



Item: AS: A-2

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Tuesday, October 21, 2014

SUBJECT: REQUEST FOR APPROVAL OF PROGRAM REVIEW - COLLEGE FOR DESIGN AND SOCIAL INQUIRY

PROPOSED COMMITTEE ACTION

Request approval of program review for programs in the College for Design and Social Inquiry.

BACKGROUND INFORMATION

Under Florida Board of Governors Regulation 8.015 adopted March 29, 2007, all academic degree programs in the State University System must be reviewed at least once 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 will be submitted to the program's review committee.
- In addition to self-studies and external reviewer reports, action plans will be submitted to the Board of Trustees for approval.

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

College for Design and Social Inquiry

- a) Architecture
- b) Criminal Justice
- c) Public Administration
- d) Social Work
- e) Urban and Regional Planning

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in December 2014 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation:2014 Academic Program Reviews

Presented by: Dr. Rosalyn Carter, Dean of College for Design and Social Inquiry

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2014 Academic Program Review Summary

College for Design and Social Inquiry **School of Architecture**

Part 1: Overview

A. Degree Program

Bachelor's (BA) Architecture (5 year professional degree program)

B. Mission and Purpose

The School of Architecture prepares students for the profession and practice of architecture. By developing an understanding of the design process as it embraces the interrelated and interdependent processes of planning, design, construction, and governance, the students develop the capability to recognize their ethical and societal responsibilities for improving the quality of our physical environment, and with it, our quality of life, for we respect our environment, resources, and fellow beings.

C. Major changes since the last program review (2007-2014)

- Five new faculty hires have been completed, however two faculty losses were incurred.
- Three Directors have headed the school within the last seven years.
- A new directorship began in July, 2014.
- Technology has been expanded to keep pace with other accredited programs in the U.S.
- The undergraduate curriculum was redesigned and changes were implemented in Fall 2014.
- Awards and grant funding for research and pedagogical activities has increased modestly. A total of \$577,000 has been awarded between 2007 and 2014.
- The School was reaccredited for six years in 2011.

Part 2: Findings

A. Strengths

- Collaboration with other units in the College and University.
- The diversity of the faculty and student body in an urban location enables rich cross-cultural interactions for learning.
- FAU's School of Architecture is the only tangible urban outpost-teaching establishment that

nearly all South Florida schools of architecture (and elsewhere) are emulating.

- The combination of various areas of expertise can complement each other well, and the faculty's international perspective that does not restrict application of scholarship to the South Florida region is another asset.
- Engagement and integration of curricular and non-curricular activities in local art and design, both on a grass-roots level (artists groups, professional workshops), and at an institutional level.
- Urban inquiry, outreach and community engagement efforts through the Broward Community Design Collaborative and MetroLAB.
- The student body benefits immensely from increased interaction with the faculty, an opportunity to build depth into the student learning experience.
- International recognition for the quality of the program and the outcomes of our exchanges and collaborations with other institutions. The 4th ACSA International Subtropical Cities Conference, October 2013 at the Fort Lauderdale Campus and FAU's 2nd annual Sea Level Rise Summit are two examples.

B. Weaknesses

- There is a need as a faculty to develop more innovative pedagogical agendas within the curriculum and to help advance speculative frameworks of thought in research. The work of design is becoming more "open-ended" and it is our responsibility to respond to this shift.
- We have a weak marketing strategy for student recruitment.
- The library and its limited access is a great concern. It has limited hours and it is underutilized as a resource. Ideally, the library should be open 24 hours a day.
- The lack of a graduate program limits support to faculty research.
- There is a lack of some physical resources, primarily space allocation for photography, materials lab and research equipment, and storage for student work.

C. Recommendations

Summarized below is the Review Committee recommendations, the School's action plans, and the Dean's support for each recommendation. Those requiring no additional funding will be implemented by the School of Architecture; those requiring funding will be prioritized with other College needs and presented as part of the College's budget request for 2015-16.

1. *Recommendation 1: The School should take a new look at their Mission Statement.*
Following a faculty workshop in the spring of 2014, the faculty is currently revising the mission statement.
2. *Recommendation 2: The SOA needs to establish a direct means of meeting the university goals to create a vital contribution to the economic development of SE Florida as related to the needs of the local architectural workforce.*
The Director of the School has established a mentoring program and speaker's series with the local chapter of the American Institute of Architects. This program will be expanded regionally as contact has been made with the regional representative. The student chapter of the AIA is now actively engaged with the organization.
3. *Recommendation 3: Based on the University goal #2 to serve the aspiration of becoming a high-level research university, the definition of research within the school and should be expanded to include professional practice, creative activity and traditional scholarship. Student participation in faculty research, whether graduate or undergraduate, should be part of the expanded definition.*

High-level contemporary architectural firms are focusing more and more on research as practice as well as scholarship and students need to be prepared for this as they enter the world of practice.

The development of a MS Arch and/or a MARCH will greatly bolster pedagogical goals that meet this need. Committee work has begun to review this program.

- 4. Recommendation 4: Considering the direction that architectural education is taking and the emerging trends in academia and practice, the School should consider transforming the existing program to a 5+ or six-year graduate program that has an imbedded practice and research component. Additionally, consideration should be given for one year specialized Master of Science degrees to both define a program unique to the Atlantic coast as well as attract international students.*

See response to Recommendation 3.

- 5. Recommendation 5: The School should consider opportunities for dual degree, minors and specialized certificate programs. Ideally, these programs would be aligned with a new mission statement. FAU should consider as a longer-term goal the creation of a facility that is befitting a robust and nationally recognized architecture and design program and that expresses outreach to the local community. The Ft. Lauderdale community should be made more aware that a quality architecture program is within its midst and readily accessible.*

The faculty has approved the development of degree minor program offerings in performance based design, sustainability, and architectural history.

- 6. Recommendation 6: As the current “face” of the program to the community, the new MetroLAB needs to be supported with permanent funding so that robust programs can occur in this location.*

- 7. Recommendation 7: Whether or not a graduate program is created, the SOA needs to find support for a rigorous grant writing and fund raising program for theoretical and applied research to support the mission and to align with university goals. As noted above, the faculty are involved in a diverse range of research and this research needs to be supported.*

- 8. Recommendation 8: It is critical in architectural education and its global perspective that a structured program for study abroad be pursued.*

Two liaisons with foreign universities are in place. One additional program is offered during alternative years. All are summer programs. Although six to seven scholarships are earmarked annually for study abroad, only a small percentage of the student demographic can currently afford to study abroad. Hence, more sponsorship must be pursued.

- 9. Recommendation 9: In regards to recommendation #7, the university should as a long-term goal consider developing a “center for design” at the Ft. Lauderdale campus as a vibrant creative community for artists, designers and architects and thereby resolving the issue of “isolation” of the architecture program.*

2013 Academic Program Review Summary

College for Design and Social Inquiry School of Criminology and Criminal Justice

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Criminal Justice

B. Mission and Purpose

The mission of the **School of Criminology & Criminal Justice (SCCJ)** is to provide quality graduate and undergraduate education within a liberal arts context and prepare students for careers in criminal justice or other fields. SCCJ faculty also adds to the body of knowledge through active and visible scholarship.

The **Bachelor of Arts in Criminal Justice** provides students with knowledge about the nature and causes of crime and delinquency, law and the legal system for juveniles and adults, and the decision processes of CJ agencies. A CJ major is broadly educated within a general education framework in the liberal arts and also provided with courses that directly apply to careers within the adult and juvenile justice systems and the study of law. The BA in CJ provides the student with a suitable foundation for graduate study in CJ, criminology, public administration, and other graduate school programs. The school also offers a CJ minor.

C. Major changes since the last program review

- Six new hires were added, including a new Director.
- The UG curriculum was redesigned to eliminate redundancy associated with the CJ Systems class (CCJ324) and other courses in the UG program. Two new courses (Ethics in CJ and CJ Technology) were added, bringing the total of core to four (4). The addition of a 4th required course strains the ability of the faculty to teach outside the core.
- A new assessment plan was developed to focus on SLOs.
- An instructor position was added/filled to help with the growing UG program.
- Port St. Lucie campus closed. The UG enrollment at the Jupiter campus declined. Faculty teach virtually all of their face-to-face courses on the Boca Raton campus.

Part 2: Findings

A. Strengths

- The faculty. To quote directly from the review: “The most visible strength of the program is the faculty. The SCCJ faculty are committed and care about the well being of their program, their students and the role of SCCJ at FAU and in the broader university and community contexts. The faculty values teaching and spends a good deal of time and energy advancing the education of their students.”

- Quality of the students.

B. Weaknesses

- There is (was) a lack of stability in the upper administration at FAU
- Because of the extensive number of required courses and the desire in SCCJ for required courses to be taught by full time faculty, specialty courses at the 300/400 levels either can't be offered or aren't offered by tenure track faculty. This prohibits tenure track faculty from offering courses in their specific areas of inquiry and expertise.

C. Recommendations

1. *Recommendation 1: Undergraduate research – assign faculty member for this program.*
With almost 1400 majors one faculty member cannot manage such a program alone. The Methods of Research in CJ (CCJ4700) faculty will comprise an SCCJ UG Research Committee to coordinate UG research efforts.
2. *Recommendation 2: Honors program in CJ*
This program will wait until the new on-line program is implemented (see below).
3. *Recommendation 3: Cross list courses*
However, this recommendation must wait until more resources are available to SCCJ and until the demands of the on-line program are known.
4. *Recommendation 4: External funding = 1 every 3-4 years*
5. *Recommendation 5: Courses in other doctoral programs (NA to BA degree)*
6. *Recommendation 6: Research across disciplines*
SCCJ faculty engage in cross discipline research when sensible to do so.
7. *Recommendation 7: Meet with Graduate College (NA to BA degree)*
8. *Recommendation 8: Mentoring of junior faculty*
SCCJ Director will identify one tenured faculty to be assigned to each of the untenured faculty to provide mentoring in teaching, research and service through the tenure earning process. Untenured faculty update their experiences at the start of each faculty meeting, and the tenured faculty members provide suggestions for attaining tenure. SCCJ Director also holds bi-monthly meetings with untenured faculty.
9. *Recommendation 9: Teaching in expertise*
SCCJ is considering ways to allow more flexibility in the faculty's ability to teach courses beyond the core. The faculty have discussed moving CJ Tech (CJE3692C) from core to restricted elective. The change retains the course as an important component of the UG curriculum. It also gives faculty more opportunity to teach courses in their specific areas of inquiry and expertise.

10. *Recommendation 10: On-line education*
SCCJ continues to add to the number and diversity of on-line courses offered each semester. SCCJ will identify an On-Line Coordinator to work with faculty. The Coordinator will also work with eLearning to advance the development of a totally on-line SCCJ program beginning spring semester of 2015.
11. *Recommendation 11: Better management of adjuncts*
The SCCJ review stated that: “Adjunct faculties are of high quality and seem to be successfully integrated into the program.” However, SCCJ faculty still believe that additional work needs to be done to better manage the quality of adjunct instruction in the UG program. To that end, the Director will send an email at the beginning of each semester stressing the importance of integrity in the classroom and will also monitor the distribution of grades given by adjuncts and their teaching evaluations. In addition, a SCCJ Adjunct Manual was developed. The Manual stresses the important of integrity in the classroom. An Adjunct Committee will identify a process for adjuncts to apply to the SCCJ. The process is designed to identify and hire high quality adjuncts.
12. *Recommendation 12: Create identity & distinguish program from state college programs*
SCCJ will retreat on Friday, October 17th to specifically discuss this recommendation.
13. *Recommendation 13: Hire mid-career faculty to replace outgoing senior faculty*
SCCJ faculty believe they have adequately addressed the mentoring issue. The faculty will continue to consider the issue when/if new lines become available. They will also weigh the costs and benefits of continuing to hire Assistant Professors in the future.

2013 Academic Program Review Summary

College for Design and Social Inquiry School of Criminology and Criminal Justice

Part 1: Overview

A. Degree Programs by Level

Master of Science (MSCCJ): Criminology and Criminal Justice

B. Mission Purpose

The mission of the **School of Criminology & Criminal Justice (SCCJ)** is to provide quality graduate and undergraduate education within a liberal arts context and prepare students for careers in criminal justice or other fields. SCCJ faculty also adds to the body of knowledge through active and visible scholarship.

The **MSCCJ** provides students with the tools to conduct and critique the applied research and operational practices necessary to more effectively prevent crime and address criminal behavior. Students are exposed to theoretical concepts as well as evidence-based police and correctional practices. The goal is to prepare well-rounded, analytical graduates who advance the criminal justice system as visionary leaders, policy makers, program evaluators, and research analysts.

C. Major changes since last program review

- Moved faculty and all GR classes to Boca from Ft. Lauderdale and Treasure Coast.
- Changed admissions requirements in 2012 to be more substantive than test oriented(remove GRE requirement, include requirements for taking and achieving a minimum grade in research methods and statistics, and submit an academic writing sample).
- Redesigned curriculum and purpose of program to fit needs of potential students in the South Florida community
- Growth after curriculum changes: from 30 before 2012 to 90 in 2014
- Offer courses in a variety of instructional formats: online, hybrid, and in the classroom
- More tenured faculty teaching in the GR program
- Established MSCCJ Blackboard Organization site to communicate with all GR students on a regular basis, administer surveys, comprehensive exams, and job opportunities
- Four tenure track faculty who can teach graduate courses were hired in fall 2014

Part II: Findings

A. Strengths

- GR program is now centered in Boca so courses are consistently offered and resources are not spread thin across multiple campuses.
- Growth in the program after curriculum, from 30 before 2012 to 90+ in 2014
- Faculty expertise and research are robust and provide students a strong academic foundation as well as knowledge about real world CJ systems.

- Faculty have local state, national and international connections in CJ and can assist students in finding employment.
- Faculty hold PhDs from major universities to help our future PhD students with admission
- GR courses are offered at night, online and hybrid to accommodate CJ practitioners.
- Thesis option provides future PhD students the opportunity to hone research skills. Exit option is for in-service students or those who intend to work in CJ. It requires students to plan the implementation of a CJ reform. Several students have obtained jobs based on their work in this class.

B. Weaknesses

- Difficulty in recruiting high-level students because of the lack of GR assistantships.
- GR program has been lacking in faculty resources to teach GR courses. This is compounded with a large UG enrollment for which the tenured faculty also has to teach.
- Large class sizes, increases in enrollment and the lack of faculty resources.
- Absence of graduate credit for internship

C. Recommendations

Recommendation 1: Undergrad research - assign faculty member for this program

This would attract high quality UGs with research experience into the GR program. However, with 1400 majors 1 faculty member cannot manage such a program alone.

Recommendation 2: Honors program in CJ

This would attract high quality UGs with research experience into the GR program. This program will wait until the new on-line program is implemented (see below).

Recommendation 3: Cross list courses

GR course enrollment is ideal at 20-30. Faculty resources do not allow for cross listing.

Recommendation 4: External funding = 1 every 3-4 years

Faculty are encouraged to apply for external support.

Recommendation 5: Courses in other Ph.D. programs

PA and SOW have PhDs. We can discuss CCJ tracks with those Schools.

Recommendation 6: Research across disciplines

SCCJ faculty engage in cross discipline research when sensible to do so. This could help our GR students with theses and other research opportunities.

Recommendation 7: Meet with Graduate College (GC)

SCCJ GR coordinator meets with the GC about automated application software (SCCJ is one of a few FAU programs doing this), policies, recruitment, etc. SCCJ GR coordinator is College rep on the University GR Programs Committee. SCCJ GR coordinator works with the Graduate Professional Association (GPA) on issues of travel to conferences for GR students and meets with GPA on new policy changes, resources, and curriculum changes.

Recommendation 8: Mentoring of junior faculty

SCCJ Director will identify one tenured faculty to be assigned to each of the untenured faculty to provide mentoring in teaching, research and service through the tenure earning process. Untenured faculty update their experiences at the start of each faculty meeting, and the tenured faculty members provide suggestions for attaining tenure. SCCJ Director also holds bi-monthly meetings with untenured faculty. This process helps new faculty become effective instructors at the GR level.

Recommendation 9: Teaching in expertise

By reducing the number of core courses in the UG program, faculty will have more opportunity to teach GR courses in their specific areas of inquiry and expertise.

Recommendation 10: On-line education

GR education is delivered in a hybrid format unitizing Blackboard software. SCCJ delivers online GR classes every semester to accommodate students' varied schedules.

Recommendation 11: Better management of adjuncts

NA. Adjuncts are not used to teach in the GR program.

Recommendation 12: Create identity & distinguish program from state college programs

SCCJ will retreat on Friday, October 17th to specifically discuss this recommendation.

Recommendation 13: Hire mid-career faculty to replace outgoing senior faculty

SCCJ faculty believe they have adequately addressed the mentoring issue. The faculty will continue to consider the issue when/if new lines become available. They will also weigh the costs and benefits of continuing to hire Assistant Professors in the future.

D. New Initiatives Under Discussion

Selective Admissions

The **MSCCJ** has grown in recent years and is maintaining an enrollment of 90+ students. We intend to increase our selectiveness in the admissions process to accept higher quality students. We will establish assistantships in 2015-2016 to assist with this.

Improve Academic Quality

Four new faculty hires in 2014 provide the opportunity to review the GR curriculum and make further improvements.

Investigate a Doctorate in Criminal Justice (DCJ)

There are six PhD programs in criminology or CJ in Florida. We plan to investigate whether a Doctorate in Criminal Justice (DCJ) is an option to serve Florida and our community. We believe there is a need for CJ professionals to advance their education on the implementation of evidence-based practices, leadership and management, as well as conduct practice-based research themselves.



**2014 Academic Program Review
Summary**

**College for Design and Social Inquiry
School of Public Administration**

**Part 1:
Overview**

A. Degree Programs by Level

Bachelor: Bachelor of Public Management
Bachelor of Public Safety Administration

Master: Master of Public Administration
Master of Nonprofit Management

Ph.D.: Ph.D. of Public Administration

B. Mission and Purpose

The mission and purpose of the School of Public Administration is to provide intellectual, analytical, technical, and practical education to advance the state of knowledge in public administration and to enhance ethical and other public service values within our service region. SPA's mission is linked to the State University System mission and goals that seek to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning. The Missions of the Bachelors, Masters, and Ph.D. programs in SPA are identified in the SSR and are linked to the missions of FAU.

C. Major changes since the last program review

- SPA offered a new Bachelor of Public Safety Administration program in Fall 2012. After only two years, this program has 106 students taking courses in fall 2014.
- In 2007, SPA offered two online Certificates of Public Procurement Programs, one undergraduate and one graduate, to meet the need of government in the field of government contracting. Each program offers five new courses in public procurement.
- In fall 2012, in order to increase the quality of our nationally ranked and accredited MPA program, we raised our admission standards by raising GPA from 3.00 to 3.2.

- Our MPA program was re-accredited for a 7-year period, starting fall 2014 to summer 2021.
- Our total enrollments experienced an unprecedented growth in the last 5 years.

Part 2: Findings

A. Strengths

SPA and its public administration programs are attempting to serve a wide array of purposes and students with five distinct degree programs. The PRT admires the energy and enthusiasm the faculty and staff bring to SPA and its students.

B. Weaknesses

SPA does not have a clear guiding mission and strategic focus. Having a clear focus is than ever before because of the unsettled future directions of FAU. FAU is undergoing significant leadership changes at a time when there also is an emerging strong statewide emphasis on undergraduate student retention and graduation, and the sudden formation of a statewide system of state colleges. The “place” of SPA and its programs are unclear to many in administration at FAU. The overall need for additional resources in SPA makes a clear mission and a strategic focus imperative. We are concerned about the likelihood of faculty burn-out if it continues attempting to provide “everything for everyone.”

C. Recommendations

Summarized below is the Review Committee recommendations, the School of Public Administration’s action plans, and the Dean’s support for each recommendation. Those requiring no additional funding will be implemented by the School of Public Administration; those requiring funding will be prioritized with other College needs and presented as part of the College’s budget request in the future.

Four recommendations were made and they are listed without priority order; please note that the recommendation number as listed by the Review Committee is retained.

Recommendation 1: Increase Resources and Sharpen SPA Mission and Strategic Focus

- Add 5 faculty members for PA programs
- Add 3 faculty members for the NMN program
- Sharpen its mission and strategic focus
- Reduce the number of degree programs offered by SPA from five to three (a) by merging the MNM program into the MPA program as strong, vibrant concentration; and (b) by negotiating the relocation of the Bachelor of Public Safety program.

Recommendation 2: Ph.D. Program

- Slowly but steadily reduce the number of students in the Ph.D. program
- Raise stipends to at least \$18,000 for 9 months (with tuition waiver)

Recommendation 3: MPA Program

- The MPA Program should carefully plan enrollment reduction
- The MPA Program should consider accelerated master's degree programs
- The MPA Program should create joint degree programs, such as MPA/MSW, MPA/MPH, MPA/JD

Recommendation 4: Bachelor of Public Management

- SPA needs more faculty involvement in the BPM Program
- SPA should more closely align the BPM program with the graduate programs in SPA
- SPA should consider eliminating "public management" in favor of a degree program such as "civic engagement"

3. Recommendation 5: MNM Program

- SPA and the MNM Program should establish joint degree programs with graduate and undergraduate programs in SPA, FAU and in the state colleges
- MNM program curriculum should be revised to have more nonprofit management focus
- MNM program should alter the mission and strategic focus of the MNM program from entry into management of a nonprofit organization toward community leadership through nonprofit,
- MNM program should include cultural competencies and creating a culture of inclusiveness in the MNM curriculum and course syllabi
- MNM program should Consider Adding a Required Capstone Seminar to Conclude the MNM Program



2013 Academic Program Review Summary

School of Social Work

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Bachelor of Social Work

Master's (MA): Master of Social Work

B. Mission and Purpose

We are committed to maximizing human potential, alleviating human suffering, enhancing the vitality and caring capacity of communities, and promoting the ideals of a humane and just society. We strive to fulfill this mission through education, research, and community engagement. We educate competent and compassionate social workers as practitioners and leaders for the 21st Century. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths. We contribute to the knowledge building through theory development and research that foster an understanding of complex systems, inform human capacities for problem solving, and promote effective social work interventions. We initiate community engagement and work in partnership with local, regional, national, and international communities to promote the biological, psychological, social, and spiritual wellbeing of diverse individuals, families, groups, organizations, and communities, and to redress social and economic disparities in society.

C. Major changes since the last program review

- **Program growth and changes:** Student demand and student enrollment has increased exponentially with a 38% growth in the BSW and a 67% growth in the MSW. The current student headcount for the School is 512 (BSW) and 292 (MSW). The School continues to model methods for ensuring Student Success which include faculty-student relationships/mentoring, multi campus, multiyear course scheduling to ensure that students graduate in a timely manner. The FAU School of Social Work Student Lending Library has been established by an anonymous donor (with multiyear donations) to assist low-income students with the high costs of textbooks. The International Study Abroad Program was established with short summer study tours that allow students with limited funds, family and occupational responsibilities to learn about the delivery of social services in other countries.
- **Inter-professional Education Program** established with Colleges of Nursing and Medicine, consists of seminars and practice component with senior mentors in senior living facilities.
- **Research intensity increases significantly.** High scholarly productivity in publishing, increasing prominence in such federal funding as the Hartford Foundation and the National Institute of Health. School is an important part of the university's increasing collaborative/interdisciplinary research activities across the colleges
- **Community responsiveness** Community Advisory Committee initiated major annual funding efforts such as our School's annual Heart of Social Work event. Student field hours donated to the community for the academic school year of 2013-2014 were 163,200 hours with an estimated economic impact of \$3,427,200 across 225 active programs supervised by 750 field instructors in a 6 county radius. Domains of practice, teaching and research contribute to improved community social structures in such diverse areas as adolescence and youth, child welfare, (dis)ability, economic and social development, ethnic linguistic racial plurality, family violence, gerontology, health, human rights, marriage and family, sexual identity/diversity, and social inclusion.
- **New Program. Doctor of Social Work (DSW)** program, under Board of Governor's review fall 2014.
- **Accreditation.** The School is in the process of reaccreditation with a site visit to be scheduled the spring of 2015.
- **Leadership.** The School is happy to announce that the next stage of growth and change will be under the leadership and guidance of Dr. John Graham, our new director hired in the fall of 2014. He comes to the school as an experienced administrator and as a renowned scholar in social work.

Part 2: Findings

A. Strengths

- **-Student demand is high.** Masters has increased fourfold since 2005, and undergraduate program has increased twofold since 2005.
- **-Job placement of our graduates is 95%; labor market projections for the field remain strong** for the next decade.
- **-Highly productive faculty** publishing on average greater than 3 publications/year—which is 3 times higher than the national average. Increasing presence of federal grants. Over the last 5 years, our faculty have published 220 journal articles, and have won major grants such as the National Institute of Health.
- **-Innovative curriculum** that is responsive to community needs, including innovative inter-professional and clinical programming, and Institute for Child Welfare and Aging Academy.
- **-A strong, well connected Community Advisory Committee** with promising opportunities for external support in relation to named chairs, student funding, physical infrastructure, and a clinical social work clinic.
- **-School is responsive to community needs** in relation to employment labor markets and to social development in all domains of social welfare, including adolescence and youth, child welfare, (dis)ability, economic and social development, ethnic linguistic racial plurality, family violence, gerontology, health, human rights, marriage and family, sexual identity/diversity, and social inclusion. Proposed clinical social work clinic could meet important market need and provide superb venue for student training and research.
- **-The development of a Doctor of Social Work (DSW) program** will further the School's research mission, community responsiveness, state and national reputation.

B. Weaknesses

- **-Limited financial support and institutional support for externally funded research** (lack of assistance in terms grant assistance, statisticians, etc., which are found in schools/colleges obtaining external funding)
- **Outdated technology** in classrooms, clinical and communication labs
- **Poor physical facilities** in relation to School aspirations for community engagement.
- **Faculty-Student ratios** for the BSW and MSW programs are much higher than the accreditation body (Council of Social Work Education) recommended ratios. The CSWE guideline for BSW Programs is 1:25 and MSW is 1:12. Our ratio for the BSW the ratio is 1:48 and for the MSW is 1:32.
- **BSW classes** currently taught by 50% adjuncts
- **Clinical classes** are large by professional standards
- **Additional faculty offices and classrooms will be needed** to accommodate growth of the MSW and BSW programs, as well as the new DSW program
- **Low funding for students** as research assistants, teaching assistants, and scholarships.

C. Recommendations

- **Recruit a DSW Coordinator and 4 other faculty, 2014-15.** The additional hires also help to address the problematic faculty to student ratio, which is much higher than that expected by the national accreditation authority (Council on Social Work Education)
- **Develop an administration plan and business plan for Clinical Social Work Clinic. Galvanize support for the clinic; raise money, obtain a dedicated space, and hire staff for the clinic.**
- **Create a research infrastructure** to promote external funding. **-Encourage and increase external funding applications.**
- **Increase School's allotment of Graduate Assistantships** and other funding.
- **Create and carry out a business plan for external funding** in collaboration with the Community Advisory Committee
- **Build on the School's inter-professional and community based practice activities** through collaborative relationships with other disciplines with respect to teaching and research and via innovative programs out of proposed social work clinic.
- **Develop a marketing/scaling up plan for the FAU model of collaborative inter-professional education**
- **Develop a Doctor of Social Work program**, including a marketing plan.
- **Develop other innovative curricula**, including possible certificates, collaborative model of interdisciplinary education to increasing number of fields of practice, building on gerontology.

Part 1: Overview

A. Degree Programs by Level

Bachelor of Urban and Regional Planning

Bachelor of Urban Design

Master of Urban and Regional Planning

B. Mission and Purpose

The School of Urban and Regional Planning is committed to conducting the education, research, training, and community engagement needed to prepare planning professionals to address the urban, environmental, and economic challenges of the 21st century. This includes a focus on three specific areas: 1) Creating vibrant, livable, healthy, and equitable communities; 2) Ensuring that our communities and ecosystems are sustainable and resilient, and; 3) Developing interdisciplinary solutions, bridging the public and private sectors, that are able to overcome the policy, fiscal, and regulatory barriers to sustainable, economically-viable development.

C. Major Changes Since the Last Program Review

For SURP, the great recession has brought about a fundamental re-thinking of how the role of planning in contemporary society. Rather than relying on regulatory mechanisms and federal funding to direct the development of our cities and regions, the future will be oriented towards the creation and capture of economic value, and the most successful cities and regions will be those that have been able to develop and leverage their economic assets. We have positioned the School as a national leader in developing solutions to urban and regional challenges of the 21st century. This has entailed:

- The **replacement of nearly all of the School's former faculty** members. The School's new faculty members have all distinguished themselves in both research and professional practice, and have expertise in the three areas that we believe will be most important to our cities and regions in the upcoming century:
 - Public/private partnerships, housing finance, and land development
 - Transportation, livability, and community engagement
 - Environmental planning and community resilience
- Maintaining an extraordinary level of research productivity, one that is comparable to any of the best planning programs in the country. Since 2007, our **5 tenure-track faculty** have 1) conducted more than **\$1.7 million in externally-funded research**; 2) published **74 scholarly articles** and research monographs and **96 conference presentations** and invited lectures, and; 3) received **scholarly awards from the profession's most prestigious organizations**, including best paper awards from the *Journal of the American Planning Association* (the profession's premier journal) and the Transportation Research Board of the National Academies.
- Developing an **urban intervention program** focused on engaging local stakeholders in the planning and design of their communities. We have conducted 6 highly-publicized interventions projects in the tri-county area, including *C'est La Via* in West Palm Beach and *Purple Line* in Miami.

- **Reactivating the Center for Urban and Environmental Solutions (CUES).** CUES was created in 1972 under the leadership of growth management pioneer John DeGrove, and has a distinguished history of being a non-partisan, apolitical source of technical expertise for stakeholders in the planning and development of the South Florida region. While the Center went dormant in 2008, the School's current faculty members have sought to re-activate this important resource for the South Florida region.
- **The relocation of the School from its historic home in Fort Lauderdale to Boca Raton.** While this relocation was suddenly forced on the School by the university's former administration in a manner neither thoughtful nor strategic, it nonetheless has provided us with the opportunity to leverage the resources of the main campus to strengthen and enhance the program.

Part 2: Findings

A. Strengths

The School has an exceptionally strong faculty, many of whom are internationally-recognized as leaders in the areas of transportation, housing, development, and civic engagement. We have further begun developing expertise in areas essential for planning success in the post-recession era, including public-private partnerships, low-cost, high-impact urban interventions, and new methods of placemaking and civic engagement. **We have one of only two undergraduate programs in urban design in the country**, and this ***program is the fastest-growing STEM program at FAU***. SURP is also an innovator in the use of technology in planning. SURP houses the Visual Planning Technology (VPT) Lab and Production Studio, which provides students with access to state-of-the-practice computing facilities and software applications and has a full-time coordinator committed to ensuring students have access to the data and technology needed to be at the leading edge of planning practice. **Like the planning program at FAU's peer institution Portland State University, SURP is leveraging local opportunities to develop an internationally-recognized planning program.**

B. Weaknesses

The school has a small faculty—8 persons at full capacity, though due to ongoing faculty departures, we have had only 7 faculty members active for the last several years. Ongoing budget cuts, the lack of faculty raises, and growing administrative demands have made it difficult to maintain a standard of faculty excellence. While our faculty's productivity is impressive, it must be noted that the majority of this work *occurred while the School's faculty held positions at other universities*. Faculty need to be provided with the support systems needed to sustain these levels of productivity. Since the last program review, FAU has increased the teaching and service loads of its tenure-track faculty members, while providing only a single (and nominal) increase in pay. **FAU's current policies encourage our most productive faculty members to seek out positions at other universities** to leverage the offer for pay increases and reductions in teaching loads. For productive faculty, job hunting is (at best) a major inconvenience, and reflects faculty disillusionment with their career prospects at FAU. Course assignments, salaries, and administrative requirements need to be at least comparable to those of our peers, and preferably those of our aspirational programs.

C. Recommendations

1. *Provide adequate support for the research activities of the School's faculty.* As discussed above, the current teaching and administrative demands placed on faculty, combined with lagging pay increases make it difficult to maintain high levels of scholarly productivity and encourages productive faculty members to pursue job opportunities at other universities.
2. *Dedicate a classroom to studio use and increase the use of studio classes.* SURP had a dedicated studio space in Fort Lauderdale. While we were assured by the dean and provost that we would receive studio space upon its arrival in Boca, we are still working to identify it.
3. *Students need to adhere to course sequencing.* Much of this problem stems from the lack of reliable data on our majors; students enroll in SURP without contacting faculty or academic advisors. We are in the process of updating the curriculum in our academic programs to take advantage of the expertise of our new faculty. Advising and course sequencing will be topics for consideration.
4. *Junior faculty members have been inadequately mentored.* We have replaced all of the faculty members of the school who were formerly responsible for mentoring junior faculty. Their replacements uniformly have experience with the promotion and tenure activities at Research I Universities, and we have revised our mentoring policies accordingly. We further need to provide better financial support for participation at conferences and professional meetings in order to develop young faculty into leading scholars.



College for Design & Social Inquiry Program Reviews

*Presented by Rosalyn Carter, Dean
Board of Trustees - Committee on Academic and Student Affairs
October 21, 2014*

Making Waves



College for Design & Social Inquiry

The College for Design and Social Inquiry is a unique configuration of professional programs addressing social justice, design, public policy and planning in and for communities.

Schools and Degree Programs

School of Architecture

- * Bachelor of Architecture (B-Arch)

School of Criminology & Criminal Justice

- * BA Criminal Justice
- * MS Criminology & Criminal Justice

School of Public Administration

- * Bachelor of Public Management (BPM)
- * Bachelor of Public Safety Administration (BPSA)
- * Master of Public Administration (MPA)
- * Master of Not for Profit Management (MNM)
- * Ph.D. Public Administration

School of Social Work

- * Bachelor of Social Work (BSW)
- * Master of Social Work (MSW)
- * Doctor of Social Work (DSW pending BOG approval)

School of Urban and Regional Planning

- * Bachelor of Urban Planning (BURP)
- * Bachelor of Urban Design (BUD)
- * Master of Urban Planning (MURP)





Professional Accreditation

- Architecture – National Architectural Accrediting Board – 2011
- Public Administration – National Network of Schools of Public Affairs and Public Administration – 2014
- Social Work – Council on Social Work Education – 2007
- Urban and Regional Planning – Planning Accreditation Board – 2010

Academic Program Reviews 2014

Architecture



Criminology & Criminal Justice

Public Administration



Social Work

Urban & Regional Planning



Program Review Committees

ARC

***Stephanie Cunningham, FAU Schmidt College of Arts & Letters**
Stephen Vogel, University of Detroit, Mercy School of Architecture
Mitra Kanaani, New School University, Architecture Department

CCJ

***David Binninger, FAU Schmidt College of Science**
Mark Pogrebin, Colorado State University
Scott Decker, Arizona State University

PAD

***Rupert Rhodd, FAU College of Business**
Ed Schwerin, FAU Schmidt College of Arts and Letters
William Rivenbark, University of North Carolina
Steve Ott, University of Utah
Roseanna Mirabella, Seton Hall University

SOW

***Michael Horswell, FAU Schmidt College of Arts and Letters**
Peter Vaughan, Fordham University
William Rowe, University of South Florida

URP

***Russ Ivy, FAU Schmidt College of Science**
Deborah Howe, Temple University, School of Environmental Design
Sy Adler, Portland State University, Urban Studies and Planning

* Denotes Committee Chair



The School of Architecture



**EDWARD W. SMITH JR.
FAMILY NUTRITION CENTER**
1 NW 33RD TERRACE FORT LAUDERDALE, FL 33311
NEW SHOWER FACILITY



ANGELICA ULSETH
ANGIE FUERTES
BEIQI DARREN IN
PAULINE VAN RENSBURG
JOEL ATANGAN

Architecture

AY 2012/2013



Faculty	10
Tenure Track	10
Instructors	0
Undergraduate Students	307
BArch -- Degrees Awarded	41



Professor Deirdre Hardy with ARC Students



Instruction

	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	AY 2013/2014
SCH	5504	5449	5891	6586	7188
Headcount	321	275	271	280	307
FTE	143.7	142.2	152.7	170.7	187.2
Sections Taught	84	77	68	74	69
Taught by Adjuncts	30/36%	31/40%	27/40%	20/27%	16/23%



Creativity and Scholarship

Books	11
Peer Reviewed Articles	103
All Other Publications	52
Book Chapters	12
Juried Exhibitions	59
Grants, Fellowships, External Funding	\$570,000



Professor John Sandell



School Highlights

- Graham Foundation Research Grant, “Architecture’s Expanded Field: Bogdan Bogdanovic and Alternative Genealogy of Postmodernism”
- National Endowment for the Arts, City of Pembroke Pines Civic Center Arts & Culture Planning & Design Project
- World Class Faculty Award -- Greater Fort Lauderdale Alliance, “Coupling Ecological Productivity with Anthropogenic Waste Streams to Regenerate Coastlines”
- Coral Springs Museum of Art, “Drawing Lines – Making Space”

The School of Criminology & Criminal Justice



CCJ Major, Melanie Mayone 1st place winner in *Distinction Through Discovery* for 2 years with Dr. Bruce Arneklev

Criminology & Criminal Justice

AY 2012/2013



Faculty	13
Tenure Track	11
Instructors	2
Undergraduate Students	1,234
BA – Degrees Awarded	342
Graduate Students	48
MS – Degrees Awarded	11





Instruction

	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	AY 2013/2014
SCH	18,481	17,933	19,412	22,953	21,362
Headcount	990	1122	1186	1248	1316
FTE	464.4	450.7	487.1	578.3	540.6
Sections Taught	112	106	122	118	108
Taught by Adjuncts	50/45%	51/48%	55/45%	53/45%	40/37%



Data Source -- AY 2012/2013 Departmental Dashboards & Institutional Effectiveness & Analysis Website

Creativity and Scholarship

Refereed Journal Articles	90
Edited & Authored Books	21
Book Chapters	33
Conference Papers	202
Grants, Contracts & External Funding	\$1.3 mil



Miami Beach:
Russian & Eastern
European
Organized Crime

Film Date:
January 16, 2012
Air Date:
January 20, 2012

Film Crew: Sound man, Producer, Prof Mangan, Correspondent Matt Gutman, Camera man



School Highlights

- Curriculum development for the National Institute of Corrections in the US Department of Justice – provides training for corrections officers & administrators
- Working with the WPB Police Chief to develop strategies for improving diversity in police recruitment
- Dr. Sameer Hinduja leading a Symposium on “Youth Meanness & Cruelty” for Lady Gaga’s Born This Way Foundation at Harvard University
- US District Court, Northern District of Florida invited a study on a federal re-entry court program using a *true experimental design*, the only such study being conducted in the US federal courts

The School of Public Administration



Workshop on Accountability and the Budget Cycle for St Maarten Government



PA Honor Society Induction

Public Administration

AY 2012/2013

Faculty	12
Tenure Track	11
Instructors	1
Undergraduate Students	164
BPM – Degrees Awarded	30
Graduate Students	235
MPA – Degrees Awarded	40
MNM – Degrees Awarded	26
Ph.D. – Degrees Awarded	4



Dr. Leslie Leip & MPA Grads

Instruction

	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	AY 2013/2014
SCH	4,867	5,479	7,431	7,906	8,751
Headcount	240	263	314	399	436
FTE	133.8	150	204.3	221	241.5
Sections Taught	97	89	103	100	110
Taught by Adjuncts	18/19%	13/15%	21/20%	25/25%	33/30%
Taught by TAs	9/9%	6/7%	18/17%	22/22%	29/26%



Dr. Alka Sapat teaching MPA class

Data Source -- AY 2012/2013 Departmental Dashboards & Institutional Effectiveness & Analysis Website

Creativity and Scholarship

Refereed Journal Articles	70
Non Refereed Articles	27
Books	9
Edited Books	19
Book Chapters	35
Book Reviews	4
Technical Reports	10
Conference Papers	116
Grants, Contracts & External Funding	\$350,560



Tony Pustizzi, Public Administration graduate and Coral Springs Police Chief



Otto Drozd III, Public Administration graduate and Orange County Fire Chief



Dr. Hugh Miller with doctoral students at Ph.D. Colloquium



School Highlights

- International training programs in leadership & management for visiting public officials from developing countries
- Established the Annual International Public Procurement Conference which met this year in Dublin, Ireland
- NSF funded study of disaster dislocation with Urban & Regional Planning
- State of Florida Statewide Disaster Housing Task Force
- Florida Governor's Hurricane Conference on Academic Scholarship & Outreach
- Ph.D. alums have joined the faculties of more than 40 universities across the country and around the world

The School of Social Work



2010 MSW Graduates



2014 MSW Induction Ceremony

Social Work

AY 2012/2013

Faculty	22
Tenure Track	12
Instructors	10
Undergraduate Students	447
BSW – Degrees Awarded	138.5
Graduate Students	241
MSW – Degrees Awarded	98



Data Source -- AY 2012/2013 Departmental Dashboards & Institutional Effectiveness & Analysis Website

Juyoung Park and Ruth McCaffrey



Instruction

	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	AY 2013/2014
SCH	10,002	11,077	13,296	13,839	15,593
Headcount	481	536	622	688	779
FTE	271	300.6	362.1	379.3	425.7
Sections Taught	161	177	196	163	162
Taught by Adjuncts	30/19%	32/18%	43/22%	32/20%	49/30%



BSW & MSW students at Lobby Day in Tallahassee



“Sit N Fit” Chair Yoga

Data Source -- AY 2012/2013 Departmental Dashboards & Institutional Effectiveness & Analysis Website



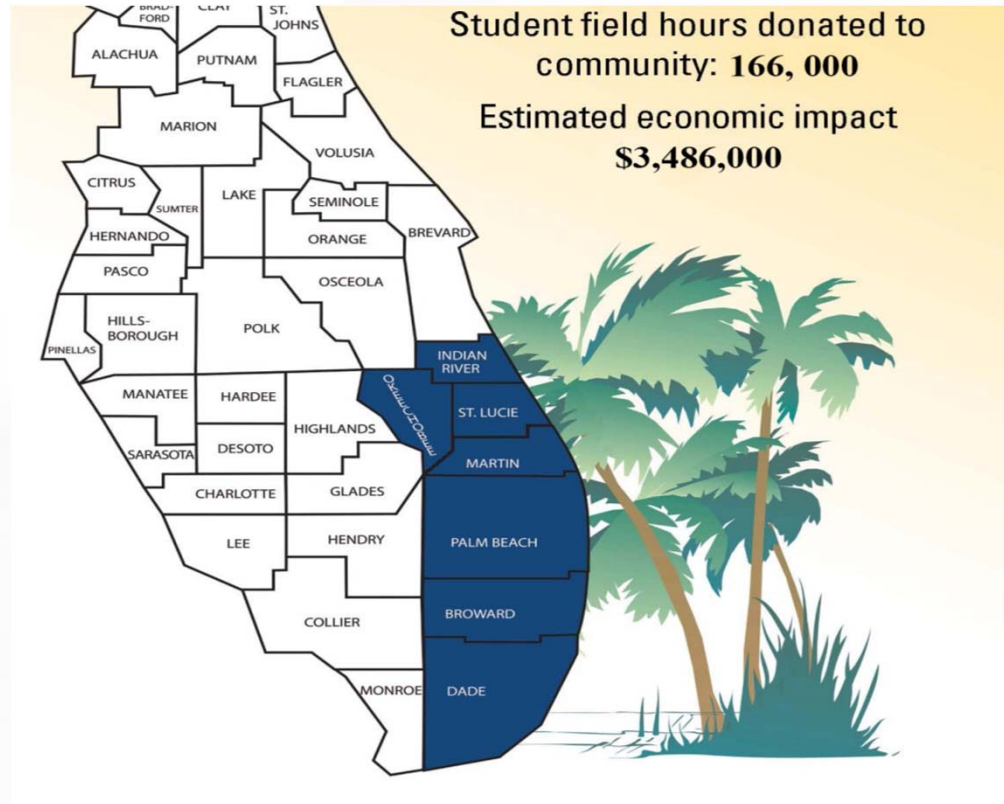
Creativity and Scholarship

Books	9
Peer Reviewed Articles	139
Other Publications	39
Conference Papers	97
Grants, Contracts & External Funding	\$2,611,522





Community Engagement



750 students serving in 225 agencies

School Highlights

- Annual Heart of Social Work Event – raise community awareness of Social Work & raise funds for student scholarships
- Inter-professional program – 1 year training program combines students, instructors, & practitioners in social work, nursing, & medicine focusing on collaboration across professions to improve patient & family based care
- Dr. JuYoung Park with co-authors, Christina Hirz (FAU MSW student), and Karen Manotas (FAU Biomedical student) received the Association of Gerontology Education in Social Work “Outstanding Article Award”
- NIH Study of “The Effect of Sit ‘N’ Fit Chair Yoga Program on Osteoarthritis Patients” with the Colleges of Medicine & Nursing for \$387,569
- FAU School of Social Work initiated Aging Academy to develop competent social work leaders and practitioners to meet growing aging population needs

The School of Urban and Regional Planning



Google Earth 3-D Image of HEC Building Downtown

Urban & Regional Planning

AY 2012/2013

Faculty	9
Tenure Track	7
Instructors	2
Undergraduate Students	148
BURP -- Degrees Awarded	38
Graduate Students	31
MURP -- Degrees Awarded	15



Dr. Eric Dumbaugh at Parking Day Event in downtown Fort Lauderdale

Instruction

	AY 2009/2010	AY 2010/2011	AY 2011/2012	AY 2012/2013	AY 2013/2014
SCH	3846	3750	3771	3721	3726
Headcount	101.5	98.1	98.7	97	96.8
FTE	179	181	169	179	151
Sections Taught	62	52	56	43	48
Taught by Adjuncts	17/27%	15/29%	19/33%	11/26%	9/19%



MURP & BURP students cleaning up the New River waterway

Data Source -- AY 2012/2013 Departmental Dashboards & Institutional Effectiveness & Analysis Website

Creativity and Scholarship

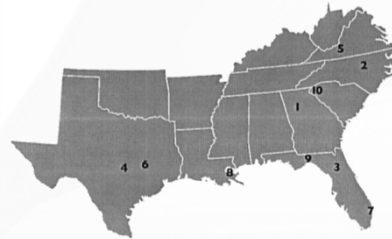
Books	1
Refereed Journal Articles	68
Other Publications	16
Conference Papers	58
Exhibitions	4
Grants, Contracts & External Funding	\$658,866



School Highlights



Map of the South Region



*Planetizen Guide to Graduate Planning Programs ranks FAU’s Master of Urban and Regional Planning as 7th in the southeastern US

*Planetizen is a public interest information exchange for urban planning, urban design and urban development

South	2015 Rank	2012 Rank
Georgia Institute of Technology	1	2
The University of North Carolina at Chapel Hill	2	1
University of Florida	3	4
University of Texas at Austin	4	3
Virginia Polytechnic Institute and State University	5	5
Texas A&M University	6	†
Florida Atlantic University	7	9
University of New Orleans	8	8
Florida State University	9	6
Clemson University	10	†



School Highlights

- “Wellington 2060” joint project with the Village of Wellington planning for the next half century
- Student project led to one of the largest retro-fit solar roof projects in South Florida, reducing the Fort Lauderdale Higher Education Complex’s energy demand by more than 20% (www.fausolar.com)
- Students and faculty in the MURP capstone course are working on the planned redevelopment of the NW 20th Street Corridor in partnership with the City of Boca Raton convert that area to a vital and dynamic urban zone.

Actions in Response to Reviews

- **Architecture**
 - Contribute to economic development in SE Florida
- **Criminology and Criminal Justice**
 - Expand undergraduate research activity
- **Public Administration**
 - Streamline its mission and strategic priorities
- **Social Work**
 - Develop administrative and business plans for Social Work Clinic
- **Urban and Regional Planning**
 - Use Planning Workshop to enhance community-student engagement



Heart of Social Work 2014 Honorees



Richard Mayora
Outstanding
Field Instructor

Christine Sanchez
Outstanding
Alumna

Terry Powers
MSW Essay
Contest Winner

Nedeeia Monteago
BSW Essay
Contest Winner



*Promoting Safe, Healthy and Sustainable
Communities Through Education, Research
and Design*



2014 Academic Program Reviews