project Advisor
Amount: Total $525,000: $350,000 award plus $175,000 match from community.
Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, SC604 and match from the Old Vero Ice Age Sites Committee

Speleothem Proxies for Interactions of Climate, Land Use, and Culture in the Ancient Maya Lowlands.
Dates: 2007-2010
Role: Co-Principal Investigator. Principal investigator: Bruce Dahlin[†], Shepherd University.
Amount: $94,708
Funding Source: National Science Foundation

SUSAN LOVE BROWN, PH.D.
Professor
Department of Anthropology
Florida Atlantic University
777 Glades Road – SO 175
Boca Raton, Florida 33431-0991
E-Mail: slbrown@fau.edu
Phone: 561-297-2325

Education

1992 **Ph.D. degree in Anthropology**
University of California, San Diego
Dissertation: *"This is the REAL Bahamas": Solidarity and Identity In Cat Island,*

1987 **M. A. degree in Anthropology**
San Diego State University
Thesis: *Ananda Revisited: Values and Change in a Cooperative, Religious Community*

1984 **B. A. degree in Literature in English**
Excelsior College (formerly Regent's Degree Program of the University of the State of New York)
Albany, New York

Other Training

2014 **Quality Matters (QM) certification for ANT 4315 African American Anthropology (November 19, 2014).**

2012 **CeL 1001 Certification in eLearning Certificate (Florida Atlantic University)**

2011 **Certificate in Copyediting (University of California, San Diego Extension)**

2009 **Certificate in Teaching Online (University of California, San Diego Extension)**

Professional Employment and Appointments

2015-16 **Lifelong Learning Society Professorship in Current Affairs**
"Emma, Golda, and Ayn: Three Russian Radicals" – series of four lectures in Winter 2016. Research stipend.

2008 - Present **Professor**
Department of Anthropology
Florida Atlantic University
Boca Raton, Florida

2006-2008 **Interim Director**
Ph.D. Program in Comparative Studies
Florida Atlantic University
Boca Raton, Florida

2006-2008 **Director**
Public Intellectuals Program
Ph.D. in Comparative Studies
Florida Atlantic University
Boca Raton, Florida

2006-Present **Member, Graduate Faculty**
Florida Atlantic University

1998-2008 **Associate Professor**
Department of Anthropology
Florida Atlantic University
Boca Raton, Florida

1993-Present **Member, Associate Faculty of the Women's Studies Program,**
Florida Atlantic University
Boca Raton, Florida

1993-1998 **Assistant Professor**
Department of Anthropology
Florida Atlantic University
Boca Raton, Florida

Publications

Books

2000 ***Meeting Anthropology Phase to Phase*. Durham, North Carolina: Carolina Academic Press. Co-authored with Robert Bates Graber, Ralph Rowlett, Randall R. Skelton, Ronald Kephart.**

Edited Books

2002 ***Intentional Community: An Anthropological Perspective*. Albany:**

State University of New York Press.

Chapters in Books

2017 **"Babyboomer Mythology and *Stephen King's It*." *Americana: The Journal of American Popular Culture 1900 to Present* 7(1) Spring. (Online journal www.americanpopularculture.com/journal/articles/ spring_2008/brown.htm) Reprinted in *Stephen King, 2017 Edition*. Bloom's Modern Critical Views Set. Bloom's Literary Criticism. Ebook. Chelsea House/Infobase Publishing.**

2016 **Race, Rules, and Real Estate in August Wilson's *Radio Golf*. In *Capitalism and Commerce in Imaginative Fiction*: *Perspectives on Business in Novels and Plays,* pp. 417-430. Edited by Edward W. Younkins. Lanham, MD: Lexington Books.**

2015 **From Utopian Socialism to Utopian Capitalism in the American Individualist Republic. In *A New Social Question: Capitalism, Socialism, and Utopia,* pp. 43-63. Edited by Casey Harison. Cambridge: Cambridge Scholars Publishing.**

2012 **African Americans. In *Race and Ethnicity: the United States and the World*, 2nd edition. Chapter 8. Edited by Ray Scupin. Upper Saddle River, NJ: PrenticeHall/Pearson. This is a revised version of the 2002 edition of this text. (Published 7/13/2011; copyrighted 2012.)**

2010 **"Utopian and Communitarian Experiments." In *Encyclopedia of Religion in America*. Edited by Charles H. Lippy and Peter W. Williams. Washington, D.C.: CQ Press/Sage.**

2007 **Beyond the "Stillborn Aspiration": Virtuous Sexuality in *Atlas Shrugged*. In *Ayn Rand's Atlas Shrugged: A Philosophical and Literary Companion*, pp. 289-301. Edited by Edward W. Younkins. London: Ashgate Publishing Ltd.**

2006 **The New Age: A Twentieth Century Movement. In *Introduction to New and Alternative Religions in America (Five Volumes), Volume 3: Metaphysical, New Age, and Neopagan Movements*, pp.132-148. Edited by Eugene V. Gallagher and W. Michael Ashcraft. Westport, Connecticut: Praeger/Greenwood.**

2002 **African Americans. In *Race and Ethnicity: An Anthropological Focus on the U. S. and the World*, pp. 159-190. Edited by Ray Scupin. Upper Saddle River, NJ: PrenticeHall.**

2002 **Introduction. In *Intentional Community: An Anthropological Perspective*, pp. 1-15. Edited by Susan Love Brown. Albany, NY:**

State University of New York Press.

2002 Community as Cultural Critique. In *Intentional Community: An Anthropological Perspective*, pp. 153-179. Edited by Susan Love Brown. Albany, NY: State University of New York Press.

2001 God and Self: the Shaping and Sharing of Experience in a Cooperative, Religious Community. In *The Psychology of Cultural Experience*, pp. 173-195. Edited by Carmella C. Moore And Holly F. Mathews. Cambridge, UK: Cambridge University Press.

1999 Ayn Rand: the Woman Who Would Not Be President. In *Feminist Interpretations of Ayn Rand*, pp. 275-298. Edited by Chris Sciabarra and Mimi Gladstein. State College, PA: Pennsylvania State University Press.

1997 The Free Market as Salvation from Government: the Anarcho-Capitalist View. In *Meanings of the Market in Western Culture*, pp. 99-128. Edited by James Carrier. Oxford: Berg.

1992 Baby Boomers, American Character, and the New Age: A Synthesis. In *Perspectives on the New Age*, pp. 87-96. Albany, NY: State University of New York Press.

Papers in Refereed Journals

2016 "Nathaniel Branden's Oedipus Complex." *Journal of Ayn Rand Studies.* Volume 16 (1-2):25-40.

2015 "Ayn Rand and Rape." *Journal of Ayn Rand Studies*. Volume 15, No. 1 (July) Issue #29, 3-22.

2011 "Cheating in Online Courses: The Student Definition." (Deborah Raines, Peter Ricci, Susan L. Brown, Terry Eggenberger, Tobin Hindle, and Mara Schiff). *Journal of Effective Teaching*, 11(1). http://uncw.edu/cte/et/articles/Vol11_1/Raines.pdf

2008 "Ayn Rand as Public Intellectual: Notes from the Margin." *Studies in the Humanities*. 35(2): 180-197 (December). Special Issue on *The Artist as Public Intellectual* . [Issue actually appeared in February 2009]

2008 "Babyboomer Mythology and *Stephen King's It*." *Americana: The Journal of American Popular Culture 1900 to Present* 7(1) Spring. (Online journal www.americanpopularculture.com/journal/articles/spring_2008/brown.htm)

2007 **Society: Toward an Objective View. *Journal of Ayn Rand Studies*. 9(1): 113-138.**

2006 **Essays on Ayn Rand's Fiction. *Journal of Ayn Rand Studies* 8(1): 63-84.**

2005 **Solidarity and Individualism in an Archipelago State: A Bahamian Cultural Model in Historical Context. *Journal of Caribbean Studies* 19(3):129-150.**

2004 **God and Gender: Structures of Opportunity in a Cooperative, Religious Community. *Communal Societies* 24:1-24.**

1991 **Breaking the Habits of the Heart. *Critical Review* 5(3):379-397.**

Reference Works

2019 **Caribbean Religions. *Encyclopedia of Psychology and Religion*. Edited by David A. Leeming. Switzerland: Springer Nature/Springer-Verlag.**

2018 **Mecca. In *Encyclopedia of Psychology and Religion*. Edited by David A. Leeming. Switzerland: Springer Nature/Springer-Verlag.**

2018 **Revitalization Movements. In *Encyclopedia of Psychology and Religion*. Edited by David A. Leeming. Switzerland: Springer Nature/Springer-Verlag.**

2016 **Randol Fawkes. In *Dictionary of Afro-Caribbean and Latin American Biography*. Edited by Henry Louis Gates, Jr. and Franklin W. Knight. Oxford University Press. [1,026 words)**

2016 **Doris Johnson. In *Dictionary of Afro-Caribbean and Latin American Biography*. Edited by Henry Louis Gates, Jr. and Franklin W. Knight. Oxford University Press. [1,300 words]**

2009 **Martin Luther King, Jr. and the Southern Christian Leadership Conference (SCLC). In *International Encyclopedia of Protest and Rebellion 1500 to the Present*. Edited by Immanuel Ness. Wiley-Blackwell.**

2009 **Ella Josephine Baker. In *International Encyclopedia of Protest and Rebellion 1500 to the Present*. Edited by Immanuel Ness. Wiley-Blackwell.**

2009 **Rosa Parks and the Montgomery Bus Boycott. In *International Encyclopedia of Protest and Rebellion 1500 to the Present.* Edited by Immanuel Ness. Wiley-Blackwell.**

Mary Cameron

Mary M. Cameron. Professor, Anthropology

(revised for Department of Anthropology Program Review, 10/2019)

Higher Education

M.A, 1988; Ph.D. 1993	Anthropology, Michigan State University, East Lansing, MI. Dept. of Anthropology Additional (FLAS language, anthropology): U. Michigan-Ann Arbor, U. Wisconsin-Madison, SUNY-Albany
B.S. 1978	Biology, Russell Sage College, Troy, NY. Honors. Additional: Lancaster University, England (junior year abroad)

Academic Appointments & Administration

2010-present	Full Professor, Anthropology, Florida Atlantic University, Boca Raton, FL
2016-present	Clinical/Research Affiliate Professor, College of Nursing
2015-present	Faculty Associate, Peace, Justice and Human Rights Center
2006-present	Faculty Associate, Women, Gender and Sexuality Studies
2001-2010	Associate Professor, Anthropology, Florida Atlantic University, Boca Raton, FL
2001-2005	Director, Women's Studies Center, Florida Atlantic University, Boca Raton, FL
1998-2001	Director, Women's Studies Program, Auburn University, Auburn, AL
1997-2001	Associate Professor, Anthropology. Dept. Sociology, Anthropology, and Social Work, Auburn University, Auburn, AL.
1992-1997	Assistant Professor, Anthropology. Dept. Sociology, Anthropology, and Social Work, Auburn University, Auburn, AL.

President, Association for Nepal and Himalayan Studies, 2012- 2015

American Peace Corps, 1978-81. Nepal**.** High-school mathematics, science and health teacher.

Grants, Honors, Awards, Fellowships (Additional 20 grants and awards totaling approx. $155,000)

2018	Leadership Award, Center for eLearning, FAU. $2500.
2018	Affordable Curriculum Today (ACT) Platinum Award. $3000, to be awarded after completion of e-book, *Trading Health* by 2020
2017-18	Peace, Justice, and Human Rights Initiative Conference Travel Award. $750 (declined)
2016	College of Arts and Letters Advisory Board Research Grant, FAU $2000
2016	Course-release award. For 10 years of service to the College of Arts and Letters Ph.D. in Comparative Studies.
2016	Service award, ANHS Executive Committee
2014	Distinguished Professor in Current Affairs, Lifelong Learning Society, FAU $5000
2014	Curriculum Development Grant, Office of Undergraduate Research, FAU $2500
2013	Woman of Influence Alumna Award, Russell Sage College, Troy, NY

2013 Asian Studies Course Development Grant. *Health Development and Culture in South Asia*. $2000
2012 Grant-in-Aid, American Embassy, Kathmandu, Nepal. $1640.
2011-12 Council of American Overseas Research Centers' Multi-Country Research Fellowship Program. $12,000.
2011 Asian Studies Course Development Grant. *Asian Medical Systems*. $3500
2009 United States Department of Education Fulbright-Hays Faculty Research Award. $100,383
2005 Continuing Research Grant, Office of Sponsored Research, FAU. $14,392.
2005 International Travel Grant, Office of Sponsored Research, FAU. Award amount: $1500
2003 First Annual Wall of Distinction Alumni Award, Hudson Falls High School, Hudson Falls, NY.
2002 Research Initiation Grant, Office of Sponsored Research, FAU. $5000
1999 Breeden Teaching Award, Provost's Office, Auburn University. Award Amount: $1000.
1999 Fulbright Senior Fellowship, Nepal (for 1999-2000). $11,500.
1997 Teaching Effectiveness Award, College of Liberal Arts, Auburn University. $500
1994 Illinois-NWSA Manuscript Award, 1st place. *On the Edge of the Auspicious.* $1000.
1988-89 Fulbright-Hays Doctoral Dissertation Grant. Michigan State University. Nepal. $8000

Select Publications (single author Mary M. Cameron; 4 exceptions in bold)

2019. *Three Fruits: Nepali Ayurvedic Doctors on Nature, Health, and Social Change.* Lexington Books.

2019. Ripu M. Kunwar, Maria Fadiman, Santosh Thapa, Ram P. Acharya, **Mary Cameron**, Rainer W. Bussmann. "Interdependencies of Phytosociological Indices and Use Values: Implications for Conservation in Kailash Sacred Landscape, Nepal." *Ecological Indicators*.

2019. Weisner, Meaghan L. and **Mary M. Cameron**. "Does Yoga Increase Sustainability? Enhanced Sensory Awareness and Environmental Behavior in South Florida." *Worldviews* (in press).

2019. *Trading Health: Biodiversity Conservation and Ayurvedic Medicine in Nepal* (book ms. in progress).

2016. Kunwar RM, Baral K, Paudel P, Acharya RP, Thapa-Magar KB, **Cameron M**, et al. "Land-Use and Socioeconomic Change, Medicinal Plant Selection and Biodiversity Resilience in Far Western Nepal." PLoS ONE 11(12): e0167812. doi: 10.1371/journal.pone.0167812.

2015. Folmar, Steven, **Mary Cameron**, Mitra Pariyar. "Digging for Dalits: Social Justice and an Inclusive Anthropology of Nepal. In *Aftershocked*. *Cultural Anthropology, HotSpots*: online Oct. 14.

2012. "Why Not Nepali Ayurveda? Conservation Development & Indian Markets." *SINHAS*: Kathmandu: Mandala Book Press.

2011. "Trading Health: Biodiversity Conservation, Traditional Medicine, Natures, and the Poor in South Asia." *Anthropology CourseReader*.

2010. "Healing Landscapes: Sacred and Rational Nature in Nepal's Ayurvedic Medicine." In *Culture and the Environment in the Himalaya*. Ed. Arjun Guneratne. NY: Routledge.

2010. “Feminization and Marginalization? Women Ayurvedic Doctors and Modernizing Health Care in Nepal.” *Medical Anthropology Quarterly*.

2009. “Gender, Science, and Indigenous Medicine: Planning Research on Asian Women Prof. Providers.” *Health Care for Women International*

2009. “Untouchable Healing: A Dalit Ayurvedic Doctor from Nepal Suffers his Country’s Ills” *Medical Anthropology*

2008. “Modern Desires, Knowledge Control, and Physician Resistance: Regulating Ayurvedic Medicine in Nepal.” *Asian Medicine*

2007. “Considering Dalits and Political Identity in Imagining a New Nepal.” *Himalaya.*

2002. “Teaching Medical Anthropology in Nepal.” *Education about Asia*.

1998. *On the Edge of the Auspicious: Gender and Caste in Nepal*. Urbana, IL: University of Illinois Press. 328 pages.

1999. “Negotiating Marriage in Nepal.” *Till Death Do Us Part*. Eds R. Miller & S. Browning. Stamford, Connecticut: JAI Press, Inc.

1996. "Biodiversity and Medicinal Plants in Nepal: Involving Untouchables in Conservation and Development.” *Human Organization*

1995. "Transformations of Gender and Caste Division of Labor in Rural Nepal: Land, Hierarchy, and the Case of Untouchable Women.” *Journal of Anthropological Research*

Additional: Co-edited book 1. Republished book 1. Peer-reviewed articles and book chapters 10. Book reviews 6. Published reports 12+. Conference presentations, panels organized, invited presentations 125+. Manuscripts reviewed 28+ for 28 journals and presses

Editorial Work

PROFESSIONAL JOURNALS

- American Anthropologist
- Medical Anthropology Quarterly
- Medical Anthropology
- American Ethnologist
- Current Anthropology
- Contemporary South Asia
- Himalaya
- Asian Medicine
- Anthropology and Humanism

- Studies in Nepali History and Society
- Maternal and Child Health
- Women's Reproductive Health
- Ethnos
- Global Public Health
- Society and Natural Resources
- Sociological Spectrum
- Working Papers on Women and International Development

PRESSES AND FUNDING ORGANIZATIONS

- University of Arizona Press
- Social Science and Humanities Research Council (Canada)
- National Science Foundation
- Austrian Science Fund START Program
- Oxford University Press
- University of California Press
- World Bank (Social Exclusion Index)
- Vanderbilt University Press
- McGraw-Hill Publishing
- Fulbright Specialist Program
- Boren Foundation

Courses Taught FAU

ANT 2000 Introduction to Anthropology
ANT 3361 Cultures of South Asia (WAC, online)
ANT 3403 Culture and Ecology
ANT 4302 Gender and Culture (online)
ANT 4365 Asian Medical Systems (new course)
ANT 4419 Anthropology of Nature (new course, online)
ANT 4469 Culture, Gender and Health (new course, online)
ANG 6084 Seminar in Anthropological Theory 2
ANG 6090 Advanced Anthropology Research 1
ANG 6930/WST 6615 Gender, Health and Power (new course)
ANG 6930 Ethnographic Perspectives on Culture and Health (new course)

WST 6652 Seminar in Feminist Studies and Qualitative Research (new course)

Graduate Student Advising FAU

Chaired or served on over 30 MA student committees in Anthropology, Women's Studies, English, Sociology and others.
Chaired or served on over 20 PhD student committees in Comparative Studies, Nursing, Geosciences, Public Policy, Religious Studies (University of Chicago) and others.

Also served as external reviewer on 4 doctoral dissertations at international universities.

Expert Witness Testimony

Provided expert witness testimony for 6 individuals and/or families from Nepal seeking political asylum or citizenship in the United States.

CURRICULUM VITAE

KATE M. DETWILER

PROFESSIONAL PREPARATION

Bates College	Biology	BS 1995
New York University	Anthropology	MA 2002
New York University	Anthropology	PhD 2010
Columbia University	Ecology, Evolution, Environmental Biology	Postdoc 2010-2011

APPOINTMENTS

2018-Present	Associate Professor, Anthropology, Florida Atlantic University
2012-Present	Faculty Member, Environmental Sciences Program, Florida Atlantic University
2012-Present	Faculty Member, Integrative Biology PhD Program, Florida Atlantic University
2011-Present	Assistant Professor, Anthropology, Florida Atlantic University
2010-2011	Postdoctoral Science Fellow, Ecology, Evolution, and Environmental Biology, Columbia University

PEER REVIEWED JOURNAL PUBLICATIONS WITHIN PAST 3 YEARS

Accepted Arenson, J.L., Sargis, E.J., Hart, J.A., Hart, T.B., **Detwiler, K.M.**, Gilbert, C.C. Skeletal morphology of the lesula (*Cercopithecus lomamiensis*) and the evolution of guenon locomotor behavior. *American Journal of Physical Anthropology*.

2019 **Detwiler, K.M.** Mitochondrial DNA analyses of *Cercopithecus* monkeys reveal a localized hybrid origin for *C. mitis* in Gombe National Park, Tanzania. *International Journal of Primatology* 40 (1): 28-52.

2019 **Detwiler, K.M.**, Nkoranigwa, M., Detwiler, C.K., Whittier, C.A. Auto-amputation following acute traumatic forelimb injury in a wild *Cercopithecus* monkey. *African Primates* 13: 39-46.

2019 van der Valk, T., Gonda, C.M., Silegowa, H., Almanza, S[†]., Sifuentes-Romero, I[*]., Hart, T.B., Hart, J.A., **Detwiler, K.M.**, Guschanski, K. The genome of the endangered dryas monkey provides new insights into the evolutionary history of the vervets. *Molecular Biology and Evolution*, msz213, https://doi.org/10.1093/molbev/msz213.

[†]FAU undergraduate student, [*]FAU postdoctoral scientist

2016 Tapanes, E.[†], **Detwiler, K.M.**, Cords, M. Bat predation by *Cercopithecus* monkeys: Implications for zoonotic disease transmission. *Ecohealth*, 13: 405-409.
[†]FAU graduate student

2016 Tosi, A.J., **Detwiler, K.M**[*]. The efficacy of sex-chromosomal markers in studies of *Cercopithecus* hybridization: Discovery of a captive hybrid and applications in wild populations. Zoo *Biology*, 35(1):1-4. [*]Gombe Hybrid Monkey Project photo used as the cover image for the January/February 2016 issue.

OTHER SELECTED PUBLICATIONS WITHIN PAST 3 YEARS

2019 Hart, J.A., **Detwiler, K.M.**, Alempijevic, D.[*] Lokasola, A., Rylands, A.B. *Cercopithecus dryas*. The IUCN Red List of Threatened Species 2019. eT4216A17947691.
[*]FAU graduate student

2016 **Detwiler, K.M.,** Hart, J.A., McPhee, S.G.[*], Ayali, P., Hart, T.B. Species profile of *Cercopithecus lomamiensis*. In: N. Rowe (ed.) *All the World's Primates*. East Hampton, NY: Pogonias Press. [*]FAU graduate student

2016 **Detwiler, K.M.** Species profile of *Cercopithecus ascanius*. In: N. Rowe (ed.) *All the World's Primates*. East Hampton, NY: Pogonias Press.

EXTERNAL GRANTS WITHIN PAST 3 YEARS

1. Lukuru Wildlife Research Foundation. Project title: Conservation genetics of African forest monkeys in the Tshuapa-Lomami-Lualaba landscape, Democratic Republic of Congo. PI, $10,000 (Awarded 2019)
2. Primate Conservation, Inc. Project title: A behavioral study of the dryas monkey using arboreal camera traps in the Balanga Community Forest, Democratic Republic of Congo. PI, $4,001 (Awarded 2018)

3. The Margot Marsh Biodiversity Foundation Grant. Project title: Population assessment and conservation of the endangered *Cercopithecus dryas* in the Tshuapa-Lomami-Lualaba landscape, Democratic Republic of Congo. PI, $16,000 (Awarded 2016)
4. The Mohamed Bin Zayed Species Conservation Fund Grant, Project title: *Cercopithecus dryas*: Discovery and documentation of the Democratic Republic of Congo's most enigmatic and endangered monkey species. PI, $12,500 (Awarded 2016)
5. Primate Conservation Inc. Project title: Population assessment of the endangered Dryas monkey in the Balanga Forest of the Democratic Republic of Congo. Research Grant, PI, graduate student D. Alempijevic co-PI, $4,001 (Awarded 2016)

INTERNAL FAU GRANTS WITHIN PAST 3 YEARS

1. 2017-2018 College Distinguished Lecture Series Award, $1,000.
2. 2018 College Research Funds Award, $6,000.
3. 2017 OURI Summer Undergraduate Research Fellowship (SURF), $4,000.
4. 2016 Technology Equipment Grant, $16,995.

SYNERGISTIC ACTIVITIES WITHIN THE PAST 3 YEARS

2019-	Committee member of ADVANCE Internal Advisory Committee (IAC) and STRIDE
2017-2019	Director of FAU's NSF ADVANCE IT CATALYST grant PI: Dr. Russell Ivy, Associate Provost for Programs and Assessment
2019	Lead planner and host for an evening lecture at FAU by Dr. Jane Goodall
2019	Speaker in FAU's Frontiers in Science Public Lecture Series, feature scientist in Dr. Ata Sarajedini's "Ask a Scientist", and keynote speaker at the Megrath Scholarship Dinner, Forest Hill High School's Gale Environmental Academy
2016-present	Graduate student advisor (thesis and dissertation) for 6 Anthropology MA students, 3 Biology MSc graduate students, 3 Biology PhD students. Committee member for an additional 5 graduate students in Anthropology and Biology
2016-present	FAU undergraduate research mentor to 4 OURI student group projects and Summer SURF Program recipient (involving 7 undergraduate students from Anthropology, Biology, Psychology, and FAU High School)
2016-present	Science Communication Fellow, Patricia and Phillip Frost Museum of Science, Miami, FL. Provide research presentations during the museum's public program

	of Scientist Sundays and special events.
2016-present	Manuscript reviewer: Evolutionary Anthropology, American Journal of Physical Anthropology, International Journal of Primatology, American Journal of Primatology, Primates, Folia Primatogica, Oryx. Grant reviewer: NSF Biological Anthropology Program, National Geographic Research and Conservation Grants

Meredith Alyson Berman Ellis, PhD
Florida Atlantic University
Department of Anthropology
777 Glades Road, Boca Raton, Florida 33431
(561) 297-4768 ellism@fau.edu

Education:

2014	Syracuse University, PhD in Anthropology (Dr. Shannon Novak, Advisor)
2011	Syracuse University, MA in Anthropology
2005	University of Rochester, MA in English
2004	William Smith College, BA in Anthropology and English, Honors in Anthropology, Summa Cum Laude, Phi Beta Kappa.

Publications in Print:

Refereed Journal Articles

2016	**Ellis, Meredith A.B.** Presence and Absence: An Exploration of Scurvy in the Commingled Subadults in the Spring Street Presbyterian Church Collection, Lower Manhattan. *International Journal of Osteoarchaeology*. 26: 759–766
2011	**Ellis, Meredith A.B**., Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon. 2011 The Signature of Starvation: A Comparison of Bone Processing at a Chinese Encampment in Montana and the Donner Party Camp in California. *Historical Archaeology* 45(2).
2010	**Ellis, Meredith A.B**. The Children of Spring Street: Life and Rickets in a Nineteenth Century Congregation. *Northeast Historical Archaeology* 39.

Books

2019	**Ellis, Meredith A.B.** *The Children of Spring Street: The Bioarchaeology of Childhood in a 19th Century Abolitionist Congregation*. New York: Springer Press.
2018	Baxter, Jane Eva and **Meredith A.B. Ellis**, editors. *Nineteenth Century Childhoods in Interdisciplinary and International Perspectives*. Society for the Study of Childhood in the Past Monograph Series, Volume 6. Oxford: Oxbow Books.

Refereed Book Chapters

2018	Baxter, Jane Eva and **Meredith A.B. Ellis**. Introduction. In J. Baxter and M. Ellis (eds.) *Nineteenth Century Childhoods in*

Interdisciplinary and International Perspectives. Society for the Study of Childhood in the Past Monograph Series, Volume 6. Oxford: Oxbow Books, 1-14.

2014 **Ellis, Meredith A.B**. A Disciplined Childhood: A Social Bioarchaeology of the Subadults of the Spring Street Presbyterian Church. In *Tracing Childhood: Bioarchaeological Investigations of Early Lives in Antiquity* ed. Jennifer Thomson, Marta Alfonso, and John Crandall. Gainsville: University of Florida Press, 139-158.

Book Reviews

2013 **Ellis, Meredith A.B.** Book Review: *A Fine and Private Place: The Archaeology of Death and Burial in Post-Medieval Britain*. Annia Cherryson, Zoe Crossland, and Sarah Tarlow. *Historical Archaeology* 47(2).

Works in Press:

2019 **Ellis, Meredith A.B.** Still Life: A Bioarchaeological Portrait of Fetal Remains Buried at the Spring Street Presbyterian Church. *Historical Archaeolog*y 53(4). 43 manuscript pages

2019 **Ellis, Meredith A.B.** Childhoods in Bioarchaeology: The Importance of Categorizing and Analyzing Age. In H*istorical Archaeology of Childhood and Parenting* ed. Suzanne Spencer-Wood, April Kamp-Whitaker, and Jamie Devine. New York: Springer Press. 25 manuscript pages.

Non-Refereed Publications:

2019 **Ellis, Meredith A.B.** "Inventory: Jose Marti," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: Emerald Towers," NAGRPA compliance.
2019 **Ellis, Meredith A.B.** "Inventory: FAU 95," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: Bullhead Grove," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: Hutchinson Island Site," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: Boca Weir," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: Riviera Beach," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: Kendall Site," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. "Inventory: 8DA33," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. and Branden Young. "Inventory: Belle Glade," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. and Branden Young. "Inventory: Canal Point 2," NAGRPA compliance.
2019 **Ellis, Meredith A.B**. and Branden Young. "Inventory: Canal Point 3," NAGRPA compliance.
2019 **Ellis, Meredith A.B.** "Inventory: Hialeah," NAGRPA compliance.

Grants:

External Funded

2013	American Dissertation Fellowship*, American Association of University Women.* $20,000
2011	St. Clair Drake Travel Grant, *Society for Anthropology of North America:* "A Disciplined Childhood: A Social Bioarchaeology of the Subadults of the Spring Street Presbyterian Church," AAA Meetings November 2011. $250
2007	Professional Equity Project Grant, Conference on College Composition and Communication, Spring 2007 NYC conference.

Internal Funded

2011	Dean's Summer Fellowship, *Maxwell School of Citizenship and Public Affairs, Syracuse University*.
2010	University Fellow, *Syracuse University*. $20,000.
2010	Roscoe-Martin Grant, *Maxwell School of Citizenship and Public Affairs, Syracuse University*. $1,000
2010	Dean's Summer Fellowship, *Maxwell School of Citizenship and Public Affairs, Syracuse University*. $2,500
2008	University Fellow, *Syracuse University*. $20,000.

Service:

Service to the Institution

Department Service

2018-Present	Social Media Outreach program
2018	Organizer/Faculty host, Anthropology department lecture, Dr. Jonathan Bethard, Assistant Professor of Anthropology, University of South Florida.
2018	Organizer/Faculty host, roundtable discussion with graduate students and Dr. Jonathan Bethard, Assistant Professor of Anthropology, University of South Florida.
2017	Member of department committee to develop performance metrics for S.W.A.T.
2017	Organizer/Faculty host, Anthropology department lecture, Dr. Pamela Geller. Associate Professor of Anthropology, University of Miami.
2017	Organizer/faculty host, roundtable discussion with graduate students and Dr. Pamela Geller. Associate Professor of Anthropology, University of Miami
2016-Present	Creator/Leader of the Bioarchaeology Working Group

University Service

2019-Present	Vice Chair, Faculty Assembly, College of Arts and Letters
2018-Present	Executive Committee, PhD program in Comparative Studies, Social Sciences Track.
2018-2019	Steering Committee, Faculty Assembly, College of Arts and Letters
Spring 2019	Women's Networking Event, Project ADVANCE, Panel Presenter
Fall 2018	Undergraduate Programs Committee, College of Arts and Letters
Fall 2017	Undergraduate Programs Committee, College of Arts and Letters

Service to the Profession/Discipline

2019-Present	Conference Coordinator, the Anthropology of Childhood and Youth Interest Group, American Anthropological Association.
2019	Peer reviewer for *Historical Archaeology*
2019	Peer reviewer for *International Journal of Osteoarchaeology*
2018	Peer reviewer for the *International Journal of Paleopathology*
2018	Peer reviewer for the *International Journal of Osteoarchaeology*.
2017	Peer reviewer for *Historical Archaeology*.
2017	Peer reviewer for *Florida Archaeology*.
2016	Peer review for the *International Journal of Osteoarchaeology.*
2016	Peer reviewer for the edited volume *Embodying Impairment: Towards a Bioarchaeology of Disability*.
2015	SAA Program Committee Member**,** Bioarchaeology.
2012-2015	Bioarchaeologists' Northeast Regional Dialogue**,** Organizing Committee.

Service to the Public

2018-Present	Storm of '28 Memorial Park Coalition, Inc. Volunteer
2017	Advisor to Florida Public Archaeology Network and local and state government agencies during test excavations at suspected unmarked burials at Davie Community Worship Center.

ARLENE FRADKIN

Address

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777 Glades Road SO 171
Boca Raton, FL 33431

Tel: (561) 297-3231
Fax: (561) 297-0084
E-mail: afradkin@fau.edu

Professional Preparation

State University of New York at Albany	Anthropology	B.A., 1973
University of Florida	Anthropology	M.A., 1976
University of Florida	Anthropology	Ph.D., 1988

Appointments

2017-present: Professor, Department of Anthropology, Florida Atlantic University
2004-2017: Associate Professor, Department of Anthropology, Florida Atlantic University
1998-2004: Assistant Professor, Department of Anthropology, Florida Atlantic University
1997-1998: Visiting Assistant Professor, Department of Anthropology, Florida Atlantic University
1992-1997: Adjunct Assistant Professor, University of Central Florida, Rollins College, University of South Florida, University of North Florida
1991-1997: Contract Zooarchaeologist, Environmental Archaeology, Florida Museum of Natural History, University of Florida
1989-1990: Postdoctoral Fellowship—Research Associate/Exhibit Preparator, *THE YEAR OF THE INDIAN: Archaeology of the Calusa People* grant project, Florida Museum of Natural History, University of Florida

Research Grants

2015-2016 Florida Humanities Council grant ($15,000)—exhibition/public programs, *A.E. Backus and Florida's Highwaymen:History, Commerce and Art*, Co-Principal Investigator (Co-PI) (with Rod Faulds, Director, University Art Galleries, and Brian McConnell, Professor, Visual Arts & Art History, as Project Co-Curators).

2011 Florida Humanities Council grant ($1,900)—Florida Public Archaeology (FPAN) exhibition, *Then and Now:Life Along Ft. Lauderdale's New River*, Principal Investigator (PI).

2007-present State of Florida, Public Archaeology Network Grant ($335,000)—S*outheast/Southwest Regional Public Archaeology Center of the Florida Public Archaeology Network*, Co-Principal Investigator (Co-PI) (with Michael Harris, PI, and Clifford Brown, Co-PI, Department of Anthropology, Florida Atlantic University). Funded at $335,000 for the first 18 months of operation and currently at $315,000 for annual continuing operations. Total funds to date over $3 million.

Refereed Publications

2019 **Fradkin, Arlene**. Colonial and Modern Fisheries in the Indian River Lagoon, Florida, USA. *International Journal of Osteoarchaeology* 29(3):477-486.

2019 Wheeler, Ryan J., Donna Ruhl, **Arlene Fradkin**, and Fredrick J. Rich. The Archaeology of the Whitebelt 1 Circle-Ditch (8PB220), Palm Beach County, Florida. *The Florida Anthropologist* 72(2):68-126.

2018 **Fradkin, Arlene**, and Tamra Walter. Foodways at a Colonial Military Frontier Outpost in Northern New Spain: The Faunal Assemblage from Presidio San Sabá, 1757-1772. *Historical Archaeology* 52(2):397-419.

2016 **Fradkin, Arlene**. Pre-Columbian Estuarine Fishing along the Lower St. Johns River, Florida, USA. *Environmental Archaeology:The Journal of Human Palaeoecology* 21(2):161-171.

2016 **Fradkin, Arlene**. Early Human Settlement and Natural Formation of the Florida Everglades, USA: The Ichthyoarchaeological Evidence. *Journal of Archaeological Science: Reports* 8(2016):463-469.

2013 **Fradkin, Arlene**. Fishing to Survive: Minorcans in Britain's Smyrnéa Settlement, Florida, North America, 1766-1777. *Archaeofauna: International Journal of Archaeozoology* 22:179-188.

2012 **Fradkin, Arlene**, Roger T. Grange, Jr., and Dorothy L. Moore. AMinorcan@ Ethnogenesis and Foodways in Britain=s Smyrnéa Settlement, Florida, 1766-1777. *Historical Archaeology* 46(1):28-48.

2010 **Fradkin, Arlene**, and Mallory O=Connor. Before Bartram: Artist-Naturalist Mark Catesby. In *Fields of Vision: Essays on the >Travels of William Bartram,* edited by Kathryn E. Holland Braund and Charlotte M. Porter, pp. 91-114. The University of Alabama Press, Tuscaloosa.

2008 **Fradkin, Arlene**. Applying a Measure for Determining Season of Oyster Harvesting: A Case Study of a Pre-Columbian Florida Site, USA. *Archaeofauna: International Journal of Archaeozoology* 17:147-156.

2008 **Fradkin, Arlene**, and Omri Lernau. The Fishing Economy at Caesarea. In *Caesarea Reports and Studies: Excavations 1995-2007 Within the Old City and the Ancient Harbor,* edited by Kenneth G. Holum, Jennifer A. Stabler, and Eduard G. Reinhardt, pp. 189-200. BAR International Series 1784. British Archaeological Reports, Archaeopress, Oxford, England.

2008 Carr, H. Sorayya, and **Arlene Fradkin**. Animal Resource Use in Ecological and Economic Context at Formative Period Cuello, Belize. *Quaternary International*: *The Journal of the International Union for Quaternary Research* 191(2008):144-153.

2008 **Fradkin, Arlene**, and H. Sorayya Carr. Middle Formative Fishing at Cuello, Belize. In *Archéologie du Poisson. 30 Ans d=Archéo-ichtyologie au CNRS. Hommage aux travaux de Jean Desse et Nathalie Desse-Berset,* edited by Phillippe Béarez, Sandrine Grouard, and Benoît Clavel, pp. 151-160. Éditions APDCA, Antibes, France.

2006 **Fradkin, Arlene**, and Omri Lernau. The Fish Bone Remains. In *Tel Tanninim. Excavations at Krokodeilon Polis, 1996-1999*, edited by Robert R. Stieglitz, pp. 211-222. American Schools of Oriental Research Archaeological Reports 10. The American Schools of Oriental Research, Boston, MA.

2004 **Fradkin, Arlene**. Snake Consumption among Early Inhabitants of the *River of Grass*, South Florida, USA. *Archaeofauna: International Journal of Archaeozoology* 13: 57-69.

2003 **Fradkin, Arlene**, and H. Sorayya Carr. Middle Preclassic Landscapes and Aquatic Resource Use at Cuello, Belize. In *Zooarchaeology: Papers to Honor Elizabeth S. Wing*, edited by F. Wayne King and Charlotte M. Porter. *Bulletin of the Florida Museum of Natural History* 44(1):35-42.

1999 **Fradkin, Arlene**. Animal Figures in the Basilical Building Mosaics at Roman Sepphoris, Lower Galilee, Israel. *Near Eastern Archaeology* 62(4):233-239.

1997 **Fradkin, Arlene**. Long-Distance Trade in the Lower Galilee: New Evidence From Sepphoris. In *Archaeology and the Galilee: Texts and Contexts in the Graeco-Roman and Byzantine Periods*,

edited by Douglas R. Edwards and C. Thomas McCollough, pp. 107-116. South Florida Studies in the History of Judaism 143. Scholars Press, Atlanta, Georgia.

Book Contract

Fradkin, Arlene, Brian E. McConnell, and Evan P. Bennett (editors). *A.E. Backus and Florida's Highwaymen: History, Commerce & Art*. Under contract with University Presses of Florida.

CURRICULUM VITA

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Boca Raton, FL 33431-0991

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EDUCATION

Ph.D. Anthropology, Southern Methodist University. May, 1989. Thesis - Diminishing Resources: Land Fragmentation and Inheritance in a Bangladeshi Village.

M.A. Anthropology, Southern Methodist University. December, 1986.

B.A. Mathematics and Anthropology, Macalester College, St. Paul, MN. December, 1982.

TOPICAL AND REGIONAL RESEARCH INTERESTS

Environment and Culture (human-environment interaction)
Medical Anthropology (medicine, health and illness as culturally constructed)
Applied Anthropology (anthropology guided by policy concerns)
South Asia - Bangladesh
South America - Ecuador
Indigenous Knowledge Systems (indigenous perceptual/cognitive categories)
Islam and Hinduism as Belief Systems

POSITIONS HELD/PROJECT EXPERIENCE

Chair, Department of Anthropology, Florida Atlantic University (August 2003 – present).

Interim Chair, Department of Philosophy, Florida Atlantic University (May 2012 – May 2017).

Associate Professor. Florida Atlantic University, Department of Anthropology (August, 1998 - present).

Faculty Supervisor and Instructor of Record. FAU Department of Anthropology Archaeological and Ethnographic Field School in Ecuador (1997 - present).

Assistant Professor. FAU Department of Anthropology (August, 1993 - August 1998).

Research Specialist/Anthropologist. Texas Infant Deaths and Maternal Risk Factors. Texas Department of Health, Austin, TX (June, 1992 - August, 1993).

Visiting Assistant Professor. Department of Anthropology, University of North Dakota

(August, 1990 - May, 1992).

PUBLICATIONS AND PAPERS PRESENTED

2018 (with Weisner, M and T. Root) The Socioeconomics of Tap Water Quality. Southeastern Division of the American Association of Geographers. November, 2018. Johnson City, TN.

2018 (with Weisner, M and T. Root) Resident Reactions to Tap Water Testing in South Florida. Paper presented at American Association of Geographers. April, 2018. New Orleans, LA.

2016 A Generous Spirit. Invited paper presented to the Society for American Archaeology. April, 2016. Orlando, FL.

2013 Anthropological Engagements and People-Making: El Pueblo Manta and the Politics of Anthropology in Coastal Ecuador. American Anthropological Association. November, 2013. Chicago, IL.

2012 (with Boas, M, Broadfield, D.) The positioning of the lunate sulcus in *Pan troglodytes:* a statistical analysis. American Journal of Physical Anthropology, Supp. 54: 101-102.

2012 (with Philmon, K, Broadfield, D., Ferdinando, P.) A comparative study of treponemal disease in the tibiae of two south Florida archaeological populations: Fort Center (8GL12) and Highland Beach (8PB11). American Journal of Physical Anthropology, Supp. 54:237.

2010 Cien Años. Text and design for Salango Museum Permanent Exhibit. Salango, Manabi Province, Ecuador.

2009 Creating the Indigenous: Identity, Politics, and Anthropology in coastal Ecuador. Paper presented to the Association of Social Anthropology. April, 2009. Bristol, UK.

2008 The Politics of Anthropology and Identity. Paper presented to the Conference on Andean and Amazonian Studies. October, 2008. Boca Raton, FL.

2007 Native Appropriations of the Native. Paper presented to the American Anthropological Association. November, 2007. Washington D.C..

(with Valentina Martinez and Jan Graber)
2007 Anthropology and Archaeology in Ecuadorian Ecosystems. Francois Bouchard, ed. Paris: **Centre National de la Recherche Scientifique.**

2005 Book Review of Pallares, Amalia, 2002, From Peasant Struggle to Indian Resistance: The Ecuadorian Andes in the Late Twentieth Century. Norman, OK: University of Oklahoma Press. And Striffler, Steve, 2002, In the Shadows of State and Capital: The United Fruit Company, Popular Struggle, and Agrarian Restructuring inEcuador, 1900-1995. Durham, NC: Duke University Press. Ethnohistory 52(5):666-669.

2004 The Complex Interplay of Culture and Nature in Coastal South-Central Ecuador. Expedition 46(1): 38-43.

AWARDS AND GRANTS

Ambassadors Fund for Cultural Preservation grant for Pueblo Manta project (2018 - co-PI with Valentina Martinez), $110,000.
Florida Public Archaeology Network Grant for Creating the Southeast Center for Public Archaeology (2006 – ongoing). $330,000 startup, $240,000 2008-2009, $183,500 2009-2010, $178,000 2010-2011, $178,000 2011-2012, $178,000 2012-13, $244,000 2013-2014, $244,000 2014-2015, $315,000 2015-2016, $315,000 2016-2017, $315,000 2017-2018, $315,0000 2018-2019
Morrow Research Professor (2008-2009, 2019).
Ambassador's Fund for Overseas Development for Renovation of La Tropical (2008). $78,980.

UNIVERSITY SERVICE

University Governance:
Steering Committee Member, University Faculty Senate (Fall 2014 – present)
Member, Academic Planning and Budget, University Faculty Senate (Fall 2014 – present)
Senator, University Faculty Senate (2003- present)

Selected Committees at Florida Atlantic University:
Member, University Research Council (2009 – 2012).
Member, Honors Council (2007-2008).
Member, Dorothy F. Schmidt Executive Committee/Management Council (2003-present).
Member, Institutional Review Board, Human Subjects Research (2005-2013).

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ADMINISTRATIVE/TEACHING EXPERIENCE

2006- **Florida Atlantic University/Professor of Anthropology**
2002- Florida Atlantic University/UNESCO Chair in Human and Cultural Rights
1999-2003 FAU, Director and Associate Professor, Ph.D. Program in Comparative Studies: The Public Intellectuals Program
1997-1999: Oberlin College
Visiting Joint Appointment in Anthropology and Sociology
1994-1996: Graduate Faculty of Political and Social Science, New School for Social Research: Associate Dean
1987-1994: City University of New York
Professor and Director of Research and Planning, Office of Technology, Industry and Government Partnerships
Director, College Assessment Program Evaluation (National) (1991-1994)
Director, National Project on Technology in the University (National) (1988-1992)

OTHER:

2012- Chief Examiner, International Baccalaureate Organization
2008- Assessor/(Chief) – Human Rights School Based Syllabi, International Baccalaureate Organization
2005- SENIOR Examiner, Anthropology, International Baccalaureate Organization
2004- Academic Consultant: (1) Anthropology, (2) Global Politics-International Baccalaureate Organization

PROFESSIONAL/RESEARCH INTERESTS

Rapid Social Change; Human and Cultural Rights, Gender; Globalization; The Politics of Place; Rural Development/USA; The Anthropology of Work; Work, Labor and the Environment; Social Service Infrastructures; Issues of Identity; Comparative Studies; Social Movements.

CURRENT RESEARCH/FIELDWORK:

Everglades Redux: Work, Legislation and the Environment in the Florida Everglades (2004-present);

Place. Environment and the Environment in Buenos Aires, Argentina (1997-present)

BOOKS/MANUSCRIPTS:

2017 .Global Politics. Oxford, UK: Oxford University Press. (To be translated into Spanish and French).

2006. *Inclusion and Exclusion in the Global Arena* (ed.), Routledge
2005. *Rethinking Disney: Private Control, Public Dimensions* (ed. With M. Budd.). Middletown, CT: Wesleyan University Press,
2000. *Queer Theory and Social Change.* London: Routledge.
1998. *In the Wake of the Giant: Multinational Restructuring and Uneven Development in a New England Community.* SUNY Series in the Anthropology of Work. Albany: State University of New York Press.
_____ Reproduced as Audio by Simon & Schuster (Trade Division)
1989. (Ed.). *Computers in the Writing Class.* City University of New York, Instructional Resource Center

RECORDINGS:

1989. "Technology in the Writing Curriculum" Crofton, MD: Recorded Resources Corp.

BOOKS FORTHCOMING OR IN PROGRESS:

- *The Way We Live Now.* London: Routledge (Contract)
- *Everglades Redux: Manufactured Participation, Community Organization and the Politics of Place in the Florida Everglades* (ND -Working Title—negotiating contract with Columbia University Press).
- *The Politics of Place (*ed. with June Nash*),* TBP
- *Integrating the Environment* (Ed. with J. Volin).

PEDAGOGICAL BOOKS/SYLLABI IN PRINT OR SCHEDULED:
TRANSLATED INTO SPANISH AND FRENCH

- 2010. *Anthropology.* International Baccalaureate Organization, (Collaboration) 2010
- 2011/2015. *Global Politics.* International Baccalaureate Organization, (Collaboration)
- **SELECTED ARTICLES (PEER-REVIEWED)**

2017 "Queer Theory", in Encyclopedia of Social Theory, New York: Wiley (Scholar One)

2015 Queer Theory: Passing Fad or Breakthrough? in Handbook of Social and Cultural Theory. London: Routledge.
2007a. "Universities and the Generation of Knowledge: What Kind of Knowledge?" Selected Proceedings of the UNESCO Forum on Research and Higher Education Policy, UNESCO: Paris.
2007b. "Queer Theory, Late Capitalism and Internalized Homophobia" in the *Journal of Homosexuality*, (52) 1/2, 19-45. Special Issue on the Contested Terrain of LGBT Studies

and Queer Theory, to be published simultaneously as *The Contested Terrain of LGBT Studies and Queer Theory,* Karen Lovaas, John Elia and Gust Yep (eds.) New York: The Haworth Press.

2006a. "Introduction: Inclusion and Exclusion in the Global Arena" in M. Kirsch, ed. *Inclusion and Exclusion in the Global Arena.* New York: Routledge, pp. 1-27.

2006b " Legislation and the Florida Everglades" in M. Kirsch, ed. *Inclusion and Exclusion in the Global Arena.* New York: Routledge, pp. 243-268.

2005. "The Politics of Place: Legislation, Civil Society and the Restoration of the Florida Everglades" in J Nash, ed. *Social Movements: A Reader*. Malden MA: Blackwell,

2003a "The Politics of Exclusion: Place, Community Organization and the Legislation of the Florida Everglades" in *Urban Anthropology, Special Issue on Inclusion and Exclusion,* Max Kirsch, editor. 3(2) pp 99-133.

2003b "Introduction" to *Urban Anthropology, Special Issue on Inclusion and Exclusion,* Max Kirsch, editor. 3(2), Spring, pp 1-6.

2003c "Integrating the Environment with Human Rights" *UNESCO Bulletin, Paris*

2002 "Initiating a New UNESCO Chair" *UNESCO Bulletin,* Paris.

1994. "Corporate Culture and Social Responsibility" in T. Hamada and W.E. Sibley, Eds. *Anthropological Perspectives on Organizational Culture.* Latham: University Press of America (with June Nash).

1993. "The National Project on Computers and College Writing" *Lessons Learned from FIPSE Projects II.,* U.S. Government Printing Office: U.S. Department of Education

1992. "Computers and College Writing" *THE Journal, September*
Ed. and "Introduction, *"Microcomputers in the Higher Education Curricula.* Collegiate Microcomputer, Special Issue, May.

1990. "Computers in the Writing Class. *Technology and Learning.* 3:4

1988. "The Discourse of Medical Science in the Construction of Consensus Between Corporation and Community" *Medical Anthropological Quarterly,* Spring, 159-173 (With June Nash).

1987. "Polychlorinated Biphenals in the Electrical Machinery Industry: An Ethnological Study of Community Action and Corporate Responsibility" *Social Science and Medicine,* 2(1), pp. 131-138. (with June Nash).

ARTICLES IN PROGRESS:

- A Lynching in Belle Glade: Community Organization and Environmental Justice in a Rural Southern Community
- With Dale Stratford , (Center for Disease Control) "Structural Violence and The Persistence of AIDS In a Rural Southern Community" in M. Kirsch and J. Nash, ed. The Politics of Place, TBP.
- "Space, Place and Community in the Global Ecumene,", 2019
-

BOOK REVIEWS

1999. Kathleen Barker and Kathleen Christensen, eds.

Contingent Work: American Employment Relations in Transition
LABH 40 (1999), 4, 568-570

1999. Gregory Mantsios, ed. A New Labor Movement for the New Century
LABH 40 (1999), 4, 568-570

COMPETITIVE GRANTS

- Fund for the Improvement of Post Secondary Education, U.S. Department of Education (Computers and College Writing, 1987-1990)
- Apple Computer Inc. (Computers and College Writing)
- National Science Foundation, June Nash, Principal Investigator (Ethnographic Research, Pittsfield, MA., 1983-85)
- National Endowment for the Humanities, June Nash, Principal Investigator (Ethnographic Research, Pittsfield, MA., 1983-85)
- Wenner Gren Foundation for Anthropological Research (Ethnographic Research, Pittsfield, MA., 1986-88).
- Latter Foundation Award for Course Development on the Environment (2000)
- Florida Atlantic University Nomination for NEA Summer Research Fellowship (2001)
- Florida Atlantic University Scholarly Achievements Research Award (2004-2005)
- Florida Atlantic University Office of Research and Graduate Studies Travel Award (2005)

ARTICLES/CLIPPINGS

2000a. Norah Vincent, A Talking Head Ph.D., *The Village Voice: NY Mirror*, Nov 5-11.
2000b. Judith Shulevitz,The Next Intellectuals, *Slate Magazine,* slate.msn.com/id/1003907
2000c. Re-envisioning the PhD: News and Updates: Promising Practices, Graduate School, University of Washington, Pew Charitable Trusts

.INTERNATIONAL CONFERENCE ORGANIZER, CHAIR

1993. Redefining Skills: Transforming New Approaches into Pedagogy, A Conference of the College Assessment Program Evaluation Project, New York, Adelphi University.
1993. Computers in an Age of Uncertainty. New York, A Conference of the National Project on Computers and College Writing. New York: Marriott Hotel.
1994. Computers and University Technology: Curriculum Assessment for the 1990s. A Conference of the National Project on Computers and College Writing. New York.: Vista/World Trade Center Hotel.
1988. Multiple Literacies: Language and Strategies for a New Decade, A Conference of the College Assessment Program Evaluation Project, New York: Vista/World Trade Center Hotel.

SELECTED TEACHING EXPERIENCE

Development and Social Change
Ethnographic Aspects of the World Capitalist System
Globalization, Technology and Labor
Human and Cultural Rights
Human Rights and Structural Violence
Industry and Community
Industry, Community and Social Change in the Florida Everglades
Integrating the Environment
Crisis in the Everglades
Whose Nature?
Labor and Work
Publics and Public Policy
Queer Theory and Social Change
Seminar in Anthropological Theory
The Anthropology of Film
The Anthropology of the United States
The Anthropology of Violence
The Anthropology of Water and Crisis
The Anthropology of Work
The Environment and Human Rights
The Public Matters (Ph.D. Core Course)
Urban Anthropology

ACADEMIC ADMINISTRATION

Florida Atlantic University
Director, Ph.D. Program in Comparative Studies:

- Responsible for development and implementation of new College-wide Ph.D. Program
- Chairs Program's Executive Committee and member of college's graduate program committee
- Advises all first year students; coordinates Program advising
- Faculty advisor for student organizations
- Responsible for Program's curriculum development
- Responsible for international faculty recruitment to program
- Responsible for Program development, course development, faculty and departmental participation. Media consultation
- Responsible for coordination and development of Program infrastructure
- Supervises admissions and financial aid awards
- Coordinates course scheduling and Ph.D. teaching
- Coordinates all student committees and exams

- Responsible for maintenance of Program budget and resources
- Liaisons with Dean's and University offices on Program needs and development

New School for Social Research, Graduate Faculty of Political and Social Science
***Associate Dean of Graduate Faculty*:**

- Responsible for day to day operations of Graduate Faculty of the New School for Social Research
- Manager of Fifteen Million Dollar annual budget; allocated departmental budgets
- Supervised Offices of Student Affairs, Financial Aid and Admissions
- Responsible for coordination of teaching with undergraduate college of the university
- Primary Liaison with Central Administration, budget offices and colleges of the University
- Coordinated all student exam and dissertation committees
- Member of College Personnel and Budget Committee
- Liaison to funding organizations and government agencies and community organizations

City University Of New York:
Office of Technology, Industry and Government Partnerships (formerly Academic Computing):

- Developed University and national software licensing protocols
- Directed National Project on Computers and College Writing, A FIPSE Funded Assessment and Demonstration Project integrating fifteen universities nationwide
- Directed College Assessment Program Evaluation Project, A FIPSE Funded National Project on Program Evaluation
- Developed Faculty Development, Technology and Writing Efforts for implementation in the Colleges of the University
- Developed, organized and chaired four international conferences

PROFESSIONAL SERVICE

- Developed strategic planning documents and foundation proposals for Classical Action: Performing Arts Against AIDS
- Directed Theatre Education Alliance/Prometheus Project, a unique collaboration between the City University of New York and New York Theatres
- Developed Research and assessment Project on the role of Settlement Houses and the Settlement House System in New York City Neighborhoods

EDUCATION

1989.	Ph.D. Anthropology	City University of New York
1976.	B.A. Anthropology	State University of New York College at Purchase
1972-74		Bennington College

Dissertation Committee: Eric Wolf, June Nash and Eleanor Leacock
Outside Evaluator: Shepard Forman, Ford Foundation

Valentina Martinez

Valentina L. Martínez

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Work:

- Senior Instructor, FAU Department of Anthropology (2018 – present)
- Director, Archaeology Field School in Ecuador, FAU's Department of Anthropology Field School Summer Program (1997 – present)

Education

- M.A. Anthropology, Southern Methodist University (1988).
- Egresada, Centro de Estudios Arqueológicos y Antropológicos, ESPOL University, Guayaquil, Ecuador (1985)

Academic Programs

- Director, FAU Archaeological Field School (1997 - present)
- Co-Director, FAU Andean Cultural Program (2002 -2005)
- Coordinator, Ruta Quetzal in Coastal Ecuador (2002)

Exhibits, Restoration Projects and, museums development

- 2018 Exhibit "Qhapac Ñan/El Gran Camino del Inca: Construyendo un Imperio. "Salón Olmedo, UASB, Quito, Ecuador. National Museum of American Indian of the Smithsonian Institute, Florida Atlantic University and, Universidad Andina Simón Bolívar.
- 2015 Exhibit "The Manteños of the Cloud Forest." *Parque Vicente Amador Flor*, Portoviejo, Ecuador. INPC - Región 4, Manabí.
- 2015 (with A. Sánchez) Exhibit "Presley Norton and his research legacy." *Centro de Investigaciones y Museo Salango*. Comuna Salango.
- 2014 (with J. Guerrón) Permanent exhibit and site museum "The Chapel of Man Archaeological Site Museum." *Chapel of Man Museum*, Quito, Ecuador. Guayasamín Foundation.
- 2012 Exhibit "The Manteño Identity." *Feria de Cultura*, Manta, Ecuador. Manta Municipality, Manabí, Ecuador.
- 2010 (with M. Harris) "Salango: The last 100 years," *Casa Hacienda la Tropical Museum*, Salango, Ecuador. Ayuda en Acción Foundation, Comuna Salango and, Florida Atlantic University.
- 2010 Exhibit "Window to the Past," *Parque Nacional Machalilla*, Puerto López, Ecuador. INPC-Regional 4 Manabí.

Cultural Preservation Projects

- 2018 - 2020 (with M. Harris) Conservation Project "Preserving the Archaeological Cultural Heritage of the Pueblo Manta." Ambassador's Fund for Cultural Preservation Grant.
- 2011 Construction Project "Archaeological Storage Building," Salango, Ecuador. Ministry of Culture, INPC - Región 4 Manabí, Ecuador.
- 2009 (with M. Harris) Restoration Project "Casa Hacienda la Tropical, Salango, Ecuador." Ambassador's Fund for Cultural Preservation Grant.
- 2002 Renovation Project "Salango Archaeological Museum," Salango, Ecuador. Cemento Nacional, INPC Región 7 Guayas, Ecuador.

Publications

- 2018, "Los Manteños del Norte y el Señorío de Çalangome: Identificando los Posibles Límites del Señorío a Través del Registro Arqueológico." *In:* ***De Arqueología Hablamos las Mujeres: Perspectivas sobre el pasado ecuatoriano,*** M. A. Cordero, editora. Universidad Laica Eloy Alfaro, Manta, Ecuador.
- 2015, "Cocinando con los Ancestros: Ollas Globulares y Hornos en el Registro Arqueológico." *En:* ***Jornadas Académicas de Patrimonio y Turismo. Memorias Científicas,*** S. Waterreus, editor, paginas 105-110**.** ESPAM MFL (Escuela Superior Politécnica Agropecuaria de Manabí Manuel Félix López), Calceta, Manabí, Ecuador. ISBN 978-9942-8595-0-1.
- 2015 (with N. Jastremski, first author), "Florida Atlantic University's Anthropology Filed School: Report from Ecuador." *In:* ***Paleopathology Newsletter*** 171: 8-11.
- 2012 (with T. Walter), "El Horno Manabita: Un Caso de Estudio de Interacción de Saberes Arqueológicos, Etnográfico y Locales." *En:* ***Boletín del Ministerio Coordinador de Patrimonio,*** Quito, Ecuador, Vol.2:17: 73-78. https://issuu.com/inpc/docs/inpc_revista_2

- 2006 (with Y. Grabber and M. Harris), "Interdisciplinary Studies in the South-Central Coast of Manabí Province." *In:* ***Bulletin de l'Institut Francais de Etudes Andines***, Vol. 35: 3: 433-444, Paris, France.
- 2004 (with M. Harris, W.J. Kennedy, C. Roberts and J. Gammack-Clark). "The Complex Interplay of Culture and Nature along the Coast of South-Central Ecuador." ***In: Expedition***, Vol. 46:1: 38-43, University of Pennsylvania Museum.
- 1996 "The Midland Site." *In:* ***Handbook of Texas Archaeology Online***. Texas State Historical Association, Austin, Texas. http://www.tshaonline.org/handbook/online/articles/bbm03.
- 1987 "Agricultural Raised Fields in Peñón Del Río, Guayas, Ecuador." *In:* ***BAR*** International Series 359j (I): 267-278. W. Denevan, K. Mathewson and, G. Knapp, Eds.

Conferences (Sampled list)

- 2019 (with Michael Harris, second author), "The Transformation of Long Term Anthropological and Archaeological Engagements in Communities: Cases from Southern Manabí Province," Paper presented at the 84th Society of American Archaeologists, April 10-14, Albuquerque, NM.

- 2019 (with Amy Klemmer, first author), "Zooarchaeological analysis of a Guangala pit at Rio Chico site (N4C3-170), Ecuador." Poster presented at the 84th Society of American Archaeologists, April 10-14, Albuquerque, NM.
- 2017 "El Señorío de Salangome: Intercalando el Registro Etnohistórico con el Arqueológico. Symposium. De Arqueología hablamos las mujeres. July 28 - 29. UNESUM University, Jipijapa, Manabí.
- 2017 "The Salangome Chiefdom of Coastal Ecuador." Paper presented at the 82nd Society of American Archaeologists, March 29 - April 2, Vancouver, Canada.
- 2017 (with Andres Garzón, first author), "A Manteño Semi-Urban Settlement in the El Pital Cloud Forest." Paper presented at the 82nd Society of American Archaeologists, March 29 - April 2, Vancouver, Canada.
- 2016 (with Tamra L. Walter, second author; and Sari Turcotte, third author), "Clay Matters: Pottery Changes at C-084B, a Manteño Site in the Cloud Forest of El Pital, Coastal Ecuador." Poster presented at the 81st Society of American Archaeologists, April 6 – 10, Orlando, Florida**.**
- 2016 (with Nicole Jastremski, first author), "Bioarchaeology in Coastal Ecuador." Poster presented at the 81st Society of American Archaeologists, April 6 - 10, Orlando, Florida.
- 2016 (with Andres Garzón, first author), "Results of Survey and Preliminary Analysis of Manteño Archaeological Sites with Stone Structures in the Las Tusas River Valley, Rio Blanco, Ecuador." Paper presented at the 81st Society of American Archaeologists, April 6-10, Orlando, Florida

Grants, Scholarships and, Awards (Sampled list)

- 2018 Preserving the Cultural Heritage of the Pueblo Manta. The Ambassador's Fund for Cultural Preservation Grant, with M. Harris (Co-Investigator).
- 2010 Archaeology and Ethnography of Jaramijó, Ecuador. Instituto de Patrimonio Cultural, Región 4-Manabi, with V. Domínguez (Co-Investigator).
- 2009 Restoration Casa hacienda La Tropical, The Ambassador's Fund for Cultural Preservation, with M. Harris (Principal Investigator).
- 2002 The Chapel of Man Archaeological Site, Fondo de Salvamento de la ciudad de Quito, Quito, Ecuador.

Academic Responsibilities

➢ <u>Teaching Responsibilities:</u>

- Introduction to Anthropology, ANT 2000
- Culture and Society, ANT 2410 (2 sections)
- Development of Ancient Civilizations, ANT 4141
- South America Before Columbus, ANT 3165
- Study Abroad, Summer Field School Program, ANT

- FAU Student's Thesis Advisor:

- 2000 (Monica Oyola-Courier), A preliminary Investigation of Ceramic Styles and Chronology at the Rio Chico Site, Manabí, Ecuador.
- 2002 (Alexander J. Martin), The Dynamics of Pre-Columbian Spondylus Trade across the South American Central Pacific Coast.
- 2005 (Nicole Jastremski), Analysis of Osteological Remains from Salango Ecuador with comparisons to Four Other Coastal Ecuadorian Sites.
- 2006 (Rose Hores), Census of Non-human Primates Populations of Comuna El Pital in south central coast of Ecuador.
- 2007 (Ray Skinner), Working Spondylus at Rio Chico, Manabí, Ecuador.
- 2009 (Ronda Graves), Paleopathology of Human Remains from La Plaza San Marcos, Quito, Ecuador.
- 2013 (Laura Van Voorhis), Land of Contrast: Osteological Analysis from Remains of Salango, Ecuador. A comparison of paleopathologies between coastal and highland sites in Ecuador.
- 2014 (Brittany Reneau), Determining Functionality and Living Patterns: Analysis of Two Prehistoric Structures in Rio Blanco, Comuna El Pital, Manabí, Ecuador.
- 2015 (Alexander Builles), Inferring Function: A Study of Three Prehistoric Structures in El Pital, Puerto López, Manabí, Ecuador
- 2018 (Tasia Scott), Investigating Abandonment Processes in the Cloud Forest: An Ethnoarchaeological Study of Manteño Site Abandonment from Manabí, Ecuador.
- 2018 (Andres Garzón-Oeschle), The Manteño of the Cloud Forest: Settlement Patterns and Spatial Analysis of Manteño Stone Architecture in the Las Tusas River Valley in Manabí, Ecuador.
- 2019 (Cassandra Boyer), Dental Analysis of Prehistoric Populations in coastal Ecuador.
- 2018 – present (Colin Waldron), Household Archaeology: Building Strategies and Activity Areas at Structure #2, El Pital.

- External Student's Thesis Advisor

- 2015 (Sari Turcotte), The Manteño had Style: A Material Culture Analysis Utilizing Ceramics to Determine Chronology and Function of a Manteño Site in Coastal Ecuador. Department of Sociology and Anthropology, Texas Tech University, Lubbock, Texas.
- 2018 (Amy Milson Klemmer), A Zooarchaeological Study of Fishing Strategies Over Time at the Rio Chico Site on the Central Coast of Ecuador. Department of Anthropology, University of Wisconsin, Milwaukee, Wisconsin.

Florida Atlantic University
Department of Anthropology
Program Review
February 19-21, 2020
Review Team:
Kathryn A. Kozaitis (Georgia State University)
I. Randolph Daniel, Jr. (East Carolina University)
Jesse Saginor (Florida Atlantic University)

Committee Process:

This report provides the findings of the review team, Dr. Kathryn Kozaitis, Dr. Randy Daniel, and Dr. Jesse Saginor, on the program review of FAU's Department of Anthropology. The findings are based on a review of the Department's self-study document, web materials, and a site visit on February 19-21, 2020. The site visit was organized around numerous meetings with students, faculty, and administration. Beyond the approximately 23 combined undergraduate and graduate students we met with during the site visit, we met with the faculty as a whole. In addition to these group meetings, the review team met with the following individuals separately during the site visit:

In the Department of Anthropology:

Sara Ayers-Rigsby, M.A., Director of the SE/SW Center of the Florida Public Archaeology Network (FPAN)

Dr. Clifford Brown, Professor, Archaeology

Dr. Susan Love Brown, Professor and Graduate Advisor, Cultural Anthropology

Dr. Mary Cameron, Professor, Cultural Anthropology

Dr. Kate Detwiler, Associate Professor, Biological Anthropology

Dr. Meredith Ellis, Assistant Professor, Biological Anthropology

Dr. Arlene Fradkin, Professor, Archaeology

Dr. Michael Harris, Associate Professor and Chair, Cultural Anthropology

Dr. Max Kirsch, Professor, Cultural Anthropology

Valentina Martinez, M.A., Instructor and Director of the Ecuador Field School Program, Archaeology

Dr. Nancy Stein, Adjunct Professor, Visual and Cultural Anthropology

Dr. Michael Horswell, Dean, College of Arts and Letters

Dr. Russ Ivy, Senior Associate Provost for Academic Affairs

Dr. Ed Pratt, Dean of Undergraduate Studies

Dr. Robert Stackman, Dean of Graduate Studies

Dr. Karin Scarpinato, Senior Associate Vice President for Research

Each individual meeting lasted for approximately 30 minutes and covered a wide range of topics included in this program review report.

Department Overview

The department consists of eight tenured/tenure-track, one instructor, one adjunct, and a program administrator. The tenured/tenure track lines include five professors, two associate professors, and one assistant professor. With respect to diversity, the faculty is particularly well represented for its small size with over half of the faculty being female, including one African American woman and one Hispanic woman. There are several more individuals associated with the grant-funded Southeast/Southwest Florida Public Archaeology Network Center (FPAN) that primarily offers public outreach opportunities for students (discussed further below). The department offers a Bachelor of Arts (and minor), Honors Program, and Master of Arts degrees in anthropology.

Department Strengths

Curriculum: With respect to teaching, the department follows a conventional "four-field" approach to anthropology with instruction in sociocultural anthropology, biological anthropology, archaeology, and linguistics, albeit linguistics receives less emphasis in the curriculum as it is usually embedded in cultural anthropology courses. This is a common practice in small departments like FAU and reflects the greater prominence of the other subfields in the discipline relative to linguistics. Representation of the four subfields 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. The great number of courses listed would certainly be a strength if 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, in that students take core courses in the three subfields in their first year while specializing in one subfield in the second year. Methods and theory courses are a central part of the curriculum. The essence of the MA program, however, is a thesis that provides graduate students with experience in original research. (A Master of Arts in Teaching degree is also available, but according to the self-study few students pursue this track. In fact, we did not encounter any such students in our visit). Thesis research is a departmental strength as commented on by both faculty and students. However, faculty reported a concern with respect to graduate students' timely progress towards graduation within the two-year official length of the MA degree. In addition, graduate students expressed a wish for more professional development in the curriculum, also discussed below.

Teaching: The department has a standard 3/2 teaching load for all tenured/tenure-track faculty. The instructor has a 4/4 load which is standard. Teaching is also supplemented by an adjunct professor.

Some faculty also teach both undergraduate and graduate courses which is necessary given the small number of faculty. The department chair reportedly teaches additional classes when needed to bolster department productivity. These metrics do not include the additional ad hoc mentoring necessary for graduate students, including thesis advising and committee membership. To their credit, several faculty reported their dedication to mentoring students; however, allocation of recognition and credit for this instructional work is not clear to us. (see below).

As documented in the self-study, the department contributes significantly to the university's Intellectual Foundations Program. Moreover, the self-study documents efficiency in both SCH and FTE production. Indeed, the self-study noted a 32% increase in SCHs since the last self-study in 2013. Much of this growth is apparently due to two non-tenure track faculty who have high teaching loads mostly in the large undergraduate IFP courses.

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. For the most part, students were quite happy with the instruction they received and the professors they interacted with in their respective programs. Some students expressed concern that faculty are differentially engaged with students' educational needs, even as they also reported that faculty are quite accessible and attentive. 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.

The students demonstrated a critical awareness of the value of anthropology as a discipline and a genuine commitment to deepening their training in the three subdisciplines that the current curriculum represents. To that end, graduate students in particular reported an interest in more topical courses to complement the foundation in anthropological theory and methods that they receive.

We noted that a couple of graduate students expressed confusion regarding the way theory is taught. Specifically, the collective concern is that students are taught the history of anthropological thought, or

ethnological theory, 'up to the 1980s.' Through the voice of a couple of students, the group expressed a strong interest in current theoretical frameworks in sociocultural theory that they feel would inform their own research projects.

The graduate and the undergraduate students also expressed a strong interest in applied anthropology—curriculum that would train them in the various applications within each subfield, and expose them to various domains of professional practice through service learning placements in local organizations and industries. The students were generally uninformed about the relevance, broader impact, and applications of anthropology in various career trajectories outside of the academy. Students who reported a focus in cultural anthropology were particularly eager to learn more about and receive training in professional skills that would lead to gainful employment—domains of practice in which they would bring and use anthropology.

Weaknesses/Challenges:

Curriculum: We noted above that the number of undergraduate courses listed in the catalog as a strength of the department. At the same time, based upon the materials we received and the discussion with faculty and students, we question the regularity with which all these classes are taught given the small number of faculty. For example, at least 56 upper level classes are listed in the catalog, not including general education and graduate level courses. Moreover, this relatively high number of courses is hard to reconcile with the self-study statement (p. 25) regarding "the need for more topical courses at both the graduate and undergraduate levels that focus on faculty expertise." 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. It was unclear from the data provided exactly what the time-to-graduation rates are for the program. Some students apparently may finish in a semester or so beyond the two-year mark while others may take much longer if they are attending part-time. To the department's credit, the faculty and the students acknowledge this constraint and have recently redesigned the curriculum focusing on efforts to improve timely graduation. The specific steps of this redesign are in the self-study, and implementation will begin with the 2020-2021 academic year. Therefore, the results of these efforts await further consideration in the mid-term update to this self-study report.

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. Nevertheless, stipends remain low but are somewhat offset by the recent provision of a majority of student health insurance costs. The graduate dean noted a recent effort to cover

75% of the cost of health insurance for graduate students. This change in health insurance policy can only help recruitment.

Facilities. We know that based on the self-study report and our discussions with the chair and some faculty that curation is a concern, and there is a need for extra laboratory and graduate student space. One solution proposed is to create additional graduate student space by converting the current woodshop. Unfortunately, our schedule did not permit us time to get a tour of the department's facilities. Thus, we are hard pressed to accurately comment on this need.

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. To be sure, faculty note that this work is acknowledged in their annual evaluations, but we wonder if the college could incentivize this work in more tangible ways with rewards such as course releases or sabbaticals. One faculty member mentioned having received a sabbatical, but it is unclear to what degree this is a common practice in the college, or if it is linked with mentoring graduate students and other workload demands and accomplishments.

Much of the SCH production mentioned above appears to be the result of the teaching load by two non-tenure track instructors. Retention and recognition of these two 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. 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). Only three years of data are reported, so it is hard to know whether this represents a real trend. 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. The presence of a faculty schism is arguably the most pressing problem that faculty and students brought to our attention. The faculty is currently divided in two factions—a majority that reportedly is integrated and happy with the department's leadership, and a minority who are displeased with the leadership, disparaging of the overall culture of the department, and who are marginalized and unhappy. Our discussions with faculty in each group revealed diametrically opposed perspectives regarding the department, its programs, and its future. As best we can determine, the differences are irreconcilable, so much so that even the graduate students are well aware of the problems and demand a solution.

Recommendations

1. *MA program progress towards graduation*. A comment from the prior self-study is relevant here. “While a three-year MA is not unusual and likely partly responsible for the success of graduates, a two-year MA is possible and successfully carried off at other institutions where there is more faculty support.” In the absence of more faculty support, consideration might be given to articulating a non-thesis option, for example, a Capstone Project, for the MA degree. Instead of thesis hours, students could take two additional classes, or participate in a credit-bearing internship program that would include a written report of the student’s work. For archaeology graduate students in particular, the FPAN program would seem to present opportunities along this line that would be relatively easy to implement.

2. *MA curriculum*. Students (particularly graduate students) expressed a need for more training in professionalization. Currently, such mentoring appears to be informal between professor and student and is variable in nature. Consideration should be given to creating a required, 1-hour credit seminar available to both undergraduate and graduate students. This was also a recommendation from the previous self-study.

The curriculum may be updated by editing out courses that are no longer taught, and especially those courses that have not been taught in five years or more. An updated curriculum could reflect only those courses that are taught annually or regularly. In place of outdated and eliminated courses, new courses may be added and/or updated content to topics that reflect the strength of the current faculty and the research foci that the university platforms and pillars represent. An updated curriculum would also reflect the current direction of anthropology, within and across subfields, including medical anthropology, human-environment interactions, and health and aging.

Replacement courses may also include a required and formalized Graduate Professionalization Seminar, in which students would learn skills that would facilitate their admission to competitive PhD Programs in anthropology, professional graduate schools, e.g., public health, education, and law school, as well as preparation for gainful employment as practicing anthropologists in the private and public sectors. Related to this Seminar, and in conjunction with strategic courses, the Department may establish a Graduate Certificate in Ethnography, CRM, or another skillset that would distinguish and better position anthropology graduates as potential employees and employers.

3. *BA curriculum*. Consideration might be given to incorporating certificates organized around departmental curriculum strengths. For example, a Certificate in Cultural Resource Management is a practical option given the FPAN program. A Certificate in Forensic Anthropology may be another option for College-to-Career preparation. These certificates need not involve creating new classes but incorporate relevant, existing courses from across the campus and an increase in inter-disciplinary collaboration with faculty in other relevant academic units and with community partners. Each Certificate Program would require monitoring of student progress, but this recommendation would be a relatively minor undertaking to expand the reach of the Department. Certificates are popular options among students and could increase enrollments with little cost to the department.

Students’ demand for more diverse topical courses may be met most readily by the gradual, incremental, and selective incorporation of stacked courses. This part of the curriculum would combine upper-division and graduate courses that would serve undergraduate majors and MA students across the subdisciplines. Each stacked course would consist of a Syllabus for the majors and a Syllabus for the graduate students, the latter of whom would be required to complete more and/or different assignments. Stacked courses would provide faculty with the privilege to teach topics in which they specialize or have an interest in

designing. Students at both levels would benefit from the variety of content that they seek to enhance their learning experience. This strategy also maximizes the value of the existing faculty at least until resources to fund new hires become available.

4. *Advising/Recruitment*. The self-study acknowledged that advising is an area on which the department can improve. One challenge in advising appears to be something of a disconnect between college-level versus department-level advising. Moreover, we discovered that not all students take advantage of early advising. We note that the informal advisement at the department level, while well-meaning, likely results in inconsistent and inadequate advising of students. Other departments take a more proactive approach by having an undergraduate director with specific advising duties. This recommendation, of course, adds to the workload of a faculty member but that may be offset with a course release.

It is unclear to what degree the department monitors the career tracks of its graduates. At some universities there are alumni records that can be useful in that regard. While such data are available at FAU, better tracking of and outreach to alumni is advised. Moving forward, some strategy should be implemented to follow up with recent graduates via monitoring social media to enquire of their status. Of course, this would require some additional work on the department's part to which we are sensitive, but the results should pay off in terms of providing potential majors with data on job opportunities, placement in PhD programs, professional development, possible speakers to highlight non-academic career paths of anthropology graduates, and help in the recruiting process.

5. *Graduate stipends and assistantships.* With respect to graduate recruitment, while all graduate students are apparently funded at some level, the stipends are low ($8,500/year) and apparently have not increased since the last program review. Low stipends, however, are somewhat offset by provision of some health insurance as noted above. Obviously, this provision should be promoted by the department when recruiting potential graduate students.

The fact that all graduate students are funded is based on the TA arrangement with the Department of Philosophy in that several graduate students provide discussion sections for large intro philosophy sections. One concern expressed by a member of the upper administration is that anthropology students evaluate and grade the work of philosophy students. The degree that this is a real or perceived problem is difficult for us to determine, particularly as this structure potentially benefits the department's graduate students financially, intellectually, and pedagogically. One solution might be to assign the GTAs more discipline-appropriate classes such as Gender Studies or Cultural Studies. Moreover, conversion of TAs to RAs would provide some faculty research support while providing graduate students research experience. However, we realize there are systemic reasons for why this latter option is not possible. University policy does not allow for the conversion of TAs to RAs due to the funding source.

6. *Department factions.* Given our limited time and interaction with the faculty, and a lack of a thorough knowledge and understanding of the department's history and development, we are unable to recommend a specific course of action to resolve internal personnel conflicts. Based on our observations, we are concerned that the apparent schism negatively affects students' optimum learning outcomes. For example, one graduate student said they asked one faculty member from the "disgruntled" faction to serve on an MA committee, but the faculty member declined, professing their inability to work with

another prospective committee member. We find this response to a student's request for advisement and thesis direction inappropriate and is unreasonable. We do not suggest that all faculty members in a department must like each other, but recommend that faculty must put aside personal feelings for the greater good of serving and working with students.

7. *Faculty research productivity***.** Research productivity among the faculty varies in volume, rigor, and publication outlets. Consistent with patterns of productivity in professional development in anthropology, the biological, archaeological, and bioarchaeological faculty demonstrate high rates of research productivity. Moreover, two of the archaeologists are full professors and research active, and the biological anthropologist and associate professor, as well as the assistant professor of bioarchaeology, maintain an outstanding record of research and publication. All four of these faculty members are fully invested in the department, its programs, and the success of their students.

The sociocultural component consists of six faculty members, only four of whom are fully integrated in the department's culture. The following three factors challenge the research productivity of the sociocultural faculty:

1. The leadership of the Department consists of two senior faculty members. One cultural anthropologist and associate professor is also the chair (2003-present), who has also been chair of philosophy (2012-2017), and who maintains a heavy teaching load given his inordinate administrative workload. Another cultural anthropologist and full professor is an active scholar while she has served as Director of Graduate Studies since the inception of the MA Program.

2. Two other full professors maintain independent research and scholarly workloads through external collaborations with colleagues in other departments and institutions. Their relatively compromised participation in the sociocultural component of the Department comes at the cost of their own fulfillment as faculty, at the cost of the Department's integrity and, ultimately, at the cost of students' learning and success who would benefit enormously from two critical, productive, and sophisticated professors of cultural anthropology.

3. Two non-tenure track faculty, a Senior Instructor and Director of the Field School, and a part-time Adjunct Instructor contribute significantly to the instructional quantity and quality of the undergraduate and graduate programs. Their respective roles do not require research productivity, but their contribution to the instructional and cultural component of the department is invaluable.

Our assessment reveals that given the current teaching load of 3/2, and the existing composition and structure of the faculty, the department's research productivity is exceptional among the two recent hires in biological and bioarchaeological anthropology respectively and the senior archaeologists.

Summary Statement

The Department of Anthropology is well poised to participate in the STEM initiative through its strengths in biological, bio-archaeological, and archaeological areas of focus. Human biology and the science of the human past through the study of skeletal remains are integral research foci in STEM. As a humanistic social science, and through the efforts by cultural anthropologists, the Department may expand, or add new

linkages with the humanities through cross-listed courses, particularly those that highlight ethnographic methods and texts, cross-cultural analyses, and global-local articulations of sociocultural transformations that the humanities value most.

Increasing teaching and scholarly productivity requires (1) rotating teaching releases for research active faculty and (2) new hires with externally funded research agendas. The College may invest in the Department's productivity by funding a Research-Intensive Semester on a rotating basis for faculty who can demonstrate that a semester's time dedicated exclusively to research and writing will result in a major scholarly product, including completion or publication of a book, submission of a major research grant to a Federal agency, or publication of peer-reviewed articles in academic journals.

Given the current budgetary constraints, research productivity through three new and funded hires may coincide with replacing faculty based on anticipated retirements in the next few years. One such hire may be a biological anthropologist who would collaborate with researchers in the university pillar on Healthy Aging. An archaeologist who specializes in the southeastern United States and/or Florida would build a robust program in Cultural Resource Management and facilitate other community-based archaeological projects that would be of value to this region. A hire in applied cultural anthropology in a cutting-edge area of expertise with a funded research agenda would strengthen the sociocultural component of the graduate and undergraduate programs. This cutting-edge applied cultural anthropology hire may also be a joint-hire based on another pillar depending on the hire's area of expertise. All three hires would raise the visibility of the Department, the College, and the University through research productivity, innovative and relevant curriculum, and required training of students as research and practicing anthropologists.

The Department of Anthropology consists of a small but productive faculty across the dimensions of scholarship, teaching, mentoring, and service. Even with a small faculty, the department succeeds in representing the four subfields of anthropology. With additional support from the College, and some editing of the existing curriculum—removal of courses that are not taught, and incorporation of content and marketable skills, the department will achieve representation of applied anthropology, a fifth field and one that is of interest to students who will benefit through explicit preparation for professional careers as anthropologists. Through maximizing the contributions of all the existing faculty in building a healthy and sustainable department, and through the prospect of new strategic hires, in coordination with the Platforms and Pillars initiatives, the Department of Anthropology will emerge as a key player in establishing an R1 status of Florida Atlantic University.

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

Presented by: Dr. Michael Horswell, Dean of Dorothy F. Schmidt College of Arts and Letters

Phone: 561.297.3803

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.

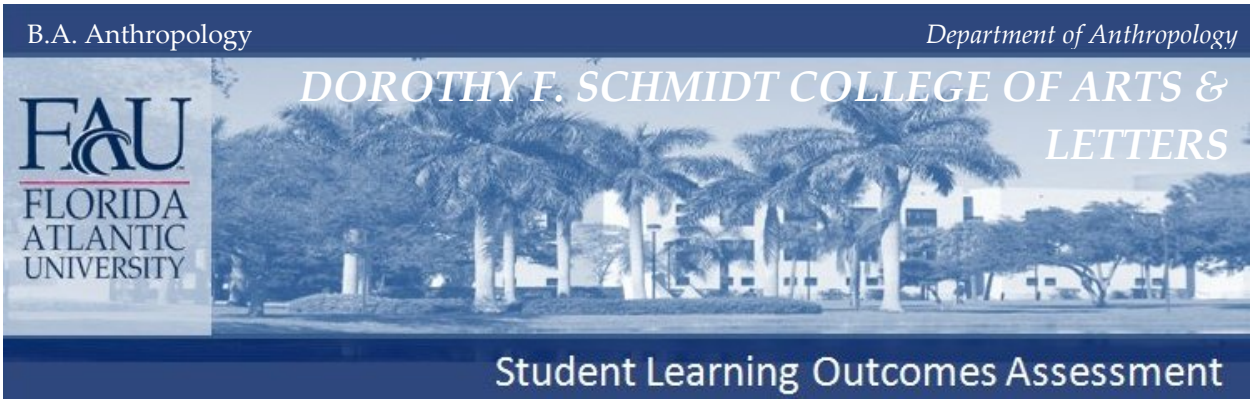
Reviewer Recommendations and responses

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



The Anthropology curriculum is designed to ensure that each student receives a broad background in the discipline. Additionally, the program is built for each student to have the flexibility to specialize in their particular interest through further coursework.
A major requirement is that all students complete at least six credits in research methods. The research methods courses in the Department of Anthropology provide the opportunity for students to demonstrate learning outcomes in the areas of content knowledge, communication skills, and critical thinking in a variety of contexts. These research methods courses are:

ANT 4116 (Archaeological Research Methods)
ANT 4192 (Research Methods in Bioarchaeology)
ANT 4495 (Research Methods in Cultural Anthropology)
ANT 4802 (Ethnographic Fieldwork)
ANT 4824 (Fieldwork in Archaeology)
ANT 4905 (Directed Independent Study)
ANT 4917/4918 (Directed Independent Research)

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of the major concepts, theories, and methods of each of the three subdisciplines: archaeology, biological anthropology, and cultural anthropology.
Assessment of students will be based on demonstration of satisfactory or better performance (on average) on exams, papers, and other coursework for two upperdivision courses in each of three subdisciplines (archaeology, biological anthropology, and cultural anthropology) for individual graduating students. Refer to the degree requirements for a list of these courses.

COMMUNICATION (Written Communication): Students will demonstrate the ability to communicate anthropological knowledge in written form. Depending on topic, students will produce written work in conformity with the publication guidelines of the American Association of Physical Anthropology, the American Anthropological Association, or the Society for American Archaeology.
Each student will complete six credit hours in anthropology research methods courses for which in-depth papers (10 pages or more) are required and in which the successful student is evaluated "satisfactory" or better on such papers.

CONTENT KNOWLEDGE (Declarative Knowledge): Students demonstrate knowledge of the major vocabulary, concepts, theories, and arguments associated with a research question or topic.
Assessment of students will be based on demonstration of satisfactory or better performance on literature review and research significance sections (or equivalents) of research papers or laboratory reports in research methods courses.

CONTENT KNOWLEDGE (Research Skills): Students will demonstrate the ability to apply basic data collection strategies and methodologies to anthropological research projects based on library research, field research, or laboratory research.
Assessment of students will be based on demonstration of satisfactory or better performance on methodology sections of research papers or laboratory reports in research methods courses.

CRITICAL THINKING (Analytical Skills): Students will demonstrate the ability to conduct library or field-based research on an anthropological topic that demonstrates critical, analytical (qualitative and/or quantitative), or technical skills.
Assessment of students will be based on demonstration of satisfactory or better performance on analysis sections (or equivalents) of research papers or laboratory reports in research methods courses.



The Anthropology graduate curriculum provides students with a strong foundation in the discipline. The curriculum ensures that graduate students are exposed to anthropological theory, quantitative methods, biological anthropology, cultural anthropology, and archaeology. The degree is primarily research-based, as students produce original MA theses. The process of moving toward the MA degree depends not only on successful course completion, but relies heavily on producing and defending a research proposal, carrying out data collection, analysis and write up of results, as well as production of the thesis. The MA/MAT degree prepares graduates to move either toward the Ph.D. or into the workforce, with the potential to use the knowledge gained in the pursuit of the degree.

Content Knowlege (Declarative Knowledge), Communication (Written Communication, Oral Communicatoin), Critical Thinking (Analytic Skills): Demonstrate professional–level competence in one of the subfields of anthropology: archaeology, biological anthropology, or sociocultural anthropology. The student is required to write and to make a public research proposal defense, at which competence in the proposed field of inquiry must be demonstrated in terms of: written communication, oral communication, theoretical and methodological appropriateness, and a productive analytic framework.

Content Knowlege (Declarative Knowledge), Communication (Written Communication, Oral Communicatoin), Critical Thinking (Analytic Skills): Demostrate professional-level initiative in research activities, as shown by presentation of papers at professional meetings or by publications. The student is encouraged to present research results at academic conferences and/or in publication. The number of such outcomes is tracked.

Critical Thinking (Practical Skills), Communication (Oral/Written), Content Knowledge: Utilize the degree earned in subsequent professional activities. Program graduates are tracked in terms of doctoral program entry and employment status.

Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Comparative Studies PhD Program
Program Director/ Coordinator Name:	Adam Bradford
Program Self-Study Contact:	Adam Bradford
Self-Study Contact Email:	Abradfo5@fau.edu
Self-Study Contact Phone Number:	561.297.0928

Table of Contents

A. Mission and purpose of the program. 4

B. Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program. 6

C. Instruction 8

Baccalaureate Programs 8

Graduate Programs 8

Admission 8

Enrollment information (headcount and SCH production) 9

Average class size and faculty/student ratio 10

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS) 11

Description of internships, practicum, study abroad, field experiences 11

Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on) 12

Scope of institutional contributions, such as cross-listed courses, "service courses", inter-professional education efforts, certificate programs 12

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships 12

Advising procedures 14

Placement rates/employment profile 14

Retention rates 15

Graduation rates 15

Student recruitment 15

Faculty 16

Please describe the administrative structure of the Department/Center/Unit administrative structure. 16

Faculty profile, including diversity, rank, academic specialties, and mix between full and part-time faculty and how this meets or does not meet department needs 16

D. Research: Departments, Centers or Units should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region. 17

E. Other Program Goals. 17

Describe and assess how well goals are being met 17
F. Strengths and opportunities that support achievement of program goals. 19
G. Weaknesses and threats that impede program progress. 19
H. Resource analysis. 20
Sufficiency of resources to meet program goals 20
I. Future Direction. 20
Anticipated changes 20
3 to 5 broad questions for the review team to answer with respect to a unit's current state and aspirations 20
J. If available, please include student feedback regarding programs. 21
K. Appendices……..……22

A. Mission and purpose of the program

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 PhD program in Comparative Studies in the Dorothy F. Schmidt College of Arts and Letters is an interdisciplinary PhD program that provides students with the opportunity to synthesize scholarly inquiry across two distinct fields. It is the only PhD granting program in the college and features two tracks, one in Cultures, Languages, and Literatures (CLL), and one in Culture, Society and Politics (CSP). Both tracks require students to articulate the two fields of study that they intend to focus on while in the program. For students in the CLL track, the primary field is expected to be in the humanities, usually studying literature, language, linguistics, or similar. For students in the CSP track, the primary field is expected to be in the social sciences, usually studying political science, anthropology, or sociology. In either track, secondary fields vary widely. In general, it is safe to say that most students articulate a secondary field of interest within the college's other 17 graduate programs of study, but we have had students with a secondary area of interest in areas such as nursing/public health (College of Nursing) or curriculum development (College of Education). Students matriculating into the program with primary areas of interest that are themselves interdisciplinary – such as Communication and Multimedia Studies or Women, Gender and Sexuality studies – might be found in either of the two tracks, depending upon their methodology. For example, if students were primarily interested in the aesthetic responses of LGBTQ people to their lived experience, they would likely be found in the CLL track. If they were interested in more sociological phenomenon and the data accompanying it, they would likely be located in the CSP track. What ties these two tracks together, and, indeed, what is at the heart of the program's conceptualization, is an investigation of human culture and the various phenomena that attend it. More on the particular requirements of these tracks and the logic behind the location of students within each track will be provided later in this self-study.

The program operates according to a fundamental believe in the value of interdisciplinary inquiry. We have tried to formalize within the structure of a degree program what we believe is already the prevailing reality within the academy – namely the fact that a significant number of scholars, though housed in traditional disciplinary silos, eventually find themselves working at the nexus of multiple disciplines, and, in fact, that a considerable number of significant intellectual advancements emerge as a result of conversations and advancements that occur across disciplinary lines. In this way, we see the program as aligned with the core of the FAU strategic plan which prioritizes Synergy and Boldness. In particular, the university is striving to "build a geographically diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures" as well as to "connect the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry" that prevails at FAU. The students in the PhD program in Comparative Studies, who are attracted into the program from across the nation and the world, certainly fit the profile mentioned above. In fact, the PhD program in Comparative Studies has contributed to the racial and ethnic diversity of the institution by recruiting a significant percentage of minority students into its ranks (43% of the students currently in the program identify as either American Indian, African-American/Black, Hispanic or Latino, or of Two or More Races), and, along with the interdisciplinary nature of their inquiry, these students contribute meaningfully to building a culture of connection in which talented faculty and students work together to create new knowledge.

Much of the university's strategic plan is focused on "pillars" and "platforms". These orient the university's strategic vision and provide focus for the development of programs and initiatives across the various colleges. While the "pillars" are initiatives that are, in many ways, STEM focused and therefore somewhat outside the realm of the Comparative Studies PhD program, these pillars are themselves paired with a series of "platforms" that reach across the various colleges within the university. The PhD program in Comparative Studies supports or intersects with several of these platforms in meaningful ways. For example, one of the platforms upon which the university seeks to build its success is "Diversity," which is defined as seeking to "identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies." As mentioned, the PhD program in Comparative Studies has contributed to the racial and ethnic diversity of the institution by recruiting a significant percentage of minority students into its ranks. It also works diligently to build the "cross-cultural competencies" that the Diversity platform seeks to encourage. Indeed, with it's primary focus being on the investigation of human culture through the aesthetic, social, and material products associated with it, the PhD program in Comparative Studies might be said to be the university's most advanced student-centered sphere for building such cross-cultural competency. Because of the program's focus on culture and cross-cultural competency and understanding, it also contributes significantly to the institution's commitment to Peace, Justice, and Human Rights, another university platform whose stated goal is to "develop programs that share best practices and promote tolerance and understanding of diverse cultures." The existence of the CLL and the CSP tracks, the scholarship the students within these tracks engage in, the courses they teach to the university's undergraduate population, all further the university's mandate to engage in the "building [of] cross-cultural competency" and "promoting tolerance and understanding of diverse cultures.

As it relates to the Board of Governor's Strategic Plan, the PhD program in Comparative Studies also makes a meaningful contribution. The BOG for the State of Florida has identified three primary areas that it identifies as "primary components of the state university system's tripartite mission". Specifically, it has identified "Teaching and Learning," Scholarship, Research, and Innovation," and "Community and Business Engagement" as areas of strategic emphasis, and it expects institutions within the state system to monitor contributions to each of these areas through a metrics-based accounting process. As part of the metrics based assessment of the BOG's "Teaching and Learning" area, goals have been set relative to "graduate degrees produced annually," and "national rankings for universities." In these areas, increases are expected and rewarded. The PhD program in Comparative Studies, especially with the launch of the CSP track, is now on track to produce approximately 12-14 PhD graduates per year. While we have concerns about the overproduction of PhDs in both the humanities and social sciences, and have built alt-ac options into our curriculum pathways to allow students to pursue careers outside academia should they wish to do so, this number of PhDs allows the program to contribute meaningfully to the overall production of doctoral degrees in the institution. In fact, our most recent internal numbers show that as it relates to Carnegie Classification, the university cannot increase its classification rank any further by producing STEM doctoral degrees – it has already gained the bulk of the "points" available to it through its current production – but the increase of degrees in the PhD program from 6-7 per year (which is what the degree is producing under the CLL track along) to 12-14 (which is what we forecast it will produce when the students that began the CSP track in Fall 2019 begin to graduate in 2023) makes a significant contribution to the profile of the university in the Carnegie rankings. Therefore, the PhD program in Comparative Studies is primed to make a significant contribution to the overall research profile of the university as it continues to matriculate students through its tracks.

B. Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program

The last review conducted of the PhD program in Comparative Studies was conducted in the spring of 2010, when the program was in haitus and not accepting students. A decision had been made in late 2009/early 2010 to suspend admittance to the program by then Dean Manjunath Pendakur. At that time, the program looked significantly different than it does now, and the review was based primarily upon the program's configuration then. The program included three separate tracks in 2009, Languages, Linguistics, and Literatures; Public Intellectuals; and Fine and Performing Arts, none of which are in existence now. Budget issues related to the Great Recession played a role in the then-Dean's decision, as did the fact that there was limited faculty support for the Fine and Performing Arts track, and limited involvement of the social science departments in either of the other two tracks. Because of the significantly different nature of the previous program to the program of today, the previous review's usefulness is somewhat limited. However, several findings or recommendations that were made became guideposts for the degree as is it emerged from its hiatus and was reconceptualized. This review will attend to those findings and recommendations that directly apply to the program as it was restructured and reactivated – a process that led to the resumption of admissions in the Fall of 2013.

Of the relevant findings and recommendations made by the evaluation committee were that the program should be re-opened and that "there [should] be a re-evaluation of the degree, in which the faculty should be invited to propose what they would like to see as degree tracks within the program." This process began in 2010 and was largely complete by 2012, with the program emerging 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. These two departments provided a significant portion of the initial seed funding for GTAships in order to provide the budget necessary to launch the reconceptualized PhD program and remain core supporters of the PhD program in the college – although other humanities departments, including Communication; Women, Gender and Sexuality Studies; History; and Philosophy have welcomed PhD students into their graduate classrooms, and, on occasion, have provided TA opportunities for students. Gratefully, the PhD program is currently able to fund its existing cohort through its own budget, provided by the college and the provost's office, and it is no longer necessary for these departments to support students financially over the course of their studies. However, as will be explained later, these department's still hold the power to make a significant difference in the financial security of these students through the teaching assignments that are given to these students – especially in the summer months.

The second applicable recommendation made by the reviewers was that due to the "time-consuming and labour-intensive" nature of their "involvement in an interdisciplinary program" faculty should be offered some form of "course relief" to offset their work in the program which is too frequently "not appropriately accounted for by 'home' departments." In short, because the faculty are still siloed in their traditional departments (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), past participation in the PhD program has largely been done on a "good will" basis and in accordance with faculty interest, without any other incentives for the faculty to participate. This was changed in 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 (see Appendix 1).

The prior program review also made reference to space, and the need for the PhD program to have a space where "students may gather and meet easily and routinely with one another and with staff allocated to administer the degree." With the advent of the School of Interdisciplinary Studies in the Humanities and Social Sciences, which now houses the PhD program in Comparative Studies among other interdisciplinary degrees, we believe we have given the PhD program a viable administrative space or "home" from which to operate – whereas before it operated out of the college's central offices. While the PhD students themselves have offices that are located largely within the department office banks for the department's which they teach, we feel that this is a preferable arrangement to siloing them away from their MA peers that might be working in similar fields. With the inception of the Masters en Passant degree for incoming PhD recruits, placing PhD students in offices together within the departments where they deliver instruction seems even more important, as it gives them easy access to others interested in their primary fields of study, increases departments' feelings of investment in the program, and roots PhD students in spaces close to the faculty with whom they are working. For this reason, the department is currently satisfied with the space arrangements that it enjoys – a situation that should be suitable so long as departments continue to see the PhD program as enjoying a symbiotic relationship with their own programs.

There are other recommendations that, although directed specifically towards the program in its previous configuration, nevertheless probably bear mention in this context. First, a recommendation was made to hire "a high-profile Director to be hired externally or appointed from those faculty members associated with the program." 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. The college has felt it wise to continue having a high-profile member of the college executive leadership, namely the Associate Dean of Graduate Studies, direct the program as it requires significant coordination across the various graduate programs in the college and the Associate Dean of Graduate Studies is in a unique position to effect such coordination. In addition, the recommendation was made to continue to admit students on "both a full- and part-time basis, but tighten admission criteria, including the requirement that no student be admitted without a firm commitment from at least one faculty member to supervise the student's doctoral work." The program continues to admit both full- and part-time students, and admissions are always made with an eye towards available faculty mentorship related to a student's interest.

Other recommendations regarding evaluation standards and program cohesion across the tracks that existed at the time are specific enough to the previous iterations of the program that they bear no real relevance to the program as it exists today, therefore, they will not be addressed in this particular self-study. If the external review committee would like to see the previous program review, it can be made available to them.

There are several other changes that have been made to the program that bear mentioning. First, 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. Students can earn an MA in English; Languages, Linguistics, and Comparative Literature; Communication; History; Sociology; Political Science; Anthropology; or Women, Gender and

Sexuality Studies. This option is available to students who have earned a bachelors degree in the humanities or social sciences and their applications will be vetted by the graduate programs committee for the program that will grant the MA, as well as the PhD program Executive Committee. The PhD Executive Committee is the sole body that reviews applicants who already hold a degree at the Masters level. This fall (2019) we matriculated the first BA to PhD student into the program. The student will earn an MA in English while in pursuit of the PhD.

In addition, the PhD program in Comparative Studies has also launched the aforementioned track in Culture, Society, and Politics. This track is, as mentioned, one which requires students within it to articulate a primary area of interest in the social sciences. This track was granted $90,000 in recurring budget dollars to matriculate its first 6 students into the program. It should be noted, and will be returned to later in this review, that an additional $90,000 will need to be added to this base budget each year for the next three years (for a total of $360,000 by fiscal year 2022) in order for the program to be able to fully fund 6 students per year in the program. This will match the current budget for student support that exists in the CLL track, and will mean that we are matriculating and graduating 12 students per year into the program.

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. These have varied in amount, but have included Summer Advancement Fellowships, Exams Fellowships, and funded Dissertation or Grant Writing Workshops (See Appendix 2). These initiatives, which have targeted providing summer support for students (and no PhD student has guaranteed summer support), have used residual budget dollars rather than a dedicated funding source. The program is committed to continue using any residual dollars to benefit the students in the program in ways such as these.

C. INSTRUCTION

Baccalaureate Programs

There is no Baccalaureate Program associated with the Comparative Studies PhD program.

Graduate Programs

Admission

The PhD program requires the below of its applicants in order to assess their suitability as candidates for admittance. The materials are reviewed by the PhD Executive Committee alone if the student already has a Masters degree. If the student only possesses a Bachelors degree, the Graduate Programs Committee of the department from which the student seeks an MA en Passant as well as the PhD Executive Committee review the materials. The committee(s) vote(s) to accept or deny candidates. In the case of BA student applicants where one committee votes to accept and the other denies, the candidates are denied. We do not admit students into the program who seek funding if we cannot provide it to them. We do have students in the program that are funded by outside agencies (McKnight Fellowships and community or state college tuition benefits for current employees are two common exterior funding source). We have one student who was recently awarded a Fulbright and will be funded through that program for the remainder of her PhD. Our standard GTA stipend is $15,000, plus tuition waiver.

B.S, B.S, B.F.A, M.A., M.S., or M.F.A. in a relevant discipline.

Minimum 3.5 GPA in previous graduate courses.

Competitive scores in the verbal, quantitative and analytical writing sections of the Graduate Record Examination. (The GRE must have been taken within the past five years.)

For international applicants, a competitive TOEFL score is also required.

Applicants must submit an academic paper, approximately 20 pages in length and with scholarly documentation, that demonstrates the applicant's analytical and explanatory skills and command of the discipline. Candidates who plan to work in lingua are required to submit an additional academic paper in that language, too.

A statement of intent that outlines the applicant's field(s) of study and describes how your academic background has prepared you for this interdisciplinary program.

Three (3) letters of recommendation, including at least two from professors whose course(s) the applicant has taken. These letters should be current and should attest to the applicant's intellectual qualifications for the Ph.D. in Comparative Studies.

Enrollment information (headcount and SCH production)

There are currently 62 students in the program. The total SCH as reported for the 2017-2018 year (the last year we have data available), is 550 SCH. The below tables offer a longitudinal picture of enrollments since the program reconceptualization and launch in 2013.

	Comparative Studies			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors				4,293	28,345
Masters/Specialist				345	4,785
Doctoral	50	51	49	49	999
Unclassified				1	3,073
Total	**50**	**51**	**49**	**4,688**	**37,452**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

	Comparative Studies			College Total	University Total
	2012-2013	2013-2014	2014-2015	2014-2015	2014-2015
Professional					249
Bachelors				4,412	28,561
Masters/Specialist				407	4,467
Doctoral	46	51	56	56	985
Unclassified					3,104
Total	**46**	**51**	**56**	**4,875**	**37,366**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Average class size and faculty/student ratio

All graduate classes, including PhD seminars, are capped at 15 in the college. It is not possible to identify the average number of students in each of the courses offered by the various departments in the college over the last several years, but it would not have exceeded 15.

The average class size in PhD only seminars from 2016 to Spring 2019 is 8 students. The below table details the courses and enrollments.

	C	D	E	F	G	H
1	CO	TERM	COURSE	TITLE	Column1	ENRL ACTL
2	AL	201608	CST 7309	Critical Race Theory		10
3	AL	201608	CST 7309	Concepts of Culture		7
4	AL	201608	CST 7309	Language, Thought and Reality		3
5	AL	201708	CST 7309	Contexts & Contests of Culture		6
6	AL	201708	CST 7309	Postcolonial Theory		10
7	AL	201808	CST 7309	Cultural Theory		11
8	AL	201808	CST 7309	New Materialisms		8
9	AL	201908	CST 7309	Concepts of Culture		14
10	AL	201908	CST 7309	French Theories from 1960-1970		10
11	AL	201908	CST 7931	Bordieu and Foucault		0
12	AL	201601	CST 7936	Elie Wiesel:Wtnss as Pblc Intl		11
13	AL	201601	CST 7936	Emotion & 19th Century Lyric		6
14	AL	201701	CST 7936	Clssicl Fndtns:Philos,Lit,Rhe		6
15	AL	201701	CST 7936	Myth and the Bible		13
16	AL	201801	CST 7936	History & Theory of Translatn		5
17	AL	201801	CST 7936	Race, Colonialism, and Slavery		13
18	AL	201901	CST 7936	Sci & Its Cultural Dimensions		7
19	AL	201901	CST 7936	Adapting From Medium to Medium		4
20				AVERAGE CLASS SIZE		8

Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

The program requirements vary only slightly between the two program tracks. The degree requires a minimum of 48 credits if matriculating with a masters degree, or 78 if matriculating with a bachelors degree. For both tracks, students are required to declare a primary and secondary area of interest. These are the two broad "comparative" areas of study that students will focus on during the duration of their program. They are required to earn 15 credit hours beyond the MA, MFA, or MS in graduate coursework in their primary area. They are required to earn 9 credit hours beyond the MA, MFA, or MS in graduate coursework in their secondary area. Students entering with a BA must fulfill all requirements for an MA in the degree granting program they stipulated at application (and, students entering with a BA must earn a Masters level degree, usually in their primary area of interest, while in pursuit of the PhD. There is no MA in Comparative Studies, rather the MA/MFA/MS options currently available to students in the college are English; Languages, Linguistics, and Comparative Literature; History; Communication; Political Science, Anthropology; Sociology; and Women, Gender and Sexuality Studies). They may take 1-9 credit hours of Advanced Research and Study in preparation for their Comprehensive Exams. They must also complete 12 dissertation credit hours.

In addition, students in all tracks must take 2 courses (6 credit hours) of CST 7936 Interdisciplinary Perspectives. Students in the Cultures, Languages and Literatures (CLL) track must also take 2 courses (6 credit hours) in CST 7309 Criticism and Theory. Students in the Culture, Society, and Politics track must take 1 course (3 credit hours) in CST 7309 Criticism and Theory, and 1 course (3 hours) in CST 7912 Research Design in Social Science. These CST courses serve as the core of the program. (See Appendix 3)

This course of study is unique in the Florida SUS, so comparisons to programs within the SUS cannot be made. There are Comparative Studies programs in the nation, but not many. Most notable are arguable Ohio State University's program, followed by the Comparative Studies program at University of Minnesota, and, to some degree, the Comparative Thought and Literature program at Johns Hopkins University (although it has limited relevance related to our track in Culture, Society, and Politics). These are our aspirational peers. From information available online, it appears as though these programs have similar programs of study. Most have a core of roughly 4 courses taken specifically in Comparative Studies, with the remainder of the graduate work being taken in either Comparative Studies or related fields. Most also require roughly 80 semester hours of coursework beyond the BA to earn the PhD. (See Appendix 4)

Description of internships, practicum, study abroad, field experiences

There is an internship opportunity available to students who are interested in pursuing it, although none have chosen to do so since the relaunch of the program. CST 7940 Practicum, was salvaged from the earlier tracks of the program in order to provide students with "engagement and collaboration with agencies and organizations in the public arena, as defined by the student's research interests. Projects initiated by the student may also be considered." As part of the advising process, students are informed about the possibilities of working in internships with local agencies, non-profits, arts organizations, and more. Because of the individualized nature of each student's program of study and the need to locate them within organizations that are most centrally germane to those interests, we do not have standing internship organizations with whom we place our students. Rather, our model calls for internships to be developed by the director,

the interested student, and the organization, the latter of which will be approached by the director and student together once the student has identified the organization with whom they seek an internship. Although students have not chosen to ultimately pursue internships since the last program review, we have had initial conversations with the Blue Planet Writer's Room (non-profit arts org) and the YMCA of Broward County (public programming wing) to discuss proposals. Both organizations were ultimately amenable to the idea of working with interns from the program, but in both instances, students in the program ultimately decided to focus on preparing for academic careers instead. The program expressed support for these student's alt-ac investigations, and was even willing to bring additional stipend dollars to the table to help make the internships more feasible for the students involved. Moreover, each advising session and each year's orientation involves discussions or presentations on alt-ac opportunities and the program's general support for these.

Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)

Most courses taught as part of the Comparative Studies PhD program are taught in person through relatively traditional Socratic methods. This will, of course, vary by professor, and yet holds true in the general case.

Scope of institutional contributions, such as cross-listed courses, "service courses", inter-professional education efforts, certificate programs

Most of the CST courses are only open to PhD students in the program, although exceptional masters students are allowed to register with the permission of the professor and program director.

As mentioned earlier, the PhD program in Comparative Studies is the sole humanities granting degree program in the university – a key metric in improving the university's national ranking in alignment with the current strategic plan. Therefore, the program is making a significant contribution to the research profile of the university publicly and internally. None of the CST courses associated with this program are cross-listed for students in other programs or are listed in service of other certificate or degree programs outside the Comparative Studies program.

Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships

Data on gender and ethnicity is included below. Suffice it to say that according to the university's internal census data 73% of our current graduate cohort are women, 27% are men. Moreover, 2% of our students are American Indian, 8% of our students are Black (Not of Hispanic Origin), 22% are Hispanic, and 57% are White (Not of Hispanic Origin). 10% are international students.

Students in PhD Program in Comparative Studies by Gender and/or Ethnicity

			2015-16	2016-17	2017-18
Graduate	**American Indian/Alaskan Native**	**Female**			1
		Male			
		Total			**1**
	Asian or Pacific Islander	**Female**			
		Male			
		Total			
	Black (Not of Hispanic Origin)	**Female**	3	3	3
		Male	2	1	1
		Total	**5**	**4**	**4**
	Hispanic	**Female**	6	7	9
		Male	3	2	2
		Total	**9**	**9**	**11**
	White (Not of Hispanic Origin)	**Female**	21	19	19
		Male	11	12	9
		Total	**32**	**31**	**28**
	Non-Resident Alien	**Female**	3	5	4
		Male	1	2	1
		Total	**4**	7	**5**
	Total	**Female**	33	34	36
		Male	17	17	13
		Total	**50**	**51**	**49**

We are pleased to state that all active students in the program who have sought funding have been awarded it. As such, the only unfunded students in the program either did not request funding for their time as a PhD student, or that funding is being provided through other means. Currently we have 6 students in the program who are unfunded by the program. Of these, four are teaching at local community or state colleges that pay their tuition and fees, and one is an international students whose government is paying all costs associated with the program. We have one unfunded student who has not requested any funding.

Students are active scholars in their fields, with roughly 70% of our students conferencing in any given year (last year we dipped slightly below this to 67%). Students are provided with conference support through the program's regular state funds and through foundation dollars. On average, students that are conferencing are awarded roughly $500 per year, however, students engaged in international conferences or conferences with extraordinary costs are generally awarded higher amounts as budget allows. Students can petition twice a year, once in the spring and once in the fall, for dollars for conference travel. In the past year, students have presented at local or regional conferences, as well as major discipline wide flagship conferences like MLA, ACLA, ICFA, and the RSAP.

Student publications in the last year have included work in journals such as *The French Review*, *Penumbra: A Interdisciplinary Journal of Critical Inquiry*, *Centro: Journal of Puerto Rican*

Studies; The Journal of the Future of Humanities; Flannery O'Connor Review, Great Plains Journal, New Grove Encyclopedia of American Music, Eaton Journal; Pacific Coast Philology; SFRA Review. In addition, several students have contributed chapters to critical collections in their fields.

Students in the program have also won prestigious internal and external fellowships/scholarships. In the review period, students have been awarded fellowships/scholarships or other research related support from the following: Fulbright U.S. Student Program, McKnight Doctoral Fellowship program, the American Philosophical Association, the European Holocaust Research Infrastructure Fellowship, Smithonian Institutions Recovering Voices program, Sigma Tau Delta Graduate English Association's Edwin L. Stockton Graduate Fellowship, the Endangered Lanugage Fund's Native Voices Endowment, and a Zaglambier Society Scholarship from the Weisenthal Center for Holocaust Studies. Besides this sampling of external awards, our students have been awarded several internal fellowships and awards, including the Courtenay Fellowship, the Graduate Diversity Fellowship, Summer Advancement Grants, Summer Teaching Fellowship, Dissertation Fellowship, and Dissertation and Grant Writing Workshop Fellowships, and Somaesthetics Fellowships. Of the cohort of 51 students, 36 have received fellowship support from either internal or external sources – the equivalent of 71% of the cohort.

Advising procedures

Advising for the program is highly personalized and somewhat intensive. Upon entrance into the program, the Director serves as the primary advisor for each student. Our advising protocols are to encourage the student to declare their primary and secondary area of emphasis from the beginning of the program, but certainly no later than their second semester. Students are advised on course selection, as well as building a scholarly profile that will allow them to: 1) effectively work in the academy as a scholar within traditional and interdisciplinary departmental homes, 2) satisfy credentialing requirements (primarily through course selection that provides students with the requisite 18 credit hours in field of study, but also through publication), 3) allow them to successfully build a scholarly identity with articulable boundaries and interests, and 4) prepare them to succeed in their comprehensive exams and dissertation.

By the time that students have completed their coursework, they are usually transitioning from being advised by the Director of their program to being advised by a faculty advisor who will serve as their mentor through the comprehensive exams process, and possibly through the dissertation. The Graduate College has a formal process, including forms for designating committee members, to declare a graduate committee. Students are advised to seek out the faculty members, discuss the reasons the students is interested in having these faculty serve on the committee, and secure the faculty members' willingness to serve in the various roles associated with the comprehensive exams process. After this, the faculty advisors tend to advise students on all remaining academic issues, however, the program director continues to meet with every student in the program over the course of each semester to discuss progress in the program, provide support, inform students of support opportunities, and resolve difficulties, as possible.

Placement rates/employment profile

Alumni data is difficult to come by, however, we have expended some resources over the last calendar year in an effort to track and reconnect with our alumni. Some of these alumni

graduated from previous tracks of the program. Because of the incomplete nature of the alumni data, we cannot accurately assess placement rates. Nevertheless, the attached appendix gives a sense of what types of positions our students have gone on to inhabit and forecasts where they might find employment in the future. (See Appendix 5)

Retention rates

Of the 75 students who have matriculated into the program since its relaunch, 13 of them have stalled out/dropped out of the program. This equates with a 17% loss rate, or an 83% percent retention rate.

Graduation rates

Because the program only matriculated its first class after the relaunch in the Fall of 2013, the data here is rather scarce. The next program review will have enough longitudinal data to provide us with a clear window into overall graduation rates. Of the two initial classes admitted into the PhD program, the combined graduation rate is only 36%, and we anticipate that rate to increase significantly over the next few years. The initial cohorts that were recruited into the program were subject to intermittent funding issues and early program development challenges that are now largely a thing of the past. In fact, for the year following the initial two classes admitted (graduating this year), we expect 5 of the 8 students in the cohort to graduate, meaning that the overall 5 year graduation rate for that cohort will be roughly 63%. Due to the fact that approximately 15% of our PhD cohort are serving as instructors in local area state and community colleges and must matriculate through the program part time, this 5 year graduation rate is likely to always be somewhat lower than we would like. However, given an analysis of where the remainder of the students are in their course of study (based largely upon advising information and progress towards degree), it seems reasonable to expect that within the next two years we will see a 5 year completion rate of approximately 75%. (See Appendix 6)

Student recruitment

Students are recruited into the program from graduate programs throughout the United States and abroad. The recruitment process relies heavily upon targeted email campaigns using the GRE database for students interested in pursuing graduate study in any of the areas of primary interest our degrees can accommodate (essentially in any areas where the college has masters level programs). Recruiting students from the BA directly into the program is a benefit to the MA level programs, as those that earn the Masters en Passant count towards the degree production for those MA degrees, and increase the intellectual rigor of the MA programs – so these students are highly recruited, along with those who already hold the MA, MS, or MFA in an appropriate area of study.

Students who respond to the initial query are contacted personally by the Director of the program, who recruits on a one on one basis. Once application is made and a student is accepted, students from outside the area are frequently provided with travel funds to offset the cost of visiting the campus and meeting with college faculty and program staff. Students are recruited from the local area, regionally, nationally, and internationally.

Faculty

Please describe the administrative structure of the Department/Center/Unit administrative structure.

The program is administrated by the Director of the PhD program in Comparative Studies, Dr. Adam Bradford, who is currently the Associate Dean of Graduate Studies in the College of Arts and Letters. He relies upon the guidance of the PhD Executive Committee, which consists of a group of 16 tenure-line faculty in the College of Arts and Letters. They hail from departments and programs across the college, including Political Science, Jewish Studies, Art History, Languages and Comparative Literature, Sociology, Anthropology, English, and Communication. The Director runs the day to day operations of the program, is responsible for recruitment and student support, teaching assignments, advising, and enrollment management for the program. He relies upon the Executive Committee to make curricular decisions, as well as decisions about program structure and policies. The Director is assisted in his functions by an indispensable Program Coordinator, Gabby Denier, who has been in place for over a decade.

Faculty profile, including diversity, rank, academic specialties, and mix between full and part-time faculty and how this meets or does not meet department needs

There are no faculty assigned specifically to the PhD program in Comparative Studies. Rather the program can avail itself of the entire faculty from across the college to deliver its curriculum, if suitable.

D. Research: Departments, Centers or Units should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region.

Because there is no annual report structure for PhD students that is analogous to that which exists for faculty, it is difficult to assess this particular question, which usually draws upon that data in order to be answered. This question suggests that perhaps one salient need is for the PhD program to have a more formal method for tracking student publications, awards, and other forms of achievement. Nevertheless, as the "Student Profile" subsection of section C indicates, students are research active.

E. Other Program Goals.

Describe and assess how well goals are being met

The primary goals of the previous director who shepherded the program through its reconceptualization and launch were, most broadly, to ensure the financial viability and programmatic integrity of the program during its initial years of relaunch, as well as to recruit and support students (academically and otherwise) as they sought to navigate a newly conceived program. This previous director also worked diligently to institute a faculty compensation policy for faculty that advise PhD students (again, see Appendix 1). The program remains grateful to the previous director's foresight in designing, implementing, launching, and gaining institutional support for the reconceived program. The current Director of the PhD program in Comparative Studies, who has been in position for the last three years, has sought to build upon the strengths built into the program by his predecessor by seeking do to as follows:

1. Increase financial support opportunities for PhD students, especially during the summer months when students are most vulnerable to financial distress.
2. Identify how the program might integrate an Alt-Ac pathway for students interested in pursuing careers outside the academy.
3. Create a Masters en Passant structure that would allow students to matriculate into the PhD program with a bachelors degree.
4. Consider the formal implementation of an alternative dissertation format for students interested in producing dissertations that do not adhere to more traditional monograph-style formats (this is especially important for students pursuing Alt-Ac employment).
5. Create a second track within the PhD program for students whose primary area of interest would be in the social sciences.
6. Work in tandem with other university partners to effectively advocate for health insurance and stipend increases for graduate students in the PhD program.

Goal 1

As it relates to goal 1, we have experimented with a number of summer initiatives to provide additional support for students. In the summer of 2017 and 2018, we offered Summer

Advancement Fellowships and Summer Exams Fellowships (again, see Appendix 2). In 2017, we offered the Exams fellowship to 2 students, and the Advancement Fellowship to 4 students. In 2018, we offered the Advancement Fellowship to 5 students. There were no suitable applicants for the Exams Fellowship that summer. In the summer of 2018, we also piloted a College of Arts and Letters Dean's Summer Writing Workshop, which prioritized the acceptance of PhD students at the dissertation stage, as well as MA and MFA students seeking to complete their theses. We admitted 5 students into the workshop, which also paid a stipend of $2500.00. In the summer of 2019, we piloted a slightly different workshop titled the Advancing Research in the Humanities and Social Sciences Grant Writing Workshop. We enrolled 4 students in that particular workshop, which was a partnership with the Division of Research. Student participants were again paid $2500.00 for their participation. Overall, I believe that the most effective interventions of those we have tried have been the writing workshops and the Summer Advancement Fellowship. We have continued to offer an average of two $5,000 dissertation fellowships per year, as well. Some of the funding for these initiatives is made available by residuals from unoccupied GTA lines that may lie fallow for a semester due to students on leave for one reason or another. The Director has also intentionally kept at least $30,000 a year in reserves for student support initiatives. Our own internal assessment suggests that we have found effective ways to target supporting students during the summer months. We have also proactively sought out summer teaching appointments in programs with need for students in the program, although the availability of courses for PhD students varies widely and is subject to negotiation with department chairs who may be more or less inclined to assign PhD students to classes based on department faculty requests, as well as masters students requests in their departmental programs. Currently there is no college wide policy in place that prioritizes PhD student course assignments over other GTAs. Chairs are frequently sympathetic to assigning courses to masters GTAs given their stipend rates, which are significantly lower than PhD students ($8,500 on average compared to $15,000).

Goal 2

As it relates to goal 2, we have retrieved the "practicum" course, CST 7940, as an option for PhD students that are interested in pursuing Alt-Ac careers. The Alt-Ac Pathway for Students in the PhD Program in Comparative Studies advising sheet is attached to this document. (See Appendix 7)

Goal 3

The Masters en Passant option for bachelors students admitted to the PhD program in Comparative Studies is available as of the fall of 2019 to students whose primary areas of interest dovetail with one of the MA degree granting programs in the College of Arts and Letters in the Humanities and Social Sciences (the exception is the newly formed M.S. in Data Science degree which is an intercollege degree with a track in Data Science and Society housed in our college). Students are required to complete all the degree requirements for the masters degree that they will earn, and are generally encouraged to exercise the exam option as opposed to thesis option for each of these degrees.

Goal 4

The PhD Executive Committee has given its support to the idea of PhD students articulating a defensible plan for producing an alternative dissertation format so long as the project under consideration would require an equivalent level of research, intellectual rigor, and critical engagement as a traditional project. Because of the unique nature of these projects, a draft

proposal must be made by any student to the student's dissertation committee. It must be approved informally by the dissertation committee who will notify the Director of the program that they support the project in its current form, and then presented again to the Executive Committee as a draft proposal. The Executive Committee will confer on whether or not the proposed project meets the standards for rigor, critical engagement, and research and provide feedback on as much to the student and dissertation committee. It is expected that the student will incorporate this feedback into a revised proposal before they sit for the formal proposal defense.

Goal 5
The PhD program track in Culture, Society and Politics launched in the Fall of 2019.

Goal 6
Ongoing efforts are being made at the programmatic, college, and university level to secure these types of improvements for students. The Provost has recently announced that students will have a health care plan in place by the fall of 2020. Stipends remain an issue. The program has been unable to increase the base stipend level from $15,000.00, however, enhancement fellowships exist – primarily the Presidential Fellowship, the Schmidt Somaesthetics Fellowship. Due to budget cuts and structural reorganization, we recently lost the Lifelong Learning Fellowship that we previously enjoyed.

F. Strengths and opportunities that support achievement of program goals.

Because the PhD Program in Comparative Studies is the flagship degree for the entire college, it **1)** enjoys the ability to draw upon the faculty expertise of multiple departments. This is highly beneficial to the program, and means that students have access to a wide range of excellent faculty with disciplinary expertise that facilitates fascinating interdisciplinary convergences for the students working with them. The program also **2)** enjoys renewed executive level attention because of its ability to play significantly into the metrics in a positive way as the university targets moving towards a Research 1, top 100 university. In general, the program also **3)** enjoys support from the department's across the college which provide leadership through the PhD program Executive Committee, faculty to teach curriculum exclusively for the program, crosslisted courses, mentorship for the students in the program, and opportunities for PhD students to teach in programs in relevant disciplines across the college. Historically, departments such as English and Languages, Linguistics and Comparative Literature have also provided financial support in the form of split stipends for PhD GTAs when the budget of the program was threatened by lean financial years.

G. Weaknesses and threats that impede program progress.

The biggest impediment to growth currently is adequate stipend funding. This is experienced both in terms of number and in terms of amount. The fact that our program is in its infancy and does not enjoy a longstanding reputation couples negatively with the level of stipends to make recruiting a significantly difficult endeavor. We compensate for this with a highly individualized recruitment strategy in which the Director personally reaches out to candidates multiple times, seeks to bring students to campus, connects them socially and intellectually with their peers and

with faculty while they are here, and essentially recruits through an approach that not only focuses on the intellectual rigor of the faculty and program that are here, but also on the idea that the student should understand that at FAU they are a highly targeted recruit – in a word, they are very "special" to us whereas they may just be one among many in another institution with more students and more name recognition. Consider that the

H. Resource analysis.

Sufficiency of resources to meet program goals

Besides the issue of adequate financial support detailed in section H, the program arguably has the resources it needs to run effectively.

I. Future Direction.

Anticipated changes

We are currently in the process of changing our Comprehensive Exams structure. Our hope is to provide a structure that will better prepare students for the realities of the academic job market, allow flexibility for those considering an Alt-Ac career, and better reflect the nature of the work that they are generally required to do as students. Both the current Comprehensive Exams directions and the new Comprehensive Exams directions are included with this report. (See Appendix 8).

We also anticipate that there may be curricular changes or the development of new curriculum needed in response to the instantiation of the new Culture, Society, and Politics track. Fall 2020 will mark the first time that the CST 7912 Research Design course will run. Additionally, we may need to consider best practices for ensuring that the CST 7936 Interdisciplinary Perspectives courses that run speak to students across the tracks, or that of the two sections offered every spring, one is targeted to students in each of the tracks so as to ensure programmatic relevance.

Ultimately, we believe it would also be in the best interests of the students to consider an Interdisciplinary Methodologies course taught using the latest theoretical and methodological literature on interdisciplinary study by those working in the field. Scholars such as Julie Klein, Tanya Augsburg, Robert Frodeman and others have been mapping out interdisciplinary methodologies and theoretical approaches for interdisciplinary scholars that are not currently found in our program. Targeting the hire of a scholar who works in these areas, one who can contribute to the PhD program in Comparative Studies, the BA program in Interdisciplinary Studies, and some of the MA programs that are also interdisciplinary in nature seems like a wise course of action to pursue in the future.

3 to 5 broad questions for the review team to answer with respect to a unit's current state and aspirations

1-How might the PhD program in Comparative Studies most effectively revise its curriculum to ground students in interdisciplinary theory and methodology? Does such a revision strike the committee as desirable and what resources might be necessary to make this happen?

2-How might the PhD program increase its effectiveness in recruiting, especially given the

unique nature of a comparative PhD degree?

3-What other alternatives, models, or suggestions might the review committee offer to help us better support Alt-Ac career pathways?

4-Programs have been encouraged to create revenue-generating programs that can be used to enhance regular budget dollars. Does the review committee see opportunities for the PhD program or its students to be involved in the creation or delivery of such a program (Continuing Ed, Community classes, etc.)

5-It appears likely that the School of Public Administration, which houses a PhD in Public Administration, an MPA, and Masters of Non-Profit Management, will be joining our college (along with the School of Architecture) this July. What synergies or partnerships does the review committee imagine might be beneficial for the Comparative Studies students to pursue with this new unit?

J. If available, please include student feedback regarding programs.

Students will be made available to reviewers during the site visit.

Appendix 1

FAU
FLORIDA ATLANTIC UNIVERSITY

DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS
Office of the Dean
777 Glades Road
Boca Raton, FL 33431
tel: 561.297.3803
fax: 561.297.2752
coltman@fau.edu
www.fau.edu

MEMORANDUM

TO: Dorothy F. Schmidt College of Arts and Letters Faculty
FROM: Heather Coltman, Dean Heather Coltman
RE: Policy for Faculty Compensation for Dissertation Advising in the PhD in Comparative Studies Program
DATE: January 17, 2017

Given the University's prioritization of doctoral degree production related to our Carnegie Classification as an R2: Doctoral Universities – Higher research activity, the College would like to recognize and support the faculty who are advising PhD students in the interdisciplinary Comparative Studies program.

The Dean's office is introducing a formula through which Ph.D. faculty can obtain course releases, based on a system in which five (5) accumulated points equals one (1) course release.

Points may be accumulated by:

- Chairing a dissertation committee
  -One (1) point, assigned when dissertation proposal is signed and one point when dissertation is defended)
- Serving on a dissertation committee:
  -One-half (1/2) point, assigned when dissertation proposal is signed and ½ point when dissertation is defended)

Notes:
- This system requires the cooperation of the faculty member's department chair.
- Only one (1) course release based on this structure may be granted per assignment year.
- Advanced notice is required before a course release is granted.
- When a faculty member accumulates five (5) points, the department puts in a request to be compensated by the College.
- The PhD program will be responsible for maintaining these records.
- Points will be counted going back 10 years based on the program's official records.

*Proposal based on formula approved by PI track executive committee in 2007. Adapted for the new CLL track. Discussed in the GPC and the Chair's Forum during the fall semester, 2016. Adopted by Dean Heather Coltman on December 13, 2016.

*Chairs and Dean agreed to re-visit potential recognition of MFA advising at some point in the future.

Appendix 2

Summer 2017 Fellowship Opportunities
PhD Program in Comparative Studies
Florida Atlantic University

Exams Fellowship

The purpose of this fellowship is to help students move in an accelerated fashion towards the Comprehensive Exams following the completion of their coursework. To apply, students should submit a 1-2 page letter of application that details their progress in the program, their need for the fellowship, their anticipated date for taking the Comprehensive Exams, their plan for study for the fellowship period, and their anticipated exam date. A list of texts that the student plans to cover during the fellowship in preparation for the exams should be included (appended as an additional document). In addition to the letter and list of texts, applicants should submit an unofficial transcript, as well as a brief statement of support from their exams chair attesting to the appropriateness of the provided list and the feasibility of meeting the target exam date. The stipend for the fellowship is $5000. Applications are due March 24th and should be submitted via email with all documentation attached as PDFs to Gabrielle Denier (gdenier@fau.edu).

Advancement Fellowship

The purpose of this fellowship is to help students move in an accelerated fashion through their coursework by providing them with summer support as well as an opportunity to take courses towards their degree. The fellowship will grant the recipient a summer GTAship in the department for which they regularly teach, and it is expected that the recipient will register for one or more courses during the summer. Please note that DIS courses are acceptable, and 9 month faculty willing to conduct a DIS with a recipient during the summer will receive a $500 stipend for doing so. However, only DIS themes directly related to the student's concentration and not available through regularly offered coursework will be considered. To apply, students should submit a 1-2 page letter of application that details their progress in the program, their need for the fellowship, the course(s) that they intend to enroll in during the summer, the department for whom they would GTA and the course they would teach or assist, and how the fellowship will help lessen their time to degree. For students who propose taking a DIS course during the summer, a brief letter of support from the faculty member stating their willingness to conduct the DIS should be included. The stipend for the fellowship is $5000. Applications are due March 24th and should be submitted via email with all documentation attached as PDFs to Gabrielle Denier (gdenier@fau.edu).

The Dorothy F. Schmidt College of Arts and Letters Fellowship for Advancing Research in the Humanities and Social Sciences

In conjunction with the Division of Research and the Graduate College, the Dorothy F. Schmidt College of Arts and Letters seeks applicants from the Comparative Studies PhD program interested in advancing their research through a focused program of grant writing mentorship. This program will consist of a series of workshops to be held during summer 2019 and will be conducted by the Division of Research, Office of Research Development staff, Jeanne Viviani and Angela Clear. The goal of these workshops is to provide doctoral students in the College of Arts and Letters with experience in targeting and applying for grant opportunities in partnership with a faculty principal investigator. It will increase students' awareness of the role grants play in higher education funding, provide them with valuable experience in the process of grant writing, and facilitate each fellow's production of a competitive grant application of fundable quality.

Applicants for the fellowship should submit a one-page narrative that identifies the grant opportunity they will target, the faculty member who will serve as principal investigator on the grant proposal, and how this grant opportunity aligns with his or her own research interests. This narrative should be accompanied by a one-page letter of support from the faculty member who will serve as principal investigator on the grant proposal. The faculty member should stipulate how this grant opportunity aligns with their research agenda, their interest in working with the doctoral student, and their willingness to review and offer commentary on the grant application drafts produced over the course of the workshop. (It is not expected that the faculty member will attend the workshops – only offer commentary on successive drafts as produced). Fellows are expected to attend all workshops, and stipends may be withheld if an absence occurs.

It will be expected that the final grant application will be submitted following the completion of the workshop and that its proposed budget should include stipend support for the doctoral student's continued involvement in the grant project. The faculty should know that the expectation is for the proposal to be officially submitted through FAU for funding and if funded, would be responsible for officially carrying out the research. Those selected to participate in the workshops will be named Dorothy F. Schmidt College of Arts and Letters Advancing Research Fellows and given a stipend of $2,500 for their participation. Application narratives and faculty letters of support are due April 22nd and should be submitted to Drs. Aimee Arias (akanner2@fau.edu) and Adam Bradford (abradfo5@fau.edu) via email.

Five (5) workshops will start on Wednesday, May 15, 2019 from 4:00 pm – 6:00 pm and be every Wednesday for three weeks (5/15/2019, 5/22/2019 and 5/29/2019), then every other week for two (2) more workshops (6/12/2019 and 6/26/2019).

Location: TBD

Dorothy F. Schmidt College of Arts and Letters Dean's Summer Writing Workshops

Purpose: The purpose of these informal summer writing groups is to give students the opportunity to workshop their academic writing. Students interested in preparing manuscripts for possible scholarly publication or conference presentation, as part of their thesis or final projects, in anticipation of using a manuscript as part of an application for further graduate study, or for other similar reasons are encouraged to apply. Groups will meet for three hours once a week for six weeks, and full attendance is required in order to participate. Workshops will run during the first summer semester (May 12th through June 22nd), and participants will be selected through a competitive application process. This workshop is running informally through the College of Arts and Letters, therefore, formal registration through Banner is not required nor will institutional credit be granted for taking part in this workshop.

Call for Applicants: Graduate students in any of the College of Arts and Letters graduate programs are eligible to apply. Those interested should send a one page letter of interest that details their current status within their program and their goals for participation in the workshop (outcomes such as preparation for publication, completion of a thesis/dissertation chapter, etc., etc.). Please also include an abstract of the paper or papers you intend to work on. A letter of recommendation from a faculty advisor or mentor that speaks specifically to the benefits to be derived from your participation in the workshop is also required. **Applications and supporting materials (including letters of recommendation) are to be submitted via email to alsummerworkshop@gmail.com by April 15th.**

Stipends: Graduate students selected to participate in the summer writing workshop will be granted a summer stipend of $2000 if pursuing an MA degree or $2500 if pursuing an MFA or PhD. Stipends will be paid upon successful completion of the workshop as determined by the faculty group leader.

Appendix 3

DEGREE REQUIREMENTS FOR THE PH.D. IN COMPARATIVE STUDIES: CULTURES, LANGUAGES, AND LITERATURES

NAME:

Z NUMBER:

YEAR ENTERED PROGRAM:

PLANNED DISCIPLINES/CONCENTRATIONS:

MINIMUM REQUIREMENTS

- MA degree in an appropriate field
- 49 credits beyond MA degree course work
- No grade lower than "B" is acceptable

DISTRIBUTION REQUIREMENTS

☐ 12 credits: required core courses

☐ CST 7309: Theory and Criticism (6 credits)

1.)_____

2.)_____

☐ CST 7936: Interdisciplinary Perspectives (6 credits)

1.)_____

2.)_____

☐ 15 credits: primary area of concentration

_____

_____

_____

_____

_____

☐ 9 credits: secondary area of concentration

_____

_____

_____

☐ 1-9 credits: CST 7910: Advanced Research and Study (as needed)

_____

_____

_____

☐ 12 credits: CST 7980: Dissertation Credits (12 minimum)

Revised: DD/MM/2019

☐ 3 credits: Supervised teaching experience: ENC 6700/FLE 5892 or equivalent **if required** to be a GTA in an affiliated department. Credits do not count toward degree.

_____

DISSERTATION ADVISOR: _____

DISSERTATION COMMITTEE: _____

_____

_____

QUALIFYING EXAMS

☐ **WRITTEN** **DATE:** _____ **RESULT:** _____

☐ **ORAL** **DATE:** _____ **RESULT:** _____

ADMITTED TO CANDIDACY

☐ Plan of Study submitted to Graduate College _____

☐ Admission to Candidacy Doctoral Degree form _____

☐ Compliance Verification form _____

LANGUAGE REQUIREMENT

☐ Proficiency in a language other than English _____

COMPLETION OF MASTER'S DEGREE

- Date: _____
- Degree: _____
- Credits: _____

COMPLETION OF DISSERTATION

- Date: _____

COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

_____

DEGREE REQUIREMENTS FOR THE PH.D. IN COMPARATIVE STUDIES: CULTURE, SOCIETY, AND POLITICS

NAME:

Z NUMBER:

YEAR ENTERED PROGRAM:

PLANNED DISCIPLINES / CONCENTRATIONS:

MINIMUM REQUIREMENTS

- MA degree in an appropriate field
- 49 credits beyond MA degree course work
- No grade lower than "B" is acceptable

DISTRIBUTION REQUIREMENTS

☐ 12 credits: required core courses

☐ CST 7309: Theory and Criticism (3 credits)
1.)_____

☐ CST 7912: Research Design in Social Science (3 credits)
1.)_____

☐ CST 7936: Interdisciplinary Perspectives (6 credits)
1.)_____
2.)_____

☐ 15 credits: primary area of concentration

_____
_____
_____
_____
_____

☐ 9 credits: secondary area of concentration

_____
_____
_____

☐ 1-9 credits: CST 7910: Advanced Research and Study (as needed)

_____
_____

☐ 12 credits: CST 7980: Dissertation Credits (12 minimum)

☐ 3 credits: Supervised teaching experience: ENC 6700/FLE 5892 or equivalent **if required** to be a GTA in an affiliated department. Credits do not count toward degree.

_____

DISSERTATION ADVISOR: _____

DISSERTATION COMMITTEE: _____

_____

_____

QUALIFYING EXAMS

□ **WRITTEN** **DATE:** _____ **RESULT:** _____

□ **ORAL** **DATE:** _____ **RESULT:** _____

ADMITTED TO CANDIDACY

☐ Plan of Study submitted to Graduate College _____

☐ Admission to Candidacy Doctoral Degree form _____

☐ Compliance Verification form _____

RESEARCH TOOLS

☐ Demonstration of a skill relevant to the life of cultures, societies and/or politics:

_____

COMPLETION OF MASTER'S DEGREE

- Date: _____
- Degree: _____

COMPLETION OF DISSERTATION

- Date: _____

COMMENTS

_____

_____

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_____

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_____

_____

From Ohio State University

1.Coursework requirements. All students are required to take a total of 80 semester hours, including credits earned in the Comparative Studies M.A. program or credits earned in another M.A. program and approved by the Comparative Studies Graduate Studies Committee: 27 semester coursework hours and a minimum of 23 general examination and dissertation hours (or at least 50 total hours beyond the M.A.).

Coursework credits are distributed as follows:

a.All students who have not completed the M.A. in Comparative Studies must take the following courses during the first year of enrollment (see Graduate Courses):

- Comp St 6390, Approaches to Comparative Cultural Studies I (3 credits)
- Comp St 6391, Approaches to Comparative Cultural Studies II (3 credits)

b.All students must take a minimum of 15 coursework credits in Comparative Studies beyond the M.A. degree. (Cross-listed courses may count in any department cross-listing the course, regardless of where the student is enrolled.)

c.No credits taken in other departments at the 5000-level beyond the M.A. may count toward the Ph.D. degree. No courses taken at the 5000-level in Comparative Studies may count toward either graduate degree.

d.No more than 6 hours of non-graded (S/U or PA/NP) coursework (ordinarily taken as independent study) may be counted as coursework hours in the overall program. (This requirement is not related to non-graded 8000-level hours taken as examination, thesis, or dissertation hours.)

From University of Minnesota

Language Requirement: Proficiency in two languages (other than English)
A minimum GPA of 3.50 is required for students to remain in good standing.
Coursework should include a minimum of 12 course credits at the 8xxx-level (excluding CL 8001 and CL 8002).

Required Courses

CSDS 8001 *{Inactive}* (3.0 cr)
CSDS 8002 *{Inactive}* (3.0 cr)
CSDS 8901 *{Inactive}* (3.0 cr)

CSDS Electives

With approval of the advisor and the director of Graduate Studies, up to 3 credits of the 15-credit requirement may be taken in the field of the minor or supporting program.
Take 15 or more credit(s) from the following:
· CSDS 5xxx
· CSDS 8xxx

Additional CSDS Courses or Courses in a Related Field

Take 11 or more credit(s) from the following:
· CSDS 5xxx
· CSDS 8xxx
· CL 5xxx
· CL 8xxx

From Johns Hopkins University

Coursework Students are required to take ten graduate level courses (600-level) for grades in their first two years of study. Of the ten graded courses, five must be courses offered by the core faculty in the Department of Comparative Thought and Literature, including a mandatory pro-seminar on comparative methods and theory for all incoming students in the fall semester of their first year. 3 Students will select courses in discussion with the DGS during the first week of the fall semester with a view to developing the course of study most suited to a student's broader research interest. Students normally take three courses in each of their first two semesters, and two courses in each of the semesters of their second year. Students are encouraged to audit courses both in CTL and other departments relevant to their interests for the entirety of their time at Hopkins. On approval by the DGS and appropriate arrangements with the relevant course instructor, graduate students may take 400-level undergraduate courses for graduate credit. Graduate courses in the Department of Comparative Thought and Literature are awarded letter grades. Students are expected to maintain an A- average in these courses. Students whose grades in these courses fall below that average will be notified in writing during the annual evaluation process (see below). Continued poor performance in course work can result in a probation period. Faculty set their own policy for submission of written work in their courses. With approval from the instructor of the course, students may carry one (1) incomplete/in progress grade into the following semester. Incompletes must be resolved prior to the beginning of the next semester.

Appendix 5

NAME		GRADUATION AND PROGRAM INFO		CURRENT OCCUPATION
Last Name	First Name	Graduation Year	Program	Position
Adriazola-Rodriguez	Ana	Fall 2002	PI Program	
Alvarado	Emmanuel			
Ando	Erica			
Austin	Kathryn			
Averill	Lindsey	Summer 2017		
Axberg	Robert			
Banchetti	Marina	Spring 2016		
Baroni	Samiah Elizabeth	Fall 2004	PI Program	
Barsalou	Kathleen			
Batey	John R.	May 2013		Director of Federal Programs.
Benson	Bonnie M.	Summer 2003		Writer, Poet and Independent Scholar
Bentley-Kemp	Lynne	Spring 2003		Photography Professor & Fine Art Photographer
Best	Andrea			Managing Director, People Solutions
Bethea	David			
Brander	Kenneth	Summer 2016		
Bronsted	John	Spring 2017		
Brooten	Gary	Spring 2016/Summer 2017 (double check)		
Brown	Sally C.			
Budhu	Savena			Assistant Professor of English
Burton	Walter			Instructor, Affiliate Faculty - TV Production and Business Communication
Butler	Rita			
Canivell-Palomo	Maria Odette	Summer 2004		Literature Instructor

Carter	Issac			
Cava	Peter			Instructor in Women's and Gender Studies
Copher	Daniel			
Czerny	Valerie			Associate Professor of Humanities
D'Aloia	Susan			
Day	Jane S.			
DeJong	Laura	Summer 2016		
Dilgen	Regina			
Dottin	Paul Anthony			
Durbeej	Jerry			Associate Dean of College of Liberal Arts and Sciences
Fazzolari	Benton J.	Spring 2017		
Feliciano	Nazaré F.			Professor II Art
Giagnoni	Silvia			Associate Professor of Communication and Theatre
Giannini	Natalia	Spring 2003		
Gifford	Sheryl C.			
Gonzalez	Juan C.	Summer 2005		Teacher
Guillerm	Celine A.			
Guirguis	Fatin Morris			
Gunderson	Shane			
Haley	Pamela			Anthropology Teacher/ ESOL Coordinator
				International Baccalaureate Examiner
Halloran	Andrew	Fall 2005	LLL Program	
Hieronymus	Bruce	Fall 1999	PI Program	
Hindle	Tobin K.	Summer 2006		Associate Scientist and Graduate Program Director
Houser	Tai			Associate Professor, English

Johnson	Jamie			
Johnson	Nadja			Assistant Dean of Students
Kattoura	Mark A.			Social Insurance Specialist
				Communication Specialist/ Account Executive
				Brand Ambassador
				Owner/ Communications Consultant
Kelly	Suzanne	Summer 2006		Writer, Author, Independent Scholar
				Owner and Grower
Kepley	Kristyl			Adjunct Professor, English
				Course Developer and English Instructor
Kirchen	Anita M.	Summer 2003		
Kleeger	Jeffrey			Lawyer
Kriegel	Jill			
Kuhn	Rebecca			Social Studies Teacher & K-12 Social Studies Department Chair
Larson	Holly Ann	Summer 2003		
Lomer	Beverly	Spring 2006		
Lubonja	Edna	Fall 2017		
Martin	Angela	Spring 2017		
Lubonja	Edna	Fall 2017		
May	Jacqueline S.			Nonprofit and Education Administrator
Mazar	Inbal			Assistant Professor of Spanish
Mazzucchelli	Chiara	Fall 2003	LLL Program	Associate Department Chair & Associate Professor of Italian Studies in the Modern Languages and Literatur
McCarthy	Rebecca	Fall 2004	PI Program	

Melton	Monica	Fall 2003	PI Program	Securities Professional
Mercadal-Sabbagh	Gertrudis M.			
Meyers	Merrie E.			Manager, Grants Development & Lecturer (Communications)
Miller	David	Fall 2003	PI Program	
Montonen	Jane M.	2014		Teaching business classes (in person and online)
Moretto	Ana	Spring 2012	FPA	
Morris	Kathryn M.			
Nall	Jeffrey A.			Adjunct Professor of Philosophy
Neile	Caren	Spring 2003		Instructor & Artist-in-Residence, School of Communications
				Director
Oliver	Eloise (Kitty)			producer and host of the 10-part series “Crossing Cultures/Changing Lives”
				Independent journalist, author, singer, lecturer
Ovando Barrero	Gabriela			Independent writer and journalist
Petersen	Elizabeth M.			Assistant Editor for the Journal of Somaesthetics
				Postdoctoral Fellow (Center for Body, Mind, and Culture)
				Adjunct Faculty
				Playwright
Petrich	Kevin	Fall 2003		Manager of Wavelengths Radio Station
				Professor of Communication and Multi Media Studies
Pettener	Emanuele	Spring 2004		Senior Instructor of Italian
Rhorer	Marc	Fall 2004	PI Program	Assistant Dean of Accreditation and International Programs
Robbins	Kristin	Fall 2006		
Rogers	Rhianna			Associate Professor, Interdisciplinary and Multidisciplinary Studies – Division
				Coordinator of Interdisciplinary and Multidisciplinary Studies
Rubin	Nancy			Owner

Salem	Yasmin			
(Schaller) Elliott	Peggy			Department Chair & Associate Professor of French
Seiden	Carolina M.			
Senzani	Alessandra			Freelance translator and writer
SERRA	ILARIA	Spring 2004		Professor
SINISTERRA	DIANA	Fall 2000	PI Program	
Stein	Nancy Carol			
Tucker	Walteria			
Turnbull	Maltiben			
Wahlberg	Katherine E.			
Wilson	Niki			VP, Marketing & Publicity at Paragon Theaters
Wolfe	Lois			Faculty, English
Yera	Evelio Jesus			
Young	Jeffrey R.			Publisher & CEO
Zaitz	Cynthia			Political Activist, Writer
Zimmer	Rosina			Educator / Lecturer / Vocalist
Zuim	Ana			Director of Vocal Performance - Music Assistant Professor

Appendix 6

	Year 7 (2013 admits)	Year 6 (2014 admits)	Year 5 (2015 admits)	Year 4 (2016 admits)
Grads	4	5	1	0
Active	3	5	5	7
Inactive	3	5	2	3
Admits	10	15	8	10

Year 3 (2017 admits)	Year 2 (2018 Admits)	Year 1 (2019 Admits)	TOTALS
0	0	0	10
9	9	14	52
0	0	0	13
9	9	14	75

Appendix 7

Alt-Ac Pathway for PhD Students in Comparative Studies

Students that are interested in careers outside of academia are encouraged to declare their interest in doing so as early as possible, and preferably not later than the spring of their first year in the program, if they hold an MA upon entrance, or the third year, if they hold a BA upon entrance.

To effectively prepare for Alt-Ac careers, the PhD program is dedicated to an internship preparation model that seeks to place students in the types of organizations that they imagine themselves working for so as to build the skills and experience necessary to make such a transition successfully. In partnership with the Career Center's internship team, the Arts and Letters Career Center representative (Mitchel Roshell), and the Director of the PhD program in Comparative Studies, the student should work to identify potential organizations with whom they would like to seek an internship. Once identified, the Career Center representative for the College, the Director, and the student should work to approach the target organization with a request to house a PhD intern. The Career Center representative has many resources for assisting with making such requests, structuring an internship, and assisting students to navigate these successfully.

Focused internships that target full-time work during the summer months are preferable. This allows students participating to gain intensive, project based experience that does not impede with their teaching, class, and research requirements during the regular school year. However, internships for longer periods at a lower workload are navigable, so long as these fall within the Graduate College's guidelines for the number of hours per week a student can work.

The PhD program will make every effort to ensure that the internships students participate in are paid. If payment cannot be secured through the partner institution, the PhD program will seek to provide the student with a flat stipend amount appropriate to the length and amount of work required for the successful completion of the internship under consideration.

For any student interested in pursuing an Alt-Ac career, the Practicum should be enrolled in, but will not count towards core courses, primary area courses, or secondary area courses. The PhD Director, in consultation with the PhD Executive Committee, can approve these hours as substitutes for CST 7910 Advanced Research and Study, but it should be remembered that students must complete at least 1 hour of CST 7910 when sitting for their Comprehensive Exams.

Again, the highly individualized and targeted nature of the internship process in the PhD program means that students who hope to successfully transition to careers in government, non-profit organizations, non-governmental organizations, businesses, etc., will likely need to identify this option early in their program and work closely with those listed above to craft a personalized plan for the successful completion of the needed internship(s). Besides the Career Center's listing of possible internship partners, the PhD Director has a list of arts and culture organizations in the South Florida Area that can be approached, as well as some active alumni in these organizations who can be a resource for counseling about opportunities.

Appendix 8

COMPREHENSIVE PORTFOLIO AND EXAMINATION

Eligibility

The Comprehensive Examination is taken after a student has fulfilled all coursework requirements except for Advanced Research and Study hours, and Dissertation hours. Students must register for at least one credit of Advanced Research and Study in the semester they sit for the Oral examination.

Coverage

The Comprehensive Examination requires the production of a portfolio and an oral exam related to its contents. Each of the elements of the portfolio are described in detail below. These parts should represent the culmination of work over a period of time in different courses as well as independent work completed specifically in preparation for the examination.

Portfolio

The Portfolio consists of five sections: a five to seven page Introduction, five substantial questions based on your areas of study (two should be comparative in nature), a ten to fifteen page review essay discussing seven to ten texts accompanied by an annotated bibliography of every remaining item from your book list, a 25-35 page article of publishable quality, and two course syllabi.

Introduction: The Introduction to the Portfolio is designed to provide a five to seven page overview of the materials that follow, showing the relations among them. Because the Introduction represents the candidate's own sense of the interconnections among the various parts of the Portfolio, it does not require prior approval by the faculty members serving on the candidate's committee, although the candidate is free to seek their advice while drafting the Introduction.

Area Questions: The primary list should consist of 65 to 85 texts, and the secondary list should consist of 30 to 40 texts. As a way of coming to terms with the fundamental issues animating the student's fields, the candidate should formulate five broadly conceived questions written in consultation with the Chair (or faculty who is a primary area specialist) and the faculty member who is a secondary area specialist. The Chair must formally approve all questions before they are included in the portfolio.

Review Essay and Annotated Bibliography: The book list is examined via a ten to fifteen page review essay, which delineates the candidates understanding of their areas of interest through key primary and/or secondary texts. The essay should examine seven to ten texts from the reading list that the candidates considers foundational to their thinking and explain. Each one of the remaining texts from the list should be annotated separately in a full paragraph (250-300 words), following standard bibliographic form (i.e., citing author, title, and publication information for each item). The purpose of the review essay is to allow the candidate to articulate important issues or patterns linking the texts on the list. It should result in a working document that might be the basis for future investigations, including the dissertation. The purpose of the annotated bibliography is to provide a detailed synopsis of texts that can then be referred to in writing the dissertation or in preparing for job interviews. The list, review essay, and annotated bibliography are written by the candidate in consultation with the Chair and should be approved by the committee prior to sitting for the exam. The Chair will report to the Program Director when all committee members have approved these elements of the portfolio.

Article/Writing Sample: An article or writing sample that demonstrates significant promise of making a contribution to the scholar's field should also be included. It should be approximately twenty-five to thirty-five pages. It should follow an acceptable format (e.g., MLA or Chicago) for citation of sources. The article or writing sample may represent new work, but more often develops out of a paper originally written for a course and subsequently revised under the guidance of the Committee Chair, who is usually the faculty member for whom the paper was first written. With the help of comments and advice offered by the committee during the oral exam, the candidate should plan to submit a revised version of the article to a scholarly journal for consideration; or, especially in the case of students in the CSP track, if further fieldwork/data collection needs to be conducted prior to publication, specific plans for what needs to be completed in order for the writing sample to become a publishable article should be articulated by the committee in consultation with the student during the oral defense. Ideally, the article/writing sample should form the basis of the student's dissertation, though this is not required. The goal of the article/writing sample is to produce a document that, in the judgment of the committee, is likely to lead to publication. Such a determination should be made by the full committee prior to sitting for the exam, and the committee's approval of the article/writing sample having met such criteria should be reported to the Program Director by the Chair prior to scheduling the exam.

Syllabi (and Optional Alternate Exercises): The candidate will complete two syllabi that demonstrate an ability to present a coherent selection of works to an undergraduate and graduate audience. At a minimum, all syllabi should include: course title, course description with explicit goals, list of required texts, brief descriptions of assignments, grading scheme with weights of assignments, and reading schedule. Subject to the approval of the student's committee and the Program Director, the candidate can produce an alternate exercise that demonstrates his or her ability to organize and present a coherent selection of works drawn from the list to a specified audience. Examples might include a proposal for a website, anthology, or museum exhibit.

Goals of the Portfolio: Your goal is a portfolio that demonstrates both a broad range of interests and a mastery of knowledge.

Organization of the Portfolio In order to help your committee locate items in your Portfolio, it is useful to paginate continuously and to provide a Table of Contents at the beginning. In most cases, the Portfolio should have its items assembled in this order: • Title page • Table of contents • Introduction • List (signed by Chair) • Exam Questions • Syllabi • Review essay • Annotated bibliography • Article (signed by Chair)

ORAL EXAM

The Portfolio should be given to the Comprehensive Examination Committee at least two weeks before the two-hour oral exam. Because the exam begins with the reading list, the Chair directs the exam. Once the committee is assembled, the student leaves the room while members share their views on the quality of the Portfolio and the questions they would most like to ask the student. Then the student is called back into the room for the exam. Fifty minutes of the oral examination will be set aside to examine the student's mastery of the relationships between the texts on the list. Another fifty minutes will be dedicated to review the Portfolio's additional sections. Although each examiner may raise questions about any portion of the Portfolio and reading lists, the committee will start the exam by asking the candidate to respond to one of the five prepared questions about the list; thereafter, any of the remaining four questions, as well as all the items on the Historical Period list and the proposed

survey course, are open for discussion. Finally, the discussion of the Article could productively lead to advice on publication. Students are strongly advised not to read from notes during the oral exam. At the conclusion of the oral examination, the student leaves the room while committee members evaluate that student's performance. Members prepare a report on the exam for the Director of the Program by voting "satisfactory," "reservations," or "unsatisfactory." The committee then calls the student back into the room to convey the results of the vote. A vote of 'Reservations' should only be used when a faculty member feels that the deficiencies displayed by the student were modest and can be readily rectified. In the event of a report with two or more votes of 'Reservations,' the actions required of the student, by the committee, that are necessary to correct the deficiencies must be recorded and submitted to the Program Director with the examination report form. Copies of the written statement of necessary actions should be kept by: the Chair, the Program Director, and the student. The statement must specify the time allowed for completion of the aforementioned actions. The language describing the actions must be specific. For instance, if the introductory essay is deficient, a specific list of what is needed in order to rectify it is required. If the student failed to articulate the connections between the texts on their list in a satisfactory manner, the committee should notify the student of specific areas in which they demonstrated weakness and how they might go about addressing this. If the balance of the committee feels that the candidate satisfies the required actions in the specified period of time, the Chair will notify the Program Director that the examining committee considers the actions to have been satisfied. The Program Director will then record the exam as being 'Satisfactory' as of that date. If the actions are not satisfied on time, or if the actions are not of sufficient quality, the Program Director will be notified by the Chair. In such a case, the comprehensive exam will be recorded as 'Unsatisfactory' as of that date. Upon such a result, the student will be asked to retake the oral exam within a timeframe selected by the committee in consultation with the student, but no later than the end of the following semester (excluding summer). Only one retake will be allowed; if the second oral exam is unsatisfactory, this is grounds for dismissal from the Program. Retakes will not be administered during the summer. If the outcome of the exams is grounds for dismissal, the program director will notify the student and the Graduate College of this recommendation. The student may appeal the process following the procedures set by the Provost (see graduate student dismissal policy on Provost website). The candidate will not be admitted to the final oral examination of the dissertation until a grade of 'Satisfactory' has been recorded for the comprehensive exam.

The Committee

The Comprehensive Examination committee consists of at least three tenure-track faculty members, one of whom must be tenured faculty. At least one faculty member with expertise in each area should be present on the committee.

College of Arts and Letters
Comparative Studies PhD
Program Review
March 19-20, 2020

Review Team
Laurie Ouellette (University of Minnesota)
Max Skidmore (University of Missouri-Kansas City)
Evonne Rezler (Florida Atlantic University)

OVERVIEW

On March 19-20, 2020, the team of Dr. Laurie Ouellette, Dr. Max Skidmore, and Dr. Evonne Rezler conducted a virtual site visit to review FAU's Comparative Studies (CS) PhD program, in the College of Arts and Letters at FAU. Dr. Aimee Aries, Associate Dean of Research and Creative Achievement, College of Arts and Letters, provided the reviewers with a self-study in advance of the visit. Additional documentation for this program was provided during the site visit by Dr. Eric Berlatsky, Associate Dean of Graduate Studies, Director of the Ph.D. Program in Comparative Studies. A detailed itinerary and exemplary logistical support for the virtual site visit (conducted via WebEx) were provided by Ms. Gabrielle Denier. During the virtual site visit the review team met with:

- Russell Ivy, Senior Associate Provost for Programs and Assessment
- Robert Stackman, Dean, Graduate College
- Karin Scarpinato, Senior Associate Vice President for Research
- Eric Berlatsky, Associate Dean of Graduate Studies, Director of the Ph.D. Program in Comparative Studies
- Adam Bradford, former Director of the Ph.D. Program in Comparative Studies, and now Dean, Graduate College, Idaho State University
- Michael Horswell, Dean, College of Arts and Letters
- Comparative Studies Executive Committee faculty:
  Alan Berger, Endowed Chair, Raddock Family Eminent Scholar-Chair for Holocaust Studies, Jewish Studies Program; Susan Love Brown, Professor, Department of Anthropology; Frédéric Conrod, Associate Professor, Department of Languages, Linguistics and Comparative Literature; Sika Dagbovie-Mullins, Associate Professor and Director of Graduate Studies, Department of English; Mary Ann Gosser-Esquilín, Professor of Spanish and Caribbean Literature, Department of Languages, Linguistics, and Comparative Literature; Taylor Hagood, Professor, Department of English; Karen Leader, Associate Professor, Department of Visual Arts & Art History; Ilaria Serra, Associate Professor, Department of Languages, Linguistics, and Comparative Literature
- Graduate students

The findings below are based on a review of the self-study document, and the information shared by faculty, students, and administrators during the March 19th and 20th, 2020 virtual site visit.

Strengths of the Program

The program recognizes the fiscal and political realities within which it operates, and provides a mechanism to create a critical mass of faculty for each student individually. It therefore incorporates considerable flexibility, making it attractive to an extremely wide variety of student interests, and fitting their backgrounds. It strengthens the University, utilizes resources extraordinarily well, and also adds strength to the overall educational pattern of the state. It should be highly attractive. 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. To a considerable degree, it reflects the best of that trend. 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. Certainly, the career preparation for academic life it provides are sound and attractive, but the recognition of life, and career, in non-profit organizations, government agencies, non-government organizations, libraries, publishing houses, and an almost unlimited range of opportunities outside colleges and universities makes the program particularly distinctive compared to its peers.

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. These potential mentors include faculty representing a wide range of disciplines, thus making possible an enormous range of topics that can extend even outside the College. Provided that guidance is in place at the program level, the resulting range of choice can also facilitate considerable innovation that can lead to substantial contributions unlikely to result from more traditional programs.

The nature of the program encourages an admirable diversity of the student body. This diversity extends beyond traditional considerations. There are, and will be, students of varied racial and ethnic makeup, students from different socioeconomic backgrounds, as well as students representing a variety of skills, backgrounds, interests, and goals. This diversity, as we note below, needs to be fostered by higher stipends. With proper support, the resulting mix almost assuredly will provide an atmosphere of intellectual excitement that encourages the broadest of education for every student.

Challenges/Threats Faced by the Program

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 initial step in this regard would be to incorporate political science, sociology, and other social science departments as fully equal to the existing disciplines in the CS program.

We noted above the strengths that the huge size of the program creates. Such an enormous program, however, also creates considerable needs. It seems clear that the lack of a dedicated director is a considerable challenge for this program. The director should be able to devote full time to the program. The time available is finite. It should be fully dedicated to interdisciplinary studies. Thus, ***we recommend that the director be freed from other administrative responsibilities.***

Consistent with this is yet another recommendation, that ***there be 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).

One of the most obvious challenges for the program's future success comes from the low student stipends. To be sure, these are not unique to this program. Regardless, they are very low for the high cost of living in the region. ***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. ***A stable core faculty from within the college (in key areas of interest for students in this program) would better support the goals of the CS program, and help ensure continuity.*** Other faculty from across disciplines within the college and across FAU could also participate in the program. In addition, such a core faculty would help to ensure faculty interest in, and commitment to, interdisciplinary studies.

A related challenge is the lack of incentives for faculty to prioritize the CS program, and CS students as part of their usual workload. ***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. There are considerable opportunities for insights from other fields, including key sciences (environmental, biological, chemistry), business subfields, and education.

Currently, there seems to be some ambiguity regarding the student council's role in the program. ***The role of the student council in the CS program needs clarification and articulation for both students, faculty and administrators***.

CS PhD students need to be made better aware of resources available to them through FAU's Career Center, and the Writing Center. This will help enhance job market preparedness for students.

Course scheduling conflicts need to be addressed to enable more choice, and better block scheduling for students. Few things frustrate students more than having courses offered that they need, but cannot take because a required course is scheduled simultaneously.

The name of the program is misleading. A potential student who is browsing through offerings from various universities might see "comparative," and assume it means comparative literature, or comparative government (far more narrow fields than this program offers), and go on to other listings without becoming aware of the true nature of this program. At the least, in recruiting, a full explanation of the nature of the program should be as prominent in the description as "comparative."

Opportunities

The exciting new opportunity for synergy and collaboration with the programs and faculty in the School of Public Administration which will soon join the College of Arts and Letters is discussed in more detail the next section.

A significant range of opportunities for inter- and multi-disciplinary projects at the intersection of more unusual fields exists at FAU. As we noted in the above section we recommend more collaborations with faculty outside the College of Arts and Letters, and in particular with faculty in education, architecture, (especially with respect to theoretical/historical perspective), public art, and the sciences (especially environmental science).

Another 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.

Recommendations Concerning Program Goals Discussed in Self-Study and Questions for Review Team

Q1: How might the PhD program in Comparative Studies most effectively revise its curriculum to ground students in interdisciplinary theory and methodology? Does such a revision strike the committee as desirable and what resources might be necessary to make this happen?

The recent addition of a second track has created a need to revise the core curriculum as well as the list of elective courses. Students should be introduced to interdisciplinary theory and methodology in their core courses, in order to provide them some type of shared conceptual grounding in what is otherwise an exceptionally broad and open program. At the same time, this material should be presented in a manner which is flexible and useful to students in their program of study.

The core syllabi should be revised to account for a much broader understanding of the humanities, as well as the social sciences. Currently, the core course syllabi (with the exception of the draft syllabus for the as-yet-to-be-taught seminar in research design) focus quite narrowly on canonical texts in philosophy and literary studies, with little attention paid to contemporary social, political or cultural theory (including critical race theory and gender and queer theory). The Executive Committee might be enlisted to workshop the core syllabi and generate a broader list of readings and concerns.

As noted in a previous section, to oversee the core curriculum, the program needs a dedicated full-time director as well as associate directors, one for the humanities and one for the social sciences. These should

be faculty members who receive at minimum one course release per year to help oversee course development and advising, as well as the selection of electives from the College of Arts and Letters and other colleges that students might take, depending on their track and area of emphasis. We encourage the program to include courses in the sciences, education, and other areas as potential electives for the Comparative Studies PhD.

The Executive Committee should be expanded to include faculty on the second track with expertise in social and political sciences. These faculty should be invited to help re-design the course syllabi, as per our recommendations above.

Q2: How might the PhD program increase its effectiveness in recruiting, especially given the unique nature of a comparative PhD degree?

The appointment of a full-time director and two associate directors would allow for more targeted recruitment of students and the identification of potential mentors for them. Involving faculty who might serve as advisors or committee members earlier in the process, and who can be in dialogue with potential recruits, may help applicants see themselves in the program in more specific ways.

In advertising and during the recruitment process, the term "comparative" in the PhD program should be clearly explained and articulated to better identify it as an interdisciplinary or transdisciplinary program. The term "comparative" can evoke more narrowly focused disciplines and sub-disciplines, such as comparative literature and comparative government. Promotional materials should dislodge these meanings, if the name of the PhD program is to remain intact.

Focusing recruitment on the local area and universities in the state of Florida may attract students who have ties in the area, and could especially help to grow the MA/PhD.

Q3: What other alternatives, models, or suggestions might the review committee offer to help us better support Alt-Ac career pathways?

Helping students better imagine the wide range of institutions (museums, libraries, government agencies) where interdisciplinary PhD degrees can be applied is important, and should be part of academic advising. ***The program might bring private and nonprofit employers to campus for specific program events on a regular basis.*** The director may wish to develop connections to potential employers to familiarize them with the program and its alt ac possibilities. ***Reaching out to alumni who might return to campus to share their non-academic career trajectories with current students*** would be helpful. In addition, ***the program should utilize the Career Center and Dean's Office/Political Science Department contacts to create a pathway to employment/career opportunities.***

Q4: Programs have been encouraged to create revenue-generating programs that can be used to enhance regular budget dollars. Does the review committee see opportunities for the PhD program or its students to be involved in the creation or delivery of such a program (Continuing Ed, Community classes, etc.)?

N/A. However, ***there is great potential for fundraising (companies, alumni) to create named fellowships and other resources for students.***

Q5: It appears likely that the School of Public Administration, which houses a PhD in Public Administration, an MPA, and Master of Non-Profit Management, will be joining our college (along with the School of Architecture) this July. What synergies or partnerships does the review committee imagine might be beneficial for the Comparative Studies students to pursue with this new unit?

The School of Public Administration opens the door to extremely promising synergies and partnerships with the Comparative Studies PhD. Coursework in the School should be allowed and encouraged, particularly for those students interested in alt-ac positions. Pathways to careers in public administration and the nonprofit sector should be emphasized, and the value of combining professional coursework with graduate study in fields such as gender, political science, languages, and so on should be creatively imagined and communicated to students.

Other Recommendations

The reviewers were favorably impressed by the program (faculty and students), its nature, philosophy and how it is operated on the minimal resources available. It is a newly revitalized program hence it is difficult to evaluate it before it has graduated its first cohort. The recommendations herein are intended to help the program strengthen and build.

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

Presented by: Dr. Michael Horswell, Dean of Dorothy F. Schmidt College of Arts and Letters

Phone: 561.297.3803

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

Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Political Science Program
Program Director/ Coordinator Name:	Dr. Kevin Wagner
Program Self-Study Contact:	Dr. Kevin Wagner
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Contents

I. Mission and Purpose 3
II. Previous Review and Subsequent Changes 4
III. Instruction 5
A. Admissions and Enrollment 5
B. Curriculum 7
C. Assessment 11
D. Compliance with state-approved prerequisites 11
E. Students in the Program 11
F. Faculty in the Program 15
IV. Research 17
V. Service/Community Engagement 18
VI. Other Program Goals 19
VII. Strengths and Opportunities 19
VIII. Challenges in the Unit 20
IX. Resource Analysis 20
X. Future Direction 21
Political Science Appendices 23

I. 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. The Department's curricular and co-curricular initiatives support Florida Atlantic University's mission and strategic plan across several pillars and platforms. These initiatives include the Honors in the Major program; faculty participation in the Quality Enhancement Plan supporting undergraduate research and the Writing Enhanced Curriculum (WEC) program; an internship program that provides academic credit for a broad range of internship experiences; significant departmental contributions to interdisciplinary programs; and the development of blended learning and fully online courses that increase course availability. The Department and its faculty participate in College and University initiatives including the Data Science degree and the Social Science track in the College of Arts & Letters Ph.D. Program in Comparative Studies as well as the Ph.D. Program in Public Administration.

The Political Science Department's focus and strengths support the goals of FAU's strategic plan, particularly enriching the educational experience; inspiring research, scholarship, and creative activity; and fostering community engagement. Political Science majors and the many non-major students who enroll in the department's service courses learn about politics, government, law, political economy and public policy. They also have the opportunity to conduct quantitative and qualitative research and apply it in various professional settings. In courses and Directed Independent Studies, students acquire information and skills that prepare them for further academic study, advanced research opportunities, and professional application of what they have learned. The Department's teaching, research, and service activities support the Board of Governors' goals of building world-class academic and research programs that also meet community needs while fulfilling FAU's unique institutional responsibilities.

II. Previous Review and Subsequent Changes

The last program review was completed in 2013. Recommendations in the 2013 Academic Program Review, and developments since, include:

- The Department requested a replacement Assistant Professor to teach courses in Human Rights Politics, International Relations, and African Politics.
  - *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.
- Faculty sought to incorporate the Department into the College's doctoral program.
  - *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 Department requested three (3) new Graduate Teaching Assistants (GTA).
  - *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 determined to relocate a professor from the Davie campus to the Boca Raton campus.
  - *This was accomplished.
- The Department committed to redesigning and updating its webpage and adding a newsletter.
  - *Modest progress was made on these two matters.
- The Department aimed to revise its Honors in the Major program.
  - *This task was completed.

The Department of Political Science is composed of twelve full-time tenured or tenure-earning faculty members, as well as three Instructors and seven Adjuncts. While the department employs eighteen Graduate Teaching Assistants (GTAs), they are assigned to non-instructional duties. As such, all teaching assignments are assumed by faculty, instructors, and adjuncts.

Political Science Non-Administrative Personnel					
	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty Lines	12	14	13	14	12
Instructors	3	3	4	3	3
Adjuncts	2	2	5	8	7
GTAs	15	12	15	12	18
Other	0	1	3	3	1

As reflected above, the number of full-time tenured and tenure-earning faculty in the department has remained static since the previous review. Newly added faculty members replaced departures.

III. Instruction

A. Admissions and Enrollment

Admissions for the undergraduate program in Political Science are consistent with the University admissions criteria. Students in good academic standing may declare Political Science as their major without an application or screening process.

The following are the admission requirements for the MA degree:

Domestic Students:

Undergraduate GPA of 3.0
Competitive GRE scores (optional)
Two letters of recommendation
Statement of personal objectives

International Students:

Undergraduate GPA of 3.0

Competitive GRE scores (optional)
Two letters of recommendation
Statement of personal objectives
General evaluation of transcripts TOEFL score of 500 or IBT of 613

Students Enrolled in Political Science Classes					
	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	3841	3920	4084	4278	4292
Graduate	126	115	108	140	128

Undergraduate enrollment in the department is up by 11.74 percent over the past five years, and graduate enrollment is up marginally (1%). Increases in undergraduate enrollment, despite declines in the number of majors, is partly the result of the large number of non-majors that register for Political Science courses.

Political Science Majors					
	2013-14	2014-15	2015-16	2016-17	2017-18
B.A.	556	517	514	513	509
M.A.	33	24	27	31	30

The number of students majoring in Political Science has declined at both the undergraduate (-8.45%) and graduate (-9%) levels since the previous review.

Sections of Political Science Classes Offered					
	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	97	104	108	117	115
Graduate	9	10	9	9	10

The number of classes offered by the department has risen at both the undergraduate (18.55%) and graduate (11.1%) levels since the previous review.

Degrees Awarded					
	2013-14	2014-15	2015-16	2016-17	2017-18
B.A.	126	138	121	118	124
M.A.	13	11	10	9	12

The number of degrees awarded has declined slightly at both the undergraduate and graduate levels between 2013 and 2018.

B. Curriculum

The Department's undergraduate program serves Political Science majors by offering courses that develop substantive knowledge, rigorous academic and technical skills, and professional experience. Courses are scheduled to ensure availability for timely completion of the program. Students are required to take 36 credits to graduate with a BA

in Political Science: 9 of the 36 credits are required courses (POS 2041 American Government, CPO 3003 Comparative Politics, and POS 3703 Research Methods). In addition to the required courses, students must take 27 credits of upper division courses, including 9 credits of American Politics, Political Theory, or Public Policy and 6 credits of International Relations or Comparative Politics. The remaining 12 credits are upper division electives. The Department's undergraduate curriculum and degree program is in line with similar programs in the Florida State University System.

The Department's graduate program offers both a thesis and non-thesis option. All students are admitted as non-thesis students and must complete a total of 30 credits of graduate coursework. After the completion of at least nine but not more than fifteen graduate credits, a student may apply for admission to the thesis track. POS 6934 Research Design must be successfully completed by all students during the first semester of enrollment or the first semester the course is offered after admission to the graduate program.

Seminars build a strong foundation in political science research and methodology; supervised thesis research prepares a student for doctoral work. The Department has an excellent track record of placing highly qualified M.A. graduates in Ph.D. programs at leading academic institutions, including the University of Wisconsin, Penn State, University of Florida, and University of North Carolina-Chapel Hill. Recent graduates of the Department's graduate program are also employed in jobs related to the field: Professor and Department Chair at Schreiner University; Associate Professor at Appalachian State University; US Southern Command J5 Political-Military Affairs Division; and Instructors and Adjunct Professors at Broward College and Lynn University.

Average Section Enrollment					
	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	39.6	37.7	37.8	36.6	37.3

The average size of undergraduate classes in Political Science has declined by 2.3 students over the course of the past five years.

The course caps are set by the Department in line with peer programs and pedagogical necessity. Courses offered at the 3000-level are generally larger (60-100 students), are taught in lecture fashion, and involve minimal writing. Undergraduate courses offered at

the 4000-level are smaller, capped at 35 students, are more engaging, and require substantial writing assignments.

Students in the Department of Political Science participate in local and global internships in a variety of host institutions, including U.S. Congressional offices, the Office of the State Attorney, the Department of the Interior, the Boca Raton Chamber of Commerce, State Representative offices, the League of Women Voters, and Genocide Watch. Students earn elective upper division credits toward their degree while completing internships in the Department. Internships are a variable 1 to 3 credits. In order to earn internship credit, students work a set number of hours a week; submit written work to the Department Director of Undergraduate Programs, who serves as the Department's internship supervisor; and are evaluated by their on-site internship supervisor.

The Political Science Department's undergraduate Honors in the Major program was created prior to the previous Five-Year Review and is in its sixth year. The Program is designed so that students will learn how to research while studying a specified political science topic or topics. Honors students, under the guidance of the Program's Director and an assigned faculty mentor, conduct their own research by completing a Senior Thesis. The Program provides students with the opportunity to engage in interactive learning through collaboration, peer review, and student-directed classroom work.

The Political Science Department is part of the Quality Enhancement Plan (QEP) pilot program. As such, the Department is sharing its assessment plans and information regarding the Honors Program to help develop best practices and engage in continuous program improvement.

Student work in the Honors Program is assessed using rubrics developed from student learning outcomes from the QEP. All Honors Program students participate in a Department Honors Conference to present their research to their peers and faculty and they also present at the University Undergraduate Research Symposium. In line with the overall goal of increasing the quantity and quality of undergraduate research in the Department, all undergraduate students are encouraged to participate in these academic peer-reviewed opportunities. We also encourage our students to contribute to the Undergraduate Research Journal.

The department has also recently developed a Student Research Methods lab to serve our undergraduate and graduate student population. It is equipped with four desktop computers with programs essential for both quantitative and qualitative data analysis, including SPSS, STATA, and MaxQDA. At the undergraduate level, all of our majors are required to take Research Methods and a dedicated departmental Methods lab reserved for students assists them in this essential piece of their undergraduate education. Graduate

students in our department have advanced training and more sophisticated research needs that are supported by this laboratory space as well. Moreover, this lab is useful for students in other departmental tracks that require proficiency in data analysis, such as the honors program and advanced campaigning. Looking toward the future, we envision this lab being a resource for the new MS in Data Analytics, as well as for PhD students in the social sciences track of the Comparative Studies program. If demand for the facility grows with these programs, we hope to expand the material capacity of the lab.

The Department offers a significant number of completely online courses and blended learning (half online and half in class) courses.

The Department of Political Science consistently fulfills unique institutional responsibilities by contributing to the Intellectual Foundations Program (IFP) and participating in several certificate programs. The Department delivers two IFP courses: POS 2041 Government of the United States in the Foundations of Society and Human Behavior and INR 2002 Introduction to World Politics in the Foundations in Global Citizenship. We offer at least two sections of each of these courses in the fall and spring semesters, and one section during one of the summer sessions, with enrollments between 120 and 160 students in each section. In order to increase flexibility and meet the needs of non-traditional students each of these classes is offered as a blended learning course at least twice during the academic year. Several of the Department's courses contribute to certificate programs including the Asian Studies Certificate; Ethics, Law, and Society Certificate; Ethnic Studies Certificate; Peace, Justice, and Human Rights Certificate; Caribbean and Latin American Studies Certificate; and Women, Gender, and Sexuality Studies Certificate. In addition to offering courses that fulfill certificate requirements, faculty members in the Department also participate as certificate program directors, committee members, event organizers, associate faculty, and curriculum consultants.

Average Section Enrollment, Graduate Classes					
	2013-14	2014-15	2015-16	2016-17	2017-18
Graduate	9	10	9	10	10

Graduate lecture/seminar enrollments have had a modest increase of 1 student per class over the past five years. In fall semester 2019, the Department offered four graduate sections, two of which are at capacity (15 students), one of which has 13 students, and one

with 9 students. The Department curriculum at the graduate level also serves college doctoral students. Seats are reserved for these students in our classes.

C. Assessment

Goals for student learning include acquiring appropriate content knowledge/declarative knowledge; developing oral and written communication skills; and developing analytical reasoning skills that include assessing arguments, evidence, and theories, and applying the basic principles of scientific methodology. A faculty committee assesses student work in POS 3703 (Research Methods) and CPO 3003 (Comparative Politics) using the above-mentioned criteria. This faculty committee determined that the student work evaluated meets or exceeds the established criterion for success for each one of the student learning goals.

Consistent with the Department's strategic goal of monitoring and improving student outcomes, the Department developed a Program Improvement Plan that focuses on graduating students with particular knowledge, skills, and abilities that demonstrate to faculty, potential employers, and the stakeholder community appropriate education and experiential training. In short, the Department is initiating a systematic utility mapping of the indicators and student outcomes. This baselining is a first step in our Continuous Quality Improvement plan that will seek to examine department measurements in order to learn how well the indicators perform and, more importantly, to consider the potential efficacy of developing student outcome targets in the future through examination of the actual data. This then allows the Department to consider and potentially develop plans for how to make improvements or adapt alternative indicators with the aim of constructively elevating student outcomes and performance.

D. Compliance with state-approved prerequisites

The Program is in compliance with State-approved prerequisites.

E. Students in the Program

The number of F.A.U. students enrolled in Political Science courses has increased by 451 students (11.7%) over the past five years. The number of university students enrolled in Political Science graduate courses has increased by two since 2013.

Students Enrolled in Political Science Classes					
	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	3841	3920	4084	4278	4292
Graduate	126	115	108	140	128

Average Enrollment Per Section					
	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	39.6	37.7	37.8	36.6	37.3
Graduate	14	11.5	12	14	12.8

As reflected in the table above, the average enrollment per undergraduate section of Political Science classes has declined slightly over the course of the past five years, from an average of nearly 40 in 2014 to 37 in 2018. Similarly, enrollment in graduate courses, by section, has declined.

The Political Science program has a diverse student population with a total of 509 students. This reflects an overall decline in majors over the past five years of 47 students (8.45%). The graduate student population of majors has declined by 9% since 2013.

Political Science Majors					
	2013-14	2014-15	2015-16	2016-17	2017-18
B.A.	556	517	514	513	509

M.A.	33	24	27	31	30

Undergraduate students majoring in Political Science is roughly balanced in terms of gender.

Undergraduate Political Science Majors By Gender					
	2013-14	2014-15	2015-16	2016-17	2017-18
Male	295	281	275	281	269
Female	261	236	239	232	240

Annualized State-Fundable FTE Production has increased significantly (50%) over the course of the past five years.

Annualized State-Fundable FTE Produced by Level					
	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	288.6	294.5	302.3	319.4	432.8
Graduate	13	11.5	10.8	13.4	17.3

Annualized State-Fundable FTE Production by faculty member has more than doubled at both the undergraduate and graduate levels since 2013.

Annualized State-Fundable FTE Produced by Faculty

	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate	22.5	21.5	32.8	35	56.1
Graduate	1.0	0.8	1.2	1.5	2.2

Undergraduate and graduate scholarly activity has increased significantly over the past few years. Through the Honors in the Major program, the QEP, and Directed Independent Studies, students have the opportunity to present their work to their peers; participate in academic conferences such as the FAU Undergraduate Research Symposium, the Florida Political Science Association (FPSA) annual conference, and the Southern Political Science Association annual conference; and increasingly co-author published works with their professors.

The Department of Political Science offers five (5) scholarships per year totaling $3,150.00. There are four merit awards totaling $2,650.00 and one financial need award totaling $500.00. Four of the scholarships are awarded at the undergraduate level and one is awarded at the graduate level.

The Department assigns a faculty member as the Director of Undergraduate Programs. Undergraduate students are advised on departmental requirements, internships, law school, graduate school, and career planning by this faculty member. With regard to College and University requirements, students are advised by the College Student Academic Services office. Graduate students are advised by the Department's Graduate Director.

The retention rate in the Political Science Department for First Time in College (FTIC) has remained steady over the course of the past five years, while the rate of progress to degree has increased from 70.9% in 2013 to 79.1% in 2017.

Retention and Progress Rates					
	2013	2014	2015	2016	2017
Retention	81.8	82.4	88.9	82.1	80.6

Progress	70.9	70.6	86.7	77.6	79.1

F. Faculty in the Program

There are 12 full time tenure line faculty, 2 full time instructors, 7 adjuncts, and 18 graduate assistants in the Department of Political Science.

Political Science Non-Administrative Personnel					
	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty Lines	12	14	13	14	12
Instructors	3	3	4	3	2
Adjuncts	2	2	5	8	7
GTAs	15	12	15	12	18
Other	0	1	3	3	1

Faculty By Gender					
	2013-14	2014-15	2015-16	2016-17	2017-18
% Male	80	70	58	70	73

% Female	20	30	42	30	27

The faculty in the Department of Political Science remain imbalanced in terms of gender. Males represent 73% of all faculty members in 2018, compared to 80% in 2013.

Faculty By Race: Percentage White, Non-Hispanic					
	2013-14	2014-15	2015-16	2016-17	2017-18
Lined	93	94	94	94	93
Non-Lined	100	100	80	87	71

The same imbalance is reflected in the ethnicity of Political Science faculty. In 2018, 93% of lined positions and 71% of non-lined positions were occupied by White/Non-Hispanic faculty members. While each of the past three hires of tenure-earning faculty members has been a female candidate, the two most recent departures from the department have been female as well. One female faculty member accepted a position at another university, and the other was promoted to the Dean's office in 2017. The department is committed to continuing our efforts to diversify our faculty in terms of gender and ethnicity.

When funding becomes available, the Department needs to increase its number of full time faculty members in all academic specializations in order to continue to provide high quality academic programs to an increasing number of students. All future hires in the Political Science Department must also demonstrate their contribution to the Department goals, particularly as they relate to the QEP.

Due to the high cost of living in Palm Beach County, and the low faculty salaries, it is increasingly difficult to hire and retain high quality professors and instructors. The Department of Political Science and International Relations at Florida International University (55.4 miles to the southwest of FAU) offers starting instructors a salary that is significantly higher than starting salaries at FAU. The Department of Political Science at FAU offers starting instructors a salary of $40,000.00 and starting assistant professors a

salary of $60,000.00. Despite cost of living increases over the course of the past five years, starting salaries have remained the same. It would be useful to increase faculty salaries to become more competitive and improve recruitment and retention of high quality faculty.

Instructors in the Department of Political Science have a 4-4 teaching load, with no assigned research or service (they do, however, often exceed this expectation). Tenure-line faculty members have a 3-2 teaching load. The teaching loads are assigned in line with the College policy on teaching loads.

IV. Research

The faculty members in the Department of Political Science have a strong record of scholarly production in peer-reviewed publications. The diversity and quality of faculty research is impressive. Research specializations span the range of the foundational focus of the Department and include American, comparative, and international politics, as well as political theory and public policy. More specifically, faculty research focuses on ethnic conflict, politics and technology, human rights, good governance, regional studies (Africa, Asia, Latin America, Europe), public procurement, environmental politics, compliance with international treaties, and women and politics.

Political Science Research Productivity

	2013-14	2014-15	2015-16	2016-17	2017-18
Books	3	4	0	2	3
Other Peer-Reviewed Pubs	15	18	11	13	14
All Other Publications	2	12	6	9	15
Conferences	28	44	55	28	29
Grants Submitted	0	0	0	0	1

Between 2013 and 2018, Political Science faculty published 12 books, 71 peer-reviewed journal articles, and 44 other types of scholarly works. Faculty have attended, on average since 2013, 36 academic conferences.

V. Service/Community Engagement

The full-time faculty members in the Department of Political Science provide service to the Department, College, and University. They also, as part of certificate and other interdisciplinary programs, organize events and lectures on campus. The Department of Political Science has co-sponsored events with the Department of Anthropology; the Department of Philosophy; the Department of English; the Department of Sociology; the School of Communication and Multimedia Studies; the Peace, Justice, and Human Rights Initiative; and the Center for Women, Gender, and Sexuality Studies.

Political Science Service Productivity					
	2013-14	2014-15	2015-16	2016-17	2017-18
Committee Membership (FAU)	49	47	32	28	9
Community & Professional	9	12	7	6	4
Editing or Journal Participation	7	11	8	15	16

University-reported membership on committees has declined significantly over the course of the past five years due to a change in the measurement of Committee Membership. Prior to 2017, the total number of committee assignments of all faculty members was reported. Now, the number of faculty members with committee service is reported. Based upon the new definition of Committee Membership, it is more accurate to state that 75% of lined faculty in the department serve on a college or university committee. Our faculty members also serve as editors or referees for professional peer- reviewed publications.

In addition to required service, Department faculty members routinely engage with the University community, providing analysis and lectures related to contemporary societal issues. They serve as political analysts for local, national, and international news media, and consistently deliver interesting and engaging lectures to the community through neighborhood organizations, religious groups, and political clubs, among many other outlets.

VI. Other Program Goals

The Political Science Department has fully embraced the QEP and is actively pursuing the QEP goals to enhance undergraduate research and systematic inquiry through a variety of curricular and co-curricular activities. In an effort to meet these goals, the Department has developed and implemented an Honors Program for high-achieving majors. Political Science students are able to engage in several credit-earning co-curricular activities, including internships and Directed Independent Studies. With regard to internships, the Department works with the Vice-President of University Relations, the Development Office of the College of Arts and Letters, and the FAU community to continue to be able to provide research based internships for our students.

VII. Strengths and Opportunities

A. The program provides high quality lower and upper division courses in American government, comparative politics, international relations, political theory, and public policy. The addition of an Assistant Professor with expertise in political theory in 2014 has allowed the department to greatly expand its offerings in that critically important field of study.

B. The program delivers two high-demand IFP courses (POS 2041, INR 2002).

C. The program provides students with oral and written communication skills and critical thinking skills.

D. The program provides strong undergraduate and graduate degrees that are useful for the future goals of students, whether they be securing employment in the field or continuing their education.

E. The program embraces the QEP goals of undergraduate research and inquiry through its Honors in the Major Program, Directed Independent Studies, Diplomacy Program, and internships.

F. Faculty members in the program have a strong record of scholarly production in peer-reviewed publications.

G. Faculty members in the program have a strong record of service to the department, college, university, and community.

H. Faculty members have been recognized for their professional excellence as recipients of the University Researcher of the Year, Distinguished Teacher of the Year, and Talon Service to the Community awards.

VIII. Challenges in the Unit

A. The Department is experiencing a noticeable decline in the number of undergraduates majoring in Political Science, a trend that is reflected nationally as entering students are encouraged to select Science, Technology, Engineering, and Math (STEM) as their majors.

B. National-level demographics indicate an overall decline in the number of students who will enter college over the course of the next decade.

C. More stringent national regulations on international students seeking to enter the United States for college studies undermines efforts to attract students from outside of the United States.

D. The Department's faculty remains highly imbalanced in terms of gender and ethnicity. Additionally, we have no female faculty at the senior rank in the Department.

E. The Department generally operates without a budget for much of the academic year, making the scheduling of adjuncts in high-need areas challenging.

F. University and College funding for research and travel is inadequate to support the research agendas of faculty members. Generally, faculty can plan to attend only one professional academic conference on the funds made available. The college provides $600-$800 per faculty members. Faculty can also apply for funds from the Morrow Chair for social science research.

G. A recent development that poses a problem for several members of the faculty is the requirement of new hires to teach at least one class per academic year on the Davie campus. Requiring faculty to travel to our southern campus creates a burden that is disproportionately shared by tenure-earning faculty, all of whom are female. The department has conveyed its unease about this policy with the Dean, who appreciates the need to make the necessary changes to alleviate this burden from the department's junior faculty.

IX. Resource Analysis

Almost all courses on the Boca campus fill quickly, indicating a demand for additional political science courses. The Department has attempted to meet the growing demand, especially by non-majors, by increasing course caps and offering blended learning and fully online courses.

Since the last Department self-study, the Davie campus has suffered an unprecedented resource loss in terms of faculty and subsequent course offerings. Consequently, enrollments have diminished. The two Davie Political Science faculty members conducted a study in Fall 2018 that included more than 20 recommendations to rejuvenate the Davie program. A cornerstone of these recommendations is the replacement of two tenure-track faculty positions lost in recent years with, at the very least, two instructors to accommodate more traditional students from Broward county.

X. Future Direction

The future of the Department of Political Science is strong, with a commitment to providing a high quality curriculum, growing the Honors in the Major program, and increasing dedication to undergraduate research and inquiry.

Two new developments in the department are its participation in the Writing Enrichment Curriculum (WEC) and its pursuit of a communications lab. The WEC initiative leads departments, schools, and colleges through the processes of integrating writing systematically throughout their majors and concentrations (e.g. facilitating department-wide discussions to identify desired student outcomes, mapping departmental curricula, creating assessment plans, and designing departmental proposals for revising curricula in majors and concentrations). In 2019, the Department of Political Science was awarded the opportunity to utilize funding through the WEC grant program to develop a Writing Lab to assist students in developing their writing skills.

The FAU Political Communication Lab will be a research space for faculty and students from Political Science, Communication, and Digital Design to work on content analysis of news, experimental studies of political polarization, and cross-national investigations into political discourse and how it affects behavior. The Lab will include the Campaign War Room dedicated to studying the latest election strategies and techniques so as to generate research on our political system and provide students the advanced skills to work in the growing campaigning field.

The department is also fully engaged in the new and evolving Master of Science degree in data science. The MS in Data Science in Society is about developing high demand skills in data analytics while giving students the critical thinking skills that allow them to use data to understand and help solve problems in contemporary society. The program teaches the skills and then takes it a step further by teaching students to use those skills to address the most significant challenges facing our local, national, and global communities, such as climate change, political polarization, income inequality, and aging populations. Our data

scientists will work to deliver knowledge that advances the health, welfare, cultural enrichment, and economy of the communities and organizations they serve.

Finally, the department has elected to designate some of its classes, including internships, as Academic Service Learning (ASL). This designation supports the Provost's interest in promoting a greater degree of community engagement for both faculty and students.

Questions for review team:

A. How can the Department acquire the necessary resources to address its gender and ethnicity imbalance?

B. At a time when the Provost's office is encouraging units to engage in revenue-generating endeavors, what opportunities can the Department explore?

C. How might the Department attract more majors given the national trend towards STEM majors?

Political Science Appendices

A: Assessment Plan

B: Program Sheets - Undergraduate

C: Flight Plan (Political Science Major)

D: Honors Program in Political Science

E. Honors Program Application

F: Program Sheet – Graduate

G. Faculty Annual Evaluation Criteria

H. Faculty Promotion and Tenure Criteria

I Sustained Performance Evaluation Criteria (SPE)

J. Faculty Committee Assignments

K: Faculty C.V.s

Appendix A: Assessment Plan/Results

Students are expected to demonstrate knowledge of major concepts, theories and applied analysis in politics. Students will submit original research that demonstrates proficiency in employing the scientific method. Students are expected to describe specific political institutions, events, and processes in different settings as well as formulate appropriate generalizations and hypothesize causal connections.

Data Summary

Data Summary and Analysis & Evaluation

Table 3. Summary of Measures and Indicants for Outcome 3

Measures (fulfillment criteria in parentheses)	Semesters (Ns)	
	Spring (2019)	Fall (2018)
POS 3703		
Successful submission of paper/essays		
	99% (107)	100% (66)
PASSING/SUBMITTED PAPERS		
CPO 3003		
Submitted writing assignments		
	91% (35)	85% (96)
SUBMITTED PAPERS/INITIAL STUDENTS		
Overall grade on online quizzes and exams		
	76%	82%
CONTENT AVERAGE OF SUBMITTED CONTENT		

Results meet the criterion for success above.

Program Improvement

Faculty, in a department meeting, will discuss the data in terms of consistency with FAU program guidelines and the assessment plan previously submitted for approval. The data in this report – combined with data previously obtained and data gathered in the future - will establish the baseline upon which the department can review its procedures and learning outcomes to adequately evaluate systematic and comparable evidence of programmatic (in)effectiveness.

Appendix B: Program Sheets - Undergraduate

B.A. in Political Science Degree Requirements
The Department of Political Science, Florida Atlantic University

A student pursuing a Bachelor of Arts Degree in Political Science must meet the following requirements:

1. All baccalaureate degree requirements, including the foreign language requirement [check the Degree Requirements section of the University Catalog or the political science website]. Students who enter FAU with **fewer than 30 credits** must complete **Introductory Statistics (STA 2023)**.

2. Complete a **total of 36 credits in political science** with a grade of "C" or better.

   A. Complete the following required courses (nine credits):

_____Government of the USA	POS 2041	(3 credits)
_____Comparative Politics	CPO 3003	(3 credits)
_____Research Methods	POS 3703	(3 credits)

   B. **Complete 27 credits of upper-division coursework**, **with at least**:
   9 credits from **Section A**: "American Politics, Political Theory, and Public Policy" and **6 credits** from **Section B**: "World Politics".

Section A: American Politics, Political Theory and Public Policy

√	Course Title	Course Number	# of credits
	Issues in American Politics	POS 3033	3
	Florida Politics and Government	POS 3182	3
	Political Film and Fiction	POS 3258	3
	Law and American Society	POS 3691	3
	Women and the Law	POS 3693	3
	U.S. Immigration Policy	POS 4024	3
	Urban Politics	POS 4145	3
	Public Opinion and American Politics	POS 4204	3
	Media in Politics	POS 4235	3
	Campaigns and Elections	POS 4275	3
	Religion and American Politics	POS 4291	3
	U.S. Presidency	POS 4413	3
	U.S. Congress	POS 4424	3
	Political Parties and Interest Groups	POS 4453	3
	Constitutional Law: Government Powers and Limits	POS 4603	3
	Constitutional Law: Civil Rights and Liberties	POS 4604	3
	The Judicial Process	POS 4609	3
	Politics of Community Development	POS 4623	3
	Special Topics	POS 4931	3
	Masterworks in Political Theory	POT 4042	3
	American Political Thought	POT 4204	3
	Special Topics	POT 4932	3
	Women and Politics	PUP 3323	3
	Policy Making and Administration	PUP 4004	3
	Policy Analysis	PUP 4008	3
	Government and the Economy	PUP 4710	3
	Directed Independent Study*	POS 4905	1-3
	Senior Research Project*	POS 4910	3
	Internship*	POS 4941	1-3

*These classes are considered part of Section A or Section B, depending on the topic of the study or internship placement.

Section B: World Politics

√	Course Title	Course Number	# of credits
	Religions and World Politics	CPO 3761	3
	Global Development and Inequality of Nations	CPO 4033	3
	Comparative European Politics	CPO 4042	3
	Politics of the European Union	CPO 4101	3
	Latin American Politics	CPO 4303	3
	Comparative Politics: Middle East	CPO 4403	3
	Comparative Islamist Movements	CPO 4424	3
	Asia Pacific Rim Politics	CPO 4502	3
	Comparative Politics: Russia and Eastern Europe	CPO 4633	3
	Comparative Gender Politics	CPO 4710	3
	Comparative Politics of Ethnic Conflict	CPO 4724	3
	Special Topics	CPO 4932	3
	American Foreign Policy	INR 3102	3
	International Law: Foundations and Institutions	INR 3403	3
	International Law of Peace and Diplomacy	INR 3413	3
	International Law of Armed Conflict	INR 3433	3
	International Organization	INR 3502	3
	International Political Economy	INR 3702	3
	War and Peace	INR 4006	3
	International System	INR 4081	3
	Global Environmental Politics and Politics	INR 4350	3
	Advanced Diplomacy	INR 4503	3
	Special Topics	INR 4932	3
	Directed Independent Study*	POS 4905	1-3
	Senior Research Project*	POS 4910	3
	Internship*	POS 4941	1-3

*These classes are considered part of Section A or Section B, depending on the topic of the study or internship placement.

***Minor in Political Science*:**
A minor in Political Science requires a minimum of 15 credits (12 of which must be taken at FAU) in Political Science courses, including POS 2041 The Government of the U.S. or INR 2002 Introduction to World Politics or equivalent courses, and 4 upper-division courses (12 credits) with a grade of "C" or better.

For more information, contact: The Department of Political Science (561.297.3210) Social Science Building, Room 392

FLORIDA ATLANTIC UNIVERSITY – INTELLECTUAL FOUNDATION PROGRAM 2019 – 2020

All courses are three (3) credits unless otherwise indicated. Course selections should be made in consultation with an academic advisor.

POLITICAL SCIENCE MAJOR (2019-2020)

Dorothy F. Schmidt College of Arts and Letters
Bachelor of Arts (BA)

FOUNDATIONS OF WRITTEN COMMUNICATION

(6 credit hours required – Writing Across the Curriculum - WAC)
Grade of "C" or higher is required in each course

____ ENC 1101.....College Writing I (REQUIRED)
____ ENC 1102.....College Writing II +

THE FOLLOWING COURSES BELOW MAY BE SUBSTITUTED FOR ENC 1102:

English Department
____ ENC 1930+.....University Honors Seminar in Writing (Permit Only)
____ ENC 1939+.....Special Topic: College Writing
____ ENC 2452+.....Honors Composition for Science

Anthropology Department
____ ANT 1471+.....Cultural Difference in a Globalized Society

History Department
____ HIS 2050+.....Writing History

Note: Students must take four Writing-Across-the-Curriculum (WAC) courses, two of which must be taken from Foundations of Written Communication.

FOUNDATIONS OF MATHEMATICS & QUANTITATIVE REASONING

(6 credit hours required – Grade of "C" or higher is required)
Student must take 2 of the following courses; 1 must be from group A.
The second course may be from group A or group B.
PRETEST IS REQUIRED BEFORE TAKING YOUR FIRST MATH COURSE

Group A
____ MGF 1106..... Math for Liberal Arts 1
____ MGF 1107..... Math for Liberal Arts 2
____ MAC 1105..... College Algebra
____ STA 2023 ..... Introductory Statistics (REQUIRED)
____ MAC 2311..... Calculus with Analytic Geometry 1 (4 credits)
or any mathematics course for which one of the above courses is the direct prerequisite

Group B
____ MAC 1140..... Precalculus Algebra
____ MAC 1114..... Trigonometry
____ MAC 1147..... Precalculus Algebra & Trigonometry (5 credits)
____ MAC 2210..... Intro Calculus w/Applications (4 credits) (Permit Only)
____ MAC 2233..... Methods of Calculus
____ MAC 2312..... Calculus with Analytic Geometry 2 (4 credits)

Philosophy Department
____ PHI 2102..... Logic

FOUNDATIONS OF SCIENCE & THE NATURAL WORLD

(6 credit hours required - One of the courses must have a lab)
Student must take 2 of the following courses; 1 must be from group A.
The second course may be from group A or group B.

Group A

Biology Department
____ BSC 1005 & L
Life Science (3 cr. incl. Lab)
Chemistry Department
____ CHM 1020C
Contemporary Chemical Issues
Geosciences Department
____ ESC 2000
The Blue Planet (online)
____ EVR 1001
Env. Science and Sustainability
Physics Department
____ AST 2002
Intro. to Astronomy (P/F)

Group B

Anthropology Department
____ ANT 2511 & L
Intro to Biological Anthropology (4 cr. Incl. Lab)
Chemistry Department
____ CHM 2083
Chemistry in Modern Life (P/F)
Engineering Dean Department
____ ETG 2831
Nature: Inter. of Sci., Eng., & the Humanities
Geosciences Department
____ GLY 2010C
Physical Geol. (4 cr. incl. Lab)
____ GLY2100
History of Earth and Life
____ MET 2010 & D
Weather and Climate
Physics Department
____ PSC 2121
Physical Science

(D) = Discussion, (L) = Lab

Courses indicating a (D) or (L) are linked with a lecture, a lab, and/or a discussion. If you select one of these courses, you must register for the lecture, lab, and/or discussion. You must attend the lecture, lab, and/or discussion.

FOUNDATIONS OF SOCIETY & HUMAN BEHAVIOR

(6 credit hours required)
Student must take 2 of the following courses; 1 must be from group A.
The second course may be from group A or group B.

Group A

History Department
____ AMH 2020 & D.....United States History Since 1877 (P/F)
Anthropology Department
____ ANT 2000 & D.....Introduction to Anthropology
Economics Department
____ ECO 2013.....Macroeconomic Principles §
Political Science Department
____ POS 2041.....Government of the United States (REQUIRED)
Psychology Department
____ PSY 1012.....Introduction to Psychology
Sociology Department
____ SYG 1000.....Sociological Perspectives

Group B

History Department
____ AMH 2010 & D.....United States History to 1877 (P/F)
Economics Department
____ ECO 2023.....Microeconomic Principles §
____ ECP 2002.....Contemporary Economic Issues
Exceptional Student Education Department
____ EEX 2091.....Disability and Society
Geosciences Department
____ EVR 2017.....Environment and Society
Languages, Linguistics, & Comparative Literature Department
____ LIN 2001.....Introduction to Language (online course)
Public Administration Department
____ PAD 2258.....Changing Environment of Soc., Bus., & Gov't
Sociology Department
____ SYG 2010.....Social Problems
Urban & Regional Planning Department
____ URP 2051.....Designing the City

Appendix C: Flight Plan

4 YEAR FLIGHT PLAN:
B.A in Political Science

FAU is committed to your success as a student. One way we define student success is efficient and effective progression through your degree program.

This Flight Plan is a tool to assist you in planning the courses you should complete and the milestones you should reach during your undergraduate studies so you may graduate on time. It is our intention that you complete this planning tool in *collaboration with an academic advisor* to ensure good understanding of:

- Which graduation requirements you have satisfied
- Which Intellectual Foundations and elective courses match your career plans
- How to balance coursework with your other responsibilities (e.g., employment) and optional activities (e.g., mentored research, study abroad, student organizations, leadership)
- How to get the most from your academic experience at FAU

Your academic advisor will help you customize and maintain your Flight Plan during the next four years so that you stay on track for success at FAU. In order to graduate on time, you will need to:

- Complete an average of 30 credit hours per year
- Earn 120 credit hours, at least 45 in the upper division (3000 or 4000 level)
- Earn at least 9 credit hours in summer coursework (or equivalent)

Your advisor will help you identify what additional milestones apply to you, as well as how you may even graduate early or enter an accelerated graduate program. If you have any questions at all about your FAU Flight Plan, feel free to contact any of the following individuals for assistance. They are here to help!

Your Academic Advising Professionals

University Advising Services	
Office Location:	Student Support Services building (SU80), Room 201
Email Address, Phone Number:	advisingservices@fau.edu, 561-297-3064
Additional Information:	www.fau.edu/uas
College/Program Advisor	
Office Location:	AH 213
Email Address, Phone Number:	561-297-3800
Additional Information:	http://www.fau.edu/artsandlettersadvising/
Academic Program Information	
Office Location:	SO 392
Email Address, Phone Number:	politicalscience@fau.edu; 561.297.3210
Additional Program Information:	http://www.fau.edu/politicalscience/
Career/Professional Development	http://www.fau.edu/cdc/students/majors/

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

Flight Plan: B.A. in Political Science

NOTE: Some students may be required to maintain a GPA of 2.75 or higher to remain eligible for scholarships or to be stronger candidates for admission to internships, graduate programs, and professional schools. Please confirm your required GPA with your academic advisor.

YEAR 1

Semester 1: ( ) Summer (X) Fall ( ) Spring

Courses and Credit Hours		Milestones	Advising Tips
ENC 1101 College Writing 1 *(req)*	3	1. Select your Math course from Group A or B 2. Declare your major by end of semester. 3. One math course must contain the prefix MAC or MGF. Consider MGF1106 or MAC1105, prereqs for STA2023	4. Complete Major Knowledge, print out and bring to advising appointment. 5. Create student profile in OWL CareerLink. 6. Meet with your UAS academic advisor.
Foundations of Society and Human Behavior: POS 2041 Government of the US – *required*	3		
Foundations of Mathematics course	3		
Foreign Language 1	4		
Free elective	3		
Total	**16**		

Balance/Other Commitments & Activities:

Semester 2: ( ) Summer ( ) Fall (X) Spring

Courses and Credit Hours		Milestones	Advising Tips
ENC 1102 College Writing II *(or equiv.)*	3	1. For Foundations courses, be sure to take *at least one* course from Group A	1. Develop Individual Learning Plan for career development. 2. Attend Carnival of Majors Fair. 3. Confirm/declare your major. 4. Meet with your UAS academic advisor. 5. Formalize your academic major 6. Maintain good academic standing.
Foreign Language 2	4		
Foundations of Humanities	3		
Foundations of Science & Natural World	3		
Total	**13**		

Balance/Other Commitments & Activities:

Semester 3: (X) Summer ( ) Fall ( ) Spring

Courses and Credit Hours		Milestones	Advising Tips
Foundations in Global Citizenship: INR 2002 Intro to World Politics	3		1. Maintain good academic standing
Total	**3**		

Balance/Other Commitments & Activities:

This unofficial guide is to be used in conjunction with regular academic advising appointments. Your Degree Audit is the final and official documentation of degree requirements that have been met. For more information, see your advisor.

YEAR 2			
Semester 4: ( ) Summer (X) Fall ( ) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
Foundations of Mathematics: STA 2023 Intro Statistics – *required*	3		1. Explore internship opportunities through OWL Career Link. 2. Meet with your DFSCAL SAS academic advisor to transition from UAS. 3. Explore study abroad opportunities in Office of International Programs 4. Maintain good academic standing.
Foundations of Society & Human Behavior (Group B)	3		
Foundations in Global Citizenship (WAC)	3		
Free elective	3		
Total	**12**		
Balance/Other Commitments & Activities:			
Semester 5: ( ) Summer ( ) Fall (X) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
Foundations of Science & Natural World (lab)	3-4	1. For your Foundations courses, be sure to take *at least one* course from Group A	1. Maintain good academic standing.
CPO 3003 Comparative Politics – *required*	3		
Foundations of Humanities (WAC)	3		
Free Elective	3		
Total	**12-13**		
Balance/Other Commitments & Activities:			
Semester 6: (X) Summer ( ) Fall ( ) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
American Politics or Political Theory course (*upper division*)	3		1. Maintain good academic standing.
Free elective	3		
Total	**6**		
Balance/Other Commitments & Activities:			

YEAR 3

Semester 7: ( ) Summer (X) Fall ( ) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
POS 3703 Research Methods - *required*	3		1. Attend job/graduate school fairs. 2. Meet with your DFSCAL SAS academic advisor. 3. Maintain good academic standing.
World Politics course (*upper division*)	3		
Free elective	3		
Free elective	3		
Total	**9**		

Balance/Other Commitments & Activities:

Semester 8: ( ) Summer ( ) Fall (X) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
American Politics or Political Theory course (*upper division*)	3		1. Visit with career counselors for job search or graduate school planning. 2. Maintain good academic standing. 3. Consider applying for Political Science Honors-in-the-Major program. See http://www.fau.edu/politicalscience/honors.php for information on the program and admission requirements. 4. See DFSCAL SAS academic advisor for graduation audit.
World Politics course (*upper division*)	3		
Political Science elective course (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective	3		
Total	**15**		

Balance/Other Commitments & Activities:

Semester : (X) Summer ( ) Fall ( ) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
Total			

Balance/Other Commitments & Activities:

YEAR 4

Semester 9: ( ) Summer (X) Fall ( ) Spring

Courses and Credit Hours		Milestones	Advising Tips
Political Science elective course (*upper division*)	3		1. Continue job/graduate school planning. 2. Attend job/graduate school fairs. 3. Meet with your DFSCAL SAS Academic Advisor. 4. Check Graduation Application deadline for upcoming semester. 5. Maintain good academic standing.
American Politics or Political Theory Course (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective	3		
Free elective	3		
Total	**15**		

Balance/Other Commitments & Activities:

Semester 10: ( ) Summer ( ) Fall (X) Spring

Courses and Credit Hours		Milestones	Advising Tips
Political Science elective course (*upper division*)	3		1. Submit Graduation Application by deadline. 2. Maintain good academic standing.
Political Science elective course (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective	3		
Total	**15**		

Balance/Other Commitments & Activities:

Semester ___: (X) Summer ( ) Fall ( ) Spring

Courses and Credit Hours		Milestones	Advising Tips
Total			

Balance/Other Commitments & Activities:

YEAR 4

Semester 9: ( ) Summer (X) Fall ( ) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
Political Science elective course (*upper division*)	3		1. Continue job/graduate school planning. 2. Attend job/graduate school fairs. 3. Meet with your DFSCAL SAS Academic Advisor. 4. Check Graduation Application deadline for upcoming semester. 5. Maintain good academic standing.
American Politics or Political Theory Course (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective	3		
Free elective	3		
Total	**15**		

Balance/Other Commitments & Activities:

Semester 10: ( ) Summer ( ) Fall (X) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
Political Science elective course (*upper division*)	3		1. Submit Graduation Application by deadline. 2. Maintain good academic standing.
Political Science elective course (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective (*upper division*)	3		
Free elective	3		
Total	**15**		

Balance/Other Commitments & Activities:

Semester ___: (X) Summer ( ) Fall ( ) Spring			
Courses and Credit Hours		**Milestones**	**Advising Tips**
Total			

Balance/Other Commitments & Activities:

You and your advisor will customize your Flight Plan and update it as necessary as you progress through your program.

Appendix D: Honors Program I Political Science

The Department of Political Science has developed an Honors Thesis Program to provide undergraduate students with research experience and skills that they will need in their future careers. The Honors in the Major Program provides students with:

- individual attention
- Mentoring by multiple faculty for success at FAU and after graduation
- One-on-one work to hone research and writing expertise
- Development of skills used in graduate school, law school, government work, and employment
- Environment that enriching writing and presentation skills

Admission to the Honors Program

A student must be a Political Science Major and meet the following requirements for admission to the honors program:

1. Students may apply after completing a minimum of 9 credit hours in political science. After grades are processed, applications will be reviewed and admitted applicants will be contacted. No more than 10% of our majors will ever be admitted to the program.

2. Minimum Criteria for application are:

1) >3.2 cumulative grade point average.

2) >3.6 grade point average in political science courses.

3) Have at least two academic semesters left to complete the program requirements.

4) Submission of a statement of purpose to the Department of Political Science.

5) Submission to the Department of Political Science of a sponsor letter from a Political Science faculty member stating that he or

she will supervise the student's honors research.

6) Submit application to Dr. Kim at dkim4@fau.edu or Dr. Nichols at nicholsa@fau.edu.

Program Standards

1. Students must maintain a cumulative 3.2 GPA throughout the program to progress.

2. If less than a B is earned in any political science course or the student's cumulative GPA falls below 3.2, the student will be reviewed for dismissal from the Honors program. The honors committee will review such cases and make a final decision regarding the student's continuance.

3. Students admitted to the Honors Program must maintain high academic and ethical standards, attend classes, and meet honors level expectations.

4. The minimum amount of time necessary to complete the honors program is one year.

Criteria for Successful Completion

In addition to maintaining the program standards listed above, students must:

1. Complete the following course requirements:
   1) An undergraduate methods course with an honors compact or a graduate level methods course (must have already taken undergraduate methods to choose this option).

2) An upper-level undergraduate course or graduate level course relevant to thesis project.

2. Complete the capstone project.

1) Project will take the form of a senior thesis, i.e. an article-length (at least 25 pages doubled-spaced) investigation of a significant research question.

2) Project must be overseen by a faculty member in the Department of Political Science through Directed Independent Study (DIS) classes. Students should enroll in a minimum of 3 DIS credit hours and a maximum of 9 DIS credit hours.

3) Students must present their project at a department workshop, the university's undergraduate research symposium, or a major political science conference such as the annual meeting of the Florida Political Science Association.

4) Students must submit their project for review and approval by the honors program committee. Thesis should be submitted at least one month prior to desired graduation date.

5) If a student does not maintain the necessary standards, credits earned during honors may be applied for credit in the major.

Appendix E: Honors Program Application

APPLICATION FOR POLITICAL SCIENCE UNDERGRADUATE RESEARCH HONORS PROGRAM

FLORIDA ATLANTIC UNIVERSITY

Z #_____

LAST NAME_____FIRST NAME_____MI_____

HOME ADDRESS_____COUNTRY_____

CITY_____STATE_____ZIP CODE (Int'l Postal Code)_____

EMAIL ADDRESS_____

DAYTIME PHONE_____EVENING PHONE_____

Year in which you seek admission: Year _____

FAU Faculty Advisor: All applicants **MUST** have a faculty sponsor before being admitted into our honors research program. Please visit our web site **http://www.fau.edu/politicalscience/** to find a professor in your area of interest. Contact the professors directly to see if they are taking new students. Please indicate below the Faculty advisor below. **You must request a sponsor letter from this faculty member. Your application will not be considered without support from a faculty member.**

_____

If you have specific skills applicable to political science research (e.g., internship, Diplomacy Program, campaign experience, legal experience, Washington Semester, use of computer packages, statistics, field techniques, and foreign language written or oral proficiency), please indicate them below:

_____

_____

_____

_____

Membership in professional and honor societies; honors and awards:

_____

_____

Reminder:

Send all application materials to:
Florida Atlantic University
Department of Political Science
Social Science 392
777 Glades Road
Boca Raton, FL 33431

____ Statement of Purpose

____ Unofficial Transcript

____ Sponsor Letter from major faculty

____ Additional Documents

____ Resume

____ Letter(s) of Recommendation

____ Writing Sample

DEADLINES FOR COMPLETED APPLICATIONS:
May 15, 2019

I certify that the information given in this application is complete and accurate.
Should any of the information I have given change prior to my entry to the Political Science Program, I will immediately notify the Political Science Department.

Signature_____Date_____

For additional information regarding our program, please visit our departmental web-site at:

http://www.fau.edu/politicalscience/

PSHRP CHECKLIST

In order to apply for the Political Science Honors Research Program you must meet the following requirements. You must meet ALL of these requirements prior to application.

- ☐ Minimum overall GPA 3.2 Political Science GPA 3.5 or above
- ☐ Statement of purpose indicating your interest in the honors program, your general area of interest for a thesis, and your relationship with your faculty advisor.
- ☐ Sponsor Letter from potential supervisor stating support for student through Honors Research and Honors Thesis. Additional letter of recommendation are highly encouraged but not required.

Appendix F: Program Sheet - Graduate

GRADUATE PROGRAM REQUIREMENTS

The Department of Political Science offers the Master of Arts degree. Students may choose from a thesis or non-thesis option to meet the requirements of the degree. The thesis option is designed to prepare graduates for doctoral or professional programs. The non-thesis option is designed for students who wish to specialize in an area of study by completing two seminars instead of a thesis. All students are admitted as non-thesis students. After the completion of at least 9 but not more than 15 graduate credits, a student may apply for admission to the thesis option. The application is submitted to the Graduate Director. If the Graduate Committee grants thesis-option status, the student must work with the Graduate Director to create a thesis committee.

Thesis Option (30 credits*)	
Research Design in Political Science**	POS 6736
Seminar in American National Government	POS 6045
Seminar in Comparative Political Processes	CPO 6007
Graduate seminars in Political Science	
Master's Thesis	POS 6971

Non-Thesis Option (30 credits*)	
Research Design in Political Science**	POS 6736
Seminar in American National Government	POS 6045
Seminar in Comparative Political Processes	CPO 6007
Graduate seminars in Political Science	

** With the approval of the Graduate Director, a student may take a maximum of 6 credits outside the Department of Political Science.*

*** POS 6736 must be completed the first semester of enrollment or the first semester the course is offered after admission to the graduate program.*

Appendix G: Faculty Annual Evaluation Criteria

DEPARTMENT OF POLITICAL SCIENCE ANNUAL EVALUATION CRITERIA
Approved May 2018

I. General Policy. This document describes the teaching, research, and service criteria for annual evaluation of faculty in the department of political science. Annual evaluation is based on assignment. The following teaching, research, and service criteria are used for faculty members with a 3-2 (75% and 50%) teaching assignment. Instructors do not have research or service assignments, therefore they will be evaluated only on teaching. Political Science research may involve multi-year research projects. Multi-year projects shall be taken into consideration for the annual evaluation. A book may be submitted for a second year.

The document will be reviewed by the Department when requested by a majority of the voting faculty.

II. TEACHING A. Criteria. The department Tenure and Promotion Criteria and Procedures define the teaching activities that will be evaluated using the following indicators:

1. Data on student perceptions of teaching.

2. Peer review. A faculty member may choose to be reviewed by a tenured member of the department. The review may be based on syllabi and other appropriate teaching materials. A faculty may request classroom observation. The observation must be scheduled ahead of time.

3. Course syllabi, tests, and other course materials. Evidence of the development of new courses, curriculum, or programs, including the revision of courses and the development of new teaching methods.

4. Teaching and advising awards. 5. Advising. 6. Participation in professional development activities relating to pedagogy, publishing on teaching, or formal presentations concerning teaching and learning.

7. Chairing thesis committees; supervising enrolled students in research papers or projects.

8. Contributions to the department's teaching mission taking into consideration items such as: a. required or elective courses b. night or day scheduling c. undergraduate or graduate courses d. class size e. number of course preparations f. number of courses g. grading standards h. new courses/preparations i. electronic learning j. travel to campuses other than primary assignment

B. Annual Evaluation Ratings For Teaching.

Rating: Exceptional. Exceptional teaching as indicated by 1) high scores on the student perceptions of teaching forms; or 2) strong peer reviews; or 3) a demonstrated commitment to curriculum development, either by developing new courses or revising and/or updating currently offered courses; or 4) participating in pedagogy workshops; or 5) chairing thesis committees and/or supervising enrolled undergraduate and/or graduate students in research papers or projects; or 6) other material submitted which demonstrates commitment to teaching.

Rating: Outstanding. Quality teaching as indicated by 1) good scores on the student perceptions of teaching form; or 2) good peer reviews; or 3) demonstrated commitment to curriculum development, either by developing new courses or revising and/or updating currently offered courses; or 4) participating in pedagogy workshops; or 5) chairing thesis committees and/or supervising enrolled undergraduate and/or graduate students in research papers or projects; or 6) other material submitted which demonstrates commitment to teaching.

Rating: Good. Satisfactory teaching as indicated by scores on the student perceptions of teaching form; or 2) by peer review; or 3) no other teaching materials submitted for evaluation.

Rating: Needs Improvement. "Needs Improvement" as indicated by low scores on student perceptions of teaching form; or 2) peer reviews define teaching as below satisfactory; or 3) no evidence of efforts to improve teaching; or 4) no other teaching materials submitted for evaluation. The designation of "Needs Improvement" serves as an indication to the faculty member that future progress in this category is expected.

Rating: Unsatisfactory. To merit the rating of "Unsatisfactory," the faculty member must demonstrate performance that fails to meet departmental expectations. Failure to improve in the year after receiving a "Needs Improvement" rating will result in a rating of "Unsatisfactory."

III. RESEARCH

A. Policy. Research and scholarship activities and journal ranks are defined in the Department Criteria and Procedures For Tenure and Promotion. “Peer reviewed” is defined as reviewed by two or more anonymous reviewers independent of the editor or editor’s institution. It is the responsibility of faculty members to submit evidence concerning the peer review process to the Chair. The faculty shall determine whether an article, book, book chapter, edited book or anthology, or monograph meet the departmental definitions of “peer reviewed.” Preparation and submission of proposals and/or receipt of grants shall be considered in fulfillment of the research requirement. The department will maintain a list of ranked journals.

B. Annual Evaluation Ratings for
Research Rating: Exceptional
A ranking of “exceptional requires one of the following and one or more of the requirements to achieve a rating of “outstanding”

1. Publication of an article in a rank one journal which is peer-reviewed with national or international distribution.

2. Acceptance of a book manuscript or publication of a book with peer review independent of the institution. The published book may be submitted for a second year.

3. Grants received as a result of an external review process.

4. Acceptance or publication of a textbook.

OR

5. Two or more of the requirements in the “Outstanding” category.

Rating: Outstanding
1. Publication of an article in a journal which is not a rank one journal or is a regional journal.

2. Publication of a book without anonymous peer review process. The book may be submitted for a second year if two or more favorable reviews are provided as evidence of quality.

3. A book chapter; edited book or anthology; monograph; book review essays; presentation of papers at conferences; article in non-peer reviewed journals (rank three).

4. Substantive review(s) of a published book which has received an Exceptional evaluation in previous years.

5. Writing and submission of external grants.

6. Article or book chapter under review

7. More than one exceptional publication in the previous evaluation year

Rating: Good. Evidence of continuing research or creative activities or efforts to develop research projects.

Rating: Needs Improvement. No evidence of continuing research or creative activities or efforts to develop research projects. The designation of "Needs Improvement" serves as an indication to the faculty member that future progress in this category is expected.

Rating: Unsatisfactory. To merit the rating of "Unsatisfactory," the faculty member must demonstrate performance that fails to meet departmental expectations. Failure to improve in the year after receiving a "Needs Improvement" rating will result in a rating of "Unsatisfactory."

IV. SERVICE

A. General Policy. Service consists of those activities not clearly defined under teaching and
research which contribute to the University's missions. Service includes activities for which no significant compensation has been received and which contribute to the Department, College or University; to student activities outside the classroom; to the academic profession; and to government or local, national or international communities.

B. Criteria for untenured faculty members. Untenured faculty members are expected to focus primarily on service to the department with perhaps membership on at least one university college committee or task force prior to consideration for tenure. Untenured

faculty may receive “Outstanding” or “Exceptional” ratings based solely upon their service to the department.
C. Criteria for tenured faculty
members. Rating: Exceptional. Meets the criteria for “Outstanding” service and also performs a leadership role such as chairing a major committee or another activity which requires an unusual commitment of time or two or more of the activities listed below. One of the activities must be service to the Department.
Rating: Outstanding. Meets the criteria for “Good” service and also performs at least two of the following:

Department, College, or University: Serves on departmental, college or university committees; member of faculty governance body or special task force; organizing departmental events; community engagement.

Professional Organizations: Reviews journal article or book reviews; participates at conferences through such activities as discussant or panel chair

Student Activities: Organizing and supervising a student organization; organizing educational activities for students outside the classroom
Service to governments or local, national or international communities.
Rating: Good. Participation in routine operation and governance of the department through regular attendance and participation at departmental meetings and other events and activities.
Rating: Needs Improvement
Limited contribution to routine departmental operation. Does not participate in or contribute to routine department operations such as meetings, committees, advising, and governance. The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected.

Rating: Unsatisfactory. To merit the rating of “Unsatisfactory,” the faculty member must demonstrate performance that fails to meet departmental expectations. Failure to improve in the year after receiving a “Needs Improvement” rating will result in a rating of “Unsatisfactory.”

V. Annual Evaluation Overall Rating. The Chair will weight teaching, research, and service according to the proportion of a faculty member’s time assigned to each activity.

Appendix H: Tenure and Promotion Criteria

Department of Political Science Criteria and Procedure for Promotion and Tenure

Adopted by the Department December 1, 2017 Approved by Provost –

I. General Policy

The Department adopts the following criteria and procedures for promotion and tenure.

All tenured and tenure-track faculty have similar teaching assignments.

Tenured and tenure-track faculty with more than 50% of time assigned to the department are eligible to vote on promotion and tenure. Only Tenured Associate Professors and Professors are eligible to vote on promotion to Associate Professor and tenure. Only Professors are eligible to vote on promotion to Professor. The Department Chair does not vote on promotion or tenure.

Candidates should consult the current issue of the University Promotion and Tenure Guidelines for guidance on promotion and tenure procedures and expectations. Tenure shall be considered during the sixth year of continuous service as an Assistant Professor, unless the candidate's letter of offer includes credit toward tenure or the Provost approves the candidate's written request for earlier consideration.

II. Third Year Review

A faculty member appointed without tenure shall be formally reviewed by an ad hoc Third-year Tenure Review Committee to evaluate the faculty member's progress toward tenure. The Third Year Review will occur during the Spring term of the faculty member's third year of employment. It will occur during the Spring term of the first year of employment for those who are granted two years toward tenure when hired, and the Spring term of the

second year for those who are granted one year when hired. The Third-year portfolio will be prepared by the candidate. The portfolio will include everything required in the University "Tenure Portfolio Guidelines" except the letters of evaluation. The portfolio will be submitted to the department Chair. A committee consisting of those eligible to vote in tenure decisions will provide the faculty member with a clear evaluation of progress toward tenure and promotion to Associate Professor, including strengths and weaknesses and any specific recommendations for improvement (if any), but no faculty vote will be taken. The assessment will include peer evaluation of teaching as required for tenure and promotion to Associate Professor. If the conclusion is that progress is unsatisfactory, the record should indicate what the candidate should do to improve tenure prospects or a recommendation that the Chair non-renew the contract. The department Chair shall write a letter evaluating the candidate's progress based on the candidate's assignment, record, departmental criteria, and the faculty evaluation. The candidate may respond to the Chair's letter within five business days and have the response included in the portfolio. The department Chair forwards the portfolio to the college promotion and tenure committee. The Chair will monitor subsequent progress through the annual evaluation and other processes, and may convene a meeting of the review committee at any time following the third-year review if further evaluation is deemed useful. Any such further evaluation is internal to the department and does not involve the college promotion and tenure committee.

III. TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

A. General Policy

University policy requires that the tenure decision be made at the same time as the decision about promotion to Associate Professor, but the two decisions are based on different criteria. The decisions to recommend tenure and promotion to Associate Professor recognize that the candidate's record

merits a long-term commitment to the faculty member as a member of the discipline.

B. Promotion to Associate Professor

Evaluation of a faculty member's performance must be based on the faculty member's assignment. The typical Assistant Professor will have significant assignments to teaching and scholarly work and a modest assignment to service. Expectations about teaching, research and service shall be adjusted to reflect changes in assignments. Annual evaluations are part of a faculty member's record to be considered for promotion.

1. Teaching Criteria. The evaluation of teaching is primarily based on the course assignment. Teaching also includes directed independent studies; serving on or chairing thesis committees; advising students about the program and careers in the discipline; developing and revising courses and curricula; and serving on committees that are concerned with curricular and instructional issues.

Indicators of achievement include measures of student response to classes, demonstrating that students evaluate the Professor favorably; favorable peer evaluations of classes, which will include evaluation of course materials and may, at the faculty member's request, include classroom observation; teaching awards; the range of classes the candidate has prepared, with particular attention to those instances in which the candidate has met department or college needs by extending his or her teaching competencies beyond his/her fields of graduate study; evidence of efforts to improve classroom skills or teaching scope; evidence of participation in departmental or university curricular development; effective academic and career advisement; effective mentoring of students, especially through involvement in faculty research; successful supervision of M.A. theses, senior papers, honors theses, Ph.D dissertations, and similar independent student activities; evidence of undergraduate research curricular instruction, and community engaged curricular instruction.

Student assessments and peer review of teaching will be used to evaluate teaching. Student assessments must include the standardized forms adopted by the SUS, the university and the college and/or department.

Peer review of teaching will be conducted by an ad hoc faculty committee elected by the department. The peer review must include classroom observation and consideration of the materials of the course being observed. The faculty member being reviewed selects the evaluator(s) from the committee.

The teaching criteria for promotion to Associate Professor include Above Satisfactory performance based upon the indicators of teaching achievement and Above Satisfactory annual evaluations of teaching.

2. Research and creative activities. Indicators of scholarly achievement include publishing scholarly work in peer-reviewed journals, authored or edited books, chapters in edited collections, and textbooks or other teaching-related publications of demonstrable originality and value to the discipline; writing grant applications and/or receiving grants; research funded by public or non-profit agencies and the preparation of reports for those agencies; presenting papers at professional or other conferences; evidence of community engaged research, supervising undergraduate research, and receiving fellowships. Grants should be identified as national or international, state and local, or internal FAU grants.

Indicators of creative activities include organizing panels at professional or other appropriate conferences; serving as elected or appointed officer in a professional association or on the editorial boards of a journal; reviewing manuscripts or writing book reviews; participating in workshops and courses to enhance and maintain disciplinary or professional knowledge; invited testimony before legislative bodies or other organizations; invited speaker at universities or professional organizations.

The pattern of accomplishments that merits promotion will vary but it must include published, peer-evaluated work. The required accomplishments may include the standards established by previous promotions in the department or a record of publications that merits at least three "excellent" ratings as defined in departmental annual evaluation criteria. The department recognizes that high-quality work requires greater time to develop, and candidates may present evidence of such work (e.g., a publication by a prestigious press, an article in a highly regarded journal) to counterbalance a lower quantity publication record. A candidate should submit summaries of research and creative activities in progress as part of the portfolio because the department considers works in progress when evaluating candidates.

"Peer reviewed" work is broadly understood to mean work evaluated by anonymous reviewers or by respected members of the discipline who have no stake in the candidate's work or career.

The department recognizes three journal ranks: Rank one is peer-reviewed, nationally or internationally distributed; rank two is peer-reviewed, regional or other specialized distribution (e.g., through an institute); rank three is non-peer reviewed. Work appearing in the second and third ranks is typically considered less significant than work appearing in the first rank. The quality of an article is not always indicated by the journal category and a faculty member may provide other evidence such as the comments of external reviewers, citations, requests for a piece's inclusion in edited collections, references to the work in others' work, and the like.

Chapters in edited books should be evaluated as to the quality of the collection. If the work has been reviewed, those reviews should be provided as part of the portfolio. Evidence of a book's quality includes factors such as the quality of the press, the academic editors, and reviews. The Research Criteria is Above Satisfactory performance based upon indicators of research

and creative activities achievement and Above Satisfactory annual evaluations of research.

3. Service: An Assistant Professor may develop a satisfactory service record in a variety of ways, but the typical pattern will focus heavily on service to the department and at least one university or college committee or task force. If the candidate's service record cannot be accurately described by a narrative, letters of evaluation from those qualified to document the service should be provided.

Service to the institution, profession, community and public schools, and the application of one's expertise to community-engaged activities and undergraduate research that support the mission and strategic goals of the university and the community, and address community needs, shall also be considered.

The Service Criteria include conscientious participation in service activities and Above Satisfactory annual evaluations of service.

C. Tenure

In order to be tenured, an assistant professor must meet the criteria for promotion to Associate Professor, and the following criteria for tenure. Tenure is granted when a faculty member has demonstrated a strong commitment to a high level of performance in teaching, research, and service; is likely to maintain a high level of performance in teaching, research, and service; and can be expected to continue contributing to the development of the department, college and university.

1. Teaching. Evidence of a lifelong commitment to teaching at the university level includes consistently successful teaching as evaluated by peers and/or students; efforts to improve teaching (when needed); course development to meet departmental and other university needs; consistent commitment to

providing quality academic and, if assigned, career advising to students; consistent improvement (if needed) in advising and mentoring; willingness to engage in appropriate professional development (e.g., to seek the advice of experienced colleagues at FAU and in the discipline, when necessary and appropriate) and efforts to engage in undergraduate research curricular instruction, and community engaged curricular instruction.

The department will evaluate the candidate's ability and willingness to improve teaching skills. The successful candidate will provide evidence of such professional development, bringing teaching to the level of performance typical of Associate Professors in the department and the college, and commitment to course and program development. Candidates for tenure will not earn a positive recommendation if they have ignored problems in their instructional performance, demonstrated indifference to the demands of instruction and advising, or remained uninterested in developing a high-quality program.

Teaching Criteria for tenure include meeting the criteria for promotion to Associate Professor. The candidate must show evidence of continued commitment to teaching.

2. Research. The research and other creative activities requirements for tenure are described in the section on Promotion to Associate Professor.

3. Service: A candidate must participate in collegial decision-making, abide by their outcomes, and be involved in faculty governance and related activities. Conscientious participation in departmental and, if appropriate, college or university level decision-making and implementation of decisions is expected. The service criteria for tenure include meeting the criteria for promotion to Associate Professor.

IV. PROMOTION TO PROFESSOR

The typical candidate promoted to Full Professor will demonstrate a record of excellence in research over the span of the academic career, teaching that is positively evaluated by peers and students, and responsible service. This research record will include, since promotion to Associate Professor, a reasonable number of significant pieces (specified below), a larger number of related pieces in lesser outlets and/or, possibly, leadership in the discipline's and other appropriate associations. The teaching record will earn generally favorable evaluations by both peers and students. The candidate will also have a record of conscientious and consistent participation in college and university committee work, typically increased in breadth and responsibility beyond that appropriate to the junior rank.

Other, less typical patterns of achievement may also earn promotion to Full Professor. A faculty member with an outstanding and distinguished research record developed since promotion to Associate Professor, one that involves a large number of outstanding journal articles or a book or books of acknowledged and unusual significance to the discipline, may receive a positive recommendation for promotion with a satisfactory record in teaching, advising and service.

A faculty member with a truly outstanding and distinguished record in teaching or assigned university, community or professional service, may receive a positive recommendation for promotion with an Above Satisfactory record of scholarship. A distinguished record as a teacher involves more than good peer and student evaluations in the classroom. It also involves documentation of outstanding accomplishment in some of the following areas: curricular leadership, program development, mentoring junior faculty in their teaching role, and activities aimed at improving the quality of teaching at the university and in the discipline. A distinguished record in service requires the documentation of successful, continuous, and important institutional service beyond that of the typical senior faculty member. It may include ad hoc administrative positions, e.g., special service on a task force, as well as elected governance positions. The University Principles for Creating Criteria and Standards for Promotion & Tenure

describe the non-traditional routes to Professor. While the candidate can choose a route of distinction in teaching or service, the candidate must provide evidence of significant accomplishments and achievements since promotion to Associate Professor.

In the decision for promotion to Professor, annual evaluations should be considered as one element of the entire record.

1. Teaching. To be promoted, most faculty members will need to demonstrate that they have improved their teaching beyond the level attained at the time of promotion to Associate. In addition, the faculty member should have broadened his or her teaching through at least some of the following: the development of new courses and revision of old ones; participation in curricular initiatives; significant contributions to the development of the university's programs (e.g., working on university committees or projects related to instruction, working in interdisciplinary programs, working on programs within the department or discipline); working with students in the graduate program, particularly as a thesis advisor; participation in undergraduate research curricular instruction, and community engaged curricular instruction, and similar activities. The candidate who is distinguished by his or her teaching accomplishments will have engaged in a broader range of teaching activities than the typical senior faculty member, as well as in other and innovative efforts to improve the quality of instruction at the university through, for example, helping junior faculty with their teaching or work in special programs (e.g., Honors).

Peer evaluation of teaching material will be used following the same procedures established for promotion to Associate Professor. Peers will evaluate the degree to which the candidate has provided evidence of improvement (if possible) in the quality of his/her classroom teaching and of increased breadth of instructional contribution.

2. Research and Creative Activity. A favorable recommendation for promotion to
Full Professor requires a sustained record of excellence in research and scholarly activity that is recognized as a significant contribution to one or more areas of inquiry. If a candidate bases the case for promotion largely on scholarship, the research record must reflect a record of excellent productivity and quality.

The research record should include a significant number of peer-reviewed publications; a continuous pattern of less significant but continuous contributions (e.g., presentations at professional meetings, active involvement in professional associations, writing grants). The major work is expected to appear in Category One journals, to be well -reviewed or part of a well-reviewed edited collection, or to have been selected for inclusion in an edited book by a distinguished member of the discipline who has no personal ties to the candidate or professional stake in his or her success. When available, reviews should be included in the promotion portfolio. In addition, consideration will be given to evidence of other productive research activities including, but not limited to, invited lectures, on-going research, community engaged research, and the supervision of undergraduate research.

Candidates may establish the quality of their contributions on the basis of a record of publication and presentation or, in place of some portion of the lesser publications and presentations expected of the typical candidate, they may provide evidence of other forms of substantial contribution and achievement: the organization of scholarly conferences, service on national commissions of professional associations or federal agencies that fund the discipline, and the like. Each such case should be examined on its merits, carefully considering the candidate's annual assignments.

A favorable recommendation for promotion requires that outside evaluators who are experts in the candidate’s field(s) write strongly positive letters

about the quality and significance of the candidate's research and contributions to the discipline. Five letters are required.

No candidate will be recommended for promotion that does not have at least a satisfactory research record, regardless of accomplishments in other areas. A satisfactory research record must include some work which would merit an "excellent" evaluation for research as defined by the departmental criteria for annual evaluation.

3. Service. A candidate for promotion to Professor must demonstrate broader and more significant service than a candidate for Associate Professor. A candidate is expected to have an Above Satisfactory record of service. A candidate who bases the case for promotion primarily on service to the university in a range of capacities (department chair, program head, institutional leadership) must provide valid evidence of the quality of the service: an appropriate and wide range of internal evaluative letters should be solicited.

V. PROCEDURES FOR PROMOTION AND TENURE

The promotion and tenure process is a multi-layered procedure that begins with the individual and ends with the Board of Trustees (BOT). The candidate prepares a portfolio according to the University timeline and guidelines (http://www.fau.edu/provost/facultyinfo.php), submits it to the department for decision, after which it travels through the following levels for further decision: the College Promotion and Tenure Committee, the College Dean, the University Promotion and Tenure Committee, the Provost, the President, and the BOT. The initial portfolio is submitted to the department at the beginning of the academic year and the candidate will receive notification of the final decision late in the spring semester.

For cases of tenure and promotion to Associate Professor: 1. During the spring semester prior to submitting the application for promotion and tenure, the candidate should consult with the department chair regarding potential

outside reviewers. The candidate can suggest as external reviewers individuals of sufficient stature from within the profession of political science (or related discipline) to the chair. The chair develops an external reviewer list of at least five acceptable persons, taking into account the candidate's suggestions, in a manner consistent with the University Provost's guidelines, and shares that information with the department's tenured faculty members. Reviewers may not be graduate advisors, coauthors or personal friends of the candidate. Their primary qualification should be their expertise and professional stature within the discipline. At least five reviewers will be contacted by the chair for agreement to review the candidate's materials. All letters will be included in the portfolio. The reviewers assess the quality of the work but do not make the recommendation for tenure and promotion which is to be determined by departmental criteria.

2. Upon submission of the tenure and promotion portfolio, the department's tenured faculty meet to discuss and to decide on the application. The tenured faculty members discuss the candidate's qualifications for tenure and promotion in light of departmental guidelines. A secret ballot is taken for tenure and promotion separately and the vote is recorded. One faculty member volunteers to write a summary of the discussion and to provide an official tally for the separate tenure and promotion votes to the chair.

3. The chair receives the portfolio and the department committee's letter and writes an independent review of the candidate's application, taking into account the portfolio, department faculty commentary, the faculty vote, external and internal letters, and departmental guidelines. The chair's letter is placed in the candidate's portfolio and provided to the candidate. The candidate may insert a written response to the chair's letter as outlined in university regulations. The portfolio is then provided to the College's Promotion and Tenure Committee.

For cases of promotion to Professor: 1. During the spring semester prior to submitting the application for promotion to Professor, the candidate should consult with the department chair regarding potential outside reviewers. The candidate can suggest as external reviewers individuals of sufficient stature from within the profession of political science (or related discipline) to the chair. The chair develops an external reviewer list of at least five acceptable persons, taking into account the candidate's suggestions, in a manner consistent with the University Provost's guidelines, and shares that information with the department's tenured faculty members of professor rank. External reviewers should hold the rank of professor or the equivalent. Reviewers may not be graduate advisors, coauthors or personal friends of the candidate. Their primary qualification should be their expertise and professional stature within the discipline. At least five reviewers will be contacted by the chair for agreement to review the candidate's materials. All letters will be included in the portfolio. The reviewers assess the quality of the work but do not make the recommendation promotion which is to be determined by departmental criteria.

2. Upon submission of the promotion portfolio, the department's professors meet to discuss and to decide on the application. Three professors constitute a quorum. Should the department not have three such persons, outside members from related disciplines within the university may be chosen by the chair. The faculty members discuss the candidate's qualifications for promotion in light of departmental guidelines. A secret ballot is taken for promotion and the vote is recorded. One faculty member volunteers to write a summary of the discussion and to provide an official tally of the promotion vote to the chair.

3. The chair receives the portfolio and the department committee's letter and writes an independent review of the candidate's application, taking into account the portfolio, department faculty commentary, the faculty vote, external and internal letters, and departmental guidelines. The chair's letter is placed in the candidate's portfolio and provided to the candidate. The

candidate may insert a written response to the chair's letter as outlined in university regulations. The portfolio is then provided to the College's Promotion and Tenure Committee.

Appendix I: Sustained Performance Evaluation Criteria (SPE)

Department of Political Science Sustained Performance Evaluation (SPE) Criteria Criteria: The Political Science Department Promotion and Tenure criteria shall be used for the SPE. The Department's Promotion and Tenure Criteria are attached as Appendix A to this document.

Process: In line with section I of the Provost's SPE Policy, governing the establishment of College-wide evaluation policies, an ad hoc SPE committee will be formed annually within the Department consisting of all tenured faculty. Only tenured associate professors and professors are eligible to vote on SPE of associate professors. Only full professors are eligible to vote on SPE of full professors. The College has a College Performance Review Committee in place should a faculty member disagree with the Department-level committee.

The SPE will be conducted based on a file containing a brief summary of the faculty member's activities during the entire seven-year period under review. The file should contain: □a current curriculum vita that clearly highlights accomplishments in teaching, scholarship, and service during the period under review, □ copies of the faculty member's last seven annual assignments and annual evaluations, □ a copy of the report of the previous SPE, if available, □ a copy of the published performance expectations from the faculty member's academic unit, and □ a brief (2 page) narrative from the faculty member.

Ratings: Consistent rating of a faculty member on annual evaluations as 'exceptional' (score 5) and 'outstanding' (score 4) (with occasional deviations) provides sufficient evidence for
scoring that faculty member's performance as 'Exceeding Expectations' (average score of 3.5 and above on annual evaluations for the SPE evaluation period) on SPE.

Consistent annual evaluation rankings of 'good' (score 3) with occasional downward deviations is sufficient for assigning a value of 'Meets Expectations' on SPE (average score of 2.5 and above, but below 3.5 on annual evaluations for the SPE evaluation period).

Annual performance evaluation of 'unsatisfactory' (2) and 'needs improvement' (1) may be used as a base for evaluating a faculty member's SPE performance as 'Failing to Meet Expectations' (average score below 2.5 on annual evaluations for the SPE evaluation period).

Faculty members may choose whether they will be evaluated based on research, teaching, or service routes or on their combination.

In addition to the departmental review of each SPE file in light of the department’s published performance expectations, the Committee will consider: • that faculty members have varying responsibilities within their academic units, as reflected in their annual assignments, • that faculty can make essential contributions to the University’s mission in various ways, include, but are not limited to, community engagement (broadly defined), service on advisory committees, government relations, and other non-traditional routes (to be determined by the academic expertise of the tenured faculty of the department). • that the nature of an individual’s contributions may vary over time, • that innovative scholarly work may take time to bear fruit, and may sometimes fail, and • that unusual or unpopular scholarship, teaching, and service are not by themselves sufficient cause for a negative evaluation.

Records:

The Department will maintain electronic copies of all SPE records.

Appendix J: Department Assignments

Department Service	2019/2020	Assignment 2018/19	Assignment 2017/18
Faculty Assembly Representative	LeMoine and LaRocco	LaRocco	LaRocco
Library Representative	Roper	LeMoine	LeMoine
Undergraduate Programs	DeRosa	Morton	Morton
Graduate Programs &PhD Committee	Gurses	Gurses	Gurses
Morrow	LaRocco	Shaykhutdinov	Shaykhutdinov
Webmaster	Roper	Kim	Kim
Promotion and Tenure	Schwerin	Schwerin	Lenz (College Chair)
Assessment	Prier	Prier	Prier
ROCA	Shaykhutdinov	Shaykhutdinov (University Chair)	Kim
Honors Program Coordinator	Kim	Kim	Kim
Associate Honors Program Crdtr	Nichols	Nichols	
SPE Committee	Morton	DeRosa	Shaykhutdinov
Awards Committee	Rabil	Rabil	Rabil
NonTenure Promotion Committee	Lenz	Lenz	
Department Review Committee	Morton (CH) LaRocco, Lenz	NA	NA

Appendix K: Faculty C.V.s (Abbreviated)

Burton M. Atkins

2019

CURRENT STATUS

Professor Emeritus, Department of Political Science

Florida State University

Tallahassee, Florida 32306-2049

Instructor, Department of Political Science

Florida Atlantic University

Boca Raton, Florida

Email: batkins5@fau.edu

Adjunct Professor-Florida Atlantic University Life Long Learning Society (Boca Raton and Jupiter)

EDUCATION

B.S. in Political Science, University of Wisconsin, Madison, 1966

M.A. in Political Science, University of Kentucky, 1969

Ph.D. in Political Science, University of Kentucky, 1970

PROFESSIONAL EXPERIENCE

Assistant Professor of Political Science, University of South Dakota, Vermillion, 1970-1971

Assistant Professor of Political Science, Florida State University, 1971-1975

Associate Professor of Political Science, Florida State University, 1975-1978

Professor of Political Science, Florida State University, 1979-2006

Director, Law and Society Program, Florida State University, 1988-1992

Chair, Department of Political Science, Florida State University, 1989- 1992

Director, FSU London Study Center, 1992-1997; Interim Director, FSU London Study Center, August-December 2004; June-August 2005

Director, FSU International Studies Program and International Affairs, 1997-2006

Study Abroad (London, Brussels and Paris) Florida State University (2000-2006)

Adjunct Faculty Wilkes Honors College, Florida Atlantic University (2006-2007)

Florida Atlantic University, Instructor, Boca Raton 2007 to Present

Florida Atlantic University Study Abroad Program Leader (London-Brussels) 2007

Adjunct Professor Lifelong Learning Society, Florida Atlantic University 2007-Present

AREAS OF INTEREST: Judicial Behavior and Process; Constitutional Law and Politics

Cross-National Politics: Great Britain

PUBLICATIONS

1970 "The Effect of Recruitment Upon Metropolitan Voting Cohesion in the House of Representatives," Journal of Politics, 32 (February) 177-180 (Co-author).

1970 "Some Theoretical Effects of Decision-Making Rules on the United States Courts of Appeals," Jurimetrics Journal, 11 (September) 13-23. Reprinted in Brenner, American Judicial Behavior, MSS Corporation.

1972 "Decision-Making Rules and Judicial Strategy on the United States Courts of Appeals," Western Political Quarterly, 25 (December) 622-642.

1973 "Judicial Behavior and Tendencies Toward Conformity in a Three-Member Small Group: A Case Study in Dissent Behavior on the United States Courts of Appeals," Social Science Quarterly, 54 (June) 41-53.1974 "Opinion Assignments on the United States Courts of Appeals: The Question of Issue Specialization," Western Political Quarterly (September) 409-428.

1974 "Judicial Leadership on the Courts of Appeals: A Probability Analysis of Panel Assignments in Race Relations Cases on the Fifth Circuit," American Journal of Political Science (November) 701-711.

1974 "Metropolitan Delegations in the U.S. House of Representatives," Journal of Political Science, 2 (Fall) 47-59 (Co-author).

1974 "Formal Judicial Recruitment and State Supreme Court Decisions," American Politics Quarterly 4: 427-449 (Co-author). Reprinted in David Saffell, State Politics, Addison-Wesley, 1984.

1975 "Prisoners' Perceptions of Their Constitutional Rights: A Client's View of the World of Criminal Justice," Emory Law Journal, 24 (Winter) 67-91 (Co-author).

1976 "Determinants of Issues in State Courts of Last Resort: A Preliminary Analysis of the Impact of Environmental and Structural Variables Upon Judicial Systems," American Journal of Political Science, Vol. 20 (February) 97-115 (Co-author). Reprinted in Goldman and Sarat (eds.), American Court Systems (San Francisco, 1978); and Sidney Ulmer, Law and Judicial Processes (New York, The Free Press) 1981.

1976 "Probable Cause of Police Corruption: Some Theories," Journal of Criminal Justice, 4 (Spring) 9-16 (Co-author). Reprinted in Homant and Kennedy (eds.), Police and Law Enforcement (AMS Press), Vol. 3.

1976 "Judicial Elections: What the Evidence Shows," Florida Bar Journal, 50 (March) 152-157.

1976 "Merit Selection of State Judges," Florida Bar Journal, 50 (April) 203-211.

1976 "Judges' Perspectives on Judicial Selection," State Government, Vol. 49 (Summer) 180-186.

1976 "Prisoner Satisfaction with Defense Counsel," Criminal Law Bulletin, 12 (July-August) 427-450 (Co-author).

1976 "Consensus on the United States Courts of Appeals: Illusion or Reality?" American Journal of Political Science, 20 (November) 735-747 (Co-author).1978 "An Introduction to Discretionary Decision-Making in the Criminal Justice System," in Burton Atkins and Mark Pogrebin (eds.), The Invisible Justice System: Discretion and the Law (Anderson Publishing Company: Cincinnati).

1978 "Designated Judges on the Courts of Appeals: Their Role and Behavior," Judicature, 61 (March) 358-370 (Co-author).

1979 "Some Perspectives on Police Corruption," in Nicholas N. Kittrie and Jackwell Susman (eds.), Legality, Morality and Ethics in Criminal Justice (Praeger, New York) 55-69. (Co-author). This chapter reviews political and sociological problems that affect the likelihood of imposing internal and external checks on police corruption. This book chapter was **refereed** for inclusion by both the academic editor of the volume and external reviewers.

1979 "Becoming a Judge: The Transition from Advocate to Arbiter," Judicature, 62 (February) 325-335 (Co-author Alpert, Atkins and Ziller). This **refereed** article examines role and personality variables that affect the ability of lawyers to deal effectively with role constraints and demands relating to their performance as judges.

1980 "Personality Theory and Judging: A Proposed Theory of Self Esteem and Judicial Policy-Making," Law and Policy Quarterly, 2 (April), 189-220 (Co-author- Atkins, Alpert and Ziller). This **refereed** article examines the

distribution of personality types among judges and how different configurations of personality affect judicial decision making.

1981 "Substantive Access Doctrine and Conflict Management in the U.S. Supreme Court: Reflections on Activism and Restraint" in Halpern and Lamb (eds.), Supreme Court Activism and Restraint (New York: Lexington Heath) 351-383 (Atkins and Taggert). This **refereed** book chapter is a qualititative and longitudinal study of how the Supreme Court has used access doctrines, such as standing to sue, ripeness etc, to gatekeep its agenda over time. This chapter was refereed by external reviewers prior to acceptance and publication.

1982 "The Local Politics of Judicial Selection: Some Views of Law Enforcement Officials," Judicature 66: 39-44 (Co-author). This **refereed** journal article examines law enforcement officials' views of judicial selection reform.

1983 "Organizational Conflict in Correctional Institutions," Journal of Offender Counseling Services, Vol. 7, No. 1, 23-31 (Co-author). This **refereed** article examines organizational impediments to correction reform.

1984 "State Supreme Court Elections: The Significance of Racial Cues," American Politics Quarterly, Vol. 12, 211-224 (Co-author Atkins, DeZee and Eckert). This **refereed** article examines the saliency of race as a cue in otherwise low visibility judicial elections in Florida.

1985 "The Effect of a Black Candidate in Stimulating Voter Participation in Statewide Elections: A Quiet Revolution in Southern Politics," Journal of

Black Studies, Vol. 16, 213-225. This **refereed** article examines the impact of a successful black candidate in a statewide Southern election in the context of the history of black turnout in the South, and the Voting Rights Act of 1965.

1986 "The 'New' Hugo Black and the Warren Court: A Study in Consistency and Change in Judicial Behavior," Polity 8,4: 623-637 (Co-author, Atkins and Sloope). This **refereed** article articulates and tests a model that examines how Supreme Court justices cope with the demands of judicial consistency over long term career cycles on the bench.

1987 "A Cross National Perspective on the Structuring of Trial Court Outputs: The Case of the English High Court," in John Schmidhauser (ed.), Comparative Judicial Systems (London: Butterworths) 143-161. This **refereed** book chapter explores the basis of models of judicial decision making, and roles of courts, that can be applied to cross-national theories of the role of courts in political systems.

1989 "Judicial Selection in Context: The American and English Experience," Kentucky Law Review 77:577-617. This article, supported by a grant from the National Science Foundation, proposes a theory, and provides data in support of it, for examining the effects of judicial recruitment in a cross-national context.

1990 "Interventions and Power in Judicial Hierarchies: Appellate Courts in England and the United States." Law and Society Review 24:301-332.

This **refereed** journal article, supported by a grant from the National Science Foundation, proposes and tests a theory for examining the role of appellate courts in a cross-national framework.

1990 "Communication of Appellate Decisions: A Multivariate Model for Understanding the Selection of Cases for Publication." Law and Society Review 24: 601-626.This **refereed** article, supported by a grant from the National Science Foundation, proposes and tests, in a cross-national context, a theory and multivariate model of how appellate courts communicate with their internal and external environments.

991 "Party Capability Theory and Judicial Decisions: A Multivariate Perspective on the Structure of Intervention Behavior by the English Court of Appeal", American Journal of Political Science 35:881-903. This **refereed** article, supported by a grant from the National Science Foundation, tests the utility of a sociological model of judicial decision-making in a cross-national appellate context.

1992 "Data Collection in Comparative Judicial Research: A Note on the Effects of Case Publication Upon Theory Building and Hypothesis Testing." Western Political Quarterly. 783-792. This **refereed** article supported by the National Science Foundation, offers evidence on the effects of selecting case publication and the communication of appellate court policies and doctrines in a cross-national context.

1993 "Alternative Models of Appeal Mobilization in Judicial Hierarchies". American Journal of Political Science. 37:780-798. This **refereed** article supported by a grant from the National Science Foundation tests a multivariate model of how appellate courts build agendas for shaping judicial policy.

2006 "The Incorporation of the Bill of Rights" in Stephens and Scheb (eds.),The Encyclopedia of American Civil Liberties and Rights. Greenwood Publishing Group

B. Books

1972 Prisons, Protest and Politics (Englewood Cliffs: Prentice Hall), co-editor.

1978 The Invisible Justice System: Discretion and the Law (Cincinnati: Anderson), co-editor. 2nd Revised Edition, 1982.

CONTACT INFORMATION:

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Florida Atlantic University
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Boca Raton, FL, 33431
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EDUCATION:

Doctor of Philosophy (1987) - Political Science
University of Houston-University Park Campus, Houston, Texas 77004

Master of Arts (1982) - Political Science
University of Houston-University Park Campus, Houston, Texas 77004

Bachelor of Arts (1978) - Political Science
West Virginia University, Morgantown, West Virginia
Magna Cum Laude

UNIVERSITY AND COLLEGE APPOINTMENTS:

Florida Atlantic University, 1990 to Present
Professor of Political Science,
Promoted to Full Professor, Spring 1998
Tenured and Promoted to Associate in 1993
Chair of Social Sciences (College of Liberal Arts) Appointment, June 1999 to June 2003

Assistant Professor-Visiting, Department of Political Science
Louisiana State University, Baton Rouge, Louisiana
1988-1990

Assistant Professor & Chair, Department of Political Science

Davis & Elkins College, Elkins, West Virginia
1985-1988

Adjunct Instructor, Division of Social Sciences
Houston Community College, Houston Texas
1982-1985

REFEREED WORKS

BOOKS:

The Confederate Constitution of 1861: An Inquiry Into American Constitutionalism (University of Missouri Press, November 1991)

The Ninth Amendment and the Politics of Creative Jurisprudence: Disparaging the Fundamental Right to Popular Control (Transaction Publishers-Rutgers University; 1996)

The Politics of Dissolution and the Rhetorical Quest For A National Identity (Transaction Publishers, publication date is October 1997 [edited collection of U.S. Senate antebellum speeches, including preface and index])

Book editor: An Introduction to the Philosophy of Law (Transaction Publishers, Rutgers University, 1998)

Redeeming American Democracy: Lessons from the Confederate Constitution (Gretna, LA: Pelican Publishing Company, 2007)

The Enduring Relevance of Robert E. Lee: The Ideological Warfare Underpinning the American Civil War (Lanham, MD: Lexington Books, 2014)

American Case Law A Chronological Approach to Landmark Decisions, online textbook Kendall Hunt Publishing Company (2016)

BOOK CHAPTERS:

"President Franklin Pierce and the War for Southern Independence," in *Northern Opposition to Mr. Lincoln's Other War*, D. Jonathan White, editor, Abbeville Institute Press, 2014.

"The Tenth Amendment and the US Supreme Court"; chapter in *Rethinking the American Union for the 21st Century*, Dr. Donald Livingston, ed., Pelican Publishing, 2011.

"The American Rule of Law and Secession: Juridical Ties that Bind and Divide," in The Homogeneity of Democracy, Peter Bussjager and Anna Gamper, editors. (Institute for Federalism, Innsbruck, Austria, 2003).

"M.E. Bradford's Constitutional Theory: A Southern Reactionary's Affirmation of the Rule of Law," in A Defender of Southern Conservatism: M.E. Bradford and His Achievements, Clyde N. Wilson, ed. (University of Missouri Press, 1999), 92-129.

"Supreme Court as Accomplice: Judicial Backing for a Despotic Presidency," in Reassessing The Presidency, John V. Denson, ed. (Auburn, AL: The Ludwig von Mises Institute, 2001), 105-136.

ARTICLES:

"SCOTUS's Misinterpretations of the Second Amendment," Nomocracy In Politics, January 21, 2014, accessed at http://nomocracyinpolitics.com/2014/01/21/marshall-derosas-to-allow-or-not-allow-a-states-martial-defense-scotuss-misinterpretations-of-the-second-amendment/?utm_content=buffer428b2&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer.

"My Problem With So-Called Conservatives," Nomocracy In Politics, November 12, 2013, accessed at http://nomocracyinpolitics.com/2013/11/12/my-problem-with-so-called-conservatives-by-marshall-derosa/.

"So Much Power in So Few Hands: Reevaluating Abraham Lincoln's Emancipation Proclamation," *Library of Law and Liberty*, January 1, 2013 [http://www.libertylawsite.org/]

"Why the U.S. Needs a Balanced Budget Amendment," The Journal of the James Madison Institute, (Summer/Fall 2011), pp. 15-22.

"Thoughts on Power," *Humanitas*, vol. xv, no. 1, 2002, pp. 86-89.

"The Rule of Law v. The Misrule of Ideology: The Confederacy and Constitutional Interpretation," Texas Law Review, vol. 77, no. 3, February 1999, pp. 789-806.

"The Relevance of M.E. Bradford's Constitutional Theory: Affirmation of Original Intent", *The Political Science Reviewer 1995*, vol. xxiv, 354-398.

National Article - "The Second Amendment and American Federalism: A View from the States", *Perspectives On Political Science*, vol. 22, no. 2, Spring 1993. [see Winter, 1994, vol. 23, no. 1, p. 63, for dialogue.

Contributor to *Encyclopedia Of The American Presidency*, Leonard W. Levy and Louis Fisher, eds., (New York: Simon and Schuster, Fall 1993).

BOOK REVIEWS:

Battleground Alaska: Fighting Federal Power in America's Last Wilderness, CHOICE Review of Books, 2016.

The Great Divide: The Conflict Between Washington and Jefferson that Defined a Nation, The Historian, 2017 (reviewed 2016).

Worshipping the State: How Liberalism Became Our State Religion, by Benjamin Wiker (Washington, DC, Regnery Publishing, 2013), Chronicles: A Magazine of American Culture, October, 2014.

Lincoln Unbound: How An Young American Railsplitter Saved the American Dream—And How We Can Do It Again, by Richard Lowry (NY: Broadview Books, 2013), Nomocracy In Politics, October 15, 2013, accessed at http://nomocracyinpolitics.com/2013/10/15/a-review-by-marshall-derosa-binding-the-republican-party-to-neoconservativism-a-review-of-richard-lowrys-lincoln-unbound/.

The Lost State of Franklin: America's First Secession, by Kevin T. Birksdale (The University of Kentucky Press, 2009). The Journal of American History, vol. 96, 1171.

Lincoln' Resolute Unionist: Hamilton Gamble, Dred Scott Dissenter and Missouri's Civil War Governor, by Dennis K. Boman (LSU Press, 2006), The Journal of American Hisotry (June 2007), 282-283.

The War Within The Union: Politics and Generalship During the Civil War, by Thomas J. Goss (University Press of Kansas, 2003), The Historian (forthcoming, September 2005).

Our Secret Constitution: How Lincoln Redefined American Democracy, by George P. Fletcher (New York: Oxford University Press, 2001), The Independent Review: A Journal of Political Economy (vol. Viii, no. 1, Summer 2003), 129-132.

The Tenth Amendment and State Sovereignty: Constitutional History and Contemporary Issues, Mark R. Killenbeck, ed. (Lanham, Maryland: Roman & Littlefield and Berkeley Public Policy Press, 2001), The University Bookman: A Quarterly Review of Books (vol. 43, 2003), 19-23.

Calhoun And Popular Rule: The Political Theory of the Disquisition and Discourse, by H. Lee Cheek (University of Missouri Press, 2001), The University Bookman: A Quarterly Review Of Books (vol. 42, no. 3, 2002), 25-29.

States' rights and the Union: Imperium in Imperio, 1776-1876, by Forrest McDonald. (The University of Kansas Press, 2000), Publius: The Journal of American Federalism, 31:4 (Fall 2001), 135-139.

The Supreme Court's Retreat from Reconstruction: A Distortion of Constitutional Jurisprudence, by Frank J. Scaturro (Greenwood Press, 2000), Publius: The Journal of American Federalism, 31:2 (Spring 2001), 101-104.

Presidential Republic: Executive Representation and Deliberative Democracy, by Gary Gregg, (Rowan & Littlefield), University Bookman, vol. 38, no. 2, Summer 1998.

What Are Freedoms For?, by John H. Garvey (Harvard University Press), Perspectives on Political Science, Fall 1997, vol. 26, no. 4, p. 242.

Liberty, Property, and Privacy: Toward a Jurisprudence of Substantive Due Process, by

Edward Keynes (Penn State University Press), Journal of Politics, vol. 59, no. 1, February 1997, 274-275.

Magazine Article: "Human Rights and Self-Government", *Chronicles: A Magazine of American Culture*, August 1996, pp. 20-23.

The Southern Tradition: The Achievement and Limitations of an American Conservatism, by Eugene Genovese (Harvard University Press), Perspectives on Political Science, Fall 1995, vol. 24, no. 4, p. 248.

The Southern Front: History and Politics in the Culture War , by Eugene Genovese (University of Missouri Press) Chronicles, November 1995, pp. 32-34.

Rethinking Constitutional Law and *The Supreme Court & Constitutional Theory, 1953-1993*, by Earl Maltz (University Press of Kansas) and *The Supreme Court and Constitutional Theory*, by Ronald Kahn (University Press of Kansas), Perspectives on Political Science, vol. 24, no. 3, 163-164.

Shaping Modern Liberalism: Herbert Croly And Progressive Thought, Perspectives on Political Science, Spring 1994.

George Washington and American Constitutionalism, American Review of Politics, Autumn 1993, p. 458-460.

A Politics of Tension: The Articles of Confederation and American Political Ideas, Journal of Politics, Vol. 55, no. 3, August 1993, p. 828-831.

The Limits of Judicial Power: The Supreme Court in American Politics, The Journal of Politics, Vol. 52, no. 1, February 1990. pp. 287-291.

Mehmet GURSES

Curriculum Vitae

Contact Information

Department of Political Science
Florida Atlantic University
777 Glades Road, Social Science 391E
Boca Raton, FL 33431-0991
Phone: (561) 297-3213
Email: gurses@fau.edu

Professional Appointment

Professor, Department of Political Science, Florida Atlantic University, Boca Raton, Florida, 2019-present

Associate Professor, Department of Political Science, Florida Atlantic University, Boca Raton, Florida, 2013-2019

Assistant Professor, Department of Political Science, Florida Atlantic University, Boca Raton, Florida, 2007-2013

Director of Graduate Studies, Department of Political Science, Florida Atlantic University, Boca Raton, Florida, 2016-present

Editor, Journal *Politics and Religion*, 2017-2022.

Education

Ph.D. 2007. University of North Texas, Denton, Texas, Political Science

Publications

Books

2018. *Anatomy of a Civil War: Sociopolitical Impacts of the Kurdish Conflict in Turkey.* Ann Arbor, MI: University of Michigan Press.

2014. *Conflict, Democratization and the Kurds in the Middle East: Turkey, Iran, Iraq, and Syria* (co-edited with David Romano). New York: Palgrave Macmillan.

Refereed Journal Articles (since 2015)

2019. "Who Wins, Who Loses, Who Negotiates Peace in Civil Wars: Does Regime Type Matter?" (with Anup Phayal and David Mason) *Journal of Global Security Studies* doi: 10.1093/jogss/ogz011

2017. "Ethnic Exclusion and Mobilization: The Kurdish Conflict in Turkey" (with Gunes Murat Tezcur) *Comparative Politics* 49 (2): 213-230.

2016. "Religion as a Peacemaker? Peace Duration after Ethnic Civil Wars" (with Nicolas Rost) *Politics & Religion* 10 (2): 339-362.

2015. "Islamists and Women's Rights: Lessons from Turkey" *Journal of Middle East and Africa* 61 (3): 33-44.

2015. "Is Islam a Cure for Ethnic Conflict? Evidence from Turkey" *Politics & Religion* 8 (1): 135-154.

2015. "Transnational Ethnic Kin and Civil War Outcomes" *Political Research Quarterly* 68 (1): 142-153.

Awarded Honorable Mention for Best Article in 2015, Political Research Quarterly

Book Chapters (since 2015)

2018. "Islam and the Kurds" in *The Routledge Handbook on the Kurds*. Michael M. Gunter (ed.) Routledge: London and New York, pp. 159-168.

2014. “Oil and MENA Democratization” in *Assessing MENA Political Reform, Post-Arab Spring: Mediators and Microfoundations*, Brian Calfano (ed.), Rowman and Littlefield, pp. 127-132.

Invited Reviews (since 2015)

2017. *Kurdish Issues: Essays in Honor of Robert W. Olson*. Michael M. Gunter (ed.) Mazda
Publishers, 2016. *Middle East Policy* XXIV (3): 182-184.

2016. *The Kurds: A Modern History*. Michael M. Gunter. Princeton, NJ: Markus Wiener Publishers, 2016. *Review of Middle East Studies* 50 (2): 1-2.

Selected Works Under Review

Kurds in the Middle East: Enduring Problems and New Dynamics (with David Romano and Michael Gunter) (eds) (under contract)

“Religion and Armed Conflict: A Micro-Level Analysis” (with Ahmet Erdi Ozturk)

“Kurds in the Changing Middle East: Prospects and Challenges” (with David Romano) in *The Cambridge History of Kurds*. Hamit Bozarslan, Cengiz Gunes, and Veli Yadirgi (eds.) Cambridge: Cambridge University Press (Forthcoming 2019).

Conference Papers and Presentations (since 2015)

“Civil War and Democratization: A Micro-Level Analysis” (with Ayse Betul Celik and Evren Balta) presented at the International Studies Association Convention, March 27-30, 2019 (Toronto, Canada).

“The Evolving Kurdish Question in Turkey” presented at the Workshop on New Turkey, April 1, 2019, (Salt Lake City, Utah).

“Trans-border Kurdish Conflict: Challenges and Opportunities” presented at the Middle East Studies Association, November 15-18, 2018 (San Antonio, TX).

“Civil War and Women’s Rights” (with Aimee Arias and Jeffrey Morton) presented at the Annual Meeting of the American Political Science Association, August 30-September 2, 2018 (Boston, MA).

"The Other Side of Civil War: Gender Equity and Activism Out of Violence" presented at the annual meeting of International Studies Association, March 16-19, 2016 (Atlanta, GA).

"Civil War and Secularization: The Effect of Armed Conflict on Religion" presented at the annual meeting of Southern Political Science Association, January 7-9, 2016 (San Juan, Puerto Rico).

"The Kurdish Spring?" presented at the annual meeting of International Studies Association, February 18-21, 2015 (New Orleans, LA).

Awards/Grants

External Grants

Mert Family Peace Grant, 2014, $15,000.

Atas Family Peace Grant, 2014, $5,000.

Association for the Studies of the Middle East Africa (ASMEA) Research Grant, 2014, $2,000.

Miami-Florida European Union Center of Excellence Faculty Research Award, 2013, 3,000 Euros.

Florida Society for Middle East Studies Grant, 2008, $30,000.

Internal Grants

College of Arts and Letters Seed Grant, 2019, $6,900.

Chastain-Jonhnston Middle East Studies Distinguished Professorship, 2016-2018, $20,000.

Lifelong Learning Society (Jupiter) Faculty Research and Travel Grant, 2012. $2,000.

Asian Studies Grant, 2010, $4,500.

Research and Teaching Interests

Comparative Politics (Democracy and Democratization, Civil War, Post-Civil War Democracy, Ethnic Conflict, Middle East Politics; Religion and Politics)

Quantitative Methodology [Ordinary Least Squares, Maximum Likelihood Estimation (Logit, Probit, Duration Models), Time Series Analysis]

Teaching Experience

4932-Political Violence and Revolution
3703-Political Science Research Methods
3003-Comparative Politics
4424-Comparative Islamist Movements
4932-Religion and Politics in the Middle East
4932-Democracy and Democratization in the Middle East
6934-Research Methods and Inquiry (Graduate level)
6934-Democracy and Democratization (Graduate level)
POS 6934-Quantitaive Methods (Graduate level)

Professional Service

Manuscript Reviewer (American Political Science Review, Journal of Politics, American Journal of Political Science, Journal of Conflict Resolution, International Studies Quarterly, International Interactions, Political Research Quarterly, Conflict Management and Peace Science, Democratization, International Studies Perspectives, Journal of Peace Research)

Graduate Studies Director, Florida Atlantic University (2016-present).
Graduate Studies Committee (member), Florida Atlantic University (2010-2016).
Morrow Fund Committee (chair), Florida Atlantic University (2014-2016)
Morrow Fund Committee (member), Florida Atlantic University (2010-present)
Assessment Committee (member), Florida Atlantic University (2012-2014)
College of Arts and Letter Ph.D. Executive Committee (member), Florida Atlantic University (2018-presenet)

Other Skills

Fluent in Turkish and Kurdish, basic knowledge of Arabic
Statistical Software: advanced knowledge of STATA, basic knowledge of SAS

Curriculum Vitae

DUKHONG KIM

CONTACT INFORMATION

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fax: 561-297-2997
Email: dkim4@fau.edu

EDUCATION

Ph.D. Political Science, Northwestern University,
Evanston, Illinois, 2007

M.S. Mathematical Methods in the Social Sciences
Northwestern University, Evanston, Illinois, 2000

M.A. Political Science
Virginia Polytechnic Institute and State University, Blacksburg,
Virginia, 1997
(Major Field: Comparative Politics)

M.A. Political Science, Yonsei University, Seoul , Korea, 1993
(Major Field: Political Theory)

B.A. Political Science and Diplomacy,
Yonsei University, Seoul, Korea, 1989

ACADEMIC EMPOLYMENT

Florida Atlantic University

Associate Professor, Department of Political Science, Aug, 2015 - present
Assistant Professor, Department of Political Science, Aug. 2008- May, 2015

University of Illinois at Chicago
Visiting Instructor/ Visiting Assistant Professor, Department of Political Science, Aug. 2007-May 2008

FIELDS OF INTEREST

American Politics: Political Behavior, Public Opinion, Political Psychology, Racial Politics, and the Presidency.
Methodology: Statistical Analysis.
Comparative Politics: Democratization and Social Movements.

PUBLICATIONS

In Print

- Escaleras, Monica, Dukhong Kim, and Kevin M. Wagner. 2019. "You Are Who You Think You Are: Linked Fate and Vote Choices among Latino Voters." *Politics & Policy* 47(5): 902-930.
-
- Kim, Dukhong. 2016. "Labor Union and Minority Group Members' Voter Turn Out." *Social Science Quarterly* 97(5):1208-1226.

- Wagner, Kevin, Dukhong Kim, and Jeremy Hagler. 2016. "Stand Your Ground in Florida: The Effect of Race, Location and Weapons on Convictions." *The Ralph Bunche Journal of Public Affairs* 5(1): 3-17.

- Kim, Dukhong. 2015. "The Effect of Party Mobilization, Pan Asian ethnic Identity, Racial Context on Asian Americans' Voter Turnout." *Politics, Groups, and Identities* 3(4):592-614.

- Kim, Dukhong. 2015. "White Americans' Racial Attitudes in Multiracial Contexts: The Role of perceptions of Minority Groups' Socioeconomic Status and Opportunities." *Race, Gender & Class* 22(1-2):358-375.

- Kim, Dukhong. 2015. "War, Economy, Congress, and Presidents' Usage of Executive Orders." *International Journal of Civic, Political, and Community Studies* 13 (3): 11-22.

- Kim, Dukhong. 2014. "Affect and Public Support for Military Action." *Sage Open* pp.1-13. DOI: 10.1177/2158244014560530.

- Kim, Dukhong. 2014. "The Effect of Partisanship, Sophistication, and Political Context on Belief in Democracy Promotion." *Politics & Policy* 42(5):658-692.

- Kim, Dukhong. 2014. "Stability and Change of Foreign Policy Values among Elites: The effects of the 9/11 attacks and the Iraq war on elites' values." *Florida Political Chronicle* 23(1):38-61.

- Kim, Dukhong. 2014. "Democracy Promotion and Americans' Support for Troop Use." *TRAME-Journal of the Humanities and Social Sciences* 18(2):135-158.

- Kim, Dukhong. 2013. "Beliefs in foreign policy goals and American citizens' support for Foreign Aid." *European Journal of Economics and Political Studies* 6(1): 40-70.

- Cook, Fay Lomax, Lawrence R. Jacobs, and Dukhong Kim. 2010. "Trusting What You Know: Information, Knowledge, and Confidence in Social Security." *Journal of Politics* 72 (April): 397-412.

- Chong, Dennis and Dukhong Kim. 2006. "The Experiences and Effects of Economic Status among Racial and Ethnic Minorities." *American Political Science Review* 100(August): 335-52.

Reprinted in *New Race Politics in America: Understanding Minority and Immigrant Voting*. Edited by Jane Junn and Kerry Haynie. New York: Cambridge University Press. (2008).

WORKING PAPERS

- Kim, Dukhong. 2019. "Social Capital and Minority Group Members' Voter Turnout."
- Kim, Dukhong. 2019. "Race, Class and Support for Occupying Wall Street Movement"

SELECTED CONFERENCE PAPERS

Kim, Dukhong. 2019. "News Media and prejudice against Chinese immigrants in the mid 19th century." Presented at the Annual Meeting of the American Political Science Association, Washington D.C., August 28- Sept. 1, 2019.

Kim, Dukhong and Jane Junn. 2019. "Discrimination, Linked Fate, Racial Context, and Political Participation." Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 3- April 6, 2019.

Kim, Dukhong. 2018. "Factors Behind Anti-Chinese Actions in the Western United States." Presented at the Annual Meeting of the American Political Science Association, Boston, MA, August 30- Sept. 3, 2018.

Kim, Dukhong. 2018. "Sources of Support for Black Lives Matter Movement." Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 5- April 8, 2018.

Kim, Dukhong. 2017. "Racial Resentment and White Americans' Vote Choice in the 2012 Presidential Election." Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 6- April 9, 2017.

Kirshner, Orin, and Dukhong Kim. 2016. "State Power and Disruptive Politics in America." Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 7- April 10, 2016.

Kim, Dukhong. 2015. "Race, Class and Support for Occupying Wall Street Movement" Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 15- April 19, 2015.

Kim, Dukhong. 2014. "Social Capital and Minority Group Members' Voter Turnout," Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 3- April 6, 2014.

Kim, Dukhong. 2013. “Labor Unions and Minority Members' Voter Turnout,” Presented at the Annual Meeting of the American Political Science Association, Chicago, IL, August 29-Sept. 1, 2013.

Kim, Dukhong. 2013. “The Effect of Political Mobilization and Pan-ethnic Identity on Political Participation among Asian Americans,” Presented at the Annual Meeting of the Midwest Political Association, Chicago, IL, April 11- April 14, 2013.

Kim, Dukhong. 2012. “The Effect of Social, Economic, and Political Contexts on Racial and Ethnic Minority Members’ Political Participation,” Presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 12-15, 2012.

Kim, Dukhong. 2011. “Perception on minority status and opportunity in a multi-racial context and citizens’ attitudes toward racial policies,” Presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, March 31- April 3, 2011.

TEACHING

Introduction to American Government and Politics , Campaigns and Elections
Public Opinion and American Politics, Research Methods in Political Science
The U.S. Presidency, Race, Ethnicity, and Politics
Honors Senior Seminar, Honors Senior Thesis
The Presidency (Graduate), Political Research Methods and Inquiry (Graduate)
Seminar in Political Behavior (Graduate), Research Design in Political Science (Graduate)

AWARDS

Seed Grant from the College of Arts and Letters, Fall 2018
Scholarly and Creative Activity Fellowship (SCAF), Florida Atlantic University, 2011-2
Miller Fellowship, the ICPSR at the University of Michigan June - August, 2003
Clogg Scholarship, the ICPSR at the University of Michigan June - August, 2000
Graduate School Fellowship, Northwestern University Sept/ 1997- June/1998

PROFESSSIONAL ACTIVITIES AND SERVICES

SERVICES

- **Department**

Student Award Committee, 2011-2018
Technical Support Committee, 2011-2018
Evaluation Committee 2014-2018
Director of the Honors in the Major Program 2016-2019

_ College

Faculty Assembly Steering Committee, 2014-2015
Award committee, 2015-2018
Faculty Student Council 2017
Roca committee, Spring 2018

- *Profession*

Reviewer:

American Journal of Political Science (2010, 2012), American Political Science Review (2013, 2014), Journal of Politics (2012), Political Behavior (2011), Political Research Quarterly (2011, 2014. 2016), Politics, Groups, and Identities (2013, 2017), Public Opinion Quarterly (2008), American Politics Research (2016), Korean Journal of Policy Studies (2017), Politics and Religion (2018), Korean Political Science Review (Korean, 2018), Politics and Policy (2019), American Politics Research (2019)

Discussant:
Midwest Political Science Association (2012)

Professional Affiliation
American Political Science Association
Midwest Political Science Association

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777 Glades Road
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Education

Ph.D. Political Science, Graduate Faculty of Political and Social Science
New School for Social Research, New York, NY (1989-1994)

M.A. Political Science, Graduate Faculty of Political and Social Science
New School for Social Research, New York, NY (1987-1989)

B.A. The Evergreen State College, Olympia, Washington (1979-1984)

Employment History

Teaching

Senior Instructor and Graduate Lecturer, Florida Atlantic University, Boca Raton, FL (2017-Present)

Instructor and Graduate Lecturer, Florida Atlantic University, Boca Raton, FL. (2013-2017)

Assistant Professor of American Government and Politics, Soka University of America, Aliso Viejo, CA (2006-2010)

Assistant Professor of Politics, Wuhan WTO Studies School, Wuhan, PRC (2005)

Lecturer, Department of Political Science, University of Minnesota, Minneapolis, MN (2001-2004)

Visiting Professor of Political Science, Johns Hopkins University-Nanjing University Center for Chinese and American Studies, Nanjing, PRC (1998-2001)

Visiting Assistant Professor, Department of Political Science, Macalester College, St. Paul, MN (1997-1998)

Visiting Assistant Professor, Department of Political Science, University of Minnesota, Minneapolis, MN (1996-1997)

Public Policy

Gerson Lehrman Group, Policy and Economics Council, New York, NY (2005-Present)

Director, New World Institute, Minneapolis, MN (2003-2006)

Director, Global Environment & Trade Study, Minneapolis, MN (2001-2003)

Senior Fellow, Institute for Agriculture and Trade Policy, Minneapolis, MN (1993-1996)

Scholarship/Research/Creative Activity

Scholarship: Refereed Journal Articles

Orin Kirshner, "Trump and Trade: A Baseline Study," *Journal of International and Global Economic Studies*, Volume 12, Number 2 (December 2019):

Orin Kirshner, "American Trade Politics and the Triumph of Globalism: Methodological Insights," *SAGE Research Methods Cases* (London: SAGE Publications, 2019). DOI: http://dx.doi.org/10.4135/9781526464361.

Orin Kirshner, "Going Global: The Reciprocal Trade Agreements Act of 1945," *Politics & Policy*, Volume 37, Number 1 (February 2009): 151-176

Orin Kirshner, "Superpower Politics: The Triumph of Free Trade in Postwar America," *Critical Review*, Volume 19, Number 4 (Fall 2007): 523-542

Orin Kirshner, "Triumph of Globalism: American Trade Politics," *Political Science Quarterly*, Volume 120, Number 3 (Fall 2005): 479-503

Books

Orin Kirshner, *American Trade Politics and the Triumph of Globalism* (New York: Routledge, 2014)

Orin Kirshner, editor, *The Bretton Woods-GATT System: Retrospect and Prospect After Fifty Years* (New York: Routledge, 1996)

Book Chapters

Orin Kirshner, "Triumph of Globalism: American Trade Politics," Eugene R. Wittkopf and James M. McCormick, editors, *The Domestic Sources of American Foreign Policy* (New York: Rowman & Littlefield, 2007)

Refereed Presentations and Proceedings

Orin Kirshner (first author) and Dukhong Kim, "State Power & Disruptive Politics in America," Midwest Political Science Association Annual Meeting, 2016.

Orin Kirshner, "Going Global: The RTAA of 1945, "Western Political Science Association Annual Meeting, 2008.

Orin Kirshner, "Superpower Politics: American Trade Policy Formation," Western Political Science Association Annual Meeting, 2007.

Orin Kirshner, "Trade, Power, and Political Science," Northeastern Political Science Association Annual Meeting, 2007.

Orin Kirshner, "The Heritage of Foreign Trade Policy Research for Political Science," Midwest Political Science Association Annual Meeting, 1997.

Orin Kirshner, "Democracy Under Stress: U.S. Trade Politics and Domestic Politics," Midwest Political Science Association Annual Meeting, 1996.

Orin Kirshner, "Globalizing the American Economy: The Reciprocal Trade Agreements Act of 1945, Northeastern Political Science Association Annual Meeting, 1992.

Creative Activities and Achievements

Public Lectures

Fair Trade in Agriculture, Tsinghua University, Beijing, PRC, October, 2003.

China, the U.S. and Permanent Normal Trade Relations, Wuhan University Law School, Wuhan University, PRC, March, 2000.

Government Testimony and Briefings

China-Minnesota Trade, Briefing to Minnesota Governor Jesse Ventura, St. Paul, Minnesota, June 2002.

China, Trade, and Human Rights, Testimony to the Minnesota State Senate, St. Paul, Minnesota, May 2002.

Trade and Environment, Briefing to the Japanese Ministry of Foreign Affairs, Tokyo, Japan, March 2002.

Bretton Woods Reform, Testimony to the Committee on Trade, Canadian House of Commons, Ottawa, Canada, March 1995.

Courses Taught at FAU, Supervision of Undergraduate and Graduate Students, Advising Activities

Courses Taught at FAU

United States Government (POS 2041) New Preparation
United States Government (POS 2041, 201708) New Preparation -- Online
Issues in American Politics (POS 3033) New Preparation
American Political Thought (POT 4204) New Preparation
Policy Making and Administration (PUP 4004) New Preparation
Trade Politics and Policy (POS 4931, 27143) New Preparation
American State Formation (POS 4931, 31336) New Preparation
American Social Movements (POS 4931, 201701) New Preparation
Graduate Seminar in American National Government (POS 6045) New Preparation
Graduate Seminar in Policy Implementation (PAD 6365) New Preparation

Supervision of Undergraduate and Graduate Students

Senior Theses

Vu Long, “Instability and Military Factions in South Asia,” Spring 2017.

Daniel Horn, “The Painful Truth: An Evaluation of the U.S. Government’s Torture Policy,” 2015-2016.

Directed Independent Studies

Undergraduates

Patricio Coicou, “Political Activism and Social Media,” Fall 2018.

Andrea Cuervo Rojas, “Sovereignty and the WTO,’ Fall 2018.

Elizabeth Ruiz, “Social Media and American Politics,” Summer 2018.

Johnson Cobb, “Ideas on Government,” Summer 2018.

Carmen Valdez, “Immigrant Children and Education,” Fall 2016.

John Thom, “The Iran Nuclear Deal,” Fall 2016.

Alexandria Eloisier, “Democracy in the Caribbean,” Fall 2016.

Cesar Guerrero, “The Iran Nuclear Deal,” Summer 2016.

Tara Levy, “Israel and the United Nations,” Spring 2016.

Reche Simmons, “Black Political Organizations,” Fall 2015.

Graduate Students

Anna Maldonado, “American National Government,” Summer 2019.

Victoria Bolds, “American National Government,” Summer 2019.

Balin Kird-in, “Political Science in Action,” Summer 2018.

Robert Marriga, “Political Theory and the US Constitution,” Fall 2018.

Tim Wardle, “Elites and Elections,” Fall 2013.

Advising Activities

Faculty Advisor, FAU Pre-Law Fraternity

Service and Professional Development

Service to the Discipline/Profession

Manuscript Reviewer (invited) and Subject Matter Expert, Public Policy and Administration, Taylor and Francis.

Academic Advisory Board, *Taking Sides: Clashing Views on Political Issues* (McGraw-Hill Higher Education), Warren Miller, editor.

Subject Matter Expert, American Government and Politics, McGraw-Hill Higher Education.

Subject Matter Expert, American Government and Politics, Sage Publishing.

Honors and Awards

Online Master Teacher (2018-2021), Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, Boca Raton, Florida.

Professor of the Year (2008-2009 and 2009-2010), Soka University of America, Aliso Viejo, California.

Freeman Professor of Political Science (2000-2001), The Johns Hopkins University-Nanjing University Center for Chinese and American Studies, Nanjing, PRC.

Brecht Dissertation Fellowship (1991-1992), New School for Social Research, New York, NY.

Henry H. Arnhold Fellow (1990-1991), New School for Social Research, New York, NY.

New School Prize Fellow (1987-1990), New School for Social Research, New York, NY

Certifications

eDesign (development of new online course, United States Government 2041), Florida Atlantic University Center for eLearning, Fall 2017.

eCertification, Designer/Facilitator Training, Florida Atlantic University Center for eLearning, Spring 2018.

Department of Political Science Florida Atlantic University 777
Glades Road
Boca Raton, Florida 33431
Email: kshockle@fau.edu

Education

M.A. in Political Science, Florida Atlantic University, May 2012.
Ph.D. candidate in History, Emory University, 2001-2009.
M.A. in History, Emory University, 2007.
B.A. in History, with honors, magna cum laude, Florida Atlantic University, May 2001.
B.A. in Sociology, magna cum laude, Florida Atlantic University, May 2001.
Minors in Italian and Political Science.
Certificate in Ethnic Studies.

Employment History

Senior Instructor, Florida Atlantic University (May 2018-present)
Instructor, Florida Atlantic University (August 2014-May 2018)
Visiting Instructor, Florida Atlantic University (August 2011-May 2014)
Adjunct Instructor, Florida Atlantic University's Honors College (January 2011-May 2011)
Jack Miller Forum Instructor, Florida Atlantic University (January 2010-August 2011)
Adjunct Instructor, Florida Atlantic University (August 2007-December 2008)
Adjunct Instructor, Florida Atlantic University (August 2006-December 2006)
Instructor and Tutor, Kaplan Test Preparation (June 2002-March 2011)

Scholarship/ Research/ Creative Activity

Scholarship: Refereed Journal Articles

Holman, M., & Shockley, K. (2017). Messages from Above: Conflict and Convergence of Messages to the Catholic Voter from the Catholic Church Hierarchy. Politics and Religion, 1-22. (co-author)

Refereed Presentations and Proceedings

"Messages from Above: Conflicts and Convergence of Messages on the Catholic Vote from the Catholic Church Hierarchy." Paper presented at Midwest Political Science Association Conference. 12 April 2013, Chicago, IL.

"Is Trent all That?: A Preliminary Analysis of Diocesan Reform in Post-Tridentine Verona." Paper presented at the Sixteenth-Century Studies Conference. 21 October 2005, Atlanta, Georgia.

"The Nuances of Ethno-Nationalism: A Case Study of the Basques and the Catalans." Paper presented at the Florida Political Science Association Conference, 21 March 2003, University of South Florida, Tampa, Fl.

"Racial Discrimination and Ethnic Conflict." Paper presented at the Peace Research Foundation International Symposium, 24-25 April, 2001, Florida Atlantic University, Boca Raton, Fl

"Savonarola and the People: an analysis of the interaction among rhetoric, popular culture, and politics in fifteenth-century Florence" at the Phi Alpha Theta Regional Conference. 6-7 April, 2001, University of Central Florida, Orlando,

Courses Taught at FAU, Supervision of Undergraduate Students, Advising Activities

Courses Taught at FAU
Introduction to World Politics (INR 2002)
Comparative Politics (CPO 3003) Government
of the United States (POS 2041)
Global Development and the Inequality of Nations (CPO 4033)
International System (INR 4081)
Comparative Politics: Theory and Analysis (CPO 4932), New Preparation International Relations Theory (INR 4932), New Preparation
Religion, Democracy, and American Government (POS 4931), New Preparation
American Political Development (POS 4931), New Preparation
Immigration and American Civic Identities (POS 4931), New Preparation
Honors Government of the United States (POS 1041), New Preparation

Supervision of Undergraduate Students

Senior Theses

Gregory Lee, "Is Islam Compatible with Democracy?: A Comparative Case Study Exploring the Relationship between Religion and Politics in Iran and Turkey" 2018-2019

Andrey Piroozgar, "What Impact Does Governance Have on Foreign Direct Investment in ASEAN Member States?" 2016-2017.

Estefania Guajardo, "National Origin: The Barrier to Assimilation in America" 2013-2014

Directed Independent Studies

Amber Sanders, "Advanced Global Development Theory," Fall 2018 Aaria

Arancherry, "Advanced IR Theory," Summer 2018

Carly Blum, "Advanced IR Theory, " Spring 2018

Hudlie Dolce, "Advanced IR Theory," Spring 2018

Evan Foster, "Advanced IR Theory," Spring 2018

Anthony Cally, "Advanced IR Theory," Fall 2017

Hanna Pitcairn, "Advanced IR Theory," Spring 2017

Service and Professional Development

Service to the Institution

Ex Officio Member, Jack Miller Forum for Civics Education (2008-present)

Participation in annual assessment of Comparative Politics (CPO 3003) and Introduction to World Politics (INR 2002)

Honors and Awards

Recipient of the Outstanding Adjunct Faculty Award for the MacArthur Campus (April 2012)

Four-Year Graduate Fellowship, Emory University, 2001-2005.

Teaching Assistantship to Florida Atlantic University (Fall 2002-Spring 2003).

Annette Alfina LaRocco, PhD

Education

PhD, Politics and International Studies

Trinity College, University of Cambridge, June 2016

Thesis: *The politics of land, conservation and the state in postcolonial Botswana*

Committee: Dr. Sharath Srinivasan (chair), Professor Christopher Clapham, Professor Jocelyn Alexander, Dr. Elizabeth Watson

Cambridge Overseas Trust Scholar

MSc, African Studies with Distinction

St Anne's College, University of Oxford, July 2011

Supervisor: Professor William Beinart, Grade: First Class, Distinction Clarendon Scholar

BA, Political Science and English

Barnard College, Columbia University, May 2010

Supervisor: Dr. Séverine Autesserre, GPA: 4.02, Summa cum Laude

Academic Positions

Florida Atlantic University, Department of Political Science

Assistant Professor, August 2016-present

Publications

Refereed Journal Articles

LaRocco, A. A. (2019) "Infrastructure, Wildlife Tourism, (Il)legible Populations: A Comparative Study of Two Districts in Contemporary Botswana" *Environment and Planning E: Nature and Space*. DOI: https://doi.org/10.1177/2514848619877083

LaRocco, A. A., Shinn, J. E., Madise, K. (2019). "Reflections on Positionalities on Social Science Fieldwork in Northern Botswana: A call for Decolonizing research" *Politics and Gender*
DOI: https://doi.org/10.1017/S1743923X19000059

Refereed Book Chapters

LaRocco, A. A. (2019). "The Biodiversity for Life (B4L) flagship initiative: The EU, Africa, and biodiversity conservation" in Thiel, M., Maier, S., and Beringer, S. L. (eds.) EU Development Policies: Between Norms and Geopolitics. New York: Palgrave Macmillan, pp. 55-75.
DOI: https://doi.org/10.1007/978-3-030-01307-3

LaRocco, A. A. (2016). "The comprehensive hunting ban: strengthening the state through participatory conservation in contemporary Botswana" in Ramutsindela, M., Miescher, G., and Boehi, M. (eds.) The Politics of Nature and Science in Southern Africa. Basel: Basler Afrika Bibliographien, pp. 179-207.

Invited Publications

LaRocco, A. A. (2018). "Memory as claim-making in Kalahari socio-environments" in Lakhani, V. and de Smalen, E. (eds.), *Sites of Remembering: Landscapes, Lessons, Policies, RCC Perspectives: Transformations in Environment and Society*, no. 3, pp. 27-32. DOI: https://doi.org/10.5282/rcc/8483

Works Under Review

Refereed Journal Articles

"Botswana's hunting ban and the transformation of game meat cultures, economies, and ecologies", Under review at *Journal of Southern African Studies*

Works In Progress

Book Manuscript

The Nature of Politics: State-building and the Conservation Estate in Postcolonial Botswana

Journal Articles

"Copenhagen in the Kalahari: The Securitization of Environmental Politics in Botswana"

"'These Elephants Belong to the World': The impact of the global conservation movement on conservation policy in Botswana"

"Walking on Eggshells: Tensions between Conservation and Development in rural Botswana"

Selected Refereed Presentations and Proceedings

"Walking on Eggshells: Tensions between Conservation and Development in rural Botswana" European Conference on African Studies (ECAS), University of Edinburgh, United Kingdom, June 2019

"Race, Gender and Class Positionalities in Social Science Fieldwork in Northern Botswana" African Studies Association of the US Annual Meeting, Atlanta, Georgia, November 2018.

**Resulted in publication of refereed journal article "Reflections on Positionalities on Social Science Fieldwork in Northern Botswana: A call for Decolonizing research" *Politics and Gender*

"The hunting ban and the transformation of game meat cultures, economies, and ecologies in contemporary Botswana" Political Ecology Network (POLLEN) Biennial Conference, Oslo Metropolitan University, Oslo, Norway, June 2018

****Currently under review at *Journal of Southern African Studies***

"Memory as claim-making in Kalahari socio-environments" Sites of Remembering: Landscapes – Lessons – Policies, ENHANCE ITN, Rachel Carson Center for Environment and Society, Ludwig Maximilian
University, Munich, Germany, April 2018.

****Resulted in publication of invited journal article, "Memory as claim-making in Kalahari socio-environments" *Sites of Remembering: Landscapes, Lessons, Policies, RCC Perspectives: Transformations in Environment and Society*, no. 3, pp. 27-32.**

"We've stopped this killing': The Hunting Ban and Postcolonial Shifts in Botswana's Wildlife Regime" Decolonization and the Politics of Wildlife in Africa, Point Sud Programme, Stellenbosch Institute for Advanced Studies, Stellenbosch, South Africa, September 2017.

"State infrastructure provision across Botswana's rural tourism areas – a study in contradictions" European Conference on African Studies, University of Basel, Basel, Switzerland, July 2017.

**Resulted in publication of refereed journal article, "Infrastructure, Wildlife Tourism, (Il)legible Populations: A Comparative Study of Two Districts in Contemporary Botswana" *Environment and Planning E: Nature and Space*.

"The Politics of Nature: Conservation as State-Building in Postcolonial Botswana" European Conference on African Studies, Sorbonne University, Paris, France, July 2015.

"The comprehensive hunting ban: the reassertion of the State in the processes of 'participatory' conservation in contemporary Botswana" African History Workshop – The Politics of Nature and Science in African History, Centre for African Studies, University of Basel, Basel, Switzerland, May 2014.

**Resulted in publication of refereed book chapter "The comprehensive hunting ban: strengthening the state through participatory conservation in contemporary Botswana" The Politics of Nature and Science in Southern Africa. Basel: Basler Afrika Bibliographien, pp. 179-207.

Grants and Funding

External – Pending

Andrew Carnegie Fellows Program – FAU Junior Scholar Nominee, Carnegie Corporation of New York, $200,000, Applied November 2019

Project: *"Mothers' Nature?: What All-Female Conservation Initiatives Can Tell Us About Gender, the Environment, and Power"*

NSF CAREER Grant – Division of Social and Economic Sciences, Directorate of Social and Political Sciences, $386,987, Applied July 2019

Project: *"CAREER: Social Environments and Identities in an Era of Biodiversity Crisis – Generating Knowledge from the Kavango Zambezi Transfrontier Conservation Area"*

External – Funded

Dissertation-into-Book ENHANCE ITN Workshop Participant, Rachel Carson Center for Environment and Society, €1,500, October 2018

Sites of Remembering ENHANCE ITN Conference Participant, Rachel Carson Center for Environment and Society, €2,000, April 2018

Decolonization and the Politics of Wildlife Point Sud Programme Conference Participant, Deutsche Forschungsgemeinschaft (DFG), €4,500, September 2017

External – Not Funded

Crisis Conservation Writeshop, Applied March 2019

Project: *"Elephant Poaching in Botswana – Crisis of Just 'Fake News'?*

Rachel Carson Center Residential Fellowship, Applied January 2019

Project: *"Buying Wilderness, Saving Nature? Locating Competing Notions of Conservation in the Ecotourism Industry in Southern Africa"*

Andrew Carnegie Fellows Program – FAU Junior Scholar Nominee, Carnegie Corporation of New York, $200,000, Applied November 2018

Project: *"The elephants are political refugees": Human and animal rights in southern African biodiversity conservation"*

Internal – Funded

Scholarly and Creative Achievement Fellowship, College of Arts and Letters, Florida Atlantic University, two-course release, PI, Spring 2019

Project title: *The Nature of Politics: State-building and the Conservation Estate in Postcolonial Botswana* (Book Manuscript)

Distinguished Lecture Series Faculty Research Support Award, College of Arts and Letters, Florida Atlantic University, $1,500, 2018-2019

Morrow Fund Travel Grant, College of Arts and Letters, Florida Atlantic University, $1,200, 2018-2019

Distinguished Lecture Series Faculty Research Support Award, College of Arts and Letters, Florida Atlantic University, $1,000, 2017-2018

Morrow Fund Travel Grant, College of Arts and Letters, Florida Atlantic University, $1,200, 2017-2018

Morrow Fund Travel Grant, College of Arts and Letters, Florida Atlantic University, $1,200, 2016-2017

Courses Taught at FAU

Undergraduate

INR 2002: Introduction to World Politics
(Spring and Fall 2017; Spring, Summer, and Fall 2018; Summer and Fall 2019)

Developed and taught the following new courses:
CPO 4932: African Politics (Fall 2016, Fall 2017, Fall 2018)
CPO 4932: Environmental Politics (Fall 2016, Spring 2017, Fall 2017, Fall 2018)
*Approved as a new course – INR 4054: Comparative Environmental Politics

Graduate

Developed and taught the following new course:
POS 6934: African Politics (Spring 2018)

Supervision of Undergraduate Students

Honors Compact Supervision, Megan Gastineau, Environmental Politics, Spring 2017

Service to the Institution

Department

Faculty Assembly Representative, 2016-present. Member,
Honors Program Committee, 2018-present
Writing Enriched Curriculum: New Course Development Committee, 2019-present Morrow Committee Representative, 2019-present
Representative, Prospective Students' Open Houses, Spring 2016, Fall 2017, Fall 2018, Spring 2019

College

Faculty Affiliate, Peace, Justice, and Human Rights Initiative, 2017-present
Member, Faculty Learning Community: Advocating Across the Disciplines, 2018-2019
Undergraduate Marshal, College of Arts and Letter Commencement Ceremonies, Fall 2017, Fall 2018

University

Associate Director, Leon Charney Diplomacy Program, 2018-Present
Guest Lecturer, College CLASS 101, First Year SOAR New Student Orientation, Spring 2019

Service to the Discipline / Profession

Peer Reviewer - *Society and Natural Resources***,** *Human Rights Review***,** *Cambridge Review of International Affairs*

REBECCA SUSAN LEMOINE

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EDUCATION

Ph.D., Political Science, University of Wisconsin-Madison, Aug. 2014

M.A., Political Science, University of Wisconsin-Madison, Aug. 2010

B.A., Politics, Washington and Lee University, June 2008
Magna cum laude; French double major; University Scholar; Phi Eta Sigma; Pi Sigma Alpha

ACADEMIC POSITIONS

Florida Atlantic University

Assistant Professor, Department of Political Science, 2014–present
Women, Gender and Sexuality Studies Faculty Associate, 2014–present

PUBLICATIONS

Books

Plato's Caves: The Liberating Sting of Cultural Diversity (New York: Oxford University Press, forthcoming Dec. 26, 2019).

Refereed Journal Articles

"'We Don't Need No (Foreign) Education': Plato's *Hippias Major* as a Critique of Spartan Law." *History of Political Thought* 40.3 (2019): 357–380.

"Foreigners as Liberators: Education and Cultural Diversity in Plato's *Menexenus*." *American Political Science Review* 111.3 (2017): 471–483.

"'We Are the Champions': *Mousikē* and Cultural Chauvinism in Plato's *Republic*." *Expositions: Interdisciplinary Studies in the Humanities* 11.1 (2017): 157–175.

"The Benefits of Bullies: Sophists as Unknowing Teachers of Moderation in Plato's *Euthydemus*." *Polis: The Journal for Ancient Greek and Roman Political Thought* 32.1 (2015): 32–54.

PUBLICATIONS (CONTINUED)

Book Chapters

"Is Socrates Culturally Imperialistic?" In *The Socratic Method Today: Student-Centered and Transformative Teaching in Political Science*, edited by Lee Trepanier, 125–137. New York: Routledge, 2017.

Book Reviews

Review of Jill Frank, *Poetic Justice: Rereading Plato's* Republic (Chicago: University of Chicago Press, 2018). *The Review of Politics* 81.2 (2019): 336–339.

Review of Jonny Thakkar, *Plato as Critical Theorist* (Cambridge: Harvard University Press, 2018). *Perspectives on Politics* 16.4 (2018): 1143–1144.

Review of Kevin M. Crotty, *The City-State of the Soul: Constituting the Self in Plato's* Republic (Lanham, MD: Lexington Books, 2016). *Polis: The Journal for Ancient Greek Political Thought* 35.1 (2018): 324–327.

Review of John von Heyking, *The Form of Politics: Aristotle and Plato on Friendship* (Montreal: McGill-Queen's University Press, 2016). *International Political Anthropology* 10.1 (2017): 9–16.

Review of Hesiod, *Theogony; Works and Days*, trans. C.S. Morrissey (Vancouver: Talonbooks, 2012). *VoegelinView*. Sept. 22, 2013. http://voegelinview.com/hesiod-theogony-works-and-days-review/

Manuscripts in Preparation

"Political Doublespeak: The Many-Saying Discourse of Civilization and Savagery in Homer's *Odyssey*" (Under review)

"Leisure and Human Dignity in Ancient Greek Political Thought" (Invited book chapter in progress for edited volume under contract with Lexington Press).

"Make Athens Great Again? A Lesson on Anti-Immigration Discourse from Plato's *Timaeus*" (Preparing for submission).

"Re-Reading Plato on Censorship: Mindfulness towards Music and Politics in the *Republic*" (Preparing for submission).

The Song Remains the Same: Music and the Politics of Cross-Cultural Engagement in Ancient Greece (Book manuscript in progress).

GRANTS AND AWARDS (PAST FIVE YEARS)

2018	FAU Distinguished Lecture Series Faculty Research Support Award ($1500)
2018	College of Arts and Letters Nominee, FAU Excellence and Innovation in Undergraduate Teaching Award
2017	First Book Conference Award, University of Wisconsin-Madison Center for the Study of Liberal Democracy ($5000)
2017	APSA Teaching and Learning Conference Travel Grant ($150)
2016	FAU Scholarly and Creative Accomplishment Fellowship (two-course release, competitive)
2014-19	FAU Morrow Fund Grants (*2014–15*: $1173; *2015–16*: $694; *2016–17*: $1500; *2017–18*: $1200; *2018–19*: $782)

INVITED TALKS

Invited presenter, Human Dignity, Education, and the Political Society, Colloquium. St. Mary's University. San Antonio, TX. May 10, 2019.

Keynote speaker, 2019 Southern Utah University Undergraduate Philosophy Conference. "Foreigners and Cross-Cultural Engagement in Plato's Cave." Cedar City, UT. Mar. 23, 2019.

"Cultural Diversity in Plato's Cave?" Invited talk at Boston University for the Greek Philosophy Workshop. Boston, MA. Nov. 3, 2017.

"Plato's Caves: Diversity and Justice in Plato's *Republic*." Invited talk at Rhodes College for the Search for Values in Light of Western History & Religion. Memphis, TN. Nov. 19, 2015.

CONFERENCE PRESENTATIONS (PAST FIVE YEARS)

"Music and Democratic Education in Plato's *Republic*." American Political Science Association Conference. Washington, DC. Aug. 30, 2019.

"Re-Reading Plato on Censorship: Mindfulness towards Music and Politics in the *Republic*." Northeastern Political Science Association Conference. Montreal, Canada. Nov. 9, 2018.

"Plato's Cave Allegory in Interpolity Context." Celtic Conference in Classics. Montreal, Canada. July 20, 2017.

"Is the Socratic Method Culturally Imperialistic?" American Political Science Association Teaching and Learning Conference. Long Beach, CA. Feb. 11, 2017.

"'There Must be Some Way Out of Here': Foreign Music and Politics in the *Republic*." American Political Science Association Conference. Philadelphia, PA. Sept. 3, 2016.

"Music, Memory, and the Politics of Cultural Diversity in Homeric Epic." American Political Science Association Conference. San Francisco, CA. Sept. 5, 2015.

"We Don't Need No (Foreign) Education: Plato's *Hippias Major* as a Critique of Spartan Education." Association for Political Theory Conference. Madison, WI. Oct. 18, 2014.

"Reforming the Armed Camp: Soulcraft in Plato's *Laws*." American Political Science Association Conference. Washington, DC. Aug. 30, 2014.

TEACHING

Undergraduate

American Political Thought (Fall '14, '15, '17; Spring '16, '17, '20; Summer '17, '18, '19)
Ancient Political Thought (Fall '15, '17, '18, '19)
Modern Political Thought (Spring '16, '18, '19, '20)
Music and Politics (Fall '19; Spring '18, '19)
Politics of Cultural Diversity (Fall '15; Spring '18, '20)
Political Theory and Literature (Spring '17)
Masterworks in Political Theory (Fall '14)

Graduate

Political Theory (Spring '15, '17, '19)

Supervision of Directed Independent Studies

Leo Strauss and the Ancients (Randi Mangra, undergraduate student, Fall '18)
Platonic Political Thought (Brendan Irons, undergraduate student, Summer '16)
Comparative Political Theory (Lydia Moeller, graduate student, Summer '15)
Comparative Political Theory (Mitch Robinson, graduate student, Summer '15)

Supervision of Political Science Honors Senior Theses

Mauricio Garcia, "The Political Power of Jazz as Protest: Plato, Nietzsche, Rousseau, Adorno, and How Jazz Music Threatens Authoritarianism/Totalitarianism as a Symbol of Freedom," 2017–2018 (not submitted for defense). 2nd place oral presentation winner at FAU 8th Annual Undergraduate Research Symposium, in category of Music, Art, Literature, Theater, History & Philosophy.

Danirah Downs, "Hobbes on Rebuilding the Social Contract in Post-Conflict Countries," 2016–2017 (not submitted for defense).

PROFESSIONAL SERVICE

Service to the Discipline

Reviewer for *American Political Science Review*; *Ancient Philosophy*; *Journal of Politics*; *Polis: The Journal for Ancient Greek and Roman Political Thought*; *Political Research Quarterly*; *The Political Science Reviewer*; *Political Theory*; and *Routledge*.

Member, Editorial Board, *The Political Science Reviewer*, 2018–present.

Co-Chair, "Division 1: Political Thought and Philosophy: Historical Approaches." 2020 American Political Science Association Annual Meeting.

Member, Program Committee. 2017 Association for Political Theory Annual Conference.

Panel Organizer, Chair, and/or Discussant at numerous political science conferences (APSA 2019, NPSA 2018, APSA TLC 2017, APSA 2016, APSA 2015, APSA 2014, APSA 2013, MPSA 2013, SPSA 2013).

Departmental and University Service

Director, Ethics, Law, and Society (ELS) certificate program. 2019–present.

Department Faculty Representative, Faculty Assembly. 2019–present.

Member, Department Honors Program Committee. 2018–present.

Department Faculty Representative, Faculty Student Council. 2018–present.

Member, Classical Studies Certificate Committee. 2016–present.

Presenter, Faculty Showcase, Aug. 23, 2019.

Library Liaison, Department of Political Science. 2015–2019.

Judge, 8th Annual Undergraduate Research Symposium. Mar. 30, 2018.

Faculty speaker, "Dialogue on Diversity." Office of Diversity and Multicultural Affairs. Nov. 16, 2016.

Presenter, Faculty Showcase. Aug. 26, 2016.

Member, African Politics Search Committee, 2015–16.

Judge, Jack Miller Forum Constitution Day Essay Contest. 2014, 2015.

TIMOTHY O. LENZ

PERSONAL Residence: 381 NE 3rd Street
Boca Raton, Florida 33432
(561) 393-5314

University: Florida Atlantic University
Department of Political Science
Social Science 391C
Boca Raton, Florida 33431
(561) 297-3214
Lenz@fau.edu

HIGHER EDUCATION

B.A. in Political Science (1977)
St. Cloud State University
St. Cloud, Minnesota

M.A. in Political Science (1979)
University of North Dakota
Grand Forks, North Dakota

Ph.D. in Political Science (1986)
University of Minnesota
Minneapolis, Minnesota
Dissertation: *Interest Group Participation in the Politics of Sentencing Reform*

PROFESSIONAL EMPLOYMENT

2004 Until Present: Professor of Political Science
Florida Atlantic University
Boca Raton, Florida 33431

2008-2012: Chair, Department of Political Science
Florida Atlantic University
Boca Raton, Florida 33431

1992-2004: Associate Professor of Political Science
Florida Atlantic University
Boca Raton, Florida 33431

1991 – 1984: Assistant Professor of Political Science
Florida Atlantic University
Boca Raton, Florida 33431

1984: Research Assistant
Minnesota House of Representatives

1982–1983: Instructor
University of Minnesota
Department of Political Science

1982: Survey Researcher for project funded by the
Minnesota Department of Agriculture

1979: Legislative Intern
North Dakota Legislative Assembly

1971–1973: United States Army
Military Police

SCHOLARLY ACTIVITIES

PUBLICATIONS:

Books:

American Government. 2013. (With Mirya Holman). Gainesville, FL: University of Florida Press/Orange Grove Electronic Repository. ISBN 978-1-61610-163-3. [Second Edition 2017.]

Changing Images of Law in Film & Television Crime Stories. 2003. New York: Peter Lang. 192 pages. ISBN 0-8204-5792-2

Book Chapters:

"Ideology in the Crime Genre." 2017. In *The Oxford Encyclopedia of Crime, Media, and Popular Culture*. Eds., Nicole Rafter and Michelle Brown. New York: Oxford University Press. [Online publication 2017; Print 2018]

"Twenty-first Century Developments in Fourth Amendment Privacy Law." 2014. In *The Constitutional Right to Privacy*. Ed. Nancy Lind. ABC-CLIO/Greenwood.

"Policing, Corruption and Democratic Development." 2003. (With Michael Wiatrowski and Lynette Feder). In *Corruption, Policing, Security, and Democracy*.Vol. 4.1. Eds. Stanley Einstein and Menachem Amir. Huntsville, TX: Office of International Criminal Justice.

"Affirmative Action: Just and Constitutional." (With Dorothy M. Stetson). In John C. Shea, Ed., *Arguments About American Politics*. Pacific Grove, CA: Brooks/Cole, 1990.

Journal Articles:

"Approaching the First Amendment Freedom of Expression." In *Encyclopedia of American Civil Rights and Liberties*. Eds., Otis H. Stephens and John M. Scheb. Greenwood Press. September 2006.

"Legal Conservatism in Crime Films." *Journal of Criminal Justice and Popular Culture*. August 2005.

"'Rights Talk' About Privacy in State Courts." *Albany Law Review, State Constitutional Commentary* 60(1997):1613-31.

"The New 'U'". *PS:Political Science & Politics*. (March 1997): 11-14.

"Popular Law and Justice." *Legal Studies Forum* XX(1996):386-399.

"The Restriction of Abortion Protesters in Florida." *Albany Law Review, State Constitutional Commentary*. 59(1996): 1685-1691.

"Conservative Social Engineering and 'Air' Pollution: Government Regulation of Television." *Legal Studies Forum* XVIII(1994):75-91.

"Florida's Constitutional Right of Privacy and Criminal Justice Policies." *Criminal Law Bulletin* 28(March-April 1992):137-140.

"Judicial Construction of Privacy Rights in Florida." *State Constitutional Commentaries and Notes* 2(Summer 1991):1-6.

"Florida Legislators' Perceptions of the Change to Single Member Districts." (With Anita Pritchard). *State and Local Government Review* 23(Fall 1991):134-138.
Reprinted in *Reapportionment and Representation in Florida: A Historical Collection*. Susan A MacManus, editor. Lake Geneva, WI: Paladin House, 1991.

"Politics, Rights and Undue Process of Law," *Legal Studies Forum*. XIV(1990):393-413.

"Republican Virtue and the American Vigilante," *Legal Studies Forum* XI(1988):117-140.

"The Florida Supreme Court and the State Constitutional Right to Privacy." 13 *Political Chronicle* (2001): 4-15.

Book Reviews:

James E. Fleming. Securing Constitutional Democracy: The Case of Autonomy. *Perspectives on Political Science*. Spring 2007.

Nancy V. Baker. *General Ashcroft: Attorney At War. Perspectives on Political Science*. Fall 2006.

Louis Fisher. *Nazi Saboteurs on Trial: A Military Tribunal & American Law*. Forthcoming in *Perspectives on Political Science*.

Austin Sarat and Stuart Scheingold. Eds. *The Worlds Cause Lawyers Make: Structure and Agency in Legal Practice*. Perspectives on Political Science. Spring 2006.

Tom Campbell. *Separation of Powers in Practice*. *Perspectives on Political Science*. Winter 2005.

David Gray Adler and Michael Genovese. Eds. *The Presidency & the Law*. *White House Studies*. Winter 2004.

Evan Gerstmann. *Same-Sex Marriage and the Constitution*. In *Perspectives on Political Science*. Winter 2004.

Larry Alexander and Emily Sherwin. *The Rule of Rules: Morality, Rules, & the Dilemmas of Law*. In *Perspectives on Politics*. Winter 2003.

William D. Popkin. *Statutes in Court: The History and Theory of Statutory Interpretation*. In *Perspectives on Politics*. 2001

Frohock, Fred M. *Public Reason: Mediated Authority in the Liberal State*. In *Perspectives on Politics*. 2000.

Susan M. Behuniak. *A Caring Jurisprudence: Listening to Patients at the Supreme Court*. In *Political Studies*. 2001.

J. Richard Piper. *Ideologies and Institutions: American Conservative and Liberal Prescriptions Since 1933*. In 27 *Perspectives on Political Science*. 1998.

David Abshire and Brock Brower. *Putting America's House in Order: The Nation as a Family*. In 26 *Perspectives on Political Science*. 1997.

Daniel J. Mahoney, Editor. *In Defense of Political Reason: Essays by Raymond Aron.* In 25 *Perspectives on Political Science*. 1996.

Georg Sorensen. *Democracy and Democratization*. In 24 *Perspectives on Political Science*. 1995.

Anthony H. Birch. *The Concepts and Theories of Modern Democracy*. In 23 *Perspectives on Political Science*. 1994.

Judith A. Baer. *Women In American Law: The Struggle Toward Equality from the New Deal to the Present*. In 21 *History Reviews of New Books*. 1993.

Donald E. Lively. *The Constitution and Race: Moral Reality and Doctrinal Possibility*. In *Legal Studies Forum* XVI:3 (1992).

Jennifer Nedelsky. *Private Property and the Limits of American Constitutionalism: The Madisonian Framework and Its Legacy*. In *Legal Studies Forum* XV:3(1991).

John Massaro. *Supremely Political*. In *Political Science Quarterly* (Spring 1991).

Christopher E. Smith. *United States Magistrates in the Federal Courts: Subordinate Judges*. In 19 *Perspective.* 1990.

Sue Davis. *Justice Rehnquist and the Constitution*. In *Legal Studies Forum* XIV:2 (1990).

M.A. Eisenberg. *The Nature of the Common Law*. In 18 *Perspective.* 1989.

Professional Meetings, Conferences, Symposia, and Workshops:

Presentation, "America First: Immigration Policy," The FAU Center for Economic Education, Florida Atlantic University, Boca Raton, Florida, October 26, 2017

Presentation, "The Fourth Amendment and the Politics of Big Data," Annual Meeting of the Florida Political Science Association, Flagler College, St. Augustine, Florida, March 8, 2014.

Presentation, "Health Care Political Litigation," Annual Meeting of the Florida Political Science Association, Flagler College, St. Augustine, Florida.

Presentation, "Roundtable on Teaching Political Science: Design and Use of Digital Text,"

CURRICULUM VITAE

Jeffrey S. Morton, Ph.D. December 2019

Professor
Fellow, Foreign Policy Association
Director, Leon Charney Diplomacy Program
Department of Political Science
Florida Atlantic University
Boca Raton, FL 33431
561-297-3212 fax: 561-297-2997
JMORTON@fau.edu

EDUCATION

Ph.D.	1995	University of South Carolina
M.A.	1991	Rutgers University
B.A.	1987	University of North Carolina at Charlotte
Certificate	1986	International Law Seminar, United Nations

PROFESSIONAL EXPERIENCE

Florida Atlantic University, 1996-present
Assistant Professor, 1996-2001
Associate Professor, 2001-2007
Professor, 2007-

HONORS AND AWARDS

Induction, Omicron Delta Kappa Honor Society, 2014.
Foreign Policy Association Fellow, 2013-
Foreign Policy Association Medal, 2012.
Master Teacher, Florida Atlantic University, 2011-2013.
College Distinguished Teacher of the Year, 2008, 2012.
Phi Kappa Phi, Faculty Induction, 2011.
University Excellence in Teaching Award, Florida Atlantic University, 2010.
Distinguished Teacher of the Year, University Finalist, 2008, 2012.
Lifelong Learning Society Distinguished Professorship, 2005-2008.
Lifelong Learning Society Distinguished Professor Award, 2006.
FAU Researcher of the Year, 2004.
University Talon Faculty Award for Service to Students, 2004.
Lifelong Learning Society Excellence in Teaching Award, 2002.

Golden Key National Honor Society, 2000.
National Society of Collegiate Scholars, 2000.
Certificate, International Law Commission Summer Seminar, United Nations Headquarters, Geneva, Switzerland, 1986.

ADMINISTRATIVE EXPERIENCE

Founder and Director of the Leon Charney Diplomacy Program, 1996-.
Director of Undergraduate Programs, Internships & Advising, 2015-2019.
Co-Founder of the College of Arts & Letters Peace Studies Program, 1999.
Director, Peace Studies Program, 2003-2007.
Director, Jack Miller Forum, 2008-1012.
Interim Chair, Department of Philosophy, 2010-2011.
Chair, College of Arts & Letters Faculty Assembly, 2003-2005.

PUBLICATIONS AND RESEARCH

BOOKS

Jeffrey S. Morton (senior editor), Craig Nation, Paul Forage, Stefano Bianchini. *Reflections on the Balkans: Ten Years After the Break-Up of Yugoslavia*. New York, NY: Palgrave Macmillan Press, 2004.

Jeffrey S. Morton. *Introduction to World Politics*, 2nd edition. Boston, MA: Pearson Custom Publishing, 2003.

Jeffrey S. Morton. *The International Law Commission of the United Nations*. Columbia, S.C.: University of South Carolina Press, 2000, 238 pages.

REFERRED JOURNAL ARTICLES

Jeffrey S. Morton. "The International Law Commission." *Florida International University Law Review*. FORTHCOMING. 2019

Jeffrey S. Morton and Paola Hernandez-Ramos. "The Legality of the NATO Intervention in Libya." *The International Journal of Interdisciplinary Social Sciences: Annual Review*, Volume 10, 2015, pp. 21-32.

Jacqueline C. Perez, Nicole Short and Jeffrey S. Morton. "The Mine Ban Treaty: Compliance Among Latin American States." *International Journal of Interdisciplinary Social Sciences*, Volume 6, Issue 11, 2012, pp. 89-100.

Jeffrey S. Morton and Nicole Shortt. "The Arab Spring: Implications for Israeli Security." *Mediterranean Quarterly*, Volume 23, Issue 3, 2012, pp. 34-51.

Jeffrey S. Morton and Jacqueline C. Perez. "The Prohibition on Landmines." *International Journal of the Humanities*, Volume 7, Issue 6, 2009, pp. 48-58.

Jeffrey S. Morton. "Crisis in American Foreign Policy Identity." *International Journal of the Humanities*, Volume 5, Issue 9, 2007, pp. 243-250.

Jeffrey S. Morton. "Depleted Uranium Munitions: Clear Threat to Human Security." *Australasian Journal of Human Security*, Volume 2, Number 1, 2006, pp. 19-31.

Jeffrey S. Morton. "The Legal Status of Tactical Nuclear Weapons." *International Journal of the Humanities*, Volume 3, Issue 6, 2006, pp. 229-236.

Jeffrey S. Morton. "The Legal Regulation of Conflict Diamonds." *Journal of Politics & Policy*, Volume 33, Number 3, 2005, pp. 389-414.

Thomas C. Walker and Jeffrey S. Morton. "Re-Assessing the 'Power of Power Politics' Thesis: Is Realism Still Dominant?" *International Studies Review*, Volume 7, Number 2, 2005, pp. 341-356.

Jeffrey S. Morton. "The Legality of NATO's Intervention in Yugoslavia in 1999: Implications for the Progressive Development of International Law." *Journal of International and Comparative Law*, Volume 9, Number 1, 2003, pp. 75-101.

Jeffrey S. Morton and Neil Vijay Singh. "The International Legal Regime on Genocide." *Journal of Genocide Research*, Volume 5, Issue 1, 2003, pp. 47-69.

Jeffrey S. Morton and Presley Jones. "The Legal Status of Mercenaries." *Journal of Politics & Policy*, Volume 30, Number 4, 2002, pp. 624-645.

Jeffrey S. Morton. "The International Legal Adjudication of the Crime of Genocide." *Journal of International and Comparative Law*, Volume 7, Number 2, 2001, pp. 329-351.

Jeffrey S. Morton and Harvey Starr. "Uncertainty, Change and War: Power Fluctuations and War in the Modern Elite Power System." *Journal of Peace Research*, Volume 37, Number 1, 2001, pp. 49-66.

Jeffrey S. Morton. "The United Nations and US Participation: The UNESCO Case." *Political Chronicle* Volume 13, Number 1, 2001, pp. 28-45.

Jeffrey S. Morton. "The End of the Cold War and International Law: An Empirical Analysis." *Journal of Global Society*, Volume 13, Number 1, 1999, pp. 7-23.

Jeffrey S. Morton. "The Legal Status of Laser Weapons that Blind." *Journal of Peace Research*, Volume 35, Number 6, 1998, pp. 697-705.

Jeffrey S. Morton. "The International Law Commission of the United Nations: Legal Vacuum or Microcosm of World Politics?" *International Interactions*, Volume 23, Number 1, 1997, pp. 37-54.

BOOK CHAPTERS

Jeffrey S. Morton and Samantha Maesel. "Empowering International Human Security Regimes." In A.K. Lautensach and S.W. Latensach (editors) *Human Security in World Affairs: Problems and Opportunities*, 2nd edition (forthcoming).

Jeffrey S. Morton. "Empowering International Human Security Regimes." In A.K. Lautensach and S.W. Latensach (editors) *Human Security in World Affairs: Problems and Opportunities.* Vienna, Austria: Caesar Press, 2013, pp. 353-372.

Jeffrey S. Morton. "The Evolution of Core Legal Principles," pp. 563-572. In Sanford R. Silverburg (editor) *International Law: Contemporary Issues and Future Developments*, Westview Press, 2011, pp. 563-572.

OTHER

Jeffrey S. Morton. "Participating in Model United Nations." *Montessori Life*, Volume 14, Number 2, 2002, p. 21.

Jeffrey S. Morton. "The Impact of *Politics Among Nations* on International Law." *International Studies Notes*, Volume 24, Number 1, 1999, pp. 10-12.

BOOK REVIEWS

Jeffrey S. Morton. *Human Rights & Conflict: Exploring the Links Between Rights, Law and Peacebuilding* (United States Institute of Peace, 2006), Jeffrey W. Helsing and Julie A. Mertus (eds.). *Peace & Change: A Journal of Peace Research*, Volume 33, Number 3, 2008, pp. 457-459.

Jeffrey S. Morton. *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge University Press, 2003), Robert Gellately and Ben Kiernan (eds.). *Peace and Change: A Journal of Peace Research*, Volume 30, Number 1, 2005, pp. 140-142.

Jeffrey S. Morton. *The Paradox of American Power: Why the World's Only Superpower Can't Go It Alone* (Oxford University Press, 2002), Joseph S. Nye., Jr., *The Social Science Journal*, Volume 40, Number 3, 2003, pp. 509-511.

Jeffrey S. Morton. *Appeasement in International Politics* (University of Kentucky Press, 2000), Stephen Rock, *Journal of Politics*, Volume 64, Number 2, 2002, pp. 674-676.

UNIVERSITY SERVICE

DEPARTMENT

Director of Undergraduate Programs, Internships & Advising, 2015-.
Chair, Instructor Accreditation Committee, 2012-2013
Unit Representative, Promotion and Tenure Committee, 2008-2010
Morrow Fund Allocation Committee, 2004-2007
Undergraduate Programs Committee, 1997-2001; 2006-2007
Faculty Advisor, Peace Studies Student Association, 2003-2007
Chair, Department Undergraduate SACS Committee, 2003-2004
Director, Graduate Program, 2001-2003
Chair, Department Graduate Program Committee, 2001-2003
College Graduate Curriculum Committee, 2001-2003
Chair: Global Studies Search Committee, 2003
Chair: Law & Politics Track Committee, 2003.
Search Committees, 1997-2016
Library Representative, 1997-2005
Greenberg Scholarship Committee, 1991-1999

COLLEGE

Member, Strategic Planning Executive Committee, 2013-2015.
Chair, Teaching Sub-Committee of the Strategic Planning Committee, 2013-2015.
Chair, Master Teacher Award Committee, 2013-2014.
Member, Promotion and Tenure Committee, 2008-2010.
Member, Master of Liberal Arts Executive Committee, 2004-2007.
Chair, Committee on Market Equity Salary Increases, 2004.
Member, Committee on Market Equity Salary Increases, 2005.
Member, Dean's Cabinet, 2004-2005.
Member, Dean's Advisory Committee, 2003-2007 .
Member, Dean's Executive Committee, 2003-2005.
Chair, Faculty Assembly, 2003-2005.
Chair, Faculty Assembly Steering Committee, 2003-2005.

Director, Peace Studies Program, 2003-2007.
Chair, Peace Studies Executive Committee, 2003-2007.
Member, Center for Interdisciplinary Studies Committee, 2003-2007.
Member, Bylaws Revisions Committee, 2003.
Member, Peace Studies Executive Committee, 2001-2012.
Peace Studies Planning Committee, 1999-2000.
Chair, Graduate Curriculum Committee, 2001-2003.

UNIVERSITY

Director, Leon Charney Diplomacy Program, 1996-
University Liaison, Washington Center, 2015-2018.
Member, Special Advisory Committee to the Provost, 2013.
Master Teacher Committee, 2011-2013.
Eminent Scholar Review Committee, 2012-2013.
Interim Chair, Department of Philosophy, 2010-2011.
Director, Jack Miller Forum for Civics Education, 2008-2012.
Statewide Course Numbering System faculty coordinator on Peace Studies, 2006-.
Summer Orientation, Advising and Registration (SOAR) Evaluation Committee, 2003.
Member, University Graduate Programs Committee, 2003.

Angela D. Nichols

Assistant Professor
Peace, Justice, and Human Rights Affiliate
Women, Gender, and Sexuality Studies Faculty Associate
Department of Political Science
Florida Atlantic University 777 Glades Road, SO 384D Boca Raton, FL 33431 email: nicholsa@fau.edu
website: http://angeladnichols.weebly.com/

Education

Ph.D., Political Science, University of North Texas (UNT), 2014
Major Fields: International Relations, Comparative Politics

B.A ., International Politics *(with distinction)*, The Pennsylvania State University (PSU), 2006

Professional Appointments

Assistant Professor of Political Science, Florida Atlantic University (FAU), 2014 – present

Refereed Publications

Journal Articles

Christopher Linebarger, Angela D. Nichols, and Andrew J. Enterline. 2019. "Keeping Threat at Arm's Length: Counter-Revolutionary Interventions by Third-Party States in Support of Governments". *Dynamics of Asymmetric Conflict:* 1-19.

Angela D. Nichols. 2018. "The Origins of Genocide in Civil War". *TRAMES: A Journal of the Hu- manities & Social Sciences,* 22(1): 89-101.

Eric Keels and Angela D. Nichols. 2018. "State Repression and Post-Conflict Peace Failure". *Con- flict, Security & Development,* 18(1): 17-37.

Jacqueline H. R. DeMeritt, Angela D. Nichols, and Eliza G. Kelly. 2014. "Escaping the Conflict Trap: Female Participation and Civil War Relapse". *Civil Wars,* 16(3): 346-368.

James D. Meernik, Rosa Aloisi, Marsha Sowell, and Angela Nichols. 2012. "Human Rights Infractions, Political Traction and Urgent Actions: Networks and the International Human Rights Agenda". *Journal of Conflict Resolution,* 56(2): 233-256.

James D. Meernik, Angela Nichols, and Kimi L. King. 2010. "The Impact of International Tribunals and Domestic Trials on Peace and Human Rights After Civil War". *International Studies Perspectives,* 11(4): 309-334.

Books

Impact, Legitimacy, and Limitations of Truth Commissions. 2019. Palgrave Macmillan. London, UK.

Book Chapters

John Ishiyama, Alexandra Cole, Angela D. Nichols, Kerstin Hamann, and Kimberly Mealy. 2012. "Graduate Student Teacher-Training Courses, Job Placement, and Teaching Awards in the United States". In Eszter Simon and Gabriela Pleschová, eds., *Teacher Development in Higher Education: Ex- isting Programs, Program Impact, and Future Trends.* New York, NY: Taylor and Francis/Routledge.

James D. Meernik, Rosa Alosi, Angela D. Nichols and Marsha Sowell. 2010. "The Impact of Tribunals and Truth Commissions on Post-Conflict Peace Building". In J. Joseph Hewitt, Jonathan Wilkenfield, and Ted Robert Gurr, eds., *Peace and Conflict 2010*. College Park, Maryland: Center for International Development and Conflict Management.

Book Reviews

Angela D. Nichols. Wartime Sexual Violence: From Silence to Condemnation of a Weapon of War: Kerry F. Crawford. 2017. Washington DC: Georgetown University Press. 2019. *Democracy and Se- curity,* 291-292.

Other Publications

Eric Keels and Angela D. Nichols. Feb. 20, 2019. "Iraq's brutal crackdown on suspected Islamic State supporters could trigger civil war". *The Conversation*.

Under Review

"Good Cop, Bad Cop: Civilian Victimization and Biased Mediation in Civil War" with Eric Keels and Jacqueline H.R. DeMeritt.

Works in Progress

"Women and Conflict: An Examination of Rebellion and Reincorporation in Colombia". "When Women Fight: Prospects for Peace after Civil War" with Jacqueline H.R. Demerit.

"The Origins of Rebel Groups and Women's Engagement in Rebel Organizations" with Michael Widmeier.

Refereed Presentations at International Conferences in the United States

"Women's Participation in Rebel Groups and Post-Conflict Justice" with Michael Widmeier. Poster presented at the annual meeting of the Peace Science Society (International), Tempe, Arizona, November 2017.

"The Origins of Rebel Groups and Women's Engagement in Rebel Organizations" with Michael Widmeier. Paper presented at the annual meeting of the International Studies Association, Baltimore, Maryland, February 2017.

"Understanding Truth Commission Legitimacy and Impact". Paper presented at the annual meet- ing of the International Studies Association, San Francisco, California, April 2013.

Refereed Presentations at International Conferences outside the United States

"Do Protests Lead to Positive Outcomes for Women?" with Chistopher Linebarger. Paper presented at the annual meeting of the International Studies Association, Toronto, Canada, March 2019.

"When Women Fight: Prospects for Peace after Civil War with Jacqueline H.R. DeMeritt. Paper presented at the annual meeting of the International Studies Association, Toronto, Canada, March 2019.

"You Catch More Flies with Honey: State Repression and Post-Conflict Peace Failure? with Eric Keels. Paper presented at the annual meeting of the International Studies Association, Toronto, Canada, March 2014.

"NGOs and Post-Conflict Peace: An Imagined or Sustainable Peace?" Paper presented at the 2010 annual meeting of the Midwest Region of the International Studies Association, St. Louis, Mis- souri, November 2009.

"Do Truth Commissions Deter Civil War Relapse?". Paper presented at the 2012 Texas Triangle International Relations Conference, Austin, Texas, February 2012.

Talks, Panels, and Workshops

College of Arts and Letters Distinguished Lecture Panel on *Women, Conflict, and Inequality in the World*, Florida Atlantic University, Boca Raton, Florida, February 25, 2019.

Peace Science Society Workshop (invitation only) on *The Scientific Study of Gender and Security*. University of Texas, Austin, Texas, November 8, 2018.

"Women Rebel Too: Women's Engagement in Rebel Organizations". *Intelligence Community Center for Academic Excellence Speaker Series*, University of Central Florida, Orlando, Florida, December 1, 2017.

Internal Grants

2019–2020 College of Arts and Letters Scholarly and Creative Achievement Fellowship (SCAF), awarded 2018.

Peace, Justice, and Human Rights Research and Creative Activity Grant, 2018.

Distinguished Lecture Series Faculty Support Grant, 2018.

Affordable Curriculum Today (ACT) Award Grant, 2018.

Morrow Funds Travel Grant, 2016 – 2019.

Summer Research Grant, 2017.

Teaching

Graduate Courses

- *The Politics of Human Rights*: Spring 2015, Fall 2016, Summer 2019

Undergraduate Courses

- *Community Activism in Practice*: Spring 2019
- *Women and Conflict*: Spring 2019
- *Honors Senior Thesis*: Spring 2019
- *Post-Conflict Peace and Justice*: Spring 2016
- *Research Methods in Political Science*: Fall 2015, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019
- *Introduction to World Politics*: Spring 2015, Summer 2015 (Navitas), Spring 2016 (Honors), Summer 2017 (Jump Start), Summer 2018 (Jump Start)
- *War and Peace*: Fall 2014, Fall 2015, Summer 2016
- *The Politics of Human Rights*: Fall 2014, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Spring 2019
- *American Government: Laws and Institutions*, University of North Texas: Fall 2013
- *Introduction to International Relations*, University of North Texas: Fall 2012

Directed Independent Studies

Women, War, and Violence: Summer 2015
Politics of the Death Penalty: Spring 2016
The Politics of Weapons of Mass Destruction: Spring 2017
Human Rights in the USA: Fall 2017
Advanced Research Methods: Spring 2018, Fall 2019
Mentoring in Political Science Research: Fall 2018

Honors Thesis Supervision

Alexander Bruens. 2019. *How Civilians Fare After Post-Conflict Mediation: Civil society in mediation and its impact on quality of life*.
FPSA Best Undergraduate Paper Award, 2018
NSF Research Experience for Undergraduates at the University of North Texas, summer 2018
Office of Undergraduate Research and Inquiry (OURI) Grant

Jeffrey Coltman-Cormier. 2019. *Civilian Victimization, Transnational Insurgency, and Walls and Fences*.
Office of Undergraduate Research and Inquiry (OURI) Grant
NSF Research Experience for Undergraduates at the University of North Texas, summer 2019

Morgan Moser. 2019. *The Impact of Education on a Culture of Violence: An Analysis of Child Soldiers in The Central African Republic and the Democratic Republic of Congo*.

Sama Kahook. 2017. *How Does Women's Status Impact Post-Conflict Justice Onset?*
Office of Undergraduate Research and Inquiry (OURI) Grant Aaron

Parnas. 2017. *Capital Punishment: Does it Deter Homicide?*

DR. ERIC PRIER
3200 College Avenue Davie, Florida 33314
email: eprier@fau.edu

EDUCATION

Ph.D., 1997, Political Science Florida State University

Dissertation title: "Exploring the Organizational Structure of the Florida House of Representatives" Committee Chair: Dr. Charles Barrilleaux

Major Field: American Politics | Minor Fields: Comparative Politics / International Relations

M.S., 1989, Political Science Florida State University B.A., 1987, Political Science University of Florida

TEACHING AND RESEARCH EXPERIENCE

Current Appointment (2015-Present): Full Professor with tenure (Designated both Graduate Faculty and Research Faculty), Florida Atlantic University. Tenure-track duties include full teaching, research, and service responsibilities.

Associate Professor with tenure (2004-2015): (Designated both Graduate Faculty and Research Faculty), Florida Atlantic University. Tenure-track duties include full teaching, research, and service responsibilities.

Senior Research Scholar, (2005-2015): Florida Atlantic University Public Procurement Research Center. Helped develop formal strategic plan for the Center. Supervises the Faculty Fellows Program.

Assistant Professor, (1998-2004), Florida Atlantic University. Tenure-track duties include full teaching, research, and service responsibilities.

Associate Director of the Center for Policy Studies, (2003-2004), Florida Atlantic University. Actively sought outside funding for projects related to homeland security. Activities included attending the Homeland and Security Summit in Washington, D.C. during March 3-5, 2003. Proposal for federal funding made the priority list for FAU support.

Co-Director of the Center for Policy Studies Laboratory, (1999-2002), Florida Atlantic University. Duties included management of the Division of Social Sciences Computer Lab, and supervision of survey and research projects.

PUBLICATIONS

Book (Refereed Work) The Myth of Representation and the Florida Legislature: A House of Competing Loyalties, 1927-2000. Published by the University Press of Florida, November, 2003. ISBN 0-8130-2669-5

Book (Non-refereed Work) One of seven contributors to the Public Procurement Dictionary of Terms: The Comprehensive Reference for Public Purchasing Terms and Concepts. National Institute of Governmental Purchasing, Inc: Herndon, VA. (2010 and 2008). - Now fully online

Book Chapters (Refereed Work)

Co-author with Clifford P. McCue and Joshua M. Steinfeld. 2015. "Foundation for Professionalism in Procurement and Contract Management." In Procurement and Contract Management for the Curious: Why Study Procurement and Contract Management? Edited by Kishor Vaidya. (ISBN 978-1-925128-02-4)

Co-author with Clifford P. McCue. 2014. "Assessing SaaS-based e-procurement Across Different Levels of Government in the U.S. Chapter 8, pp. 95-116. ISBN: 978-989-8747-04-4. Available at http://www.amazon.com/New-Developments-E-Public-Procurement-ebook/dp/B00QWZR0YG

Co-author with Csaba Csáki, Fredric Adam, and Vittorio Buffaci. 2012. ADecision Making in the Context of Regulatory Policy: Is there a Role for DSS?@ In Fusing Decision Support Systems into the Fabric of the Context, A. Respicio and F. Burstein (Eds.), pp. 39-50, IOS Press. Doi: 10.3233/978-1-61499-073-4-39. Also published in Humphreys, P., Burstein, F., Adam, F., Respicio, A., Mourtos, Y. (eds). Fusing DSS into the Fabric of the Context. Frontiers in Artificial Intelligence and Applications, Volume 212, IOS Press, Amsterdam, Washington, pp. 39-51, and in Proceedings of the 16th IFIP 8.3 Conference on DSS, held in Athens, Greece, June 28-30, 2012: pp. 39-50. Also published as ACan DSS promote ethical decision making? The Case of Public Procurement@ in Proceedings of the 17th AIM Symposium on Ethics, May 21-23, 2012, Bordeaux, France, Association Information et Management.

Eric Prier, Csaba Csáki and Clifford McCue. 2012. “The Efficacy of Applying Maturity Models to Public E- Procurement and E-Government.” Proceedings of the International Public Procurement Conference 5, Seattle, WA, August 17-19, 2010.

Co-author with Csaba Csáki and Ed Schwerin. 2012. AThe Political Economy of E-procurement: Data Reflect Transactional Cost Interpretations, Not Agency Theory@ In Kaynak, E., and Harcar, T. (Eds.). Advances in Global Business: Proceedings of the 21st World Business Congress of the International Management Development Association (IMDA), July 4-8, 2012, Helsinki, Finland, pp. 495-502.

Co-author with Csaba Csáki. 2010. AA Decision-making Framework to Analyze the Impact of Public Procurement Regulatory Policy.@ In Towards New Horizons in Public Procurement, Khi V. Thai, ed. PrAcadmic Press: Boca Raton, Florida, FL, pp. 412-440. ISBN 0-9668864-5-3

Eric Prier, Clifford P. McCue and Michael E. Bevis (2008). “Making It Happen: Public Procurement's Role in Integrating Economic Development and Sustainability Strategies for Local Governments in the U.S.”, Proceedings, 3rd International Public Procurement Conference, August 2008.

Co-author with Clifford P. McCue. 2007. Pages 69-103. ALocal Government Procurement and Safeguards Against Corruption.@ In Local Public Financial Management, Anwar Shah, ed. New York: World Bank Institute, ISBN 0-8213-6937-7

Co-author with Clifford P. McCue. 2007. Pages 45-70. AUsing Agency Theory to Model Cooperative Public Purchasing.@ In Advancing Public Procurement: Practices, Innovation, and Knowledge-sharing, Gustavo Piga and Khi V. Thai, eds. Boca Raton, Fl.: PrAcademic Press, 45-70. ISBN 0-9668864-3-7

Co-author with Kevin Wagner. 2008. AThe Legislature and the Legislative Process in Florida.@ In Government and Politics in Florida 3rd edition, J. Edwin Benton, ed. Gainesville: University Press of Florida, 152-180. ISBN 978-0-8130-3170-5

Journal Articles (Refereed Work)

Prier, Eric, Prysmakova, Palina, and McCue, Clifford (forthcoming). “Analyzing the European Union’s Tenders Electronic Daily: Possibilities and Pitfalls.” The International Journal of Procurement Management. Accepted January 20, 2018.

Steinfeld, Joshua, McCue, Clifford, and Prier, Eric 2017. “Professionalism and Social Responsibility in Procurement and Administration.” European Business Review, 29(3): 320-343.

Prier, Eric, Schwerin, Edward, and McCue Clifford 2016. “Implementation of Sustainable Public Procurement Practices and Policies: A Sorting Framework.” Journal of Public Procurement 16(3): 312-346.

Steinfeld, Joshua, McCue, Clifford, and Prier, Eric. 2016. “Examining Professionalization in Public Procurement by Ranking Practitioner Job Positions According to Job Activities.” International Journal of Procurement Management, 9(3): 328 – 353.

Co-author with Joshua Steinfeld and Clifford P. McCue. 2015. "Public procurement and the BLS: Operationalizing Occupational Duties." International Journal of Public Sector Management 28(7): 510-527.

Clifford P. McCue, Eric Prier, and David Swanson. 2015. “Five Dilemmas in Public Procurement.” Journal of Public Procurement 15(2): 177-207.

Co-author with Edward Schwerin. 2013. "Rent-Seeking and Obstacles to Changing Environmental Practices and Sustainable Public Procurement in China." Environmental Practice 15(3): 240-252.

Co-author with Fredric Adam, Csaba Csáki, and Vittorio Bufacchi. 2012. AEthical Decision Making and Decision Support Systems in Public Procurement – a Theoretical Discussion.@ Supply Chain Forum 13(3): pp. 70-81.

Co-author with Clifford P. McCue and Ravi Behara. 2010. AThe Value of Certification in Public Procurement: The Birth of a Profession?@ Journal of Public Procurement 10 (4): 512-540.

Co-author with Clifford P. McCue. (2009). The Implications of a Muddled Definition of Public Procurement, Journal of Public Procurement 9 (3&4): 326-370.

Co-author with Kevin Wagner. (2009). ARunning Unopposed: Assessing the Impact of Term Limits on Competition in Florida and Maine.@ Journal of Politics and Policy 37(1): 101-125.

Co-author with Clifford P. McCue. (2008). Using Agency Theory to Model Cooperative Public Purchasing, Journal of Public Procurement, 8 (1), pp. 1- 35.

Refereed and Invited Presentation

“Social and Institutional Barriers to Enhancing Public Procurement Accountability: Difficult Choices.” Invited presentation and discussion at the International Conference on Public Procurement, October 27-30, 2014, in Asuncion, Paraguay.

Co-author with Clifford McCue and John B. Wyatt III. AWhat Would You Do? Ethical Challenges in the Workplace.@ Presentation given at the National Institute of Governmental Purchasing Annual Forum, July 26-30, 2008, in Charlotte, North Carolina.

Co-author with Clifford P. McCue, Guy Callender, and Darin Matthews. AProfessionalization.@ Presentation given at the National Institute of Governmental Purchasing Annual Forum, August 4-8, 2007, in Hartford, Connecticut.

Co-author with Clifford P. McCue. AValue - Goal Conflation in Public Procurement: Some Survey Results.@ Presentation given at the National Institute of Governmental Purchasing Annual Forum, August 5-9, 2006, in Tampa, Florida.

Non-refereed Invited Presentation Co-author with Clifford McCue and Ravi Behara. AA Roadmap to the Professionalization in Public Procurement.@ An invited presentation to The Universal Public Purchasing Certification Council in St. Louis, Missouri, USA, August 25, 2009.

Book Review AFinancing the 2000 Election.@ Published in White House Studies, volume 3, no.1, March 2003.

Editor Reviewed Articles ACompras Públicas - A questão do foco no controle.@ 2009. Revista NextBuy (August): 30-31.

CV: Robert G. Rabil

- Institutional Affiliation: Full-tenured Professor, Department of Political Science, The Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, Florida

- Contact Information: SO 391, Florida Atlantic University; Office: (561) 297-3215; Email: rrabil@fau.edu

Higher Education

- Brandeis University, Waltham, MA. Doctor of Philosophy (Ph.D.) in Near Eastern and Judaic Studies, Islamic and Middle Eastern Studies Program, February 2001.

Employment History

- Professor, Political Science Department, Florida Atlantic University (2014-Present)

- Associate Professor, Political Science Department, Florida Atlantic University (2009-2014).

- Assistant Professor, Political Science Department, Florida Atlantic University (2005-2009).

- Project Manager, Iraq Research and Documentation Project (IRDP), a project affiliated with Harvard University and funded by the U.S. State Department, 2001-2003; 1012 14th St., NW, Suite 1110, Washington, DC 20005-3406.

Responsible for planning and creating a comprehensive, multi-media database system about the government, politics and civil society of modern Iraq, a system based on the primary sources of 2.4 million Iraqi official documents. http://www.fas.harvard.edu/~irdp.

Scholarship/Research Publications

Peer-Refereed Publications

Sole-Authored Books:

- Robert G. Rabil, *The Syrian Refugee Crisis in Lebanon: The Double Tragedy of Refugees and Impacted Host Communities* (Lexington Books, August 2016). Book received outstanding reviews by peer-reviewed journals *Middle East Studies and The Journal for Interdisciplinary Middle Eastern Studies.*

- Robert G. Rabil, *Salafism in Lebanon: From Apoliticism to Transnational Jihadism* (Georgetown University Press, October 2014). Book received outstanding reviews by peer-reviewed journals:

    - Quadrant Journal (Australia),
    - Levantine Review (Boston College, USA),
    - Al-Quds al-Arabi (London and Arab world),
    - Cambridge Journal of International Affairs (Great Britain),
    - Seton Hall Journal of Diplomacy and International Relations (Seton Hall University),
    - ReOrient: The Journal of Critical Muslim Studies (Great Britain).
    - Theological Studies (USA).
    - Institute for Strategic Studies of Contemporary Islam (Iran)
    - Bustan (Tel Aviv University, Israel)
    - Islam and Christian-Muslim Relations (Turkey)
    - Perspectives on Terrorism (EU)

- Robert G. Rabil, *Religion, National Identity and Confessional Politics in Lebanon: The Challenge of Islamism* (Palgrave Macmillan, 2011). The book was commendably reviewed by Boston College's refereed journal, *The Levantine Review,* Middle East Book Review: *Bustan* (Tel Aviv University), Institute for national Security Studies (Israel) and *Choice.*

- Robert G. Rabil, *Syria, the United States and the War on Terror in the Middle East* (Praeger Security International, 2006). The book was commendably reviewed by the refereed *Middle East Journal* and *Terrorism and Political Violence*, and by *Choice, OpenDemocracy,* and *Orient.* The Hoover institute at Stanford University ranked the book as the best book-length history of U.S.-Syrian relations.

- Robert G. Rabil, *Embattled Neighbors: Syria, Israel and Lebanon* (Lynne Reinner Publishers, 2003). The book was reviewed by University of Nebraska Press's refereed journal *Shofar* and by *Choice. Choice* awarded the book the *Choice Outstanding Academic Book* (2005).

<u>Sole-Authored Journal Articles:</u>

- Robert G. Rabil, *Fathi Yakan: The Pioneer of Islamic Activism in Lebanon.* Article published in *The Levantine Review* Vol. 2, No. 1 (Spring 2013), pp. 54-65.

- Robert G. Rabil, *Hezbollah, the Islamic Association and Lebanon's Confessional System: Al-Infitah and Lebanonization.* Article published in *The Levantine Review*, Vol. 1, No. 1 (Spring 2012), pp. 49-67.

- Robert G. Rabil, *Hezbollah: Lebanon's Power Broker.* Article published in the *Journal of International Security Affairs,* No. 15 (Fall 2008), pp. 45-57.

- Robert G. Rabil, *Has Hezbollah's Rise Come at Syria's Expense?* Article published in *Middle East Quarterly,* Vol. 14, No. 4 (Fall 2007), pp. 43-51.

- Robert G. Rabil, *Syria: Buying Time.* Article published in the *Journal of International Security Affairs*, No. 11 (Fall 2006), pp. 75-82.

- Robert G. Rabil, *The Making of Saddam's Executioners: A Manual of Oppression by Procedures.* Article published in *Middle East Review of International Affairs Journal (MERIA),* Vol. 7, No. 2 (March 2003), pp. 38-50.

- Robert G. Rabil, *The Iraqi Opposition's Evolution: From Conflict to Unity?.* Article published in *Middle East Review of International Affairs Journal (MERIA),* Vol. 6, No. 4 (December 2002), pp. 1-17.

- Robert G. Rabil, *Operation "Termination of Traitors": The Iraqi Regime Through Its Documents.* Article published in *Middle East Review of International Affairs Journal (MERIA),* Vol. 6, No. 3 (September 2002), pp. 14-24.

- Robert G. Rabil, *The Ineffective Role of the U.S. in the U.S.-Israeli-Syrian Relationship*. Article published in *Middle East Journal*, Vol. 55, No. 3 (Summer 2001), pp. 415-438.

- Robert G. Rabil, *The Maronites and the Question of Syrian Withdrawal from Lebanon: From "Isolationists" to "Traitors"?* Article published in *Middle East Policy*, Vol. 8, No. 3 (September 2001), pp. 23-43.

Sole-Authored Book Chapters:

- Robert G. Rabil, "Islamism, State and Society in Lebanon," *World Almanac of Islamism* (American Foreign Policy Council, July 2011), pp. 1-18; Book chapter republished by Rowman & Littlefield Publishers, Inc., 2012.

- Robert G. Rabil, "Lebanon," in Barry Rubin, ed., *Guide to Islamist Movements* (Sharpe, 2010), pp. 319-334.

- Robert G. Rabil, "The Syrian Moslem Brotherhood," in Barry Rubin, ed., *The Moslem Brotherhood* (Palgrave Macmillan, 2010), pp. 73-88.

Non-Refereed Publications

Books

- Robert G. Rabil, *White Heart* (London: Austin Macauley Publishers, 2018).

Articles (selected from over 100 articles)

- Robert G. Rabil, "Bordering on a Solution," *The National Interest,* September-October, 2019.

- Robert G. Rabil, "The Moribund Legacy of Arab Nationalism - Analysis*," Eurasia Review*, June 21, 2019.

- Robert G. Rabil, "Defeating the Islamic State of Idlib," *The National Interest*, June 13, 2019.

- Robert G. Rabil, "The Iran Crisis and Washington's Strategic Miscalculation--Analysis," *Eurasia Review*, May 19, 2019.

- Robert G. Rabil, "Tending to Israel's Relationship with Russia," *The Begin-Sadat Center for Strategic Studies,"* Bar Ilan University, BESA Center Perspectives Paper No. 1,047, December 26, 2018.

- Robert G. Rabil, "ISIS Isn't Dead Yet," *The National Interest*, September 1, 2018.

- Robert G. Rabil, "Contextualizing Jihad and Takfir in the Sunni Conceptual Framework," *The Washington Institute*, Fikra Forum, August 31, 2018.

- Robert G. Rabil, "Contextualizing Jihad and Takfir in the Shi'a Conceptual Framework," *The Washington Institute*, Fikra Forum, August 31, 2018.

- Robert G. Rabil, "Donald Trump Is Reshaping the Middle East--in Russia's Favor," *The Washington Post*, August 22, 2018.

- Robert G. Rabil, "The Distortion of Islam That Drives Terrorism," *The Washington Post*, August 1, 2018.

- Robert G. Rabil, "Trump Should Prioritize Fighting Terrorism," *The National Interest,* July 18, 2018.

- Robert G. Rabil "Kissinger's World Order, United States and Russia In The Middle East - Analysis" *Eurasia Review*, September 3, 2017.

- Robert G. Rabil "The Coming Gulf War: Qatar vs. Everyone" *The National Interest*, June 27, 2017.

- Robert G. Rabil "How Muslim Extremists Exploit European Liberalism" *The National Interest*, June 12, 2017.

Teaching

Undergraduate Courses Taught:

- Comparative Politics
- Religions and World Politics
- Comparative Politics of Ethnic Conflict
- Iraq: Prospects and Challenges
- Women in the Middle East
- Comparative Politics: Middle East
- The Middle East
- Politics of Arab Nationalism: The Rise and Fall of the Ba'th Party

Graduate Courses Taught:

- Middle East Politics: The Arab-Israeli Conflict
- Iraqi War: Politics and Prospects
- Jihadism and Transnational Islamism
- Women in the Middle East
- Iran and the Middle East
- Arab Revolutions and Democracy in the Arab World

Honors and Awards

- Honorary Doctorate (Ph.D.) in Humanities, Massachusetts College of Liberal Arts, May 2012.

- U.S. Army Central Certificate of Appreciation, September 1, 2016.

- Osher Lifelong Learning Society Distinguished Professor of Current Events ($5,000.00), April 2018.

- Lifelong Learning Society Distinguished Professor of Current Events ($5,000.00), January 2012.

- Lifelong Learning Research Travel Award ($2,000.00), Florida Atlantic University, December 2009.

- Florida Society of Middle East Studies Research Award ($10,000.00), April 2013.

- Florida Society of Middle East Studies Research Award ($10,000.00), July 2011.

- Central Naval Analysis Research Grant (USA) ($15,000.00), 2006.

- The Scholarly and Creative Activities Award ($15,000.00), Florida Atlantic University Research Enhancement Program, December 2005.

- US State Department Research Grant ($2,000,000.00), 2002, 2003. Robert G. Rabil as a principal investigator, Iraq Research and Documentation Project.

Administrative Experience

Executive Director, Peace, Justice and Human Rights Initiative, Florida Atlantic University. June 2016- June 2019.

Dean, School of Humanities and Social Sciences, Nazarbayev University, Kazakhstan. December 2013- September 2015.

Coordinator of International Studies, Department of Political Science, Eastern Illinois University. August 2000-December 2013.

Director for International Programs, College of Arts & Sciences, Pace University. February 2000-July 2000.

Project Director, United States Information Agency College and University Partnership Program Grant, Pace University. October 1998-July 2000.

Director of Special Projects, Center for International Programs and Studies, University of Missouri-Columbia. August 1993-December 1995.

Field Director, United States Information Agency Samantha Smith Undergraduate Exchange, University of Missouri/University of Sibiu. January-May 1994.

Teaching Experience

Professor (with tenure), Department of Political Science, Florida Atlantic University.

June 2016-Present. Professor, Department of Political Science, Eastern Illinois

University. August 2009-December 2013.

Visiting Associate Professor, School of Foreign Service in Qatar, Georgetown University. August 2007- May 2008.

Associate Professor (with tenure), Department of Political Science, Eastern Illinois University. August 2004- July 2009.

Visiting Associate Professor, Department of Strategy and International Security, Air War College. July 2004- June 2005.

CURRICULUM VITAE

Dr. Steven D. Roper Department of Political Science SO 380
Florida Atlantic University Boca Raton, FL 33431 Phone: 561-297-4920
Email: ropers@fau.edu Internet: www.stevendroper.com

Ph.D. University of Missouri-Columbia. 1995.

M.A. University of Arkansas-Fayetteville. 1991.

B.A. University of North Carolina-Greensboro. cum laude. 1989.

Administrative Experience

Executive Director, Peace, Justice and Human Rights Initiative, Florida Atlantic University. June 2016- June 2019.

Dean, School of Humanities and Social Sciences, Nazarbayev University, Kazakhstan. December 2013- September 2015.

Coordinator of International Studies, Department of Political Science, Eastern Illinois University. August 2000-December 2013.

Director for International Programs, College of Arts & Sciences, Pace University. February 2000-July 2000.

Project Director, United States Information Agency College and University Partnership Program Grant, Pace University. October 1998-July 2000.

Director of Special Projects, Center for International Programs and Studies, University of Missouri-Columbia. August 1993-December 1995.

Field Director, United States Information Agency Samantha Smith Undergraduate Exchange, University of Missouri/University of Sibiu. January-May 1994.

Teaching Experience

Professor (with tenure), Department of Political Science, Florida Atlantic University. June 2016-Present. Professor, Department of Political Science, Eastern Illinois University. August 2009-December 2013.
Visiting Associate Professor, School of Foreign Service in Qatar, Georgetown University. August 2007- May 2008.

Associate Professor (with tenure), Department of Political Science, Eastern Illinois University. August 2004- July 2009.

Visiting Associate Professor, Department of Strategy and International Security, Air War College. July 2004- June 2005.

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CURRENT POSITION

Professor of Political Science (tenured), Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2003-present.

PREVIOUS ACADEMIC POSITIONS

Chair, Department of Political Science, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, 2003-2008.

Director, Social Sciences Research Lab,1998-2003.

Director, Interdisciplinary Studies Program,1996-2003.

Associate Professor of Political Science (tenured), College of Liberal Arts, Florida Atlantic University, 1996 - 2003.

Assistant Professor of Political Science (tenure track), College of Liberal Arts, Florida Atlantic University, 1990-1996.

RESEARCH AND TEACHING INTERESTS

1) Research: Sustainable Development Policy, Sustainable Public Procurement, International Political Economy, Global Environmental Politics and Policies, Public Policy, Comparative Politics

2) Courses taught: International Political Economy, Global Environmental Politics and Policies, Comparative Politics, International Relations/Global Politics, Public Policy, Asian Politics

EDUCATION

University of Hawaii, Ph.D., 1990, Political Science.

PUBLICATIONS

Books: Published

1) *Transformational Politics: Theory, Study, and Practice,* SUNY Press, 1998, Awarded American Political Science Assoc. Best Book in Ecological and Transformational Politics, 1999
2) *Mediation, Citizen Empowerment, and Transformational Politics.* Praeger Press, April, 1995. Awarded American Political Science Association Best Book in Transformational Politics 1996.

Articles and Book Chapters published:

"The Desirability and Feasibility of Developing a Sustainability Index for Public Procurement." with Eric Prier and Clifford McCue, published in *Advancing Public Procurement:Theories and Practices. Edited by Khi V. Thai, et al.* 2018.

"Implementation of Sustainable Public Procurement Practices and Policies: A Sorting Framework." Schwerin, Edward, Prier, Eric, and McCue, Clifford 2016.

Journal of Public Procurement, 16 (3): pp. 312-346.

"Assessing the Need for Standardizing Sustainable Public Procurement Across Different Levels of Government." Prier, Eric, and Edward Schwerin, 2014. *Journal of Public Procurement.* pp. 265-281.

"Rent-Seeking Obstacles to Changing Environmental Practices and Sustainable Public Procurement in China, Schwerin, Edward, Prier, Eric, 2013. *Environmental Practice,* Vol 15, Issue 3, pp. 240-252.

"The Political Economy of E-procurement: Data Reflect Transactional Cost Interpretations, Not Agency Theory." Prier, Eric, Edward Schwerin, and Csaba Csáki. 2012. In Annual World Business Conference Proceedings, Erdener Kayak and Talha D. Harcar, eds. Vol. 21: pp. 495-502.

"Japan's Economic Crisis: The Role of Government", in *Managing Economic Development in Asia: From Economic Miracle to Financial Crisis.* Kuotsai Tom Liou (ed), Praeger, 2004. (pp. 39-64).

"The Internet in Taiwan and China: Political, Economic, and Cultural Implications", *China Studies Forum 2002,* (pp. 167-189).

CONFERENCE PAPERS AND PROFESSIONAL PRESENTATIONS

"The Desirability and Feasibility of Developing a Sustainability Index for Public Procurement." with Eric Prier, and Clifford McCue, presented at the IPPC8 Conference, in Arusha, Tanzania, August 8-11, 2018.

"The Desirability and Feasibility of Developing a Sustainability Index for Public Procurement." with Eric Prier, and Clifford McCue, presented at the 25th World Congress of Political Science in Brisbane, Australia, July 21-25, 2018

"The Desirability and Feasibility of Developing a Sustainability Index for Public Procurement." with Eric Prier, and Clifford McCue, presented at the 76th Annual MPSA Conference in Chicago, April. 2018.

"Assessing Local Practitioner Beliefs and Attitudes Toward the Implementation of Sustainable Public Procurement Practices." with Eric Prier, and Clifford McCue, presented at the 75th Annual MPSA Conference in Chicago, April, 2017, and at the APSA Annual Conference, Atlanta, March 2017.

"Developing a Sustainability Index for Public Procurement, co-authored with Eric Prier and Clifford McCue. Presented at MPSA Conference, Chicago, April 7-10, 2016.

"Barriers and Drivers of Sustainable Public Procurement Policies and Practices" co-authored with Eric Prier and Clifford McCue. Paper presented at IPSA Conference, Poznan, Poland, July 23-28, 2016

"Implementation of Sustainable Public Procurement Practices and Policies" co-authored with Eric Prier and Clifford McCue. Presented at IPPC Conference, Bali, Indonesia, August 3-5, 2016,

"China' Environmental Challenges, and Obstacles to Reform and Sustainable Development", presented at the Midwest Political Science Association Conference, Chicago, April, 2015.

"Assessing the Need for Standardizing Sustainable Public Procurement Across Different Levels of Government." Prier, Eric, and Edward Schwerin, presented at the 6th International Public Procurement Conference Dublin Ireland, August 27, 2014.

"The North American Purchasing Sustainability Index: A New Tool for Sustainable Public Procurement", paper presented at the NIGP conference, Orlando, August 2013.

"China and a Sustainable Future: Green Growth and Renewable Energy Procurement Policies and Strategies". paper presented at the International Public Purchasing Conference, Seattle, Washington, August, 2012.

"The Political Economy of E-procurement: Data Reflect Transactional Cost Interpretations, Not Agency Theory." Prier, Eric, Edward Schwerin, and Csaba Csáki. Paper presented at the Twenty-first World Business Congress in Helsinki Finland, July 4-8, 2012.

"Green Authoritarianism or State Environmentalism? Green Growth as a New Logic of Development in China and South Korea", paper presented at International Studies Association, San Diego, March 2012

"Japan's Sustainable and Green Growth Policies" paper presented at the Japan Studies Association Meeting, Honolulu, January 2012.

"Green Growth as a New Strategy of Development: The Case of South Korea." paper presented at the Association for Public Policy Analysis and Management Conference, November 2011, Washington, D. C with So Young Kim.

"Global Governance and Substainable Public Procurement" paper presented at the International Studies Association Meeting, Montreal, March 2011

"Environmental Policy and Green Public Procurement: China, Japan, and Korea" paper presented at the East-West Center, International Conference, Honolulu, Hawaii, July 5th, 2010.

"Sustainable/Green Procurement as a Policy Tool in Green Growth, Renewable Energy, and Climate Change", presented at the UN Conference on Sustainability, Honolulu, Hawaii June 30th, 2010.

"The Global Green New Deal" paper presented at the Midwest Political Science Meeting, Chicago, Il., March 2010.

"Assessing Japan's Green Procurement Policy", paper presented at the Japan Studies Association meeting, Tokai University, Honolulu, Hawaii January 7-9, 2010.

Invited participant 3rd International GPP Conference on Green Purchasing, Suwon, South Korea, 21st-23rd October 2009.

GRANTS, AWARDS AND HONORS

PJHR Travel Grant 2018
Sabbatical 2009-2010
EWC-International Conference Travel Grant 2010
EWC-International Conference Travel Grant, 2006
Japan Studies Travel Grant, 2006
Israel Studies Conference Grant-Spring, 2002.
Asian Values and Human Rights Conference Grant-Spring, 2002.
Asian Institute Infusing Grant, 2002.
East West Center Summer Fellowship 2000.
American Political Science Assoc. (Best Book in Ecological and Transformational

Politics), 1999.

SERVICE

University, College, Department Service

Broward Faculty Advisory Board Member, 2019-present
College Promotion and Tenure Committee, 2010-2016, 2018-present
FAU Harbor Branch Pillar Member, 2017-present.
Ph.D. Committee, Tammie Marcus, 2017-present.
Peace, Justice, and Human Rights (PJHR) Fellow 2015- present
Political Science Graduate Committee 2010-present
Ocean Science and Engineering Environment Sciences Committee 2015-2017
Davie Campus Recreation Advisory Board 2014-2019
College Asian Studies Committee 2003-2017
College Faculty Assembly 1990-present.
Dean's Management Council 2008-2009.
American Politics Search Committee 2007-2008.
Chair, Thesis Committee-William Hicks, 2007-2008.
Thesis Committee-Rebekah Israel, 2007-2008.
Thesis Committee-Katrina Herring, 2006-2008
Florida-Israel Advisory Board, 2006-2010
Chair, International Relations Search Committee 2006-2007.
Chair, Comparative Politics Search Committee 2006-2007.

Community Service

President, University of Hawaii/East West Center Alumni Association of Florida, 2000-2018.
Asian Business Committee, 1999-2012.
Miami Dade-Taipai Committee, 1999-2012.

Professional Service

(International, National, State)

President, Florida Political Science Association, 1999-2001.
Section Chair, Florida Political Science Association, 2001 Conference (International Politics).
Ecological and Transformational Book Award Committee, 1999-2012.

RENAT SHAYKHUTDINOV

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Positions:

Associate Professor, Department of Political Science, Florida Atlantic University, Boca Raton, Florida, May 2013 – present

Director, Peace Studies Program, Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University, Boca Raton, Florida, August 2013 – May 2016

Assistant Professor, Department of Political Science, Florida Atlantic University, Boca Raton, Florida, August 2007 – May 2013

Graduate Assistant Lecturer / Graduate Teaching Assistant, Department of Political Science, Texas A&M University, College Station, Texas, August 2004 – August 2007

Graduate Research Assistant, Department of Political Science, Texas A&M University, College Station, Texas, August 2000 – August 2004

Academic Record:

Ph.D., Texas A&M University, College Station, Texas, August 2007
Fields: Comparative Politics, International Relations, Post-Communist Institutions
Committee: Alexander C. Pacek (chair), Maria C. Escobar-Lemmon, Nehemia Geva, Susan A. Lynham, Guy D. Whitten

B.A., Boğaziçi University (University of Bosphorus), Istanbul Turkey, 2000

Other Educational Experience:

Inter-university Consortium for Political and Social Research (ICPSR), *Quantitative Research Methods in the Study of Russia and Eastern Europe*, University of Michigan, Ann Arbor, Michigan, Summer 2002

Awards and Honors:

College of Arts and Letters nomination for the 2012-13 Scholar of the Year Award, Florida Atlantic University, 2013

Certificate of Appreciation for outstanding contribution and dedication to the Peace Studies Program and its Mission, Florida Atlantic University, 2008

Nomination by the Department of Political Science for a University-wide Distinguished Graduate Student Award for Excellence in Teaching, Texas A&M University, 2006

Publications:

Book Chapters

Shaykhutdinov, Renat. "Volga Tatars: Continuing Resilience in the Age of Uncertainty". Forthcoming 2019. In *The Palgrave Handbook of Ethnicity*, Steven Ratuva, ed., Section "The State, Society, and Ethno-politics", section ed. Joseph R. Rudolph Jr., Palgrave Macmillan. DOI: 10.1007/978-981-13-0242-8_148-2.

Renat Shaykhutdinov. "The Terrorist Attacks in the Volga Region, 2012–13: Hegemonic Narratives and Everyday Understandings of (In)security". 2018. In *Critical Approaches to Security in Central Asia*, 1st ed., Edward Lemon, ed., Routledge (reprint of the *Central Asian Survey* article).

Shaykhutdinov, Renat. "Russia and the Northern Caucasus: The Continuing Unrest". 2016. In *Encyclopedia of Modern Ethnic Conflicts*, 2nd ed., Joseph R. Rudolph Jr., ed., Santa Barbara, CA: ABC-CLIO: 535-548.

Peer-Reviewed Journal Articles

Shaykhutdinov, Renat. 2019. "Socialization, Rationality, and Age: Generational Gaps and the Attitudes toward the Chechen War in Russia," *Politics & Policy* 47(5):931-955. DOI: 10.1111/polp.12323.

Shaykhutdinov, Renat. 2018. "Investigating the Prospects for Reform Movements in the Muslim World: Conditions and Initial Evidence," *Islamology* 8(2), 40-56. DOI: 10.24848/islmlg.08.2.03.

Achilov, Dilshod and Renat Shaykhutdinov. 2018. "Creative Thinking and Collective Mobilization in the Muslim World," *Religion, State & Society* 46(4), 328-350. DOI: 10.1080/09637494.2018.1484612.

Shaykhutdinov, Renat. 2018. "The Terrorist Attacks in the Volga Region, 2012-13: Hegemonic Narratives and Everyday Understandings of (In)security," *Central Asian Survey* 37(1): 50-67. DOI: 10.1080/02634937.2018.1436137.

Shaykhutdinov, Renat and Dilshod Achilov. 2014. "Islam, Islamism, and Collective Action in Central Asia," *Trames: A Journal of the Humanities and Social Sciences* 18(4): 383–405. DOI: 10.3176/tr.2014.4.05.

Tatari, Eren and Renat Shaykhutdinov. 2014. "Muslims and Minority Politics in Great Britain", *Journal of Muslim Minority Affairs* 34(1): 22-44. DOI:

10.1080/13602004.2014.888282.

Achilov, Dilshod and Renat Shaykhutdinov. 2013. “State Regulation of Religion and Radicalism in the Post-Communist Muslim Republics.” *Problems of Post-Communism* 60(5): 17-33. DOI: 10.2753/PPC1075-8216600502.

Shaykhutdinov, Renat. 2013. “Accommodation of Islamic Religious Practices and Democracy in the Post-Communist Muslim Republics.” *Politics and Religion* 6(3): 646-670. DOI: 10.1017/S1755048312000764.

Achilov, Dilshod and Renat Shaykhutdinov. 2011. “Islamic Revival, Education and Radicalism in Central Asia.” *Journal of Central Asian Studies* XX(1): 37-60.

Holman, Mirya and Renat Shaykhutdinov. 2012. “The Chechen War and an Emerging Gender Gap in Russia.” *Canadian Slavonic Papers / Revue canadienne des slavistes*. LIV(1–2), March-June 2012 / mars-juin 2012: 87-112.

Shaykhutdinov, Renat and Belinda Bragg. 2011. “Do Grievances Matter in Ethnic Conflict? An Experimental Approach.” *Analyses of Social Issues and Public Policy* 11(1): 141-153. DOI: 10.1111/j.1530-2415.2011.01240.x.

Shaykhutdinov, Renat. 2011. “Education for Peace: Explaining the Protest Strategy of Ethnic Movements.” *Journal of Peace Education* 8(2): 143-155. DOI: 10.1080/17400201.2011.589252.

Shaykhutdinov, Renat. 2011. “Ideology Games of Conservatives and Socialists: In the Pursuit of Difference.” *Journal of Ideology* 33: 1-26.

Tatari, Eren and Renat Shaykhutdinov. 2010. “State Response to Religious Revivalism in Post-Soviet Central Asia.” *European Journal of Economic and Political Studies* 3(2): 85-110.

Shaykhutdinov, Renat. 2010. “Peaceful Tactics and Territorial Autonomy Formation: Analyzing Post-Soviet Transformation.” *The International Journal of the Humanities* 8(1): 315-326.

Shaykhutdinov, Renat. 2010. “Give Peace a Chance: Nonviolent Protest and the Creation of Territorial Autonomy Arrangements.” 2010. *Journal of Peace Research* 47(2): 179-196. DOI: 10.1177/0022343309353109.

Shaykhutdinov, Renat, Andrew Konitzer, Alexander C. Pacek, and Vladimir Zvonovskii. 2010. “Education, the Economy, and Post-Materialist Values in Russia: New Evidence from the Chechnya Conflict.” *European Journal of Economic and Political Studies* 3(1): 101-120.

Presentations (shortened)

Shaykhutdinov, Renat. "Assessing Muslim Women Power: Islamism, Political Engagement, and the Gender Gap." Presented at the 2019 Western Political Science Association Meeting, San Diego, California, April 18-20, 2019.

Shaykhutdinov, Renat. "Central Asia and Russia: Contentious Cooperation." Presented at the 2019 International Studies Association Meeting, Toronto, Ontario, Canada, March 27-30, 2019.

Shaykhutdinov, Renat. "Regulation of Religion, Radical Discourses and Extremist Attitudes in the Ex-Communist Muslim Republics." Presented at the 2019 International Studies Association Meeting, Toronto, Ontario, Canada, March 27-30, 2019.

Shaykhutdinov, Renat. "Religion, Nationalism, Violence: Middle Volga and North Caucasus in Comparative Perspective." Presented at the University of Oslo, Department of Literature, Area Studies and European Languages, Oslo, Norway, November 23, 2018.

Shaykhutdinov, Renat. "Permissive and Dismissive Regulation of Religion, Radicalization of Discourse and Extremist Attitudes in the Ex-Communist Muslim Republics." Presented at the International Conference on Religious Violence and Extremism, *Journal of Law, Religion and State*, Bar Ilan University, Ramat-Gan, Israel, May 28-30, 2018.

Shaykhutdinov, Renat. "Accommodation of Religious Diversity in the Ex-Communist Muslim Republics." The 2018 Association for the Study of Nationalities (ASN) World Convention, Columbia University, New York, New York, May 3-5, 2018.

Shaykhutdinov, Renat. "Assessing Muslim Women Power: Islamism, Political Engagement, and the Gender Gap." Presented at the 2018 International Studies Association Meeting, San Francisco, California, April 4-7, 2018.

Shaykhutdinov, Renat. "Security Concerns, Regulation of Religion, and Violence." The Policy Studies Organization, Middle East Dialogue: A New Collective Vision Conference, the Historic Whittemore House, Washington, DC, March 23, 2018.

Shaykhutdinov, Renat. "Accommodation of Religious Diversity in the Ex-Communist Muslim Republics." Presented at the First International Biennial Conference and Graduate Workshop on the Persianate World and Central Eurasia, Oklahoma State University, Stillwater, Oklahoma, February 21-24, 2018.

Shaykhutdinov, Renat. "Generation Gap and the Attitudes toward the Chechen war in Russia." Presented at the First International Biennial Conference and

Graduate Workshop on the Persianate World and Central Eurasia, Oklahoma State University, Stillwater, Oklahoma, February 21-24, 2018.

Shaykhutdinov, Renat. "Thinking Outside the Box: Islam, Innovation, and Democracy in Muslim World." Presented at the 2017 International Studies Association International Conference, Hong Kong, June 15-17, 2017.

Shaykhutdinov, Renat. "A Multi-Level Survey of the Perspectives on Terrorist Incidents in the Post-Soviet Region: The Case of Middle Volga." The 2017 Association for the Study of Nationalities (ASN) World Convention, Columbia University, New York, New York, May 4-6, 2017.

Shaykhutdinov, Renat. "Thinking Outside the Box: Islam, Innovation, and Democracy in Muslim World." Presented at the 2017 Midwest Political Science Association Meeting, Chicago, Illinois, April 6-9, 2017.

Shaykhutdinov, Renat. "Accommodation of Religious Diversity in the Ex-Communist Muslim Republics." Presented at the 2017 International Studies Association Meeting, Baltimore, Maryland, February 22-25, 2017.

Shaykhutdinov, Renat. "Who? Why? and How?: A Multi-Level Survey of the Perspectives on Terrorist Incidents in the Post-Soviet Region." Presented at the 2016 International Studies Association Meeting, Atlanta, Georgia, March 16-19, 2016.

Shaykhutdinov, Renat. "Explaining Accommodation of Ethno-Religious Practices in the Post-Communist Eurasia." Presented at the 16th Annual Conference Central Eurasian Studies Society, Central Asia program, IERES, George Washington University, Washington, DC, October 15-18, 2015.

Shaykhutdinov, Renat. "Islam, Social Networks, and Collective Mobilization in the Post-Soviet Space." Presented at the 2015 American Political Science Association Meeting, San Francisco, CA, September 3-6, 2015.

Shaykhutdinov, Renat. "The Politics of Education, Religion, and Nationhood in the Middle Volga." Presented at the *Colonizing and De/Re-Colonizing Nations: A Research Inquiry into Communist Practices 25 Years Later* International Research Conference, Peace Studies Program/Peace, Justice, Human Rights Initiative, Florida Atlantic University, Boca Raton, Florida, March 12-13, 2015. http://www.fau.edu/artsandletters/events/communist-practices-conference.php

Shaykhutdinov, Renat. "Religion and Nonviolent/Violent Action: Toward a General Theory." Presented at the Peace Builders Conference, Morehouse College, Atlanta, Georgia, April 8-10, 2015.

Shaykhutdinov, Renat. "The State, the Group, or Both? Towards a Synthetic Explanation of the Relationship between Islam and Secular States in Western Eurasia." Presented at the 2015 International Studies Association Meeting, New Orleans, Louisiana, February 18-21, 2015.

Shaykhutdinov, Renat. "Advances and Challenges in Comparative Ethnic Conflict Education." Revised version. Presented at the 2014 American Political Science Association Meeting, Washington, DC, August 28-31, 2014.

Shaykhutdinov, Renat. "Islam, Islamism, and Collective Action in the Muslim-Majority States: The Case of Central Asia." Presented at the 2014 American Political Science Association Meeting, Washington, DC, August 28-31, 2014.

Shaykhutdinov, Renat. "Advances and Challenges in Comparative Ethnic Conflict Education." Presented at the 2014 International Summit on Conflict Resolution Education, George Mason University, Fairfax, VA, June 11-16, 2014.

Shaykhutdinov, Renat. "Identity, Grievance, and Nonviolent Protest." Presented at the 2014 International Studies Association Meeting, Toronto, Canada, March 26-29, 2014.

Shaykhutdinov, Renat. "Islam, Islamism, and Collective Action in Central Asia." Presented at the *Nonviolence, Violence, Ethnicity and Religion in Eurasia* Research Workshop, Peace Studies Program, Florida Atlantic University, Boca Raton, Florida, March 14, 2014. http://www.fau.edu/peacestudies/pdf/PS-Nonviolence%20event-P.pdf

Shaykhutdinov, Renat, with Fawn Coba. "Explaining State Policies of Accommodation of Islamic Religious Practices in Europe." Presented at the 2013 Southern Political Science Association meeting, Orlando, FL, January 3-5, 2013.

Shaykhutdinov, Renat. "The Moderating Effects of Identity on the Link between Grievance, Frustration, and Nonviolent Protest." Presented at the Workshop on Data on Non-Violent Conflict, Uppsala, Sweden, October 12-13, 2012.

Shaykhutdinov, Renat. "The Moderating Effects of Identity on the Link between Grievance, Frustration, and Nonviolent Protest." Presented at the Workshop on Data on Non-Violent Conflict, Uppsala, Sweden, October 12-13, 2012.

Shaykhutdinov, Renat. "Illiberal Minorities, Territorial Concessions, and the West vs. East Divide: A Myth or a Reality?" Presented at the 2012 International Studies Association Meeting, San Diego, CA, April 1-4, 2012.

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EDUCATION

- Ph.D. — University of Florida, American Politics, Political Behavior, and Research Methodology of Political Science, 2005
- M.A. — University of Florida, International Relations, 2002
- J.D. — University of Florida, 1996
- Certification — Russian Academy of Sciences, Russian Language, 1993
- B.A. — Florida State University, International Relations, 1993

PROFESSIONAL EXPERIENCE

- Professor and Chair, 2017- — Department of Political Science, Florida Atlantic University, Boca Raton, FL
- *Associate Professor*, 2012-2016 — Department of Political Science, Florida Atlantic University, Boca Raton, FL
- *Assistant Professor*, 2006-2012 — Department of Political Science, Florida Atlantic University, Boca Raton, FL

- *Attorney at Law* 1996-2000 — Scott, Harris, Bryan, Barra & Jorgensen, P.A. Palm Beach Gardens, FL
- *Teaching Fellow* 1994-1996 — College of Law, University of Florida, Gainesville, FL
- *Judicial Law Clerk* 1995 — Sixth Judicial Circuit of Florida

PUBLICATIONS AND RESEARCH ACTIVITIES

Refereed Journal and Law Review Articles:

- Kevin Wagner (with Jason Gainous and Andrew Segal) "Is the equalization/normalization lens dead? Social media campaigning in US congressional elections." *Online Information Review* (2018) https://doi.org/10.1108/OIR-08-2017-0247
- Kevin Wagner (with Jason Gainous and Jason Abbot). "Political Tinder Box: Critical Information Flows and Participation in a Semi-Closed State." *Political Behavior* (2018). https://doi.org/10.1007/s11109-018-9456-6
- Kevin Wagner (with Amanzhol Bekmagambetov, Jason Gainous, Zhaxylyk Sabitov, Adil Rodionov & Bagysh Gabdulina. "Critical social media information flows: political trust and protest behaviour among Kazakhstani college students." *Central Asian Survey* (2018). DOI: 10.1080/02634937.2018.1479374
- Kevin Wagner (with Jason Gainous and CE Ziegler). "Digital media and political opposition in authoritarian systems: Russia's 2011 and 2016 Duma elections." *Democratization* 24(1): 1-18 (2018).
- Kevin Wagner (with Jason Gainous and Trisha Grey). "Digital Information Consumption and External Political Efficacy in Latin America: Does Institutional Context Matter." *Journal of Information Technology and Politics* 14(1): 1-15 (2017).
- Kevin Wagner (with Jason Gainous and Mirya Holman). "I am Woman, Hear me Tweet! Gender Differences in Twitter Use among Congressional Candidates." *Journal of Women, Politics & Policy* 38(2): 1-26 (2017).

- Kevin Wagner (with Jason Gainous and Trisha Grey). “Gender and the Digital Divide in Latin America.” *Social Science Quarterly*: doi:10.1111/ssqu.12270 (2017).

- Kevin Wagner (with Jason Gainous and Trisha Grey). “Internet Freedom and Social Media Effects: Democracy and Citizen Attitudes in Latin America.” *Online Information Review* 40: 4 (2016).

- Kevin Wagner (with Dukong Kim and Jeremy Hagler). “Stand Your Ground in Florida: The Effect of Race, Location and Weapons on Convictions.” *Ralph Bunche Journal of Public Affairs* (2016) 5(1): 1-10.

- Kevin Wagner (with Jason Gainous and Jason Abbott). “Civic Disobedience: Does Internet Use Stimulate Political Unrest in East Asia?” *Journal of Information, Technology and Politics* (2015) 12(1): 219-236.

- Kevin Wagner (with Jason Gainous). “Digital Uprising: The Internet Revolution in the Middle East.” *Journal of Information, Technology and Politics* (2013) 10(3): 261-275.

- Kevin Wagner (with Jason Gainous) "Bowling Online: The Internet and the New Social Capital." *The Commonwealth Review of Political Science*. Volume 1, Number 1 (2013) 4-26.

- Kevin Wagner, et. al. "State Parties 2.0." *The International Journal of Technology, Knowledge and Society* (2013) 9(1): 99-112.

- Kevin Wagner, et. al. “Traditional Cleavages or a New World: Does Online Social Networking Bridge the Political Participation Divide?” *Journal of Politics, Culture and Society.* (2013) 26(2): 145-158.

- Kevin Wagner. “Edmund Burke and Adam Smith: Understanding the Divisions in Conservative Thought.” *The Political Chronicle* (2012) 21(2) 7-21.

- Kevin Wagner, “Rewriting the Guarantee Clause: How Courts Validate Political Change,” *Willamette Law Review* (2010) 47(1) 47-84.

- Kevin Wagner (with Jason Gainous). “Electronic Grassroots: Does Online Campaigning Work.” *Journal of Legislative Studies* (2009) 15(4) 502-520.

- Kevin Wagner (with Eric Prier). “Running Unopposed: Assessing the Impact of Term Limits on Competition in Florida and Maine.” *Journal of Politics and Policy* (2009) 37(1): 101-125.

- Kevin Wagner and (with Jason Gainous). "The Electronic Ballot Box: Class, Age and Racial Bias on the Internet." *American Review of Politics* (2007) 28 (Spring): 19-35.

- Kevin Wagner and Jeff Gill. "Bayesian Inference in Public Administration Research: Substantive Differences from Somewhat Different Assumptions." *International Journal of Public Administration*. 28:1/2, 5-35 (2005).

Books:

- *Tweeting to Power: Social Media Revolution in American Politics*. Oxford University Press (2014). ISBN-10: 0199965099

- *Rebooting American Politics: The Internet Revolution*. New York: Rowman and Littlefield Press (2011). ISBN-10: 1442210508.

Book Chapters:

- Kevin Wagner and Eric Prier. "Assessing The Florida Legislature." In *Government and Politics in Florida* (4th ed) edited by J. Edwin Benton, Gainesville, FL: University Press of Florida (Forthcoming 2016).

- Kevin Wagner and Jason Gainous. "Mena and the Internet: Technology and the Democratic Divide." In *Assessing Mena Political Reform, Post-Arab Spring*, edited by Brian Robert Calfano, Lonfon, UK: Lexington Books (2014).

- Kevin Wagner and Eric Prier. "The Florida Legislature." In *Government and Politics in Florida* (3rd ed., pp. 152-180) edited by J. Edwin Benton, Gainesville, FL: University Press of Florida (2008).

Other Publications:

- Kevin Wagner. "Keeping Political Science Relevant." *Florida Political Chronicle* (2014) 23(1): 5-6.

- Kevin Wagner. "City of Cincinnati v. Discovery Network: Constitutional Protections for Commercial Speech," in David L. Hudson, David A. Schultz, & John R. Vile, eds. *The Encyclopedia of the First Amendment*, 1st ed. 2008.

- Kevin Wagner. "Bush v. Gore: Law and Politics in American Elections," in David Schultz ed., *The Encyclopedia of the Supreme Court*, 1st ed. 2005.

- Kevin Wagner. "Layer Cake Federalism," in Joseph R. Marbach, Troy E. Smith, Ellis Katz, eds. *Federalism in America: An Encyclopedia*, 1st ed., 2005.

- Kevin Wagner. "Mapp v. Ohio: Applying the Exclusionary Rule to States," in David Schultz and John R. Vile, eds., *The Encyclopedia of Civil Liberties in America*, 1st ed. 2004.

- Kevin Wagner. "Adderly v. Florida: Restricting Protests on Public Property," in David Schultz and John R. Vile, eds., *The Encyclopedia of Civil Liberties in America*, 1st ed. 2004.

- Kevin Wagner. Review of Eric Prier. *The Myth of Representation and the Florida Legislature: A House of Competing Loyalties, 1927-2000*. (Gainesville, FL.: University Press of Florida 2003) in *the Journal of Social Science*.

Work in Progress:

- Kevin Wagner (with Jason Gainous). Social Media and Protest Behavior in a Restrictive Traditional Media Environment: The Case of the Philippines. Under review at *Social Science Computer Review*.
- Kevin Wagner (with Duhkong Kim and Monica Escalares). "Linked Fate and Vote Choice." Under review at *Politics and Policy*.
- Kevin Wagner (with Jason Gainous). "Surfing to Extremes: How Social Media Causes Political Polarization." Under review at *British Journal of Political Science.*

FUNDED RESEARCH PARTICIPATION

- WhatsApp Research Awards for Social Science and Misinformation - $50,000. Under review.
- Lifelong Learning Association – Professorship in Current Affairs 2017-18: $5,000.
- Advanced Campaigning Research and Development - $1,500 from Cornerstone Solutions.
- Advanced Campaigning Research and Development - $6,000 from the College of Arts and Letters Advisory Committee.
- Lifelong Learning Association – Travel Research Grant $1,000.
- Lifelong Learning Association – Professorship in Current Affairs 2013-14: $5,000.
- Jack Miller Forum. Jack Miller Forum for Civics Education grant for Constitution Day 2012-17. $2000 per year.

HONORS AND AWARDS

- 2017/18 - Lifelong Learning Society Distinguished Professor in Current Affairs.
- 2014 – Dorothy F. Schmidt College of Arts and Letters: Scholar of the Year Nominee.
- 2013/14 - Lifelong Learning Society Distinguished Professor in Current Affairs.
- Fall 2009 – Best Paper, Annual Meeting of the Kentucky Political Science Association.

TEACHING

Specialization:

- POS 2041 American Federal Government
- POS 3691 Law and American Society
- POS 4204 Public Opinion and American Politics
- POS 4275 Advanced Campaigning (Developed Course)
- POS 4603 Constitutional Law: Government Powers and Limits
- POS 4604 Constitutional Law: Civil Rights and Liberties
- POS 4674 Judicial Politics
- POS 4734 Research Methods in Political Science
- POS 2012 State and Local Politics
- POS 4182 Florida Politics
- POS 4235 Media in Politics
- POS 4258 Politics in Film and Fiction
- POS 4253 Political Parties and Interest Groups
- Graduate: Seminar in American Government
- Graduate: Political Behavior
- Graduate: Research Design
- Graduate: Internet Politics (Developed Course)
- Graduate: Media in Politics
- Southern District of Florida and District of Arizona

College of Arts and Letters
Political Science
Program Review
February 20-21, 2020

Review Team
Robert M. Howard (Georgia State University)
Mack C. Shelley (Iowa State University)
Evonne M. Rezler (Florida Atlantic University)

OVERVIEW

On February 20-21, 2020, the team of Dr. Robert Howard, Dr. Mack Shelley, and Dr. Evonne Rezler reviewed FAU's Department of Political Science (PS) and its academic programs, in the College of Arts and Letters at FAU. Dr. Aimee Aries, Associate Dean of Research and Creative Achievement, College of Arts and Letters, provided the reviewers with a self-study and associated documentation for its programs. A detailed itinerary was provided, and Department Chair Dr. Kevin Wagner and his faculty together with the Department's Program Assistant Jacqueline Nichols provided exemplary logistical support. During the site visit the review team met with:

- Russell Ivy, Senior Associate Provost for Programs and Assessment
- Michael Horswell, Dean, College of Arts and Letters
- Karin Scarpinato, Senior Associate Vice President for Research
- Kevin Wagner, Chair, Department of Political Science
- Faculty: Angela Nichols, Assistant Professor; Steven Roper, Professor; Renat Shaykhutdinov, Associate Professor; Annette LaRocco, Assistant Professor; Robert Rabil, Professor; Marshall DeRosa, Professor and Director of Undergraduate Studies; Rebecca LeMoine, Assistant Professor; Timothy Lenz, Professor; Dukhong Kim, Associate Professor; Mehmet Gurses, Professor and Director of Graduate Studies; Eric Prier, Professor and Senior Research Associate at FAU Public Procurement; and Jeffery Morton, Professor.
- Graduate and undergraduate students
- Edward Pratt, Dean, Undergraduate Studies (via a WebEx interview on 3-4-2020)

The findings below are based on a review of the self-study document, and the information shared by faculty, students, and administrators during the February 20th and 21st, 2020 site visit, and an interview with Dean Pratt on March 4th 2020.

Strengths of the Department

The Department of Political Science at Florida Atlantic University has several 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 faculty and the administrative representatives all spoke of the strong leadership provided by the Chair, Kevin Wagner. It is an extremely collegial, warm, and welcoming department that creates a nurturing environment for young faculty, and allows all faculty to concentrate on teaching and research. The level of collegiality was quite noticeable to the review team, and it seems to be exceptional compared to other departments in the university and in comparison to other political science departments at other colleges and universities throughout the United States.

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. For example, in the past three years the four-year FTIC graduation rate has averaged 46.1%, well above the college average of 42.0%, and university average of 37.1%. 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, as well as being in the forefront, along with other departments, of designing a Masters-level program in Data Science.

Discussions with undergraduate majors and graduate students reinforce this creativity and these data. We spoke with a cross section of students, including both undergraduate majors and graduate students. Of the undergraduate majors some were traditional students, starting right after high school, while others were non-traditional, coming back to school after some time in the workforce. Some became political science majors as soon as possible after enrolling, while others were formerly majoring in other departments and disciplines, including computer science. All of the undergraduates spoke of the accessibility, dedication, and support of the faculty, while also noting the intellectual rigor and difficulty of the classes and the material. They also told of the individual attention and care they received from their professors in the department. In addition, they spoke very strongly about the relevancy of their political science degrees. Most mentioned that they thought the degree would be helpful in getting a job, and that they were well prepared for the workforce. The students noted that the professors emphasized both the theoretical and practical aspects of a political science education. The graduate students also spoke of the dedication of the faculty, and the opportunity to learn concrete teaching and research skills.

In meeting with the faculty, the reviewers were impressed with the conscientiousness with which they spoke of their commitment to their students, and the effort they put forth in their classrooms. In thinking about growth and additional lines for the department, the initial response of the faculty was to emphasize teaching over research needs.

This is not to say that the department does not have a strong research record and agenda. The faculty take research very seriously and are justifiably proud of their productivity. 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 fits in well with the vision, mission, and values of Florida Atlantic University. The department is clearly promoting and providing innovation in teaching and outstanding research, and has significant public engagement through Professor Morton's Leon Charney Diplomacy program and the engagement of several faculty with the lifelong learning series. Through these programs the department contributes to the values of the university by promoting lifelong learning, and plays a vital role in the life of the surrounding community.

Finally, as shown through the key performance indicator metrics, and through the comments of the students, the department clearly contributes to preparing students to fulfill productive destinies in the workplace and in society through its emphasis on broader practical skills. Political Science majors graduate with basic data analysis training, and with the development of the Masters in Data Science students will have the necessary skill set to deal with all the issues of the 21st century.

Challenges/Threats Faced by the Department

Most of the challenges and threats faced by the department are external. These include, but are not limited to, the university's location in an expensive area, changing student population, an increasing emphasis on STEM education at the institution, the transition in the nature and character of the university, challenges of satellite campuses, and lack of sufficient female and minority representation in the faculty. We will assess each of these in order.

Cost: Almost all of the faculty mentioned the high cost of living with a university located in the City of Boca Raton and Palm Beach County. Housing, transportation, and other costs are much higher than both the Florida and national averages, making it difficult for younger faculty to purchase housing. In addition, as the department's self-study notes, the department cannot offer salaries competitive with peer and aspirational institutions. The starting salary for instructors is $40,000 and it is $60,000 for tenure track faculty. That is significantly lower than other peer institutions. Thus, despite the obvious attractions of an excellent university and department that are located in a warm weather, culturally diverse area, the department has difficulty attracting and retaining high-performing faculty. In the long-term, this will adversely impact the ability of the department to attract a more diverse faculty.

The difficulty with cost of living is not limited to younger, untenured faculty. Several of the more senior faculty complained of the salary structure, and that there are both compression and inversion issues in salary.

Student population: While the department has seen an increase in the number of students taking political science classes, the number of majors has declined. There has been a decline in the number and percentage of students attending law school since the great recession. Since political science often draws majors from those interested in attending law school, this is another external force behind the decline in majors.

System and university emphasis on STEM: While the university values all types of education, the Strategic Plan's emphasis on Pillars and Platforms means that science and technology will command significant resources from the university. Political Science faculty are actively exploring ways that they may align themselves within the pillars and platforms through curriculum changes and innovations such as the Masters in Data Science, and through exploration of federal funding. Federal funding agencies such as the National Science Foundation are learning to recognize the key role of the social sciences and humanities in incorporating expertise related to the broader impacts and the potential policy implications in the United States and globally of STEM research initiatives. Political Science could be in a good position to contribute in these and other aspects of the pillars and platforms.

University Transition: The university is transitioning in its mission and values. Its leadership clearly wants to move the institution from the status of a regional university to that of a national university and is prepared to invest resources to promote this transition. There is an expectation that faculty will work to obtain revenue-generating grants to help achieve this goal and national prominence. There are inherent difficulties within the discipline of political science that limits its ability to work towards this transition. First, the most prominent revenue-generating federal agencies for social science, such as the National Science Foundation and the Department of Defense Minerva program, are continually threatened with significant cuts or elimination by various members of Congress or the executive branch. Second, these grants are always going to be for much smaller numbers of research dollars than what is available in the natural and computation sciences. Finally, there are structural issues. Currently the Division of Research at FAU operates under a self-sustaining model, and thus receives all of its funding through faculty grant generation. Because of this limitation it returns a much smaller percentage of the overhead revenue-generating portion to the faculty and sponsoring department than do other peer and aspirational institutions. This reduces the incentive of faculty, particularly in the social sciences, to generate external grants.

Satellite campuses: Two full-time faculty and the current untenured faculty who are required to teach one course per academic year staff the Davie Campus. This is about 27 miles from the main campus and, depending on traffic, approximately 45 minutes to an hour drive. While both faculty who teach at this campus full-time emphasized that they do not feel isolated or separated from the department, this combination of distance and travel time does lessen the opportunities for some collaborative efforts. In addition, since new faculty members must teach one course a year in Davie, this means that the three tenure-track women in the department are the only members of the Boca Raton campus who teach and travel to the satellite campus. This gives the appearance of appropriateness for a department and university committed to diversity and inclusion.

Lack of minority and women faculty particularly at the senior faculty level: Currently there are only three full-time tenure-track women in the department, and all three are at a relatively junior Assistant Professor level. While one woman, Aimee Arias, is an Associate Professor, she is currently an Associate Dean for Research and not a full-time member of the Department. One other woman, Kristin Shockley, is a Senior Instructor. The rest of the department are men and all of the Full Professors are male. There are currently no African American, nor Latinx faculty.

Progress on Recommendations from Previous Program Review

The previous Academic Program Review was conducted in 2013. In general, the Department has made good progress toward responding to the recommendations of that review and to fulfilling their objectives regarding personnel, curriculum, and outreach.

Personnel: Dr. Annette LaRocco and Dr. Angela Nichols were hired as Assistant Professors to fill the requested faculty replacement positions. LaRocco specializes in African politics and conservation policy, and Nichols focuses on human rights. The three requested new Graduate Teaching Assistant positions were obtained. A faculty member at the Davie campus was reassigned to the Boca Raton campus. The number of tenured and tenure-earning faculty has remained steady as has the number of Instructors, instead there has been an increase in the numbers of Adjuncts and Graduate Teaching Assistants.

Curriculum and Students: In response to the department faculty members' request to play a role in the doctoral program of the College of Arts and Letters, they now have increased access through the Ph.D. track in Social Science. Large-enrollment classes were added to the department's course offerings. The department's review of requirements for the Political Science major resulted in the addition of Honors Introduction to World Politics and effectuated a better balance between courses in American Politics and those in International Relations and Comparative Politics. The department revised its Honors in the Major program. Undergraduate enrollment has increased, graduate enrollment is static, and the numbers of both undergraduate and graduate majors have slightly declined. Average undergraduate class size has declined modestly, while mean graduate course enrollment has changed only slightly. The number of undergraduate courses offered has increased noticeably, while the number of graduate courses has been fairly stable with a slight increase. The number of degrees awarded has fluctuated in a narrow range, and has not changed appreciably.

Outreach: Some progress was made regarding recommendations to redesign and update its webpage and to add a newsletter.

On balance, the Department appears to have been successful in responding to recommendations from the previous external review and does a highly commendable job in fulfilling its mission in times of resource constraints.

Recommendations Concerning Program Goals Discussed in Self-Study and Questions for Review Team

Each threat, of course, provides an opportunity. The department recognizes this and notes in its self-study that the Program Goals of the Political Science Department support the University's goals and strategic plan. Specifically, the department seeks to enrich the education experience of its students, inspire research, and foster community engagement. In support of these goals the department has begun an engagement in the Writing Enrichment Curriculum (WEC), a new Political Communication Lab, and the aforementioned Masters in Data Science.

In this section we make our ***recommendations*** concerning these program goals through the

questions that the department also has asked of the review team. They are:

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?

The gender and ethnicity imbalance is closely associated with the department's aspirations to inspire research and support the strategic plan's emphasis on pillars and platforms. ***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.***

Several research areas would help, but ***we recommend that the department hires are all skilled in quantitative methodology and can teach graduate-level courses in methodology and data analysis.*** Currently three members of the department have high-level quantitative data skills. That is less than most of the aspirational and peer research departments in Political Science and insufficient to train the next generation of graduate students, particularly when the department is at the forefront of the Masters in Data Science.

The department can hire a methodologist who specializes in substantive areas that would enhance FAU's Pillars and Platforms and increase diversity. For example, the department can seek to hire someone who researches policy questions either in health care or the environment – both specific areas of the pillars. ***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.

As for the second question, engaging in grant writing for revenue generating grants is challenging but more can be done to encourage the faculty to engage in such pursuits. While not necessary for promotion and tenure, it will generate revenue for the department and the investigator on the grant and greatly enhance the reputation of the department and the individual scholar. In short, it is a necessary condition for movement towards aspirational status.

We note that the department already rates the writing and submission of external grants as one of the possible requirements for a rating of "outstanding" in the Annual Review process. We encourage this and encourage the department to do more. ***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.***

In discussing the final question, the review team notes that although the numbers of majors in political science has declined, the number of students taking courses has increased. This indicates that political science courses remain very popular with the students. The goal is to move these students from just taking courses to becoming majors.

The department has teaching strengths that could encourage this movement. First, they have several scholars who teach and research in public law. Dr. Wagner has a law degree, and Dr. Lenz has engaged in significant teaching and research in this area. Dr. Roper teaches International Law. Many students who go on to law school are political science majors. 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>

We noted earlier the difficulty of traveling between Boca Raton and the Davie Campus and how this burden was distributed unequally between junior and senior faculty and between genders. The commuting burden falls on the three female untenured faculty members. In discussions with the Provost's and Dean's offices, we make several recommendations.

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.

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

Presented by: Dr. Michael Horswell, Dean of Dorothy F. Schmidt College of Arts and Letters

Phone: 561.297.3803

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



11/1F3A/2U018Assessment
Assessment Database - Dashboard
eprier- Plan Reporter
Plan Period: 2017-2018
Assessment Plan Summary
College/Division
Arts & Letters

Department: Political Science | Program: BA Political Science | Plan Type: Learning Outcomes Plan

Plan Status: Plan submitted for review | Updated: 05/01/2018 | Plan developed by: Eric Prier

Plan Approvers: Aimee Arias and Kevin Wagner

This plan currently has 3 outcomes

OUTCOME 1
Description and Methodology | Outcome Description
Students in Political Science will demonstrate an understanding and knowledge of the major vocabulary concepts, theories, and fact s about political structures and processes in political institutions, political behavior, and public policy.

Academic Learning Categories related to this outcome:
1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge
2) Communication including Oral Communication; and Written Communication
3) Critical Thinking including Practical Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:
1) Quality: Continuously-assessed and evolving best practices.
2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)
1) Big Data Analytics
2) Global Perspectives and Participation
3) Peace, Justice and Human Rights

OUTCOME 2
Description and Methodology | Outcome Description

Students in Political Science will analyze information and data related to quantitative and qualitative research by applying the basic principles of scientific methodology including; (1) the nature of scientific explanations, (2) the validity and reliability of observations, (3) operationalism, (4) formulation and testing hypotheses, and (5) data analysis and interpretation. They must also demonstrate the ability to communicate political science knowledge in written form.

Academic Learning Categories related to this outcome:
1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge
2) Communication including Oral Communication; and Written Communication
3) Critical Thinking including Practical Skills; Creative Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:
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2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)
1) Big Data Analytics

2) Global Perspectives and Participation
3) Peace, Justice and Human Rights

OUTCOME 3

Description and Methodology | Outcome Description

Students are expected to demonstrate knowledge of major concepts, theories and applied analysis in politics. Students will submit original research that demonstrates proficiency in employing the scientific method. Students are expected to describe specific political institutions, events, and processes in different settings as well as formulate appropriate generalizations and hypothesize causal connections.

Academic Learning Categories related to this outcome:
1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge
2) Communication including Oral Communication; and Written Communication
3) Critical Thinking including Practical Skills; Creative Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:
1) Quality: Continuously-assessed and evolving best practices.
2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)
1) Big Data Analytics
2) Global Perspectives and Participation
3) Peace, Justice and Human Rights

Implementing Strategy:

The department will collect data on submitted writing assignments, papers, and quizzes from the two core courses required of Political Science majors that include Research Methods (POS 3703) and Comparative Politics (CPO 3003). The submitted work will be evaluated based on student output demonstrating appropriate knowledge and the

scientific application of appropriate theories to particular problems/questions. At least two faculty members will meet once annually to submit pooled results.

Assessment Method:

Student papers from research and core courses will be evaluated for determining if, on average, the work meets standards. Assessment based on demonstration of satisfactory or better average performance for a sample of individual student work that is reviewed annually.

Criterion for success

Percent scores of 60 or better indicates satisfactory performance and are coded as passing for student output. Percent scores of 60 or better indicates satisfactory paper average performance for student output. Department criteria for success are ratios of 60% for submitted work.



11/1F3A/2U018Assessment
Assessment Database - Dashboard
eprier- Plan Reporter
Plan Period: 2017-2018
Assessment Plan Summary
College/Division
Arts & Letters

Department: Political Science | Program: MA and MAT Political Science | Plan Type: Learning Outcomes Plan

Plan Status: Plan submitted for review | Updated: 05/01/2018 | Plan developed by: Eric Prier

Plan Approvers: Aimee Arias and Kevin Wagner

This plan currently has 3 outcomes

OUTCOME 1
Description and Methodology | Outcome Description
Graduate students in Political Science will demonstrate an understanding and knowledge of the major vocabulary concepts, theories, and facts about political structures and processes in political institutions, political behavior, and public policy.

Academic Learning Categories related to this outcome:
1) Content Knowledge including Declarative Knowledge
2) Communication including Oral Communication; and Written Communication
3) Critical Thinking including Practical Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

Goals:
1) Quality: Continuously-assessed and evolving best practices.
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Platforms (represent scholarly activities that apply to and support pillars)
1) Big Data Analytics
2) Global Perspectives and Participation
3) Peace, Justice and Human Rights

OUTCOME 2
Description and Methodology | Outcome Description
Graduate students in Political Science will write about political science concepts and theories in a grammatically correct and logically consistent manner by analyzing information and data related to both quantitative and qualitative research. They must also demonstrate the ability to communicate political science knowledge in written form.

Academic Learning Categories related to this outcome:
1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge
2) Communication including Oral Communication; and Written Communication
3) Critical Thinking including Practical Skills; Creative Skills; and Analytical Skills

QEP/URI Related – No \ IFP Related-No \ Data collected from online coursework? No

Relates to FAU Strategic Plan goals & objectives

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OUTCOME 3
Description and Methodology | Outcome Description

Graduate students in Political Science are expected to demonstrate knowledge of major concepts, theories and applied analysis in politics. Students will submit original research that demonstrates proficiency in employing the scientific method. Students are expected to describe specific political institutions, events, and processes in different settings as well as formulate appropriate generalizations and hypothesize causal connections through appropriate data analysis and interpretation.

Academic Learning Categories related to this outcome:
1) Content Knowledge including Procedural Knowledge (Technical Skills); Procedural Knowledge (Research skills); and Declarative Knowledge
2) Communication including Oral Communication; and Written Communication
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Relates to FAU Strategic Plan goals & objectives

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2) Brand: National reputation for excellence.

Platforms (represent scholarly activities that apply to and support pillars)
1) Big Data Analytics
2) Global Perspectives and Participation
3) Peace, Justice and Human Rights

Implementing Strategy:

The department will collect data on a sample of submitted research papers from two classes POS 6934 - Research Design and POS 6208 – Seminar on Political Behavior (or other suitable course). Students will submit a research paper that demonstrates their proficiency in employing the scientific method. The submitted work will be evaluated based on student output demonstrating appropriate knowledge and the scientific application of appropriate theories to particular problems/questions.

Assessment Method:

Student papers from research and core courses will be evaluated for determining if, on average, the work meets standards. Assessment based on demonstration of satisfactory or better average performance for a sample of individual student work that is reviewed annually.

Criterion for success

Percent scores indicate performance level and are coded for student output. Percent scores of 70 or better indicates satisfactory paper average performance for student output. Department criteria for success are ratios of 70% for submitted work.

Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Sociology BA, MA
Program Director/ Coordinator Name:	Ann Branaman
Program Self-Study Contact:	Ann Branaman
Self-Study Contact Email:	branaman@fau.edu
Self-Study Contact Phone Number:	561-297-0261

TABLE OF CONTENTS

A. Mission and purpose of the program……5

Mission statement
Department's purpose in the context of the BOG and FAU mission and strategic plans

B. Responses to the last program review…….6

List of recommendations
Recommendations fully implemented
Recommendations on which we have made significant progress
Recommendations under consideration for future implementation
Recommendations dependent on change in university/college policy

C. Instruction……12

Baccalaureate Programs…….12

Goals for student learning: SLOs and BA program assessment
Use of assessment results for program improvement
Lower-level prerequisites
Admissions criteria
Sociology majors
Sociology minors
Enrollment information
Average class size
Faculty-student ratio
Curriculum
Internships, practicums, study abroad, field experiences
Pedagogy pedagogical innovations
Scope of institutional contributions
Student profile, including student diversity and demographics
Advising procedures
Retention rates (2nd year retention)
Graduation rates (6-year)
Student recruitment

Graduate Programs……21

Admissions criteria
Enrollment information
Average class size and faculty/student ratio
Curriculum, including duration of program and comparison to peer programs
Description of internships, practicum, study abroad, and field experiences
Pedagogy/pedagogical innovations
Scope of institutional contributions to programs outside of Sociology
Student profile

Advising procedures
Placement rates/employment profile
Retention rates
Graduation rates
Student recruitment

Faculty……..24
Administrative structure of the department
Faculty profile
Faculty teaching load
Summary of faculty scholarship and research productivity
Strategic planning for hires

D. Research……..28
Review of Part II of Departmental Dashboard Indicators
Interdisciplinary efforts
Establishment of goals for research
Assessment

E. Service……..29
Review of Part III of Departmental Dashboard Indicators
Establishment of goals for service
Assessment

F. Strengths and Opportunities……..30

G. Weaknesses and Threats……31

H. Resource Analysis……32

I. Future Directions…….33
Anticipated Changes
Questions for the Review Team

APPENDICES

Appendix A: Graduate Proseminar Syllabus

Appendix B: Honors BA Sociology description, requirements, and admission

Appendix C: Student Learning Outcomes

Appendix D: BA Curriculum Change Proposal

Appendix E: Graduate student placement/employment profile spreadsheet

Appendix F: BA Sociology graduates -- employment/continuing education

Appendix G: BA Sociology graduates -- salary data

Appendix H: BA Assessment 2018-2019

Appendix I: Departmental Dashboard Indicators

Appendix J: Sociology Department Annual Evaluation Criteria

Appendix K: Sociology Department Promotion & Tenure Criteria

Appendix L: FAU Strategic Plan 2015-2025

Appendix M: Faculty CVs

A. MISSION AND PURPOSE OF THE PROGRAM

Mission statement: 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. On both the Davie and Boca Raton campuses, the sociology major cultivates an integrated perspective on society that stresses the connection between the social, economic, political, and personal aspects of life as well as between the local and the global. Faculty are committed to offering challenging courses, inviting students to become participants in and contributors to contemporary debates and developments in the discipline, and creating a thriving intellectual community. In addition to the instructional mission of the department, the faculty are committed to contributing to the development of the field of sociology through their research. That research complements and underpins the department's pedagogical mission.

Department's purpose in the context of the BOG and FAU mission and strategic plans:

- The Department of Sociology makes robust contributions to the broader mission and strategic plan of FAU. The department provides high-quality education and co-curricular opportunities in sociology to students in the university's Intellectual Foundations Program. It offers the BA in Sociology on two campuses as well as offering a broad range of upper-division courses that invite the enrollment of students from outside the major. Additionally, the department offers a BA Honors Program, an MA in Sociology and contributes to the Ph.D. in Comparative Studies.

- Through courses offered, student-faculty research collaborations, and faculty publications, the Department of Sociology contributes to the Healthy Aging Pillar and the Community Engagement, Global Perspectives, South Florida Culture, and Undergraduate Research and Inquiry platforms. Additionally, the department serves a large number of first generation and students of color which contributes to the Diversity platform.

- The Department of Sociology contributes to all six goals of FAU's 2015-2025 Strategic Plan: Boldness, Synergy, Place, Quality, Brand, and Strategy. The Department contributes to the goal of **Boldness** through the strategic actions and initiative of "academic support structure for timely student graduation" by developing eLearning courses, evaluating and updating curricula with evidence-based practices, and providing substantial summer semester offerings. The department contributes to the goal of **Synergy** by prioritizing hiring in the pillar area of Healthy Aging. The department contributes to the goal of **Place** by supporting faculty and student research on South Florida. The department contributes to the goal of **Quality** through the continual monitoring and improvement of assessment tools and strategies. The department contributes to the goal of **Brand** through its faculty's nationally recognized publications and grants. The department contributes to the goal of **Strategy** by making efforts to maintain alumni relations and encourage a lifelong commitment to the university across the full range of support (financial, political, and social).

B. RESPONSES TO THE MOST RECENT PROGRAM REVIEW

In 2013, the department went through a comprehensive review. The reviewers offered a broad range of thoughtful recommendations as to how the department could move towards its goals and improve its programs**.** Twenty-three concrete recommendations were offered.

1. Prepare a mission statement.
2. Create a more enriched learning experience for sociology majors.
3. Teach SYA4400 (Quantitative Methods) on a regular basis.
4. Consider restructuring major around skills rather than substantive areas.
5. Align learning outcomes with the structure of the undergraduate major.
6. Strengthen academic advising.
7. Collect job placement data.
8. Reduce required hours to 30 for MA program.
9. Develop student learning outcomes for each option in the graduate program and individualized plans of study to achieve them.
10. Require social statistics course of all MA students.
11. Develop dual-level enrollment courses.
12. Consider offering an accelerated BA/MA.
13. Develop and teach a pro-seminar course for graduate students.
14. Restructure the graduate teaching assistant program into a training program
15. Increase graduate stipends.
16. Create a more equitable workload between Boca and Davie campuses.
17. Allocate a faculty line for a new hire with expertise in quantitative methods and statistics.
18. If no additional lines are forthcoming, prioritize expansion goals and cut back on successful course offerings to accommodate change.
19. Identify additional large classroom spaces for sociology instruction
20. Provide a computer lab to foster the development of student quantitative and qualitative analysis skills.
21. Provide the Department with assistance in updating, maintaining, and expanding its web presence.
22. Provide more funding to support research of faculty and graduate students
23. Create two advisory committees (one undergraduate and one graduate) and appoint faculty members to chair each.

Out of these 23 recommendations, we have fully implemented some of them, made significant progress on others, and made minimal or no progress on the few remaining. Note that one of the recommendations (#18) urged us to slow the pace of change and limit our departmental aspirations unless the department was permitted to add lines. The reviewers concluded that, for a small faculty, we were taking on too much. We have heeded that advice in part and, as you will

see, have paced ourselves as we worked through their recommendations and our own aspirations. Nevertheless, we continue to be ambitious for our program.

Recommendations fully implemented:

1. We now have a department mission statement (#1). The statement was developed through faculty discussion and meetings; it states our consensus about the kind of programs that we offer our students. It is tightly connected to the kinds of research that we do and the kind of hires that we have made and will continue to make.
2. We have restructured our curriculum around skills rather than substantive areas (#4)
3. We have developed and taught a proseminar for graduate students (#13). (See appended syllabus in **Appendix A**.) We teach this every Fall term. It is required of all graduate teaching assistants and is recommended for all students in the program.
4. We have allocated a faculty line for a new hire with expertise in quantitative methods and statistics (#17). In AY 2017-2018, we hired three new tenure-track faculty. Two of these had expertise in quantitative methods and statistics. We have since lost one of the two; we are currently searching for a new hire with expertise in quantitative methods and statistics. We are committed to developing a stronger program in quantitative methods at both the undergraduate and graduate level, complementing our already-strong programs in qualitative and comparative/historical methodologies.
5. We have provided a computer lab for our graduate students to foster the development of student quantitative and qualitative analysis skills (#20). With a tech fee grant, we were able to buy 15 new computers and install data analysis software on each. Undergraduate students engaged in collaborative research with faculty also have access to Sociology's computer lab.
6. We have established two advisory committees (one undergraduate and one graduate) and have appointed chairs of each (#23).
7. The reviewers recommended that we identify additional large classroom spaces for sociology instruction (#19). Two changes have made this less pressing. (a) We have developed more large on-line classes, thereby lessening pressure on the limited number of large classrooms available on the Boca campus. (b) The University has moved away from the large-class model and is encouraging smaller classes with more possibility for skills development. For both of these reasons, then, we no longer struggle with access to large classroom spaces.

Recommendations on which we have made significant progress:

1. We have created a more enriched learning experience for our sociology majors (#2).
    a. We have established an honors program as of AY 2018-2019. We currently have only a few students who have elected to enter the sociology BA honors program; two are working on thesis projects at this time and should complete them by their upcoming Spring 2020 graduation. Over the next few years, we expect the honors program to grow in scope. See **Appendix B** for the description, requirements, and application procedures for the Honors BA program.

b. We routinely encourage our students to seek opportunities to present/publish their sociological research projects. Because of this increased emphasis on sociological research and writing in our courses, for example, several of our undergraduate students submitted their work to the university's journal for undergraduate research. Our faculty have supported two undergraduate students on Summer Undergraduate Research Fellowships, heightening the preparation of each for subsequent graduate work.
c. We have implemented curricular changes that have enriched the learning experience for our sociology majors. The department has been engaged in a couple of major curricular enhancement projects: the Undergraduate Research Initiative and the Writing Enhanced Curriculum. These initiatives have profoundly changed our approach to teaching our BA students. We have our students write more, formulate their own original sociological research questions, and dissect the elements of sociological research articles. We have designed a new curriculum that will require all of our students to complete full sociological research projects. More of our students are already doing various forms of qualitative and quantitative research in some of their courses; soon all will graduate with basic competence in sociological research skills.

2. We have made progress on the recommendation to routinely teach SYA 4400 Quantitative methods (#3) but our progress has been slowed by staffing challenges.

   Last fall, after hiring a new faculty member with expertise in quantitative methods, we brought the course back into our scheduling rotation. We offered it in Fall 2018 and had scheduled it to be taught again in Fall 2019. The new hire who taught this course struggled greatly with the disparity between a smaller number of students who were able to grasp the material and a larger number of students who did less well and slowed the pace of the course. We strategized and decided to require permission of instructor for the course so that the professor would be able to assess the readiness of individual students. As only a small number of BA students likely would be prepared to succeed in the Quantitative Methods course in the near term, our strategy was to offer a dual-enrollment (BA and MA) quantitative research methods course until we built up a critical mass of prepared BA students for a BA-only course.

   When the faculty member who was developing the course decided to leave FAU at the end of spring 2019, though, we put the course on hold. We will offer it again in Fall 2020 and will continue to strategize about how to bring our under-prepared students up to the point at which they can succeed in a quantitative methods course.

3. We have made progress on the recommendation to align learning outcomes with the structure of the undergraduate major (#5). As we have proceeded as a department through our Writing Enhanced Curriculum (WEC) process, we have developed a set of six student learning outcomes that will be embedded in the curriculum. See **Appendix C** for the list of student learning outcomes linked to our WEC process. We have also devoted a significant amount of departmental meeting time to deliberating on how best to structure our curriculum so that students begin developing skills in

their very first courses in the major and conclude the program having achieved competence on all six learning outcomes. (See the BA curriculum change proposal in **Appendix D**; we are awaiting discussion with the program reviewers before we submit it to our university's curriculum committees for approval.)

4. We have implemented one of the two recommendations (#9) about the graduate program and are working on the second.

   We now have individualized plans of study developed for each graduate student and based on our seminars' schedules across multiple years. In developing the plans of study, we were aided considerably by software developed by the University and made available to the graduate programs.

   We are working on the second recommendation. It recommended distinct student learning outcomes for the two tracks in the MA program. As we had an extended period of time in which all students chose the Generalist options, we had been working with a single set of learning outcomes that were developed for it. As we have had a few students choose the Specialist option recently, though, we are working on SLO's that distinguish between the two tracks.

5. Require social statistics for all graduate students (#10). With the addition of another quantitative methods specialist next year, we should be able to implement this. Rather than focusing on statistics, however, we envision a more practically oriented data analysis course that gets students working with data sets to answer sociological research questions earlier than would be possible in a conventional statistics course.

6. The reviewers suggested that we focus on website development (#21) and we have worked on improving our department website. We have updated faculty profiles and added graduate student profiles as well as listing alumni who have left our program to pursue a broad array of careers. We have added a news and events section, in which we post information regarding our sociological research workshop series, faculty publications, graduate student conference presentations, and undergraduate award winners. We have added a new page that lists the various cross-cutting research specializations of our faculty and another page that lists and provides further info about recent faculty publications. We have well-developed sections on both the BA and MA programs.

   The major limitation of our efforts to this point is in the design of the web pages. Although we have hired a small amount of outside assistance for website development, these efforts were limited. We would still like to enhance the appearance and functionality of the site.

7. The reviewers recommended that the department be provided with more funding to support research of faculty and graduate students (#22). The funding to support faculty research and conference travel has remained largely steady at around $1800/year. This year the amount was increased to $2400, although it is likely that this is a one-time increase.

We have been pleased that the university provides newly hired faculty with a start-up package of $10,000 to support their research, in addition to the annual funding provided to all faculty. In one case, we were able to double the amount of the startup package for a faculty member who needed to purchase access to a data set essential to his research.

We have also negotiated the redirection of some limited endowment funding to support research-related travel by graduate students, and this has permitted many of them to present papers at national and regional conferences.

8. The reviewers suggested that we strengthen academic advising for our undergraduates (#6). We have responded by moving advising 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.

9. The reviewers recommended that we create a more equitable workload between Boca and Davie campuses (#17). They noted that faculty on the Boca Raton campus appeared to be carrying a heavier load (in both undergraduate and graduate education) than those on the Davie campus.

   The faculty understand that there are structural challenges created by the very different nature of the two campuses, and they also agree that the department has to work inside a number of constraints. Most notably, those constraints are that there is a smaller pool of students on the Davie campus and there are no graduate students on the Davie campus.

   We have continued to work on the challenge of creating as many opportunities as possible for our graduate students (housed on the Boca campus) to interact with and potentially work with the Davie faculty. We note that the Davie faculty have been very active in the graduate program and that their continued involvement (in seminars, in mentoring, as thesis advisors) is essential to the MA program's continued success. We acknowledge, though, that the lack of opportunity for daily, informal interaction between graduate students and Davie faculty is a challenge that has to be constantly considered.

   In the most recent years, Davie faculty have contributed significantly to the department by serving on college standing committees (e.g., Promotion & Tenure, Non-Tenure Track Promotion, and the Committee for Research and Creative Activity). At this particular point in time, Davie faculty make up 50% of our tenured faculty (excluding the chair in terms of overall numbers, but including the chair given the recent sabbaticals of our Boca-based associate professors).

   In recent year, we have looked at ways to equalize class size across campuses.

As we developed our new curriculum, we have kept this challenge in mind. We anticipate that some of our changes in curriculum (discussed elsewhere in this document) will permit the Boca faculty to have 4000-level courses that are comparable in size to those at Davie and that, therefore, will permit them to offer the same kinds of intensive teaching (e.g., multiple drafts of papers, more writing, more presentations) that the Davie faculty have developed and routinely offer. We accept, though, that 3000-level courses will necessarily differ in size between the two campuses because there are many fewer students at the Davie campus. Therefore, Boca faculty may need more GTA assistance to make their 3000-level course workload comparable to that of the Davie faculty.

Recommendations under consideration for future implementation:

1. Dual enrollment BA/MA courses (#11): We were planning on offering Quantitative Methods as a dual enrollment course but the unexpected departure of the faculty member scheduled to teach the course altered these plans. We will consider this again. Our Honors' BA program offers students the option of taking graduate-level courses as a way to meet requirements for enhanced coursework. We continue to consider broader uses of dual enrollment courses. This would benefit both graduate and undergraduate students, in different ways.

2. Development of an accelerated BA/MA program (#12). We have made no progress on this and are not sure that there would be a demand for it.

3. Reduce MA required credits to 30 (#8). This is still under discussion.

4. Collect job placement data (#7). The department has made limited progress in gathering information about employment and further education of our students, but mostly this has been limited to graduate students. See **Appendix E**, a spreadsheet that tracks the job and Ph.D. program placement of our recent MA graduates.

   The university has tracked undergraduates' employment outcomes through its data-gathering in response to required metrics developed by the State University System. These data show that between 46 and 57 % of our graduates are employed full-time after graduation and that another 17-21% of our graduates are continuing their education (see **Appendix F**). Related data on salaries after graduation show that, as is common in the liberal arts, students just out of college make in the mid-30's (see **Appendix G**).

5. The reviewers recommended that we consider restructuring the graduate teaching assistant program into a training program (#14). In the period of time following the recommendation, we did not have a curriculum that would have made it possible to identify the skills related to particular assignments except at the most general level. Indeed, we did and do have a practice of assigning students to GTA work that is increasingly challenging; our second-year students get more responsibility for more complex tasks, and we do ensure that they are able to describe their work in terms broad enough to be useful in a functional c.v

The department does embrace the underlying principle of this recommendation, though, and will continue to develop systems for training, mentoring, and assigning GTA's that will enable them to develop skills that are documentable, demonstrably useful, and progressively more complex.

We anticipate that the redesigned BA curriculum and the core skills identified in our Writing Enhanced Curriculum will create more opportunities for GTA's to develop their skills while assisting in an upper-division class. The new curriculum should make it possible to set up assignments that offer progressively greater challenges and responsibilities to students as they more through the program and should create the kind of developmental approach implicit in this recommendation.

Recommendations dependent on changes in University policy

1. The reviewers recommended that graduate stipends be increased (#15). Although we all agree that they are far below those offered by similar programs, the stipends have remained at their 2013 levels: $8000 for two terms, minus about $1000 for required fees. One small change, though, makes FAU a bit more competitive: the University is moving towards offering health insurance as part of assistantships, although students will have to pay part of the cost.

   We believe that our low stipends substantially diminish our ability to recruit the best-prepared graduate students in our applicant pool and to increase that pool. We know that students cannot live on the stipends and so, unless they have substantial family support, they have to hold paid employment even though the terms of their assistantships required that they agree to be full-time students. This directly impacts their ability to do as well as they could in the program and in their GTA work: they spent time in outside employment that they should be able to devote to their graduate work.

C. INSTRUCTION.

Baccalaureate Program

Goals for student learning: SLOs and BA program assessment. For the past several years, our student learning outcomes have been heavily focused on sociological research skills. Until the past few years, however, our assessment of our students' achievement of SLOs was based on the required methods course that all majors took. For a variety of reasons, however, this course was inadequate as a basis for assessing the range of research skills listed under our SLOs.

Beginning around 2015 when our department was engaged in curricular enhancements linked to the university's undergraduate research initiative, we broadened the set of courses we used as a basis for annual program assessment to include each of the courses that were included in the department-level curriculum grant. This was a more effective method, but unevenness in implementation across sections of the relevant courses made this a problematic strategy.

In the most recent academic year, we shifted away from using particular courses such as theory and methods as a basis for our annual assessment. Instead, we used a set of substantive courses and/or methods courses that included an original research paper assignment. This was more effective, although we found disparities in how different faculty conceived of an original research paper assignment to such an extent that only some of the courses provided a useful basis for assessing all of our SLOs. We are actively working on aligning our understanding of what constitutes an original research paper assignment and therefore expect to have more useful data in future assessment cycles. **See Appendix H** for the most recent results of our BA assessment process.

As the department faculty have been engaged for the past several years in a Writing Enhanced Curriculum (WEC) project, we have collectively identified a set of six SLOs (with several sub-SLOS of each). When we conduct assessment at the end of this academic year, we will be evaluating student achievement of our WEC outcomes. These overlap nicely with the SLOs of our Undergraduate Research Initiative as well as our broader goals for student learning in our major.

We have improved our assessment process by identifying the stage of the program in which our students are at the point of a particular round of assessment. After all, we cannot know much about how our program is affecting student learning if we do not have some baseline to determine what students knew and the skills they had developed prior to entering our program. We are also routinely collecting course assignments and student work from all of our upper division courses so that we will be able to track back to a baseline of student performance at their earliest point in the program.

In the past couple of years, we have generated more faculty interest in the process of assessment as a means of improving our program and charting student progress on SLOs. For many years, assessment was viewed by most faculty as a bureaucratic necessity not worthy of significant attention. By connecting it to our curricular enhancement initiatives and our commitment to building student capabilities as they progress through our program, we have most all of our faculty participating thoughtfully in either BA or MA assessment.

Use of assessment results for program improvement: Our students typically fall short of our targets for achievement of SLOs. Although we take this information seriously and strive to increase the proportion of students who develop competence and/or proficiency on SLOS to 100%, we have to this point not figured out a way to systematically intervene to ensure that all students achieve competency on our SLOs. Our curriculum revision proposal, which we have been working on for several years now, will represent our best effort.

Lower-level prerequisites: Until now, we have not had any lower-level prerequisite courses. Our current curriculum change proposal, however, will introduce a lower-level prerequisite course for taking the required theory and methods courses. Establishing SYG 1000 as a prerequisite for the required theory and methods courses is in compliance with State-approved prerequisites.

Admissions criteria: Any student who is admitted to Florida Atlantic University may declare sociology as a major. We have no admissions criteria apart from the admissions standards of the university.

Number of sociology majors: The Sociology major is strong and steady at both the BA and MA levels.

B 4 a Majors Enrolled By Level (Annual Headcount)
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	560	589	506	4,293	28,345
Masters/Specialist	23	26	27	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	**583**	**615**	**533**	**4,688**	**37,452**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Enrollment. Sociology's enrollments are strong and steady as a consequence of (a) a large major and (b) significant numbers of students from outside the major who take our classes and (c) our large class sizes on the Boca campus.

A look at the data from the Department Dashboard Indicators (Appendix X) on the department as a whole shows the size and stability of our enrollment.

C 1 Annualized State-Fundable FTE Produced By Level
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate Total	**574.9**	**607.5**	**759.9**	**5,525.8**	**21,144.0**
Graduate Total	**10.6**	**11.8**	**16.9**	**221.8**	**2,526.4**
Grad I	10.4	11.7	16.6	197.7	1,969.6
Grad II	0.2	0.1	0.3	24.1	556.8
Classroom	10.6	11.5	15.3	201.7	2,343.6
Thesis-Dissertation		0.3	1.6	20.1	182.8
Grand Total	**585.5**	**619.3**	**776.8**	**5,747.6**	**23,670.4**

The upward trend is clear at the Boca campus for the upper division. Our lower-division enrollments have been affected by changes in the University's core curriculum.

Student Credit Hour / FTE Productivity Reports
Academic years: 2014-2015 to 2018-2019
Campus: All Boca Raton
College: Arts & Letters
Department: Sociology

	State Fundable SCH						Annualized State Fundable FTE					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Course Level												
Lower Div	11,697	10,716	11,232	10,764	9,873	**54,282**	389.9	357.2	374.4	358.8	329.1	**1,809.4**
Upper Div	8,529	9,949	10,545	9,717	10,560	**49,300**	284.3	331.6	351.5	323.9	352.0	**1,643.3**
Grad I	255	334	375	402	393	**1,759**	10.6	13.9	15.6	16.8	16.4	**73.3**
Grad II	3	6	3	6	9	**27**	0.1	0.3	0.1	0.3	0.4	**1.1**
Total	**20,484**	**21,005**	**22,155**	**20,889**	**20,835**	**105,368**	**684.9**	**703.0**	**741.6**	**699.7**	**697.8**	**3,527.1**

We have seen some decline in enrollment at our Davie campus for two main reasons. First, there has been an increased emphasis in response to an increased emphasis on having students declare their majors when they transfer and staying in those majors whenever possible. Second, there have been substantial changes in the majors available at that campus; as a consequence of those changes, Sociology lost a significant source of out-of-the-major enrollment.

Student Credit Hour / FTE Productivity Reports
Academic years: 2014-2015 to 2018-2019
Campus: All Davie
College: Arts & Letters
Department: Sociology

	State Fundable SCH						Annualized State Fundable FTE					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Course Level												
Lower Div	0	0	0	0	0	**0**	0.0	0.0	0.0	0.0	0.0	**0.0**
Upper Div	2,779	2,310	2,508	2,283	2,308	**12,188**	92.6	77.0	83.6	76.1	76.9	**406.3**
Grad I	0	0	0	0	0	**0**	0.0	0.0	0.0	0.0	0.0	**0.0**
Grad II	0	0	0	0	0	**0**	0.0	0.0	0.0	0.0	0.0	**0.0**
Total	**2,779**	**2,310**	**2,508**	**2,283**	**2,308**	**12,188**	**92.6**	**77.0**	**83.6**	**76.1**	**76.9**	**406.3**

Average class size: There is strong demand for Sociology courses and our large classes fill up. Our classes are larger, on average, than the average class in the College and the University.

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Sociology

				Sociology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	**#**	123	127	137	1,944	5,462
			# Enrolled	7,699	8,184	7,653	55,028	203,379
			Avg Section Enrollment	**62.6**	**64.4**	**55.9**	**28.3**	**37.2**
		Sections Faculty-Taught	**#**	114	113	110	1,405	3,682
			%	**92.7**	**89.0**	**80.3**	**72.3**	**67.4**

Faculty/student ratio: Because of our large class sizes, our faculty/student ratio differs significantly from College and University ratios.

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	62.4	64.3	100.8	51.7	50.5
Graduate	1.2	1.3	2.2	2.1	6.0
Total	**63.5**	**65.6**	**103.0**	**53.8**	**56.6**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

C**urriculum**: Sociology is in the process of transitioning to a new curriculum. (See the attached curriculum change proposal in Appendix D.) With our soon-to-be-replaced

horizontal curriculum, it is possible for students to complete the courses in the major within two semesters. This is not typical but it is possible. The current curriculum requires 10 upper division courses in no particular order. With only 30 required upper division credits and no restrictions on what our majors take as their out-of-major electives, our major can be completed and still leave room for our students to complete some second majors without exceeding the required 120 credits to graduate.

Our proposed new curriculum will move away from this completely horizontal approach so that we can do more work on students' skill development. With the implementation of our proposed curriculum revision, though, it will not be as easy to complete the program in such a short period of time. The tradeoff is that this curriculum will do more to develop students' skills. We went through multiple possible structures as we sought to ensure a curriculum that would facilitate student skill development but would not create bottlenecks or difficulties completing the major within a reasonable amount of time.

Appendix D fully describes the structure of the curriculum we envision. While we consider it a marked improvement over the relatively unstructured program we currently have, it is not our ideal curriculum. We would have liked to have a four-stage curriculum like that at the University of Wisconsin-Milwaukee. We would have liked to fully implement American Sociological Association recommendations. We have had to recognize that the institutional constraints at our university make more verticality than what we propose to introduce impractical.

Internships, practicums, study abroad, field experiences: Our majors are encouraged to pursue internships through the university's career center. They may earn credit for these or do them for no credit while still having them appear on their transcript. Our college has a dedicated career center liaison who is available to attend classes on short notice to provide information about internship opportunities to our students. This past spring, the Sociology Student Association (SSA) organized a faculty-student-employer event that facilitated interaction between our students and representatives of agencies that had the potential for internship placement.

The University's International Programs office facilitates study abroad programs for our students. They assist students in identifying appropriate study abroad possibilities and coordinate with the department chair for approval of credits in Sociology courses for our majors, minors, and other students who may elect to take sociology courses as part of their study abroad program.

Pedagogy/Pedagogical innovations: Our department's participation in two major curricular initiatives – the Undergraduate Research Initiative and the Writing Enhanced Curriculum – has facilitated a broad shift in our pedagogy to a more student-centered approach focused on student development of research, writing, and analytical skills. We began this shift several years ago and have continued moving forward consistently to date. Funded by our Writing Enhanced Curriculum grant, we brought two experts on sociological pedagogy to campus for day-long faculty workshops. Since 2013, we have shifted our orientation to pedagogy from thinking of it as a largely individual faculty enterprise to

treating it as a departmental project requiring shared commitments and practices. By the time we have fully implemented our curricular revision (in Fall 2020 or Spring 2021), we will have established shared learning objectives for our requires theory and methods courses. We have already established and implemented a department policy regarding the amount and kind of writing required in all upper-division courses.

In another pedagogical innovation, the department has significantly increased its eLearning offerings, utilizing the training and course development assistance provided by our University's Center for E-learning. We began a decade or so ago with offering a few online courses per academic year. We now have developed a broader array of courses that make it possible for students to complete an online minor in sociology and to select sociology as their area of concentration in the Interdisciplinary Social Science degree program. We are considering the possibility of creating a fully online BA program in Sociology

Scope of institutional contributions to programs outside of Sociology: The department offers three lower division Intellectual Foundation Program courses: SYG 1000 Sociological Perspectives, SYG 2010 Social Problems, and SYP 2450 Global Society. SYG 1000 and SYP 2450 draw the greatest numbers of students. SYG 2010 draws far fewer students due to its subordinate status among the options for the Social and Behavioral Science section of the IFP. We offer numerous large sections of Sociological Perspectives each semester (as one of the primary options in the Social and Behavioral Science section of the IFP) and several large sections of Global Society (one of the most popular course offerings in the Global Citizenship section of the IFP). We have one instructor for each of these three courses who takes responsibility for assessment of these courses relative to IFP learning objectives.

In addition to the general IFP, Sociology also contributes to the (undergraduate Honors Program) and to the University's initiative in partnership with Navitas for recruiting and retaining international students.

Sociology also contributes to a broad range of certificate programs, with particularly strong offerings at both the undergraduate and graduate level in Women's, Gender and Sexuality Studies in addition to Peace Studies, Ethnic Studies, and Global Studies.

Student profile, including student diversity and demographics: Sociology majors are diverse. They are more likely to be female than male. They are relatively equally split between white and minority (Black, Hispanic) ethnicities

Final Semester Headcount Trend For Most Recent Five Years
Student Level: Undergraduate -- Campus: All Campuses
All Enrolled Students

College = Arts & Letters
Department = Sociology

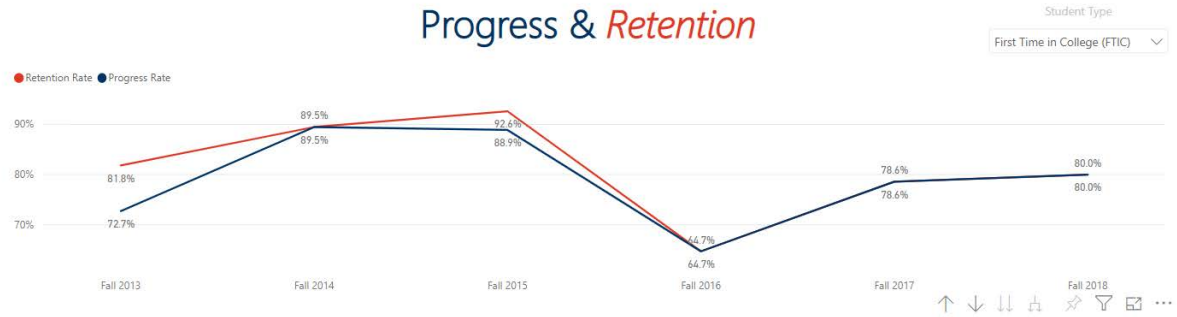
		Semester				
		Fall, 2014	Fall, 2015	Fall, 2016	Fall, 2017	Fall, 2018
		#	#	#	#	#
Ethnicity (2010 and beyond)	Gender					
Asian	Female	7	9	13	10	4
	Male	2	1	3	3	.
	Total	9	10	16	13	4
Black or African American	Gender					
	Female	52	84	81	71	66
	Male	28	37	28	40	20
	Total	80	121	109	111	86
Hispanic or Latino	Gender					
	Female	61	58	78	88	65
	Male	22	30	36	34	14
	Total	83	88	114	122	79
American Indian or Alaska Native	Gender					
	Female	1	.	.	1	.
	Total	1	.	.	1	.
Two or more races	Gender					
	Female	10	12	9	11	4
	Male	3	2	5	4	6
	Total	13	14	14	15	10
Nonresident alien	Gender					
	Female	3	2	6	3	8
	Male	.	1	2	.	2
	Total	3	3	8	3	10
Native Hawaiian or Pacific Islander	Gender					
	Male	.	1	1	1	1
	Total	.	1	1	1	1
White	Gender					
	Female	121	127	136	114	85
	Male	58	68	61	59	42
	Total	179	195	197	173	127
Race and ethnicity unknown	Gender					
	Female	1	2	.	1	.
	Male	.	.	.	2	.
	Total	1	2	.	3	.
Total	Gender					
	Female	256	294	323	299	232
	Male	113	140	136	143	85
	Total	369	434	459	442	317

The unduplicated headcount is based on student's most current enrollment status.

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Advising procedures: Sociology majors are advised by the professional advisors in the Student Academic Services offices on the Boca Raton and Davie campus. This office has been advised by our department to send students directly to the department if they have questions regarding choice of major and/or employment possibilities for sociology majors and if they are interested in pursuing graduate study in sociology or collaborative research with faculty and graduate students.

Retention rates: At FAU, these are the 2nd year retention/persistence rates of students with a Grade Point Average (GPA) above 2.0. FL SUS Metric #5. Sociology has above-average retention rates.



Cohort	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
College	n	Retention %	Progress %	n	Retention %	Progress %	n	Retention %	Progress %	n	Retention %	Progress %	n	Retention %	Progress %	n	Retention %	Progress %
Music	31	67.7%	61.3%	32	84.4%	68.8%	39	71.8%	66.7%	34	67.6%	64.7%	25	84.0%	84.0%	35	80.0%	80.0%
Other D. F. Schmidt Col Arts Letters	4	75.0%	75.0%	6	83.3%	83.3%	3	66.7%	66.7%	2	100.0%	100.0%	5	60.0%	60.0%	1	100.0%	100.0%
Philosophy	7	85.7%	85.7%	3	66.7%	66.7%	4	50.0%	50.0%	5	100.0%	100.0%	8	62.5%	62.5%	4	25.0%	25.0%
Political Science	68	82.4%	70.6%	45	88.9%	86.7%	67	82.1%	77.6%	67	88.1%	86.6%	67	80.6%	79.1%	81	75.3%	72.8%
Sociology	11	81.8%	72.7%	19	89.5%	89.5%	27	92.6%	88.9%	17	64.7%	64.7%	14	78.6%	78.6%	20	80.0%	80.0%
BA Sociology	11	81.8%	72.7%	19	89.5%	89.5%	27	92.6%	88.9%	17	64.7%	64.7%	14	78.6%	78.6%	20	80.0%	80.0%
Theatre and Dance	16	62.5%	56.3%	16	87.5%	87.5%	26	73.1%	73.1%	25	84.0%	84.0%	19	84.2%	84.2%	20	85.0%	85.0%
Undecided Arts and Letters	21	61.9%	61.9%	12	33.3%	33.3%	6	100.0%	100.0%	8	62.5%	62.5%	2	50.0%	50.0%	8	62.5%	62.5%
Visual Arts and Art History	47	76.6%	72.3%	40	65.0%	62.5%	62	75.8%	74.2%	39	79.5%	76.9%	48	85.4%	83.3%	50	78.0%	78.0%

Graduation rates: At FAU, these are the 6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students. FL SUS Metric #4. Sociology has above-average graduation rates.



Cohort	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
College	n	% Graduated	n	% Graduated	n	% Graduated	n	% Graduated
Lang., Ling. & Comparative Lit.	19	63.2%	15	66.7%	8	87.5%	20	45.0%
Music	34	44.1%	21	47.6%	31	48.4%	32	56.3%
Other D. F. Schmidt Col Arts Letters	22	54.5%	29	65.5%	29	58.6%	25	60.0%
Philosophy	7	28.6%	9	33.3%	6	16.7%	4	75.0%
Political Science	65	63.1%	83	66.3%	63	58.7%	81	59.3%
Sociology	**39**	**61.5%**	**60**	**63.3%**	**53**	**60.4%**	**58**	**62.1%**
Sociology	39	61.5%	60	63.3%	53	60.4%	58	62.1%
Theatre & Dance	12	50.0%	18	44.4%	15	26.7%	14	28.6%
Undecided Arts & Letters	8	0.0%	14	0.0%	8	0.0%	7	0.0%
Visual Arts & Art History	62	43.5%	58	37.9%	61	45.9%	54	50.0%
Total	2697	50.0%	3166	51.3%	3037	51.7%	3320	49.5%

Student recruitment: Our recruitment of sociology majors occurs largely through our IFP course offerings and through our wide array of upper division sociology courses that appeal to non-majors. A positive experience in one sociology course often leads to a choice to select sociology as a minor; more positive experiences as they take more sociology courses often leads to a choice to selection sociology as a major. Few students at FAU, or likely at any college or university, begin their college careers with the intention of majoring in Sociology. Nevertheless, we have a lot of sociology majors: once they find the discipline, many realize that it is the major that they have been seeking.

The department also does some formal recruiting at college and university recruitment events for FTIC students and "open house" events for prospective students.

Graduate Program: the MA program in Sociology.

Admissions criteria: We currently adhere to 6 criteria for MA student admissions:

1. Students must complete a bachelor's degree.
2. Students must complete and score competitively on the Graduate Record Exam (GRE). GRE scores over five years old are not accepted.
3. Students must have a minimum 3.0 grade point average for the last 60 credits of undergraduate work leading to their bachelor's degree.
4. Students must submit directly to the Department of Sociology:
    a. Statement of Purpose (500 to 1000 words in length, outlining their goals and interests in subject areas within sociology)

b. A sample of their writing (e.g. a paper from an undergraduate course).

5. Sociology majors at FAU should submit the names of two sociology faculty members as their references. All other students must obtain two letters of recommendation and have them sent by the recommenders directly to the Department of Sociology.
6. Applicants who apply after March 1 (for Fall admission) or after November 1 (for Spring admission) may be admitted to the graduate program but may be too later to be considered for an assistantship award.

Enrollment information: Since the fall semester of 2013, our enrollment in the MA program has been relatively consistent. We typically maintain 16 full-time students with graduate teaching assistantships (GTAs). Since the spring semester of 2018, we have been able to expand this number of full-time GTAs when drawing upon additional financing from e-learning courses, although this funding is strictly allocated on a semester by semester basis. In addition to full-time MA students, we occasionally admit part-time students. Since the fall semester of 2013, the number of part-time students has ranged from 0 to 9. Below is a chart of our enrollment by semester from the fall of 2013 to the spring of 2020.

Academic Semester	# of Full-Time MA Students	# of Part-Time MA Students	Total # of MA Students
Fall 2013	12	3	15
Spring 2014	16	1	17
Fall 2014	16	2	18
Spring 2015	12	3	15
Fall 2015	16	7	23
Spring 2016	15	7	22
Fall 2016	14	7	21
Spring 2017	16	5	21
Fall 2017	16	9	25
Spring 2018	17	5	22
Fall 2018	18	3	21
Spring 2019	19	3	22
Fall 2019	15	3	18

B 4 a Majors Enrolled By Level (Annual Headcount)
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	560	589	506	4,293	28,345
Masters/Specialist	23	26	27	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	**583**	**615**	**533**	**4,688**	**37,452**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Average class size and faculty/student ratio: Beginning in the fall semester of 2016, we have increased the number of graduate seminars offered to reduce the strain on faculty who often faced seminars as large as 25 students. Between the fall of 2013 and spring of 2016, we offered four seminars per semester. The average of number of full-time graduate students during this time was 14.5 and the average number of part-time students during this time was 3.8. Since full-time students were taking 3 seminars per semester and part-time students were taking 1 seminar per semester, our faculty ratio during these years was roughly 1/11.5. When considering that we frequently have at least one non-sociology MA student (from other FAU graduate programs) in our graduate seminars, our faculty/student ratio during this period averaged about 1/12.

Since then, we have offered six graduate seminars each fall semester and five seminars each spring semester. The average of number of full-time graduate students is now 16.3 and the average number of part-time students is now 6.1. And given that the number of additional non-sociology MA students in our graduate seminars still hovers at around one per seminar, our faculty/student ratio is now 1/11.

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	62.4	64.3	100.8	51.7	50.5
Graduate	1.2	1.3	2.2	2.1	6.0
Total	**63.5**	**65.6**	**103.0**	**53.8**	**56.6**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Curriculum: The MA degree is typically completed within two years. Most of our graduate students hold GTA positions and are thereby constrained to complete their coursework within this two-year period. Unsatisfactory grades (anything below a B) in a seminar will usually result in revocation of the GTA position. It is only in such cases that our students exceed two years in completing their degrees; in some cases, students who have earned failing grades are able to make up the coursework and still graduate on time. Typically, it is only part-time graduate students and students who have earned failing grades and who take significantly longer to complete the degree or do not complete the degree at all.

Internships, field experiences: We do not offer these options as we do not have the staffing to manage them or a curriculum that can support them.

Scope of institutional contributions: The seminars in the MA program routinely contribute to the MA in Women's, Gender and Sexuality studies and to the Ph.D. in Comparative Studies.

Student profile: As of the latest data available for AY 2017-2018, the graduate students in our MA program are disproportionately female (17 women – 9 men). The racial composition of our graduate program is nearly evenly split between White (not of Hispanic Origin) and all other categories (including Asian or Pacific Islander, Black (not of Hispanic origin), and Hispanic). 14 of our graduate students in 2017-2018 were White, 6 were Hispanic, 5 were Black, and 1 was Asian. The men in our program are disproportionately racial minorities, with 3 White, 2 Black, two Hispanic, and 1 Asian or Pacific Islander. Over the past three years, we have provided graduate assistantships to 20, 18, and 17 students.

Advising procedures: The graduate director handles basic advising of students with respect to their plans of study. Students interested in pursuing a Ph.D. in Sociology or who wish to write a thesis or do some other significant research project are typically referred to one or more faculty members with expertise in their areas of interest, if they do not find them independently.

Placement rates/employment profile: We do not have full or complete data tracking the employment profiles of our MA student alumni. However, over the past five years we have worked hard to stay in touch with graduates and to find out what they are doing – even if it means combing through Facebook to contact them through a message. We have compiled a spreadsheet of that tracks our graduates – current employment, doctoral and other graduate programs entered since graduating from FAU, and as much contact information as we can garner. Our graduate student sociology association (GSSA) has created FAU sociology Facebook and Instagram pages that have facilitated outreach. And we have created and distributed our first Sociology Department newsletter that contains updated information and selected bios of MA alumni. Regarding those MA alumni who have gone on to pursue a doctoral degree in sociology or a related field, we have been particularly good at retaining current placement information. Since the spring semester of 2013, we have graduated 56 MA students. Of these 56, 13 students have applied to doctoral sociology programs and each of them has been accepted with funding.

Student recruitment: Our graduate stipends are $8000 over two terms, less the approximately $1000 in required fees. Because our stipends are so low and so uncompetitive, most of our MA students are local and have majored or minored in the BA Sociology program at FAU. We do draw a handful of students from other universities within the state system and, even more occasionally, some students who come here from other colleges and universities in the nation. We participate in the graduate recruitment events organized by the university and college and believe that this has some positive effect on graduate enrollment. Additionally, we routinely evaluate the students in our upper division courses and invite those we consider promising to apply to our graduate program. In-class presentations about the MA program have also proved effective. Most FAU students do not know about the possibility of funding their program of study through an assistantship; often this information combined with encouraging words from faculty increases the flow of graduate students into our program.

D. FACULTY

Departmental administrative structure: The Department of Sociology is administered by a department chair who is assisted by one program assistant. The department chair is appointed by and works under the supervision of the Dean of the College of Arts and Letters. The chair position is a full-time 12-month position, with a teaching load of 2-3 courses per year. The department also has a graduate director who receives a one-course release and is on a regular 9-month faculty contract.

Faculty profile: The Department of Sociology consists of 10 tenure-track faculty (with a typical course load of 5 courses per academic year) and 5 full-time instructors (with a course load of 8 courses per year.) In addition to the 10 tenure-track faculty, the Department has two open tenure-track faculty lines for which we are currently searching. Two visiting instructors (teaching a 4-4 load) are filling these lines this academic year without an expectation of having their contracts renewed beyond this year. In addition, we have one additional tenure-track faculty line being held by a semi-retired faculty member who is in phased retirement. This line will remain unfilled for at least four more years beyond this one (even if he chooses not to accept the one-semester half-salary teaching offer each year it is offered). In all, we have a total of 13 tenure-track faculty lines in the department. If our searches are successful, we will have 12 tenure-track faculty in place by AY 2020-2021.

Currently, we have only one fully promoted professor in the department (the chair), four associate professors, and five untenured assistant professors. By 2020-2021, we should have five associate professors and six assistant professors. As we try to limit the service responsibilities of untenured faculty in the department, the few tenured faculty in the department have assumed very heavy service responsibilities in recent years. (In each of the past three years, we have had one associate professor on full-year sabbatical, leaving the lion's share of the departmental work to be performed by the chair and two associate professors.)

We have largely weathered this storm by this point, as we have a highly productive and committed group of assistant professors who have stepped up to contribute significantly. They have proven that they can maintain a high level of research productivity despite greater contributions to department work than is typical in the College, and they have done this departmental work because they want to be fully involved in shaping the future of their department. One assistant professor has applied for tenure and promotion this year and has already stepped up into a leadership role with respect to our BA curricular revision and Writing Enhanced Curriculum project. Two others are currently in their fourth years, having last year sailed through third year review, and have already contributed significantly to department work and the ambitious set of projects the department has undertaken. In only a couple of years, our department will be much more balanced in terms of rank. Two or three of our associate professors should be fully promoted by that time, and three of our assistant professors will have been promoted to the associate rank. Even now, with the majority of the department being untenured assistant professors, we have done more over the past few years to advance the collective good of the department than had been accomplished during any

comparable period in the department's history. In many ways, Sociology has never been more energetic, more committed, and more united.

One issue that we struggle with, though, is that we currently have a lack of diversity among our tenure-track faculty. Our tenure-track faculty consists of six white men and four white women. At the rank of instructor, we have greater diversity: one Latinx and one Black woman, two white men, and one white woman. In terms of nationality and regional origins, we have slightly more diversity with one TT faculty from Iran, one second-generation Columbian immigrant, one instructor from Puerto Rico, and another instructor from Jamaica. With much diversity in our current applicant pools for both of our tenure-track searches, we are hopeful that are searches will result in a more diverse faculty.

Four of our five full-time instructional faculty teach our department's lower division courses that are part of the Intellectual Foundations Program at FAU. Our fifth instructor teaches on the Davie campus, where no lower division courses are offered, and so teaches exclusively upper division courses. Some relatively recent changes to the structure of the university's Intellectual Foundations Program has resulted in less demand for lower division course offerings, and so our full-time instructors on the Boca Raton campus are fairly evenly split between offering upper division and lower division courses.

The following summarizes the areas of specialization of our current tenure-track faculty:

1. Social theory: Araghi, Branaman, Hough, Koppelman, Lewin, Seeley
2. Qualitative methods: Backstrom, Harvey, Koppelman, Lewin, Seeley, Widener
3. Comparative-Historical Methods: Araghi, Hough, Koppelman
4. Global political economy, global issues, and transnational social movements: Araghi, Hough, Koppelman, Widener
5. Gender: Araghi, Backstrom, Branaman, Harvey, Koppelman, Seeley
6. Life course: Aging, youth, adulthood: Backstrom, Branaman, Lewin, McConnell
7. Social psychology/microsociology: Backstrom, Branaman, Seeley
8. Cities, communities, urban: Harvey, Koppelman, Widener
9. Poverty: Harvey, Hough, Lewin, Widener
10. Environment/sustainable development: Araghi, Hough, Koppelman, Widener
11. Health and medicine: McConnell, Widener
12. Political sociology: Harvey, Lewin
13. Work and organizations: Lewin, Seeley
14. Mental health: Branaman, McConnell
15. Culture: Backstrom, Lewin
16. Quantitative methods: McConnell

Faculty teaching load: The standard teaching load for tenure-track faculty is 3-2. Assistant professors are offered one-course releases two times prior to promotion and tenure: once in their first or second year and again in their fourth or fifth year. The graduate director is released from one course per academic year. The standard teaching load for full-time instructors is 4-4.

Summary of faculty scholarship and research productivity, including grants and publications: The department's research productivity has increased dramatically in recent years. In addition to the high level of productivity of our assistant professors, three of our associate professors are working on major book projects.

In response to encouragement of our dean's office, our faculty have become much more active in applying for external grants and fellowships to support their research. Phil Hough was a recent recipient of the prestigious ACLS fellowship that provided half of his salary, thus allowing him to take a full-year sabbatical to support his research. Laura Backstrom has been awarded the FAU Division of Research Junior Faculty Mentoring Award, supporting her with a course release to work closely with faculty in another college who have experience with writing and obtaining large grants. They will soon be submitting a grant proposal for funding of at least $250,000, as required by the fellowship program. In the past couple of months alone, four of our faculty have submitted grant proposals. Thinking about and applying for external funding to support research is entirely new in our department; our untenured faculty have heeded the call from the dean's office to identify and submit grant proposals. The DDIs indicate that seven external research grant proposals from Sociology were submitted, a number far exceeding the zero in each of the three preceding years.

Strategic planning for hires: This year, we have two searches underway, one for a race specialist and the other for quantitative methods. In response to our last program review, we prioritized a hire in quantitative methods two years ago and successfully hired two faculty who are well-trained in quantitative research methods. The one who was specifically hired as a quantitative methods specialist left our department after his first year; the other, a specialist in the areas of health, mental health, and aging, remains with us. We have decided this year to prioritize quantitative methods again to replace the assistant professor who left after one year. Our choice to search for a specialist in the area of race was a response, in part, to the college's cluster hire focusing on African diasporas in the Americas. It was also, however, an area that we agreed was important to build further in our department. Many of our full-time instructors specialize in the area of race, along with one tenure-track faculty who teaches courses on race in addition to other areas. Even if we are currently able to meet the student demand for teaching in this area with our current faculty, we agreed as a faculty that we would benefit from having another tenure-track faculty who did research in the area of race.

We do not anticipate that we will have the opportunity to hire more faculty in the next few years. Four years from now, we presume that we will be able to hire a new assistant professor to replace our phased retiree. We will be in a better position to decide areas to prioritize after we have had a few years to digest our recent influx of new faculty.

If we were to have the opportunity to make additional tenure-track hires in the near future, we might choose to prioritize some important but relatively underrepresented areas in our department and/or adopt some variant of a cluster approach. For example, we recently hired in the area of "healthy aging" because it was an area of priority for the university as a whole. With one faculty member doing work in this area but much interest in teaching and research in this area among our students and the wider South Florida community, we believe that

building this area would strengthen our department, increase opportunities for research collaboration in the department and university, and present opportunities to engage the community.

A second area we might prioritize, in response to the university's development of its newest pillar in data science and artificial intelligence, is a sociologist who focuses on the societal implications of technological development and/or a specialist in big data analysis. Increasingly, quantitatively oriented sociologists are being trained in big data analysis during graduate school. Quantitative data analysis is clearly underrepresented in our department, but even the qualitative and comparative historical methodologists among us are excited about the possibilities of mining big data for understanding the world. Artificial intelligence is an emergent area in sociology that has potential to become an exciting new subfield; it would serve the department well to be able to offer courses in new technologies to its majors and this kind of course would also draw many students from across the university.

These two possibilities for future hiring, should we get the opportunity to hire new tenure-track professors in the next several years, are merely possibilities. With the current university administration, it has seemed that new faculty lines are available only when they contribute centrally to university pillars. It is for this reason that I mention the two university pillars as areas of possible development in our department. Ultimately, however, choices regarding prioritizing in hiring will be a product of careful deliberation among our faculty over the next few years as we move forward with our research agendas and curricular design projects.

We spend a lot of time building a clear vision of what we want for every position that we are permitted to fill. Our next searches will be no exception to this practice so, of course, our hiring will be guided by what comes out of faculty deliberations.

D. RESEARCH

Research productivity of faculty. The Department of Sociology has seen a steady and sizable increase in research productivity among the faculty. As the table below shows, our peer reviewed publications have increased from only four in 2015-2016, to eleven in 2016-2017, and up to fifteen in 2017-2018. Although DDIs for 2018-2019 have not yet been published, I have reviewed current faculty CVs and counted 19 peer-reviewed publications in addition to one book. With a total of 20 peer reviewed publications in 2018-2019, Sociology faculty have published 500% more than they did in 2015-2016. This increase can mostly be attributed to the increased proportion of our faculty who are ambitious and energetic assistant professors and the decreased proportion of faculty nearing retirement who had decreased their research productivity in recent years. The productivity of the junior faculty, who outnumber the rest of the faculty, has contributed to a department culture of scholarly engagement. We anticipate, within the next couple of years, that we will see three major book projects completed by three of our Associate Professors following full-year sabbaticals taken by all three in 2017-2018, 2018-2019, and 2019-2020. In addition to the peer-reviewed publications, our tenure-track faculty have been very active in making presentations at

professional meetings or conferences, with as many as 26 presentations being given in 2016-2017.

C 1-9 Research/Scholarly Productivity
Sociology

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions)	#	0	0	0	10	82
2. Other peer-reviewed publications	#	4	11	15	117	1,308
3. All other publications	#	1	3	1	133	585
4. Presentations at professional meetings or conferences	#	16	26	11	208	1,545
5. Productions/Performances/Exhibitions	#	0	0	0	234	289
6. Grant Proposals Submitted	#	0	0	0	7	272

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)

Grant Proposals: In response to the college's and university's emphasis on seeking external research funding, the Sociology department now, for the first time, has faculty submitting research grant proposals. As the DDIs show, we have gone from zero in each of the three preceding years to having seven grant applications being submitted for review. In the past month or so, several more grant applications have been submitted for review.

Interdisciplinary Research: One of our faculty was awarded a Junior Faculty Mentoring Award from the FAU Division of Research. This is enabling her to work with two faculty, one in Social Work and the other in Criminology & Criminal Justice, to prepare a major grant proposal (of at least $250,000) to support a collaborative research project. At least one other of our faculty members is engaged in talks with faculty in other colleges who do work connected to the university's Healthy Aging pillar. With one of our college's associate deans working so diligently to support the writing of grant proposals and making connections between faculty across the university for possible collaborative research, Sociology faculty will likely increase participation in interdisciplinary research.

E. SERVICE AND COMMUNITY ENGAGEMENT.

As the data below demonstrate, our faculty do a lot of service to the profession, college and university, and to the department. A few of our tenure-track faculty have made forays into community service projects but have not reported having done any community service work in recent years.

As a consequence of our very small number of tenure-track faculty and the demand for them to serve on college standing committees, faculty search committees in the department, and task-oriented departmental sub-committees, our faculty dedicate most of their service time to institutional service. Most of our faculty do significant professional service as well, organizing conference panels, reviewing manuscripts for disciplinary journals, reviewing book proposals,

serving as editors or book review editors of disciplinary journals.

In recent years, an extraordinary amount of time has been dedicated by our faculty to serving on search committees to hire new junior faculty. While most faculty are highly motivated to do this work, faculty searches are one of the most time-consuming service responsibilities. In the past three years alone, we have hired five new tenure-track faculty and are in the process of hiring two more. Until this year, faculty searches were done by "committees of the whole." All of our faculty were fully involved in all searches. As we have been able to develop a strong shared understanding of our hiring goals and procedures through the searches we have done as a whole faculty to date, this year we were able to divide our efforts such that every faculty member in the department is serving on one of two faculty search committees.

The department's curricular enhancement projects – the Undergraduate Research Initiative and the Writing Enhanced Curriculum – have also required a significant amount of faculty time devoted to curricular enhancement. This work is ongoing and involves all of our faculty.

III. Service
A Assessment Goals and Outcomes for Service (reported separately)
B 1-3 Service Productivity
Sociology

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Faculty memberships on department, college or university committees	#	22	36	45	363	2,508
2. Faculty memberships on community or professional committees	#	6	7	3	131	1,060
3. Faculty serving as editors or referees for professional publications	#	5	8	7	71	499

Source: College Dean's Offices

F. Other Program Goals. We have no other program goals, as we do not have issues of program accreditation, etc.

G. STRENGTHS AND OPPORTUNITIES THAT SUPPORT ACHIEVEMENT OF PROGRAM GOALS.

1. High level of productivity of our tenure-track faculty. The wave of retirements followed by hiring of new assistant professors has invigorated the department significantly. Our faculty are highly productive in each of the three major dimensions of their jobs: teaching, research, and service.

2. Shared commitment to the collective good. All of our tenure-track faculty are enthusiastically on board with the major curricular revision we are in the process of completing. All are committed to becoming more effective teachers, defined in terms of student achievement of learning goals rather than student ratings of their professors. We have shared scholarly interests and envision collaborative research projects involving multiple faculty, graduate students, and/or strong undergraduate students.

3. The faculty of the department share a commitment to respecting the theoretical, substantive, and methodological diversity of contemporary sociology. As a consequence of this, we are able to offer our students courses in a broad array of sociological fields and taught from a variety of different perspectives despite our small faculty. We value all levels of sociological analysis: macro, meso, and micro. We have a healthy respect for the value of all of the varied methodological approaches sociologists use and, because of our methodological diversity, we are a department where our sociological research questions can drive our choice of methodology (in collaboration with specialists in particular methodologies) rather than having a more singular methodological orientation that limits the kinds of sociological research questions we might ask.

4. We get along. This is a department in which we can disagree with one another over departmental matters and disciplinary futures while continuing to be able to forge a strong, shared curriculum and support one another through the rigors and vicissitudes of sociological research.

H. WEAKNESSES AND THREATS THAT IMPEDE PROGRAM PROGRESS.

1. We have only a small number of tenure-track faculty to do the core work of developing the department. We currently have 10 tenure-track faculty (including the chair) across two campuses, 8 in Boca and 2 in Davie. If our two faculty searches are successful this year, we will number 12 tenure-track faculty by next fall. Although the five full-time instructors enable us to meet the demand for our upper and lower division undergraduate courses, the small number of tenure-track faculty makes it very difficult for us to do the significant amount of department work we must do and are trying to do given our ambitions for program improvement and contribution to multiple departmental and college programs (BA, MA, Social Science track of Comparative Studies Ph.D., data science BA and MA, Honors' BA program). At the same time, all our faculty have ambitious research agendas and are working towards promotion.

2. We have uncompetitive graduate student teaching assistantships, making it difficult for us to recruit the best possible quality of graduate students to serve as GTA's. With 16 lines allocated to Sociology by the college for graduate teaching assistantships, and with the ability to support as many as an additional five with support from the university's center for e-learning, we have a sizable number of graduate teaching assistants available to support our high enrollment courses. Unfortunately, however, only about half of those who accept our offers of assistantship turn out to be sufficiently skilled to be able to assist with complex rubric-based grading and providing helpful written feedback to students in our large upper-division courses. As we expand our large 3000-level offerings, we may have to scale back our enrollment caps if we do not have sufficient capable students to do the work. The $8000 annual stipend for grad students is insufficient to attract stronger students into our program. It also has the unfortunate consequence of many of our graduate students working other jobs in addition to their assistantship work, limiting the

time they spend on coursework and/or assistantship work.

3. We find bimodal student preparation and commitment at both the graduate and undergraduate levels. There is a big gap between the most and the least prepared students. We are committed to working effectively with all of our students, from the very weakest to the strongest. This is a difficult balance to maintain at times. For the stronger students, the presence of average and weak students sometimes has a negative effect on the effort they put into coursework when they realize that they may be able to earn top grades as a result of grading curves with minimal effort. We have developed an honors BA program to enhance the learning experience of our best students, but so far only a few have elected to participate in the program. Some portion of all of our students maintain outside work schedules and have family responsibilities that often interfere with their class attendance and limit the time they spend on coursework outside of the classroom. For students to improve their skills, they need to spend time outside of class reading course material and completing any essay or research assignments. As faculty, we would hope that our students would spend at least 2 hours outside of class for every one hour in class. Most of our students do not commit this amount of time. We struggle with how best to respond to this reality.

I. RESOURCE ANALYSIS

1. *Unreliable funding to meet demand for our courses, especially for our majors:* Our budget is limited but the demand for our courses is extensive. Classes fill up rapidly and our majors often struggle to get the classes that they want on the Boca Raton campuses. We have a small allocation for adjuncts but, in recent years, full-year half-pay sabbaticals and open tenure-track lines have allowed us to hire visiting instructors who have taught eight courses per year. This has reduced the enrollment pressure we have felt on the Boca Raton campus. Once we fill these tenure-track lines, however, the number of courses we will be able to offer will decline. At that point, we likely will return to struggling to meet enrollment demand on the Boca Raton campus and to ensuring that our majors get the classes that they need when they are able to take them. Sociology is very popular with non-majors and non-majors flood into our courses. Unfortunately, that popularity means that our own majors often struggle to get the schedules that they want.

2. *Barely enough expense money to meet our copying costs*: Our department budget, apart from faculty lines and adjunct funding, is very meager. We are not an expensive department to run, and so mostly we manage to stay within our annual budget and have some dollars left over at the end of the year to spend on supplies or other one-time purchases to meet faculty needs. Almost any significant purchases or any shift in expenses, though, are enough to put us in the red. For example, we currently operate a copy machine that was provided to us when we moved into our new building almost a decade ago. This allows us to meet faculty and graduate student needs for photocopying and printing without dedicating a large part of our expense budget to paying the copy center. The machine is old, however, and increasingly fails. We have applied for a tech fee grant to support the purchase of a new copy machine for our department. If we don't

get the grant, we would be unable to buy a new machine. Without our own copy machine, we would have to devote a much larger portion of our annual budget to copying expenses. A comparison of copying expenses for the Boca Raton and Davie campus illustrates the magnitude of the potential problem. The Boca Raton campus copying count for the year was 10 times that of the Davie campus. Interestingly, however, the overall cost for copying on the Boca Raton campus was $200 less than it was on the Davie campus (as a consequence of their not having a department-owned machine.) Without owning our own machine, our copying costs would likely increase to about $12,000/year and would leave only $2000 for everything else. Since we must maintain phones, at the very least, we would not be able to get by on our current budget.

3. *Barely enough staffing to handle the work of the department:* We have only one program assistant for the department. We would benefit greatly from having even some additional part-time secretarial assistance. The program assistant has to handle all of the record-keeping and accounting of the department – generating contracts, handling the details of hiring, tracking expenses, handling Foundation accounts, etc. Especially at the beginning and end of the terms, she is often swamped by handling her responsibilities for department operations and trying to respond to the needs of students who come to the office to ask questions. Responding to the flood of student phone calls is a constant struggle in the context of everything else that has to be done. For example, every syllabus has to be reviewed to be sure that it complies with university policy; every problematic syllabus has to be returned to the faculty member for revision and with a rapid turnaround that sometimes requires multiple requests. Because Sociology has so many big classes, we have to run our own operation for students to take makeup tests; the Testing Center refuses to accept more than a few makeup test requests and, with such large classes, we often exceed what the Testing Center permits. The program assistant has to manage all of that. The 17 or so graduate students come to her with all of their questions about how to get things done: how to fill out requests for the testing center, how to operate the copier to print a collated test, how to put in a ticket to deal with a malfunctioning computer. New faculty, especially, need help with the basics of functioning in the University context – finding buildings, understanding how different systems work. Our revolving door of adjuncts and visiting instructors means that someone new is always in need of help – and that help takes time, and time is scarce.

J. FUTURE DIRECTIONS

Anticipated changes relevant to future directions: We can anticipate a number of changes that will provide opportunities for and challenges to the department**.**

We anticipate an increased emphasis across the university in having departments integrate faculty research and curricular initiatives into the defined pillars and platforms in the Strategic Plan.

We anticipate an increased University-level emphasis on linking new or replacement positions to funded research produced in a department. This will be a challenge for our

department, as many of our faculty work from theoretical perspectives or with methodologies that are not easily connected to fundable research questions.

We anticipate a University-level initiative of moving towards an increasingly formative approach to the evaluation of faculty. We would welcome a move away from a piecework approach but recognize that this will require that we revise our annual evaluation criteria and reconsider how they fold into promotion and tenure reviews.

We anticipate a continued University emphasis on developing on-line courses and degree programs, responding to the scarcity of space on the Boca campus and to student demand.

We anticipate a set of challenges as a consequence of University-level policies responding to State University System-level pressures for timely graduation. It is likely that students' ability to easily change majors will decrease. As few students declare a sociology major in their first year, this could lead to a decline in the number of majors drawn from FTIC ("first time in college," or those who begin at FAU as freshmen) and an increase in the proportion of our majors who are community college transfer. It also could easily lead to an overall decrease in number of majors.

Questions for the review team: We welcome your general insights but would ask you to consider a small set of questions relevant to challenges that we have identified and frequently discuss.

1. We would welcome advice on our WEC-linked Student Learning Outcomes for the BA Sociology major, and our current proposal for revision of our BA curriculum. See Appendices C and D.

2. What strategies would you suggest for working effectively with the two very different types of students who populate our upper-division classrooms? What strategies could we consider for dealing with the bi-modal distribution of (a) level of academic preparation and (b) life circumstances that shape the amount of time available for coursework? Some of our students are traditional college students who live on campus, in off-campus apartments, or with families that support their education by providing room and board with little expectation for the student's contribution to family expenses or family work. Many other students are non-traditional college students who have families of their own or significant responsibilities for caring for members of their family of origin, have lengthier commutes with more uncertain transportation, and often must work full-time jobs while also struggling to attend the university full-time or close to full-time.

3. What strategies would you suggest for how our MA program can respond effectively to the needs of the different types of students who populate it? In our MA program, we also have a have a bi-modal distribution of students similar to that in our BA program. Many of our students are well-prepared to succeed in the MA program, but others came into college with poor preparation and have struggled for the duration of their undergraduate work. Some of our students have mastered English as a second or even third language, an impressive accomplishment that also often means that they struggle with graduate-level seminar

assignments. We want all of our MA students to succeed in the program, but we struggle with how to deal with the uneven level of preparedness in each cohort.

The problem is exacerbated by many students finding it necessary to hold paid employment while also holding a graduate teaching assistantship. Even though a condition of receiving an assistantship is to forego other employment, we are aware that many of our graduate assistants are working other jobs in addition to their full-time graduate program and 20-hour teaching assistantship. Some students can rely on support from parents or partners; others need to support themselves in entirely and some have to contribute to or support a family. This means that our students vary significantly in the time that they have to devote to their MA and GTA work.

Do you have any suggestions about what can be done to help us to better serve the full range of our MA students?

4. What are the best curricular practices for a stand-alone MA program like ours? How much structure do you recommend we have in our MA program curriculum? Should we offer less variety of substantive courses and a more structured, hierarchical curriculum (with more training in research methods, for example)? What are the emerging models that could guide us in our deliberations about curriculum?

5. What are emerging in Sociology as best practices for evaluating effectiveness of teaching? The current provost is advising departments to move away from heavy reliance on quantitative SPOT (Student Perception of Teaching) scores to a more holistic approach to teaching evaluation that focuses on the effectiveness of teaching. Our current annual evaluation criteria and promotion and tenure criteria (**see Appendices J and K)** identify a set of expectations that our faculty must fulfill in their teaching to avoid a rating of "needs improvement" or below. We have not yet, however, developed effective means of measuring faculty's fulfillment of these basic expectations. We offer a list of additional instructional activities in which faculty may be engaged, and we set a minimum standard that each faculty member does at least three of these. While more easily measurable, this standard does not distinguish between the relative effort and value of the various additional instructional activities. Do you have any suggestions as to what we should be considering?

6. We are being encouraged to become more involved in the university's pillars (i.e., a set of topics that are expected to become signature foci of the institution). **Appendix L** provides more information on these topics. What advice would you have for us about trying to connect to these?

Appendix A

Appendix A

Florida Atlantic University
Department of Sociology
Fall 2017
Proseminar for Graduate Students

Meetings: Wednesdays, Noon-12:50pm in Culture and Society Building (CU) 249
Instructor: Dr. Laura Backstrom
Office: Culture and Society Building (CU) 259
Office Hours: Tuesdays and Thursdays 11am-1pm and by appointment
Phone: (561) 297-3270
E-Mail: **lbackstrom@fau.edu**

Description
This is a professional development seminar series that focuses on socialization into the discipline, learning department culture, and preparation for a successful graduate experience and career. Class meetings will primarily consist of discussion.

Learning Objectives
The learning objectives for the course are as follows:

- learn about current faculty research to identify potential advisors and committee members
- understand program requirements, procedures and timelines to remain in good standing
- recognize informal cultures in the department and the discipline
- provide a safe space to ask ANY questions you have
- examine your personal strengths in helping to decide an academic or an applied career pathway;
- prepare a professional portfolio that will be useful in applying for PhD program or for employment in other sectors

Requirements
The Professional Portfolio will include your Curriculum vitae or Resume, list of four professional references, sample of your writing, and a cover letter or letter of interest. Students who are pursuing the academic track will be required to prepare a curriculum vitae (CV) while those interested in the applied route will be required to write a resume. The length and components of the CV and resume will vary according to your expertise and career goals.

Course Schedule

August 23 Overview of Graduate Program (with Phil and Ann)

- Choosing Classes
- MA Thesis Options

Discussion Topics: Expectations about graduate-level work. How to transition from undergraduate to graduate-level work. Timeline for completing graduate school? Tips for reading/writing in graduate seminars, time management

August 30 Creating A Good Department Culture

Discussion Topics: Respectful communication, class discussion, emotional management, mental health services, handling stress, anxiety, criticism and rejection

September 6 Applied or Academic Route?

Discussion Topics: What kind of job do you want? What types of work do you find most rewarding? What kind of career path can you carve out?

*Guidance on writing a personal statement or cover letter, CV or resume

September 13 Sociology as a Discipline

Discussion Topics: What does it mean to be a professional sociologist? How is the discipline organized? What do most sociologists study? Pros and cons of academic vs. applied sociology careers

September 20 Constructing a Professional Portfolio

Discussion Topics: Peer Review of Personal Statements/Cover Letter, and CV or Resumes Discussion and Peer Review

September 27 Community Engagement and Activism

Discussion Topics: GSSA, campus groups, internships, volunteer opportunities

October 4 Completing a Thesis

Discussion Topics: How and when to begin with your thesis. Working alone with focus and consistency. Conducting library research. Writing for the Social Sciences, and forming writing groups. Things to consider for IRB and Grant Proposals.

October 11 What can you do with a Sociology MA?

Discussion Topics: Panel of former MA students (?)

October 18 Open Discussion.

Discussion Topics: How is the semester going? Questions/concerns. Mid-semester reflection/goal setting

October 25: Being A Good Teacher/TA at FAU

Panel of Instructional Faculty (?)

Discussion Topics: Maintaining professional relationships with faculty and undergraduates, suspected plagiarism. When should you talk to your advisor or department chair? How can you avoid conflicts of interest or perceptions of favoritism toward your students? How do you manage relationships in a professional and responsible manner?

November 1: **Conference Presentations**

Discussion Topics: How to apply, professional organizations and memberships, tips for effective presentations, presenting at FAU, writing abstracts.

November 8: **The Publication Process**

Discussion Topics: How does academic publishing work? How does the review process operate?

November 15: **Applying to PhD Programs**

Discussion Topics: Should you get a PhD? What are the requirements? Where should you apply?

November 28: **Semester Wrap Up/Open Discussion**

Appendix B

Appendix B

HONORS PROGRAM IN SOCIOLOGY

Through writing and research intensive coursework and participation in an original research project, Sociology Honors students will have firsthand experience with all aspects of the research process including working collaboratively with fellow students and faculty, writing and revising a journal article length piece, and presenting findings in a professional setting.

Requirements:

Students successfully complete nine credits of honors coursework (three credits of research methods, six credits in a substantive area of sociology) and a capstone thesis.

Coursework:

Three Credits of Research Methods (select one of the following):

1. Graduate level methods course (Research Methods, Qualitative Methods, or Quantitative Methods)

2. Undergraduate methods course with an Honors compact (3 credits).

Six Credits in a Substantive Area (select two of the following):

1. Graduate seminar in the area of research interest of the student.

2. Research Intensive 4000-level sociology course or 4000-sociology course with an honors compact.

3. A 1-3 credit Directed Independent Study (DIS) or Directed Independent Research (DIR) with a faculty member.

Capstone Experience (select one of the following):

1. Independent Thesis

2. Thesis with a Collaborative Research Team

Admission Requirements:

1. A minimum overall GPA of 3.5

2. A minimum overall sociology GPA of 3.7

3. Minimum of 12 credits in sociology completed

4. Complete an application (link below)

Benefits to Students:

- Gain research skills required for graduate school and careers.
- Improve writing skills
- Increased interaction with faculty members in the sociology department
- Completion of undergraduate degree with honors distinction (Honors recognition with cord at graduation)

Application:

Download and fill out this application. Send to Dr. Laura Backstrom, Director of the Honors Program via email (lbackstrom@fau.edu) or deliver to the sociology department in the Culture and Society Building (CU) Room 253.

Appendix C

Appendix C

WRITING ABILITIES FOR SOCIOLOGY MAJORS
With which writing abilities should students in this major graduate?

The faculty survey and discussion produced the following 6 core writing abilities with which all majors should graduate.

1. *Critical reading*
    a. identifying/understanding the basic anatomy of sociological texts (research question, methods, findings, and implications)
    b. accurately summarizing the work of others
    c. distinguishing between different types of written sources (scholarly versus journalistic, etc.)
    d. explaining the contributions and shortcomings of sociological studies

2. Coherent and cogent *argumentation*
    a. clear writing that is logically organized and grammatically correct
    b. development of logically coherent and well-integrated narratives including thesis statements, statements of the organization of the paper, presentation of evidence, analysis, and implications
    c. synthesizing various sources to develop one's own position
    d. developing persuasive arguments using data and disciplinary discourse

3. Analyzing *empirical* data/evidence
    a. distinguishing between types of empirical data and their uses (quantitative/qualitative)
    b. understanding methods of data collection
    c. accurately describing and interpreting data
    d. organizing/coding data into categories
    e. making appropriate comparisons
    f. using data to measure variables/variation and uncover themes
    g. drawing accurate conclusions from data
    h. recognizing the limitations of data

4. Understanding and applying *theory*/conceptual frameworks
    a. identifying core assumptions of theories
    b. accurately interpreting theoretical arguments
    c. clearly defining theoretical concepts
    d. using theory to develop sociological research questions
    e. identifying and proposing theses/causal arguments
    f. Operationalizing concepts with data

5. *Evaluating* sociological work
    a. Identifying logical/systematic links between evidence and arguments
    b. distinguishing analysis from advocacy

c. identifying the strengths and weaknesses (limitations) of sociological arguments/studies
d. Identifying the implications of a particular study for the broader field

6. Reflexivity

a. Understanding one's own position/standpoint in systems of social relations

Appendix D

Appendix D

The Dorothy F. Schmidt College of Arts & Letters
Department of Sociology, CU 253
Florida Atlantic University
777 Glades Rd
Boca Raton, FL 33431
Tel: 561-297-3270
Fax: 561-297-2511

To: DFSCAL Undergraduate Programs Committee

From: Ann Branaman, Professor and Chair of Sociology

Date: December 2, 2019

Re: BA Sociology Curriculum Change Proposal

In an effort to create some modest verticality in our curriculum so as to allow student progression in the development of sociological research and writing skills, the faculty in the Department of Sociology have devised the following plan for revision of our BA curriculum. This proposed curriculum change is comprehensive, superseding all prior requirements for the major in Sociology.

1. We propose to move SYA 4010 Sociological Theory and SYA 4300 Sociological Analysis: Survey of Research Methods to the 3000-level. Both courses will remain requirements for Sociology majors. The prerequisite for these courses will be SYG 1000, SYD 3792, or SYO 3530.

2. We propose to move several of our courses, listed below, from 4000 to 3000-level. With respect to content, these course will remain similar to what they were when delivered at the 4000-level. The purpose of moving many of our courses to the 3000-level is so that we may be able to heighten the rigor of the 4000-level courses by requiring students in 4000-level courses to conduct research and write sociological research papers. There will be no prerequisites for our 3000-level courses (apart from the required SYA 3010 and SYA 3300 classes). The 3000-level courses will be aimed not only at engaging students in the content of the substantive areas in sociology, but the 3000-level courses will work on building sociological analysis and writing skills to prepare them for the research-oriented 4000-level courses.

3. We propose adding SYA 3010 and SYA 3300 as prerequisites for our 4000-level courses. These will include:

   SYA 4310 Qualitative Research Methods
   SYA 4300 Sociological Analysis: Quantitative Research Methods
   SYA 4930 Special Topics
   SYP 4063 Social Construction of Sexuality
   SYP 4453 Global Social Change
   SYP 4464 Sociology of Climate and Disaster
   SYP 4610 Cultural Sociology

   Sociology majors will be required to take at least two 4000-level courses to fulfill the requirements of the major.

In sum, effective Spring 2021, the new requirements for the Sociology major will be as follows:

1. SYA 3010 Sociological Theory (3 credits)
2. SYA 3400 Sociological Analysis: Survey of Methods (3 credits)
3. Six 3000-level electives in Sociology (18 credits)
4. Two 4000-level courses (6 credits) (SYA 3010 and SYA 3400 are formal prerequisites for enrollment in 4000-level courses)

Additional 4000-level courses may be substituted for 3000-level elective courses.

The total number of credits for the major will remain 30.

Comprehensive list of courses changes:

SYA 4310 Qualitative Research Methods – change prerequisites
SYA 4400 Sociological Analysis: Quantitative Research Methods – change prerequisites
SYA 4930 Special Topics – change prerequisites
SYP 4610 Cultural Sociology – change prerequisites
SYP 4063 Social Construction of Sexuality – change prerequisites
SYP 4453 Global Social Change – change prerequisites
SYP 4464 Sociology of Climate and Disaster – change prerequisites
SYP 4610 Cultural Sociology – change prerequisites
SYP 4451 Globalization and U.S. Cities to SYP 3454 Globalization and Cities (add title and description change)
SYA 4010 Sociological Theory to SYA 3010 – change prerequisites
SYA 4120 Contemporary Social Theory to SYA 3120
SYA 4300 Sociological Analysis: Survey of Methods to SYA 3300
SYD 4510 Environmental Sociology to SYD 3510
SYD 4602 Urban Community to SYD 3600
SYA 4930 Sociology of Film to
SYD 4702 Race in Global Context to SYD 3701
SYD 4804 Sociology of the Body to SYD 3804
SYG 4244 Sociology of Food to SYG 3242
SYO 4200 Sociology of Religion to SYO 3200
SYO 4250 Sociology of Education to SYO 3250
SYO 4534 Poverty & Society to SYO 3534
SYO 4370 Gender and Work to SYO 3370
SYO 4377 Labor and Globalization to SYO 3371
SYO 4410 Sociology of Mental Health to SYO 3410
SYO 4448 Animals & Society to SYO 3442
SYP 4014 Sociology of Happiness to SYP 3011
SYP 4112 Microsociology to SYP 3112
SYP 4304 Social Movements to SYP 3302
SYP 4420 Sociology of Consumption to SYP 3420
SYP 4454 Globalization and Social Movements to SYP 3454
SYP 4530 Adolescence & Delinquency to SYP 3530

SYP 4714 Sociology of Youth to SYP 3712
SYP 4774 Youth Subcultures to SYP 3772
SYA 4150 Social Conflict to SYA 3150

New course proposal

SYA 3930 Special Topics. Our current special topics course, SYA 4930, will be used for research courses in areas of faculty expertise. SYA 3930 will be necessary to accommodate new course development at the 3000-level.

SYA 3905 Directed Independent Study. Our 4000-level directed independent study course will require the completion of a full-scale research project equivalent to that required in all 4000-level courses.

List of courses to be terminated:

SYD 4812 Women, wealth, and power
SYD 4815 Sociology of Fashion

Appendix E

Appendix E

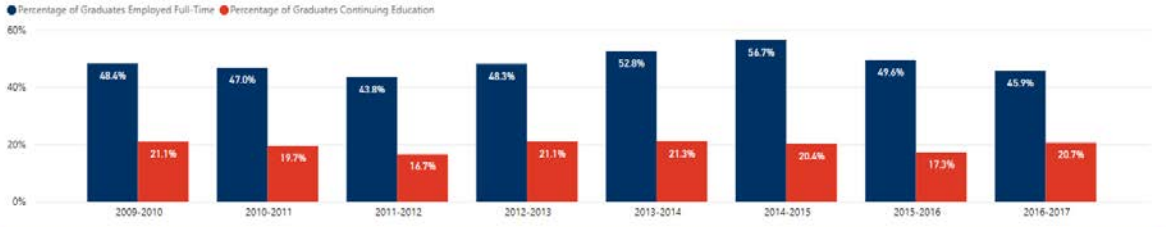
Name	Status	GTA	Education
~~Linda Berman~~	~~part-time~~	~~no~~	~~BA Sociology, Florida Atlantic University (2015)~~
Malcolm Brown	part-time	no	BA Sociology, Florida Atlantic University (2017)
~~Rhonda Cifone~~	~~part-time~~	~~no~~	~~BA Interdisciplinary Studies, Minor in History and Jewish Studies, Florida Atlantic University (2013); MA History, Florida Atlantic University (2016)~~
Danirah Downs	full-time	yes	BA Sociology and Political Science, Florida Atlantic University (2017) Certificates in Ethnic Studies, Peace Studies, Ethics Law and Society, & Women, Gender and S
Abigail Duncanson	full-time	yes	BA Sociology and English, Florida Atlantic University (2018) Certificate in Women, Gender and Sexuality Studies
Kelly Fraidenburg	full-time	yes	BA Sociology, Florida Atlantic University (2018)
Brianna Guinn	full-time	yes	BA Sociology, Minor in Commercial Music, Florida Atlantic University (2018)
Katherine Haggar	full-time	yes	BA Sociology and English Literature, University of South Florida (2017)
Julia Hemer	full-time	yes	BA Sociology, University of Central Florida (2018)
Lucas Lopez-Arrastia	full-time	yes	BA Sociology, Minor in Political Science, Florida Atlantic University (2017)
Thelma Noel	full-time	yes	BA Sociology and English, Certificate in Women's Studies, Florida Atlantic University (2017)
Karthik Balaji Ramanujam	full-time	yes	B. Tech, Electrical & Electronics Engineering, National Institute of Technology, India (2012); MA Industrial Management, National Institute of Industrial Engineering (2
Adrian Rebegel	full-time	yes	BA in Sociology, Minors in Geography and Psychology, Florida International University (2019)
David Sanchez	full-time	yes	BA of Sociology, University of Florida (2016)
Jessica Shoemaker	full-time	yes	BA Religion from University of Florida (2015)
Ernes Sifran	full-time	yes	BA Sociology, Florida Atlantic University (2018)
Rand Sutton	part-time	no	BA Political Science, University of Georgia (1988); MS Political Science, Florida State University (1992); MBA Health Admin., Florida Atlantic University (2017)
Natalie Taylor	full-time	yes	BA Sociology, University of Central Florida (2019)
Paula-Ann Wynter	full-time	yes	BA Sociology, Minor in Criminal Justice, Certificate in Women, Gender, and Sexuality Studies, Florida Atlantic University (2018)
~~Benjamin Liebman~~		~~no~~	
Josie Walter	full-time	yes	BA Sociology, Minor in Criminology, University of South Florida (2014)
Cassio Marques	full-time	yes	BA Sociology, Minor in Psychology, Florida Atlantic University (2019)
Frank Schioppa	full-time	yes	

Appendix F

Appendix F

Metric 1 *Employed Full-Time/Continuing Education*

Year	College	Department	Major/CIP Code	Student Level
All	D. F. Schmidt Col Arts Letters	Sociology	All	Baccalaureate



Employed Full-time

College/Department	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
D. F. Schmidt Col Arts Letters	47.0%	43.8%	48.3%	52.8%	56.7%	49.6%	45.9%
Sociology	47.0%	43.8%	48.3%	52.8%	56.7%	49.6%	45.9%
Total	**47.0%**	**43.8%**	**48.3%**	**52.8%**	**56.7%**	**49.6%**	**45.9%**

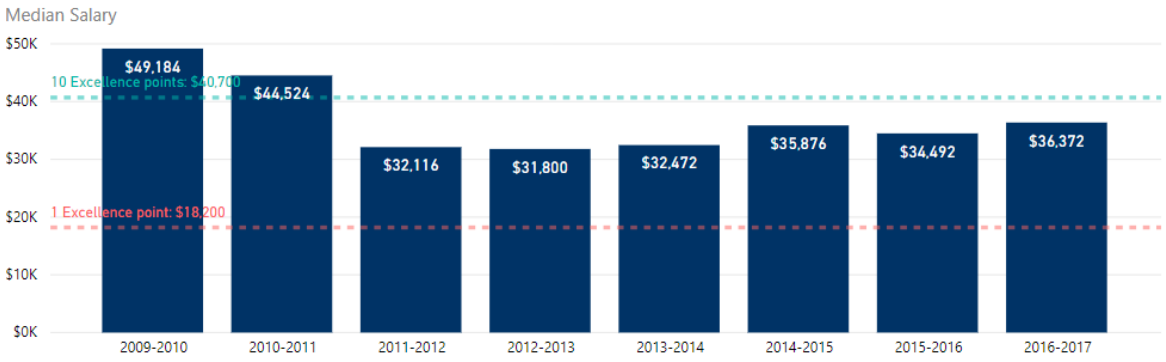
Continuing Education

College/Department	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
D. F. Schmidt Col Arts Letters	20%	17%	21%	21%	20%	17%	21%
Total	**20%**	**17%**	**21%**	**21%**	**20%**	**17%**	**21%**

Appendix G

Appendix G

Metric 2 *Median Full-Time Wages*



Year	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
College/Department	Median Salary	n	Median Salary	n	Median Salary	n	Median Salary	n	Median Salary	n	Median Salary	
⊟ D. F. Schmidt Col Arts Letters	$32,116	71.00	$31,800	67.00	$32,472	89.00	$35,876	63.00	$34,492	51.00	$36,372	
⊞ Sociology	$32,116	71.00	$31,800	67.00	$32,472	89.00	$35,876	63.00	$34,492	51.00	$36,372	
Total	**$32,116**	**71.00**	**$31,800**	**67.00**	**$32,472**	**89.00**	**$35,876**	**63.00**	**$34,492**	**51.00**	**$36,372**	

Appendix H

Appendix H

Sociology BA
2018-2019 Annual Assessment Results

Outcome 1

Content Knowledge (Research Skills):

Students will demonstrate knowledge of the procedures involved in sociological research (such as idea generation, literature review, data collection and reporting) by applying data collection strategies and/or analytic methodologies to sociological research projects.

Content Knowledge (Technical Skills): Students will demonstrate technical skills related to sociological analysis such as use of statistical packages, historical/comparative methods of analysis, content analysis, interviewing skills, or equivalents.

Implementing Strategy
All students in the Sociology BA program must take at least one course in Sociological research methods. Many of our students have taken 4000-level courses, in addition to the required methods course, in which they produce a research paper (involving all steps in the sociological research process). We will collect all papers from required methods courses as well as from courses that assign full research papers. We will exclude from analysis papers written by non-majors. Of the papers submitted by our majors during AY 2018-2019, we will distinguish between papers written by students with 15 or more credits in Sociology (prior to the term in which the work was produced) and those who have less than 15 credits in Sociology prior to the time of the course.

Assessment Method
We have or will be collecting final term papers from Qualitative Research methods (spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We will select from these downloaded papers those papers that were written by sociology majors and will divide the papers into those written by students with less than 15 credits in sociology and those with more than 15 credits in sociology (prior to Spring 19 for work collected in spring 19 and prior to Fall 18 for work collected in the fall 18 term. Our departmental BA assessment committee will meet for norming of our evaluations of student work; we will then work independently in evaluating student work (with at least 2 faculty reviewing each student paper); we will then collate our data and meet to discuss the implications of our findings.

Criterion for Success
We have only recently begun to ask students to complete full-scale sociological research projects (involving a literature review, formulation of a research question, data collection, and data analysis). This is challenging to many of our students. We do not expect that 100% of our majors will achieve competence on this SLO at this stage in our program's development. Our criterion for success is, for students with less than 15 credits in sociology prior to the term in which the work was produced, is is 75% of our students would demonstrate (at least)

competence and that 10% would demonstrate excellence. For students with more than 15 credits in Sociology prior to the term in which the work was produced, our criterion for success is that 100% will demonstrate at least competence and 30% will demonstrate excellence.

Results

Final term papers were collected from each of the following 4000-level courses: Qualitative Research Methods (Spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We reviewed the transcripts of all students in each of these courses to determine: 1) if the student was a sociology major; and 2) if the student had or had not completed 15 credits in Sociology prior to the term in which the work was produced. We reviewed only those papers written by sociology majors.

The total number of sociology majors whose work was reviewed was:

Environmental Sociology, 12 majors with less than 15 credits in Sociology and 3 majors with 15 or more credits in Sociology.

Gender and Work: 6 majors with less than 15 credits in Sociology and 18 majors with 15 or more credits in Sociology.

Qualitative Methods: 15 majors with less than 15 credits in Sociology and 10 majors with 15 or more credits in Sociology.

Social Movements: 7 majors with less than 15 credits in Sociology and 6 majors with 15 credits or more in Sociology.

In all, 40 majors with less than 15 credits in Sociology and 37 with more than 15 credits in Sociology.

Our BA assessment committee rated the student's demonstrated content knowledge (as defined above) on a 3-point scale. 1 is excellent; 2 is competent; and 3) below satisfactory.

Of the majors with less than 15 credits in Sociology prior to the term in which the work was produced,

7 (20%) were rated as excellent

19 (52%) were rated as competent

11 (28%) were rated as below satisfactory.

Of the majors with 15 or more credits in Sociology prior to the term in which the work was produced,

21 (58%) were rated as excellent

12 (33%) were rated as competent

3 (8%) were rated as below satisfactory

Relative to our targets:

Our criterion for success is, for students with less than 15 credits in sociology prior to the term in which the work was produced, is 75% of our students would demonstrate (at least) competence and that 10% would demonstrate excellence. For students with more than 15 credits in Sociology prior to the term in which the work was produced, our criterion for success is that 100% will demonstrate at least competence and 30% will demonstrate excellence.

72 % of students with less than 15 credits in Sociology were rated as either excellent or competent, falling three percentage points short of our target.

20% of students with less than 15 credits in Sociology were rated as excellent, exceeding our target by ten percentage points.

92% of students with 15 or more credits in Sociology were rated as either excellent or competent, falling eight perctnage points short of our target..

58% of students with 15 or more credits in Sociology were rated as excellent, exceeding our target by 28 percentage points.

Outcome 2

Critical Thinking (Analytical and Practical Skills)

Students will demonstrate the ability to conduct library, field, or data archive based research on a sociological topic that demonstrates critical analysis that appropriately uses and interprets the results of qualitative and/or quantitative research methods. Students will be assessed on their research, technical, and analytical skills as indicated in appropriate sections of their research

Implementing Strategy: All students in the Sociology BA program must take at least one course in Sociological research methods. Many of our students have taken 4000-level courses, in addition to the required methods course, in which they produce a research paper (involving all steps in the sociological research process). We will collect all papers from required methods courses as well as from courses that assign full research papers. We will exclude from analysis papers written by non-majors. Of the papers submitted by our majors, we will distinguish between papers written by students with 15 or more credits in Sociology (prior to Spring 19) and those who have less than 15 credits in Sociology prior to Spring 19.

Assessment Method: We have or will be collecting final term papers from Qualitative Research methods (spring 19), Gender and Work (spring 19), Envirronmental Sociology (Spring 19), and Social Movements (Fall 2018) We will select from these downloaded papers those papers that were written by sociology majors and will divide the papers into those written by students with less than 15 credits in sociology and those with more than 15 credits in sociology (prior to Spring 19 for work collected in spring 19 and prior to Fall 18 for work collected in the fall 18 term. Our departmental BA assessment committee will meet for norming of our evaluations of student work; we will then work independently in evaluating student work (with at least 2 faculty reviewing each student paper); we will then collate our data and meet to discuss the implications of our findings.

Criterion for Success: Our criterion for success is that 70% of our students with less than 15 credits in Sociology (prior to the term from which written work was collected) will demonstrate at least competence in critical thinking. Our criterion for success for those students who have more than 15 credits in Sociology prior to the term from which the written work was collected is that 100% will demonstrate competence while at least 20% will demonstrate excellence.

Results: Final term papers were collected from each of the following 4000-level courses: Qualitative Research Methods (Spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We reviewed the transcripts of all students in each of these courses to determine: 1) if the student was a sociology major; and 2) if the student had or had not completed 15 credits in Sociology prior to the term in which the work was produced. We reviewed only those papers written by sociology majors.

The total number of sociology majors whose work was reviewed was:

Environmental Sociology, 12 majors with less than 15 credits in Sociology and 3 majors with 15 or more credits in Sociology.

Gender and Work: 6 majors with less than 15 credits in Sociology and 18 majors with 15 or more credits in Sociology.

Qualitative Methods: 15 majors with less than 15 credits in Sociology and 10 majors with 15 or more credits in Sociology.

Social Movements: 7 majors with less than 15 credits in Sociology and 6 majors with 15 credits or more in Sociology.

In all, 40 majors with less than 15 credits in Sociology and 37 with more than 15 credits in Sociology.

Our BA assessment committee rated the student's demonstrated critical thinking (as defined above) on a 3-point scale. 1 is excellent; 2 is competent; and 3) below satisfactory.

Of the majors with less than 15 credits in Sociology prior to the term in which the work was produced,

7 were rated as excellent (19%)' 16 were rated as competent (43%)' 14 were rated as below satisfactory(38%)

Of the majors with 15 or more credits in Sociology prior to the term in which the work was produced,

22 were rated as excellent (61%)

13 were rated as competent (36%)

1 was rated as below satisfactory.(3%)

Relative to our targets:

Our criterion for success is that 70% of our students with less than 15 credits in Sociology (prior to the term from which written work was collected) will demonstrate at least competence in critical thinking. Our criterion for success for those students who have more than 15 credits in Sociology prior to the term from which the written work was collected is that 100% will demonstrate competence while at least 20% will demonstrate excellence.

62% of students with less than 15 credits in Sociology were rated as competent or excellent, 8 points short of our target.

97% of students with 15 or more credits in Sociology were rated as competent or excellent, 3 percentage points short of our target.

61% were rated as exceptional, exceeding our target by 41 percentage points.

Outcome 3: Communication

Communication: Students will communicate in a manner that is clear, focused, and organized.

Results: Final term papers were collected from each of the following 4000-level courses: Qualitative Research Methods (Spring 19), Social Movements (Fall 18), Environmental Sociology (Spring 19), and Gender and Work (Spring 19). We reviewed the transcripts of all students in each of these courses to determine: 1) if the student was a sociology major; and 2) if the student had or had not completed 15 credits in Sociology prior to the term in which the work was produced. We reviewed only those papers written by sociology majors.

The total number of sociology majors whose work was reviewed was:

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Qualitative Methods: 15 majors with less than 15 credits in Sociology and 10 majors with 15 or more credits in Sociology.

Social Movements: 7 majors with less than 15 credits in Sociology and 6 majors with 15 credits or more in Sociology.

In all, 40 majors with less than 15 credits in Sociology and 37 with more than 15 credits in Sociology.

Our BA assessment committee rated the student's demonstrated competence in written communication (as defined above) on a 3-point scale. 1 is excellent; 2 is competent; and 3) below satisfactory.

Of the majors with less than 15 credits in Sociology prior to the term in which the work was produced,

13 were rated as excellent (35%)

19 were rated as competent (51%)

5 were rated as below satisfactory. (14%)

Of the majors with 15 or more credits in Sociology prior to the term in which the work was produced,

26 were rated as excellent (72%)

9 were rated as competent (25%)

1 was rated as below satisfactory. (3%)

For students with less than 15 credits in sociology:: Our target is for 70% of our students to be rated as at least competent and 10% of our students to be rated as excellent. We met both targets, exceeding the first target by 16 percentage points and the second one by 25 percentage points.

For students with more than 15 credits in sociology: Our target is for 100% to be rated as at least competent and for 30% to be rated as excellent. We fell short of our 100% target due to one student being evaluated as below satisfactory. We exceeded the 30% excellence target by 42%.

Program Improvement

We continue to move forward with our department's WEC (Writing Enhanced Curriculum) project. The data suggest that our efforts are producing positive results, with a 20 percentage point difference in competence and a 38 percentage point difference in excellence between students with less than 15 credits in Sociology and students with 15 or more credits in Sociology.

By Fall 2020, we will have implemented a significant change to our BA curricular requirements. Among our goals for this change is to provide students with opportunities to develop sociological research and writing skills prior to taking 4000-level courses. All 4000-level courses will be essentially "capstone" courses in which students complete a sociological research project that will require them to demonstrate competence in the six WEC criteria our department has established over the past several years.

Our assessment criteria for 2019-2020 will be the 6 SLOs of our department’s WEC plan.

Appendix I

Appendix I

2017-2018 Program Review
Sociology

I Instruction
A Assessment goals and outcomes for each degree program (reported separately)
B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction
Sociology

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	11	12	12	173	695
		Total Person-Years	9.2	9.4	9.2	138.6	579.4
		Person-Years Devoted To Instruction	4.5	5.3	5.0	74.3	270.0
		Total FTE	12.2	12.6	12.3	184.8	772.5
		FTE Devoted to Instruction	6.1	7.1	6.7	99.0	360.1
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	6	5	3	40	239
		Total Person-Years	4.7	4.1	2.5	33.7	192.7
		Person-Years Devoted To Instruction	4.7	4.1	2.5	32.5	148.5
		Total FTE	6.2	5.5	3.4	45.0	256.9
		FTE Devoted to Instruction	6.2	5.5	3.4	43.4	197.9
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc	Total Headcount	1	2	3	26	159
		Total Person-Years	1.0	1.8	2.9	21.8	131.6
		Person-Years Devoted To Instruction	1.0	1.8	2.9	20.6	68.2
		Total FTE	1.3	2.4	3.8	29.1	175.5

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
		FTE Devoted to Instruction	1.3	2.4	3.8	27.5	90.9
Adjuncts	--	Total Headcount	6	6	7	124	701
		Total Person-Years	0.9	1.2	2.0	25.3	133.9
		Person-Years Devoted To Instruction	0.9	1.2	1.9	24.4	128.0
		Total FTE	1.2	1.6	2.7	33.8	178.5
		FTE Devoted to Instruction	1.2	1.6	2.5	32.5	170.7
Graduate Assistants	--	Total Headcount	20	17	18	230	1,254
		Total Person-Years	5.5	5.5	5.8	72.6	389.5
		Person-Years Devoted To Instruction	5.5	5.5	5.3	65.6	247.0
		Total FTE	7.3	7.3	7.7	96.8	519.3
		FTE Devoted to Instruction	7.3	7.3	7.1	87.4	329.4
Other	--	Total Headcount			1	27	280
		Total Person-Years			0.1	2.1	27.9
		Person-Years Devoted To Instruction			0.1	1.6	16.9
		Total FTE			0.1	2.8	37.2
		FTE Devoted to Instruction			0.1	2.2	22.5
Total		Total Headcount	44	42	44	620	3,328
		Total Person-Years	21.2	22.1	22.5	294.2	1,454.9

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Person-Years Devoted To Instruction	16.6	18.0	17.7	219.0	878.6
	Total FTE	28.2	29.4	30.0	392.2	1,939.9
	FTE Devoted to Instruction	22.1	23.9	23.6	292.0	1,171.5

Source: Instruction and Research File

Report includes summer, fall and spring semester data
Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.
Adjuncts and Grad Assistants are counted in each department where they had an appointment.
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Sociology

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Asian or Pacific Islander	Female	1		1	3	44
	Male				5	101
	Total	1		1	8	145
Black (Not of Hispanic Origin)	Female	1	1	1	9	38
	Male	1	1		5	24
	Total	2	2	1	14	62
Hispanic	Female	2	2	2	17	39
	Male	1	1	1	6	33
	Total	3	3	3	23	72
White (Not of Hispanic Origin)	Female	6	7	6	93	326
	Male	6	6	6	99	409
	Total	12	13	12	192	735
Total	Female	10	10	10	122	447
	Male	8	8	7	115	567
	Total	18	18	17	237	1,014

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Sociology

Adjuncts		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female				1	12
	Male					14
	Total				1	26
Black (Not of Hispanic Origin)	Female				6	49
	Male				3	34
	Total				9	83
Hispanic	Female		1	1	15	47
	Male	1			10	33
	Total	1	1	1	25	80
White (Not of Hispanic Origin)	Female	3	3	3	48	287
	Male	2	2	3	41	223
	Total	5	5	6	89	510
Total	Female	3	4	4	70	396
	Male	3	2	3	54	305
	Total	6	6	7	124	701

Source: Instruction and Research File

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Sociology

				Sociology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	#	123	127	137	1,944	5,462
			# Enrolled	7,699	8,184	7,653	55,028	203,379
			Avg Section Enrollment	**62.6**	**64.4**	**55.9**	**28.3**	**37.2**
		Sections Faculty-Taught	#	114	113	110	1,405	3,682
			%	**92.7**	**89.0**	**80.3**	**72.3**	**67.4**
	Lab	**Sections Offered**	#				24	902
			# Enrolled				415	16,280
			Avg Section Enrollment				**17.3**	**18.0**
		Sections Faculty-Taught	#				20	468
			%				**83.3**	**51.9**
	Discussion	**Sections Offered**	#				119	322
			# Enrolled				2,837	8,205
			Avg Section Enrollment				**23.8**	**25.5**
		Sections Faculty-Taught	#				119	270
			%				**100.0**	**83.9**
	Other Course Types	**Sections Offered**	#	7	6	12	504	1,374
			# Enrolled	9	7	17	3,476	8,508
			Avg Section Enrollment	**1.3**	**1.2**	**1.4**	**6.9**	**6.2**
		Sections Faculty-Taught	#	7	6	12	333	1,058
			%	**100.0**	**100.0**	**100.0**	**66.1**	**77.0**

				Sociology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Graduate	Lecture/Seminar	Sections Offered	#	8	10	9	195	1,840
			# Enrolled	112	119	119	1,320	23,939
			Avg Section Enrollment	**14.0**	**11.9**	**13.2**	**6.8**	**13.0**
		Sections Faculty-Taught	#	8	10	9	193	1,485
			%	**100.0**	**100.0**	**100.0**	**99.0**	**80.7**
	Lab	Sections Offered	#				1	80
			# Enrolled				8	577
			Avg Section Enrollment				**8.0**	**7.2**
		Sections Faculty-Taught	#				1	52
			%				**100.0**	**65.0**
	Other Course Types	Sections Offered	#	1	7	11	347	1,964
			# Enrolled	2	7	12	481	3,936
			Avg Section Enrollment	**2.0**	**1.0**	**1.1**	**1.4**	**2.0**
		Sections Faculty-Taught	#	1	7	11	339	1,865
			%	**100.0**	**100.0**	**100.0**	**97.7**	**95.0**

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

B 4 a Majors Enrolled By Level (Annual Headcount)
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	560	589	506	4,293	28,345
Masters/Specialist	23	26	27	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	**583**	**615**	**533**	**4,688**	**37,452**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Sociology (Program CIP: 451101)

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional	**Asian or Pacific Islander**	**Female**					16
		Male					22
		Total					**38**
	Black (Not of Hispanic Origin)	**Female**					12
		Male					8
		Total					**20**
	Hispanic	**Female**					15
		Male					13
		Total					**28**
	White (Not of Hispanic Origin)	**Female**					67
		Male					86
		Total					**153**
	Not Reported	**Female**					2
		Male					9
		Total					**11**
	Total	**Female**					112
		Male					138
		Total					**250**
Undergraduate	**American Indian/Alaskan Native**	**Female**	3	2	1	16	102
		Male	0			10	85
		Total	**3**	**2**	**1**	**26**	**187**
	Asian or Pacific Islander	**Female**	21	21	17	126	896
		Male	6	4	5	50	725
		Total	**27**	**25**	**22**	**176**	**1,621**
	Black (Not of Hispanic Origin)	**Female**	111	111	97	519	3,884
		Male	44	57	43	352	2,427
		Total	**155**	**168**	**140**	**871**	**6,311**

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Hispanic	Female	78	104	92	777	4,458
		Male	37	39	39	454	3,191
		Total	**115**	**143**	**131**	**1,231**	**7,649**
	White (Not of Hispanic Origin)	Female	160	166	137	1,064	6,037
		Male	90	75	65	805	5,398
		Total	**250**	**241**	**202**	**1,869**	**11,435**
	Non-Resident Alien	Female	3	7	7	54	417
		Male	3	2		27	492
		Total	**6**	**9**	**7**	**81**	**909**
	Not Reported	Female	4	0	1	21	129
		Male		1	2	18	104
		Total	**4**	**1**	**3**	**39**	**233**
	Total	Female	380	411	352	2,577	15,923
		Male	180	178	154	1,716	12,422
		Total	**560**	**589**	**506**	**4,293**	**28,345**
Graduate	American Indian/Alaskan Native	Female				1	13
		Male					8
		Total				**1**	**21**
	Asian or Pacific Islander	Female				11	198
		Male			1	4	126
		Total			**1**	**15**	**324**
	Black (Not of Hispanic Origin)	Female	1	2	3	24	688
		Male	6	6	2	19	288
		Total	**7**	**8**	**5**	**43**	**976**
	Hispanic	Female	3	5	3	47	658
		Male		1	3	32	411
		Total	**3**	**6**	**6**	**79**	**1,069**
	White (Not of Hispanic Origin)	Female	9	9	11	130	1,648
		Male	4	3	3	91	1,188
		Total	**13**	**12**	**14**	**221**	**2,836**

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Non-Resident Alien	Female				24	239
		Male			1	11	319
		Total			**1**	**35**	**558**
	Total	Female	13	16	17	237	3,444
		Male	10	10	10	157	2,340
		Total	**23**	**26**	**27**	**394**	**5,784**
Unclassified	American Indian/Alaskan Native	Female					5
		Male					1
		Total					**6**
	Asian or Pacific Islander	Female					178
		Male					115
		Not Reported					1
		Total					**294**
	Black (Not of Hispanic Origin)	Female					288
		Male					144
		Total					**432**
	Hispanic	Female				1	384
		Male					253
		Total				**1**	**637**
	White (Not of Hispanic Origin)	Female					847
		Male					666
		Total					**1,513**
	Non-Resident Alien	Female					85
		Male					81
		Total					**166**
	Not Reported	Female					10
		Male					15
		Total					**25**
	Total	Female				1	1,797

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
		Male					1,275
		Not Reported					1
		Total				**1**	**3,073**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate Total	**574.9**	**607.5**	**759.9**	**5,525.8**	**21,144.0**
Graduate Total	**10.6**	**11.8**	**16.9**	**221.8**	**2,526.4**
Grad I	10.4	11.7	16.6	197.7	1,969.6
Grad II	0.2	0.1	0.3	24.1	556.8
Classroom	10.6	11.5	15.3	201.7	2,343.6
Thesis-Dissertation		0.3	1.6	20.1	182.8
Grand Total	**585.5**	**619.3**	**776.8**	**5,747.6**	**23,670.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Sociology

		Courses offered by:				
		Sociology			College of Arts & Letters	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**	5.6	6.8	8.0	319.9	1,024.9
	Majors outside the department, but within the college	40.3	36.2	46.7	571.3	2,516.5
	Majors outside the college	222.1	237.7	304.3	2,564.0	5,684.0
	Total	**267.9**	**280.8**	**359.0**	**3,455.2**	**9,225.4**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department	101.9	120.2	156.3	1,222.0	7,113.8
	Majors outside the department, but within the college	68.5	72.2	80.7	383.9	3,207.5
	Majors outside the college	136.6	134.3	163.9	464.6	1,597.3
	Total	**307.0**	**326.7**	**400.9**	**2,070.6**	**11,918.6**
Graduate	**FTE produced by students who are:**					
	Majors within the department	10.2	10.6	15.6	203.8	2,078.8
	Majors outside the department, but within the college	0.3	0.5	0.4	9.1	259.1
	Majors outside the college	0.1	0.8	0.9	8.9	188.5
	Total	**10.6**	**11.8**	**16.9**	**221.8**	**2,526.4**
Total	**FTE produced by students who are:**					
	Majors within the department	117.7	137.6	179.9	1,745.7	10,217.4
	Majors outside the department, but within the college	109.1	108.9	127.8	964.3	5,983.1
	Majors outside the college	358.8	372.8	469.1	3,037.5	7,469.8
	Total	**585.5**	**619.3**	**776.8**	**5,747.6**	**23,670.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

C 3 Degrees Awarded
Sociology (Program CIP: 451101)

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Degrees awarded with a:					
Associates	Single major					229.0
	All					229.0
Bachelors	Degrees awarded with a:					
	Single major	108.0	95.0	138.0	1,057.0	5,734.0
	Double or triple major	10.0	6.0	7.0	26.0	88.0
	All	118.0	101.0	145.0	1,083.0	5,822.0
Masters	Degrees awarded with a:					
	Single major	8.0	8.0	8.0	95.0	1,574.0
	All	8.0	8.0	8.0	95.0	1,574.0
Specialist	Degrees awarded with a:					
	Single major					12.0
	All					12.0
Doctorate	Degrees awarded with a:					
	Single major				4.0	140.0
	All				4.0	140.0
First Professional	Degrees awarded with a:					
	Single major					64.0
	All					64.0
Total	Degrees awarded with a:					
	Single major	**116.0**	**103.0**	**146.0**	**1,156.0**	**7,753.0**
	Double or triple major	**10.0**	**6.0**	**7.0**	**26.0**	**88.0**
	All	**126.0**	**109.0**	**153.0**	**1,182.0**	**7,841.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	62.4	64.3	100.8	51.7	50.5
Graduate	1.2	1.3	2.2	2.1	6.0
Total	**63.5**	**65.6**	**103.0**	**53.8**	**56.6**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Sociology (Program CIP: 451101)

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Associates	0	0	0	0	0.5
Bachelors	12.8	10.7	19.2	10.1	13.9
Masters	0.9	0.8	1.1	0.9	3.8
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0.0	0.3
First Professional	0	0	0	0	0.2
Total	**13.7**	**11.5**	**20.3**	**11.1**	**18.7**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT) Sociology

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Sociology			College Total			University Total		
		Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018
Undergraduate	# Sections	17	56	52	208	880	766	957	2,775	2,411
	Mean Rating	**1.3**	**1.5**	**1.6**	**1.5**	**1.5**	**1.6**	**1.6**	**1.7**	**1.6**
Graduate	# Sections		3	5	7	71	53	230	564	560
	Mean Rating		**1.7**	**1.2**	**1.3**	**1.5**	**1.3**	**1.6**	**1.6**	**1.6**
Total	# Sections	17	59	57	215	951	819	1,187	3,339	2,971
	Mean Rating	**1.3**	**1.5**	**1.6**	**1.5**	**1.5**	**1.6**	**1.6**	**1.7**	**1.6**

Source: Student Perception of Teaching Results, Summer 2017 to Spring 2018

II. Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research

Sociology

				Sociology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Departmental Research	.	--	Person-Years				0.1	4.2
			FTE				0.1	5.7
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	2.3	2.9	2.7	38.3	151.2
			FTE	3.0	3.9	3.7	51.1	201.6
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				0.2	3.6
			FTE				0.3	4.8
	Other personnel paid on faculty pay plan	--	Person-Years					4.8
			FTE					6.4
	Total		Person-Years	2.3	2.9	2.7	38.6	163.8
			FTE	3.0	3.9	3.7	51.4	218.4
Sponsored Research	.	--	Person-Years				0.1	6.9
			FTE				0.1	9.2
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years				1.1	23.4
			FTE				1.5	31.2
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				0.0	6.1
			FTE				0.0	8.1
	Other personnel paid on faculty pay plan	--	Person-Years					27.3
			FTE					36.4
	Total		Person-Years				1.2	63.7

			Sociology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
		FTE				1.6	84.9

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

C 1-9 Research/Scholarly Productivity
Sociology

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions)	#	0	0	0	10	82
2. Other peer-reviewed publications	#	4	11	15	117	1,308
3. All other publications	#	1	3	1	133	585
4. Presentations at professional meetings or conferences	#	16	26	11	208	1,545
5. Productions/Performances/Exhibitions	#	0	0	0	234	289
6. Grant Proposals Submitted	#	0	0	0	7	272

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

D 1-9 Efficiency Data
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions) per faculty member	0.0	0.0	0.0	0.1	0.1
2. Other peer-review publications per faculty member	0.4	0.9	1.3	0.7	1.9
3. All other publications per faculty member	0.1	0.3	0.1	0.8	0.8
4. Presentations at professional meetings or conferences per faculty member	1.5	2.2	0.9	1.2	2.2
5. Productions/Performances/Exhibitions per faculty member	0.0	0.0	0.0	1.4	0.4
6. Grant proposals submitted per faculty member	0.0	0.0	0.0	0.0	0.4

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

III. Service

A Assessment Goals and Outcomes for Service (reported separately)
B 1-3 Service Productivity
Sociology

		Sociology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Faculty memberships on department, college or university committees	#	22	36	45	363	2,508
2. Faculty memberships on community or professional committees	#	6	7	3	131	1,060
3. Faculty serving as editors or referees for professional publications	#	5	8	7	71	499

Source: College Dean's Offices

C 1-3 Efficiency Data
Sociology

	Sociology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Faculty memberships on department, college or university committees per faculty member	2.0	3.0	3.8	2.1	3.6
2. Faculty memberships on community or professional committees per faculty member	0.5	0.6	0.3	0.8	1.5
3. Faculty serving as editors or referees for professional publications per faculty member	0.5	0.7	0.6	0.4	0.7

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

Appendix J

Appendix J

Department of Sociology

Florida Atlantic University

Procedures and Criteria for Annual Evaluation

(Approved by Provost – April 2011)

The Department's goal is excellence in instruction, scholarship, and service to institution, discipline and community. To that end, we adopt this set of procedures and criteria for annual evaluation. The annual evaluation criteria provide members of the Department of Sociology with guidelines for how to proceed on an annual basis to achieve both departmental and disciplinary standards.

We recognize that an annual evaluation is a limited cross-section of an academic career and that, therefore, promotion and tenure criteria necessarily address a broader set of issues. Faculty are urged to regularly review the department's promotion and tenure criteria. Annual evaluations are an important part of promotion and tenure decision but are not all that is considered.

Evaluation of Instruction

The department recognized that instruction incorporates a broad range of activities along with teaching. Both quantitative and qualitative data will be used for evaluating faculty members' instructional accomplishments and to assess overall performance in this area of the assignment. The three sections below outline the sets of activities the department will consider in the evaluation of instruction. The minimal data used to evaluate instruction: SPOT scores, syllabi, and grade distributions.

A. The basic elements of instructional work are in assigned classes, and its quality is assessed through an evaluation of based:

- Student assessment of instructional quality, indicated primarily through but not exclusively by SPOT scores
    - The department recognizes that no single item adequately captures student sentiment about an instructor and a course. This is clearly shown by the relatively low inter-item correlations. Faculty are encouraged to include an analysis of their pattern of SPOT scores and any other student feedback. Analysis of multi-year patterns of student feedback may be particularly useful in demonstrating trends.
    - The evaluation committee will look at modal and average SPOT scores across all of the items. The committee will consider faculty analyses of the SPOT results, particularly as they concern outliers.

B. The evaluation of instruction will include a significant dimension of peer evaluation, as the faculty on the departmental evaluation committee also will consider:

- Syllabi
    - rigor, intellectual content
    - appropriateness of assignments
    - clarity of course objectives
- Instructional techniques
    - effectiveness
    - appropriateness to level/kind of class
- Methods for evaluation of student learning
    - Appropriateness to level/kind of class
    - Impact on students' skills
- Grade distribution for classes (to be provided by the chair, through request to IEA)
    - Appropriateness to level/kind of class

C. In addition to classroom teaching, there are a variety of ways in which the department's instructional mission can be advanced by individual faculty. As appropriate to assignment and accomplishments, faculty may provide evidence of work such as:

- serving on or chairing thesis or dissertation committees
- advising students about the graduate and undergraduate major
- writing letters of recommendation for students applying to graduate and other outside programs
- developing and revising courses
- developing and revising curricula
- participating in workshops/programs to improve and develop instruction
- participating in the design and implementation of assessment practices
- serving on college and university committees on curricular and instructional issues
- providing summative or evaluative peer evaluations of classroom teaching
    - working with colleagues to assist them in improving their instruction
    - providing instructional mentorship for graduate teaching assistants
- working on recruitment and retention of majors
- organizing and/or participating in co-curricular events sponsored by the department
- serving as faculty advisor to student clubs
- contributing to College and University recruitment and retention initiatives
- nominations for and receipt of teaching awards

Expectations of instructional accomplishments vary according to the rank of the faculty member.

Untenured faculty are expected to focus on developing their classroom teaching; the department expects the newly-hired faculty member to use his or her first few years at FAU to develop both a teaching repertoire and sufficient familiarity with FAU students' characteristics to be able to design effective classes.

As faculty members acquire more teaching experience, the department expects them to expand their instructional roles: for instance, by mentoring students, serving on M.A. and Ph.D. committees, involvement in co-curricular activities, serving on curricular committees, or supporting junior faculty in their instructional development.

Exceptional:

- For untenured faculty: very positive student feedback through the SPOT instrument; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For tenured faculty: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: For a rating of exceptional, SPOT scores should be 2.0 or better.

A note on the SPOT instrument: Principal components analysis of the SPOT scores has identified three significant underlying dimensions in responses (IEA analysis, February 2009). Each of these components is tapped by a different pattern of questions. Therefore, the department will review responses on all questions on the SPOT instrument in order to interpret student ratings of the faculty member.

The department review committee will request additional data on SPOT scores from IEA (e.g., scattergrams) as necessary and useful.

Outstanding:

- For the untenured: positive student feedback; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: For a rating of outstanding, SPOT scores should be 2.5 or better.

Good:

- For the untenured: student feedback that is above (i.e., worse than) 2.5; syllabi that include all of the required elements; methods for student evaluation that are appropriate to the level and kind of class. Evidence of time and energy devoted to the challenges of becoming an effective classroom teacher at FAU.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.

- NB: "average" student feedback requires modal SPOT scores in the third category and average SPOT scores (w/ appropriate comparison in terms of course level, campus, etc.)

Needs improvement:

- Negative feedback from students across a broad range of indicators in the SPOT; no compelling evidence in the material submitted for peer evaluation as to why this negative feedback should be discounted as a definitive indicator of problems.
- Note: a faculty member can earn this rating for only a single year. A second year of similarly problematic performance produces a rating of unsatisfactory.
- A persistent pattern of canceled classes and unexplained absences could result in an below satisfactory evaluation of instruction.

Unsatisfactory:

- A second consecutive year of problematic performance in instruction.

Evaluation of Research

The department is most interested in faculty demonstrating a research trajectory of scholarly growth in which, for example, conference papers eventually turn to publications; data gathered is eventually analyzed and presented in academic outlets; and scholarship demonstrates a connected body of knowledge. This pattern is the essence of a scholarly career, and these criteria – as well as the department's promotion and tenure criteria – are organized around it.

Untenured faculty should focus particularly on standards for research productivity as measured by publication. They should be sure to review the department's promotion and tenure criteria annually, as they prepare their annual reports, and attend carefully to feedback in the annual appraisal of progress towards tenure. An appropriate level of peer-reviewed publication is essential to a favorable tenure review.

Tenured faculty are expected to maintain an ongoing and consistent pattern of publication but, as a consequence of the more varied assignments and commitments of tenured faculty, are more able to plan for a periodic hiatus in publication as they devote time to extensive data collection and the preparation and publication of sociological articles and books.

The department includes but is not limited to the following as indicators of research productivity:

publication of scholarly work in peer-reviewed journals
publication of scholarly books
publication of edited collections
publication of chapters in edited scholarly books
submission of competitive external grants
awards of competitive external grants
presentation of papers at professional meetings
publication of book reviews
reports and similar analyses for governmental or nongovernmental agencies
data collection

demonstrable work in progress towards a book or academic article
publication of editorials and articles in important non-academic print media
originating in sociological scholarship
disseminating sociological scholarship to external audiences

Exceptional:

Peer-reviewed publication such as journal article, book chapter, book, edited book with significant editorial chapter

AND

Two items from the "outstanding" category

OR

Two peer reviewed publications

Books will result in an evaluation of exceptional for two consecutive years.

Outstanding: at least two of the following:

Presentation of a paper at a disciplinarily significant meeting
submission or receipt of competitive external grant
submitting written work for peer review (e.g., to a journal, editorial board)
book review
significant work in progress
publication of editorial or article in important non-academic print media

This rating normally will be awarded only for two consecutive years in the absence of substantial progress towards or accomplishment of publication. The department recognizes that there often is a significant lag between submission and a formal response to a submission, so substantial progress can be documented as submission of written work for review by a journal or editorial panel.

Good:

Work in progress

This rating normally will be awarded only for two consecutive years.

Needs improvement:

As specified above, the rating of "good" for work in progress will be awarded only for two consecutive years. In the third year, the faculty member should report a minimum level of professional activity (conference presentation, book review) or be able to provide a compelling explanation of why the work in progress should continue to be credited as meeting the minimal requirements of the research assignment. In the absence of either of these, the faculty member

will receive a rating of "needs improvement."

Unsatisfactory

A rating of "unsatisfactory" will be given in the absence of progress towards research goals as indicated on the performance improvement plan.

Note on co-authorship: Many sociological subfields have significant traditions of co-authorship. In the case of publication co-authored by a faculty member, a distinction will be made between situations in which all work was equally shared among coauthors, in which case the faculty member will receive full credit for the publication, and situations in which there were junior and senior authors who made unequal contributions to the work, in which case the faculty member will receive a proportionate share of the credit for the publication.

Evaluation of Service

The department values service and encourages department members to consider service an important role as a faculty member. We encourage and support faculty in service at various levels of the university; in professional and associational service; and service to the community.

We acknowledge that some kinds of activities can legitimately be considered as contributing to both the instructional and scholarly work of the faculty member and to that person's service, and we suggest that the faculty member consult the chair about how to most accurately report this kind of work.

The type and extent of service shifts during the academic career, and the department's rating system explicitly recognizes that shift. For faculty in their first few years in the department, a rating of excellent may be earned by regular and consistent attendance at department meetings, thoughtful contributions to departmental discussions, consistent service on department subcommittees, and attendance at departmental functions (e.g., colloquia); after the third year is completed, the untenured faculty member may be assigned a somewhat increased set of service responsibilities but will still be able to earn a high rating in service for a lesser contribution than is required of a tenured faculty member. After the third year review, the department welcomes some professional service from its untenured members as well as expanded institutional service. However, the department recognizes that, just as it takes time to develop a teaching repertoire and the skills to teach effectively at FAU, it also takes time to learn the department, college and university. Although we recognize that new faculty members may be interested in engaging in a wide variety of service work, the department's evaluation is focused on departmental service and perhaps some limited disciplinary service. The department's policy encourages untenured faculty to focus primarily on building a strong record in instruction and research.

After tenure, faculty service expectations increase in both breadth and depth. Faculty members should become more involved in service to department, campus, college and university. This can be through participation in special projects, accepting functional responsibility (e.g., director of undergraduate studies) or through the committee system. They are also encouraged to involve themselves in leadership positions in professional associations and/or become involved in major professional initiatives such as planning conferences.

Service through public sociology may also be assigned. Public sociology seeks to bring the work of sociologists into public engagement outside the academy or university setting, through involvement in local community but also participation, dissemination of scholarship, and organizing programs and colloquia at national and international venues.

All service assignments will have some basic level of institutional service but, after tenure, the department acknowledges that faculty careers will have different mixes of institutional, disciplinary and public service. In all cases, evaluation will be on the basis of assigned service. Faculty should be sure to consult with the chair prior to accepting significant service work that might require a substantial reallocation of the focus of their service assignment.

Service includes but is not limited to: service on departmental, college, and university committees, councils, and senates; service in an appointed capacity within the department (e.g., graduate director); leadership in or work on an institutional initiative; service on professional or associational committees; professional representation of an association or university; elected or appointed positions in disciplinary organizations; organizing meetings, symposia, conferences, workshops, panels; serving as a reviewer for promotion/tenure applications; serving as a reviewer for journals or granting agencies; participation in public media as a sociological expert; providing sociological expertise to local, state, and national government boards, agencies, and commissions; public sociology.

Exceptional:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects; major contribution to some significant departmental or disciplinary project/function

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; significant responsibility for/leadership of one or more major functions or projects for the department, college, university or in professional organizations or in the public realm

Outstanding:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; major contribution to some significant departmental or disciplinary project/function

Good:

For untenured faculty: regular attendance at faculty meetings

For tenured faculty: regular attendance at faculty meeting; fulfilling the terms of the basic assignment to institutional projects/committees

Needs improvement: failing to meet the requirements of attendance at and conscientious participation in departmental decision-making; failure to fulfill the terms of the basic assignment to institutional projects/committees

Unsatisfactory: Continued failure to fulfill service assignments after receiving a “needs improvement” rating during the prior academic year.

Evaluation Scale for Overall Performance

Exceptional requires a rating of "exceptional" in at least two of the major areas of the assignments and a rating of at least "outstanding" in the third area. .

Outstanding requires a rating of "outstanding" in two of the major areas of the assignment and at least a rating of good in the third area.

Good is determined by ratings of "good" in all assigned areas.

Needs improvement is determined by ratings of "needs improvement" in one area of the assignment.

Unsatisfactory is determined by ratings of "needs improvement" in two or more areas of the assignment or byfailing to attain an overall rating of "good" after one year following the receipt of a "needs improvement" overall rating.

Department of Sociology

Florida Atlantic University

Procedures and Criteria for Annual Evaluation

(Approved by Provost – April 2011)

The Department's goal is excellence in instruction, scholarship, and service to institution, discipline and community. To that end, we adopt this set of procedures and criteria for annual evaluation. The annual evaluation criteria provide members of the Department of Sociology with guidelines for how to proceed on an annual basis to achieve both departmental and disciplinary standards.

We recognize that an annual evaluation is a limited cross-section of an academic career and that, therefore, promotion and tenure criteria necessarily address a broader set of issues. Faculty are urged to regularly review the department's promotion and tenure criteria. Annual evaluations are an important part of promotion and tenure decision but are not all that is considered.

Evaluation of Instruction

The department recognized that instruction incorporates a broad range of activities along with teaching. Both quantitative and qualitative data will be used for evaluating faculty members' instructional accomplishments and to assess overall performance in this area of the assignment. The three sections below outline the sets of activities the department will consider in the evaluation of instruction. The minimal data used to evaluate instruction: SPOT scores, syllabi, and grade distributions.

A. The basic elements of instructional work are in assigned classes, and its quality is assessed through an evaluation of based:

- Student assessment of instructional quality, indicated primarily through but not exclusively by SPOT scores
    - The department recognizes that no single item adequately captures student sentiment about an instructor and a course. This is clearly shown by the relatively low inter-item correlations. Faculty are encouraged to include an analysis of their pattern of SPOT scores and any other student feedback. Analysis of multi-year patterns of student feedback may be particularly useful in demonstrating trends.
    - The evaluation committee will look at modal and average SPOT scores across all of the items. The committee will consider faculty analyses of the SPOT results, particularly as they concern outliers.

B. The evaluation of instruction will include a significant dimension of peer evaluation, as the faculty on the departmental evaluation committee also will consider:

- Syllabi
    - rigor, intellectual content
    - appropriateness of assignments
    - clarity of course objectives
- Instructional techniques
    - effectiveness
    - appropriateness to level/kind of class
- Methods for evaluation of student learning
    - Appropriateness to level/kind of class
    - Impact on students' skills
- Grade distribution for classes (to be provided by the chair, through request to IEA)
    - Appropriateness to level/kind of class

C. In addition to classroom teaching, there are a variety of ways in which the department's instructional mission can be advanced by individual faculty. As appropriate to assignment and accomplishments, faculty may provide evidence of work such as:

- serving on or chairing thesis or dissertation committees
- advising students about the graduate and undergraduate major
- writing letters of recommendation for students applying to graduate and other outside programs
- developing and revising courses
- developing and revising curricula
- participating in workshops/programs to improve and develop instruction
- participating in the design and implementation of assessment practices
- serving on college and university committees on curricular and instructional issues
- providing summative or evaluative peer evaluations of classroom teaching
    - working with colleagues to assist them in improving their instruction
    - providing instructional mentorship for graduate teaching assistants
- working on recruitment and retention of majors
- organizing and/or participating in co-curricular events sponsored by the department
- serving as faculty advisor to student clubs
- contributing to College and University recruitment and retention initiatives
- nominations for and receipt of teaching awards

Expectations of instructional accomplishments vary according to the rank of the faculty member.

Untenured faculty are expected to focus on developing their classroom teaching; the department expects the newly-hired faculty member to use his or her first few years at FAU to develop both a teaching repertoire and sufficient familiarity with FAU students' characteristics to be able to design effective classes.

As faculty members acquire more teaching experience, the department expects them to expand their instructional roles: for instance, by mentoring students, serving on M.A. and Ph.D. committees, involvement in co-curricular activities, serving on curricular committees, or supporting junior faculty in their instructional development.

Exceptional:

- For untenured faculty: very positive student feedback through the SPOT instrument; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For tenured faculty: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: "strongly positive" student feedback requires modal SPOT scores in top category; above-average SPOT scores (w/ appropriate comparison in terms of course size and level, campus, etc.)

A note on the SPOT instrument: Principal components analysis of the SPOT scores has identified three significant underlying dimensions in responses (IEA analysis, February 2009). Each of these components is tapped by a different pattern of questions. Therefore, the department will review responses on all questions on the SPOT instrument in order to interpret student ratings of the faculty member.

The department review committee will request additional data on SPOT scores from IEA (e.g., scattergrams) as necessary and useful.

Outstanding:

- For the untenured: positive student feedback; well-designed syllabi; methods for student evaluation that simultaneously challenge and provide opportunity for the development of significant critical thinking skills. Evidence that the faculty member has been able to design and deliver challenging classes that significantly improve students' skills.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.
- Note: "positive" student feedback requires modal SPOT scores in one of the top two categories; above-average SPOT scores (w/ appropriate comparison in terms of course level, campus, etc.)

Good:

- For the untenured: student feedback that is at or below the university's average score for this type of class; syllabi that include all of the required elements; methods for student evaluation that are appropriate to the level and kind of class. Evidence of time and energy devoted to the challenges of becoming an effective classroom teacher at FAU.
- For the tenured: all of the above in addition to several items from section C that are of documentable significance to the quality of what we offer to our students in the Department of Sociology.

- NB: "average" student feedback requires modal SPOT scores in the third category and average SPOT scores (w/ appropriate comparison in terms of course level, campus, etc.)

Needs improvement:

- Negative feedback from students across a broad range of indicators in the SPOT; no compelling evidence in the material submitted for peer evaluation as to why this negative feedback should be discounted as a definitive indicator of problems.
- Note: a faculty member can earn this rating for only a single year. A second year of similarly problematic performance produces a rating of unsatisfactory.
- A persistent pattern of canceled classes and unexplained absences could result in an below satisfactory evaluation of instruction.

Unsatisfactory:

- A second consecutive year of problematic performance in instruction.

Evaluation of Research

The department is most interested in faculty demonstrating a research trajectory of scholarly growth in which, for example, conference papers eventually turn to publications; data gathered is eventually analyzed and presented in academic outlets; and scholarship demonstrates a connected body of knowledge. This pattern is the essence of a scholarly career, and these criteria – as well as the department's promotion and tenure criteria – are organized around it.

Untenured faculty should focus particularly on standards for research productivity as measured by publication. They should be sure to review the department's promotion and tenure criteria annually, as they prepare their annual reports, and attend carefully to feedback in the annual appraisal of progress towards tenure. An appropriate level of peer-reviewed publication is essential to a favorable tenure review.

Tenured faculty are expected to maintain an ongoing and consistent pattern of publication but, as a consequence of the more varied assignments and commitments of tenured faculty, are more able to plan for a periodic hiatus in publication as they devote time to extensive data collection and the preparation and publication of sociological articles and books.

The department includes but is not limited to the following as indicators of research productivity:

publication of scholarly work in peer-reviewed journals
publication of scholarly books
publication of edited collections
publication of chapters in edited scholarly books
submission of competitive external grants
awards of competitive external grants
presentation of papers at professional meetings
publication of book reviews
reports and similar analyses for governmental or nongovernmental agencies
data collection

demonstrable work in progress towards a book or academic article
publication of editorials and articles in important non-academic print media
originating in sociological scholarship
disseminating sociological scholarship to external audiences

Exceptional:

Peer-reviewed publication such as journal article, book chapter, book, edited book with significant editorial chapter

Books will result in an evaluation of exceptional for two consecutive years.

Outstanding: at least two of the following:

Presentation of a paper at a disciplinarily significant meeting
submission or receipt of competitive external grant
submitting written work for peer review (e.g., to a journal, editorial board)
book review
significant work in progress
publication of editorial or article in important non-academic print media

This rating normally will be awarded only for two consecutive years in the absence of substantial progress towards or accomplishment of publication. The department recognizes that there often is a significant lag between submission and a formal response to a submission, so substantial progress can be documented as submission of written work for review by a journal or editorial panel.

Good:

Work in progress

This rating normally will be awarded only for two consecutive years.

Needs improvement:

As specified above, the rating of "good" for work in progress will be awarded only for two consecutive years. In the third year, the faculty member should report a minimum level of professional activity (conference presentation, book review) or be able to provide a compelling explanation of why the work in progress should continue to be credited as meeting the minimal requirements of the research assignment. In the absence of either of these, the faculty member will receive a rating of "needs improvement."

Unsatisfactory

A rating of "unsatisfactory" will be given in the absence of progress towards research goals as indicated on the performance improvement plan.

Note on co-authorship: Many sociological subfields have significant traditions of co-authorship. In the case of publication co-authored by a faculty member, a distinction will be made between situations in which all work was equally shared among coauthors, in which case the faculty member will receive full credit for the publication, and situations in which there were junior and senior authors who made unequal contributions to the work, in which case the faculty member will receive a proportionate share of the credit for the publication.

Evaluation of Service

The department values service and encourages department members to consider service an important role as a faculty member. We encourage and support faculty in service at various levels of the university; in professional and associational service; and service to the community.

We acknowledge that some kinds of activities can legitimately be considered as contributing to both the instructional and scholarly work of the faculty member and to that person's service, and we suggest that the faculty member consult the chair about how to most accurately report this kind of work.

The type and extent of service shifts during the academic career, and the department's rating system explicitly recognizes that shift. For faculty in their first few years in the department, a rating of excellent may be earned by regular and consistent attendance at department meetings, thoughtful contributions to departmental discussions, consistent service on department subcommittees, and attendance at departmental functions (e.g., colloquia); after the third year is completed, the untenured faculty member may be assigned a somewhat increased set of service responsibilities but will still be able to earn a high rating in service for a lesser contribution than is required of a tenured faculty member. After the third year review, the department welcomes some professional service from its untenured members as well as expanded institutional service. However, the department recognizes that, just as it takes time to develop a teaching repertoire and the skills to teach effectively at FAU, it also takes time to learn the department, college and university. Although we recognize that new faculty members may be interested in engaging in a wide variety of service work, the department's evaluation is focused on departmental service and perhaps some limited disciplinary service. The department's policy encourages untenured faculty to focus primarily on building a strong record in instruction and research.

After tenure, faculty service expectations increase in both breadth and depth. Faculty members should become more involved in service to department, campus, college and university. This can be through participation in special projects, accepting functional responsibility (e.g., director of undergraduate studies) or through the committee system. They are also encouraged to involve themselves in leadership positions in professional associations and/or become involved in major professional initiatives such as planning conferences.

Service through public sociology may also be assigned. Public sociology seeks to bring the work of sociologists into public engagement outside the academy or university setting, through involvement in local community but also participation, dissemination of scholarship, and organizing programs and colloquia at national and international venues.

All service assignments will have some basic level of institutional service but, after tenure, the department acknowledges that faculty careers will have different mixes of institutional,

disciplinary and public service. In all cases, evaluation will be on the basis of assigned service. Faculty should be sure to consult with the chair prior to accepting significant service work that might require a substantial reallocation of the focus of their service assignment.

Service includes but is not limited to: service on departmental, college, and university committees, councils, and senates; service in an appointed capacity within the department (e.g., graduate director); leadership in or work on an institutional initiative; service on professional or associational committees; professional representation of an association or university; elected or appointed positions in disciplinary organizations; organizing meetings, symposia, conferences, workshops, panels; serving as a reviewer for promotion/tenure applications; serving as a reviewer for journals or granting agencies; participation in public media as a sociological expert; providing sociological expertise to local, state, and national government boards, agencies, and commissions; public sociology.

Exceptional:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects; major contribution to some significant departmental or disciplinary project/function

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; significant responsibility for/leadership of one or more major functions or projects for the department, college, university or in professional organizations or in the public realm

Outstanding:

For untenured faculty: conscientious, thoughtful participation in departmental meetings and assigned projects

For tenured faculty: significant, sustained and effective contributions to the betterment of the institution or discipline; thoughtful, collegial and constructive participation in departmental, college, university, or discipline development; major contribution to some significant departmental or disciplinary project/function

Good:

For untenured faculty: regular attendance at faculty meetings

For tenured faculty: regular attendance at faculty meeting; fulfilling the terms of the basic assignment to institutional projects/committees

Needs improvement: failing to meet the requirements of attendance at and conscientious participation in departmental decision-making; failure to fulfill the terms of the basic assignment to institutional projects/committees

Unsatisfactory: Continued failure to fulfill service assignments after receiving a “needs improvement” rating during the prior academic year.

Evaluation Scale for Overall Performance

Exceptional requires a rating of “exceptional” in at least two of the major areas of the assignments and a rating of at least “outstanding” in the third area. .

Outstanding requires a rating of "outstanding" in two of the major areas of the assignment and at least a rating of good in the third area.

Good is determined by ratings of "good" in all assigned areas.

Needs improvement is determined by ratings of "needs improvement" in one area of the assignment.

Unsatisfactory is determined by ratings of "needs improvement" in two or more areas of the assignment or by failing to attain an overall rating of "good" after one year following the receipt of a "needs improvement" overall rating.

Appendix K

Appendix K

Department of Sociology
Promotion and Tenure Procedures and Criteria
Approved by Department of Sociology on 12/1/2017

The Department of Sociology adopts the following criteria for candidates seeking promotion and/or tenure. These criteria are in addition to and are intended to be consistent with existing promotion and tenure guidelines at the college and university level; they should also be fully consistent with all provisions of the current BOT/UFF Collective Bargaining Agreement.

All tenured and tenure-track faculty have similar teaching assignments.

Below is a summary of activities and materials in the three central areas of faculty assignment that may be considered for promotion:

A. Instructional activities, which include but are not limited to:

classroom teaching
serving on or chairing thesis or dissertation committees
advising students about the graduate and undergraduate major
developing and/or revising courses
developing and/or revising curricula
participating in the design and implementation of assessment practices
serving on college and university committees concerned with curricular and instructional issues
developing co-curricular opportunities for students
developing and implementing assessment plans for instruction
undergraduate research curricular instruction
community-engaged curricular instruction
publishing in a teaching journal
presenting at a teaching workshop/panel

B. Scholarly activities, which include but are not limited to:

publication of scholarly work in peer-reviewed journals
publication of scholarly books
publication of edited collections
editing of professional journals, including special issues
publication of chapters in edited scholarly books
publication of editorials and articles in important non-academic print media
disseminating sociological scholarship to non-academic/public audiences
reports and similar policy-related analyses for governmental or nongovernmental agencies
submission of competitive external grants
awards of competitive external grants
presentation of papers at professional meetings
publication of book reviews

collaboration with undergraduate and graduate
students on research projects, co-authoring
and/or presenting at academic conferences
community-based research

C. Service to university, profession and society, which includes but is not limited to:

assigned departmental responsibilities
assigned departmental, college and university committee responsibilities
assigned responsibilities for departmental or college activities (e.g., coordination of colloquia)
assigned projects in the community that draw upon sociological expertise
holding office in or working on significant projects within professional associations
reviewing articles for scholarly journals
reviewing scholarly books for publishers
organizing conferences, workshops, and/or chairing conference panels
participation in undergraduate research initiatives
service to professional journals

Procedures: Tenured members of the Department vote on tenure decisions. Professors vote on promotion to the rank of Professor. Professors and Associate Professors vote on promotion to the rank of Associate Professor.

- Application for tenure and/or promotion is made by the candidate through the Chair.

- For all candidates for promotion, the Chair solicits letters from at least five external reviewers. In the case of candidates for promotion to Associate Professor and/or tenure, the majority, preferably all, of the external reviewers should be accomplished full professors in the candidate's field. These external reviewers should be full-time faculty members at Ph.D. granting universities or highly regarded four-year colleges. In exceptional cases the Chair may also invite letters from referees who are tenured Associate Professors, if their credentials and publications confirm a high level of distinction. In the case of candidates for promotion to Professor, all external reviewers must be accomplished Professors at Ph.D. granting universities or highly regarded four year colleges.

- The Chair should consult the Department P&T committee to determine a list of external reviewers of the candidate's dossier. The candidate may provide names that s/he thinks are appropriate, revealing any relationship that s/he may have to these proposed reviewers in order to avoid any conflict of interest or appearance of conflict of interest. A candidate's co-authors/collaborators, mentors, dissertation advisors, or others with an interest in the candidate’s success should not be invited to serve as external reviewers.

- Candidates are responsible for familiarity with the requirements of the promotion/tenure portfolio, as described in the documents on the Provost's page of the FAU website. They should also review the two-part statement of the College Promotion

and Tenure Committee that is posted on the College website. The candidate prepares all documents as stipulated in the University's tenure and promotion guidelines. The candidate is responsible for ensuring that the portfolio conforms to College and University requirements, although she or he is urged to consult with colleagues (especially, the Chair and those who have served on the College Promotion and Tenure Committee) during the process of preparing the portfolio.

- The Chair makes the files available for review by the Department faculty eligible to vote.

- The Chair calls an ad hoc meeting to discuss each application. Only faculty eligible to vote may attend. After full review and discussion with reference to the appropriate and approved criteria, faculty attending the meeting will vote by confidential ballot. Eligible faculty who cannot attend this meeting but who (a) have read the portfolio and (b) can participate in the meeting in real time through a long-distance server may file an absentee vote.

Faculty who are eligible to participate in deliberations but who elect not to participate should write a letter to the Chair explaining the reason for their absence. Abstentions are discouraged except in extraordinary cases (e.g., deliberations on a spouse or partner).

- The Department's representative on the College Promotion and Tenure Committee (or **a** member of the Department's Faculty Evaluation Committee) writes a consensus memorandum that reports the votes taken at the meeting and, insofar as it can be ascertained from the discussion, the reasoning behind those votes. The memorandum should consider the candidate's teaching, research, and service in light of the departmental criteria for promotion and tenure.

- Following receipt of the faculty memorandum, the Chair writes a memorandum that indicates his or her recommendation about the candidate's promotion and tenure. The memorandum should include an analysis of the candidate's teaching, research, and service in relationship to the department's criteria for promotion and tenure. It should report the result of the faculty vote.

Criteria for Promotion to Associate Professor

Faculty paths to promotion will differ, but all will require achievement in teaching, research, and service during the untenured period that meets or exceeds the department's standards. While the department expects a pattern of "exceptional" or "outstanding" overall ranking in annual evaluations during the untenured period, it is important to recognize that annual evaluations do not aggregate to the promotion evaluation as they isolate a single year's accomplishment. The promotion review in respect to teaching considers the pattern of instructional activity across five years; in respect to research, the culmination of scholarly work in publication; and in respect to service, how the department has been improved through the faculty member's service work.

Teaching: All candidates for tenure and promotion to Associate Professor in the Sociology Department will document that they have met the department's standards for instructional quality by including:

- a table, as described in the University's portfolio requirements showing SPOT scores for all classes taught since tenure-line appointment

- two or more letters of peer evaluation, dating back no further than two years, written by tenured colleagues who have observed the candidate's teaching

- documentation of advisement on graduate theses and/or dissertations, separating in-progress from completed theses and stating whether the advisement was as a committee member or as a director

- copies of representative syllabi for classes taught since tenure-line appointment

- any other material that the candidate believes is relevant to his or her case

Achievement in instructional activities, by the point of application for promotion to Associate Professor, is established primarily through of a record of well-designed classes and seminars that are effective, engaging, and appropriately challenging.

Promotion to Associate Professor is contingent upon evidence that the candidate meets or exceeds the department's standards for instruction. Relevant evidence of instructional accomplishment should show that the candidate: develops and delivers courses that can serve as the foundation for a strong sociological education; selects readings and assignments that challenge students appropriately; designs courses that provide students with opportunities to improve their skills; has clear and reasonable expectations for students' performance; provides useful and timely feedback about student performance; is available to assist students to improve the quality of their skills and performance; selects course material that is appropriate to the level and the substance of the course; evaluates students with an appropriate degree of rigor. Involvement in community-based curricular work and/or undergraduate research curricular work is not required but will be regarded favorably as significant instructional accomplishments.

The Department has a long tradition of instructional excellence, and it expects untenured faculty to show a trajectory that will bring them to that standard.

Research: The department recognizes that sociological scholarship takes a variety of forms and employs multiple methodologies. Faculty are encouraged to follow the path of scholarly development that is best suited to their research pursuits. Journal publications, books, and book chapters are all outlets in which substantial sociological scholarship appears, and faculty are expected to have their research appear in one or all of these. Some faculty will publish exclusively in journals. Others will place their work in edited collections or will focus on publishing books. Each pattern of publications will be reviewed on its own merits. The issue of significance is the quality and the originality of the work and its significance to the discipline or across disciplines. Quality can be assessed in many ways, but the most important way is through the judgment of peers in the discipline, an essential element necessary for promotion. Evidence of peer-review should be demonstrated for the publication of books, journal articles, and book chapters.

Citation indices, book reviews, awards, and other measures provide post-publication evidence of disciplinary reception of published work.

Given the plurality of scholarly forms and methods in sociology, it is not easy to specify a priori ranking of publication venues. The department recognizes that there is a loose prestige hierarchy of scholarly journals, with a core of older journals that have larger circulations. However, circulation is an imperfect indicator of quality. New subfields continually emerge in sociology, and these subfields' journals necessarily have smaller circulations than those of the older subfields. The department wishes to encourage its faculty to contribute to the discipline's development through their involvement in new areas of inquiry and, therefore, acknowledges the value of publication in specialty and subfield journals. Candidates for promotion are encouraged to include adequate information in their portfolios for the evaluation of the significance of the venues of their journal articles.

The department acknowledges that there are a core set of publishers that have been mainstays in the discipline, and that these can be relied upon to have a strong peer review process for both acceptance and final publication. Nevertheless, newer presses seem to dominate some of the emerging subfields. In evaluating the significance of a manuscript's acceptance for publication, the department will evaluate the review process for acceptance.

In summary, the quality of publications will be evaluated on the basis of multiple forms of evidence of the work's significance such as:

- peer review prior to publication
- peer reviews and citations that follow publication
- the evaluations provided by the external reviewers of the promotion portfolio
- impact on the discipline
- the evaluations provided by the members of the department during the review

- the work's visibility in the field or subfield, as indicated by the relative standing of the journal or press

- Professional awards for scholarly work

In order to meet the standards for promotion to Associate Professor, the candidate must have a record of independent and original intellectual accomplishment. New ideas, analysis, and data drive disciplinary development, and the department's standards for promotion require that the candidate make significant contributions to the development of the discipline. Untenured faculty may engage in either collaborative or single-authored work or both. In collaborative work they must demonstrate a clear record of the contributions of all authors. The appropriate balance between single- and co-authored work cannot be specified in advance, as it will be dictated by the research questions and methods and preference of scholarly practices.

There are a variety of concrete patterns of accomplishments that meet the department's standards in scholarship. A candidate who regularly publishes in highly ranked and well-regarded general or specialty journals has one pattern of accomplishment that meets the department's standards in scholarship. Departmental standards can also be met with a significant book publication or a book manuscript (published by or in production by a well-regarded press with a strong review system) that is complemented by journal articles and/or book chapters. A record of edited volumes and book chapters in edited collections could also meet department standards, provided that the work was reviewed by disciplinary peers and attained the necessary level of disciplinary significance.

The Department will take as evidence of significant research/creative activity books and/or articles that have been completed but are still in press when candidates can document the successful completion and acceptance of the manuscript. Forthcoming books are (like articles accepted for publication but still forthcoming) considered a legitimate element in a candidate's application for promotion and tenure. All scholarly work that is "forthcoming" must be documented by the publisher. In the case of a journal article, the candidate must include a letter from the journal editor that unequivocally states the anticipated publication. In the case of a scholarly book, the candidate must provide a letter from the press stating that the book is in production. The department may insist that the candidate provide the galleys for manuscript. The Department will take as evidence of professional activity works under contract but still to be completed, but they do not carry the weight of publications that are in print or in press. Conference presentations or talks given in colloquia and other venues, grants, submission of grant applications, serving on an editorial board, planning and organizing conferences or conference panels, community-based research, and collaborative research projects with FAU undergraduate and graduate students are all demonstrations of scholarly activity. The Department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field.

In general, the department and the discipline values evidence of a body of high quality scholarship that contributes to a specific field of research regardless of peer-reviewed outlet. A distinctive scholarly profile is primarily ascertained by a record of publication but also assessed by the evaluations provided by the external reviewers, the candidate's discussion in the self-evaluation and evidence of a growing scholarly reputation as, for

example, in invitations to organize panels, serve as a discussant, write reviews, deliver talks and addresses, and edit collections.

Promotion to Associate Professor would minimally include any of the following:

- A significant book publication
- 4 peer-reviewed publications in scholarly journals (book chapters in scholarly books comparable in quality to articles published in refereed national and international journals may be substituted for journal articles)
- An alternative pattern of scholarship comparable to the above

Service: It is the department's policy that service activities, especially in the first few years of appointment, will focus largely or exclusively on departmental service. This would include the full range of departmental deliberations (general faculty meetings, department committees) and organizing events or colloquia. In the last years of the tenure earning years, the service assignment will expand outward towards the campus and/or discipline, and towards public and community endeavors that are consistent with the faculty member's disciplinary trajectories.

Excellence in service activities, by the point of application for promotion to Associate Professor, is established primarily through a record of conscientious, effective and consistent work that contributes to the department, college, university, community and/or discipline.

Tenure

It is the University's policy that tenure be awarded only to those who qualify for promotion to Associate Professor. The first consideration in tenure for an assistant professor, then, is a whether the candidate has the record of accomplishment that qualifies him or her for promotion to the rank of Associate Professor.

In addition to the record of accomplishment required for promotion to Associate Professor, the awarding of tenure is based upon the judgment that the person will have a lifelong commitment to scholarship and teaching at the University level and to meeting the needs of the department, College and University. Tenure is the most significant commitment that the university can make to a faculty member. The awarding of tenure is not a simple summing of annual evaluations. Tenure is recommended when the university's academic community agrees that the faculty member is committed to the missions of the university and will make significant contributions to them across his or her career. It is a decision that must involve a thorough scrutiny of every aspect of the candidate's career. In all cases, the guiding question is a simple one: "Will the university be made better and stronger by its relationship with this professor over the remainder of her or his academic career?"

The candidate must demonstrate ability in and commitment to instructional activities. The untenured assistant professor seeking tenure needs to demonstrate that she or he has made a successful transition from student to teacher. The candidate needs to demonstrate the ability and motivation to develop new course material and effectively impart it to students. The candidate needs to show that his or her professional identity has developed to include the role of teacher.

The candidate must demonstrate a successful transition to independent scholarship. The untenured assistant professor seeking tenure needs to demonstrate that he or she has made a successful transition from graduate student to mature and independent scholar by developing a significant and coherent research program. The candidate needs to demonstrate that he or she is capable of developing projects and bringing them to successful conclusion through peer-reviewed publication. The candidate needs to demonstrate active engagement in his or her areas of the discipline, demonstrating commitment that is likely to continue for the length of an academic career.

The candidate must demonstrate commitment to and effectiveness in collegial service. Although service typically is a modest part of the assignment of Assistant Professors, the record of a candidate for tenure should provide evidence of his or her potential for productive service to the institution and, in some colleges or departments/schools, profession and community.

Criteria for Promotion to Professor

Promotion to the rank of Professor requires that, in the years since promotion to Associate Professor, the candidate's research profile has attained the appropriate level of distinction as a scholar within the discipline. The faculty member should be recognized as a key contributor to sociological scholarship. At the University, the candidate should have broadened his or her instructional work to include increased mentorship of students, greater involvement in curricular development, and significant contributions to enhancing the quality of what is available to our students both inside and outside the classroom. Additionally, the candidate should have developed a broader profile of sustained and effective service contributions to institution, discipline and/or community. The University expects that its faculty at the rank of Associate Professor and Professor accept significant responsibility for the institution's functioning and development, and promotion to Professor generally requires a sustained level of conscientious and valuable institutional work. While some faculty at the rank of Associate Professor will focus their service work on University, others will complement their University service work through assigned service to the discipline or community. The balance between institutional and external work will vary according to assignments but, in all cases, it must be documented and of appropriately high quality.

Promotion to Professor is awarded based on the candidate's accomplishments during the entire career, but particularly on accomplishments since promotion to Associate Professor. Favorable annual evaluations are a necessary but not sufficient requirement for promotion to Professor. In addition to generally favorable annual evaluations, the successful candidate must show the pattern and quality of professional development appropriate to a mature member of the professoriate.

The department recognizes that faculty at the rank of Associate Professor may have differentiated assignments, and will base all evaluation of candidates for Professor on assignments,

Instruction: Increasing breadth. The Department anticipates that Associate

Professors will continue to develop their instructional portfolio during their years in this rank. A successful applicant for promotion to Professor will be able to provide evidence of a broadening range of instructional contributions as well as the continuing high quality of instructional work that merits recognition by promotion to Professor.

The Department will evaluate the candidate's teaching effectiveness using the same assessments as it employs for promotion to Associate Professor (see section III above).

In addition, the successful candidate must demonstrate that he has moved to a new level of accomplishment in his instructional role. This can be demonstrated by some or all of the following, although this list should be taken as illustrative rather than exhaustive:

An on-going and effective commitment to enhancing instructional quality and effectiveness in the classroom

Broadening instructional activities by developing new courses, revising old courses, taking part in program development, and maintaining continuous mentoring of undergraduate and graduate students.

Increased involvement in the graduate program, through recruitment, mentoring, advising, and curricular development

Conscientious involvement in designing and implementing assessment plans

Contributions to co-curricular opportunities for students

Contributions to the instructional development of untenured faculty, instructors and graduate teaching assistants

Involvement in formal programs of pedagogical investigation or training

Undergraduate and graduate research curricular instruction

Community-engaged curricular instruction

Publishing in a teaching journal

Presenting at a teaching workshop/panel

Evaluation of Research: increasing recognition in the discipline. Successful candidate for promotion to Professor will have published significant additional peer-reviewed scholarly work since their promotion to Associate Professor. They will have established themselves as original scholars who have identified key questions in one or more sociological fields and who have earned the approbation of their peers through their research on those questions.

The department's approach to the evaluation of research is holistic and the quality of scholarship is more important than any fixed quantity of publication. The methodology and scope of the scholarly project will dictate the pattern of appropriate publication. Some research projects lend themselves to extensive publication in peer-reviewed journals and chapters in edited collections; others are prefer the publication of a scholarly book, complemented by a set of preliminary work published in journals or as chapters. In all cases, the Department will look for a substantial body of work that has made a noticeable contribution to the discipline.

Successful candidates for promotion to Professor will have achieved national and/or

international recognition. Evidence of such recognition might include (among other possibilities): invitations to speak at universities and/or conferences in the US or abroad: service as a reviewer for significant nationally and/or internationally distributed journals and books; service as a reviewer for grant applications; invitations to organize panels at significant disciplinary conferences. The foregoing are all indicators of the sociologist's standing in the discipline, and they are indicators of scholarship that is respected and admired. The most important indicators of disciplinary recognition, of course, come from peer-reviewed publications and peer reviews of publications.

Evaluation of Service: increasingly broad and effective contributions. Successful candidates for promotion will have demonstrated a consistent record of service activities of demonstrable value to the department, college, university, the discipline, and/or community. Typically, the service assignment and expectation expands considerably during the period as an Associate Professor. The Department looks to its tenured faculty for responsible and diligent completion of assigned responsibilities, leadership in departmental initiatives and activities, effective and conscientious representation on College and University committees, and a collegial approach to the betterment of the institution. The Department relies upon its tenured faculty to accept their fair share of institutional service responsibilities and to seek out opportunities for particular distinction in service that suit his or her interests and abilities.

After promotion to Associate Professor, some faculty will develop significant service commitments external to the University. As appropriate to the individual faculty member's career trajectory, faculty may become more active in disciplinary associations after tenure; through this form of service, faculty often can blend their scholarly and service activities. Finally, when assigned, sociology faculty may be active in the application of their sociological expertise to community issues; such work also may blend scholarly and service work successfully.

Appendix L

Appendix L

FLORIDA ATLANTIC UNIVERSITY

A Strategic Plan for the Race to Excellence

2015-2025

Approved by the Florida Atlantic University
Board of Trustees on March 24, 2015.
Amended on October 2, 2018.

The Setting for the Race to Excellence

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along a corridor of more than 100 miles of coastline between America's Everglades and the Atlantic Ocean.

Already, it is recognized as a university of first choice for

- excellence in undergraduate education and the student experience,
- comprehensive graduate education,
- visionary and globally relevant research; and
- transformative engagement with its global communities.

With one of the nation's most diverse student bodies, Florida Atlantic offers over 170 degree programs to more than 30,000 students. The University is now 50 years old, and this plan will guide its strategic growth for the next 10 years.

The Aspiration

Florida Atlantic will pursue, with unbridled ambition, the intention of becoming the country's fastest-improving public research university.

The institution developed this plan to attract many collaborators for the mutual benefit of Florida Atlantic and its external constituents. The plan captures the direction that the University can follow to nationally differentiate itself.

- We will recruit and retain the highest talent in faculty, staff and students.
- Our programs will develop in focal areas, known as *Pillars and Platforms.*
- We will concentrate on very strategic capital facilities projects.
- The organizational efficiency of the university will be greatly enhanced.
- Most importantly we will "budget to the plan" not "plan to the budget."

The Planning Process

This current plan builds upon past success, maintaining the mission and vision of the University. In particular, the 2012 plan, *Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction*, focused the University on developing a culture of student success and excellence in research and inquiry. The goals and strategies in this document continue the spirit of the previous plan.

Additionally, key strategies for improvement must address the State University System of Florida's Board of Governors performance metrics. A renewal of the

strategic planning process needed to take place in order to incorporate evolving expectations.

Moving forward, the institution developed the 2025 plan with substantial input from the faculty and stakeholders of Florida Atlantic University.

- From March through June 2014, listening sessions with internal and external constituencies revealed much about what stakeholders expected from the University.

- From July through September 2014, the President and Vice Presidents held administrative retreats to determine strengths, weaknesses and opportunities to improve the institution and set benchmarks for success.

- In early September, a draft outline for the plan was shared with the University's Board of Trustees.

- From September through January 2015, the President and Provost—along with other administrators—met personally for approximately 2-3 hours each with all 60 academic departments and student-related units. Each of the six FAU campuses was visited to determine the specific niche that distinguished that campus from the others. The primary purpose of these visits was to have direct, unfiltered messages and thoughtful dialog about current conditions at FAU as well as to hear and incorporate into the plan the aspirations and concerns of faculty, students, stakeholders and administrators.

- In the coming months, a clearly defined list of institutional performance metrics, attached to the end of this document, will enable the University to operationalize this plan.

Mission Statement

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

Vision

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

Values

Florida Atlantic University values:

- Excellence - in teaching, research and public service
- Accountability - taking responsibility for actions and being outcome-based
- Teamwork - seeking collaborative strategies to solve problems
- Integrity - telling the truth and delivering on our commitments
- Playing to win - and helping others win
- Innovation - striving for creative solutions and continuous improvement
- Student success - wholly committing ourselves to our students' futures
- Safety - providing a secure campus environment
- Shared governance - making decisions through collaborative processes
- Professionalism - performing our responsibilities with an ethical behavior
- Customer service - exceeding the expectations of our clientele
- Respect - treating people the way we want to be treated
- Engagement – collaborating with community to benefit all stakeholders

Goals

Limited in number, but broad in scope and impact, attainment of these goals will ensure Florida Atlantic University's future as a public research university that creates value for all of its institutional stakeholders. To that end, it will be the entire institution's strategic priority to build the following six characteristics upon *Pillars and Platforms* that will define our Vision:

Boldness A uniquely competitive and globalized student body

Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.

Synergy Prominent teams of researchers and scholars

Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.

Place Deep engagement with South Florida's global communities

Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.

Quality Continuously-assessed and evolving best practices

Design a resilient, lean organization—based on best logistical practices—that identifies economies of scale and incorporates new technologies to promote institutional development.

Brand National reputation for excellence

Communicate the incredible stories of the University to an increasingly eGlobal audience, so that key internal stakeholders can link with external constituency groups.

Strategy Wise and innovative allocation of resources

"Budget to the plan" and pursue new revenue streams in order to make FAU self-reliant and thriving in the midst of competitive public and private funding opportunities.

Pillars and Platforms

These areas of focus will guide institutional goals and strategic actions.

Pillars define institutional programs focused on creating knowledge that benefits society.

Healthy Aging	• Health and wellness • Geriatrics and aging in place • Drug discovery • Health policy, health equity, and health economics • Stem cell research and regenerative medicine
Neuroscience	• Dementia and Alzheimer's disease • Psychiatric illnesses and mental health • Spinal cord injuries, eye disease, and cognition • Communication disorders
Ocean Science and Engineering / Environmental Sciences	• Health of the Everglades and the Atlantic Ocean, including river basins • Harnessing energy from the environment • Technologies that contribute to national security
Sensing and Smart Systems	• Sensor technology that can measure changes in the health of people or environments, and which advance automation

Platforms represent scholarly activities that apply to and support all *Pillars.*

Big Data Analytics	• Develop tools to store, sort, and mine large datasets
Community Engagement and Economic Development	• Work with communities to develop tools to address challenges and uncover solutions that promote community development and economic prosperity
Diversity	• Identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies
Global Perspectives and Participation	• Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe
Healthy and Environmentally Sustainable Campus	• Identify opportunities to incorporate scholarship into campus operations
Leadership, Innovation and Entrepreneurship	• Engage faculty, staff and students in professional development of leadership skills • Identify intellectual property, license IP and promote a culture of startup companies for faculty and students.
Peace, Justice, and Human Rights	• Develop programs that share best practices and promote tolerance and understanding of diverse cultures.
South Florida Culture	• The region as an international hub for the arts and the humanities
Undergraduate Research and Inquiry	• Distinction through discovery and research experiences that promote scholarship and graduation

Boldness

A uniquely competitive and globalized student body

In the next decade, FAU aims to position itself as a globalized, forward-thinking institution that caters to high-ability students. An organizational culture of achievement—through timely academic progression and distinction through discovery—will thrust FAU towards national recognition.

Strategic actions and initiatives

Develop and implement a comprehensive enrollment management strategy

- Increase enrollment in Board of Governors' areas of strategic emphasis
- Expand the traditional student catchment region beyond South Florida
- Build non-resident diversity to 15% of the student population

Recruit and retain nationally competitive students

- Select strategic target markets for student recruitment
- Improve admission standards through high quality selectivity
- Increase the number of National Merit Scholar Finalists and Semifinalists
- Include faculty in strategic and international recruitment efforts

Become the national model for diversity of the student body

- Ensure continual inclusion as a Hispanic Serving Institution
- Pursue diversity in all academic disciplines, leveraging proximity to Latin America and the Caribbean to internationalize enrollments

Provide competitive financial support for students

- Offer market-based stipends and benefits for graduate students
- Offer scholarships to recruit outstanding students based on merit or need

Develop an academic support structure for timely student graduation

- Improve undergraduate student retention and graduation rates
- Promote timely graduation for full-time graduate students
- Develop advanced advising strategies to assist students in course selection, career development, “Flight Plans,” and accepting personal accountability for success
- Elevate the use of eLearning to supplement classroom education
- Evaluate and update curricula to be aligned with evidence-based practices, as established by learning sciences
- Expand summer semester offerings
- Assist faculty to develop innovative instructional methodologies and designs across the curriculum
- Optimize academic scheduling
- Engage all students in traditional collegiate experience, such as on-campus activities and leadership development opportunities

Develop athletic programs that achieve success in Conference USA and beyond.

- Recruit and retain student-athletes, coaches, and staff who mirror institutional values and contribute to the achievement of FAU’s mission
- Evaluate and refine student support programs for student-athletes
- Implement revenue-generation plans to provide resources for excellence
- Ensure an effective NCAA compliance education program which properly communicates with student-athletes, coaches, staff, and FAU constituents
- Enhance athletic facilities and resources to attract the best student-athletes and to build a national following for Florida Atlantic Athletics

Expand opportunities for undergraduate students to participate in discovery-based learning.

- Create meaningful living-learning communities on or near campus

- Invest significantly in on-campus internships
- Provide meaningful employment on campus to provide work experience and relieve financial burden for students

Promote student scholarship

- Help nominate students and obtain increased national awards for students (Truman, Goldwater, etc.)
- Increase student participation in national meetings
- Increase students publishing in peer-reviewed journals

Promote excellence in educational experiences throughout all stages of life

- Continue to develop public PK-12 laboratory schools as national models
- Expand lifelong learning offerings throughout the service region

Elevate the levels of student success beyond graduation

- Achieve high numbers of students employed in well-paying jobs after graduation
- Achieve high placement levels in graduate, post-graduate, and post-professional educational, training, and research programs, particularly with prestigious institutions

Synergy

Prominent teams of researchers and scholars

FAU already possesses unique and active research programs, and the institution will invest in focused *Pillars and Platforms* to enhance interdisciplinary teams. By connecting the most talented faculty, staff, and students, the University will expand upon a robust culture of globally-respected research and inquiry.

Strategic actions and initiatives

Improve compensation plans

- Develop competitive compensation plans for faculty members, staff members and graduate students
- Incentivize extraordinary achievement with bonuses

Recruit and retain outstanding faculty and graduate students

- Recruit endowed chairs and increase national academy membership to 3
- Hire or retain strong interdisciplinary leaders for *Pillars and Platforms*
- Add a minimum of 25 new faculty each year in *Pillars*
- Cluster-hire interdisciplinary teams in *Pillars*
- Develop strategies to identify and recruit outstanding graduate students

Implement a "customer service" approach to supporting faculty scholarship

- Create a “one-stop-shop” for sponsored programs: proposal development; legal; pre- and post-awards
- Assist faculty with development of research compliance documents
- Assist faculty with identifying and protecting intellectual property
- Develop service functions in core facilities

Develop a capacity to promote economic development

- Develop an Office of Economic Development to partner with private sector entities interested in FAU’s research and development efforts, as well as workforce development
- Identify opportunities for development on joint-use capital assets
- Leverage relationships with the FAU Research Park to promote development of start-up corporations that mutually benefit the private sector and the University

Grow the research enterprise

- Increase annual extramural research expenditures to $100M
- Ensure mentoring strategies for faculty
- Build key partnerships with other universities/institutes/centers
- Allocate research space by institutional priority and research productivity
- Create multi-user facilities with cutting-edge equipment
- Define the focus of the College of Medicine and its community-based academic and research activities, according to established *Pillars*
- Promote international faculty research opportunities

Place

Deep engagement with South Florida’s global communities

The University will deeply engage the South Florida region by aligning programs with the unique cultural, demographic and environmental characteristics of each of the campus communities. As a national institution, FAU will build on its sense of place to enhance its physical spaces and develop competitive facilities. Accordingly, the University will expand upon both its “outreach” and “in-reach” efforts by building partnerships that benefit all engaged parties.

Strategic actions and initiatives

Institutionalize a culture of collaborative and experiential engagement with community partners that recognizes and values the dynamic and reciprocal exchange of knowledge, ideas, and resources to identify community concerns, build consensus, implement resolution and evaluate success.

- Create and maintain an infrastructure that will encourage and support faculty, staff, and student engagement with the community through community-based research, volunteerism, and service initiatives
- Achieve the Carnegie Foundation for the Advancement of Teachings' classification as a community engaged institution by 2020
- Build and grow creative programs that teach pre-collegiate youth critical thinking and leadership skills that prepare them for success in college, stimulate innovation and entrepreneurial skills, and support workforce and economic development in FAU's regional and global communities
- Establish a responsive program and outcome delivery system that provides support to faculty and staff in the delivery of public service and pre-collegiate programs
- Establish an award/reward system that celebrates faculty, staff, and student participation in exemplary and sustained community activities that build partnerships and advance the institution and community
- Complement academic learning by preparing collegiate and pre-collegiate students for success in life through employability skills and life skills developed by involvement in public service, while integrating these experiences into the curriculum

Develop or update a new Master Plan for each campus and site that provides a framework to guide the decisions on where to locate the university's research, teaching, residential, athletic, and recreational priorities and programs

- Integrate the following into a comprehensive plan: programmatic needs, exterior architecture, branding, landscaping, utility planning, roadways, parking, security, technology, and building conditions
- Conduct a space survey to determine current utilization and how physical resources should be used to best support student life, academics, and scholarship providing for university growth by campus locations
- Build and renovate buildings and exterior spaces based on strategic priorities—identifying those project priorities in the annual Capital Improvement Plan (CIP) and strategically using private and Public Education Capital Outlay (PECO) dollars according to the following ranking of need: 1- life safety, 2 - maintenance and repairs, 3 - lab and instructional needs, and 4 - aesthetic improvements
- Maintain the University's green-space and other exterior spaces that promote a campus experience that is safe and aesthetically appealing
- Develop an institution-wide safety and security plan to enhance campus environments and enrich the academic experience
- Enhance technology infrastructure to promote research and education
- Partner with the private sector to expand the university's academic mission and student life

Build out the capabilities of FAU's branch campuses

- Promote national recognition of Harbor Branch Oceanographic Institute
- Craft an internationally recognized STE(A)M Honors college on the Jupiter campus and collaborate with key partners to build global research capacity in life sciences alongside comprehensive educational offerings
- Promote ocean engineering research and training at Dania Beach
- Promote and develop the academic mission of the Davie and downtown Fort Lauderdale campuses

Partner with host communities to redevelop areas directly adjacent to campuses

- Focus growth on pedestrian-friendly experiences for residential students

Quality

Continuously-assessed and evolving best practices

The ten-year objective is to constantly improve organizational effectiveness through the use of best practices in supply-chain and logistics management. FAU will advance itself as a resilient, lean organization that identifies economies of scale and incorporates new technologies to promote institutional growth and decision making.

Strategic actions and initiatives

Identify current and future campus leaders to engage in professional development opportunities

Leverage the technical expertise of staff members and encourage staff participation in operational improvements

Centralize areas to promote efficiency and effectiveness in

- Student engagement
- Facilities management
- Institutional advancement
- Information technology
- Communications

Develop assessment tools

- Track progress toward broad goals using sophisticated Dashboards
- Develop assessment tools across all programs and units
- Benchmark each part of the plan and document progress
- Implement a comprehensive post-tenure review policy, in consultation with a faculty committee, to document sustained performance of assigned duties, to acknowledge achievements, and to hold faculty members accountable for high performance standards.

Brand

National reputation for excellence

Florida Atlantic University in 2025 will be a strong brand. The University will develop a preeminent internet presence and implement comprehensive global marketing by linking key internal and external constituency groups.

Strategic actions and initiatives

Formulate an eGlobal marketing plan that aggressively seeks recognition for accomplishments of faculty, staff and students

Develop “brand centers” on all campuses that promote engagement with surrounding communities and clearly communicate the strategic strengths of the institution and its stakeholders

Create an innovative branding and community outreach program that tells the Florida Atlantic story and engages FAU with the local community

Build partnerships with internationally recognized academic brands

Develop an Athletics brand that clearly communicates with a national audience

Strategy

Wise and innovative allocation of resources

The University will “budget to the plan” by allocating resources in a manner that falls in line with the Mission and Vision of the University, as well as this document and its *Pillars and Platforms.* Moving forward, FAU will pursue new, diversified revenue streams in order to make itself a thriving and self-reliant organization in the midst of competitive public and private funding opportunities.

Strategic actions and initiatives

Develop external funding framework to permanently sustain *Pillars and Platforms*

Identify diversified revenue opportunities

- Explore a ten-year capital campaign
- Request additional state support to underpin our continued improvement to the State’s performance metrics and metrics of this Strategic Plan (see addendum A: FAU 100).
- Enhance the donor base

- Develop premier donor stewardship experiences
- Embrace legacy donors
- Grow alumni participation and giving rates
- Engage faculty and staff in efforts to learn about and promote fundraising
- Build the institutional endowment
- Strengthen the relationship between FAU Foundation and the University
- Centralize the management of the development staff
- Compete aggressively for state performance funds
- Develop very strategic legislative budget requests
- Strengthen state and federal relations
- Increase departmental generated revenue
- Increase research expenditures
- Increase athletic and academic event ticket sales
- Increase “market-rate” programs across the University
- Increase out-of-state and international enrollment
- Increase revenue from distance education
- Structure summer as a comprehensive semester
- Develop appropriate research indirect costs collection policies
- Sell real estate assets no longer needed
- Eliminate low enrollment programs according to guidance from Board of Governors’ academic coordination workgroup
- Adjust faculty workloads to appropriately reflect productivity in the areas of teaching, research, and service

Explore divestment opportunities

- Reduce personnel costs in non-strategic areas
- Improve competitive bid process
- Work with private sector to build housing as needed near campuses
- Explore selective retirement programs
- Reduce ‘transaction costs’
- Streamline administrative procedures
- Create student internships where appropriate instead of full-time staff

Assessment and Sustainability

This plan becomes the primary annual evaluation tool for the President, each Vice President, and their direct reports. In order to ensure the University’s competitiveness in the national *race to* excellence, the plan will be systematically implemented with a sense of urgency. Annually, the institution will review the following performance indicators, along with progress towards specific targets.

The resulting plan will use Specific, Measurable, Assignable, Realistic, and Time-related (SMART) metrics, as defined below:

- Specific – targeted areas for improvement
- Measurable – quantifiable progress
- Assignable – identifiable leadership
- Realistic – results are achievable
- Time-related – deadlines for progress

At the institutional level (see following pages):

- State and national standardized metrics will aid in the assessment of the University's holistic advancement towards national recognition.
- Use Florida Atlantic's ranking in US News and World Report as an external verification of our elevation of performance and brand recognition (see addendum A: FAU 100).

At the operational level:

- Individuals responsible for implementation will identify, collect, verify, analyze, and archive the data to assess their progress.

This plan must remain flexible in its approach to strategic actions and initiatives, so that Florida Atlantic is able to react to changes in the external and internal environments. Likewise, the concept of *Pillars and Platforms* can continuously evolve to meet institutional priorities. Interdisciplinary programs and activities will be included in the *Pillars and Platforms* as they rise to prominence at the University. The faculty, staff, and students will then have the opportunity to develop new and existing programs into institutional *Pillars and Platforms.*

Institutional Performance Metrics

State University System of Florida - Board of Governors (BOG) Metrics	***FAU Performance 2013-2014***
Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation	74%
Median Average Wages of Undergraduates Employed in Florida 1 Year after Graduation	$36,000
Average Cost per Undergraduate Degree to the Institution	$27,690
Six Year Graduation Rates (Full-time and Part-time First-Time-In-College)	45%
Academic Progress Rate (2nd Year Retention with GPA above 2.0)	66%
Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	55%

University Access Rate (Percent of Undergraduates with a Pell Grant)	41%
Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	55%
Percent of Bachelor Degrees Without Excess Hours	73%
Bachelor's Degrees Awarded to Minorities	43%

US News and World Report (US News)	***FAU Performance 2013-2014***
US News High School Counselor Reputation Score	3
Student-to-faculty Ratio	24
SAT Score Median	1045
First-Time-In-College (FTIC) Students in Top 25% of High School Graduate Class	37%
Admissions Selectivity (Percent Admitted)	48%
Retention Rate (Full-Time)	77%
US News Academic Peer Reputation Score	2.1
Percent of Faculty Who Hold Full-Time Appointments	84%
Percent of Students Living in Affiliated Housing	6%
Admissions Yield (Percent Enrolled)	29%
Percentage of Alumni Who Participate in Annual Fund	5%
6-Year Graduation Rate (Full-Time)	41%

Integrated Postsecondary Education Data System (IPEDS)	***FAU Performance 2013-2014***
Percentage of Undergraduates Who Attend Full-Time	62%
Percentage of Out-of-State First-Time-In-College Students	13%
Percentage of International Students	2%
Undergraduate Headcount	25,790
Graduate Headcount	4,969
Master's Degrees Awarded	1,355
Doctoral Degrees Awarded	128
Sustainability Index (Percentage of Revenue from State Appropriations)	27%
Research Expenditures	$28.1M
Number of First-Time-In-College Applicants	17,358
First-Time-In-College Headcount	3,479
Distance Education Headcount	6,467
Endowment/Headcount (Value at the End of the Fiscal Year)	Pending

National Science Foundation (NSF)	***FAU Performance 2013-2014***
Federal Obligations	Pending
Number of Postdoctoral Appointments	Pending

FLORIDA ATLANTIC UNIVERSITY

A Strategic Plan for the Race to Excellence, 2015-2025

Alignment of State University System & FAU Goals

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
1) National Ranking for Universities	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	*U.S. News & World Report* Top 100 Public (*FAU100, 2018*)
2) Freshman in Top 10% of Graduating High School Class	50%	50% – 2025 target (*Race to Excellence, 2015-2025*)
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks – 2021 target (*FAU Accountability Plan, 2018*)
4) Percent of SUS courses bearing a "high-quality" rating in the Florida Virtual Campus online catalog	90%	90% or equivalent classification (*Pending*)
5) Average Time To Degree (for FTIC in 120hr programs)	4.0	4.5 – 2021 target (*FAU Accountability Plan, 2018*)
6) Four-Year Graduation Rates (for Full- and Part-time FTIC)	50%	48% – 2025 target (*Race to Excellence, 2015-2025*)
7) Six-Year Graduation Rates (for Full- and Part-time FTIC) PBF: ALL	70%	70% full-time FTIC – 2025 target (*Race to Excellence, 2015-2025*)
8) Percent of Bachelor's Degrees Without Excess Hours PBF: ALL (except FSU, UF)	80%	80% – 2025 target (*Race to Excellence, 2015-2025*)
9) Bachelor's Degrees Awarded Annually PBF: UCF	90,000	5,809 – 2021 target (*FAU Accountability Plan, 2018*)

* Targets approved by the Florida Atlantic University Board of Trustees, such as in FAU's *Accountability Plan, 2018* and FAU's *Strategic Plan for the Race to Excellence*

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
10) Graduate Degrees Awarded Annually	35,000	1,722 – 2021 target (*FAU Accountability Plan, 2018*)
11) Bachelor's Degrees Awarded to African-American & Hispanic Students PBF: FAU, FGCU, FIU	36,000 (40%)	48% – 2025 target (*Race to Excellence, 2015-2025*)
12) Number of Adult (Aged 25+) Undergraduates Enrolled PBF: UWF	75,000 (21%)	24% – 2021 target (*FAU Accountability Plan, 2018*)
13) Percent of Undergraduate FTE in Online Courses	40%	35% – 2025 target (*Race to Excellence, 2015-2025*)
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant (Related to University Access Rate) PBF: ALL	All Institutions Above 30%	41% – 2025 target (*Race to Excellence, 2015-2025*)
15) Academic Progress Rate (2nd Fall Retention with GPA>=2) PBF: ALL	90%	90% – 2025 target (*Race to Excellence, 2015-2025*)
16) Bachelor's Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL	45,000 (50%) (after 2012-13 revision)	55% – 2025 target (*Race to Excellence, 2015-2025*)
17) Bachelor's Degrees in STEM & Health (Percent of Bachelor's Total)	30,000 (35%) (after 2012-13 revision)	33% – 2021 target (*FAU Accountability Plan, 2018*)

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
18) Graduate Degrees in Programs of Strategic Emphasis (Categories Include: STEM, Health, Education, Global, and Gap Analysis) PBF: ALL (except NCF)	18,200 (60%) (after 2012-13 revision)	63% – 2025 target (*Race to Excellence, 2015-2025*)
19) Graduate Degrees in STEM & Health (Percent of Graduate Total)	15,200 (50%) (after 2012-13 revision)	45% – 2021 target (*FAU Accountability Plan, 2018*)
20) Faculty Membership in National Academies	75 (based on 2011)	6 – 2025 target (*Race to Excellence, 2015-2025*)
21) Faculty Awards PBF: FSU, UF	75 (based on 2011 data)	4 – Fall 2019 target (*FAU Accountability Plan, 2018*)
22) Percent of Undergraduate Seniors Assisting in Faculty Research --- or --- Percent of Undergraduates Engaged in Research PBF: NCF	TO BE DETERMINED Board staff will work to develop a standard definition for this metric across the System.	TBD
23) Total R&D Expenditures PBF: UF	$2.29B (based on 2012-13)	$200M – 2025 target (*Race to Excellence, 2015-2025*)
24) Percent of R&D Expenditures funded from External Sources PBF: FAMU	71% (based on 2011-12)	63% – 2021 target (*FAU Accountability Plan, 2018*)
25) Number of Patents Awarded Annually	410 (based on 2013)	4 – 2021 target (*FAU Accountability Plan, 2018*)
26) Number of Licenses and Options Executed Annually	270 (based on 2011-12)	26 – 2020 target (*FAU Accountability Plan, 2018*)
27) Number of Start-Up Companies Created	40	3 – 2020 target (*FAU Accountability Plan, 2018*)

Performance Indicator	SUS 2025 Target (revised 2014)	FAU Target (BOT-approved)
28) Number of Universities with the Carnegie Foundation's Community Engagement Classification	All	FAU will apply to receive the Carnegie Foundation for the Advancement of Teachings' "Community Engaged" Classification in Spring 2019. Designation will be announced in January 2020. (*Race to Excellence, 2015-2025*)
29) Percentage of Baccalaureate Graduates Continuing Education or Employed PBF: ALL	90%	83% – 2025 target (*Race to Excellence, 2015-2025*)

FLORIDA ATLANTIC UNIVERSITY

Alignment of Priorities

State University System Goals	Excellence	Productivity	Strategic Priorities
Teaching & Learning	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded within Programs of Strategic Emphasis
Scholarship, Research & Innovation	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
Community & Business Engagement	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce

FAU Strategic Plan Goals	Excellence	Productivity	Strategic Priorities
Boldness *A uniquely competitive and globalized student body*	"Recruit and retain nationally competitive students" (p. 6) – and "become the national model for diversity of the student body" (p. 7)	"Develop an academic support structure for timely student graduation" (p. 7)	"Increase enrollment in Board of Governors' areas of strategic emphasis" (p. 6)
Synergy *Prominent teams of researchers and scholars*	"Recruit and retain outstanding faculty and graduate students" (p. 8)	"Invest in focused *Pillars* and *Platforms* to enhance interdisciplinary teams" (p. 8) – and "grow the research enterprise" (p. 9)	"Develop a capacity to promote economic development" (p. 9)
Place *Deep engagement with South Florida's global communities*	"Institutionalize a culture of collaborative and experiential engagement with community partners" (p. 9)	"Create and maintain an infrastructure that will encourage and support faculty, staff, and student engagement with the community" (p. 9)	"Support workforce and economic development in FAU's regional and global communities" (p. 10)

Appendix M

Appendix M

Faculty Member: Farshad Araghi . **Year:** 2018 .

A. Teaching and other instructional activities

1. Classes taught in 2018, including spring, summer and fall:

Semester	Course number	Course Title	Credit Hrs	Contact Hrs	Enroll-ment	Names of GTAs	SPOT # of Resp	Overall SPOT Rating (Mean)
Spring 2018	SYA4110/42528	Sociological The-ory	3	3	35	0	14	1.36
Spring 2018	SYD 6335/42391	Seminar: State, Economy & Society	3	3	11	0	6	1.0
Summer 2018	SYA4010/60331	Sociology of Food	3	3	46	0	15	2.0
Summer 2018	SYG 4244/60856	Gender and Soci-ety	3	3	29	0	6	2.0
Fall 2018	SYA 4120/15164	Contemporary Social Theory	3	3	27	0	8	1.13
Fall 2018	SYA 6117/16467	Seminar: Critical Per-spectives in Social Theory	3	3	14	0	7	1.14
Fall 2018	SYA4930/23841	Sociology in Film	3	3	36	0	10	1.50

Provide SPOT score on items designated by your dept. If your dept. has no specification, include SPOT — item 6

2. Other instructional activities, as appropriate:

a. **Supervision of Directed Independent Study** and other independent course work for Summer and Fall only. (list, semester, course number, student name, and number of credits for each)

Semester	Course #	Course Title	Student Name	Credit Hrs
Spring 2018	SYA 4905-43141	Medicine and Society	Vivienne Riven	3
Summer 2018	SYA 4930/43458	Sociology of Law	Erini Chang	3
Fall 2018	SYS 4930/16936	Animals and Society	Christi Laguna	3

b. **Internship supervision** (list semester, course number, name, internship site, name of student and number of credits):

Semester	Course #	Internship site	Student Name	Credit Hrs

c. **Membership on thesis and doctoral committees**, service on comprehensive or field examination committees, other instructional work with graduate students (list student name, semester, title of thesis or dissertation, role on committee (chair or member) and anticipated semester of graduation):

Semester	Name of Student	Role on Committee	Title of Thesis	Date of Grad

d. **Curricular development** (list new courses developed and proposed to curriculum committees, or involvement in curricular revision):

Participated in the departmental undergraduate curricular revision in connection with the Writing Across the Curriculum initiative.

e. **Advising**:

—Worked extensively with undergraduate students by involving them in joint research, presentations at scholarly meetings, and submission of papers to refereed journals for publications.

—Mentored students for applying to graduate schools:

—Successful placement of Eliza Fabian in University of Arizona's graduate program

—Vivienne Raven who took Medicine and Society with me is in the process of applying to Medical Schools.

—General mentoring approach for the Davie campus:

‘

While the students on the Davie campus use the advising office for general advising needs, my new pedagogical approach emphasized the connections among teaching, mentoring, and advising. When the students feel connected with their teachers and come to trust their teachers, they also feel they can talk about their lives and about their personal troubles. This opens the way for mentor/advisor/teacher to put the challenges facing our students in a wider social context and then explore with them practical ways of overcoming or bypassing the problems that often would seem too discouraging precisely because they were understood and felt as a student's own responsibility as an individual. The connecting conversation with my students also gives me a chance to address the asymmetrical flow of information about possibilities and opportunities as well as the interpretation of taken for granted terms such as "statement of purpose" and "recommendation letters." If you need more information I could provide you with more details (such as the students names, my notes on the sources of their problems and how they respond when they are better equipped with words and ways of thinking that focuses their minds and energies on solving problems

f. **Responsibility for instructional labs**, studios, and other instructional support activities (indicate your role in developing or maintaining labs or other instructional spaces, organizing instruments or equipment):

g. **Supervision of Graduate Teaching Assistants:**

(i) GTAs responsibilities in course:

(ii) Information on supervision/mentoring of graduate teaching assistants in their instructional work:

h. **Competitive grants**, awards, prizes, and special recognition of excellence in teaching:

i. Other instructional activities and accomplishments:

3. Student Perception of Teaching:

a. Other relevant information on Student Perception of Teaching (provide your analysis of the students' responses if it is useful in evaluating the instructional record).

Please note that the summer 2018 SPOT scores are outlier compared to Spring 2018 and Fall 2018.

Note: The summary sheets of the SPOT responses for all courses must be included in the supplementary material.

4**.** Additional material on instruction (peer evaluation, descriptions of new course preparations or major revision of courses. If appropriate, provide a brief explanation of significance of materials for the annual evaluation:

5. ***Chair's comments and evaluation***:

B. Creative, Research, and Scholarly Accomplishment –for **each,** provide information on process of evaluation (blind peer review, editorial review) name of publisher, date of publication or anticipated date of publication, number of pages in print **or** number of manuscript pages accepted for publication)

1. Publications:

a. In the preceding two years I published two long articles—about 60 pages as submitted, and about 30 pages in book print*)*—both of which are in print (referenced below and attached. In 2018, I have been working on a book proposal (attached) intended for submission to Cornell University Press.

Araghi, Farshad, 2016 (single author) 2016 The Rise and Fall of the Agrarian Welfare State: Peasants, Globalisation, And The Privatisation of Development" pp. 317-345 in Julio Boltvinik and Susan Archer Mann (eds.) Peasant Poverty and Persistence in the Twenty-first Century: Theories, Debates, Realities and Policies. Zed Books: London.

Araghi, Farshad 2017, (first author), and Philip McMichael (second author, Cornell University). 2017"*What Was Postmodernity? Capitalism and Historical Crises of Modernity in Global Context: A World-Historical Analysis*." *Review: A Journal of the Fernand Braudel Center for the Study of Economies, Historical Systems and Civilizations (Volume 36, No. 2)*

d. Reprints: indicate whether the publication was reported in an earlier annual report and if so, during what year:

2. Creative accomplishments: For each, provide supporting documentation such as letters of acceptance of a work for a juried show and information on the jurying process. Provide reviews, when available.

Creative work (specify solo or group)
(a) Nationally significant (list date, location, sponsor)
(b) Regionally significant (list date, location, sponsor)
(c) Other

Artistic work in the visual arts published (specify nature of publication, publisher, reviewing process, distribution)

Scholarly and other contributions
(a) service as juror or judge of national or regional (specify) competition
(b) curatorship of nationally or regionally significant show (specify whether the show was juried or not; if juried, specify jurors and their backgrounds)
(c) catalogue for a significant exhibition

Book Proposal: Global Dispossessions and the City: A World-Historical Perspective, intended for submission to Cornell University Press.

Artistic and collaborative theatrical performance and production (please explain)

3. Papers presented at or other contributions to/involvement in professional meetings, special seminars, and other professional activities. For each, provide appropriate documentation- for example, a copy of the meeting's agenda or a copy of the paper presented.

(1) Presented paper "Food Regimes, Hunger Regimes, Disease Regimes: A World-historical Reinterpretation at the 2018 Annual Conference of the American Sociological Association.

(2) Organized the Regular Session on Sociology of Food, Annual Meetings of the American Sociological Association, 2018 (by invitation of the Organizing Committee of the American Sociological Association).

4. Grant proposals submitted; grants received:

5. Awards, prizes, and special recognition:

6. Work under review (for each, provide name of publication where work has been sent, and process of review, and number of manuscript pages):

7. Work in progress for each, provide name of publication where work will be sent, and process of review, and number of manuscript pages):

I am revising (with co-authors) two long papers for submission (1) to the Journal of Peasant Studies Food Regimes as Disease Regimes" that was been accepted for presentation

at a regular paper section of the August 2018 Annual meeting of the American Sociological Association, and (2) "A Genealogy of Gender in the Context of Global Political Economy" for submission to Gender and Society.

8. *Chair's comments and evaluation:*

C. Service, Governance, and Other University Responsibilities

1. Academic governance and other institutional responsibilities. For items a-d, list all dept/program responsibilities and committees. Indicate whether you served on a committee as a chair or a member):

a. Departmental responsibilities and service

Participated in departmental meetings and committees as assigned.

b. College responsibilities and service:

c. Campus responsibilities and service:

Please see above, under advising/mentoring section

d. University responsibilities and service:

2. Professional service (explain responsibilities and accomplishments, providing documentation when appropriate):

3. Assigned service external to the university and the profession (explain responsibilities and accomplishments, providing documentation when appropriate):

4. ***Chair's comments and evaluation***

E. For the annual evaluation to be completed, the following materials need to be submitted to the chair in addition to this report:

1. Revised and up to date curriculum vita
2. Copies of summary sheets of SPOT reports for all courses included in the report
3. Letters of acceptance from publishers, as indicated
4. Copies of works published or under review during evaluation period
5. Other materials requested by the department or the chair

SUMMARY OF PERFORMANCE EVALUATION[1]

	Exceptional	Outstanding	Good	Needs Improvement	Unsatisfactory	Not Assigned
Teaching and Other Instructional Activities						
Research, Scholarship and Creative Accomplishment						
Service, Governance and Other University Responsibilities						
Overall Rating						

_____

Signature of Department Chair Date

_____

Signature of Faculty Member, indicating he/she has seen the above evaluation Date

_____

[1] After the annual evaluation is signed by the faculty member, the faculty member may add a brief response to the content of the evaluation. This response is optional. It may be added as a brief memorandum and the Report should note "see appended memorandum."

Signature of the Dean Date

Laura Backstrom

Curriculum Vitae

[Updated: Nov. 1, 2019]

Email: lbackstrom@fau.edu
Website: http://www.fau.edu/artsandletters/sociology/faculty/backstrom/
Phone number: (561) 297-3270
Address: Culture & Society Building #259, 777 Glades Road, Boca Raton, FL 33431

FACULTY ACADEMIC APPOINTMENTS

2016-Present **Assistant Professor**
Florida Atlantic University, Department of Sociology

2015-2016 **Visiting Assistant Professor**
Macalester College, Department of Sociology

EDUCATION

2014 **Ph.D. in Sociology**
Minor: Gender Studies
Indiana University, Bloomington
Thesis: "Constructing the Problem Child: Body Projects and Embodied Inequality in Anti-Obesity Discourse"

2008 **M.A. in Sociology**
Indiana University, Bloomington
Thesis: "Putting Stigma to Bed? The Sexual Consequences of Obesity in Young Adulthood"

2006 **B.A. in Sociology**
Fordham University
Honors: *Summa Cum Laude*

AREAS OF EXPERTISE

Childhood/Youth	Sexuality	Culture	Qualitative Methods
Gender and the Body	Microsociology	Social Problems	Inequality

PUBLICATIONS

Book

Backstrom, Laura. 2019. *Weighty Problems: Embodied Inequality at a Children's Weight Loss Camp.* New Brunswick: Rutgers University Press.

Articles

Backstrom, Laura. 2018. "Accomplishing Empathy at a Children's Weight Loss Camp." *SAGE Research Methods Cases* 2: 1-12.

Backstrom, Laura. 2016. "Embodied Resocialization at a Children's Weight Loss Camp." *Ethnography* 17(4): 539-558.

Backstrom, Laura. 2012. "From the Freak Show to the Living Room: Cultural Representations of Dwarfism and Obesity." *Sociological Forum* 27(3): 682-707.

Backstrom, Laura, Elizabeth A. Armstrong, and Jennifer Puentes. 2012. "Women's Negotiation of Cunnilingus in College Hookups and Relationships." *Journal of Sex Research* 49(1): 1-12.

OTHER PUBLICATIONS

Moynihan, Patrick, James A. Wilson, and **Laura Backstrom.** 2006. "Assessing Undergraduate Program Efficacy and Outcomes: Learning from ASA's Research on What Sociology Graduates Learn and Take to the Job Market." *Footnotes* 34(1): 6,8.

Moynihan, Patrick J., and **Laura Backstrom.** 2004. "Little Margin for Error." *NYAAPOR Newsletter* December (Winter): 1,3.

SUBMITTED MANUSCRIPTS

Backstrom, Laura. "Parental Responsibility and Children's Agency in Antiobesity Discourse." Revise and Resubmit at *Childhood.*

MANUSCRIPTS IN PROGRESS

Cooley, Morgan, **Laura Backstrom,** Heather M. Thompson, Marianna Colvin. "Foster Parent Perspectives, Experiences, and Relationships with Child Advocates in the Child Welfare System"

Cooley, Morgan, Heather M. Thompson, Marianna Colvin, and **Laura Backstrom.** "Experiences of Guardians ad Litem in Florida."

Backstrom, Laura. "First Lady, Lady First: The Constraints and Strategic Opportunities of Hegemonic Femininity in Michelle Obama's Let's Move! Campaign"

Fraidenburg, Kelly and **Laura Backstrom.** "Gendered Representations of Women Athletes in Social Media"

Ostroot, Ashley and **Laura Backstrom.** "Dependence, Resilience, and Resentment: How College Students Negotiate Parental Support.".

AWARDS AND FELLOWSHIPS

2018 FAU Division of Research, Junior Faculty Mentoring Award, 2019
2013 Graduate Student Paper Competition Award (Second Place), Midwest Sociological Society for "Resocialization at a Children's Weight Loss Camp."
2012 Glen D. and Dorothy E. Stewart Family Scholarship, Indiana University Department of Sociology; in recognition of excellence in both teaching and research
2011 Edwin H. Sutherland Award for Excellence in and Commitment to Teaching, Indiana University Department of Sociology
2011 Advanced Departmental Fellowship, Indiana University
2008 Summer Research Fellowship, Indiana University Department of Sociology

CONFERENCE PRESENTATIONS

2018 "Gender Differences and Variation in Weight-Based Peer Victimization among Overweight Youth."
Annual Meeting, American Sociological Association (ASA), Philadelphia, PA.

2018 "Negotiating Stigma at a Children's Weight Loss Camp."
Annual Meeting, Southern Sociological Society (SSS), New Orleans, LA.

2018 "They Were Born Lucky: Children's Body Size Attributions at a Weight Loss Camp."
Annual Meeting, Eastern Sociological Society (ESS), Baltimore, MD.

2016 "Embodied Inequality at a Children's Weight Loss Camp"
Annual Meeting, Society for the Study of Social Problems (SSSP), Seattle, WA

2013 "Resocialization at a Children's Weight Loss Camp"
Annual Meeting, American Sociological Association, New York, NY

2013 "Anti-Obesity Programs Construct the Embodied Child"
Annual Meeting, North Central Sociological Association, Indianapolis, IN

2013 "Embodied Resocialization of Eating Habits at a Children's Weight Loss Camp"
Annual Meeting, Midwestern Sociological Association, Chicago, IL

2011 "From the Freak Show to the Living Room: Cultural Representations of Dwarfism and Obesity"
Annual Meeting, American Sociological Association, Las Vegas, NV

2011 "Student Opinion on Faculty Misconduct"
Annual Meeting, North Central Sociological Association, Cleveland, OH

2009 "Teaching Sexuality: Creating an Open Classroom Climate."
Annual Meeting, North Central Sociological Association, Dearborn, MI

2009 "To Give Is Better Than To Receive? Body Comfort and Young Women's Ambivalence Toward Oral Sex."
Bringing the Body Back In: Towards a Corporeal Social Science, Tucson, AZ

2008 "Weighting for Love? The Romantic and Sexual Consequences of Obesity in Young Adulthood."
Annual Meeting, North Central Sociological Association, Cincinnati, OH

TEACHING

Florida Atlantic University

Graduate Courses
Sociology of the Family (Spring 2020)
Research Methods and Design (Fall 2018)
Sociology of Childhood (Spring 2018)
Gender, Sexuality, and the Body (Spring 2017)

Undergraduate Courses
Self and Society (Spring 2020, Summer 2019, Spring 2019, Summer 2018, Spring 2017, Fall 2016)
Social Construction of Sexuality (Summer 2019, Fall 2018, Fall 2017)
Sociological Perspectives (Summer 2018)
Sociology of Youth (Spring 2018, Summer 2017)
Gender and the Body (Fall 2017)
Human Sexuality and Social Change (Fall 2016)

ADVISING

MA Thesis
Member, Thesis Committee, Ashley Ostroot
Chair, Thesis Committee, Akilah Somersall
Chair, Thesis Committee, Abby Duncanson

BA Honors Thesis
Chair, Thesis Committee, Sydney Riggs
Member, Thesis Committee, Alaina Tillman

SERVICE

FAU Sociology Department

2017-Present	Member, Graduate Evaluation Committee
2018-Present	Director, Honors Program for the Sociology BA
2019-2020	Chair, Hiring Committee for Open/Quantitative Assistant Professor Search
2018-2019	Interim Director of Graduate Studies, Sociology Department
2018-2019	Member, Graduate Program Committee,
2017-2018	Coordinator, Proseminar for Sociology Graduate Program
2017-2018	Member, Hiring Committee for Healthy Aging Assistant Professor Search

College/University

2018-Present	Member, Comparative Studies PhD Committee
2018-2019	Member, Graduate Program Committee

Service to the Profession

2012-Present	Reviewer, *American Journal of Sociology, Sociological Perspectives, Sociological Forum, Journal of Contemporary Ethnography, Fat Studies Journal*
2018-2019	Member, ASA Children and Youth Section's Nominations Committee

September 2015

Ann Branaman

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Department of Sociology
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Phone: (561) 297-3813

301 NW 35th Street
Boca Raton, FL 33431
Cell: (561) 703-9616
E-mail: Branaman@fau.edu

Education

Ph.D.1997	Pennsylvania State University, Department of Sociology
M.A. 1993	Pennsylvania State University
B.A. 1991	Wesleyan University, Middletown, Connecticut

Academic Employment

Fall 2003 - Present	Associate Professor of Sociology, Florida Atlantic University
Fall 1997 – Spring 2003	Assistant Professor of Sociology, Florida Atlantic University
1993 - 1997	Graduate Instructor in Sociology The Pennsylvania State University

Refereed Journal Articles

2001 "Rational and Irrational Bases of Commitment to Hierarchy in Group Interaction." *Advances in Group Processes* 18: 31-64.

2000 "The Bonds of Hierarchy: Anglo-American Psychoanalytic-Feminist Theory on Inequality in Intimate Relationships." *Current Perspectives in Social Theory 20: 67-89*.

1995 Alan Booth, David R. Johnson, Ann Branaman, and Alan Sica. "Belief and Behavior: Does Religion Matter in Today's Marriage?" *Journal of Marriage and the Family* 57:661-671, 1995.

1994 "Reconsidering Kenneth Burke: His Contributions to the Identity Controversy." *Sociological Quarterly* 35(3):443-455.

Books

2001 *The Self and Society Reader*. Cambridge, Oxford: Basil Blackwell Publishers.

1997 *The Goffman Reader*. Co-edited with Charles Lemert. Cambridge, Oxford: Basil Blackwell Publishers.

Book Chapters

2014. "Feminist and Postfeminist Theory." Pp. 74-96 in *The Handbook of Social and Cultural Theory*, edited by Anthony Elliott. Routledge.

2013. " Theater as Life: The Seminal Contributions of Kenneth Burke." Pp. 6-15 in *Life as Performance: A Dramaturgical Handbook*, edited by Charles Edgley. Ashgate Publishers.

2012 "Emotions." Pp. 429-439 in *The Handbook of the Sociology of Human Rights*, edited by Brunsma, Smith, and Gran. Paradigm Publishers.

2011 "Feminism and Identity." Pp. 30-48 in *The Handbook of Identity Studies*, edited by Anthony Elliott. Routledge.

2010 "Identity and Social Theory." Pp. 135-155 in *The Routledge Companion to Social Theory*, edited by Anthony Elliott. Routledge.

2009 "The Protean Goffman: Erving Goffman and the New Individualism." Pp. 232-253 in *The Contemporary Goffman*, edited by Michael Hviid Jacobsen. Routledge.

2007 "Gender and Sexuality in Liquid Modernity." Pp. 117-135 in *The Contemporary Bauman*, edited by Anthony Elliott. Routledge.

2006 "Contemporary Social Theory and the Sociological Study of Mental Health." Pp. 95-123 in *Mental Health, Social Mirror*, edited by Bill Avison, Jane McLeod, and Bernice Pescosolido. Springer Publishing.

2003 "Interaction and Hierarchy in Everyday Life: Goffman and Beyond," Pp. 86-126 in *The Sociology of Face-to-Face Encounters after Erving Goffman*, edited by Javier Trevino. Rowman and Littlefield Publishers.

2001 "Goffman." Pp. 94-106 in *Profiles in Contemporary Social Theory*, edited by Anthony Elliot and Bryan Turner. Sage Publications.

1997 "Goffman's Social Theory." Pp. xlv – lxxxii In *The Goffman Reader*, edited by Charles Lemert and Ann Branaman.

Book Reviews

2014. Status, Power, and Ritual Interaction: A Relational Reading of Durkheim, Goffman, and Collins, Theodor Kemper, *Contemporary Sociology* 43 (6)*:* 851-853,

2010 *A New Type of Womanhood: Discursive Politics and Social Change in Antebellum America*, by Natasha Kraus. *Contemporary Sociology 39 (4):* 459-460.

2010 *Making the Cut: How Cosmetic Surgery is Transforming Our Lives*, by Anthony Elliott. *Contemporary Sociology* 39 (2): 160-162

2003 *Gender and Social Theory*, by Mary Evans. *Gender and Society* 18 (6): 795-796.

2002 *Culture in Mind: Toward a Sociology of Culture and Cognition*, edited by Karen Cerulo. *Contemporary Sociology* 32 (2):196-198.

1997 *Finding Philosophy in Social Science*, by Mario Bunge. *Contemporary Sociology* 26(6):783-784.

Refereed Conference Papers: National

2017 Adulthood in the 21st Century: Factors that affect college student's adult identity and the transition to adulthood. Presented at 2017 SSEA Conference on Emerging Adulthood, Washington, DC.

2017 "I feel like I technically raised myself": Accelerated transitions during the era of emerging adulthood. Presented at 2017 SSEA Conference on Emerging Adulthood, Washington, DC.

1999 Do They Really Think She's Stupid?: Goffman and Status Characteristics Theory on Interaction and Inequality. Presented at American Sociological Association Meeting in Chicago, August 1999. Revised version of this paper was published in *Advances in Group Processes*.

1998 Defending Hierarchy: A Goffmanian Approach to Gender, Interaction, and Inequality. Presented at American Sociological Association Meeting in San Francisco, August 1998.

1997 Rethinking Inequality in Family and Gender Relations: Psychoanalytic - Feminist Contributions. Accepted for presentation at American Sociological Association Meeting in Toronto, August 1997. Did not attend meeting due to conflict with relocation. Revised version of this paper was published in *Current Perspectives in Social Theory*.

1995 The Self and Social Criticism: Mead in the Deweyan Context. Presented at American Sociological Association meeting in Washington, D.C. August 1995.

Invited Conference Presentations: International

2014 "Making Meaningful Lives: The Promises, Perils, and Contradictions of the New Individualism." Invited presentation. Conference on *The New Individualism: For and Against*, The Hawke Institute, University of South Australia. August 15, 2014.

Invited Conference Presentations: National

2006 Goffman and the New Individualism. Invited presentation, American Sociological Association Meeting, August 2006. Revised version of this paper was published as a book chapter in *The Contemporary Goffman* (2009, Routledge)

2006 "Teaching the Sociology of Emotions." Presented at American Sociological Association Meeting, August 2006. Co-organized with Leslie Irvine.

2004 "Teaching as Public Sociology." Presented at American Sociological Association Meeting, August 2004.

2004 "Teaching the Sociology of Emotions." Presented at American Sociological Association Meeting, August 2004. Co-organized with Leslie Irvine.

2003 Goffmanian Social Psychology: Research Directions for the 21st Century. Invited presentation, American Sociological Association Meeting, August 2003.

2002 Interaction and Hierarchy in Everyday Life: Goffman and Beyond. Invited presentation, American Sociological Association Meeting, August 2002. Extended version of this paper was published as a book chapter in *The Sociology of Face-to-Face Encounters after Erving Goffman* (2003, Rowman and Littlefield).

Invited Conference Presentation: Regional

2009 "*The Presentation of Self in Everyday Life*, 2009." Invited presentation, Eastern Sociological Association Meeting, March 2009.

Grants

2015 Distinction Through Discovery Summer Undergraduate Research Fellowship (SURF), Florida Atlantic University, $3500, P.I. Project title: Constructing Adulthood in Contemporary Societies. Wrote successful proposal to support undergraduate student during summer 2015 as we collaborated on the project. $3100 to student/$400 faculty stipend.

2014 Distinction Through Discovery Undergraduate Curriculum Grant, Florida Atlantic University, $5000, P.I. Project Title: Integrating Research and Inquiry into the Sociology BA program. Funding provided $1000 stipends to five department faculty members who agreed to redesign core courses in the sociology BA curriculum to enhance student opportunities for building research and inquiry skills. Awarded in Summer 2014 to support curricular work during the Fall 14-Spring 15 and Fall 15-Spring 16 academic years.

Courses Taught at FAU

SYG 1000 Introduction to Sociology
SYA 4010 Sociological Theory
SYA 4015 Contemporary Social Theory (New course)
SYP 4110 Self & Society
SYD 4800 Gender & Society
SYD 4814 Gender, Power, and Relationships (New course)
SYP 4400 Social Change
SYO 4410 Sociology of Mental Health (New course)
SYO 4530 Class, Status, and Power
SYP 4420 Sociology of Consumption (New course)
SYA 4930 Sociological Psychology (New course)
SYA 6215 Seminar in Social Theory
SYO 6535 Seminar in Social Stratification
SYP 6035 Seminar in Microsociology (New course)
SYD 6215 Seminar in Contemporary Social Theory
SYD 6934 Private Lives, Public Context (New course)

Supervision of Graduate Students

Fall 2010-Spring 2013, Merrie Meyers, Comparative Studies Ph.D. Program, Primary advisor and chair of dissertation committee. Dissertation Title: Changes in Public Education, Changes in Norms: Why Charter Schools Seem so Attractive. Graduated Spring 2013.

Fall 2010-Spring 2012, Darlene Levy, Comparative Studies Ph.D. Program, Primary advisor and chair of dissertation committee: Dissertation title: The Politics of Inclusion and Exclusion in the DSM V. Incomplete.

Spring 2006-Summer 2006. Linda Andersson, MA thesis, Primary advisor, Completed and graduated Summer 2006. Thesis title: Theories of Domestic Violence: Towards a Holistic Perspective.

Summer 2004. Lisa Lipsman, MA thesis, Committee member, completed and graduated Summer 2004. Thesis title: The Bureaucratic System: A Positive or Negative Effect on Nursing Home Quality of Care?

Summer 2003. Heather Bostwick, MA thesis, Committee member, completed and graduated summer 2003. Thesis title: The Confederate Flag Controversy in South Carolina: A Test of Herbert Blumer's Race Prejudice as a Sense of Group Position Theory.

Fall 2002-Spring 2003. Linda Andersonn, MA thesis, Primary advisor, Completed and graduated summer 2006. Thesis title: Theories of Domestic Violence: Towards a Holistic Perspective.

Fall 2001. Michael Ostrowsky, MA thesis, Committee Member, completed and graduated Fall 2001. Thesis title: Testing an Integrated Model of Crime.

Summer 2001. Mariah Martin, MA thesis, Committee member, completed and graduated Summer 2001. Thesis title: American Engaged Buddhism and New Social Movement Theory.

Advising Activities

Spring 2011 – Spring 2014 Director of Interdisciplinary Studies: Social Science.

Spring 2011 – Spring 2013. Director of Interdisciplinary Studies: Arts and Humanities

Fall 2008 – Fall 2012 Undergraduate Advisor for Sociology majors and minors.

Fall 2005 – Spring 2007 Graduate Director in Sociology

Fall 2000-Spring 2006 Undergraduate Advisor for Sociology majors and minors

Fall 2002-Spring 2004. Alpha Kappa Delta Faculty Advisor

Service and Professional Development

Department

Chair, Department of Sociology, Spring 2016 – current.

Associate Chair, Department of Sociology, Summer 2013 – Fall 2015.

Intellectual Foundations Program committee, Fall 2013- present.

Campus Days/Recruiting Events, Department representative, Fall 2008 – present.

Department of Sociology Search Committee, 1998, 1999, 2002, 2004, 2005, 2006, 2007, 2009-2010, 2013-2014.

Sociology B.A. program assessment committee, 2000- current.

Chair, Sociology B.A. program assessment committee, Spring 2002 - Spring 2005; Fall 2013 – current.

Sociology Department curriculum committee, Fall 2006 – present.

Graduate director in Sociology, Fall 2005 – Spring 2007

College

Member of DFSCAL Dean's Search Committee, Representing Department Chairs, Spring 2017.

Vice-Chair of College of Arts and Letters Faculty Assembly, Fall 2014- Spring 16.

Director of Interdisciplinary Studies: Social Science, 2011-2014.

Director of Interdisciplinary Studies: Arts and Humanities, 2011-2013.

Department representative to College of Arts and Letters Faculty Assembly, 2004 to present.

College of Arts and Letters Assessment Committee, Spring 2012 – Fall 2012.

College of Arts and Letters Undergraduate Programs Committee, 1999-2005 and 2008-2012.

Chair, College of Arts and Letters Undergraduate Programs Committee, Spring 2002 – Spring 2005 and Fall 2009 – Spring 2011.

Media, Culture, and Social Theory B.A. program development committee – Fall 2007-Spring 2008

College of Arts and Letters Dean Search Committee, Fall 2006-Spring 2007.

College of Arts and Letters Graduate Programs Committee, Fall 2005 – Spring 2007.

Dean's Faculty Advisory Committee, Spring 2004 - Spring 2006.

Social Science Assessment Committee, Spring 2002.

University

College of Arts and Letters representative on University's Quality Enhancement Plan: Distinction through Discovery committee, 2011-present.

College representative, University Undergraduate Programs Committee, Spring 2002 – Spring 2005 and Fall 2009 – Spring 2011.

College of Arts & Letters Representative on General Education Curriculum Committee, Foundations of Society and Human Behavior, Fall 2008 – Spring 2009.

Member of University General Education Curriculum Committee, Fall 2009 – Spring 2011.

University Faculty Senate, 2003-2004, 2004-2005, 2010-2011, 2011-2012.

University Undergraduate Programs Committee representative to committee for establishing university course syllabus guidelines, Fall 2009.

Honors College, Faculty Search Committee for Sociology/Women's Studies, Spring 2000

College of Arts and Letters Committee on Research and Creative Development, 1997-1999

Professional Service

2014	Reviewer for *Society and Mental Health*.
2003 - 2013	Reviewer for *American Journal of Sociology*, *Sociological Theory*, *Qualitative Sociology*, *Symbolic Interaction*, *Religion and Society*, *Journal of Contemporary Ethnography*, *Society and Mental Health*, and *The Sociological Quarterly*.
2000 - 2003	Member of Editorial Board of *The Sociological Quarterly*.
1997-2002	Reviewer for *American Sociological Review*, *Sociological Theory*, *Sociological Inquiry*, McGraw-Hill Publishers, and Blackwell Publishers.

Professional Development

2014-2015 Essentials of Academic Leadership Series

2013-2014 Distinction through Discovery: Faculty Learning Community

2011-2012 Student-Centered Teaching Faculty Learning Community

Fall 2011 E-Learning Designer/Facilitator Certification Training Course

Curriculum Vitae
January 2019

PERSONAL

Mark H. Harvey

Associate Professor

Department of Sociology

Florida Atlantic University

Phone: (561) 297-3813

Email: mharve16@fau.edu

HIGHER EDUCATION

University of Wisconsin-Madison; PhD, Sociology; May 2005

Arizona State University; MS, Justice Studies; May 1996

Boston College; BS, Finance and Sociology; May 1989

EXPERIENCE

Florida Atlantic University, Department of Sociology; Associate Professor; August 2013-Present.

Florida Atlantic University, Department of Sociology; Assistant Professor; August 2007-2013.

Mississippi State University, Southern Rural Development Center and Department of Agricultural Economics; Assistant Research Professor; September 2006-July 2007.

Mississippi State University, Southern Rural Development Center; Postdoctoral Research Assistant; February 2005-August 2006.

FELLOWSHIPS AND AWARDS

Fall 2015 Florida Atlantic University, Office of Undergraduate Research and Inquiry, Course Revision Curriculum Grant, "Assessing the War on Poverty in South Florida: Impacts, implications, and innovations." $5,000.

Fall 2014 Florida Atlantic University, Office of Undergraduate Research and Inquiry, Curriculum Development Grant with Ann Branaman, Farshad Araghi, Philip Hough and Gina Carreno. $5,000.

Fall 2011 Florida Atlantic University, Dorothy E. Schmidt College of Arts and Letters, Scholarly and Creative Accomplishment Fellowship (SCAF) (two-course release)

2003-2004 Rural Policy Research Institute Dissertation Fellowship. $20,000

2002-2003 University of Wisconsin-Madison Vilas Travel Fellowship. $5,000

RESEARCH PUBLICATIONS

Refereed Works

Journal publications

Harvey, M.H. 2013. Inside the "Smoke-Filled Room:" Neoliberal Devolution and the Politics of Workfare in the Rio Grande Valley of Texas. *International Journal of Urban and Regional Research*, 37(2):641-62.

Harvey, M.H. 2013. Consensus-Based Community Development, Concentrated Rural Poverty, and Local Institutional Structures: The Obstacle of Race in the Lower Mississippi Delta. *Community Development*, 44(2): 257-273.

Harvey, M.H. 2011. Welfare Reform and Household Survival: The Interaction of Structure and Network Strength in the Rio Grande Valley, Texas. *Journal of Poverty*, 15(1):43-64.

Harvey, M.H. 2010. Welfare Reform and Household Survival in a Transnational Community: Findings from the Rio Grande Valley, Texas. *The Applied Anthropologist*, 30(1-2):19-26.

Lee, M.A., M. Harvey, and A. Neustrom. 2002. Local Labor Markets and Caseload Decline in Louisiana in the 1990s. *Rural Sociology* 67(4):556-577.

Chapters in books

Harvey, M.H. 2017. “Racial inequalities and poverty in Rural America,” in *Rural poverty in the USA*, edited by J. Sherman, A. Tickamyer and J. Warlick. New York, NY: Columbia University Press.

Harvey, M.H. and L.J. Beaulieu. 2010. “Implementing community development in the Mississippi Delta: The effect of organizations on resident participation.” Pp.146-177 in *Mobilizing communities: Asset building as a community development strategy*, edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.

Harvey, M.H. and K. Pickering. 2010. “Color-Blind welfare reform or new cultural racism? Evidence from rural Mexican- and Native-American communities.” Pp. 61-79 in *Welfare reform in rural places: Comparative perspectives,* edited by P. Milbourne. Bingley, UK: Emerald.

Harvey, M., G.F. Summers, K. Pickering and P. Richards. 2002. "The Short-Term impacts of welfare reform in persistently poor rural areas." Pp. 375-412 in *Rural dimensions of welfare reform*, edited by B.A. Weber, G.J. Duncan, and L.A. Whitener. Kalamazoo, MI: The W.E. Upjohn Institute.

Book

Pickering, K., M.H. Harvey, G.F. Summers, and D. Mushinski. 2006. *Welfare Reform in Persistent Rural Poverty: Dreams, Disenchantments, and Diversity.* University Park, PA: The Pennsylvania State University Press.

Encyclopedia Entries

Harvey, M.H. 2018. *The Mississippi Encyclopedia,* Ted Ownby and Charles Reagan Wilson, eds., Ann J. Abadie, Odie Lindsey, and James G. Thomas, associate eds. Jackson, MS: University Press of Mississippi. upress.state.ms.us/books/2069

Book Reviews

Harvey, M. 2015. “Critical rural theory: Structure, space, culture” by A.R. Thomas, B.M. Lowe, G.M. Fulkerson, and P.J. Smith. Lanham, MD: Lexington Books, 2011. *Contemporary Sociology,* 44(1).

Paper Presentations

Harvey, M.H. 2017. "You must be colorblind!" Race in the Mississippi Delta. " Presented at the Annual Meeting of the Rural Sociological Society. Columbus, OH. July 29.

Harvey, M.H and R. Harvey. 2016."Race, social capital, and trust in local institutions: A preliminary analysis of survey data from three Mississippi Delta counties." Presented at the Annual Meeting of the Rural Sociological Society. Toronto. August 9.

Harvey, M.H. 2015. "The place of race and racisms in rural sociology: A theoretical reconstruction and empirical case." Presented at the Annual Meeting of the Rural Sociological Society, Madison, WI. August 6-9.

Harvey, M.H. 2012. "If We Had No Enemies, We Wouldn't Be Doing Our Job:" Externally-Initiated Community Development and Community Power Structures in the Mississippi Delta. Paper presented at the Annual Meeting of the Rural Sociological Society. July.

In preparation for submission: Harvey, M.H. ND. "If We Had No Enemies, We Wouldn't Be Doing Our Job:" Externally-Initiated Community Development and Community Power Structures in the Mississippi Delta. (In preparation for submission to *City & Community*).

Harvey, M.H. 2012. "Persistent Poverty and Community Development in the Mississippi Delta: The Continuing Significance of Race." Paper presented at the Annual Meeting of the Southern Sociological Society. March.

Published: Harvey, M.H. 2012. Consensus-Based Community Development, Concentrated Rural Poverty, and Local Institutional Structures: The Obstacle of Race in the Lower Mississippi Delta. *Community Development*, DOI 10.1080/15575330.2012.734840.

Harvey, M.H., L.J. Beaulieu, D. Tootle, and R. Gallardo. 2011. "Rural Governance Regimes and the Persistence of Poverty: Perspectives of Community Leaders in the Mississippi Delta." Paper presented at the Joint Annual Meetings of the Rural Sociological Society and the Community Development Society. August.

Published: Harvey, M.H. 2012. Consensus-Based Community Development, Concentrated Rural Poverty, and Local Institutional Structures: The Obstacle of Race in the Lower Mississippi Delta. *Community Development*, DOI 10.1080/15575330.2012.734840

Tootle, D., L.J. Beaulieu, M.H. Harvey and R. Gallardo. 2011. "Public Sociology Revisited: Community Development in the Delta." Paper presented at the Joint Annual Meetings of the Rural Sociological Society and the Community Development Society. August.

Harvey, M.H. 2008. “Welfare Reform and Household Survival in a Transnational Community: The Case of Deep South Texas.” Paper presented that the Annual Meeting of the Society for the Study of Social Problems. August.

Published: Harvey, M.H. 2010. Welfare Reform and Household Survival in a Transnational Community: Findings from the Rio Grande Valley, Texas. *The Applied Anthropologist,* 30(1-2):19-26.

Harvey, M.H. 2008. “Regulating the Poor Revisited: The Role of International Migration and Internal Colonies.” Paper presented at the Annual Meeting of the Rural Sociological Society. August.

Tootle, D., L.J. Beaulieu, and M.H. Harvey. 2008. “Community Development in the Delta: Are We on the Right Track?” Paper presented at the Annual Meeting of the Rural Sociological Society. August.

Harvey, M.H. and L.J. Beaulieu. 2007. “Bank- Versus Foundation-Led Community Development in the Deep South: The Effects of Organizational Type on Resident Participation.” Paper presented at the Annual Meeting of the Rural Sociological Society, August.

Published: Harvey, M.H. and L.J. Beaulieu. 2010. “Implementing Community Development in the Mississippi Delta: The Effect of Organizations on Resident Participation.” Pp.146-177 in *Mobilizing Communities: Asset Building as a Community Development Strategy*, edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.

Harvey, M.H. 2005. "Mandates without Means: Welfare Reform and Household Survival Strategies in the Rio Grande Valley of Texas." Roundtable presentation at the Annual Meeting of the American Sociological Association. August.

Published: Harvey, M.H. 2011. Welfare Reform and Household Survival: The Interaction of Structure and Network Strength in the Rio Grande Valley, Texas. *Journal of Poverty*, 15(1):43-64.

Harvey, M.H. 2004. "'Reforming' the Border: Welfare Reform, NAFTA, and the Survival Strategies of Low-Income Mexican-American Families." Paper presented at the Annual Meeting of the Society for the Study of Social Problems. August.

Harvey, M.H. 2004. "The Downside of Devolution: The Role of Local Institutions in Welfare Reform in the Rio Grande Valley of Texas." Paper presented at the Annual Meeting of the Rural Sociological Society. August.

Published: Harvey, M.H. 2012. Inside the “Smoke-Filled Room:” Neoliberal Devolution and the Politics of Workfare in the Rio Grande Valley of Texas. *International Journal of Urban and Regional Research*. Published online, June 20. http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2427.2012.01148.x/pdf

Harvey, M.H. 2003. "Reforming the Border: A Comparative Case Study of the Impacts of Welfare Reform on Local Institutions in Two Persistently Poor Rural Texas Border Counties." Paper presented at the Annual Meeting of the Rural Sociological Society. July.

Harvey, M.H., K. Pickering, G.F. Summers, and D. Mushinski. 2003. "TANF, Rural Poverty, and the Informal Economy." Paper presented at the Joint Meeting of the American Agricultural Economics Association and the Rural Sociological Society. July.

Published: Pickering, K., M.H. Harvey, G.F. Summers, and D. Mushinski. 2006. *Welfare Reform in Persistent Rural Poverty: Dreams, Disenchantments, and Diversity.* University Park, PA: The Pennsylvania State University Press.

Contracts or Grants Received

2015 Curriculum grant pre-proposal, "Assessing the War on Poverty in South Florida: Impacts, implications, and innovations." FAU Undergraduate Research Initiative (URI). $5,000.

2014-15 Collaborative Research Grant. "Surviving Slavery: Sex trafficking in South Florida."

2014-15 FAU Curriculum Development Grant, Undergraduate Research Initiative. $5,000

2007-2009 Walton Family Foundation, Delta Geographic Concentration Initiative Evaluation, Phase II; with Lionel J. Beaulieu, Mississippi State University; $593,365

2010-2013 Walton Family Foundation, Delta Geographic Concentration Initiative Evaluation, Phase III; with Lionel J. Beaulieu, Mississippi State University; $563,253

Non-Refereed Works

Publications

Southern Rural Development Center, Southern Good Faith Fund, Hindsight Consulting, Marion Kahn Communications, Inc., and L&M Associates. 2005. "Working Differently with the Delta." Dallas, TX: The National Rural Funders Collaborative. Online at ww.nrfc.org.

Invited Presentations

Harvey, M.H. 2013. "Consensus-Based Community Development, Concentrated

Rural Poverty, and Local Institutional Structures: The Obstacle of Race in the Lower Mississippi Delta." Keynote speaker at the W.K. Kellogg Foundation's New Orleans/Mississippi Regional Team Meeting. April, 3.

Harvey, M.H. 2004. "The Downside of Devolution: The Role of Local Institutions in Welfare Reform in the Rio Grande Valley of Texas." Presented at "Cultures, Governance and Rural Poverty in the Midwest: Toward a Regional Research Framework to Reduce Poverty," sponsored by the North Central Regional Center for Rural Development and the Rural Policy Research Institute. May.

Harvey, M.H. 2004. "'Reforming' the Border: Opportunities and Obstacles to Reducing Persistent Poverty in the Rio Grande Valley of Texas." Presented at "In the Shadows of Poverty: Strengthening the Rural Poverty Research Capacity of the South," sponsored by the Southern Rural Development Center and the Rural Policy Research Institute. July.

Harvey, M.H., K. Pickering, and G. F. Summers. 2000."The Short-Term Impacts of Welfare Reform in Persistently Poor Rural Areas." Paper presented at the Joint Center for Poverty Research and U.S. Department of Agriculture Conference on the Rural Dimensions of Welfare Reform. Washington D.C. May.

Published: Harvey, M., G.F. Summers, K. Pickering and P. Richards. 2002. "The Short-Term Impacts of Welfare Reform in Persistently Poor Rural Areas." Pp. 375-412 in *Rural Dimensions of Welfare Reform*, edited by B.A. Weber, G.J. Duncan, and L.A. Whitener. Kalamazoo, MI: The W.E. Upjohn Institute.

OTHER RESEARCH: EVALUATION REPORTS AND PROPOSALS

Harvey, M.H. and L.J. Beaulieu. 2013. "Key leader assessment of community conditions and the Delta Bridge in Coahoma County, Mississippi." Report submitted to the Walton Family Foundation, February.

Beaulieu, L.J., R. Gallardo, and M.H. Harvey. 2013. "Delta Geographic Concentration Initiative Evaluation Report, Phase 3, Year Three (2012)." Report submitted to the Walton Family Foundation, February.

Beaulieu, L.J., R. Gallardo, and M.H. Harvey. 2012. "Delta Geographic Concentration Initiative Evaluation Report, Phase 3, Year Two (2011)." Report submitted to the Walton Family Foundation, March.

Beaulieu, L.J., R. Gallardo, D. Tootle, and M.H. Harvey. 2011. "Delta Geographic Concentration Initiative Evaluation Report, Phase 3, Year One (2010)." Report submitted to the Walton Family Foundation, March.

Harvey M.H., L.J. Beaulieu, R. Gallardo and D. Tootle. 2010. "The Communities of

Opportunity Initiative: Contributions to Long-Term and Community-Wide Development." Report submitted to the Walton Family Foundation, March.

Published as part of Harvey, M.H. and L.J. Beaulieu. 2010. "Implementing Community Development in the Mississippi Delta: The Effect of Organizations on Resident Participation." Pp.146-177 in *Mobilizing Communities: Asset Building as a Community Development Strategy,* edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.

Beaulieu, L.J., R. Gallardo, D. Tootle, R. Moss and M.H. Harvey. 2010. "Delta Geographic Concentration Initiative Evaluation Report, Phase 2, Year Three (2009)." Report submitted to the Walton Family Foundation, March.

Beaulieu, L.J., M.H. Harvey, D. Tootle, and R. Gallardo. 2009. "Evaluation Plan for Phase III (2010-2013) of the Delta Geographic Concentration Initiative. Grant Proposal to the Walton Family Foundation, September (Awarded, $563,253).

Harvey M.H., L.J. Beaulieu, R. Gallardo, and D. Tootle. 2009. "The Delta Bridge Project: Contributions to Long-Term and Community-Wide Development." Report submitted to the Walton Family Foundation, February.

Published as part of Harvey, M.H. and L.J. Beaulieu. 2010. "Implementing Community Development in the Mississippi Delta: The Effect of Organizations on Resident Participation." Pp.146-177 in *Mobilizing Communities: Asset Building as a Community Development Strategy,* edited by G.P. Green and A. Goetting. Philadelphia, PA: Temple University Press.

Beaulieu, L.J., R. Gallardo, D. Tootle, R. Moss and M.H. Harvey. 2009. "Delta Geographic Concentration Initiative Evaluation Report, Phase 2, Year Two (2008)." Report submitted to the Walton Family Foundation, March.

Beaulieu, L.J., R. Gallardo, D. Tootle, R. Moss and M.H. Harvey. 2008. "Delta Geographic Concentration Initiative Evaluation Report, Phase 2, Year One (2007)." Report submitted to the Walton Family Foundation, March.

Beaulieu, L.J., and M.H. Harvey. 2007. "Delta Geographic Concentration Initiative Evaluation Report, Phase 1, Year Three (2006)." Report submitted to the Walton Family Foundation, March.

Beaulieu, L.J., and M.H. Harvey. 2006. "Evaluation Plan for Phase II (2007-2009) of the Delta Geographic Concentration Initiative. Grant Proposal to the Walton Family Foundation, September (Awarded $593,365).

Beaulieu, L.J., M. Harvey, W. Quinn, and Z. Page. 2006. "Delta Geographic Concentration Initiative Evaluation Report, Phase 1, Year Two (2005)." Report submitted to the Walton Family Foundation, April.

Beaulieu, L.J., M. Harvey, W. Quinn, and Z. Page. 2005. "Delta Geographic Concentration Initiative Evaluation Report, Phase 1, Year One (2004)." Report submitted to the Walton Family Foundation, April.

WORKS IN PROGRESS

Journal publications

Harvey, M.H. "Race, social capital, and trust in local institutions: A survey of three Mississippi Delta counties." *Journal of Rural Studies*, blind peer review. 20pgs

Harvey, M.H. "Racial and class formation in Rural America." *Rural Sociology*. Blind peer review, 20pgs.

Harvey, M.H. "You must be colorblind!" Racial domination and resistance in the Mississippi Delta. *Ethnic and Racial Studies*, blind peer review. 20pgs.

Harvey, M.H. "The place of race and racisms in rural sociology: A theoretical reconstruction and empirical case." Journal article in preparation for submission to *Rural Sociology*.

Harvey, M.H. "If we had no enemies we wouldn't be doing our job:" Externally-initiated community development and community power structures in the Mississippi Delta. Journal article in preparation for submission to *City & Community*.

Harvey, M.H. The southern roots of neoliberal workfare in the U.S: State's rights, race, and peonage (Journal article in preparation for submission to *Social Problems*).

Book

Harvey, M.H. *Community Development at the Crossroads: How "colorblind" philanthropic initiatives reproduce African American poverty in the Mississippi Delta.* Manuscript in preparation for submission to an academic press.

TEACHING

<u>Graduate courses:</u>

- Theory and Research: Racial and Ethnic Relations
- Seminar in Gender Studies
- Migration and Border Studies: Global Approaches

- Race in Global Context

Undergraduate courses:

- Gender and Society
- Poverty and Society
- (RI) Poverty and Society (RI)
- Racial and Ethnic Relations
- Race in Global Context
- The Immigration Debate: Sociological Perspectives
- U.S. Latinos

Directed Independent Studies (DIS)

- "Qualitative Methods," Jai Tumulo, Fall 2018
- "Readings in the Sociology of Religion," with Maha Bouhamden, Summer 2016
- "Ethnicity and Health Care," with Alexandra Casuso, Spring 2015.
- "Global Identity Politics," with Jillian Kite, Fall 2013.
- "Gender, Health, and Migration," with Inbal Mazar, Fall 2013
- "Nonprofits, Advocacy, and Undocumented Immigrants" with Sarah Reinhardt, Fall, 2012.
- "Immigration, Welfare, and the Second Generation" with Melissa Lepore, Spring, 2010.

Honors Compacts

Jaylens . Spring 2018. (RI) Poverty and Society (RI)

New courses developed

Graduate courses:

- Migration and Border Studies: Global Approaches
- Race in Global Context
- Seminar in Gender Studies

Undergraduate courses:

- (RI) Poverty and Society
- The Immigration Debate: Sociological Perspectives
- U.S. Latinos
- Race in Global Context

Thesis and Dissertation Advising

Chair:

- Scott Karasik, Women, Gender and Sexuality Studies, Master's degree, expected Spring 2019.
- Jillian Kite, Women's Studies, Master's degree, awarded August, 2014
- Alexandra Casuso, Sociology, Master's student (did not finish)
- Patrick Levine, Sociology, Master's student (did not finish)

Committee member:

- Sandra Gall Ojurongbe. Nursing PhD student, awarded, August 2018.
- Casey Mullen. Sociology Masters Student, 2017-present, awarded, August 2018.
- Rachel Hargis, Sociology Masters student, 2017-present, awarded, August 2018.
- Akilah Sommersal, Sociology Masters student, 2017-present, awarded, August 2018.
- Nicola Spence-Burrel, Sociology Masters student, 2017-present
- Arely Baugh, Women, Gender and Sexuality Studies, awarded, August 2016
- Inbal Mazar, Comparative Studies PhD candidate, awarded Fall 2015.
- Elizabeth Roos. Sociology Master's student, Spring 2013, did not finish.
- Elizabeth Caron, Sociology Master's student, Fall 2008-Spring 2009, did not finish.
- Melissa Thompson, Sociology Master's student, Fall 2008-Spring 2009, did not finish.

SERVICE

Department Service

- Faculty Liaison for Writing Enriched Curriculum (WEC) initiative.
- Co-Chair, Undergraduate Program Committee, Fall 2014 to present
- Faculty Mentor to Philip Lewin, Fall 2014 to present.
- Faculty Search Committee, Fall 2015-Spring 2016
- Faculty Search Committee, Fall 2013-Spring 2014
- Faculty Search Committee, Fall 2009-Spring 2010
- Presenter, "Fast-Food Nation." Department of Sociology's *Socio-Cinema* Film Series, March 29, 2011.
- Presenter, "Lalee's Kin: The Legacy of Cotton." Department of Sociology's *Socio-Cinema* Film Series, February 24, 2010.
- Presenter, "Fear and Learning at Hoover Elementary." Department of Sociology's *Socio-Cinema* Film Series, April 1, 2008.

College Service

- Member, Dean Search Committee, Spring 2017.
- Chair, Undergraduate Programs Committee (UPC). Fall, 2016 to Spring 2018.
- Department representative, Undergraduate Programs Committee. Fall, 2012 to Spring 2018.
- Member, Executive Committee, Center for Women, Gender and Sexuality Studies. Fall 2011-Spring 2016.
- Associate faculty member, Center for Women, Gender and Sexuality Studies.
- Organizer, 2015 Annual Meeting of the Southeast Women's Studies Association, Boca Raton, FL.
- Moderator, 2015. "Surviving slavery: Sex trafficking in South Florida."
- Organizer, *Center for Women, Gender and Sexuality Studies Colloquia Series.* Fall 2011- Spring 2012.

- Invite Panelist. “Immigrant Social Movements” Organized by the Sociology Student Association, Dream Defenders, Comparative Studies Student Association, and Peace Studies Student Association, November 8, 2013.
- Presenter, Dorothy E. Schmidt College of Arts and Letters *Faculty Accomplishment Festival*, April, 2012.
- Moderator, “Workers North and South.” Comparative Studies Student Association and Department of Sociology’s *Forum on Re-Envisioning Work and Labor in Florida,* April 14, 2010.
- Invited Speaker, “Understanding Contemporary Immigration.” Peace Studies Student Association, *Forum on Immigration and Human Rights*. Florida Atlantic University. April 16, 2008.

University Service

- Invited Panelist, University Honors Program Faculty-Led Discussion of the Common Reading (*Between the World and Me*). Fall 2018.
- Member, University Undergraduate Programs Committee (UUPC), Fall 2016-Spring 2018.
- Panelist, “Panel on racial inequality in modern America.” Forum organized by the Black Caucus of the FAU College Democrats, February 28, 2017.
- Faculty advisor, To Write Love on Her Arms (TWLOHA), 2013-14.
- Invited panelist, “Still I See No Change.” Forum organized by the Florida Atlantic University Chapter of Progressive Black Men. February 4, 2013.
- Chair, “Haiti Today. Conference on “Haiti and the Americas: Histories, Cultures, Imaginations,” October 22, 2010.

Professional Service

- Tenure review, Wichita State University, Dr. Eric Freeman. Summer 2017.
- Co-Chair, Rural Racial and Ethnic Minorities Research Interest Group. Rural Sociological Society, Spring 2015 to Spring 2018.
- Member, Diversity Committee, Rural Sociological Society, 2017-Present
- Peer reviewer, *Journal of Rural Studies*.
- Peer reviewer, *Rural Sociology*
- Peer reviewer, *Community Development*
- Peer reviewer, University Press of Mississippi.
- Peer reviewer, *Introduction to Community Development: Theory, Practice and Service-Learning* (2010), eds. J. Robinson and G.P. Green. Thousand Oaks, CA: Sage.
- Co-Chair, Rural Sociological Society Rural Poverty Interest Group. 2006-2007; 2007-2008.
- Session chair, “Innovations in Community Theory.” Rural Sociological Society. Chicago, IL. (July, 2012).
- Moderator, “Gender, Race, and Class Intersections and Migrations.” *Annual Conference of the Florida Consortium for Women’s Studies*. Florida Atlantic University, April 1-2, 2011.

Community Service

- Panelist, Symposium on the War on Poverty. Community Action Agency of Palm Beach County. August 18, 2014.

Curriculum Vitae
November 2019

Phillip A. Hough
Associate Professor & Graduate Program Director
Department of Sociology, Florida Atlantic University
Boca Raton, FL 33431
phough2@fau.edu (561) 297-0163

HIGHER EDUCATION

Johns Hopkins University; Ph. D, April 2007 (Sociology)
Johns Hopkins University; MA, April 2001 (Sociology)
Drexel University; BS, May 1998 (Sociology and Anthropology)

EXPERIENCE

Associate Professor, Graduate Program Director, Department of Sociology, Florida Atlantic University (April 2013-Present)

Assistant Professor, Department of Sociology, Florida Atlantic University (September 2007-April 2013)

Visiting Scholar in Residence, Universidad de los Andes, Centro de Estudios Socio-Culturales e Internacionales, Bogotá, Colombia (October 2003-September 2004)

Ethnographic Researcher, Johns Hopkins School of Public Health, Center for Adolescent Health and Disease Prevention; "School Transitions Project"; Principal Investigator: Dr. Debra Mekos (January 2003-October 2003)

Qualitative Researcher, Urban Institute, Population Studies Center; "Pathways to Romantic Unions Project"; Principal Investigators: Dr. Freya Sonenstein and Dr. Joseph Pleck (May 2002-September 2002)

Statistical Analyst, Johns Hopkins University, "Beginning School Study Project"; Principal Investigators: Dr. Karl Alexander and Dr. Doris Entwisle (September 2002-May 2003)

FUNDED RESEARCH AND GRANTS

American Council of Learned Societies (ACLS) fellowship - $33,458 (July 2018-June 2019)

- ACLS fellowship awarded to complete a book manuscript, *At the Margins of the Global Market: Making Commodities, Workers, and Crisis in Rural Colombia*.

FAU Peace Studies Association, Conference Grant - $12,000 (February 2016)
- Organized Conference with the Johns Hopkins University's Arrighi Center for Global Studies, "Re-Visiting Chaos and Governance in the 21st Century"

FAU Morrow Fund Research Grant - $2000 (June-August 2015)
- Conducted fieldwork on labor and agrarian relations in Viejo Caldas, Colombia

FAU Morrow Fund Research Grant - $980.00 (November 2013)
- Purchased longitudinal data on social protest activity in three regions of Colombia: Viejo Caldas, Urabá, and Caquetá

FAU Morrow Fund Research Grant - $3000.00 (June-August 2009)
- Conducted fieldwork on labor and agrarian relations in Viejo Caldas, Urabá, and Caquetá, Colombia

Fulbright U.S. Student Program – Research Funding Recipient - $15,000.00 (August 2003-November 2004)
- Conducted fieldwork on labor and agrarian relations in Bogotá, Viejo Caldas, Urabá, and Caquetá, Colombia

RESEARCH

Publications

Journal Articles and Book Chapters:

Hough, Phillip A. and Kevan Harris, 2020. "Chapter 14: Labour Regimes, Boudary-Drawing and Social Reproduction across the Arc of U.S. World Hegemony," in Elena Baglioni et al., *Labour Regimes and Global Production*, Agenda Publishing – Series on Economic Transformations.

Hough, Phillip A., 2019. "The Winding Paths of Peripheral Proletarianization: Local Labor, World Hegemonies, and Crisis in Rural Colombia," Special Issue: Roads from Calabria: Arrighian Approaches to Agrarian Political Economy, *Journal of Agrarian Change*, Vol. 19:3, pp. 506-527

Bair, Jennifer, Phillip A. Hough, and Kevan Harris, 2019. "Introductory Essay: Roads from Calabria: The Arrighian Approach to Agrarian Political Economy," *Journal of Agrarian Change*, Vol. 19:3, pp. 391-406

Bair, Jennifer Bair and Phillip A. Hough, 2012. "The Legacies of Partial Possession: From Agrarian Struggle to Neoliberal Restructuring in Mexico and Colombia," *International Journal of Comparative Sociology,* Vol. 53:5-6, pp. 345-366

"Honorary Mention" for Best Scholarly Article Award 2013, Development Sociology section of the American Sociological Association

"Best Scholarly Article 2014," Political Economy of the World System section of the American Sociological Association

Hough, Phillip A., 2012. "A Race to the Bottom?: Globalization, Labor Repression, and Development by Dispossession in Latin America's Banana Industry," *Global Labour Journal*, Vol. 3:2, pp. 237-264

Hough, Phillip A. and Jennifer Bair, 2012. "Dispossession, Class Formation and the Political Imaginary of Colombia's Coffee Producers over the Longue Durée: Beyond the Polanyian Analytic," *Journal of World-Systems Research*, Vol. XVIII, No. 1, pp. 30-49

Hough, Phillip A., 2011. "Guerrilla Insurgency as Organized Crime: Explaining the So-Called 'Political Involution' of the Revolutionary Armed Forces of Colombia," *Politics and Society*, Vol. 39:3, September, pp. 379-414

Hough, Phillip A., 2011. "Disarticulations and Commodity Chains: Cattle, Coca and Capital Accumulation along Colombia's Agricultural Frontier," *Environment and Planning A*, Vol. 43:5, pp. 1016-1034

Hough, Phillip A., 2010. "Hegemonic Projects and the Social Reproduction of the Peasantry: Examining the National Federation of Coffee Growers and the Revolutionary Armed Forces of Colombia in World Historical Perspective" *Review: The Journal of the Fernand Braudel Center*, September, Vol. XXXIII, No. 1, pp. 25-67

Hough, Phillip A., 2010. "Global Commodity Chains and the Spatial-Temporal Dimensions of Labor Control: Lessons from Colombia's Coffee and Banana Industries," *The Journal of World Systems Research*, Vol. XVI, No. 2, pp. 123-161

Hough, Phillip A., 2007. "Global Perspectives on the United States: Colombia," chapter in David Levinson and Karen Christensen eds., *Global Perspectives on the United States: A Nation by Nation Survey*, Berkshire Publishing, Barrington, MA; pp. 125-130

Other Scholarly Publications:

Hough, Phillip A., 2015. "It's Our Turn Now: Colombia's Agricultural Movement is the Biggest in the Country's History, An interview with Oscar Gutiérrez Reyes." (*NACLA: Report on the Americas*, https://nacla.org/ February 18, 2015)

Hough, Phillip A., 2013. "Review of Ben Selwyn, *Workers, State and Development in Brazil: Power of Labour, Chains of Value* (Manchester University Press, Manchester, UK: 2012)," in *Journal of World Systems Research*, Vol. 19(1): Winter.

Hough, Phillip A., 2012. "Review of María Clemencia Ramírez, *Between the Guerrillas and the State: The Cocalero Movement, Citizenship, and Identity in the Colombian Amazon* (Duke University Press, Durham and London: 2011)," in *Latin American Politics and Society*, Vol. 54: 4, Winter

Hough, Phillip A., 2011. "Review of Leslie C. Gates, *Electing Chávez: The Business of Anti-Neoliberal Politics in Venezuela* (University of Pittsburgh Press, Pittsburgh, PA: 2010)," in *Social Forces* 89:3, March, pp. 1093-1095.

Hough, Phillip A., 2003. "Rethinking Violence in Colombia: A Review of Nazih Richani's *Systems of Violence: The Political Economy of War and Peace in Colombia* (SUNY Press, Albany, NY: 2002)," in *Contemporary Sociology*, 32:5, Spring, pp. 625-626.

Conference Presentations, Lectures, and Invited Talks

Conference Presentations:

Hough, Phillip A. and Kevan Harris, 2020. "Chapter 14: Labour Regimes, Boundary-Drawing and Social Reproduction across the Arc of U.S. World Hegemony," Annual Conference in the Political Economy of the World-System (Baltimore, MD - April 10-11th 2020.

Gomez-DaBoin, Alberto and Phillip A. Hough, "The Contradictions of Peripheral Development: Venezuela's Political Crisis in World-Systems Perspective, Annual Meeting, *American Sociological Association* (Philadelphia, PA - August 11-14th 2018).

Hough, Phillip A., "Rethinking Arrighi and Piselli's 'Capitalist Development in Hostile Places: A View from Colombia," *University of Calabria and JHU Arrighi Center for Global Studies' Capitalist Development in Hostile Environments Conference* (Calabria, Italy – June 6-8th 2017)

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and the Systemic Contradictions of Anti-Neoliberal Agrarian Mobilization in Colombia," *ASA Labor and Labor Movements Conference*, "Precarious Work: Domination and Resistance in the US, China, and the World" (Seattle, WA - August 19th 2016)

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and Anti-Neoliberal Agrarian Mobilization in the Age of US Hegemonic Decline," accepted to the *FAU Peace Studies and JHU Arrighi Center for Global Studies Conference* (Boca Raton, FL - February 18-19th 2016)

Hough, Phillip A. and Philip Lewin, "Class Formations and Deformations in the 21st Century: A Meta-Analysis of the Literature," Annual Meeting, *Social Science History Association* (Baltimore, MD - November 12-15th 2015).

Hough, Phillip A., "Denaturalizing the Market: Primitive Accumulation, Class Reformation, and the Rise of Colombia's Anti-Neoliberal Countermovement," Annual Meeting, *American Sociological Association* (Chicago, IL - August 22-25th 2015).

Hough, Phillip A., "From Proletarianization to Lumpenproletarianization: Rural Displacement and Class Formation in Colombia under Developmentalism and Neoliberalism," Annual Meeting, *Social Science History Association* (Toronto, Canada – November 6-9th 2014)

Hough Phillip A., "Commodity Chain Formations: Capitalist 'Fixes' and the Social Contradictions of Latin America's Banana Industry," Annual Meeting, *American Sociological Association* (San Francisco, CA – August 16-19th 2014)

Hough, Phillip A., "Dispossession as Hegemony: Class Politics and the Reproduction of Primitive Accumulation in Colombia's Coffee and Banana Regions," Annual Meeting, *Social Science History Association* (Chicago, IL – November 21-24th 2013)

Hough, Phillip A., "Colombia's Cafetero Countermovement: Marketization, Class Identities, and the Limits of Polanyian Analysis," *ASA Labor and Labor Movements Conference*: "Labor and Global Solidarity – The US, China and Beyond," (New York, NY - August 9-11th 2013)

Hough, Phillip A., "The Developmental Origins of Neoliberal Land Grabs: Land, Livelihoods and Dispossession in La Laguna, Mexico," Annual Meeting, *American Sociological Association* (New York, NY - August 10-13th 2013)

Hough, Phillip A., "Occupy Wall Street: A Gramscian Analysis of a Polanyian Movement," Annual Meeting, *American Sociological Association* (Denver, CO – August 17-20th 2012)

Hough, Phillip A., "A Race to the Bottom?: US Hegemony and Labor Repression in Latin America's Banana Industry," Annual Meeting, *American Sociological Association* (Las Vegas, NV – August 20-23rd 2011)

Hough, Phillip A., "Primitive Accumulation, Land Struggles, and Internal Displacement in Colombia: A World Historical Perspective," Annual Meeting, *American Sociological Association* (Atlanta, GA – 14-17th 2010)

Hough, Phillip A. and Jennifer Bair, "The Political Economy of Disarticulation: Land Struggles, Capital Accumulation, and Dispossession in Mexico and Colombia," *Political*

Economy of the World System (PEWS ASA) Annual Conference, (Florida Atlantic University, Boca Raton, FL – April 22-24th 2010)

Hough, Phillip A., "Disarticulations and Commodity Chains: Cattle, Coca and Capital Accumulation along Colombia's Agricultural Frontier," *Political Economy of the World-System Mini-Conference - PEWS ASA)* (San Francisco, CA – August 8-11th 2009)

Hough, Phillip A., "War Making and (Insurgent) State Making along the Agricultural Frontier of Colombia: Explaining the so-called 'Political Involution' of the FARC Guerrillas," Annual Meeting, *Social Science History Association* (Miami, FL – October 23-26th 2008)

Hough, Phillip A., "Rethinking Global Commodity Chains, Rethinking Class Conflict: Lessons from the Case of Colombia," Annual Meeting, *Society for the Study of Social Problems* (Boston, MA – July 31st to August 2nd 2008)

Hough, Phillip A., "Global Commodity Chains and the Spatial-Temporal Dimensions of Class: Lessons from the Case of Colombia," Annual Meeting, *Association of American Geographers* (Boston, MA – April 15-19th 2008)

Invited Lectures, Workshops, and Interviews

Hough, Phillip A., "Trajectories of Hegemony, Domination, and Crisis: Colombian Labor Regimes in World Historical Perspective," Workshop, *UCLA Political Sociology/Global South Working Group Series* (Los Angeles, CA – January 20th 2017)

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and the Systemic Contradictions of Anti-Neoliberal Agrarian Mobilization in Colombia," Invited Lecture, *University of Georgia's Workshop on Culture, Power, and History* (Athens, GA January 15, 2016)

Hough, Phillip A., "Denaturalizing the Market: Primitive Accumulation, Class Reformation, and the Rise of Colombia's Anti-Neoliberal Countermovement," Workshop, *FAU Workshop on Sociological Research* (Boca Raton, FL – January 23rd 2015)

Hough, Phillip A. and Jennifer Bair, "The Legacies of Partial Possession: Land Reform, Class Formation, and Neoliberal Restructuring in Mexico and Colombia," Workshop, *University of Colorado's Latin American Studies Working Group* (Boulder, CO – March 15th 2012)

Hough, Phillip A., "A Global Race to the Bottom?: US Hegemony and Labor Repression in Latin America's Banana Industry," Lecture, *Florida Atlantic University A&L's Spring Faculty Accomplishment Festival* (Boca Raton, FL – March 2012)

Hough, Phillip A., "Drug-Trafficking, as the New Ticket to the American Dream?," Invited Lecture, *Brothers and Sisters of Alpha Psi Lambda Latin Fraternity* – FAU chapter, Florida Atlantic University (Boca Raton, FL – February 15th 2012)

Hough, Phillip A., "Business Unionism, Paramilitarism, and the Politics of Peace in Colombia's Banana Zone of Urabá," Inaugural Address, *University of Colorado's Latin American Studies Center* (Boulder, CO – November 11th 2010)

Hough, Phillip A., "Hegemonic Projects and the Social Reproduction of the Peasantry: Examining the National Federation of Coffee Growers and the Revolutionary Armed Forces of Colombia in World Historical Perspective," Workshop, *University of Colorado Sociology Department's Political Economy Working Group* (Boulder, CO – November 10th 2010)

Hough, Phillip A., "Disarticulations and Commodity Chains: Cattle, Coca and Capital Accumulation along Colombia's Agricultural Frontier," Workshop, *Disarticulations and Commodity Chains Workshop, Florida Atlantic University* (Boca Raton, FL – February 12-15th 2009)

Hough, Phillip A., "Labor Internationalism and the Plight of the Colombian Labor Movement," Television Interview, *EDUCAQUETEÑO TV - Asociación de Institutores de Caquetá* (Florencia, Caquetá, Colombia – July 12th 2009)

Hough, Phillip A., "War Making and (Insurgent) State Making along the Agricultural Frontier of Colombia: Explaining the so-called 'Political Involution' of the FARC Guerrillas," Workshop, *FAU Sociology Brownbag Workshop Series* (Boca Raton, FL – November 31st 2008)
Hough, Phillip A., "Global Commodity Chains and the Spatial-Temporal Dimensions of Class: Lessons from the Case of Colombia," Workshop, *FAU Sociology Brownbag Workshop Series* (Boca Raton, FL – March 14th 2008)

WORKS IN PROGRESS

Book Project

Hough, Phillip A., *At the Margins of the Global Market: Making Commodities, Workers, and Crisis in Rural Colombia* (submission to Cambridge University Press' "Development Trajectories in Global Value Chains" book series)

> This project builds upon my dissertation manuscript and draws upon additional research and conceptual developments as seen in my recent publications. I received an ACLS fellowship in addition to a full-year sabbatical to revise and update the manuscript over the 2018-2019 academic year. I plan to submit the

entire manuscript to Cambridge by December 2019. They have already contacted me and expressed interest in receiving my manuscript).

Hough, Phillip A., *Post-Neoliberal Possibilities: Class Formation, Developmental Politics and the Coffee Crisis in Colombia*

This project builds upon over a decade of research on agrarian movements in Colombia, demonstrating how the country's coffee producing farmers transformed from being a labor aristocracy that divided the country's agrarian movement during the postwar developmental decades into one that united the country's producers to challenge the imposition of the neoliberal model. I plan to begin working on this book manuscript once the *Trajectories* book is accepted.

Articles in Preparation for Submission to Scholarly Journals

Hough, Phillip A., "From 'Cafeteros' to 'Campesinos': Class Reformation and the Systemic Contradictions of Anti-Neoliberal Agrarian Mobilization in Colombia," (In preparation for submission to *Agrarian South: A Journal of Political Economy*)

HONORS, AWARDS AND FELLOWSHIPS

Fall 2018-Spring 2019 - Full-Year Academic Sabbatical

Fall 2010 - Florida Atlantic University, Scholarly and Creative Activity Fellowship (SCAF) Fellowship Award (two-course release, competitive)

Summer 2001 - Pre-Dissertation Research Grant; Department of Sociology, Johns Hopkins University ($3000.00)

TEACHING

<u>Teaching Specialization</u>
Graduate Courses:

- Class, Power, and Ideology in Comparative-Historical Perspective
- Comparative-Historical Sociology
- Public Sociology
- Labor and Globalization
- Sociology of Development
- Research Methods and Design
- Economic Sociology

Undergraduate Courses:

- Drugs and Society
- Sociological Theory
- Labor and Globalization

New Courses Developed
Graduate Courses:

- Class, Power, and Ideology in Comparative-Historical Perspective
- Comparative-Historical Sociology
- Public Sociology
- Labor and Globalization
- Sociology of Development
- Research Methods and Design
- Economic Sociology

Undergraduate Courses:

- Labor and Globalization

Thesis Advising

- Chair, Jacqueline Frazer, MA Sociology; "Becoming a Bartender by Default: Emotional Labor and Stigmatized Occupational Identities in the Age of Precarity" (Fall 2016/Spring 2017)
- Committee Member, Alex Casuso, MA Sociology; "Transnational Healthcare: Anticipating the Effects Of The Patient Protection And Affordable Care Act in the Latino Community" (Fall 2014/Spring 2015)
- Committee Member, Harvey Schoonover, MA Political Science; "Cooperation in the Midst of Chaos: An Examination of Colombia's Civil-Military Relationship and its Effort in Combating Socio-Political Destabilization" (Spring 2010)
- Committee Member, Robert MacPherson, MA Sociology; "A World Historical Approach to the Anarchist Movement" (Spring 2008)
- Committee Member, Nicole Shortt, MA Sociology; "The Origins and Evolution of United Nations-United States Relations" (Spring 2008)

SERVICE

Departmental Service

- Graduate Program Director (Fall 2014-Present)
- Co-organizer, "FAU Workshops on Sociological Research" (Fall 2014-present)
- Faculty Advisor, Graduate Sociology Student Association (Fall 2014-present)
- Webpage designer and editor (Fall 2014-present)
- Faculty Advisor, Sociology Student Association (Spring 2009-2014)
- Faculty Advisor, Sociology Pre-Law Association (Fall 2008-Spring 2009)
- Member, Faculty Search Committee, Sociology (Fall 2009-Spring 2010)
- Member, Graduate Recruitment Committee, Sociology (Spring 2009)

- Presenter, SocioCinema Film Showings and Discussions (March 2008, November 2010)

College & University Service

- Committee Member, Arts and Letters College, Graduate Program Committee (Fall 2014-present)
- Co-Organizer, "Brownbag Workshop Series" (Fall 2007-Spring 2009)
- Co-Organizer, "Contentious Politics and Society Seminar Series" (Spring 2009-Present)
- Organizer, "Re-envisioning Work and Labor in Florida Forum" (April 14, 2010)
- Event Coordinator, "The Tale of Wal-Mart Blue Jeans: Commodity Chains and Global Sociology," Invited Lecture, Prof. Jennifer Bair, Department of Sociology, University of Colorado (Spring 2009)
- Event Coordinator, "Trail of Dreams walk stops at FAU," Florida Immigration Rights Coalition (Spring 2010)
- Co-Organizer, "Contentious Politics and Society and Asian Studies Lecture Series: Re-Visiting the Arab Spring, One Year Later" (Fall 2011-Spring 2012)
- Coordinator, "FAU Peace Studies Program Film Series, 2011-2012" (Fall 2011-Spring 2012)
- External Faculty Mentor, Assistant Professor Dukhong Kim, FAU Political Science

Community Service

- Coordinator, Public Sociology graduate student research projects working in conjunction with local community organizations (Fall 2009)
- Member, Board of Directors, Palm Beach County Coalition for Immigration Rights (PBCCIR) of the Florida Immigration Coalition (FLIC) (December 2011-Present)

Professional Service

Book Review Editor, *International Journal of Comparative Sociology* (6/2013-present)

Peer Reviewer

- Journal Articles: *International Journal of Sociology of Agriculture and Food, Journal of World-Systems Research, GeoForum, World Development, Review of International Political Economy, Environment and Planning A, Rural Sociology, International Journal of Comparative Sociology, Political Geography, American Sociological Review, American Journal of Sociology, Third World Quarterly, Research in Political Sociology*
- Book Reviews: *Contemporary Sociology, Social Forces, Latin American Politics and Society, Bulletin of Latin American Research, Journal of World-Systems Research, International Journal of Comparative Sociology*

Conference Organizing

- Organizer, FAU Peace Studies Program and Johns Hopkins University Arrighi Center for Global Studies conference (2016)
- Co-organizer, International Sociology Association (2014)
- Co-organizer, Roundtable Sessions, Political Economy of the World System section of the American Sociological Association (2011, 2012, 2013)
- Session Chair, Annual Conference of the Political Economy of the World System section of the American Sociological Association, hosted by FAU Sociology, Boca Raton, FL (April 26-27, 2010)
- "Workshop on Disarticulations and Global Commodity Chains," hosted by FAU Sociology (February 2009)

Professional and Honorary Organizations

- American Sociological Association (ASA), 1999-present
- Social Science History Association (SSHA), 2008-2009, 2013-present
- Association of American Geographers (AAG), 2007-2008
- Society for the Study of Social Problems, 2007-2008

CARTER M. KOPPELMAN, Ph.D. **ckoppelman@fau.edu**

PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Sociology — January 2019-Present
Florida Atlantic University

EDUCATION

Ph.D., Sociology. University of California, Berkeley — 2018
Dissertation: "'Property Owners and Not Proletarians': Housing Policy and the Contested Production of Neoliberal Subjects in Chile and Brazil"
Committee: Raka Ray (Chair), Laura Enríquez, Mara Loveman, Teresa Caldeira (City Planning)
Qualifying Fields: Social Theory, Development, Political Sociology

M.A., Sociology. University of California, Berkeley — 2011
Thesis: "Symbolic Power and Municipal Governance: The State-Society Interface in the *Poblaciones* of Santiago, Chile"
Committee: Laura Enríquez, Cihan Tuğal

B.A., International Relations and Latin American Studies. Tufts University — 2009

RESEARCH & TEACHING INTERESTS

Political Sociology, Development & Globalization, Urban Sociology, Gender, Social Movements, Social Theory, Ethnographic and Interview Methods, Latin America

PUBLICATIONS

Peer-Reviewed Articles

Koppelman, Carter. 2018. "'For now, we are in waiting': Negotiating Time in Chile's Social Housing System." *City & Community* 17(2): 504-524.

Koppelman, Carter. 2017. "Deepening Demobilization: The State's Transformation of Civil Society in the *Poblaciones* of Santiago, Chile." *Latin American Perspectives* 44(3): 46-63.

Book Reviews

Koppelman, Carter. 2019. "Alexander, CJ and Tognato, C.(eds) The Civil Sphere in Latin America. 2018. Cambridge University Press." *The British Journal of Sociology* 70(4): 1628-1631.

FELLOWSHIPS & AWARDS

Outstanding Graduate Student Instructor Award, UC Berkeley	2017
Graduate Division Summer Research Grant, UC Berkeley	2016
Lowenthal Fellowship, Department of Sociology, UC Berkeley	2015
National Science Foundation Graduate Research Fellowship	2010-2013
Andrew F. Mellon Summer Research Grant in Latin American Sociology, UC Berkeley	2010
John S. Gibson Award, Best Undergraduate Thesis in International Relations, Tufts University	2009
International Relations Research Scholars Grant, Tufts University	2008

RESEARCH PRESENTATIONS

Academic Conferences

"Conflictive Clients and Peripheral Partners: Popular Participation in Market-Driven Housing Programs in Chile and Brazil." Development Section. American Sociological Association Annual Meeting. Philadelphia, PA. August 2018.

"Participation Struggles: Housing Movements and Neoliberal City-Making in Brazil and Chile" Development in Question. 5th Annual Conference of the ASA Development Sociology Section. Cornell University. October 2016

"(Re)Appropriating Women's Housing Rights in Brazil: From Movement Demands to State Policy and Back Again" Gender and Development Section. American Sociological Association Annual Meeting. Seattle, WA. August 2016.

"Subsidized Housing and Single Motherhood: Effects and Limits of Women's Inclusion in Low-income Housing Policies in Chile and Brazil." Cities and Urban Studies Track. Latin American Studies Association Congress. New York, NY. May 2016.

"Contentious Participation: Struggles for Urban Rights within Neoliberal Housing Policies in Brazil and Chile." Participatory Regional and Development Planning Panel. American Association of Geographers Annual Meeting. March 2016.

"*En Espera*: Negotiating Time in Chile's Social Housing System" Ethnography Section. American Sociological Association Annual Meeting. Chicago, IL. August 2015.

"Contesting Neoliberal Housing: Subsidy Policies and Housing Movements on the Peripheries of Santiago, Chile and São Paulo, Brazil." States, Markets and Political Economy Track. Latin American Studies Association Congress. San Juan, PR. May 2015.

"Learning one's Place in the Neoliberal City: Subsidized Housing and Urban Citizenship in Santiago, Chile." Ethnography Section. American Sociological Association Annual Meeting. San Francisco, CA. August 2014.

"The Struggle for Home: Women and Housing Mobilization on the Periphery of Santiago, Chile." Cities and Urban Studies Track. Latin American Studies Association Congress, San Francisco, CA. May 2012.

"Resource Access and the Municipal Structuring of the Local-Organizational Field in the *Poblaciones* of Santiago, Chile." Southern Cone Section. Latin American Studies Association Congress, Toronto, ON. November 2010.

Invited Talks

"*Prostitutas, trabalhadoras, e donas de casa nos espaços públicos urbanos.*"[Prostitutes, working women, and housewives in urban public spaces]. Lecture at the Fundação Escola de Sociologia e Política de São Paulo. São Paulo, Brazil. November 2014.

"Gender in Chile's Housing Subsidy System." Presentation to the Housing Laboratory, College of Architecture and Urbanism, Universidade de São Paulo. São Paulo, Brazil. May 2014.

"*La Reina de la Casa*: Gendered Urban Citizenship and Access to Social Housing in La Pintana." Emergent Citizenships Colloquium. Institute of Urban and Territorial Studies. Universidad Católica de Chile. Santiago, Chile. November 2013.

TEACHING & MENTORING

Courses Taught as Assistant Professor, Florida Atlantic University

Seminar in Urbanization (Graduate Level)	Fall 2019
Seminar in Development & Globalization (Graduate Level)	Spring 2019
Sociological Theory (Undergraduate Level)	Spring 2019 & Fall 2019
Global Social Change (Undergraduate Level)	Fall 2019

Graduate School Teaching Experience, University of California, Berkeley

Instructor. Gender & the City	Fall 2017
Graduate Student Instructor. Classical Sociological Theory, with Christopher Muller	Spring 2018
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2017
Graduate Student Instructor. Introduction to Sociology, with Raka Ray	Fall 2016
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2016
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Spring 2015
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Fall 2013
Honors Thesis Mentor. International & Area Studies	Fall/Spring 2010-11
Reader. Sociology of Sport, with Leora Lawton	Spring 2010
Reader. Sociology of Deviance & Social Control, with Leora Lawton	Fall 2009

PROFESSIONAL ACTIVITIES

Research Groups and Workshops

Sociology of the Global South Workshop, UC Berkeley	2017-
Sociology of Gender & Sexuality Workshop, UC Berkeley	2014-
Sociology of Latin America Workshop, UC Berkeley	2010-2016
Emergent Citizenships Colloquium, Universidad Católica de Chile	2013
Latin American Cities Group, City & Regional Planning, UC Berkeley	2011-2013

Editing/Reviewing

Occasional Reviewer, *Bulletin of Latin American Research*
Occasional Reviewer, *City & Community*

Occasional Reviewer, *Latin American Research Review*	2014-
Editorial Board Member, *Berkeley Journal of Sociology*	2009-2011

Professional Memberships

American Sociological Association
Latin American Studies Association
Sociologists for Women in Society

Other

Visiting Researcher, College of Architecture and Urbanism, Universidade de São Paulo.	2014

LANGUAGES

Portuguese (fluent speaking, reading and writing)
Spanish (fluent speaking, reading and writing)
English (native speaker)

December 2019

PHILIP G. LEWIN
Assistant Professor
Florida Atlantic University, Department of Sociology
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Boca Raton, FL 33431
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EDUCATION

2014 **Ph.D.** Sociology, University of Georgia
Dissertation: "The Political Epistemics of the Rural Poor: Corruption, Coal, Conservatism, and Consent in Central Appalachia."
Comprehensive Exam Area*:* Work, Organizations & Occupations
Committee Members*:* David Smilde (chair), James Dowd, Pablo Lapegna, and Joe Hermanowicz

2008 **M.A**. Sociology, University of Georgia
Thesis*:* "In Search of the Real, Enamored with the Authentic: A Study of Ideology and Practice in Punk Subculture."
Committee Members: James Dowd (chair), David Smilde and Dawn Robinson

2005 **B.A.** Sociology & Political Science, University of Georgia | Magna Cum Laude

ACADEMIC POSITIONS

2019 - Undergraduate Program Director, Department of Sociology, Florida Atlantic University

2014 - Assistant Professor, Department of Sociology, Florida Atlantic University

2009 – 2014 Instructor of Record, Department of Sociology, University of Georgia

2006 – 2009 Graduate Teaching Assistant, Department of Sociology, University of Georgia

RESEARCH AND TEACHING INTERESTS

Cultural sociology; political sociology; environmental sociology; rural sociology; community; poverty and marginality; qualitative research methods; social theory; youth subcultures.

PROPOSALS AND FUNDING

2019 "The Visible Injuries of Class." Bill and Melinda Gates Foundation – Grand Challenges – Voices for Economic Opportunity Initiative ($100,000). Pending decision. PI: Philip Lewin.

2016 FAU Scholarly and Creative Accomplishment Fellowship. Fall semester teaching release.

2013. Dissertation Completion Award. $12,965. University of Georgia Graduate School. Project: "The Social and Moral Order of Rural Poverty."

2012. Innovative and Interdisciplinary Research Grant. $1,000. University of Georgia Graduate School. Project: "The Social and Moral Order of Rural Poverty."

2011. Summer Doctoral Research Fellowship. $3,000. University of Georgia Graduate School. Project: "The Social and Moral Order of Rural Poverty."

HONORS AND AWARDS

- B.O. Williams Award for Outstanding Dissertation Research, University of Georgia, Project: "The Political Epistemics of the Rural Poor." Spring 2015.

PUBLICATIONS

Refereed Journal Articles

Lewin, Philip. 2019. "'I Just Keep My Mouth Shut': The Demobilization of Environmental Protest in Central Appalachia." *Social Currents* 6(6): 534-552.

Lewin, Philip. [2017] 2019. "'Coal is not just a Job; It's a Way of Life': The Cultural Politics of Coal Production in Central Appalachia." *Social Problems* 66(1): 51-68.

Lewin, Philip. 2015. "Embodying the Postmodern Self: Ecstatic Ritual as a New Mode of Youth Identity Work." *Studies in Symbolic Interaction* 44: 161-195.

Book Chapters

Lewin, Philip. Forthcoming in 2020. " 'Don't Call Me White' (Or Middle-Class): Constructing an Authentic Identity in Punk Subculture." Pp. TBD in *Studies on the Social Construction of Identity and Authenticity*, edited by J. Patrick Williams and Kaylan Schwarz. London, UK: Routledge.

Lewin, Philip. Forthcoming in 2020. "Reaching the Boiling Point: Energy and Climate Policy under the Trump Administration." Pp. TBD in *The Future of U.S. Empire in the Americas: The Trump Administration and Beyond*, edited by Timothy M. Gill. New York, NY: Routledge.

Lewin, Philip and Tim Gill. 2012. "Propagandhi and the Politics of Subcultural Resistance." Pp. 391-415 in *The Art of Social Critique: Painting Mirrors of Social Life*, edited by Shawn Bingham. Plymouth, UK: Lexington Books.

Lewin, Philip and J. Patrick Williams. 2009. "The Ideology and Practice of Authenticity in Punk Subculture." Pp. 65-83 in *Authenticity in Self, Culture and Society*, edited by Phillip Vannini and J. Patrick Williams. Aldershot, UK: Ashgate.

Book Review Essays

Lewin, Philip. 2017. "Fighting King Coal: The Challenges to Micromobilization in Central Appalachia." *Contemporary Sociology* 46(6): 657-65.

Lewin, Philip. 2016. "The Public Engagement Industry and the Future of Democratic Praxis." *Trajectories* 28(1): 26-30.

Lewin, Philip. 2013. "Scenes, Subcultures and the 21st Century." *Symbolic Interaction* 36(3): 365 369.

Other Publications

Lewin, Philip. 2016. "Some Advice on Teaching Your First Course by Someone Who was There Not All That Long Ago." *ASA Inequality, Poverty, and Mobility Newsletter* 1(11): 10-12.

Lewin, Philip. 2014. "Political Participation, Demobilization, and the Problem of Community Embeddedness." *States, Power and Societies* 20(1): 1-6.

Lewin, Philip. 2014. "Ethics: A Sociological View." *Constructivist Foundations* 9(2): 265-266.

Works Currently Under Review

Lewin, Philip. "The Ethics and Epistemology of Field Role Choices in Ethnographies of Poverty and Marginality." (Revise and resubmit at *Journal of Contemporary Ethnography*)

Lewin, Philip. "The Visual Injuries of Class: Structural Violence and the Stigmata of Social Suffering." (Revise and resubmit at *Sociological Focus*)

Lewin, Philip. "Legitimating Rural Political Machines: The Cultural Politics of Graft in Central Appalachia."

Works in Progress

Lewin, Philip. "'The Political Epistemology of the Rural Poor." To be submitted to the *American Journal of Sociology.* 46 pages. 85 percent completed. Full draft available.

Lewin, Philip. "The Fragile Politics of the Democratic Party Today." To be submitted to *Berkeley Journal of Sociology*. 15 pages. 75 percent completed. Partial draft available.

Lewin, Philip. "The Anti-Environmental State." To be submitted to *Environmental Sociology.* 25 pages. 70 percent completed. Partial draft available.

Lewin, Philip. "Managing Hillbilly Stigma: The Unintended Politics of Subalternity in Shale County." To be submitted to *Symbolic Interaction.* 50 pages. 70 percent completed. Partial draft available.

Lewin, Philip. "Lumpen Abuse and the New Populism." To be submitted to *Journal of World Systems Research."* 31 pages. 70 percent completed. Partial draft available.

Lewin, Philip. "The Eighteenth Brumaire of Donald Trump." To be submitted to *Comparative Studies in Society & History.* 70 percent completed. Partial draft available.

Cleary, Emily, Lacey Langlois, and Philip Lewin. "Curators of Cool: Creative Tourism and the

Gentrification of Wynwood, Miami." To be submitted to *Symbolic Interaction.* 40 pages. 60 percent completed. Full draft available. One indefinite hold.

PRESENTATIONS AND PROCEEDINGS

National Presentations

Lewin, Philip. 2020. "The Anti-Environmental State: Managing Toxic Grievances in Central Appalachia." To be presented in the "Scholar Activist Praxis in the Political Ecologies of Appalachia" section at the annual Dimensions of Political Ecology conference. Lexington, KY.

Lewin, Philip. 2019. "The Visible Injuries of Class: Structural Violence and the Stigmata of Social Suffering." Presented in the session on "Agency and Embodiment" at the annual meeting of the American Sociological Association. New York, NY. August 11th.

Lewin, Philip. 2018. "Negative Movement? The Politics of the Socially Excluded at the Dawn of the 21st Century." Presented in the Section on Marxist Sociology Refereed Roundtable Session at the annual meeting of the American Sociological Association. Philadelphia, PA. August 13th.

Lewin, Philip. 2017. "'It's not about Policy; It's about Personality': Legitimating Rural Political Regimes." Presented in the "Political Cultures in Unlikely Places" session at the annual meeting of the American Sociological Association. Montreal, CA. August 2017.

Lewin, Philip. 2016. "The Anti-Environmental State: Managing Toxic Grievances in Central Appalachia." Presented in the "Regular Session: Environmental Sociology 2" session at the annual meeting of the American Sociological Association. Seattle, WA. August 20th.

Lewin, Philip. 2016. "The Political Epistemology of the Rural Poor." Presented in the "Regular Session: Political Sociology 2" session at the annual meeting of the American Sociological Association. Seattle, WA. August 20th.

Lewin, Philip and Phillip Hough. 2015. "Negative Moment or Negative Movement: The Politics of the Socially Excluded at the Dawn of the 21st Century. Presented in the "Re-theorizing Labor and Political Economy" session at the annual meeting of the Social Science History Association. Baltimore, MD. November 14th.

Lewin, Philip. 2015. "'Coal is not just a Job; It's a Way of Life': The Cultural Politics of Coal Production in Central Appalachia." Presented in the Regular Session on "Environmental Sociology" at the annual meeting of the American Sociological Association. Chicago, IL. August.

Lewin, Philip. 2015. "Shale County's 'Fog of Oppression': How Pain and Suffering Haunt Areas of Advanced Marginality." Presented in the "Place and Identity" session at the annual meeting of the Society for the Study of Symbolic Interaction. Chicago, IL. August.

Lewin, Philip. 2013. "The Underside of Ethnography: Reconsidering the Ethics of Intimacy." Presented in the "Regular Session: Qualitative Methodology" session at the annual meeting of the American Sociological Association. New York, NY. August.

Lewin, Philip. 2013. "Embodying the Postmodern Self: Ecstatic Ritual as a New Mode of Youth Identity Work." Presented in the "Body and Embodiment" section at the annual meeting of of the American Sociological Association. New York, NY. August.

Lewin, Philip. 2012. "Environmental Politics in a Central Appalachian Town." Presented in the "Shifting Properties" session at the annual Dimensions of Political Ecology Conference. Lexington, KY.

Lewin, Philip. 2011. "Theorizing Consent and Resistance in the Workplace." Presented in the "Marxist Sociology" section at the annual meeting of the American Sociological Association, Las Vegas, NV. August.

Lewin, Philip. 2010. "The Despotism of Agency." Presented in the "Current Challenges of Ideology and Class Consciousness" session of the annual meeting of the American Sociological Association. Atlanta, GA. August.

Lewin, Philip. 2010. "The Narrative of Becoming Punk." Presented in the "Youth Cultures and the Politics of Everyday Life" session at the annual meeting of the Society for the Study of Symbolic Interaction. Atlanta, GA. August.

Lewin, Philip. 2008. "Overcoming Ontological Insecurity: How Punk Shows Validate Identity." Presented in the "Youth Studies and Interactionist Interests" session at the annual meeting of the Society for the Study of Symbolic Interaction. Boston, Massachusetts. August.

Lewin, Philip and J.P. Williams. 2007. "Reconceptualizing Punk through Ideology." Presented in the "Critical Social-psychology" section at the annual meeting of the American Sociological Association. New York, NY. August.

Regional Presentations

Lewin, Philip. 2019. "The Visible Injuries of Class: Structural Violence and the Stigmata of Social Suffering." Presented in the "Social Inequalities and Bodies" session at the annual meeting of the Southern Sociological Society. Atlanta, GA. April 11th.

Lewin, Philip. 2018. "Devolving Global Environmental Governance: Local Responses to Climate Change in an Age of Nationalism and Isolationism." Presented in the "Trump Administration and Global Politics" panel at the annual meeting of the Southern Sociological Association. New Orleans, LA. April 7th.

Lewin, Philip. 2018. "'It's not about Policy; It's about Personality': Legitimating Rural Political Regimes." Presented in the "Political and State Dynamics" session at the annual meeting of the Eastern Sociological Association. Baltimore, MD. February 22nd.

Lewin, Philip. 2016. "The Anti-Environmental State: Managing Toxic Grievances in Central Appalachia." Presented in the "Political Contention and the Environment" Session at the annual meeting of the Southern Sociological Society. Atlanta, GA. April.

Lewin, Philip. 2015. "The Social Structure of Local Politics in an Appalachian Community: Personalism, Patronage and Coercion." Presented in the "Politics" session at the annual meeting of the Appalachian Studies Association. Johnson City, TN. March.

Lewin, Philip. 2013. "Fighting Back in 'Shale County': Successes and Setbacks in an Appalachian Town." Presented in the "Negotiating Community Change" session at the annual meeting of the Appalachian Studies Association. Boone, NC. March.

Lewin, Philip and Tim Gill. 2011. "Propagandhi and the Politics of Subcultural Resistance." Presented in the "Political Sociology" session at the annual meeting of the Southern Sociological Society. Jacksonville, FL. April

Local Presentations

Lewin, Philip. 2016. "Negative Moment or Negative Movement: The Politics of the Socially Excluded at the Dawn of the 21st Century." Presented in the World-scale Capital Accumulation, Class, Status, and Resistance" session at the Chaos and Governance in the 21st Century: Prospects and Challenges to Peace and Justice in the Age of US Hegemonic Decline Mini-conference. Boca Raton, FL. February.

Invited Colloquia

Lewin, Philip. 2017. "The Political Epistemology of the Rural Poor in Central Appalachia." Presented at the FAU Center for Mind, Body, and Culture's Coffee Colloquium series. Boca Raton, FL. March 27th.

Lewin, Philip. 2016. "Living at the Bottom, Voting for the Top: The Politics of the Rural Poor in Central Appalachia." Presented at Oakland University's colloquium series. Rochester, MI. November 3rd.

Panel Discussions

Lewin, Philip. 2019. Moderator for the "Case Studies in Cultural Phenomena and Social Movements" session at the FAU Graduate Arts and Letters Conference. Boca Raton, FL. October 25th.

Lewin, Philip. 2016. Critic of *Do-It-Yourself Democracy: The Rise of the Public Engagement Industry*, by Caroline Lee. Author-meets-critic session at the annual meeting of the American Sociological Association. Seattle, WA. August 20th.

Lewin, Philip. 2015. Discussant for the "Culture and Insecurity in the 21st Century" session at the annual meeting of the American Sociological Association. Chicago, IL. August 24th.

Workshop Presentations

Lewin, Philip. 2018. "The Visible Injuries of Class: Structural Violence and the Stigmata of Social Suffering." Presented in the FAU Workshop on Sociological Research. Boca Raton, FL. November 9th.

Lewin, Philip. 2016. "Living at the Bottom, Voting for Top: The Politics of the Rural Poor in Central Appalachia." Presented in the FAU Workshop on Sociological Research. Boca Raton, FL. October 7th.

Lewin, Philip. 2015. "'Coal is not just a Job; It's a Way of Life': The Cultural Politics of Coal Production in Shale County." Presented at the Florida Atlantic University Workshop on Sociological Research. Boca Raton, FL. January.

Lewin, Philip. 2011. "The Cultural Construction of Class in Shale County, Kentucky." Presented at the Georgia Workshop on Culture, Power and History. Athens, GA. February.

Lewin, Philip and J.P. Williams. 2008. "Reconceptualizing Punk through Ideology." Presented at the Georgia Workshop on Culture, Power and History. Athens, GA. January.

CONFERENCES AND SESSIONS ORGANIZED

National Proceedings

Co-organizer (with Gabriel Hetland and Peter Klein). 2015. *(In)security and (Un)sustainability for All? An Informal Discussion on Political Participation*. Loyola University – Chicago. Chicago, IL. August 23rd.

Co-organizer (with Gianpaolo Baiocchi, Pablo Lapegna, and David Smilde). 2014. *Participation Ain't What It Used to Be.* Special session for the Political Sociology Section. Annual Meeting of the American Sociological Association. San Francisco, CA. August 19th.

Local Workshops

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2018 to Spring 2019. Workshop presentations with Philip Lewin (November 9th), William McConnell (February 1st), Stacey Salerno (February 22nd), and Nik Summers (March 15th).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2017. Workshop presentation with Rebecca Hanson (November 3rd).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2016 to Spring 2017. Thematic Series: T*he Precariat Examined.* Workshop presentations with Philip Lewin (October 14th), Ann Branaman & Ashley Ostroot (November 18th), Vrushali Patil (April 21st), and J. Lotus Seeley (March 24th).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Spring 2016. Thematic Series: *The Intimate Dimensions of Neoliberal Governance: Ethnographic Portraits of Social Suffering in the New Millennium.* Workshop presentations with Waverly Duck (March 18th), Veronica Zubillaga (April 8th), and Randol Contreras (April 22nd).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Fall 2015. Thematic Series: *Revisiting Giovanni Arrighi and Beverly Silver's "Chaos and Governance in the Modern World-System*. Book discussion series with Daniel Pasciuti (September 25th), Savas Sahan Karatasli (October 16th), and Ho-Fung Hung (November 6th).

Co-organizer (with Phillip Hough) of FAU Workshop on Sociological Research. Spring 2015. Thematic Series: *Political Economy of the Environment.* Workshops with Phillip Hough (January 23rd), Philip Lewin (January 30th), Cristina Lucier (February 20th), Patricia Widener (April 3rd), and Emily Cleary & Lacey Langlois (April 24th).

COURSES TAUGHT

Graduate Courses Taught

- Political Economy of Culture. Spring 2019, Spring 2017, Spring 2015.

- Advanced Qualitative Research Methods. Spring 2020, Spring 2016, Spring 2018.

Undergraduate Courses Taught

- Sociological Theory. Fall 2019, Spring 2017, Spring 2016, Fall 2015.

- Cultural Sociology. Spring 2020, Fall 2019, Spring 2019, Fall 2018, Fall 2017, Spring 2017, Summer 2017, Fall 2015, Fall 2010, Spring 2012, Spring 2010.

- Sociology of Work and Industry. Spring 2020, Spring 2019, Spring 2015, Fall 2014, Summer 2010

- Youth Subcultures. Summer 2020, Fall 2019, Spring 2018, Fall 2017, Fall 2015, Spring 2015, Fall 2014, Spring 2010, Fall 2009.

Graduate Students Advised – MA Theses

- Duncanson, Abby. Current. "Transphobia and Black Masculine Identity Formation." Committee member.

- Mullen, Casey. 2018 (spring). "Framing Climate Change: Structural Education, Individual Action." Committee member.

- Nicola Spenceburell. 2017 (fall). "The Importance of Immigrants' Language Contributions in the United States." Thesis adviser. (Student did not finish; she decided to pursue our non-thesis track option).

- Jaqueline Frazer. 2017 (spring). ""Working in the Biz': Stigma, Identity Work, and the Social-Occupational Purgatory of Bartenders in South Florida." Committee member.

- Alexandra Casuso. 2015 (spring). "Transnational Healthcare: Anticipating the Effects of the Patient Protection and Affordable Care Act in the Latino Community." Committee member. (Student did not finish; she decided to pursue our non-thesis track option).

Graduate Students Advised – Directed Independent Studies

- Sanchez, David. 2019 (fall). "Gaming, Culture, and Identity."

- Shoemaker, Jessica. 2019 (fall). "Research in Subculture Studies."

- Stephanie Alvarez. 2017 (spring). "Cloppers and the Pornification of Nature."

- Emily Cleary. 2015 (spring). "Curators of Cool: Creative Tourism and the Gentrification of Wynwood, Miami."

- Lacey Langlois. 2015 (spring). "Curators of Cool: Creative Tourism and the Gentrification of Wynwood, Miami."

Undergraduate Students Advised – Directed Independent Studies

- Taylor, Marquisha. 2018 (spring). "The Dismantlement of Gender Polarization in Gentlemen's Clubs: Patriarchy, Androcentrism, and the Political Economy of Sex."

SERVICE

Service to the University

- Expert panelist, "Real Talk," Office of Diversity and Multi-Cultural Affairs. Spring 2017.

Service to the College

- Sociology Representative to the College of Arts and Letters' Ethics, Law, and Society Committee. Fall 2019 to present.
- Sociology Representative to and Notetaker for the College of Arts and Letters' Undergraduate Program Committee. Fall 2018 to present.
- Sociology Representative to the College of Arts and Letters' Faculty Student Council. Spring 2018 to present.
- Executive Committee, Peace Studies Program. Fall 2015 to Fall 2016.

Service to the Department

- Co-founder and Co-organizer (with Phillip Hough) – FAU Workshop on Sociological Research. Through this initiative, I co-organized the colloquium and workshop events listed above.
- Chair of Writing Enhanced Curriculum Committee. Fall 2019 to present.
- Writing Enhanced Curriculum Committee. Spring 2017 to Spring 2019.
- Sociology Steward to United Faculty of Florida Union. Spring 2019 to present.
- Job search committee – assistant professor hire. Fall 2019 to Spring 2020.
- Job search committee – assistant professor hire. Fall 2017 to Spring 2018.
- Job search committee – assistant professor hire. Fall 2017 to Spring 2018.
- Job search committee – assistant professor hire. Fall 2017 to Spring 2018.
- Job search committee – assistant professor hire. Fall 2015 to Spring 2016.
- Job search committee – assistant professor hire. Fall 2015 to Spring 2016.
- Honors program committee. Fall 2017 to Spring 2018.
- Undergraduate Studies Assessment Committee. Fall 2016 to present.
- Graduate Studies Assessment Committee. Spring 2015 to Spring 2016.

- Graduate Studies Committee Fall 2014 to Spring 2016.

- Guest presenter for the Sociology Graduate Proseminar. Fall 2017, Fall 2018.

- Guest speaker for the Sociology Student Association. Spring 2017.

- Co-coordinator – *Georgia Workshop on Culture, History and Power.* Fall 2013 to Spring 2014.

- Co-coordinator – UGA Sociology Department Colloquium Series. Fall 2013 to Spring 2014.

- Representative for the University of Georgia Graduate Student Association. Fall 2009 to Spring 2010.

- Co-president – University of Georgia Sociology Graduate Student Society. Fall 2008 to Spring 2009.

Service to the Discipline/Profession

- Moderator – "Participation and its Discontents." American Sociological Association Political Sociology Section Blog. Spring 2014 to Fall 2014.

- Associate Editor – *Qualitative Sociology.* Fall 2013 to Summer 2014.

- Peer reviewer for:

    - *American Sociological Review.* Spring 2019 to present.
    - *Social Problems.* Spring 2019 to present.
    - *Sociological Forum.* Spring 2019 to present.
    - *Sociology Compass.* Spring 2017 to present.
    - *Contemporary Sociology.* Spring 2016 to present.
    - *Journal of Rural Social Sciences.* Spring 2016 to present.
    - *Qualitative Sociology.* Spring 2012 to present.
    - *The International Journal of English and Literature.* Spring 2011 to present.
    - *Social Thought and Research.* Spring 2010 to present.
    - *The Journal of Contemporary Ethnography.* Fall 2009 to present.

PROFESSIONAL DEVELOPMENT

Workshops

- New Faculty Workshop, FAU. Spring 2015.
- Life on the Tenure Track Workshop, FAU. Fall 2014 to Spring 2015.

Professional Associations

- American Sociological Association. Fall 2006 to present.
    - Sociology of culture section
    - Political sociology section
    - Inequality, poverty and mobility section
    - Environment and technology section

- Southern Sociological Society. Spring 2006 to present.
- Society for the Study of Symbolic Interaction. Fall 2006 to present.
- Appalachian Studies Association. Spring 2011 – present.
- Social Science History Association. Spring 2015 – present.

REFERENCES

Dr. David Smilde, Charles A. and Leo M. Professor of Human Relations
Department of Sociology
Tulane University
New Orleans, LA 70118
(504) 862-3012
dsmilde@tulane.edu

Dr. Ann Branaman, Professor and Chair
Department of Sociology
Florida Atlantic University
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Dr. Patricia Widener, Associate Professor
Department of Sociology
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Curriculum Vitae – January 2019

Gina Carreno-Lukasik

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Education

Ph.D. Sociology, Florida State University, 2009.
M.S. Sociology, Florida State University, 1998.
B.A. Sociology, Furman University, 1996.
B.A. English, Furman University, 1996.

Honors and Awards

Promoted to Senior Instructor, Florida Atlantic University, Spring 2013.
Received Excellence in Undergraduate Teaching Award, Florida Atlantic University, Spring 2007.
Nominated for Distinguished Teacher of the Year Award, Florida Atlantic University, Spring 2006, Spring 2007.
Received Program for Instructional Excellence (PIE) Teaching Award, Florida State University, Spring 2002.
Nominated for Program for Instructional Excellence (PIE) Teaching Award, Florida State University, Spring 2001.
Received Sociology Department Teaching Award, Florida State University, Spring 1999.
Nominated for Program for Instructional Excellence (PIE) Teaching Award, Florida State University, Spring 1999.
Alpha Kappa Delta (Sociology Honor Society), Furman University, 1996.
Reiss/Erikson Sociology Scholarship, Furman University, 1995.

Professional Experience

Honors Compacts, Fall 2016-present. I mentored each semester 3-6 students who completed a 6-8 page literature review on a topic of their choosing. Fall semester students presented their paper to me and fielded my questions. In addition to presenting to me, many students presented at the poster session of the OURI Undergraduate Research Symposium.

Directed Independent Study, SYA 4905, Sociology of Womanhood, Florida Atlantic University, Spring 2019. I mentored a student who completed a 15-20 page literature review on a topic of her choosing in the area of womanhood.

Directed Independent Study, SYA 4905, Rape Myth Culture, Florida Atlantic University, Spring 2019. I mentored three students who completed a 15-20 page literature review on a topic of their choosing within the area of rape myth culture.

Directed Independent Study, SYA 4905, Language and Animals, Florida Atlantic University, Fall 2018. I mentored a student who completed a 15-20 page literature review and content analysis on language and animals.

Directed Independent Study, SYA 4905, Fear and Social Control, Florida Atlantic University, Spring 2018. I mentored two students who completed a 15-20 page literature review on a topic of their choosing within the area of fear and social control. These students presented in a poster session at the OURI Undergraduate Research Symposium.

Directed Independent Study, SYA 4905, Medicalized Reproduction, Florida Atlantic University, Fall 2017. I mentored two students who completed a 15-20 page literature review on a topic of their choosing within the area of medicalized reproduction.

Directed Independent Study, SYA 4905, Florida Atlantic University, Sociological Analysis of Family Life through Sitcom. I mentored a student who completed a 15-20 page research project. The student conducted a literature review and then a content analysis of sitcoms to examine images of family life. This student presented his research at the OURI Undergraduate Research Symposium.

Directed Independent Study, SYA 4905, LGBTQ Issues in Health Care, Florida Atlantic University, Spring 2016. I mentored a student who completed a literature review and first step of research proposal on the topic of LGBTQ Issues in Health Care. This student presented his research at FAU's Undergraduate Research Symposium.

Instructor, SYA 4930 Animals and Society, Florida Atlantic University, Spring 2018-. I developed this course to be offered for the first time by the sociology department. For this course (around 40 students) I designed a syllabus, selected readings, held office hours, and designed/administered exams. In this course we cover topics including the Human-Animal Divide; Animals as Pets; Human Use of Animals for Food, Clothing, Science, and Entertainment; Human Use of Service Animals; Interlocking Systems of Oppression; and the Animal Rights Movement. Students read, write papers, and have class discussion about three books: *A Buffalo in the House*; *Some We Love, Some We Hate, Some We Eat;* and *Understanding Animal Abuse.* Class periods involve some interactive lecture but primarily are driven by class discussion about the books as well as the videos we watch in class: *The Natural History of the Chicken*; *Earthlings*; *Project Nim*; *Blackfish*; *Shelter Me*; *Vegucated*; and *Unlocking the Cage*. We also have guest speakers, including Michelle Shaw from FAU's Student Accessibility Services and James Wildman from the Animal Rights Foundation of Florida. In Spring 2019 we will have an additional guest speaker, undergraduate student Cassandra "Cassey" Penrod, who will present to the class her research on Language and Animals (this was a DIS she did

with me fall 2018). Students complete one in-class midterm exam and a take-home essay final exam, for which they pull together the material from the semester as well as an additional book, *The Sexual Politics of Meat*.

Instructor, SYA 4930 Medicine and Society, Florida Atlantic University, Spring 2011, Spring 2012.
I developed this course to be offered for the first time by the sociology department. For this course (around 60 students) I designed a syllabus, selected readings, held office hours, and designed/administered multiple choice exams. In class students presented as a pair/small group a reading along with PowerPoint and emailed the class a detailed analysis of the reading. Students also wrote a sociological analysis of one of the videos we watched in class: "And the Band Played On" (politics of AIDS), "Wit" (a professor's experience of cancer) and "You Don't Know Jack" (Jack Kevorkian's crusade for legalized physician aid in dying, also called physician assisted suicide). This course covered topics including Social Inequality and Illness, Social-Cultural Meanings/Experiences of Illness , U.S. Health Care (compared to other industrialized nations), and Bioethical Debates (informed consent, physician assisted suicide, genetic testing, etc.).

Instructor, SYP 3060 Human Sexuality and Social Change, Florida Atlantic University, Fall 2008-present.
For this course (between 100-200 students) I designed a syllabus, selected readings, held office hours, and designed/administered multiple choice exams. In class students presented as a small group a reading along with PowerPoint and emailed the class a detailed analysis of the reading. In the past students completed two short papers based on videos watched in class. Beginning fall 2015 students complete two writing assignments in fulfillment of a grant by FAU's Undergraduate Research and Inquiry. This course covered topics including theoretical and historical perspectives of sexuality, investigating sexuality, portrayals of/learning about sex, sexual orientation, gender identity, procreation issues, sex for sale, and sexual violence. Students watched videos including "Kinsey" (movie about the famous sex researcher) and "Southern Comfort" (documentary about annual convention for individuals identifying as transgender and/or transsexual).

Instructor, SYO 4100 Family and Society, Florida Atlantic University, Summer 2004, Spring 2006, Fall 2008, Summer 2019.
For this course (around 65 students) I designed a syllabus, selected a textbook, held office hours, and designed/administered multiple choice exams. In class we had small-group discussions based on supplemental readings I scanned into Blackboard. Students also completed a 4-5 page paper analyzing a contemporary family issue using the sociological perspective. In this class we focused on topics including what it means to discuss family from a sociological perspective, the history of families, gender, race-ethnicity, social class, and sexual orientation and how these factors relate to and affect family, family policy (such as TANF), domestic violence, and divorce.

Instructor, SYO 4370 Men, Women, and Work, Florida Atlantic University, Fall 2004.
For this course (around 40 students) I designed a syllabus, selected multiple readings, held office hours, and designed/administered multiple choice exams. In class we had small-group discussions based on the readings. Students also completed a paper and a group presentation based on a chapter in one of the assigned books, *Global Woman,* by Ehrenreich and Hochschild.

Instructor, SYG 1000 Introductory Sociology/Sociological Perspectives, Florida Atlantic University, Fall 2002-present.
I taught between three and four sections of this course, whose average class size is over 100-200 students, each semester (i.e., between 300 to 600 students total each semester). For this course I designed a syllabus, selected a textbook, held office hours, and designed/administered multiple choice exams. We focused on topics including the sociological imagination, theory, methods, culture, socialization, deviance, and stratification (class, gender, sexual orientation, race-ethnicity, age). Students completed short papers based on videos watched in class, along with online LearnSmart activities. Beginning fall 2015 students complete one writing assignment in fulfillment of a grant by FAU's Undergraduate Research and Inquiry.

Instructor, SYG 1000 Honors Introduction to Sociology, Florida Atlantic University, Spring 2019.

Instructor, SYG 2010 Social Problems, Florida Atlantic University, Fall 2002-Fall 2006.
I taught this course whose average class size is around 100 students. For this course I designed a syllabus, selected a textbook, held office hours, and designed/administered multiple choice exams. We focused on topics including the sociological imagination, wealth and power, immigration, aging, poverty, crime, family violence, and social inequality due to gender, sexual orientation, race-ethnicity, and disability.

Instructor, SLS 1503 Learning Strategy and Human Development, Florida Atlantic University, Fall 2007-Fall 2018.
I was asked by the University to teach this course for around 20 first-year college students in FAU's Arts and Letters Learning Community (students who intend to select a major in FAU's Dorothy F. Schmidt College of Arts and Letters). This course is designed to help first-semester college students make the transition from high school to college and help ensure their college success both academically and socially. In this course we discussed topics including time management, note-taking and participating in class, learning styles, taking tests, college research, majors and careers, diversity, relationships, and staying healthy. Students completed two exams, wrote three journal entries, and did class presentations.

Adjunct Instructor, American Social Problems, Palm Beach Community College (renamed Palm Beach State College spring 2010), Spring 2008-Spring 2010, Summer 2015, Summer 2016.
For this course (around 36 students) I designed a syllabus and designed/administered multiple choice exams. Students also wrote two papers – a critical sociology analysis of either "Who Killed the Electric Car" or "Fast Food Nation," and their examination of unearned privilege in their own lives. In this class we focused on topics including the environment, power and work, poverty, gender, sexual orientation, race-ethnicity, crime, and health care.

Adjunct Instructor, Marriage and Family, Palm Beach Community College (renamed Palm Beach State College spring 2010), Fall 2006-Spring 2013.
For this course (around 36 students) I designed a syllabus and designed/administered exams consisting of in-class multiple choice questions and take-home essay questions. Students also wrote a 4-5page sociological research paper on a current family issue of their choosing. In this class we focused on topics including history of families, effects of gender/race-ethnicity/social class/sexual orientation on families, families and work, dating and sex, cohabitation and marriage, domestic violence, and divorce.

Adjunct Instructor, Introduction to Sociology, Palm Beach Community College (renamed Palm Beach State College spring 2010), Summer 2005, Summer 2007, Summer 2008, Summer 2013, Summer 2018, Summer 2019.
For this course (around 30 students) I designed a syllabus and designed/administered multiple choice exams. Students also wrote two papers – their observations from performing a norm-breaching experiment, and their examination of unearned privilege in their own lives. In this class we focused on topics including the sociological imagination, theory, methods, culture, socialization, deviance, and stratification (class, gender, sexual orientation, race-ethnicity, age).

Instructor, Men, Women, and Work, Florida Atlantic University, Fall 2004.
For this course (around 40 students) I designed a syllabus, selected two books, held office hours, and designed/administered multiple choice / essay exams. Students also wrote response papers, worked in small groups, and did group presentations in class. In this class we focused on topics including what it means to discuss work from a sociological perspective, the social organization of work, the effects of technological change and globalization, gender, race-ethnicity, social class, and sexual orientation and how these factors relate to and affect work, personal service work, and professional and knowledge work.

TA/Adjunct Instructor, Family Problems and Social Change, Florida State University, Summer 1998-Summer 2002.
I taught this course whose class size ranged from 45 to 65 students, with two courses being mass sections (capped at 120 students). For this course I designed a syllabus, selected a textbook as well as eight articles for supplemental reading, held office hours, and designed/administered short answer/essay exams. Assignments included writing eight supplemental reading analysis papers, working in a group to facilitate class

discussion about one supplemental reading, and writing a 4-5 page sociological analysis of a current family issue. In this course I focused discussion on issues of diversity including gender, sexual orientation, race-ethnicity, and social class. We also discussed current family issues – highlighting diversity – including domestic violence and divorce.

TA Instructor, Sociology of Popular Culture, Florida State University, Summer 2000.
I took my idea for this course to the department and received permission to teach it. I designed and taught this course which had never been offered previously. This course focused on images of gender, race-ethnicity, social class, sexuality, age, and disability in contemporary television, movies, music, music videos, magazines, and video games. Students worked in groups as well as wrote individual journal entries to critique several examples of contemporary media. Students also completed a "revisioning project" in a pair or individually. I asked students to redesign (re-vision) and present to the class a specific example of media to show the underlying assumptions of contemporary popular culture.

Substitute Instructor, Social Psychology, Florida State University, Spring 2002.
I was asked by the professor (Dr. Doug Schrock) to conduct three class periods (an hour and fifteen minutes each) of his course. I lectured and facilitated discussions about sexual harassment, socialization, group dynamics, and culture.

Office of Distributed and Distance Learning (ODDL) Mentor, Sociology of Health Care, Florida State University, Fall 2001.
I served as the mentor/co-instructor for this completely on-line course. My major professor at the time (Dr. Allen Imershein) and I worked together to develop this course and then facilitate class on-line. I read, graded, and gave feedback on daily papers, critiques, and exams. I also served as a source of technological and moral support (through email contact) for the thirty students who logged on within the U.S. as well as from other countries including Korea. This course was extremely labor-intensive, requiring me to work on-line six days each week.

Office of Distributed and Distance Learning (ODDL) Assistant, Sociology of Health Care, Florida State University, Spring 2001 and Summer 2001.
I worked with my major professor at the time (Dr. Allen Imershein) to design this course. We put the key pieces of this course on the web, an intensive task to take the material from the traditional, face-to-face setting and make it work in a completely distance learning environment. I helped design a study guide that would accompany the course. I read and developed questions based on Budrys' *Our Unsystematic Health Care System*, Starr's *The Social Transformation of American Medicine*, *Consumer Reports*, and other articles.

Program for Instructional Excellence (PIE) Associate, Florida State University, 1999-2000.
I served as the sociology department's PIE Associate, a position for which I was nominated by my Department Chair, Director of Graduate Studies, and Faculty Teaching Coordinator. I worked with Associates from different departments in preparing for and presenting at university conferences and workshops on issues about teaching. I also drafted and implemented a proposal to improve teaching within my (sociology) department.

Preparing Future Faculty (PFF), Florida State University, 1999-2000.
I was one of four PFFers representing the sociology department. We attended monthly meetings and workshops and trips to academic institutions in the area.

Teaching Assistant, Sociology of Health Care, Florida State University, Spring 1999.
I shadowed my major professor (Dr. Allen Imershein) in hopes of teaching this course independently in the future. I helped design and grade essay exams, daily papers, and other writing assignments for this course with class size around 100 students. I held office hours and occasionally facilitated class discussion on topics such as individual versus societal responsibility for health.

Writing Reinforcement Assistant, Sociology of Stratification, Florida State University, Spring 1999.
I edited rough drafts of students' book reviews and graded final papers.

Department Teaching Coordinator, Florida State University, Fall 1998 and Spring 1999.
I organized and helped lead weekly seminars on topics ranging from active student learning to developing web-assisted courses. I also organized the Sociology Teaching Office, compiling textbooks, videos, and other teaching resources. I also met with other graduate students informally to discuss issues about teaching.

Writing Reinforcement Assistant, Sociology of Gender and Work, Florida State University, Fall 1998.
I edited rough drafts and graded final papers.

Teaching Assistant, Social Problems, Florida State University, Fall 1998.
I co-taught this course with my major professor (Dr. Allen Imershein). I helped design and grade essay exams, daily papers, and other writing assignments. I held office hours and exam review sessions outside of class, and I also facilitated class discussion on topics including family problems, gender, and population growth.

Teaching Assistant, Family Problems and Social Change, Florida State University, Spring 1997 and Spring 1998.
I helped design and grade essay exams, analytical papers, writing assignments, and journal entry assignments. I held office hours as well as wrote and delivered lectures on dating and domestic violence.

Teaching Assistant, Introduction to Sociology, Florida State University, Fall 1997.
I held office hours, conducted exam review sessions, and proctored exams.

Research Assistant, Florida State University, Fall 1997.
I served as Assistant Field Director on Project TAL 1997, a computer-aided telephone survey of the Tallahassee area concerning social issues. I helped students learn how to make calls and conduct the survey using the computer, and I also made many calls myself to complete numerous surveys.

Research Assistant, Florida State University, Fall 1996.
I assisted in contacting rape crisis centers and battered women's shelters to compile a table of information.

Academic Service

Faculty Owl Leader, Florida Atlantic University, Fall 2017-present.
Academic Fellow, Fall 2018-present.
Intellectual Foundations Program (IFP) Committee, Florida Atlantic University, 2013-present.
Panel Speaker (invited) on Women's Movement in the 21st Century, Mandel Public Library of West Palm Beach, Spring 2015.
Panel Speaker (invited) on Inequities in Law Enforcement and Judicial System, Palm Beach State College, Spring 2015.
Panel Speaker (invited) on Domestic Violence, Palm Beach State College, Fall 2014.
Academic Advisor for Eat for Tomorrow, Florida Atlantic University, 2014-2017.
ACCESS Faculty Mentor Program, Florida Atlantic University, Spring 2011-2017.
Representative from Sociology Department for FAU High School seniors considering FAU, Florida Atlantic University, Spring 2014.
Faculty Mentor for student in Greek organization, part of her Academic Success Contract, Fall 2013-, Florida Atlantic University.
Passport to FAU Speaker, 2011-2015, Florida Atlantic University.
Member of the American Sociological Association, 2001-present.
Member of the Southern Sociological Society, 1997-present.
Online Reviewer (2010) for *MySocLab* for Introduction to Sociology.
Reviewer (2006) for race-ethnicity chapter in *Our Social World* Jeanne Ballantine and Keith Roberts. Sage/Pine Forge. 2007.
Faculty Advisor for Human Rights Organization, Florida Atlantic University, 2005-2006.
Reviewer (2005) for *Public and Private Families* 5th edition. Andrew J. Cherlin. McGraw-Hill.
Reviewer (2002) for *Shifting the Center: Understanding Contemporary Families* 2nd edition. edited by Susan Ferguson. McGraw-Hill.
Department Awards Committee, Florida State University, 2000-2001.
Program for Instructional Excellence (PIE) Associate, Florida State University, 1999-2000.
University Graduate Program Committee, Florida State University, 2000-2001.

President of the Sociology Graduate Student Union, Florida State University, 1999-2000.
Department Teaching Coordinator, Florida State University, 1998-1999.
Department Program Committee, Florida State University, 1998-1999.
Graduate Program Committee, Florida State University, 1997-1998.

Publications

Carreno-Lukasik, Gina. 2012. "Sexuality, Gender Identity, and Hate Crimes." In *Crime as a Social Problem*. Edited by Keith Bell and Robert P. McNamara. Carolina Academic Press.

Carreno, Gina and Greg Lukasik (authors in alphabetical order). 2005. *Themes of the Times for Social Activism/Social Change: A Collection of Articles from The New York Times for Use with Your Allyn and Bacon Text* Boston: Allyn and Bacon.

Imershein, Allen and Gina Carreno. 2003. *Study Guide for Our Unsystematic Health Care System* (online study guide for Florida State University students to accompany Sociology of Health Care.

Carreno, Gina. 1998. "Gender and the Military" *Perspectives in Social Problems.* Edited by Robert P. McNamara. St. Paul: coursewise publishing.

Presentations

"Fostering Empathy: Teaching Sensitivity to Diversity and Inequality in the Lower-Division Curriculum" (with Greg Lukasik). Southern Sociological Society Annual Meeting. New Orleans, LA, March 2006.

"Using a Matrix Model for Rotating Tasks and Roles to Enhance Learning in Web-based Teaching" (with Allen Imershein). Southern Sociological Society Annual Meeting. New Orleans, LA, March 2003.

"The Doctor-Patient Relationship and Its Significance in Physician Assisted Suicide." American Sociological Association Annual Meeting. Chicago, IL, August 2002.

"Engendering Militancy at Work: New Left Social Movement Spillover on Labor Militancy in Postwar America" (with Larry Isaac, Johnny Johnson, Rachel LaCroix, Greg Lukasik, and Steve McDonald). American Sociological Association Annual Meeting. Anaheim, CA, August 2001.

"A Sociological Critique of Sociology" (with Allen Imershein, Tina DeShotels, and Jennifer Pemberton). Southern Sociological Society Annual Meeting. Atlanta, GA, April 2001.

"How Do You Know If They're Getting It?: Evaluating Students" (with Jennifer Reid Keene). Southern Sociological Society Annual Meeting. New Orleans, LA, April 2000.

"Alternative Teaching Models and Active Student Learning" (with Allen Imershein). Southern Sociological Society Annual Meeting. Nashville, TN, April 1999.

"Perceptions of Gender and the Doctor-Patient Relationship" (with Kristy McNamara). Southern Sociological Society Annual Meeting. New Orleans, LA, April 1997.

Professional Interests

Teaching Interests: Stratification (Gender, Sexual Orientation, Race-ethnicity, Social Class, Age, Disability); Human Sexuality; Animals and Society; Disability and Society; Medicine and Society; Family and Society; Introduction to Sociology; Social Problems

Research Interests: Medical Sociology; Stratification; Animals and Society; Disability and Society; Teaching Sociology; Human Sexuality

References

Dr. Ann Branaman, Florida Atlantic University
Professor and Chair of Sociology Department
561-297-3270

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Professor of Sociology
561-297-3270
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Dr. Irene Padavic, Florida State University
Professor of Sociology
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January 31, 2019

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Florida Atlantic University
Boca Raton, FL 33431
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Boynton Beach, FL 33426
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Education

Ph.D. Sociology. June 2009, Florida State University, Tallahassee, FL
M.A. Sociology. August 1997, Western Michigan University, Kalamazoo, MI
Sociology major. Aug. 1995-Dec. 1995, Grand Valley State University, Allendale, MI
B.S. Biology. May 1993, Indiana University, Bloomington, IN
Social Economics, attended Sept.1984- May 1986, University of Gdansk, Poland

Employment

Florida Atlantic University, Aug. 2003 – present
Florida A&M University, Jan. 2001- May 2002
Florida State University, Aug.1998 – June 2002
Western Michigan University, Sep. 1996 – May 1997

Courses Taught

Environmental Sociology, Florida Atlantic University, Spring 2013, Fall 2013, Spring 2014 and 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018-present
Social Movements, Florida Atlantic University, Spring 2013, Fall 2013, Spring and Fall 2014, Spring 2015, Spring 2016, Summer 2016, Spring 2017, Spring 2018-present
Global Society, Florida Atlantic University, Summer 2010, 2011, 2012, Spring 2015, Fall 2015, Spring 2016, Spring 2017, Fall 2017, Spring 2018-present
Social Problems, Florida Atlantic University, Aug. 2003 – Spring 2014, Spring 2016, Spring 2017, Fall 2017, Spring 2018
Sociological Perspectives (formerly: *Introduction to Sociology*), Florida Atlantic University, Summer 2004 – Fall 2016, Fall 2018
Methods of Social Research, Florida State University, Summer 2000, Summer 2002
Social Problems, Florida State University, Spring 2001, Fall 2001, Spring 2002
Introduction to Sociology, Florida A&M University, Spring 2001, Fall 2001, Spring 2002
Collective Action and Social Movements, Florida State University, Spring 2000, Fall 2000
Introduction to Sociology, Florida State University, Summer 1998, Spring 1999, Fall 1999

Professional Development

Center of eLearning (CeL) eCertification: Summer 2015
Distinction through Discovery Undergraduate Curriculum Grants Program
Undergraduate Research and Discovery (URDP) Assignment, Fall 2015 – Fall 2017

Academic Service and Memberships

Reviewer (2015) for *Social Science History*. "Organizational Governance and the Transience of Transgression: The University of Chicago's Lascivious Costume Ball, 1970-1984," a manuscript submitted for publication.
Reviewer (2014) for *International Journal of Comparative Sociology*. Postcommunism from Within: Social Justice, Mobilization, and Hegemony, Jan Kubik and Amy Lynch (eds.). New York University Press. 2013
Reviewer (2013) for the *American Journal of Sociology*. "Dynamics of Policy and Politics: Politics of Unemployment in Sweden during the Interwar Period," a manuscript submitted for publication.
Reviewer (2013) for Oxford University Press, Partial manuscript *What's the Problem?*

Faculty Advisor for Human Rights Organization, Florida Atlantic University, 2005 - 2006
Lower Division Courses Committee, Florida Atlantic University, Aug. 2003- April 2004
Member of American Sociological Association, 2001-2005
Member of Southern Sociological Society, 2000-2005
Departmental Policy Committee, Florida State University, Sept. 2001 - April 2002
Awards Committee, Florida State University, Sept. 2001 - April 2002
Colloquium Committee, Florida State University, Sept. 2000 - April 2001
Student Representative to Departmental Meetings, Sept. 1999 - April 2000

Honors and Awards

Department Teaching Award, Florida State University 2001
Nominated for Program for Instructional Excellence (PIE) Teaching Award, Florida State University 2001
Dean's List, Indiana University, 1993

Publications

Lukasik, Greg. Book Review. Social Mobilization, Global Capitalism and Struggle over Food: A Comparative Study of Social Movements, by Renata Motta . *International Journal of Comparative Sociology*, June 2018, 59(3): 264-267.

Lukasik, Greg. Book Review. Postcommunism from Within: Social Justice, Mobilization, and Hegemony, Jan Kubik and Amy Lynch (eds.). *International Journal of Comparative Sociology*, April 2014, 55 (2): 180-182

Lukasik, Greg. 2012. "Have Nice Girls Gone Bad? Social Constructionist Approach to the Rise in Female Violent Offenders." Pp. 211 – 224 in *Crime as a Social Problem*, edited by R. McNamara and K. Bell. Durham, NC: Carolina Academic Press.
Isaac, Larry, McDonald, Steve, and Greg Lukasik. 2006. "Takin' It from the Streets: How the Sixties Breathed Life into the Labor Movement," *American Journal of Sociology*, 2006, vol.112(1): 46-96

Carreno, Gina and Greg Lukasik (authors in alphabetical order). 2005. *Themes of the Times for Introduction to Sociology: A Collection of Articles from The New York Times for Use with Your Allyn and Bacon Text.* Boston: Allyn and Bacon

Presentations

"Economic Globalization and Violation of Workers' Rights - Foreign Direct Investment and Unfair Labor Practices in the Retail Sector in Poland," Southern Sociological Society, 2007, Atlanta

"Fostering Empathy: Teaching Sensitivity to Diversity and Inequality in the Lower-Division Curriculum," Southern Sociological Society, 2006, New Orleans, LA (with Gina D. Carreno).

"Comparative Historical Methods, Global Processes, and Labor Union Growth and Decline in the United States, Germany, Sweden, and Poland." Southern Sociological Society, 2005, Charlotte, SC.

"U.S. Economic Hegemony, National Social Policy, and Globalization: A Case Against Convergence," American Sociological Association, 2002, Chicago.

Larry Isaac, Gina Carreno, Johnny Johnson, Rachel LaCroix, Greg Lukasik, and Steve McDonald (authors after the first author in alphabetical order). "Engendering Militancy at Work: New Left Social Movement Spillover on Labor Militancy in Postwar America," American Sociological Association, 2001, Anaheim, CA.

"Political Opportunity Structures and Social Movements in Totalitarian State: Poland's Oppositional Movements, 1976-1980, Southern Sociological Society, 2000, New Orleans, LA.

"Social Protest and Change: Intellectuals in Solidarity and Atomic Scientists Movement," North Central Sociological Association, 1996, Cincinnati, OH (with Frances McCrea).

"Social Protest in a Closed and Open Society: Solidarity's KOR and U.S. Atomic Scientists," American Sociological Association, 1996, New York (with Frances McCrea).

Professional Interests

Teaching Interests: Collective Behavior and Social Movements; Environmental Sociology;

Globalization; Introductory Sociology; Research Methods; Social Problems

Research Interests: Crime; Comparative Historical Sociology; Globalization; Labor Unions

References

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Dr. Jill Quadagno, Florida State University
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Dr. Larry W. Isaac, Vanderbilt University
Gertrude Conaway Vanderbilt Professor of Sociology
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ACADEMIC APPOINTMENTS

2018- Assistant Professor of Sociology, Florida Atlantic University

EDUCATION

2018 **Ph.D. Sociology**, Indiana University
Dissertation: "Caregivers and Critics: Examining Patterns of Social Network Engagement during the Onset of Alzheimer's Disease."
Committee: Brea Perry, Bernice Pescosolido, Andrew Halpern-Manners, Fabio Rojas
Qualifying Exams: Medical Sociology & Social Networks
2016 **M.S. Applied Statistics**, Indiana University
2014 **M.A. Sociology**, Indiana University
2012 **B.A. Sociology**, Hobart and William Smith Colleges (Magna cum Laude with Honors)

RESEARCH & TEACHING INTERESTS

Health Disparities	Aging & Disability	Quantitative Methods
Mental Health	Culture	Network Analysis

PUBLICATIONS

In press Brea Perry, Kelda Harris Walsh, Martin H. Plawecki, Jill C. Fodstad, Hillary S. Blake, Amber Hunt, Carol Ott, Richard Rowlinson, **William R. McConnell**, Kate Kleimola, Leslie A. Hulvershorn. "Within-Subject Change in Psychotropic Prescribing Patterns Among Youth in Foster Care Associated With a Peer-to-Peer Physician Consultation Program." ***Journal of the American Academy of Child and Adolescent Psychiatry*.**

2019 Cohen, Emma and **William R. McConnell**. "Fear of Fraudulence: Graduate School Program Environments and the Impostor Phenomenon." ***The Sociological Quarterly***, *60*(3), 457-478.
* Graduate Student Paper Award, North Central Sociological Association

2017 **McConnell, William R**. "Cultural Guides, Cultural Critics: Distrust of Doctors and Social Support during Mental Health Treatment." ***Journal of Health and Social Behavior***, *54*(4), 503-519.
* Schuessler Award for Graduate Research, Department of Sociology, Indiana University
***** Graduate Student Paper Award, North Central Sociological Association

2016 **McConnell, William R**., and Brea Perry. "The Revolving Door: Patient Needs and Network Turnover during Mental Health Treatment." in Brea L. Perry (ed.), *50 Years after Deinstitutionalization: Mental Illness in Contemporary Communities* (***Advances in Medical Sociology***, *17*), Emerald Group Publishing Limited, 119-145.

2016 Maupome, Gerardo, **William R. McConnell**, and Brea Perry. "Dental Problems and Familismo: Social Network Discussion of Oral Health Issues among Adults of Mexican Origin Living in the United States." ***Community Dental Health***, *33*, 303-308.

2016 Maupome, Gerardo, **William R. McConnell**, Brea Perry, R. Mariño, and Eric R. Wright. "Psychological and Behavioral Acculturation in a Social Network of Mexican-Americans in the United States, and their Use of Dental Services." ***Community Dentistry and Oral Epidemiology***, *44*, 540-548.

2015 An, Weihua, and **William R. McConnell**. "The Origins of Asymmetric Ties in Friendship Networks: From Status Differential to Self-perceived Centrality." ***Network Science***, *3*(2), 269-92.

2014 Resh, William, Saba Siddiki, and **William R. McConnell**. "Does the Network Centrality of Government Actors Matter? Examining the Role of Government Organizations in Aquaculture Partnerships." ***Review of Policy Research***, *31*(6), 584-609.

ARTICLES UNDER REVIEW & IN PROGRESS

McConnell, William R., and Robbie Dembo. "Disablement in Context: Social Networks Moderate the Link between Functional Impairment and Well-Being in Late Adulthood."
* Best Poster Award, Sunbelt 2019, International Network for Social Network Analysis

Brea Perry, **William R. McConnell**, Evan Finley, Tugce Duran, Bernice Pescosolido, Frederick Unverzagt, Liana Apostolova, and Andrew Saykin. "Social Networks and Cognitive Performance in Older Adults with Normal Cognition, Mild Cognitive Impairment, and Mild Alzheimer's Disease."

McConnell, William R. "Learning to Cope: Caregiver Education Moderates the Effect of Cognitive Impairment on Depression in Late Adulthood"

McConnell, William R. "Healthcare Knowledge and Late-Life Inequality: Examining the Social Networks of Older Adults Coping with Cognitive Aging."

Jessica McCrory Calarco, Weihua An, and **William R. McConnell**. "Where You Sit Matters: Segregation in Elementary Students' Lunchroom Seating Networks Over Two Years."

RESEARCH EXPERIENCE

2015-18 **Study Coordinator & Research Assistant**, National Institute on Aging, Indiana Alzheimer Disease Center Pilot Grant, **"**Biological Mechanisms underlying the Relationship between Social Networks and Cognitive Decline." (PI Brea Perry; $29,950)

2017 **Research Assistant**, National Institute on Drug Abuse, "Doctor Shopping for Controlled Substances: Insights from Two-Mode Social Network Analysis." (R01 DA039928; PI Brea Perry; $1,442,487)

2015-17 **Research Assistant**, State of Indiana, Department of Child Services, "Psychotropic Medication Oversight Initiative." (PI Leslie Hulvershorn; subcontract: $54,942)

2015-16 **Research Assistant**, National Institute of Dental and Craniofacial Research, "Social Network Dynamics and Oral Health Disparities in Mexican American Immigrants." (R01 DE025836, PI: Gerardo Maupome; $3,618,705)

2013-14 **Co-Investigator**, Indiana University Graduate School, "Graduate Student Stress and Coping Study." (PI Jane McLeod; $500)

FELLOWSHIPS

2018-19 **Lindesmith-Mullins Fellowship**, Department of Sociology, Indiana University (declined)
2017-18 **Social Networks and Health Fellowship**, Duke Network Analysis Center, Duke University
2017-18 **Atherton-Bean Fellowship**, Department of Sociology, Indiana University
2014 **Clifford C. Clogg Scholarship**, ICPSR Summer Program, University of Michigan
2014 **Schuessler Scholarship for Study at ICPSR**, Department of Sociology, Indiana University
2012-18 **Graduate Student Fellowship**, Indiana University
2011-12 **Eric Hall Anderson Annual Fund Scholarship**, Hobart and William Smith Colleges
2008-11 **Trustee Scholarship**, Hobart and William Smith Colleges

HONORS

2019 **Best Poster Award**, Sunbelt 2019, International Network for Social Network Analysis
2018 **Schuessler Award for Graduate Research**, Department of Sociology, Indiana University
2016 **Graduate Student Paper Award**, North Central Sociological Association
2015 **Howard B. Kaplan Memorial Award in Medical Sociology**, American Sociological Association, Medical Sociology Section
2015 **Graduate Student Paper Award**, North Central Sociological Association
2012 **Phi Beta Kappa**, National Honor Society
2012 **National Debate Champion**, United States Universities Debating Championship
2011 **Irving Louis Horowitz Prize in Sociology**, Hobart and William Smith Colleges

TEACHING EXPERIENCE

Instructor of Record, Department of Sociology, Florida Atlantic University
2019 Sociology of Mental Health
Sociology of Mental Health (graduate-level)
Survey of Research Methods
Sociology of Healthy Aging (graduate-level)
2018 Sociology of Aging and Dying
Survey of Research Methods

Instructor of Record, Department of Sociology, Indiana University
2018 Sociology of Mental Illness
Charts, Graphs, and Tables
2015 Introduction to Sociology
2014 Introduction to Sociology

Teaching Assistant (graduate-level), ICPSR, University of Michigan
2015 Network Analysis, with Ann McCranie

INVITED PRESENTATIONS & ORGANIZED SESSIONS

2019 Session Organizer, "Section on Medical Sociology Refereed Roundtables." American Sociological Association (ASA 2019), New York, NY.

Session Organizer, "Health Care Provider Networks." International Network for Social Network Analysis (Sunbelt 2019), Montreal, Canada.

2018 Session Organizer, "Health Care Provider Networks." International Network for Social Network Analysis (Sunbelt 2018), Utrecht, Netherlands.

CONFERENCE PRESENTATIONS

2019 "Learning to Cope: Social Support and the Effect of Cognitive Impairment on Depression in Adulthood" ***American Sociological Association***, New York, NY.

"Disablement in Context: Do Social Networks Moderate the Impact of Increasing Functional Impairment on Well-being?" ***Gerontological Society of America***, Austin, TX.

"Learning to Cope: Examining Effects of Self and Caregiver Education on the Link between Cognitive Impairment and Depression" ***Population Association of America***. Austin, TX.

2018 "Caring Culture: How Healthcare-related Knowledge in Social Networks Affects the Management of Alzheimer's Disease." ***American Sociological Association***, Philadelphia, PA.

"The Coevolution of Egocentric Network Structure, Social Support, and Cognitive Impairment among Older Adults facing Alzheimer's Disease." ***International Network for Social Network Analysis (Sunbelt)***, Utrecht, Netherlands.

"Healthcare Knowledge and Late-Life Inequality: Examining the Social Networks of Older Adults Coping with Cognitive Aging." ***Population Association of America***, Denver, CO.

2017 "Caregivers and Critics: How Healthcare Knowledge Shapes the Social Networks of Older Adults Facing Neurocognitive Disorders." ***Society for the Study of Social Problems***, Montreal, QC.

"Healthcare Knowledge in Discussion Networks Predicts Improved Quality of Life among Older Adults Experiencing Cognitive Impairment." ***International School and Conference on Network Science (NetSci)***, Indianapolis, IN.

"Social Networks and Cognitive Performance in Older Adults with Normal Cognition, Mild Cognitive Impairment, and Early Stage Alzheimer's Disease." ***Alzheimer's Association International Conference***, London, UK.

2016 "The Revolving Door: Patient Needs and Network Turnover during Mental Health Treatment." ***American Sociological Association***, Seattle, WA.

"Social Network Types and Self-Rated Health among Older Adults: Using Latent Transition Analysis to Model Network Effects." ***Society for the Study of Social Problems***, Seattle, WA.

"Health and Familismo: Social Network Discussion of Oral Health Problems among Immigrants of Mexican Origin in the USA." ***International Network for Social Network Analysis (Sunbelt)***, Newport Beach, CA.

"Chronic Physical Illness, Access to Healthcare, and the Interpersonal Theory of Suicide." ***American Association of Suicidology***, Chicago, IL.

2015 "Network Health Culture and Patients' Social Support in Mental Health Treatment." ***American Sociological Association***, Chicago, IL.

"Fear of Fraudulence in Graduate School: The Social Psychology of the Impostor Phenomenon." ***American Sociological Association***, Chicago, IL.

"Social Networks and Oral Health Disparities in a Mexican Community in the United States." ***International Network for Social Network Analysis (Sunbelt)***, Brighton, UK.

2014 "Save Me a Seat! Patterns and Dynamics of Segregation in Lunchroom Seating Networks," ***American Sociological Association***, San Francisco, CA

"Physical Illness, Healthcare Contact, and the Interpersonal Theory of Suicide." ***American Sociological Association***, San Francisco, CA.

2013 "Drawn to the Shadows: Does the Network Centrality of Government Actors Matter?" ***American Political Science Association Section on Political Networks (PolNet)***, Bloomington, IN.

SERVICE

Occasional Reviewer
Journal of Health and Social Behavior; *Social Problems*; *The Sociological Quarterly; Network Science*

Department of Sociology, Florida Atlantic University
2019-20 Search Committee
2019 Undergraduate Program Evaluation Committee

Dorothy F. Schmidt College of Arts and Letters, Florida Atlantic University
2018-19 College Scholarship Committee

Department of Sociology, Indiana University
2016-17 Coordinator, Indiana Intensive Didactic Seminar (IIDS)
2015-17 Coordinator, Workshop in Network Science (WINS)
2015-16 Mentor, Undergraduate Honors Thesis Program
2012-16 Mentor, Graduate Student Association

Sharon E. Placide

9111B SW 20 Street
Davie, Florida 33324
Phone: 954-326-2136
E-mail: sharon.placide@gmail.com

EDUCATION

August 2010 — Ph.D. in Comparative Sociology
Florida International University, Miami, FL
Dissertation: *Navigating Racial Boundaries: The One-Drop Rule and Mixed-Race Jamaicans in South Florida*

May 1995 — M.A. in Hispanic Studies
Florida International University, Miami, FL
Major research paper: *Afro-Cuban Religions*

June 1987 — B.A. in Spanish and History
University of The West Indies, Kingston, Jamaica

PROFESSIONAL AND RESEARCH EXPERIENCE

AUGUST 2013 - PRESENT — l**nstructor of Sociology,** Florida Atlantic University (F.A.U.)

JUNE 2012 – JULY 2013 — **DIRECTOR OF STUDENT PROGRAMS,** The Honors College, Florida International University, (F.I.U.)

Direct all co-curricular programs including:

- Lecture and colloquia series
- Honors Hours – Information sessions for students
- Community partnerships
- Internships
- HEARTS – Honors Education in the Arts
- Honors Living and Learning Communities
- Student organizations
- Study abroad programs

Supervision of two full-time administrative staff members
Supervision of one full-time clerical staff
Teach one interdisciplinary Honors course

AUGUST 2010 – MAY 2012 — **Visiting Instructor of Sociology,** Florida Atlantic University (F.A.U.)

January – — **Research Associate**, Florida International University (F.I.U.)

August 2010 Project: "Taking Stock and Moving Forward"
Funded by: Lumina Foundation
Principal Investigator: Dr. Glenda Musoba

- Investigate the impact of special programs on academic success of undergraduate students, specifically Latino students.
- Design and conduct research through focus groups, face-to-face interviews, and participant observation.
- Analyze data using MAXQDA software.
- Summarize research findings for reports and publication.

2008 – 2009 **Graduate Assistant**, F.I.U. African and African Diaspora Studies

- Prepared grant proposals for submission to funding agencies
- Developed new program website
- Marketed new Study Abroad program to the Gambia
- Edited book manuscript for the Program Director
- Developed course proposals for curriculum review
  - Procured relevant materials for course development.

1999 – 2008 **Coordinator/Assistant Director**, Study Abroad Program in Spain, F.I.U.

- Managed all aspects of annual study abroad program serving 160 advanced undergraduate students
- Ensured course materials adhered to program objectives
- Contributed to pedagogical development of the program.

2004 – 2008 **Assistant Dean of Student Services**, F.I.U. Honors College
2003 – 2004 **Director of Student Services**, F.I.U. Honors College
Both positions involved:

- Oversight for entire division. Responsible for direction, vision, and overall leadership
- Responsibility for recruitment and enrollment management
- Ensuring student success through targeted retention, enrichment and advising programs
- Managing six (6) people within the division.

1997 – 2004 **Undergraduate Advisor**, F.I.U. Honors College

- Coordinated recruitment, admission, orientation, and enrollment of Honors College students
- Managed the Pre-Collegiate Institute (summer program for high school seniors)
- Advised undergraduate students
- Selected awardees for scholarships

TEACHING EXPERIENCE (COURSES DEVELOPED AND TAUGHT)

2019 Graduate Seminar in Quantitative Methods
2016 Sociological Theory
2015 Introductory Sociology Honors Seminar
2013 Race, Class, Gender and Sexuality
2011-2012 Sociological Perspectives (Introduction to Sociology)
Survey of Methods (Research Methods)
Race and Ethnic Relations

Gender and Society

2010 Global Social Change
Global Society
Social Conflict
Sociology of Migration

2007– 2008 Honors Seminar VII - Continuity of Spanish Culture Pt 1
Honors Seminar VIII - Continuity of Spanish Culture Pt 2

- Lectured and facilitated discussions on social and cultural issues in Spain
- Developed an experiential program component using the local urban environment
- Managed a large off-campus study program
- Obtained outstanding evaluations of teaching and leadership performance

2004 – 2006 Honors Seminar III - Inhabiting other Lives Pt 1
Honors Seminar IV - Inhabiting other Lives Pt 2

- Lectured and facilitated weekly seminar discussions
- Coordinated discussion questions amongst seminar leaders
- Assessed students' written assignments.

1999 – 2003 First Year Experience (Honors)

- Developed a specialized section of "First Year Experience" course for Honors students

ADDITIONAL RESEARCH EXPERIENCE AND EXPERTISE

2008– 2009 **Principal Investigator, Dissertation Project**
"Navigating Racial Boundaries: The One-Drop Rule and Mixed-Race Jamaicans in South Florida"

- Designed research project, including methodology and ethics review
- Employed focus groups and interviews, using advanced qualitative analysis software for analysis and interpretation
- Extensive training in research methods, including:
  - Advanced graduate seminar in research design and methodology;
  - Three advanced graduate courses in statistics.
- Capability in data analysis software, including SPSS, Stata, and MaxQDA

PRESENTATIONS

""Mixed," "Multiracial," "Other," "Jamaican:" Contesting, Crossing, and Re-Drawing Racial Borders," Annual Meeting, American Anthropological Association, San Francisco, November 2012

"Crossing National Borders – Encountering Racial Boundaries: Mixed-Race Jamaican Immigrants in the U.S," Annual Meeting, American Anthropological Association, New Orleans, November 2010.

"Intersections of Race and Gender Among Mixed-Race Jamaican Immigrants," Women's Studies Conference, Florida International University, March 2008.

"Encountering the One-Drop Rule: Racial Identity Negotiation Among Racially Mixed Jamaicans in South Florida," Race, Ethnicity and Place IV Conference, University of Miami/James L. Knight Center, November 2008.

"How Do We Know Ourselves and Others?" Invited Guest lecture, F.I.U. Honors course, November 2007.

"A Cosmopolitan Experience: Honors Study Abroad in Spain," Miami-Dade Honors Colloquium, Miami-Dade College, Miami, FL, October 2005.

"Ideas Exchange: Honors Study Abroad," National Collegiate Honors Council Conference, New Orleans, LA, November 2004.

"Honors Students in Europe," Florida Collegiate Honors Council Conference, Tampa, FL, February 2002.

SERVICE (SELECTED)

2017 – Present	Faculty Advisor, Food Recovery Network, FAU
2017 – Present	Faculty Advisor, Sociology Student Association, FAU
2016 – 2018	Faculty Advisor, American Medical Women's Association, FAU
2008 – 2010	Member, Advisory Board, *Black Crossroads: The African Diaspora in Miami*, Historical Museum of Southern Florida
2002 – 2004	Faculty Advisor, Phi Theta Kappa Alumni Association
2000 – 2004	Member, Freshman Convocation Committee
1997 – 2006	Faculty Advisor, Gamma Epsilon Phi
1997 – 2004	Advisor, Student Advisory Council
1995 – 1997	Advisor, InterVarsity Christian Fellowship

AWARDS AND HONORS

Golden Key Honors Society
Phi Kappa Phi Honor Society
Tau Sigma Honor Society
National Society of Collegiate Scholars
CUPA Friend Recognition Award
Delores A. Auzenne Fellowship 1991-1992, $5000

PROFESSIONAL AFFILIATIONS

American Sociological Association
American Anthropological Association

LANGUAGE PROFICIENCY

English
Spanish

J. Lotus Seeley

Florida Atlantic University
Department of Sociology
Culture and Society Building, Rm 261
Email: seeleyj@fau.edu
Phone: 404.402.8740

ACADEMIC EMPLOYMENT

2016- Assistant Professor of Sociology, Florida Atlantic University, Boca Raton, Florida

EDUCATION

2016 Ph.D. in Sociology and Women's Studies, University of Michigan, Ann Arbor, Michigan
2007 M.A. in Women's Studies, The Ohio State University, Columbus, Ohio
2002 B.A. in Sociology and Women's Studies, University of Georgia, Athens, Georgia

AREAS OF SPECIALIZATION

Gender/Sexuality
Organizations
Qualitative Methods
Economic Sociology
Work and Occupations
Microsociology

PUBLICATIONS IN PRINT

Refereed Journal Articles

Seeley, J. Lotus. 2019. "Jumping to the Head of the Invisible Line: Waiting, Queuing, and the Reproduction of Organizational Status." *Social Currents*. 6(5): 487-503.

Hamilton, Laura T., Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. Forthcoming. "Hegemonic Femininities and Intersectional Domination." *Sociological Theory.*

Seeley, J. Lotus. 2019. "'A Give Grief Kind of Guy': Help-Seeking, Status, and the Experience of Helpers at a University IT Help Desk." *Symbolic Interaction* 42(1): 127-150.

Seeley, J. Lotus. 2018. "'Show Us Your Frilly Pink Underbelly': Male Administrative Assistants Performing Masculinities and Femininity." *Gender, Work, and Organizations* 25(4):418-436.

Larance, Lisa, Spencer Garrison, and J. Lotus Seeley. 2018. "Strategically Stealthy: Women's Agency in Navigating Spousal Violence." *Affilia: The Journal of Women and Social Work* 33(2): 177-192.

Seeley, J. Lotus. 2014. "Harrison White as (Not Quite) Poststructuralist." *Sociological Theory* 32(1): 27-42

Armstrong, Elizabeth A., Laura T. Hamilton, Elizabeth M. Armstrong, and J. Lotus Seeley. 2014. "'Good Girls:' Gender, Social Class, and Slut Discourse on Campus." *Social Psychology Quarterly* 77(2):100-122.

Reprinted in *Race, Class, and Gender: Intersections and Inequalities* (2019), Tenth Edition. Eds. Margaret Andersen and Patricia Hill Collins. Cengage.

Book Reviews

Seeley, J. Lotus. Forthcoming. Review of *Where Bad Jobs are Better: Retail Jobs across Countries and Companies* by Francoise Carre and Chris Tilly. *International Journal of Comparative Sociology.*

WORKS UNDER REVIEW

WORKS IN PROGRESS

Seeley, J. Lotus. "'Yes Isn't Always the Best Answer': Service Work, Status, and Refusal." Manuscript in preparation.

Seeley, J. Lotus. "Shock Troops and Shock Absorbers: IT Support Workers and the Place of Emotional Labor in Organizational Change." Manuscript in preparation.

PRESENTATIONS

Peer Reviewed Conference Presentations

2019 Eastern Sociological Society – Panel Presentation
"Shock Troops and Shock Absorbers: IT Support Workers Doing Emotional Labor in the Rationalizing University"

2018 Southern Sociological Society – Panel Presentation
"Shock Troops and Shock Absorbers: IT Support Workers Doing Emotional Labor in the Rationalizing University"

2018 Southern Sociological Society – Panel Presentation
"Jumping to the Front of the Invisible Line: Electronic Ticket Systems, Queuing, and the Breakdown of Social Order"

2015 Social Science History Association – Panel Presentation
"Repairing Computers and (Re)producing Hierarchy: An Ethnography of Support Work and Organizational Status"

2015 American Sociological Society Meeting – Round Table
"'Show Us Your Frilly Pink Underbelly': Male Administrative Assistants Performing Masculinities and Femininities"

2015 American Sociological Society Meeting – Round Table
"Repairing Computers and (Re)producing Hierarchy: An Ethnography of Support Work and Organizational Status"

2014 Eastern Sociological Society Meeting – Panel Presentation
"'Show Us Your Frilly Pink Underbelly': Male Administrative Assistants Performing Masculinities and Femininities"

2014 Eastern Sociological Society Meeting – Panel Presentation
"'Good Girls:' Gender, Social Class, and Slut Discourse on Campus."
with Elizabeth A. Armstrong, Laura T. Hamilton, and Elizabeth M. Armstrong

2012 National Women's Studies Association Meeting – Panel Presentation
"'Show Us Your Frilly Pink Underbelly': Male Administrative Assistants Performing Masculinities and Femininities"

2009 American Sociological Association Meeting – Social Theory Panel
"Harrison White as (Not Quite) Poststructuralist"

2009 National Women's Studies Association Meeting – Panel Presentation
"From Secretary to Admin: Tracing Changes in the Secretarial Role"

Invited Presentations

2014 Special Undergraduate Research Opportunities, Seminar Presentation, University of Michigan, "Ethnography at Work: Doing Participatory Observation"

2011 Institute for Research on Women and Gender, Panel on Women and Work, University of Michigan, "Farewell to the Office Wife?: Continuity and Change in the Secretarial Role"

2011 Community of Scholars Research Symposium, Institute for the Research on Women and Gender, University of Michigan, '"Show Us Your Frilly Pink Underbelly': Alternative Masculinities and Male Femininity in Secretarial Work"

COURSES TAUGHT AT FAU

Undergraduate

Sociological Theory
Qualitative Research Methods
Gender and Work
Microsociology

Graduate

Seminar in Microsociology
Seminar in Sociology of Work

Supervision of Graduate Students

2017-2018 Rachel Hargis, Chair MA Thesis Committee
2017 Davyd Heasley, Directed Independent Study
2016-2017 Jacqueline Frazer, MA Thesis Committee

Supervision of Undergraduate Students

2018 Maya Stemen, Directed Independent Study

SERVICE AND PROFESSIONAL DEVELOPMENT

SERVICE TO FAU

2016- Sociology Department Representative to Faculty Assembly
2016- Sociology Department Representative to Center for Women, Gender, and Sexuality Studies Executive Committee

SERVICE TO THE DISCIPLINE

Ad hoc reviewer for *Gender and Society*, *American Journal of Sociology*, *European Journal of Sociology*, *Symbolic Interaction*, *Social Problems*, and *Journal of Lesbian Studies.*

HONORS, AWARDS, AND GRANTS

2019 Scholarly and Creative Activities Fellowship, College of Arts and Letters, Florida Atlantic University

2013 Dissertation Research Grant, Rackham Graduate School, University of Michigan

2013 Dissertation Research Grant, Department of Sociology, University of Michigan

2013 Margaret Ayers Host Award, Rackham Graduate School, University of Michigan

2013 Boyd/Williams Dissertation Grant for Research on Women and Work, Institute for Research on Women and Gender, University of Michigan

2011 Community of Scholars Fellowship, Institute for Research on Women and Gender, University of Michigan

2007-2012 Rackham Merit Fellowship, University of Michigan

2005-2006 University Fellowship, The Ohio State University

CARTER M. KOPPELMAN, Ph.D. **ckoppelman@fau.edu**

PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Sociology — January 2019-Present
Florida Atlantic University

EDUCATION

Ph.D., Sociology. University of California, Berkeley — 2018
Dissertation: "'Property Owners and Not Proletarians': Housing Policy and the Contested Production of Neoliberal Subjects in Chile and Brazil"
Committee: Raka Ray (Chair), Laura Enríquez, Mara Loveman, Teresa Caldeira (City Planning)
Qualifying Fields: Social Theory, Development, Political Sociology

M.A., Sociology. University of California, Berkeley — 2011
Thesis: "Symbolic Power and Municipal Governance: The State-Society Interface in the *Poblaciones* of Santiago, Chile"
Committee: Laura Enríquez, Cihan Tuğal

B.A., International Relations and Latin American Studies. Tufts University — 2009

RESEARCH & TEACHING INTERESTS

Political Sociology, Development & Globalization, Urban Sociology, Gender, Social Movements, Social Theory, Ethnographic and Interview Methods, Latin America

PUBLICATIONS

Peer-Reviewed Articles

Koppelman, Carter. 2018. "'For now, we are in waiting': Negotiating Time in Chile's Social Housing System." *City & Community* 17(2): 504-524.

Koppelman, Carter. 2017. "Deepening Demobilization: The State's Transformation of Civil Society in the *Poblaciones* of Santiago, Chile." *Latin American Perspectives* 44(3): 46-63.

Book Reviews

Koppelman, Carter. 2019. "Alexander, CJ and Tognato, C.(eds) The Civil Sphere in Latin America. 2018. Cambridge University Press." *The British Journal of Sociology* 70(4): 1628-1631.

FELLOWSHIPS & AWARDS

Outstanding Graduate Student Instructor Award, UC Berkeley	2017
Graduate Division Summer Research Grant, UC Berkeley	2016
Lowenthal Fellowship, Department of Sociology, UC Berkeley	2015
National Science Foundation Graduate Research Fellowship	2010-2013
Andrew F. Mellon Summer Research Grant in Latin American Sociology, UC Berkeley	2010
John S. Gibson Award, Best Undergraduate Thesis in International Relations, Tufts University	2009
International Relations Research Scholars Grant, Tufts University	2008

RESEARCH PRESENTATIONS

Academic Conferences

"Conflictive Clients and Peripheral Partners: Popular Participation in Market-Driven Housing Programs in Chile and Brazil." Development Section. American Sociological Association Annual Meeting. Philadelphia, PA. August 2018.

"Participation Struggles: Housing Movements and Neoliberal City-Making in Brazil and Chile" Development in Question. 5th Annual Conference of the ASA Development Sociology Section. Cornell University. October 2016

"(Re)Appropriating Women's Housing Rights in Brazil: From Movement Demands to State Policy and Back Again" Gender and Development Section. American Sociological Association Annual Meeting. Seattle, WA. August 2016.

"Subsidized Housing and Single Motherhood: Effects and Limits of Women's Inclusion in Low-income Housing Policies in Chile and Brazil." Cities and Urban Studies Track. Latin American Studies Association Congress. New York, NY. May 2016.

"Contentious Participation: Struggles for Urban Rights within Neoliberal Housing Policies in Brazil and Chile." Participatory Regional and Development Planning Panel. American Association of Geographers Annual Meeting. March 2016.

"*En Espera*: Negotiating Time in Chile's Social Housing System" Ethnography Section. American Sociological Association Annual Meeting. Chicago, IL. August 2015.

"Contesting Neoliberal Housing: Subsidy Policies and Housing Movements on the Peripheries of Santiago, Chile and São Paulo, Brazil." States, Markets and Political Economy Track. Latin American Studies Association Congress. San Juan, PR. May 2015.

"Learning one's Place in the Neoliberal City: Subsidized Housing and Urban Citizenship in Santiago, Chile." Ethnography Section. American Sociological Association Annual Meeting. San Francisco, CA. August 2014.

"The Struggle for Home: Women and Housing Mobilization on the Periphery of Santiago, Chile." Cities and Urban Studies Track. Latin American Studies Association Congress, San Francisco, CA. May 2012.

"Resource Access and the Municipal Structuring of the Local-Organizational Field in the *Poblaciones* of Santiago, Chile." Southern Cone Section. Latin American Studies Association Congress, Toronto, ON. November 2010.

Invited Talks

"*Prostitutas, trabalhadoras, e donas de casa nos espaços públicos urbanos.*"[Prostitutes, working women, and housewives in urban public spaces]. Lecture at the Fundação Escola de Sociologia e Política de São Paulo. São Paulo, Brazil. November 2014.

"Gender in Chile's Housing Subsidy System." Presentation to the Housing Laboratory, College of Architecture and Urbanism, Universidade de São Paulo. São Paulo, Brazil. May 2014.

"*La Reina de la Casa*: Gendered Urban Citizenship and Access to Social Housing in La Pintana." Emergent Citizenships Colloquium. Institute of Urban and Territorial Studies. Universidad Católica de Chile. Santiago, Chile. November 2013.

TEACHING & MENTORING

Courses Taught as Assistant Professor, Florida Atlantic University

Seminar in Urbanization (Graduate Level)	Fall 2019
Seminar in Development & Globalization (Graduate Level)	Spring 2019
Sociological Theory (Undergraduate Level)	Spring 2019 & Fall 2019
Global Social Change (Undergraduate Level)	Fall 2019

Graduate School Teaching Experience, University of California, Berkeley

Instructor. Gender & the City	Fall 2017
Graduate Student Instructor. Classical Sociological Theory, with Christopher Muller	Spring 2018
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2017
Graduate Student Instructor. Introduction to Sociology, with Raka Ray	Fall 2016
Graduate Student Instructor. Development in Theory & History, with Gillian Hart	Spring 2016
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Spring 2015
Graduate Student Instructor. Introduction to Sociology, with Thomas Gold	Fall 2013
Honors Thesis Mentor. International & Area Studies	Fall/Spring 2010-11
Reader. Sociology of Sport, with Leora Lawton	Spring 2010
Reader. Sociology of Deviance & Social Control, with Leora Lawton	Fall 2009

PROFESSIONAL ACTIVITIES

Research Groups and Workshops

Sociology of the Global South Workshop, UC Berkeley	2017-
Sociology of Gender & Sexuality Workshop, UC Berkeley	2014-
Sociology of Latin America Workshop, UC Berkeley	2010-2016
Emergent Citizenships Colloquium, Universidad Católica de Chile	2013
Latin American Cities Group, City & Regional Planning, UC Berkeley	2011-2013

Editing/Reviewing

Occasional Reviewer, *Bulletin of Latin American Research*
Occasional Reviewer, *City & Community*

Occasional Reviewer, *Latin American Research Review*	2014-
Editorial Board Member, *Berkeley Journal of Sociology*	2009-2011

Professional Memberships

American Sociological Association
Latin American Studies Association
Sociologists for Women in Society

Other

Visiting Researcher, College of Architecture and Urbanism, Universidade de São Paulo.	2014

LANGUAGES

Portuguese (fluent speaking, reading and writing)
Spanish (fluent speaking, reading and writing)
English (native speaker)

Florida Atlantic University

Sociology BA, MA

Program Review: February 26-28, 2020
Program Review Report Submitted:

Program Review Team:

Dr. Rebecca Adams, Professor and Director, Gerontology Program
University of North Carolina Greensboro

Dr. Shirley Jackson, Professor, Black Studies Department
Portland State University

Dr. Paul Hart, Associate Dean, College of Business
Florida Atlantic University

This report provides the findings of the review team for the undergraduate and graduate programs in Sociology. The findings are based on the department self-study, which included appendices containing supporting documentation, and the meetings conducted with the following individuals.

- Dr. Ann Branaman, Chair of the Sociology Department
- Dr. Russell Ivy, Senior Associate Provost for Academic Affairs
- Dr. Karin Scarpinato, Senior Associate Vice President for Research
- Dr. Edward Pratt, Dean of Undergraduate Studies
- Dr. Anthony Ambrosio, Director of Undergraduate Assessment
- Assistant Professors Will McConnell, Phil Lewin, Laura Backstrom, Lotus Seeley and Carter Koppelman
- Associate Professors Phil Hough, Patricia Widener, and Farshad Araghi
- Instructors Maritza Flores, Gina Carreno-Lukasik, Greg Lukasik, and Robert Caputi
- Program Assistant Cathy King
- Undergraduate Students
- Graduate Students
- Dr. Michael Horswell, Dean and Professor of the College of Arts and Letters

These meetings were well-organized, informative, and enjoyable. All the individuals seemed to appreciate the opportunity to spend time with the review team and spoke candidly about all the issues raised including their accomplishments and concerns.

The Department of Sociology has undergone a significant transformation since the last program review was conducted in 2013. Dr. Adams was a member of 2013 review team. She noted that there were important improvements made since her last visit to FAU and observed that the department faculty profile had significantly changed during the interim as several senior faculty retired and new faculty had been hired.

The Department now has 10 tenure-track faculty and five full time instructors. The tenure-track faculty include one full professor (the Chair), five associate professors, and four assistant professors. The Chair anticipates that in a couple of years the department faculty profile should be more balanced, as two or three associates will most likely be promoted to full, and three assistants will have been promoted to associate.

Across the three-year window -- between the academic years of 2015-2016 and 2017-2018 – the number of Sociology students ranged from approximately 500 to 600 undergraduate students and 20 to 30 graduate students, most of the latter being full time students. The Department offered approximately 110 to 115 undergraduate sections, which included sections offered in the Intellectual Foundations Program (IFP) as well as sections taken by undergraduate students mostly majoring in Sociology. Tenure track faculty teach both undergraduate and graduate courses for Sociology majors; instructors teach courses offered in the Intellectual Foundations program. Tenure track faculty who are research-productive are on 2:3 teaching loads, whereas instructors are on 4:4 teaching loads. Reduced teaching load accommodations are given to untenured faculty to ensure they have sufficient time to do research prior to applying for tenure.

In addition to the undergraduate and graduate Sociology programs, the faculty teach courses in the Social Science track of the Comparative Studies PhD program in the College, an Honors program in Sociology, and it is anticipated they will contribute to the BA and MA in Data Science and Analysis programs in the future.

The Department has made important strides in implementing many of the recommendations made in the prior program review. These efforts have been comprehensively described in the department self-study.

In the remainder of this report, we note many of those efforts among the strengths listed below. We also list the challenges and opportunities that we observed. And we provide specific recommendation that focus on addressing those challenges.

Strengths

- The spirit of collaboration and support among tenure track faculty is very strong. As noted in the self-study, recent faculty hires have been productive and have invigorated the Department; there is a shared commitment to the collective good; there is a respect for theoretical and methodological diversity; and there is a culture of getting along with

each other. Faculty commented on the positive influence of the Chair in building and supporting this culture. The faculty who have been in the Department the longest commented that the current culture is much better than was the case previously.

- The Department's Mission Statement is a carefully crafted document reflecting the important role of the sociological perspective in higher education, the faculty commitment to excellence, and the connection to local and global issues and concerns.

- 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 Senior Associate Vice President for Research noted the important role that the Associate Dean for Research for the College had in facilitating these proposals.

- Since the last program review, 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. Among these changes, which "close the loop" in continuous improvement efforts, are the notable following:
    - Course-number adjustments were made (i.e., a number of 4000-level courses were changed to 3000-level courses) to ensure that undergraduate students are better prepared to successfully undertake the requirements of the higher-level courses.
    - A "Writing Enhanced Curriculum" initiative was started in which students begin developing writing skills earlier, which are reinforced throughout, so that later in the curriculum students are better able to achieve specified learning outcomes related to writing. The Department has become a campus model for how to infuse writing throughout the curriculum.
    - These two changes support the University initiative on Undergraduate Research and the Department's Honors program, which was started in 2018-2019, and

includes a thesis requirement. The shift in course numbering provides a scaffolding structure to ensure better student preparation in research methodology. One faculty member commented that they want their students to produce knowledge, not just to read about it, and they have revised the curriculum to reflect that goal. The emphasis on writing improvement is intended to contribute to this goal as well.

- 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.

Challenges

- The Department has made important strides implementing the goals of the University strategic plan and trying to better align with its pillars and platforms. The challenge is in the realm of following this trajectory and taking the Department to the next level where it develops unique programs and courses based on the teaching and research strengths of its faculty.

- The Department is understaffed in administrative support. Currently a portion of graduate student time is allocated to help the Department administrative assistant. This use of graduate student time is not consistent with the purpose of their assistantships nor does it adequately address the problem of understaffing.

- Undergraduate students did not appear to be uniformly well-informed about University support and resources available to help them succeed. Although faculty expressed concern that undergraduates did not visit them frequently during their office hours, undergraduates reported faculty were not available enough outside of classes. Both of these issues suggest that communication with undergraduate students needs to be enhanced, but the latter issue also suggests that the scheduling of classes and office hours may need to be examined to determine whether it is compatible with student needs.

- Faculty receive a College of Arts & Letters newsletter which is distributed with some frequency, whereas the Department newsletter is only sent out quarterly or twice per year; and there is no listserv for students and faculty to receive information on events, opportunities, course offerings, or other newsworthy items. This may contribute to the lack of information that students and some of the faculty are experiencing.

- The report of the last program review identified undergraduate advising as a weakness. Since then the Department has begun sending students to professional advisors in a centralized College office, which seems to have alleviated the problem. However, on this site visit, students reported that professional advisors did not understand Sociology well enough to give them advice on careers and that wait-times for appointments were long. 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. Regardless, this should be addressed.

- The employability of undergraduate Sociology majors depends on their ability to articulate what they have to offer to potential employers and their use of the Career Services Office. The Sociology Department has not provided them with systematic guidance in this area. The employment-after-graduation record for undergraduate Sociology majors at FAU is not known.

- 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. The stipend amount of $8,000 makes it difficult to attract more quality students, and in some cases, means that students must find supplementary sources of income which negatively affects their educational experience.

- 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. For example, the Associate Professor directing the graduate program, and who is also a productive researcher, has taken on clerical tasks that could be alleviated by an administrative or advising assistant.

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 graduate students interviewed showed a strong willingness to engage in activities that will support their professional growth. Many expressed an interest in applying to doctoral programs. There could very well be an opportunity in this enthusiasm. Graduate student engagement with undergraduate students could be beneficial to the students and to the department, possibly increasing enrollment at the undergraduate and graduate levels.

- 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.

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.

  The development of strong strategic initiatives is sometimes accomplished by defining new areas of focus, which often require substantial new resources. However, in

institutions with relatively modest resources available to devote to new areas, strategic development can be done by *recognizing* existing strengths and *reinforcing* them. Strengths can be capacities evident in faculty interests and skills or can be developed by leveraging the interests of faculty in other departments and colleges. While Departments of Sociology across Universities share similarities, they can distinguish themselves by focusing on existing strengths so that over time they develop a more defined profile.

The nature of the academic enterprise is such that in order to build departments, administrators must be attentive to building careers. Attention to building careers not only means providing the resources needed to conduct research, among other things, but also ensuring that teaching loads are appropriate for research faculty. The challenge for the Sociology Department is not so much the number of courses the research faculty are required to teach during the academic year, but the number of different preparations faculty teach during any given year and across years. In recent years, the faculty have made important curriculum decisions to improve student success. This effort has also meant that faculty service loads have been quite high. Going forward, the challenge will be to ensure that the range of courses offered and service obligations fit the higher productivity of the research faculty and allow them to meet the recent institutional expectation of seeking external funding to support research.

- **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.** The College has improved advising for students in all departments in recent years by centralizing advising personnel. This effort, across all colleges at FAU, has provided an important structure for ensuring greater and more consistent advising services to more students. This arrangement provides a foundation for the Department's exploration of innovative enhancements closely tied to the discipline of Sociology that may improve student success

  Improved mentoring would include three areas: (1) the support services infrastructure offered by the University, (2) the curriculum, and (3) career development. Providing the undergraduate coordinator with release time, providing peer advising via the graduate students or members of Alpha Kappa Delta, examining the schedule for faculty office hours to make sure it is compatible with student availability, and working with Career

Services more closely are possibilities. A closer relationship between the Department and its undergraduates might also allow them to track their success post-graduation.

- **Supporting Graduate Students.** The review team was very impressed with the quality and diversity of the graduate students. The University has recently provided health insurance to graduate students which is important and puts the institution is a better position relative to other Universities in the Florida system. We understand that the stipend for all graduate students in the College of Arts and Letters is $8,000 and that the Dean was instrumental in ensuring that graduate students in all the departments are compensated equally. However, our strong recommendation is to find a way to increase the stipend for all graduate students in the College.

  The increase in the number of proposals submitted for external funding could have very important consequences for the graduate students. The Department's self-study noted a difference between the quality of fulltime and part-time graduate students. Given that more faculty in the Department are research productive, proposals for external funding are being generated by the faculty, the Department is attracting strong fulltime graduate students, now may be the time to review whether the practice of accepting part-time graduate students can be sustained. Developing strategies can entail defining what the Department cannot do, just as much as what it can do. The ratio of part time students appears to be relatively small compared to full time students. Perhaps focusing only on full time students would be a way of improving the profile of the graduate program.

- **Increasing Administrative Support.** As noted elsewhere in this report, the Department is understaffed and the Program Assistant is not compensated well. If the Chair, Undergraduate Coordinator, and graduate assistants cease doing clerical work, it will be necessary to hire a part-time Program Assistant.

- **Integrating Non-Tenure Track Faculty.** Although the Department does not set the level of compensation for instructors, it may be possible to arrange for them to have multi-year contracts, improving their sense of job security. While it is not unusual for departments to establish patterns of operation over a period time they can be perceived as arbitrary by some. The Department should increase its efforts to integrate instructors into Department meetings and search deliberations. It would be mutually beneficial for instructors and the Department if instructors were invited and encouraged to participate more fully in the life of the Department, including serving on committees and attending meetings. We recognize that scheduling and distance between campuses might be difficult constraints to overcome.

- **Improving Department Communication.** Conventional methods of communication, such as hardcopy or electronic newsletters may be more appropriate certain audiences rather than others. For example, newsletters may be more appropriate for alumni

whereas students may prefer social media. The Department should consider polling their students to determine methods of communication they prefer, and what information they would like to receive to improve their experience as Sociology majors.

- **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. The Department is well positioned for such an endeavor given the initiatives undertaken developing new courses and engaging in collaborative grant writing with other faculty in the social sciences and across the campus.

  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.

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

Presented by: Dr. Michael Horswell, Dean of Dorothy F. Schmidt College of Arts and Letters

Phone: 561.297.3803

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



Upon graduation sociology majors will be familiar with the basic theories, methodological approaches, and substantive research areas that comprise the core of contemporary sociological work.

CONTENT KNOWLEDGE

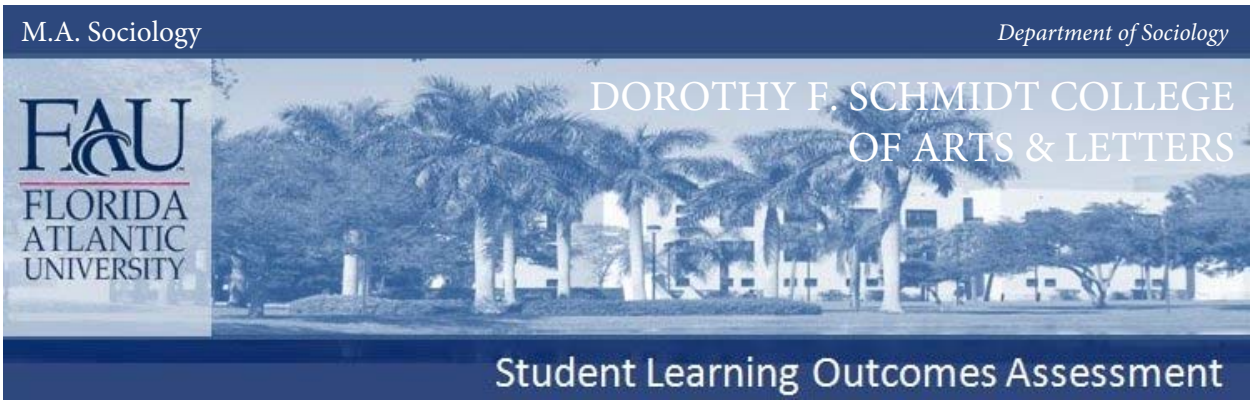
Students will demonstrate knowledge of sociological theories, methods, and major substantive foci. They will demonstrate the ability to apply sociological procedures including conducting literature reviews, developing research questions, operationalizing concepts, collecting and analyzing data to identify and explain social patterns.

CRITICAL THINKING

Students will demonstrate the ability to: One, examine social questions from multiple perspectives; two, examine their own preconceptions/biases about social issues; and three, apply logic and data analysis to developing and answering sociological questions. These skills include the ability to deconstruct the social ideologies that shape popular thought about major social issues, such as the roles of racism and sexism in shaping contemporary global society. In sum, students will exhibit the ability to think sociologically, i.e., to think about social issues as constituted by and through complex sets of social relations, including power relations, rather than as stemming from the traits of individuals, and to think about their own position in those relations.

COMMUNICATION

Students will demonstrate the ability to express their knowledge and skills through writings and presentations that are clear, grammatically correct, well-structured (articulate a thesis, support it with evidence, discuss the implications) and comport with the publication guidelines of the American Sociological Association.



Student Learning Objectives for Sociology MA Program

All students in the Sociology MA program must successfully complete Social Theory and Research Methods and Design. Students on the generalist track must complete 36 credits. Students on the specialist track must complete a minimum of six credits of Master's Thesis (SYA 6971).

Learning Objective #1 (Communication, critical thinking)

Students should be able to clearly state the thesis or major argument/question) of thesis or argument-driven writing. The statement should be clear to the reader and should guide the writing.

Learning Objective #2 (Content knowledge)

Students will be able to use specialized sociological terms accurately and appropriately.

Learning Objective #3 (Critical thinking)

Students will be able to succinctly summarize the essence of an argument made by an author (or authors) whose work they are referencing. Further, students will be able to synthesize the arguments and findings of multiple works.

Learning Objective #4 (Content knowledge)

Students will clearly engage with methodological issues. In a literature review paper, this will take the form of assessing the methods used by authors they cite. In a paper where the student collects data, methods are clearly described.

Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Women, Gender, and Sexuality Studies
Program Director/ Coordinator Name:	Adam Bradford
Program Self-Study Contact:	Barclay Barrios
Self-Study Contact Email:	bbarrios@fau.edu
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A. Mission, Purpose, and Strategic Alignment 3
Mission and Purpose 3
Strategic Alignment 3
B. Prior Program Review and Major Changes 4
C. Instruction and Faculty 6
Undergraduate BA 6
Undergraduate Certificate Program 6
Certificate Enrollment and Outcomes 7
Graduate Certificate 9
Graduate MA Program 10
Degree Track Options in the MA Program 10
First Year Review 11
Comprehensive Exams 11
Comparison to Other Programs 11
Student Data 12
Advising 12
MA Outcomes 12
Student recruitment 13
Faculty and Administration 13
D. Service and Community Engagement 14
E. Strengths and Opportunities 15

F. Weaknesses and Threats 16
G. Resource Analysis....16
H. Future Direction....17
Anticipated Changes 17
Questions for Review Team to Answer....18
Appendix A: Undergraduate Certificate Courses....19
Appendix B: Faculty Vitae....21

A. Mission, Purpose, and Strategic Alignment

Mission and Purpose

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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.

Women, Gender and Sexuality Studies at FAU developed out of the concerted activism of faculty, students, and members of the greater community and we continue to support this tradition. We encourage students to see themselves as being able to make a difference for social justice in their own lives and in the lives of others around the world.

Strategic Alignment

FAU's strategic plan for 2015-2025, The Race to Excellence, offers several points of alignment for the Center and its mission. The Center enacts many of FAU's stated values as articulated in the plan:

- Excellence - in teaching, research and public service
- Accountability - taking responsibility for actions and being outcome-based
- Teamwork - seeking collaborative strategies to solve problems
- Integrity - telling the truth and delivering on our commitments
- Playing to win - and helping others win
- Innovation - striving for creative solutions and continuous improvement
- Student success - wholly committing ourselves to our students' futures
- Shared governance - making decisions through collaborative processes
- Professionalism - performing our responsibilities with an ethical behavior
- Respect - treating people the way we want to be treated
- Engagement – collaborating with community to benefit all stakeholders

And while many of the plan's goals are formed with the STEM-leaning "Pillars and Platforms" in mind, the Center arguably moves towards many of these goals as well:

- **Boldness:** A uniquely competitive and globalized student body
  Build a geographically-diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation and successful futures.
- **Synergy:** Prominent teams of researchers and scholars
  Invest in focused pillars and platforms—connecting the most talented faculty, staff and students to expand on the robust culture of nationally respected research and inquiry.
- **Place:** Deep engagement with South Florida's global communities
  Partner with a diverse set of local stakeholders and enhance the physical spaces to build upon the unique cultural, demographic and environmental characteristics of each campus community – striving for leadership in developing the South Florida culture and economy.

The Center has only tangential alignment with one of the university's Pillars, Healthy Aging, but no direct alignment with the other Pillars, Neuroscience, Ocean Science / Environmental Sciences, and Sensing and Smart Systems, which collectively are intended to "define institutional programs focused on creating knowledge that benefits society. There is far more alignment with the accompanying Platforms, which "represent scholarly activities that apply to and support all Pillars":

- **Diversity**: Identify and promote opportunities to diversify our students, faculty, and staff – and build institutional cross-cultural competencies
- **Global Perspectives and Participation**: Identify opportunities to share technology, discoveries and learning with other institutions across the U.S. and the globe
- **Peace, Justice, and Human Rights**: Develop programs that share best practices and promote tolerance and understanding of diverse cultures

B. Prior Program Review and Major Changes

The program was last reviews in 2013. Key findings and recommendations include:

Recommendation 1: Hire more core faculty. IN PROCESS
We have regularly submitted requests for new faculty lines. However, we have been hampered by the fact that the college has received almost no new lines for faculty. We will continue to submit these requests. In 2018-2019, we were granted a split line with History, but the resulting search failed to secure a candidate. The line is not available 2019-2020 due to budget cuts.

Recommendation 2: Provide a program budget for the Center. SUCCESS
The Center now has both operating and OPS budgets provided by the college, though we are advocating for more regular OPS funding for adjunct sections.

Recommendation 3: Address space needs. SUCCESS

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).

Recommendation 4: Increase the office administrator's FTE to 1.0. SUCCESS
We were able to move the administrator's FTE to 1.0, providing a full 40 hours/week of support for the Center. That position has now been folded into SIS, where it remains a full time position.

Recommendation 5: Increase GTA stipend and explore the addition of health insurance benefits. NOT IMPLEMENTED
This recommendation is in no way under program control and should not be considered an action item for our program. The college, the Graduate College, and many college deans have all supported a university proposal to increase GTA stipends and to offer insurance; however, this remains a university level initiative. We would not be able to unilaterally adopt these changes.

Recommendation 6: Develop a WGSS concentration in the interdisciplinary studies degree as a step towards an undergraduate major in WGSS. SUCCESS
The WGSS concentration was available in the BA in Interdisciplinary Studies degree starting 2016-17. We just recently had our first major and we continue to promote this option to students.

Recommendation 7: Develop a plan for moving WGSS toward departmental status. IN PROCESS
Recently we have discussed this option now that the university has developed a Women and Gender Equity Resource Center. There are no concrete plans for this action item at this time.

Recommendation 8: Position WGSS as central to the success of other units. SUCCESS
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. WGSS enjoys good collaborative working relationships with many departments and will continue to grow these relationships.

Recommendation 9: Strengthen the Center's emphasis on gender and STEM. IN PROCESS
Dr. Beoku-Betts has recently raised the profile of the Center in relation to these issues by her participation in a significant NSF grant focused on women in science. In addition, the Center continues to submit a request for a faculty member in this area. The college is amenable to this idea but is hampered by the lack of new lines.

Recommendation 10: Clarify thesis selection process for graduate students. SUCCESS
We have revised the graduate student manual with more information on timelines for the thesis. We have also moved first year review 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.

Recommendation 11: Consider expanding WGSS offerings on other FAU campuses and through E-learning. IN PROCESS
We have now offered each of our core undergraduate courses online at least once. These online offerings are *extremely* popular. However, we are limited in these offerings due to the lack of any regular OPS funding for adjuncts. Thus we have had to request funding from the college for each of these sections. We will continue to advocate for regular OPS funding.

C. Instruction and Faculty

Undergraduate BA
Although the Center does not offer a freestanding BA, students do have the option of selecting a focus in Women, Gender, and Sexuality Studies within the college's Interdisciplinary Studies BA.

The general requirements for this degree are:

1. 39 credits; 30 must be upper division.
2. 15-18 credits must be in a single discipline, with a minimum of 12 upper-division credits. No more than 18 credits may be taken in any one area.
3. Up to 15 credits from another college may be applied to the major.
4. Students choose a primary area of concentration and develop a plan of study in consultation with the program director. Courses may be taken from across the college.
5. Earn a "C" or better in all courses applied toward the major. No course taken on a pass/fail basis may be counted for the major.
6. All students must take IDS 3949 for 3 credits (or an approved equivalent) and IDS 3890. IDS 4930, when offered, may substitute for IDS 3890.

Students who select Women, Gender, and Sexuality Studies as their track must also meet the following requirements:

1. Courses counted toward this major cannot also be counted toward the undergraduate certificate in Women, Gender and Sexuality Studies.
2. Students must take two core courses (WST 2010, WST 2608, WST 3315, WST 3640, WST 3930).
3. Students must take three additional courses in Women, Gender and Sexuality Studies, which may include other core courses.

Only one student has pursued this option; therefore we do not have sufficient data to perform an analysis on this degree in relation to the Center.

Undergraduate Certificate Program
The Center's undergraduate certificate program has a more robust student population. Unfortunately, without a freestanding BA program data on our undergraduate courses is not captured in FAU's Department Dashboard Indicators. Just as unfortunately, FAU offers no good mechanism for students to "declare" a certificate, which means we have no accurate info on

students pursuing the certificate, either in terms of numbers or demographics. We do have information on certificates awarded and on classes offered within the certificate. What follows is general information about the certificate and its outcomes based on those sources.

The certificate program is divided into three parts, requiring a total of five courses for 15 credits:

1. One required core course offered directly by the Center (more may be taken);
2. Three-to-four courses from a selected list, representing departments around the college and the university;
3. Optional one elective course from a selected list. Elective courses generally have ⅓ of their content focused on issues of women, gender, and sexuality, as opposed to the other courses in the certificate which have their entire focus on these issues.

Students must earn a grade of "C" or better in all courses. Courses for the certificate may count toward other general and specific graduation requirements, just as courses taken to fulfill other requirements may be applied to the certificate. No more than two courses from a student's major department may be included in the certificate program coursework.

For a list of all courses in the certificate, see Appendix A.

This curriculum is comparable to certificate programs offered by other schools in the Florida State University System. While most other schools with similar programs offer a standalone BA degree (FIU, UF, USF) or a BA degree as part of an interdisciplinary degree (FSU, UWF), and others offer a minor (UNF), the schools that do offer an undergraduate certificate range from 12-18 credits (FIU, UCF).

Certificate Enrollment and Outcomes
With some fluctuation, enrollment in our undergraduate courses has been, on the whole, fairly consistent over the past five years:

AY 2014-2015		
Fall 14	WST 2010	36 students
	WST 2010	22
	WST 2608	26
	WST 4337	35
	WST 4404	22
Spring 15	WST 2101	28
	WST 2608	34
	WST 2608	55 (online section)
	WST 4349	9
Summer 15	WST 2010	13
	WST 3305	40 (online section)
TOTAL		**320 students, 11 sections**

AY 2015-2016

Fall 15	WST 2010	50 students (online section)
	WST 2608	26
	WST 4349	26
	WST 4930	21
Spring 16	WST 2010	34
	WST 2608	35
	WST 4331	22
Summer 16	WST 2010	18
	WST 2608	21
	WST 4337	39
TOTAL		**292 students, 10 sections**

AY 2016-2017

Fall 16	WST 2010	27 students
	WST 2010	22
	WST 2101	29
	WST 2608	16
	WST 3305	25
	WST 4930	15
Spring 17	WST 2010	34
	WST 2608	35
	WST 2608	34
	WST 3930	31
Summer 17	WST 2608	26
	WST 3305	24
	WST 4113	25
TOTAL		**343 students, 13 sections**

AY 2017-2018

Fall 17	WST 2010	29 students
	WST 2010	25
	WST 2608	19
	WST 3930	23
Spring 18	WST 2010	35
	WST 2608	34
	WST 2608	34
	WST 4113	13
	WST 4930	15
Summer 18	WST 2608	29
TOTAL		**256 students, 10 sections**

AY 2018-2019

Fall 2018	WST 2010	35 students

	WST 2608	33
Spring 2019	WST 2010	31
	WST 2608	24
	WST 2643	16
	WST 4331	11
	WST 4404	32
	WST 4930	12
Summer 19	WST 3305	24
TOTAL		**218 students, 9 sections**

Despite the relatively steady course offerings, and despite the healthy enrollments in these courses, certificate numbers have seen a steady decline over the past 5 years:

	2014-15	2015-16	2016-17	2017-18	2018-19
Certificates Awarded	64	54	42	30	24

There is no readily obvious reason for this decline, particularly given its steady state, although it is reasonable to assume that the certificate program has been impacted by changes to federal financial aid rules, increased pressures to complete degrees in four years, and absence of Center faculty in core courses given course releases and research leave.

Graduate Certificate
The Center offers both an MA degree and a graduate certificate in Women, Gender, and Sexuality Studies.

The graduate certificate in Women, Gender and Sexuality Studies is available to students who have completed an undergraduate degree. There are two options available for students interested in the graduate certificate: students may enroll in the certificate program while pursuing a degree in another discipline or they may enroll in the certificate program independent of other graduate work. All students must

1. Complete 12 credits of graduate courses, 3 credits of which should be taken from one of the Women's Studies core graduate courses.
2. Earn at least 6 credits outside of a student's major for those students working toward a graduate degree.
3. Choose courses from a wide selection offered by departments throughout FAU.
4. Receive a grade of "B" or better.
5. Seek approval for courses from the Center for Women, Gender and Sexuality Studies prior to enrolling.

Completion rates for this certificate are low, primarily because graduate programs have strict guidelines on coursework, leaving little room for students to take additional courses outside their program of study.

This certificate is comparable to the ones offered by both the University of Florida and the University of South Florida, which are both also a 12 credit programs and which both also require 3 core credits from WST courses.

Completion rates for the certificate have been very low, with only 6 awarded since Fall 2013 (1 in Spring 2014, 1 Summer 2014, 2 Fall 2014, 1 Fall 2016, 1 Spring 2018).

Graduate MA Program
The MA degree is a two-year program that provides three options for students: completion of a thesis and 24 hours of coursework, completion of an internship and 24 hours of coursework, or completion of the degree based upon 36 hours of coursework and a comprehensive exam.

Regardless of which option the student selects, the following 2 core courses are required:

- Feminist Theory and Praxis – WST 6564 – 3 credits. The course is designed to provide a broad overview of some of the current and major debates in contemporary feminist theory and practices and to explore some of the ways that these necessarily intersect.
- Global Perspectives on Gender – WST 6936 - 3 credits. This course examines the application and relevance of various conceptual and theoretical approaches to analyzing gender relations in the global South. The impact of internal and globalization processes on gender are explored, locating their manifestations in a historical, cultural, social, economic, and political context.

To supplement these core courses, the Center offers additional graduate courses under the WST prefix each semester. We also work with departments across the college to secure seats in their graduate courses that have content appropriate to the Center. Students may also do Directed Independent Study (DIS) seminars with faculty or faculty associates, with the permission of their advisor. Only six credits of DIS can be applied to the degree and this option is generally discouraged to promote enrollment in the Center's courses.
Students are also allowed 3 elective credits. These credits may be filled by a seminar outside of the Center that does not focus on issues of women, gender and sexuality but does enhance a student's overall plan of study. For example, some of our students take courses in nonprofit management or higher education for their future careers. Alternatively, the elective credit can be filled with another seminar offered by the Center or an affiliated program.

Degree Track Options in the MA Program
THESIS OPTION

Core Courses	6 credits
Graduate Seminars in Women's Studies (WST or other)	15 credits
Elective	3 credits
Thesis Credits	6 credits

TOTAL THESIS OPTION	30 CREDITS

INTERNSHIP OPTION

Core Courses	6 credits
Graduate Seminars in Women's Studies (WST or other)	15 credits
Elective	3 credits
Internship Credits	6 credits
TOTAL INTERNSHIP OPTION	30 CREDITS

GENERALIST OPTION:

Core Courses	6 credits
Graduate Seminars in Women's Studies (WST or other)	21 credits
Elective	6 credits
DIS to complete Comprehensive Exam	3 credits
TOTAL GENERALIST OPTION	36 CREDITS

First Year Review

All students meet with the First Year Review Committee after completing 18 credit hours, ideally in the month of May or June for full-time students. The committee is comprised of the Center Director and the core faculty. This committee reviews the student's transcript and two essays produced during the first year of coursework. The committee works with the student during this meeting to determine the best track for completing the MA. The thesis track, in particular, requires approval by the committee.

Comprehensive Exams

Students pursuing the generalist track must pass a comprehensive exam. The comprehensive exam is a written, take-home examination intended to provide students an opportunity to demonstrate the depth and breadth of their learning. The comprehensive exam is usually completed in a student's last semester of study.

Advisors help students determine the comprehensive exam committee, which consists of two faculty members, one of whom must be part of the Center's core faculty. Students work with these committee members to determine the reading list for their exam, which is based on reading lists from the two core courses but may also incorporate a student's research specialization.

Students are given two weeks to complete the exam and are asked to answer two of four questions provided by the committee members. These committee members will grade the responses as High Pass, Satisfactory, or Unsatisfactory.

Comparison to Other Programs

Two other universities in the Florida state system offer MA degrees in this area: the University of Florida and the University of South Florida. USF has the same three options for completion with

the same three credit totals while UF offers both thesis and non-thesis option but does not provide an internship options for students.

Student Data
According to FAU's office of Institutional Effectiveness and Analysis, the headcount enrollment for the MA program is

	2014-15	2015-16	2016-17	2017-18
	19	16	12	13

Data on 2018-2019 is not yet available.

Demographic data suggests that students historically have been primarily female and white, though that data also shows that the Center has steadily diversified its student population:

	2014-15	2015-16	2016-17	2017-18
Female	18	14	11	9
Male	1	2	1	4

	2014-15	2015-16	2016-17	2017-18
Nonwhite	7	6	6	9
White	12	10	6	4

Due to a combination of college and Foundation funds, the Center is able to fund all students who are accepted full time into the program. Students receive an $8,000 stipend and full tuition remission

Advising
Advising for the Center's graduate programs is handled by the core faculty and the Center Director.

MA Outcomes
The MA program has very strong outcomes. Employment outcomes include:

1. Health Programs and Supportive Services Manager for LGBT Community Center
2. Director and writer of Emmy-award winning television productions, specializing in feminist and LGBTQ themes

3. Florida Operations Director, NextGen
4. Coordinator, Women and Gender Equity Center, Florida Atlantic University
5. Victim's Advocate, Aid to Victims of Domestic Abuse, Delray Beach, FL
6. YWLP Coordinator at Women and Gender Studies Center, UVA
7. Community Health Equity Program Director, YMCA Fort Lauderdale
8. Online instructor of English composition and women and gender studies
9. Communications Assistant in the Unitarian Universalist Association Office of Information and Public Witness, Boston, MA
10. Elder Care Attorney
11. Yoga Instructor
12. English as a Second Language Instructor, South Korea

Other students pursue advanced graduate study:

1. PhD program, American Studies, Pullman State, Washington
2. PhD program, Multicultural Women and Gender Studies, Texas Women's University
3. PhD program, Global Studies, Florida International University
4. MFA program, Florida International University
5. Law student, St. Thomas University
6. MA Clinical Social Work student, Barry University

Student recruitment
Student recruitment has primarily focused on FAU's undergraduate population, though in recent years we have used social media advertising to extend our recruitment efforts. Recruitment efforts at FAU include tabling and graduate studies events, promoting the MA program in our undergraduate classes, and leveraging mentoring relationships between core faculty and undergraduate students.

Faculty and Administration
The Center has two core faculty members, Dr. Jane Caputi and Dr. Josephine Beoku-Betts. Both are full professors, with their tenure resting in other departments (Communication for Dr. Caputi and Sociology for Dr. Beoku-Betts). Both teach a 2/3 load and both remain extremely research active, with international reputations that have contributed to our recruitment efforts. The Center's administrative structure has historically consisted of a Director supported with an administrative assistant and an Executive Committee. The Director is a member of the college faculty and was often offered a stipend or course release for the work involved. From 2016-2019, Associate Dean Barclay Barrios held this role. More recently, the college has created the School of Interdisciplinary Studies, which aims to bring all of the college's interdisciplinary programs under one administrative umbrella. We are currently searching for a new Director for the Center.

The Center's faculty are internationally recognized for their work. During the period of the program review, Dr. Caputi completed an educational documentary, *Feed the Green: Feminist Voices for the Earth*, which was funded with a $50,000 grant and picked up for distribution by

Women Make Movies. She also completed a book, *Call Your "Mutha'": A Deliberately Dirty-Minded Manifesto for the Earth Mother in the Anthropocene*, now in production at Oxford University Press and due for publication in 2020. In 2016, she was named the Eminent Scholar of the Year by the Popular Culture/American Culture Association. During this period, she also published 3 articles in refereed journals and seven book chapters in refereed anthologies, while making presentations annually at academic conferences, including the American Society for Environmental Studies and Science, the National Women's Studies Association annual conference, and the Popular Culture /American Culture Studies Association.

Since 2013, Dr. Beoku-Betts has published three peer reviewed articles in refereed journals, four book chapters, and co-edited a special issue of the journal *African and Asian Studies*. She is completing two co-edited books under contract with Zed Books and Emerald Publishers. The first book is co-edited with Fredline M'Cormack-Hale and is entitled *War, Women, and Post-Conflict Empowerment*. The second is co-edited with Akosua Adomako Ampofo and is entitled *Producing Inclusive Feminist Knowledge: Positionalities and Discourses in the Global South*.Between 2014-2018, she served as Co-President of the Women in Society Research Committee of the International Sociological Association and organized two major international conferences during that period. She is currently President-Elect for the Sociologists for Women in Society and is in the process of organizing the 2020 annual Winter Conference. She received the Feminist Activist Award of the Sociologists for Women in Society in 2014 and also received a Fulbright Fellowship in 2018-2019, serving as visiting professor and curriculum developer for the new B.A. degree program in Gender Studies at the Institute for Gender Research and Documentation at the University of Sierra Leone. In the period under review, she made presentations at the annual or bi-annual meetings of the Sociologists for Women in Society, African Studies Association and International Sociological Association and was invited to speak at two international conferences in Madrid and Ghana.

For faculty vitae, see Appendix B.

D. Service and Community Engagement

The Center is deeply engaged with the community. Beyond the work done by MA students in internships, the Center offers a number of programs every year targeted to both FAU students and the local community. Past programs include:

1. Ending Sex Trafficking in Florida, 2013
2. *Ain't I A Woman*, by the Core Ensemble, a chamber music theatre piece, 2014
3. LGBTQ Studies Conference at FAU Davie Campus, 2014
4. Women's Voices Community Conversation, 2014
5. Women Opening Doors for Women Networking Events, 2014
6. Activism panel featuring artist Jay Critchley, whose work intersects gender and sexuality, 2016
7. *Philosophia* conference

The Center also has an Advisory Council. The members of the CWGSS Advisory Council are advocates in the community promoting awareness, engagement, and funding needs to foster academic excellence and support of students, faculty, and programs of the FAU Center for Women, Gender and Sexuality Studies. The Council holds fundraising events for the Center, including:

1. Fundraiser at the Delray Beach Arts Garage
2. “Avocado” a new play reading by Eve Ensler
3. An Evening All About Women, with Sharon Gless

E. Strengths and Opportunities

1. **Interdisciplinary Foundation**
   Our major strength as an interdisciplinary Center for Women, Gender, and Sexuality Studies is that we are a core element of the School of Interdisciplinary Studies, providing one of the three graduate degrees in the school. We serve other MA programs as well as the Comparative Studies PhD Program in the college as well as other colleges in the university. Our strength also lies in the quality and productivity of our faculty, both core and associate in the areas of teaching, scholarship and community engagement.

2. **Regionally Unique**
   We offer the only MA degree in Women, Gender, and Sexuality Studies in South Florida, the oldest and one of the largest undergraduate certificate programs in the region, and we serve a large student population with interests in the discipline, while also helping them fulfill social science, arts, and humanities requirements for the BA degree.

3. **Strategic Strengths**
   Our program provides students and the college community with the tools to think critically about gender through experiences and standpoints rooted in a diversity of intersecting factors including race, class, ethnicity, sexuality, nationality, ability, religion and age. This fulfills key components of the FAU Strategic Plan for Race to Excellence, the College’s Study of the Americas Initiative which brings together multiple disciplines within the humanities together for research and dialogue and the FAU ADVANCE Institutional Transformation Catalyst (IT-Catalyst) Program.

4. **Strong Outcomes**
   Our MA program attracts quality students from within the state, region and internationally and many of these students find employment after graduation, particularly in non-profit organizations, which fulfill university goals of “Meeting Statewide Professional and Workforce Needs”. Several go on to work in non-profit organizations, become attorneys, social workers and doctoral degree holders.

5. **High Profile Faculty**
   Our core faculty and faculty associates are very productive and recognized in terms of

the wide variety of courses offered, scholarship, and service to the profession nationally and internationally, including Fulbright Fellowships, Visiting Scholar in Residence Programs, recipient of national awards for scholarship and Co-PI status on NSF grants. This fulfills the university's strategic goals of "Building World-Class Academic Programs and Research Capacity".

6. **Community Impact**
   Our program and its faculty provide an important resource to the local community through its programming and collaboration with community organizations.

F. Weaknesses and Threats

1. **Sustainability**
   The ability of the program to be sustainable in terms of recruitment, curriculum development, and potential for expansion is dependent on budgetary resources. We've maintained the program with two core faculty and a part-time director and secretary. This situation has changed with our inclusion into the School of Interdisciplinary Studies. We hope that this will not mean further diminishment but new pathways for growth.

2. **Competitiveness**
   Our program has the potential to expand and attract more well-qualified graduate students if the college were to increase stipends for graduate assistantships and become more competitive nationally and with our peer institutions in the sub-region. Currently, annual stipends offered to our GTA's is $8,000 plus tuition waiver. The Center for Women's Studies and Gender Research at the University of Florida offers its GTA's an annual stipend of $10,300, plus a tuition waiver. The Department of Women's and Gender Studies at the University of South Florida offers its GTA's an annual stipend of $9,000 with a partial tuition waiver.

3. **Faculty Lines**
   When the MA degree program in Women's Studies was established in 1997 two core faculty and a director were hired to teach in this field. That director's line, a twelve-month line, was reassigned to the Anthropology department. This has left a serious deficit and needs to come back to the Center. Moreover, in keeping with national and international trends, in 2009, the MA degree was changed to become an MA in Women, Gender, and Sexuality Studies. It is imperative that a core faculty be hired to fill this position as we cannot rely on associate faculty in other departments and programs to provide expertise in this expanded area.

G. Resource Analysis

In addition to the two core faculty lines, the college provides the Center with 5 GTA lines, a full time administrative assistant, and an operating budget of $5,000. The Center has a seminar room, two faculty offices, and a GTA office. It also has a number of Foundation accounts that are used to support additional GTA lines:

ID	Description	Expendable Balance
HUM224	Feminist Fund Endowment	$8,270.23
HUM226	Friends of the Center for Women, Gender and Sexuality Studies	$26,710.72
HUM735	Failure is Impossible	$4,101.42

Specifically Scholarships

HUM227	Walter and Lalita Janke Fellowship Fund	$8,405.64
HUM487	Annette Van Howe Women, Gender and Sexuality Studies Scholarship Fund	$15,946.17
HUM844	Laura Sylvia Myers Scholarship Endowment	$3,187.50

H. Future Direction

Anticipated Changes

The biggest change is the incorporation of the Center into the newly formed School of Interdisciplinary Studies (SIS), which happened in 2019-20. It's too soon to determine the full ramifications of this shift, but several immediate changes have been implemented:

1. The WGSS suite has been moved into the SIS suite, which has a dedicated office for the Director.
2. The WGSS administrative assistant has been moved to SIS, expanding the duties of that role.
3. The administrative workload of the Center (course scheduling, annual assignments, budgeting) has been offloaded to SIS.
4. The Director of the Center now has a focus on recruitment, curriculum, program development, donor relations, and events.

Further anticipated changes include:

1. Continue to work towards faculty appointments for the Center, including joint appointments with the Colleges involved with STEM (e.g., the Director of Women's Studies at Florida International University is a physicist).

2. Continue to work on curriculum development to service the undergraduate certificate, the WGSS concentration track in the Interdisciplinary BA degree program and the graduate degree and certificate, and PhD program in Comparative Studies.
3. Expand recruitment strategies to grow the number of students in the graduate program and to include part-time students in this initiative.
4. Work with the College and Graduate Programs Committee to provide GTA stipends and increase the amount to a level that is competitive with peer institutions.
5. Development of a fully on-line or hybrid MA degree and Graduate Certificate to complement the existing MA degree. Current trends indicate that the development of on-line courses in Women, Gender, and Sexuality Studies will attract a category of non-traditional students who are homebound for various reasons, including child or elder care responsibilities, or who cannot take time away from employment for in-class teaching programs as well as school teachers, healthcare professionals, and non-profit management professionals who are seeking an advanced degree and do not have time to attend day-time classes.
6. Continue to use the resources of the e-learning initiatives to train core and associate faculty to adapt existing courses or to develop new courses. Our faculty associates extend to the Colleges of Education and Nursing, with whom we have strong partnerships and listing of their courses on our course schedule.
7. Develop new community partnerships and continue to work with the CWGSS Advisory Council to increase fundraising activities to support the Center's initiatives.

Questions for Review Team to Answer

1. How do you view the Center's future in the university's Race for Excellence Strategic Plan (2015-2025)? What are your recommendations for strategies that might strengthen the Center's role/positioning in the university's Race for Excellence Strategic Plan (2015-2025)?
2. Do you have any other models to suggest of Women, Gender, and Sexuality Studies programs which have been successfully assimilated into Interdisciplinary Studies Programs?
3. What strategies might work for us to strengthen our recruitment efforts to increase student enrollment locally and nationally into the graduate program?

4. What strategies might work to strengthen our recruitment efforts to increase undergraduate enrollment into the BA in Interdisciplinary Studies with an emphasis on Women, Gender, and Sexuality Studies?

Appendix A: Undergraduate Certificate Courses

Required Course (choose one)

Introduction to Women's Studies **or**	WST 2010	3
Feminist Perspectives on Gender **or**	WST 3315	3
Introduction to Sexuality and Gender **or**	WST 2608	3
Sex and Gender in American Culture or	WST 3640	3
Introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies	WST 2643	3

Core Courses

Students need to complete a minimum of three core courses. While the list of applicable courses may vary each semester, the following are examples of core courses:

History of U.S. Women	AMH 3560	3
Florida Women Writers	AML 3264	3
Gender and Culture	ANT 4302	3
Anthropology of Sex and Gender	ANT 4413	3
Culture, Gender and Health	ANT 4469	3
Women and Criminal Justice	CCJ 4670	3
Communication, Gender and Language	COM 3014	3
Women in European History	EUH 3619	3
History of European Sexuality	EUH 4684	3
Women and Film	FIL 4056	3
Love and Lovers in Italian Literature	ITT 3111	3
Women and Judaism	JST 4510	3
Women and Literature	LIT 4383	3
Caring for Self	NUR 4175	3
Women, Witches and Healing	NUR 4176	3
Feminist Philosophy	PHM 3123	3
Women and Politics	PUP 3323	3
Gender and Television	RTV 4412	3
Psychology of Women	SOP 3742	3
Issues in Counseling Women	SOW 4357	3
Gender, Race and Communication	SPC 4712	3
Race, Class, Gender, and Sexuality	SYD 3792	3
Gender and Society	SYD 3800	3
Women, Wealth and Power	SYD 4812	3

Gender, Power and Relationships	SYD 4814	3
Family and Society	SYO 3100	3
Gender and Work	SYO 4370	3
Human Sexuality and Social Change	SYP 3060	3
Women and Gender in the Global South	WST 2101	3
Women, Gender and Sexuality in the Era of Globalization	WST 2102	3
Sex, Myth, Power and Popular Culture	WST 3305	3
Women, Violence, Resistance	WST 3325	3
Special Topics	WST 3930	1-3
Sex, Violence and Hollywood	WST 4337	3
Green Consciousness	WST 4349	3
Women of Color in U.S. Society	WST 4404	3
Directed Independent Study	WST 4905	1-3
Special Topics	WST 4930	1-3

Elective Courses

Students may opt to complete a maximum of one elective for the certificate. Alternatively, a student may choose to complete four core courses. The list of acceptable electives varies by semester. However, the following courses are examples of electives:

Contemporary Art	ARH 4470	4
Victimology	CCJ 3666	3
Media, Representation and Diversity	MMC 4704	3
Social Welfare Policy and Provisions	SOW 3232	3
Family Violence	SOW 4141	3
American Multicultural Discourse	SPC 3704	3
Intercultural Communication	SPC 3710	3
Rhetoric of Social Protest	SPC 4633	3
Sociology of Fashion	SYD 4815	3
Class, Status, and Power	SYO 3530	3
Poverty and Society	SYO 4534	3

Appendix B: Faculty Vitae

Abbreviated Vita, Jane Caputi, CWGSS, Oct. 2019

Educational History:

Ph.D., Aug. 1982, Bowling Green State University, Bowling Green, OH, 43403, American Culture.

Employment History: (principal):

Visiting Scholar of Interdisciplinary Studies, Merrimack College, September 2017- June 2018.

Professor, August 1997 - present, Women, Gender and Sexuality Studies, Communication & Multimedia, Florida Atlantic University, Boca Raton, Florida, 33431-0991

Professor, 1995 - 1997, American Studies, University of New Mexico, Albuquerque NM 87131

Professional Recognition and Awards (Select):

Eminent Scholar, 2016. Popular Culture Association/American Culture Association. This award recognizes one scholar in the field for a calendar year.

Susan B. Anthony Feminist of the Year Award, Palm Beach County NOW (National Organization of Women), February 2013

Researcher of the Year for Scholarly and Creative Activities (Professor), Florida Atlantic University, 2012-2013

President's Award, 2010, given in recognition of outstanding scholarship in the field of popular culture and American culture studies and service to the Popular Culture/American Culture Association

Distinguished Alumna, 2006, American Culture Studies PhD Program, Bowling Green State University.

Researcher of the Year for Scholarly and Creative Activities (Professor), Florida Atlantic University, 2004-05.

Degree of Difference Award, Florida Atlantic University, 2004. This award is given by the FAU Alumni Association, recognizing one teacher who has made a difference in students' lives.

Distinguished Teacher of the Year Award, Florida Atlantic University, 2001. This award, determined by a student committee, recognizes one teacher from all the colleges in the seven campuses of FAU.

Kathleen Gregory Klein Award, 1992, Popular Culture Association for "American Psychos: The Serial Killer in Contemporary Fiction." This award recognizes the best unpublished essay on feminism and popular culture for 1991 and guarantees its publication in the Journal of American Culture.

Graduate Teacher of the Year, 1990-1991, University of New Mexico. This award recognizes superior teaching among teachers in all colleges of the University.

Presidential Lectureship, 1988-1990, University of New Mexico. This award recognizes excellence in teaching and scholarship.

Emily Toth Award, for 1988, for The Age of Sex Crime. This award is given annually by the joint American Culture Association and Popular Culture Association and recognizes the best single-author feminist study of popular and American Culture.

Faculty Scholar Award, spring 1987, University of New Mexico. This is an award recognizing superior scholarly achievement, which gives the faculty member a semester off with pay to enable research.

Contracts or Grants Received, Principle (For All I am PI):

Distinguished Lecture Series Faculty Research Support Award, Florida Atlantic University, 2018.

SCAF (Scholarly and Creative Activities for Faculty) award, spring 2017, Florida Atlantic University.

FAU, School of the Arts, $1,380. To support Political Sideshow 2016, including $500 stipends for four graduate students.

FAU, Peace, Justice and Human Rights Initiative, $500, to support Political Sideshow 2016,

FAU Agora Project, $2000 to support Political Sideshow 2016.

SCAF (Scholarly and Creative Activities for Faculty) award, spring 2010, Florida Atlantic University.

NEH Summer Seminar grant to participate in "A Fierce Green Fire: The Environmental Philosophy of Aldo Leopold," Prescott. AZ, 2009.

Green Consciousness: Reattachment to the Mother/Earth. Grant of $50,000.00 from the Frederick Leonhardt Foundation, Albuquerque, NM, August 2008, to produce an educational film on "Green Consciousness: Re-Attachment to the Mother/Earth."

The Pornography of Everyday Life. Supplemental Grant from the Frederick Leonhardt Foundation of $1000.00 to complete this film project, 2007.

The Pornography of Everyday Life, Frederick Leonhardt Foundation, Albuquerque, NM, August 2001, Grant of $50,000 to produce an educational film.

Books

1. Call Your 'Mutha'" -- A Deliberately Dirty-Minded Devotion to the Earth Mother in the Anthropocene, Oxford University Press, in press, 2020.
2. Goddesses and Monsters: Women, Myth, Power and Popular Culture, University of Wisconsin/Popular Press, 468 pp. 2004.
3. Gossips, Gorgons & Crones: The Fates of the Earth, Bear and Company, Santa Fe, NM, 362 pp. 1993.
4. The Age of Sex Crime, Bowling Green State University Popular Press. Bowling Green, Ohio. 246 pp. 1987. Winner of the Emily Toth Award (PCA/ACA). A British edition of this book has been published by The Women's Press (London), 1988.
5. Websters' First New Intergalactic Wickedary of the English Language, Mary Daly with Jane Caputi, Beacon Press. Boston. 310 pp. 1987. A British edition of this book has been published by The Women's Press (London), 1988. An Irish edition has been published by the Attic Press (Dublin), 1988

Journal Articles: (Select from FAU years, 32 total, all single-author by Jane Caputi unless otherwise indicated)

1. Janell Hobson and Jane Caputi (Guest Editors of Special Issue), "Introduction: Slavery and the Contemporary Imagination," Journal of American Culture 41 (1), 2018, 1-4.
2. "The Color Orange?: Social Justice Issues in Orange is the New Black's First Season," Journal of Popular Culture Vol 48, No. 6 (2015), pp. 1129-1149.

3. “Ann Scales ‘Imagines Us’: From the Eco-Pornographic Story to the Medusan Counternarrative,” (9581 words). Denver University Law Journal, Volume 91, Issue 1, 2013, pp. 65-84.
4. “The Greening (or Not) of America,” Introduction to Special Issue,” which I guest- edited, Journal of American Culture 35: 1 (2012), 1-3.
5. “Feeding Green Fire,” Journal for the Study of Religion, Nature, and Culture 5:4 (2011): 410-436.
6. Re-Creating Patriarchy: Connecting Religion and Pornography, Wake Forest Journal of Law & Policy 1(2): (2011): 293-324.
7. "Character Assassinations: Hate Messages in Election 2008 Commercial Paraphernalia." Denver University Law Review Special Issue on the Historic Election of President Barack Obama 86 (2009): 585-614.
8. “Overkill: Why Excess and Conflict are both Sexy and Sacred,” The Journal for the Study of Religion, Nature and Culture 1: 3 (2007).
9. “Green Consciousness: Earth Based Myth and Meaning in Shrek.” Ethics and the Environment 12:2 (2007), 23-44. A revised and expanded version of this article is reprinted in: Investigating Shrek, edited by Tim Nieguth, Aurélie Lacassagne , and François Dépelteau, (New York: Palgrave MacMillan), 2011, 39-58.
10. “Femme Noir: Dangerous Women of Color in Popular Film and Television,” with Lauri Sagle. Race, Gender & Class 11:2 (2004), 90-111.
11. “The Naked Goddess: Pornography and the Sacred.” Theology and Sexuality 9:2, 2003, 180-200.
12. “Take Back What Doesn’t Belong to Me”: Sexual Violence and the “Transmission of Affect.” Women’s Studies International Forum, 26:1, 2003, 1-14.
13. “Of Towers and Twins: Synchronicities and Shadows: Archetypal Imagery in 9/11,” *Journal of American Culture* 28: 1 (2003), 1-10.
14. “On the Lap of Necessity: A Mythic Interpretation of Teresa Brennan’s Energetics Philosophy.” Hypatia: A Journal of Women and Philosophy 16: 2, Spring 2001, pp. 1-26.
15. “Facing Change: African Origins in Octavia Butler’s Parable Novels.” Journal on the Fantastic in the Arts, 11:2, 2000, pp. 175-178.
16. “Quintessentialism.” Feminist Theology 24, 2000, pp. 13-18.
17. “The Second Coming of Diana. National Women’s Studies Association Journal, 11:2: 1999, 103-123.

Book Chapters and Encyclopedia Entries, Select from FAU years (Refereed, 39 total)

1. “Is Seeing Believing?: Rapist Culture on the Screen,” In *Violence Against Women: Philosophical Perspectives*, ed. Wanda Teays (Springer Press, 2019, 207-223.
2. “The Pornography of Everyday Life” (revised and updated). In Race, Class & Gender in the Media, 4th Edition, Gail Dines and William E. Yousman, eds.: Sage Publications, 2018, pp. 307-317.
3. “From (Castrating) *Bitch* to (Big) *Nuts*: Genital Politics in 2016 Election Campaign Paraphernalia.” In Bad Hombres and Nasty Women. Eds. Christine Kray, Tamar Carroll, Hinda Mandell (Rochester: University of Rochester Press, 2018), pp. 26-41.

4. Mother Earth Meets the Anthropocene: An Intersectional Ecofeminist Analysis." Systemic Crises: Race, Class, Gender and Global Climate Change. Edited by Phoebe C. Godfrey and Denise Torres, Routledge, 2016, pp. 20-33.
5. "Sex and Violence in Popular Culture, in A Companion to Popular Culture, ed. Gary Burns. Malden, MA: Wiley-Blackwell, 2016, pp. 421-440.
6. "The Penis and Religion," in Cultural Encyclopedia of the Penis, ed. Michael Kimmel, Christine Milrod, and Amanda Kennedy. New York: Rowman and Littlefield, 2014, pp. 186-188.
7. "The Pornography of Everyday Life." In Race, Class & Gender in the Media, 4th Edition, Gail Dines and Jean Humez, eds.: Sage Publications, 2014, pp. 373-385. This is a revised and updated version of my earlier article (2011).
8. "Green Consciousness: Earth-Based Myth in Shrek," Investigating Shrek, edited by Tim Nieguth, Aurélie Lacassagne , and François Dépelteau, (New York: Palgrave MacMillan), 2011, 39-58. (This is a revised version of my 2007 article in Ethics and the Environment)
9. "The Pornography of Everyday Life." In Race, Class & Gender in the Media, 3nd Edition, Gail Dines and Jean Humez, eds.: Sage Publications, 2011, pp. 311-319.
10. "Gynocide and Goddess Murder in Cuidad Juárez," In Making a Killing, edited by Alicia Gaspar de Alba, Austin: University of Texas Press, 2010, pp. 279-94.
11. "Crises of Representation: Hate Messages in Campaign 2008 Commercial Paraphernalia," In Who Should Be First?: Feminists Speak Out on the 2008 Presidential Election, Eds. Beverly Guy Sheftall and Johnetta Cole. Albany: SUNY Press, 2010, pp. 121-154. This is a revised version of my 2009 article in the Denver University Law Review.
12. "A (Bad) Habit of Thinking: Challenging and Changing the Pornographic Worldview," in Marian Meyers, ed., Women in Popular Culture: Representation and Meaning. Marian Meyers, Ed., N.J.: Hampton Press, 2008, pp. 29-56. Reprinted in Women, Advertising and Representation: Beyond Familiar Paradigms, ed. Sue Abel, Marjan deBruin and Anita Nowak. Cresskill, N.J.: Hampton Press, 2010, pp., 43-70.

13. "Pornography" (with Casey McCabe), in Battleground: The Media, ed. Robin Anderson and Jonathon Grey, Greenwood Press, 2007.

14. "Shifting the Shapes of Things to Come: The Presence of the Future in The Work of Gloria Anzaldúa," in Entre Mundos/ Among Worlds: New Perspectives on Gloria Anzaldúa ed. AnaLouise Keating. Palgrave/Macmillan, 2005, pp. 185-194.

15. "Dirt," Encyclopedia of Religion and Nature, ed. Bron Taylor, Continuum Press, 2005, pp. 486-7.
16. "Sexuality and Green Consciousness," Encyclopedia of Religion and Nature, ed. Bron Taylor, Continuum Press, 2005, pp. 1519-23.
17. "Everyday Pornography," in Gail Dines and Jean Humez, eds. Race, Class & Gender in the Media, 2nd Edition: Sage Publications, 2002, pp. 434-50.
18. "Spiritualities (New Age)," Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History and Culture, ed., Marc Stein. New York: Charles Scribner's Sons, 2003.

19. “Small Ceremonies: Ritual in Natural Born Killers, Forrest Gump, Seven, and Follow Me Home,” in Mythologies of Violence in Postmodern Media, ed. Christopher Sharrett, Detroit: Wayne State University Press, 1999, pp, 147-174.
20. "The Pornography of Everyday Life," in Mediated Women: Representations in Popular Culture. Marian Meyers, Ed., Hampton Press, 1999, 57-80.

Exhibitions Curated:

“Pop Goes the Planet: An Ecofeminist Take on the Popular Culture of Ecocide,” co-curated with Tiffany Follin and Jeanette Coleman, Wimberly Library, Florida Atlantic University April –May, 2019.

“From Bitch to (Big) Nuts and Beyond: Political Sideshow 2016, with Adrienne Gionta, Schmidt Galleries Public Space, Oct. 11-Dec. 6, 2016.

“Hating Hillary, Baiting Barack, Mocking McCain, and Pandering with Palin.” I guest-curated this section of “Three-Ring Political Circus,” Ritter Gallery, Florida Atlantic University, Sept. 5 – Nov. 1, 2008.

Educational Documentaries Created:

Feed the Green: Feminist Voices for the Earth. 2015. Film by Jane Caputi, produced by Susan Rosenkranz. Distributed by Women Make Movies.

Film Festival Showings:

Green Screen Environmental Film Festival, Trinidad, December, 2017.

Global Public Health Film Festival at the American Public Health Association annual conference, Atlanta, November, 8, 2017.

MICGénero, Muestra Internacional de Cine, Con Perspectiva de Género. August, 2016 Mexico, Nov. 2016, Argentina

Paris International Lesbian & Feminist Film Festival, Oct. 29, 2016

Berlin Feminist Film Festival, March 2016.

Jane Caputi, Graduate Student Guidance, Florida Atlantic University

M.A. Thesis committees (7 chair, 13 member), 20 completed.

PhD committees (7 chair, 8 member) 15 completed.

Abbreviated Vita, Josephine Beoku-Betts, CWGSS, October, 2019.

Educational History

Doctor of Philosophy, August 1990. Sociology, University of Wisconsin-Madison

Master of Social Science, 1976 (Sociology and West African Studies), University of Birmingham, U.K.

Bachelor of Sociology and Social Anthropology (Upper Second Class Honors), Hull University, U.K.

Employment History

2008- Present. Professor of Women, Gender, and Sexuality Studies and Sociology, Florida Atlantic University

1997-2007. Associate Professor, Women's Studies and Sociology, Florida Atlantic University

1990- 1997. Assistant Professor, Women's Studies and Sociology, University of Georgia (on leave of absence 1994-1996 as Coordinator for the Once and Future Action Network (a network of NGOs participating in the NGO Forum at the UN World Conference on Women in Beijing in 1995), funded by UNIFEM (now UN Women) and the International Women's Tribune Center.

Professional Recognition and Awards

2014. Recipient. Sociologists for Women in Society Feminist Activism Award. ($1000)

2012. Recipient. President's Leadership Award, Florida Atlantic University ($1500)

Recipient. Florida Commission on the Status of Women: Florida Achievement Award

2011-12. Recipient. Fulbright Scholar (US State Dept.) at the University of Sierra Leone.

2005. Recipient. Award in Recognition of Service to the FAU Women's Studies Graduate Student Association (WSGSA) (1997-2004)

2004. Finalist. Carnegie Scholars Program

2004. Recipient Rockefeller Foundation Bellagio Resident Scholar. Bellagio, Italy, June 3-July 2.

2003. Recipient Women of Excellence Award from the Black Students Association, Florida Atlantic University.

Contracts or Grants Received (2013-2019)

2018-2019. Fulbright Scholars Award (estimated 60, 000)

2018 (Spring Semester) SCAF (Scholarly and Creative Activities for Faculty) award, Florida Atlantic University

2016. Co-Principal Investigator. NSF ADVANCE IT-Catalyst grant: Transforming Faculty Gender Diversity at Florida Atlantic University ($249, 519.00)

2016. Recipient Morrow Funds Research Grant. Department of Sociology. Florida Atlantic University ($1000)

Publications (2013-2019)

2016."Holding African States to Task on Gender and Violence: Domesticating UNSCR 1325 in the Sierra Leone National Action Plan," *Current Sociology*, vol. 64 (4): 654-670.

2015. M'Cormack-Hale, Fredline and Josephine Beoku-Betts (co-editors) "The Politics of Women's Empowerment in Post-War Sierra Leone: Contradictions, Successes, and Challenges," Introduction to Special Issue" of *African and Asian Studies*, vol. 14:8-17.

2015. M'Cormack-Hale, Fredline and Josephine Beoku-Betts (co-editors), "The Politics of Women's Empowerment in Post-War Sierra Leone: Contradictions, Successes, and Challenges," Co-Editors of Special Issue of *African and Asian Studies,*" vol. 14.

2015. Beoku-Betts, Josephine and Lynda R. Day "Anatomy of an Evolving Movement: The Women's Peace Movement and Political Activism in Sierra Leone since the 1990s" *JENdA: a Journal of Culture and African Studies*, special issue on "In Movement: Women in Africa and the African Diaspora"

Chapters in Books

2019."U.N Security Council Resolution 1325: The Example of Sierra Leone" in Niamh Reilly (editor), *International Human Rights of Women*," Springer Publishers.

"Formal Education for Primary and Secondary School Girls: Still Striving for Equality in Sub-Saharan Africa?" in Nwando Achebe and Claire Robertson (eds*.), Holding the World Together: African Women in Changing Perspective*, University of Wisconsin Press: Madison Wisconsin.

"Women, Science, and Higher Education in Ghana: Challenges, Outcomes, and Possibilities," in *Education and the Development of Human Capital: Outcomes for Equality and Governance in Africa*, edited by Muna Ndulo (Under contract with Institute for African Development, Cornell University/Cambridge Scholars Publishing.=

2015 Chubin, Daryl, Catherine Didion and Josephine A. Beoku-Betts, "Promising Programs: A Cross-National Exploration of Women in Science, Education to Workforce," in *Advancing Women in Science: An International Perspective*, eds., W. Pearson, Jnr., L.M. Frehill, and C.L. McNeely. New York: Springer Publishers.

Edited Books in Progress (Under Contract)

2020 Josephine Beoku-Betts and Fredline M'Cormack-Hale (co-editors). *War, Women and Post-Conflict* Empowerment, Zed Books.

2020. Josephine Beoku-Betts and Akosua Adomako Ampofo (Co-editors). *Producing Inclusive Feminist Knowledge: Positionalities and Discourses in the Global South*, Emerald Publishing Company.

Graduate Student Guidance (2013-2019)

Ph.D. Thesis Committees: Member of 4 Ph.D. Committees. 3 completed. 1 pending.

M.A. Thesis Committees: Directed or Co-Directed 2 theses and member of 2 theses committees. All completed.

M.A Internship Program: Directed 8 internships including written reports. 7 completed. 1 pending.

Florida Atlantic University
College of Arts and Letters
Women's and Gender and Sexuality Studies
Program Review
February 17-18, 2020

Review Team
Susan Shaw (Oregon State University)
Sharon Bird (West Virginia University)
Mihaela Cardei (Florida Atlantic University)

OVERVIEW

This report provides the findings of the review team, Dr. Susan Shaw, Dr. Sharon Bird, and Dr. Mihaela Cardei, on FAU's Women's, Gender and Sexuality Studies Master of Arts, undergraduate certificate, and Bachelor of Arts in Interdisciplinary Studies concentration in WGSS. The findings are based on a review of the Department's self-study document, web materials, and a site visit on February 17-18, 2020. The team met with:

- Dr. Russell Ivy, Senior Associate Provost for Academic Affairs
- Dr. Barclay Barrios, Associate Dean of College of Arts and Letters
- Dr. Karin Scarpinato, Associate Vice President for Research
- Dr. Robert Stackman, Dean of the Graduate College
- Dr. Jane Caputi, Professor of WGSS
- Dr. Josephine Beoku-Betts, Professor of WGSS
- Dr. Nicole Morse, Director of WGSS and Assistant Professor of Communications
- WGSS Graduate Students
- WGSS Affiliates/Executive Committee members
- Dr. Michael Horswell, Dean of the College of Arts and Letters
- WGSS Advisory Council
- Ji Young Bae (did not meet with her, but she was instrumental to coordinating the external program review process)

These meetings, like the reviewers' visit overall, were well organized, informative, and enjoyable. We appreciated the wide range of stakeholders we could speak with as part of the process. The WGSS external reviewers received a self-study in advance of the review process and were provided with other related documents and information pertinent to the review, including previous external review documents.

The FAU WGSS program is positioned in the state of Florida as the first M.A. in WGSS, and is currently one of only three graduate programs in the state. The core WGSS faculty are nationally and internationally recognized scholars whose commitment and leadership of the program have been

instrumental to the success of WGSS. Their work with graduate students has been significant. Most notably, WGSS Master's program outcomes include graduates who, for example, are an Emmy-award winning writer and director (focusing on feminist and LGBTQ themes), an Operations Director of NextGen, a Women and Gender Equity Center Coordinator, and multiple other graduates who are now in leadership positions across the state and country.

Nationally, Women, Gender and Sexuality Studies programs take many forms, ranging from the offering of a few courses (with no degree options) to Bachelors of Arts, Bachelors of Science, Master's and Ph.D. programs. Some WGSS programs exist as academic stand-alone departments, and many across the country exist as programs within other units. The trend over the past few decades, however, has been for WGSS programs to transition to departments and stand-alone majors with clear pathways to internships, graduate programs, and careers.

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.
    - 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.
    - 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. Beoku-Betts and Dr. Caputi) is central to the program and its success.

Challenges

- FAU WGSS currently offers no major or minor. Undergraduate students instead take WGSS courses toward a certificate or a concentration in Interdisciplinary Studies. Though the certificate and concentration enable undergraduate students to complete WGSS coursework in conjunction with other majors, without a minor or a major, the WGSS program numbers (course enrollments, and other metrics, like majors graduated) have remained fairly static over the past few years, which makes it difficult for the program faculty and director to make a compelling case for new faculty hires. At the same time, 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.
- Regarding the WGSS Graduate Program, a number of additional challenges exist. 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. FAU allows for graduate students to include faculty from outside the university on their advisory committees, but the students still need the advice and mentoring of the core WGSS faculty, and one of the two core faculty must chair any MA thesis committee. WGSS students do not know the affiliated faculty and so are unsure of classes to take and additional faculty members to add to their committees. 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.

- While the new director is well qualified and enthusiastic, they are still new to the professoriate and pre-tenure. Without experience in administration and without the weight of tenure and promotion, they may face significant challenges in navigating the many tasks associated with directing the program. They need mentorship from a slightly more experienced department chair who is still aware of the challenges of a new position in administration and who knows how to navigate university structures and processes. We believe their success is dependent on leadership and support from the director of the interdisciplinary studies program who should do the heavy lifting for the program as its primary administrator. We would expect to see the director of interdisciplinary studies delve into the discipline of WGSS so he can provide appropriate leadership.

Progress on Recommendations from Previous Program Review

- Space, as noted in the 2013 review, continues to be a challenge. Space for the Program Director, faculty and graduate students are located across two buildings on campus. Relatedly, much of the space is shared (not exclusive to WGSS). While this is better space than the program had in 2013, it is still inadequate. The shared graduate office is small, and students cannot access the director's office directly because the door leading to that hallway is locked. If the interdisciplinary studies main office door is locked, students have no access at all to the director's office.
- The 2013 report recommended developing a WGSS concentration in the interdisciplinary studies degree as a step toward an undergraduate major. The program has successfully completed this task, and one student has graduated with this option.
- In her 2005 review, Sue Rosser noted that the program, which then had three lines, was "towards the smaller end of the range for program with budgeted faculty" and she questioned if that structure had the critical mass and composition to meet program goals. By 2013, the program was down to two lines, and the reviewer recommended hiring more core faculty. Offering an MA and certificates (and potentially an undergraduate minor) with only two core faculty is clearly creating difficulties in offering courses and providing mentoring relationships, especially for the graduate students.

Responses to WGSS 2020 Self-Study Questions

Question 1: *How do you view the Center's future in the university's Race for Excellence Strategic Plan (2015-2025)? What are your recommendations for strategies that might strengthen the Center's role/positioning in the university's Race for Excellence Strategic Plan (2015-2025)?*

The review team is enthusiastic about the possibilities of WGSS participating in meaningful way with the Pillars. In particular, we believe WGSS can align with the Healthy Aging Pillar with a focus on + Gender/LGBTQ aging. We also think that the program could align with Environmental Science through a focus on Environmental Justice.

Question 2: *Do you have any other models to suggest of Women, Gender, and Sexuality Studies programs which have been successfully assimilated into Interdisciplinary Studies Programs?*

While WGSS has now added a concentration in the interdisciplinary studies degree as recommended, that should be seen as a step not an ending place for an undergraduate major. The national trend for the discipline is toward standalone programs/departments with the minor and major. While inclusion in the interdisciplinary studies department and major is a significant move forward, if the program is to align with national disciplinary norms, it should continue to work toward standalone status. We do not recommend assimilation into an interdisciplinary studies unit and major as a long-term strategy for success.

Question 3: *What strategies might work for us to strengthen our recruitment efforts to increase student enrollment locally and nationally into the graduate program?*

A 4+1 combined Bachelor's/Master's degree may be one way to strengthen recruitment efforts at FAU into the graduate program. We suggest beginning with the interdisciplinary studies major as the pathway to the 4+1, and we also encourage conversations with other majors (such as sociology, history, and English) to explore possibilities for other pathways into the 4+1. Working with academic advisors in these programs will be key so they can start advising Juniors into the 4+1 (after catalogue approval for the 4+1); this could help increase the cohort numbers for the Master's. Also, online programs may provide options for recruiting additional students to the Master's program. To recruit nationally, we suggest presence at the National Women's Studies Association (NWSA) annual meeting's MA/PhD recruitment reception. Although FAU's stipends are low, many MA programs in the discipline do not offer funding at all. FAU should highlight the availability of tuition waivers, stipends, and scholarships in recruitment efforts. We also encourage the program to increase its social media presence as a way to gain national attention.

Question 4: *What strategies might work to strengthen our recruitment efforts to increase undergraduate enrollment into the BA in Interdisciplinary Studies with an emphasis on Women, Gender, and Sexuality Studies?*

Given the current FAU context for WGSS, the reviewers suggest that a starting place for building the WGSS curriculum would be to take a few steps that would help to increase student enrollments and program visibility, even prior to development of a minor and/or a major at some future point. (1) A first step would be to apply for the Intro to WGSS to be approved for IFP credit. (2) A possible second step, pending additional faculty FTEs, would be the development and offer of an undergraduate course in sexualities and/or queer theory. Student interest in LGBTQ+ studies as a minor or as part of a major has grown rapidly across the nation, suggesting that a large and growing population of students would take these courses if they were offered and would minor or major in WGSS if an option to take these courses (and obtain a minor or major) were available. We also believe that the LGBTQ community in South Florida is an untapped resource for support and fundraising, and we believe an emphasis on LGBT/queer studies could invite LGBTQ community members into support of the program. (3) We also suggest the director each semester identify courses across the curriculum that can be cross-listed as WGSS and provide a list of these courses to WGSS certificate and graduate students as soon as possible so they can plan their coursework.

Additional Recommendations

- We emphasize the need for additional faculty in the program. This is essential for successful growth in both the undergraduate and graduate programs. (1) An instructor who could take on a heavy teaching load or a teaching postdoctoral appointment could be useful ways to meet needs in the program while allowing the college flexibility given constraints that make tenure track positions more difficult to offer at this moment. (2) We recommend the program pursue possible joint appointments, such as a shared position with one of the health-related departments for an LGBTQ+ healthy aging position or with environmental studies for an environmental justice position. We encourage the college to consider WGSS for future cluster hires and initiatives. We were disappointed that WGSS was not included in the college's most recent cluster hire in African diasporic studies because that is an area in which many WGSS scholars specialize. We encourage WGSS to initiate conversations with other departments across the university to imagine innovative shared appointments that align with the Pillars. (3) We also recommend the college use funds generated by WGSS core faculty in pursuit of their scholarship (such as Fulbright Fellowships, sabbaticals, and grant-related course releases) to hire replacement instructors for those courses the core faculty will not teach while away. This will help tremendously with problems students encounter in taking courses in a timely progression toward degree. (4) We also note that the program should begin to think about a transition plan as the two core faculty members near retirement in the future. We believe that some overlap between new hires and senior faculty will be essential for a successful transition.
- Currently, Professors Caputi and Beoku-Betts and the graduate students have offices on the second floor of the Living Room Theatres building. At the end of that hallway is a currently unused space that would make an excellent open space for WGSS graduate students and undergraduate students to study and meet together. We recommend allocating this space to WGSS and providing appropriate furniture to make a welcoming space for WGSS students.
- The review team recommends WGSS center to design guidelines for selecting the chair of the Advisory Council and the duration of this appointment, as well as a process that would allow new members to join the council, thus bringing new ideas and initiatives.
- As mentioned above, the new WGSS director needs support to be most effective. We recommend FAU-specific mentoring for the WGSS Program Director. In particular, the Director would benefit from regular meetings with a Department Chair or group of Chairs with whom they can ask routine questions about university policies and processes. We recommend the university support their participation in the annual NWSA chairs and directors meeting and the Program Administration and Development (PAD) pre-conference at NWSA.

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.

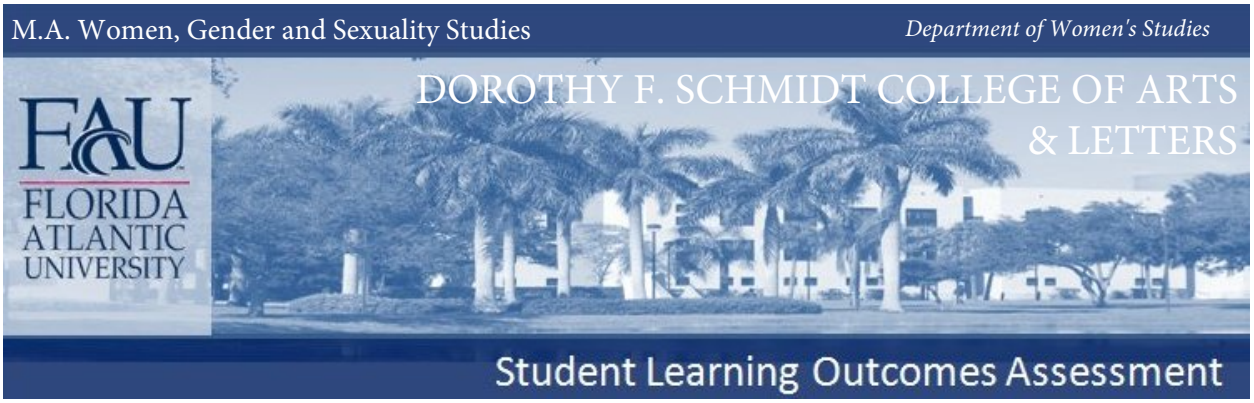
Reviewer Recommendations and responses

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



The Master of Arts degree in Women, Gender and Sexuality Studies (WGSS) offers students the opportunity to gain cross-disciplinary, advanced knowledge of the impact of gender in diverse areas of life. Students who complete this degree should be able to:

- Produce writing in which they identify and review the relevant literature; develop and support a thesis; embed their work in the larger context of women's, gender, and sexuality studies; and provide appropriate documentation in the form of bibliography and supporting documents. Students should be able to produce writing that is grammatically correct, well organized, and properly formatted for the purpose of the assignment.

- Identify, describe, evaluate, and apply advanced concepts and debates within the scholarship and subject matter of women, gender, and sexuality studies.

- Students completing internships should be able to demonstrate technical/practical knowledge of their internship project.

Florida Atlantic University
Academic Program Review
Self-Study Report for the Wilkes Honors College

Program:	Wilkes Honors College BA/BS in the Liberal Arts and Sciences
Program Director/ Coordinator Name:	Dean Ellen Goldey (cell: 561-354-8976)
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Dr. Michael Horswell	horswell@fau.edu	561-297-3803 (office)

Dr. Hallie Savage is a long-time member of the National Collegiate Honors Council (NCHC) and served as its Executive director from 2013-2016. She served as the Honors Program Director for Clarion University of Pennsylvania from 1997 – 2013, and she now serves as a program consultant. She has reviewed twenty-one honors colleges or programs over the years, and she would bring that extensive experience to us.

Dr. Michael Reder is the Director of the Center for Teaching and Learning at Connecticut College. Michael has served as an external reviewer for a number of projects across a range of disciplines, including projects funded by the Teagle Foundation, HHMI, and NSF. Michael has also served as aTeagle Assessment Scholar guiding institutions in using assessment evidence for continuous improvement of programs.

Dr. Michael Horswell, Dean of the College of Arts and Letters, has agreed to be our internal reviewer. A scholar of Latin American Colonial Literature and Gender and Sexuality Studies, Michael is a graduate of a little liberal arts college in SC (Wofford), and he is a champion of our programs. I believe this is an excellent way for a well-respected Dean to learn more about our program.

Guidelines and suggested template for program review at FAU can be found at http://www.fau.edu/iea/pdf/ProgramReview/Program_Review_Procedures.pdf.

A. MISSION AND PURPOSE OF THE PROGRAM **4**

B. PREVIOUS EXTERNAL REVIEWS **4**

C. INSTRUCTION **5**

1. ESTABLISHMENT OF GOALS FOR STUDENT LEARNING 5
2. ASSESSMENT OF SLOS 6
3. LIMITED ACCESS PROGRAM STATUS 6
4. ADMISSIONS CRITERIA 7
5. ENROLLMENT INFORMATION (HEADCOUNT, FTE) 8
6. AVERAGE CLASS-SIZE AND FACULTY/STUDENT RATIO 10
7. CURRICULUM 12
8. INTERNSHIPS AND STUDY ABROAD 16
9. PEDAGOGICAL INNOVATIONS 16
10. CROSS-LISTED COURSES AND OTHER COLLABORATIONS 17
11. STUDENT PROFILE 17
12. ADVISING PROCESS 18
13. RETENTION RATES 20
14. PLACEMENT RATES 20
15. STUDENT RECRUITMENT 21
16. FACULTY 22

16.1 Administrative structure *22*
16.2 Faculty profile *23*
16.3 Teaching loads *23*
16.4 Faculty scholarship and research productivity *23*
16.5 Strategic plan for hires *24*

D. RESEARCH **24**

E. SERVICE AND COMMUNITY ENGAGEMENT **25**

F. OTHER PROGRAM GOALS **27**

G. STRENGTHS AND OPPORTUNITIES THAT SUPPORT ACHIEVEMENT OF PROGRAM GOALS **31**

H. WEAKNESSES AND THREATS THAT IMPEDE PROGRAM PROGRESS **32**

I. RESOURCE ANALYSIS **36**

J. FUTURE DIRECTION **38**

1. ANTICIPATED CHANGES 38
2. 3 TO 5 BROAD QUESTIONS 399

K. STUDENT FEEDBACK REGARDING PROGRAMS **39**

APPENDICES **41**

APPENDIX A: ASSESSMENT REPORT 42
APPENDIX B: DASHBOARD INDICATORS FOR 2016-17 49
APPENDIX C: HONORS COLLEGE FACULTY ABBREVIATED CVS 64
APPENDIX D: NOEL LEVITZ STUDENT SATISFACTION INVENTORY (SPRING 2017) 143

A. Mission and purpose of the program

The mission of the Wilkes Honors College (WHC) at Florida Atlantic University 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. Since its opening in 1999, the WHC has graduated 1,011 students, and currently has 430 students enrolled in courses for Fall 2018. The College's strategic vision for 2025 is to be widely recognized as the nation's premier, public university honors college with a diverse and flourishing student body that reaches 800 students, who are involved in cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences. Guiding principles include offering a liberal arts education of the highest quality; attracting outstanding students from a wide array of backgrounds; building a dedicated and diverse faculty recognized for its excellence in teaching and research; linking teaching, research, and service in order to convey, expand, and apply knowledge; promoting breadth of knowledge, encouraging depth of understanding, and bridging disciplinary divides; respecting differences and recognizing their value in a pluralistic democracy; cultivating critical thinking in the classroom and beyond; introducing students to the challenge of original research and discovery; and producing global citizens.

This mission fits with FAU's Strategic Plan, *Race to Excellence*, which aims to "position itself as a globalized, forward-thinking institution that caters to high-ability students," "expand opportunities for undergraduate students to participate in discovery-based learning," and promote interactive, interdisciplinary teams of researchers and scholars.[1]

The WHC is located on FAU's John D. MacArthur campus in Jupiter, FL, which is 38 miles north of FAU's main campus in Boca Raton. Unlike other honors programs and honors colleges across the country, WHC has its own fully-assigned faculty representing a full range of liberal arts and sciences disciplines, and each of its faculty members (currently totaling 41) is evaluated and tenured within the WHC. Each WHC student will graduate with one of two degrees, a Bachelor of Arts in the Liberal Arts and Sciences or a Bachelor of Science in the Liberal Arts and Sciences, and students may pursue a variety of concentrations and minors. The WHC is also unique in that our students may take all 120 credit hours of coursework toward their degree within the College or they may pursue one of several concentrations designed in collaboration with another FAU college (e.g., College of Engineering and Computer Science). Although our students may not replace WHC honors courses with non-honors versions of courses offered by another FAU college, they are encouraged to take advantage of courses offered at FAU that are *not* offered by the WHC.

B. Previous External Reviews

FAU requires program reviews every seven (7) years, and the most recent external review[2] of the WHC took place in 2012 and was led by Dr. George Mariz, then Director of the Western Washington University Honors Program. His review noted that the College fully meets its mission and serves as a benchmark against which other existing honors colleges can measure themselves with respect to the standards established by the National Collegiate Honors Council (NCHC). The review noted in particular the strong student body, excellent educational opportunities, genuine sense of community, strong advisory council, and high student satisfaction. It recommended 1) hiring new faculty following the loss of lines during the period of budget reductions, 2) better coordination between the WHC and main campus' admissions and enrollment teams, 3) support for student travel between campuses, 4) strengthened ties with the Scripps Institute for Research and the Max Planck Institute for Neuroscience, which share the Jupiter campus, 5) expanded awareness of the WHC and its unique place among the nation's honors colleges throughout Florida and beyond, and best use of financial resources to support students with need.

Among the many changes since the prior review are the hiring of a new Dean (July, 2016). The five recommendations noted above have been acted upon. *First*, since 2016, faculty hires have included one full-time instructor and eight new tenure-line faculty members from across the disciplines, including three scientists who are joint hires with FAU's new research Pillars (i.e., the Brain Institute and the

[1] https://www.fau.edu/provost/files/approved.plan2015.pdf, pp. 6-8.

[2] The full 2012 report is available upon request.

Harbor Branch Oceanographic Institute). *Second*, regarding student recruiting initiatives, the position for a new WHC Director of Admissions was approved, and the position was filled in April, 2018. The Director has an expanded Admissions team and he is working in close partnership with Admissions on the main campus. The WHC has adopted the Common Application for the first-time (August, 2018), and has enhanced and expanded its on-campus and in-state to international recruitment initiatives. *Third*, a new shuttle (2017) transports students throughout the day between Jupiter and Boca Raton campuses, and the steadily increasing ridership has heighted demand for additional hours of operation. *Forth*, President Kelly has made it his goal to strengthen ties with Scripps and Max Planck, and there are is now (2016) a formal memorandum of understanding establishing a strong partnership between FAU and these research institutes. Even prior to this MOU, the WHC had grown the number of students interning at these institutes to over 70 per year, and in 2016 a staff member, who holds a PhD in neuroscience, began overseeing placement of students in internships at these and other locations as well as working closely with recruits who are National Merit Semifinalists. In addressing the *fifth* recommendation, the WHC has undertaken a number of initiatives, including completion of an extensive data survey to be considered for a national rating by the independent organization Public University Honors, and we are proud to be one of only seven (7) honors programs to receive a top rating among the fifty (50) programs reviewed this year, and our rating appears in the book *Inside Honors 2018-2019.* In addition, the book's editor provides noteworthy praise of the WHC on his blog. We have also revised our web pages, improved our printed marketing materials, and produced high-quality promotional videos, including the most recent that precedes our upcoming 20th anniversary year in 2019-2020.

A number of other initiatives have further strengthened the WHC. Diversifying the faculty and staff has been a priority, and among the faculty hired, three are Hispanic and five are women, the new Director of Admissions is Dominican, and the new Budget Manager (May, 2017) is African American. Having a Budget Manager dedicated full-time to the College has led to a better understanding of the financial resources, including the College's ~$5M annual budget and distribution of scholarship earnings from new expendable donations as well as earnings from the $40M endowment. Student diversity also remains a priority, and we are proud to note that less than half of WHC students identify as Caucasian, a quarter are first in their family to attend college, and over 40% are Pell-eligible. In addition, a number of science faculty are working together to plan ways to embed research skills and inquiry into coursework, known more widely as Course-embedded Undergraduate Research Experiences (CUREs). We have also established our first active learning laboratory with state-of-the-art technology, which functions both as physics lab and active learning classroom for any discipline.

C. Instruction:

1. Establishment of Goals for Student Learning (i.e., desired student learning outcomes or SLOs)

The WHC assesses annually four (4) student learning outcomes (SLOs) across all disciplinary and interdisciplinary concentrations offered at the College. These learning outcomes are:

1) Critical thinking (defined as the ability to evaluate evidence and ideas analytically, creatively, and rationally),
2) Proficiency in written and oral communication,
3) Depth and ability to appropriately apply disciplinary and interdisciplinary content knowledge, and
4) Aptitude for working collaboratively.

Prior to graduation, a ***summative*** assessment of these learning outcomes is based on evaluation of the honors thesis, which is required from each student earning the BA or BS degree from the WHC. Each honors thesis is read by at least two faculty members, who evaluate the thesis using a faculty-developed rubric.

Formative assessment occurs with the evaluation of the sophomore writing portfolio. The sophomore writing portfolio is a collection of writing done in the freshmen and sophomore years, and each summer the portfolios are reviewed by a committee of faculty using a faculty-developed rubric (see link below). The portfolio assessment provides the basis for individualized feedback to students, including recommendations for additional tutoring, mentoring, and coursework needed to be prepared to write the honors thesis in the senior year. The student learning outcomes and rubric are available online at https://www.fau.edu/honors/documents/academics-alc.pdf .

2. Assessment of SLOs

Each semester, thesis evaluation forms are completed by the faculty advisors of the student's thesis, rating the thesis in each of the learning outcome areas. These forms are collected and tabulated, and general trends are determined. Reports of previous assessments are available in Appendix A.

Sophomore writing portfolios are collected at the end of spring semester. The faculty committee reads the portfolios and applies a rubric to score students' performance as proficient, on track, needs improvement, or in trouble (indicating the student may be unable to complete an honors thesis or perform well in upper division courses without additional work and mentoring, in writing for example). The faculty advisor conveys the results of the assessment to her/his advisee and works with the student to design a plan for improvement, as needed.

One challenge to effective assessment of learning outcomes was student non-compliance in submitting materials to the sophomore portfolio. Therefore, a more effective system to improve student completion of the portfolios was implemented in 2016, involving a more accurate targeting of students in their second year, resulting in a significantly higher number of completed portfolios (98, compared to 59 the previous year). Students receiving a portfolio rating of 'needs improvement' or 'in trouble' meet with their faculty advisor and are expected to attend several sessions in the writing center and encouraged to take another writing-intensive class.

The evaluation of honors theses has shown that most of our graduating students have performed well on the targeted SLOs for the period of this program review (see Appendix A). Nevertheless, faculty have developed strategies to help students be better-prepared earlier in their college years for successful thesis completion. For example, two faculty members developed an 'online game' offered through the Canvas web portal, that establishes deadlines and incentives, and other faculty members have adopted additional Canvas-based tools. Attendance of all students is expected at the annual WHC Research Symposium, in which every pending graduate describes her/his thesis work via oral presentations or poster presentations (which also requires oral communication). Symposium has the added benefit of instilling high expectations in lower-division students for their own future thesis work.

Student evaluations of courses and instructors, in the form of Student-Perception-of-Teaching (SPOT) scores, also guide instructional improvements. Students are encouraged to complete the SPOT evaluation of each of their courses at the end of each semester. Each faculty member also completes a self-evaluation addressing their own perceptions of their teaching, research, and service, which includes their response to SPOT scores and recommended improvements, as part of their tenure portfolio.

In addition, beginning Fall 2018 the WHC is participating in FAU's assessment of Core/IFP (i.e., General Education) courses.

3. Limited access program status

Limited access program status continues to be justified for the WHC as its mission as an honors college includes selectivity in its admissions requirements, including high ACT, SAT and GPA requirements.

4. Admissions criteria

The Harriet L. Wilkes Honors College offers an all-honors education to students who demonstrate intellectual aptitude, desire to learn, and high potential for academic growth. We look not only for high grade point averages and test scores, but also for evidence that students have sought out the most challenging courses available at their schools (AICE, AP, IB, Dual-enrollment, and Honors). Admissions decisions are based on a variety of factors in addition to academic records, including leadership qualities, good communication skills, and involvement in school and community activities. To be accepted to WHC, students have been required to first be admitted to Florida Atlantic University, which has led to delays in processing applications from these top students.

Starting with prospective students for the incoming class of Fall 2019, the WCH will accept applicants through two routes: 1) through the Common Application -- this is the first time that any FAU college has been a Common App member, and this direct application to the WHC streamlines processing of these applications and attracts students who are particularly interested in the type of small-college experience that the WHC offers; 2) Students may still apply to the WHC through the FAU application portal. Processes are newly in place (bugs still exist) in which high-achieving students who apply to FAU are automatically accepted to the University. Applications from students who indicate an interest in being considered for admission to the WHC are then evaluated by the WHC admissions team. Many students who apply through this route are unaware of the WHC, so we expect the yield to be much higher from the Common App, but that is yet to be determined. All applicants or prospective applicants are encouraged to come to campus to participate in an Open House or individualized campus tour.

Requirements for admission into FAU are as follows:
Initial application review is based on the applicant's academic profile as represented by the high school grade point average, rigor of curriculum and/or performance on standardized tests (SAT or ACT). An SAT or ACT is required of all applicants for freshman admission.
High School Units:
Most successful applicants have taken a rigorous course load and have challenged themselves by taking courses with additional weight. Applicants are expected to have completed the following 18 (minimum) high school units:
English: 4 Carnegie units (3 with substantial writing)
Mathematics: 4 units (at the level of Algebra 1 or higher)
Natural Science: 3 units (at least 2 with laboratory)
Social Science: 3 units
Foreign Language: 2 units (of the same foreign language)
Academic Electives: 2 units

All applicants interested in the WHC are encouraged to submit an academic paper and résumé to bolster their application. The résumé should detail extracurricular activities, community involvement, work experience, honors and awards; the academic research paper should be typed, analytical, of at least 500 words, and preferably including instructor comments. These supplemental documents are helpful in assessing a student's readiness for the rigorous academic environment of the WHC. The College seeks students who demonstrate an active approach to learning and potential for outstanding academic growth.

The WHC conducts a holistic review of each applicant directly following their admission to the University or immediately if students apply through the Common App. Each application is read by a member of the admissions staff and may also be read by members of the faculty admissions committee.

A new process is being implemented for Fall of 2019 to select the five incoming students who will be recipients of our most prestigious, four-year, full-ride (tuition, room, board plus summer experiences) scholarship, the Henry Morrison Flagler Scholarship. Instead of encouraging any student accepted to the WHC to apply to attend what has been called Scholars Day, we will target a select group of students who will be invited to apply and invite those that apply to attend *Flagler Scholars Day*. We expect this to increase the prestige of the event while also reducing the number of students disappointed that they were not selected to attend Scholars Day or to receive a Flagler scholarship.

The WHC is home to the Wilkes Medical Scholars Program, a highly-selective 7- or 8-year BS/MD degree pathway. Students admitted to the program are conditionally admitted to FAU's College of Medicine, assuming they maintain a high GPA and remain in good standing at the college. Students may replace the required thesis with the first year of medical school coursework. The Wilkes Medical Scholars Program is administrated by the College of Medicine, which also oversees the program's admissions process, although a WHC staff member works closely on recruitment for this program.

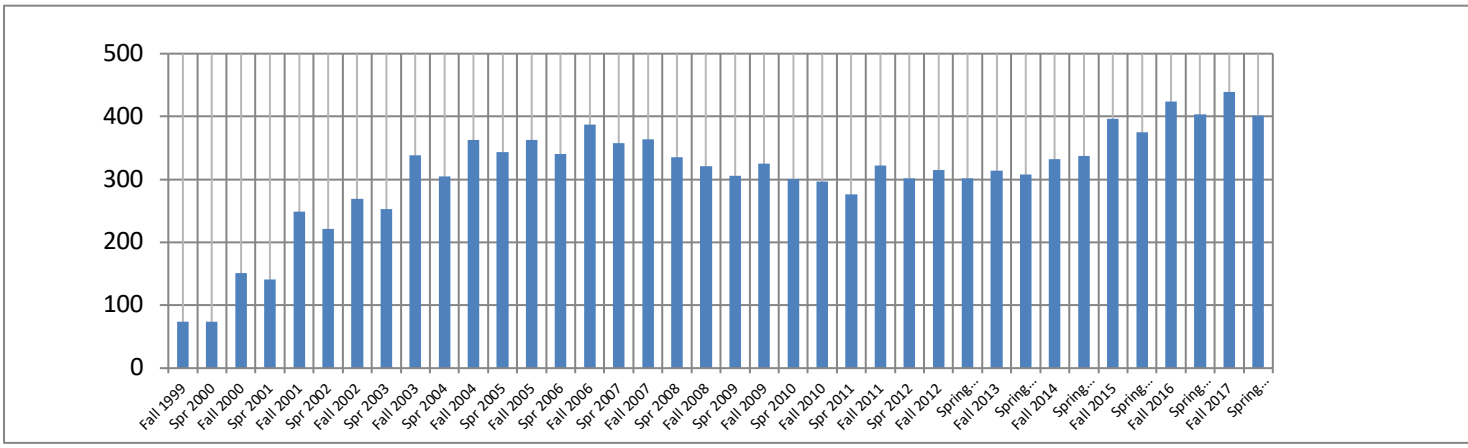
The Fall 2017 Profile of incoming students was mid-50% range ACT of 27-31, SAT of 1240-1360 and weighted GPA of 4.11-4.78.
The Fall 2018 Profile is: ACT of 27-31, SAT of 1230-1370, and weighted GPA of 4.18-4.68.

5. Enrollment information (headcount, fte)
Annual headcount data 2012 - 2017 (from FAU IEA):

Semester		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Student Level	Status	n	n	n	n	n	n
Undergraduate	Full Time	296	291	319	370	391	407
	Part Time	19	23	13	26	33	32
Subtotal: Undergraduate		315	314	332	396	424	439
Total		*315*	*314*	*332*	*396*	*424*	*439*

Semester		Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Student Level	Status	n	n	n	n	n	n
Undergraduate	Full Time	282	281	302	347	355	361
	Part Time	20	28	35	28	46	42
Subtotal: Undergraduate		302	309	337	375	401	403
Total		*302*	*309*	*337*	*375*	*401*	*403*

Historic Headcount Data from 1999-2018:



Student Credit Hour / FTE Productivity Reports
Academic years: 2013-2014 to 2017-2018
Campus: All Jupiter
College: Honors College
Department: All Departments

	State Fundable SCH						Annualized State Fundable FTE					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Course Level												
Lower Div	5,016	5,678	6,191	5,602	5,379	**27,866**	167.2	189.3	206.4	186.7	179.3	**928.9**
Upper Div	4,219	4,552	5,503	5,637	6,370	**26,281**	140.6	151.7	183.4	187.9	212.3	**876.0**
Grad I	0	0	0	0	0	**0**	0.0	0.0	0.0	0.0	0.0	**0.0**
Grad II	0	0	0	0	0	**0**	0.0	0.0	0.0	0.0	0.0	**0.0**
Total	**9,235**	**10,230**	**11,694**	**11,239**	**11,749**	**54,147**	**307.8**	**341.0**	**389.8**	**374.6**	**391.6**	**1,804.9**

Run Date: December 2, 2018
Program: ProductivityReports_Report.sas

Office of Institutional Effectiveness & Analysis
Source: Student Data Course File

Institutional Effectiveness & Analysis | **Contact us: iea@fau.edu**

6. Average class-size and faculty/student ratio (from FAU IEA Department Dashboards):

				Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Course Level	Type							
Undergraduate	Lecture/Seminar	Sections Offered	#	170	186	190	190	5,337
			# Enrolled	3,103	3,548	3,375	3,375	203,020
			Avg Section Enrollment	**18.3**	**19.1**	**17.8**	**17.8**	**38.0**
		Sections Faculty-Taught	#	136	147	160	160	3,624
			%	**80.0**	**79.0**	**84.2**	**84.2**	**67.9**
	Lab	Sections Offered	#	31	37	42	42	878
			# Enrolled	525	622	613	613	16,292
			Avg Section Enrollment	**16.9**	**16.8**	**14.6**	**14.6**	**18.6**
		Sections Faculty-Taught	#	5	13	16	16	441
			%	**16.1**	**35.1**	**38.1**	**38.1**	**50.2**
	Discussion	Sections Offered	#					330
			# Enrolled					9,256
			Avg Section Enrollment					**28.0**
		Sections Faculty-Taught	#					254
			%					**77.0**
	Other Course Types	Sections Offered	#	159	174	171	171	1,362
			# Enrolled	393	425	431	431	8,784
			Avg Section Enrollment	**2.5**	**2.4**	**2.5**	**2.5**	**6.4**
		Sections Faculty-Taught	#	117	159	153	153	1,033
			%	**73.6**	**91.4**	**89.5**	**89.5**	**75.8**

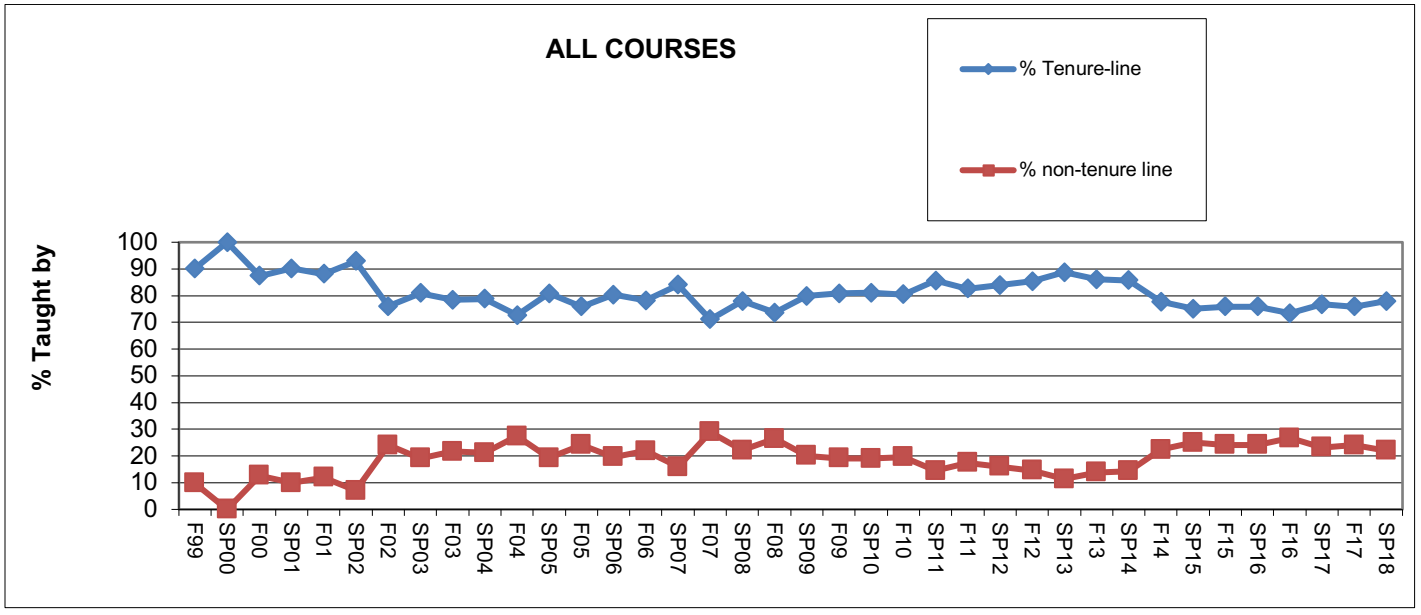
	14-15	15-16	16-17	17-18	18-19
Full-time faculty/instructors	31	31	32	37	41
Headcount (annual)	352	423	437	453	N/A
Students per faculty	11.4	13.6	13.7	12.2	

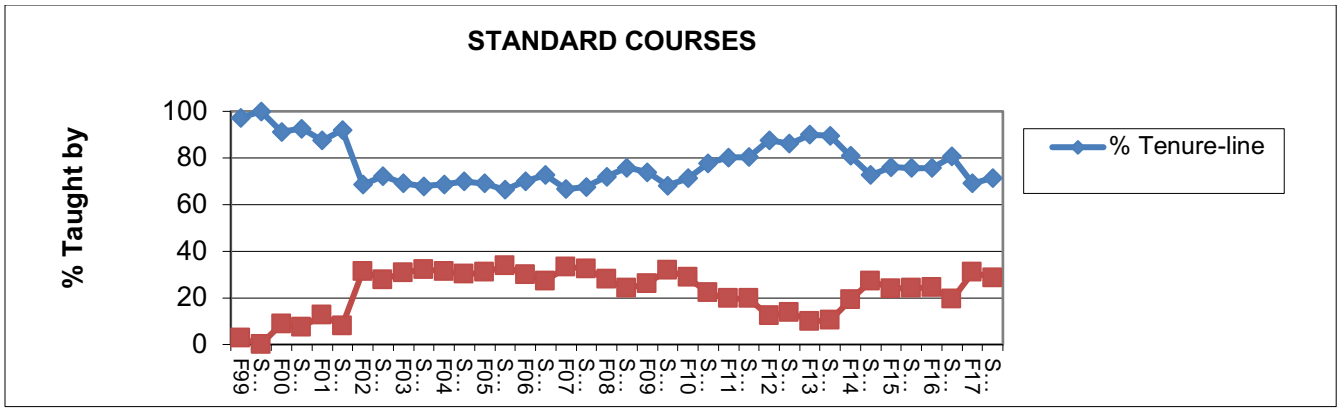
Average class size through Spring 2018 (including average class size for pre-med students)
Extrapolated from IEA course data information. This table estimates the average class size for a freshmen pre-med student.

	# courses (all)	Ave class size (all)	# courses (standard)*	Ave class size (standard)	Headcount**	# DIS/Thesis Sections	# DIS/Thesis Students	Enr in 3 pre-med classes	Ave elective class size	Ave class size for freshman pre-med
Fall 2014	164	12.9	78	**17.6**	332	40	93	158	16.21	**43.6**
Spring 2015	64	11.4	79	**18.0**	337	49	112	139	16.92	**39.0**
Summer 2015	156	8.0	10	**34.3**	179	20	34			
Fall 2015	164	13.0	82	**18.6**	396	48	116	207	16.92	**45.5**
Spring 2016	169	11.3	79	**16.9**	375	53	118	184	15.37	**38.6**
Summer 2016	59	8.0	9	**24.2**	180	12	15			
Fall 2016	174	11.8	93	**17.5**	424	45	112	174	16.69	**25.9**
Spring 2017	172	11.0	80	**17.2**	403	56	174	149	16.11	**32.8**
Summer 2017	58	8.8	7	**50.7**	213	19	24			
Fall 2017	168	19.6	85	**19.6**	439	46	101	196	17.27	**28.8**
Spring 2018	182	17.2	85	**17.2**	401	60	134	152	15.39	**33.3**
						1674	**3542**			

Breakdown of Courses taught by type of faculty *Standard courses exclude DIS/Thesis/StudyAbroad/Internship

ALL Courses taught by:	Visitor	Adjunct	Staff (with Ph.D)	Staff (no Ph.D)	Tenure-line faculty (HC)	FAU (starting 2014)	TOTAL	% TENURE-LINE	% NON-TENURE LINE
F15	0	23	5	6	107	8	141	**76**	**24**
SP16	0	22	8	6	113	9	149	**76**	**24**
F16	2	25	8	5	110	7	150	**73**	**27**
SP17	1	18	9	5	109	10	142	**77**	**23**
F17	0	18	9	6	104	12	137	**76**	**24**
SP18	0	21	10	4	124	13	159	**78**	**22**
TOTALS	**242**	**468**	**119**	**187**	**4109**	**67**	**5125**	**80**	**20**
STANDARD* Courses taught by:	Visitor	Adjunct	Staff (with Ph.D)	Staff (no Ph.D)	Tenure-line faculty	FAU (starting 2014)	TOTAL	% TENURE-LINE	% NON-TENURE LINE
F15	0	17	0	0	54	3	71	**76**	**24**
SP16	0	16	1	0	53	5	70	**76**	**24**
F16	2	17	0	0	59	4	78	**76**	**24**
SP17	1	10	1	0	50	6	62	**81**	**19**
F17	0	18	4	4	58	8	84	**69**	**31**
SP18	0	19	4	3	65	7	91	**71**	**29**
TOTALS	**211**	**397**	**38**	**89**	**2295**	**38**	**3030**	**76**	**24**





7. Curriculum

All students must successfully complete 120 credits to graduate and may do so by taking exclusively honors courses, although students are encouraged to take advantage of courses offered at FAU that are not available at the WHC. Of the 120 credits, a minimum of 36 credits are taken to satisfy the *Honors Core* requirements. The Core (similar to General Education on other campuses and taking the place of the University IFP course requirements) is devoted to exposing students to the breadth of human knowledge in the liberal arts and sciences, developing their critical thinking and communication skills, and exposing them to the types of inquiry and research across the disciplines. Thus, the Core courses introduce students to ways of thinking about science, politics, history, ethics, culture, art, the environment, and literature. Some of these courses introduce students to a specific discipline, whereas others are interdisciplinary. Students are required to take at least three courses that are team-taught by faculty from different disciplines, in which they learn to approach problems and themes in ways that transcend traditional disciplinary boundaries. Other graduation requirements include mentored research/artistic activity leading to completion of an honors thesis, completion of an extramural internship or study abroad experience, and successful completion of all coursework in their concentration. Thus, all students engage in multiple high impact practices known to promote learning and student success.[3]

All students receive either a B.A. or B.S. in the Liberal Arts and Sciences with a Concentration in the major area of study. Currently the College is proposing a new C.I.P. number that will allow the degree of B.A. or B.S. in the Physical and Biological Sciences: while the curriculum will not change for concentrations with this new CIP, the new degree will allow WHC STEM students to have their degrees counted as STEM degrees for purposes of the metrics that the state legislature uses in evaluating university performance.

Transfer students with an A.A. degree need only satisfy the non-core graduation requirements. For all other transfer students, transfer credits satisfy core requirements where the course number is identical to a core course number, or if approved by the petitions committee.

Core Requirements[4]

[3] Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C. 34 pp.

[4] First time in college (FTIC) students entering the WHC in Fall 2015 or later complete the WHC Core requirements rather than the 'Intellectual Foundations Program' (IFP) requirements required of other Florida Atlantic University students. The Core offerings are more extensive than those required to satisfy the IFP.

- Written Communication: One English course (3 credits), three additional courses designated as Writing-Across-the Curriculum (WAC) courses, and submission of a Sophomore Writing Portfolio.
- Mathematics and Quantitative Reasoning (two courses, 6-8 credits)
- Natural Sciences (two courses, in two different disciplines, 6-8 credits)
- Social and Behavioral Analysis (two courses 6 credits)
- Humanities (two courses, 6 credits)
- Global Citizenship (two courses, 6-7 credits)
- Additional Humanities or Social and Behavioral Analysis course (one course, 3 credits)

A detailed list of Courses that satisfy the Core is available at http://www.fau.edu/honors/documents/core-revised.pdf

Other Graduation Requirements:

- Humanities and Social Science Distribution Electives (two courses, 6 credits, must be taken at the WHC and cannot be counted towards any other requirement)
- Foreign Language (two courses, 8 credits)
- Critical Inquiry Seminars (three courses, 5-9 credits): these interdisciplinary courses are team-taught by two faculty members from different disciplines.
- Extramural (outside the WHC) Internship or Study Abroad (3-12 credits)
- Honors Forum (one course in first semester, 1 credit); a weekly lecture featuring different speakers (usually WHC faculty members)
- Successful completion of a Concentration and Honors Thesis (36-73 credits; students must receive a "C" or higher in all courses counting towards their Concentration)
- Completion of the Academic Learning Compact (completion of the thesis assessment form)

The WHC offers the following concentrations, in addition to 'Individual Designed Concentrations':
Concentrations available for a B.S. or B.A. degree

Biological Anthropology	Marine Biology
Biological Chemistry	Neuroscience
Biology	Physics
Chemistry	Psychology
Environmental Science	

Concentrations available for a B.A. degree

American Studies	Latin American Studies
Anthropology	Law and Society
Art	Math/Interdisciplinary Mathematical Sciences
Business	Medical Humanities
Economics	Philosophy
English	Political Science
Environmental Studies	Spanish
History	Writing
Interdisciplinary Critical Theory	Women's Studies
International Studies	

Requirements for each concentration are available on the website at
http://www.fau.edu/honors/academics/majors/

The WHC also offers the following minors:

Anthropology
Art
Chemistry
Economics
English Literature
Environmental Studies
Ethics *(Interdisciplinary)*
History
Interdisciplinary Theory of Knowledge
Law and Society
Mathematics
Philosophy
Physics
Psychology
Spanish Literature
Visual Arts and Creative Writing
Women's Studies

BGS (Bachelor of General Studies) degree option:

Over the years, some students matriculate to a different FAU college to complete a major in a discipline not offered by the WHC (e.g., Engineering). However, a small number of WHC students did not graduate or left, and a small fraction of these find completion of the honors thesis to be an insurmountable hurdle. To date, of the population of students who have ever matriculated at the WHC, 34 were coded as 'MIA', a term used for someone who never completed their degree because they did not complete the thesis—this is less than 1.4% of all one-time students.[5]

FAU has initiated a program to allow students to graduate with a Bachelors of General Studies Degree (a non-honors degree from FAU) who have completed 120 credits, which include the WHC Core (General Education requirement), WAC requirements, 45 credits of upper-level work, and their last 30 credits at FAU, have at least a 2.0 overall GPA, and have earned a 2.0 GPA in 15 credits of upper-division work in one discipline. In 2016-17 we presented this option to a few students who had not yet completed their thesis, and they chose to instead complete the thesis to earn their WHC degree, but this is an option that will continue to be made available in the future and has been chosen by two students in the last two years.

Pathway and 4+1 programs:
In addition, the WHC has several Pathway programs.
MBA Pathway Program: The Wilkes Honors College has an arrangement with the College of Business of FAU whereby students who have met all WHC graduation requirements, maintained at least a 3.0 GPA in the last 60 hours of coursework, and achieved a score of 500 or above on the GMAT are guaranteed admission into FAU's MBA program. This guarantee of admission is given only to students who have been full-time WHC students for a minimum of six semesters and who have completed the Core and Concentration in the WHC.

Education (M.Ed.) Pathway Program: Students interested in teaching careers can take advantage of the WHC's Education Pathway: Receive a Bachelor of Arts with a concentration in a specific field (Art, Biology, Chemistry, English, Mathematics, Physics, Social Science or Spanish) and then complete a master's degree through the College of Education's M.Ed. Program in Curriculum and Instruction Plus Secondary Education Certification. While at the WHC students receive a concentration in what will be their area of teaching specialization, coordinating with the College of Education to complete specific education courses and a teaching internship as part of their undergraduate coursework. Students then complete

[5] Goldmine database SQL query conducted 1/14/2019. We do not know how many students chose to leave before completing their other graduation requirements solely because of the prospect of writing a thesis.

graduate level coursework to receive the M.Ed. Plus Secondary Education Certificate. To accelerate their completion of the Master's degree, WHC students may take some of the M.Ed. Core courses while they are completing their WHC degree.
Qualified WHC students may take advantage of the College of Education's FIAT programs that provide students the opportunity to be a paid instructional intern in a classroom one day a week with a model teacher, or serve as substitute teachers one or two days a week under the direction of a mentor, while at the WHC. Wilkes Honors College students doing the Education (M.Ed.) pathway are advised to take EDF 2005 Introduction to the Teaching Profession (includes 15-hour clinical field component), available online. In addition, some upper level or graduate Education courses may be taken at the Jupiter campus while at the WHC and will count towards the Masters degree.

Engineering Pathway: While the WHC does not currently offer degrees in engineering or computer science, students can come to the WHC for their first two years and then transfer seamlessly into the College of Engineering and Computer Science. Students are thus able to take advantage of the WHC's rich offerings and small class sizes in mathematics and the sciences, social sciences, and humanities during their first two years to satisfy core requirements before focusing on their upper-level engineering coursework at the College of Engineering. According to a Memorandum of Agreement between the two Colleges (May 8, 2012), students who have completed all of the WHC's core requirements or their equivalent and who meet the admission requirements of the College of Engineering and Computer Science are permitted to transfer automatically to that college. To declare a major within the College, students need to pass the Pre-professional requirements related to the major. Honors Calculus, Physics, and General Chemistry or their equivalents satisfy the Engineering requirements of Calculus, Physics, and Chemistry for Engineers. Another option that was just approved is a 4+1 combined Bachelors/Masters degree program where students receive their B.A. or B.S. in the WHC and take prerequisite coursework for a Masters Degree while at the WHC, and then receive an M.S. in an additional year through the College of Engineering and Computer Science, in areas such as Bio Engineering.

Nursing Pathway: Each year up to three WHC students who meet all College of Nursing requirements and complete their WHC degree are guaranteed admission to the College of Nursing's Accelerated BSN program. The College of Nursing's accelerated program is specifically designed for the student with a baccalaureate degree in another field who wants to become a registered nurse. The accelerated BSN program is an intensive four semesters of full-time academic study. WHC students choosing the Nursing Pathway must plan to complete their WHC degree requirements prior to starting the Nursing program. Students complete 16 credits in the first semester, followed by 16, 15, and 13 credits in the following three semesters all in FAU's nationally acclaimed College of Nursing.

4+1 BA/MA in History: Effective Spring 2019, this combined degree program enables outstanding students to graduate with both a Bachelor of Arts with Major in Liberal Arts and Sciences with Concentration in History degree and a Master of Arts with a Major in History degree (B.A./M.A.) in as little as five years. The program is 150 credits (with thesis option) or 156 credits (without thesis option). Students complete 120 credits for the undergraduate degree and 30 credits (thesis option) or 36 credits (non-thesis option) for the graduate degree. Students complete the undergraduate degree first, taking no more than 12 credits of graduate coursework in their senior year, which can be used to satisfy requirements for both degrees.

8. Internships and study abroad

The WHC maintains a database of internships for WHC students that includes many internships done by past students at the College; Dr. Monica Maldonado is available to provide guidance, and our website has detailed information about submitting an internship proposal form. Proposal forms must be approved by Dr. Maldonado before the student is permitted to register for internship credit. During their internship, students are required to do related reading and write a paper, which is reviewed by their faculty advisor; and students are evaluated by their on-site internship supervisor. Over 1096 internships have been completed at the WHC since Fall 2003 (when reliable record-keeping began). Many students have completed internships in the sciences at world-class research institutes that share our campus: Scripps Research Institute - Florida (239 since Fall 2006), and the Max Planck Institute for Neuroscience (29 since Summer 2010). FAU has also brought many of their top scientists to this campus in the Jupiter Life Sciences Institute and the newest addition, the Brain Institute.

Numerous internships are also available in the humanities and social sciences. Some examples of current or past internships include: Huckshorn Arboretum, G4S Human Resources, Lauren Bauer Congressional campaign, El Sol, Palm Beach North Chamber of Commerce, United Technologies Corporation, Vero Beach Museum of Art, STEAM Interactive Art Exhibit and Camp, City of Hope, Criminal Justice Commission, 15th Judicial Circuit, Florida Power and Light, Florida Resource Center for Women and Children, Girl Scouts of SE Florida, Historical Society of Palm Beach County, Invisible Children, Jewish Adoption and Foster Care Options, Lifetime Fitness, Lighthouse Art Center Museum and School of Art, Martin County State Attorney's Office, Orange County Regional History Center, Palm Beach County Sheriff's Office, Polk Museum of Art, Public Defender's Office of Broward County, Robert Sikes Public Library, UBS Financial Services, Voto Latino, The Washington Center, WorldTeach.

The campus Career Services Director will also be working with Dr. Maldonado to ensure that students are developing their NACE Competencies, which require students becoming purposeful and self-reflective in achieving their learning goals for their internships.[6]

9. Pedagogical innovations

The WHC has developed programs that have become models for the University as a whole. For example, the WHC initiated its annual Symposium for Scholarly and Creative Research in 2002, and in 2010 the main campus at Boca began a similar Undergraduate Research Symposium day to showcase undergraduate research.

The WHC has been a leading player in earning the 'research intensive' (RI) designation for many of our courses. This initiative has been guided by WHC faculty member Dr. Julie Earles, and the WHC has thus contributed to FAU's efforts to foster undergraduate research *beyond* the significant contributions made by the WHC faculty in mentoring students' honors theses, which include 70 DIR (directed independent research) courses that are designated as research-intensive across all disciplines.

The Dean of the WHC, Dr. Ellen Goldey, has increased the WHC's engagement in the national dialogue about improving outcomes in "gateway" STEM courses, for the evidence is clear that failure in these courses is the primary reason for students giving up their plan to pursue a STEM-related career. The landmark study by Freeman et al. (2014) is the largest and most comprehensive meta-analysis of undergraduate STEM education published to date, and these researchers found that active learning

[6] See the website of the National Association of Colleges and Employers for overview of NACE competencies and assessments. http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

significantly increases student performance in STEM fields.[7] Therefore, we have begun working towards a faculty development program to engage our entire faculty in considering evidence-based reform initiatives that have been shown to improve outcomes, especially for students from underrepresented groups, first generation students, and less-prepared students.

The new active learning laboratory for Physics and other courses has the potential for a diverse set of laboratory applications and classroom capabilities for undergraduate teaching and learning. Tables and chairs can be easily moved and rotated, thus optimizing the layout for each class that day. This flexibility allows students to interact with each other and with the activity/models at each station, and allows the instructor to serve as "coach" – a role which encourages students to practice their skills, develop and apply their knowledge, and take responsibility for their own learning rather than being passive recipients of lectures, which in more traditional classrooms may fill the entire class period. In this role the professor/instructor is also better-able to track students' progress.

Six large touchscreen monitors are located at intervals around the room where group work can occur and that can be used to collect, record, visualize, annotate data, and share with other groups in real time. The instructor can utilize his/her onscreen touch system to draw on a "whiteboard," use a browser, or send files from a USB or the cloud to any, or all, of the screens in the room. Students at any of the mobile tables/workstations can receive materials sent by the instructor as well as collaborate with one another and their instructor by sharing content directly from laptops, tablets, and phones to the screens. This media system is complemented by ample white board space (a full wall) for the students, TAs or instructor to use. For modern physics (e.g., biophysics/computational physics) in particular, along with other high-tech disciplines (e.g., digital and computational art), the interactive classroom opens new doors for introduction of concepts that are difficult to reproduce in a traditional lab.

10. Cross-listed courses and other collaborations

The WHC has collaborated with other colleges and Pillars at FAU in several ways. We made several joint hires with Harbor branch Oceanographic Institute, the Brain Institute, and the Jupiter Life Sciences Initiative/College of Science that facilitate interactions among researchers. Several WHC courses are cross-listed with other departments, and WHC students enroll in non-honors courses that are not offered at the College. In addition, a number of students write their theses under the direction of scientists at JSLI, Scripps Research Institute-Florida, and the Max Planck Institute.

11. Student profile

The Fall 2017 Profile for the admitted class has a mid-50% range ACT or 27-31, and SAT of 1240-1360 and weighted GPA of 4.11-4.78.

Of the 101 new freshmen FTIC for Fall 2017:

15 are First Generation in College
90 are Florida residents.
64 are female, 37 male
21 are classified as "low income."
9 live at home.

Years	% of HC students who receive a Pell

[7] Scott Freeman et.al., 'Active learning increases student performance in science, engineering, and mathematics', Proceedings of the National Academy of Sciences 111(23):8410-15 (2014).

Fall 2013	31.2%
Fall 2014	32.7%
Fall 2015	30.4%
Fall 2016	31.1%
Fall 2017	33.3%

For all students at the WHC, 52% self-identify as non-white.

12. Advising process

At the WHC all academic advising is done by the faculty, and each new student is assigned a faculty advisor when they enter. Advising by faculty has, since its inception, been the College's primary means of academic advising for students. One of the benefits we advertise to prospective students is the attention students receive from the faculty, and faculty advising is a key component to providing that attention. Currently students are initially placed with a faculty advisor based on the information self-provided on their application for admission. Our Director of Academic Support Services receives this information from the Admissions office. If, for example, a new student self-reports Biology we would hope to assign them a biology faculty advisor. Because of our large number of science concentrators (~70%), it has not been possible to assign a biology faculty to all students indicating a desire to major in biology or pre-med. In many cases, science/pre-med students will be advised as freshmen by a humanities or social sciences faculty. Students may change their advisor at any time after the first year by submitting an on-line form. The former advisor need not sign off, and the new advisor is informed that the form has been submitted.

The Director of Academic Support Services, David Flanigan, supports advising through giving presentations to students during pre-orientation and orientation on course requirements, how to navigate through Banner to register, check holds, and answer questions. He conducts degree audits, which are done at about 90 credits and provide students with a color-coded and clear understating of what they have left in order to graduate. He also informs a student and the student's advisor of any potential concerns regarding timely graduation, and he completes a graduation certification of all WHC students. When an advisor or instructor flags a "student of academic concern," he requests an appointment with the student and informing the advisor so that the student gets the encouragement and guidance needed to remain on track to graduate.

In addition, the Associate Dean for Academic Affairs, Dr. Mark Tunick, is available to answer students' advising questions. During orientation week, he also trains advisors during a mandatory meeting, which occurs prior to when advisors meet with their advisees (faculty feedback to the workshop was very positive). He also updates and makes available materials to assist students and advisors in course selection, and he gives a presentation during orientation on academic misconduct and the honor code. He also explains the policies regarding WHC-specific scholarships to students, a set of policies he is tasked with enforcing. Both the Director of Academic Support Services and Associate Dean of Academic Affairs follow up on reports of students due to graduate to ensure obstacles are overcome; do general advising daily; address registration issues; and decide on petitions. The Associate Dean also monitors student registration in courses and contacts students who are less than full time prior to the add/drop deadline. He also notifies students of scholarship opportunities which can be important in retaining students with diminished financial resources.

Since 2014 the WHC has published on-line its four-year Flight Plan for FTICs. In 2016 a separate flight plan was developed to address the needs of transfer students, and it was published online as well. The flight plans are presented to our OWL Orientation leaders (current students) during their training session prior to their interactions with the new incoming class. These flight plans are referred to during Orientation's advising session; faculty advisors are made aware of them during their training session (see

below); and there are several links to them on our website. In 2016-17 we created a webpage devoted to Advising that is easily found on navigation menus on all our inner webpages. The advising webpage includes links to flight plans and other information to help students select courses and be aware of their graduation requirements. In 2016 a new 'Advising Sheet' was created that also provides succinct information on the most important advice for students in the following categories: non-STEM students, pre-med/STEM students, and transfer (as opposed to FTIC) students, including instructions on advising transfers with AA degrees vs transfers without the AA degree. In addition, a pdf of courses being offered in the current semester that indicates days/times/CRN/instructor/prereqs/co-reqs/core area that the course satisfies/cap/space available is regularly updated during advanced registration and a course notes page is updated with information about new courses added, prereq issues, and so forth (see link).

We are currently working to automate our Flight Plans (which are more complex than those for first-year students on the main campus because WHC students have more course options in completing the WHC Core than the students completing IFP courses on the main campus) so that they can be added this Spring to FAU's new U-Achieve web portal, which launched in Fall, 2018. This system allows students to develop their plan to graduate in four years by adding courses to a planning document that they would then have approved by their faculty advisor. While their actual course path may change, this structure will continue to ensure that students understand the requirements for a timely graduation.

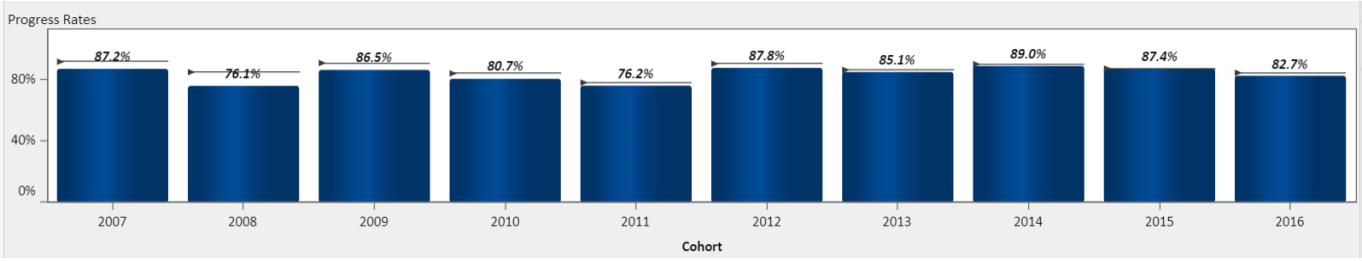
In addition to the Writing Center on the Jupiter Campus, tutoring services are available for students taking key courses. Hours are posted online. The Director of Academic Support Services oversees the application process, seeks faculty recommendations, screens applicants, assists with the hiring process, schedules tutoring hours, and approves tutoring hours in Workday. We offer free tutoring in areas of need based on faculty and student input. The areas we normally cover include math, sciences, economics and foreign languages (others as needed). We have a permanent tutoring room equipped with a computer, Smart Board and white board in the library.

Based on feedback from all constituencies, we have implemented changes in new student Orientation in each of the last three years (2016 – 2018) as we seek to establish the best foundation for our students' success. Relevant to advising are several sessions with the Director of Academic Support Services, who instructs the new students on curricular requirements and how to sign up for courses and the Associate Dean of Academic Affairs, who instructs students on the WHC's Academic Honor Code. A celebratory evening ceremony welcomes our new students and adds gravitas to the importance of the College's Honor Code, as each new student *and* new faculty member adds her/his signature as promise to abide by the Code. New students also dine one evening with their faculty advisors and participate in events such as 'Discussion Cinema' in which a discussion is led by a faculty member following the showing of one of several movie selections. Every student also meet one-on-one with their faculty advisor prior to the start of classes.

Starting in the summer of 2018 the WHC began a pre-orientation program for incoming students called the STAR program, which stands for Summer Transition/Advising/Registration. Confirmed students select one of two choices for one-day pre-orientation sessions where they are advised on academic requirements and Banner, meet with advisors, clear any holds to registration, and register for the classes we know they will need. This ensures that when students meet with their advisor during August Orientation, class schedules may only need adjustment rather than creation. The faculty advisors reported that they were very pleased with this improvement which was implemented for the incoming class for Fall 2018. We also believe that this increases the level of commitment of the student when they have the opportunity to imagine and plan for their upcoming classes, and this strategy has the overall goal of improving retention.

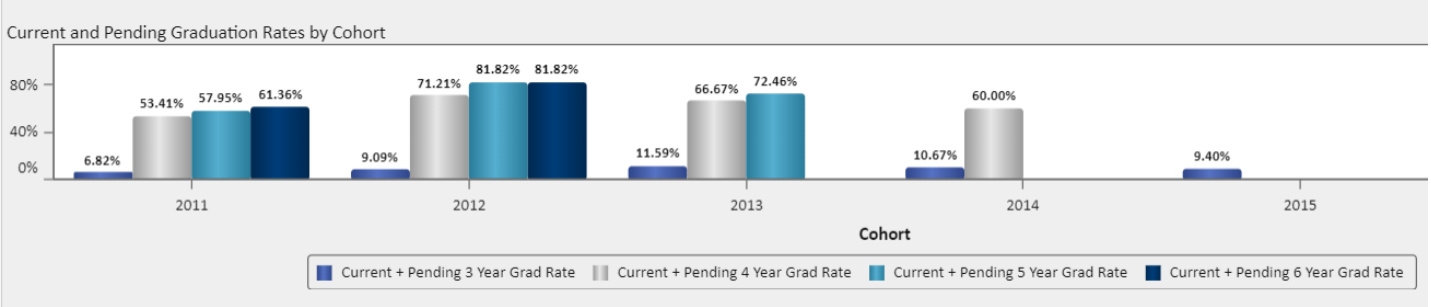
13. Retention rates

One of the metrics by which Florida SUS universities are now rated is the retention/persistence rates to the second year of students with a Grade Point Average (GPA) above 2.0 - FL SUS Metric #5). For the Honors College this figure most recently has historically ranged from a low of 76.1% (in 2008) to 89%.
The most recent progress rate from Fall 2017 to Fall 2018 for the Honors College (GPA of 2.0) is 83.17%.



Another metric is Graduation rates (6th year graduation rates for full-time and part-time First-Time-In-College (FTIC) students - FL SUS Metric #4):

For 2010, the 4 year graduation rate was 70.4% and the 6 year rate was 81.5%.
For 2011, the 4 year graduation rate was 53.4%, the 6 year rate was 61.4%.
For 2012, the 4 year graduation rate was 71.2% and the 6 year rate was 81.8%.
For 2013, the 4 year graduation rate was 66.7% and the 5 year rate was 72.5%.
For 2014, the current and pending 4 year graduation rate is 60%.



Source: FAU IEA Dashboards (Performance Metrics, Graduation Rates), accessed 1/11/2019

14. Placement rates

About 2/3 of WHC graduates go on to graduate or professional school. The WHC has adopted several strategies and practices to prepare students for such programs. We partner with career planning and placement services and their representatives on the Jupiter campus; and on faculty and staff advisors. In 2016 Dr. Monica Maldonado was appointed Pre-med advisor/coordinator as well as mentor for the Wilkes Medical Scholars, a role that had been previously filled by the Chair of Science and Math, who had left the college for a new position.

Students prepare for graduate and professional schools and careers through faculty mentoring and internships. All of our students are mentored by FAU faculty, most intensively as they prepare and finalize their senior honors thesis or creative project. Every senior presents her/his project at our annual Research Day event in April, and many students present their work at regional and national conferences as well. Nearly 70 research publications in peer-reviewed journals have been co-authored by WHC students in collaboration with their mentors, including those from FAU, Scripps or Max Planck. Our prospective lawyers have the opportunity to engage in undergraduate moot court activities and interact with local area attorneys, and FAU's award-winning Diplomacy program resulted in our students earning first place in the

2018 national Model United Nations competition in Washington, DC (WHC students represented China, and they earned a first place for their delegation and supported the FAU team overall). Students also take advantage of resources from the office of Student Affairs including Career Planning and Placement services.

A list of all graduate placements is available online, and they include top programs, such as the University of Chicago, Yale, Cal Tech, Georgetown, and MIT. In addition, about 20% of our alumni enter a graduate program at FAU, sometimes taking advantage of accelerated degree programs. When in graduate school, our alumni tell us that they are very well prepared for its rigors. WHC graduates are working in business, education, the health industry, and government, and several have started their own businesses, including non-profit organizations that had their origin in the popular Social Entrepreneurship class.

15. Student recruitment

As noted in section B, a number of important changes have been implemented in student recruitment since 2016. During 2017, FAU admissions underwent dramatic change in the form of hiring an external consultant and adopting new technologies and procedures. During that time, Admissions was under the purview of the Provost and led by a designated team who implemented many of the changes nw in place. During that time, the WHC Admission team consisted of only two people, who reported to the WHC Dean, and the Dean and several members of the Cabinet supported the Admissions team on a regular basis during that challenging year. We received approval for a new position, and searched for a Director of Admissions, who was hired (April, 2018). He now has a team which includes an associate director, assistant director, and two young admissions counselors. Each of these team members is now responsible for a region, visiting high schools, contacting prospective students, attending college fairs, and meeting with guidance counselors. The home team also includes an Administrative Assistant and two student workers. Current students also volunteer as WHC Ambassadors, and they regularly give tours and support our Open House and Preview Day events.

As of May, 2018, all Admissions personnel report to the VP of Student Affairs and Enrollment, rather than the Provost. This new structure has led to more involvement of Student Affairs personnel in recruiting events (e.g., Open House)/ Assigned geographic territories now align with those in the Office of Undergraduate of Admissions in Boca Raton to encourage ongoing collaboration and the use of resources. Each territory assignment now is to include data-informed goals, targeted travel, and intentional initiatives such as lead and application generation campaigns, relationship building at feeder high schools and identifying high-potential students from underserved schools, relationship building with educational counselors, and outreach to targeted IB schools.

Key initiatives implemented in 2018:
NRCCUA's Application generation campaigns (The National Research Center for College & University Admissions): We will expand the target audience of currently purchased names (seniors) to include a subset of high-achieving students who have expressed an interest in attending a small, residential, liberal arts and sciences college.

New financial aid-leveraging model through Ruffalo-Noel Levitz: Completely revamp the current financial aid awarding model with an effort to maximize the yield of high-merit students through better distribution of support for students with need.

Common App: Implementation of the First Year Common App with an effort to create a secondary source of applications focused towards the WHC of FAU applicant, while supporting and exposing Florida Atlantic University as a whole to additional markets.

Student review process

In collaboration with the Office of Undergraduate Admissions in Boca Raton, streamline the file review process from "application submission" to "decision," including the use of automated admissions decisions for those students that clear pre-determined criteria.

All professional staff members in the WHC's Admissions team are involved in the applicant review process for all non-automated applications (in collaboration with WHC faculty) with an effort to manage the class profile while maximizing enrollment growth (the President has set a Fall 2019 goal of doubling the incoming class of first-year students to the WHC from ~100 to 200 FTIC).

Communications | Marketing | Public Affairs

In collaboration with internal and external constituents (marketing teams in Boca Raton and Jupiter, Office of Undergraduate Admissions, WHC faculty and staff, NRCCUA, Office of Public Affairs) we have revamped marketing communications and collaterals, including the website, travel and search pieces, event postcards, outgoing letters, and all digital communication. The WHC webpage, while greatly improved, remains a work in progress.

Building and nurturing a prospective student pool

Collaborate with the *University Honors Program* and the *Scholars Program* to generate and build a recruiting pool that is cumulative, sustainable and supports targeted markets (in Florida and selected out of state territories) while enhancing future recruiting cycles. The process involves collecting leads, and nurturing through ongoing and meaningful communication.

Events: Signature Fall and Spring Open House events, Preview Day, Scholars Day (TBD), presence at "Choose FAU" (a recruiting event at the Boca campus), increased presence at IB schools, having college counselors visit the WHC, and information sessions and yield programs in collaboration with Admissions on the main campus. The two Fall Open House events of 2018 have been the largest in the College's history, with over 180 students (majority seniors) and their parents/guardians/families attending.

Monitoring and reporting

Produce a consistent, comprehensive, WHC-specific, weekly report that accounts for (1) year-to-date comparisons, (2) current counts of prospects, applicants, acceptances and deposits, and (3) monthly benchmarks.

University-wide collaboration

Wilkes Honors College, University Honors Program, Scholars Program and the Office of Undergraduate Admissions supporting each other with non-conflicting initiatives.

16. Faculty

16.1 Administrative structure

The WHC is led by the Dean of the College, and the Dean's Cabinet includes the Associate Dean for Academic Affairs and an Associate Dean for Campus and Community Engagement along with two faculty Chairs, one overseeing the Natural Sciences and Mathematics, and the other covering the Humanities and Social Sciences. Other members of the cabinet include the Director of Student Support Services, the Director of Special Programs, The Business Manager, and the Director of Admissions. All academic units report to the Provost, and the Dean and Cabinet members collaborate regularly with staff members from other units, including admissions, campus life, residence life, financial aid, and

housing who report to the VP of Student Affairs and Enrollment, development officers who report to the VP of Advancement, and marketing and communications, who report to the VP of Public Affairs. Facilities personnel report to the VP of Operations. All VPs are based on FAU's main campus in Boca Raton.

16.2 Faculty profile *(*diversity, rank, academic specialties, and mix between full and part-time faculty and how this meets or does not meet department needs)

[Diversity and rank breakdowns are available in Dashboard Indicators, in Appendix B.]

We currently have 41 faculty members. 37 are tenure-line and four are full-time instructors. This yields a student to tenure-line faculty ratio of 11 to 1.

Thirteen of 37 tenure-line faculty are Full professors and 9 are un-tenured.

Of the 37, eleven (11) are in Humanities, thirteen (13) in Natural Sciences/Math, and thirteen (13) are in the Social Sciences. It is IMPORTANT to note that although all faculty are full-time, currently six scientists are shared with other units and/or are assigned more research in their annual assignments and therefore have significantly lower teaching loads than described below.

16.3 Teaching loads

The typical teaching load for HC faculty is a 3-2 course load per year based on three-credit courses. A one course reduction can be earned in the semester subsequent to serving as the primary supervisor of at least four students who complete their senior honors thesis under that faculty members supervision. A few faculty members also receive course reductions for administrative service (e.g., associate deans and chairs) or because they have higher research assignments, which incurs high expectations for extramural funding from NIH, NSF, NOAA, etc. All research-intensive faculty are aware that their teaching loads will increase if they are unable to secure funding over the course of several years.

Again, since six scientists have significantly reduced teaching loads and ~70% of WHC students are pursuing a BS in a STEM field, the need for faculty hires will remain strongest in the sciences as enrollment increases.

The newly announced FAU Max Planck Academy will also stretch our teaching resources. This will be a dual-enrollment opportunity for high-achieving junior and senior high school (HS) students interested in STEM (especially neuroscience), who will be taking their coursework in the WHC. The first class of 50 HS juniors will arrive in 2020, the next year another 50 will join.

16.4 Faculty scholarship and research productivity

The following summarizes research productivity for HC faculty for the previous three years as collected for the Dashboard Indicators.

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions)	#	5	7	3	3	115
2. Other peer-reviewed publications	#	33	51	37	37	1,485
3. All other publications	#	29	32	13	13	714
4. Presentations at professional meetings or conferences	#	56	63	40	40	1,862

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
5. Productions/Performances/Exhibitions	#	0	4	2	2	285

Research Proposals and Awards from the Honors College (From Leaders Research Dashboard):

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1 proposal, $613,850	6 proposals, $3,765,380	3 proposals, $692,177	1 proposal, $10,000	6 proposals, $3,920,796	10 proposals, $4,726,727
0 awards	3 awards, $760,475	3 awards, $260,723	3 awards, $414,230	3 awards, $397, 873	4 awards, $1,110,190

See also Appendix B

16.5 Strategic plan for hires

In the last few years the WHC has made joint hires with other FAU units. Dr. Gregory Macleod, a biologist, is a joint hire with College of Science; Dr. Lucia Carvelli, a neuroscientist, teaches a reduced load and advises theses while being paid by the Brain Institute. Dr. Andia Chaves Fonnegra and Dr. Tracy Mincer are joint hires with the Harbor Branch Oceanographic Institute.
We anticipate continuing to take advantage of joint hires to expand our faculty for research and teaching.
In the immediate future the WHC will decide how to best utilize the resources from two recently-vacated positions in literature (one position will be filled with a visiting instructor next year prior to advertising for a new tenure-track replacement), and address curricular needs in all areas due to projected growth in the college (new FTIC, transfers, and dual-enrolled high school students (noted above) [See projections under Section I. Resource Analysis, below]

16.6. Abbreviated vita for full-time faculty (See Appendix C)

D. RESEARCH:

1. Departmental Dashboard Indicators for Department, Center or Unit faculty
[See Appendix B]

2. Interdisciplinary efforts and community engagement efforts.

The WHC encourages interdisciplinary work in several ways. The curriculum requires students to take three team-taught 'critical inquiry seminars' led by two faculty from different disciplines who both are in the classroom for all sessions; this fosters an exchange of ideas among faculty and helps students explore the intersections of synergies across disciplines, thus breaking down the disciplinary silos that can impede real-world problem-solving.

Some examples of these team-taught, interdisciplinary courses include: Africans in Film, Audubon/Scientific Illustration, Art/Science Data Visualization, Birth of the Cool, Consilience (Biology/Philosophy), Da Vinci, Dostoyevsky's *Crime and Punishment*, Ethno-mathematics, Hijab: Women Boundaries/Islam, Interdisciplinary Science Seminar, Law and Anthropology, Meaning of

Food, Science Ethics, Racial Segregation and Jim Crow, Social Entrepreneurship, Political Theory and Science Fiction, and World Film: the Other.

As discussed above, recent science faculty hires have been made in collaboration with the JLSI, Brain Institute, and Harbor Branch Oceanographic Institute, which will facilitate interactions between the new faculty and existing faculty at these institutes.

Community engagement efforts are discussed in section E.

3. Goals for research and assessment of these goals

Research goals for individual faculty are assessed through annual evaluations; the criteria for which are laid out in the evaluation guidelines. The Chair evaluates the faculty member in her/his area, responding to each faculty member's self-evaluation and based on the evaluation guidelines and each person's annual assignment.

For the faculty as a whole, each year the number of publications, conference presentations, professional service activities, exhibits, grants, and awards is gathered for the Annual program review. This information is then added to the university's Dashboard Indicators. A new set of dashboards has been developed which allow the Deans to compare performance across the colleges and work together to improve in key areas (i.e., the state performance metrics, which determine how the state will allocate funding to the universities in the public system each year). For research, an important metric for improvement for FAU is extramural research funding.

For recent joint hires of science faculty with reduced teaching loads and higher research loads, securing extramural grants for research will be an important basis of assessment.

In its most recent draft of Strategic goals, the Honors College has emphasized increased university-wide recognition of research productivity with the goal of working with the Office of Public Affairs to celebrate the accomplishments of HC faculty. The strategic plan also lists as a goal more non-STEM extramural funding, including securing additional NIH, NSF, NOAA and other funding. To help achieve this goal new protocols for research-initiation awards are being developed. The draft, available upon request from the Associate Dean for Community Engagement, notes that to achieve this goal adequate space and resources will be needed.

E. Service and Community Engagement.

1. Community engagement including public service, special projects, service learning, and other services to the community

The WHC has a unique commitment to authentic engagement with the surrounding community. A second administrative position, Associate Dean for Community Engagement, was created by the new Dean and is filled by Dr. Tim Steigenga.

We define community engagement as collaboration with our surrounding local, regional, and global partners characterized by mutually beneficial exchange and reciprocity. We believe that our students are at their best when they engage in experiential learning through internships, academic service learning, study abroad, and community based research that addresses community-identified needs. We are proud to work with a variety of community partners including The Edna Runner Tutorial Center, The Town of Jupiter, The Abacoa Partnership for Community, Big Brothers, Big Sisters, Americorps VISTA, Jupiter Elementary School, Easterseals Florida, The Lord's Place, The Palm Beach County Food Bank, Quantum House, Urban Youth Impact, El Sol, Jupiter's Neighborhood Resource Center, Mind and Melody, Path to College, and

others. We have a number of unique programs and engage faculty and students with our community partners including:

a) **The Kenan Social Engagement Scholarship Program:** This program provides scholarships and seed funding to WHC students who learn about social entrepreneurship and write business plans to start their own social enterprises. The program is designed to educate students in the fundamentals of social entrepreneurship; help them develop plans for addressing a pressing social need; and assist them in partnering with nonprofit organizations. Students in the program also complete twenty hours of academic service learning with a select community partner each year. The program has led to the creation of a number of non-profits and businesses in Palm Beach County focused on serving social and environmental purposes.

b) **Community Engagement Scholarships:** These are scholarships with an explicit internship component that places scholarship recipients in internships with our local non-profit partners. The service-learning internships include up to 180 hours of service learning internship work on site at the local non-profit. The program was piloted at El Sol, Jupiter's Neighborhood Resource Center and has been expanded to Big Brothers, Big Sisters, the Edna Runner Tutorial Center, Mind and Melody, and Path to College. We currently have ten students receiving community engagement scholarships placing them in service-learning internships in the Jupiter community.

c) **Big Brothers, Big Sisters Mentoring Program:** with the support of a 1-year Americorps VISTA grant we served as a subsite for a VISTA to set up a mentoring program at Jupiter Elementary School. We partner with Big Brothers, Big Sisters to provide one-on-one mentoring sessions connecting WHC students with grade school students at Jupiter Elementary.

d) **Service Learning Internships:** All students are the WCH are required to participate in either an internship or a study abroad program. Due to costs, most students opt for the internship options. To enhance the experience and educational outcomes for these internships, we require an academic component (academic journal articles, books, or other readings), genuine critical reflection (in the form of a reflection essay integrating academic sources with their internship experience), and purposeful service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.

Beyond these programs, our faculty engage in a variety of other public service and community engagement activities including (but not limited to) the following examples from 2018:

Service on the board of El Sol, Jupiter's Neighborhood Resource Center
Advisory board member, Healthier Jupiter Initiative
Abacoa Partnership for Community member
Service on the board of Corn-Maya Inc.
Presenting on immigration issues at local gated communities
Service on the Education Committee of the Loggerhead Marine Life Center
Multiple presentations by WHC faculty at the Osher LLI
Presentation a West Palm Beach library on civil rights
Identification of fishes for Tampa Bay Aquarium.
Talk on scrub ecology for Oslo Riverfront Conservation Area volunteers, Vero Beach.
Florida Native Plant Society, Science Committee reviewing grant proposals for research fund from FNPS.
Providing various marine specimens to Peabody Museum at Yale University.

Speaking at Summer Science Camp in Sebastian, FL
Presentation at Science Friday at Loxahatcheee River District Wildpine Labs

2. Part III of the Departmental Dashboard Indicators for Department, Center or Unit
See Appendix B.

3. Goals for Service and assessment of these goals

Our goals are assessment plans for community engagement are being coordinated with the FAU Office for community engagement. These goals are less about expansion of current activities than they are about documentation of current activities, assessing the impact of those activities, and gaining community perspectives on how we can be more effective moving forward. As the university engages in applying for Carnegie Community Engagement classification, we will be collecting surveys measuring faculty attitudes about and participation in community engagement as well as community partner perceptions and evaluation of college engagement and impact in the community to establish baselines for future assessment.

1. Community engagement including public service, special projects, service learning, and other services to the community

2. Part III of the Departmental Dashboard Indicators for Department, Center or Unit (See Appendix B)

3. Goals for Service and assessment of these goals
The goals for service are to be equitable and to ensure that junior faculty working towards tenure are not overburdened while every faculty contributes their fair share to college and university service. As each College at FAU must provide representatives for numerous university committees, and the WHC has fewer faculty than most other colleges within FAU, filling positions for all of these committees can be challenging, but our faculty have been generous with their time.
There is currently no formal means of assessing a faculty's service on college committees. Committee chairs are encouraged to take minutes that includes a roll of meeting attendance, and to convey to chairs relevant information regarding member contributions.

F. Other Program Goals.

Strategic planning at the WHC

In 2016-2017, an inclusive strategic planning process involved faculty, staff, students, alumni, and Advisory Council members. The result was a comprehensive Strategic Plan for the WHC through 2025, which includes strategies to achieve the president's ambitious goals for enrollment growth of the College.

The WHC Strategic Plan's goals include:

1. Work with FAU's Division of Public Affairs to improve the WHC's online presence, strengthen the WHC visual identity and brand recognition, and market the College to target audiences.

2. Increase enrollment to 800 students by 2025, and further enhance the diversity of our student body.

3. Grow the size and diversity of the WHC faculty to retain a student-to-faculty ratio of ≤ 14:1 and better reflect the diversity of our students and our region.

4. Increase student life staff and administrative support services in keeping with enrollment growth on the FAU Jupiter Campus.

5. Innovate curricular and co-curricular programs to meet and surpass national standards of excellence.

6. Restructure, reallocate, build, maintain, and beautify facility space on FAU's Jupiter campus to support program improvements and accommodate increased numbers of students, faculty, and staff.

7. Increase student scholarships, capital improvements and endowed professorships through raising funds from philanthropic sources.

8. Increase extramural funding for research.

The following details progress on the goals of the WHC Strategic Plan:

1. *Raise awareness and reputation of the WHC*:

    - Following a substantial vetting process, Public University Honors, an independent organization which using attributes identified by the National Collegiate Honors Council, awarded the WHC their highest rating, five mortarboards. Among the 50 honors colleges rated in 2018, only six other honors colleges, including those at Penn State and Arizona State, received the top rating.[8] This is the first time the WHC has been rated by any organization in the college's 19-year history.
    - Worked with FAU's Office of Public Affairs on publicity for the college, including admissions view book, recruiting and fundraising videos, digital marketing campaign, and new college and faculty web pages (in progress).
    - Partnered with local PR experts (including new members of the Deans Advisory Council) to gain significant exposure in the local market (e.g., Palm Beach Illustrated magazine and local television).

2. *Strengthen Admissions and Enrollment:*

    - Secured university approval in 2017 to grow and professionalize the WHC Admissions team, which at the time consisted of just two members. A successful national search in 2017 secured an excellent new Director of Admissions (April, 2018), who has built a strong, five-person team with clearly defined goals and responsibilities.
    - Joined the Common Application in August 2018, so students may apply directly to the college.
    - Working with the firm Ruffalo Noel Levitz to maximize return on investment of merit- and need-based scholarship aid for 2019.
    - Increased reciprocity between main-campus and WHC admissions teams, including improved training of main campus recruiters to accurately and actively promote the WHC.
    - Refined Open House and Scholars Day programs.
    - Have scheduled a fly-in for guidance counselors to provide overview and tours.
    - Key personnel assigned to provide VIP recruiting for National Merit finalists and Wilkes Medical Scholars (who are also accepted to the FAU College of Medicine).

[8] A full account of the rating system and list of schools can be found in the book *Inside Honors 2018-2019*. The book's editor, John Willingham, also describes the WHC on his blog at http://publicuniversityhonors.com/?s=wilkes+honors.

3. *Increase diversity of the WHC faculty and staff:*

- Filled eight (8) tenure-track faculty positions in philosophy, genetics, neuroscience, marine biology, physics, art, and English literature, one instructor position (Spanish), and two visiting assistant professor positions (biology, philosophy), six of whom are women, and five are naturalized US citizens, including three who are Hispanic.
- Diversified administrative cabinet members to now include a Dominican Admissions Director and African American Budget Manager.
- Coordinated two, first-ever, joint faculty hires with FAU's Harbor Branch Oceanographic Institute, located 50 miles north.
- Dean is helping to lead the NSF-funded ADVANCE program at FAU aimed at recruiting and retaining more women and minority faculty members, developing leaders on the WHC faculty, and instituting mandatory training for search committee chairs and members to mitigate implicit bias in faculty and staff searches and evaluation.

4. Appropriate staffing by the University to help achieve WHC goals

- There has been a lot of turnover in Student Affairs staff on the Jupiter campus this past year, so hopefully those issues will be resolved so that our students have good support in housing and campus life.

5. Innovate programs

- Hosted (2017 and 2018, respectively) retreats for STEM faculty to embed research into coursework. Planning is underway among those faculty members to revise introductory and advanced courses.
- Maintain and strengthen ties with campus partners Scripps Research Institute – Florida, Max Planck Institute for Neuroscience, and FAU's Brain Institute to maintain and grow undergraduate research opportunities (~ 70 WHC undergraduate interns annually).
- Growing marine and coastal sciences programs with stronger ties to FAU's Harbor Branch Oceanographic Institute (a.k.a., two newest hires have joint positions in WHC and HBOI).
- Celebrating our success in undergraduate research (all seniors complete a mentored honors thesis); especially through our annual, day-long research symposium.
- Working closely with career services staff to help students plan life after college.
- Moot Court team performed well at regional competition and Model United Nations team received first place (!) at national competition (2018).

7. Increase philanthropic giving:

- Collaborate with Advancement team on prospect development, events, and capital campaign planning leading up to our 20th Anniversary year, 2019-2020.
- Raised over $400K in expendable and endowed scholarship dollars, mostly from new donors. Nearing goal to receive $500K matching give from Kenan Charitable Trust.
- Several new endowed scholarship funds have been established (each ≥ $25K).
- Expanded the Dean's Advisory Council, a group of influential and philanthropic volunteers from the broader community, and focused their work on strategic initiatives, including 20th celebrations.
- Established annual Benefactors Dinner to honor existing donors and inspire prospective donors.
- Established the college's first alumni organization to inspire our 1000+ alumni to reconnect and give back to their alma mater.

8. Grant & research productivity, teaching excellence, and student success

- Science faculty members submitted eight proposals to NIH (for $4.M) and secured four awards totaling $1.1M.
- Initiated internal research-stimulus grant program for faculty of all disciplines (award ≤ $5K).
- College has secured FAU Tech Fee grants to equip classrooms, offices, and labs with new technologies as well as an FAU Master Teacher grant for faculty pedagogical development.

In addition, we have worked to establish and maintain a collaborative, creative, and inclusive culture among our students, our faculty & staff in the college, and build supportive relationships across the university (the latter is often among the most challenging tasks). To build trust with Cabinet members, we meet twice monthly with the eight-members to review progress, share ideas, and set goals. The Dean initiated monthly forum for open dialogue with WHC faculty and staff. The Dean remains connected and available to faculty, staff, and students through sharing lunch in the Dining Hall, 'open-door' policy, attending student meetings and events, and speaking at events as invited.

We also organized two workshops; one for students and one for faculty and staff, promoting pluralism across lines of religious, ethnic, and racial differences. Led by expert from Chicago-based Interfaith Youth Core (IFYC).

Work at the University level is also underway to pursue shared goals across the units

- Cabinet members are now familiar with the State University System (SUS) performance metrics (set by the Board of Governors) and WHC's leadership at FAU in student retention, graduation, and graduate & professional school placement.
- The Dean has worked with the other eleven university deans to reach shared goals to advance FAU in SUS performance metrics, which determines how much state funding FAU is allocated. This work includes collaborative presentations to the President, VPs, and Trustees.
- As requested by the new Provost, leading planning efforts among all FAU Deans to identify programs (e.g., Data Science) to maximize enrollment on FAU's Jupiter campus.
- Preparing for the opening of the new FAU-Max Planck charter "STEM" high school which will open on the Jupiter campus in 2020. These students will be dual-enrolled in the WHC.

More strategies to help meet goals include:

* Continue to develop opportunities for students interested in business and Engineering and computer science to take advantage of the WHC curriculum, including pathways or combined degrees.

* Implement RNL Consulting recommendations for allocating scholarships more efficiently, reducing the merit component for top students with no financial need, and increasing the need component, on the data-driven premise that students without need are less price sensitive, and that yield can be increased most by providing additional need-based funds to strong students who's expected financial contribution is too large to qualify for a Pell but not high enough to cover expenses.

* Improve student retention. The 4 and 6-year retention rates of the WHC are substantially higher than at the main FAU campus, and are comparable with other public liberal arts and sciences colleges such as New College.

  At the WHC, the 4 year graduation rate has been just over 70% for the years 2010 and 2012; and the 6 year rate was 81.5% for 2010; the 5 year rate for 2012 was 81.8%. At New College, another public liberal arts college in Florida, the 6 year graduation rate for the 2009 entering class was 69.5%.
  One would expect lower graduation rates at a public university compared to a private one because more

students at public universities face financial challenges. Nevertheless, the WHC aspires to improve its retention rates so that they approach and match those at top-tier private liberal arts and science colleges.

* Innovate Curricular and Co-Curricular Programs. We can embed authentic research into laboratory courses, beginning in the students' first year; bring together scientists from the WHC, JLSI, Brain Institute, CMBB, Harbor Branch, Scripps, and Max Planck, to develop multi-week, research modules, drawn from research topics and animal models from their own labs, to embed into coursework, so that all of our undergraduates have the opportunity to contribute to transformative research; add laboratory components to all core science courses, including Genetics and Cell Biology, to better prepare WHC students for research internships and graduate study; hire an additional lab coordinator to support this work; identify and equip space to accommodate these laboratories; provide on-campus programs for professional development in undergraduate teaching and learning; offer workshops on evidence-based pedagogy, developing students' metacognitive and learning strategies, course-embedded research, course planning, and other topics; include facilitators from within and beyond FAU; open workshops to all FAU faculty as well as scientists, post-docs and grad students from FAU, Scripps, Max Planck, HBOI, and faculty in PBSC honors.

* Meet the increasing need for internships: As we grow to 800, more students will need internships to satisfy their non-classroom learning experience requirement. We will need to work with Scripps, Max Planck, HBOI, JLSI, and the Brain Institute, and local technology companies to maximize the number of local internships; advise and support students to apply for off-campus summer science research opportunities (i.e., NSF-REU, AAMC, etc.); and work with local and national businesses, governmental, and non-profit organizations to maximize the number of available internships for students from all disciplines.

G. Strengths and opportunities that support achievement of program goals.

1. Since its inception 19 years ago, WHC has built a remarkable faculty, whose members engage in cutting edge scholarship while being thoroughly dedicated and effective teachers. Although the class sizes may be smaller than those on the main campus, our faculty has the same high expectations for scholarly productivity, with the additional responsibility offering honors courses (i.e., those that require substantial reading, assigned papers, essay exams, and discussion), senior thesis supervision, team-taught courses, Directed Independent Study courses (typically not counted in one's course load), and service (every faculty member serves on more than one WHC committee along with service to the greater FAU and local community). Recent hires of new faculty, particularly in the sciences, adds valuable research opportunities and thesis advising for students, and provides some additional course coverage (although lower teaching loads), as well.

2. Collaborations with College of Science, Jupiter Life Science Initiative, the Brain Institute, Harbor Branch Oceanographic Institute, the College of Arts and Letters, College of Business, and the College of Engineering and Computer Science. In particular, we have just completed, or are in the process of finalizing, a number of combined degree programs: History 4+1 BA/MA combined degree; and College of Engineering and Computer Science 4+1 BA or BS/MS combined degree programs in 6 distinct areas including Bio Engineering and Data Analytics. Data Science may be another major focus for collaboration across the colleges that may find its main home on the Jupiter campus. Discussions with College of Business are in the works that may lead to greater access for our students to courses needed to complete a Business concentration. This will likely lead to more students enrolling in the WHC.

3. The WHC is taking part in retention efforts being implemented throughout FAU such as reworking 'flight plans' to ensure students know what they need to do in order to graduate on time, and offering a Bachelor of General Studies degree to those who have 120 credit hours but have not completed their thesis or concentration requirements.

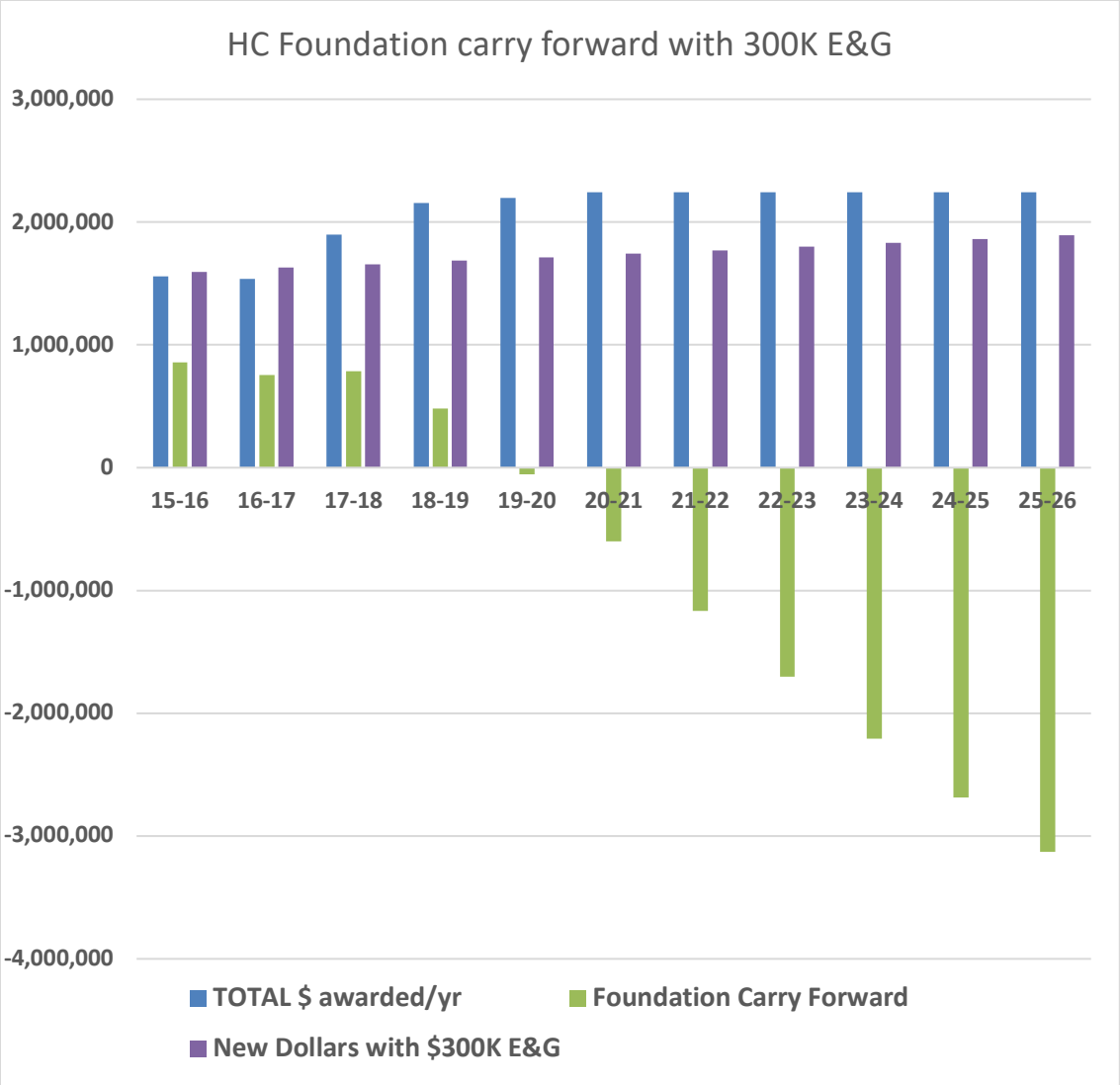
4. The WHC has access to Latin American Caribbean out-of-state waivers that allow students from certain countries to pay in-state tuition. This provides an opportunity to increase enrollment of international students.

5. Significant endowment: The WHC endowment is over $30 million (corpus), plus $8 million in earnings, generating over $1.3 millions a year for use in student scholarships. If we are able to implement RNL recommendations by targeting scholarship dollars more efficiently to those whose yield is most sensitive to their award level, we should be able to maintain and even slightly increase enrollment with no significant increase in endowment. However, to increase the class size to 800, we will need substantial additions to our endowment as well as expendable scholarship donations.

6. A new budget model proposed by the Provost may allow the WHC to grow its faculty based on the increase in tuition revenue as we grow enrollment.

H. Weaknesses and threats that impede program progress.

1. We will need sufficient scholarship dollars to attract strong students and meet growth goals. The following chart shows total scholarship dollars awarded annually (blue) and foundation awards received that year (purple), and Foundation carry forward (in green), and assumes new class sizes of 150 per year with a retention of .9% annually. Even in this no growth model we will use up our foundation carry forward dollars in a few years, meaning we will have to decrease the awards we offer. The new RNL recommendations referred to above rely on FAU being able to provide need-based awards to supplement our merit awards; if those need-based dollars are not provided, growth may be impeded.
It is particularly important that we increase the scholarships for new students. While recent acquisition of funds have enabled current students to receive supplements that are ‘stacked on top of’ their current scholarships, as we seek to double our growth it is imperative that we obtain funds to enable awarding new scholarships for first-time-in-college (FTIC) students.



Assumes incoming class of 150 with retention of 90% annually.

2. Ensuring sufficient faculty and staff to meet the needs (courses, thesis mentoring, advising, etc.) of increased enrollment growth. In the short term, it is likely that we will have to rely on an increased number of adjuncts because we must demonstrate growth in advance of establishing the need for new faculty positions. In the longer term, we would like to continue increase the racial and ethnic diversity of our faculty as we grow.

3. As important as it will be to add to our faculty ranks, it is equally important to retain our existing faculty with fair and competitive salaries. For many of our faculty members, wages are well below the averages for public universities published in the Chronicle of Higher Education (Almanac edition) and for the southeast region as published in the annual faculty salary comparison published each year by Oklahoma State University researchers.

4. Our teaching classrooms and laboratories should be well-equipped; spaces should reflect implementation of research on how students learn (e.g., active learning). We have installed our first high-tech active learning lab and faculty are attending training to learn how to implement new pedagogical strategies that

may best use of the new room.

5. Research spaces should be adequate for faculty to pursue their particular area of scholarship and mentor undergraduate researchers toward successful completion of their required honors/senior thesis. We must ensure that incoming faculty hires have the appropriate lab space, start-up funding, and access to core facilities to be successful in their research, including securing extramural funding.

6. We hope to continue to diversify our student body to better reflect the cultural, racial, and ethnic diversity of our state and the world. We also seek to increase the number of first generation and Pell-elligible students. Currently, 52% of students identify as non-white and 38% of students are male. See table below of 5-year trend for Fall semesters at the WHC, from IEA interactive reporting:

College = Honors College						
		Semester				
		Fall, 2014	**Fall, 2015**	**Fall, 2016**	**Fall, 2017**	**% (for F17)**
		#	#	#	#	
Ethnicity (2010 and beyond)	Gender					
Asian	**Female**	15	25	28	26	
	Male	9	14	15	16	
	Total	**24**	**39**	**43**	**42**	9.6%
Black or African American	Gender					
	Female	14	14	17	24	
	Male	7	8	11	11	
	Total	**21**	**22**	**28**	**35**	8.0%
Hispanic or Latino	Gender					
	Female	29	43	51	57	
	Male	20	34	40	44	
	Total	**49**	**77**	**91**	**101**	23.0%
American Indian or Alaska Native	Gender					
	Female	1	1	1	1	
	Total	**1**	**1**	**1**	**1**	0.2%
Two or more races	Gender					
	Female	12	10	12	14	
	Male	8	11	10	11	
	Total	**20**	**21**	**22**	**25**	5.7%
Nonresident alien	Gender					
	Female	3	4	5	12	
	Male	2	3	4	8	
	Total	**5**	**7**	**9**	**20**	4.6%
Native Hawaiian or Pacific Islander	Gender					
	Female	.	.	1	1	
	Male	1	1	1	1	
	Total	**1**	**1**	**2**	**2**	0.5%

White	Gender					
	Female	121	131	126	132	
	Male	85	92	97	77	
	Total	**206**	**223**	**223**	**209**	47.6%
Race and ethnicity unknown	Gender					
	Female	3	3	5	3	
	Male	2	2	.	1	
	Total	**5**	**5**	**5**	**4**	0.9%
Total	Gender					
	Female	198	231	246	270	61.5%
	Male	134	165	178	169	38.5%
	Total	**332**	**396**	**424**	**439**	

7. It will be a challenge growing from 430 to 800 students by 2025, but we are making progress. We now have a new Director of Admissions and new admissions recruiters, as well as now being a part of the Common Application (see the discussion above of Admissions recruiting efforts). The newly announced FAU-Max Planck Academy high school will significantly grow enrollment (adding 50 HS juniors and 50 HS seniors), but these students will not pay tuition. Therefore, the Academy is both an exciting opportunity and a financial challenge.

8. Faculty recommendations; a number of faculty were interviewed for their input for this self study. A summary of their comments is listed below.

a) Increase recognition of faculty achievements across the divisions. The faculty recognizes that the cutting-edge research being done by the JLSI and Brain Institute, and the collaborations with Max Planck, Scripps, and Harbor Branch have led to valuable opportunities for our students to do research and learn from leading scientists. This makes the WHC more competitive as a college and helps our students to succeed in their future careers. However, accomplished scholars in science, humanities, and social science, who are not directly linked to these research institutes, feel increasingly marginalized. Faculty in each division have expressed feelings of not being as valued as those who bring in NIH dollars, and this is especially true for humanities and social science faculty. To improve morale and retain our excellent scholars, one recommendation is to ensure that the FAU Division of Research magazine showcases the research from all three divisions. For the WHC in particular, faculty would like to see the success stories of faculty in the humanities and social sciences publicized more and highlighted on our webpage. This may help attract more humanities and social science students to the college.

b) Raise salaries -- first to those faculty who suffer the most from compression in faculty salaries (i.e., typically those who have been at the college for ≥ 10 yrs. Of course salary increases at FAU are governed by the Collective Bargaining Agreement, which constrains our flexibility to some degree.
b) Offer prizes for student writing and publicize the recipients. A step in the right direction for increasing the recognition of the humanities at the WHC is the new Writer in Residence Program, headed up by Dr. Luria, which provides funding for a student to write and publish a piece of creative writing. In addition to this initiative, we recommend establishment of a prize for best *research-based* writing in each division, humanities, social science, and natural science, thus highlighting equally undergraduate achievements in each of these areas.

c) Provide funds to stimulate and support faculty research in the humanities and social sciences**.** The Research Initiation Grant (RIG) program will provide nominal in-house funding (≤5K), which faculty would apply for in support of their research. The expectation is that this seed funding will lead to seeking

and securing extramural grant funding beyond the sciences.
d) Establish a procedure for faculty to request course releases to work on research or apply for grants. Faculty need support for research in terms of funds, but also time.

e) Publicize achievements of our students and faculty across all three divsions (humanities/arts, social sciences, and natural sciences). We hope that this will improve now that Pubic affairs has hired two additional staff members (Dec/Jan 2018), one of whom will be responsible for pushing news of WHC students and faculty to celebrate their accomplishments (awards, publications, etc.).

f) Further encourage targeted recruiting of humanities and social science students in addition to STEM students.

g) Increase support and opportunities for study abroad, including grants for students. Study abroad experience is often transformative for students and has led to honors theses (e.g., thesis on Spanish Civil War memoires inspired by study abroad in Spain led by Dr. Cañete Quesada, and a history thesis based on research conducted in the British National Archives in London, led by Dr. Lemeh and Dr. Sourgen. It was recommended that we document and publicize student achievements that come out of study abroad programs.

h) Improve the FAU IACUC review process to make it more responsive to the needs of our WHC and College of Science scientists who use cave fish and zebra fish as model organisms for the study of evolution and neuroscience vertebrate animals (the current process is leading to long delays for this core group of faculty).

6. Raise the national reputation of the WHC (and FAU) and facilitate networking after graduation. While the WHC offers the intimacy and excellence of a private liberal arts college, we lack the reputation and networking opportunities available at private colleges. The alumni social held in Spring 2017 (following the Open House on the same date) was a wonderful opportunity to reconnect with our alumni who are engaged in successful careers in law, foreign service, environmental agencies, scientific research and academic administration. Two members of the Dean's Advisory Council are WHC alumni, and they have spearheaded the work of creating an alumni network. However, the WHC needs a point person for overseeing alumni affairs and working with the Boca-based alumni office. One recommendation is to appoint a person to keep track of alumni achievements, make the Spring 2017 social an annual event, and publicize the achievements, including where they go to professional and graduate schools (e.g., Yale, Columbia, Vanderbilt) and where they are working jobs (e.g., U.S. State Department, Johns Hopkins, Oxford University Press). One suggestion is to create a position for a recent graduate to work as director of alumni affairs.

I. **Resource analysis.** Sufficiency of resources to meet program goals.

To grow to 800 from 430 by 2025, we will need additional faculty hires, classroom and lab space, and scholarship dollars, as well as staff for advising, admissions, and student support on this campus. More specifically, there is a need to:

1) Increase Student and Administrative Support Services: As student enrollment and faculty numbers grow in the WHC and on the John D. MacArthur campus, it is important to plan the programming and staffing to ensure the well-being and success of all members of our campus community. We must coordinate with the Vice President of Student Affairs and FAU Jupiter Campus Student Life staff to plan for the impact of enrollment growth on student activities, career planning and placement, counseling, and other services vital to the well-being and success of our students. We must coordinate with the Dean of Undergraduate Studies on academic support services to accommodate the need for additional advisors and student tutors.

2) Re-allocate Space and Make Capital Improvements: To situate the WHC as the nation's premier public honors college and attract top students from a broader geographic reach, we will need to improve, reassign, and expand campus facilities, both non-academic and academic. This will require coordination and collaboration across several units at FAU, including finance, research, student affairs, administrative affairs, and academic affairs. Non-academic campus improvements will enrich the life of all campus constituencies, including our partners at Scripps and Max Planck.

3) Provide office, lab, and/or studio space for additional faculty and staff hires: state-of-the-art research spaces for existing and new science faculty and their student interns in the RF and RE buildings and/or a new science building will be needed. We also need to ensure that adequate studio space is available for Arts faculty. We will need to build a residence hall to accommodate growth in enrollment and increased numbers of out-of-state and international students.

4) Increase Philanthropic Investment in the WHC: Meeting the growth goals of the WHC's Race to Excellence will require fundraising from philanthropic sources to support increased student scholarships (endowed and expendable, and in particular, non-stackable awards to offer to larger incoming classes), endowed professorships to grow the faculty, and funds for capital improvements. Therefore, the Dean and other campus leaders will need to work in close partnership with the Office of Advancement, especially the Director of Development for the MacArthur Campus.

The follow budget projections were originally developed in response to a request from the President to estimate resources we would need to grow to 1000 by 2025. The projections for needed resources through 2021 (when we would reach approximately 800) provides a rough approximation of the resources we will need to reach a class of 800 along with 35-50 FAU High School students.

	2018	**2019**	**2020**	**Summer 2020**	**2021**
*Percentage Growth Rate (**Total Enrollment WHC + HS**)*		*23.4%*	*25.5%*	**Teaching Lab Construction Completed**	*24.7%*
WHC New Students (FTIC) + 50 HS Students 2023-2025	105	200	240		260
WHC Enrollment (FTIC & Transfers)	**435**	**537**	**674**		**791**
HS Students (Starting 2019 in WHC Classes)			0		50
Total Enrollment WHC + HS Students	**435**	**537**	**674**		**841**
% of Students (Instate)	99.0%	95.0%	90.0%		80.0%
% of Students (Outstate)	1.0%	5.0%	10.0%		20.0%
Revenue (Instate)	$ 1,873,328	$ 2,219,153	$ 2,639,493		$ 2,751,097
Revenue (Outstate)	$ 83,520	$ 515,520	$ 1,294,464		$ 3,035,693

TOTAL REVENUE	**$ 1,956,848**	**$ 2,734,673**	**$ 3,933,957**		**$ 5,786,789**
Endowment Funds to Raise	**$ 7,034,483**	**$ 9,462,069**	**$ 8,023,793**		**$ 8,252,069**
Scholarships Required (Foundation)	$ 1,300,000	$ 1,604,828	$ 2,014,851		$ 2,362,548
Total Endowment Required	$ 30,000,000	$ 37,034,483	$ 46,496,552		$ 54,520,345
Faculty Searches (WHC only 2017-19) (14:1)	8	7	8		12
Total Faculty WHC	**37**	**45**	**52**		**60**
Staff WHC Hires	7	4	2		5
Faculty Salary WHC (F&B included) Additional Budget	$ 596,486	$ 591,336	$ 714,020		$ 1,070,190
Staff Salary WHC (F&B included) Additional Budget	$ 367,290	$ 291,184	$ 132,250		$ 251,275
Admissions (Non-Salary) Additional Budget	$ 110,000	$ 25,793	$ 28,104		$ 27,140
Scholarships (E&G) (Non-Salary) Additional Budget	$ 300,000	$ 70,345	$ 76,648		$ 51,770
HC Additional Budget Request	$ 1,373,776	$ 978,658	$ 951,022		$ 1,400,375
Honors College Total Budget Projections	**$ 4,500,000**	**$ 5,873,776**	**$ 6,852,434**		**$ 7,803,456**
Start-Up Funds NON-RECURRING (Non-Salary) Additional Budget	*$ 1,015,000*	*$ 820,000*	*$ 825,000*		*$ 60,000*
Net Profit/Loss	*$ (2,543,153)*	*$ (3,139,104)*	*$ (2,918,477)*		*$ (2,016,666)*

J. Future Direction.
1. Anticipated changes

A. We anticipate growth from 430 to 800 by 2025, which will include up to 100 FAU-Max Planck Academy High school students (50 HS juniors and 50 HS Seniors who will be dual-enrolled). We hope to grow international student enrollment to 20% of WHC total and increase out-of-state enrollment to help generate revenue that will help us to hire new faculty needed to sustain quality as we grow.

B. Increased collaboration and use of shared faculty. In order to meet needs for increased faculty we will ensure that all faculty hires support FAU's strategic platforms and pillars and we will collaborate on joint hires with the other FAU Deans, Directors of the Brain Institute and Harbor Branch Pillars, and Directors of the Jupiter Life Sciences Initiative and the Center for Molecular Biology and Biotechnology.
We will also collaborate with the Provost and other FAU Deans on reassignment of select faculty to the WHC, expand the number of on-campus scientists from College of Science, MPFI and Scripps, and nearby HBOI serving as regular adjunct and affiliate faculty of the WHC.

But even as we grow in STEM areas, we are fully committed to our mission of providing a well-balanced liberal arts and sciences education, and hires in humanities and social sciences will also be required.

2. Three to five broad questions for the review team to answer with respect to a unit's current state and aspirations

1. What suggestions do you have for increasing the national awareness and reputation of our program?

2. What recommendations do you have to assess (at the course and program level) and continuously improve our program?

3. What are your impressions as to the feasibility and methods by which we hope to achieve our goal of reaching an enrollment of 800 by 2025?

4. Would you consider the WHC's existing graduation/retention rates and efforts successful, and what improvements can you envision?

5. What do you consider the major impediments to our future success and what recommendations do you have for overcoming them?

K. Student feedback regarding programs.

The most recently available results for FAU's student satisfaction survey is 2012-13. However there is a recent National Survey of Student Engagement (NSSE) Report of 2017 and a Noel Levitz Student Satisfaction Inventory from Spring 2017.

The Noel Levitz report is available in Appendix D. While it refers to Jupiter campus students, it was primarily administered to WHC students. It shows higher than average satisfaction regarding security and safety, faculty accessibility/knowledge/concern with students, services on campus, commitment to academic excellence, and being made to feel welcome. Lower satisfaction than a comparison group was indicated regarding variety of food in the dining hall, weekend activities, accessibility to athletic programs, bookstore (there is no permanent bookstore on campus), conflicts when registering for courses, adequacy of financial aid, and reasonability of billing policies.

2017 NSSE Survey results summary of selected items (The complete report is online.)
(44 respondents from the WHC; 1,892 at FAU total)

Asks questions in class very often: 47.7% (HC) vs 31% FAU

Never attended a play or art exhibit while at college: 27% (HC) vs 58% FAU
Talk to faculty outside of class very often: 16.7% (HC) vs 8.1% FAU
Never talk to faculty outside of class: 19% (HC) vs. 37.1% (FAU)
Interact with diverse groups very often: 54% (HC) vs. 46.9% (FAU)
Never interact with diverse groups: 2.7% (HC) vs 6.1% (FAU)
Challenged to do their best work:
    Not at all: 0% (HC)
    6-7 (7 being highest): 62% (HC) vs 51% (FAU)
Learning outside the classroom has been done or in progress: 46% (HC) vs 27% (FAU)
Quality of interaction with academic advisor:
    1-2 (poor): 21.6% (HC) vs. 13.3% (FAU)
    Excellent: 27% (HC) vs 25.5% (FAU)
Quality of interaction with faculty:
    Poor: 0% (HC) vs 4.7% (FAU)
    Excellent: 32.4% (HC) vs. 22.2% (FAU)
Quality of interaction with student services staff:
    Poor: 5.6% (HC) vs 7.3% (FAU)
    Excellent: 25% (HC) vs. 18.2% (FAU)
Opportunities to be involved socially (very much or quite a bit): 76% (HC) vs 62% (FAU)
Overall evaluation of educational experience was Poor: 0% (HC) vs. 4.5% (FAU)
Overall evaluation of educational experience was Excellent: 38.2% (HC) vs. 31.9% (FAU)
Would go to this institution again: 82% (HC) vs 74% (FAU).

Appendices

A. Assessment Report for 2016-17
B. Dashboard Indicators for most recent available year.
C. Faculty Abbreviated CVs
D. Noel Levitz Student Satisfaction Inventory (2017)

Appendix A: Assessment Report
Plan Period: 2016-2017

Assessment Plan Summary [Complete version available at the IEA website]
College/Division: WHC
Department: Liberal Arts & Sciences Program:BA Liberal Arts and Sciences Plan Type: Learning
Plan Status Plan submitted for review
Updated: 09/29/2017
This plan currently has 6 outcomes

Outcome 1

Description

Effective Critical thinking skills: Through the writing of an honors thesis students will demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing scholarship, and/or demonstrate the application of critical thinking skills to the completion of a scholarly or creative project.

Implementing Strategy :

Students will take courses in the core and concentration designed to build critical thinking skills and will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.

Assessment Method :

Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: the thesis engages in sophisticated critical thinking and rigorously considers alternate resolutions of a problem in an exemplary fashion or otherwise shows sophisticated critical thinking in an exemplary manner appropriate to the area of study. Honors: the thesis engages in sophisticated critical thinking and explores alternate approaches or resolutions of a problem effectively or otherwise shows sophisticated critical thinking in an effective manner appropriate to the area of study. Unacceptable: the thesis does not competently engage in critical thinking or explore alternate approaches or resolutions of a problem. The raw data can be found as an attachment in Supporting Documents.

Criterion for success:

Students whose thesis draft is deemed unacceptable in this outcome may be required to make satisfactory revisions to receive a passing grade on the thesis.

Data Summary:Analysis & Evaluation :

Of the 75 HC students who completed honors theses in 2016-17, 75 have completed ALC forms. In the area of critical thinking, 28 (37%) received a rating of Distinction, 47 (63%) received a rating of Honors, and 0 received a rating of Unacceptable. These results are a slight improvement over last year's results (30% distinction, 70% honors)--and indicate that all WHC graduates are able to demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing

scholarship and/or to demonstrate the application of critical thinking skills to the completion of a significant project.

Program Improvement:

For purposes of this assessment, the important distinction is between those who receive Honors and Distinction, and those who receive Unsatisfactory.
We will continue to strive to ensure that all students graduate with the ability to demonstrate critical thinking proficiency through the thesis and this will be an increasing challenge as enrollment continues to grow, especially in the STEM fields.

We continue to work on a pilot online program to ensure timely completion of the thesis through the development of an 'online game' that assists students through the various hurdles of writing the thesis.Some faculty are making use of Canvas to set deadlines for the various parts of the thesis: abstract, outline, bibliography, chapter drafts, and this may assist in timely completion of the thesis.

The Dean is hoping to improve our introductory STEM courses to better prepare students to work on actual research, which would have a positive impact on more advanced research that is part of the thesis. In addition, certain courses are being designated Research intensive, and those courses should better prepare students for the thesis.

Outcome 2

Description and Methodology Outcome Description

Communication: Through the writing of an honors thesis students will demonstrate proper use of grammar, syntax, structure and style in the creation of a persuasive argument, and/or will meet criteria of competent communication appropriate to the concentration for which the thesis is written. In addition, through the process of conducting research and formulating the thesis in collaboration with the thesis advisors, students will demonstrate the ability to interact with faculty by communicating ideas in the process of researching and writing the thesis, responding to criticisms from faculty advisors, taking the initiative, and meeting deadlines.

Implementing Strategy :

Students will take writing core courses, that may include 3-credit writing courses or 1-credit writing in the discipline courses, as well as other writing intensive courses aimed at providing competence in effective written communication. They will begin formulating a thesis prior to their senior year.
During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.

Assessment Method :
Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: the thesis shows mastery of grammar, syntax, structure and style: it is lucid, well-organized, and stylistically elegant. Honors: the thesis shows effective command of grammar, syntax,

structure and style: it is clearly written and sensibly organized. Unacceptable: the thesis does not show mastery of grammar, syntax, structure, or style.

Criterion for success:

Students whose thesis draft is deemed unacceptable in this outcome may be required to make satisfactory revisions to receive a passing grade on the thesis.

Data Summary: Analysis & Evaluation :
Of the 75 students who completed honors theses in 2016-17, all of whom completed ALC forms, in the area of communication 26 (35%) received a rating of Distinction, 49 (65%) received a rating of Honors, and 0 received a rating of Unsatisfactory. These results indicate that 100% of WHC graduates demonstrated proficiency in written communication, which is an improvement over the 98% figure from 2014-15 and the same as the 100% igure of 2015-16. HC graduates thus demonstrate proper use of grammar, syntax, structure and style in creating a persuasive argument and/or that they are able to meet criteria of competent communication appropriate to their concentration as well as to interact with faculty by communicating ideas in the process of researching and writing a thesis.

In addition, 31 students (41%) received a rating of Distinction in the area of collaboration; 57 students (70%) received a rating of Honors; and 0 received a rating of Unsatisfactory. This is an improvement over the 6.8% who received unacceptable ratings in the area of Collaboration in 2014-15.

Program Improvement:
See the comments under Outcome 1.

Outcome 3

Description and Methodology Outcome Description

Content: Through the writing of an honors thesis students will demonstrate a thorough knowledge of the fundamental concepts in the student's area of study as well as the ability to draw on ideas and methods from related disciplines where appropriate.

Implementing Strategy :

Students will take courses in their concentration aimed at providing the content knowledge needed to write a thesis. In some areas this will include procedural knowledge of technical skills, as in the laboratory sciences or arts; and will include learning how to acquire research knowledge. Students will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.

Assessment Method :

Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: The thesis demonstrates a profound knowledge of the fundamental concepts in the subject area. Honors: The thesis shows a thorough knowledge of the fundamental concepts in the subject

area. Unacceptable: The thesis does not show competent knowledge of the fundamental concepts in the subject area.

Criterion for success:
Students whose thesis draft is deemed unacceptable in this outcome may be required to make satisfactory revisions to receive a passing grade on the thesis. This may require doing additional coursework to acquire the necessary knowledge in the subject area.

Data Summary:Analysis & Evaluation :

Of the 75 students who completed honors theses in 2016-17 all of whom submitted ALC assessment forms, 30 (or 40%) received a rating of Distinction in the area of content; 45 (60%) received a rating of Honors; and 0 received a rating of Unsatisfactory. This is an improvement over the 3% who received Unsatisfactory ratings in 2014-15. These results indicate that all WHC graduates are able to demonstrate competence in the fundamental concepts in the student's area of concentration as well as the ability to draw on ideas and methods from related disciplines where appropriate.

Program Improvement:
See remarks under Outcome 1, which apply to thesis assessment generally (Outcomes 1-3).

Outcome 4

Description and Methodology Outcome Description

The WHC Sophomore Writing Portfolio (SWP) will be used to assess content knowledge. Through the evaluation of writing done in freshmen and sophomore years, students will be assessed on the knowledge of a content area as is evident in a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines.

Implementing Strategy :

The SWP consists of two formal essays: the Forum essay, completed during students' freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. Forum is a required course for all freshmen that explores a variety of scholarly topics relevant to Liberal Arts education and research. The Forum paper is a four-page, double-spaced analysis of three presentations in which students must demonstrate an understanding of the larger implications and applications of the presentations and explore the relationships between the presentations' content. The second paper must be a scholarly essay, a minimum of five pages, and must demonstrates the students' ability to incorporate evidence from secondary sources and/or analyze a primary text. In addition, the paper must show mastery of the content of the course for which it was completed.

Assessment Method :

During the summer months between students' sophomore and junior years, a panel of WHC faculty will evaluate portfolios using an assessment rubric to determine if they meet the Academic Learning Compact criteria. The rubric can be found electronically in 'Supporting Documents'.

Criterion for success:
Students' SWP content should show thorough knowledge of fundamental course appropriate concepts and methods as well as the ability to draw on ideas and methods from related disciplines where appropriate.

Data Summary:Analysis & Evaluation :

A total of 98 portfolios were submitted, a substantial increase over the 59 received the previous year. The results with respect to content knowledge are as follows:
14.3% were rated as Proficient 64.3% were rated as 'On Track'
18.4% were rated as 'Needs Improvement' 3% were rated as 'In Trouble'.
The number of students rated as needing some improvement declined (from 35.6 to 22.5%) and the number 'in trouble' declined substantially (15.3 down to 3%).
In addition, an overall rating was given: 8.2% scored Proficient.
67.3% scored On track.
20.4% scored Needs Improvement 4.1% scored 'In trouble'.

Program Improvement:
The comments here apply to Outcomes 4-6, which all relate to our assessment of Writing Portfolios.

Last year the scores resulting from the review of portfolios by the faculty committee were lower than in past years in all three areas reviewed in Outcomes 4-6, with several students receiving a score of 'In Trouble'. This had prompted us to think about why this might be. Last year the reviewers evaluated incomplete portfolios that consisted only of a freshman forum paper and not an additional paper that may have been written in the sophomore year. Since a student has a greater chance of showing improvement by the 2nd year, incomplete portfolios might have been predisposed to receive lower ratings. The committee last year had identified an area of improvement as getting students to submit a complete portfolio and to reach out to sophomores earlier in the year and ask faculty to help get students to submit a paper. The response rate this year--71.5% submitted at least one paper in addition to their Forum paper, vs only 30% last year--did improve.. The writing committee and writing portfolio chair recruited the rest of the faculty to remind sophomore advisees to submit papers and the advisor may carry more weight than the writing chair, who the student may not know. Also a more accurate contact list of sophomores was provided this year by the Associate Dean of Academic Affairs.

As to students who received a 'Needs Improvement' or 'In trouble', they are asked to attend 5 sessions with the writing center and encouraged to take another class: one issue, however, is that we are no longer teaching ENC 1123 and teaching ENC 1102 instead, which many students already have credit for.So one area for improvement will be to develop some other course(s) or means for students to improve upon their writing.

Outcome 5

Description and Methodology Outcome Description

The WHC Sophomore Writing Portfolio (SWP) will be used to assess communication knowledge. Through the evaluation of writing done in freshmen and sophomore years, students will be assessed on their ability to

communicate in writing effectively as is evident in a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines.

Implementing Strategy :

The SWP consists of two formal essays: the Forum essay, completed during students' freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. Forum is a required course for all freshmen that explores a variety of scholarly topics relevant to Liberal Arts education and research. The Forum paper is a four-page, double-spaced analysis of three presentations in which students must demonstrate an understanding of the larger implications and applications of the presentations and explore the relationships between the presentations' content. The second paper must be a scholarly essay, a minimum of five pages, and must demonstrates the students' ability to incorporate evidence from secondary sources and/or analyze a primary text. In addition, the paper must show mastery of the content of the course for which it was completed.

Assessment Method:
During the summer months between students' sophomore and junior years, a panel of WHC faculty will evaluate portfolios using an assessment rubric to determine if they meet the Academic Learning Compact criteria.

Criterion for success:
A student portfolio's communication skills will be evaluated by their ability to properly use grammar, syntax, structure, and style.

Data Summary:Analysis & Evaluation :

See Outcome 4 for introductor remarks on number of portfolios. Ratings for communication were:
7.1 % Proficient (vs 3.4% last year) 62.3% On track (vs 45.8% the prior year)
25.5% Needs improvement (vs. 38.9% the prior year) 5.1% In Trouble (vs. 11.9% the previous year).

Program Improvement:
See text in Outcome 4.

Outcome 6

Description and Methodology Outcome Description

The WHC Sophomore Writing Portfolio (SWP)will be used to assess critical thinking skills. Through the evaluation of writing done in freshmen and sophomore years, students will be assessed on their critical thinking skills as is evident in a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines.

Implementing Strategy :

The SWP consists of two formal essays: the Forum essay, completed during students' freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. Forum is a required

course for all freshmen that explores a variety of scholarly topics relevant to Liberal Arts education and research. The Forum paper is a four-page, double-spaced analysis of three presentations in which students must demonstrate an understanding of the larger implications and applications of the presentations and explore the relationships between the presentations' content. The second paper must be a scholarly essay, a minimum of five pages, and must demonstrate the students' ability to incorporate evidence from secondary sources and/or analyze a primary text. In addition, the paper must show mastery of the content of the course for which it was completed.

Assessment Method:
During the summer months between students' sophomore and junior years, a panel of WHC faculty will evaluate portfolios using an assessment rubric to determine if they meet the Academic Learning Compact criteria.

Criterion for success:
SWPs should demonstrate critical thinking by raising appropriate questions and using in-depth analysis.

Data Summary:Analysis & Evaluation:
See outcome for introductory remarks on the number of portfolios. With respect to Critical Thinking, the results were as follows: 6.1% Proficient (vs 3.4 % last year).

68.4% On Track vs. 47.5% last year.

22.5% (vs.40.7% last year) received a rating of 'Needs Improvement'. 3% received a rating of 'In Trouble', versus 8.4% last year.

Program Improvement:
See text under Outcome 4.

Appendix B: Dashboard Indicators for 2016-17 (latest year for which dashboards are available)

2016-2017 Program Review
Honors College

I Instruction
A Assessment goals and outcomes for each degree program (reported separately)
B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction

				Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount		28	27	28	28	681
		Total Person-Years		23.6	24.8	23.3	23.3	574.5
		Person-Years Devoted To Instruction		10.5	11.4	11.4	11.4	275.1
		Total FTE		31.5	33.0	31.0	31.0	766.0
		FTE Devoted to Instruction		14.0	15.2	15.1	15.1	366.8
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount		3	4	4	4	241
		Total Person-Years		2.5	3.1	3.0	3.0	189.4
		Person-Years Devoted To Instruction		2.2	2.1	2.4	2.4	150.7
		Total FTE		3.3	4.1	4.0	4.0	252.5
		FTE Devoted to Instruction		2.9	2.9	3.2	3.2	201.0
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc	Total Headcount		3	3	2	2	201
		Total Person-Years		1.9	1.3	1.0	1.0	167.7
		Person-Years Devoted To Instruction		0.0	0.0	0.0	0.0	54.7

		Total FTE		2.6	1.7	1.4	1.4	223.6
		FTE Devoted to Instruction		0.0	0.0	0.0	0.0	73.0
Adjuncts	--	**Total Headcount**		14	17	19	19	672
		Total Person-Years		2.9	2.9	3.4	3.4	123.9
		Person-Years Devoted To Instruction		2.9	2.9	3.4	3.4	118.0
		Total FTE		3.9	3.9	4.5	4.5	165.2
		FTE Devoted to Instruction		3.9	3.9	4.5	4.5	157.4
Graduate Assistants	--	**Total Headcount**		2	1	2	2	1,203
		Total Person-Years		0.4	0.3	0.6	0.6	333.0
		Person-Years Devoted To Instruction		0.0	0.0	0.3	0.3	205.7
		Total FTE		0.5	0.4	0.8	0.8	444.0
		FTE Devoted to Instruction		0.0	0.0	0.4	0.4	274.2
Other	--	**Total Headcount**		8	8	5	5	337
		Total Person-Years		2.5	2.0	0.9	0.9	35.3
		Person-Years Devoted To Instruction		2.1	1.4	0.3	0.3	16.8
		Total FTE		3.3	2.6	1.3	1.3	47.0
		FTE Devoted to Instruction		2.8	1.8	0.4	0.4	22.4
Total		**Total Headcount**		58	60	60	60	3,335
		Total Person-Years		33.8	34.3	32.2	32.2	1,423.7
		Person-Years		17.7	17.8	17.8	17.8	821.0

	Devoted To Instruction						
	Total FTE		45.0	45.8	43.0	43.0	1,898.3
	FTE Devoted to Instruction		23.6	23.8	23.7	23.7	1,094.7

Source: Instruction and Research File

Report includes summer, fall and spring semester data
Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.
Adjuncts and Grad Assistants are counted in each department where they had an appointment.
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Honors College

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		**Honors College**			**College Total**	**University Total**
		2014-2015	**2015-2016**	**2016-2017**	**2016-2017**	**2016-2017**
American Indian/Alaskan Native	**Female**					
	Male					1
	Total					1
Asian or Pacific Islander			0			
	Female	1	1	1	1	42
	Male	1	1	1	1	97
	Total	2	2	2	2	139
Black (Not of Hispanic Origin)	**Female**	2	2	2	2	39
	Male					24
	Total	2	2	2	2	63
Hispanic		1				
	Female	0	1	2	2	41
	Male	1	2	2	2	30
	Total	2	3	4	4	71
White (Not of Hispanic Origin)		1	1			
	Female	8	8	9	9	318
	Male	15	15	14	14	396
	Total	24	24	23	23	714
Total		2	1			
	Female	11	12	14	14	440
	Male	17	18	17	17	548
	Total	30	31	31	31	988

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Honors College

Adjuncts		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
American Indian/Alaskan Native	**Female**					1
	Male					1
	Total					2
Asian or Pacific Islander	**Female**	1	3	3	3	12
	Male	1	1	2	2	14
	Total	2	4	5	5	26
Black (Not of Hispanic Origin)	**Female**	1	1			39
	Male					25
	Total	1	1			64
Hispanic	**Female**		1			48
	Male			1	1	27
	Total		1	1	1	75
White (Not of Hispanic Origin)	**Female**	7	6	4	4	285
	Male	4	5	9	9	219
	Total	11	11	13	13	504
Non-Resident Alien	**Male**					1
	Total					1
Total	**Female**	9	11	7	7	385
	Male	5	6	12	12	287
	Total	14	17	19	19	672

Source: Instruction and Research File

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Honors College

				Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Course Level	**Type**			170	186	190	190	5,337
Undergraduate	**Lecture/Seminar**	**Sections Offered**	#					
			# Enrolled	3,103	3,548	3,375	3,375	203,020
			Avg Section Enrollment	**18.3**	**19.1**	**17.8**	**17.8**	**38.0**
			#	136	147	160	160	3,624

		Sections Faculty-Taught	**%**	**80.0**	**79.0**	**84.2**	**84.2**	**67.9**
	Lab	**Sections Offered**	#	31	37	42	42	878
			# Enrolled	525	622	613	613	16,292
			Avg Section Enrollment	**16.9**	**16.8**	**14.6**	**14.6**	**18.6**
		Sections Faculty-Taught	#	5	13	16	16	441
			%	**16.1**	**35.1**	**38.1**	**38.1**	**50.2**
	Discussion	**Sections Offered**	#					330
			# Enrolled					9,256
			Avg Section Enrollment					**28.0**
		Sections Faculty-Taught	#					254
			%					**77.0**
	Other Course Types	**Sections Offered**	#	159	174	171	171	1,362
			# Enrolled	393	425	431	431	8,784
			Avg Section Enrollment	**2.5**	**2.4**	**2.5**	**2.5**	**6.4**
		Sections Faculty-Taught	#	117	159	153	153	1,033
			%	**73.6**	**91.4**	**89.5**	**89.5**	**75.8**
Graduate	**Lecture/Seminar**	**Sections Offered**	#					1,680
			# Enrolled					23,308
			Avg Section Enrollment					**13.9**
		Sections Faculty-Taught	#					1,400
			%					**83.3**
	Lab	**Sections Offered**	#					64
			# Enrolled					497
			Avg Section Enrollment					**7.8**
		Sections Faculty-Taught	#					44
			%					**68.8**
	Other Course Types	**Sections Offered**	#					1,900
			# Enrolled					3,995
			Avg Section Enrollment					**2.1**
		Sections Faculty-Taught	#					1,817
			%					**95.6**

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

B 4 a Majors Enrolled By Level (Annual Headcount)
Honors College (Program CIP: 240199)

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional					259
Bachelors	352	423	437	437	28,830
Masters/Specialist					4,788
Doctoral					990
Unclassified					3,158
Total	**352**	**423**	**437**	**437**	**38,025**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Honors College (Program CIP: 240199)

			Honors College			College Total	University Total
			2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Professional	**Asian or Pacific Islander**	**Female**					20
		Male					19
		Total					**39**
	Black (Not of Hispanic Origin)	**Female**					13
		Male					5
		Total					**18**
	Hispanic	**Female**					20
		Male					12
		Total					**32**
	White (Not of Hispanic Origin)	**Female**					62
		Male					98
		Total					**160**
	Not Reported	**Female**					3
		Male					7
		Total					**10**
	Total	**Female**					118
		Male					141
		Total					**259**
Undergraduate		**Female**	1	2	2	2	119

	American Indian/Alaskan Native	**Male**	1	2	2	2	100
		Total	**2**	**4**	**4**	**4**	**219**
	Asian or Pacific Islander	**Female**	24	35	35	35	905
		Male	13	22	22	22	706
		Total	**37**	**57**	**57**	**57**	**1,611**
	Black (Not of Hispanic Origin)	**Female**	21	18	22	22	3,937
		Male	7	7	12	12	2,405
		Total	**28**	**25**	**34**	**34**	**6,342**
	Hispanic	**Female**	30	42	50	50	4,489
		Male	21	37	44	44	3,180
		Total	**51**	**79**	**94**	**94**	**7,669**
	White (Not of Hispanic Origin)	**Female**	127	144	131	131	6,348
		Male	94	100	99	99	5,575
		Total	**221**	**244**	**230**	**230**	**11,923**
	Non-Resident Alien	**Female**	4	7	8	8	395
		Male	4	5	5	5	486
		Total	**8**	**12**	**13**	**13**	**881**
	Not Reported	**Female**	3	2	5	5	97
		Male	2	0			88
		Total	**5**	**2**	**5**	**5**	**185**
	Total	**Female**	210	250	253	253	16,290
		Male	142	173	184	184	12,540
		Total	**352**	**423**	**437**	**437**	**28,830**
Graduate	**American Indian/Alaskan Native**	**Female**					16
		Male					9
		Total					**25**
	Asian or Pacific Islander	**Female**					163
		Male					123
		Total					**286**
	Black (Not of Hispanic Origin)	**Female**					712
		Male					308
		Total					**1,020**
	Hispanic	**Female**					617
		Male					394
		Total					**1,011**
	White (Not of Hispanic Origin)	**Female**					1,690
		Male					1,187
		Total					**2,877**
	Non-Resident Alien	**Female**					243
		Male					313
		Total					**556**
	Not Reported	**Female**					2
		Male					1
		Total					**3**
	Total	**Female**					3,443
		Male					2,335
		Total					**5,778**
Unclassified		**Female**					7
		Male					3

	American Indian/Alaskan Native	**Total**					**10**
	Asian or Pacific Islander	**Female**					179
		Male					155
		Total					**334**
	Black (Not of Hispanic Origin)	**Female**					280
		Male					171
		Total					**451**
	Hispanic	**Female**					361
		Male					253
		Total					**614**
	White (Not of Hispanic Origin)	**Female**					824
		Male					686
		Total					**1,510**
	Non-Resident Alien	**Female**					91
		Male					126
		Total					**217**
	Not Reported	**Female**					14
		Male					8
		Total					**22**
	Total	**Female**					1,756
		Male					1,402
		Total					**3,158**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level
Honors College

		Honors College			College Total	University Total
		2014-2015	**2015-2016**	**2016-2017**	**2016-2017**	**2016-2017**
Undergraduate Total		**268.0**	**306.4**	**291.3**	**291.3**	**15,813.5**
Graduate Total						**1,930.1**
Grad I						1,531.5
Grad II						398.7
Classroom						1,801.8
Thesis-Dissertation						128.4
Grand Total		**268.0**	**306.4**	**291.3**	**291.3**	**17,743.7**

Source: Student Data Course File

Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Honors College

		Courses offered by:				
		Honors College			College of Honors College	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Course Level	**FTE produced by students who are:**	113.5	126.7	132.6	132.6	766.4
Lower Division Undergraduate	**Majors within the department**					
	Majors outside the department, but within the college					1,910.4
	Majors outside the college	35.5	35.8	15.3	15.3	4,256.8
	Total	**149.0**	**162.5**	**147.9**	**147.9**	**6,933.5**
Upper Division Undergraduate	**FTE produced by students who are:**	109.4	134.4	141.4	141.4	5,300.4
	Majors within the department					
	Majors outside the department, but within the college					2,435.9
	Majors outside the college	9.6	9.6	2.0	2.0	1,143.7
	Total	**119.0**	**143.9**	**143.4**	**143.4**	**8,880.0**
Graduate	**FTE produced by students who are:**					1,594.9
	Majors within the department					
	Majors outside the department, but within the college					193.2
	Majors outside the college					142.0
	Total					**1,930.1**
Total	**FTE produced by students who are:**	222.9	261.1	274.0	274.0	7,661.7
	Majors within the department					
	Majors outside the department, but within the college					4,539.5

	Majors outside the college	45.1	45.4	17.3	17.3	5,542.5
	Total	**268.0**	**306.4**	**291.3**	**291.3**	**17,743.7**

Source: Student Data Course File
Based On State-Fundable Credit Hours

C 3 Degrees Awarded
Honors College (Program CIP: 240199)

		Honors College			**College Total**	**University Total**
		2014-2015	**2015-2016**	**2016-2017**	**2016-2017**	**2016-2017**
	Degrees awarded with a:					269.0
Associates	**Single major**					
	All					269.0
Bachelors	**Degrees awarded with a:**	62.0	88.0	75.0	75.0	5,553.0
	Single major					
	Double or triple major					141.0
	All	62.0	88.0	75.0	75.0	5,694.0
Masters	**Degrees awarded with a:**					1,468.0
	Single major					
	Double or triple major					2.0
	All					1,470.0
Specialist	**Degrees awarded with a:**					18.0
	Single major					
	All					18.0
Doctorate	**Degrees awarded with a:**					138.0
	Single major					
	All					138.0
First Professional	**Degrees awarded with a:**					62.0
	Single major					
	All					62.0
Total	**Degrees awarded with a:**	**62.0**	**88.0**	**75.0**	**75.0**	**7,508.0**
	Single major					
	Double or triple major					**143.0**
	All	**62.0**	**88.0**	**75.0**	**75.0**	**7,651.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major,
and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Honors College

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Undergraduate	21.1	22.7	21.2	21.2	37.1
Graduate					4.5
Total	**21.1**	**22.7**	**21.2**	**21.2**	**41.7**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Honors College (Program CIP: 240199)

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Associates	0	0	0	0	0.6
Bachelors	4.9	6.5	5.5	5.5	13.4
Masters	0	0	0	0	3.5
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0	0.3
First Professional	0	0	0	0	0.1
Total	**4.9**	**6.5**	**5.5**	**5.5**	**18.0**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Honors College

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Honors College			College Total			University Total		
		Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017	Summer 2016	Fall 2016	Spring 2017
Undergraduate	**# Sections**	15	91	91	15	91	91	925	2,655	2,450
	Mean Rating	**1.5**	**1.6**	**1.4**	**1.5**	**1.6**	**1.4**	**1.6**	**1.7**	**1.6**
Graduate	**# Sections**							202	514	495
	Mean Rating							**1.6**	**1.6**	**1.6**
Total	**# Sections**	15	91	91	15	91	91	1,127	3,169	2,945
	Mean Rating	**1.5**	**1.6**	**1.4**	**1.5**	**1.6**	**1.4**	**1.6**	**1.7**	**1.6**

Source: Student Perception of Teaching Results, Summer 2016 to Spring 2017

II. Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research

Honors College

				Honors College			College Total	University Total
				2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
Departmental Research	**.**	**--**	**Person-Years**					1.8
			FTE					2.4
	Tenured & tenure-earning faculty	**Professor, Assoc Professor, Asst Professor**	**Person-Years**	5.7	6.1	6.4	6.4	146.8
			FTE	7.7	8.1	8.5	8.5	195.8
	Non-tenure-earning faculty	**Instructors, Lecturers, Visiting Faculty**	**Person-Years**		0.1	0.3	0.3	3.9
			FTE		0.1	0.3	0.3	5.2
	Other personnel paid on faculty pay plan	**--**	**Person-Years**					4.7
			FTE					6.2
	Total		**Person-Years**	5.7	6.2	6.6	6.6	157.2
			FTE	7.7	8.2	8.8	8.8	209.6
Sponsored Research	**.**	**--**	**Person-Years**		0.0	0.3	0.3	48.5

			FTE			0.1	0.4	0.4	64.7
	Tenured & tenure-earning faculty	**Professor, Assoc Professor, Asst Professor**	**Person-Years**		0.9	0.8	0.5	0.5	17.2
			FTE		1.2	1.1	0.7	0.7	23.0
	Non-tenure-earning faculty	**Instructors, Lecturers, Visiting Faculty**	**Person-Years**		0.0				3.0
			FTE		0.1				4.0
	Other personnel paid on faculty pay plan	**--**	**Person-Years**		1.9	1.2	0.7	0.7	30.9
			FTE		2.6	1.6	0.9	0.9	41.2
	Total		**Person-Years**		2.8	2.1	1.5	1.5	99.6
			FTE		3.8	2.8	2.1	2.1	132.8

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

C 1-9 Research/Scholarly Productivity
Honors College

		Honors College			**College Total**	**University Total**
		2014-2015	**2015-2016**	**2016-2017**	**2016-2017**	**2016-2017**
1. Books (including monographs & compositions)	#	5	7	3	3	115
2. Other peer-reviewed publications	#	33	51	37	37	1,485
3. All other publications	#	29	32	13	13	714
4. Presentations at professional meetings or conferences	#	56	63	40	40	1,862
5. Productions/Performances/Exhibitions	#	0	4	2	2	285
6. Grant Proposals Submitted	#	3	1	0	0	0

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation

University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

D 1-9 Efficiency Data

Honors College

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Books (including monographs & compositions) per faculty member		0.2	0.3	0.1	0.1	0.2
2. Other peer-review publications per faculty member		1.2	1.9	1.3	1.3	2.2
3. All other publications per faculty member		1.0	1.2	0.5	0.5	1.0
4. Presentations at professional meetings or conferences per faculty member		2.0	2.3	1.4	1.4	2.7
5. Productions/Performances/Exhibitions per faculty member		0.0	0.1	0.1	0.1	0.4
6. Grant proposals submitted per faculty member		0.1	0.0	0.0	0.0	0.0

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Honors College

		Honors College			College Total	University Total
		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees	#	84	101	130	130	3,237
2. Faculty memberships on community or professional committees	#	17	20	14	14	1,313
3. Faculty serving as editors or referees for professional publications	#	21	21	17	17	695

Source: College Dean's Offices

C 1-3 Efficiency Data
Honors College

	Honors College			College Total	University Total
	2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
1. Faculty memberships on department, college or university committees per faculty member	3.0	3.7	4.6	4.6	4.8
2. Faculty memberships on community or professional committees per faculty member	0.6	0.7	0.5	0.5	1.9
3. Faculty serving as editors or referees for professional publications per faculty member	0.8	0.8	0.6	0.6	1.0
Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)					

Appendix C: Honors College Faculty Abbreviated CVs

Nicholas R. Baima

Florida Atlantic University Honors College
5353 Parkside Dr.
Jupiter, FL 33458

https://sites.google.com/site/nicholasrbaima/
NichBaima@gmail.com
Tel. 319-504-2404

Employment

Assistant Professor	Florida Atlantic University, Honors College (Fall 2017-)
Visiting Assistant Professor	University of Missouri-Columbia (Fall 2015-Spring 2017)

Education

Ph.D. Philosophy, Washington University-St. Louis (2009-May 2015)
Thesis: *Truth, Knowledge, and the Value of False Belief in Plato*
Committee: Eric Brown (advisor), Hugh Benson, Julia Driver, John Doris, G. Fay Edwards, and Robert Lamberton

M.A. Philosophy, University of Missouri-St. Louis (2007-2009)
Thesis: *Modesty as a Global Perspective*
Committee: John Brunero (advisor), Anna Alexandrova, and Eric Wiland

B.A. Philosophy, Humanities, University of Northern Iowa (2002-2007)

Area of Specialization and Competence

AOS: Ancient Philosophy and Ethics (including theoretical and applied)
AOC: Epistemology, Modern Philosophy, and Social & Political

Research Articles

- "The Ethical Function of the *Gorgias'* Concluding Myth." (Under Contract). In *Plato's Gorgias: A Critical Guide* (ed.) Clerk J. Shaw. Cambridge Press.
- "True in Word and Deed: Plato on Divine Deception." *Journal of the History of Philosophy*.
- "Fighting Pleasure: Plato and the Expansive View of Courage." (Forthcoming). *Journal of Value Inquiry*.
- "Intrinsic Valuing and the Limits of Justice: Why the Ring of Gyges Matters" (Forthcoming). *Phronesis*. (Coauthored with Tyler Paytas).
- "The Problem of Intermediates, an Introduction." *Plato Journal* (Forthcoming). Introductory Article for Special Volume on Plato's Intermediates.
- "Playing with Intoxication: On the Cultivation of Shame and Virtue in Plato's *Laws*." (2018). *Apeiron: A Journal for Ancient Philosophy and Science* 51: 345-370.
- "On the Value of Drunkenness in the *Laws*." (2017). *Logical Analysis and the History of Philosophy/Philosophiegeschichte und logische Analyse* 20 (Special Issue on Plato and the Non-Rational Soul): 65-81.
- "Philosopher Rulers and False Beliefs." (2017). *Ancient Philosophy* 37: 19-37.
- *"Republic* 382a-d: On the Dangers and Benefits of Falsehood." (2017). *Classical Philology* 112: 1-19
- "Persuasion, Falsehood, and Motivating Reason in Plato's *Laws*." (2016). *History of Philosophy Quarterly* 33 (2): 117-134

- "Death and the Limits of Truth in the *Phaedo*." (2015). *Apeiron: A Journal for Ancient Philosophy and Science* 48 (3): 263-284.
- "On Treating Athletes with Banned Substances: The Relationship Between Mild Traumatic Brain Injury, Hypopituitarism, and Hormone Replacement Therapy." (2015). *Neuroethics* 8 (1): 27-38. (Coauthored with Sarah Malanowski)
- "The Problem of Ethical Vagueness for Expressivism." (2014). *Ethical Theory and Moral Practice* 17 (4) (BSET Edition): 593-605.

Edited Volume

 Edited a Special Volume of *Plato Journal* on Plato's Intermediates (with Sophia Stone), (2018), vol. 18, with contribution by: Andrew German (Ben-Gurion University), Lloyd Gerson (Toronto University), Emily Katz (Michigan State), Nicholas Smith (Lewis & Clark College), Sophia Stone (Lynn University), Olivier Renaut (Université Paris Nanterre)

Resource Articles

 Internet Encyclopedia of Philosophy (IEP) entry on Plato's *Laws* (approx. 13,000 words) (Forthcoming)

Book Reviews

- Review of Catherine Rowett, *Knowledge and Truth in Plato: Stepping Past the Shadow of Socrates*. (Forthcoming). *Ancient Philosophy*.
- Review of Remy Debes (ed.), *Dignity: A History*. (2018) *Bryn Mawr Classical Review*
- Review of Susan Sauvé Meyer, *Plato: Laws 1 & 2*, Translation with an Introduction and Commentary (2016) *Bryn Mawr Classical Review*
- Review of Timothy Chappell, *Knowing What to Do: Imagination, Virtue, and Platonism in Ethics*, (2015) *Ethics* 126 (1): 210-215

Carmen Sara Cañete Quesada
Wilkes Honors College, 5353 Parkside Drive, Jupiter, FL 33458
Office number: (561) 799-8674 E-mail: ccaneteq@fau.edu

EDUCATION

- **Ph.D. in Spanish,** Vanderbilt University**, Nashville, TN (2002-2006)**
- Master of Arts in Spanish, **University of Florida**, Gainesville, FL (1998-2002)
- Bachelor of Arts in Spanish and English, **Universidad de Córdoba**, Spain (1990-1996)

PROFESSIONAL APPOINTMENTS (most recent)

- Associate Professor of Spanish, Florida Atlantic University, Honors College, since 2013
- Assistant Professor of Spanish, Florida Atlantic University, Honors College, 2009-2013
- Assistant Professor of Spanish, Penn State University, Hazleton Campus, 2006-2009

PUBLICATIONS

Peer-reviewed books:

1. *La nación y su escritura. Colección de voces dominicanas (1965-2017).* Santo Domingo: Academia Dominicana de la Lengua/Editorial Santuario, 2018.

2. ---. *El exilio español ante los programas de identidad cultural en el Caribe insular (1934-1956).* Frankfurt/Madrid: Vervuert/Iberoamericana, 2011.

Peer-reviewed articles (selection of most recent):

1. Cañete Quesada, Carmen. "Reversión y desafío del paradigma lingüístico-sexual en *Cantos de la mañana* (1913) de Delmira Agustini y *Babel bárbara* (1991) de Cristina Peri Rossi." Eds. Christina Karargeorgou-Bastea et al. Madrid, Editorial Academia del Hispanismo. [Forthcoming]
2. ---. "Avant-Garde Literary Journal *La Poesía Sorprendida*." *The Oxford Critical and Cultural History of Global Modernist Magazines*, *vol. I: South America, Central America, and the Caribbean*. Oxford: Oxford U.P., 2018. [In Print]
3. ---. "Salaria Kea and the Spanish Civil War (1936-39): Memoirs of *A Negro Nurse in Republican Spain*." In *Black US-America and Spain: Shared Memories in the 20th-Century*. Ed. Rosalía Cornejo. London: Routledge, 2018. [In Print]
4. ---. "*A Negro Nurse in Republican Spain* de la brigadista afroamericana Salaria Kea: Desafío y cuestionamiento de la verdad histórica desde los márgenes autobiográficos." *Agencia, Historia y empoderamiento femenino.* Eds. Diane Marting et al. Santo Domingo: Ministerio de la Mujer, Crítica Dominicana Literaria sobre Escritoras Hispanoamericanas (CDLEH), 2018. 83-101.
5. ---, and Tara Boulos. "Masculinity and Hybrid Identity in Yunior, Oscar and Other Dominican *tígueres* in Junot Díaz's *The Brief Wondrous Life of Oscar Wao.*" *Voces del Caribe: Revista de Estudios Caribeños* 7.1 (2016): 102-28.

Other publications (interview):

1. Cañete Quesada, Carmen. Interview by Ana Viera. "Voz y memoria: Testimonio de la brigadista afroamericana Salaria Kea." Journal of *UNEAC (Unión de Escritores y Artistas de Cuba).* Nov. 23, 2016.

Presentations and conferences (selection of most recent):

1. Cañete-Quesada, Carmen. "El imaginario y la barbarie en la Guardia Mora de Franco: Una interpretación racial de la Guerra Civil Española." The Thirteenth Biennial International / Interdisciplinary Research Conference of the Afro-Latin/American Research Association (ALARA), Texas, Aug. 7-8, 2018.
2. "'A Negro Nurse in Republican Spain' de la brigadista afroamericana Salaria Kea: Desafío y cuestionamiento de la verdad histórica desde los márgenes autobiográficos." XXVII Annual Congress of the International Association of Female Hispanic Literature and Culture (AILCFH). Santo Domingo, Dominican Republic, Nov. 9-11, 2017.
3. "La memoria histórica de la Guerra Civil Española: testimonio de la brigadista afroamericana Salaria Kea." Fundación Nicolás Guillén, Havana, Cuba, Nov. 4, 2016.

4. “Testimonio y verdad en la narrativa cubana: *Biografía de un cimarrón* de Miguel Barnet y *Antes que anochezca* de Reinaldo Arenas.” PUCMM (Pontificia Universidad Católica Madre y Maestra), Centro de Estudios Caribeños, Santo Domingo, Dominican Republic, June 2-3, 2015.

HONORS, FELLOWSHIPS AND GRANTS (selection of most recent):
1. Schomburg Center Scholars-in-Residence, short-term fellowship for a period of three months, Fall 2019 ($9,000).
2. Teacher of the Year Award: University Level, AATSP (American Association of Teachers of Spanish and Portuguese), May 2015.
3. 2013-2014 U.S. Fulbright Scholar Award, to teach and conduct research in Santo Domingo, Dominican Republic, for a period of nine-months ($54,000).
4. Award for **Excellence and Innovation in Undergraduate Teaching, Office of the Provost,** Florida Atlantic University, March 2015.

TEACHING EXPERIENCE
Florida Atlantic University, Honors College, Spanish program **(Fall 09-present).**
- SPN 1120/ SPN 1121/ SPN 2220/ SPN 2221 Honors Beginning/Intermediate Spanish Language and Culture I & II
- SPN 3400 Honors Advanced Spanish Language and Culture
- SPW 3030 Honors Introduction to Hispanic Literature
- SPW 3136 Honors Latin American Lit: Pre-Columbian and Colonial Literature
- SPW 3134 Honors Latin American Lit: Modernismo to Post-Boom
- SPW 4492 Honors Novísima Literatura del Caribe
- SPW 4930 Literature of Spanish Exiles in the Hispanic Caribbean (Boca Raton)
- LIT 1933 Honors Caribbean Literature (Freshman WAC seminar)
- IDS 3932 Honors Caribbean History in Literature and Ritual (co-taught with Dr. Rachel Corr)
- IDS 3932 Honors Marginal Voices and the Testimonial (co-taught with Dr. Rachel Corr)

- **Study Abroad Program in Universidad Complutense de Madrid** (Spain), offered in 2015 & 2016. IDS 3932. Spanish Civil War in Retrospect: Loss, Memory and the Past

PUBLIC AND PROFESSIONAL SERVICE
Wilkes L. Honors College (most recent):
- Writing Committee [Member, Fall 2017-present].
- Search Committee for Spanish/French instructor [Chair, Fall 2016; member, Fall 2017].
- Member of FAU Council on International Education [Fall 2015-Spring 2018]
- Member of Faculty Development Awards [Fall 2014-Spring 2017, Chair for two last years]

Curriculum Vitae

Lucia Carvelli, Ph.D.
FAU Brain Institute
Harriet L. Wilkes Honors College
Florida Atlantic University
MC17, Room 104
Jupiter, FL 33458
E-mail lcarvelli@health.fau.edu

Education

Ph.D. in Molecular Pharmacology	1999
Institute of Pharmacological Research Mario Negri, Milan (Italy)	
Laura in Biological Science, University of Calabria (Italy)	1995
B.S. Liceo Scientifico Raffaele Lombardi Satriani (Italy)	1988

Appointments

Associate Professor FAU Brain Institute Florida Atlantic University	2017-present
Associate Professor Neuroscience, Harriet L. Wilkes Honors College Florida Atlantic University	2017-present
Associate Professor Department of Biomedical Sciences University of North Dakota, School of Medicine and Health Sciences	2016-2017
Assistant Professor Department of Pharmacology, Physiology & Therapeutic/Biomedical Sciences University of North Dakota, School of Medicine and Health Sciences	2010-2016
Assistant Professor Department of Pharmacology Vanderbilt University Medical School	2005-2010
Research Associate Department of Pharmacology Vanderbilt University Medical School,	2001-2004
Postdoctoral Fellow Department of Pharmacology University of Texas H.S.C.	1999-2001

Professional Memberships and Activities

International Transmembrane Transporter Society, ***(Elected Councilor)***	2014-present
Catecholamine Society, ***(Elected Councilor)***	2012-present
Genetic Society of America	2010-present
Biophysical Society	2002-present
Society for Neuroscience	2000-present

Editorial Responsabilities

Editor

Journal of Clinical Epigentics 2015 - present
The International Journal of Biochemistry & Cell Biology 2015 - present
Editor in Chief 2014
Special issue Epigenetic Mechanisms of Drugs Addiction
Journal Addiction and Prevention
Reviewer
PNAS - Plos One - Journal of Neurochemistry - International Journal of Biochemistry & Cell Biology - Neurochemistry International - Neuroscience Letters - Life Science - Journal of Visualized Experiments – Prion - The Canadian Journal of Physiology and Pharmacology

Educational Activities

Medical School Teaching
Graduate School Teaching
Doctoral Committees
Graduate Committees
Undergraduate Teaching
Undergraduate Research Thesis

Active Grants

NIH/R01 (DA042156)
PI: **Carvelli L**
$1,737,500
Award period: 2016-2021

Completed Grants:

NIH/Cobre Grant (PA-GM104360) Epigenomics of Development and Disease *$10,500,000*
Project Leader: **Carvelli L** Trans-generational Epigenomics Inheritance of Addiction
Award Period: September 10th 2013-2018
NIH/NIDA R21 (DA024797)
PI: **Carvelli L** *$421,000*

Award period: 8/01/09 – 05/30/13
NIH/NCRR COBRE (PA-GM103329) Pilot Grant

Honors and Awards

Travel award at the International Brain-in-Flux Conference (Maintenon, France) 2017
AURA Award (EPSCoR) 2015
Experimental Meeting - ASBMB THEMATIC Best Poser 2014
AURA Award (EPSCoR) 2013
UND Senate Scholarly Activity Committee (SSAC) Travel Award 2011
AURA Award (EPSCoR) 2011
Best PhD Student/Alfredo Leonardi Award - Milan (Italy) 1999
European Union Training Grant 1997

LIST OF PUBLICATIONS

https://www.ncbi.nlm.nih.gov/sites/myncbi/1bu6drfwttug8v/bibliography/56643405/public/?sort=date&direction=ascending

Chitra Chandrasekhar
Instructor, Harriet L. Wilkes Honors College of Florida Atlantic University
5353 Parkside Drive, Jupiter, FL 33458 (561) 799-8637 cchandr1@fau.edu

Education:

- B.S. Education — Clarion University of Pennsylvania, Clarion, PA — 2002- 2003
  Certification Area: Florida Professional Education- **Chemistry**
- Post Doctoral — Eli Lilly and Company, Indianapolis, IN — 1992- 1993
  Purdue University, West Lafayette, IN — 1991- 1992
- Ph.D. Chemistry — Wesleyan University, Middletown, CT — 1986- 1991
- M.Sc. Chemistry — Indian Institute of Technology, Madras, India — 1983- 1985
- B.Sc. Chemistry — Queen Mary's College, Madras, India — 1980- 1983

Teaching Experience:

- Instructor of Chemistry, Wilkes Honors College of Florida Atlantic University, August 2005 – Present
  - Supervised student thesis and internships; Second reader for student theses in Chemistry, Biological Chemistry, and Biology
- Student Advisor since 2005, advising an average of 15 students each Lab Supervisor for the Honors Organic Chemistry Labs since Fall 2013, overseeing adjuncts and student TAs
- Served as interim coordinator for the Medical Scholars program, advising medical scholars and liaising with the FAU College of Medicine
- Visiting Assistant Professor, Harriet L.Wilkes Honors College of FAU, August 2004 – May 2005
  -Teaching Honors General Chemistry Lab I, Honors Spectroscopy, Honors Environmental Chemistry, Honors Contemporary Chemical Issues, Honors Inorganic Chemistry, Honors Inorganic Chemistry Lab
- Teacher, Olympic Heights High School, Boca Raton, FL, Aug 2003 – June 2004
  - Taught Chemistry I, Honors Chemistry and Integrated Earth/Physical Science
- Adjunct Lecturer in Chemistry, Pennsylvania State University, DuBois Campus, teaching an Introductory Chemistry course, several semesters, from January 1997 – May 2002.

Service and Professional Development:

- Served seven years on the Symposium Committee, Symposium Committee Chair in 2013, 2 years on Finals Tree Committee, 2 years on e-Learning Committee, 2 year in By-Laws Committee, 2 years on Faculty Development Awards Committee, 2 years on Academic Affairs Committee, 1 year on Admissions Committee, and 1 year on Curriculum Committee
- Served twice on the Physics Search Committee, and on the WHC Dean Search Committee, Biogeochemistry Search Committee (joint WHC/Harbor Branch position)
- Participated in college fairs representing WHC; Served on the Scholars Day Interview Committee, March 2016
- WAC Certified; Certified in Lab Safety & Hazardous Waste Awareness and Handling

Research Experience:

- Leaching of hormone disrupting chemicals from plastic cling wraps, 2014-2015.
- Laser Induced Fluorescence Spectroscopy, Multiphoton Ionization Spectroscopy, Zero Electron Kinetic Energy Photoelectron Spectroscopy of small aromatic compounds, 1986 – 1991.
- Multiphoton ionization spectroscopy of Diacetylene, with reference to understanding of planetary atmospheres, 1991 – 1992.
- Doppler Electrophoretic Light Scattering Analysis of Biosynthetic Human Insulin, 1992 – 1993.

Conferences:

1. Pittcon, Orlando, FL, March 2006 – Chaperoned students from Harriet L.Wilkes Honors College
2. Presented paper titled **"**Arson Analysis by Static Head Space Enrichment and Gas Chromatography using Simplex Optimization" at the Forensic Sciences Symposium, American Chemical Society South Florida Section, at Nova Southeastern University, Fort Lauderdale, FL, January 19, 2007

3. Participated in the First Annual Career Showcase, Suncoast Community High School, Riviera Beach, FL, January 9, 2009, and January 8, 2010.

Publications:

1. *Luminescence Spectra and Lifetimes of Cerium(III) Compounds as Indicators of Solution Behavior and Radiation Efficiency*

Paulette Hazin, Chitra Lakshminarayan, Linda S. Brinen, Joseph L. Knee, Joseph W. Bruno, William E.Streib and Kristen Folting, *Inorganic Chemistry*, **27**, 1393 (1988).

2. *Spectroscopy and Dynamics of the S_1 State of Jet Cooled 1-Naphthol*

Chitra Lakshminarayan, Joseph L. Knee, *J. Phys. Chem*., **94**, 2637 (1990).

3. *Picosecond Measurement of Vibrational Dynamics using Pump-Probe Laser Photoelectron Spectroscopy*

Jonathan M. Smith, Chitra Lakshminarayan and Joseph L. Knee, *J. Chem. Phys*., **93**, 4475 (1990).

4. *Laser Photoelectron Spectroscopy of 1- and 2-Naphthol: Relative Stability of the cis and trans Cation Rotamers*

Chitra Lakshminarayan, Jonathan M. Smith and Joseph L. Knee, *Chem. Phys. Lett*, **182**, 656 (1991).

5. *Spectroscopy and Photophysics of the $^1S_g^+$ - ^1D_u Transition of Jet Cooled C_4H_2, C_4HD and C_4D_2*

Ralph E. Bandy, Chitra Lakshminarayan and Timothy S. Zwier, *J. Phys. Chem*., **96**, 5337 (1992).

6. *Direct Detection of C_4H_2 Photochemical Products: Possible Routes to Complex Hydrocarbons in Planetary Atmospheres*

Ralph E. Bandy, Chitra Lakshminarayan, Rex K. Frost and Timothy S. Zwier, *Science*, **258**, 1630 (1992).

7. *The Ultraviolet Photochemistry of Diacetylene: Direct Detection of Primary Products of Metastable $C_4H_2^*$ + C_4H_2 Reaction*

Ralph E. Bandy, Chitra Lakshminarayan, Rex K. Frost and Timothy S. Zwier, *J. Chem. Phys*., **98**, 5362 (1993).

8. *Electronic Spectroscopy of Four Conformers of Jet Cooled 1,6-Dihydroxynaphthalene*

Jonathan M. Smith, Xu Zhang, Andrew Thompson, Chitra Lakshminarayan and Joseph L. Knee, *J. Phys. Chem*., **97**, 3990 (1993).

9. *Reversible Adsorption of Soluble Hexameric Insulin onto the Surface of Insulin Crystals Cocrystallized with Protamine: An Electrostatic Interaction*

Stephen W. Dodd, Henry A. Havel, Paul M. Kovach, Chitra Lakshminarayan, Martin P. Redmon, Charlene M. Sargeant, Gary R. Sullivan and John M. Beals, *Pharmaceutical Research*, **12**, 60 (1995).

10. *Reaction of bromine with 4,5-dimethyl-1,4-cyclohexadiene-1,2-dicarboxylic acid: A green chemistry puzzle for organic chemistry students*

Chitra Chandrasekhar, Veljko Dragojlovic, *Green Chemistry Letters and Reviews,*
DOI: 10.1080/17518250903410090 , 02 December 2009

Andia Chaves Fonnegra
Resume

Florida Atlantic University
Assistant Professor of Biology
Wilkes Honors College/Harbor Branch Oceanographic Institute
5600 N US Highway 1
Fort Pierce, FL 34946
Email: andia.chaves@fau.edu
Personal website: http://andiacfonnegra.weebly.com/

EDUCATION

2009-2014 Ph.D. Marine Biology/Oceanography. Nova Southeastern University. Halmos College of Natural Sciences and Oceanography.

2003-2006 M.Sc. Marine Biology. Universidad Nacional de Colombia. Department of Biology. *Cum Laude* honors.

1997-2003 B.Sc. Marine Biology. Universidad de Bogotá Jorge Tadeo Lozano. Faculty of Marine Biology.

PROFESSIONAL EXPERIENCE

2018	**Postdoctoral Research Associate**. University of Mississippi.
2016- 2017	**Postdoctoral Research Associate**. University of the Virgin Islands.
2014-2015	**Postdoctoral Researcher and Adjunct Faculty**. Nova Southeastern University**.**
2009-2014	**Research and Teaching Assistant.** Nova Southeastern University.
2007	**Voluntary Field Assistant**. Calidris and Malpelo Foundations.
2006	**Short Term Fellow.** Smithsonian Tropical Research Institute.
2005	**Summer Intern.** Harbor Branch Oceanographic Institution.
2004–2005	**Research Assistant**. Universidad Nacional de Colombia, INVEMAR.
2001	**Intern and Research Assistant**. INVEMAR.

RECENT PUBLICATIONS

Chaves-Fonnegra, A., Riegl, B, Zea, S., Lopez, J.V., Brandt, M., Smith, T. and Gilliam, D.S. Accepted. 2018. Bleaching events regulate shifts from coral to excavating sponges. Global Change Biology, 24(2):773-785. https://onlinelibrary.wiley.com/doi/full/10.1111/gcb.13962

Halperin, A.A, **Chaves-Fonnegra, A.,** Gilliam, D.S. 2017. Coral-excavating sponge *Cliona delitrix*: current trends of space occupation on high latitude coral reefs. Hydrobiologia, 790(1):299-310. https://link.springer.com/article/10.1007/s10750-016-3042-x

St. Gelais. A.T., **Chaves-Fonnegra, A.,** Kosmynin, V.N., Moulding, A.L. and Gilliam D.S. 2016. *Siderastrea siderea* spawning and oocyte resorption at high latitude. Invertebrate Reproduction and Development, 60 (3): 212-222. https://www.tandfonline.com/doi/abs/10.1080/07924259.2016.1194334

Torsten, T., Moitinho-Silva, L., Lurgi, M., Björk, J.R., Easson, C., Astudillo, C., Olson, J.B., Erwin, P.M., López-Legentil, S., Luter, H., **Chaves-Fonnegra, A.**, Costa, R., Schupp, P., Steindler, L., Erpenbeck, D., Gilbert, J., Knight, R., Ackerman, G., Lopez, J.V., Taylor,

M.W., Thacker, R.W., Montoya, J.M., Hentschel, U., and Webster, N. 2016. Global Sponge Microbiome: Diversity, structure and convergent evolution of the global sponge microbiome. Nature Communications 7, article number 11870. https://www.nature.com/articles/ncomms11870

Chaves-Fonnegra, **A**., Maldonado, M. and J.V. Lopez. 2016. Asynchronous reproduction and multi-spawning in the coral excavating sponge *Cliona delitrix*. Journal of the Marine Biological Association, UK 96(2): 515-528. https://doi.org/10.1017/S0025315415000636

Chaves-Fonnegra, **A.**, Feldheim, K.A., Secord, J. and J.V. Lopez. 2015. Population structure and dispersal of the coral-excavating sponge *Cliona delitrix* in the Greater Caribbean Sea. Molecular Ecology, 24(7): 1447–1466. https://doi.org/10.1111/mec.13134

RESEARCH GRANTS AND FELLOWSHIPS

2011-2013. UNESCO-L'Oréal Fellowship for Young Women in Science.
2010. NSU Chancellor´s Faculty Research and Development Grant.
2006. Short Term Fellowship. Smithsonian Tropical Research Institute. 2002. SIGMA XI (The Scientific Research Society) Grant.

TEACHING

University of the Virgin Islands
Independent Research Study DIR BIO 495 (Summer and Fall 2016)
Research Methods II MEMS 504 – Multivariate Statistics Laboratory in R- (Spring 2017)
Sponge ID Laboratory – (Fall 2017)

Nova Southeastern University
Introduction to Biological Sciences Laboratory (Winter 2015)
Invited Lecturer Histology (Fall 2013, 2014, 2015)
TA Population Ecology (Fall 2010, 2011 and 2012)
TA Biostatistics I. (Fall 2009)

COMUNITY INVOLVEMENT/OUTREACH

Publication of articles in Spanish for "Biólogos Genetistas Colombianos (BIOGENIC)" blog http://www.biogeniccolombia.org/ and for the Colombian newspaper "El Tiempo" blog: http://blogs.eltiempo.com/biogenic-colombia/

CURRICULUM VITAE

Rachel E. Corr
Associate Professor of Anthropology
Wilkes Honors College, Florida Atlantic University
John D. MacArthur Campus
5353 Parkside Dr.
Jupiter, FL, 33458
(561) 799-8018; rcorr@fau.edu

Education:

2000 Ph.D. in Anthropology University of Illinois at Urbana-Champaign
Dissertation, "Cosmology and Personal Experience: Representations of the Sacred Landscape in Salasaca, Ecuador," Directed by Norman E. Whitten

1997 M.A. in Anthropology University of Illinois at Urbana-Champaign

1991 B.A. in Anthropology Ithaca College Ithaca, NY
Magna Cum Laude. Departmental Senior Award

Employment:

2006 to present: Associate Professor of Anthropology, Harriet L. Wilkes Honors College, Florida Atlantic University

2000 -2006 Assistant Professor of Anthropology, Harriet L. Wilkes Honors College, Florida Atlantic University

1998-1999 Teaching Assistant, Department of Anthropology, University of Illinois at Urbana-Champaign.

Recent Publications in Print:

Books

2018 *Interwoven: Andean Lives in Colonial Ecuador's Textile Economy*. University of Arizona Press.

2010 *Ritual and Remembrance in the Ecuadorian Andes*. University of Arizona Press. Paperback edition 2013.

Refereed Journal Articles:

2016 "'We make them give more': Women's Roles in the Exchange and Redistribution of Food Across Ethnic Boundaries. *Food and Foodways* 24 (3-4):173-193

2015 Ritual, rumores, y rebelión en Pelileo en el siglo VIII. *Pucara: Revista de humanidades,* (26):59-72 (Peer reviewed journal published by the University of Cuenca, Ecuador. Listed in Latindex).

2014 (with Karen Vieira Powers): ¿Trasplantes incaicos o etnogénesis poscolonial? El origen de los salasacas de la sierra ecuatoriana. *Procesos: revista ecuatoriana de historia*, n.º 40 (julio-diciembre), 37-62.

2012 (with Karen Vieira Powers): Ethnogenesis, Ethnicity, and "Cultural Refusal": The Case of the Salasacas in Highland Ecuador. *Latin American Research Review*, volume 47 Special Issue pp. 5-30.

2008 Death, Dice, and Divination: Rethinking Religion and Play in South America. *Journal of Latin American and Caribbean Anthropology*. 13(1): 2-21.

To Throw the Blessing: Poetics, Prayer, and Performance in the Andes. *Journal of Latin American Anthropology.* Fall 2004 9(2):382-408.

Chapters in Books (Peer-Reviewed):

2011 Indigenous Constructions of "Blackness." (Norman E. Whitten Jr. and Rachel Corr). In *Histories of the Present: People and Power in Ecuador,* by Norman E. Whitten Jr. and Dorothea Scott Whitten (pp. 45-64). Urbana: University of Illinois Press.

2007 Conversion to Native Spirituality in the Andes: From Corpus Christi to Inti Raymi. In *Conversion of a Continent: Religious Identity and Change in Latin America*. Timothy J. Steigenga and Edward L. Cleary, eds. pp. 174-195. Rutgers University Press.

The Catholic Church, Ritual, and Power in Salasaca. In *Millennial Ecuador: Critical Essays on Cultural Transformations and Social Dynamics.* Norman E. Whitten, ed. pp. 102-128. University of Iowa Press, 2003.

Grants:

2013	National Endowment for the Humanities Fellowship
2013	American Philosophical Society Franklin Grant
2002	Research Initiation Award, Florida Atlantic University
1997-98	Fulbright-Hays Grant
1994-96	Foreign Language Area Studies Award
1991-92	Fulbright IIE Grant

Veljko Dragojlovic (abbreviated CV)

EDUCATION

1987/1993 Ph.D.–Organic Chemistry, University of British Columbia, Vancouver, Canada
1982/1986 B.Sc. – Chemistry, University of Belgrade, Belgrade, Serbia

EMPLOYMENT

2016/present	Professor Wilkes Honors College of Florida Atlantic University Jupiter, Florida
2006/2016	Associate Professor Wilkes Honors College of Florida Atlantic University Jupiter, Florida
2002/2006	Associate Professor Nova Southeastern University Ft. Lauderdale-Davie, Florida
1998/2002	Assistant Professor Nova Southeastern University Ft. Lauderdale-Davie, Florida
1997/1998	Chemistry Instructor Northwest Community College Terrace, BC, Canada
1997 (summer) and 1998 (summer)	Chemistry Instructor School District 46 (Delta) Delta, BC, Canada
1996/1997	Post Doctoral Fellow (with S. Hatzikiriakos) Department of Chemical Engineering The University of British Columbia, Vancouver, BC, Canada
1995/1996	External Teaching Assistant Undergraduate Chemistry Laboratory Simon Fraser University, Burnaby, BC, Canada
1994/1995	Post Doctoral Fellow (with Y.L. Chow) Department of Chemistry Simon Fraser University Burnaby, BC, Canada
1987/1993	Teaching Assistant Department of Chemistry The University of British Columbia Vancouver, BC, Canada
1986/1987	Research Chemist Institute of Chemistry, Technology and Metallurgy University of Belgrade Belgrade, Serbia

SELECTED PUBLICATIONS (undergraduate co-authors are given in bold)

1. **Parsons, B.A.**; **Smith, O.L.**; Dragojlovic, V. An Optimized Procedure for PTFE Phase Vanishing Reactions: An Improved Reaction Design and the Use of Reagents Adsorbed on Silica. *J. Chem. Res.* **2015***, 39*, 574–581.

2. **Parsons, B.A.**; **Smith, O.L.**; **Chae, M.**; Dragojlovic, V. Properties of PTFE Tape as a Semipermeable Membrane in Fluorous Reactions. *Beilstein J. Org. Chem.,* **2015,** *11*, 980-993. (doi:10.3762/bjoc.11.110)
3. **Brettler, S.**; **Van Zee, N.**; Dragojlovic, V. Synthesis of Jasminaldehyde by a Crossed Aldol Condensation: An Experiment for Undergraduate Organic Chemistry Students. *The Chemical Educator*, **2015**, *20*, 314-320..
4. Dragojlovic, V. Conformational Analysis of Cycloalkanes. *ChemTexts* **2015**, 1:14 (DOI 10.1007/s40828-015-0014-0)
5. Dragojlovic, V. Improving a Lecture-Size Molecular Model Set by Repurposing Used Whiteboard Markers. *J. Chem. Educ.*, **2015**, *92*, 1412–1414. (DOI: 10.1021/ed500964n)
6. Dragojlovic, V. Investigation of Intermolecular Interactions by Determination of the Heat of Mixing of Organic Liquids: An Undergraduate Organic Chemistry Experiment. *The Chemical Educator* **2015**, *20*, 30-33.
7. **Abney, A.J.**; Dragojlovic*, V. A PTFE-Sealed Vial for Delivery of Bromine. *J. Chem. Educ.*, **2012**, *89*, 293-295.
8. **Parsons, B.A.**; Dragojlovic*, V. Demonstration of a Runaway Exothermic Reaction: Diels-Alder Reaction of (2*E*,4*E*)-2,4-Hexadien-1-ol and Maleic Anhydride. *J. Chem. Educ.*, **2011***, 88,* 1553-1557. (**DOI:** 10.1021/ed100129z)
9. **Van Zee, N.J.**; Dragojlovic*, V. Design of Phase-Vanishing Reactions. *Chemistry - A European Journal* **2010**, *16***,** 7950-7958. (DOI: 10.1002/chem.201000269).
10. Chandrasekhar, C.; Dragojlovic*, V. Reaction of bromine with 4,5-dimethyl-1,4-cyclohexadiene-1,2-dicarboxylic acid: A green chemistry puzzle for organic chemistry students. *Green Chemistry Letters and Reviews*, **2010**, *3*, **39-47**. (**DOI:** 10.1080/17518250903410090).
11. **Soto, K.** and Dragojlovic*, V. A Laboratory Demonstration of Synthesis of Bromoalkanes: Free Radical Bromination of an Alkylbenzene and Addition of Hydrogen Bromide to 2,3-Dimethyl-2-butene. *The Chemical Educator* **2010**, *15*, 247-250; (DOI 10.1333/s00897102283a)
12. **Pels, K.**; Dragojlovic*, V. Solvent-free phase-vanishing reactions with PTFE (Teflon) as a phase screen. *Beilstein J. Org. Chem*. **2009**, *5*, No. 75. (DOI:10.3762/bjoc.5.75)
13. **Van Zee, N.J.**; Dragojlovic*, V. Phase-Vanishing Reactions with PTFE (Teflon) as a Phase Screen. *Organic Lett.*, **2009**, *11*, 3190-3193. (doi: 10.1021/ol901450h).
14. **Huertas**, **D.; Florscher, M.;** Dragojlovic*, V. Solvent-free Diels-Alder Reactions of *in situ* Generated Cyclopentadiene. *Green Chemistry*, **2009**, *11*, 91-95 (DOI:10.1039/B813485E).
15. **Windmon, N.;** Dragojlovic*, V. Diels-Alder reactions in the presence of a minimal amount of water. *Green Chemistry Letters and Reviews*, **2008**, *1*, 155-163. (DOI: 10.1080/17518250802482505).
16. **Windmon, N.;** Dragojlovic*, V. The role of neat substrates in phase-vanishing and tandem phase-vanishing reactions. *Tetrahedron Lett.* **2008**, *49*, 6543-6546. (DOI 10.1016/j.tetlet.2008.09.007)
17. **Windmon, N.;** Dragojlovic*, V. Phase-vanishing halolactonization of neat substrates. *Beilstein J. Org. Chem*. **2008**, *4*, No. 29. (DOI 10.3762/bjoc.4.29)

Invited book chapters:

1. Dragojlovic, V. Structural Characterization of Kerogen by Ruthenium Tetroxide Oxidation, in *Geochemistry Research Advances*, Editor: Ólafur Stefánsson, Nova Science Publishers, Hauppauge NY, 2008, pp. 93-117. ISBN: 978-1-60456-215-6.
2. McCarty, J.L. and Dragojlovic, V. Demonstrating Allotropic Modifications of Sulfur: Re-creating Io's Volcanic Surface, in *Favorite Demonstrations for College Science*, Editor: Brian R. Shmaefsky, NSTA Press Arlington, VA, 2004, pp. 143-145. ISBN: 0-87355-242-3.

Erik R. Duboué, Ph.D.

EDUCATION AND TRAINING

2000-2006	B.A., Philosophy, Tulane University, New Orleans, LA
2000-2006	B.S., Neuroscience, Tulane University, New Orleans, LA
2006-2007	M.S., Neuroscience, Tulane University, New Orleans, LA
2007-2012	Ph.D., Biology, New York University, New York, NY
2012-2017	Postdoctoral Associate, Carnegie Institution for Science, Baltimore, MD

EMPLOYMENT AND POSITIONS

2017-	Assistant Professor	Wilkes Honors College, Florida Atlantic University
2017-	Member	Jupiter Life Science Initiative, FAU

PUBLICATIONS

Keene A. C, **Duboué, E. R**, McDonald D. M, Dus M, Suh G. S, et al. (2010) Clock and cycle limit starvation-induced sleep loss in Drosophila. *Curr Biol* 20: 1209–1215.

Duboué, E.R., Keene, A.C., and Borowsky, R. (2011) Evolutionary convergence on sleep lose in Cavefish Populations. *Curr Biol* 21: 671-6.

Duboué, E.R. and Borowsky, R.L. (2012) Altered Rest-Activity patterns evolve via circadian independent mechanisms in cave adapted balitorid loaches. *PLoS One,* 7(2):e30868.

Duboué, E.R., Borowsky, R.L., and Keene, A.C. (2012) β-adrenergic signaling regulates evolutionarily derived sleep loss in the Mexican Cavefish. *Brain Behavior and Evolution,* 80(4): 233-43.

Yoshizawa M., Robinson B.G., **Duboué E.R.**, Masek P., Jaggard J.B., O'Quin K.E., Borowsky R.L., Jeffery W.R., Keene A.C. (2015) Distinct genetic architecture underlies the emergence of sleep loss and prey-seeking behavior in the Mexican cavefish. BMC Biology, 13-15.

Facchin, L[*], **Duboué, E.R**.[*], Halpern, M.E. (2015) Disruption of epithalamic left-right asymmetry increases anxiety in zebrafish. *Journal of Neuroscience*. 35(48):15847-59 (Featured as Editor's Choice in *Science* Jan 1., 2016: Vol. 351, Issue 6268, pp. 38).

Duboué, E.R. and Keene A.C. (2016) Investigating the Evolution of Sleep in the Mexican Cavefish. In *Biology and Evolution of the Mexican Cavefish*, Academic Press, pages 291-308, ISBN 9780128021484

Duboué, E.R. and Halpern M.E. (2017) Genetic and transgenic approaches to study laterality in zebrafish. In *Lateralized Brain Functions*, Eds. Lesley Rogers and Giorgio Vallortigara, pp. 553-589. New York, NY: Humna Press, Springer.

Duboué, E.R., Hong, E, Eldred, K.C., Halpern, M.E. (2017) Left Habenular Activity Attenuates Fear Responses in Larval Zebrafish. *Curr Biol*, 27(14): 2154-2162.e3.

Jaggard, J.B., Stahl B.A., Lloyd, E., Prober, D.A., **Duboué, E.R.**, and Keene, A.C. (2018) Hypocretin underlies the evolution of sleep loss in the Mexican cavefish. *eLife*. 7: pii: 32637, doi: 10.7554/eLife32637

Lloyd, E., Olive, C, Stahl, BA, Jaggard, J.B., Amaral, P., **Duboué, E.R.,** Keene, A.C. (2018) Evolutionary shift towards lateral line dependent prey capture behavior in the bind Mexican cavefish. *Dev Biol*. Pii: s0012-1606(18)30119-2.

Chin, J.S.R., Gassant, C.E., Amaral, P.M., Lloyd, E., Stahl, B.A., Jaggard, J.B., Keene, A.C., **Duboué, E.R.** (2018) Convergence on reduced stress behavior in the Mexican blind cavefish. *Dev Biol*. Pii: s0012-1606(18)30124-6.

Keene, A.C. and **Duboué, E.R.** (2018) The origins and evolution of sleep. J Exp Biol. 221(Pt 11) pii: jeb159533

*indicates that authors contributed equally

AWARDS AND HONORS

2006 Faculty for Undergraduate Neuroscience Research Award, Society for Neuroscience
2007-2011 Henry M. MacCracken Fellowship, New York University
2011 Steven Kazianis Research Award, for a "*senior doctoral student who presented the best research with the greatest potential to have a significant impact in their field.*

FUNDING

Ongoing

R21NS105071-01A1 PI: Keene, A.C.; co-PI: **Duboue, E.R.** 03/01/2018 - 02/28/2020
Development of genetic tools for functional analysis of sleep in cavefish
The goal of the project is to generate tools for the functional dissection of behaviors, principally sleep, in an emerging model system, the Mexican cavefish. Tools proposed include transgenic technologies, and the development of a brain-wide neuroanatomical atlas in several cavefish populations

R15MH118625-01 PI: **Duboue, E.R.** 09/24/2018 - 09/23/2021
Functional dissection of brain-wide circuits modulating recovery from stress
The goal of the project is to examine a recently identified forebrain to midbrain circuit important for restoring baseline states of behavior and physiology following a stressful event, and to further identify anatomical areas that act upstream and downstream of this identified circuit.

Pending

R01MH120107-01 PI: **Duboue, E.R.**
The effects of early life stress on neuroendocrine and behavioral dysfunction
The goal of the project is to examine the effect of chronic stress in early development has on neuronal and physiological mechanisms underlying stress. The experiments all examine how changes to stress circuits by early life stress also affect sleep.

Julie L. Earles
Wilkes Honors College
Florida Atlantic University
jearles@fau.edu

Education:

1994 - Ph.D. in Experimental Psychology from The Georgia Institute of Technology
1992 - M.S. in Experimental Psychology from The Georgia Institute of Technology
1990 - B.A. with Honors in Psychology from Davidson College (Phi Beta Kappa, Magna Cum Laude)

Employment History:

2016 to present - Professor of Psychology, Wilkes Honors College of Florida Atlantic University
2016 to present - Associate Graduate Faculty, Department of Psychology, Charles E. Schmidt College of Science, Florida Atlantic University
2004 to 2016 - Associate Professor of Psychology, Wilkes Honors College of Florida Atlantic University
1999 to 2004 - Assistant Professor of Psychology, Wilkes Honors College of Florida Atlantic University
1994 to 1998 - Assistant Professor of Psychology, Furman University
1990 to 1994 - National Institutes of Health Pre-doctoral Research Training Fellowship, National Institute on Aging

---

Recent Publications:

Kersten, A. W., Earles, J. L., McRostie, N., Brydon, C., & Adarukov, J. (in press). Influences of executive memory functioning on memory for the sources of actions. *Psychology and Aging*.

Kersten, A.W., Earles, J.L., & Negri, L. (2018). Who was that masked man? Conjoint representations of intrinsic motions with perpetrator appearance. *Memory*.

Vernon, L. L. & Earles, J. L. (2018). The perils and payoffs of conducting clinical trials: Equine-assisted therapy case study. *Sage Research Methods Cases: Psychology*. doi: 10.4135/9781526438430

Earles, J. L., & Kersten, A.W. (2017). Why are verbs so hard to remember? Effects of semantic context on memory for verbs and nouns. *Cognitive Science, 41,*780-807. doi: 10.1111/cogs.12374

Kersten, A.W., & Earles, J.L. (2017). Feelings of familiarity and false memory for specific associations resulting from mugshot exposure. *Memory & Cognition 45,* 93-104. doi: 10.3758/s13421-016-0642-7

Earles, J. L., Kersten, A. W., Vernon, L. & Starkings, R. (2016). Memory for positive, negative, and neutral events in younger and older adults: Does emotion influence binding in event memory? *Cognition and Emotion, 30, 378-388*. doi: 10.1080/02699931.2014.996530

Recent Books:

Bjorklund, B. R. & Earles, J. L. (To be released in 2019). *The Journey of Adulthood – REVEL access* (9th edition). Pearson.

Recent National and International Presentations:

Kersten, A.W., Earles, J.L., Perry, J. (2018, November). Influences of actor appearance and movement features on action recognition. Poster to be presented at the Meeting of the Psychonomic Society, New Orleans, LA.

Kersten, A.W., Earles, J.L., Aucello, K., & Tautiva, E. (2018, April). Neuropsychological correlates of source memory for actions depend upon the number of sources. Plenary presentation at the Cognitive Aging Conference, Atlanta, GA.

Kersten, A.W., Earles, J.L., Vernon, L.L., McRostie, N., & Riso, A. (2017, November). Effects of emotional context on false memory for person/action conjunctions. Poster presented at the Meeting of the Psychonomic Society, Vancouver, BC.

Pruzansky. R.M., Kersten, A.W., & Earles, J.L. (2017, April). Children and adults benefit from object consistency when learning novel verbs. Paper to be presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Kersten, A.W., & Earles, J.L. (2016, November). Executive function in older adults predicts source memory for actions only for small numbers of sources. Paper presented at the Meeting of the Psychonomic Society, Boston, MA.

Kersten, A.W., & Earles, J.L. (2016, May). Feelings of familiarity and false memory for specific associations resulting from mugshot exposure. Paper presented at the Fishschrift: Applied Cognition and the Cognitive Interview: A Conference in Honor of Dr. Ron Fisher. Miami, FL.

Recent Undergraduate Research Presentations at Florida Atlantic University:

Spring, 2018

Adaryukov, J., Tarleton, H., Reisner, J., Figueroa, S. Virtual communication and face to face encounters.

Batista, Y., Ouillette, Z., Jean-Baptiste, B., & Ali, A. The immediate effects of mindfulness on stress, anxiety, and affect.

Brydon, C., McRostie, N., & Adarukov, J. Age differences in feature and source memory.

Brydon, C., Batista, Y., & Jean-Baptiste, J. The bystander effect: Effects of gender.

Carrillo, J., Halstead, G., & Rosas-Merritt, A. The effect of mindfulness meditation on recall memory for positive, negative, and neutral stimuli.

Chae, M. Impulsivity in mice with Rum3/Rum5 Isoforms of Syngap1 Gene.

Jean-Baptiste, B., Ali, A., Batista, Y., & Ouillette, Z. Meditation: Following the wandering mind.

McRostie, N. Memory for verbs and nouns.

Michels, A. & Irmiter, J. Disgust and cognitive function.

Perry, J. Eyewitness memory: Manner of motion in perpetrator identification.

Riso, A. Characterizing the overactivation of microglia during development. (FAU Undergraduate Researcher of the Year, 2017-2018)

Rosas-Merritt, A., Carrillo, J., Hauser, K., & Randhikaa N. Effects of time constraints on working memory.

Seepersad, V. & Welliever, B. We had no eye-dea; Effects of Enchroma glasses on the perception of art.

Trulson, H., Stamos, H., & Ragnarsson, S. When are people generous?

Welliever, B. & Seepersad, V. Effects of color blindness on visual search tasks.

Spring, 2017

Beazley, J. Memory for license plates.

Benedict, C. Conservation behavior intervention.

Adaryukov, J., Riso, A., & McRostie, N. Effects of emotion on memory for events.

Recent Honors and Awards:

2017 Florida Atlantic University Distinguished Undergraduate Mentor of the Year Award
2017 COSO Jupiter Advisor of the Year
2013 Florida Atlantic University Excellence and Innovation in Undergraduate Advising Award
2010 Florida Atlantic University Excellence and Innovation in Undergraduate Teaching Award
2010 Florida Atlantic University MacArthur Campus Exceptional Faculty Award

Christopher Ely
Professor of History

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708 Kanuga Drive
West Palm Beach, FL 33401
Phone: (561) 655-3592

Academic Employment

2018: Professor: Wilkes Honors College of Florida Atlantic University
2004-2018: Associate Professor: Wilkes Honors College of Florida Atlantic University
1999-2004: Assistant Professor: Wilkes Honors College of Florida Atlantic University
1997-1999: Harvard University: Lecturer in History and Literature

Education

Ph.D. May 1997: Brown University
Major Fields of Study:
History of Modern Russia (1689-present)
European Intellectual and Cultural History
Dissertation Director: Abbott Gleason
Dissertation Title: Overgrown Corners and Boundless Space:
Landscape and National Identity in 19th-Century Russia

M.A. June 1990: University of California, Davis
European History, 1990

B.A. June 1986: University of California, Santa Cruz
English and Comparative Literature, 1986

Additional, August 1992: Graduate Alexander Herzen Russian Pedagogical Institute Summer Program in Russian

Publications

Books

Russian Populism (Bloomsbury Press, forthcoming 2021)

Underground Petersburg: Radical Populism, Urban Space and the Tactics of Subversion in Reform-Era Russia (Northern Illinois University Press, 2016)

Space, Place and Power in Modern Russia: Essays in the New Spatial History (ed. with Mark Bassin and Melissa Stockdale, Northern Illinois University Press, 2010)

This Meager Nature: Landscape and National Identity in Nineteenth-Century Russia (Northern Illinois University Press, 2002)

Journal Articles

"The Unsolved Puzzle of Identity in Imperial Russia" *Kritika* (2013)

"The Origins of Russian Scenery: Volga River Tourism and Russian Landscape Aesthetics" *Slavic Review* (Winter 2003)

"Critics in the Native Soil" in *Ecumene* 2000 7 (3), 253-270.

Chapters in Books

"Открывая русскую природу. Развите эстетики русского пейзаже в XIX веке" in Сними Мне Левитана! О странностях пейзажа в литературе, живописи и кино (Еврейский Музей, 2018)

"Street Space and Political Culture in St. Petersburg under Alexander II" in *Space and Power in Modern Russia: Essays in the New Spatial History* (Northern Illinois University Press, 2010)

" Экологическая эстетика Ивана Шишкина" **Россия**: воображение пространства / пространство воображения (Аграф, 2009)

"The Question of Civil Society in Late Imperial Russia" in Abbott Gleason, ed. A Companion to Russian History (Wiley-Blackwell, 2009)

"The Reform-Era Russian City and the Limits of Visual Representation in Realist Art" in Proceedings of Beyond the Empire: Images of Russia in the Eurasian Cultural Context (Slavic Research Center, Hokaido University, 2008)

"Personal and Imperial: Fedor Vasil'ev's 'In the Crimean Hills'" in Kivelson and Neuberger, eds., Picturing Russia (Yale University Press, 2008)

"Introduction" to A Russian Paints America: The Travels of Pavel P. Svin'in Swoboda and Whisenhunt, eds., (McGill-Queen's University Press, 2008)

"Prospect, Refuge, Coherence, Mystery: Landscape Theory and Russian Terrain" in Rosenholm and Autio-Sarasmo (eds.), Understanding Russian Nature: Representations, Values and Concepts (Aleksanteri Papers, 2005)

"The Picturesque and the Holy: The Monastery in Russian Travel Literature" in Cracraft and Rowland (eds.), Architecture and Russian Identity (Cornell University Press, 2003)

Articles in Translation

"*Панорама, убежище, связь, тайна: ландшафтная теория и русское простанство*" in И.П. Олехова и М.В. Строганов *Дары природы или плоды цивилизации: эколгический алманах* (Тверь, 2008)

Guest Editor

*Russian Studies in History: Issue "*Urban Space and Urban Culture in Modern Russia*"* (Fall 2016)

Jacqueline H. Fewkes, Ph.D.
HA 123, Honors College, FAU • 5353 Parkside Drive• Jupiter, FL 33458
Telephone: (561) 799-8609 • E-mail: jfewkes@fau.edu

EDUCATION

University of Pennsylvania, Philadelphia, PA.
Ph.D. in Anthropology, May 2005. Dissertation: "The Legacy of Trade: Social Networks in Ladakh, India". Advisor: Dr. Brian Spooner.
Johns Hopkins University, Baltimore, MD.
Bachelor of Arts in Anthropology, May 1995. Graduated with General and Departmental Honors.

RECENT PROFESSIONAL EXPERIENCE

Academic Positions
2004-Present. **Associate Professor of Anthropology** at Wilkes Honors College, and **Associate Director of the Program for Leadership and Professional Development** of Florida Atlantic University, Jupiter, FL. Tenured faculty position. Special appointments include: Member of the graduate faculty, faculty associate for the Center for Women, Gender, and Sexuality Studies, faculty fellow for the Peace, Human Rights and Justice Initiative, International Studies group faculty member, and Asian Studies faculty groups.

SELECTED RECENT PUBLICATIONS

"Push Narratives: Ubiquitous Mobile News and Participatory Local Media in Himalayan India", chapter co-authored with Abdul Nasir Khan, in edited volume *From Here to Ubiquity: Critical and International Perspectives on Mobile and Ubiquitous Media,* edited by Michael S. Daubs and Vincent Manzerolle. New York, NY: Peter Lange International Academic Publishers. 2017.

"Manuscripts, Material Culture, and Ephemera of the Silk Route: Artifacts of Early Twentieth Century Ladakhi Trade Between South and Central Asia.", co-authored with Abdul Nasir Khan, in *Asian Highlands Perspectives*. 2016. 40:75-126.

"Living in the Material World: Cosmopolitanism and Trade in Early Twentieth Century Ladakh", book chapter in *Sites of Asian Interaction: Ideas, Networks, and Mobility*, edited by Tim Harper and Sunil Amrith. Cambridge: Cambridge University Press. 2014.

"Planning to Play Cricket: Child Training for Citizenship Work in a North Indian Development Initiative", in *Journal of South Asian Development*. Vol. 5(3). 2010. Pp. 243-269.

"A 'Women's Space' at the Indian Ocean Crossroads: Women's Mosques in the Maldives", in *Gender at the Crossroads: Multi-disciplinary Perspectives,* edited by Nurten Kara. Famagusta, Cyprus: Eastern Mediterranean University Press. 2009. Pp. 277-284.

Trade and Contemporary Society along the Silk Road: An Ethno-history of Ladakh. London and New York: Routledge Press. 2008.

SELECTED RECENT GRANTS

Smith Innovation Fund grant, awarded in support of "The Thesis Game: Gaming and Learning" project. Summer 2015.

Florida Atlantic University 2014 Faculty Research Seed Grant Award, for "American Mosques: An Ethnohistorical Study of Mosques in the United States" research project. 2014-2015.

Grant for Asian Studies, funded by the U.S. Dept. of Education Undergraduate International Studies and Foreign Language, for development of new course titled "Honors Islam in Asia" as part of Florida Atlantic University's Asian Studies curriculum development. Fall 2010.

National Science Foundation (NSF) grant for participation in Summer Short Courses on Research Methods in Cultural Anthropology (SCRM) Course on Geospatial Analysis in Anthropology. August 2010.

Bradford-Ingalls Foundation Grant for development of Anthropology Lab at Wilkes Honors College, FAU. 2009-2010.

Florida Atlantic University Creative Scholar of the Year Award, 2008-2009.

Library of Congress (LOC) Florence Tan Moeson Fellowship for research in the library's Asian Division collections. June 2008.

Social Science Research Council (SSRC) travel grant to attend the international conference on "Inter-Asian Connections" in Dubai, UAE. February 2008.

SELCTED COURSES TAUGHT

- Applied Anthropology
- Case Studies in Four-Fields Anthropology
- Culture and Society
- Ethnomathematics (interdisciplinary team-taught)
- Global South Asia
- Hijab: Women and Boundaries in Islam (interdisciplinary team-taught)
- Himalayan Cultures
- Introduction to Anthropology
- Introduction to Asian Studies
- Islam in Asian Cultures
- Peoples Around the World
- Research Methods in Socio-Cultural Anthropology
- Sacred Languages, Sacred Spaces (interdisciplinary team-taught)
- The Development Debate in South Asia
- The Other in World Film (interdisciplinary team-taught)
- Visual Ethnography

Curriculum Vitae

Yaouen Fily
Assistant Professor of Physics
Wilkes Honors College
Florida Atlantic University
5353 Parkside Drive, HC 151
Jupiter, FL 33458, USA
yfily@fau.edu

Research Areas

Nonequilibrium Statistical Mechanics; Active Matter; Geometry; Biophysics; Soft Matter; Complex Fluids; Granular Matter; Disordered Media.

Technical Expertise

Theory: Statistical Mechanics; Hydrodynamics of Complex Fuids; Elasticity; Differential Geometry.
Computation: Brownian Dynamics; Monte Carlo Simulations; Partial Differential Equations; Data Analysis.

Education

Ph.D. in Condensed Matter Physics, Université de Tours, France 2009
Master Dynamical systems and statistics of complex matter, Université Paris VI, France 2006
Agrégation de Sciences Physiques, option Physique[1] 2005
Licence in Physics, Université Paris VI / Ecole Normale Supérieure de Cachan, France 2003

Positions

Assistant Professor 2017-present
At Wilkes Honors College, Florida Atlantic University.
Soft active matter in curved environments.

Postdoctoral Researcher 2012-2017
At Brandeis University, with Michael Hagan & Aparna Baskaran.
Confined active particles, flagellar beating, chiral self-assembly.

Postdoctoral Researcher 2009-2012
At Syracuse University, with Cristina Marchetti.
Self-propelled particles, viscous fluid dynamics, linear elasticity, cell motion, jamming transition.

Graduate Student 2006-2009
At Université de Tours, France, with Jean-Claude Soret & Enrick Olive.
"Depinning and high velocity dynamics of vortex lattices in type II superconductors – A numerical study".

Courses taught

Fall 2018: Programming for biologists, 3 credits. Electricity/Magnetism, 4 credits.
Spring 2018: General Physics 2, 4 credits. Statistical Physics, 4 credits.
Fall 2017: Computational Physics, 3 credits.

2006-2009
Moniteur Université de Tours, France.
Introductory physics (mathematical tools, classical mechanics, geometrical optics), 192h (lectures and labs).

[1] Agrégation is a highly selective French exam of teaching ability that covers all core undergraduate physics classes and some chemistry. It is taken after a year-long preparation that involves theory as well as giving practice lectures critiqued by experienced educators.

Outreach

Designed software to operate a robotic arm as part of art project "A piece of the pie chart", a robotic installation by Artist and Syracuse University Professor Annina Ruest that addresses gender disparities at technical institutions. Co-wrote a blog post explaining the functioning of it.

Computational Introduction to Active Matter

Designed computational experiment for researchers from diverse background in the context of a transdisciplinary workshop.[2]

Levitating train

Designed and built experiment to illustrate superconductivity and engage prospective students and the general public. Presented it at university open house day and French national science fair.[2]

Scholarships

Full PhD scholarship from Région Centre (France)	2006-2009
Full scholarship from École Normale Supérieure de Cachan (France) [3]	2002-2006

Selected Publications

Citations: 1231. H-index: 10. Source: Google Scholar profile (9/28/2018).

S. Henkes, D. A. Quint, Y. Fily, J. M. Schwarz, *Rigid Cluster Decomposition Reveals Criticality in Frictional Jamming*, Phys. Rev. Lett. 116, 028301 (2016).

A. P. Solon, Y. Fily, A. Baskaran, M. E. Cates, Y. Kafri, M. Kardar, J. Tailleur, *Pressure is not a state function for generic active fluids*, Nature Physics 11, 673 (2015).

Y. Fily, A. Baskaran, M. F. Hagan, *Dynamics of self-propelled particles under strong confinement*, Soft Matter 10, 5609 (2014).

Y. Fily, M. C. Marchetti, *Athermal Phase Separation of Self-Propelled Particles with No Alignment*, Phys. Rev. Lett. 108, 235702 (2012).

S. Henkes, Y. Fily, M. C. Marchetti, *Active jamming: Self-propelled soft particles at high density*, Phys. Rev. E 84, 040301 (2011).

Recent Talks

Seminars, Physics Department, Florida Atlantic University, Jupiter FL	2018
Collective behavior of soft and active matter under confinement, Mainz, Germany (invited speaker)	2018
Fundamental Problems in Active Matter, Aspen CO	2018

Recent Mentoring

Adam Patch (postdoc) Social behavior in Asyanax fish. Force on a colloid in an active bath.	2018-present
Austin Henriksen (undergraduate student) Density profile of very persistent active particles in a 1D confining potential.	2018-2019
Genevieve Kunkel (undergraduate student) Typology of neuronal responses to a stressor in zebra fish.	2018-2019

[2] Videos available on the youtube channel "yaouen fily".

[3] ENS Cachan is one of a handful of French schools to pay a salary to their students.

Michael Harrawood

EDUCATION

May, 1997	Ph.D., English	University of California, Berkeley Major Emphases: Shakespeare, Elizabethan and Jacobean Drama, Continental Renaissance, Critical Theory. Fields of interest: Rabelais, Montaigne, Continental Roots of Tudor Humanism, Philosophy and Philosophical Problems in Literature, Children‟s‟ Literature, Television and Film Culture, Jazz.
May, 1987	B.A., English	University of California, Berkeley Summa cum laude

PRESENT EMPLOYMENT:

Since 1999 I have been one of two and, after 2003, three, professors of English and Comparative Literature at the Wilkes Honors College of Florida Atlantic University. I was part of the faculty of 16 that opened the doors of the college, and my duties have included:

Development of an honors curriculum
Development of an honors core curriculum
Development of a writing program, writing committee, and writing portfolio system
Development of a non-classroom learning program (Internships)
Development of a study abroad program
Development of a concentration in literature
Development of a dramatic arts group; directing students in one or two performances a year, including two Shakespeare comedies
Recruitment and Development: active participation in recruitment activities and conferring with benefactors and potential benefactors
Integrating and sustaining humanities program within a highly interdisciplinary faculty

ACADEMIC AWARDS AND HONORS

2005 MAC Award: Exceptional Faculty Award, Wilkes Honors College

2001 MAC Award outstanding service as advisor to Theater in the Raw. MacArthur Campus Student Government Association

1999 Teaching Excellence Award, Freshman Honors Program, University of Wyoming

1995 Invited to participate in *Collegium Phaenomenologicum*, Perugia, Italy

Outstanding Graduate-Student Instructor, University of California, Berkeley

1987 Phi Beta Kappa

PUBLICATIONS

Refereed Works

Articles, International

"Overreachers: Hyperbole, the „Circle in the Water," and Force in 1Henry6," *English Literary Renaissance*." 33.3 (2003): 309-27.

"Shakespeare in the Caribbean: the Morant Bay Massacre, Jamaica, 1865." *Modern Language Quarterly*.

65.2 (2004): 269-92.

"High-Stomached Lords: Imagination, Force and the Body in Shakespeare"s *Henry VI* Plays." *Journal for Early Modern Culture Studies*. 7.1. (2007) 78-95.

GRANTS AND FELLOWSHIPS

2002 Folger Shakespeare Library Fellowship. Three months ($5,700). Folger Shakespeare Library, Washington, D.C.

2001 NEH Summer Institute: "Experience and Experiment in Early Modern Europe." Folger Shakespeare Library, Washington, D.C. (July 25-August 4, 2001), ($3,700). Research Initiation Award, Florida Atlantic University, ($4,550).

1987 Mellon Fellowship in the Humanities.

CURRICULUM VITAE

Terje Hõim

Associate Professor of Mathematics, Chair of Sciences and Mathematics

Wilkes Honors College, Florida Atlantic University, 5353 Parkside Dr., Jupiter, FL 33458

(561) 799-8673, thoim@fau.edu

Education

2000 **Ph.D.** Pure Mathematics, Kent State University, Ohio, USA
1997 **M.A.** Mathematics, Kent State University, Ohio, USA
1995 **M.Sc.** Mathematics, CUM LAUDE, University of Tartu, Estonia
1993 **B.Sc.** Mathematics, CUM LAUDE, University of Tartu, Estonia, Minor: Math Education

Academic Positions

2008 – present **Associate Professor of Mathematics,** Wilkes Honors College, FAU, Jupiter, FL
2014 – 2016 **Associate Professor of Mathematics and Math Education**
College of Science and Technology, University of Tartu, Estonia
2010 – 2011 **Joint Visiting Associate Professor/Guest Lecturer of Mathematics/Statistics**
Estonian University of Life Sciences/University of Tartu, Estonia
2003 – 2008 **Assistant Professor of Mathematics,** Wilkes Honors College, FAU, Jupiter, FL
2000 – 2003 **Harold L. Dorwart Visiting Assistant Professor of Mathematics**
Trinity College, Hartford, Connecticut

Professional Leadership Positions

2016 – present **Chair of Sciences and Mathematics**, Wilkes Honors College, FAU
2014 – 2016 **Director of the Center of School Mathematics and Informatics**, University of Tartu
2014 – 2016 **Coordinator of the Master Program in Mathematics Education**, University of Tartu

Extramural Funding

2016 - 2017 Principal Investigator (PI) for a project titled *"Innovative teaching materials - Computer-based statistics project in Estonia"* (budget €173,047)
2015 PI for a project titled *"Developing assessment methodologies and assignments for middle school computer based statistics course"* (budget €18,720)
2014 – 2015 PI for a project titled *"Preparation of services and training materials for implementing computer based statistics education"* (budget €36,665)
2011 – 2014 Co-PI for *"iTeach Geometry Partnership Project"* ($500,000)

Awards, Grants, Fellowships

2016 **Nominee for the Distinguished Teacher of the Year Award,** University of Tartu, Estonia
2015 **Nominee for the Teacher of the Year Award,** Department of Mathematics, University of Tartu
2014 **Nominee for the Jupiter Campus Exceptional Faculty Award,** FAU
2013 **Distinction through Discovery Curriculum Grant,** FAU, $2000
2012 **Distinction through Discovery Faculty Learning Community Fellow**, FAU
2012 **Excellence in Undergraduate Advising Award,** FAU, $2000
2011 **iTeach Geometry Partnership Grant**, FAU and PB School District, $500,000
2010 **MAA Florida Section Award for Distinguished University Teaching of Mathematics**
2007 **Excellence in Undergraduate Advising Award,** FAU, $2000
2007 **American Council of Learned Societies Contemplative Practices Grant**, $10,000

Selected Publications (2010-2018)

1. **T. Hõim**, D. Robbins, *A note on irreducible representations of some vector-valued function algebras*, to appear in Advances in Operator Theory.
2. **T. Hõim**, D. Robbins, *Cover topologies, ideals, and quotients for some spaces of vector-valued functions*, Advances in Operator Theory 3 (2018), no. 2, 26-39.
3. **T. Hõim**, D. Robbins, *Cover-strict topologies, ideals, and quotients for some spaces of vector-valued functions*, Banach J. of Math. Anal., Volume 10, Number 4 (2016), 783-799.

4. **T. Hõim**, M. Saulep, *Are we succeeding with context-based teaching in Mathematics?*, Teaching Mathematics: Retrospective and Perspectives, Tallinn University, (2016), 58-68.
5. **T. Hõim**, C. Hommik, & Ü. Kikas *Changing mathematics education in Estonia. Computer-based statistics project,* Proceedings of the CIDREE-STEM expert meeting (2016), 23-29.
6. **T. Hõim**, D. Robbins, *Amenability as hereditary property in some algebras of vector-valued functions*, American Mathematical Society, (2015) 135−144.
7. C. Hommik, **T. Hõim**, *Teachers' Feedback to Secondary-Level Statistics Course Innovation: Computer-Based Education Pilot in Estonia*, Proceedings of the 14th European Conference on e-Learning, United Kingdom, (2015), 705−711.
8. **T. Hõim**, D. Robbins, *Spectral synthesis and other results in some topological algebras of vector-valued functions*, Quaestiones Mathematicae, 34 (2011), 1-16.
9. **T. Hõim**, D. Robbins, *Strict topologies on spaces of vector-valued Functions*, Acta et Commentationes Universitatis Tartuensis de Mathematica, 14 (2010), 1-16.

Graduate and Honors Theses

I have supervised over 30 honors theses, 5 masters' theses, and I'm currently co-advising two graduate theses.

Professional Societies and Honoraries

American Mathematical Society, Association for Women in Mathematics, The Mathematical Association of America, Council on Undergraduate Research, Phi Beta Delta Honor Society

Service

Annually participating at the Wilkes Honors College open houses, orientation week and scholars' day activities, and symposiums.

Currently serving on the Wilkes Honors College P&T Committee and on the Senior Instructor promotion committee.

Previously served on the OIT Academic Advisory Committee, By-Laws Committee, Curriculum Committee, Admissions Committee, Non-Classroom Learning Committee, Faculty Development Award Committee, university-wide QEP Assessment Committee, and various search committees.

KEITH JAKEE, Ph.D.

CURRENT POSITION

Associate Professor
Wilkes Honors College, Florida Atlantic University, Jupiter, FL
Research: *Political Economy*/*Public Choice, Entrepreneurship, Industrial Organization*
Teaching: *Entrepreneurship*, *Modern Political Economy*, *Public Finance/Public Policy*, *Law & Economics*, *Modern Market Process Theory: Austrian Economics, Micro Principles, Intermediate Microeconomics*, *Savings Investment & Financial Markets*, *Mathematical Microeconomics*, *Economics & Literature*, *Research and Writing in the Social Sciences* (all classes are *Honors*)
Supervision: *Senior Year Honors Theses*

PREVIOUS ACADEMIC POSITIONS

Visiting Research Associate
Centre for Policy Studies, University College Cork, Ireland: 2013–2014
Several months residency during sabbatical year.
Continuing Senior Lecturer (Tenured Associate Professor equivalent)
School of Economics & Finance, Royal Melbourne Institute of Technology (RMIT University) Melbourne, Australia: 2001–2005
Founded School's Honors Degree Program; performed research, thesis supervision, and teaching.
Continuing Lecturer (Assistant Professor equivalent)
Department of Economics, Monash University, Melbourne (Clayton), Australia: 1997–2000
Continuing appointment (tenure equivalent) granted in December 1999.
Postdoctoral Research Scholar
City University of Stockholm, Stockholm, Sweden: 1996
Visiting Lecturer (Visiting Assistant Professor equivalent)
Department of Economics, University College Cork, Cork, Ireland: 1993–1995

EDUCATION

Ph.D. in Economics
GEORGE MASON UNIVERSITY, Fairfax, VA, USA
Specializations: Public Choice, Industrial Organization and Comparative Economic Systems
Master of Arts in Economics
GEORGE MASON UNIVERSITY, Fairfax, VA, USA
Master of Applied Economics
UNIVERSITY OF MICHIGAN, Ann Arbor, MI, USA
Certificat de langue et de civilisation française
UNIVERSITE DE LYON II, International Institute of French Studies, Lyon, France
Bachelor of Science, Magna Cum Laude, Economics NORTHERN MICHIGAN UNIVERSITY, Marquette, MI, USA
Minors: Mathematics and Music

ACADEMIC & TEACHING AWARDS

Advisor of the Year Award (for student club advising), 2016
STUDENT ORGANIZATION AWARDS & RECOGNITION, FLORIDA ATLANTIC UNIV.
University Award for Excellence and Innovation in Undergraduate Advising, 2014
FLORIDA ATLANTIC UNIVERSITY
University Award for Excellence and Innovation in Undergraduate Teaching, 2010
FLORIDA ATLANTIC UNIVERSITY
Fulbright-Hays Doctoral Research Fellowship
UPPSALA UNIVERSITY, Sweden

COMPETITIVE Ratio-Näringlivets forskningsinstitut Travel Award RESEARCH
RATIO INSTITUTE, Stockholm, Sweden (August 2011)

GRANTS

Wilkes Honors College Faculty Excellence Grant
FLORIDA ATLANTIC UNIVERSITY (2006, 2009, 2013, 2014, 2016)
Australian Research Council Grant
(1997) "Economics of the
Entrepreneurial Ethic"

PUBLICATIONS Jakee, Keith and Erin Keller. 2017. "The Price of High-Stakes Educational Testing: Estimating the Aggregate Costs of Florida's FCAT Exam." *Journal of Education Finance*, 43(fall/2): 123-151.

Jakee, Keith. 2013. "The 1992–93 Swedish Crisis Debate: How Economic Consensus Overturns Tradition." In Henrik Lindberg (ed.) *Knowledge and Policy Change*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Kenneally, Martin, and Keith Jakee. 2012. "Satellite Accounts of the Tourism Industry: Structure, Representation and Estimates for Ireland." *Tourism Economics*, 18: 971-997.

Jakee, Keith and Heath Spong. 2011. "The Normative Bias in Entrepreneurial Theory." *Division of Labour and Transaction Costs*, 3(2): 81–105.

Fry, Tim, Keith Jakee, and Martin Kenneally. 2009. "How Safe are "Safe" Seats? A Comparison of Voluntary and Compulsory Voting Systems." *Brazilian Political Science Review*, 3(2): 93–103.

Jakee, Keith, Martin Kenneally and Hamish Mitchell. 2009. "Asymmetries in Scheduling Slots Can Drive Asymmetries in Game-Day Revenues: An Example from the Australian Football League." *Sport Management Review*, 13(1): 50–64.

Jakee, Keith and Guang-Zhen Sun. 2006. "Is Compulsory Voting More Democratic?" *Public Choice*, 129(1–2/Oct.): 61–75.

Jakee, Keith and Guang-Zhen Sun. 2005. "External Habit Formation and Dependency in the Welfare State." *European Journal of Political Economy*, 21(1/Jan): 83–98.

Donnar, Ryan and Keith Jakee. 2004. "Australian Beer Wars and Pub Demand: How Vertical Restraints Improved the Drinking Experience." *Applied Economics*, 36(4): 1613–1622.

Jakee, Keith and Heath Spong. 2003. "Praxeology, Entrepreneurship and the Market Process: A Review of Kirzner's Contribution." *Journal of History of Economic Thought*, 25(4): 461–486.

Jakee, Keith and Heath Spong. 2003. "Uncertainty, Institutional Structure and the Entrepreneurial Process." In Stan Metcalfe and Uwe Cantner (eds.) *Change, Transformation and Development*. New York: Springer-Physica.

Jakee, Keith and Stephen Turner. 2002. "The Welfare State as a Fiscal Commons: Problems of Incentives versus Problems of Cognition." *Public Finance Review*, 30(6): 481–508.

Jakee, Keith and Leonie Allen. 1998. "Destructive Competition, or Competition Destroyed? Regulatory Theory and the History of Irish Transportation Legislation." *European Journal of Law and Economics*, 5(1): 13–50.

Jakee, Keith. 2011. "Overhauling Technical Handouts for Active Student Participation: A Model for Improving Lecture Efficiency and Increasing Attendance." *International Journal of Teaching and Learning in Higher Education*, 23(1): 98–108.

Jakee, Keith. 2007. *Instructor's Manual* for David Colander's *Economics*, 7th ed. Boston: McGraw Hill.

Jakee, Keith. 1990. "HUD and the Homebuyer." *Issues and Answers*. Washington DC: Citizens for a Sound Economy, July.

ASHLEY GRAHAM KENNEDY
kennedya@fau.edu
http://ashleygrahamkennedy.weebly.com/

Education

2012	PhD, Philosophy, *University of Virginia*
2007	MA, Humanities, *Old Dominion University*
1998	BA, Astronomy and Physics, *University of Virginia*

Academic Appointments

2014-	Assistant Professor of Philosophy, Honors College *Florida Atlantic University*
2012-2014	Postdoctoral Fellow, Center for Bioethics *University of South Carolina*

Visiting and Affiliate Positions

2016-	Affiliate Faculty, Peace Justice and Human Rights Initiative, *Florida Atlantic University*
2014-	Assistant Professor of Clinical Biomedical Science, College of Medicine *Florida Atlantic University* (Secondary Appointment)
2013	Visiting Researcher, *Columbia University Medical Center*
2012	Visiting Fellow, *University of Helsinki*

Peer reviewed publications

2018 "Mechanistic Reasoning and Informed Consent" (with Sarah Malanowski) in *Bioethics.*

2016 "Research gaps in the philosophy of evidence based medicine" (with Alexander Mebius and Jeremy Howick), *Philosophy Compass.*

2016 "Evaluating Diagnostic Tests," *Journal of Evaluation in Clinical Practice.*

2016 "Explaining with Models: The Role of Idealizations" (with Julie Jebeile) *International Studies in the Philosophy of Science* 29 (4): 383-392.

2015 "Philosophy of Evidence-Based Medicine." (with Jeremy Howick and Alexander Mebius) in *Oxford Bibilographies in Philosophy,* ed. Duncan Pritchard.

2015 "Managing Uncertainty in Diagnostic Practice." *Journal of Evaluation in Clinical Practice.*

2014 "Causal Explanatory Pluralism and Medically Unexplained Physical Symptoms." (with Michael Cournoyea) *Journal of Evaluation in Clinical Practice.* Dec;20(6):928-33.

2014 "Idealizations in Science." in *Oxford Bibliographies in Philosophy,* ed. Duncan Pritchard.

2013 "Differential Diagnosis and the Suspension of Judgment." *Journal of Medicine and Philosophy* Oct;38(5):487-500.

2012 “A Non Representationalist View of Model Explanation.” *Studies in History and Philosophy of Science* Volume 43, Issue 2, Pages 233-420.

2011 “Ageing Gametes and Embryonic Death: A Response to Bovens.” *Journal of Medical Ethics* 37:571-572.

2000 “Water Maser Emission from Comets.” (with Butler, Kogan, Palmer and Strelnitski) *Astronomical Journal* 119:2465-2471.

Book Chapters
2016 “New Directions in Philosophy of Medicine,” (with Robyn Bluhm, Saana Jukola, Jacob Stegenga, and Serife Tekin), Bloomsbury Companion to Philosophy of Medicine.

2016 “Medical Decision Making,” Routledge Companion to Philosophy of Medicine.

Opinion Articles
2018 “Solving Antibiotic Resistance with the Power of Evolution,” *Prindle Post.*

2017 “FT4 Should Replace TSH in Diagnosing Abnormal Thyroid Function” (with Kristen Yuan), *McGill Journal of Medicine.*

2015 “The title "Doctor" is an anachronism that disrespects patients,” *British Medical Journal.*

2015 “The Vaccine Debate: Where do we go from here?” *Prindle Post.*

2013 “Do Medical Titles Harm the Physician-Patient Relationship?” *British Medical Journal.*

Book Review
2013 Review of Pincock, Christopher. Mathematics and Scientific Representation. *International Studies in Philosophy of Science.*

Works in progress
Diagnosis in Medical Practice (Oxford University Press contract in progress)
“Philosophy in the Field: Understanding the Problem of Child labor in Myanmar” (in progress for a special issue of *Journal of Global Ethics*)

“Breadwinners: Child Labor in Myanmar” (in progress with director/producer John Frances

Johanna Elizabeth Kowalko

Education

2013	Ph.D., Genetics Harvard University, Boston MA
2005	B.A., Biology Brown University, Providence MA

Research Experience

2018-present	**Assistant Professor**, Wilkes Honors College at Florida Atlantic University
2014-2018	**Adjunct Assistant Professor**, Iowa State University
2013-2018	**Assistant Scientist (Independent Postdoc)**, Iowa State University Research mentor: Dr. Jeffrey Essner
2007-2013	**Graduate Research**, Harvard University Research mentor: Dr. Clifford Tabin Thesis: The genetic basis of behavior in the blind Mexican cavefish, *Astyanax mexicanus*
2005-2007	**Research Technician**, Children's Hospital of Philadelphia Research supervisor: Dr. Michael Sebert

Publications

Gunesch JT, Angelo LS, Mahaptra S, Deering RP, **Kowalko JE**, Sleiman P, Tobias JW, Monaco-Shawver L, Orange JS, Mace EM. Genome-wide analysis and functional profiling of human NH cell lines. Mol Immunol. 2018 Jul 24.

Tabin JA, Aspiras A, Martineau B, Riddle M, **Kowalko J**, Borowsky R, Rohner N, Tabin CJ. Temperature preference of cave and surface populations of *Astyanax mexicanus*. Dev Biol 2018 April 25.

Klaassen H, Wang Y, Adamski K, Rohner N, **Kowalko JE**. CRISPR mutagenesis confirms the role of *oca2* in melanin pigmentation in *Astyanax mexicanus.* Dev Biol 2018 Mar 16.

Kowalko JE, Ma L, Jeffery WR. Genome Editing in *Astyanax mexicanus* Using Transcription Activator-like Effector Nucleases. J Vis Exp 2016 June 20; (112).

Ma L, Jeffery WR, Essner JJ, **Kowalko JE**. Genome editing using TALENs in blind Mexican cavefish, *Astyanax mexicanus*. PLoS One 2015 Mar 16; 10(3): e0119370.

Kuo T, **Kowalko JE**, DiTommaso T, Nyambi M, Montoro DT, Essner JJ, Whited JL. TALEN-mediated gene editing of the *thrombospondin-1* locus in axolotl. Regeneration 2015 Feb; 2(1): 37-43.

Rohner N, Jarosz DF, **Kowalko JE**, Yoshizawa M, Jeffery WR, Borowsky RL, Lindquist S, Tabin CJ. Cryptic variation in morphological evolution: HSP90 as a capacitor for the loss of eyes in cavefish. Science 2013 Dec 13; 342(6164): 1372-5.

Commentaries in:
Cavefish study supports controversial evolutionary mechanism (Science 2013)
Evolution: An eye for cryptic variation (Nat Rev Genet. 2014)

Kowalko JE, Rohner N, Linden TA, Rompani SB, Warren WC, Borowsky R, Tabin CJ, Jeffery WR, Yoshizawa M. Convergence in feeding posture occurs through different genetic loci in independently evolved cave populations of *Astyanax mexicanus*. PNAS 2013 Oct 15; 110(42): 1633-8.

Kowalko JE, Rohner N, Rompani SB, Peterson BK, Linden TA, Yoshizawa M, Kay EH, Weber J, Hoekstra HE, Jeffery WR, Borowsky R, Tabin CJ. Loss of schooling behavior in cavefish through sight-dependent and sight-independent mechanisms. Curr Biol 2013 Oct 7; 23(19): 1874-83.
Commentary in:
Evolution: skipping school (Curr Biol 2013)

Kowalko JE, Sebert ME. The Streptococcus pneumoniae competence regulatory system influences respiratory tract colonization. Infect Immun 2008 Jul;76(7):3131-40.

Undergraduate mentee co-authors are underlined.

Grants

Uncovering the contributions of albinism to the evolution of the Mexican cavefish
PI: Johanna Kowalko
Co-PI: Alex Keene, Florida Atlantic University

Teaching Experience

Falls 2013-2017	**Instructor for Introductory Biology**, undergraduate non-majors, Iowa State University
Spring 2013-14, 16	**Guest lecturer for Developmental Biology**, undergraduates, Iowa State University
Fall 2012	**Grader for Life Sciences IA**, undergraduates, Harvard University
Fall 2011	**Teaching Fellow for Life Sciences IA**, undergraduates, Harvard University
2009-2010	**Tutor for Hinton Scholars AP Biology**, high school students, Harvard University
Fall 2009	**Tutor for Genetics,** graduate students, Harvard University
Fall 2008	**Teaching Fellow for Genetics**, graduate students, Harvard University

Other Professional Experience

2014	National Academies Education Fellow in the Life Sciences
2010-2013	Harvard Division of Medical Sciences Education Path leader

Service

2018-present	**Member of the Symposium Committee,** Florida Atlantic University
2016-2017	**Member of the Biology Curriculum Committee**, Iowa State University
2016-2017	**Advisor**, Alpha Lambda Delta Phi Eta Sigma, Iowa State University
2016-2017	**Presenter**, Women in Science and Engineering's Taking the Road Less Traveled, Iowa State University
Spring 2016	**Evaluator**, Biology 313 Lab poster session, Iowa State University
2009-2010	**Tutor for Hinton Scholars AP Biology**, high school students, Harvard University

Shree R. Kundalkar

11591 Buckhaven Lane
West Palm Beach, FL. 33412
Email: bkundalk@fau.edu

Home: (561) 776-8829
Work: (561) 799-8675
United States Citizen

Education

Postdoctoral Fellow in Chemical Engineering/Chemistry Northwestern University, IL. 1976-1980

Doctor of Philosophy in Inorganic Chemistry, University of Pune, India 1972-1976

Master of Science in Inorganic Chemistry, University of Pune, India 1970-1972

Experience

Aug 2011-Present **Director, Academic Support Services Chemistry and Affiliate Assistant Professor of Chemistry, Wilkes Honors College.**

Instructor for General Chemistry Laboratories. Academic, Research,Thesis and Internship Advisor. Responsible for the development, supervision and operation of the Honors College Chemistry/Physics Laboratories.

2006- Aug 2011 **Assistant Director, Academic Support Services, Chemistry**,
Wilkes Honors College, Florida Atlantic University, Jupiter, FL

2004-2006 **Coordinator, Academic Support Services, Chemistry,**
Wilkes Honors College, Florida Atlantic University, Jupiter, FL

2001-2004 **Quality Assurance Officer, Palm Beach County Water Utilities Laboratory**
Delray Beach, FL.
Ensured the Quality of water and wastewater through systematic audits.

1999-2001 **Chemist,** Palm Beach County Water Utilities Laboratory
Delray Beach, FL.
Developed method for Analysis of Metals in water by ICP-MS and AA.

1997-2004 **Adjunct Faculty, Chemistry, Palm Beach State College,**
Palm Beach Gardens, FL.
General Chemistry Instruction with a combination of Lectures and Laboratory providing students with more hands on approach.

1990-1996 **Research Associate, Environmental Engineering Department**
University of Miami, Coral Gables, FL.
Developed and instituted a graduate level course for water and wastewater analysis. This course was a combination of lectures and laboratory providing students with a more hands on approach. Generated research grants for graduate and undergraduate research for the environmental engineering laboratories.
Conducted research on Water treatment and Water Quality.

Publications:

1) Waite, T.D., B.R. Kundalkar, C.N. Kurucz, B.A.Rolingson, and W.J. Cooper. Irradiation of Deicing Fluid in Water for Ultimate Treatment. In Environmental Applications of Ionizing Radiation, W.J.Cooper, R.D. Curry and K.E. O, Shea,Eds., John Wiley and Sons , Inc. N.Y. 531-536 (1998)

2) Waite, T.D., Kurucz, Charles N., and Kundalkar, B.R. "Test of Electron Beam Technology on Savannah River Laboratory Low-Activity Aqueous Waste for Inactivation of Microbial Pollutants." USDOE (Savannah River) (1992)

3) Waite, T.D., Cooper, William J., and Kundalkar, B.R. "High Energy Electrons for the treatment of Polychlorinated Biphenyls in Water, Wastewater and Sludge." USEPA (1990)
4) Waite, T.D. and Kundalkar, B.R. "Studies to Determine Optimum Membrane Flux Recovery, and Rejection of Toxic Organics when Treating Simulated Bilgewater. Ship Materials Engineering Department." David Taylor Research Center.
5) Waite, T.D. and Kundalkar, B.R. "Utilization of Iron (VI) Ferrate and Chelating Agents for Heavy Metal Removal in Simulated Bilge Water by Ultrafiltration." David Taylor Research Center.
6) Kung, H.H., Kundalkar, B.R., Kung, M.D., and Cheng, W.H. "Selectivity in the Oxidative Dehydrogenation of Butane on Zinc Iron Oxide Catalyst." Journal of Physical Chemistry, 84 1382 (1980).
7) Marks T J, Schoch K F and Kundalkar B R , Synth. Met , 337 (1980)
8) Kundalkar, B.R., Schoch, Jr., K.F., and Marks, T.J. "Conductive Polymers Consisting of Partially Oxidized, Fact-to-Face Linked Metallomacrocycles." Journal of American Chemical Society, 101, 7071 (1979).
9) Marks, T. J., Schoch, Jr., K.F., and Kundalkar, B.R. "New Conductive Polymeric Materials: Cofacial Assembly of Journal of Molecular Metals." (1979).
10) Kawathekar, B.J. (Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J. "The Effect of Trans Ligand on the 19F Resonance Spectra of Substituted Trans-bis (Triphenyl Phosphine) -Perfluoro Vinyl-Platinum II." Journal of Inorganic and Nuclear Chemistry, 39, 1003 (1977)
11) Kawathekar, B.J.(Kundalkar), Sahakari, M.P., Khanvilkar, J.N., and Mukhedkar, A.J. "(n,γ) Reactions of Metal Complexes - (1) Retention Studies at Room Temperatures." Radio Chemica Acta, March (1977)
12) Kawathekar, B.J(Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J. "Rearrangement Reactions of bromo Trifluoro-ethylene-Bis (substituted phosphine) Platinum (II)." Journal of Inorganic and Nuclear Chemistry, 37, 483 (1975)
13) Kawathekar, B.J.(Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J. "The Effect of Trans Ligand on 19F Resonance Spectra of Trans-(PPh3) 2Pt(CF=CF2)X." Proceedings of the Fifth International Symposium on Magnetic Resonance, Abstracts 3B4, (1974)
14) Kawathekar, B.J.(Kundalkar), Mukhedkar, V.A., and Mukhedkar, A.J., "Reactions of Metal Complexe Reactions of Bis (Triphenyl phosphine) Platinum Bromo Trifluoro Ethyl." Proceedings of theChemistry Symposium, Department of Atomic Energy, India, 2 159 (1972)

Kevin Lanning

Education

Ph.D. in Psychology (Personality), University of California, Berkeley, December 1986. A.B. in Psychology, University of California, Berkeley, December 1978

Academic positions

Associate to Full Professor, Wilkes Honors College of Florida Atlantic University (1998– present). Assistant to Associate Professor, Oregon State University (1987-1998). Lecturer, University of New South Wales, Sydney, Australia (1992-93). Lecturer, University of California, Berkeley (1987).

Administrative positions

Faculty Assistant to the President (2012–2013), Director, Honors Summer Institute (2007), Faculty co-chair (division head) (2001-03), Florida Atlantic University.

Editorial positions

Editor, *Analyses of Social Issues and Public Policy (2010 - 2014).* Associate Editor, *Behavioral Sciences of Terrorism and Political Aggression (2008 - 2013).* Consulting Editor, *Journal of Research in Personality* (1998-2001, 2009 -). Member, NSF review panel (2013). Ad hoc reviewer, many journals, funding agencies, and convention programs. Co-chair, Division 9 (SPSSI) APA 2006 conference program.

Selected publications

1. Lanning, K., Pauletti, R., King, L. A., & McAdams, D. P. (2018) Personality development through natural language. *Nature Human behaviour*. http://bit.ly/Lanning2018Personality.
2. Lanning, K., Baron, S., & Webster, G. D. (2018). The network structure of personality psychology: What *The Sage Handbook of Personality and Individual Differences* tells us about the nature of the field. In V. Zeigler-Hill & T. Shackelford, Eds., *The Sage Handbook of Personality and Individual Differences*, Volume 1. Thousand Oaks, CA: Sage. (p. 384-406).
3. Lanning, K. (2017). What is the relationship between "personality" and "social" psychologies? Network, community, and whole text analyses of the structure of contemporary scholarship. *Collabra, 3(1), 8.* DOI:10.1525/collabra.70.
4. Lanning, K. (2014). The social psychology of the 2012 U.S. Presidential election. *Analyses of Social Issues and Public Policy.*
5. Lanning, K. (2012). Social psychology and contemporary immigration policy: An introduction. *Analyses of Social Issues and Public Policy, 12, 1-4.* DOI: 10.1111/j.1530-2415.2011.01271.x
6. Lanning, K. & Maruyama, G. (2010). The social psychology of the 2008 U.S. Presidential election. *Analyses of Social Issues and Public Policy, 10, 171-181.* DOI: 10.1111/j.15302415.2010.01215.x
7. Lanning, K. & Rosenberg, A. (2009). The dimensionality of American political attitudes: Tensions between equality and freedom in the wake of September 11. *Behavioral Sciences of Terrorism and Political Aggression, 1,* 84-100. DOI: 10.1080/19434470902771667
8. Lanning, K. (2008). Democracy, voting and disenfranchisement in the United States: A social psychological perspective. *Journal of Social Issues, 64, 431-446.* DOI: 10.1111/j.15404560.2008.00571.x
9. Lanning, K, Colucci, J., & Edwards, J. A. (2007). Changes in ego development in the wake of September 11. *Journal of Research in Personality, 41,* 197-202. DOI: 10.1016/j.jrp.2005.12.002
10. Lanning, K. (2005). The social psychology of the 2004 U. S. Presidential Election. *Analyses of Social Issues and Public Policy, 5,* 145-204.
11. Edwards, J. A., Lanning, K, & Hooker, K. A. (2002). The MBTI and Social Information Processing: An Incremental Validity Study. *Journal of Personality Assessment, 78,* 432-450.
12. Lanning, K. (2002). Reflections on September 11th: Lessons from four psychological perspectives. *Analyses of Social Issues and Public Policy, 2,* 27-34. *DOI: 10.1111/j.15302415.2002.00023.x*

13. Hogansen, J. & Lanning, K. (2001). Five factors in Sentence Completion Test categories: Towards rapprochement between trait and maturational approaches to personality. *Journal of Research in Personality, 35,* 449-462.

14. Einstein, D. & Lanning, K. (1998). Shame, guilt, ego development, and the five factor model of personality. *Journal of Personality, 66*, 555-582.

15. Lanning, K. (1996). Robustness is not dimensionality: On the sensitivity of component comparability coefficients to sample size. *Multivariate Behavioral Research, 31*, 33-46.

16. Lanning, K. (1994). The dimensionality of observer ratings on the California Adult Q-Set. *Journal of Personality and Social Psychology*, *67*, 151-160. DOI: 10.1037/0022-3514.67.1.151

17. Lanning, K. (1991). & Gough, H. G. Shared variance in the California Psychological Inventory and the California Q-set. *Journal of Personality and Social Psychology, 60*, 596-606. DOI: 10.1037/0022-3514.60.4.596

18. Lanning, K. (1989). The detection of invalid response patterns on the California Psychological Inventory. *Applied Psychological Measurement, 13*, 45-56.

19. Lanning, K. (1988). Individual differences in scalability: An alternative conception of consistency for personality theory and measurement. *Journal of Personality and Social Psychology*, *55*, 142-148. DOI: 10.1037/0022-3514.55.1.142

20. Lanning, K. (1987). Some reasons for distinguishing between "non-normative response" and "irrational decision." *Journal of Psychology: Interdisciplinary and Applied*, *121*, 109-117.

21. Lanning, K. (1986). Traits, trait words, and the explanation of behavior. *Theoretical and Philosophical Psychology, 6*, 108-111.

Other scholarly products

Data sets and code for 26 projects housed at Open Science Foundation page https://osf.io/nmu7y/. Sample video clips include On Barack Obama (2008, interview), The network structure of universities (2013, TEDx talk), and The Rise of Rage (2016, lecture).

Teaching and service

More than 20 different courses taught, and more than forty undergraduate honors theses supervised. Awards for distinguished service from TIAA-CREF (2006) and the Society for the Psychological Study of Social Issues (2015).

Dorotha Grace Lemeh
dlemeh@fau.edu

Masters of Fine Arts The Pennsylvania State University School of Visual Arts, 1989
Bachelor of Science Tennessee State University, 1985,
Program in Studio Art – Painting, Summa Cum Laude, Golden Key Honor Society
Exhibitions (Selected): International & National Group Exhibitions
2018 Parallax, Cultural Council, Lake Worth, FL, solo
2018 33rd Annual International Exhibition, FSU Museum of Fine Art, Tallahassee, FL, curated, Honorable Mention
2018 FOLD, University of Texas Art Gallery, TX, Group Show, curated
2017 Bi---Annual Artists of the Salon, Art Armory Center, Palm Beach, FL, curated
2017 StArt Exhibition, product/81 creative lab, Boca Raton, FL
2017 FAU Bi---Annual Faculty Exhibition, Ritter Gallery, Boca Raton, FL
2017 Bi---Annual Cultural Council Exhibition, Lake Worth, FL, Group Show, curated
2016 "Women: Untitled", Cultural Council, Lake Worth, FL, Group Show, curated
2016 Dumas & Hampton Collector's Exhibition, Robeson Gallery, University Park, PA , "The Key" Program cover
2015 Florida Museum of Women Artists, Deland, FL, Group Show
2014 Visions of the Mind, NAWA, Robeson Gallery, PA, "It Came in Waves", 1st Place
2013 Florida Museum of Women Artists, Deland, FL, Group Show
2013 FAU Bi---Annual Faculty Exhibition, Ritter Gallery, Boca Raton, FL
2012 Third Annual Juried Exhibition, Florida Museum of Women Artists, Deland, FL
2011 Second Annual Juried Exhibition, Florida Museum of Women Artists, Deland, FL, Best of Show
2011 FAU Bi---Annual Faculty Exhibition, Ritter Gallery, Boca Raton, FL
2010 Contemporary Women Artists XV, Foundry Art Center, St. Lois, MO (Juried)
2010 From the Center Now! Women Made Gallery, Chicago, IL.
2009 From a Women's Perspective, Edison Place Gallery, Washington, DC *Honorable Mention
2009 FAU Bi---Annual Faculty Exhibition, Boca Raton, FL
2009 Noyes Art Museum, NAWA Group Exhibition, New Jersey
2009 Nexus: Science + Art, Scripps Research Institute, Jupiter, Fl
2009 The State of Womanhood 2009: FemArt, Jupiter, FL (Invitational)
2008 Arlington Museum of Art, Women's Caucus for Art, Arlington, TX, juried
2008 Spring into Summer, National Association of Women Artists, NAWA Gallery, NY
2008 Celebration of Diversity: Women Artists, The Gallery at Eissey Campus, PBCC, PBG. FL
2008 119th Annual NAWA Exhibition, GoggleWorks, Reading, PA
2007 Vocal Discord, Robeson Gallery, The Pennsylvania State University, University Park, PA (solo)
2007 Celebration of Visual Traditions, African American Museum of Art, Philadelphia, PA
2007 Celebration of Visual Traditions, Whitaker Center (Jump Street), Harrisburg, PA
2006 Art in Nigeria. 5th Biennial of Pan African Circle of Artists, Nimbus Art Center, Lagos, Nigeria
2006 Celebration of Visual Traditions, HUB Gallery, PSU, University Park, PA
2006 Celebration of Visual Traditions, African American Cultural Center of Greater Pittsburg (August Wilson Cultural Center), Pittsburg, PA
2005 "Who Am I? The Journey of the Artist." Southern AllegheMus of Art (SAMA) Altoona, PA (solo)
2004 Artist as Traveler. (Trunk Show) Traveling Exhibition. King House Boyle, Leitrim, Cork, Roscommon, Sirius Cobh, Ireland, England & USA.
2002 Crossing Boundaries & Frontiers, Bamako, Mali (11/2002)
2002 Changing Attitudes: Afrika Heritage, 4th Biennial of Pan African Circle of Artists Nimbus Art Center, Lagos, Nigeria, West Africa (10/2002)
2002 Southern Alleghenies Museum of Art's Biennial, SAMA, Lorretto, PA. (juried)
Exhibition Reviews & Catalogue Publications

2018 33rd Annual International Exhibition, FSU Museum of Fine Art, Catalogue cover & interior
2016 "Meaning & Metaphor: Seen & Unseen Narratives in the Lives of Women, in The Rickie Report, http://www.therickiereport.com/?s=Dorotha+Lemeh&submit=Search
2013 "Expanding Vision: Muses", On View Magazine on---line Magazine
2003 A Survey of Rising Talent International Review of African American Art, December issue
2003 Emerging Artist: Dori Lemeh, Arts & Antiques Magazine. February issue 2003.
2002 Crossing Boundaries & Frontiers, (catalogue) Bamako, Mali (11/2002)
2002 Changing Attitudes: Afrika Heritage, 4th Biennial of Pan African Circle of Artists Nimbus Art Center, (Catalogue) Lagos, Nigeria, West Africa (10/2002)
2001 Biennale Interazionale Dell'Arte Contemporanea Florence, Italy. (Catalogue)
2000 The Unrealized Project: Energy, Balchik, Bulgaria (Catalogue)
1999 Biennale Interazionale Dell'Arte Contemporanea Florence, Italy. (Catalogue)
1999 Black Women in the Academy II, Howard University Gallery of Art (Catalogue)
1996 Triennial Sofia '96: International Exhibition of Paintings Union of Bulgarian Artists, Bulgaria. (Catalogue)
1996 Painting in Acrylics. Rockport Publishers. May 1996. (Book)
1995 Celebrating Visual Traditions 2. Sponsored by the PCA. Juror: Samuel Hoi..(Catalogue)
1995 Gumbo Ya Ya: An Anthology of African American Contemporary Women Artist. Forward by: Dr. Leslie King Hammond. Mid---March Art Press. (Book)
1994 Women on the Inner Journey: Building a Bridge Foreword by: N. Binet, (Catalogue)
1994 Voices of the Land: A Personal Iconography. Women of Power Magazine, Issue Twenty---three, 1994, p. 47.
1993 Reflections of Neo---Colonialism: Iconographic Images of People of Color (Catalogue)

Professional Appointments: Reviewer

Oxford University Press Board of Advisors, Pamela Gordon "Art Matters " Higher Education Group, NY, USA, 2018
Manuscript Reviewer (11/2015), Pamela Gordon "Art Matters", " (Preface, chapters 19 & 20), Oxford University
Press, Higher Education Group, New York, USA, 2015
Reviewer (3/2015) Robert Thompson, "The Art of Close Up & Macro Photography", Bloomsbury Publications, 2015
Manuscript Reviewer (11/2014), Pamela Gordon "Art Matters", (Chapters 11, 17 & 20), Oxford University Press, Higher Education Group, New York, USA, 2014

Publications, Authored

2001. Lemeh, Dori Grace U. "Myth, Reality, Legend: El Poder de la Mujer, " in Santa Barraza: Artist of the Borderlands, Maria Herrera---Sobek, ed. Texas A & M Press: College Station, Texas, South Western Book Award 2002.

Residencies/Visiting Artist

2019 Art House, St. Mary's College, Maryland
2006 Texas A & M University---Kingsville. Kingsville, TX, Visiting Artist
2004 Union College, New York, Visiting Artist
2002 Texas A & M University---Kingsville. Kingsville, TX. Visiting Artist
1998 Radford University. Radford, VA. Visiting Artist
1997 Old Dominion University. Norfolk Virginia, Visiting Artist
1995 The School of the Art Institute of Chicago, Chicago, IL, Visiting Artist
1994 John Michael Kohler Art Center, Sheboygan, WI., Visiting Artist

Rachel Luria
Associate Professor of Rhetoric and Composition
Wilkes Honors College
5353 Parkside Drive
Jupiter, FL 33458
Phone: (561) 799-8381
E-mail: rluria@fau.edu

EDUCATION

M.F.A. Creative Writing, August 2006, University of South Carolina
Thesis: "The Ordinary Sounds of Nighttime: Stories"
M.A. American Studies, August 2003, University of Maryland
Thesis: "Running Around Hitting People: Rugby and the Reproduction of Nostalgic Masculinity"
B.A. Psychology, April 1996, Florida State University

SELECTED HONORS AND AWARDS

Writer-in-Residence, airie, Everglades National Park, FL, June 2018.
Excellence and Innovation in Teaching Award, Florida Atlantic University 2018.
Honorable Mention, Leapfrog Press Fiction Contest, 2018
Fellow, Martha's Vineyard Institute of Creative Writing, MV, MA, July 2017.
Finalist, Conium Review Book Contest, 2017.
Scholar, Key West Literary Seminar, Key West, FL, January 12-45, 2016.
Notable Essay of 2015, Best American Essays, 2016.
Associate Artist, Atlantic Center of the Arts. New Smyrna Beach, FL, May -June 2015.
Nominated for The Pushcart Prize, The Pushcart Prize Fellowship Inc., 2014 & 2015.
Best of Section, College English Association Annual Conference 2012.

PUBLICATIONS

Co-Edited Books

2012 Bealer, Tracy, Luria, Rachel, Yuen, Wayne, eds. *Neil Gaiman and Philosophy.* Chicago, IL, Open Court, 2012.

Selected Prose (Creative and Critical)

2018 "The Space Where We All Stand." *Arts & Letters* (October 2018).
2018 "Children Will Drown in Water Like This--Reprint." *CRAFT Literary,* August 10, 2018), https://www.craftliterary.com/2018/08/10/children-will-drown-in-water-likethis-by-rachel-luria/
2018 "The Potato--Reprint." *Psychopomp Literary Magazine,* April 2018, https://psychopompmag.com/the-potato/.
2018 "The Change." *Flash! Writing the Very Short Story*. New York, W. W. Norton & Company, 2018: p 61.
2018 "Neil Gaiman's *Stardust: Rewriting the Victorian Fantasy.*" Farmington Hills, MI, Gale Researcher, August 14, 2018.
2016 "When All is Dark." *The Normal School,* May 13, 2016, https://www.thenormalschool.com/blog/2017/11/8/when-all-is-dark.
2016 "Children Will Drown in Water Like This." *Harpur Palate* 15.2 (Winter/Spring 2016): 59-67.
2016 "Sherwood Anderson's Legacy to Contemporary American Writing." Leiden, the Netherlands: Brill Rodopi Publications: 107-121.
2015 "The Rush Gives Warmth Enough." *Sport Literate* (Winter 2015): 70-77.
Selected as a Notable Essay of 2015 by *Best American Essays

2015 "The Potato." *Crossborder* 3.1 (2015): pp 60-70.
2015 "In the Park With All the Birds." *The Doctor T.J. Eckleburg Review* (June 2015): http://thedoctortjeckleburgreview.com/product/fiction-new-5/.
2014 "How an Actress Holds a Cigarette." *Saw Palm: Florida Literature and Art*. (Spring 2014): 63-75.
2013 "A State of Feeling." *Phoebe: A Journal of Literature and Art* 42.2 (2013): www.phoebejournal.com/a-state-of-feeling/.
2010 "Nothing Left but Skin and Cartilage: The Body and Toxic Masculinity." *Sexual Rhetoric in the Works of Joss Whedon.* Jefferson, NC: McFarland & Company, 2010. 185-193.

COURSES TAUGHT AT FAU

Advanced Writing: Creative Non-Fiction (Honors)
Advanced Creative Writing (Honors)
Composition (Honors)
Creative Writing (Honors)
Directed Independent Study: Art in Contemporary Literature (Honors)**
*Directed Independent Study: Critical Approaches to Memoir (Honors)***
Directed Independent Study: Fantasy Writing (Honors)**
Directed Independent Study: Writing the Novel (Honors)**
Directed Independent Study: Editing the Novel (Honors)**
Directed Independent Study: Writing Women (Honors)**
Ethnography and Fiction (Honors Co-taught Course)
History and Historical Fiction (Honors Co-taught Course)**
Introduction to Creative Writing (Honors)
Introduction to Academic Writing (Honors)
Reading and Writing Poetry (Honors Co-Taught Course)
Special Topics in Rhetoric: Rhetoric of Battlestar Galactica (Honors)**
Special Topics in Fiction: Retellings (Honors)**
Travel Writing (Honors Study Abroad)**
Women, Psychology, and Writing (Honors Co-taught Course)**
Writing the Counterfactual (Honors Co-taught Course)**
Writing and Illustrating Comics (Honors Co-taught Course)**

GREGORY T. MACLEOD

CURRICULUM VITAE
Associate Professor
Harriet L. Wilkes Honors College & Department of Biology - CoS
Florida Atlantic University
Jupiter, FL. 33458 USA
macleodg@fau.edu tel: +1 561 799 8205 **Education**

Ph.D. University of Sydney 1995-99 Neuroscience

M.B.A. AGSM - Australian Graduate 1989-90 General Management School of Management

B.Sc. Hons. University of Sydney 1986 Plant Physiology & Biophysics

B.Sc. University of Sydney 1983-85 Cell Biology & Plant Physiology

Research & Professional Experience

Associate Professor 2014-present Florida Atlantic University, Department of Biology Jupiter, FL. USA
Assistant Professor 2006-13 UTHSCSA, Department of Physiology San Antonio, TX. USA
Postdoctoral Fellow 2004-06 University of Arizona, Division of Neurobiology mentor: **Konrad E. Zinsmaier**
Postdoctoral Fellow 2000-04 University of Toronto, Department of Physiology mentors: **Harold L. Atwood** & **Milton P. Charlton**
Research Assistant 1994-99 University of Sydney, Department of Physiology (Graduate Studies) supervisor: **Maxwell R. Bennett**

Memberships in Professional and Scientific Societies
The Genetics Society of America, The Society for Neuroscience

Peer Review Service
Funding Agencies
National Institute of Health (NIH) - (CMND) 2012, 2013; (MDCN F/T(02/03)N) 2016, 2017; (BNPS) 2017; (F03A) 2016, 2017. **National Science Foundation** (NSF) - (IOS) 2008, 2009, 2010, 2011, 2012; **American Heart Association** (AHA) - (BRAIN 5) 2013; **Italian Ministry of Health** (MOH) - 2010, 2011; **German Research Foundation** - 2018

Journals
Brain Research, British Journal of Pharmacology, European Journal of Neuroscience, eLife, eNeuro, Frontiers in Synaptic Neuroscience, Journal of Insect Physiology, Journal of Neurogenetics, Journal of Neurophysiology, Journal of Neuroscience, Neurochemistry International, Molecular Biology of the Cell, PLoS One, Proceedings of the National Academy of Sciences of the USA, Synapse

Most Recent Research Articles (6 of 42)

1. Stawarski, M., Justs, K.A., Hernandez, R.X., Macleod, G.T. (**2018**) The application of 'kisser' probes for resolving the distribution and microenvironment of membrane proteins *in situ*. **Journal of Neurogenetics**, doi: 10.1080/01677063.2018.1503260.

2. Ugur, B., Bao, H., Stawarski, M., Duraine, L.R., Zuo, Z., Lin, Y.Q., Neely, G.G., Macleod, G.T., Chapman, E.R., Bellen, H.J. (**2017**) The Krebs Cycle Enzyme Isocitrate Dehydrogenase 3A Couples Mitochondrial Metabolism to Synaptic Transmission. **Cell Reports**, 21: 3794-3806.

3. Rossano, A.J., Kato, A., Minard, K.I., Romero, M.F., Macleod G.T. (**2017**) Na^+/H+-exchange via the *Drosophila* vesicular glutamate transporter (DVGLUT) mediates activity-induced acid efflux from presynaptic terminals. **Journal of Physiology**, 595: 805-824.

4. Ivannikov M.V. & Macleod G.T. (**2017**). Examining mitochondrial function at synapses *in situ*. In, Yuriy M. Usachev & Stefan Strack (Eds.), **Neuromethods**: Techniques to investigate mitochondrial function in neurons. Springer Science + Business Media.

5. Gratz, S.J., Bruckner, J.J., Hernandez, R.X., Khateeb, K., Macleod, G.T., O'Connor-Giles, K.M. (**2017**) Calcium channel levels at single synapses predict release probability and are upregulated in homeostatic potentiation. **bioRxiv,** doi: https://doi.org/10.1101/240051

6. Lu, Z., Chouhan, A.K., Borycz, J.A., Lu, Z., Rossano, A.J., Brain, K.L., Zhou, Y., Meinertzhagen, I.A., Macleod, G.T. (**2016**) High-probability neurotransmitter release sites represent an energy-efficient design. **Current Biology**, 26: 2562-2571.

Current Research Funding
Title: The Impact of Synaptic Cleft pH Fluctuations on Short Term Synaptic Plasticity
Reference: NIH R56 NS103906, **Role:** PI (25% effort), **Date:** 02/01/2018-01/31/2019
Granting Agency: National Institute of Neurological Disorders and Stroke (NINDS)

Teaching
At **Florida Atlantic University** I am teaching the **Honors Cell Biology** course (PCB4102) at the Harriet L. Wilkes Honors College on the MacArthur campus at Jupiter in the spring semester. It is a 4 credit hour course involving 50 hours of lectures. I also mentor up to 5 undergraduate students each semester in my laboratory in **Honors Research in Biology** (BSC4915) and **Honors Thesis in Biology** (BSC4970).

Previously, at the **UTHSCSA**, I was involved in 5 courses either as a lecturer or a director, with over 20 contact hours per year as a lecturer and directing two courses with a total of 52 contact hours. I also directed the *Drosophila* Neurobiology summer course at the **Cold Spring Harbor Laboratory** (CSHL) with 160 contact hours: https://meetings.cshl.edu/courses.aspx?course=C-DROS&year=19

Most Recent Invited Talks (3 of 10 in last 5 years)
Neuronal bioenergetics: Coordinating mitochondrial number and function with the energy requirements of nerve terminals – Oct 2018. University of Pittsburgh School of Medicine. Host – Edwin Levitan

Neuronal bioenergetics: Coordinating mitochondrial number and function with the energy requirements of nerve terminals – Oct 2018. UTHSC - Houston, McGovern Medical School. Host – Kartik Venkatachalam

Alkalinization of the synaptic cleft during burst firing; a phenomenon that ameliorates frequency depression – Feb 2018. University of Miami, Miller School of Medicine. Host – Daniel Isom

BYRON R. McCANE

Professor of Ancient History, Language, and Religion
Harriet L. Wilkes Honors College
5353 Parkside Drive Jupiter, FL 33458
561-799-8818 (office) 864-580-3426 (mobile)
bmccane@fau.edu

EDUCATION

Ph.D.	Duke University, 1992.
Th.M.	Duke Divinity School, 1987.
B.A.	University of Illinois, 1976.

PREVIOUS APPOINTMENTS

Albert C. Outler Professor	Chair, Department of Religion Wofford College (2003-2016).
Associate Professor	Chair, Department of Religion Converse College (1995-2003).
Visiting Assistant Professor	Department of Religion Washington & Lee University (1993-1995).
Visiting Assistant Professor	Department of Religion Duke University (1992-1993)

ARCHAEOLOGICAL FIELDWORK

Co-Director, Horvat Kur Excavations (Kinneret), 2012 – present.

Field Supervisor, Sepphoris Acropolis Excavations (Lower Galilee), 2011.

Field Supervisor, Huqoq Excavation Project (Lower Galilee), 2011.

Field Supervisor, `ayn-Gharandal Expedition (Arava Valley, Jordan), 2010.

Field Supervisor, Khirbet Qana Expedition (Lower Galilee), 2008.

Area Supervisor, Yotvata Expedition (Arava Valley, Israel), 2004-2007.

Area Supervisor, Sepphoris Acropolis Excavations (Lower Galilee), 2000.

Area Supervisor, Khirbet Cana Expedition (Lower Galilee), 1999.

Area Supervisor, Sepphoris Regional Project (Lower Galilee), 1996-1997.

SELECTED PUBLICATIONS

"Units VIIa-VIId" in *Sepphoris III: Excavation, Stratigraphy, and Structures.* Eric M. Meyers and Carol L. Meyers, eds. (University Park, PA: Eisenbrauns, 2018), 292-328.

"Herodes und die materielle Alltagskultur im Judäa des 1. Jh." in *Herodes, König von Judäa: Baumeister, 'Kindermörder', Römerfreund*. J.K. Zangenberg, Hrsgbr. (Darmstadt: von Zabern, 2016), 31-46.

"Death and Burial, Hellenistic and Roman Period, Palestine" *The Oxford Encyclopedia of the Bible and Archaeology, Vol. 1*. D. Master, ed. (New York: Oxford, 2013), 262-270.

"Scholars Behaving Badly: Sensationalism and Archaeology in the Media" in *Archaeology, Bible, Politics, and the Media.* Eric & Carol Meyers, eds. (Winona Lake: Eisenbrauns, 2012), 103-114.

"Simply Irresistible: Augustus, Herod, and the Empire" *Journal of Biblical Literature* 127 (2008), 729-739.

"Rest in Peace or Roast in Hell: Funerary vs. Apocalyptic Portraits of Paradise" in *Zeichen aus Text und Stein: Studien auf dem Weg zu einer Archäologie des Neuen Testaments*. S. Alkier & J. Zangenberg, eds. (Frankfurt: Francke Verlag, 2004), 488-500.

Roll Back the Stone: Death and Burial in the World of Jesus (Harrisburg: Trinity, 2003).

K.L. Schmidt, *The Place of the Gospels in the General History of Literature*. English translation of *Die Stellung der Evangelien in der allgemeinen Literaturgeschichte*. Trans. by Byron R. McCane (Columbia, SC: University of South Carolina Press, 2002).

"Bones of Contention? Ossuaries and Reliquaries in Early Judaism and Christianity" *The Second Century* 8 (1991), 235-246.

"Let the Dead Bury Their Own Dead: Secondary Burial and Mt. 8:21-22" *Harvard Theological Review* 83 (1990), 31-43.

WORK IN PROGRESS

The Framework of the Story of Jesus. English translation of K.L. Schmidt's classic work of form critical scholarship, *Der Rahmen der Geschichte Jesu* (1919), with a critical introduction exploring the implications of Schmidt's analysis of oral tradition for current discussions of social memory.

More Than Once Upon a Time: Stories We Can't Stop Telling. A book for the general public, exploring the recurrence of biblical stories in popular culture, including the Good Samaritan, the Exodus narrative, Cain and Abel, the Prodigal Son, and the Apocalypse.

Dr. Warren Wm. McGovern, Ph. D.
106 Colony Way E. Harriet L. Wilkes Honors College Jupiter, FL 33458 Florida Atlantic University (561)-768-9664 (home) Jupiter, FL 33458 e-mail: warren.mcgovern@fau.edu (561) 799-8028 (office) http://home.fau.edu/wmcgove1/web/index.html Office: HC 101

RESEARCH & TEACHING EXPERIENCE

Associate Prof. of Math., Florida Atlantic University August 2012 - Present
H. L. Wilkes Honors College
Assistant Prof. of Math., Florida Atlantic University August 2010 - May 2012
H. L. Wilkes Honors College
Research Prof. of Math., Florida Atlantic University November 2010 - Present
Department of Mathematical Sciences

EDUCATION

Ph. D., Mathematics, University of Florida May 1998

THESIS and DISSERTATION STUDENTS

(1) I am currently the first reader of the thesis for students Maxwell Ksasell, Richard Krogman, William Parker. I was the first reader of each of their theses.
(2) Ms. Bettina Teng graduated in December of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
(3) Mr. Brian Evans graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
(4) Ms. Colleen Sanders graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
(5) Ms. Chastity Jhingree graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
(6) Ms. Rachel Rohan graduated in May of 2016 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
(7) Mr. Kurt Kepfer graduated in December of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
(8) Mr. Alden Sharp graduated in May of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
(9) Mr. Shan Raja graduated in May of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of his thesis.
(10) Ms. Jessica Garafola graduated in May of 2015 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
(11) Dr. Madhav Sharma graduated with a Ph.D. in Mathematics (August 2015) from Florida Atlantic University. I was the co-adviser with Dr. L. Klingler.
(12) Ms. Madeleine Lenke graduated in December of 2012 from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader of her thesis.
(13) Mr. Robert Lang graduated in May (2011) with a Bachelor of Liberal Arts from the H.L. Wilkes Honors College of Florida Atlantic University. I was the first reader for the thesis titled *The Minimum Rank Problem for Chordal Graphs*.

REFEREED PUBLICATIONS

See http://home.fau.edu/wmcgove1/web/Papers/pub.html for copies of the following list of articles.

(1) P. Bhattacharjee and W. Wm. McGovern, *Maximal d-subgroup and ultrafilters*, Rendiconti del Circolo Matematico di Palermo Series, to appear.
(2) L. Klingler and W. Wm. McGovern, *Pseudo-valuation rings and C*(X), J. Algebra, to appear.
(3) W. Wm. McGovern, The group ring ZpC_q and Ye's Theorem, J. Alg. Appl, to appear.
(4) P. Bhattacharjee and W. Wm. McGovern, *Lamron `-groups*, Quast. Math., **40** (2017), no. 1, 5761.

(5) J.J. Ma and W. Wm. McGovern, *Division closed partially ordered rings*, Alg. Univ., **78** (2017), no. 4, 515532.
(6) A.W. Hager and W. Wm. McGovern, *The projectable hull of an archimedean `-group with weak unit* , Categories and General Alg. Struct. Appl., **7** (2017), no. 1, 165179.
(7) R.N. Ball, A.W. Hager, D. Johnson, J. Madden, and W. Wm. McGovern, *The Yosida space of the vector lattice hull of an archimedean `-group with unit*, Houston J. of Math, 43 (2017), no. 3, 10191030.
(8) A.W. Hager and W. Wm. McGovern, *The Yosida representation of the projectable hull of an archimedean `-group with weak unit*, Quaest. Math. 40 (2017), no. 1, 5761.
(9) E. Ghashghaei and W. Wm. McGovern, *Fusible rings*, Comm. Alg., **45** (2017), no. 3, 11511165.
(10) W. Wm. McGovern and M. Sharma, *Gaussian properties of the rings R*(*X*) *and R* , Comm. Alg. **44** (2016), no. 4, 16361646.
(11) A. J. Diesl, T.J. Dorsey, W. Iberkleid, R. Lafuente-Rodriguez, W. Wm. McGovern, *Strongly clean triangular matrices over abelian rings*, J. Pure Appl. Algebra **219** (2015) 4889-4906.
(12) W. Wm. McGovern and R. Raphael, *Considering semi-clean rings of continuous functions*, Topology Appl. **190** (2015) 99-108.
(13) W. Wm. McGovern, S. Raja, and A. Sharp, *Commutative nil clean group rings*, J. Algebra and its Applications, **14** (2015).

GRANT PROPOSALS

(1) (Funded) FAU, Discovery through Distinction, 2013-2015
(2) (Funded) Florida Department of Education, "i-teach geometry", December 2011-2014.

Tracy John Mincer
Marine Microbiologist and Chemist
Department of Math and Sciences
Florida Atlantic University
Harriet L. Wilkes Honors College/Harbor Branch Oceanographic Institute

Tel: (772) 242-2429
email: tmincer@fau.edu

Education:
B.S. Chemistry/Biochemistry, University of California, San Diego. Spring, 1995
Ph.D. Oceanography, Scripps Institution of Oceanography, University of California, San Diego. Advisor, Professor William H. Fenical. Degree awarded Fall 2004

Professional Experience:
Staff Research Associate I/II, University of California San Diego, Department of Biology, Laboratory of Professor Donald R. Helinski. Spring 1995 – Fall 1998
Postdoctoral Associate/Lecturer, Massachusetts Institute of Technology. Advisor, Professor Edward F. DeLong. October, 2004 – March, 2008
Assistant/Associate Scientist, Woods Hole Oceanographic Institution, Department of Marine Chemistry and Geochemistry, June 01, 2008 – January 31, 2018
Assistant Professor Florida Atlantic University, Department of Math and Sciences
April 9, 2018 – Present

Selected Awards and Recognition:
Pre-doctoral Fellowship, Living Oceans Foundation: $ 25,000/year fellowship (Fall 2001 – Spring 2004) covering stipend and expenses, 36 months of support
Faculty of 1000, Biology, "Exceptional," "Must Read" or "Recommended" critical recognition for 4 peer-reviewed publications, indicated below

Professional Affiliations:
Association for the Sciences of Limnology and Oceanography (ASLO) 2012–present
American Society for Microbiology (ASM) 2014–present
American Chemical Society (ACS) 2016–present

Research Interests:
–Chemical ecology of microbes: chemical communication, host-microbiome interactions, and deterrence of grazing
–Applications of chemical ecology for drug-discovery and biotechnology
–Mining and bioengineering of natural microbial 'feedstocks' for development of therapeutic small molecules and enzymes

Patents Awarded:
1. "Marine actinomycete taxon for drug and fermentation product discovery." Inventors: **Mincer, T. J.**; Jensen, P. R. & Fenical, W. H. United States Patent number**:** 7,144,723 Issued**:** December 5, 2006
2. "Salinosporamides and methods for use thereof"Inventors: Feling, R. H., **Mincer, T. J.**; Jensen, P. R. & Fenical, W. H. United States Patent number: 7,176,233 Issued**:** February 13, 2007
3. "Methods and Compositions for Increasing Antibiotic Activity" Full-US Patent Filed, July 13, 2015. Inventors: **Mincer, T. J.**, Whalen, K. E.United States Patent number: US9820967B2 Issued**:** November 21**,** 2017

Patent Applications:
1. **Mincer, T. J.**, Whalen, K. E., LaPlante, K. L., Deering, R., & Rowley, D. C. "Small Molecule Growth Inhibitors of Microbial Pathogens" Filed, November 8, 2016. U.S. Provisional Patent Application No. 62/419,112

Academic Leadership:
Advisor/Consultant: World Business Council for Sustainable Development, Tire Industry Project for understanding fate of Tire Road Wear Particles • Invited Editor, Special Issue of Marine Drugs: "Antibacterial Marine Pharmacology"• Editorial Board Member- *Frontiers in Microbiology* • Ad Hoc Reviewer: National Science Foundation, Maryland Sea Grant, California Sea Grant • Panelist and Proposal

Reviewer for National Institutes of Health- International Cooperative Biodiversity Group program •
Reviewer: *Proceedings of the National Academy of Sciences, Applied and Environmental Microbiology, Aquatic Microbial Ecology, The ISME Journal, Environmental Microbiology, Environmental Microbiology Reports, Geomicrobiology Journal, Deep Sea Research, Limnology and Oceanography, Marine Pollution Bulletin, FEMS Microbial Letters, Journal of Chemical Ecology.*

Current and Recent Major External Research Support:

- American Chemistry Council, Mincer (Co-PI with 3 other collaborators) 08/01/17- 07/31/19
  Plastic Marine Debris Fragmentation, Density, and Deposition
  $150,000 (funded)
- NOAA, Marine Debris Program, Mincer (PI) 08/01/17-07/31/19
  Assessment of Plastic Marine Debris Export Mechanisms and Risk to Sea Scallop Fisheries of the Mid-Atlantic Bight
  $385,380 (funded)
- NIAID-NIH, R21 AI119311, Mincer (PI) 07/01/15-06/30/17
  Discovery and development of RND pump inhibitors from marine microbial sources
  $159,238
- Flatley Discovery Lab, Mincer (PI) 08/25/11-06/24/16
  Microbial Bioactive Natural Products from the Marine Environment
  $1,532,917
- Gordon and Betty Moore Foundation, Mincer (Co-PI with 4 other collaborators) 10/09/12-09/30/15
  Infochemical Control of Microbial Interactions and Nutrient Cycling in the North Atlantic
  $2,423,000
- OCE-1131415, National Science Foundation, Mincer (PI) 09/01/11-08/31/14
  Microbial Supply and Demand of Methanol in the Marine Euphotic Zone
  $493,910
- OCE-1155671, National Science Foundation, Mincer (PI) 03/01/12-02/28/15
  Microbial Interactions with Marine Plastic Debris: Diversity, Function and Fate
  $247,908

Peer-Reviewed Recent Publications:

*corresponding author; $^{+}$advisee in Mincer Laboratory

44. Zhao, S.$^{+}$; Ward, J. E.; Danley, M.; **Mincer, T. J.***, Field-Based Evidence for Microplastic in Marine Aggregates and Mussels: Implications for Trophic Transfer. Environ Sci Technol 2018, 52, (19), 11038-11048.DOI: 10.1021/acs.est.8b03467
43. Lamborg, C., **Mincer, T. J.**, Buchanan, W., Collins, C., Swarr, G., Ganguli, P., Whalen, K. E.$^{+}$, Bothner, M., and Valiela, I. "Mercury Speciation and Retention in a Salt Marsh Undergoing Long-term Fertilization" April 2018. *In Press* (August 2018): *Estuarine, Coastal and Shelf Science*
42. Lanctôt, C. M.; Al-Sid-Cheikh, M.; Catarino, A. I.; Cresswell, T.; Danis, B.; Karapanagioti, H. K.; **Mincer, T.**; Oberhansli, F.; Swarzenski, P.; Tolosa, I.; Metian, M., Application of nuclear techniques to environmental plastics research. J Environ Radioact 2018, 192, 368-375.

And 41 other publications…

Jon A. Moore

Mailing Address: Florida Atlantic University
Wilkes Honors College
5353 Parkside Drive
Jupiter, FL 33458

Phone: (561)799-8025
E-mail: jmoore@fau.edu

a. Professional Preparation

Univ. Arizona	Geosciences	B.S., 1983
Univ. Arizona	Ecology & Evolutionary Biology	B.S., 1983
Yale University	Biology	M.S., 1987
Yale University	Biology	Ph.D., 1993

b. Primary Appointments (*academic or professional appointments*)

2013-present, Professor of Biology, Wilkes Honors College, Florida Atlantic University
2005-2013, Associate Professor of Biology, Wilkes Honors College, Florida Atlantic University
2000-2005, Assistant Professor of Biology, Wilkes Honors College, Florida Atlantic University

1998-2000, NRC Post-doctoral Fellow, National Marine Fisheries Service, Woods Hole, MA.
1994-1997, Lecturer, Department of Ecology and Evolutionary Biology, Yale University

c. Other Appointments

Faculty member, Marine Science and Oceanography MS program at HBOI (since 2017)
Faculty member, Integrative Biology Ph.D. program at FAU Boca (since 2014)
Faculty member, Environmental Science MS program at FAU Davie (since 2008)
Curatorial Affiliate, Div. VZ, Yale Univ., Peabody Museum of Natural History (since 1994)

d. Publications (undergraduate students with *, grad students with **)

>65 peer-reviewed papers, books chapters, and books
>85 conference presentations

Cardenas, P. and J.A. Moore. 2017. First records of *Geodia* demosponges from the New England Seamounts, an opportunity to test the use of DNA mini-barcodes on museum specimens. Marine Biodiversity DOI 10.1007/s12526-017-0775-3

Moore, J.A., A.C. Hipps**, C. Reiland-Smith**, and L. Fremont*. 2017. *Leiocephalus carinatus* (Northern Curlytail Lizard). Gopher Tortoise burrow associate. Herp. Rev. 48(4): 848.

Dornburg, A, J. A. Moore, J. M. Beaulieu, R. Eytan, and T. J. Near. 2015. The impact of shifts in marine biodiversity hotspots on patterns of range evolution: evidence from the Holocentridae (squirrelfishes and soldierfishes). Evolution 69(1):146-161.

Moore, J. A. and A. Dornburg. 2014. Ingestion of fossil seashells, stones, and small mammal bones by gravid gopher tortoises (*Gopherus polyphemus*) in South Florida. Bull. Peabody Museum of Natural History. 55(1):55-63.

Near, T. J. R., I. Eytan, A. Dornburg, K. L. Kuhn, J. A. Moore, M. P. Davis, P. C. Wainwright, M. Friedman, and W. L. Smith. 2012. Resolution of ray-finned fish phylogeny and timing of diversification. Proceedings of the National Academy of Sciences 109(34):13698-13703.

Moore, J. A., M. Strattan*, and V. Szabo*. 2009. Evidence for year-round reproduction in a population of the gopher tortoise from southern Florida. Bulletin of Peabody Museum Natural History (Yale University) 50(2):387-392.

Dornburg, A., J. A. Moore, G. J. Watkins-Colwell. 2009. Distribution of freshwater fishes in Connecticut based on specimens in the Yale Peabody Museum and other collections. Bulletin of Peabody Museum of Natural History (Yale University) 50(2):347-379.

Meshaka, W. E., Jr., H. T. Smith, E. Golden, J. A. Moore, S. Fitchett, E. M. Cowan, R. M. Engeman, S. R. Sekscienski**, and H. L. Cress. 2007. Green iguanas (*Iguana iguana*): unintended consequence of sound wildlife management practices in a South Florida park. Herpetological Conservation and Biology 2(2):149-156.

Moore, J. A., P. J. Auster, D. Calini, K. Heinonen, K. Barber, and B. Hecker. 2008. The false boarfish, *Neocyttus helgae*, in the western North Atlantic. Bulletin of the Peabody Museum of Natural History (Yale University) 49(1):31-41.

Wetterer, J. K. and J. A. Moore. 2005. Fire ants on gopher tortoise burrows in southern Florida. Florida Entomologist 88(4):349-354.

Goethel*, C. A., H. T. Smith, and J. A. Moore. 2007. *Ophisaurus ventralis* (Eastern Glass Lizard). A review of road-kill mortalities and occurrence in Florida with notes on an unusual event. Journal of Kansas Herpetology 22:13.

Marti*, D, W. O'Brien, H. Smith, J. Moore, and S. Fitchett. 2005 Endangered species, prescribed fires, and public resistance in a Florida scrub community. Endangered Species Update 22(1):18-28.

Moore, J. A., K. E. Hartel, J. E. Craddock, and J. K. Galbraith. 2003. An annotated list of deepwater fishes from off New England, with new area records. Northeastern Naturalist 10(2):159-248.

Moore, J. A., M. Vecchione, K. E. Hartel, B. B. Collette, J. K. Galbraith, R. Gibbons, M. Turnipseed, M. Southworth, and E. Watkins. 2003. Biodiversity of Bear Seamount, New England seamount chain: results of exploratory trawling. Journal of Northwest Atlantic Fisheries Science 31:363-372.

e. Synergistic Activities

25 at-sea oceanographic research expeditions with NOAA & WHOI (327 days at sea)

18 years of gopher tortoise ecology research in southeastern Florida

9 years of manatee photoidentification at HBOI

f. Teaching Activities

Teach a wide array of biology courses (Marine Biology & Oceanography, Coral Reef Ecology, Biology of Fishes, Evolution, Animal Behavior, Conservation Biology, Marine Conservation, Vertebrate Zoology, History of Life) and an interdisciplinary biological illustration course (Audubon's Nature)

Supervised 92 completed honors theses and second reader on 39 other honors theses

Currently supervising 10 more honors theses

Supervised 8 completed MS thesis students, 2 non-thesis MS students, and served as committee member for 7 completed MS thesis students and 3 Ph.D. students

g. University Service

Typically serve on 2-3 College standing committees each year (Admissions and P&T this year)

Served on faculty search committees in 2017 (chair, biogeochemist for WHC/HBOI), 2013 & 2014 (fish nutritionist & fish ecologist for HBOI), 2013 (American literature for WHC)

Served on graduate admissions committee for Environmental Science MS Program since 2011

Curriculum Vitae

WAIRIMŨ NGARŨIYA NJAMBI
Harriet L. Wilkes Honors College
Florida Atlantic University
John D. MacArthur Campus
5353 Parkside Dr.
Jupiter, FL 33458
(561) 799-8016 (office)
wnjambi@fau.edu

Education

Ph.D. 2001. Virginia Polytechnic Institute and State University, Blacksburg, VA. Science and Technology Studies.

M.S. 1994. Virginia Polytechnic Institute and State University, Blacksburg, VA.
Major: Family and Child Development (Family Studies concentration).

B.S. 1991. Virginia Polytechnic Institute and State University, Blacksburg, VA.
Major: Family and Child Development (Human Services concentration)
Minor: Sociology
Magna Cum Laude, Graduated with Honors

Academic Appointments

Associate Professor. 2006-present. Wilkes Honors College. Florida Atlantic University.
Assistant Professor. 2000-2006. Wilkes Honors College. Florida Atlantic University.

Research Publications

Accepted Upon Revision. Wairimũ Ngarũiya Njambi. "What Sexuality? Whose Knowledge? Mapping 'Heterosexuality' and 'Homosexuality' Within Transnational Feminisms." Wo*men and Gender Studies*.

Revise and Resubmitted. Wairimũ Ngarũiya Njambi and William O'Brien. 'Hollywood's Urban Africa." *Social Dynamics: A Journal of African Studies* (special issue on Cinematics of African Cities, scheduled for publication in 2020).

Forthcoming. Wairimũ Ngarũiya Njambi and William O'Brien. "Hollywood's Africa: Lessons in Race, Gender, and Stereotype." *Review of Education, Pedagogy, and Cultural Studies Journal.*

2017. Wairimũ Ngarũiya Njambi and Chelsea Hube. "Hidden Dynamics of Gender and Technology in Reproductive Care." *FAU Undergraduate Research Journal*

2017. Wairimũ Ngarũiya Njambi and William O'Brien. "Making Tracks in Pursuit of the Wild: Technology and Resistance on a (Com)modified African Savanna. In *Tourism and Leisure Mobilities: Politics, Work and Play*, (eds) Jillian M. Rickly, Kevin Hannam, and Mary Mostafanezhad. 218-231. London: Routledge.

2012. O'Brien, William and Wairimũ Ngarũiya Njambi. "Marginal Voices in 'Wild' America: Race, Gender, Ethnicity, and 'Nature' in *The National Parks." Journal of American Culture* 35(1): 15-25.

2009. Murray, Samantha, Wairimũ Ngarũiya Njambi, and Nikki Sullivan. Special Issue Co-guest editors, "Genital Modification." *Australian Feminist Studies*, 24(60), June 2009.

2009. Murray, Samantha, Wairimu Ngarũiya Njambi, and Nikki Sullivan. "Introduction: Genital Modification." *Australian Feminist Studies*, 24(60): 147-148.

2009. Njambi, Wairimũ Ngarũiya. "'One Vagina To Go:' Eve Ensler's Universal Vagina and Its Implications for African Women." *Australian Feminist Studies*, 24(60): 167-180.

2008. Njambi, Wairimũ Ngarũiya. "Rescuing African Women and Girls From Female Genital Practices: A Benevolent and Civilizing Mission." In *Burden or Benefit? Imperial Legacies of Benevolence*, (eds.), Helen Gilbert and Chris Tiffin. Indiana University Press.

2007. Njambi, Wairimũ Ngarũiya. "*Irua Ria Atumia* and Anti-Colonial Struggles Among the Gĩkũyũ of Kenya: A Counternarrative on 'Female Genital Mutilation.'" *Critical Sociology*, 33(4): 689-708.

2005. Beoku-Betts, Josephine and Wairimũ Ngarũiya Njambi. "African Feminist Scholars in Women's Studies: Negotiating Spaces of Dislocation and Transformation in the Study of Women."

Meridians: Feminism, Race, Transnationalism, 6(1): 113-132.

2004. Njambi, Wairimũ Ngarũiya. Dualisms and Female Bodies in Representations of African Female Circumcision: A Feminist Critique. *Feminist Theory*, 5(3): 281-303.

2004. Njambi, Wairimũ Ngarũiya. A reply: A Discourse in Transition: Extending Feminist Dialogues on Female Circumcision. *Feminist Theory*, 5(3): 325-328.

2004. Ampofo, Akosua Adomako, Josephine Beoku-Betts, Wairimũ Ngarũiya Njambi, and Mary Osirim. Women's and Gender Studies in English Speaking Sub-Saharan Africa: A Review of Research in the Social Sciences. *Gender & Society* 18(6): 685-714.

2004. Njambi, Wairimũ Ngarũiya, and Melissa Sprenkle. Rethinking Masculinized Tools: Machetes, Women's Work, and Suburban Yard Maintenance. *National Women's Studies Association* (*NWSA*) *Journal* 16(2): 121-137.

2000. Njambi, Wairimũ Ngarũiya, and William E. O'Brien. "Revisiting 'Woman-Woman Marriage': Notes on Gĩkũyũ Women." *NWSA Journal* 12(1): 1-23.

Awards and Honors

- 2018. NCAA for Exceptional Teaching Award
- 2015. NCAA for Exceptional Faculty Award
- 2014. University Award for Excellence and Innovation in Undergraduate Advising
- 2011. University Award for Excellence in Undergraduate Teaching
- 2006 University Award for Excellence in Undergraduate Teaching
- 2005 MAC Award for Club Advisor of the Year (Feminist Student Union)
- 2005 MAC Award for Club of the Year (Feminist Student Union)
- 2004 MAC Exceptional Faculty Award
- 2003 Who's Who Among America's Teachers

Language Proficiency

English –fluency; Gĩkũyũ –fluency (mother tongue); Kiswahili –fluency

Kanybek Nur-tegin, Ph.D.
Contact: knurtegi@fau.edu
Wilkes Honors College, Florida Atlantic University
5353 Parkside Drive, Jupiter, FL 33458

Academic Positions

Florida Atlantic University (Wilkes Honors College)
Associate Professor of Economics, May 2013 – present
Assistant Professor of Economics, August 2007 – May 2013

West Virginia University, Bureau of Business and Economic Research
Visiting Research Assistant Professor of Economics, August 2006 – May 2007

Education

Ph.D. in Economics
University of Nebraska-Lincoln
August 2001 – August 2006

Selected Refereed *Kyklos:* Works

"Entrenched Autocracy or New Democracy: Which Is Better for Business?" *International Review for Social Sciences*; 67:3 (2014), pp. 398-419.

"Bribing Behavior by Firm Attributes: A Cross-Country Analysis." *International Journal of Public Policy*, Special Issue on Public Policies and Agent Behavior, 9:3 (2013), pp. 231-244. (With Tanya Sahin)

"Government Positions for Sale: A Model of Grand Corruption." *Business and Politics*, 14:2 (2012), pp. 1-25. (With Hans Czap)

"Corruption: Democracy, Autocracy, and Political Stability." *Economic Analysis and Policy*, 42:1 (2012), pp. 51-66. (With Hans Czap)

"Big Bang vs. Gradualism – A Productivity Analysis." *EuroEconomica*, 29:4 (2011), pp. 38-56. (With Hans Czap)

"Survey of Forensic Service Providers." *Forensic Science Policy and Management: An International Journal*, 1:1 (2009), pp. 49-56. (With Tom Witt and Randall Childs)

"Determinants of Business Tax Compliance." *The B.E. Journal of Economic Analysis and Policy*, 8:1 (2008), 25 pages.

"Do Transition Economies and Developing Countries Have Similar Destinies?" *Atlantic Economic Journal*, 35:3 (2007), pp. 327-342.

"A Case for Lowering Maryland's Corporate Income Tax." A policy paper for the Maryland Public Policy Institute, 23 pages, Nov. 2015. (with Pavel Yakovlev)

Selected Awards and Scholarships

Scholarship from the **President of Kyrgyzstan**, *August 1997 – December 1999*

- Full funding for 2½ years (tuition, room and board, travel, insurance, and monthly stipend) to complete college education in the United States
- **Very competitive**: 3-stage selection process; only 9 finalist chosen in 1997 from a pool of ~6,500 applicants

McConnell Outstanding Graduate Student Research Prize, Department of Economics, University of Nebraska-Lincoln
2005-2006 and 2004-2005 Academic Years

Award for Excellence in Teaching by a Graduate Student, Department of Economics, University of Nebraska-Lincoln, *2004-2005 and 2003-2004 Academic Years*

Graduate Student Paper Award, 2nd place, 2005 Missouri Valley Economic Association, *October 2005*, Kansas City, MO.

Courses Taught

Wilkes Honors College, Florida Atlantic University, Jupiter, FL

- Health Economics (team-taught with a philosopher)
- Behavioral Economics (team-taught with a psychologist)
- Writing in Social Sciences
- Econometrics: Applied Regression Analysis
- Econometrics II: Applied Regression Analysis (advanced topics)
- Economics and History of the Soviet Union (team-taught with a historian)
- International Economic Development
- Principles of Macroeconomics
- Principles of Microeconomics
- Intermediate Macroeconomics
- Intermediate Microeconomics
- Applied Social Sciences Research Methods Seminar (team-taught)
- Industrial Organization and Game Theory
- Environmental Economics
- Arts and Economics (team-taught with an art professor)
- Directed Independent Studies in various economics subdisciplines

University of Nebraska-Lincoln, Lincoln, NE

- Intermediate Microeconomics
- Intermediate Macroeconomics
- Business Statistics
- Principles of Microeconomics
- Principles of Macroeconomics

High School #11, Bishkek, Kyrgyzstan

- Introduction to Management, during the entire 1996-1997 academic year as part of a Students in Free Enterprise (SIFE) project during my Junior year in college

Languages

Fluent in English
Native speaker of Russian and Kyrgyz (related to Turkish) Beginning
French

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wobrien@fau.edu

EDUCATION

Ph.D. Virginia Polytechnic Institute and State University. Environmental Design and Planning. 1997.
M.S. Virginia Polytechnic Institute and State University. Geography. 1991.
B.S. Radford University. Major: Geography. 1985.
• Certificate in Geographic Information Systems (GIS). Pennsylvania State University World Campus, College of Earth and Mineral Sciences, Department of Geography. 2005.

ACADEMIC EMPLOYMENT

2017-present. Chair of Humanities and Social Sciences, Wilkes Honors College, FAU.
2016-present. *Professor of Environmental Studies*, Wilkes Honors College, FAU.
2007-2016. *Associate Professor of Environmental Studies*, Wilkes Honors College, FAU.
2009-2011. *Chair of Humanities and Social Sciences*, Wilkes Honors College, FAU.
2001-2007. *Assistant Professor of Environmental Studies*, Wilkes Honors College, FAU.
2000-01. *Visiting Assistant Professor of Environmental Studies*, Wilkes Honors College, FAU.
1997-2000. *Assistant Professor*, Department of Geography, Radford University.

MOST RECENT PUBLISHED SCHOLARSHIP

Book

2016. *Landscapes of Exclusion: State Parks and Jim Crow in the American South*. Designing the American Park Series. Amherst: University of Massachusetts Press with the Library of American Landscape History.

Articles and Chapters

Forthcoming 2019. State Parks. In *World of Jim Crow: A Daily Life Encyclopedia*. Ed. Steven A. Reich, Santa Barbara: Greenwood Press.

Forthcoming 2018. Hollywood's Africa: Lessons in Race, Gender, and Stereotype. *Review of Education, Pedagogy, and Cultural Studies*. (Wairimũ Ngarũiya Njambi and William E. O'Brien).

Forthcoming 2018. Race and Parks: Roundtable Discussion. *VIEW*, No. 18, Summer 2018 (William E. O'Brien, Wairimũ Njambi, Audrey Peterman, and Carolyn Finney)

2018. Racialized Assemblages and State Park Design in the Jim Crow South. In eds. Yolonda Youngs and Geoffrey Buckley, *The American Environment Revisited: Environmental Historical Geographies of the United States*, 101-120. New York: Rowman & Littlefield Publishers.

2017. Making Tracks in Pursuit of the Wild: Mobilising Nature and Tourism on a (Com)modified African Savannah. In *Tourism and Leisure Mobilities: Politics, Work, and Play.* Eds. Jillian M. Rickly, Kevin Hannam, and Mary Mostafanezhad, 218-231. London: Routledge. (William E. O'Brien and Wairimũ Ngarũiya Njambi).

2015. Landscapes of Exclusion: State Parks and Jim Crow in the South. *VIEW,* No. 15, Summer 2015: pages 2-7.

AWARDS AND HONORS

Awards for Scholarship

John Brinckerhoff Jackson Book Prize, 2017, Foundation for Landscape Studies.
Leadership in History Award of Merit, 2017. American Association for State and Local History.
Sabbatical. Fall 2008. To conduct research and writing on the topic, Jim Crow and State Parks in the American South.

FAU Awards for Teaching and Advising

Jupiter Advisor of the Year 2015.
University Award for Excellence and Innovation in Undergraduate Teaching 2014.
University Award for Excellence and Innovation in Undergraduate Advising 2011.
Club Advisor of the Year Award 2008.
University Award for Excellence and Innovation in Undergraduate Teaching 2005.
Exceptional Faculty Award 2003.

Awards for University and Community Service

Certificate of Appreciation for Outstanding Contribution to the Friends of MacArthur Beach State Park, 2009-2015.
Making Waves @ FAU. Selected to appear on a poster displayed on the FAU MacArthur Campus. 2013 to present
Division of Student Affairs Special Recognition Award 2011. FAU Division of Student Affairs.
Certificate of Appreciation for Ongoing Support of the Robert J. Huckshorn Arboretum 2011. FAU MacArthur Campus.
Certificate of Appreciation for Service to the Campus Environment. Huckshorn Arboretum. FAU MacArthur Campus, 2008.

Other Honors

Friends of MacArthur Beach State Park Board of Directors (member), 2009-2015; 2017-present.

ANNINA RUEST
www.anninaruest.com / aruest@fau.edu

EDUCATION

Massachusetts Institute of Technology
Master of Science in Media Arts and Sciences; September 2008 University of California San Diego
Master of Fine Arts in Visual Art; August 2006
Zürich University of the Arts, Zürich, Switzerland
Diploma Designer of Visual Communications with New Media Emphasis; June 2003

EMPLOYMENT

Florida Atlantic University, Jupiter, FL (August 2017 - present)
Assistant Professor of Art, Wilkes Honors College
Syracuse University, Syracuse, NY (August 2009 - August2017)
Associate Professor (with tenure) & Program Coordinator, Computer Art Program, Department of Transmedia
University of California San Diego, La Jolla, CA (September 2008 - April 2009)
Visiting Lecturer

EXHIBITIONS / PERFORMANCES since 2014

2018 The Situation Room, Los Angeles
The Wrong Biennale, The Right to Re- (as LAN), Digital Research Center, UC Santa Cruz.
2017 Hacking/Modding/Remixing as Feminist Protest, Miller Gallery (Carnegie Mellon University), Pittsburgh
Biennial Faculty Art Exhbition, Schmidt Center Gallery, Boca Raton
2015 LACMA Art + Tech Lab, Los Angeles County Museum of Art, Los Angeles, CA
Critical Make, Haus der Elektronischen Künste, Basel, Switzerland
2014 Conceal/Reveal, Syracuse University Art Galleries, Syracuse, NY

GRANTS AND AWARDS since 2014

2017 NYSCA Electronic Media & Film Finishing Funds
2014 LACMA (Los Angeles County Museum of Art) ART+TECHNOLOGY Lab
Migros Kulturprozent Werkbeitrag, Zürich Switzerland

TALKS AND PRESENTATIONS since 2014

2018 College Art Conference, Los Angeles
2017 Studio for Creative Inquiry, Carnegie Mellon University, Pittsburgh

Center for Arts and Entertainment Technologies, University of Texas, Austin.
2015 Selfies, Sousveillance, and Participatory Counter-Surveillance, Los Angeles County Museum of Art, Los Angeles, CA
ISEA 2015, Vancouver
Data as Feminist Protest, Los Angeles County Museum of Art, Los Angeles, CA

Feminist Data Collect-a-thon, Workshop, Los Angeles County Museum of Art, Los Angeles, CA

PUBLICATIONS since 2014

2017 A Piece of the Pie Chart, *Disobedient Electronics*
A Piece of the Pie Chart at the LACMA Art+Tech Lab, *Feminism and Museums: Intervention, Disruption, Change,* MuseumsEtc

2015 Participatory (Counter-) Surveillance and the Internet
ISEA 2015, Vancouver

2014 Data as Feminist Protest, LACMA Unframed Blog, July 07, http://unframed.lacma.org//2014/07/10/data-as-feminist-protest/
A Piece of the Pie Chart: Feminist Robotics, Leonardo, Vol. 47, No. 4, p. 372-379, 2014

SELECT REVIEWS 2014-2018

Work has been reviewed in publications including

2018 "Motherhood and Materiality: Artists Consider Their Altered, Cluttered Surroundings. KCET Television Artbound Blog. https://www.kcet.org/shows/artbound/motherhood-and-materiality-artists-consider-their-altered-cluttered-surroundings

2017 "Art and tech coalesce in new intersectional feminism exhibition", Pittsburgh Post-Gazette. http://www.post-gazette.com/ae/art-architecture/2017/02/16/Tech-and-art-coalesce-in-CMU-Miller-Gallery-s-intersectional-feminist-exhibition/stories/201702160003

2016 Augmented Realities. Digital Art in the Public Sphere by Christiane Paul in "A Companion to Public Art". Wiley

2015 "These Pie Charts Show the Gender Disparity at Twitter and Google — on Real Pies", LA Weekly, www.laweekly.com/arts/these-pie-charts-show-the-gender-disparity-at-twitter-and-google-on-real-pies-5495257
"Annina Rüst and Micol Hebron: A Piece of the Pie Chart", LA Weekly. http://www.laweekly.com/event/annina-rust-and-micol-hebron-a-piece-of-the-pie-chart-5463462

2014 "Los Angeles Museum Grants to Promote Art and Technology" New York Times Artsbeat Blog. http://artsbeat.blogs.nytimes.com/2014/04/09/los-angeles-museum-grants-to-promote-art-and-technology

_____ "Badass Feminist Robot Puts Pie Charts On Actual Pies", – Huffington Post, http://www.huffingtonpost.com/2014/08/08/annina-rust-_n_5659770.html

A Robot That Puts Pie Charts Onto Actual Pies, Vice – The Creators Project
By Tanja M. Laden, August 6, 2014, http://thecreatorsproject.vice.com/blog/a-robot-that-puts-pie-charts-onto-actual-pies

APRIL LYNN SCHIMMEL

Harriet L. Wilkes Honors College
Florida Atlantic University
5353 Parkside Drive
Jupiter, FL 33458
(561)799-8677
amistrik@fau.edu

EDUCATION:

1997 - 2002 Florida Atlantic University, Boca Raton, Florida
M.S. in Biology

1993 - 1996 University of Pittsburgh, Johnstown, Pennsylvania
B.S. in Biology

TEACHING & PROFESSIONAL EXPERIENCE:

March 2016 – Present
Director Academic Support Services, Biology
Harriet L. Wilkes Honors College
Florida Atlantic University
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab, Honors Biodiversity Lab, and Careers in Science Course
Biology Laboratory Coordination: Lab Coordinator, Assistant, and Associate Director Duties plus: Academic Advising and Supervising Graduate Teaching Assistant

August 2002 – Present
Adjunct Instructor
Harriet L. Wilkes Honors College
Florida Atlantic University
Courses taught: Honors Anatomy & Physiology Lab, and overload courses of Honors Biological Principles, Honors Biodiversity Labs, Microbiology Labs, Morphology & Function Labs

August 2011 – March 2016
Associate Director Academic Support Services, Biology
Harriet L. Wilkes Honors College
Florida Atlantic University
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab and Honors Biodiversity Lab
Biology Laboratory Coordination: Lab Coordinator and Assistant Director Duties plus: Primary Science Safety Officer, Multi-use Science Building Supervisor, Internship Advisor, Grant Manager for all Biology grants

November 2004 – August 2011
Assistant Director Academic Support Services, Biology
Harriet L. Wilkes Honors College
Florida Atlantic University
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab and Honors Biodiversity Lab

Biology Laboratory Coordination: Lab Coordinator duties plus: Member of Campus Emergency Management Team, HC Building Supervisor, Develop COOP plan, Some grant management

July 1999 – November 2004

Coordinator Academic Support Services, Biology
Harriet L. Wilkes Honors College
Florida Atlantic University
Courses taught: Honors Life Science Lab, Honors Biological Principles Lab and Honors Biodiversity Lab
Biology Laboratory Coordination: Set up a new College Biology/Chemistry Lab, order equipment and supplies, develop lab courses, prepare laboratories for entire Biology department, serve as Safety Officer, account management, equipment maintenance, supervise student workers, assists student thesis research, trained in and responsible for Laboratory Safety & Hazardous Waste Disposal

July 2007

Instructor
Harriet L. Wilkes Honors College Honors Summer Institute
Course taught "Biology Laboratory: Biology, Genetics, Biotechnology, and CSI"

RESEARCH EXPERIENCE:

August 1997 – August 2002

Graduate Student
Florida Atlantic University
"Electromagnetic Fields: Their Effects on the Expression of Yeast Genes" – Exposed yeast to EMFs at 60Hz & 900MHz and then examined the genetic differences and the differential gene expressions between yeast grown under normal circumstances to those grown in the EMFs.
PI: David Binninger, PhD

August 1997 - May 1999

Graduate Student Volunteer
Florida Atlantic University
"U.S.S. Conotoxin" Project - Dissected cone snails for the Chemistry Department and extracted raw venom from the specimens for analysis.
P.I.: Frank Mari, PhD

PUBLICATIONS:

"Laboratory Manual for Biology: BSC1011L" (Including a Photographic Atlas), April L. Mistrik, McGraw-Hill Companies, Inc., December 2000, 314pgs.

"Laboratory Manual for Biology: BSC1010L", April L. Mistrik, McGraw-Hill Companies, Inc., August 2000, 138 pgs.

"Laboratory Manual for Biology: BSC1011L", April L. Mistrik, McGraw-Hill Companies, Inc., December 1999, 278pgs.

"Laboratory Manual for Biology", April L. Mistrik, McGraw-Hill Companies, Inc., August 1999, 136pgs.

Eugene T. Smith
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Florida Atlantic University Wilkes Honors College

5353 Parkside Drive

Education

UW-Madison, Food Science	B.A., 1983
UW-Milwaukee, Chemistry	Ph.D., 1991
University of Georgia, Biochemistry	Post Doc, 1991-1993

Appointments

2009-2011, Professor, Wilkes Honors College, FAU, Jupiter, FL
2003-2009, Associate Professor, Wilkes Honors College, FAU, Jupiter, FL
2002-2003, Visiting Professor, Eckerd College, Tampa, FL
1998-2002, Assistant Professor, Hamline University, St. Paul, MN
1993-1998, Assistant Professor, Florida Tech, Melbourne, FL
1983-1986, Quality Control Supervisor, Hawthorn Mellody Farms Dairy, Whitewater, WI

Selected publications from past 5 years

63 Refereed Publications, 15 Educational, 30 Undergraduate co-authors (names in italics)
22 International, 24 National, and 59 Regional presentations
92 Undergraduate coauthors on presentations

54. E.T. Smith. Examination of n = 2 reaction mechanisms that reproduce pH-dependent reduction potentials. *Anal. Chim. Acta*, **572**, 259-264 (2006).
55. M.E. Rupright and E.T. Smith**.** Processing Noisy Signals-A Computer Laboratory Exercise. *Chem. Ed*., **11**, 1-4 (2006).
56. *L. J. Owens* and E.T. Smith. Construction of an Inexpensive Portable Fume Hood Suitable for Small Classroom Demonstrations. *Chem. Ed*., **12**, 266-268, 2007.
57. *G.T. Whitaker*, E.A. Belogay, and E.T. Smith. Spectroelectrochemical Determination of the Redox Potential of Cytochrome c via Multiple Regression. *Chem. Ed*., **12**, 392-395 (2007).
58. E.R. Malinowski, M. Barber, *G. Whitaker*, and E.T. Smith. Factor analysis of spectroelectrochemical reduction of FAD reveals pK_a of the reduced state and reduction pathway. *Chemometrics*, **21**, 520-528 (2007).
62. **Eugene T. Smith**,***** Eugene A. Belogay, and Terje Hõim. Using Multiple Linear Regression to Analyze Mixtures: An Excel Spreadsheet Exercise for Undergraduates. *Chem. Ed.*, **15**, 103-107 (2010)

Teaching Support

Six grants (two internal (PI, 3.5K), four external (PI, 65K))
Hewlett Packard Equipment Grant (PI, 38K, 1997)
NSF-STEM (co-PI, $500K/2007-2012)

Research Support

Eight research grants (two NIH, AREA (PI, 75K), R-01 (co-PI, 930K), two ACS-PRF (PI, 50K), two FSEC (PI, 33K), internal FAU (PI, 10K)

Dr. Gavin Sourgen

Education

2009 – 2013: **DPhil in English Literature, Balliol College,**
UNIVERSITY OF OXFORD.

2007: **MLitt in British Romantic Literature** (with Distinction)
UNIVERSITY OF ST ANDREWS.

2002 – 2005: **BA (Hons) in English and History** (*Cum Laude*)
UNIVERSITY OF THE WITWATERSRAND

Employment & Teaching

2015 – present:
Harriet Wilkes Honors College, Florida Atlantic University
Assistant Professor in British Literature (Visiting until May 2017)

ENL2022: British Literature since 1798
ENL4930: Race, Empire, and the 'Science of Man' in the Long Eighteenth Century
LIT 2030: Introduction to Poetry
HUM2020: Introduction to the Humanities
ENL4930: Irony and Satire
IDS3932: On Form and Beauty: Aesthetics from Plato to the Present
ENC1101: Introduction to College Writing
IDS 3932: Pilgrimage and Quest Literature

2014-2015: **Florida International University**
Adjunct Professor in English
ENG2012: Approaches to Literature

2012 – 2014: **St Catherine's College, Oxford University**
Tutor in English
Literature in English 1760–1900
Special Topics (British Romanticism, Poetic Form)
Special Authors (Byron, Pope, Browning)

2011 – 2013 **Magdalen College School**
Waynflete Intern in English and Sports
A-Level English Teacher, Oxbridge Prep

2008 – 2009: **English Department, School of Literature and Language Studies, University of the Witwatersrand, Johannesburg**
Associate Lecturer (full time)
ENG 1070: Renaissance Poetry
ENG 1030: Introduction to Literary Studies
ENG 3011: Victorian Poetics: Browning, Tennyson, Rossetti, Arnold
ENG 3014: Special Topics: The Romantic Hero

Publications and Works in Progress:

In preparation:
‘“The deepest deep of Nature”: Burke, Carlyle, and the Ecological Body Politic.’ (*Nineteenth-Century Literature*)
‘“Contours of Authority”: The Politics of Romantic Spenserianism’ for *Romanticism* (in advanced preparation)
A Long Review of the Review: Proposal submitted to Oxford University Press
Submitted:
Byron’s Form Consciousness, book manuscript for Oxford University Press (by invitation).
‘*Don Juan* and Poetic Indifference.’ *Studies in Romanticism* (under review)
Published:
‘An Organic-Dialectic: Coleridge and the Ode Form’ *The Coleridge Bulletin* New Series (forthcoming summer 2019)
‘*The Revolt of Islam* and the Politics of Form’ in *The Politics of Romanticism*. ed. Pascal Fischer and Christoph Houswitschka. Trier: WVT. (forthcoming, Autumn 2018)
‘A Volatile Unity: Starling Murmurations and Romantic Form in Coleridge and Turner’ in *Mocking Bird Technologies: the Poetics of Parroting, Mimicry, and Other Starling Tropes*. ed. Christopher GoGwilt and Melanie Holm. Fordham University Press (winter 2017)
‘“In a Manner that is My Aversion”: Byron’s Objections to Romantic Blank Verse.’ *The Byron Journal* (spring 2016)
‘Coleridge’s Ambitious Abjection.’ *The Coleridge Bulletin* New Series (summer 2014)
Essay-length review of Brian R. Bates, *Wordsworth's Poetic Collections, Supplementary Writing and Parodic Reception*. *Romanticism* (spring 2014)
‘Distance and Desire in *Don Juan*.’ *Byron and Women* [*and men*], (Cambridge Scholars Press, 2011.)
‘Sportless Art and Artless Sport.’ *Sport versus Art: A South African Contest*, (Witwatersrand University Press, 2010)

Timothy J. Steigenga
Professor, Political Science
Associate Dean of Campus and Community Engagement
Wilkes Honors College of Florida Atlantic University
tsteigen@fau.edu
https://www.timsteigenga.com/links.html

EDUCATION:

Ph.D. **University of North Carolina at Chapel Hill, May 1996** Major: Comparative Politics, Minors: International Relations and Political Theory
M.A. **University of North Carolina at Chapel Hill, May 1991** Thesis: "Protestantism, the State, and Society in Guatemala"
B.A. **Calvin College, May 1987** Major: Political Science

ACADEMIC APPOINTMENTS

2017-present **Associate Dean of Campus and Community Engagement** Wilkes Honors College of FAU
2016-present **Wilkes Honors College Professor of Community Engagement**
2012-present **Co-director, Kenan Social Engagement Program**
2011-2017 **Chair of Social Sciences and Humanities** Wilkes Honors College of FAU
2010-2011 **Public Policy Scholar**, Woodrow Wilson Center for Scholars
2009-present **Professor,** Political Science, Wilkes Honors College of FAU
2003-2009 **Associate Professor,** Political Science, Wilkes Honors College of FAU
2006 **Fulbright Lecturer/Visiting Scholar, Latin American Social Science Faculty Masters Program (FLACSO)**, Guatemala City, Guatemala.
1999-2003 **Assistant Professor, Political Science,** one of 16 founding faculty members at the Wilkes Honors College of Florida Atlantic University. We collectively designed the curriculum, bylaws, promotion and tenure guidelines, and hired our future colleagues.
1998-1999 **Visiting Assistant Professor**, Department of Political Science, **Davidson College**.
1997-1998 **Visiting Assistant Professor,** Government Department, **Colby College**.
1995-1997 **Title VI Visiting Assistant Professor,** Department of Political Science, **University of Massachusetts and the University of Connecticut.**

RECENT REFEREED PUBLICATIONS

Books:

2013 ***Against the Tide: Immigrants, Day Laborers, and Community in Jupiter, Florida*** co-authored with Sandra Lazo de la Vega, University of Wisconsin Press (2013), 189 pp.
2011 ***Living Illegal: The Human Face of Unauthorized Immigration*** co-authored with Marie Friedman Marquardt, Philip Williams, and Manuel Vásquez, The New Press (2011), 328 pp. (paperback version with epilogue published Spring 2013), 342 pp.
2009 ***A Place to Be: Brazilian, Guatemalan, and Mexican Immigrants in Florida's New Destinations*** edited with Philip J. Williams and Manuel Vásquez, Rutgers University Press (2009), 288 pp.

Book Chapters

2016 "Indigenous Peoples: Religious Change and Political Awakening" co-authored with Sandra Lazo de la Vega in Virginia Garrard Burnett and Paul Freston eds. *The Cambridge History of Religion in Latin America*, (Cambridge University Press) pp 559 – 590.
2014 "Political Science and Religious Conversion" in Luis Rambo and Charles Farhadian eds. *Oxford Handbook of Religious Conversion* (Oxford University Press) pp. 401-429.
2013 Epilogue, *Living "Illegal": The Human Face of Unauthorized Immigration* co-authored with Marie Friedman Marquardt, Philip Williams, and Manuel Vásquez, pp. 284-298.

2011 "Guatemalans in the United States" co-authored with Sandra Lazo de la Vega in Ronald *Bayor Multicultural America: An Encyclopedia of the Newest Americans* (Greenwood Press/ABC-CLIO, 2011) 799-843.

Journal Articles

2017 "En Dios Confiamos": Politics, Populism, and Protestantism in Daniel Ortega's Nicaragua" Steigenga, T., Coleman, K.M. & Marenco, E. **International Journal of Latin American Religion** (2017) 1: 116-133.

2014 "Pentecostalization, Politics, and Religious Change in Guatemala: New Approaches to Old Questions" Lead article in ***PentecostoStudies,*** Volume 13.1 (2014); 9-34.

2013 "Facing Immigration Fears: A Constructive Local Approach to Day Labor, Community, and Immigration" co-authored with Sandra Lazo de Vega, ***Journal for Migration and Human Security*** Volume 1 Number 1 (2013): 1-16.

2012 "*El Chisme* across Borders: The Impact of Gossip in a Guatemalan Transnational Community." Co-authored with Jocelyn Skolnik and Sandra Lazo de la Vega. ***Migraciones Internacionales*** 6 (3 January-June, 2012) 9-38.

2010 "Religious Conversion in the Americas: Meanings, Methods, and Measures" ***International Bulletin of Missionary Research*** 34:2 (April, 2010) 77-82.

2008 "El transnacionalismo y la movilización colectiva de la comunidad Maya en Júpiter: ambigüedades en la identidad transnacional y la religión vivida" with Irene Palma and Carol Girón in ***Migraciones Internacionales*** 4 (4, July-December, 2008) 37-71.

RECENT CONTRACTS, GRANTS, AWARDS, AND HONORS

2016 **Named Professor of Community Engagement - $250,000** gift over 5 years for a named professorship and scholarship program.

2012-2015 **Co-Principal Investigator on Ford Foundation Grant - $200,000:** Grant to initiate a program for Immigration, Religion, and Social Change (PIRSC) at the University of Florida to benefit immigrant communities in the U.S. South.

2010 **University Award for Excellence in Undergraduate Advising:** Each year, three faculty members or professional advisors from across the University's nine colleges are selected for this award.

2016 Worked with dean and development officer to procure a **$500,000 endowment** for the **Kenan Social Engagement Program**.

2010- 2011 **Fellowship at the Woodrow Wilson International Center for Scholars:** Served as a public policy fellow at the Wilson center during the summers of 2010 and 2011.

2008 **Researcher of the Year Award** (Associate Professor, Scholarly and Creative): Each year the University Research Committee selects one faculty member at each rank to be recognized by the University for their outstanding scholarly and creative contributions.

2007-2009 **Co-Principal Investigator of Ford Foundation Grant - $450,000:** "Latin American Immigrants in the New South: Religion and the Politics of Encounter."

2005-2006 **Fulbright Lecturing/Research Award in Guatemala - $33,900:** Selected in the open field competition for a Fulbright award.

2005-2006 **Co-Principal Investigator Ford Foundation Grant - $150,000:** "Planning Year Proposal for Latino Immigrants in the New South."

2005 **Presidential Leadership Award**: Annual, university-wide search to honor one faculty member for rendering "services of an extraordinary nature to the University and/or the greater community."

2002-2005 **Co-Principal Investigator of Ford Foundation Grant - $550,000:** "Latino Immigrants in Florida: Lived Religion, Space, and Power."

CHRISTOPHER B. STRAIN

Professor of History & American Studies
Co-Director, Kenan Social Engagement Program
Harriet L. Wilkes Honors College
Florida Atlantic University

CURRENT POSITION

Harriet L. Wilkes Honors College, Florida Atlantic University: *Professor, Associate Professor* and *Assistant Professor*. Hired as tenure-track assistant professor in 2000; tenured and promoted to associate professor in 2006; promoted to full professor in 2011.

Editorial Board, Journal of Civil and Human Rights (University of Illinois Press), 2015-present.

EDUCATION

Ph.D. in History, University of California at Berkeley, 2000
M.A. in History, University of Georgia, 1995
B.A. in Political & Social Thought, Distinguished Majors Program, University of Virginia, 1993.

SELECTED AWARDS & HONORS

2011 FAU Researcher of the Year Award, Florida Atlantic University.

2006 Visiting Fellow & National Endowment for the Humanities (NEH) Summer Institute Participant, "African American Civil Rights Struggles in the Twentieth Century," W. E. B. Du Bois Institute, Harvard University.

2006 FAU Researcher of the Year Award, Florida Atlantic University.

SELECTED REFEREED WORKS

Books:

The Long Sixties: America, 1954-1974 (New York: Wiley-Blackwell, 2016).

Reload: Rethinking Violence in American Life (Nashville: Vanderbilt University Press, 2010). 162 pages. Discussed with selected readings on C-Span's *Book TV* on April 2, April 10, Apr 16, and May 22, 2011 (televised program available for viewing at http://www.c-spanvideo.org/program/Reload). Named a CHOICE Outstanding Academic Title for 2011.

Burning Faith: Church Arson in the American South (Gainesville: University Press of Florida, 2008). 224 pages. Part of UPF's Southern Dissent series, edited by Dr. Stanley Harrold and Dr. Randall M. Miller.

Pure Fire: Self-Defense as Activism in the Civil Rights Movement (Athens: University of Georgia Press, 2005). 264 pages.

Chapters in Books:

"Holy Smoke: Church Burnings, Journalism, and the Politics of Race, 1996-2006" in Race Still Matters: The Reality of African American Lives and the Myth of a Post-Racial Society (New York: SUNY Press, 2016).

Journal Articles:

"What to Do When Your Heritage is Hateful," Journal of Hate Studies 13 n 1 (2016): 9-16.

"How Immigrants' Rights, LGBTQ, and Conservative Activists Appropriate Memories of the Black Freedom Struggle," Journal of Civil and Human Rights 1 n 2 (Fall/Winter 2015): 231-235.

"Evil Black Guns: Hate, Instrumentality, and the Neutrality of Firearms," Journal of Hate Studies v. 11 (2013-2014).

"The *Black Scholar* Forum on Marable's *Malcolm X*" in The Journal of African American History 98 n 4 (Fall 2013): 579-588.

"Soul City, North Carolina: Black Power, Utopia, and the African-American Dream," Journal of African American History 89 n 1 (Winter 2004): 57-74.

SELECTED CONFERENCE ACTIVITY

"Evil Black Guns: Hate, Instrumentality, and the Neutrality of Firearms," presented at the 3rd International Conference on Hate Studies, Institute for Hate Studies, Gonzaga University, Spokane, Washington, April 18-20, 2013.

"Domestic Terrorism & Extremism" (roundtable discussion) at the 3rd International Conference on Hate Studies ("The Pursuit of Justice: Understanding Hatred, Confronting Intolerance, Eliminating Inequality"), Gonzaga University Law School, Spokane, Washington, April 19, 2013.

"Holy Smoke: The Church Arson Scare of 1996" and "Sunshine and Hate: Florida's Unexpected Ties to White Supremacy," presented at the 2nd International Conference on Hate Studies, Institute for Hate Studies, Gonzaga University, Spokane, Washington, April 6-10, 2011.

"Taking the Measure of Grassroots Resistance to the Klan and White Paramilitaries," Conference on Race, Labor, and Citizenship in the Post-Emancipation South, College of Charleston, March 11-13, 2010. Panel commentator.

"Arson, Hate Crime, and Black Churches: A Critical Inquiry," presented at the 93rd Annual Meeting of the Association for the Study of African American Life and History, October 2, 2008, Birmingham, Alabama.

Nancy J. Tille-Victorica
Instructor of French and Spanish – Harriet L. Wilkes Honors College

DEGREES AWARDED

2014 PhD Hispanic Literature - The University of Texas, Austin.
Certificate in Women's and Gender Studies – The University of Texas, Austin.
2006 M.A. Spanish 9-12 - Lehman College (CUNY), New York City.
2004 B.A. Hispanic Language and Culture, New College of Florida, Sarasota.

ACADEMIC PUBLICATIONS

2017 "Biopower, Body Commodification, and Defiance of Neoliberal Logic in *Impuesto a la carne* by Diamela Eltit*," Kamchatka, Revista de análisis cultural* 10 (2017): 179-196. Web. 30 Dec 2017.

"Performing Plural Identities: Challenging and Reproducing Existing Power Structures in Flora Tristan's *Pérégrinacions d'une paria." The Coastal Review,* Special Issue: Reshaping the Landscape. (2017): 1-27. Web. 25 Sep 2017.

"Bibliodiversidad y género en América Latina: El valioso modelo de la editorial Cuarto Propio en Chile." *The Latin Americanist*, 61.1 (2017): 93-108. Web. 11 May 2017.

2015 "The Corporeality of Memory, Resistance and Survival in Alicia Kozameh's Fictionalized Testimony". *Argus-a*, 16.4 (2015): n. pag. Web. 15 Jun. 2015.

2012 "Unleashing Embodied Memories: Pain, Survival and Aging in *Jamás el fuego nunca* by Diamela Eltit." *Ambitos Feministas*, 2 (2012): 77-93. Print.

2009 "*El cuarto mundo* de Diamela Eltit: una perspectiva latinoamericana del embarazo." *Pterodáctilo* 7 (2009): n. pag. Web. 18 Nov. 2012.

INVITED TALK

2017 "La narrativa chilena en las voces de Diamela Eltit y Nona Fernández." Universidad Nacional de Villa María, Argentina. May 9.

CONFERENCE PRESENTATIONS

2018 "Disposable Bodies and Gendered Violence in Three Recent Chilean Novels." XXXVI International Congress of the Latin American Studies Association (LASA). Barcelona, Spain.
2017 "Embodying Neoliberalism: Past and Present Trauma in Recent Chilean Novels." The 51st Southwest Council of Latin American Studies Conference (SCOLAS). Campeche, Mexico.
"Cuerpos marginados y violencia económica en *Jamás el fuego nunca* e *Impuesto a la carne* de Diamela Eltit." 20th Annual Conference on the Americas. Savannah, GA. (Presenter and Panel Chair).
2016 "Female Corporeality and Economic Violence in Recent Novels by Nona Fernández and Diamela Eltit." XXVI Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH). Houston, TX.

"Plural Identities and Contradictory Cultural Discourses in Flora Tristan's *Pérégrinations d'une paria*." The 13th Annual Southeast Coastal Conference on Languages and Literatures (SECCLL). Savannah, GA.
2016 "Editorial Cuarto Propio: espacio decisivo para la incorporación y difusión de otras miradas y nuevos lenguajes latinoamericanos." Annual Meeting of the Southeastern Council of Latin American Studies (SECOLAS). Cartagena, Colombia.

2015 "El proyecto editorial contracorriente de Marisol Vera: espacio decisivo para la incorporación y difusión de una diversidad cultural inestimable." XXXIII International Congress of the Latin American Studies Association (LASA). San Juan, Puerto Rico.

"Alicia Kozameh's Fictionalized Testimonies: Corporeal Memories of Argentina's Dirty War." Annual Meeting of the Southeastern Council of Latin American Studies (SECOLAS). Charleston, SC. (Presenter and Panel Chair).

2015 "Accesso, incorporación y difusión de textos escritos por mujeres latinoamericanas: el proyecto literario de Marisol Vera." The 72nd Annual South Central Modern Language Association Conference (SCMLA). Nashville, TN.

"Gendered Violence and Corporeal Memories in Post-Dictatorship Narrative from Chile and Argentina." The Southeast Coastal Conference on Languages and Literatures (SECCLL). Savannah, GA.

2014 "Cuerpo y residuo de la dictadura en *Jamás el fuego nunca* e *Impuesto a la carne* de Diamela Eltit." XXIV Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH). La Habana, Cuba.

TEACHING EXPERIENCE

Harriet L. Wilkes Honors College, Florida Atlantic University / Instructor of French and Spanish
Honors Beginning Spanish Language and Culture I (Fall 2018)
Honors Beginning French Language and Culture I (Fall 2018)
Honors Public Protests in Europe and the Americas – Team Taught With Dr. Ely (Fall 2018)

Georgia Southern University – Armstrong Campus / Assistant Professor of French and Spanish
Beginning Spanish I (Fall 2016, Fall 2015)
Intermediate Spanish I (Spring 2017, Spring 2016, Spring 2015, Fall 2014)
Online Intermediate Spanish I (Fall 2016, Summer & Fall 2017, Spring & Summer 2018)
Intermediate Spanish II (Spring & Fall 2017, Spring 2018)
Online Intermediate Spanish II (Spring 2017)
Advanced Spanish Grammar & Syntax (Spring 2016, Spring 2015)
Civilization and Culture of Latin America (Fall 2017)
Introduction to Hispanic Literature (Fall 2015, Fall 2014)
Fantastic Short Fiction from Latin America (Fall 2016)
Independent Study: Teaching Conversational Spanish (Spring 2015)
Beginning French I (Fall 2017)
Beginning French II (Spring 2016, Spring 2015, Fall 2014)
Online French For Business (Spring 2018)
Gender in a Global Context: Focus on Latin America (Fall 2015)

University of Texas at Austin, Department of Spanish and Portuguese / Instructor of Records
Contemporary Spanish American Prose (Fall 2012)
Civilization of Spanish America (Fall 2013)
Accelerated First Year Spanish I & II (Fall 2007, Fall 2008, Spring 2009)

MARK TUNICK
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Harriet L. Wilkes Honors College of Florida Atlantic University
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Education
B.S. Political Science, M.I.T.
B.S. Management, M.I.T.
M.A. Political Science, University of California, Berkeley
Ph.D. Political Science, University of California, Berkeley

Positions
2004-present: Associate Dean, Wilkes Honors College
2004-present: Professor of Political Science, Wilkes Honors College, Florida Atlantic University
1998-2004: Associate Professor of Political Science, Wilkes Honors College, FAU
1990-1998: Assistant Professor of Political Science, Stanford University

Selected Awards and Service
Member of Magistrate Judge Merit Selection Panel for the Southern District of Florida (2017)
Miami-Florida European Union Center of Excellence Faculty Curr. Development Grant (2014)
Harrison Prize for best paper published in *Political Studies* in 2005
Honors College Distinguished Teacher of the Year (2000-1, 2001-02)
Honors College Exceptional Faculty award (2000-01)
Stanford University McNamara Faculty Fellow
Outstanding Graduate Student Instructor, U.C. Berkeley
The Berkeley Fellowship

Selected Publications
2017. 'Brain Privacy and the Case of Cannibal Cop', Res Publica 23(2):179-96 (May).
2016. 'Should We Aim for a Unified and Coherent Theory of Punishment', Criminal Law and Philosophy 10(3): 611-28. (Review essay of Brooks, *Punishment*)
2016. 'Regulating Public Access to Body Camera Footage: Response to Iesha S. Nunes, 'Hands Up, Don't Shoot'', Florida Law Review Forum 67:143-150.
2015. Balancing Privacy and Free Speech: Unwanted Attention in the Age of Social Media (London: Routledge). Paperback edition published in 2016.
2015. Review of Eric Lee Goodfield, Hegel and the Metaphysical Frontiers of Political Theory. Notre Dame Philosophical Reviews. Feb. 7.
2014. Commentary to 'Turning Virtual Public Spaces into Laboratories', Analyses of Social Issues and Public Policy, DOI: 10.1111/asap.12054, first published 16 April 2014.
2014. 'John Locke and the Right to Bear Arms', History of Political Thought 35(1):50-69.
2013. 'Privacy and Punishment', Social Theory and Practice 39(4):643-68.
2013. 'Hegel and the Consecrated State'. In Angelica Nuzzo, ed. Hegel on Religion and Politics (Albany, NY: SUNY Press).
2012. Review of Peter Hodgson, Shapes of Freedom: Hegel's Philosophy of World History in Theological Perspective. Notre Dame Philosophical Reviews, Nov. 17.
2012. 'Reality Television and the Entrapment of Predators'. In Law and Justice on the Small Screen, ed. Peter Robson and Jessica Silbey (Hart Publishing).
2011. Review of Adam Moore, Privacy Rights. Social Theory and Practice 37(3) (July).

2011. ‘Entrapment and Retributive Theory’. In Mark White, ed. Retributivism: Essays on Theory and Policy. NY: Oxford University Press.
2009. ‘Privacy in Public Places: Do GPS and Video Surveillance Provide Plain Views?’ In Social Theory and Practice 35:4 (October).
2009. ‘Hegel’s Claim about Democracy and his Philosophy of History’, in Will Dudley, ed. Hegel and History. Albany, NY: SUNY.
2009. ‘Efficiency, Practices, and the Moral Point of View: Limits of Economic Interpretations of Law’, in Mark White, ed. Theoretical Foundations of Law and Economics. Cambridge University Press).
2009. Review of Thom Brooks, Hegel’s Political Philosophy: A Systematic Reading of the Philosophy of Right. Mind 118(470):449-53.
2006. ‘Tolerant Imperialism: J.S. Mill’s Defense of British Rule in India’. Review of Politics 68(4):586-611(Fall).
2006. ‘Capital Punishment’. Social Issues in America: An Encyclopedia (Sharpe Reference), 2:270-86.
2005. ‘John Stuart Mill and Unassimilated Subjects’. Political Studies. 53(4), 833-48.
2005. 'The Need for Walls: Privacy, Community and Freedom in The Dispossessed', in Laurence Davis and Peter Stillman, eds. The New Utopian Politics of Ursula K. Le Guin’s The Dispossessed. Lanham, MD: Lexington Books, 129-48.
2004. 'Can culture excuse crime?--evaluating the inability thesis'. Punishment and Society 6:395-409.
2002. ‘Ethics, Morality, and Law’, in Kermit L. Hall, ed. The Oxford Companion to American Law. New York: Oxford University Press.
2002. 'The Moral Obligation to Obey Law'. Journal of Social Philosophy 33:464-83.
2001. 'Does Privacy Undermine Community?'. Journal of Value Inquiry 35:517-34.
2001. ‘Constitutional Protections of Private Property: Decoupling the Takings and Due Process Clauses’. University of Pennsylvania Journal of Constitutional Law 3:885-925. Reprinted in Patricia Salkin, ed. 2002 Zoning and Planning Law Handbook (West Publishing, 2002), 99-151.
2001. 'Political Identity and the Ties that Bind: Hegel's Practice Conception', in Robert Williams, ed. Beyond Liberalism and Communitarianism: Studies in Hegel's Philosophy of Right. Albany, New York: State University of New York Press.
2000. 'Privacy in the Face of New Technologies of Surveillance'. Public Affairs Quarterly 14: 259-277.
1998. Practices and Principles: Approaches to Ethical and Legal Judgment. Princeton, NJ: Princeton University Press. An additional paperback edition was published in 2000.
1998. 'The Scope of Our Natural Duties'. Journal of Social Philosophy 29: 87-96.
1998. 'Hegel on Justified Disobedience'. Political Theory 26:514-535. Reprinted in Michael Salter, ed. Hegel and Law (Ashgate Publishing, 2002).
1996. 'Is Kant a Retributivist?'. History of Political Thought 17:60-78.
1994. 'Hegel's Non-foundationalism: A Phenomenological Account of the Structure of Philosophy of Right'. History of Philosophy Quarterly 11:317-338.
1994. 'Are there natural rights?--Hegel's break with Kant', in Ardis B. Collins, ed. Hegel on the Modern World. Albany, New York: State University of New York Press.
1993. 'Hegel against Fukuyama's Hegel'. Clio 22:383-389.
1992. Punishment: Theory and Practice. Berkeley: University of California Press.
1992. Hegel's Political Philosophy. Princeton, NJ: Princeton University Press.
1991. 'Hegel's Justification of Hereditary Monarchy'. History of Political Thought 12:481-496. Reprinted in David Lamb, ed. Hegel (Ashgate: 1998), 1:277-94.

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EDUCATIONAL BACKGROUND

July, 2001 Ph.D. in Spanish Literature, (Spanish Golden Age) Indiana University.

March, 1998 Master's Degree in Near Eastern Languages and Cultures, Indiana University (Arabic Literature)

August, 1994 Intensive Arabic Program, Middlebury College, Vermont

October, 1994 Master's Degree in Spanish Literature, Indiana University

May, 1991 Bachelor's Degree in Spanish Literature, University of Puerto Rico
Honors Thesis: "De la muerte y otras cuestiones moriscas. Ms J-55 del Instituto Miguel Asín." Universidad de Puerto Rico.

PROFESSIONAL APPOINTMENTS

2007 – present	Associate Professor of Spanish Language and Literature Harriet L. Wilkes Honors College, Florida Atlantic University.
2001- 2007	Assistant Professor of Spanish Language and Literature Harriet L. Wilkes Honors College, Florida Atlantic University.
2000-2001	Course Supervisor: S275 (Introduction to Hispanic Culture) Indiana University.
1999-2000	Visiting Lecturer, Indiana University.

PUBLICATIONS

Books

Current book project: An annotated translation with introductory study of Ibn Abī al-Dunyā's *Kitāb al-mawt* [The Book of Death], *Kitāb al-qubūr* [The Book of Tombs], and *Man ʿasha baʿda al-mawt* [Who Lived after Death].

Desde la penumbra de la fosa. La concepción de la muerte en la literatura aljamiado-morisca. [From the Darkness of the Grave. The Concept of Death in Aljamiado Literature] Madrid: Trotta, 2007.

Articles

"Moral Literature in Aljamiado: How to be a Good Muslim in 16th Century Spain". Submitted to a volume on Aljamiado Literature edited by Dr. Heather Bramford (U of C Berkeley) and Dr. Alberto Montaner Frutos (Universidad de Zaragoza). [Under consideration].

"El *miʿrāğ* y las historias de viajes al más allá en el Islam". Accepted for publication in a collection of essays on the other world. [Title to be determined.]

"La estética de la metapoesía en la *qaṣīda* panegírica de al-Mutanabbī a Abū al-Faḍl Aḥmad ibn ᶜAbd Allāh". *Philologia Hispalensis* 31.2 (2017): 149-67.

"Noé se enfrenta al Ángel de la Muerte en una *ḫuṭba* morisca". *Mélanges Abdeljelil Temimi: En hommage à l'oevre réalisée en moriscologie.* Ed. Luce López-Baralt and Ridha Mami. Tunisia: Publications du Centre d'Etudes et de Traductions Morisques, 2017: 543-62.

"Legitimación textual a través de los sueños: el caso del sueño del *ṣāliḥ* de Túnez (ms: resc/55 del csic)". *Al-Qanṭara* 37.2 (2016): 235-70.

"Sin and Redemption: Woman's Body, Necrophilia and Spanish Islam". *Confluencia* 31.1 (2015): 147-58.

"Antecedentes árabes de leyendas aljamiadas sobre la muerte". *Transitions. Journal of Franco Iberian Studies* 10 (2014): 9-40.

"Poesía morisca (o de cómo el español se convirtió en lengua literaria del islam)." *Hispanic Review* 75.3 (Summer 2007): 219-42.

"La mujer como estrategia retórica: Sawda bint ᶜUmāra ante el califa Muᶜāwiya en *El collar extraordinario* de Ibn ᶜAbd al-Rabbihi." *Confluencia* 22.2 (Spring 2007): 123-34.

"Alejo de Venegas's *Agonía del tránsito de la muerte*: A Morisco Treatise in the Art of Dying?" *Medieval Encounters* 12.3 (2006): 475-86.

"Poetic Pilgrimages: From Baghdad to Andalucía, Abū Tammam's *lā anta anta wa lā al-dyāru dyāru*." *Journal of Arabic Literature* 34.1-2 (2003): 122-37.

"Mahamut, 'el buen salvaje.' Nacionalismo y maurofilia en *El amante liberal* de Cervantes." *Romance Languages Annual* VII (1995): 642-46.

"Federico García Lorca y la tradición poética arabigoandaluza." *Romance Languages Annual* IV (1993): 627-31.

"Un morisco muere ante nuestros ojos: el hadiz de Silmán al-Farasi." *Actes du Ve Symposium International d'Études Morisques sur: Le Ve Centenaire de la Chute de Grenade (1492-1992)*, ed. Abdeljelil Temimi, 2 vols. (1993): 733-45.

"El sueño adoctrinador que soñó un salih en la 'sibdad de Tunes,'" *Actes du IV Symposium International d'Études Morisques sur: Métiers, Vie Religieuse et Problématique d'Histoire Morisque*, ed. Abdeljelil Temimi (1990): 317-23.

LAURA L. VERNON
Wilkes Honors College, Florida Atlantic University

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CURRENT PROFESSIONAL POSITIONS

2006 – present **Florida Atlantic University Jupiter, FL**
- 2018- Associate Director, Jupiter Life Science Initiative
- 2010- Associate Professor, Wilkes Honors College
- 2006-2010 Assistant Professor, Wilkes Honors College

2018 – present **Max Planck Florida Institute for Neuroscience Jupiter, FL**
- Visiting Lecturer

EDUCATION

2001 – 2002 **Central Michigan University** **Mt. Pleasant, MI**
* Postdoctoral Fellow, Trauma and Anxiety Disorders Clinic

2000 – 2001 **San Francisco Veterans Affairs Medical Center** **San Francisco, CA**
* Clinical Psychology Intern

1995 – 2000 **University of Illinois at Urbana-Champaign** **Urbana, IL**
* Ph.D. 2000 Clinical Psychology
* M.A. 1998 Clinical Psychology

SELECTED REFEREED JOURNAL ARTICLES (LAST 3 YEARS)

*Supervised student contributions are denoted as follows: *undergraduate student, **graduate student*

Vernon, L.L. (in press). Mind and muscle: Considering weightlifting as a contemplative practice. *The Journal of Contemplative Inquiry*.

Hirai, M., **Vernon, L.L.,** & Clum, G.A. (2018). Factor structure and administration measurement invariance of the Beliefs Toward Mental Illness Scale in Latino college samples: Paper-pencil vs. internet administrations. *Assessment*, 25(6), 759-768. DOI: 10.1177/1073191116661630

Hirai, M., **Vernon, L.L.**, & Dolma, S. (2018). A gender invariant model of disgust propensity in Blood-Injection-Injury Phobia in Latina/o individuals. *Psychology, Health, and Medicine*. DOI: 10.1080/13548506.2018.1487985

Vernon, L.L., & Earles, J.L. (2018). The perils and payoffs of conducting clinical trials: Equine assisted therapy case study. *Research Methods Cases in Psychology*. DOI: 10.4135/9781526438430

Earles, J.L., Kersten, A.W., **Vernon, L.L.**, & *Starkings, R. (2016). Memory for positive, negative, and neutral events: Does emotional valence influence binding in event memory? *Cognition and Emotion, 30(2),* 378-388. DOI: 10.1080/02699931.2014.996530

Earles, J.L., **Vernon, L.L.**, & Yetz, J.P. (2015). Equine-assisted therapy as an effective treatment for anxiety and posttraumatic stress symptoms. *Journal of Traumatic Stress*, *28(2)*, 149-152. DOI: 10.1002/jts.21990

Hirai, M., **Vernon, L.L.,** **Popan, J.R., & Clum, G.A. (2015). Acculturation and enculturation, stigma toward psychological disorders, and treatment preferences in a Mexican American sample: The role of education in reducing stigma. *Journal of Latina/o Psychology, 3(2),* 88-102. DOI: 10.1037/lat0000035

SELECTED RESEARCH AND TEACHING GRANTS (LAST 5 YEARS)

Pending, 2018 Co-Principal Investigator. NIH NIMHD Dissemination and Implementation Research in Health (R21 Clinical Trial Optional). Principal Investigator: Michiyo Hirai. (Amount requested: $275,000). Notification date: May 2019

2015-2016 Smith Innovation Fund, with Jacqueline Fewkes. *The Gamification of Education. $10,000.*

2013-2014 Co-Principal Investigator, Florida Atlantic University Wilkes Honors College Faculty Development Award, with Julie Earles. Equine Assisted Therapy. $640.

2013-2014 e-Learning Curriculum Design Grant, with Jacqueline Fewkes. *Super Thesis World. $10,000.*

2014 Faculty Co-Mentor, National Science Foundation – East Asia & Pacific Summer Institute. Graduate student: Melissa Stiksma. $15,000.

SELECTED HONORS AND AWARDS (LAST 5 YEARS)

2018 Distinguished Teacher of the Year Award, Florida Atlantic University
2016 Excellence and Innovation in Undergraduate Advising Award, Florida Atlantic University
2016 Exceptional Faculty Award, Northern Campuses Teaching Award, Florida Atlantic University
2013 Excellence and Innovation in Undergraduate Teaching Award, Florida Atlantic University

SELECTED SERVICE TO THE INSTITUTION (LAST 3 YEARS)

COLLEGE SERVICE
Search Committee for Honors College Physics Professor (**Chair,** 2016-2017)
Search Committee for Honors College Art Professor (2017)
Search Committee for Honors College Dean (2015-2016)
Admissions Committee (2006-2008, 2013-2014, **Chair**, 2015-2017, -present)
Faculty Award Nomination Selection Committee (2010-2011, 2013-2015, **Chair** 2017-present)
Research Symposium Committee (**Co-chair**, 2013-15)
Bylaws Committee (2008-2010, 2015-2016)

UNIVERSITY SERVICE
Internal Advisory Committee for Search for Provost (2018)
Search Committees for Brain Institute Professor, Honors College (2016-2017)
Search Committees for Brain Institute Professor, Medical School (2016-2017)
ADVANCE Internal Advisory Committee Member (2017-present)

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EDUCATION

UNIVERSITY OF WASHINGTON, Seattle, WA, 9/83 - 8/88
Ph.D., Zoology: Ecology and Evolution; Advisor: Gordon H. Orians.

MICHIGAN STATE UNIVERSITY, East Lansing, MI, 9/81 - 9/83
M.S., Zoology: Ecology; Advisors: Earl E. Werner and Donald J. Hall.

CORNELL UNIVERSITY, Ithaca, NY, 9/76 - 5/79
A.B., Biology: Ecology and Systematics.

WORK EXPERIENCE

FLORIDA ATLANTIC UNIVERSITY, Wilkes Honors College
8/04 - present: **Professor**; 7/98 - 7/04: **Associate Professor**

COLUMBIA UNIVERSITY, Department of Earth and Environmental Science
7/96 - 6/98: **Assistant Professor**

WHEATON COLLEGE, Department of Biology
8/94 - 6/96: **Visiting Assistant Professor**

HARVARD UNIVERSITY, Museum of Comparative Zoology
8/91- 6/94: **Post-doctoral Fellow**; Behavior, ecology, and evolution of fungus-growing ants

PRINCETON UNIVERSITY, Department of Ecology and Evolutionary Biology
7/89 - 7/91: **Research Associate**; Ecology and evolution of leaf-cutting ants

VANDERBILT UNIVERSITY, Department of Psychology
9/88 - 7/89: **Post-doctoral Fellow**; Visual psychophysics of fish and horseshoe crabs

SELECTED PUBLICATIONS

1. Wetterer, J.K., and C.J. Bishop. 1985. Planktivore prey selection: the reactive field volume model versus the apparent size model. Ecology 66: 457-464.
5. Wetterer, J.K. 1989. Mechanisms of prey choice by planktivorous fish: perceptual constraints and rules of thumb. Animal Behaviour 37: 955-967.
6. Wetterer, J.K. 1989. Central place foraging theory: when load size affects travel time. Theoretical Population Biology 36: 267-280.
9. Wetterer, J.K. 1991. Allometry and the geometry of leaf cutting in *Atta cephalotes.* Behavioral Ecology and Sociobiology 29: 347-352.
16. Wetterer, J.K. and G. Nevitt. 1993. The stream where they live. Journal of Irreproducible Results 38: 12.
23. Wetterer, J.K. 1995. Forager size and ecology of *Acromyrmex coronatus* and other leaf-cutting ants in Costa Rica. Oecologia 104: 409-415.
29. Wetterer, J.K., T. R. Schultz, and R. Meier. 1998. Phylogeny of fungus-growing ants (Tribe Attini) based on mtDNA sequence and morphology. Molecular Phylogenetics and Evolution 9: 42-47.

30. Wetterer, J.K. 1998. Nonindigenous ants associated with geothermal and human disturbance in Hawai‘i Volcanoes National Park. Pacific Science 52: 40-50.

35. Wetterer, J.K., P.D. Walsh, and L.J.T. White. 1999. *Wasmannia auropunctata* (Roger) (Hymenoptera: Formicidae), a destructive tramp ant, in wildlife refuges of Gabon. African Entomology 7: 292-294.

46. Wetterer, J.K. 2002. Ants of Tonga. Pacific Science 56: 125-135.

52. Wetterer, J.K., and S. D. Porter. 2003. The little fire ant, *Wasmannia auropunctata*: distribution, impact, and control. Sociobiology 42: 1-41.

56. Wetterer, J.K. 2005. Worldwide distribution and potential spread of the long-legged ant, *Anoplolepis gracilipe*s. Sociobiology 45: 77-97.

63. Wetterer, J.K. 2006. Quotation error, citation copying, and ant extinctions in Madeira. Scientometrics 67: 351-372.

66. Wetterer, J.K. and A.L. Wetterer. 2006. A disjunct Argentine ant metacolony in Macaronesia and southwestern Europe. Biological Invasions 8: 1123-1129.

74. Wetterer, J.K., L. D. Wood, C. Johnson, H. Krahe, and S. Fitchett. 2007. Predaceous ants, beach replenishment, and nest placement by sea turtles. Environmental Entomology 36: 1084-1091.

80. Wetterer, J.K. 2008. Worldwide spread of the longhorn crazy ant, *Paratrechina longicornis* (Hymenoptera: Formicidae). Myrmecological News 11: 137-149.

111. Wetterer, J.K. 2013. Exotic spread of *Solenopsis invicta* (Hymenoptera: Formicidae) beyond North America. Sociobiology 60: 53-63.

117. Wetterer, J.K., L. Davis, and G.L. White. 2014. Spread of the South American fire ant *Solenopsis invicta* (Hymenoptera: Formicidae) in Trinidad. Florida Entomologist 97: 238-241.

119. Wetterer, J.K., O. Davis, and J.R. Williamson. 2014. Boom and bust of the tawny crazy ant, *Nylanderia fulva*, on St Croix, US Virgin Islands. Florida Entomologist 97: 1099-1103.

125. Wetterer, J.K. 2015. Geographic origin and spread of cosmopolitan ants (Hymenoptera: Formicidae). Halteres 6: 66-78.

132. Wetterer, J.K., D. Lubertazzi, J. Rana, and E.O. Wilson. 2016. Ants of Barbados (Hymenoptera: Formicidae). Breviora 548: 1-34.

145. Rosselli, D. & **J.K. Wetterer**. 2017. Stings of the ant *Wasmannia auropunctata* (Hymenoptera: Formicidae) as cause of punctate corneal lesions in humans and other animals. Journal of Medical Entomology 54: https://doi.org/10.1093/jme/tjx167.

152. Wetterer, J.K. 2018. Native and exotic ants (Hymenoptera: Formicidae) nesting in red mangroves (Malpighiales: *Rhizophora mangle*) of eastern Florida. Transactions of the American Entomological Society 144: 345-356.

153. Wetterer, J.K., M.A. Deyrup, and A. Bryant. 2018 Spread of the non-native trap-jaw ant *Anochetus mayri* (Hymenoptera: Formicidae) in Florida. Transactions of the American Entomological Society 144: 437-441.

Appendix D: Noel Levitz Student Satisfaction Inventory (Spring 2017)

Noel Levitz Student Satisfaction Inventory Results Summary

Jupiter Campus Student Ratings

Spring 2017

The Noel Levitz Student Satisfaction Inventory was administered at FAU in the fall 2016 semester. The survey was administered online to 423 students on the Jupiter Campus, with a response from 128 students for a response rate of 30.3%. Table four presents the distribution of the sample and the campus population on age, gender, course load, and race & ethnicity. The sample population is very traditional, composed largely of students between 18 and 24 years of age, and nearly all attend FAU full-time.

Students rated the importance of items to them and their satisfaction with those items, each on a seven point scale. A rating of 1 indicated not important at all or not satisfied at all. A rating of 7 indicated very important or very satisfied. FAU satisfaction ratings were compared to a group of National Four-Year Public institutions. This group consisted of responses from 88,882 students from 91 institutions.

Table one presents the 10 questions with the highest satisfaction rating by students on the Jupiter campus. Students on the Jupiter campus were more satisfied than the national sample as well as the overall FAU sample on these items.

Table One
Highest Satisfaction among FAU students on the Jupiter Campus

	Jupiter Campus Average Satisfaction	Comparison Group Average Satisfaction	Difference
Security staff respond quickly in emergencies	6.27	5.43	0.84
Nearly all of the faculty are knowledgeable in their field.	6.25	5.79	0.46
Campus demonstrates commitment to students with disabilities	6.24	5.59	0.65
Library staff are helpful and approachable	6.22	5.66	0.56
There is a commitment to academic excellence on this campus	6.18	5.51	0.67
The campus is safe and secure for all students.	6.16	5.59	0.57
Faculty are usually available after class and during office hours.	6.16	5.72	0.44
Students are made to feel welcome on this campus.	6.01	5.52	0.49
My academic advisor is concerned about my success as an individual	6.01	5.41	0.60
Computer labs are adequate and accessible	5.99	5.60	0.39

A rating of 1=Not Satisfied At All, a Rating of 7=Very Satisfied

Full-time students on the Jupiter campus rated satisfaction with the availability of study abroad programs, honors programs, and organized undergraduate research to enhance learning highly. Freshman on the

Jupiter campus rated satisfaction with demonstrated commitment to older, returning learners, the institution's reputation in the community, demonstrated commitment to commuters, and the campus staff being caring and helpful highly. Sophomores on the Jupiter campus rated satisfaction with responsiveness of admissions counselors to unique needs and requests of prospective students, academic advisors being approachable, and knowledge of admissions staff highly. Juniors on the Jupiter campus gave high satisfaction ratings with opportunity for participation in faculty mentored research, demonstration of commitment to students with disabilities, ease of getting involved in campus organizations, availability of study abroad programs, honors programs, and organized undergraduate research to enhance learning. Seniors on the Jupiter campus gave high satisfaction ratings to the commitment to racial harmony on campus, campus demonstration to students with disabilities, ability to experience intellectual growth at FAU, and the opportunity to volunteer or be engaged in the community, including internships/academic service learning or other field experiences.

Table two presents the ten questions with the lowest satisfaction rating by students on the Jupiter campus. Most of these items were also items with low satisfaction among the overall sample of FAU students. Students on the Jupiter campus were less satisfied than the overall FAU sample on variety of courses on their campus, helpfulness of bookstore staff and commitment to evening students.

Table Two
Lowest Satisfaction among FAU students on the Jupiter Campus

	Jupiter Campus Average Satisfaction	Comparison Group Average Satisfaction	Difference
There is an adequate selection of food available in the cafeteria	3.23	4.54	-1.31
There are a sufficient number of weekend activities for students.	4.15	4.71	-.056
The intercollegiate athletic programs contribute to a strong sense of school spirit	4.33	4.91	-0.58
There is a good variety of courses provided on this campus	4.39	5.59	-1.20
Bookstore staff are helpful	4.59	5.59	-1.00
Campus demonstrates commitment to evening students	4.78	5.33	-0.55
I seldom get the "run around" when seeking information on campus.	4.78	4.84	-0.06
Billing policies are reasonable.	4.79	4.92	-0.13
I am able to register for classes I need with few conflicts.	4.79	5.14	-0.35
Adequate financial aid is available for most students.	4.80	5.01	-0.21

A rating of 1=Not Satisfied At All, a Rating of 7=Very Satisfied

Full-time students on the Jupiter campus were dissatisfied with helpfulness of financial aid counselors and financial aid awards being announced to students in time to be helpful in college planning. Freshman on the Jupiter campus were dissatisfied with the variety of intramural activities being offered, the

availability of channels for expressing student complaints, and the ready availability of tutoring services. Sophomores on the Jupiter campus expressed dissatisfaction with comfort of the living conditions in the residence halls, availability of channels for expressing student complaints, and competency of adjunct faculty as classroom instructors. Juniors on the Jupiter campus expressed dissatisfaction with helpfulness of financial aid counselors, comfort of the living conditions in the residence halls, and competency of adjunct faculty as classroom instructors. Seniors on the Jupiter campus expressed dissatisfaction with helpfulness of financial aid counselors and financial aid awards being announced to students in time to be helpful in college planning, the availability of channels for expressing student complaints, and the preparation for securing employment in their field upon graduation.

Table three presents additional questions where the largest differences exist between ratings by students on the Jupiter campus and the national sample. Although satisfaction was below the national average on these items, the ratings by students on the Jupiter campus generally indicated they are satisfied. All ratings were near or above 5 on the 7 point satisfaction scale.

Table Three

Largest Satisfaction Gap between students on the Jupiter campus and Comparison Group

	Davie Campus Average Satisfaction	Comparison Group Average Satisfaction	Difference
Tutoring services are readily available	5.09	5.59	-0.50
Adjunct faculty are competent as classroom instructors	4.99	5.44	-0.45
Financial aid awards are announced to students in time to be helpful in college planning	4.83	5.04	-0.21
A variety of intramural activities are offered	5.12	5.30	-0.18
Financial aid counselors are helpful	4.81	4.96	-0.15

A rating of 1=Not Satisfied At All, a Rating of 7=Very Satisfied

Table Four
Characteristics of Jupiter Survey Sample and Campus Population

	Sample	Population
Age Group		
18 and under	28.8%	12.1%
19 to 24	65.6%	55.1%
25 to 34	4.0%	21.1%
35 to 44	1.6%	5.9%
45 and over	0.0%	5.7%
Gender		
Female	67.2%	68.3%
Male	32.8%	31.7%
Course Load		
Full-time	97.6%	64.5%
Part-time	2.4%	35.5%
Class Level		
Freshman	28.0%	7.8%
Sophomore	25.6%	12.8%
Junior	27.2%	33.5%
Senior	17.6%	45.1%
Special Student	0.0%	---
Graduate/Professional	0.0%	12.2%
Other	1.6%	3.9%
Race & Ethnicity		
African-American	5.6%	12.2%
American Indian/Alaskan Native	1.6%	0.2%
Asian or Pacific Islander	9.6%	6.0%
Caucasian/White	55.2%	53.4%
Hispanic	16.0%	21.2%
Other	4.8%	7.0%
Prefer not to respond	7.2%	---

[1] For the campus populations other level students include students pursuing a second bachelor's degree and non-degree seeking students.

[2] For the campus populations other race & ethnicity includes non-resident alien students, students of unknown race & ethnicity & students of two or more races.

Florida Atlantic University
Academic Program Review for the Wilkes Honors College
Site Visit: 17-19 February 2019
Report submitted on March 18, 2019

THE EXTERNAL REVIEW PROCESS

On 17-19 February 2019, a team consisting of Dr. Hallie Savage (National Collegiate Honors Council), Dr. Michael Reder (Connecticut College), and Dr. Michael Horswell (Dean, Arts & Letters, FAU) visited the Wilkes Honors College (WHC) on FAU's John D. MacArthur Campus in Jupiter, FL.

This review is part of the seven-year self-study and review cycle undertaken by departments, programs, and colleges at FAU, the last one for WHC having taken place in 2012. To prepare for the review the team read the extensive and detailed WHC self-study, as well as consulted the WHC website.

During the visit the team met with:

- WHC senior administrative leadership, including Dean, Associate Deans and Chairs;
- Approximately two dozen WHC faculty members;
- WHC staff (including lab and support staff);
- Current WHC students and alumni;
- Members of the WHC Advisory Council;
- Leaders and staff from Admissions, Public Affairs, and Student Affairs
- Associate Provost and Provost;
- Assistant Vice President of Research
- Dean of Undergraduate Students
- Director of FAU Honors Program in Boca
- Assistant Dean of Undergraduate Research and Inquiry

Based on the materials the team was provided and the extensive opportunities to speak with a wide range of Wilkes Honors College faculty, administrators, staff, students, and other stakeholders, the team felt as if it got an excellent understanding of Wilkes, both its many strengths and its potential challenges.

After a brief overview of Wilkes, we will briefly address the strengths, challenges, and opportunities that the team identified. We will also discuss two potential threats to Wilkes. We will then briefly address the five broad questions posed in WHC Self-Study, and then offer a general summary discussion before offering recommendations.

MISSION AND GOALS

Overview of Wilkes Honors College

The mission of the Wilkes Honors College (WHC) at Florida Atlantic University 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.

Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty (National Collegiate Honors Council, 2014).

Since its opening in 1999, the WHC has graduated 1,011 students, and currently has 430 students enrolled in courses for Fall 2018. The College's strategic vision for 2025 is to be widely recognized as the nation's premier, public university honors college with a diverse and flourishing student body that reaches 800 students, who are involved in cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences. Guiding principles include offering a liberal arts education of the highest quality; attracting outstanding students from a wide array of backgrounds; building a dedicated and diverse faculty recognized for its excellence in teaching and research; linking teaching, research, and service in order to convey, expand, and apply knowledge; promoting breadth of knowledge, encouraging depth of understanding, and bridging disciplinary divides; respecting differences and recognizing their value in a pluralistic democracy; cultivating critical thinking in the classroom and beyond; introducing students to the challenge of original research and discovery; and producing global citizens.

Given its mission, Wilkes is well-positioned to play an important role in FAU's Strategic Plan, *Race to Excellence*, which aims to "position itself as a globalized, forward-thinking institution that caters to high-ability students," "expand opportunities for undergraduate students to participate in discovery-based learning," and promote interactive, interdisciplinary teams of researchers and scholars.

The WHC is located on FAU's John D. MacArthur campus in Jupiter, FL, which is 38 miles north of FAU's main campus in Boca Raton. Unlike other honors programs and honors colleges across the country, WHC has its own fully-assigned faculty representing a full range of liberal arts and sciences disciplines, and each of its faculty members (currently totaling 41) is evaluated and tenured within the WHC. Each WHC student will graduate with one of two degrees, a Bachelor of Arts in the Liberal Arts and Sciences or a Bachelor of Science in the Liberal Arts and Sciences, and students may pursue a variety of concentrations and minors. The WHC is also unique in that our students may take all 120 credit hours of coursework toward their degree within the

College or they may pursue one of several concentrations designed in collaboration with another FAU college (e.g., College of Engineering and Computer Science). Although students may not replace WHC honors courses with non-honors versions of courses offered by another FAU college, they are encouraged to take advantage of courses offered at FAU that are *not* offered by the WHC.

STRENGTHS

The entire review team is impressed with Wilkes: its strong sense of identity as an Honors College, the quality and diversity of its students and its educational programs (including its faculty), its research productivity and capacity, and its administrative leadership. There are many points of pride for Wilkes Honors College. Specifically, we identify the following strengths.

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

Mature Honors Colleges have a mission statement that contains clear, intentional, and specific alignment with the institutional mission statement. The place of the Honors College in the administrative and academic structure is appropriate to its mission and functions. Faculty members and administrators express their passion and commitment to the College and its mission. Students, administrators, faculty, and staff all understand the importance of the rigorous education that Wilkes offers. Students find the education challenging and also very supported by the dedicated faculty and staff—a situation that should be the envy of any undergraduate institution. Conversations with the WHC deans and faculty members reveal their commitment for sustainability and program development. Not surprisingly, alumni report "transformative experiences that reached beyond graduation." Clearly, those involved in Wilkes understand and are enthusiastic about the distinctive, high-quality education it offers.

2. Quality of Wilkes's Faculty.

The Faculty Members the Review Team met with at Wilkes are enthusiastic and engaged. They clearly care a great deal about their students and WHC as a whole. They seem committed to working closely with and mentoring their students. A review of the CVs of the faculty members that were included as part of the self-study, educational levels, their teaching breadth and depth, and their professional productivity all seem commensurate with a top-honors college faculty. Students attest to the academic challenge in Wilkes coursework. We noted frequent student-faculty collaboration and a willingness to promote student success. Faculty development is available to support creativity and interdisciplinary course design. Honors faculty need to engage in a continuous process to refine and infuse a consistent philosophy regarding honors education at FAU. Faculty development activities scheduled once a semester augment the regular faculty deliberations.

3. Quality and Diversity of Wilkes Students.

The profile of the students who attend Wilkes is strong, with GPAs and test scores that are significantly higher than the general FAU student population and with test scores that compare favorably with other selective institutions and private colleges emphasizing the liberal arts and sciences. WHC also has an impressively diverse student body, with 25% of students who identify as having a Hispanic Background, and with just over half of the students identifying as non-white. Even though FAU as a whole is a Hispanic Serving Institution, with just over a quarter of their students identifying as Hispanic, the diversity of Wilkes is impressive. The Wilkes Honors College is distinguished in yield of a diverse student body when compared with peer Honors Colleges and Programs.

4. Quality of Wilkes's Undergraduate Educational Program.

Design of the honors curriculum is clearly focused and reflects a purposeful alignment with the College's mission. A four-year curricular sequence offers carefully designed liberal arts experiences that meet the needs and abilities of the undergraduate students it serves. The reviewers are impressed by the rigors of the Wilkes Honors College curriculum, with its wide variety of concentrations and its very strong host of required Core Requirements. Of particular note is that students, regardless of their concentrations, must take two or more courses (as opposed to the more typical one course) across a variety of areas of study, including foreign language study, quantitative reasoning/mathematics, and global citizenship.

The introductory Honors Forum, the Sophomore Writing Portfolio requirement, the three interdisciplinary team-taught Critical Inquiry Seminars, the Internship/Study Abroad, and, finally, the Honors Thesis, make the Wilkes curriculum distinctive and exceptionally well-rounded, and is impressively rigorous even for an Honors College. Every step of the curriculum, from their entering semester Forum to the final Honors Thesis self-assessment, makes clear to the students not only Wilkes's high expectations, but also helps them to become intentional, critically self-reflective learners.

This impressive Honor Curriculum is augmented by a variety of Pathway and "4+1" programs that partner with the main FAU campus and allow top students to obtain MBAs, M.Eds, MAs in five years, or transfer directly into Engineering or Nursing programs.

In addition, programs like these, combined with highly selective scholarships like the Flagler Scholars or the Wilkes Medical Scholars Program, which offers conditional acceptance into FAU's Medical School, help Wilkes attract exceptionally qualified students who might otherwise attend larger or more nationally-known institutions. All of these programs also help increase the overall quality of the student body at Wilkes, as well as the institution's outcome measures.

5. Wilkes's Research Productivity and Capability.

The research record of Wilkes is impressive, especially given the intensive teaching and mentoring responsibilities of the faculty. In this context, peer-reviewed publications per faculty compare favorably with the rest of the University (1.3 vs 2.2). Grant submissions are trending upward over the evaluation cycle, with last year seeing 10 proposals totaling $4,726,727 and 4 awards totaling $1,110,190. Beyond individual faculty research, perhaps more importantly, Student-Faculty Research is widespread—not only in the sciences, but across all of the disciplines. Students at Wilkes regularly collaborate with faculty members, attending conferences or co-authoring papers. There is a strong relationship with the Office of Undergraduate Research and Inquiry, Research Institutes: Scripps, Max Planck on campus, and Brain Institute and the Harbor Branch Oceanographic Institute offer excellent partnerships for undergraduate research. Their co-location with Wilkes Honors College offers an invaluable honors education experience. The Wilkes Honors College should be commended for the exceptional research and other independent study offerings.

6. Administrative Leadership at Wilkes.

The head of the Wilkes Honors College is a Dean that reports directly to the University Provost who is the chief academic officer, and the Dean of the Honors College serves as a full member of the Council of Deans. This infrastructure is characteristic of mature Honors Colleges and supports good lines of communication within the institution. The Review Team would be remiss if it did not mention the exceptionally strong administrative leadership at Wilkes Honors College. The Dean's science credentials, extensive experience at a selective liberal arts college, and national profile as a leader in STEM education are a perfect fit for Wilkes. Her two Associate Deans are not only experienced and committed; they are able to communicate effectively with a broad audience of faculty members, students, and other stakeholders. Both have been at the college since its inception, which provides historical knowledge and insights. The two Chairs were also engaging and knowledgeable of the issues facing each of their areas. The administrative staff is very competent and dedicated. It was clear that the new Business Manager was doing an excellent job finding efficiencies and better managing the college budget.

CHALLENGES

The Review Team identified two major challenges that WHC currently faces: the visibility of Wilkes and the maintaining of the high-quality education that it currently offers as enrollments increase.

1. Visibility of Wilkes, both Locally and Nationally.

The reviewers feel as if, given the impressive education that WHC offers its students, it should be better known, both within Florida and beyond. Is the University leveraging the unique experience at Wilkes in state and national press campaigns? Is there a unique to

the WHC academic marketing campaign? It seems that this effort is very recently underway, especially with the new investments in Recruitment and Admissions on the campus. However, the marketing materials reviewed do not capture the intellectual energy present on campus, nor do they convey the impressive quality of the Wilkes experience and all of the advantages it has to offer. WHC offers a distinctive, rigorous, and individualized educational experience at a fraction of the price of comparable schools. The Wilkes materials do not do justice to the many wonderful and impressive things WHC students do while on campus and go on to do after they graduate. The materials also lack a unified visual identity. The Program Review team was particularly impressed with the coffee mugs display that represent graduate schools, law schools, medical schools, and career advancement in highly prestigious graduate programs and jobs. The display powerfully illustrates the success of Wilkes College graduates, but that kind of clear and palpable student success is not being transmitted widely. We do not believe FAU is telling the Wilkes story in the most productive ways possible.

The reviewers also considered that the name itself may not connect with students and their parents—for most high school students, "honors" is a type of more accelerated class. For the types of students Wilkes wishes to enroll and should be attracting—those looking at top-ranked state schools or private universities and liberal arts and sciences colleges, the name Wilkes Honors College of FAU may not resonate. The need is to better message what the experience is without relying on the word "honors" to carry that message. Clearer linkages of the experience to the unique research partnerships, faculty mentoring, and experiential learning opportunities seem to be needed.

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

The reviewers recognized that the mandate for increased enrollment will be a challenge to maintaining the honors-level quality of the Wilkes education. This was a common theme in nearly all of the conversations we had at Wilkes and with Boca administrators as well. WHC's current resources—faculty, facilities, scholarships, curricular offerings—are already at near capacity. Teaching Lab space is full. Courses and curricular offerings are currently at a reasonable level, but more students will mean that more courses and sections be offered, both within and outside of STEM. Small classes and an individualized educational experience help makes the education exceptional, and help attract the kinds of students that Wilkes wishes to enroll.

STEM student research opportunities in labs, including Scripps, Max Planck, and Harbor Branch, is already competitive, and unless that capacity also grows, students will not get the same research-intensive experiences that are currently the hallmark of a WHC education. And some full-time WHC faculty do not have adequate research space to undertake their own research with students. With a large influx of students, unless the faculty grows considerably, there are not adequate numbers of faculty members to mentor and assess sophomore writing portfolios and advise Honors Theses—two of the features that help define a WHC education.

OPPORTUNITIES

Given the already strong, distinctive, and rigorous education that Wilkes is currently offering, the Review Team saw many promising opportunities for Wilkes to grow, improve, and thrive.

1. To grow enrollments, as long as they are properly supported and resourced

With enhanced marketing, promotion, and intentional recruitment, the WHC should be able to incrementally grow to meet the goals set by the Administration. As the number of students rise, the vibrancy of Jupiter campus life will increase, as will the visibility of Wilkes. Greater numbers of faculty members will enhance the already impressive faculty, and increase the intellectual vitality of the campus—as will students from more diverse backgrounds, locations, and experiences.

2. To recruit students regionally and nationally.

Wilkes should explore partnerships with high schools in major cities, particularly science magnet schools. As a designated Hispanic Serving Institution in a warm environment, WHC might particularly appeal to students in Chicago, New York, Boston, Los Angeles, and cities in Texas. In addition, students could be recruited from schools where Wilkes alumni currently teach. If those partnerships are established and nurtured, high schools could be sending one or two students to Wilkes a year, increasing the enrollment of top students and diversifying the overall student body. Given the quality of the WHC education and the reasonable price, even for out of state students, Wilkes has the potential to recruit nationally.

3. To improve the quality of the physical plant.

The Administration Building showcases honors and provides image enhancement as FAU's "flagship program", and visibly characterizes the institution's dedication to academic excellence. WHC is located in a desirable geographical location, and is central on the Jupiter campus. The entryway to the Wilkes building is impressive and telegraphs "Honors College," as do the posters of alumni, and the collection of mugs in the admissions office is inspiring.

The opportunity to grow classroom and lab space will be key to keeping current and properly supporting the impressive work that faculty and students are undertaking. Other campus amenities will have the opportunity to grow and improve as the campus expands—services for students support, options for dining, a bookstore. The allocation of space and the location of facilities, classroom/meeting space, and student gathering spaces are critical in building the honors community. Research about honors housing demonstrates that a strong sense of honors community is important in having a vibrant honors program or college. Student engagement and building community are facilitated through the configuration of space inside and outside the classroom. To meet growth targets, more housing will be needed. Furthermore, the Wilkes facilities should be a

location for the honors community that offers prospective donors the opportunity to meet with students and faculty. Given the space limitations, especially in the labs, and concomitantly increased enrollment goals, classroom space and facilities require immediate consideration.

6. To build upon the symbiotic relationship with FAU's Main Campus

The reciprocity between Wilkes Honors College and FAU Main Campus is to be commended for integration of new subjects, approaches, and pedagogies. Honors education has provided opportunities for faculty to experiment and influence traditional curriculum. Wilkes benefits from its relationship with the Boca Campus, and in similar ways WHC can serve as a partner and "incubator" for the Main Campus for innovations in teaching and working with the most talented undergraduates. Many constituents reported appreciation for the new shuttle, but everyone also agreed that its schedule needed to be expanded to include evenings and more frequent runs.

7. To continue to grow partnership with Wilkes Alumni and Friends

The Wilkes Honors College has a fully engaged external advisory board that meets regularly. Over the past few years this energetic Board is gaining a sense of mission and scope while they accomplish specific tasks or projects. External Advisory Boards, if actively engaged in Honors Programs and Colleges, are known to impact recruitment and development/fundraising. The Advisory Board, which is inclusive of WH alumni, have great potential for affecting student success with a clearer sense of its mission and scope.

THREATS

The acceptance and valuing of the Honors College appears to be emphasized by the university administration and has resulted in higher enrollment goals. Doubling the size of new student enrollment is visibly creating inordinate challenges to Wilkes as it seeks to accommodate growth while being relatively static in resource allocation. Funding patterns that are at a relatively level resource allocation while enrollment increases significantly dilutes the program quality. This is a classic "good news/bad news" situation. That the Honors College is embraced by the general university community speaks well for its mission and accomplishments but also presents a warning: the traditional higher education mandate to "do more with less" has reached a breaking point for the Honors College.

How many students should be enrolled in the Honors College? How many should be admitted to the incoming first year classes? The issues raised by these questions will become central to any discussion of strategic planning, resource allocation, facilities, and program development. If student enrollment increases without stable resource allocation, it poses serious threats to the quality of any honors college: interactions among the students and between students and faculty may become less productive in promotion of excellence (e.g. quality of research outcomes suffers, staffing for honors courses become difficult to maintain, and time commitment to capstone projects constricts). Further, there is some concern that the STEM emphasis may crowd out the Humanities and Social

Science disciplines that have been a hallmark of the College. The challenge to set a realistic College size is at the core of Wilkes' Honors College's performance on retention and graduation rates.

There are approximately 30,000 attending FAU with the Honors College enrolling 430 or 1.4%. National trends document approximately 5-7% of undergraduate enrollments are honors students. An expansion of the current student enrollment to 800 would be consistent with these national trends. Ultimately, a strong recruitment-retention continuum will raise institutional outcomes provided that sufficient resources follow a rise in honors enrollment. This balance between enrollment and quality and the challenge of setting shared, realistic size goals should be at the core of the Honors College's strategic planning efforts for the coming years.

The Review Team observed one of the biggest related challenges is the potentially large and sudden influx of high school juniors and seniors into classes and labs at Wilkes. The first class of 50 high school juniors reportedly will matriculate in 2020. Already working close to capacity, it is unclear how such a sudden shift will change the intellectual life on this small, academically intense campus. At the main FAU campus the partnership with the Henderson high school works in part because those students are easily absorbed into a campus of more than 20, 0000 students in hundreds of different courses offered each day. Given the focused curriculum and the small classes at WHC, having an honors-level college class or lab with a third (or even a half) of its students aged 16 or 17 could challenge the quality and/or change the identity of the WHC.

Discussion

In addition to being charged with identifying the strengths, opportunities, and challenges for Wilkes Honors College, the WHC Self-Study framed four broad questions for the review team to answer with respect to a unit's current state and aspirations:

> **1. What suggestions do you have for increasing the national awareness and reputation of our program?**
>
> If the Honors College desires national visibility, we recommend faculty/student participation at conferences such as Council for Undergraduate Research [CUR], Honors Education at Research Universities [HERU] and National Collegiate Honors Council [NCHC]. The Dean and Associate Dean's leadership participation in these organizations would reflect on the WHC's visibility. Faculty and students should continue their already impressive participation at national disciplinary conferences and symposia. Highlight the remarkable co-publishing students and faculty are doing. Better capitalize on the unique opportunities with the research partners in the region and publicize those successes.
>
> The Provost requested suggestions for peer institutions. Most Ivy League institutions at the top of the US News and World Report have neither scholars nor honors programs. Universities such as Duke and Emory, have a scholars program

for highly selective group of students and honors programs tend to have few curricular components and instead focus on professional development and mentorship opportunities. Two large public universities with a significant enrollment of STEM students are the Schreyer College at Pennsylvania State University and the Sally McDonald Barksdale Honors College at University of Mississippi. These Colleges are examples of well-endowed Honors Colleges.

2. What recommendations do you have to assess (at the course and program level) and continuously improve our program?

The assessment already conducted by the College is well-conceived and executed. But, a deeper assessment of honors education is needed that provides a comparison with successful peer programs. A recommended program review instrument can be framed with *Rubrics for Honors Evaluation and Benchmarking Criteria.* Such an assessment provides a baseline for annual reviews and closed cycle assessment. Course Assessment data is part of this process and is already in place.

3. What are your impressions as to the feasibility and methods by which we hope to achieve our goal of reaching an enrollment of 800 by 2025?

The growth should be dictated by a comprehensive strategic plan mentioned previously. This plan must allocate resources necessary to support each annual increase in student enrollment. The plan must include consideration of the space available for labs, both on campus and with the research partners that are so central to the identity of the Wilkes experience.

4. Would you consider the WHC's existing graduation/retention rates and efforts successful, and what improvements can you envision?

Generally, levels of retention and program completion rate are consistent with national trends. Program retention is a complex interaction of variables with the strength of faculty advisement often identified as primary. Program completion rate is often correlated with the rigor of the capstone experience. Therefore, close faculty student relationships over the undergraduate plan of study and student advisement in the capstone experience are primary factors in achieving these outcomes. Improvements will involve keeping the faculty-student ratio in line given the intensive nature of the academic mentorship at the heart of the College's mission. If enrollments grow without concomitant investments in faculty, then progression and graduation rates might be negatively affected or the rigorous curriculum that is the hallmark of Wilkes will have to be altered.

CONCLUSIONS

The Review Team noted several strengths in the Wilkes Honors Programs, including strong sense of identity and mission, quality of the faculty, quality and diversity of the honors students. At the heart of honors education is the curriculum. Wilkes Honors College meets best practices and incorporates the following curricular ladder:

1. A required course emphasizing basic skills in communication and critical reasoning
2. A sequence of general education, and/or special topics courses
3. A research seminar that keeps students on track toward a required thesis
4. A capstone experience of individual research or creative work

The partnerships with research institutes, high quality internships, and study abroad experiences distinguish the Wilkes Honors College as a unique honors undergraduate program. Florida Atlantic University is to be commended for the development of such excellent research productivity. The administration of Wilkes, including Dean, Associate Deans, Chairs, and Administrative Staff is well qualified and effective in their leadership roles.

Opportunities for development of Wilkes Honors include: 1) growth of new student recruitment, regionally and nationally 2) faculty development within the College, and across FAU campuses. Increased visibility offers many opportunities to distinguish the academic reputation of the College and FAU nationally as well as internationally 3) Development of the External Advisory Board and alumni support of the Honors College.

Challenges and threats for the Wilkes Honors College are the preservation of the high quality undergraduate experience with new enrollment patterns. Doubling the size of the undergraduate enrollment potentially dilutes the high quality academic program that is developed. Concomitantly, introducing a new population of secondary students without considering the unique learning needs of both undergraduate and secondary students will also significantly influence the Wilkes Honors College's performance indicators. It is the Review Team's recommendation that expansion and increasing enrollment be implemented within a comprehensive, well-defined strategic plan that includes sufficient resource allocation.

RECOMMENDATIONS

1. Undertake a marketing study focused on increasing Wilkes's visibility, especially regionally and nationally. This study should include internal constituencies as well as external audiences. The 20th anniversary of Wilkes is a great opportunity to expand visibility. Improve the recruitment materials, perhaps emphasizing the name "Wilkes," with other key signifiers of the kind of unique experience the WHC offers with emphasis on the interdisciplinary strengths of the liberal arts and sciences.

2. Set incremental increases to annual recruitment goals that culminate in 800, guided by the essential balance between enrollment and academic quality; the plan should minimally include the following:

    - Number of students admitted based on revised admissions criteria
    - Scholarships needed to support this level of growth
    - Lab space and facility plans to accommodate increased numbers
    - The capacity of partners like Scripps and Max Plank
    - Faculty needs for instruction to maintain current quality
    - Courses needed per semester based on curricular model
    - Residential plan as part of a state-of-the-art living/learning environment

3. As the enrollment increases, add more administrative support. For example, currently, there is only one faculty secretary for the entire faculty. Further, as the faculty obtains more extramural grants, the burden of grant administration may need to be lifted from the Business Manager, who currently fills that function.

4. Wilkes needs to clearly articulate its admissions criteria and ensure it is consistent with its student learning outcomes. The written essay is an excellent predictor of student "readiness" for the sophomore portfolio and development of written communication skills. The selection of admissions criteria that embraces academic challenge is preferred practice for undergraduate applicants as well as secondary students. Quantitative approaches that rely on objective scores may be simpler but may result in passing over qualified candidates whose abilities may not always be demonstrated in traditional admissions criteria. Measures such as recommendations, personal statements, and those that take into account a student's motivation is a practice that may enhance selection of students capable of integration into collegiate advanced learning environments. Further discussion of this topic is available in Journal of the *National Collegiate Honors Council, Forum on Gifted Education and Honors, Vol. 19, No. 2, Fall/Winter 2018.*

5. We recommend that the WHC major stakeholders--senior administration, including President, Provost, Dean, faculty, the staff, honors students--come together and work towards a shared understanding of the impact the new high school will have on the WHC. The University of Iowa's *Connie Belin and Jacqueline N. Black International Center for Gifted Education and Talent Development* is housed in the University of Iowa's Honors Program. The physical proximity of both programs creates possibilities for integrating gifted and honors education. Such a model may be helpful in developing Wilkes Honors' strategic plan.

6. Create a formal program for exchange of pedagogical innovations between faculty at Jupiter and other FAU campuses. Disseminate honors-specific instructional strategies. There is untapped potential for faculty members and

staff to discuss and engage what it means to effectively teach and mentor this impressive group of engaged, talented undergraduates in Wilkes' distinctive setting. Given its strengths, Wilkes could become a national leader in honors pedagogy and teaching, both in STEM fields and beyond.

7. Given its success in research dissemination, Wilkes (and FAU overall) should consider developing student participation in nationally competitive awards such as Goldwater, in partnership with the Division of Research or Office of Undergraduate Education.

8. Develop the External Advisory Board, ensuring that is has a clear purpose of their mission and its strategic role, so it actively engages in the College's recruitment and development activities.

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.



CONTENT KNOWLEDGE (Declarative Knowledge, Research Skills, Technical Skills):

Through the writing of an honors thesis, students will demonstrate a thorough knowledge of the fundamental concepts and methods in the student's area of study as well as the ability to draw on ideas and methods from related disciplines where appropriate. (Outcome 3)

In addition, content knowledge will be assessed by the evaluation of a Sophomore Writing Portfolio (SPW) that includes a scholarly paper and a Forum paper written in response to several presentations by experts in different disciplines. (Outcome 4)

COMMUNICATION (Written Communication):

Through the writing of an honors thesis, students will demonstrate proper use of grammar, syntax, structure and style in the creation of a persuasive argument, and/or will meet criteria of competent communication appropriate to the concentration for which the thesis is written. (Outcome 2)

In addition, written communication skills will be assessed by the evaluation of the Sophomore Writing Portfolio (Outcome 5).

COMMUNICATION (Collaborative Skills):

Through the process of conducting research and formulating the thesis in collaboration with the thesis advisors, students will demonstrate the ability to interact with faculty by communicating ideas in the process of researching and writing the thesis, responding to criticisms from faculty advisors, taking the initiative, and meeting deadlines. (Outcome 2)

CRITICAL THINKING (Analytical Skills; Creative Skills):

Through the writing of an honors thesis, students will demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing scholarship, and/or demonstrate the application of critical thinking skills to the completion of a creative project. (Outcome 1)

In addition, critical thinking skills will be assessed by the evaluation of the Sophomore Writing Portfolio (Outcome 6).

Details on assessment:

A. Assessment of the Honors Thesis (Outcomes 1-3)

To prepare for writing a senior thesis, students will complete (1) courses in their concentration aimed at providing the content knowledge needed to write a thesis, (2) writing courses that may

include 3-credit writing courses or writing across the curriculum (WAC) courses, and (3) courses in the core and concentration designed to build critical thinking skills. Students will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated. Assessment will be done by a primary and secondary thesis reader who will use the following standards:

Honors with distinction

- The thesis demonstrates a profound knowledge of the fundamental concepts and methods in the subject area.
- The thesis shows mastery of grammar, syntax, structure and style: it is lucid, well-organized, and stylistically elegant.
- The thesis engages in sophisticated critical thinking and rigorously considers alternate resolutions of a problem in an exemplary fashion or otherwise shows sophisticated critical thinking in an exemplary manner appropriate to the area of study.
- The student demonstrates excellent interpersonal and collaborative skills by communicating ideas with great precision and thoughtfulness in the process of researching and writing the thesis, responding thoughtfully and rigorously to virtually all substantial criticisms from faculty advisors, taking the initiative to a great extent, and meeting deadlines with minimal oversight from advisors.

Honors

- The thesis shows a thorough knowledge of the fundamental concepts and methods in the subject area.
- The thesis shows effective command of grammar, syntax, structure and style: it is clearly written and sensibly organized.
- The thesis engages in sophisticated critical thinking and explores alternate approaches or resolutions of a problem effectively or otherwise shows sophisticated critical thinking in an effective manner appropriate to the area of study.
- The student demonstrates effective interpersonal and collaborative skills by communicating ideas clearly in the process of researching and writing the thesis, by responding to many of the substantial criticisms from faculty advisors, showing the ability to take some initiative, and meeting deadlines without excessive oversight from advisors.

Unacceptable

- The thesis does not show competent knowledge of the fundamental concepts and methods in the subject area.
- The thesis does not show mastery of grammar, syntax, structure, or style.
- The thesis does not competently engage in critical thinking or explore alternate approaches or resolutions of a problem.
- The student does not demonstrate effective interpersonal and collaborative skills; the student does not communicate ideas clearly in the process of researching and writing the thesis, does not respond to many of the substantial criticisms from faculty advisors, does not take the initiative, and does not consistently meet deadlines.

Students whose thesis draft is deemed unacceptable in one of the outcomes may be required to make satisfactory revisions to receive a passing grade on the thesis. This may require doing additional coursework to acquire the necessary knowledge in the subject area.

B. Assessment of the Sophomore Writing Portfolio (Outcomes 4-6)

Through the evaluation of writing done in freshmen and sophomore years, students will be

assessed on their ability to communicate effectively and think critically. The portfolio will consist of a forum essay, completed during the student's freshman year, and an essay completed either freshman or sophomore year for a course other than Forum. The forum paper is a four-page analysis of three presentations in which students must demonstrate an understanding of the larger implications of the presentations and discuss their connections. The other paper must be a scholarly work of at least 5 pages and demonstrate an ability to incorporate evidence from secondary sources and/or analyze a primary text.

Assessment is conducted by a panel of Honors College faculty during the summer who use an assessment rubric:

For Content (Outcome 4): Submissions are evaluated for knowledge of fundamental course appropriate concepts and methods as well as the ability to draw on ideas and methods from related disciplines where appropriate

P = Proficient:
-Demonstrates the skills needed to write a thesis.
-Confidently and consistently demonstrates the writing and thinking skills central to college level work.

O = On Track:
-Will be prepared to write a thesis during the senior year if the current level of progress is maintained.
-Inconsistent application of writing and thinking skills central to college level work.

N = Needs Improvement:
-May not be prepared to write a thesis during the senior year if the current level of progress is maintained.
-Demonstrates consistent weaknesses in the writing and thinking skills central to college level work.

I = In Trouble:
-Will not be able to write a thesis or perform in upper division courses without extensive assistance in writing.

For Communication (Outcome 5): Submissions are evaluated in style and rhetorical awareness; and grammar, sentence structure, and punctuation. Below is a brief description of the ratings:

P = Proficient:
-Demonstrates the skills needed to write a thesis.
-Confidently and consistently demonstrates the writing skills central to college level work.

O = On Track:
-Will be prepared to write a thesis during the senior year if the current level of progress is maintained.
-Inconsistent application of writing skills central to college level work.

N = Needs Improvement:
-May not be prepared to write a thesis during the senior year if the current level of progress is maintained.
-Demonstrates consistent weaknesses in the writing skills central to college level work.

I = In Trouble:
-Will not be able to write a thesis or perform in upper division courses without extensive assistance in writing.

For Critical Thinking (Outcome 6): Submissions are evaluated on the basis of the quality of the argument and analysis. Below is a brief description of the ratings:

P = Proficient:
-Demonstrates the skills needed to write a thesis.
-Confidently and consistently demonstrates the critical thinking skills central to college level work.

O = On Track:
-Will be prepared to write a thesis during the senior year if the current level of progress is maintained.
-Inconsistent application of critical thinking skills central to college level work.

N = Needs Improvement:
-May not be prepared to write a thesis during the senior year if the current level of progress is maintained.
-Demonstrates consistent weaknesses in the critical thinking skills central to college level work.

I = In Trouble:
-Will not be able to write a thesis or perform in upper division courses without extensive development of critical thinking skills.