Florida Atlantic University

School of Communication and Media Studies
Program Review: February 18-20, 2019
Program Review Report Submitted: March 15, 2019

Review Team:
Dr. Valerie C. Bryan, Charles Stewart Mott Eminent Scholar of Community Education,
Florida Atlantic University
Dr. David Cheshier, Director of the Creative Media Industries Institute,
Georgia State University
Dr. Trevor Parry-Giles, Professor, Department of Communication,
University of Maryland

The External Program Review Process

Pursuant to the request of the Provost's Office at Florida Atlantic University, we submit this final report for the external review of the FAU School of Communication and Media Studies (SCMS). This report is based on evidence and observations about the School gleaned from its extensive self-study and from our visit to the Boca Raton and Davie campuses on February 18-20, 2019. During those campus visits, the program review team met with the following:

- Michael J. Horswell, Dean, College of Arts & Letters, FAU
- Russ Ivy, Senior Associate Provost, FAU
- Ed Pratt, Dean of Undergraduate Studies, FAU
- Karin Scarpinato, Executive Associate Provost for Academic Affairs, FAU
- Khaled Sobhan, Interim Dean of Graduate Studies, FAU
- William Trapani, Interim Director, SCMS
- SCMS Faculty, Staff, and Students

Along with offering its overall sense and assessment of the SCMS at FAU, the program review team was asked to address a series of specific questions:

- What are the advantages and disadvantages of a potential move of SCMS Multimedia faculty and programs to the FAU Ft. Lauderdale campus?

- What are the advantages and disadvantages of offering a full Communication Studies B.A. sequence on the FAU Davie campus?

- What additional undergraduate degrees, minors or certificate programs should the SCMS consider?

- How might we take advantage of current degree sequences and existing faculty in order to offer degrees, minors or certificates that break the "silos" between existing sequences and in ways that meet the needs of contemporary/future students?

- Should the SCMS consider developing and offering an executive master's program? How would such a program match the existing SCMS mission and faculty strength?

- What partnerships (e.g., on-campus, industrial, community-based) should the SCMS consider undertaking?

- What best practices and governance models are recommended for SCMS given its unique configuration? What additional resources would be needed to ensure effective delivery of SCMS programs and partnerships now and into the future?

Overview

In cases where its work closely aligns with campus mission and when geographically situated near the centers of the nation's information and entertainment industries, programs in Communication are often "university-showcasing" initiatives – consider the MIT Media Lab, the journalism program at Columbia, or the film schools at NYU and the University of Southern California. This is so, in part, because the long traditions of rhetorical, media, speech and mass communication have a history of successfully navigating the theory vs. industry applied dichotomies that have vexed other disciplines.

Communication, film and cultural studies, and media literacy initiatives are often prominent in general education/core curriculum requirements, since those classes develop skills essential to civic life and critical thinking skills transferrable to the emerging contexts of 21st century work. (Taking the example of civic education, Communication programs at Maryland, Texas, and Penn State have built impressive research faculties and outreach programs on that general education foundation).

Meanwhile, work in the media and creative industries, while continuing to require professionals highly skilled in writing and speaking, now also expect competencies in the wider range of digital content creation. One might say that digital content creation is the new literacy of the 21st century, in the sense that any student anticipating any career at all will benefit by having strong skills in speaking, writing, web design, digital editing, and the capacity to connect with audiences via compelling storytelling.

The broader Communication disciplines, whether situated in mass communication, general communication, or film and media units, are well prepared to craft departmental infrastructure necessary to build research, general educational, and career preparatory faculties. While many disciplines (particularly in the humanities and social sciences) face slumping employment prospects for their graduates, and many campuses are engaged in difficult conversations about doctoral program "right-sizing," Communication markets remain robust, and career prospects relatively constant for young faculty. Enrollments are growing in Communication programs nationwide. Even in journalism, whose enrollments had flattened or dropped in the last decade

given sectoral transformation, majors are returning, prompted in part by a reaction against the wider cultural trends, recently described by Rand Corporation researchers as "truth decay."

All this has leveraged significant donor development activity; taking just one example, on campuses as diverse as Indiana University, the University of Texas, the University of Southern California, and Georgia State University, foundation or capital campaign goals have generated eight-figure investments in new media buildings in the last ten years alone.

We provide this overview to make this central point about the SCMS programs we have reviewed at Florida Atlantic University: **while the ambition is aspirational and will not be accomplished immediately, a thoughtful strategy for programmatic development could result in nationally distinctive and intellectually rich university showcasing activity of the same caliber.**

Many of the pieces are in place: The SCMS degree programs benefit from healthy enrollments, improving graduate rates, and provide an impressive range of curricular offerings that well reflect the Communication disciplines (widely defined) and the intellectual contributions they make. The faculty includes a number of highly accomplished and research productive scholars, whose work includes book and monograph publications, accomplished creative projects, and intellectual contributions to the work of the information and creative industries.

The School is in transition with a new Director search underway and a cluster of faculty retirements expected in the next five years. These factors provide an opportunity for strategic planning that, if properly undertaken, could excite the School's faculty and more closely align its intellectual work with the institution's strategic plan and the opportunities provided by the region's strong media industries.

The Miami and Fort Lauderdale I-95 corridor is a nationally recognized and emerging creative capital, with longstanding strengths in print and broadcast media and the creative arts. Creative industry employment statistics generated by the American Community Survey place the Miami-FL-West Palm Beach corridor solidly within the nation's second tier (behind Los Angeles and New York) and in a group of regional creative centers that include Minneapolis, Seattle, Philadelphia, Atlanta, and Dallas. Even given Florida's political ambivalence about making significant investments in film and TV production tax credits, that sector is promising as well, along with the related emergence of industrial activity in game design, immersive entertainment (such as virtual and augmented reality), social media, and multimedia content creation. Roughly 30,000 Floridians, for example, are employed in well-paying film industry jobs. As Florida Tax Watch put it, "With the advent of digital technology and the ability to view content through any number of platforms, job creation and revenue could increase for state and local governments" (Florida Tax Watch 2017 data). Against a regional backdrop of broader investments in IT infrastructure (including nation's first construction of ultra-broadband fiber internet) and an environment conducive to entrepreneurial start-ups (Miami-Fort Lauderdale #1 on the Kaufman Index), the prospects for FAU to help train critically sophisticated and technologically well-prepared graduates are strong.

A key strength of the School's existing offerings is that they provide a liberal arts education while also affording students access to the most advanced and workforce-relevant media and content

creation technologies. A case could be made that the twin imperatives of a 21st century and communication-connected education are at the nexus of skill-building and knowledge-generation; FAU's SCMS is well-positioned to meet these imperatives. To wit:

- Consistent with the liberal arts and humanistic emphasis of the College of Arts & Letters, students with a SCMS major develop the competencies of global citizenship – oral communication, deliberation, the ability to develop sophisticated and persuasive messages able to reach and move diverse audiences, and the critical capacities to understand the nuances of mass mediated messages (as well as their potential manipulation);

- Consistent with the transformational digital technologies characteristic of new media, global content creation, and immersive world creation, students with a SCMS major are assisted in developing their familiarity and expertise in technologies that will boost their value irrespective of sector (whether games, film, broadcasting and other entertainment industries, or wider digital skills including basic editing, web and application development, and communication campaign development).

The FAU degree programs in SCMS, when they do their best work, accomplish these twin purposes. The core theory and historical course sequences in each degree concentration are well designed to develop essential communication life skills and conceptual literacies, while the upper-level classes enable sophisticated technical competencies.

But an aspiration for national distinctiveness also occurs against the backdrop of some key challenges:

The School, in some important respects, seems disconnected from resourcing streams that would be more common in peer Communication programs: Very few faculty connect to grants and sponsored program project work, and the indirect cost recovery, faculty workload buyout, and infrastructural investments grants can provide. The School's access to Technology Fee grants has also been sporadic and, by our read of the situation, insufficiently strategized. No revenue-generating programs (such as an executive master's degree) are in place. The prospects for philanthropy and donor development seem unrealized, despite the gifts made by some generous friends of SCMS over the years. Industry collaborations, still nascent, are not generating any significant revenue for the advanced technology programs to which they might connect. And no successes have yet obtained faculty lines that might have been provided by FAU's Strategic Plan pillars and platforms of focus.

Meanwhile, the faculty and students are fragmented (and, thus, disconnected in other ways) across multiple campuses. While not an uncommon situation, at FAU this has produced the unusual situation where most of the students are enrolled in classes on the Boca Raton campus, while almost all the technology is situated at Davie. While certainly not a universal sentiment (and our schedule did not enable meetings with all faculty and staff), we encountered a number of SCMS faculty who seemed demoralized by leadership changes, the unit's history, or, even if more passionately animated about the situation (and we met a number of those too), who feel stymied in accomplishing a unified sense of collegial purpose and ambitious collective activity. In short,

many of the faculty members expressed a sense of disconnection from their school and the university.

It is not our mandate to take full stock of the School's history, and in what follows we do not undertake a close reading of the complex issues that have resulted in recent SCMS leadership transitions. But even assuming that each change might have resulted from idiosyncratic situations, the result –the removal of the last three School directors– make it hard to imagine that an environment of continuing change would not hurt morale. Repeated leadership changes may also imply a disconnect between the self-articulated vision of the School and the expectations for its programs held by more senior administrators. **One of our key recommendations is thus that the new SCMS director begin their work by launching a comprehensive strategic planning process that can sort through these issues and account for this history, provide mechanisms for full faculty participation in an aspirational vision, and closely examine ways to build on the strengths of the student experience.**

SCMS Undergraduate Programs

The two undergraduate degree sequences, one in communication studies and more humanistically conceived, and another in multimedia media production that more fully tends to connect students with applied industry career paths, are well conceived. The recommendation in the 2012 self-study that curriculum be revised and updated and that progress-to-degree bottlenecks be addressed, has been substantially accomplished.

We encountered concern that in the communication studies program, the curriculum has veered too far in the direction of building a rhetorical studies program, particularly as faculty members in other sub-areas have retired or left FAU. Rhetoric courses dominate the core curriculum in the major and are robustly supported in the menu options for electives as well. While we do not judge the degree program as being significantly off track when compared against other generalist communication degrees, some modest changes to the curriculum – the cross-listing of the core film and media courses, the addition of a potential class in media literacy, the potential long term addition of a menu that would add some technological training (such as website development, professional communication, interviewing, etc.) to the more traditional courses one tends to see at the undergraduate level in communication classes – would address this concern, better connect the cultural studies and media faculty to that degree program, and also better serve the needs of students preparing for lives in so fully a media-saturated environment.

A dimension of the disconnect that we have noted with SCMS program overall is found in the undergraduate program; it exists in the competing and somewhat divergent objectives of the undergraduate major. Some on the faculty and among the students value the major's focus on providing a fully-realized liberal arts education based in improved critical capacities, deeper understandings of theory and identity, and a broad, humanistically-oriented perspective. Others valued the SCMS major's capacity to generate career-ready students with deep and complete understandings of the technical and instrumental skills necessary for success in the media industry writ large.

Greater integration of these two dynamics of the SCMS major would be to the benefit of the School in general, and undergraduate SCMS majors in particular. Students should be able to appreciate the diverse and multi-faceted nature of their major; the SCMS might strive to more fully articulate both poles of its major, demonstrating to all stakeholders (e.g., students, alumni, parents, potential employers) how the liberal arts aspects of the major produce career-ready students and how the career-ready aspects of the major are related and connected to its liberal arts tradition and purpose. Indeed, we believe efforts toward greater integration of existing tracks and the established major would be more fruitful for SCMS than developing new tracks and new orientations in the major. It is probably wiser for SCMS to concentrate on doing what it does at the undergraduate level so well, and making these programs better and more fully integrated, than to expend the time, energy, and effort necessary to create new tracks, certificates, or minors.

Toward that end, SCMS may well consider offering open forums, conducting focus group discussions, and producing literature that articulates this integration in the major; particularly, students should be completely and fully apprised of the various dimensions and possibilities emergent from their major. For instance, very few students currently connect to internship, study abroad, and honors program initiatives – all these would provide beneficial additions to the classroom-based curriculum in place and may more fully realize the inherent integration of the SCMS major.

SCMS Graduate Programs

SCMS currently offers programming toward both an M.A. degree in Communication and an M.F.A. in Media, Technology, and Entertainment. We encountered a strong sense of institutional interest in and conceptual support for the M.F.A. program. The program is institutionally (and correctly) coded as a STEM initiative, given its central instruction in advanced content creation technology, and this aligns it well with statewide funding formula performance metrics. The faculty teaching in the program are technology current and the students at work on conceptually compelling projects. Of all the School's activities, the M.F.A. seems to be building the closest connections to emerging media technology. The M.F.A. has the greatest potential to align with both the "pillars" and the "platform" of the university.

On many campuses aspiring to build new media initiatives, early institutional expectations for easy interdisciplinarity are stymied. For example, at a program's launch, it often makes sense to expect robust collaborations between media and computing programs. But in fact, those are very difficult to build. In computing colleges, content creation work (such as game design and even data visualization) is often sidelined as computer science faculty pursue richer grants-funded resourcing. It is thus a somewhat unusual and promising feature of the FAU M.F.A. staffing that connections with computing and engineering come built in, given a history of discussion and faculty credentials that include cross-disciplinary formations.

All this is highly promising, especially given the potential collaborations between the M.F.A. program and the growing media/entertainment complex of South Florida. The M.F.A. program is also clearly connected to FAU's larger strategic mission as represented by the "pillars" and

"platforms" and to the state of Florida's support for graduate programs that meet the state's strategic objectives.

Yet the M.F.A. program is expensive and small. It is not easy to keep a program of this type technology current – and in fact, one of the key concerns we encountered related to the fast-aging equipment in ongoing use. Some of the main desktop computers in use are approaching ten years old. Given the processing demands of large media projects (for some virtual reality and 360-degree capture systems, it can take even fast processors a full ten hours just to render a single minute of post-produced content), robust processing is a necessity. And enrollments remain small. The program's viability is likely to be sustained given a commitment to a tighter curricular focus and investments in one or two additional tenure track research faculty, which in turn might enable a full doubling of the student cohort.

A strategic planning process will need to carefully focus on the prospects for new graduate degree and certificate programs, given the prospects that executive education can bolster core budgets and raise the program's intellectual reach and profile. Before such a program is launched, the SCMS should undertake a meaningful and honest market analysis of the South Florida region to assess the demand for a master's executive education program.

A tempting path in national communication programs is to race to build graduate programs and research infrastructure in health communication and strategic communication. Health communication research teams are among the Communication discipline's most promising points of contact with NIH- and NSF-connected team science. And strategic communication is often seen as a programmatic focus likely to attract the greatest media industry interest. Given the situation at FAU – its decision to make central investments in healthy aging (an area likely to expand into a broader focus on iHealth), and its geographic location in the middle of a thriving regional PR and marketing capital – these directions might prove well justified as long term goals for the School.

But we recommend caution in pursuing these directions.

Communication disciplinary interest in health communication has been underway for nearly thirty years, and mature centers of health communication excellence have been built in many top tier programs (including at the University of Miami). That fact makes the prospects for building health communication activity from scratch, starting in 2019, a more difficult feat than might be imagined. Grants-competent health Communication faculty are hard to hire and even harder to retain, given the ongoing allure of joining more established and infrastructurally well-supported teams elsewhere. Competition for federal health communication funds is fierce, and one of the results is that for teams to secure ongoing project work, they must also make significant investments in project methodologists, epidemiologists and others, since the "coin of the realm" is to show an ability to modify health and wellness behaviors, something notoriously difficult.

Centers for strategic communication have also been popular, especially on campuses located in major media markets and where collaborations with business schools are achievable. An example is the Nicholson School of Communication at the University of Central Florida, where a new doctoral program in strategic communication launched in 2018. Our caution there is against the

assumption that such programs will easily find mid-career students or generate significant revenue. Even ten years ago, many public relations and advertising agencies were willing to pay for executive and graduate educational experiences as a mode of professional development, but those times have changed. Agencies are now more likely to hire young tech-savvy employees than they are to invest in mid-management training.

Our point is not to discourage either option – either or both might make perfect sense as the carefully strategized outcome of a planning process rooted in a close examination of the regional market, and given central strategic commitments at the university. But it is worth noting that neither of these directions would easily build on pre-existing centers of strength in the School. While some SCMS faculty have published and are industry-connected with these sectors, very few (if any) would characterize these as core areas of professional focus, at least by our read of the submitted *CV*s.

A more promising first step in strategically envisioning new graduate activity would be to undertake the exercise of taking stock of current staffing strengths in the School, and exploring ways to build on those. It may be that the ongoing conversations to connect to the environmental sustainability and oceans "pillar" make sense given interest among the journalism faculty. Or, an advanced technology certificate that provided training in virtual reality or game design, an effort that would sync with plans for the M.F.A. program, could attract technology professionals eager to expand their skills. The core of faculty in the School who are research active in the broader traditions of Communication, especially given some publication strengths in international discourse and public deliberation, might suggest graduate certificate training in intercultural communication, conflict resolution, political communication training for elected officials, or public deliberation. Any of these options would impose more modest resourcing demands on the College since they might achieve viability simply by adding one or two faculty in a given area, and might help build a more unified sense of mission in the School.

Faculty, Facilities, and Infrastructural Support

According to the SCMS self-study, "in 2016-2017, the last year for which data is readily available, SCMS employed 20 tenured or tenure-track faculty, of which seven were Full, 11 Associate, and two Assistant. In addition, the SCMS employed seven full-time instructors or visiting instructors. Tenured and tenure-line faculty carry a teaching load of five classes per academic year in addition service commitments and relatively high research/scholarship expectations. Non-tenure line faculty teach eight courses per year.

The SCMS faculty are appropriately credentialed and generally quite productive. The program review team member from FAU offers the following observations regarding the faculty's research productivity from the unique perspective of the FAU "insider": "It is evident that you have productive faculty, even exceptional faculty. Go to marketing and get the news out as to the talent you have and ask for help to sell your programs beyond FAU. Visit Engineering and see the posters on display of their talented faculty that were created for in-house display by the media people. There are a lot of people with deep pockets that would love to hear that FAU has a premier faculty member in media studies or rhetoric, print journalism, or intercultural communication. Your own

donors may even be willing to fund a 'show' for the College with a Black-tie dinner to raise funds for the college, or sponsor a float in the boat show, or even provide funds to outfit a lab in the theater space below your offices in Boca. You are a secret that needs to be shared."

The SCMS is a rather large department with a large number of majors, a considerable number of productive and busy faculty members…and a rather paltry number of staff members. There are no dedicated staff members for technology support and the office staff is stretched and overworked. A department this large with this level of productivity is deserving of additional staff lines.

We are also struck by the lack of core computer lab, research facilities, and studio spaces on the Boca Raton campus. At any other Communication program of comparable size, one would not be surprised to see journalism writing and public speaking labs for student training, computer labs so that specialty software systems can be taught and student portfolio projects developed, and basic studio spaces for teaching film and broadcast production. Apart from the small instructional space the School has built with the Library, none of those seem to be available.

Some of this is available on the Davie campus, but the footprint there is also tight and the absence of general lab space for project work is notable. When multimedia production was taught in downtown Fort Lauderdale, we understand that space included a production studio. We agree with the forcefully asserted interest in that part of the faculty that a studio space be secured and well equipped and, if FAU ends up relocating multimedia production to Fort Lauderdale, a key logistical test should be whether the relocation plans includes a studio. We also share the Davie faculty's concern that any relocation to Ft. Lauderdale must occur with adequate moving and relocation support—the task of moving existing resources to Ft. Lauderdale should not fall on the faculty or staff.

Finally, we note with concern at least two proposals for further fragmenting the SCMS faculty and students—the move of Multimedia production to Ft. Lauderdale and the offering of a full complement of courses at Davie to allow for the delivery of a complete Communication Studies major. One theme that we have noted in this review of SCMS is that the faculty and the students, the programming and the departmental infrastructure, all seem somewhat disconnected— disconnected from each other, from the university, from the larger community, etc. Any facilities, program, or personnel moves must account for the creeping disconnection present across the SCMS.

Of Collaborations and Capital Campaigns

We defer to our colleague from FAU for these remarks concerning how SCMS might position itself more effectively to take advantage of collaborative and development opportunities:

There are FAU Research Park demonstrations held frequently. On occasion, there are opportunities to showcase new avenues of research. SCMS could possibly make presentations about "interested in joining forces with researchers that are transforming OUR collective fields with new medical film, or new apps for training, or digital environments for sustainability projects, or new digital arts, etc., which can help us all to reach all the pillars and platforms." The approach has to marry with medical/health, engineering and science, for the Boca area.

There are also options to do "show-and-tells" at the FAU Harbor Branch. The research that is taking place is very significant and they may be interested in partnerships in how to market their accomplishments.

SCMS has the talent to create "shiny toys" that funders like to have their names associated with. With the Pillars (Oceanography/ Environmental Science, Brain Institute, Centers/Smart Systems, Healthy Aging/ Wellness), you have faculty and students that can be part of a large conversation. The Centers (Biomedical , I–HEAL, Neuroscience, and Biomedical) offer some opportunities for you to find a niche. Even the School of Business may be interested in a joint project that yields funding.

For the Davie area, the approach would probably allow for career options in your field and could include Miami-Dade Community College for Ft. Lauderdale, with the approach focused more on the arts, dance, and media. You may also be able to expand the concept of the Pillars and add SMART cities using some of your talents that bridge into environmental sustainability. As a School, you need to decide what Pillar and Platform best suits, not only your skill level, but your capacity to do the work. When you take on a task, it has to reflect an accomplishment in an area. Your School needs to connect with General Education program for greater visibility.

You need to be part of the Capital Campaign. You need space for Video production; Multimedia journalism; documentary production; Video production; and Media criticism (video critique). That will not come without additional funds. You need a partner to share in the expansion of broadcasting. Students appear to be missing video production. Game design is also an undeveloped opportunity at this time due to lack of resources (e.g., personnel, facilities, and equipment that is aging out).

Recommendations

We have, throughout this report, addressed either explicitly or implicitly the series of questions posed in the SCMS self-study. We have attempted to offer guidance and advise, based on our oh-so-limited time in Boca Raton and Davie, on such questions as facilities and technology moves to other campuses, the coherence and connectedness of the department's curriculum, and the possibilities for collaborations, partnerships, and development. We also offer here some explicit recommendations for SCMS as it embarks on an exciting and challenging future.

The new SCMS Director, at their earliest convenient moment, should undertake a SCMS strategic planning process. As they do so, they should heed the call, made to us during our visit by the College of Arts & Letters Dean, that SCMS is or should be the "powerhouse" program in the college; that SCMS is the College's "most important project of the next few years."

Working closely with School faculty and with the university leadership, the following questions should receive close attention:

- In what ways can the School better connect to the University Strategic Plan, especially its four "pillars," without necessarily stretching or diverting from existing School strengths, but in ways that build on research productive faculty and areas able to attract resources to the program and raise the School's intellectual vitality and visibility. The existing strategy

seems unproductive—to simply concede that natural connections to the "pillars" and "platforms" are not self-evident is a bit defeatist.

- While SCMS is busily occupied with providing a very comprehensive major to a large number of students, it might well consider how many of its courses might fit as options in FAU's General Education curriculum. If adding classes to core curriculum menus brings new resources to the School, or if it can be an avenue for expanding the graduate program (on the logic of using TA's to teach core sections), then it may be worth considering.

- Which other University units present the richest opportunities for genuine and intellectually rich collaborations (e.g., Engineering, Computer Science, other arts, humanities, or design programs)?

- What graduate programs (e.g., expansion of the M.A. or M.F.A. concentrations, development of new sequences, collaborative graduate program partnerships, executive training, or certificate/badging) are most urgently responsive to workforce and media industry trends in the south Florida region, and which make sense given competition from other universities and given obtainable strengths in the School?

- Given identified pedagogical needs, existing and projected student demand, and a primary focus on what will best cultivate student learning outcomes relevant to communication careers and critical competencies, where should program components ideally be situated (at the core Boca Raton campus, at Fort Lauderdale, at Davie)?

- What steps can be taken to cultivate a sense of shared purpose and School distinctiveness, given the high degree of area diversity across subfields and campuses?

- What achievable enrollment targets can be realized in undergraduate and graduate degree programs, and how can faculty and staff be best organized to recruit to those targets and then serve the potentially larger number of students to be educated?

The School should develop and implement a strategy, consistent with the College and upper administration commitments to more centralized advisement, to bolster student knowledge of School degree programs, extracurricular opportunities for skill development, and collaboratively work with University and College staff to train staff advising School students. The School should explore ways to minimally burden faculty time, even as its engage them more completely in creating advising and information sheets, group advisement and career counseling sessions.

The School should more aggressively connect majors to internships, study abroad opportunities, Honors College programs, and extracurricular activities that enrich their educational experiences.

The School should organize a technology master planning process, the outcome of which would produce a detailed assessment of five-year resourcing needs, and which can become the basis for more fully strategized School requests for student technology funds.

Consistent with the unfolding commitments of a coming FAU capital campaign, advocacy, and School donor development energies should focus on the construction of the originally-envisioned building phase two on the Boca Raton campus. Packaged as a media art or digital content creation center, the building could provide room to grow for the School (or even, depending on what the donor wants, a single building dedicated to the School and its programs) or become an interdisciplinary digital technology hub.