

Item: AS: A-3

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

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

IMPLEMENTATION PLAN/DATE

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

FISCAL IMPLICATIONS

N/A

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

Mission and Purpose

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

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

Strengths

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

Weaknesses

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

Recommendations

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

Maintain a 36-hour major requirement. In the Foreign Service Institute's experience with Language Learning¹ for professional working proficiency, 600-2,200 class hours (depending on

Reinstate Program Heads. A faculty member in charge of shepherding curriculum revisions

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

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

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

Define "success" with student input in "student success." A departmental ad hoc committee needs to **set criteria for what determines "success"** in terms of students using their LLCL majors and minors for t h.004 Tc (s)1(Tj EMC /P 8)-10(h.004 Tci th) -8 esea3.850and mdi thajort1-rms330(



2019 Academic Program Review Department of History

Mission and Purpose

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

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

Major changes since the last program review

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

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

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

ENC 1102 freshman-

- b. Review and revise public history program.
 - c. Apply for NEH Digital History Lab Challenge Grant.
 - d. Consider creating a Certificate in Public History.
 - e. Apply for a FAU Technology Fee Grant if qualified.
3. Promote greater student engagement to promote greater student success.
 - a. Connect positions to college initiatives such as the Americas Initiative and to student demand as well as curricular needs.
4. Hire new tenure-track faculty in French/Francophone History and Ancient History.
 - a. Connect positions to college initiatives such as the Americas Initiative and to student demand as well as curricular needs.
5. Study graduation trends to determine how to increase graduation rates.
 - a. Find ways to advise majors earlier in their programs by liaising with relevant university offices and departments.
6. Consider revising the number of total hours required for the History major.
 - a. Conduct a systematic review of both the undergraduate and graduate degrees in comparison with comparable programs and make changes in accordance with best practices.
7. Reconsider its involvement in the online delivery of more of its courses.
 - a.

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

2019 Academic Program Review
Department of Jewish Studies

Program Overview and Its Strengths

The Jewish Studies Program (JST) educates students about Jewish history and culture and its ongoing major role in the emergence and development of Western civilization. Students in the program are expected to develop as critical thinkers, aware of the diversity and complexity of the field. The program promotes a broad and comprehensive approach to JST that includes the arts,

2019 Academic Program Review
Department of Interdisciplinary Studies

Overview

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

Mission and Purpose

Interdisciplinary Studies allows students to create unique educ

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

4. Move towards an online degree

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

5. Better prepare students for the job market

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

6. Better assess the degree

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

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

Strengths

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

Weaknesses

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

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

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

Recommendations

Curriculum Recommendations:

The review team appreciates the efforts since the IDS programs last review, particularly the creation of two required courses, HUM 3890 and IDS 3949 required for all majors. 7(te)JTJ 0-8(r)5(r)5(S)-8(p

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

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

Assessment Recommendations:

Assessment of the IDS program is not clearly defined or presented. We recommend a review and reduction of course learning objectives that can be assessed in the intro/early IDS course, and then again in the theory and/or research methods IDS course. Recommendations also include review and consideration of the AAC&U Integrative VALUE rubric to assess programmatic

1. Improve graduate student stipends, provide medical benefits, and/or reduce GTA teaching load.
 - a. Advocate for funding from the university.
 - b. Raise money from donors.
2. Equitable salaries for tenure-line and NTT instructors (improve faculty retention)
 - a. Advocate for funding from the university and/or the state
3. Improve or require advising
 - a. Hire more advisors
4. Address concerns raised by junior faculty about, a) perceived ambiguity of tenure/promotion criteria, b) hardship of travel to partner campuses, c) scheduling and course preparation
 - a. Form committee to explore possibility of amending tenure and promotion documents,
 - b. Post all departmental documents in shared resource file
 - c. Reduce burden of trade
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- A commitment to aligning themselves with University needs, research pillars, and strategic plans.

Weaknesses

- The number of tenure track faculty is too small to meet the research and instructional needs of their programs.
- In order to increase majors and, in particular, double majors, the curriculum needs to be streamlined and made more flexible.
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**2019 Academic Program Review
School of Communication and Media Studies**

