2020 Academic Program Review Executive Summary

School of Architecture

Architecture [CIP 04.0201]

Review Team

Rashida Ng (Temple University)
Michelle A. Rinehart (Georgia Institute of Technology)
William O'Brien (Florida Atlantic University

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Architecture (BArch)

B. Mission and Purpose

The mission of the Florida Atlantic University School of Architecture is to advance education, research, and design solutions that enhance the quality of built environments. The program is situated within South Florida's dynamic coastal and urban environment, providing a laboratory for investigating new tools and methods of design in an era of disruption. The School promotes integrative and innovative design in preparation for architectural practice. Students develop critical thinking skills and knowledge through exposure to historical and theoretical foundations, emerging technologies, interdisciplinary research, community engagement, and ethical responsibilities of design, all within an environment that fosters equity and inclusion.

C. Major changes since the last program review

The largest change since the last Program Review was the move of the School of Architecture from a now defunct and renamed college into the Dorothy F. Schmidt College of Arts and Letters. Equally important is the launching of CoDaT (the Center for Design and Technology) in Fort Lauderdale. The center is a partnership between Architecture, Graphic Design and Multimedia Studies. In addition, SoA has crafted a Mission Statement aligned with the University Strategic Plan. SoA has also established a stronger relationship with the local and state components of the American Institute of Architects (AIA), securing sponsorships and grant opportunities. Community engagement has also increased through SoA's MetroLab Collaborative. Since the previous program review, the American Institute of Architecture Students has increased their activities and has a full slate of programming for students. In 2019, students also organized a National Organization of Minority Architects (NOMA). Since the previous program review, curriculum has undergone examination and revisions, including partnerships with the Florida Center for Environmental Studies, and undergraduate research opportunities. SoA is also investigating the possibility of updating the program's CiP code. SoA established an Architectural Studies minor since the last program review and is an important partner in the new Master of Environmental Studies. The Institute for Design and Construction (IDaC) has grown the SoA's self-sustaining programs and is developing plans for an Executive Master's of Design and a Real Estate Development Degree. SoA's MetroLab has been relocated to an improved space downtown, and SoA has improved its international reach with partnerships with international universities.

Part 2: Findings

A. Strengths

1. The review team identifies the accreditation of the five-year Bachelor of Architecture degree as an important strength as it gives students a clear path toward licensure in the field and thus gainful employment. A five-year degree in Architecture is the shortest path to licensure and employment in

the field according to the NAAB accrediting body and gives the best opportunity to a range of diverse students, racially, ethnically, and financially.

2. The location of the School on the Las Olas Fort Lauderdale campus was identified as a strength, along with the School's Institute for Design and Construction (IDaC) located there, as it provides for synergy and partnership with the local professional community. IDaC allows the School of Architecture to continue to provide educational opportunities to design and construction professionals. Related, the review team was encouraged by the recent founding of CoDaT (Center for Design Arts and Technology) as a way to build upon the location strength and bring more students to the Fort Lauderdale campus.

3. The location of the School of Architecture more broadly in South Florida was also deemed an important strength by the reviewers, as the School uses its unique geographic, environmental and social conditions as a laboratory for students to work on important problems of sea-level rise and resilience. In addition, the culturally and economically diverse regions of Palm Beach and Broward counties give students a range of problems, projects, and solutions on which to work.

4. The review team identifies the collegiality and community spirit of the School as an important strength, as faculty, students, and community work together for the good of the program and the community around it. This contributes both to student success and programmatic success.

B. Challenges

1. Currently, the school has an interim director, rather than permanent long-term leadership. The review team identifies the hiring of a permanent director as imperative for the program's success.

2. The review team notes that some students feel isolated due to the location of the School of Architecture in Boca Raton (on the northern fringe of the campus) and on the Fort Lauderdale campus, isolated from the majority of the student body in Boca Raton.

3. The review team notes a disconnection between the lower division curriculum and the upper division curriculum, particularly as the first two years of curriculum are often completed elsewhere. This can be difficult pedagogically, as the SoA cannot always know with what skills students will arrive.

4. The review team expresses concern at growing class sizes in recent years which make hands-on studio courses more difficult to deliver, leaving less time for each student to practice their skills.

5. The review team notes that the five-year degree presents financial challenges to students. A fifth year is more expensive, as graduate credits cost more and financial aid often only lasts four years.

6. The team identifies the low pay scale for adjuncts as a challenge for the school, as it is imperative to have quality instruction from this group of faculty members. With increasing online instruction at all universities, adjuncts will have more opportunity to work elsewhere if adjunct pay is not competitive

C. Recommendations and Opportunities

1. The program review team notes the opportunities present in the developing Center for Design Arts and Technology (CoDaT) in the downtown Fort Lauderdale campus. With the School of Architecture's move to the College of Arts and Letters, the College is creating synergies in Fort Lauderdale by moving related fields/departments onto the same campus. Architecture will now share space with Graphic Design and Multimedia Studies. This brings together creative disciplines, allowing students to combine various elements of design into a profile even more desirable for today's job market. The review team encourages Architecture's role in CoDaT and notes how it can help contribute to various elements of FAU's Strategic Plan. The expansion and growth of CoDaT can also help solve the feelings of social isolation some students in Architecture feel, as more students from the other design/artistic fields in the College of Arts and Letters move to the Tower building on the Fort Lauderdale campus. The review team expressed hope that this could lead to the expansion of student services, dining plans, etc., as well as a more robust slate of activities for architecture student groups. Likewise, CoDat can provide research synergies that can lead to interdisciplinary research and grants. Finally, the review team encouraged the exploration of an academic unit revolving around CoDaT.

2. The review team recommends further expansion into self-sustaining program and notes how IDaC is a perfect vehicle through which to do so. Self-sustaining degree programs, certificate programs, and stackable credentials can be built and offered through IDaC.

3. The review team recommends restructuring the curriculum, providing more opportunities for digital design in the lower division curriculum and thus unburdening the overloading of the curriculum in the upper division. Doing so should allow students to progress and complete the degree more easily and with less associated stress. Likewise, the review team recommends more instruction by full-time faculty in the lower division, rather than relying so heavily on adjuncts. This may require the hiring of more full-time faculty. Finally, the review team recommends an increase in undergraduate research opportunities in order to give students practical training and prepare them for the workforce.

4. The review team commends FAU's recent diversity and inclusion initiatives and encourages the School of Architecture to explore where and how implicit bias may disadvantage students of color in the School and take steps to minimize or eliminate that bias.

5. The review team recommends means of providing more financial support to fifth year students (perhaps through IDaC/self-sustaining programs) in order to alleviate the burden discussed above.

6. The review team recommends raising the pay to adjunct faculty and the hiring of additional full-time faculty, a move that would decrease the reliance on adjuncts and limit class sizes.

Executive Summary
2021 Academic Program Review
College of Business

Accounting and Tax [CIP: 520301 and 521601]

Review Team

Anne Magro, George Mason University
Gary Peters, University of Arkansas
Patricia Kollander, FAU College of Arts and Letters

Degree Programs by Level

Undergraduate Programs:
Accounting (B.B.A. and B.S.)

Graduate Programs:
Master of Accounting (M.AC.)
Master of Taxation (M.TX.)
Doctor of Philosophy in Business Administration with Accounting concentration (Ph.D.)

Mission and Purpose

The Mission of the School of Accounting at Florida Atlantic University is to provide a comprehensive accounting education to a diverse student body; publish relevant accounting research; and actively engage students and faculty in leadership, professional, and service activities.

To support the mission, the School of Accounting subscribes to the following strategies:

Provide a comprehensive accounting education to a diverse student body

- Provide undergraduate and graduate curricula that give students the knowledge, critical thinking, communication, and applied research skills necessary to be successful in the accounting profession
- Prepare accounting students for career-oriented and professional accounting positions
- Place PhD graduates at academic institutions where research is valued
- Staff the accounting courses with qualified faculty

Publish relevant accounting research

- Publish research in leading academic and professional journals
- Provide an environment that encourages the production of high-quality research

Actively engage students and faculty in leadership, professional, and service activities

- Provide editorial and reviewer services for respected academic journals and academic meetings
- Participate in national academic organizations and professional accounting organizations
- Provide leadership at Florida Atlantic University and in the College of Business
- Support co-curricular activities that foster student leadership and civic engagement

Strategic Goals and Action Plans

Goal 1. Improve the undergraduate and graduate accounting curriculum.

The School of Accounting will reassess its curriculum and implement changes it believes are necessary to improve the curriculum. This assessment will be informed by a joint effort, known as CPA Evolution, of the AICPA and the National State Boards of Accountancy which recently created a new model for licensure and made changes to its model curriculum. The desire of the School is to provide our students with the best possible education so that they are ready to enter the workforce.

Goal 2. Review the Accounting Scholars Program (ASP) and make improvements to the Program.

The School of Accounting faculty will look for ways to improve the educational experience of students in the Accounting Scholars Program (ASP). One path that will be considered is converting the ASP, which is an undergraduate program, to a 3+2 program, which would allow high-performing students the opportunity to earn a master's degree in accounting or tax in an efficient manner. An additional avenue that will be explored is offering honors sections of accounting principles courses; this path could result in better preparation of students for honors study in upper-division accounting classes.

Goal 3. Recruit and retain high-quality students into the undergraduate accounting program.

The School of Accounting will examine ways to attract high performing students at earlier stages in their educational experience. The faculty will explore the efficacy of direct admission of high school students into the College of Business as accounting majors and ways to attract and retain the interest of these students.

Goal 4. Review and, if desirable, move towards separate AACSB accreditation.

The College of Business is an accredited AACSB institution. However, AACSB also provides separate accreditation for accounting programs. At FAU, the School of Accounting (SOA) participates in AACSB accreditation when the College of Business is under review; however, the

SOA is not separately accredited. The faculty will explore the desirability of separate AACSB accreditation and, if determined desirable, work with the Dean to achieve this accreditation.

Goal 5. Improve connections with accounting students and alumni.

The School of Accounting wishes to create and maintain better connections with accounting graduates of the program. Various ways to improve connections, such as encouraging students to connect to an Alumni FAU Accounting LinkedIn account, will be explored.

Goal 6. Incorporate coverage of diversity, equity, and inclusion in a meaningful way within the accounting curriculum.

The School of Accounting is committed to creating an awareness of the importance of diversity, equity and inclusion in the workplace and make students aware of the benefits that different perspectives add to the business environment. To this end, the School will determine the best way to incorporate this coverage.

Goal 7. Provide valuable and viable concentrations in the Master of Accounting degree programs and certificate programs in the SOAEP.

The School of Accounting will examine opportunities to offer new concentrations in the Master of Accounting degree program and certificates administered by the School of Accounting Executive Programs.

Executive Summary
2021 Academic Program Review
College of Business

Doctor of Philosophy in Business Administration [CIP: 520201]

Review Team

John Becker-Blease, Oregon State University
Edward Rigdon, Georgia State University
Ken Dawson-Scully, (formerly) FAU College of Science

Degree Programs by Level

Graduate Programs:
Doctor of Philosophy in Business Administration with concentrations in the following areas:

- Accounting
- Finance
- Management Information Systems / Supply Chain Management
- Management
- Marketing

- Executive Concentration

Mission and Purpose

Florida Atlantic University's College of Business through its Ph.D. program offers select applicants opportunities to develop research and teaching skills and perform research independently and with research active faculty, and assists our graduates to place in peer universities throughout the world.

Strategic Goals and Action Plans

Goal 1. Increase the visibility of the traditional PhD students and the different PhD concentrations, and enhance alumni relations for all PhD students.

In order to accomplish this goal the Program Administrators will take the following steps:

1.1 Hold alumni functions at one major academic meeting during the year for each active concentration.

1.2 Consider holding an alumni conference at FAU every couple of years for alumni of all concentrations.
1.3 Hold functions/activities to increase comradery across cohorts and concentrations, as appropriate.
1.4 Enhance our social media presence / prepare a newsletter to promote current students to alumni and others (providing information about those students on the market and graduation and on any presentations at conferences and publications).

Goal 2. Improve program delivery / content / student support to ensure the sustainability of all concentrations.

In order to accomplish this goal the Program Administrators will take the following steps:

2.1 Develop exit interviews for all graduates to be administered upon graduation and three years after graduation.
2.2 Evaluate support level for traditional concentrations relative to other SUS programs and primary competitors.
2.3 Evaluate curricula to identify areas of cooperation across concentrations to improve efficiency of class delivery.
2.4 Develop a detailed and focused plan prior to relaunching ITOM and/or Marketing concentrations.
2.5 Provide a statistics analysis / programming TA for the executive concentration to answer student questions related to their coursework and dissertation; consider whether using a traditional 3rd year student in this role as their teaching assignment if feasible.
2.6 Develop a summer preparation course on statistics as part of the student's program orientation.
2.7 Evaluate the potential for internal post doc positions as opposed to funding the 5th year.
2.8 Form an alumni board for the Executive PhD concentration.

Goal 3. Develop a more clear articulation of the Executive PhD concentration vision for the faculty and students.

In order to accomplish this goal the Program Administrators will take the following steps:

3.1 Communicate program expectations clearly to applicants during the recruitment process and students during their orientation.
3.2 Identify faculty with a clear interest in the Executive PhD concentration to teach in the program and serve on dissertation committees.
3.3 Establish ongoing faculty networking (such as providing recorded introductions, lunches, etc.) to improve communication between students and faculty and assist students in developing dissertation topics / identifying dissertation committee chairs.

Goal 4. Strengthen the Executive PhD concentration curriculum to ensure consistency with intended objectives of the concentration.

In order to accomplish this goal the Program Administrators will take the following steps:

4.1 Investigate the possibility of changing the course work in the Executive PhD concentration to cover three years where the students take two courses per semester, so the workload for the students (who are also executives) is more manageable with the intent of improving student potential to successfully complete the program.
4.2 Investigate whether limited specializations should be offered within the Executive PhD concentration.
4.3 Review opportunities to incorporate independent research (within or outside classes) prior to the dissertation stage.
4.4 Evaluate the sustainability and vision of the Executive PhD concentration (overall and relative to a DBA degree program) by using the graduate feedback, contacting other longer-tenured Executive PhD and DBA programs, and other sources of information.

Executive Summary
2021 Academic Program Review
College of Business

Economics [CIP: 450601]

Review Team

William Smith, University of Memphis
Sally Wallace, Georgia State University
Michael Harris, FAU College of Arts and Letters

Degree Programs by Level

Undergraduate Programs:
Economics (B.S.)
Business Economics (B.B.A.)

Graduate Programs:
Master of Science in Economics (M.S. Economics)

Mission and Purpose

Economics is often referred to as the science of decision-making. And all economic actors (individuals, families, political groupings and business groups) face myriad decisions daily. As such, the mission of the economics program is to provide students with the intellectual, analytical, quantitative and communications skills necessary to function successfully in a dynamic, increasingly inter-related global economy. Students will be given the training required to both understand and apply economic theory to real world situations and be required to effectively communicate such analyses to all stakeholders. With this background, students will be well-trained to enter graduate or law school and/or to develop a career path in general business, finance, marketing, or in any level of government or non-profit institution.

In addition, we recognize that we will not be able to fulfill this mission unless we as a faculty maintain currency and fluency in our discipline. As such, a significant part of the

department's mission is to advance the understanding of economic analysis through high-level research that focuses both on theoretical and empirical questions.
Finally, as a regional school within the State University System (SUS), we both recognize and encourage the contributions our program can make to South Florida's economic and social development.

Strategic Goals and Action Plans

Goal 1. Continue to strengthen the profile of the Economics Department and improve its contribution to the College of Business teaching mission**.**

In recent years, enrollments in economics courses at both the undergraduate and graduate levels have declined. This was largely due to the decline in economics majors, which was partly intentional to discourage low-performing students from using the economics major as a temporary solution as they sought admission to other business majors. Similarly, at the graduate level, efforts to increase admissions standards to improve the quality of incoming students led to a tradeoff of smaller enrollments.

To maintain the quality of both undergraduate and graduate programs while addressing declining enrollments, the following action plans are devised. First, efforts will be made to attract graduate students from both within the university as well as externally. Second, the Department will implement the recently approved Combined B.B.A./B.S. to M.S. Economics Degree program to allow high-performing undergraduate students to complete 9 graduate credit hours during their senior year, reducing the time required to complete the master's degree. Additional marketing efforts will be made at other Florida universities to attract students seeking a master's degree at in-state tuition rates. Third, increased efforts will be made to attract high-quality students into the undergraduate major. These efforts will include engaging in outreach to high-performing students in Macroeconomic and Microeconomic Principles courses following the process described in the report's 5th recommendation (see below), redoubling efforts to grow Omicron Delta Epsilon referred to as the "Economics Club" and using the honors society as a vehicle for reaching out to first and second year students to attract them to the major, as well as implementing the recently approved honors program.

Goal 2. Improve the marketability of the M.S. in Economics and revise the curriculum focusing on applied analytical skills.

The following action plans will be implemented. First, the M.S. program will continue to offer flexible learning options to attract students who have schedule conflicts or live far from campus. In addition to the existing traditional evening courses, online and mix-mode options will be offered. Second, the core course requirements will be revised. The advanced mathematical economics course will be changed from required to recommended, and students will be strongly encouraged to complete additional econometrics courses on panel data analysis and time series

analysis. Third, the department will encourage students in our M.S. program to take an elective course in Data Analytics offered by the Information Technology and Operations Management (ITOM) Department. Fourth, the Department will maintain a stronger network with alumni and with local and regional companies to facilitate job placements for future graduates.

Goal 3. Continue to enhance participation in the undergraduate research Quality Enhancement Plan (QEP) for Economics majors.

The following action plans will be implemented. First, the department will develop options to better integrate research into its undergraduate curriculum, including identifying "target" courses where research assignments can be required, and providing a thesis option for economics majors. Students in "target" courses will be encouraged to participate in the annual Undergraduate Research Symposium and to submit manuscripts to the FAU Undergraduate Research Journal. The department will identify faculty who will participate in the QEP initiative by collaborating with students and serving on the editorial review board of the FAU journal, perhaps on a rotating annual basis. Second, the recently approved Honors program will further increase the department's participation in the QEP and increase the visibility of its undergraduate program. Given the important role such a program will play in the QEP, the development of our Honors program received strong support and encouragement from the Provost's office. The implementation of the Honors program, however, is subject to enrollments and resources provided by the university.

Goal 4. Continue to improve coordination among faculty on course content and assessment.

The following action plans will be implemented. First, a review of the undergraduate and graduate curricula and discussion of curriculum issues should be undertaken on a regular basis by the department faculty. These reviews will be initiated by the department chair and led by the department representatives on the Undergraduate Council and Graduate Council, respectively, to ensure that redundancies are eliminated, potential gaps are filled, and new topics are explored. Second, a faculty committee will be created to ensure currency and consistency of course content for multiple/large section courses and reinvigorate existing assessment protocols to ensure ongoing student improvement.

Goal 5. Continue to build affiliations among Economics faculty and faculty in other disciplines who share interests in similar areas of research.

First, a senior faculty member(s) will be given a service assignment to oversee the Economics Department Seminar Series to be held on a regular basis to be determined (e.g., once every six weeks) and open to faculty and graduate students across the college. The faculty member(s) with this assignment will give due consideration to scheduling seminars across a mix of faculty and topics. For example, presentations should be scheduled by research faculty from the department, by research faculty from other departments in the college conducting research in

areas of shared interest (e.g., Entrepreneurship, Analytics, Public Health, International Business and so on), and by research faculty from other academic institutions conducting research in areas of shared or potential interest. This initiative could have important consequences for expanding research collaboration, identifying interdisciplinary projects, providing opportunity for working with graduate students (in both traditional Ph.D. and Executive Ph.D. programs in Business), and increasing the visibility of the College. Second, pending funding, the department should consider inviting visiting scholars for a semester to further increase interdisciplinary faculty research collaborations.

Goal 6. Continue to improve graduate course offerings through ongoing collaboration with the Department of Finance and the School of Accounting.

The following action plans will be implemented. The Department will continue to improve the existing three-course econometrics sequence by revising course content such that each course complements the others. The three courses should focus on general econometric modeling, advanced panel data and cross-section techniques, and time-series analysis, respectively. The Topics in Econometrics course will be revamped to better reflect topics and content, specifically analytics that are in high demand by employers. These courses should be designed to achieve two outcomes: to provide Masters students with the relevant skillset to conduct in-depth data programming and analyses that are in high demand by corporations and government organizations, and to train Ph.D. students to conduct sophisticated empirical research.

Goal 7. Continue to increase the visibility of the Economics Department and the College of Business and contribute to the economic development of South Florida.

The Business and Economics Polling Initiative (BEPI) was established in August 2014 and has developed a very successful reputation. Ongoing activities will continue to be presented in an annual report which will serve as a record of accomplishments in support of efforts to secure funding from external sources to continue and build upon the Initiative's successes.

The Business and Economics Research Initiative is another effort that has been underway for a few years. This initiative will focus on applied economics research and policy analysis pertaining to the South Florida economy. It will generate economic reports and forecasts useful to regional planners and policy makers, executives of private companies and public institutions, the media, and researchers in any number of areas. The Director of this initiative will oversee the development and maintenance of a webpage providing appropriate documents to the public. An annual report will serve as a record of accomplishments in support of efforts to secure funding from external sources.

Executive Summary
2021 Academic Program Review
College of Business

Finance [CIP: 520801]

Review Team

Christopher Anderson, University of Kansas
Betty Simkins, Oklahoma State University
Bill Kalies, FAU College of Science

Degree Programs by Level

Undergraduate Programs:
Finance (B.B.A. and B.S)

Graduate Programs:
Master of Science in Finance (M.S. Finance)
Doctor of Philosophy in Business Administration with Finance concentration (Ph.D.)

Mission and Purpose

The Department of Finance's mission is to prepare students to embark in careers in Finance and related industries. The Department considers an integral part of its mission the production of scholarly research, and the involvement of its faculty in providing service to the College, the University and the community in the South Florida area.

Strategic Goals and Actions Plans

Goal 1. Introduce a Multiple-Track Curriculum Structure for Finance Majors

The Finance Department will consider the feasibility of switching our current curriculum program to a multi-track structure. The department curriculum committee will evaluate the relevant factors associated with a change from our current structure to a multiple track structure. Any change of our current structure must consider the resources that will be needed to support a multi-track curriculum structure to serve both the Boca and the Davie campuses, as well as a fully online delivery option.

Goal 2. Form an Advisory Board for the Finance Department

The Finance Department will invite all faculty to submit names and information on individuals from the business and local professional community that could be asked to serve as an advisory board. Individuals could include former students of the MS in Finance program and former PhD students. A department committee composed of faculty of all ranks will be asked to devise a plan for creating an advising board, the following University Policy 2.5 on Advisory Bodies, which includes a template Guidelines and Operating Principles. Consideration should be given to first create an advisory board for the Student Managed Portfolio course.

Goal 3. Form a Financial Management Association (FMA) Chapter Organization.

The Finance Department will consider the formation of a FMA Student Chapter at FAU. There are very successful student organizations in three other departments in the college whose leadership will be consulted when deliberating the formation of the chapter. In each of these cases, a non-tenure track faculty member with appropriate skills has demonstrated outstanding success in attracting students and placing in nationally ranked student competitions. The department will identify an appropriate faculty member to champion this initiative. If a current faculty member is not available, the department may consider requesting a NTT line from the Dean's Office. This individual will spearhead the formal process of creating a student organization at FAU in accordance with University Regulation 4.006 on Student Government and Student Organizations.

Executive Summary
2021 Academic Program Review
College of Business

Health Services / Health Administration [CIP: 510701]

Review Team

Jillian Beree Harvey, Medical University of South Carolina
Christy Lemak, University of Alabama-Birmingham
Deborah Shepherd, FAU College of Education

Degree Programs by Level

Undergraduate Programs:
Bachelor of Health Services (B.H.S.)

Graduate Programs:
Master of Health Administration (M.H.A.)

Mission and Purpose

Our mission is to prepare students to become future health care managers and leaders, who are committed to organizing and improving the health delivery system in the U.S. and throughout the world. The Health Administration (HEAD) program offers both undergraduate and graduate degrees that will provide students with the knowledge needed to work in a dynamic health care setting. Due to the continuously changing environments of the health care system, these degrees are designed to provide a flexible, rigorous, and comprehensive academic curriculum blending didactic and practical experience.

Strategic Goals and Action Plans

Goal 1. DIVERSITY: Achieve balance in the experiences and perspectives of faculty and guests who offer their insights to our students.

Objective 1.1. As openings arise, hire three faculty in management programs, at least two of whom will be from underrepresented groups. Hiring will be done in accordance with FAU's designation as an equal employment opportunity employer.

The Department of management programs, which houses the Health Administration Unit, was also reviewed this year. While there was no specific recommendation on diversity offered by the team that reviewed the HA unit, the above recommendation applies to all management

faculty, including HA faculty. We therefore report it here with the plan described in the management program's strategic goals and plans.

"A review team recommendation was that we increase department faculty diversity, particularly among the full-time entrepreneurship faculty and in the balance across tenure-track faculty ranks. Currently, there are no assistant professors among the management and entrepreneurship faculty. This recommendation can only be addressed through future faculty hiring, and our ability to hire in the near term is severely limited by University budgetary considerations. As that situation changes, we will make special efforts to recruit women and minorities at all ranks. We ask, however, that the University give us permission to advertise positions prior to our annual conference in August of each year even if we must advertise those positions as "pending budgetary approval." Often, we do not get permission to recruit until several months into the academic year, after many potential applicants have already agreed to take positions elsewhere. This is especially problematic for recruiting and hiring at the assistant professor rank."

Goal 2. OPPORTUNITY: Expand the enrollment, course, and co-curricular offerings available to students.

Objective 1.1. Create a student group to develop a social media strategy for HA programs.

A review team recommendation was to use a variety of mechanisms to recruit majors. They suggest recruiting a group of dynamic and motivated FAU BHS and/or TMHA students who could be charged with developing a social media strategy for HA programs. We will work with the COB Communications Unit to study the feasibility of this endeavor and, if possible, recruit students to lead this project.

Objective 1.2. Create a "Business of Health" Week.

The review team also recommended that we use multiple student recruitment opportunities within and outside FAU. More specifically, the team recommended the creation of a "Business of Health" week to increase awareness of the HA programs and student HA clubs. During the middle of Fall and Spring semesters, we propose a university-wide initiative to recruit HA students. The Director, Associate Director, and volunteer faculty members will visit all the HSA3104 and HSA3534 courses to provide information on the HA programs and take questions from the students. These courses are typically taken by large numbers of non-HA students. During that week, we will also visit top local high schools and community/technical colleges in the local area to recruit talented candidates into the BHS program. We will involve adjunct faculty and, if feasible, visit some of the institutions where our adjuncts work. We will develop messaging and marketing materials that adjunct faculty can distribute to individuals in their workplaces looking to return to complete a degree in health administration.

Objective 2.3. Integrate as part of the academic experience co-curricular activities offered by the department and student groups as well as develop networking skills and development for students.

The review team also recommended that we invite MHA alumni to campus to mix up with students and faculty. They recommended that we consider having undergraduate and graduate students develop/participate in student organizations that build networking skills and provide

professional development. The health administration program has several co-curricular activities on and off campus. We plan to make these programs available to the students by improving communications so that students are better informed of these programs. We plan to continue our membership in the American College of Healthcare Executives and invite the students to participate in the events organized by the South Florida Chapter. We also plan to restart the Honor Society for the BHS and MHA programs. These networking groups are generally self-funded. A faculty advisor should be assigned to each of these groups, and this should be counted as part of the faculty service.

Objective 2.4. Obtain final approval for 4+1 HA program (undergraduate to MHA graduate).

To increase enrollment in the graduate programs, the review team recommended pursuing a 4+1 HA program (undergrad to grad in HA) and potential other 4+1 options for BHS students. We started working on creating this program last year. The 4+1 program was approved by the faculty of the management department last month. We are in the process of getting the program approved by the COB curriculum committee. This program is expected to start in August 2022. We are working on obtaining final university approval in Fall 2021 and then advertising it to students.

Goal 3. QUALITY: Improve our alignment with best practices in curricula and instruction.

Objective 3.1. Develop a consistent structure for more consistent coordination among Health Administration administrators and faculty across undergraduate and all graduate programs.

A strong recommendation of the review team was to establish a cohesive Health Administration infrastructure across the BHS, TMHA, XMHA and OMHA programs. In anticipating the need to improve coordination, an Assistant Program Director for Health Administration was appointed effective August 2021. The Director and Assistant Director will develop a plan for improving coordination with faculty, and fostering greater faculty involvement and investment in the Health Administration program.

Objective 3.2. Create a faculty committee for MHA admissions.

A recommendation of the review team was that the MHA admissions processes be redesigned to include faculty input beyond setting criteria for admission. The health administration program will create a committee for MHA admissions, which will work with the admissions' offices for all the MHA programs to establish criteria of admissions as well as review applications of borderline students. The committee will review admissions criteria and processes on a regular basis.

Objective 3.3. Integrate further the practicum process within the work of the college Internship and Professional Development Office.

Another review team recommendation was to create a single point of contact for traditional MHA (TMHA) students (staff) who does legwork for practicum course. The number of students in the TMHA that needs practicum is small. A single faculty is already responsible for the TMHA practicum. In general, the students visit the Internship and Development to request information

on internships. We will work closer with the staff in the college Internship and Professional Development Office such that they can refer TMHA students to the appropriate person.

Objective 3.4. Create a curriculum review committee composed of faculty from all programs.

The review team recommended that a curriculum review committee composed of full-time faculty and adjuncts be immediately created to review at least three BHA and MHA undergraduate and graduate programs from other institutions and provide suggestions on how best to restructure the current programs. Last year, two faculty in our unit with the help of two graduate students reviewed eight MHA programs, including all the SUS programs. They provided suggestions on how to restructure the MHA programs, including increasing the number of credits in the MHA programs. We were advised that the College does not intend to increase the number of credits in the MHA programs. As recommended by the review team, we will reconstitute the existing curriculum review committee to review both BHS and MHA programs and provide suggestions on how to improve these curricula. A curriculum expert may need to be engaged to reach this objective.

Objective 3.5. Seek out inputs from local stakeholders in the field about their organizational needs and re-constitute the external advisory board.

The review team also recommended that we discuss the program goals and curricula with the field of practice, which can be done through a functioning Advisory Board. There have an increasing number of healthcare practitioners who have been coming to our classrooms to lecture our students. Moreover, the COB internship and professional development unit has established strong ties in the local healthcare community. We will seek inputs from these individuals who already have strong ties with FAU. With regards the advisory board, it is worth noting that an advisory board was established in 2016, but it became non-functioning after two years. We will examine the feasibility of re-constituting the external advisory board.

Objective 3.6. Create group practice management and public health minors.

The review team also recommended working with the advisory board and other external local stakeholders to consider creating additional BHS minors in group practice management and public health. We have been offering these course subjects as electives in the program. We plan to get feedback from the local stakeholders and create these minors if recommended.

Executive Summary
2021 Academic Program Review
College of Business

Hospitality and Tourism Management [CIP: 520901]

Review Team

Debby Cannon, Georgia State University
Srikanth Beldona, University of Delaware
Jesse Saginor, FAU College of Science

Degree Programs by Level

Undergraduate Programs:
Hospitality and Tourism Management (B.B.A. and B.S.)

Mission and Purpose

The Mission of the Hospitality and Tourism Management Program (HTMP) at Florida Atlantic University (FAU) is fourfold:

1. To educate students through a highly rigorous curriculum in comparison to similar peer programs
2. To prepare students for successful careers in the world's number one service industry – hospitality and tourism – by focusing on quantitative and communications skills to a greater extent than peer programs
3. To produce and distribute meaningful research and other scholarly outputs to assist business and academic leaders across the hospitality industry
4. To actively serve the college, university, and regional business community with service, consulting, and mentoring activities

Strategic Goals and Action Plans

Goal 1: Improve the efficiency of the program's operations.

In order to off-load routine tasks important for sustaining the Hospitality and Tourism Management program and currently performed by the program director, a program coordinator

should be hired. The responsibilities of the coordinator would include, but not be limited to, monitoring weekly job posting in the industry and ensuring their availability to students and graduates; routinely coordinating with internship sponsors to ensure a sufficient number of internship opportunities and verifying the number of hours required for the completion of the internship requirement for the majors; maintaining website currency; maintaining appropriate e-mail lists; and proactively interacting with tri-county high school guidance counselors/liaisons and presenting to advisors and students as needed.

Goal 2: Develop stronger ties with key stakeholders in the hospitality and tourism industry.

The program director and coordinator (once hired) in collaboration with the faculty will assess the need for a Hospitality and Tourism Management Advisory Board to advance the mission of the program and complement the Dean's Advisory Board of the College. The program director and coordinator will meet with approximately 10-15 key industry executives across various hospitality and tourism niche areas to determine interest and feasibility, as well as to acquire an understanding of ways that a board might benefit the program. The program director will also reach out to administrators of hospitality programs in other academic institutions to become familiar with best practices for developing advisory boards. Assuming positive outcomes of these meetings, a faculty committee chaired by the program director will be formed to develop a plan for creating an advisory board following University Policy 2.5 on Advisory Bodies, which includes a template of Guidelines and Principles.

Goal 3: Provide a more appealing and more flexible degree alternative for Hospitality and Tourism Management majors.

The Hospitality and Tourism Management faculty will revise the requirements for majors seeking the Bachelor of Science (BS) degree or Bachelor of Arts in Business Administration (BA). This revision will provide an alternative to the curriculum requirements, which some students may find more appealing compared to the Bachelor of Business Administration (BBA) offered by the program. The revision of the BS degree requirements could mirror the curriculum of the BS in Economics wherein students are not required to take the business core courses. This revision will provide an easier path to graduation for transfer students with AS degrees and dual enrolled high school students. It will also increase the number of electives that majors can take while not exceeding the 120 credits required for graduation, effectively increasing flexibility for majors. Appropriate action will be taken to market/promote the revised BS curriculum revision after institutional approvals have been obtained. Should the College of Business (COB) move instead toward a Bachelor of Arts in Business Administration (BA), the major will mirror other major formats with expanding course offerings that are major-specific.

Goal 4: Integrate business analytics into the curriculum for Hospitality and Tourism majors and minors.

The program director will initiate deliberations among the Hospitality and Tourism Management faculty to develop a new course in analytics focused on the hospitality and tourism industry, and integrate the Certification in Hospitality Analytics (CHIA) into the course. CHIA is offered in

partnership with STR which provides premium data benchmarking, analytics and marketplace insight for global hospitality sectors. The American Hotel and Lodging Association Educational Institute (AHLEI) provides study materials and administers the certification. CHIA is recognized by the Council on Hotel, Restaurant, and Institutional Education (CHRIE), which is a non-profit association for academic institutions offering programs in hotel management. The ITOM Department began integrating an Excel certification requirement into the Management Information Systems required course in recent years. The program director will reach out to the chair of that department to understand how the certification was integrated into the syllabus and what the faculty learned through the implementation process.

Executive Summary
2021 Academic Program Review
College of Business

International Business [CIP: 521101]

Review Team

Nancy Buchan, University of South Carolina
Joseph Rottman, University of Missouri – St. Louis
Nancy Poulson, FAU College of Arts and Letters

Program Degrees by Level

Undergraduate Programs:
International Business (B.B.A. and B.S.)

Graduate Programs:
Master of Science in International Business (M.S. International Business)

Mission and Purpose

Using experiential-based pedagogy, we are committed to provide International Business students with the skills and knowledge commensurate with those provided by top-rated programs that will enable them to procure jobs in fields with an international component, whether in the U.S. or abroad. In addition, we aim to provide related service to the South Florida community as well as the International Business academic community. Finally, our faculty are committed to continuous development in the field of International Business by publishing International Business and related research in high quality peer-reviewed journals. As such, we view our pedagogical, research and service missions as complementary.

Strategic Goals and Action Plans

Goal 1. Leverage the Consortium for Undergraduate International Business Education (CUIBE) accreditation to enhance the stature of the International Business program among academic and business stakeholders.

The International Business program at FAU was accredited as an "Associate Member" in 2016 and elevated to a "Full Member" in 2018 by the Consortium for Undergraduate International Business Education (CUIBE). This accreditation advanced the program's visibility resulting in its first national ranking. The following objectives are intended to leverage this accomplishment in order to further increase the program's visibility and thereby expand the program's impact for all stakeholders.

Objective 1.1 Develop and submit proposals to the U.S. Department of Education and other entities (e.g., U.S. Department of State) for external funding in support of establishing a Center for International Business at FAU. File appropriate application for establishing a Center for International Business at FAU in support of obtaining necessary approval by the University and the Board of Governors.

The exercise of developing proposals for external funding from a federal agency and writing an application for the establishment of a center at FAU provides a pathway for taking the International Business program to the next level. The preparation of these documents will require us to formally develop clear statements of mission and purpose, as well as measurable goals to advance the program. The Director will oversee this initiative and collaborate with key individuals in FAU's Division of Research and the U.S. Department of Education. The Director will also conduct appropriate benchmarking research of successful centers located at other "Full Member" CUIBE institutions. And the Director will oversee the necessary steps and documentation required for approval of a center at FAU as described in the Division of Research's memo on "Procedures for the Submission of Institute or Center Proposals for Assessment and Approval at the University Level and by the Board of Governors."

Objective 1.2 Develop a fund raising plan in collaboration with the Associate Dean for Development in the college in support of a named Center for International Business.

Successful fundraising initiatives are based on a clear and convincible vision that will be attractive to potential donors. This vision will include justifiable goals and projected outcomes. The vision is necessarily borne out the interactions among program chairs/directors, college administrators, and university development officers. The Director will collaborate in the development of the vision with the appropriate college and university administrators and staff, and ensure that the fundraising initiatives are in line with the aspirations of the International Business faculty.

Objective 1.3: Improve the stature of the advisory board for the International Business program and apply for university approval of the board.

An assessment of the current advisory board's effectiveness will be conducted by the Director of the International Business program in collaboration with the Chair of the Management Programs Department. The Director will seek guidance in managing advisory boards through input from directors at other "Full Member" CUIBE institutions and participate in national

workshops designed in support of successful board management. The outcome of these proactive efforts will inform decisions about the future mission and composition of the board.

Assuming the advisory board continuance, the Director in collaboration with the International Business faculty, will formally apply for university approval of the board following University Policy 2.5 on Advisory Bodies which includes a template of Guidelines and Operating Principles.

Object 1.4: Host a CUIBE Governance Meeting.

This initiative is underway. The college is scheduled to host the Governance Meeting in the fall of 2021.

Goal 2: Advance the profile of the International Business program in the college.

The college took an important step toward advancing the profile of the program when a Director of the International Business program was hired in the fall of 2016. The following objectives are intended to continue to advance its profile.

Objective 2.1: Hire a replacement for a professor who retired a year and a half ago.

The request to replace Tom Lenartowicz was approved before the most recent hiring freeze. The request to fill the line by the fall 2022 was recently made by the Dean to the Provost Office in May 2021.

Objective 2.2: Establish International Business Fellows among appropriate faculty in other departments of the college.

A number of faculty in various departments of the college have well-established records of teaching courses aligned with the mission of the International Business program and/or publishing in highly ranked International Business journals. All faculty who publish in highly ranked journals, including International Business journals, are currently provided monetary compensation for their accomplishments through summer research awards. All faculty, as well as International Business faculty in the Management Programs Department, are currently eligible for Fellowships/Professorships. Some of the latter are named appointments provided through donor contributions.

In order to acknowledge the teaching and research contributions of faculty in departments other than Management Programs, the Director of the International Business program will identify and invite targeted faculty to apply for a title that reflects their contributions to the discipline. A possible title would be an “Affiliate [rank] Professor of International Business”. This title would enhance the visibility of the contributions of all the faculty in the college in support of the International Business discipline.

In order to enhance the visibility of extraordinary contributions, the Director will collaborate with the appropriate college and university administrators and staff seeking external funding to support named Fellows/Professors of International Business. (See Objective 1.2 above.)

Objective 2.3 Develop a strategy for leveraging knowledge among International Business faculty of the management of cultural diversity to enhance the institution's commitment to diversity and inclusion.

Diversity and Inclusion (D&I) is a priority for FAU, for universities all over the country, and for various grant programs of the federal government and private foundations. FAU is wonderfully positioned to be a leader on Diversity and Inclusion because of its highly diverse student population, and demographics of the local community. Efforts to expand the International Business faculty's commitment to D&I will be represented in deliberations involving the development of a Center for International Business (see Objective 1.1 above), in the recruitment of International Business faculty going forward (see Objective 2.1 above), and in engagement with student organizations (see Objective 3.3 below). The diverse student body and population of the southeastern Florida region will ease efforts in attracting diverse faculty candidates.

The Director will oversee the development of an ongoing strategy for leveraging knowledge of diversity with International business faculty. The strategy and the resulting efforts and accomplishments will be reported each year in the Annual Report of the College.

Objective 2.4 Establish an International Business Appreciation Week/Month.

Other CUIBE accredited institutions have implemented International Appreciation events. The review team provided an example of such an initiative at the University of Missouri at St. Louis: http://www.umsl.edu/ibcc/ . The initiative could focus on how students prepare for and start a career in International Business, and thus complement Objective 4.1 below. It could also involve members of an advisory board, faculty, and student groups. While the University of Missouri example of a month-long event might be overly ambitious from the start, the Director will oversee this initiative with the International Business faculty.

Objective 2.5 Advocate for a separate listing of International Business courses and International Business related courses cross-listed under a separate category on the university course schedule webpage.

The Director of the International Business program will advocate the way that courses offered in International Business courses (now shown under "Management Programs") and International Business related courses offered by other departments in the college be listed under a separate heading of "International Business" on the university course schedule website. This effort will include collaboration with the college Executive Director of Student Academic Services (SAS)

who serves on the university's A-Team, the Registrar, the Chief Information Officer, and other appropriate units in the university to determine whether and how this might be possible.

Goal 3: Increase Undergraduate Enrollments and Undergraduate Graduation Rates.

Over the past seven years, the number of undergraduate majors in International Business has steadily declined from 254 majors in 2014-2015 to 115 majors in 2020-2021. The following objectives are intended to reverse this trend.

Objective 3.1 Engage potential International Business majors during their first year and second year at FAU when they are formally classified as pre-Business majors.

Three programs in the college have established a practice of engaging students before they are eligible to declare their majors through successful student organizations. We intend to mirror their success going forward. The Global Business Association was established in January 2020. This student organization currently has approximately 30 members. An assessment of this organization's success will be conducted by the Director of the International Business program in collaboration with the Chair of the Management Programs Department.

The Faculty Advisor of the student organization and the Director of the program (as needed) will participate in on-going coordination with the faculty advisors of the other student organizations in the college. The purpose of the coordination will be to share best practices for ensuring the ongoing success of each student organization in the college and to develop/sustain efforts of engaging first year and second year students who are pre-business majors.

The Director and the Faculty Advisor will participate in annual events focused on attracting potential students to FAU, and on exposing new FAU students to the majors offered by the college. These events are hosted by the college Student Academic Services (SAS) or sponsored by the University in collaboration with the college SAS. Appropriate coordination with the Executive Director of SAS will ensure sustained visibility of the International Business major with the targeted audience of each event.

The Faculty Advisor will provide a report of the student organization's activities and their collaboration with the college SAS which will be an entry in the Department Annual Report submitted to the Dean's Office each June.

Objective 3.2 Grow the internships offered to International Business majors and actively promote them as an important opportunity/component for building student career success.

Internships are an important experiential learning opportunity for students as well as a bridge-building mechanism between the program/department/college and stakeholders in the business community. Internships also provide an experience that will hopefully advance the student's

career interest which, in turn, will serve as a motivation for continued commitment to completing academic programs. The Director of the International Business program in collaboration with the Chair of the Management Programs Department will assess the structure supporting internships for International Business majors. An appropriate faculty member will be assigned to oversee International Business internships, who will participate in on-going coordination with the faculty who have similar responsibilities in the college. The purpose of the coordination will be to share best practices in support of student retention and on-time graduation rates for International Business majors.

Objective 3.3 Promote the International Business minor across the college and the university.

We plan to promote our newly developed International Business minor to Marketing and Finance majors in the college. We also plan to initiate collaborations with the Department of Language and Linguistics in the College of Arts and Letters with the intent to promote/develop courses/curriculum offerings of mutual interest to our students. The Director of the International Business will oversee promotion of the minor which will include appropriate website updates pertaining to the minor and outreach to student organizations with an affinity to the International Business program (e.g., organizations focused on ethnicity and/or country of origin).

Objective 3.4 Develop and offer an honors program for International Business.

The development of an honors program for International Business undergraduate students would support two goals. It would advance Goal 2 (above) by enhancing the profile of the undergraduate program in International Business in the college. Secondly, because honors programs at FAU have historically attracted goal-driven students, they have a strong record of on-time graduation.

The International Business faculty have been considering an honors program for several years. One model for such a program would include foreign language proficiency -- a more rigorous standard compared to passing foreign language courses -- a study abroad experience, and an internship. It is likely that many students would be attracted to such an option, given the reputation of the program. The Director will convene a faculty committee to develop the curriculum for such a program, and obtain approval from the college and university undergraduate councils. The Director will also collaborate with the advisory board (see Objective 1.3 above) seeking internship opportunities and funding in support of study-abroad experiences.

Goal 4: Launch and grow the MS in International Business.

Objective 4.1 Launch the MS in International Business.

For many years International Business courses have successfully been offered by the college due to priority given to concentrations in the graduate programs offered by Executive Programs. A revised curriculum for the MS in International Business, which builds on the success of the courses that have been offered, has been approved by the university. We will continue to advocate that the MS program be launched and view it as a valuable addition to the roster of programs offered by the college. The MS program will contribute to elevating the visibility and brand of the International Business program, and be a vehicle for enhancing partnerships with local companies.

Object 4.2 Launch a marketing campaign to attract international students to the MS in International Business program.

The Director in collaboration with the Assistant Dean for accreditation and international programs, will launch a marketing campaign to attract international students. The Assistant Dean has given this matter serious consideration and maintains that a day-time course schedule would be necessary to ensure success of the program.

Objective 4.3 Conduct on-going bench-marking with other MS International Business programs throughout the country.

To ensure the success of the MS in International Business over time, the Director will oversee regular benchmarking with similar programs offered by CUIBE accredited institutions. This will ensure that the curriculum and structure of FAU's program will be responsive to changes in student demand and opportunity.

Executive Summary
2021 Academic Program Review
College of Business

Management [CIP: 520201]

Review Team

Jeff Hornsby, University of Missouri, Kansas City
Margaret Williams, Texas Tech University
Dan Meeroff, FAU College of Engineering

Degree Programs by Level

Undergraduate Programs:
Management (B.B.A. and B.S.)

Graduate Programs:
Doctor of Philosophy in Business Administration with Management concentration (Ph.D.)

Mission and Purpose

Our mission is to develop future business leaders who are skilled in the art of managing in a global business environment. We recognize the diverse nature of our student population and design programs to be delivered through non-traditional and technology-driven delivery systems. Through our undergraduate and graduate programs in management, we provide skills that are useful in a world marketplace. Our scholarly initiatives make us valuable partners for the regional and international community.

Strategic Goals and Action Plans

Goal 1. DIVERSITY: Achieve balance in the experiences and perspectives of faculty and guests who offer their insights to our students.

Objective 1.1: Begin a management/leadership/entrepreneurship speaker series that includes at least 10 women and minority guest speakers each academic year in presentations open to all current and prospective management majors.

The review team recommended that we increase the proportion of guest speakers who are women or members of under-represented minority groups so that students considering our

undergraduate concentrations could view them as role models. Diversifying guest speakers has been a goal of the management program yet may not have the desired effect since almost all of our classes are upper-division, and students tend to choose their majors and concentrations before taking them. Moreover, the use of guest speakers in classes is largely determined by instructor preference, as a matter of academic freedom, and the makeup of the speakers depends on individual instructor contacts. Thus, our action plan is to examine the feasibility of establishing a co-curricular women and minority speaker series within the College of Business, and then to implement such a series if it is deemed feasible. Instructors of lower and upper division classes throughout the College would be asked to encourage their students to attend, perhaps as part of a regular or extra credit assignment. We currently have guest speakers in the GEB 2011 Introduction to Business elective and encourage speakers from underrepresented groups.

Objective 1.2: As openings arise, hire three faculty in management programs, at least two of whom will be from underrepresented groups. Hiring will be done in accordance with FAU's designation as an equal employment opportunity employer.

A review team recommendation was that we increase department faculty diversity, particularly among the full-time entrepreneurship faculty and in the balance across tenure-track faculty ranks. Currently, there are no assistant professors among the management and entrepreneurship faculty. This recommendation can only be addressed through future faculty hiring, and our ability to hire in the near term is severely limited by University budgetary considerations. As that situation changes, we will make special efforts to recruit women and minorities at all ranks. We ask, however, that the University give us permission to advertise positions prior to our annual conference in August of each year even if we must advertise those positions as "pending budgetary approval." Often, we do not get permission to recruit until several months into the academic year, after many potential applicants – particularly those from underrepresented groups - have already agreed to take positions elsewhere. This delay is especially problematic for recruiting and hiring at the assistant professor rank and diversifying faculty.

Goal 2. OPPORTUNITY: Expand the course, concentration, and co-curricular offerings available to students.

Objective 2.1: Expand undergraduate concentration electives.

One recommendation was that we expand the management major beyond management and entrepreneurship classes so that students could take courses in sport management, human resources, strategy, international business, hospitality, or health administration as electives within the management major. The review team felt that students in our leadership and entrepreneurship concentrations could benefit from exposure to these other settings by learning of opportunities to apply their leadership or entrepreneurship skills in those settings.

Currently, all management majors are required to take courses in human resources, strategy, and international business, so there is no need to add electives in those areas. To implement that recommendation, however, we will add introductory elective courses in sport management, hospitality, and health administration where possible. First, though, we need to identify the appropriate courses, ensure that management majors will meet the course prerequisite requirements, and determine the best way to position those courses within our concentrations.

Objective 2.2: Integrate as part of the academic experience co-curricular activities offered by the Adams Center and the Management Programs Department.

The review team also recommended that we integrate as part of the academic experience co-curricular activities offered by the Adams Center and our department. We plan to move in this direction by improving communications so that students are better informed of the activities available. Then, we will look for ways in which students can engage in those activities in conjunction with their coursework. For example, we could offer students degree credit for participating in the Adams Center business plan competition under either our New Venture Launch, special topics or independent study course numbers, and then we can formalize this program if it works out.

Goal 3. QUALITY: Improve our alignment with best practices in curricula and instruction.

Objective 3.1: Reduce to zero the number of faculty considered "other" under AACSB qualification guidelines.

The review team recommended that we reduce the number of faculty and adjuncts considered "other" under our AACSB qualification guidelines. To that end, we plan to review the faculty with that classification to determine why we have them, and what they can do to move into one of the other faculty qualification categories. At the same time, we will review the faculty and adjuncts in the Practice Academics, Scholarly Practitioners, and Instructional Practitioners classifications to offer suggestions, where possible, for how they might reposition themselves as Scholarly Academics.

Objective 3.2: Form an external advisory board consisting of seven or more diverse individuals.

A final recommendation is to ensure the continuous improvement of the curriculum and effectiveness of program objectives. The review team suggested creating an external advisory board to provide opportunities for sponsoring scholarships, external advocacy, recruiting, job placement, and curriculum evaluation. This external board should be comprised of diverse individuals, both in terms of race/ethnicity/gender/LGBTQ+ status, but also from a variety of industries. We are committed to continually improving the educational experience of our students and will examine the feasibility of an external advisory board.

Objective 3.3: Improve assessment practices.

Another recommendation was that we improve the consistency between our assessment methods and AACSB best practices. The review team members did not indicate the ways in which they felt methods are inconsistent or what we might do to improve. Nevertheless, our plan is to check AACSB best practices and then identify and correct any inconsistencies during our ongoing assessment review process.

Executive Summary
2021 Academic Program Review
College of Business

Management Information Systems [CIP: 521201]

Review Team

Elena Karahanna, University of Georgia
Roberta Russell, Virginia Tech University
Zhixiao Xie, FAU College of Science

Degree Programs by Level

Undergraduate Programs:
Management Information Systems (B.B.A. and B.S.)

Graduate Programs:
Master of Science in Information Technology and Management (M.S. Information Technology and Management)

Mission and Purpose

The Mission of the Department of Information Technology and Operations Management (ITOM): To develop competence in information systems, operations management (including quality management), and related decision sciences disciplines for traditional and nontraditional students across the College of Business; to produce skilled individuals proficient in information technology who are able to contribute effectively to their organizations and communities in an ever-evolving technological environment; to engage in an active partnership with the business community; and to continually innovate and increase the quality of its educational and research activities in a manner that increases education effectiveness and global reach.

Strategic Goals and Action Plans

Goal 1. Raise the research profile of the program/department.

Over the past several years the faculty have successfully increased the number of research publications in the top tier journals of the Management Information Systems and Operations

Management disciplines. These accomplishments have improved the visibility of the department. The following objectives are intended to leverage this accomplishment in order to further increase the program's visibility and thereby expand the program's impact for important stakeholders.

Objective 1.1 Restart the Ph.D. Program.

The review team noted that the challenge in this initiative "lies in starting with a small cohort and ramping it up carefully so as not to overwhelm financial or faculty resources." The tenured faculty are strongly committed to this initiative. With careful planning and in collaboration with the Director of the PhD program for the college and the PhD coordinators in departments offering PhD concentrations, we will implement this initiative over the next 5-7 year period. A curriculum revamp will be completed, which will include new courses specializing in Business Analytics, Supply Chain Management, Artificial Intelligence, and other emerging technologies. This revamp is intended to bridge the disciplines represented in the faculty of the department: Management Information Systems, Business Analytics, Artificial Intelligence, and Supply Chain Management. The extant research in each of the disciplines reflects extensive inter-disciplinary work. The faculty intend for this concentration to mirror this trend in the academy.

Objective 1.2 Grow the research colloquium of the department.

The department already has a research colloquium for external speakers. This initiative would expand the colloquium to include department faculty and a commitment to schedule colloquia on a to-be-determined regular basis. The department chair in collaboration with the faculty will determine the structure and oversight for the scheduling colloquia. One model practiced in the college is for the chair to appoint a different senior faculty member each year to oversee scheduling the colloquium presenters as part of their service assignment.

Objective 1.3 Encourage faculty to seek external funding for research.

While it is widely understood that faculty in business disciplines do not have the same opportunities to obtain external funding for research as faculty in the engineering and science disciplines, some do. As those opportunities present themselves, faculty will be encouraged to develop proposals, or to collaborate with faculty in other disciplines who have a record of success in obtaining funding. The chair will initiate contact with appropriate personnel in the Division of Research to explore opportunities and develop a strategy for engaging appropriate faculty.

This objective is related to two additional recommendations offered by the review team. One focused on alignment and reporting of research productivity related to the university pillars and platforms. The other focused on increasing research assistants for faculty. The department has a record of some collaboration with faculty closely aligned with the pillars, and the increased

efforts to advance analytics offers certain opportunities. Moreover, faculty who are successful in obtaining external funding will be able to support research assistants following the university's recent policy tying the research assistant classification to external funding support.

Goal 2. Enhance Diversity

Objective 2.1 Enhance Gender Diversity

The review team noted that the department is quite diverse in terms of ethnic diversity. However, as they discussed under the challenges section of the report, in the Management Information Systems discipline, only 2 out of 14 tenured/tenure-track faculty are female. Diversity, as the review team rightly noted, is especially important in STEM fields like Management Information Systems. The team's comments confirm what we have observed in all our recruiting efforts, that is, the lack of female representation is a nationwide problem and "recruiting diverse candidates rarely happens without a concerted effort to identify potential candidates well in advance of a stated need". Indeed, female applicants constitute only 3% of the pool for advertised positions in STEM disciplines. Most of the well qualified female candidates receive very competitive offers nationwide and our offers to them have been marginally successful. We have just completed a strategic hiring of four new faculty, three of which are tenure track. We successfully hired one female tenure track faculty member. The department faculty are committed to mentor all tenure track faculty and help them become successful scholars and instructors.

We have also made strategic commitments to a long term approach of recruiting female candidates, per the review team recommendations. We identified a potential female candidate who recently received a PhD in computer science, and with support from the Dean and the Provost, hired her on a visiting appointment providing her time to establish a substantive research record in Management Information Systems that will hopefully be competitive for a successful tenure-track appointment. An essential element for this strategy is the continued commitment from the Dean and the Provost for the track line as planned, within two years' time as of the fall 2021.

Goal 3. Enhance, grow, and expand undergraduate and graduate offerings.

Objective 3.1 Create an Artificial Intelligence/Business Analytics and Visualization Lab.

As the demand for artificial intelligence and business analytics education in the department increases, we will create a dedicated Artificial Intelligence/Business Analytics and Visualization Lab which will showcase the college investment and commitment to these cutting-edge fields. The lab will provide students access to large datasets, provide advanced visualization capabilities and display, for example, the Bloomberg Terminal content and live news feeds. We plan to configure the lab to serve as an operations center for supply chain management and operation

management simulations, as well as simulated data breaches and other security or disaster scenarios. This type of lab will elevate technology and decision-making skills among students and give them an edge in competing for jobs and advancing their careers. All college undergraduate and graduate programs will benefit since artificial intelligence and analytics is critical in all sectors of the economy and the other departments in the college are actively participating in this college-wide initiative.

Objective 3.2 Promote and grow the two new masters' degrees in Supply Chain Management and Business Analytics.

The department has created two new graduate degrees. We will follow the successful strategies of growing the MS in Information Technology and Management degree to become one of the most successful graduate programs in the college in recent years with 85 students currently enrolled. We have laid the foundation of a top-notch curriculum which provides students with the opportunity to learn cutting-edge concepts and skills in the respective program areas. We plan to keep current by incorporating courses on new upcoming technologies. Thus, an important plan going forward is to create a course in Blockchain. Finally, we will focus on enrollment management so that all students are accommodated, and the courses are accessible to take every single year. We plan to offer the courses face-to-face and online, alternating across semesters.

Objective 3.3 Expand program offerings to include FinTech.

FinTech is a significant and increasing presence in south Florida. FinTech is the Financial Technology that aims to compete with traditional financial methods of delivering financial services. We plan to leverage the Information Technology and Operations Management department curriculum strengths (courses offered in Python/R, data analytics, data management, AI/machine learning, and cybersecurity) and the Finance department curriculum strengths (courses offered in financial markets, banking, risk management, and financial modeling) to create a minor for undergraduate students, concentrations for MBA and MS in Information Technology and Management students, and certificates for non-degree seeking students. We plan to create a 2+2 type of offering with 2 courses offered by the ITOM Department and 2 courses offered by the Finance Department. Appropriate faculty from the Economics Department will also be involved in developing the program. The Blockchain course mentioned above in Objective 3.2 will be included in the curriculum.

Objective 3.4 Participate in the university's honors program.

The department faculty are currently involved in Honors Compact agreements in several courses. This means that honors students are enrolled in our courses and instructors are working individually with these students. We will work with the appropriate administrators and staff to explore the possibility of designating certain courses required for the major to be in

alignment with the University Honors program. This initiative involves cross listing select courses as honors courses, enriching the standard courses, and expanding the opportunities for undergraduate research, which is a win-win for students and faculty alike.

Goal 4. Assess name branding of the department.

Objective 4.1 Determine whether there is a different name for the department that better captures the programs offered compared to the current name of Information Technology and Operations Management.

We have long acknowledged the difficulty of the department name's alignment with majors and research streams we support. The name poses the difficulties mentioned by the review team. While we have been actively promoting the department and its programs through all communication channels, such as brochures, the webpage, social media, and a vibrant student association (MISA), the name still poses difficulty. As the review team report states "this leaves the program open to internal competition from other departments within the university, and vulnerable to outside competition from universities who have a clearer brand for business analytics or cybersecurity." In the next academic review period, the chair will develop a faculty committee to explore possible names by researching names of other departments with similar program offerings and mission.

Executive Summary
2021 Academic Program Review
College of Business

Marketing [CIP: 521401]

Review Team

Satish Jayachandran, University of South Carolina
Charles Nobel, University of Tennessee
Carol Bishop Mills, FAU College of Arts and Letters

Degree Programs by Level

Undergraduate Programs:
Marketing (B.B.A. and B.S.)

Graduate Programs:
Doctor of Philosophy in Business Administration with Marketing concentration

Mission and Purpose

The mission of the Marketing Program at Florida Atlantic University is to achieve excellence in three areas:

1. Teaching: To offer a broad-based curriculum that is designed to develop students' intellectual capability to solve marketing problems and prepare them for successful careers; that allows them to focus on an area of interest through a targeted selection of electives; that provides experiential and discovery-based learning opportunities including internships, service learning, research participation, and independent studies; and that allows the option to select a specialized minor, concentration or certificate.

2. Research: To create and disseminate knowledge on a variety of marketing topics by conducting and publishing impactful and relevant research in premier outlets.

3. Service: To participate fully in the efforts of achieving the goals of the university, college and department; to provide leadership in the development of our academic discipline; and to actively engage with the professionals, businesses and organizations, and community at large in which we operate.

Strategic Goals and Action Plans

Goal 1. Offer Appropriate Degree Curricula and Revenue-Generating Programs

Tactic 1: Review and Revise Undergraduate Curriculum

Action 1a. Charge committee to review and redesign curriculum, including potential for implementation of tracks, removal of outdated Advertising concentration, and addition of a general elective freshman Marketing course.
Action 1b. Execute curriculum and course change paperwork, go through approval processes, change catalog entries.
Action 1c. Launch revised curriculum in Fall 2023 - adapt advising and promotional materials, communicate to incoming students, assign/schedule courses; track enrollments.

Tactic 2: Develop a Marketing-Focused Revenue-Generating Graduate Degree and Non-Degree Certificate Programs

Action 2a. Charge committee to conduct research, propose programs, design curricula; consider generalized vs. specialized Master's such as MMR, Digital Marketing, Marketing Analytics; consider high-potential certificates such as Social Media Marketing, etc.
Action 2b. Execute paperwork for new program and course development, go through approval processes.
Action 2c. Launch programs in Fall 2024 - advertise, recruit students, assign/schedule courses, track enrollments (certificate program launches may be staggered).

Tactic 3: Revitalize and Relaunch Marketing Ph.D. Concentration

Action 3a. Assign new Ph.D. Coordinator.
Action 3b. Charge committee to review and redesign curriculum, including consideration of a general vs. specialized degree, and potential collaborations with other programs.
Action 3c. Develop and implement a promotion and recruitment plan to generate applications
Action 3d. Open admissions in Spring 2023 for entry of Fall 2024 cohort.
Action 3e. Assign/Schedule courses; track student progress.

Goal 2. Ensure Faculty and Staff Sufficiency and Productivity

Tactic 4: Redesign Departmental Staff Position(s) to Accommodate Changing Needs

Action 4a. Design AMP position, apply for provost's office approval.
Action 4b. Advertise position, interview, hire/onboard, train new employee.

Tactic 5: *Make Targeted Faculty Hires (Retirement Replacements and New Growth)*

Action 5a. Propose two T/TT faculty lines for start Fall 2022 as replacements for retirements (full professors retiring Fall 2021 and Summer 2022).
Action 5b. Advertise the two Fall 2022 T/TT positions and conduct searches.
Action 5c. Propose one T/TT faculty line for start date Fall 2023 as replacement for retirement (full professor retiring Summer 2023).
Action 5d. Propose one new Instructor line for start Fall 2023 to support growth in enrollments/majors, new degree/certificate programs, and new student organization.
Action 5e. Advertise the Fall 2023 T/TT and Instructor positions and conduct searches.

Tactic 6: *Establish a Succession Plan for Department Leadership*

Action 6a. Identify potential internal candidates for department chair and begin mentorship; or establish plan for an outside chair hire (for 2023 start date).

Tactic 7: *Continue to Support Faculty Productivity and Achievements in Research and Teaching*

Action 7a. Support faculty travel to research conferences; encourage application for data collection grants; support requests for needed software and databases; promote faculty research achievements internally and publicly.
Action 7b. Support faculty pursuit of continuing education in teaching; encourage engagement with COCE for course development; promote faculty teaching achievements internally and publicly.

Goal 3. Increase Program Visibility and Desirability to Increase Enrollments

Tactic 8: *Improve Program's Marketing Communications and Promotional Efforts*

Action 8a. Improve online content and increase online presence (website, social media, email newsletters to current students, etc.).
Action 8b. Develop promotional materials for degree programs - brochures, t-shirts or other collateral, videos, podcasts, etc.
Action 8c. Increase faculty participation as media experts; increase media coverage of faculty research; provide media training.

Tactic 9: *Enhance Alumni Relations and Tracking*

Action 9a. Develop survey of new graduates and tracking system for placements.
Action 9b. Develop email newsletter for graduates.

Tactic 10: Revitalize Marketing Executive Advisory Board

Action 10a. Plan programmatic engagement opportunities/projects for board members.
Action 10b. Identify and recruit new board members.
Action 10c. Launch new board with meeting and first project.
Action 10c. Establish regular communications plan/email newsletter for board members.

Tactic 11: Revitalize Center for Services Marketing and Management

Action 11a. Identify or recruit/hire new Center faculty director (potentially from new hires in Fall 2022 or Fall 2023).
Action 11b. Hire/share half-time staff person to support director.
Action 11c. Implement existing strategic plan - develop programming, recruit paying members, engage faculty and students.

Goal 4. Enable Student Learning and Job Placement Success

Tactic 12: Enhance and Expand Student Experiential Learning Opportunities

Action 12a. Expand AMA Engagement - increase membership, increase/improve activities, national case competition entry, national conference participation, etc.
Action 12b. Expand Internship Program Employment Opportunities, Student Participation, and Internship Course Enrollments.
Action 12c. Enhance opportunities for in-class experiential engagement (e.g. with company client projects, undergraduate research).
Action 12d. Develop a second professional registered student organization (perhaps a Sales Competition Team, or Digital Marketing Club, depending on new instructor hire/skills).

Executive Summary
2021 Academic Program Review
College of Business

Master of Business Administration [CIP: 520201]

Review Team

Charles Pierce, University of Memphis
Luke Pittaway, Ohio University
Steve Engle, FAU College of Arts and Letters

Degree Program by Level

Graduate Programs:
Master of Business Administration (M.B.A.)

Strategic Goals and Action Plans

Goal 1. Review and revise the MBA curriculum.

Assuming approval to maintain the current price of the market-rate MBA option, the Associate Dean for Graduate Programs will oversee an effort to reduce the number of credits required for the MBA across all options offered as soon as possible. At the same time, the Dean and Associate Dean will appoint a faculty committee to review the following issues pertaining to the MBA curriculum: develop a mission statement for the program; review the necessary preparation for MBA applicants without undergraduate degrees in business; review and revise the core and elective courses offered in the program; and determine the appropriate concentrations offered to meet demand while improving curriculum efficiencies.

Goal 2: Develop a plan for ensuring consistency in course offerings and improving assessment of student performance.

The appointed faculty committee charged with reviewing the curriculum will develop a plan for ensuring consistency across the traditional, executive, professional, and online program delivery options. This plan will include coordination among faculty teaching the same course, either required or elective. The committee, in coordination with Assistant Dean for accreditation will also evaluate the assessment protocol for the program to ensure that it consistent with AACSB standards.

Goal 3: Review and revise the procedure of admitting students into the MBA program.

The Dean and Associate Dean for Graduate Programs, in coordination with appropriate faculty and staff, will review and revise the procedure for admitting students into the program and its four options to ensure faculty input while sustaining efficient and timely decisions.

Goal 4: Review and enhance the branding of the MBA.

The Dean and Associate Dean for Graduate Programs will appoint an appropriate committee comprised of administrators, faculty, and staff to address the need for a stronger brand for the FAU MBA and the different MBA options offered. This initiative will be ongoing and encompass the following challenges: the long-term impact of the pandemic on course delivery preferences of students; the pricing structure of the options relative to competitors; the dynamic market for the MBA relative to other graduate programs in business; and the structure for ensuring internal support for each of the MBA options.

Goal 5: Build stronger relationships among current MBA students and among MBA alumni.

The Dean and Associate Dean for Graduate Programs will appoint an appropriate committee comprised of administrators, staff, and alumni to oversee initiatives intended to build stronger relationships among current students and among alumni. The committee will be ongoing, and their charge will include the following: the review and enhancement of student organizations in support of diversity among students; the development of a structure for overseeing alumni engagement, such as a board of MBA alumni, who will identify and champion strategic initiatives in support of the College of Business mission.

Goal 6: Explore opportunities for expanding the market for the MBA.

The Dean and Associate Dean for Graduate programs will explore opportunities for expanding the pool of applicants for the MBA. This expansion could be implemented by increasing the number of partnerships with corporations in the U.S. or with educational institutions outside of the U.S. Developing partnerships are complex endeavors and take time.

Executive Summary

Academic Program Review 2021

The School of Criminology & Criminal Justice
College of Social Work & Criminal Justice
Florida Atlantic University

Review Team

Dr. Robert Bing, University of Texas at Arlington
Dr. Faith Lutze, Washington State University
Dr. Charles Dukes, Florida Atlantic University

Degree Programs by Level

Undergraduate Program:
Bachelor of Arts in Criminal Justice (BACJ)

Graduate Programs:
Master Science in Criminology and Criminal Justice (MSCCJ)

Mission and Purpose

The mission of the School of Criminology and Criminal Justice (SCCJ) is to promote teaching and learning through challenging undergraduate and graduate programs, while instilling students with academic and professional integrity grounded in a solid ethical foundation. The School cultivates student curiosity and critical thinking through fostering student success, professional and academic development, and advancement. The faculty produce collaborative and meaningful scholarship that contributes to society and promotes social responsibility through engagement with members of the CCJ community and general public. The School proudly embraces community engagement at all levels and the faculty is committed to being a force for positive change in the communities they serve.

Strategic Goals and Action Plans

Goal 1: Develop a Strategic Plan

The SCCJ will begin a formal planning process to revise its vision and mission and clearly define its priorities for the next 5-7 years. The college-level strategic planning process is currently

underway, and following the completion of this process, the SCCJ will start developing its own strategic plan. This plan will be in alignment with the priorities of the College and the University as the School seeks to enhance interdisciplinary partnerships with the Sandler School of Social Work and to develop new collaborations with FAU pillars and platforms including ISENSE, the Brain Institute, and new programs related to data science. The plan will also reflect the School's strong ethos of community engagement and its ongoing efforts to build strong community partnerships with justice-related agencies and not-for-profit organizations. Engagement with historically marginalized communities will also be highlighted in order to improve policies and practices that can enhance the well-being of communities and reduce differential outcomes.

Goal 2: Enhance CCJ Academic Programs

The SCCJ is exploring strategies for improving the overall quality and rigor of its undergraduate program. The School will examine the undergraduate core and determine the feasibility of requiring a lower-level, introductory course as part of the core CCJ offerings. The School is also developing a professional development course that will strengthen students' academic trajectories and employability. This course will engage students in learning about the professional culture in the criminal legal system and provide an introduction to employer expectations. The course will also help to improve students' writing and communication skills.

In addition, as part of a plan to develop and promote the online BACJ program, the SCCJ will engage in targeted hiring for faculty with experience in online pedagogy who will be dedicated to the online BACJ. The School will also work with the Center for Online and Continuing Education (COCE), the College Director of Communications and the Dean's Office to conduct digital and direct advertising campaigns to market its undergraduate and graduate programs to current and potential students—locally, nationally, and internationally. Furthermore, the SCCJ will increase the visibility of its programs by establishing meaningful connections with associations and organizations in CCJ.

Goal 3: Increase Engagement with Alumni

The SCCJ is working on cultivating stronger ties with CCJ alumni. The School is developing communication channels to showcase the success of its graduates which will help to facilitate professional growth, and instill pride in being a graduate of CCJ programs. The School will increase the activity and involvement of Alpha Phi Sigma, the criminal justice honors society, and the criminal justice student club. In addition, the School plans to secure funds for database software for intelligent use of information, to improve communications, track alumni, and increase alumni engagement. Moreover, the SCCJ will work with the College leadership team, the Director of Communications, the Development Officer, FAU Advancement and Fundraising, and FAU Alumni Relations to launch and sustain the Alumni Association, host alumni events, and develop relationships with alumni.

Goal 4: Create a Community Advisory Council

The SCCJ will develop a Community Advisory Council to advocate on behalf of the School for resources and support from community partners, criminal justice and policy leaders, and alumni who could advise and work with the School on special projects. Furthermore, the SCCJ's strategic planning process will be a key step towards the establishment of an advisory council.

Goal 5: Develop School Bylaws

The SCCJ is in the process of developing its own bylaws. These bylaws will codify faculty qualifications, responsibilities, and the obligations for leadership positions. The establishment of bylaws will help the School in its efforts to achieve stability in administrative leadership and create a supportive environment for all faculty and staff regardless of rank or category. One of the most important goals of this process is to support faculty through the promotion and tenure process, including promotion to full professor. It is also important to create a formalized ongoing school-based faculty mentorship structure that will include information and support opportunities for leadership development.

Goal 6: Increase Diversity Through Faculty Hires

The review team noted that faculty lack the racial/ethnic diversity that is reflected in the student population, community and state. With this in mind, the SCCJ is developing a plan for new hires in strategic areas for SCCJ, the College and the University, focusing on increasing the racial and ethnic diversity of its faculty. The School is engaging with FAU's Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE). This initiative was developed to help search committees and other decision-makers recruit and retain diverse and well-qualified candidates.

The School has also worked with the Dean of the College, the FAU Center for Inclusion, Diversity Education, and Advocacy (IDEAs) and the Office of Equal Employment Opportunity to create inclusive job advertisements. As part of the strategic planning process, the School will also identify diverse areas of expertise to incorporate the voices and experiences of under-represented groups. The School will thoughtfully examine practices and policies in order to provide a productive, respectful, and supportive environment for all faculty to grow and thrive, and will strategically place position announcements to move beyond the traditional CCJ advertising outlets. Such efforts should attract an outstanding and diverse pool of candidates.

Executive Summary

Academic Program Review 2021

The Phyllis and Harvey School of Social Work
College of Social Work & Criminal Justice
Florida Atlantic University

Review Team

Dr. Karen Rice, Millersville University
Dr. Michael A. Robinson, University of Georgia
Dr. Evonne Rezler, Florida Atlantic University

Degree Programs by Level

Undergraduate Program:
Bachelor of Social Work (BSW)

Graduate Programs:
Master of Social Work (MSW)
Doctor of Social Work (DSW)

Mission and Purpose

The Phyllis and Harvey Sandler School of Social Work (Sandler School) is committed to maximizing human potential, alleviating human suffering, enhancing the vitality and caring capacity of communities, and promoting the ideals of a humane and just society. The Sandler School strives to fulfill this mission through education, research, and community engagement, as it educates competent and compassionate social workers as practitioners and leaders for the 21st Century. Graduates from the Sandler School possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

The Sandler School contributes to knowledge-building through theory development and research that foster an understanding of complex systems, inform human capacities for problem solving, and promote effective social work interventions at all system levels. It also initiates community engagement and work in partnership with local, regional, national, and international communities to promote the biological, psychological, social, and spiritual wellbeing of diverse individuals, families, groups, organizations, and communities, and to redress social and economic disparities in society.

Strategic Goals and Action Plans

Goal 1: Establish a clear identity for the School

Establishing a clear identity for the Sandler School is an important and essential means for setting short-term and long-term goals for the School and its use of resources. Currently, the School has a concentration on clinical practice, with clear goals of preparing graduates for clinical practice and licensure in the profession. The Sandler School will build on this identity by also engaging in visioning exercises with the University Advancement team to further refine impact statements that are translatable to potential collaborators and support in the community. In addition, the School will conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) in order to identify what it can build upon, and also explore opportunities to distinguish itself from other Schools and Colleges of Social Work and further its reputation in the local community. This will be a crucial part of the School's strategic planning process during the 2021-2022 academic year.

Goal 2: Infuse Diversity, Equity and Inclusion throughout the Curriculum and School

The Sandler School's Diversity, Equity, and Inclusion (DEI) Action Committee will promote a more inclusive and equitable environment for students, faculty and staff. Members of this team include faculty, instructors, and students. Recognizing the importance of this commitment, the Sandler School will engage a DEI expert to garner knowledge, assess and address the integration of DEI throughout the curriculum, and to serve the Sandler School by making recommendations to the Curriculum Committee and School leadership. The goal is to have social workers prepared to serve oppressed and marginalized populations in our communities at the individual level, requiring an informed clinical lens while also understanding the context of their communities and larger, dominant society. The Sandler School will also focus its DEI efforts on the areas of student development, faculty development, flexible scheduling, recruitment of students and by increasing its presence and relationship with its diverse community of students on FAU's Davie campus.

Goal 3. Diversity of Faculty

The Sandler School will soon embark on several searches for tenure track faculty. In order to increase the diversity of its faculty, the Sandler School is planning a STRIDE (Strategies and Tactics to Improve Diversity and Excellence) training to prepare faculty for potential hiring in the future to improve recruitment strategies. This also supports the goals related to DEI efforts and the focus on student needs, while ensuring that faculty reflect both the student body as well as the populations it serves in South Florida. The Sandler School is also working with the Dean's office and the Provost's officeon implementing hiring policies and practices to make the faculty more diverse and representative of the student body and surrounding communities. Moreover, in Spring 2021, the Dean of the College of Social Work and Criminal Justice submitted a grant with

several other Colleges and Institutes at FAU to engage in a cluster hire of diverse faculties across various units.

Goal 4. Increase Research Support and Infrastructure

The Sandler School is exploring ways to support the research activity of its faculty by partnering with other entities to promote research-related initiatives. For example, the Division of Research has a Sponsored Research Incentive policy designed to reward faculty for sustained external funding. The Sandler School also continues to develop relationships with the Division of Research in which staff members identify specific grant opportunities, based on social work faculty's research interests and expertise, and help facilitate cross-college collaborations.

In addition, the College's Budget and Grant coordinator has constructed a Pre-award Resource Guide for faculty which includes an overview of the Division of Research Sponsored Programs, the grant submission program Novelution, budget guidance, grant-related policies, resource links, and contact information. Our Budget and Grant coordinator and Assistant Dean for Academic and Research Effectiveness also joined Sandler School faculty meetings to build awareness of research supports for grant writing and gain faculty input on research needs. These are important critical steps in developing the research infrastructure in our School.

Goal 5. Review Doctoral Program

Five years after its inauguration, it has been determined that the current doctoral (DSW) program is in need of review. The Sandler School is currently conducting a market need analysis and reviewing the doctoral program curriculum with a goal of identifying ways to provide a better respond to the needs of the students and our community, while offering a more efficient program, such as collaborating with other units to offer programming and/or allowing non-matriculated students to take courses in the doctoral program. Allowing non-matriculated students into courses is also another means of recruitment for students who may pursue their doctoral degree in Social Work at FAU. The Sandler School will also ensure that the focus of the doctoral program will be clearly defined and communicated to foster consistency in students' expectations. Part of this process of ongoing review includes conducting a market need assessment through Hanover (external company) and the gathering of feedback from students, alumni, and community partners, and making curriculum changes to better prepare students to respond to the current employment and market needs of Florida and beyond. It has been noted by the site visitors as well as administrators from the Graduate College at FAU that the doctoral students in the Sandler School are producing a final product that is comparable to a dissertation. It would therefore be advantageous for the School to explore the possibility to convert the DSW into a PhD.