

Strategic Planning Survey

**Question 1. WHAT DOES FAU DO WELL?**

Deans & Chairs

COLLEGE	DEPARTMENT	RESPONSE
Medicine	Integrated Medical Science	Provides access to higher education at a reasonable cost to students, creates an environment for student satisfaction, fosters diversity of the student body, maintains the physical environment and physical facilities for academic functions, plan for the future to increase the student body with additional on campus residential areas and parking spaces, promotes alternate transportation system besides using a car, communicate with the public, faculty and staff or recent developments and future plans, help meet professional workforce needs for the community. FAU provides a high quality education to the people who live in this area. Unlike the U of Florida which has an extensive residential component, FAU has always catered more to the people who live in the Broward, Palm Beach and Martin county areas. It also has branch campuses located in these counties. It has been mostly a commuter school focusing on providing undergraduate, graduate and adult education. Establishing important partnerships with other institutions, e.g. Scripps to achieve research mission. Get a stadium and medical school. ( in the same year). Encourages a diverse and multicultural group of students to bring their strengths (and weaknesses) to the table. There are a number of specific areas of strength in research, teaching, and service that afford good opportunities for students and faculty. However, these strengths seem somewhat isolated and do not reach across the entire FAU community. A state of the art Simulation Center in Research Park for medical training. Smaller class sizes that comparable state university universities. Shifting the focus from a commuter college to a residential university (Innovation Village, etc). Improved telecommunications (multi-campus video conferencing, state of the art networking, eLearning, etc).
Medicine	CESOM	It is strong in ethnic diversity and many areas of undergraduate education In the COE we have worked to make the distributed campus model less onerous; we invest a considerable amount of effort in doing things to maintain quality in our courses and programs across the campuses. COE & Department graduates are very prepared to step into 1st year teacher roles, and they are quite successful when they take these roles. The ESE Department’s doctoral graduates have become successful in higher education and district leadership roles, and have made an impact in several areas in the field. FAU can be proud of many outreach functions in the COE including the Wellness Clinic, the Communications Disorders Clinic, and the Center on Autism and Related Disabilities. Students at FAU (and in the ESE Department) have unusual access to individual faculty members as mentors, advisors, and role models. In the ESE Department, every student has a regular faculty member serving as advisor. The direction of the Undergraduate Intellectual Foundations program is creative, focused, and strong
Education	ESE	Human Resources does a good job of orienting new faculty and keeping faculty aware of various benefits and changes. FAU recruits and retains a very diverse student body and faculty
Education	Counselor Ed	In the COE we have worked to make the distributed campus model less onerous; we invest a considerable amount of effort in doing things to maintain quality in our courses and programs across the campuses in addition to utilizing various means of technology, including video conferencing for meetings and collaboration. COE & Department graduates are very prepared to step into 1st year teacher roles, and they are quite successful when they take these roles; FAU can be proud of many outreach functions in the COE including the Wellness Clinic, the Communications Disorders Clinic, and the Center on Autism and Related Disabilities, DETA, FIAT, Reading programs with area schools and community organizations, work with non-profit organizations, Pathways to Teaching (Transition to Teaching Grant) and leading the university in Service Learning courses. Students at FAU (and in the DTL Department) have access to individual faculty members as mentors, advisors, and role models. The Undergraduate Intellectual Foundations program is creative, focused, and strong. The University is increasing our exposure in the community through its Outreach Programs as well as Scripps, Max Plank, etc.
Education	Teaching & Learning	
Education	Curr. Cul. & Ed. Inquiry	<b>Students:</b> FAU graduates many minority students; We accommodate non-traditional students; Improving student recreation and activities; Attracts better students – no longer a “fall back” school
Education	Curr. Cul. & Ed. Inquiry	<b>Faculty:</b> Good teacher/student relationships; Mechanisms for faculty feedback; Building community with faculty around campus (social events)
Education	Curr. Cul. & Ed. Inquiry	<b>FAU Offices/Units:</b> Office of Student Disabilities offers good services; We have managed growth of the student population well (there was some dissension about this remark, related to need for tenure-track faculty lines); Access to higher level administrators (open door policy); Library support
Education	Curr. Cul. & Ed. Inquiry	<b>General Campus Comments:</b> Beautification of the Boca Raton campus (sustainability); Partner campuses are improving; Smaller campus can offer small college feel with all the advancements still available to students
Education	ESHP	Nothing that really sets us apart. We are not known for faculty development or innovative student programs aimed at retention or interdisciplinary studies (something that seems important given the complexity of social, environmental and political challenges).
Education	Com. Sciences and Disorders Education	FAU has a diverse campus with regard to student and faculty populations. FAU encourages entrepreneurship. Speaking specifically of the College of Ed, community and public service. Don’t have a sense of how other colleges contribute in those arenas. FAU has programs to enhance student retention.
Education	Leadership & Research Methodology	The institution continues to grow, in spite of difficult economic times. The institution serves an expansive service area through a distributive campus model. The institution has established pockets of excellence in various colleges and programs. Outstanding faculty that have brought significant prestige to the institution

	Libraries	Diversity; Relationships with outside research institutions; Move to a more traditional campus. Move to a more traditional campus. Collaborative research efforts , such as various depts.; such as working with HBOI. Small classes. Special majors such as Accounting and Ocean Engineering. Community relations and outreach such as Living Room Theatre. Acquisition of HBOI. Students from the area can stay in the area and save money while pursuing education. Lifelong Learning Society. K12 school offerings on campus and outreach to K-12 children in the community. Research Park. Simulation Center, in the Research Park. Nursing and Medical school—turning out medical professionals. Growth and openness to change. Collaborative efforts with area business, and within the SUS. IRM support for technology on campus.
<b>Wilkes Honors Nursing</b>		Serves a large number of first-generation college students. Provides a very high-quality of education at a reasonable cost. Attracts a diverse student body. Serves a broad geographic area. Supports community engagement and service. Has distinctive facilities such as HBOI and SeaTech. Has developed partnerships with Scripps Research Florida and the Max Planck Institute. Offers a flexible and distinctive model of honors education Promotes teaching and learning. Values cultural diversity and a global perspective. Values student success
<b>Science</b>	Geosciences	In recent years, FAU has shown a willingness to respond to change. FAU’s image is growing and improving in the local community and beyond. Quality of faculty is improving. Growing concern/commitment for quality teaching and support for faculty development [Teaching/Learning Center, CeL, FLCs]. Growing efforts for student success and retention. Recognizes/celebrates student success/efforts [(research day, etc]. Improved efforts to seek faculty input. Concern for diversity Faculty members in History are generally pleased with the quantity and quality of library databases, and strongly praise the computer service teams in the college. They also acknowledged the high quality production of the Music and Theater departments. Schools of Accounting and Nursing at FAU are also well known. With regard to other things that FAU does well: History faculty have every reason to be extremely proud of their accomplishments. Senior faculty members are wonderful scholars, teachers, and mentors to junior faculty, who, in turn, are emulating their fine example. Research output has been consistent and outstanding in terms of both quantity and quality throughout the unit’s history. (Last year alone, five faculty members published single-authored books; five others have books under contract). The department is well known throughout the university for excellence in teaching; six colleagues are recipients of teaching awards. Recent years have also seen an upsurge in receipt of external grant support for research, with faculty members securing research fellowships at Harvard, Brown, and Williams College. Department outreach in the community has resulted in the receipt of a million dollar endowment in 2004; interest income from the endowment has funded lectures and symposia at FAU with leading scholars and historical figures, including former ambassador Thomas Pickering and Daniel Ellsberg. Symposia have been broadcast on C-SPAN and have put FAU on the map. The department’s service profile is outstanding as well; most faculty serve or provide leadership roles on several committees in the department, college and university. The department has also done yeoman’s service in terms of improving student writing. The reason for this success is simple: students in history courses write a lot. While all majors are required to complete two writing intensive capstone courses—students in virtually all other history courses produce at least 3000 words of writing, regardless of course size. A recent assessment of Writing Across the Curriculum courses concluded that students in history courses score second highest in the university in terms of writing ability.
<b>Arts &amp; Letters</b>	History	
<b>Arts &amp; Letters</b>	Anthropology	Provides a good, low cost education primarily because of high faculty investment in students. It hires good faculty. There is a strong focus on Latin American and Caribbean studies. Is well-connected to the community. Deals well with a culturally and ethnically diverse student body
<b>Arts &amp; Letters</b>	English	TEACHING: Provides a broad university curriculum, taught by an accomplished faculty, at a reasonable price.; Pays attention to freshmen through FAAS and the various LCs; Recruits diversity students and provides a curriculum that reflects diversity of our nation and world today. The purpose of a university education is to train the critical mind, inspire intellectual curiosity, promote self-awareness, and encourage community service. FAU’s WAC and Service Learning programs definitely work to fulfill these aims. The funding allotted to these programs has successfully encouraged faculty to develop a curriculum that truly challenges our students to achieve their full potential. RESEARCH AND CREATIVE ACCOMPLISHMENT: In recent years, the University has recruited from major research universities excellent faculty members who have been producing outstanding research, scholarship, and artistic creations. Faculty publications and creative accomplishment have gained national and international visibility. We have made good efforts in supporting the development of junior faculty in advancing their research and careers. SERVICE: The expertise from FAU provides professional resources and service to South Florida in the areas of the arts, business, education, government, health, and technology. FAU has built relationships with the community through such outreaching programs as Caribbean and Latin American Studies, Jewish Studies, Holocaust Studies, Peace Studies and Women’s Studies. FAU has one of the strongest Lifelong Learning programs in the nation. STUDENT LIFE: FAU is beginning to build a sense of community by increasing residential capacity, athletic programs, academic advising, dining options, and support for clubs.
<b>Arts &amp; Letters</b>	Sch. of Com. & Multimedia	FAU provides a socio-economic and ethnically diverse South Florida community with access to a university education at the lowest cost in the country. Our efforts subsequently raise our graduates’ chances of achieving social and economic success.
<b>Arts &amp; Letters</b>	Mathematics	Faculty research effort. Educate undergraduate and graduate students. Attract minority students
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	FAU does an exceptional job serving minority, international, and first generation students. It is a truly diverse campus, like a miniature United Nations. This creates a cosmopolitan, forward-thinking environment in which to learn and grow. Our graduate education draws on the expertise of an accomplished research faculty dedicated to both teaching and scholarship. Vibrant graduate programs at FAU distinguish us from other undergraduate institutions in the region, both public and private. Provides quality educational opportunities at a cost below most of its national peers Attracts diverse student population. The Department of Languages, Linguistics, and Comparative Literature has positioned itself over the years to take advantage of and to contribute to the diverse, cosmopolitan student body and faculty by contributing interdisciplinary undergraduate and graduate degrees in the areas of foreign languages, literatures, and linguistics.

<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	<p>Our faculty have established themselves as recognized scholars in the fields of literary and cultural studies as well as in several subfields of linguistics. We have an excellent record of peer-reviewed publications and presentations at conferences, even when teaching 3-2 loads. Over the last three years our tenure-line faculty have published an average of four books, 29 peer-reviewed articles, and 33 conference papers per year. Our publication per faculty ratio is 1.6 articles per faculty per year, double that of our college average and on par with the university-wide average of 1.7 articles per faculty per year. Research is at the forefront of faculty's activities, often incorporated into teaching so that students are always aware of the latest developments in our fields. Our research record has enabled us to be at the vanguard of faculty participation in the PhD in Comparative Studies in the College of Arts and Letters. We also routinely send our MA graduates to the top doctoral programs in the country and abroad.</p> <p>We are proud of our record of teaching foreign languages and literatures very well. Our average departmental SPOT mean over the last three years has been 1.8 on the question of teacher effectiveness. We have invested in specialized faculty in Second Language Acquisition to lead this effort and train our instructors, GTAs, and adjuncts through workshops, close supervision, a teaching practicum, etc. We participate in Academic Service Learning so our students apply their skills to real life interests. Many of our students participate in Study Abroad programs throughout the world, thus further elevating the reputation of our university far and wide. In short, we are dedicated to preparing students for global citizenship through our coursework that leads to multilingualism, cross-cultural competence, and a deeper appreciation of the Humanities as expressed in the literatures and cultures of the world beyond our borders.</p>
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	<p>Our faculty are afforded unique opportunities to engage students given that our discipline requires relatively small classes to allow for the practice and development of the second language our students work in. In addition, each of our students is assigned a faculty mentor. Many of our faculty participate in extracurricular activities with student language clubs, conversation hours, study abroad, film nights, symposia, and an honors in the major program. These close ties lead to greater retention and a feeling of camaraderie in the cohorts that move through LLCL. Our department leads an average of three faculty-led study abroad programs each summer, thus connecting our university to exciting intellectual communities in an array of countries.</p>
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	<p>LLCL offers literature, film, and culture courses both in lingua and in English (serving our immediate majors and also students from other departments of the university.) Our course offerings also serve many of the interdisciplinary certificate programs (Caribbean and Latin American Studies, Asian Studies, Women's Studies, Ethnic Studies, Jewish Studies) in the college and also are cross-listed in many other departments, including English, History, and Communications. Our courses are writing-intensive and feature the enhancement of critical thinking skills as a major component of more than 40% of our required classes.</p>
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	<p>LLCL also is very participatory in outreach to the community, striving to create intellectual community through our public events. We sponsor several lecture series every year. In addition, we work with other departments to co-sponsor special events such as art exhibitions, film series, symposia, etc. In the last 3 years we have sponsored or co-sponsored three national conferences. We have a good record of donor development, especially in the Italian program and their relationship with the Italian American community in South Florida.</p>
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	<p>Finally, LLCL has received much important recognition in the last few years, including having several of our faculty members selected for the university awards for Teaching, Advising, and Scholar of the Year. We routinely win college research awards such as the SCAF, LLL grants, as well as extramural grants and awards for curriculum development, research projects, and public event programming. This past year our department was instrumental in bringing a Title VI USIFL grant to the university with the purpose to add Arabic and Chinese and enhance the Asian Studies and Middle East Studies curricula (\$200,000).</p>
<b>Arts &amp; Letters</b>	Political Science	<p>In three words: access, affordability, and diversity. Access was defined as providing a broad range of programs on a number of campuses. Affordability was described as providing higher education at a comparatively low cost—especially when compared with private for-profit and not-for-profit education in FAU's service area. Diversity was defined primarily in terms of the demographics of the FAU student body: FAU admits and graduates a very diverse student body.</p>
<b>Arts &amp; Letters</b>	Political Science	<p>The faculty were concerned that FAU Strategic Plan Goals One (Access) and Three (World Class Academic and Research) conflict, and that in recent years University policy has emphasized access at the expense of academic quality and research. Nevertheless, the general consensus was that FAU does a good job considering the limited resources.</p>
<b>Arts &amp; Letters</b>	Sociology	<p>FAU recruits many students who are the first in their families to go to college and does a good job teaching them. In many cases, these students would not have had an opportunity for a university education if FAU was not in the region. A university like this one, which offers a range of degrees at the BA, MA, and PhD levels, opens alternatives to the first-generation college student not found at two-year or four-year colleges.</p>
<b>Arts &amp; Letters</b>	Sociology	<p>FAU provides a good education at a relatively low cost to students who would have otherwise not been able to afford higher education, or would have been forced to graduate with excessive amount of student debt.</p>
<b>Arts &amp; Letters</b>	Sociology	<p>Faculty at FAU are much more committed to their undergraduate teaching than is the case at larger and/or "flagship" state universities</p>
<b>Arts &amp; Letters</b>	Sociology	<p>Faculty at FAU provide their students with lots of opportunities for interaction with and mentoring by the faculty.</p>
<b>Arts &amp; Letters</b>	Sociology	<p>Many FAU faculty and students are engaged in providing service to the community, from life-long learning to involvement in community organizations.</p>
<b>Arts &amp; Letters</b>	Sociology	<p>FAU has a big regional influence. In terms of educational opportunities, intellectual discourse, scientific visibility, etc., the region would not be the same without FAU.</p>

<b>Arts &amp; Letters</b>	Visual Arts & Art History	FAU functions exceptionally well in providing a high quality university education in a widerange of disciplines to South Florida students, many of whom might not otherwise get the opportunity to earn a four-year, undergraduate degree. The university has managed to carve out an identity amongst other in-state institutions, and it attracts some excellent students, who are on a par with those at institutions with a high profile nationally and internationally. Students come to FAU deliberately, and they will probably do so increasingly given the medical school initiative. It is common to have a class of students in which there are talented, motivated people who could succeed at any university, together with some who are barely ready for college, and it is even more impressive how the university manages to meet this diverse population of students and then bring them all forward in scholarly life.
<b>Arts &amp; Letters</b>	Visual Arts & Art History	The faculty does a good job of mentoring each student to become his or her best self thanks to initiatives, such as Faculty Learning Communities, Master Teacher Program, workshops, and other means of meeting and brainstorming with colleagues in an atmosphere of collegiality and community. Mentoring occurs naturally and seems to be highly valued, especially by students in each of the arts programs. Student engagement with the faculty in the Department of Visual Arts & Art History is very strong, and it allows for vigorous dialog in and out of the classroom.
<b>Arts &amp; Letters</b>	Visual Arts & Art History	As a relatively new product of the 'Great Society' of the 1960s, FAU has and has always had the opportunity to be a different, innovative institution that can devise programs that one does not find elsewhere in the country. FAU is good at growing physically with several new buildings erected over the past 10 years. The science and technology divisions have been heavily supported; sports have also been heavily supported. The physical campus environment overall has improved, and the Living Room Theatre is a great addition.
<b>Arts &amp; Letters</b>	Theatre & Dance	Focusing on new programs, special academic programs and non-academic programs such as Med School, Ocean Engineering, Bio-Engineering, football, branding etc. Attracting funding for new construction. Improved signage (still confusing)
<b>Arts &amp; Letters</b>	President	Provides quality educational opportunities at a cost below most of its national peers Attracts diverse student population

Strategic Planning Survey

**Question 2: What should FAU do in the next five years to become a distinctive and distinguished institution?**

Deans & Chairs

COLLEGE	DEPARTMENT	RESPONSE
Medicine	Integrated Med Science	Increase research activities and funding received from federal programs and other national organizations, continue to partner with distinctive and distinguished institutions and strengthen the collaborations or affiliations with the current ones like the Scripps Research Institute Universities are measured on their research funding. It is very unlikely to have a university which can excel in all areas of research. FAU should identify areas of strength and focus their efforts and resources on improving these areas. Clearly, biomedical research is an area that is in its infancy and will have a lot of developments in the future. I cannot speak for the other departments. For instance, the field of immunology has developed and completely changed over the last 30 years. This has enabled physicians to understand and treat the malignancies of the immune system as well as transplant organs from one patient into another.
Medicine	Integrated Med Science	Increase federal funding across FAU. Allow investigator-initiated research. Engage in more collaborative research with partners, i.e. Scripps, Max Planck and increase clinical research effort with and through the COM.
Medicine	Integrated Med Science	Truly support research. Make the medical school shine. Raise undergraduate admission standards, but this must be balanced against graduation, retention, and recruitment rates.
Medicine	Integrated Med Science	Continue to grow, add programs, new schools (eg: Allied Health School, Pharmacy School), and expand current programs (Stadium).
Medicine	Integrated Med Science	FAU should identify and build upon current areas of strength in teaching, research, and service to develop these areas and provide the resources that will allow them to become initiatives of true excellence. Integration and expansion of these strengths should be coordinated to create a unique FAU academic environment
Medicine	CESOM	Improve its research emphasis, capacity and grant support base
Education	ESE	Increase student retention among undergraduates
Education	ESE	Increase access of students in Honors College to courses in other majors, particularly in the junior and senior years
Education	ESE	Increase access of students in other majors to Honors College courses
Education	ESE	Implement the "pre-major" initiative to integrate Freshmen and Sophomores into University life
Education	ESE	Increase peer-to-peer mentoring for undergraduates
Education	ESE	Increase recognition of colleges, majors, and individual faculty other than the ones typically in the headlines (e.g., medical program, all things related to Scripps)
Education	ESE	Minimize the role and function of the Graduate College; re-direct resources to support degree programs and majors
Education	ESE	Increase funding support for students and faculty to present at major conferences
Education	ESE	Increase incentives for faculty to take on serious roles with national prestige (such as journal editors)
Education	Counselor Ed	Faculty need to produce/publish more research
Education	Counselor Ed	Faculty need to bring in more external funding for research
Education	Counselor Ed	More faculty lines are needed especially for faculty who can bring in more external funding
Education	Counselor Ed	More support for faculty research and external grants are needed
Education	Counselor Ed	Follow President Saunders suggestion to provide more incentives for faculty to bring in grant funding by allocating a percentage of the grant indirect costs or salary bonus
Education	Counselor Ed	More endowed professorships
Education	Counselor Ed	Foundation office needs to be more effective/efficient in finding private funding/donors
Education	Counselor Ed	Increased private funding raising at Dean level
Education	Counselor Ed	Faculty salaries need to be on par with at least the average of the Oklahoma State University salary survey of similar institution
Education	Counselor Ed	A more efficient university data system (IEA) that can provide needed data to departments for tracking student progress
Education	Counselor Ed	Updated software and training
Education	Counselor Ed	Full pay for summer to support Ph.D. students/programs
Education	Counselor Ed	Increase faculty governance
Education	Teaching & Learning	Increase student retention among undergraduates; Improve our tracking procedures to make certain that students who change programs are not lost in the data shuffle.
Education	Teaching & Learning	Increase Honors programs and expand to other majors, particularly in the junior and senior years;
Education	Teaching & Learning	Increase access of students in other majors to Honors College courses;
Education	Teaching & Learning	Increase recognition of colleges, majors, and individual faculty other than the ones typically in the headlines (e.g., medical program, all things related to Scripps);

Education	Teaching & Learning	Increase funding support for students and faculty to present at major conferences; Support collaboration with researchers outside the university.
Education	Teaching & Learning	Increase incentives for faculty to take roles with national prestige (such as journal editors).
Education	Teaching & Learning	Develop an incentive structure that will allow a percentage of indirect funds to flow back to colleges, departments, and PIs
Education	Curr. Cul. & Ed. Inquiry	Add more Faculty tenure-track lines
Education	Curr. Cul. & Ed. Inquiry	Reach out to underserved communities: Community projects; Academic Service Learning; Degree programs for areas such as the Glades
Education	Curr. Cul. & Ed. Inquiry	Support and expand international activities
Education	Curr. Cul. & Ed. Inquiry	Develop a more consistent faculty course load policy, across Colleges
Education	Curr. Cul. & Ed. Inquiry	Support grant writing and research at the <u>College</u> level
Education	Curr. Cul. & Ed. Inquiry	Provide authentic assistance from the Development Office; more transparency about funds raised and how these funds benefit the University and community
Education	Curr. Cul. & Ed. Inquiry	Develop comprehensive plans across all Colleges, instead of focusing on a select few Departments and Colleges
Education	Curr. Cul. & Ed. Inquiry	Create a more proactive alumni office; alumni should keep their FAU e-mail accounts and we should have better information to stay in touch with them
Education		Focus on 2-3 areas that illuminate our purpose as an institution, including faculty development and high academic standards for our students. Encourage students to excel by pushing them out of their comfort zone.
Education	Com. Sciences and Disorders	Fill open positions that prevent departments from meeting their goals of excellence and expansion, as well as discipline-specific accreditation requirements
Education	Com. Sciences and Disorders	Increase support for scholarship and research by supporting the time needed for such endeavors e.g. re-examine 3/3 teaching requirement
Education	Com. Sciences and Disorders	Develop an accurate accountability system that collects meaningful data.
Education	Com. Sciences and Disorders	Distribute resources more equitably among colleges
Education	Leadership & Research	Think strategically and plan accordingly
Education	Methodology Education	
Education	Leadership & Research	Take better advantage of an incredible strategic location – in terms of donors, programs and initiatives
Education	Methodology Education	
Education	Leadership & Research	Quit trying to be everything to everybody. As resources dwindle we cannot continue to do more with less. We are only weakening all of our programs with across the board cuts. We need clear priorities for our future.G95
Education	Methodology Education	
Education	Leadership & Research	We need to become more entrepreneurial. We need to think and act accordingly – as an institution, colleges and programs.G97
Education	Libraries	Develop more research opportunities
Education	Libraries	Work more with Scripps, etc. and the medical school
Education	Libraries	Grow the undergraduate population
Education	Libraries	Find ways to appreciate faculty with ways other than salary, such as perks like offering free access to the recreation center
Education	Libraries	Require incoming students to have laptops, to enable a more standardized education

<b>Education</b>	Libraries	Establish relationships with Brazil to take advantage of local Brazilian population
<b>Education</b>	Libraries	Create more efficient large-group instruction
<b>Education</b>	Libraries	Push the Ocean Energy Institute—one of only 3 in the country
<b>Education</b>	Libraries	Utilize spaces available for classes more efficiently (i.e., classrooms on branch campuses.)
<b>Education</b>	Libraries	Increase student class size for lectures; maintain small groups for discussion, reports and homework.
<b>Wilkes Honors</b>		Hire additional faculty and staff
<b>Wilkes Honors</b>		Support current faculty with expanded research funding
<b>Wilkes Honors</b>		Restore internally-funded research grants
<b>Wilkes Honors</b>		Reinstate the research mentoring program
<b>Wilkes Honors</b>		Seek to stem faculty attrition through more competitive salaries
<b>Wilkes Honors</b>		Provide better training and mentoring to junior faculty
<b>Wilkes Honors</b>		Provide better training and mentoring to junior faculty
<b>Wilkes Honors</b>		Market honors education more effectively
<b>Wilkes Honors</b>		Recruit a larger number of out-of-state students
<b>Wilkes Honors</b>		Emphasize how its standards have increased substantially throughout its fifty-year history
<b>Wilkes Honors</b>		Fully implement the Jupiter Science Initiative
<b>Wilkes Honors</b>		Establish an Institute on Aging to serve the needs of the community served by the University
<b>Wilkes Honors</b>		Seek partnerships that will bring excitement and energy to the fine and performing arts, humanities, and social sciences in the way that the local biotech developments have brought excitement to the natural sciences
<b>Wilkes Honors</b>		Promote greater interdisciplinarity and the pursuit of research in emerging disciplines
<b>Wilkes Honors</b>		Make FAU the Writing University of the SUS by a highly visible, fully supported writing program
<b>Wilkes Honors</b>		Establish a Law School
<b>Col. Nursing</b>		Improve faculty salaries
<b>Col. Science</b>	Geosciences	Become more proactive than reactive
<b>Col. Science</b>	Geosciences	Growth in Faculty numbers and research dollars
<b>Col. Science</b>	Geosciences	Continue and improve efforts for faculty development and faculty retention
<b>Col. Science</b>	Geosciences	Continue research initiative programs—maybe college based as well as university-wide
<b>Col. Science</b>	Geosciences	Make sure that the quality of students does not decline as our total enrollment grows
<b>Arts &amp; Letters</b>	Dept. of History	<p>a. History faculty agree that without distinctive and distinguished faculty, FAU will never become a distinguished institution <u>FAU should therefore seriously rethink its current drive to save money by replacing vacant faculty lines with instructors and adjuncts, and by increasing the number of E-learning courses.</u> If this policy is applied too liberally, FAU will not achieve its goal to increase student retention and compete with the local state colleges, much less become a distinguished institution. First of all, qualified instructors are difficult to find; we don't have a major university nearby with PhD programs that can provide a good pool of instructors. This means FAU would have to hire from out of state, and very few will want to move here to teach a 4-4 load with minimum salary that will not adequately cover cost of living expenses. Even if FAU can still affect such hires, "journeyman" instructors such as these won't have the investment in students or in the university necessary to improve FAU's low student retention rates. Contrary to claims that lower division students don't need research faculty to teach them, we have data showing that research faculty are more effective at retaining students than instructors (please see attached article from Inside Higher Education). Tenure-Line faculty are more effective because they simply do a better job of bringing research and the teaching of critical thinking into the classroom. The push for more instructors will also have a negative impact on graduate programs, as they cannot teach grad courses—this in turn will result in a reduction in graduate FTE.[1]</p>
<b>Arts &amp; Letters</b>	Dept. of History	

Arts & Letters	Dept. of History	FAU's administration has to make a clearer distinction between higher quality of education offered by FAU vs. quality of education offered by the new state colleges such as PBSC and BSC—if we hire more instructors with heavy teaching loads, the distinction between the two will begin to disappear.
Arts & Letters	Dept. of History	<p>a. <b>Alternative Strategy:</b> Instead of hiring "journeyman" instructors, FAU might offer 2-3 year pre-doc or post-doc fellowships to qualified ABD candidates or recent PhDs. Recipients, hired at the going instructor rate, would teach 2 large FTE courses per term and spend the rest of their time on finishing dissertations or writing first books—this will draw much more highly qualified candidates who will have incentive to produce an end product—a book or a dissertation-- that will propel their careers onward and make them more marketable in the long run. Another option would be for FAU to offer lucrative multiyear contracts with benefits to highly qualified instructors to teach high FTE courses</p> <p>b. <b>Improve quality of student writing in all disciplines.</b> Though History does a good job of graduating majors who write well, this is not the case in many other departments. Hence history's model needs to be applied in as many courses as possible in the university, especially in the College of Arts and Letters. The university should have tenure-line faculty or highly qualified instructors (as highlighted in above paragraph) teach high FTE courses with a substantial writing component; students in these courses will be graded by GTAs. The university also needs to attract highly qualified GTAs by offering higher stipends. GTA stipends haven't gone up in years and are not even close to being competitive with neighboring institutions such as FIU, much less with our bigger competitors.</p> <p>c. <b>FAU needs to be cautious in application E-learning as a desirable form of delivery of course content in all fields.</b> E-learning may be adequate to serve pedagogical needs of disciplines outside of history, but e-learning simply cannot teach critical thinking as well as a brick and mortar course led by a research faculty member can, period.</p>
Arts & Letters	Dept. of History	Reduce investment in vocational type programs. That is, don't compete in training programs that can be offered in a community college or technical training institute.
Arts & Letters	Anthropology	Focus on building its reputation in delivering quality undergraduate and graduate education
Arts & Letters	Anthropology	Provide better (more) faculty and student access to resources, such as Max Planck, Scripps, and other community institutions.
Arts & Letters	Anthropology	Increase admissions standards.
Arts & Letters	Anthropology	Provide adequate compensation to its employees, on par with peer institutions nationally and with universities in the state
Arts & Letters	Anthropology	Provide directed support to the liberal arts.
Arts & Letters	Anthropology	Balance teaching and research demands such that calls to intensify one side results in a relaxation of the other.
Arts & Letters	English	Raise admission standards.
Arts & Letters	English	Secure funding for the development of PhD programs in Arts and Letters in order to take advantage of our faculty strengths and location and compete well with other research universities.
Arts & Letters	English	Create more opportunities for students in pre-professional programs across campus to develop their reading, writing, and critical thinking skills by coursework in the social sciences and humanities.
Arts & Letters	English	Aim at the educational excellence that places FAU graduates in top graduate and professional schools.
Arts & Letters	English	Build a library that can sustain distinctive graduate programs.
Arts & Letters	English	Enhancing the professional development of faculty so that they can maintain a national or international reputation by increasing sabbatical opportunities and research funding.
Arts & Letters	English	More resources to recruit and retain high quality faculty.
Arts & Letters	English	Raise faculty salary to be competitive with other research universities.
Arts & Letters	English	Raise GTA stipend in order not to lose high quality students to other universities.
Arts & Letters	English	Develop FAU as an exemplary university in the utilization of educational technology by providing access and training students and faculty need.
Arts & Letters	Sch. of Com. & Multimedia	<b>FAU provides a socio-economic and ethnically diverse South Florida community with access to a university education at the lowest cost in the country. Our efforts subsequently raise our graduates' chances of achieving social and economic success.</b>
Arts & Letters	Mathematics	Expand research.
Arts & Letters	Mathematics	Grow undergraduate enrollment

<b>Arts &amp; Letters</b>	Mathematics	Create eLearning opportunities Faculty retention – FAU needs to attract and keep talented faculty who, in turn, will work to keep and attract talented students. Any plan that does not
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	support professors cannot succeed because, ultimately, it is faculty who “do” much of the job. Faculty are those who bring academic distinction to the university. Therefore, any strategic plan should: Create more opportunities for faculty research support; Ensure more acknowledgment of faculty accomplishments; Enhance faculty teaching practices with professional development support.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Encourage a bottom-up dialogue or conversation through which those who are “doing the work in the trenches” identify problems and “freely and safely” report them to those who are planning. It is important that in order for a plan to succeed it is embraced by those who will execute it (and not felt as imposed upon them). It is also important that faculty and staff feel they will not be fired or punished if they express a disagreement.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Continue making FAU more of a campus-centric university experience for students.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Get better publicity for conferences and other events in Arts and Letters. Need to do better job of communicating what we’re already doing – publicizing across departments and across colleges these events that we’re doing.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Highlight scholarship in the humanities that is already taking place. Work on ways to give the faculty the ability to do more research – and this involves supporting tenureline faculty. In turn, an effort should be made to be inclusive when talking about research by including humanities-style scholarship in the promotion of FAU’s academic enterprise.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Enhanced support from Division of Sponsored Research to help professors in humanities garner grants. Dedicate a person in the grants office to come make connections with us, give seminars specifically for us, come to meet faculty and departments, find out what our research is about.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Better library support. (1) Boost the library holdings. We need a library that is a true research library, and not an undergrad-focused (course servicing) library. (2) Get physical space in library dedicated to supporting active upper-level research – for instance, PhD student and faculty study carrels.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Do a better job of recognizing that it is the humanities (and in specific the College of Arts and Letters) that are critical to drawing people to campus. We are the public face of the university, and the humanities are disciplines that are most accessible and appreciated by community members looking to continue their intellectual engagement at whatever stage of life that they are experiencing.
<b>Arts &amp; Letters</b>	Political Science	The top priority is to do a better job identifying and recruiting good students, supporting them (e.g., with scholarships), and then keeping them here so that they graduate with an FAU degree rather than transfer to another University with a better brand name on the diploma. The faculty thinks that FAU needs to develop and implement a good recruitment strategy. FAU should look at some of the best practices that have been adopted by some of our private sector and public sector competitors which have thrived in our region—such as Nova Southeastern.
<b>Arts &amp; Letters</b>	Political Science	A second recommendation is that FAU needs to decide how it wants to be different or distinctive, how its institutional mission and identity will be differentiated from the former community colleges and state universities—which are better positioned to provide cheaper job training skills. One recommendation is to strengthen undergraduate education—to differentiate FAU from other SUS and State College schools by providing distinctive, high-quality undergraduate educational opportunities.
<b>Arts &amp; Letters</b>	Political Science	A third recommendation is to provide more institutional support for faculty research and creative activity. The FAU Foundation and Alumni offices need to provide more support in order for FAU to develop as a comprehensive public university. These vital institutional support services need to be strengthened in an environment of diminished state support for higher education, particularly in areas such as the social sciences.
<b>Arts &amp; Letters</b>	Political Science	A fourth recommendation is to increase FAU’s visibility. With the exception of a few programs such as marine biology and engineering, FAU has low visibility. FAU has inadequate technical equipment for conducting interviews; faculty interviews can raise FAU’s profile regionally, nationally, and internationally. Perhaps FAU needs a new logo.
<b>Arts &amp; Letters</b>	Sociology	A distinctive and distinguished university has distinctive and distinguished departments. Involve the departments and give them the mission for developing plans for distinction. Some departments have already moved in this direction but others are simply growing and expanding in every direction, which by definition does not allow concentration of resources for achieving distinction. Support the departments that have a concrete plan for achieving distinction.
<b>Arts &amp; Letters</b>	Sociology	Spend resources to enhance the quality of student learning (in writing, analytical and empirical skills, and content knowledge). FAU needs to be known as a distinctive and distinguished institution in the quality of our students’ education and preparation for the job market or graduate study. The FAU name should become synonymous with quality for potential employers in the region. One sign of distinctiveness for FAU would be that its students would become distinguished from the students of other institutions in the region for the quality of their writing, thinking, creativity, and social and scientific knowledge.
<b>Arts &amp; Letters</b>	Sociology	Apart from substantive matters, FAU needs to better represent the distinctiveness it already has. The current branding rules enforce a website design that looks very commonplace and indistinctive. It allows very few colors: other universities have branding too, but they don’t rely only on brand colors. FAU needs to revisit its Alma Mater (finding the meaning of the past “that is gone???” Where nature “beams” with pleasant weather???). The lyrics of this song are embarrassing for an institution of higher education, and we can do better than this.
<b>Arts &amp; Letters</b>	Sociology	Better recruitment strategy. Strategize to recruit not only the students who have good scores, but also those who will make FAU’s student body distinct compared to neighboring institutions. For example, FAU can strategize to recruit more international students.

Arts & Letters	Sociology	Environment, climate change, and global ecology could bring interdisciplinary cooperation among departments and national distinctiveness in areas that will be twentyfirst century foci of research, social concern and debate.
Arts & Letters	Sociology	Use FAU's location to increase its visibility. Support departments and colleges that want to sponsor national and global conferences on FAU campus. Many professional and academic organizations would like to hold meetings in Florida, and it could benefit our institutional reputation if we could host them. An on-campus hotel or conference center could facilitate this effort.
Arts & Letters	Visual Arts & Art History	While FAU espouses all the right values, it doesn't always fund them. When best practices become clear, FAU must make the structural decisions necessary to sustain and grow them. First and foremost there must be partnership among the various divisions and units of the institutions, and all parties must trust one another's judgment and good intentions. The nexus of responsibilities and obligations between the administration and the faculty is ultimately what feeds the perception of distinction—rote accountability standards, bottomline business practices, and standardized approaches will only result in mediocrity. FAU needs to encourage excellence in undergraduate research by challenging and rewarding high achieving students. One way is to improve recruitment by further extending the possibility of Honors studies across campuses. Efforts at student retention that disallow (either tacitly or explicitly) the culling of unwilling or incapable students means that the most able students will not be the only graduates of the university. A second way is to improve the integration of technology in content delivery. There should be more support from IT and more integration of priorities between IT and the faculty through workshops that integrate technology into the classroom. Students need to apply technology not only as a learning tool, but also as a means to a more entrepreneurial and innovative career path.
Arts & Letters	Visual Arts & Art History	Reciprocally, however, there must be a renewed emphasis on teaching quality and engagement on the part of faculty. The ability to teach well, to conduct notable research and to provide adequate and engaged service within a system of competing demands for time and resources is a difficult task. The university must continue to reward quality research and creative activities by offering teaching release for the faculty and greater support for graduate students, not only in the Sciences but also in the Arts and Humanities.
Arts & Letters	Visual Arts & Art History	The university must demonstrate a firm commitment to providing full support to faculty, staff and students, both materially and morally, for the immense efforts that will be required during the present period of growth and expansion. The university must address the serious market equity issues that it faces at various levels—within the departments, within the colleges, and among the university's component campuses. FAU needs to further improve faculty salaries, in order to bring them closer to national averages and to attract and retain excellent faculty. During the last three years, the Department of Visual Arts & Art History has hired tenure-track assistant professors in both the areas of studio art and art history. Each one of these faculty members comes to FAU with an impressive array of accomplishments and years of experience. Competitive salaries are essential for recruitment and retention of new faculty, and salary equity is essential from the standpoint of the morale and the sense of long-term career investment that the faculty that are already here have in FAU. The university needs to address the salary demographics of its staff as well. Staff members are often unseen and under-valued as a significant component of any institution of higher learning.
Arts & Letters	Visual Arts & Art History	FAU needs to commit time and energy to address its space and resource issues in response to FAU's growth, and there must be a well-thought-out plan to maintain its own directives. Growth without sufficient resources is moving in the wrong direction. The university needs to think more in terms of quality by re-evaluating the importance of teacher-student ratios, and meaningful interactions, in the quality of university education. It should approach cautiously the purported 'value' of e-learning, mega-classes, and 'technology in the classroom' as substitutes for such meaningful interactions. The administration should listen to the interests of faculty and let them be the driving force for innovation.
Arts & Letters	Visual Arts & Art History	In addition, the campus needs a visual identity through greater emphasis on 'green technology' and evocative public art. The new Computer Engineering facility is a start; to a lesser extent the Culture and Society Building, which has an innovative theater complex. The enhancement plans for the visual and performing arts buildings and surrounding grounds will help to revitalize the southeast part of the campus.
Arts & Letters	Theatre & Dance	Raise faculty and staff salaries to meet national averages.
Arts & Letters	Theatre & Dance	Raise value of the arts to be at parity with sports. They are a major outreach to South Florida.
Arts & Letters	Theatre & Dance	Increase support for the arts.
Arts & Letters	Theatre & Dance	Increase publicity for the arts
Arts & Letters	Theatre & Dance	Theatre was recognized by SACS as having a premier graduate program, That recognition was never supported by the University in any significant manner.
Arts & Letters	Theatre & Dance	Raise graduate stipends and allow for more graduate recruitment.
Arts & Letters	Theatre & Dance	Open more staff and faculty lines to support graduate and undergraduate program.
Arts & Letters	Theatre & Dance	Improve interface between students and University, particularly in terms of registration.
President		Develop a top-notch medical school
President		Make a dramatic research advance such as a cure for a common type of cancer or in (green) energy alternatives
President		Forge partnerships with the private sector to enhance research and job opportunities for its graduating students

President

Grow a successful football team that will draw regional and national attention

Strategic Planning Survey

**QUESTION 3: What should your unit do in the next five years to become a distinctive and distinguished department?**

Deans & Chairs

COLLEGE	DEPARTMENT	RESPONSE
Medicine	Integrated Med. Science	Partner with additional institutions in the area to strengthen the quality of the education, accept the charter class of medical students and help them succeed so yr COM can achieve a provisional and finally a permanent accreditation by the LCME, increase research activities and funding from federal and other national organizations, add additional degrees to be offered by the COM including Master, Doctorates and Pst-graduate education including residency programs.
Medicine	Integrated Med. Science	Universities are measured on their research funding. It is very unlikely to have a university which can excel in all areas of research. FAU should identify areas of strength and focus their efforts and resources on improving these areas. Clearly, biomedical research is an area that is in its infancy and will have a lot of developments in the future. I cannot speak for the other departments. For instance, the field of immunology has developed and completely changed over the last 30 years. This has enabled physicians to understand and treat the malignancies of the immune system as well as transplant organs from one patient into another.
Medicine	Integrated Med. Science	Increase federal funding across FAU. Allow investigator-initiated research. Engage in more collaborative research with partners, i.e. Scripps, Max Planck and increase clinical research effort with and through the COM.
Medicine	Integrated Med. Science	Truly support research. Make the medical school shine. Raise undergraduate admission standards, but this must be balanced against graduation, retention, and recruitment rates
Medicine	Integrated Med. Science	Continue to grow, add programs, new schools (eg: Allied Health School, Pharmacy School), and expand current programs (Stadium).
Medicine	Integrated Med. Science	FAU should identify and build upon current areas of strength in teaching, research, and service to develop these areas and provide the resources that will allow them to become initiatives of true excellence. Integration and expansion of these strengths should be coordinated to create a unique FAU academic environment.
Medicine	ECESOM	Emphasize the importance of research and scholarship including the development of an independent Ph.D. program.
Education	ESE	Develop and support a Continuing Education structure in the Department to create and take advantage of non-credit generating opportunities (lectures, institutes, consultancies, etc)
Education	ESE	Add Summer Institutes on topics and issues of interests to district educators and others
Education	ESE	Add an Education Specialist degree
Education	ESE	Draw additional attention to the national impact made by ESE Doctoral graduates
Education	ESE	Explore and implement ways to strengthen the ESE master's degree program (financial support for students; advertising; cohort development)
Education	ESE	Re-establish a partnership model and structure with our local school districts
Education	ESE	Increase professional development opportunities for district educators
Education	ESE	Create a dissemination vehicle to publish "research to practice" recommendations
Education	ESE	Improve access to and use of technology
Education	ESE	Improve access to and use of technology
Education	ESE	Connect current students with past graduates
Education	ESE	Streamline efforts to maintain accreditation and to comply with external and COE mandates
Education	ESE	Re-invest faculty effort spent on compliance tasks for higher education functions that actually earn distinction (such as research and scholarship)
Education	Curr. Cul. & Ed. Inquiry	Create additional Multicultural and Global courses that appeal to students university-wide
Education	Curr. Cul. & Ed. Inquiry	Increase grant writing and research productivity
Education	Curr. Cul. & Ed. Inquiry	Continue to create entrepreneurial sponsored degree programs that support our mission of teaching and service
Education	Curr. Cul. & Ed. Inquiry	Continue our tradition of public intellectual activity: e.g., Research Brown Bags each month; invitation of a Distinguished Scholar to speak with students and faculty each year; invitation of an International Visiting Scholar each year
Education	Curr. Cul. & Ed. Inquiry	Mentor GA's who teach for the department, and maintain the pattern of GA's working closely with faculty on research and writing projects
Education	Curr. Cul. & Ed. Inquiry	Develop the Ph.D. program -- curriculum, advising, outreach to alumni, and publicity -- so that it is seen as the preeminent doctoral program in Curriculum and Instruction in South Florida, and one of the best in the state
Education	ESH	Continue to expand our laboratory capability and graduate research areas (i.e. cognitive, muscular and genetic determinants of human movement/performance). Refine course offerings to include state of the art health/fitness assessment and program planning. Collaborate with other departments to establish interdisciplinary degree programs.
Education	Counselor Ed	Faculty need to produce/publish more research
Education	Counselor Ed	Faculty need to bring in more external funding for research
Education	Counselor Ed	Increased state and national leadership in professional organizations

<b>Education</b>	Counselor Ed	Increased editorships on national professional journals
<b>Education</b>	Counselor Ed	Updated software and training to support state of the art online course delivery where appropriate
<b>Education</b>	Counselor Ed	Increase efforts/resources to recruit and retain top students
<b>Education</b>	Counselor Ed	Increase use of student performance data to drive program improvement
<b>Education</b>	Counselor Ed	Monitor and report success of our graduates in the field of counseling
<b>Education</b>	Teaching & Learning	Develop and support a Continuing Education structure in the Department to create and take advantage of non-credit generating opportunities (lectures, institutes, consu
<b>Education</b>	Teaching & Learning	Add Summer Institutes on topics and issues of interests to district educators and others;
<b>Education</b>	Teaching & Learning	Explore and implement ways to strengthen the DTL master's degree programs (financial support for students; advertising; cohort development);
<b>Education</b>	Teaching & Learning	Increase professional development opportunities for district educators;
<b>Education</b>	Teaching & Learning	Improve access to, training, and use of technology;
<b>Education</b>	Teaching & Learning	Integrate effective use of technology and online coursework/programs to reach all students effectively.
<b>Education</b>	Teaching & Learning	Develop a proposal for a doctoral program or establish relationships that actively engages faculty in work with doctoral students.
<b>Education</b>	Com. Sciences and Disorders	Investigate feasibility of offering prerequisites in a distance-learning format
<b>Education</b>	Com. Sciences and Disorders	Institute a value-added tuition supplement to permit department to hire permanent clinical staff, supplement continuing education requirements for faculty, and maintain lab equipment, software, and hardware to reflect state-of-the-art instrumentation in the fields of speech pathology and audiology
<b>Education</b>	Com. Sciences and Disorders	Increase clinical caseload and outreach through hiring of permanent clinical staff
<b>Education</b>	Com. Sciences and Disorders	Support faculty research and scholarship by instituting a 2/2 teaching load
<b>Education</b>	Leadership & Research Methodology	The Department has spent the past year working on a strategic plan where we have defined our mission, established our values and aspirations, and defined some very specific priorities for the next five years. Now we must do the hard work. We must live our values and clearly work on our priorities.
<b>Education</b>	Libraries	Expand study and collaborative learning areas, as well as quiet areas
<b>Education</b>	Libraries	Get library involved with retention rate, perhaps in required library classes and orientations
<b>Education</b>	Libraries	Remain involved with innovation in getting information to people, as we have done with Summon, and could do with patron-driven access
<b>Education</b>	Libraries	Keep users at the forefront while streamlining collections
<b>Education</b>	Libraries	Get involved with the university's e-learning efforts
<b>Education</b>	Libraries	Enhance liaison relationships to encourage more faculty and student participation in our digital repository
<b>Education</b>	Libraries	Teach students how to become better researchers (including use of primary resources; special collections)
<b>Education</b>	Libraries	Collaborate when there is a library issue with other academic libraries; stay involved with professional associations, publishing, and giving poster sessions to gain visibility for the library
<b>Education</b>	Libraries	Better outreach through participating in other outreach efforts on campus-library to coordinate and prepare LibGuides with campus activities.
<b>Education</b>	Libraries	Act like faculty
<b>Education</b>	Libraries	Share knowledge of our activities among our departments
<b>Education</b>	Libraries	Fund-raising
<b>Education</b>	Libraries	Address staff performance issues directly, early, and firmly
<b>Education</b>	Libraries	Attend campus events such as Technology Workshop
<b>Education</b>	Libraries	Provide more instructional and outreach opportunities to the distance learning community.
<b>Education</b>	Libraries	Publicize and market the library and its offerings.
<b>Education</b>	Libraries	Make plans for a mini-Owl card center for the library.
<b>Wilkes Honors</b>		Spearhead a university-wide movement on interdisciplinarity

<b>Wilkes Honors Wilkes Honors Wilkes Honors Wilkes Honors Wilkes Honors Wilkes Honors Wilkes Honors</b>		Provide leadership in piloting new programs, approaches, and techniques that, if successful, can be adopted university-wide
		Grow and expand its faculty to provide a fuller range of disciplines
		Maintain a low student : faculty ratio
		Market its strengths and successes more effectively
		Foster better ties with other colleges, departments, and campuses across the university
		Increase its ties to the Max Planck Institute
		Develop new ties with academic, cultural, and research entities through the region
		Reach aggressive new goals for FTIC enrollment: 150 in the fall of 2012, 175 in the fall of 2013, and 200 in fall of 2014 and subsequent years
<b>Col. Nursing</b>		Focus on increasing salaries in order to recruit and retain the best faculty
<b>Col. Science</b>	Geosciences	Build upon our recently acquired capital resources to improve the research, education and outreach reputation of our department, particularly in our main areas of strength—i.e. grow our research and education in environmental science and spatial technologies to develop a regionally recognized program known for expertise in environmental education/research
<b>Col. Science</b>	Geosciences	Take advantage of the application of human-environmental interactions and GIScience techniques to solve environmental problems
<b>Col. Science</b>	Geosciences	Build upon our long-standing expertise in groundwater modeling
<b>Col. Science</b>	Geosciences	Work towards building the capabilities and reputation of the Environmental Analysis/Water Quality lab in Davie
<b>Col. Science</b>	Geosciences	Revive and expand the research and outreach mission of the Center for GIScience in the Department
<b>Col. Science</b>	Geosciences	Continue to integrate our research and graduate education with local agencies and professionals
<b>Col. Science</b>	Geosciences	Continue to focus on the growth of our research degree—doctoral in Geosciences—to produce graduates that can solve the environmental problems of FL (Everglades restoration, salt water intrusion, hazards, urban sustainability, etc)
<b>Col. Science</b>	Geosciences	Increase involvement with larger scale research teams/projects focused on sustainability, climate change, hazard mitigation, etc
<b>Col. Science</b>	Geosciences	Increase numbers and quality of undergraduate majors by creating honors programs, creating more undergraduate research opportunities, bringing faculty research into the classroom, align with QEPs, etc
<b>Col. Science</b>	Geosciences	Better promotion of who we are and what we have (technology, field equipment, water lab, 3d lab) on website, etc to recruit students.
<b>Col. Science</b>	Geosciences	Increase elearning opportunities and move towards at least 1 online graduate degree opportunity
<b>Col. Science</b>	Geosciences	Increase graduate certificate opportunities/professional development training and certificates
<b>Arts &amp; Letters</b>	Dept. of History	One area for improvement would be for faculty to encourage more promising graduate students to present scholarly papers at local, regional, and national conferences, particularly the Southern Historical Association. It is only through publishing and by presenting papers at scholarly conferences that our academic reputation will continue to grow and be recognized for pursuing academic excellence. Given the current economic situation and students' limited resources, it is our hope that travel fellowships will be made available for graduate students to present papers at key conferences in Florida and the southeastern United States.
<b>Arts &amp; Letters</b>	Dept. of History	Apart from this one area, History faculty members agree that the department that has largely met criteria for distinction. Still, this question comes at an auspicious time as the department has lost and is currently in a position to lose additional lines. Last fall, the administration rejected the department's renewed petition to hire a replacement for a position in European history that was lost to retirement in 2004. To make matters worse, this loss is being supplemented by the imminent departure of three additional faculty members this year—all of whom teach U.S. history. One colleague is retiring and was replaced with an instructor line, the other two have left for institutions that offered them higher pay and better research support. FAU couldn't come close to a counteroffer in either case. One of the departing colleagues directed the hugely successful department symposium series, and will be particularly difficult to replace. It is important to add that while the complement of full time history faculty has been at 18 since 1999, the number of majors has doubled during that time period.[1]
<b>Arts &amp; Letters</b>	Dept. of History	History has to keep its lines to maintain the high quality of undergraduate and graduate instruction and high scholarly productivity. The graduate program will suffer most acutely if these lines are not replaced; if there is not enough faculty to teach graduate courses, they cannot be offered, and if they cannot be offered, valuable graduate FTE will be lost. In short, if the department doesn't keep at least some of them, History's status as one of the most distinguished departments in the university will falter, to the detriment of the department, the university, and its students.
<b>Arts &amp; Letters Arts &amp; Letters Arts &amp; Letters</b>	Dept. of History	FAU should therefore fight harder to keep promising faculty members from being hired away by providing more generous counteroffers and research support.
	Anthropology	Hire more faculty, e.g., a marine archaeologist and a human behavioral ecologist.
	Anthropology	Increase graduate enrollment by as much as 20% over that time period, with greater levels of graduate support and with more assistantships.

<b>Arts &amp; Letters</b>	Anthropology	Increase undergraduate majors by 10%.
<b>Arts &amp; Letters</b>	Anthropology	Increase the number of successful grant applications.
<b>Arts &amp; Letters</b>	Anthropology	Create a distance learning minor in the field.
<b>Arts &amp; Letters</b>	English	Department of English is excellent in faculty research, service, undergraduate and graduate education, and in teaching WAC courses. Our MA and MFA programs have been successful in placing graduates in outstanding PhD programs and college teaching positions. We will further distinguish ourselves by:
<b>Arts &amp; Letters</b>	English	Securing funding for the development of the Cultures, Literatures, and Languages PhD Program that will exploit the strengths of the Department.
<b>Arts &amp; Letters</b>	English	Building on the strength of our MA and MFA programs. Prioritizing diversity hires in the MFA program.
<b>Arts &amp; Letters</b>	English	Growing our MAT program, the only one in South Florida.
<b>Arts &amp; Letters</b>	English	Expanding degree opportunities in Rhetoric and Composition (In South FL, only USF offers a PhD program in this field).
<b>Arts &amp; Letters</b>	English	Aggressive recruitment of high quality and diversity students into our graduate programs.
<b>Arts &amp; Letters</b>	English	Fundraising aimed at enhancing graduate scholarships.
<b>Arts &amp; Letters</b>	English	Exploring the possibility of launching an English Honors program.
<b>Arts &amp; Letters</b>	English	Preserving and enhancing the close relationships between faculty and majors in order to help students achieve coherence in planning their course of study and to aid them to pursue their post-graduate goals. (We just began a faculty mentoring program.)
<b>Arts &amp; Letters</b>	English	Strengthening ties with Department alumni—establishing a database of graduates (from both undergraduate and graduate programs) in order to track students' post university careers.
<b>Arts &amp; Letters</b>	English	Strengthening and expanding our Internship Program.
<b>Arts &amp; Letters</b>	Mathematics	Expand cryptography center (develop professional masters program)
<b>Arts &amp; Letters</b>	Mathematics	Establish dynamical systems and control theory center
<b>Arts &amp; Letters</b>	Mathematics	Strengthen statistics group (create undergraduate degree programs)
<b>Arts &amp; Letters</b>	Mathematics	Consolidate mathematics education effort (initiate doctoral program)
<b>Arts &amp; Letters</b>	Mathematics	Recruit faculty in bioinformatics (encourage interdisciplinary work)
<b>Arts &amp; Letters</b>	Sch. of Com. & Multimedia	The School of Communication & Multimedia Studies has the largest number of majors in the College of Arts and Letters. Student interest in working with new media technologies as well as in developing the skills necessary to be active and critically engaged citizens, is current, relevant and exciting for FAU students. However, for many years, the response to our discipline's growth has been to try to contain it, for fear that it will overwhelm other more traditional departments in the College. Hence, the SCMS attempts to curtail enrollment by raising the entrance requirements, creating a pre-major, and creating entrance exams. In the next five years, we need to work with the present administration to determine whether it is in the university's best interest for us to grow or to continue to become exclusive. If the SCMS is to grow, it needs to be given adequate resources to do so, which may mean shifting current priorities within the College or allocating additional resources directly to the SCMS.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Continue to sustain our high-quality faculty research which will continue to bring distinction to our department:
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Continue to support faculty travel to conferences: Highlight the recent publications of our colleagues; Support journals hosted, edited and published by our faculty members; Enhance international conferences that we host with more and better quality institutional support; Focus on bringing a rotating slate of international scholars to our department, for an entire semester (visiting international or national scholars) in order to provide our students and colleagues with access to the very top academics in our fields; Continue to participate in and lead the college's revival of the PhD program (the revised PhD program in Comparative Studies)
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Create an interdisciplinary, Global Studies degree, with a foundation in foreign languages and cultures and a diverse core of courses from other departments such as Political Science, History, Sociology, and Communications, which can become gateway to many other things. Would be a distinctive degree both for our department and perhaps eventually the university as well. Could attract many students who do not have interests in languages and literatures per se to our existing fields in order to gain language and cross-cultural competency and credentials to work internationally.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Enhance student access to study abroad programs, and promote the visibility of our multiple existing programs.

<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Work on a faculty exchange program (to enhance international faculty/institutional ties).
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Work on enhanced graduate student support and more research/travel support for graduate students participating in conferences. Our GTA stipends (\$8,500) are pitifully uncompetitive. If we are to attract national candidates to our MA programs and our revised PhD, we must improve the GTA stipend.
<b>Arts &amp; Letters</b>	Political Science	First, raise academic standards. This can be accomplished by increasing expectations of student performance.
<b>Arts &amp; Letters</b>	Political Science	Second, develop an honors program to better serve the brightest political science majors. The department currently attracts good students, but they sometimes blend into the background in large enrollment classes taught by a department with a high student-to-faculty ratio.
<b>Arts &amp; Letters</b>	Political Science	Third, develop more experiential learning opportunities such as the Model UN/Diplomacy Program, which provides great opportunities for a small number of our best majors, and internships. The American politics subfield might develop a practical politics program with a campaigns and elections focus that would be linked to the existing internship opportunities. The internship program should be expanded to include opportunities with political parties, interest groups, and even the legislative affairs divisions of corporations, or campaign consulting companies in order to provide students with practical skills and increase the visibility of the University and the political science department.
<b>Arts &amp; Letters</b>	Political Science	Fourth, the department needs to identify areas of concentration or specialization. These could include taking better advantage of the department's current strengths in the area of public law, or developing teaching and research strengths in areas such as security studies or strategic alliances with science (e.g., Environmental studies). The decisions on identifying areas of concentration will require more strategic planning.
<b>Arts &amp; Letters</b>	Sociology	Department of sociology has been proactive in this regard. We have designated the department as one of the first "Public Sociology" departments in the United States with the goal of cultivating scholarship and teaching that are socially relevant to twenty first century problems. To this end, the department offers a unique program emphasizing global sociology and social change, study of inequalities, and cultural transformation. For example, besides offering the traditional sociology curriculum, the department already offers many courses in the area of global social change, environmental sociology, aging, health and medical sociology. In the past two years the department has sponsored or cosponsored two conferences: The annual conference of the Global Studies Association (with Peace Studies) and The Political Economy of the World-System. Both conferences brought to campus highly distinguished scholars in the field.
<b>Arts &amp; Letters</b>	Sociology	The department needs to continue with its current emphasis in its areas of distinction and explore interdisciplinary cooperation with other departments in the University. For example, the department could productively contribute to the development of a graduate degree in global health, an undergraduate degree in health studies.
<b>Arts &amp; Letters</b>	Sociology	As a social science, sociology is well positioned to cooperate with environmental, climate, and health sciences. The science-sociology connection is an area that has been under-explored. Such an interdisciplinary cooperation could bring further distinguish Sociology at FAU from all other sociology departments in Florida.
<b>Arts &amp; Letters</b>	Sociology	Sociology has a solid graduate program whose graduates get admitted into good doctoral programs (examples include: University of Wisconsin at Madison, Cornell University, Binghamton University, Tulane University, University of California at Irvine, University of California at Davis, Notre Dame University, etc.). An area that the department could further develop and attain distinction would be faculty-student research working groups. Involving graduate students with faculty in collaborative research teams is not typical of MA programs in Florida. This would not only distinguish our department, but also distinguish our students and enhance their competitiveness. Furthermore, an undergraduate honors program that is accessible to all FAU sociology students regardless of location would enable the department to bring our best students to the graduate program. Through the honors program, we could extend greater research opportunities to our best undergraduate students. Our department has been putting a great deal of effort into revising our entire curriculum, from the foundations level to the graduate program, in order to ensure that it is up to date with current changes in the field and to make sure that it best serves the needs of our students. The establishment of a Freshman Learning Community beginning in the fall 2011 will be a great way to encourage student excellence, and ideally it will create more continuity for students as they undertake the foundations courses in the VAAH department. The integration of digital media into the foundations curriculum and the revision of the undergraduate Graphic Design curriculum are helping to revitalize our offerings, as well. We continue to develop our graduate program by opening the MFA to all areas within the department that have tenureline faculty and by making other changes to the curriculum to better meet the needs of our MFA students. These efforts are the result of an ongoing process of self-evaluation, and in addition, we should return to and review the information provided in our 2005 pre-accreditation write-up by a reviewer from the National Association of Schools of Arts and Design.
<b>Arts &amp; Letters</b>	Visual Arts & Art History	We need to determine department research strengths and to offer distinctive areas of educational concentration, particularly at the graduate level, so that our MFA program may be known for offering something special. Each disciplinary area in our department should have two, even three, tenureline faculty. At the same time, we should promote interdisciplinary activity, and participate in the delivery of a Ph.D. In order to do this, we must break down the sometimes artificial boundaries among our own disciplines, such as printmaking, photography, painting, sculpture and graphic design, and allow for crosspollination with other units by creating 'teams' of grad students and faculty to work on interdisciplinary projects thatof the university that engage in multimedia, visual anthropology, and architecture. We need to utilize our graduate assistants more efficiently by creating 'teams' of grad students and faculty to work on interdisciplinary projects that engage the larger arts community.

<b>Arts &amp; Letters</b>	Visual Arts & Art History	<p>Our graduate program should attract students from around the country and around the world. A key to this is financing scholarships, and we need to continue to strengthen our campaign for donor-program-development dollars, so that we may give graduate students opportunities to develop as artists and to teach under the guidance of experienced faculty. Finding ways to integrate research and teaching with other areas of the university (the Sciences and Engineering, for example) would also give this institution a kind of distinction that is particularly appropriate. Already, the relationships among the departments in the School of the Arts, which were fostered in the past, did make this university a distinguished place. Our own department should find ways and places to showcase all of its work. Art exhibitions are important, and they should not be viewed as a means of revenue generation. We need to communicate our achievements to a broader community (outside of the university) and to strengthen our profile in the context of the international art scene that has a focus on south Florida through collaboration with other institutions and participation in major events, such as Art Basel. We should pursue exhibition space in the Wynwood district in Miami. Our department is especially poised to build meaningful partnerships across disciplines and with off-campus partners.</p>
<b>Arts &amp; Letters</b>	Visual Arts & Art History	<p>we need to continue to develop better tools for assessing merit and to support and reward high achievement. The faculty members that excel in research also are the ones that excel in teaching. Faculty members that are research driven should be rewarded through adjustments in reduced teaching loads or special release time for research projects, and we should be able to replace retired tenure-line faculty positions more quickly, as well as to hire additional faculty to accommodate an increasing number of art majors. If a modest amount of additional money were directed toward us, not only for faculty incentives but also for our physical plant, the return would be exponential.</p>
<b>Arts &amp; Letters</b>	Theatre & Dance	<p>Better identify to the general public that our program is a quality training program for the performing artist in South Florida. Branding.</p>
<b>Arts &amp; Letters</b>	Dance	<p>Request more support and resources.</p>
<b>Arts &amp; Letters</b>	Theatre & Dance	<p>Raise our public image.</p>
<b>Arts &amp; Letters</b>	Theatre & Dance	<p>Re-define the financial support structure for performance laboratory classes.</p>
<b>Arts &amp; Letters</b>	Dance	<p>Give more autonomy to departments on the graduate level and less micromanagement.</p>
<b>Arts &amp; Letters</b>	Theatre & Dance	<p>Bureaucracy makes it impossible to bring in visiting scholars and artist in an un-embarrassing way to the university.</p>
<b>Arts &amp; Letters</b>	President	<p>Assist in training new employees to enhance ethical behavior</p>
<b>Arts &amp; Letters</b>	President	<p>Increase usage of technology and leverage automated analysis tools</p>
<b>Arts &amp; Letters</b>	President	<p>Provide additional services related to cost savings/efficiencies</p>

Strategic Planning Survey

**QUESTION 4: What challenges does FAU face today?**

Deans & Chairs

COLLEGE	DEPARTMENT	RESPONSE
Medicine	Integrated Med Science	Budget constraints, increased growth and development of the area especially in Broward and Palm Beach county, increased number of faculty that will be retiring or decreasing the work load in the next few years, increased number of students with the need to achieve higher education in order to be competitive in the job market nationally and worldwide, need to constantly update the faculty education and massive amount of information to master because of fast pace of knowledge and technology, low number of students completing a bachelor degree in 4 or 5 years.
Medicine	Integrated Med Science	FAU faces the challenge of turning the school from a commuter school into more of a residential campus. I am not sure how much campus life there is on the weekends or in the evenings. The new football stadium should be a focal point in the future
Medicine	Integrated Med Science	Building infrastructure necessary to support growth in research.
Medicine	Integrated Med Science	Lack of funding to attract and keep the best faculty.
Medicine	Integrated Med Science	Budget cuts may mean having to develop creative non-financial means of rewarding and recognizing faculty, staff, and students.
Medicine	Integrated Med Science	To be able to grow and improve with the current economy the way it is.
Medicine	Integrated Med Science	Educating undergraduate students who are not well-prepared for college-level academic work.
Medicine	Integrated Med Science	Implementing a curriculum that produces graduates who are self-directed learners and independent thinkers.
Medicine	Integrated Med Science	Difficulty in recruiting and retaining talented students at all levels.
Medicine	Integrated Med Science	Lack of financial resources to support the development of faculty and students in reaching their potential.
Medicine	CESOM	Appointing qualified administrators with experience in obtaining and administering external research support and grants
Education	ESE	Distributed campus model continues to be a challenge; the energy needed to navigate the challenges is enormous
Education	ESE	Downplay the image of FAU as a commuter college
Education	ESE	Existing technology does not meet the needs or expectations of a top university; our students (teachers in the school districts) continue to have better access to better technology than our FAU professors
Education	ESE	Customer service for FAU employees who interact with the public is still spotty; and there is no simple way for employees who have been helpful to receive kudos from the public (something like a phone option to "Touch 1 if you wish to identify an FAU employee who has been helpful."
Education	ESE	Many leaders in faculty governance have ceased representing faculty interests; additional faculty involvement in governance is needed
Education	ESE	The Graduate College has had a negative impact on the delivery of programs in the majors. It needs to become smaller in function, not duplicate work done in the majors, and generally take on a facilitative rather than a directive / compliance role
Education	ESE	School districts are getting a message that universities are not an important place to go for expertise
Education	ESE	FAU still does not have a useful system for programs to stay in touch with its graduates; after years of discussion we still do not have an FAU email system for programs to stay linked to their graduates
Education	Curr. Cul. & Ed. Inquiry	<b>Students:</b> Parking problems; Technology issues with E-learning and Blackboard; Violations of Honor Code/plagiarism; More support for English Language Learners on campus; Student retention; Increasing tuition and not enough in scholarships; Improved support to Muslims and other diverse communities
Education	Curr. Cul. & Ed. Inquiry	<b>Faculty:</b> Living wages for all – salary equity; Need for tenure-track faculty lines; Faculty burnout; <b>Better benefits:</b> Health center/clinic on campus for faculty; Tuition reimbursement for family members; Domestic partner relationship benefits. Places for faculty to meet; Improved support to Muslims and other diverse communities; Need more services from Writing Center
Education	Curr. Cul. & Ed. Inquiry	<b>General University Comments:</b> Realistic expectations of what can be done with our budget and resources; Growth between faculty, students, and administrators in a proportionate manner; State legislature – need a strong FAU relationship with the state of FL; Quality of learning and student success is compromised with cost effective technology used in certain courses
Education	Counselor Ed	Low salaries relative to cost of living makes recruiting top faculty difficult
Education	Counselor Ed	Increasing adjunct pay
Education	Counselor Ed	Endowed professorships
Education	Teaching & Learning	Distributed campus model continues to be a challenge; the energy needed to navigate the challenges is enormous and must constantly be addressed.
Education	Teaching & Learning	Provide opportunities, support, and incentives for research in the face of a difficult economic environment.
Education	Teaching & Learning	Many leaders in faculty governance do not represent general faculty interests but rather their personal perspectives.

<b>Education</b>	Teaching & Learning	Continuing to market our expertise so we are always thought of as leaders in research and our respective fields.
<b>Education</b>	Teaching & Learning	FAU still does not have a useful system for programs to stay in touch with its graduates; after years of discussion we still do not have an FAU email system for programs to stay linked to their graduates.
<b>Education</b>	ESHIP	Deciding whether to simply grow "without borders" or to grow responsibly with an emphasis on academic integrity and intellectual development.
<b>Education</b>	Com. Sciences and Disorders	Inadequate funding
<b>Education</b>	Com. Sciences and Disorders	Competition from other state schools and colleges
<b>Education</b>	Education Leadership & Research	Diminishing resources, increased competition from on-line service providers, community colleges, and private institutions.F66
<b>Education</b>	Methodology Education Leadership & Research	Over regulation of professional programs at the State level.
<b>Education</b>	Methodology Education Leadership & Research	No clearly defined mission with a clear set of priorities for our future (yet).G70
<b>Education</b>	Methodology Education Leadership & Research	Resources of the institution are spread too thin.
<b>Education</b>	Methodology Education Leadership & Research	Visionary leadership – top down. The president's vision must be reflected at all levels of the institution. The university faces a hostile economic and political climate that doesn't seem to value teachers/researchers. Additionally, the infrastructure of FAU has been neglected for years as faculty and student numbers increased. The shortage of support staff and the subsequent strain on existing support staff makes accomplishing many tasks difficult; faculty have been made responsible for the daily operation of their program (including the maintenance of facilities and the processing of records), tasks that in other universities are delegated to support staff. This problem is particularly hard on students who have difficulty getting their problems solved by faculty who are stretched well beyond their assigned teaching, research and service activities.
<b>Arts &amp; Letters</b>	Sch. of Com. & Multimedia	
<b>Arts &amp; Letters</b>	Libraries	Money, economy, legislative lack of understanding regarding higher education
<b>Arts &amp; Letters</b>	Libraries	Adjuncts issue; FAU needs to avoid devaluing faculty status
<b>Arts &amp; Letters</b>	Libraries	Making radical changes in our current organization and priorities, to respond to the changes in available resources
<b>Arts &amp; Letters</b>	Libraries	Strengthen communication between main and regional campuses
<b>Arts &amp; Letters</b>	Libraries	Parking a serious problem for many aspects of university's advancement including FAU, Palm Beach State College and Lifelong Learning Society students.
<b>Arts &amp; Letters</b>	Libraries	Plan for growth in infrastructure to match growth of student body and programs
<b>Arts &amp; Letters</b>	Libraries	Meet the challenge of supporting a well-rounded overall educational offering, not just science
<b>Arts &amp; Letters</b>	Libraries	Develop measures for staff performance, with consequences for non-performance
<b>Arts &amp; Letters</b>	Libraries	Addressing this new, and totally unexpected, "demonization" of public workers
<b>Arts &amp; Letters</b>	Libraries	Establish FAU's priorities and its role. Can't be all things to all people. Hone our focus and areas we are best accomplished.
	Wilkes Honors	Having been under-funded for years, it is now severely underfunded as multiple budget cuts

Wilkes Honors	The Florida Legislature demonstrates a lack of full support for higher education
Wilkes Honors	Retaining faculty is difficult since salaries lag behind those of many other institutions and regions of the country
Wilkes Honors	Internal communication is often poor, and thus destructive rumors are frequent
Wilkes Honors	Regular intercampus transportation is needed to help students take classes at multiple venues during a single term
Wilkes Honors	There is a need to balance classroom usage and efficiencies across campuses
Wilkes Honors	Increase class size has increased workload in instruction, thus affecting research and service productivity
Wilkes Honors	A continued poor image and little visibility across the state and nation
Col. Nursing	Financial constraints which impact salaries and recruitment and retention of the best faculty
Col. Nursing	National and statewide image needs to be enhanced
Col. Nursing	Campus limitations...ie campus life and parking
Col. Science	Budget deficits
Col. Science	Lack of competitive graduate stipends
Col. Science	Low faculty salaries/faculty retention/faculty morale
Col. Science	Recognition of ALL areas of faculty commitment [teaching, service, administration, research] for rewards, P&T, etc.]
Col. Science	Better support/reward system/security/career path development for non-tenure track faculty
Col. Science	Accountability vs. time commitments for such
Col. Science	Accommodating projected growth
Col. Science	A need to reallocate resources so that FAU can grow and prosper even in difficult economic times
Col. Science	Managing the relationship of a distributed/partner campus model
Col. Science	Changes in technology/infrastructure of the university [network speed, etc]
Col. Science	Increase research collaboration among existing department faculty
Col. Science	Build upon the international character of FAU and South Florida by increasing international research and educational programs
Col. Science	Faculty recruiting for positions relevant to HBOI to create greater synergism between Geo and HBOI
<b>Arts &amp; Letters</b>	Dept. of History <u>Shrinking budget:</u> over the past several years, the song has remained the same—the state does out less money but expects faculty to teach more students, produce more scholarship – and do this without cost of living raises, and do this while accepting cuts to benefits. This scenario will not attract the best faculty to the institution; those who come here will leave for greener pastures.
<b>Arts &amp; Letters</b>	Dept. of History To save money, FAU administrators should choose to do a few things and do them well—and do them much better than neighboring state colleges. Programs throughout the university that are haphazardly run and poorly enrolled should be cut or run on a volunteer basis
<b>Arts &amp; Letters</b>	Dept. of History FAU may also circumvent problems related students who accept financial aid only to drop or flunk courses once they’ve been paid for-- by resorting to a flat fee for 15 hours payment structure.
<b>Arts &amp; Letters</b>	Dept. of History <u>FAU needs to develop an identity that makes it clear to students that the</u> FAU degree means something and is a privilege worth working hard for, and not an entitlement!
<b>Arts &amp; Letters</b>	Dept. of History <u>Internal woes:</u>
<b>Arts &amp; Letters</b>	Dept. of History -- <u>Advisement:</u> students find it difficult to get information that they need; websites are not always helpful and students are often shuttled from one office to the next and given conflicting information. Students, advisors, and the Registrar’s office should have the same checklists and drill down students’ problems rather than having them uselessly run all over the place.
<b>Arts &amp; Letters</b>	Dept. of History -- <u>Traffic and Parking</u> —the answer is always “no” when it comes to suspending rules for special occasions and VIP events. FAU does its VIPs and special guests a disservice by not giving them special parking privileges. Elderly donors and patrons are particularly inconvenienced. If an elderly and/or otherwise disabled person has to walk a long distance in the heat to get to one of our events, he/she will not necessarily be eager to become a donor. The Parking office needs to work more cooperatively with departments hosting special events. We’re all part of the FAU family—working at cross-purposes is counterproductive.
<b>Arts &amp; Letters</b>	Dept. of History -- <u>Finance and Budget offices</u> do not allow units hosting special events a choice of vendors, which keeps costs up. Units should have a list of vendors to choose and not be forced to just one which is expensive.
<b>Arts &amp; Letters</b>	Anthropology Budget.
<b>Arts &amp; Letters</b>	Anthropology Low salaries in relation to peer institutions and to other state universities.

Arts & Letters	Anthropology	Low employee morale and high turnover, which have real associated costs as well as more intangible deleterious consequences.
Arts & Letters	Anthropology	An adversarial administration-faculty relationship.
Arts & Letters	Anthropology	To increase its level of student support in the form of: scholarships, assistantships, advising and other university services. Financial aid system, for example, should be speedier, providing funds such that students can have books before the semester begins.
Arts & Letters	Anthropology	Classroom and laboratory technology, software, and general facilities should be provided consistently at contemporary standards.
Arts & Letters	Anthropology	The university must expand its parking facilities to accommodate increased enrollment. As it stands today, if you come to the Boca campus after 10 am, you will have to drive around 10-30 minutes to find parking.
Arts & Letters	Anthropology	Curriculum and faculty are primary considerations, but can the university's systems for recruitment, enrollment, registration, retention, advisement and ultimately graduation accommodate increased enrollment.
Arts & Letters	English	Diminished State funding for public education.
Arts & Letters	English	Public discourse attacking intellectuals.
Arts & Letters	English	The lack of integration of the humanities and social sciences into the University's endeavors of expanding research in the sciences.
Arts & Letters	English	Increasing student enrollment without increased resources.
Arts & Letters	English	Different levels of preparedness for incoming students.
Arts & Letters	English	Student retention.
Arts & Letters	English	Tension between the increased number of NTT faculty and efforts to increase retention. TT faculty members are better prepared and able to mentor students.
Arts & Letters	English	E-learning. While we are open to experimenting in small scale with hybrid classes, we are concerned about losing our strength in the face-to-face instructional style, which has been proven most effective in the humanities. Students do well in small classes and have very high level of satisfaction because of the personal touch.
Arts & Letters	English	Recruitment of distinguished TT faculty.
Arts & Letters	English	Bucking the national trend of turning increasingly to NTT faculty to meet the demand of rising enrollment.
Arts & Letters	English	Static faculty salaries and threats to tenure, both of which impact faculty retention
Arts & Letters	English	Competition from the new State Colleges and the need to reconsider FAU's articulation agreements with them not to have any lower division courses on our partner campuses.
Arts & Letters	English	Lack of public transportation among FAU's many campuses.
Arts & Letters	Mathematics	Need for strong, decisive leadership
Arts & Letters	Mathematics	Faculty morale
Arts & Letters	Mathematics	Competition with community and state colleges
Arts & Letters	Mathematics	Multi-campus structure
Arts & Letters	Mathematics	Distribution of resources
Arts & Letters	Lang. Ling. Comp. Lit.	Faculty retention. Faculty salaries are not competitive. There is little support of the research faculty do in the humanities. Even relatively inexpensive incentives like supporting faculty participation in national and international conferences is not competitive in the College of Arts and Letters. (A faculty member is lucky to get one conference fully paid per year). Poor morale university-wide (students, staff, faculty). Lack of administrative support (staff and faculty overwhelmed by workloads due to reduction of staff and tenure-line faculty); No "perks" for faculty (adequate staff parking, a faculty club free of membership fees, lower or eliminate wellness center membership, discounted child care on campus, etc.); Lack of responsiveness in many administrative contexts; Uncertainty (for instance, constantly-changing large overarching directives from higher administrative levels).
Arts & Letters	Lang. Ling. Comp. Lit.	Not sufficient faculty support (library, course development funds, and research funds).

<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Student retention and graduation rates which relate to our students being nontraditional, part-time, working full-time, first-generation, etc.
<b>Arts &amp; Letters</b>	Lang. Ling. Comp. Lit.	Perception as a commuter university. One challenge is provide better student service. The "system" of advising does not work well: students get the run-around (e.g., the different responsibilities of the department, college, and university are not clear); students are getting inappropriate advice (e.g., newly hired professional advisors recommend that a student get another major, another minor, or a certificate simply because the student has "close" to the number of required credits—which may hurt FAU in measures of graduation rates); students are being told that they can appeal a grade they don't like.
<b>Arts &amp; Letters</b>	Political Science	A second challenge is to provide faculty with the necessary institutional support for teaching and research. Existing support for grant-writing or organizing conferences is inadequate or ineffective. The faculty thinks that FAU has a top-heavy administration which is not committed to the idea of "servant leadership" whereby the administration sees its job as trying to help faculty do their teaching, research, and service.
<b>Arts &amp; Letters</b>	Political Science	A third challenge is to change the organizational culture of a fractured university where individuals and units have little sense of how the parts relate to the whole, or the units to the mission.
<b>Arts &amp; Letters</b>	Political Science	A fourth challenge is to provide greater budget transparency so that in an environment where people are expected to do more with less, faculty will buy in to institutional plans for allocating inadequate resources.
<b>Arts &amp; Letters</b>	Sociology	Enhancing the quality of instruction while widening access and admitting more students
<b>Arts &amp; Letters</b>	Sociology	Accommodating student demand/access with dwindling public resources
<b>Arts &amp; Letters</b>	Sociology	Identity: what is FAU's place in the state university system? What do potential students think of when they think of FAU? What do employers think of when they look at an applicant with an FAU degree? Need to break out of the "it's a commuter school for students who can't afford to go away to school" identity.
<b>Arts &amp; Letters</b>	Sociology	Student retention
<b>Arts &amp; Letters</b>	Sociology	A weak local and regional reputation for educating top quality students
<b>Arts &amp; Letters</b>	Sociology	Students who deserve every chance to get a higher education but who often are not well-prepared in terms of basic learning skills (reading, writing, analytical reasoning)
<b>Arts &amp; Letters</b>	Sociology	Integrating sports with the university's academic mission
<b>Arts &amp; Letters</b>	Sociology	There is too much fragmentation. FAU has done well in growing in certain areas, but lacks the sense of what the "whole" university is about. Although FAU has had strategic planning in the past, it has not always based its growth strategies on a prioritized long-term plan. Too many unrelated and patchwork changes have taken place that either need to be undone or connected with the larger strategic identity of the university.
<b>Arts &amp; Letters</b>	Sociology	Too many campuses, a university that is stretched too thin
<b>Arts &amp; Letters</b>	Sociology	Putting a strategic plan into action. FAU faces a lot of challenges, and in one sense, our challenges are everyone's challenges. Budgetary constraints hit us like they hit any institution, and the fallout from political shifts in priorities, away from the belief that the state should deliver public services, including a university education, greatly imperils institutions such as FAU. The diminishing quality of secondary education, along with the uneven preparation of some transfer students, leaves a larger percentage of students unprepared for the rigors of university work, and somehow we are expected to make up for that.
<b>Arts &amp; Letters</b>	Visual Arts & Art History	Budgetary challenges represent a double threat not simply for the limits of resources, but also for the mentality that consolidation and return-on-the-investment thinking tends to bring. FAU risks becoming a degree factory, and while the introduction of technology and out-of-the-classroom initiatives enables FAU to compete with other institutions that do the same, there is the risk that corporate-style concerns for volume and revenue will overshadow the more basic concerns of education and academic/artistic exploration. FAU needs to ensure that even as the university grows, it stays on mission in terms of providing both excellence and accessibility to instruction and research and creative activity. Growth without appropriate financial support will result in facilities that are poorly maintained, and reliance on adjunct faculty, can only result in less effective teaching. Tenureline faculty members already are spread too thinly across large and demanding programs.
<b>Arts &amp; Letters</b>	Visual Arts & Art History	At a very basic level, we face competition for students and faculty from other, larger and more prestigious schools—FAU needs to be better known outside of the state, and it should be recognized as a cultural destination for more than the Palm Beach County and Broward County region. Faculty salaries need to rise so that we may attract the 'stars' in prominent fields of study and retain talented faculty. The daily cost of living in S. Florida in relation to the degree requirements and career goals of our students and faculty is very different from that of other, competing institutions. But beyond this we also face the challenge of hyperdynamic change. As administrators come and go, their various visions have an enormous impact on our university, especially since we are so young and have so few established traditions of excellence. While such dynamic change can sometimes give us a level of agility that other institutions would envy, the flipside is the threat of institutional amnesia—we have to determine some core values that we know we will stick with for a generation or so. Then everything else will flow from these.

FAU must decide whether it truly wishes to distinguish itself as a research university or to become a teaching institution. If it chooses the former, the Arts and Humanities should not be isolated from the kind of research support that the Science and Engineering divisions receive. The Arts and Humanities are as necessary to the success of our school and to our students' critical thinking and future job prospects as Science and Medicine. The controversy over the Philosophy department—while doubtless due to internal strife as much as anything—illustrates that FAU's resolve to sustain departments through difficulties has waned to some degree. It is this kind of resolve that also would foster more robust departments, whose fate was not so dependant on individual personalities. To move forward, the college needs to hire a dynamic dean, who will hold respect for and listen to the faculty, one who will lead the college in a positive direction for all parties.

**Arts & Letters**  
Visual Arts & Art History

**Arts & Letters**  
Theatre & Dance

Reaffirm the academic mission of the University.

**Arts & Letters**  
Theatre & Dance

Remedial program for high school graduates.

**Arts & Letters**  
Theatre & Dance

How to deal with influx of "state college" students looking for a degree from FAU.

**Arts & Letters**  
Theatre & Dance

Students are not "clients". Educating students is different than serving consumers.

**Arts & Letters**  
Theatre & Dance

Stocking a woefully under resourced library.

President

Attracting and retaining high-quality faculty members

President

How to distinguish itself academically within the SUS

President

Possible consolidation of campuses and programs to ease funding shortages

President

Attracting additional grant funding

President

Continuing to raise tuition and fees in light of financial crises among many students

President

Lack of funding for construction will require expanded distance learning capabilities

Strategic Planning Survey

**QUESTION 5: What challenges does your unit face today?**

Deans & Chairs

COLLEGE	DEPARTMENT	RESPONSE
Medicine	Integrated Med. Science	Budget constraints, space constraints like offices, laboratory space, limited number of faculty.
Medicine	Integrated Med. Science	The college of medicine faces the challenge of becoming a first rate medical school. This will involve development and possibly modifications to our curriculum and development of our own hospital. We need to establish specialty areas in our practice where patients will want to seek the help of our physicians.
Medicine	Integrated Med. Science	We need more clinical faculty to fulfill teaching needs of the OME. This is an urgent need
Medicine	Integrated Med. Science	To make our inaugural year, and each year thereafter, a resounding success.
Medicine	Integrated Med. Science	Lack of clinical research space. Clear research leadership.
Medicine	Integrated Med. Science	Increasing available resources in the context of a difficult economic climate.
Medicine	Integrated Med. Science	Implementing all the elements of a new medical program.
Medicine	Integrated Med. Science	Achieving a greater degree of collegiality among faculty in the COM.
Medicine	Integrated Med. Science	The development of a GME consortium to establish new medical residency slots, especially in the primary care specialties, taking an active role as sponsor or co-sponsor.
Medicine	Integrated Med. Science	The implementation of medical continuing deduction for our licensed MDs and other licensed practitioners.
Medicine	CESOM	Increasing the number of faculty to (a) enrich our research expertise and (b) share the teaching burden so that research and grants can be pursued
Education	ESE	Department must respond to University demands for data and data collection processes that have little connection to program operation
Education	ESE	The ever-evolving face of public education creates constant challenges for the Department. Legislative changes have an impact on the substance of our degree programs, and faculty constantly have to reorganize programs and re-write courses to comply with state requirements. This draws faculty from research and scholarship, and puts them at a competitive disadvantage compared with faculty in other colleges and majors who have no such requirement to comply with state political mandates
Education	ESE	One state change allowed teachers to become certified without any training as a teacher, and removed incentives for advanced degrees and coursework. That type of legislated change posed challenges and risks to the Department which saw an immediate decrease in graduate enrollment. As is common with many legislated changes such as this, it too evolved into another model of teacher preparation, but the challenge to the Department was to weather a 3-year loss of graduate FTE until districts once again created incentives for teachers to gain certification through university training.
Education	ESE	One of the Department's "spheres of excellence" was its partnerships with districts, schools, and community organizations. That sphere was lost when the FL DOE re organized its operation of university – school collaborations. The loss has affected our connections to our district partners.
Education	ESE	The Department faces challenges in meeting topical needs for professional development by districts. There are huge disincentives within the University in delivering expertise that does not generate student FTEs.
Education	Curr. Cul. & Ed. Inquiry	<b>Faculty:</b> Need more tenure-track faculty lines; All salaries need to be raised, especially staff and Slattery teachers; Get work stations for faculty visiting from other campuses each in other programs for professional development;
Education	Curr. Cul. & Ed. Inquiry	<b>Students:</b> Need scholarships for students; Need committee support for doctoral students from other departments; Increase student motivation and professionalism (in terms of ethics)
Education	Curr. Cul. & Ed. Inquiry	<b>Programs and Curriculum:</b> Need to improve dialogue across departments within COE; Lack cross-departmental projects/interdisciplinary work; Encourage cross-departmental teaching; Improve coordination with field experience portion of programs; Change visitor pass policy; one per semester is not sufficient
Education	Counselor Ed	Limited resources which prevent: Filling vacant lines: Maintaining or increasing faculty morale

<b>Education</b>	Teaching & Learning	Department must respond to University demands for data and data collection processes often with little advance warning creating a drop and do culture that does not utilize the information to its potential.
<b>Education</b>	Teaching & Learning	The ever-evolving face of public education creates constant challenges for the Department. Legislative changes have an impact on the substance of our degree programs, and faculty constantly have to reorganize programs and re-write courses to comply with state requirements. This draws faculty from research and scholarship, and puts them at a competitive disadvantage compared with faculty in other colleges and majors who have no such requirement to comply with state political mandates.
<b>Education</b>	Teaching & Learning	One of the Department's strengths is its partnerships with districts, schools, and community organizations. In the face of a diminishing budget and increasing fuel costs, our outreach may be affected by proximity and available funds.
<b>Education</b>	Teaching & Learning	Our course offerings have not decreased, yet faculty are leaving or retiring, and there is little real opportunity for replacement, which has increased the dependence on adjunct instructors.
<b>Education</b>	Teaching & Learning	The inability to hire also has affected our ability to expand and reach new markets.
<b>Education</b>	Teaching & Learning	Our inability to increase adjunct faculty salaries is causing many adjuncts to decline teaching or accept positions elsewhere. Our adjunct salary rate has remained the same since the mid 90's, would barely cover the cost of gasoline and the cost of the required parking sticker
<b>Education</b>	ESHP	We are experiencing such rapid growth that we are not able to meet the demands of the students. We need more faculty and staff if we are to handle the growth.
<b>Education</b>	Com. Sciences and Disorders	Unfilled faculty lines
<b>Education</b>	Com. Sciences and Disorders	Accreditations requirements for university, college, and departments
<b>Education</b>	Com. Sciences and Disorders	Financial support for programs that would be able to expand if resources for faculty/staff were available.
<b>Education</b>	Com. Sciences and Disorders	On-going financial support for instrumentation purchase and maintenance.
<b>Education</b>	Com. Sciences and Disorders	Adjunct pay not competitive
<b>Education</b>	Education Leadership & Research Methodology	Primarily diminished resources. Growing graduate programs in high demand with few faculty members to service these programs. More doctoral level faculty (senior level) are desperately needed to continue growth and excellence in a department that is ready to grow (even more) and continue the level of excellence that has been established in teaching, research and service.
<b>Education</b>	Education Leadership & Research Methodology	Poor salaries and excellent faculty leaving for other institutions. This brain drain cannot continue, especially when these positions are not being replaced.
<b>Arts &amp; Letters</b>	Sch. of Com. & Multimedia	We face an "embarrassment of riches." We have tremendous student interest, but we can't provide the classes our students need to complete our majors. Our 14 seat labs are bottlenecks. Our rhetorical criticism classes are too large for students to get sufficient critical practice. There are so many exciting things going on in our field, and we have terrific opportunities. We want to serve more students. We don't like to make our majors furious because they can't get into classes that they need to graduate. At the same time, we take pride in the individualized attention students receive in our upper-division courses; students expect and need this attention from our faculty as they take on civic-minded community projects or technology-intensive creative projects. Our students benefit greatly from the capstone experiences in our program (which also define the SCMS), and they need this feedback if they are to understand how to responsibly utilize their diverse skill sets. We wish we were rewarded for our success, instead of having to apologize for it.
<b>Arts &amp; Letters</b>	Libraries	Legislative efforts to change FCLA and CCLA, and online catalog, without any understanding of the issues
<b>Arts &amp; Letters</b>	Libraries	Changing model within the SUS libraries of cost-sharing for journal packages, which will cause us to cancel much of our subscription list and hurt faculty research in future.

<b>Arts &amp; Letters</b>	Libraries	Flat budget—forcing gradual cancellation of resources
<b>Arts &amp; Letters</b>	Libraries	Physical plant issues; lack of seating and quality user space, especially if PECO money is not forthcoming for a major renovation, shelving for books.
<b>Arts &amp; Letters</b>	Libraries	Need to engage more with faculty and students
<b>Arts &amp; Letters</b>	Libraries	Remaining visible as place due to the prevalence of online resources
<b>Arts &amp; Letters</b>	Libraries	More FTE = more cost to us; enrollment above 15,000 FTE takes us to a higher level of cost for electronic resources.
<b>Arts &amp; Letters</b>	Libraries	Communication with main library and partner libraries
<b>Arts &amp; Letters</b>	Libraries	Lack of faculty response to library requests for input
<b>Arts &amp; Letters</b>	Libraries	Recognizing that the FAU President may have limited ways of supporting the library in the future.
<b>Arts &amp; Letters</b>	Libraries	Changing marketplace for resources, i.e. ebooks
<b>Wilkes Honors</b>		After repeated budget cuts, it is now functioning with a much-reduced faculty and staff
<b>Wilkes Honors</b>		It battles a continuing stereotype that it is elitist, not a team player, and unwilling to be a part of FAU despite repeated efforts to counter this perception, active faculty participation on university committees, and close participation with many academic departments
<b>Wilkes Honors</b>		When full-time faculty members and programs from other colleges were withdrawn from the MacArthur campus, a critical mass of student activity and interaction was lost
<b>Wilkes Honors</b>		When student services had to be consolidated due to budget cuts, the students who make the MacArthur campus their home received at least the impression that they were receiving a lower level of service
<b>Wilkes Honors</b>		The repeated uncertainty about the college's future from the upper administration has had a severe impact on morale and made it more challenging to recruit students
<b>Wilkes Honors</b>		According to information provided by FAU's Office of Institutional Effectiveness & Analysis, an average of only 156 undergraduate students have entered all of FAU each year with an SAT score of 1800 or higher and a weighted high school GPA of at least 3.33 (2006-07: 167; 2007-08: 162; 2008-09: 147; 2009-10: 166; 2010-11: 136.). This has made it extremely difficult for the College to grow in the past. The institution thus needs to make a major new effort to recruit high ability students
<b>Wilkes Honors</b>		The Honors College needs a higher representation of out-of-state and international students, which is a difficult goal to attain due to extremely limited recruiting budgets
<b>Wilkes Honors</b>		The budget for the Faculty Honors Fellows budget is limited, and stipends have not risen in five years, making it increasingly difficult to attract faculty members from certain disciplines to teach in the Honors College when they are based on other campuses
<b>Col. Nursing</b>		Difficulty recruiting and retaining faculty
<b>Col. Nursing</b>		Salaries are only at the 25 <sup>th</sup> percentile according to AACN
<b>Col. Nursing</b>		Unable to meet student and community demand for enrollment due to decreased faculty
<b>Col. Nursing</b>		Funding for research
<b>Col. Science</b>	Geosciences	As our program is strongly field and technology based, it is a major challenge to stay on top of technology
<b>Col. Science</b>	Geosciences	Meeting 'green' computer challenges
<b>Col. Science</b>	Geosciences	How to manage the move towards interdisciplinary education yet still ensure that students are well grounded in a particular discipline. "Don't create "jack-of-all trades but master of none."
<b>Col. Science</b>	Geosciences	Increase support staff to manage our field and lab equipment as well as research and teaching labs
<b>Col. Science</b>	Geosciences	Increase the number of teaching assistantships as well as the stipend level to continue our pattern of growth and stay competitive
<b>Col. Science</b>	Geosciences	Space issues—continue to improve the quality and quantity of our space for teaching and research. REMINDER: space was the only issue that was negative on our external review for the ph.d. program.
<b>Col. Science</b>	Geosciences	Transport needs—as we are a field based program, it is imperative that the university/college/department acquire and maintain vehicles, boats, etc to conduct our teaching and research
<b>Col. Science</b>	Geosciences	Mange student growth by shifting some of our efforts to elearning and our partner campuses (particularly Davie)
<b>Col. Science</b>	Geosciences	Faculty retention

Arts & Letters	Dept. of History	Over the past several years, two lines in history have been lost, two more could be on the chopping block. If at least some of these lines are not replaced, this will be to the detriment of undergraduate students seeking training in critical thinking from qualified faculty.
	Dept. of History	In addition to the obvious loss of research output, our MA program will be simply eviscerated because the three out of four departing faculty members were specialists in U.S. history, which is the core teaching/research area of our graduate program.
Arts & Letters	Dept. of History	<i>If History is denied all of these replacement lines, it may lose its status as a distinguished department precisely at the time when the university claims to be aspiring towards this status. This irony should not be permitted to come to fruition.</i>
	Anthropology	Anthropology needs facility support for our laboratory/classroom. The university won't replace broken chairs and lab tables. The department has to buy and periodically replace basic equipment with its dedicated funds, such as LED projectors and bulbs, CPU and monitor, DVD player, chairs, etc.
Arts & Letters	Anthropology	The department needs greater funds available for faculty travel to conferences.
	Anthropology	Graduate students need access to greater support in the form of funds for their research projects and assistantships.
Arts & Letters	Anthropology	We would greatly benefit from a grants coordinator who can help us navigate the GrantsEra system, budget and research office protocols.
	English	Finding resources for the PhD Program.
Arts & Letters	English	Competitive fellowships for MA and MFA students.
	English	Teaching load of MA and MFA students (2/2).
Arts & Letters	English	Overextension of resources in the teaching of composition, where our reliance on GTAs, particularly those in their first year of graduate study, is a regular source of concern in FAU's accreditation.
	English	The direction of TT faculty being outnumbered by NTT faculty, which would limit the capacity of our faculty mentoring programs at the graduate and undergraduate levels.
Arts & Letters	English	Adequate office space for faculty and GTAs.
	English	The funding of computer classrooms. (English funds the two rooms in AH with royalty of the textbook used in ENC 1101 and 1102).
Arts & Letters	English	Retaining classrooms that are appropriate for humanities instruction (blackboards or white boards, not just SMART classrooms)
	Mathematics	Declining ratio of tenure-track faculty
Arts & Letters	Mathematics	Lack of expense money (faculty and graduate student travel, colloquium speakers)
	Mathematics	Job placement of mathematics graduates
Arts & Letters	Mathematics	Need for undergraduate scholarships to attract more mathematics majors
	Mathematics	Expected influx of students into lower-division mathematics service courses
Arts & Letters	Lang. Ling.	Conflict between the directives we often receive (create interdisciplinary ties, ties with other departments) and the reality of how "productivity" is measured. Change productivity measures so that they actually reward what we are doing to meet the directives we receive.
	Comp. Lit.	
Arts & Letters	Lang. Ling.	Because of severe understaffing, faculty often have to take over tasks that are normally accomplished by staff.
	Comp. Lit.	Severe service burdens imposed on faculty. This is especially acute given the fact that our department has grown by adding instructors who have no assigned service.
Arts & Letters	Lang. Ling.	The incredible FTE production of our teaching faculty brings with it many supervisory, program-building, and other structural issues that must be handled by an ever-smaller (proportionally speaking) tenure-line faculty.
	Comp. Lit.	
Arts & Letters	Lang. Ling.	Having to offer more first-year courses with no additional support in tenure-lines. This creates more supervisory demands on the faculty in charge of the curriculum.
	Comp. Lit.	Morale of instructors and adjuncts. The instructor salaries are abysmal (\$31,000-34,000) for teaching 4 four-credit classes per semester. Adjunct salaries for teaching 4-credit courses (\$2, 500 per course) have not increased in at least 14 years!
Arts & Letters	Lang. Ling.	How double majors are counted at the university level (the second major only receives ½ credit, in terms of numbers); and the fact that minors are not tracked at all, when in fact this is an important academic notation that appears officially on student transcripts and also requires the same sort of academic advisement, guidance, and faculty teaching productivity that majors do. Double majors and minors are a crucial part of any LLCL department in the country since our disciplines are very valuable complements to other academic majors across the entire university.
	Comp. Lit.	The misinformation that comes out of the myriad advising offices across the university—students are often told, for instance, that they can't double major, when in fact they can. Another example: students are often told explicitly that they "can't" major in a language until their third year, which is not only false, but eliminates any chance that a student completes a language major within a 4-5 year timeframe.

Arts & Letters	Political Science	<p>The main challenge is to perform our teaching, research, and service missions with limited resources. The department is a small department (16 faculty members) that must serve more than 500 undergraduate majors and around 35 Master's students, teach two courses in the core curriculum, and deliver its program on three campuses. Members of the department also contribute a great deal to the University's visibility and community service by teaching in Lifelong Learning, by providing extensive public affairs commentary on local and national media, and by speaking before community groups. Providing this broad range of services makes it hard for the department to become distinctive. The intra-college allocation of resources also is a challenge; for example, the department has comparatively low GTA support for its graduate program.</p>
Arts & Letters	Sociology	<p>Understaffing and oversubscription: Compared with its counterpart departments at FIU and UCF, sociology at FAU has two to three times more majors and comparable levels of FTE productivity. But it has half the number of full-time faculty members as the departments at FIU and UCF. The system by which tenure-track and instructional lines are assigned needs to be rationalized and based on empirical evidence of productivity and demand.</p>
Arts & Letters	Sociology	<p>Finding strategies to offer classes in the major that are small enough for the development of student skills while also having enough large classes for the many non-majors who want to study sociology</p>
Arts & Letters	Sociology	<p>Recruiting high-quality graduate students when our stipends for assistantships are so meager          About thirty percent of the tenure-track department faculty members are based on the Davie campus. While this has been advantageous for developing a successful program on that campus, it creates difficult challenges for a program with high student demand for its courses and relatively small number of faculty who are located on two campuses. Scheduling department meetings, search committee meetings, colloquia and other special meetings must take into account time spent on intercampus travel which is sometimes longer than the meeting time.</p>
Arts & Letters	Sociology	<p>Florida population has boomed by more than 24 percent since 1990. This huge population growth as well as its historically unprecedented diversity (close to 30 percent of the Broward's population and 52 percent of the Miami-Dade's population were not born in the United States) offers a discipline such as sociology a great prospect for development and growth. While the department is in a favorable position because it has been preparing itself for this historic opportunity, the challenge is to figure out how to accommodate increased student demand without compromising a high quality of education that prepares the students for the jobs of the twenty-first century, some of which may not even exist when students enroll in our classes.</p>
Arts & Letters	Visual Arts & Art History	<p>Our department, like others, is particularly complex as it services academic programs on multiple campuses. Our department is challenged by serving a large numbers of students in time-intensive studio courses with a limited amount of full-time faculty and facilities that are not only aging but inadequately sized to serve our growing student population, and our programs are not well understood across university. Although concentrating select programs on one campus or the other facilitates better use of faculty and available resources, experience shows that student interest and enrollment growth will continue to tax our faculty, facility and available resources on both campuses.</p>
Arts & Letters	Visual Arts & Art History	<p>FAU has the potential to be a cultural center for the entire region. It is a wonderful setting for arts conferences, life-long learning workshops, visiting artists and exhibitions, but there never seems to be enough money to do what we need to do. The entire facility needs an upgrade—much of the infrastructure in the Visual Arts complex is showing its age. The physical condition of the VA studio classroom facility on the Boca Raton campus—the roof leaks, plumbing issues and the building needs to be repainted, basically the building is not well-maintained—makes it, and consequently our department, unattractive to prospective students. Students need space to do their work—there is no open studio space for students to work in, only classroom space. It is hard to generate an active sense of community when there is no communal space in the studio arts building. Furthermore, changing technology is difficult to keep up with—it is hard to compete with institutions that are better funded, such as the University of Miami, which offers much more sophisticated fabrication</p>
Arts & Letters	Visual Arts & Art History	<p>equipment and digital access in all classroom labs. Broward College who we share the Fort Lauderdale campus is ahead of us in terms of technology and facilities. Our department needs to continue to bridge our disciplinary divides to share expertise and resources, and we would benefit from students originating outside the state. This is particularly true for graduate students, who would enhance current learning opportunities and outcomes and provide some of our best advertising, as these students make their way into the academic workforce. The Department of Visual Art and Art History could be productive for the university on many levels in both faculty research and education. Faculty research and support for should continue to be enhanced. There is not a single other Department of Visual Arts in the nation that has so few tenured faculty members running such a large department. As in the case of other units at the university, we are burdened with the uncertainty of employment that having an increasing number of instructors brings. Tenure-line faculty have greater stake in the institution, and offering such positions provides greater incentive for faculty retention and development.</p>
Arts & Letters	Visual Arts & Art History	<p>We just do not have enough tenure-track faculty, enough instructors, enough GTA's, enough office and lab support, and, generally speaking, a large enough population of professionals of all sorts to serve the large numbers of students, the varied curricula, and the facilities for which we are responsible. If we are to thrive as a unit (and we have proven that we are and can be excellent in any and every way), then we must have the numbers necessary to be stewards, achievers, teachers, and scholars all at once and in a way that has long-term sustainability.</p>
Arts & Letters	Theatre & Dance	<p>Maintaining a high quality of production due to: totally inadequate budgets, lack of key teaching faculty          inadequate or non-existent staffing in key areas, inadequate publicity.</p>
President		How to work effectively with management to address security issues in an increasingly technological driven environment
President		Providing effective audit coverage with limited resources
President		Convincing management to be more proactive in establishing best practice controls

## Strategic Planning Survey

### COMMENTS/OBSERVATIONS/IDEAS

#### College of Nursing

Be open to innovative possibilities and be progressive in action

Increase quality of students - communication and expression of selves in words and in writing

Maintain a focus of cohesiveness in all that we do

More transparency in all areas would be helpful

None other

Please do not let medical school overshadow all the other colleges

Involve faculty in the strategic planning process

Less emphasis on 'bottom line' funding for research more focus on the humanness of what a university can provide as a community

At the end of the day - without a highly qualified and scholarly faculty - you won't have a top notch university

The top decision makers must include the opinions of grass root staff/faculty before making decisions

We have had many strategic plans and I would like to see a long range plan that encompasses present and future of higher education. I would like to see the less emphasis on the medical school program since there are many other programs equally important

#### Question 1: WHAT DOES FAU DO WELL?

##### Value

Promotes Teaching and Learning

Encourages Scholarship and Research

Values Community and Public Service

Promotes Collegiality

Encourages Entrepreneurship

Values Cultural Diversity and a Global Perspective

Focuses on the Recruitment and Retention of Faculty

Focuses on the Recruitment and Retention of Students

Promotes Interdisciplinary Inquiry and Collaboration

Works well across Campuses and with Non-University Partners

Values Student Success

Values Faculty Success

#### Question 2: What should FAU do in the next five years to become a distinctive and distinguished institution?

##### Responses from CON internal survey

Celebrate the diversity it is well known for and speak of their accomplishments

Encourage faculty to be a part of the vision for distinction and communicate progress to us.

Focus on Collaborative Research Opportunities

Focus on class being provided on Davie campus

Focus on research improvement and funding

Improve salary for faculty

Keep their highly qualified research staff

Maintain high admission standards.

Promote communication on campus and between campuses

Recruit more out of state/international students

Recruitment & Retention of Faculty

Focus more on scholarship

Have doctoral students from diverse places

Keep the retention/graduation rate u

Support faculty research with competitive internal awards (money for research)

Win a football or basketball title

Make a clear decision on the focus and direction of the school. We cannot be everything to everyone and do it well

Focus on enhancement of all Colleges, not just the Medical School

Provide excellent mentoring for junior faculty to develop their research programs;) Enhance the university's visibility in the state and nation.

Establish innovative relationships within community to secure resources Recruit established scholars. Honor community service.

Assure that high-quality students are recruited to maintain academic standards and improve retention

The research enterprise has to continue to grow with serious effort to engage Colleges in interdisciplinary endeavors; outreach to the global community is also important.

Foster Collegiality - can lead to harmonious activities that propel the college to new heights, rather than create an atmosphere of doubt - self and o others' gifts!

### **Question 3: What should your unit do in the next five years to become a distinctive and distinguished department?**

#### **Responses from CON internal survey - Three Things the unit should do - Top Priority -**

Continue high admission standards

Expand its Caring Philosophy to include other disciplines

Expand research productivity among faculty.

Focus on students through advising

Focus on the Recruitment and Retention of Experienced Faculty

Increase Capacity

Increase membership in AAN

More attractive faculty salaries

Obtain more federal funding

Better communication in all areas

Emphasis on Caring in curriculum

Innovative teaching

More Class available to Davie students

Publish on caring knowledge and research

Reduced teaching loads to increase research

Make a clear decision on our direction and mission to include changes in how nursing is now practiced, in reality. Keep the preceptor model and do not regress to the old models.

Refine the areas of scholarly focus and maximize the potential of these groups to contribute to the research and teaching mission

### **Question 4: What challenges does FAU face today?**

Economic Constraints

Economic decline

Financial issues in a dynamic healthcare environment

Financial shortages

Funding

Funding from the State of Florida

Geographic limitations for parking

Increasing tuition charges

Limited funding

Not enough faculty

Paying employee fair wages

Poor faculty morale  
Retention of Faculty  
State Funding Issues  
State funding of higher education.  
Budget cuts  
Competition from new "state" colleges  
Connecting with a major medical institution such as North Broward Hospital districts  
Economic issues  
Finances  
Financial constraints  
Lack of a strong national image  
Lack of state support for higher ed.  
Need better 'campus' life  
Poor faculty salaries  
Rapid growth  
Recruiting and keeping the best faculty  
Reputation of being a tier 3 or 4 school  
Salaries  
Salary levels for faculty and staff  
The medical school is in direct competition but that can be used as a benefit if done well

**Question 5: What challenges does the Christine E. Lynn College of Nursing face today?**

Competition for clinical placements  
Competition for recruitment of students  
Difficulty recruiting and retaining qualified senior faculty  
Dynamic health care environment  
ESOL Students  
Faculty salary  
Funding  
Life after Dean Boykin retires!  
Not enough culturally diverse faculty  
Not enough faculty  
Other local college are providing BSN degrees  
Quality of students - with quality student - faculty members will be encouraged to excel  
Increasing grants  
Leadership  
Maintaining status in light of new medical school arrival (not becoming a "stepchild" of FAU)  
Need to increase faculty/staff to increase student enrollment  
Staffing in Student Services  
Too many programs PhD DNP MS tracks etc  
Former community schools are now awarding undergrad degrees. We need to be unique so that the university degree is needed.

## Strategic Planning Survey

### COMMENTS/OBSERVATIONS/IDEAS

#### College of Nursing

Be open to innovative possibilities and be progressive in action

Increase quality of students - communication and expression of selves in words and in writing

Maintain a focus of cohesiveness in all that we do

More transparency in all areas would be helpful

None other

Please do not let medical school overshadow all the other colleges

Involve faculty in the strategic planning process

Less emphasis on 'bottom line' funding for research more focus on the humanness of what a university can provide as a community

At the end of the day - without a highly qualified and scholarly faculty - you won't have a top notch university

The top decision makers must include the opinions of grass root staff/faculty before making decisions

We have had many strategic plans and I would like to see a long range plan that encompasses present and future of higher education. I would like to see the less emphasis on the medical school program since there are many other programs equally important

#### Question 1: WHAT DOES FAU DO WELL?

##### Value

Promotes Teaching and Learning

Encourages Scholarship and Research

Values Community and Public Service

Promotes Collegiality

Encourages Entrepreneurship

Values Cultural Diversity and a Global Perspective

Focuses on the Recruitment and Retention of Faculty

Focuses on the Recruitment and Retention of Students

Promotes Interdisciplinary Inquiry and Collaboration

Works well across Campuses and with Non-University Partners

Values Student Success

Values Faculty Success

#### Question 2: What should FAU do in the next five years to become a distinctive and distinguished institution?

##### Responses from CON internal survey

Celebrate the diversity it is well known for and speak of their accomplishments

Encourage faculty to be a part of the vision for distinction and communicate progress to us.

Focus on Collaborative Research Opportunities

Focus on class being provided on Davie campus

Focus on research improvement and funding

Improve salary for faculty

Keep their highly qualified research staff

Maintain high admission standards.

Promote communication on campus and between campuses

Recruit more out of state/international students

Recruitment & Retention of Faculty

Focus more on scholarship

Have doctoral students from diverse places

Keep the retention/graduation rate u

Support faculty research with competitive internal awards (money for research)

Win a football or basketball title

Make a clear decision on the focus and direction of the school. We cannot be everything to everyone and do it well

Focus on enhancement of all Colleges, not just the Medical School

Provide excellent mentoring for junior faculty to develop their research programs;) Enhance the university's visibility in the state and nation.

Establish innovative relationships within community to secure resources Recruit established scholars. Honor community service.

Assure that high-quality students are recruited to maintain academic standards and improve retention

The research enterprise has to continue to grow with serious effort to engage Colleges in interdisciplinary endeavors; outreach to the global community is also important.

Foster Collegiality - can lead to harmonious activities that propel the college to new heights, rather than create an atmosphere of doubt - self and others' gifts!

### **Question 3: What should your unit do in the next five years to become a distinctive and distinguished department?**

#### **Responses from CON internal survey - Three Things the unit should do - Top Priority -**

Continue high admission standards

Expand its Caring Philosophy to include other disciplines

Expand research productivity among faculty.

Focus on students through advising

Focus on the Recruitment and Retention of Experienced Faculty

Increase Capacity

Increase membership in AAN

More attractive faculty salaries

Obtain more federal funding

Better communication in all areas

Emphasis on Caring in curriculum

Innovative teaching

More Class available to Davie students

Publish on caring knowledge and research

Reduced teaching loads to increase research

Make a clear decision on our direction and mission to include changes in how nursing is now practiced, in reality. Keep the preceptor model and do not regress to the old models.

Refine the areas of scholarly focus and maximize the potential of these groups to contribute to the research and teaching mission

### **Question 4: What challenges does FAU face today?**

Economic Constraints

Economic decline

Financial issues in a dynamic healthcare environment

Financial shortages

Funding

Funding from the State of Florida

Geographic limitations for parking

Increasing tuition charges

Limited funding

Not enough faculty

Paying employee fair wages

Poor faculty morale  
Retention of Faculty  
State Funding Issues  
State funding of higher education.  
Budget cuts  
Competition from new "state" colleges  
Connecting with a major medical institution such as North Broward Hospital districts  
Economic issues  
Finances  
Financial constraints  
Lack of a strong national image  
Lack of state support for higher ed.  
Need better 'campus' life  
Poor faculty salaries  
Rapid growth  
Recruiting and keeping the best faculty  
Reputation of being a tier 3 or 4 school  
Salaries  
Salary levels for faculty and staff  
The medical school is in direct competition but that can be used as a benefit if done well

**Question 5: What challenges does the Christine E. Lynn College of Nursing face today?**

Competition for clinical placements  
Competition for recruitment of students  
Difficulty recruiting and retaining qualified senior faculty  
Dynamic health care environment  
ESOL Students  
Faculty salary  
Funding  
Life after Dean Boykin retires!  
Not enough culturally diverse faculty  
Not enough faculty  
Other local college are providing BSN degrees  
Quality of students - with quality student - faculty members will be encouraged to excel  
Increasing grants  
Leadership  
Maintaining status in light of new medical school arrival (not becoming a "stepchild" of FAU)  
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**Strategic Planning Survey**

**College of Communication & Multimedia Studies - Additional Comments**

As faculty members, we frame our response to the request for input to the strategic planning process by stating that the continuing assaults on K -20 education undertaken by state legislators makes any visioning project difficult. We invite the FAU administration to join in a campaign initiated by teaching faculty across the state to protect our profession and support the core mission of our institution. Further, we urge the FAU administration not bow to pressure from outside organizations that call for the dismissal of professors from certain religious or ethnic groups considered threatening by those organizations. It is vitally important, in these trying times, for our university to stand firm in support of fairness and equality for both faculty and students and to protect academic freedom in teaching and research.

## History Department - Additional Comments

Eighteen out of twenty tenured or tenure-track members of the History Department met on 15 April 2011 to discuss the survey questions. Their responses have been compiled and are respectfully submitted for your perusal and consideration.

[1] According to the recent report by Audrey J. Jaeger, associate professor of higher education at North Carolina State University, and M. Kevin Eagan, a postdoctoral research fellow at the Higher Education Research Institute of the University of California at Los Angeles in *Inside Higher Education*, “the impact of adjunct instruction is real and needs attention. They suggest that colleges consider having adjuncts teach more of a mix of courses, including upper division courses. **And they suggest that colleges consider the use of policies that would get more tenure-track faculty members teaching freshmen.**”  
<http://www.insidehighered.com/news/2010/06/21/adjuncts>

## Strategic Planning Survey

### College of Education: CCEI - Additional Comments

Realistic expectations of what can be done with our budget and resources

Growth between faculty, students, and administrators in a proportionate manner

State legislature – need a strong FAU relationship with the state of FL

Quality of learning and student success is compromised with cost effective technology used in certain courses

### ESHP

ESHP find this survey to be too vague. Care should be taken to provide the responder with a brief state of the university and expected budgetary issues over the next two years

(SPSC) has identified some attributes of successful units that are often associated with best practices.

**Faculty success** hinges on resources and getting time to grow (reduced load up front and some release as the faculty approach P&T or promotion to professor)

**Student success** hinges on their preparedness and whether they can take advantage of the experience and knowledge that faculty possess; access to faculty expertise

**Teaching and learning** is a conscious decision to create an environment that celebrates teaching and learning

**Scholarship and research** Decide whether to truly pursue research then institute a plan that will support and recognize this as truly valuable

**Collegiality** Recognize faculty and student work/accomplishments within the unit, college and university via letters, plaques, release time, \$ (small compensation) annually

**Financial support of excellence and stewardship of resources** Reward growth and the responsible use of resources (administration should take time to examine growth patterns and individual unit productivity; administrators should encourage interdisciplinary programs)

## Strategic Planning Survey

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ITOM/COB

**Question:** What does FAU not do well?

Graduation rates (there was discussion that in part this was due to our mix of non-traditional students and the large influx of students from the community/state colleges who have problems adjusting to university life).

### **What does FAU School of Social Work do well?**

provides extensive service to school, college, university, community and profession; Faculty works to support strategic planning goals; Faculty conduct research and continue to publish in well respected journal  
o Dr. Park awarded Hartford Scholar which is very unusual this early in her career; Work with other schools within our college; Conduct research with other colleges in university (Medical and Nursing)

What does SPA do well?

Teaching and learning, with an accredited MPA and nationally ranked program, and internationally recognized doctoral program; Scholarship and research: A 2005 article in the Journal of Public Affairs Education examined the faculty and student publication rates in journals associated with the American Society of Public Administration, an organization representing public service disciplines. The study listed the top 22 universities with the most articles in journals. Florida Atlantic University's School of Public Administration ranked sixth with its faculty publications. The study also listed the top eight universities with most student publications, and FAU School of Public Administration tied for the third place; Innovative in academics: a) Initiated a Master of Nonprofit Management program, which is unique in South Florida; b) Initiated an online Executive Certificate program in Public Procurement; c) Initiated a Bachelor of Public Safety Administration program, which is the only program within the Florida State University System; Alternate delivery and formats of courses (evening, weekend); Active professional service to international, national, state and local institutions. Our faculty has provided services to various local and state communities. SPA created the Public Ethics Academy to help local governments (which experienced a series of corruption scandals) in South Florida in training and research in ethics. SPA is an academic partner of the National Institute of Governmental Purchasing Inc. (a professional organization of public procurement officers in North America). Our faculty also created the International Public Procurement Conference, which has become the largest international public procurement network in the world; Diversity in research and new knowledge: As a result of this partnership, our faculty created the current Public Procurement Research Center, and launched in 2001 a unique academic Journal in Public Procurement. SPA has become nationally and internationally recognized in public procurement. SPA faculty has also conducted NSF-funded research in natural disaster management; Faculty success: In addition to highly ranked scholarly publications as mentioned above, our faculty are editors of four academic journals, and

## School of Urban & Regional Planning (SURP)

This document contains the responses from the School of Urban and Regional Planning to the Strategic Planning Survey. In the past two years, the School has gone through several iterations of a visioning process during which we have given considerable thought to several of the questions posed in this survey. Before discussing the questions posed by the Steering Committee, it is important to explain that the answers to the questions are, to a large extent, influenced by our location on the downtown Fort Lauderdale campus and our desire to become a more prominent face of the University. While we are not on the main campus, we are in a location which is arguably the main downtown district of Broward County, right in the center of a geographic region with about 6 million people, a region that is faced with every possible urban issue that one can imagine. Our location provides us, as a School of Urban and Regional Planning, with an opportunity to truly be a steward of place for a large metropolitan region. Most of our responses to the questions therefore relate back to the desire of the School to:

- 1) Play a more prominent role in the region from the perspective of leadership in education, research and service