

**Insufficient Evidence**

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Average: **6.517**

Range: **1.300**

Reviewer	Alignment		Demand		Productivity		Quality		Efficiency		Opportunity		Total
	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	
Reviewer: 1	8	1.6	7	1.05	7	1.4	7	1.4	8	0.8	7	1.05	7.3
Reviewer: 3	7	1.4	5	0.75	6	1.2	8	1.6	4	0.4	6	0.9	6.25
Reviewer: 2	7	1.4	4	0.6	6	1.2	6	1.2	7	0.7	6	0.9	6

**1. ALIGNMENT**

**Reviewer: 1**

Score: **8**

Weighted Score: **1.6**

**Strengths:**

- Faculty and students have organized innovative fundraising and educational events mainly centered on rising racism
- Directly relates to each pillar of the strategic plan
- Program is essential for meeting institutional requirements for accreditation by the Northwest Commission on Colleges and Universities
- Only African-American Studies program in the MUS system
- Supports that cultural equipment is necessary for living and working in the 21st century

**Weaknesses:** None seen

**Reviewer: 2**

Score: **7**

Weighted Score: **1.4**

**Strengths:** The AAST program is ideally situated to help UM create an environment in which diversity is welcome and can thrive.

The faculty in AAST are devoted to the program's success.

**Weaknesses:** As a major, the program may not be impacting very many students. Do students need to major in AAST in order to "develop a basic knowledge of, and appreciation for, the diverse experiences of the African diaspora, and their contributions to the nations into which they were incorporated"? (I don't know the answer to that--I'm simply raising the question.)

**Reviewer: 3**

Score: **7**

Weighted Score: **1.4**

**Strengths:** Excellent alignment with mission and filling an important role on campus with efforts to increase diversity and inclusiveness. The only African American studies unit in the MUS system.

**Weaknesses:** No overt weaknesses

**2. Demand**

**Insufficient Evidence**

<b>Reviewer: 1</b>	<b>Score:</b> 7	<b>Weighted Score:</b> 1.05
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• Report compliance on 5YA of SCH for Gen-Ed courses with national averages (2016 Delaware Study of Instructional Costs and Productivity)</li> <li>• Highly interdisciplinary – courses shared between many departments</li> <li>• Development and implementation of the Pedagogy Project has involved more than 50 faculty and thousands of students since 2008</li> <li>• Further budget constraint on this program would eliminate the program</li> <li>• Only requires director stipend, small program budget, and the cost of a half-time instructor</li> </ul>	
<b>Weaknesses:</b>	<ul style="list-style-type: none"> <li>• Major was approved in 2016 so data are limited</li> <li>• One data point can't ascribe stability, demand, trends, etc</li> </ul>	
<b>Reviewer: 2</b>	<b>Score:</b> 4	<b>Weighted Score:</b> 0.6
<b>Strengths:</b>	The AAST major is interdisciplinary, and adds much to the portfolio of classes available on our campus.	
<b>Weaknesses:</b>	<p>I'm unsure how "robust" a major can be with so few faculty in that particular specialty area.</p> <p>My personal belief is that this is an extremely important area in which students should, at a minimum, have some familiarity. That said, the small number of majors and minors could be an indicator of low demand. (As the report notes, though, this is a new program. It may need time to grow.)</p>	
<b>Reviewer: 3</b>	<b>Score:</b> 5	<b>Weighted Score:</b> 0.75
<b>Strengths:</b>	Highly collaborative and interdisciplinary, AAS draws on courses from numerous other units. Very high SCH generation considering low faculty numbers.	
<b>Weaknesses:</b>	Very small total number of majors, but this has increased notably in last several years. Number of SCH in general ed courses is low, but based on a ratio to instructional FTE it is high.	

**3. Productivity**

<b>Reviewer: 1</b>	<b>Score:</b> 7	<b>Weighted Score:</b> 1.4
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• 3 faculty have published 7 books and chapters</li> <li>• Since 2012 faculty have published 14 academic articles</li> <li>• Undergrad has represented UM at the national Portz Scholarship competition (2011)</li> <li>• Successful outreach via speaking opportunities (given more than 20 presentations since 2012)</li> <li>• Dedicate training and resources to the YMCA</li> <li>• Students report importance of AAST for their studies and jobs</li> <li>• Seems like a growing program with good community involvement</li> </ul>	
<b>Weaknesses:</b>	• (Due to the unavailability of quantitative data concerning 5YA, weaknesses are difficult to accurately assess.)	
<b>Reviewer: 2</b>	<b>Score:</b> 6	<b>Weighted Score:</b> 1.2
<b>Strengths:</b>	The faculty in AAST are very productive in terms of their scholarly research and outreach, given the expected teaching loads.	
<b>Weaknesses:</b>	Some of the activities mentioned throughout this report have only a tenuous connection to the program being reviewed. For example, the Pedagogy Project, while being a worthwhile and important activity, doesn't have much to do with African-American Studies.	

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<b>Reviewer: 3</b>	<b>Score:</b> 6	<b>Weighted Score:</b> 1.2
<b>Strengths:</b>	Very good level of productivity given the small number of faculty in this unit in terms of publications and outreach. Student successes also highlighted	
<b>Weaknesses:</b>	Low numbers of majors	

**4. QUALITY**

<b>Reviewer: 1</b>	<b>Score:</b> 7	<b>Weighted Score:</b> 1.4
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• In exit-interviews students have cited the importance of AAST in critical thinking and challenging societal norms</li> <li>• Faculty outcomes are very impressive, especially considering the small number of faculty (3)</li> <li>• Many awards indicating importance to UM. For example, the Exemplary Service to Students Award (2011) and Best UM Professor (Missoula Independent 2017)</li> </ul>	
<b>Weaknesses:</b>	<ul style="list-style-type: none"> <li>• Small sample size since major was recently approved – difficult to assess student outcomes</li> <li>• Discipline doesn't offer accreditation</li> <li>• Difficult to analyze quality based on national metrics</li> </ul>	

<b>Reviewer: 2</b>	<b>Score:</b> 6	<b>Weighted Score:</b> 1.2
<b>Strengths:</b>	<p>Comments from exit interviews with students are particularly impressive.</p> <p>The research/publishing accomplishments of the AAST faculty are exceptional.</p>	
<b>Weaknesses:</b>	With such a new program, there is essentially no data on which to form any expectations for the quantitative measures.	

<b>Reviewer: 3</b>	<b>Score:</b> 8	<b>Weighted Score:</b> 1.6
<b>Strengths:</b>	Ample evidence of high impact of faculty and students in terms of awards earned and success in the classroom	
<b>Weaknesses:</b>	Given limited number of degrees awarded, hard to assess quality in graduation success	

**5. EFFICIENCY**

<b>Reviewer: 1</b>	<b>Score:</b> 8	<b>Weighted Score:</b> 0.8
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• Proposes implementation of online courses (if given resources) to maintain enrollment despite losing their 0.5 instructor (one of three faculty)</li> <li>• Efficient curricular delivery (UG SCH/instructional FTE)</li> </ul>	
<b>Weaknesses:</b>	<ul style="list-style-type: none"> <li>• Program was approved a major despite faculty needed to continue maintaining and improving this program</li> <li>• This program is operating at its maximal efficiency and has had to cut back on resources needed for student enrichment</li> <li>• Fewer speakers and lecturers of color on campus (65% reduction in program budget)</li> <li>• Need to re-structure course requirements since loss of 0.5FTE instructor (or receive funding to support online courses)</li> </ul>	

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<b>Reviewer: 2</b>		<b>Score:</b> 7	<b>Weighted Score:</b> 0.7
<b>Strengths:</b>	AAST currently has a low budget and very few resources dedicated to the program. In spite of that, the program has achieved a lot.		
<b>Weaknesses:</b>	Some of the courses in this program have been taught extra-to-load; this is generally not going to be sustainable in the long-run.  The report proposes using on-line instructors for core courses. If we move to that model, can we really say that the program belongs to UM? I know that for our program, our accrediting body would have issues with us using non-TT online instructors for anything more than a small proportion of our courses.		
<b>Reviewer: 3</b>		<b>Score:</b> 4	<b>Weighted Score:</b> 0.4
<b>Strengths:</b>	Exceptionally efficient in terms of SCH per instructional FTE. Declining revenue in the program would have had a noted impact on efficiency.		
<b>Weaknesses:</b>	No grant expenditures or IDC generated. Hard to assess graduation data given how recently degrees have been awarded.		

**6. OPPORTUNITY**

<b>Reviewer: 1</b>		<b>Score:</b> 7	<b>Weighted Score:</b> 1.05
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• Leadership opportunity for students by hosting an upcoming conference</li> <li>• Educational events and workshops that promote diversity and cultural understanding</li> <li>• Propose interdisciplinary collaboration to provide late studies classes (assuming funding for a 0.5FTE) joint recruitment</li> </ul>		
<b>Weaknesses:</b>	• Small program and limited resources limit growth. More collaboration between departments and funding are needed to provide an opportunity for this program to grow		
<b>Reviewer: 2</b>		<b>Score:</b> 6	<b>Weighted Score:</b> 0.9
<b>Strengths:</b>	The opportunities for educating our students about African American cultures and experiences seem overwhelmingly obvious.  The program has noted a few immediate ways in which they could add courses that serve our students.		
<b>Weaknesses:</b>	Partnerships with other programs that are explicitly geared towards increasing diversity (Native American Studies and Women, Gender, and Sexuality Studies) are mentioned, but the professional schools are ignored. Could AAST partner with, for example, the law school or the business school?		
<b>Reviewer: 3</b>		<b>Score:</b> 6	<b>Weighted Score:</b> 0.9
<b>Strengths:</b>	Clear demonstration of importance of program going forward in an era where hate and racism seems more overt than ever. Opportunities for growth and development through partnering with other programs identified.		
<b>Weaknesses:</b>	Few specifics given on how partnering would increase enrollment or success.		