

**College for Design and Social Inquiry
Florida Atlantic University**

**PUBLIC SAFETY ADMINISTRATION PROGRAM
SELF STUDY REPORT**

January 12, 2014

Prepared by

**Khi V. Thai, Director and Professor
School Of Public Administration**

Table of Contents

Section A. Overview of the School of Public Administration	p. 1
Section B. Bachelor of Public Safety Administration Program	p. 5
1. Mission and Purpose	p. 5
2. BPSA Program Link to the State University System (SUS) Strategic Plan	p. 7
3. BPSA Program Link to the FAU Strategic Plan	p. 8
4. Previous BPSA Reviews	p. 10
5. Instruction Design and Foundation	p. 10
6. Faculty and School/BPSA Program Organization Structure	p. 19
7. Faculty Collaboration with Internal and External Partners	p. 32
8. Service / Community Engagement for the School of Public Administration	p. 33
9. Other Program Goals for the School of Public Administration	p. 35
10. Strengths and opportunities that support achievement of program goals	p. 36
11. Weaknesses and threats that impede program progress	p. 37
12. Resource Analysis	p. 38
13. Future Direction	p. 50

A. OVERVIEW OF THE SCHOOL OF PUBLIC ADMINISTRATION

The School of Public Administration offers five degree programs: Ph.D. in Public Administration, Master of Public Administration, Master of Nonprofit Management, Bachelor of Public Management and Bachelor of Public Safety Administration. Our bachelor and master programs provide professional education for leadership and management by offering a broad-based core curriculum that covers the essentials of both leadership and management in social, economic, political, local-national, and increasingly international contexts. The broad-based core curriculum is required of all students and highlights the management and leadership requirements that must be tailored to different types of public organizations in which these administrative functions are performed. The core curriculum is augmented by a set of elective courses. These build upon the core and introduce new intellectual dimensions for the purpose of developing in the student either an interest area focused or a broad-gauged, generalist education. The US News & World Report has ranked the Master of Public Administration program among the top 100 best programs in the country.

However, the Ph.D. degree focuses on scholarship: one pursues this degree in preparation for a career in which scholarly competence with demonstrated capability to conduct significant research is an essential element, and one is conferred the degree only after demonstrating such competence in college work, examinations, and disciplined research. Accordingly, the program includes a substantial amount of formal course work, which requires students to demonstrate the capacity to be a problem-solver in the form of independent research and writing, notably the dissertation. A 2005 article in the Journal of Public Affairs Education examined the 1993 to 2002 faculty and student publication rates in journals associated with the American Society of Public Administration, an organization representing public service disciplines. The study listed the top 22 universities with the most articles in journals. Florida Atlantic University's School of Public Administration ranked sixth with its faculty publications. The study also listed the top eight universities with most student publications, and FAU School of Public Administration tied for the third place. These rankings reflect the top-quality research of faculty and Ph.D. students in the School of Public Administration. If an updated study is conducted now, our SPA and Ph.D. program will be ranked even higher.

The School has shown its leadership in education and research in the field of public administration. Recognizing that government contracting research and education is underdeveloped, it built a partnership in 1999 with the National Institute of Governmental Purchasing, a professional association of North America, to try to professionalize government contacting workforce by creating the Public Procurement Research Center in 2000 (funded annually by NIGP), by launching the Journal of Public Procurement in 2001, the only academic journal in this field at that time, and by initiating the Public Procurement Certificate Program in 2007 with five online courses for procurement practitioners in US and in the entire world.

The September 11 terrorism has led to a major federal government reform: The US Department of Homeland Security was created. Once again, the School took another initiative: offering the bachelor of Public Safety Administration in 2012 to train and educate the workforce in this new national security function of government.

Public corruption became a major problem in local governments in Palm Beach, Broward and Miami counties in the 2000s. Thus, the Public Ethics Academy was created in 2006 offering workshops and training for local government officials in this region.

Then, because of budget constraints during the 2000s, the School did not have money to support its faculty to present papers and to build networks at national conferences. Consequently, in 2007, the National Association of Schools of Public Administration/Affairs, an accreditation agency, approved a re-accreditation application with a condition: annual maintenance report to be submitted about funding for faculty conference participation. The new School director created the International Leadership and Management in 2011. This Institute has brought in moderate net revenues that support faculty conference participation. With this Institute's training revenues, in its April 15, 2013 letter, NASPAA commended the School of Public Administration on its commitment to improvement, and decided that no follow-up was necessary.

As mentioned later in this report, these three research/service units, which are not funded by state money, have helped build the School of Public Administration's reputation in each unit's area of focus.

1. Mission and Purpose of the School of Public Administration

The mission of Florida Atlantic University's School of Public Administration is to provide intellectual, analytical, technical, and practical education to advance the state of knowledge in public administration and to enhance ethical and other public service values within our service region.

While the mission of the School of Public Administration programs has remained substantially the same since its inception, the actual statement of the School mission and its academic degree programs have changed over time to be adaptive and responsive.

1. School of Public Administration Links to the SUS Mission and Goals

The mission of the State University System of Florida is: "To provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society."

As part of one of the SUS public universities, FAU is located in the southeastern part of the state, and School of Public Administration is housed in the College for Design and Social Inquiry. The faculty of the School strives to maintain the highest quality of teaching, research, and public service. The School directly supports the State University System of Florida goals regarding access and production of degrees; meeting statewide professional workforce needs; building world-class academic programs and research capacities; and meeting community needs and fulfilling unique institutional responsibilities.

SUS Goal 1 - Access

The first goal of the State University System (SUS) is to provide access to and production of degrees. The School of Public Administration continues to achieve the goal of access by offering program delivery modalities, which include traditional courses, evening courses, weekend courses, and online/hybrid courses. The variety of courses provides students with the opportunity to complete their academic degree based on their particular time demands, especially the students who are working full time. The federal, state, and institutional financial opportunities have also opened more doors of opportunity disadvantaged minority students. Table 1 shows the increased annual numbers of degrees awarded, headcount enrollments and SCHs, with a headcount enrollment increase of 96.7%, a SCH increase of 88.6% and an awarded degrees increase of 67.9% in the last five years.

With our current headcount enrollment growth, we expect to graduate more students in forthcoming years.

Table 1. Student Access and Production of Degrees (in Numbers)

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Headcount Enrollments	272	315	342	466	535
Semester Credit Hours	4,191	4,867	5,479	7,431	7,906
Degrees Awarded	67	69	65	89	112.5
# of Full-Time Faculty	12	12	12	10.5	10
Faculty/ Student Ratio	1/22.7	1/26.3	1/28.6	1/44.4	1/53.5

SUS Goal 2 - Professional Workforce Development

The second goal of the SUS is to meet statewide professional workforce needs. The School of Public Administration prepares students for careers in government, nonprofit management, and non-governmental organizations. Our students are a mix of professionals currently working in the public and nonprofit sector, individuals working in other sectors desiring to move to the public sector, and younger adults with minimal work experience, who have a passion to make a difference through a rewarding career in public service.

Our School supports the SUS goal of professional workforce development through its emphasis on effective, ethical, and democratic leadership and management in a highly diverse society such as South Florida. We believe that a successful public sector professional should understand, interact with, and operate in a society that is peopled by different races, ethnicities, genders, classes, nationalities, religions, sexual orientations, disabilities, ideologies, and ages. Our service region of South Florida represents perfectly these demographic characteristics.

SUS Goal 3 - World-Class Academic Programs

The third goal of the SUS is building world-class academic programs and research capacity. The faculty strives to achieve this goal by providing relevant and timely courses designed to enhance critical thinking, and develop and reinforce the skills and knowledge necessary for students to serve their communities and improve public service. Research capacity is enhanced through faculty research and scholarship, high volume publications, and through the transmission of the new knowledge in the classroom, thus enhancing the quality of education students receive. We also enhance the critical thinking, research and writing capacity of our undergraduate and graduate students. As mentioned above, our MPA Program is ranked among the top 100 best programs in the nation, and our Ph.D. students' publications tied for the third place in the nation.

SUS Goal 4 - Meeting Community Needs

The fourth SUS goal focuses on meeting community needs and fulfilling unique institutional responsibilities. As reported in Sections C1 to C5, except our Ph.D. program, the School of Public Administration's bachelor and master programs serves education needs in in our region and most students are within the FAU service region.

School Links to FAU Mission and Goals

The mission of Florida Atlantic University is:

“Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.”

While our Master of Nonprofit Management, and Ph.D. of Public Administration programs are offered mainly at the FAU Boca Raton campus, our other three programs (Master of Public Administration, Bachelor of Public Management and Bachelor of Public Safety Administration) are distributed programs as these programs’ courses are currently offered in Boca Raton, Davie, on Friday evenings, and on Saturdays. We also offer a number of distance learning courses (except doctoral level courses), and continue to expand our offerings for non-traditional times during the week by scheduling most courses in evening times to respond to in-service professionals. In addition, as mentioned in Sections D, E and F of this report, the faculty of the School continuously pursues excellence in teaching, research, and service, and engages with our community.

FAU Goal 1 - Enrich the Educational Experience

The School of Public Administration directly supports FAU’s commitment to be a learning-centered community that is committed to continual improvement of the University educational experience. Its faculty is committed to providing students with opportunities to discover, apply, and disseminate knowledge, and to recognize life-long learning as the path to successful public service. The technological advances that have occurred at FAU have provided us with the opportunity to enhance the undergraduate and graduate courses.

FAU Goal 2 - Inspire Research, Scholarship and Creative Activity

The faculty in SPA are active research scholars and earn high marks from students in terms of teaching. These accomplishments address FAU’s goal to provide a vibrant academic experience for students. We inspire our graduate students, particularly our doctoral students, to complete their own research, scholarship, and creative activity by working on directed independent projects, and engage in serious research projects with faculty. This has resulted in joint faculty-student publications, a mentoring process that has paid off significantly over years.

FAU Goal 3 - Increase FAU's Community Engagement

A major component of any Public Administration degree granting institution is engagement with the community. SPA is no different. Our faculty is often a force for positive change through community outreach, working with a number of community groups to address real-world problems, and working on a number of projects addressing specific needs of communities across the seven-county service region. Moreover, our faculty continues to be engaged with various intellectual and scholarly communities through serving on editorial boards, editing a number of nationally and internationally recognized journals, coordinating international conferences, organizing and chairing panels, and presenting papers at various national and international conferences; they are also engaged with FAU community by serving on School, College, and University curriculum and governance committees, as well as on various community commissions. Currently two of our faculty members serve as editors in chief of five refereed international journals. Further, some of our faculty members serve as frequently invited keynote speakers to various international conferences, representing FAU, promoting its goals, and helping bring opportunities—both financially and culturally—back to FAU in the forms of consulting, research, and collaborative projects (See Section F for more detailed information).

FAU Goal 4 - Leverage momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources

Over the last several years, FAU has witnessed substantial resource cuts. Therefore, resources in the College and in SPA have been reduced. This has resulted in a number of difficult decisions. However, even under these trying times, the faculty of SPA has been “doing more with less.” In fact our overall enrollments have grown to new heights, research productivity and community outreach have been steadily increasing, and student engagement in the community continues to grow. Therefore, the School of Public Administration has contributed to FAU’s goal of being good stewards of all of our resources.

Section B. BACHELOR OF PUBLIC SAFETY ADMINISTRATION PROGRAM

Program:	Bachelor of Public Safety Administration
Program Director/ Coordinator Name:	Mr. Richard Mangan
Program Self-Study Contact:	Mr. Richard Mangan
Self-Study Contact Email:	rmangan@fau.edu
Self-Study Contact Phone Number:	561-297-2330

The Bachelor of Public Safety Administration Program was created in 2012. It is a truly interdisciplinary academic degree program with core courses from the School of Architecture, the School of Criminology and Criminal Justice, the School of Social Work, and the School of Urban and Regional Planning. Thus, there are not sufficient or meaningful data for this report. Thus, this program is not under review at this time.

1. Mission and Purpose of the Bachelor of Public Safety Administration Program

1.1. Mission

The Bachelor of Public Safety Administration (BPSA) is an undergraduate degree program for South Florida professionals and pre-professionals interested in policing, fire, and emergency response administration. The program has 24 credit hours in the core, with 57 total credit hours.

The Bachelor of Public Safety Administration supports the current FAU mission of serving the diverse and unique needs of the South Florida community within its multi campus structure. Specially, this program focuses on promoting academic, personal and professional development of public service professionals not necessarily interested in the Bachelor of Public Management or Criminology and Criminal Justice undergraduate degrees, but who still desire the quality education that could only be provided by FAU in the area.

1.2. Purpose

The overall purpose is to provide: (1) a professional/ pre-professional degree program for students that might eventually continue to graduate school for advancement, etc.; (2) provides an outlet to train various public safety professionals outside the existing Criminology and Criminal Justice program; (3) provides an ‘umbrella degree’ for a cross section of FAU students to ensure student success. Graduating students from the program will have improved opportunities in the fire, police, homeland security workforce (airports, seaports, etc.), and emergency management fields throughout South Florida.

1.3. Program Goals

Students will acquire a foundation of theoretical knowledge, evidence-based practices, implementation strategies and professional values necessary to succeed in the field of public safety either as practitioners, policy-makers or researchers. Coursework focuses on understanding the role and function of law enforcement/corrections, fire-rescue and emergency management in the field of public safety administration. In addition to the substantive focus on the role and function of the various elements working in public safety, coursework also addresses such critical contemporary issues such as progressive leadership, organizational culture, and an examination of ethical considerations.

Because of the interdisciplinary nature of this degree program, with core courses offered by three of the five schools within the college, the program enhances the strengths and collaborative efforts within the College for Design and Social Inquiry by enhancing a number of the informal relationships that have existed for years within it. It allows for the achievement of certain economies of scale by affording teaching opportunities to faculty currently interested in the topics, it builds inter school collegiality, and creates a mutually supportive environment that enhances access to the unique skill set present in the college. The purpose of the program is to prepare well-informed and highly-qualified graduates who can effectively:

- Apply their knowledge of theory, evaluation research, evidence-based practices and implementation strategies to promote both their personal ambitions and the progressive advancement of public safety in the United States.
- Serve as practitioners, future leaders, administrators, managers, policy-makers, evaluators and research analysts in the field of public safety administration.
- Contribute to the development of research, the implementation of policies and the evaluation of programs designed to advance the knowledge and practice in the field of public safety.
- Be academically equipped for advance studies in the various fields and specializations of public safety.

The following are specific goals for the BPSA program to achieve this:

Goal 1: Enrollment Growth

This goal concerns the increase in the number of students in the program. The program was offered for the first time in fall, 2011 and because it was a completely new degree offering with the School of Public Administration, enrollment was minimal. As of fall, 2013, we currently have a total of 84 students enrolled in the program, and enrollment growth continues to be a goal for the program.

Assessment

- Increase in SCH and FTE
- Increase in graduates

Strategies

- Recruitment of FAU undergraduate students and of local public safety professionals.
- Recruitment of students with AA degrees in criminal justice and fire science from local state colleges

- Recruitment of students with AS degrees in criminal justice and fire science from Broward College as we currently have an Articulation Agreement in place for both criminal justice and fire science for the AS degree
- Increase frequency of key course offerings
- Provide consistent scheduling of courses
- Continue to insure that core courses are offered both on-line and in the classroom to meet the needs of modern students and professionals working in the field of public safety.

Goal 2: Insure that BPSA graduates are fully prepared to enter the field of public safety administration.

The degree program offers students the opportunity to select several specializations or tracks, depending upon their interests and professional goals. Because of the interdisciplinary nature of the program, students may elect the law enforcement/corrections track, the fire/rescue track or the emergency management track. Public Administration faculty has approved an additional specialization of cyber security which should have a significant interest to a wide variety of students.

Assessment

- Examinations for a number of the core courses are being developed by faculty in each of the schools that have core course responsibility and will be administered to BPSA students scheduled to graduate at the end of each semester.
- Communication with post BPSA graduates to determine what types of positions in public safety they have obtained, or for those who were already working in the field, whether the BPSA degree was instrumental in career advancement.

Strategies

- Dramatically increase the number of students enrolled in the field experience (internship) course in all specializations/tracks of the BPSA program
- Obtain feedback from graduates as well as from public safety agencies regarding how prepared BPSA graduates were for the various work positions.
- Request suggestions from agencies and BPSA graduates as to how the program could be improved to better serve the needs of the individuals and the field of public safety.

Goal 3: Provide degrees that will directly fulfill statewide professional and workforce needs (Service/Community Engagement)

BPSA students will receive degrees directly related to the statewide professional and workforce needs and the requirements of community and unique institutional responsibilities. Additionally, BPSA graduates will increase the university's visibility by filling the vital positions related to homeland security and public safety.

Assessment

- Canvass public safety agencies within the service area of the university to determine their employment needs and requirements.
- Address the possibility of increasing or modifying current degree specializations if they are not properly addressing professional and workforce needs.

Strategies

- Establish a Public Safety Administration alumni program so that we are better able to maintain contact with graduates and monitor their careers
- Establish liaisons with public safety related agencies to better assess their needs and requirements.
- Encourage students to enroll in an internship with a public safety agency in which they have a potential career interest.

Goal 4: Plan for Development of a Masters Program

The Baccalaureate degree is instrumental in obtaining positions in public safety at all levels of government, but career advance in most agencies is significantly enhanced by employees possessing a graduate degree. Once the BPSA has had program changes implemented for several years, enrollment is stabilized and faculty resources are adequate, a Master of Public Safety Administration program should be established. Just as there is no other public safety administration Baccalaureate program in South Florida, there is also no other graduate program in the service area. There should clearly be a market for such a program.

Assessment

- Determination of the potential of a public safety administration graduate program in terms of resources and student market.
- Obtain administrative commitment of necessary resources
- Development of the program plan

Strategies

- Canvas existing public safety agencies and programs in the FAU service area to gauge interest of employees with Baccalaureate degrees desiring to obtain a graduate degree
- Market a graduate program to BPSA undergraduate majors
- Market a graduate program through media outlets in the FAU service area

2. BPSA Program Link to the State University System (SUS) Strategic Plan

SUS Goal 1. Access

The first goal of the State University System (SUS) is to provide access to and production of degrees. The BPSA program continues to achieve the goal of access by offering program delivery modalities which include traditional day-time courses, evening courses, weekend courses, and on-line courses. The variety of course offerings provides students the opportunity to complete their BPSA degree based on their particular time demands – such as those in-service students currently working in government.

Although the number of degree seeking students in the program has declined over the last year, we still continue to produce a number of degrees. In 2012-2013 there were 30 degrees awarded, 2011-2012 there were 48, and in 2010-2011 there were 27.5 (one student was a double major) degrees awarded, for a total of 105.5 degrees awarded. In contrast to the number of degrees being granted, we have witnessed a rather significant increase in the number of students taking our BPSA courses. In 2009-2010 we had 1,031 students taking our classes, in 2010-2011 we had 1,276 students, in

2011-2012 we had 1,381, and in 2012-2013 we had 1,440 – representing a 40% growth in student access to courses.

SUS Goal 2. Professional Workforce Development

The second goal of the SUS is to meet statewide professional workforce needs. The accomplishment of this goal can be achieved in a host of ways. The BPSA program prepares students for careers in government, nonprofit management, and non-governmental organizations. Our students are a mix of paraprofessionals currently working in the public sector, individuals working in other sectors desiring to move to the public sector, and young adults with minimal work experience, who have a passion to make a difference through a rewarding career in public service.

Although we are not directly responsible for educating future police officers (one of the State's identified needs), a number of BPSA students are employed in public safety occupations or attain such jobs once they graduate. Further, our students may have an indirect effect on workforce development – they become administrators of various community economic development agencies that aide the unemployed in getting the necessary training to become employable.

SUS Goal 3. World-Class Academic Programs

The third goal of the SUS is building world-class academic programs and research capacity. Our BPSA program strives to achieve this goal by providing relevant and timely courses designed to enhance critical thinking, and develop and reinforce the skills and knowledge necessary for students to both serve their communities and improve public service. A critical strength of the BPSA lies in the faculty's establishment of and attentiveness to pedagogical goals. These pedagogical goals are reflected in the curriculum and the program's ability to meet community needs. Our student body comes from many nations, and most of our students are interested in serving government and non-profit organizations here and elsewhere.

Research capacity is enhanced through faculty research and scholarship, and through the transmission of this new knowledge in the classroom, thus enhancing the quality of education students receive. Further, undergraduate students, such as those in the BPSA now, have opportunities to further develop their research skills, through the university's Quality Enhancement Plan, designed to expand a culture of undergraduate research at FAU.

SUS Goal 4. Meeting Community Needs

The fourth SUS goal focuses on meeting community needs and fulfilling unique institutional responsibilities. One way that the BPSA program meets community needs is through the internship course. Students completing their internship in a local government or non-profit organization are required to conduct a number of projects during the semester. One of the projects requires students to coordinate with their internship provider to complete a research project that is not directly related to their daily work assignment. Projects range from conducting program reviews for specific agencies, to developing strategic plans for an entire organization.

3. BPSA Program Link to the FAU Mission

The mission of Florida Atlantic University is: “Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.”

The BPSA program is a distributed program (both in terms of campuses and pedagogy). We currently offer courses in Boca, Davie, on Friday evenings, and on Saturdays. We also offer a number of distance learning courses, and continue to expand our offerings for non-traditional times during the week. Although a number of our students are pre-service students, we still have a number of in-service students seeking our degree. To meet the diverse needs of these two populations, courses are offered in alternative formats. Approximately 45 percent of our courses are offered in the evening, weekends, and through distance learning modalities. This allows our diverse student body to earn their degree while facilitating their various lifestyles.

FAU Goal 1. Enrich the Educational Experience

The BPSA program directly supports FAU's commitment to be a learning-centered community that is committed to continual improvement of the University educational experience.

FAU Goal 2. Inspire Research, Scholarship and Creative Activity

The faculty in SPA, and the various instructors in the BPSA program, continue to be active research scholars and earn high marks from students in terms of teaching. These accomplishments address FAU's goal to provide a vibrant academic experiences for students. Our faculty rank among the most productive faculties in public administration, and our Ph.D. students who teach in our BPSA program have been ranked among the highest in research productivity nation-wide. In addition, the faculty, students, and staff of SPA have been actively engaged in serving the student body by participating in various learning communities, providing mentorship to troubled students, and fostering academic growth by participating in the QEP program.

FAU Goal 3. Increase FAU's Community Engagement

See Section A above

FAU Goal 4. Leverage momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources.

See Section A above

4. Previous BPSA Reviews: Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program

The Bachelor of Public Safety Administration (BPSA) program is only 2-year old, and thus no external review has been conducted. However, after a year of its existence, the BPSA Committee discussed substantive issues facing the program. For example, in the process of reviewing and updating its curriculum, the Committee recommended to the SPA faculty that the Capstone course be added to the required courses for graduation.

5. Instruction Design and Foundation

The category of instruction covers a host of substantive issues regarding the assessment of the BPSA program. Some of the major areas addressed in this report include instruction quality, curriculum development, advising, retention, job placement and placement in graduate schools of our students.

5.1. Review of Part I of Departmental Dashboard Indicators

Although the BPSA program new, the BPSA Committee has continually monitored student achievement regarding the identified goals of the program. We use the Dashboard process consistent with FAU policy regarding IEA assessment protocols. More importantly, the Committee reviews the indicators posted in Dashboard that suggests that overall the BPSA program has been successful in achieving the defined student learning outcomes.

5.2. Establishment of goals for student learning and 3.3. Assessment of how well students are achieving expected learning outcomes

The following are the expected student learning outcomes and assessment of how well students are achieving expected learning outcomes.

5.2.1. Learning Outcome 1 and Assessment

BPSA graduates will learn about the various related fields of public safety administration which function primarily in federal, state, county and local governments.

FAU Strategic Plan Related Goals & Objectives

- Goal 1(all objectives): Providing Increased Access to Higher Education
- Goal 1, Objective 1: Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts
- Goal 2(all objectives): Meeting Statewide Professional and Workforce Needs
- Goal 2, Objective 2: Review effectiveness of academic advisement and career planning services provided to undergraduate and graduate students and make recommendations for improvement and integration
- Goal 2, Objective 3: Identify and implement financial assistance programs to increase enrollment in critical workforce needs areas
- Goal 2, Objective 5: Prepare Florida Atlantic University students to transition competitively into the workforce through partnerships with business and industry

Implementing Strategy

Students in this program will be exposed to a curriculum which is very interdisciplinary, with course offerings in Social Work, Criminology and Criminal justice, Urban & Regional Planning and Public Administration. In addition, Internships are encouraged so that students gain practical knowledge after gaining basic theory in the public safety concepts, process, and structure. Students graduating with the BPSA degree should be able to:

1. Understand the organizational structure, functions and responsibilities of public safety related agencies operating at various government levels in the United States.
2. Obtain a level of expertise related to the BPSA specialization/track upon which the student has focused.
3. Establish a relationship with a particular public safety agency, possibly through the participation of an internship, in which the student feels would be a possible career choice.

Assessment Method

Faculty from schools in CDSI responsible for the delivery of core BPSA courses will development examinations relating to those courses and will administer them to graduating seniors at the end of their last semester at FAU.

Criterion for Success

- 80% or more of the students will demonstrate that they have an understanding of the administrative structures, functions and responsibilities found in public safety organizations and agencies

Improvement Plan

- Increase the number of students enrolled in the field experience (internship) course
- Due to the very few graduates at this early stage of the degree program (single digits each semester) we have not been able to administer assessment exams. Beginning with the fall 2013 semester, we shall begin to do this.

5.2.2. Learning Outcome 2 and Assessment

BPSA Graduates will be able to competently communicate and discuss various theories and core concepts used in the field of public safety administration, orally and in writing.

FAU Strategic Plan Related Goals and Objectives

- Goal 1(all objectives): Providing Increased Access to Higher Education
- Goal 1, Objective 10: Award graduate and undergraduate degrees in targeted and non-targeted areas consistent with Board of Trustees-approved Board of Governors Accountability Targets.
- Goal 2 (all objectives): Meeting Statewide Professional and Workforce needs.
- Goal 2, Objective 5: Prepare Florida Atlantic University students to transition competitively into the workforce through partnerships with business and industry.

Implementation Strategy

All of the core courses in this degree program have strong written assignment elements. Course enrollments are not so overwhelming as to prohibit this element and all on-line core courses are very writing assignment orientated. Faculty teaching core courses will be encouraged to implement writing assignments.

Assessment Method

Written communication skills will be measured by:

- 1) the ability to write a 3-page report about a case study that incorporates an introduction, body or text, and a conclusion;
- 2) the ability to summarize the case study; and
- 3) the ability to make recommendations based on the case study.

Criterion for Success

- 75% or more of the students will demonstrate that they have the necessary writing skills for the field of public safety.

Program Improvement

- Due to the very few graduates at this early stage of the degree program (single digits each semester) we have not been able to administer assessment exams, including writing examination. Beginning with the fall 2013 semester, we shall begin to do this.
- Develop faculty committees to evaluate written report submission so that the responsibility and work does not fall just on a few faculty members.

5.2.3. Learning Outcome 3 and Assessment

BPSA graduates will agree or strongly agree that the program has enhanced their career objectives.

5.3. FAU Strategic Plan Related Goals and Objectives

Goal 1 (all objectives): Meeting Statewide Professional and Workforce Needs

Goal 2, Provide a point for community contact that will serve as a clearinghouse for University outreach initiatives that satisfy community needs and unique institutional responsibilities

Goal 3, Engage students, faculty and staff in service activities that mutually benefit the University and the community

Goal 4: Increase the University's Visibility

- Objective 1: Showcase University accomplishments externally to local, regional, national and international audiences
- Objective 2: Communicate the University's identity and messages to the public with one consistent voice

Implementing Strategy

Recent graduates will be solicited to provide information about how the degree has enhanced their career choices and opportunities.

Assessment Method

A survey of the students who graduate for example in the 2012-2013 school year will be conducted in Spring 2014 in which they will be asked to respond to questions regarding career objectives and opportunities.

Criterion for Success

- 60% will agree or strongly agree that their degree has met or enhanced their career objectives and opportunities.

Program Improvement

- Maintain better records of graduated students to be able to track them after graduation
- Contact graduates every six months to update contact information for survey
- Develop new and additional questions for survey instrument

- Use survey feedback to make program improvements

5.4. Description of how results of assessments are used for continuous program improvement

As the BPSA program is new, we will:

- Maintain better records of graduated students to be able to track them after graduation
- Contact graduates every six months to update contact information for survey
- Develop new and additional questions for survey instrument
- Use survey feedback to make program improvements

5.5. For baccalaureate programs, review of lower level prerequisite courses to insure that the program is in compliance with State-approved prerequisites

The Bachelor of Public Safety Administration requires 60 credit hours, including 18 credits in core requirements, 12 credits in one of three specializations, and 30 credits in electives as follows:

5.5.1. Required core courses

Students must complete 18 credits (or 6 courses) with a “C” or better from the list below:

1. Public Management and Administration (PAD 3003) 3 credits
2. Organizational Behavior and Administrative Communication (PAD 3104) 3 credits
3. Criminal Justice Systems (CCJ 3024) 3 credits or Human Behavior and Social Environment I (SOW 4101) 3 credits
4. Ethics and the Justice System (CCJ 4054) 3 credits or Administrative Process and Ethics (PAD 4604) 3 credits
5. Managing for Excellence in the Public and Nonprofit Sectors (PAD 4332) 3 credits
6. Minority Issues in Social Work (SOW 4620) 3 credits

5.5.2. Specializations

Students select one of the three specializations from the list below:

5.5.2.1. Law Enforcement/Corrections Specialization: Students select 12 credit hours (or 4 courses) with a C or better from list below:

1. Corrections (CJC 4310) 3 credits
2. Crime in the Schools (CCJ 3660) 3 credits
3. Organized Crime and the Business of Drugs (CCJ 4642) 3 credits
4. White Collar Crime (CCJ 4644) 3 credits
5. Policing in America (CJE 4352) 3 credits
6. Crime Analysis (CJE 4663) 3 credits
7. Criminal Justice Management (CCJ 4450) 3 credits
8. Fundamentals of Criminal Investigation (CJE 4610) 3 credits
9. Juvenile Justice Administration (CJJ 4010) 3 credits
10. Field Experience (Internship) (CCJ 4940) 3 credits
11. Terrorism (DSC 4012) 3 credits
12. Crime Prevention (CJE 4444) 3 credits
13. Studying Violence (CCJ 4623) 3 credits

5.5.2.2. Emergency Management Specialization: Students select 12 credit hours (or 4 courses) with a “C” or better from list below:

1. Sustainable Cities (URP 4403) 3 credits

2. Designing Safer Communities with CPTED (ARC 4384) 3 credits
3. Multiagency Incident Command (FES 3803) 3 credits
4. Introduction to Visual Planning Technology (URP 4254) 3 credits
5. Government Internship (PAD 4941) 3 credits

5.5.2.3. Fire Safety: Students select 12 credit hours (or 4 courses) with a C or better from list below:

1. Advanced Fire Administration (FES 3015) 3 credits (Required)
2. Fire and Emergency Services Public Policy (FES 3003) 3 credits
3. Personnel and Labor Relations in Fire Administration (FES 3045) 3 credits
4. Analytical Approaches in Fire Administration (FES 3780) 3 credits
5. Multiagency Incident Command (FES 3803) 3 credits
6. Government Internship (PAD 4941) 3 credits

5.5.3. Free Electives

The remaining 30 required credits (or 10 courses) are free electives available for students to customize their educational experience. Students are strongly encouraged to select electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Of the 30 elective credits, at least 15 credits must be upper division courses (3000 or higher). The choice of free electives is a personal decision. However, the College for Design and Social Inquiry encourages consultation with the student's academic advisor to ensure the process runs smoothly. Credits from this area may be used to satisfy deficiencies in general education requirements within limits imposed by College or University policies.

5.6. Curriculum Comparison

There are nominally similar, yet inferior programs being offered at one of the former community colleges in our service area. The "for-profit", on-line schools (Capella, Kaplan, Lewes University) are even more of a problem for students looking for a public safety program. There are literally dozens of them offering various types of public safety degree programs and are now under the gun from the federal government for making false placement statements, for failure to repay student loans, etc. These issues, coupled with extremely high tuition costs, do more of a disservice to potential students and make our program even more important and relevant.

5.7. For limited access programs, review of whether such status is still warranted

The BPSA program is open to all students who meet the admission requirements of the University, satisfy the prerequisites, and earn a C grade or better in all required courses.

5.8. Admissions criteria

In order to be admitted into the BPM program, students must satisfy the general admission criteria of FAU (<http://www.fau.edu/admissions/freshmanreq.php>) for both transfer and four-year students. Students beginning their freshman program (students with fewer than 30 College or University credit hours) at FAU must follow the FAU "Native Student" guidelines in the catalog. Students admitted with significant college credit must meet the criteria of the catalog for transfer students. Students transferring into the BPM from other FAU majors must have a FAU GPA of 2.0 or greater.

The FAU general admission requirements are as follow:

High School GPA 3.0
SAT Scores:

Reading	460
Math	460
Critical Writing	440
ACT Scores:	
Reading	19
Math	19
English/Writing	18

5.9. Enrollment information (headcount and SCH production)

The table below provides data on the BPSA programs majors enrolled from 2012-2012.

Table 4.1 Majors Enrolled in BPSA Program

	2011-2012	2012-2013
Majors Enrolled	19	73
SCHs*	Not available	Not available

As BPSA students take courses offered for other schools' programs, there are no available data about SCH production.

5.10 Average class size and faculty/student ratio

As the BPSA is a truly interdisciplinary program, no data about class size and faculty/student ration can be found at the IEA website.

5.11. Description of internships

The BPSA offers internships as a three credit elective course for each of the specializations/tracks within the degree program. Internship opportunities are available in various police departments, sheriff's' offices, correction facilities, probation and parole offices, juvenile justice agencies as well as Public Defenders and State Attorneys Offices. For students focusing on Law Enforcement/Corrections, we offer CCJ-4940, Field Experience. Students pursuing Fire-Rescue and Emergency Management have the opportunity to take PAD-4941, Government Internship. As of the current semester, there have been six BPSA students enrolled in CCJ-4940, all in law enforcement related agencies. We have yet to have any BPSA majors enrolled in PAD-4941. The Internship Program requires students to be second semester juniors or seniors, and since the program is just over two years old, many students who have elected this major have not yet reach eligibility for this course. This will change quickly within the next academic year. The college advising office as well as faculty strongly encourages students to participate in an Internship.

5.12. Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)

Due to the work schedules of many potential candidates as well as actual students who are involved with law enforcement and fire-rescue, the degree program was designed to be available both in the classroom as well as completely on-line. As of now, all core courses are available on-line and many of the electives are as well.

5.13. Scope of institutional contributions

The BPSA program is one of very field programs serving a growing workforce in public safety. Thus, it will help professionalize the workforce in the field. Moreover, As the BPSA program offers a fire service specialization completely online, it provides education access to public safety professionals in the State of Florida, not only in the FAU service region. As all firemen and emergency professionals including firemen do not have a fixed working schedule, it is impossible for them to get college degrees. With this online option, they will be able to gain knowledge in this field.

5.14. Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships, and recruitment strategies

The following table provides information on BPM student diversity and general demographics.

Table 5.2 BPSA Student Diversity

	20101-2012	2012-2013
Total Enrollments	19	73
Student Ethnicity/Race		
Asian	1	1
Black or African American	4	24
Hispanic or Latino	3	10
Two or more races/ethnicities	0	1
White	11	36
American Indian	0	1
Student Gender		
Female	10	25
Male	9	48

5.16. Recruitment

Recruitment strategy has included the establishment of two Articulation Agreements with Broward State College to permit students who are graduating from there with an AS degree in criminal justice and fire science to be admitted to the FAU BPSA program. Additionally extensive advertising of the BPSA program in the *Sun-Sentinel* newspaper along with the printing of one thousand program brochures initiated the news regarding the establishment of the degree program.

Efforts have also been made with the assistance of the Office of Admissions to advise newly admitted students about the existence of the program. The degree program coordinator and the school director have also made on site visits to law enforcement and fire-rescue agencies in the FAU service areas promoting the program.

5.17. Advising procedures

Advising plays a pivotal role in three key areas: initial student contact/application, matriculation, and enrollment management. Advisors have the responsibility of guiding prospective and matriculated students from the point of program interest to admission through graduation, and manage all student documents during these processes.

At both the undergraduate and graduate levels, the College for Design and Social Inquiry divides its advising functions between professional/staff advisors and faculty advisors. The professional advisors are responsible for knowledge and implementation of University, College and program policies and procedures, assisting students with course selections and timely progression towards degree completion. On the other hand, faculty advisors, mostly in the person of the Program Coordinator, assist students with more detailed course and career information relative to the major. These coordinators also review, approve or deny students' requests for specific program changes that are policy exceptions and must be petitioned. Advisors and Program Coordinators meet periodically to discuss and review policies and procedures pertinent to effective coordination and student success.

The basic duty of undergraduate advisors is to inform students of courses and requirements necessary for graduation. This is done through an advising appointment. Advisors develop program sheets detailing course requirements as stipulated by type of entry (e.g., first time in College, transfer) and major for all students as a part of the advising appointment. Program sheets record previous, current, and planned courses by semester with each grade earned and advisor comments, e.g., discussion notes. Students are given their Program Sheets; not the comments page. These program sheets are reviewed with each student and future course plans are updated or modified at each advising appointment.

Undergraduate advisors also handle petitions (in consultation with the Program Coordinator, or with the College's Petition Committee, which includes a faculty member), general questions from students about University policies and procedures, such as late adds, fee petitions, grade forgiveness, and graduate certification. Advisors also refer students to appropriate University offices for other services as a given need is discovered. Examples of such offices include financial, counseling center, other Colleges' advising centers for questions regarding other majors and minors.

Advisors also play a central role in the College's retention efforts through the Designed Student Intervention Program (DSIP) that provides more specific intensive advising for students whose grade point averages indicate either current academic difficulty (i.e., probationary status) or potential difficulty. Students in academic difficulty have registration holds placed on them that are only removed after the required advising appointment is kept. Another retention effort is that of overseeing the reinstatement process, which includes receiving and reviewing supporting documents, interviewing and making recommendations on students seeking reinstatement to the College. Advisors serve on the Reinstatement Committee that also includes the Program Coordinator of the previously dismissed student's major who is seeking to return to the College or University. This committee deliberates and submits its recommendation to approve or deny reinstatement requests to the University's Office of Admissions, which has the final decision. Reinstated students are given a structured program plan and must meet with the Associate Dean during their first semester of reentry and thereafter if necessary.

Advisors seek to create relationships with students to facilitate a more positive and productive advising and matriculation experience.

During registration for the final semester, students who intend to graduate submit their Application for Degree form to the advisor. The advisor performs a degree audit and notifies the student of their graduation status and deficiencies. Upon completion of this semester, the advisor performs the graduation certification, reviewing term grades for degree completion. Successful degree completion closes the student's advising file.

5.18. Retention rates

The BPSA program is too new for us to produce meaningful data.

5.19. Licensure rates (if applicable)

N/A

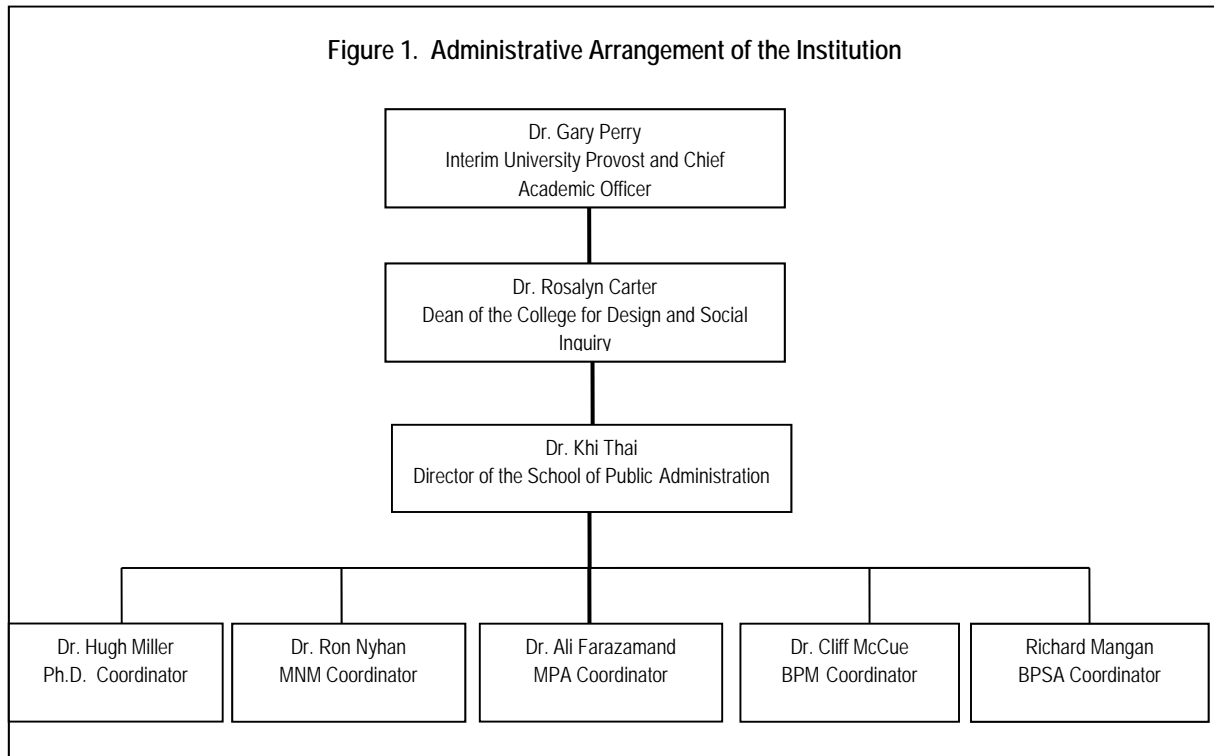
5.20. Placement rates/employment profile

The BPSA program is too new for us to produce meaningful data.

6. Faculty and School/BPSA Program Organization Structure

6. 1. Administrative structure of the School of Public Administration

Figure 1 illustrates the academic administrative structure of the School of Public Administration, which is one of five schools within the College for Design and Social Inquiry. The head of academic affairs is the Provost and Chief Academic Affairs. All programs are recognized as a free-standing degree program within the School of Public Administration. Each degree program operates under the direction of the Program Committee and coordinator, the School of Public Administration director and faculty, dean of the College for Design and Social Inquiry, and under the policies and procedures of the University.



The program coordinators are responsible for the direct and day-to-day operation of his respective degree program. All substantive changes or policy changes (changes involving curriculum, degree requirements, etc.) affecting a program are voted on first by its respective Program Committee and then by the entire SPA faculty. All SPA faculty members teach in all degree programs offered by the school. The SPA director sits as an ex-officio member of the each Program Committee. Course schedules and faculty assignments are determined by the school director in consultation with the program coordinators, and with the approval of the dean of the college and appropriate university officials.

6.2. Faculty Profile

The School of Public Administration (SPA) currently consists of 11 individuals (which does not include the CDSI Dean, who is also a public administration faculty member), as reported by IEA. SPA tenure-track faculty members are required to have earned doctorates as terminal degrees (See Table 6.1 for list of fulltime faculty degrees). The core faculty has doctorates in public administration/policy, and political science.

Table 6.1. Full-time FAU SPA Faculty, 2013-2014

Faculty Name	Rank	Degree	Field
Ben-Zadok, Efraim	Professor	Ph.D.	Public administration & public policy
Farazmand, Ali	Professor	Ph.D.	Public administration
Leip, Leslie	Associate professor	Ph.D.	Political science
Liu, Gao	Assistant professor	Ph.D.	Public administration
McCue, Cliff	Associate professor	Ph.D.	Public administration
Miller, Hugh	Professor, CDSI Associate Dean	Ph.D.	Public administration
Nyhan, Ron	Associate professor	Ph.D.	Public administration
Patterson, Patricia	Associate professor	Ph.D.	Public administration
Sapat, Alka	Associate professor	Ph.D.	Political science
Sementelli, Art	Associate professor	Ph.D.	Urban affairs
Thai, Khi	Professor, SPA Director	Ph.D.	Public administration

Table 6.2 shows the total number of faculty in the School of Public Administration during the past four academic years, excluding Dr. Rosalyn Carter, Dean of the College for Design and Social Inquiry, who is a full-time administrator.

Table 6.2. Public Administration Faculty

	2010-2011	2011-2012	2012-2013	2013-2014
Tenured and tenure-earning faculty (professors, associate professors, assistant professors)	12	11	11	11
Adjunct faculty	6	11	12	6

Source: IAE.

The diversity information only for the full-time faculty for this academic year is shown in Table 6.2, and Table 6.3 lists diversity information for full-time and adjunct faculty during the past three years. Most races/ethnic groups are represented, but no faculty member is Hispanic or American Indian.

Table 6.3. Race/Ethnicity of Public Administration Full-Time Faculty, 2012-2013

Full-time Faculty Diversity	Full-time Males	Full-time Females	Total
Black or African American, non-Hispanic	0	2*	2*
American Indian or Alaska Native, non-Hispanic/Latino	0	0	0
Asian, non Hispanic/Latino	2	1	3
Hispanic/Latino	0	0	0
White, non-Hispanic/Latino	5	2	7
Nonresident alien	1	0	1
Total	8	5	13

Notes: These faculty members are full-time administrators (Dean and Associate Dean). Thus, there are different totals between Tables 6.2 and 6.3.

Table 6.4. Race of Public Administration Full-Time Faculty and Adjuncts by Year

Full-time Faculty & Adjuncts		2010-2011	2011-2012	2012-2013
American Indian/Alaskan Native	<i>Female</i>	0	0	0
	<i>Male</i>	0	0	0
Asian or Pacific Islander	<i>Female</i>	1	1	1
	<i>Male</i>	1	3	2
Black (Not of Hispanic Origin)	<i>Female</i>	2	2	2
	<i>Male</i>	0	0	1
Hispanic	<i>Female</i>	0	0	0
	<i>Male</i>	0	0	0
White (Not of Hispanic Origin)	<i>Female</i>	5	4	4
	<i>Male</i>	12	15	17

6.3. Faculty teaching load and methods of calculation

SPA faculty has a 12-credit requirement each semester. We use a specific formula to calculate the workload (teaching, research, service) of each faculty member. A 3-credit hour allocation for research per semester and a 1.5 credit allocation for service are provided to each faculty member. Faculty teaching load is on the performance basis: A refereed article is expected from 3-credit-hour allocation for research, and 80-hours are expected from 1.5-credit-hour allocation for service. In general, PA faculty have worked more than 12-credit hours as some of their involvements in the Ph.D. program, for examples, preparing and reading comprehensive exams, and serving on qualifying papers are excluded from the 12-credit-hour calculations.

6.4. Summary of faculty scholarship and research productivity, including grants and publications

In general, the School of Public Administration faculty are very productive in scholarly research. Two faculty members have over 100 publications. The following table shows the research and scholarly productivity for the full-time SPA faculty. The publishing productivity has remained stable during the past four years. Due to budget restraints, the attendance at conferences has decreased.

Table 6.5. Research/Scholarly Productivity for Full-Time Public Administration Faculty by Year

	Number of Publications/Presentations/Grants			
	2009-2010	2010-2011	2011-2012	2012-2013
Books (including monographs & compositions)	3	3	3	3
Other peer-reviewed publications	19	10	25	25
All other publications	20	18	9	11
Presentations at professional meetings or conferences	27	30	22	10
Grant Proposals Submitted	1	2	6	0
Sponsored Research & Program Expenditures:				
Organized Research	-	\$14,501	\$12,784	-
Sponsored Instruction	-	\$119,133	\$26,797	-

6.5. Strategic planning for hires

In general, offering five academic degree programs, including a large Ph.D. program (which requires more faculty efforts and which has low enrollment courses), the School of Public Administration does not have enough faculty to teach all programs. As mentioned above, as we have tried to meet a minimum requirement from the MPA Accreditation agency (The National Association of Schools of Public Administration/Affairs or NASPAA), almost all full-time faculty members taught graduate courses in 2012-2013 and 2013-2014. NASPAA requires at least a nucleus of 5 faculty members. Thus, the remaining 6 of 11 faculty members are for the remaining 4 academic degree programs.

Currently, our Master of Nonprofit Management program is managed and taught by only one faculty member, Dr. Ron Nyhan.

Of 26 undergraduate courses in fall 2013, only 5 courses were taught by our 3 faculty members, particularly 2 of those courses were taught as e-Learning overload. As the State University System is focusing on undergraduate programs, having 19.2% undergraduate courses taught and having 3 faculty members teach in two bachelor degree programs are not a good way to attract students to these programs.

Of the 11 faculty members, four faculty members as program coordinators, get 1.5-credit hours for program administration, one faculty member, as the School director gets 6-credit hours for being School directorship, and another faculty member gets 6-credit hours for being College associate dean.

In the AY 2013-14, with its current enrollment, SPA offered 113 courses as follows:

Table C.6. Number of Courses Offered in Academic Year 2013-14

Course Levels	Fall 2013	Spring 2014	Total
Undergraduate courses	27	32	59
Master level courses	20	23	43
Doctoral level courses	5	6	11
Total	52	61	113

Currently, each faculty member is teaching 5 courses/academic year. Assuming that our regular faculty teach 50% of undergraduate courses, 85% of master-level courses, and 100% doctoral courses, SPA need the following number of faculty to teach and to manage five academic programs.

Table C.7. Faculty Needed

Course Levels	Total Courses Offered in 2013-14	Taught by TAs/Adjuncts	Taught by Regular Faculty
Undergraduate courses	59	30	29
Master level courses	43	7	36
Doctoral level courses	11		11
Total	113	37	76
Number of Regular Faculty Members Teaching 76 Courses			15
Number of Regular Faculty Members Serving on Dissertation Committees*			1.4
Coordinators of 5 academic programs (with only 1 course reduction/academic year, except the large MPA Program with 2 courses reduction)			1.2
SPA Director with 3 course reduction/academic year			0.5
Total Faculty Needed			18.1

Notes: With our current performance-based assignments, chairing and being a member of a dissertation committee will be equal to 1 course, and .5 course, respectively, after a student defends successfully hi/her dissertation. Currently, an average of 3.5 students graduates (= 7 courses) per year.

Currently, SPA has 11 faculty members; thus, we need at least 7 faculty members to deliver our five academic programs assuming that our student enrollments remain unchanged, which is not real as we expect that our enrollments continue to growth. Thus, our hiring plan is based on the above analysis (Table C.7). The hiring plan should include our faculty's planned retirements. Of the 11 faculty members, we expect at least 3 members to be retired within 3-5 years. Thus, Table C.6 shows our strategic plan for hires.

Table C.8. Strategic Plan for Hires

Program	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Number of Hirings	1	3	3	2*	1*	10

Note: * to replace retired faculty members.

Although our faculty is very diverse, we will try to sustain our faculty diversity by trying to hire minority and female faculty members.

6.6. Abbreviated vita for each full-time faculty member

Efraim Ben-Zadok

Education

1980. Ph.D. New York University, Wagner Graduate School of Public Service, Public Administration.
 1974. M.P.A. New York University, Wagner Graduate School of Public Service, Public Administration.
 1971. B.A. The Hebrew University in Jerusalem, Social Sciences College, Political Science/Sociology.

Selected Professional Experience

2007- 2010. John M. DeGrove Eminent Scholar in Growth Management and Development. College of Architecture, Urban and Public Affairs, Florida Atlantic University.
 1995-Present. Professor, School of Public Administration, Florida Atlantic University.
 1989-1995. Associate Professor, School of Public Administration, Florida Atlantic University.
 1984-1990. Assistant/Associate Professor, State University of New York.
 1980-1984. Assistant Professor, Tel-Aviv University.
 1990-2000. Served for 1-3 years in the following positions while at Florida Atlantic University.
 Director of the PhD Program for the School of Public Administration; Director of Graduate Studies for the College of Urban and Public Affairs; Co-Director of the Florida-Israel Institute—a Florida State University System international linkage institute; and a visiting scholar at the Amsterdam Study Centre for the Metropolitan Environment, University of Amsterdam.

Selected Refereed Articles in Journals

Urban Studies; Urban Affairs Review; International Journal of Urban Sustainable Development; Journal of the American Planning Association; Planning Practice and Research; International Planning Studies; Practicing Planner; Community Development Journal; Ethnic Groups; American Journal of Criminal Justice; Administration and Society; Higher Education Management; Canadian Review of Studies in Nationalism; International Journal of Middle East Studies; Middle Eastern Studies; Israel Affairs; Contemporary Jewry: A Journal of Sociological Inquiry.

University Press Book

State University of New York Press

Specialization and Research Areas

Public policy analysis, implementation, and evaluation; comparative public policy; urban and regional policy and planning; and environmental growth management and community sustainability. Current work involves policy learning and evaluation of state-regional-local programs and decision-making processes in long-range urban and regional policies.

Ali Farazmand

Education:

1982 Ph.D., The Maxwell School, Syracuse University, Public Administration.
 1978 M.P.A., The Maxwell School, Syracuse University
 1978 M. S., Educational Administration and Leadership, Syracuse University

Professional Experiences:

Academic Positions: Teaching and Academic Leadership : 27 years as Professor, Associate Professor, and Assistant Professor, including **10 years as MPA and PA Programs Director**—Florida Atlantic University, Northern KY University, University of Pittsburgh-Bradford, and Syracuse University

Administrative/Leadership Positions: 5 years, as **Director** of a Government Agency Public Affairs Department, **Director** of Personnel/HRM Department, **Director** of Inter-Organizational Task

Forces, Budget Analyst & Financial Manager

Consultancy: 19 years—UN & Public Agencies, private and nonprofit organizations

MPA Coordinator & Director, Public Ethics Academy—Florida Atlantic University, 2012–

Publications: 164

- 23 authored and edited books, including 4 forthcoming authored ones;
- 45 refereed journal articles in *PAR*, *A&S*, *POR*, *IRAS*, *IJPA*, *PM&M*, *PAQ*, & others;
- 64 book chapters in scholarly volumes, with several new ones in progress/forthcoming;
- 30 other publications: symposia, UN publications, proceedings, and other essays.

Papers Presented at Conferences: 137

Conference Panels/Activities: over 59 panels as organizer, chair, discussant.

Key-note Speeches & Public Lectures—invited: 19.

Research Awards: over 34—including a \$5000 Chancellor's Distinction Award of Excellence, Syracuse University, 1982; \$5000, " University of Pittsburgh, 1989; \$25,000, FAU, 2000; and numerous NEH, ACLS, and University of Pittsburgh Research Awards on diff. projects; Syracuse University (Ph.D. Scholarship, 1979-1981)

Teaching areas: administrative theory and philosophy, organization theory & behavior, personnel & labor relations, administrative ethics, globalization, and executive leadership

Services: Professional & institutional, journal editorial memberships, ASPA/PAR Committee works, and referee works for *PAR*, *IJPA*, *IRAS*, *PAQ*, *PM*, *POR*, *A&S*; also Editor in Chief of *Public Organization Review: a Global Journal*, and *International Journal of Public Administration*

Professional Organizations Affiliations: 8, which includes ASPA, IMPAS, APSA

Leslie A. Leip

Education

Ph.D. in Political Science, University of Missouri - St. Louis, 1992

Master of Public Policy Administration, University of Missouri - St. Louis, 1990

Bachelor of Science in Education, University of Missouri - Columbia, 1983

Academic Positions

Associate Professor, Florida Atlantic University, School of Public Administration, 2001-present

Assistant Professor, Florida Atlantic University, School of Public Administration, 1995-2001

Selected Recent Scholarly Activities

Leip, Leslie and Jeanne Stinchcomb. (2013). Should I stay or should I go?: Job satisfaction and turnover intent of jail staff throughout the United States. *Criminal Justice Review* 38 (2), 226-241.

Stinchcomb, Jeanne and Leslie Leip. (2013). Turning off jail turnover: do generational differences matter? *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 26, 67-83.

Stinchcomb, Jeanne and Leslie Leip. (2012). Recruiting the Next Generation of Jail Employees: Does Generational Relevance or Agency Size Make a Difference? *American Journal of Criminal Justice*, 37, 452-470.

Leip, Leslie, Jeanne Stinchcomb, and Susan McCampbell. (2009). Special Report: Employee Recruitment and Retention. Bureau of Justice Assistance Monograph, submitted to the U.S. Department of Justice.

Teaching Areas: general public administration, public policy, research methodology, program review and analysis, intergovernmental administration and criminal justice

Selected Service

Chairperson, SPA Faculty Search Committee, 2013
 Member, Bachelor of Public Safety Administration Program, 2012-present
 Member, Master of Nonprofit Management Program, 2011-present
 Member, The Pride Center Board, 2013-present
 Member, Circuit 17 Juvenile Justice Board, 2005- present

Clifford Peter Mccue

Education

1994 Ph.D. in Public Administration; Florida International University
 1984 Master of Public Administration; Florida International University
 1982 Bachelor of Public Administration; Florida International University

Academic Experience

Fall 2002 to present, Associate Professor, School of Public Administration, Florida Atlantic University
 Fall 2006 to present, Director, Public Procurement Research Center, School of Public Administration
 Fall 1997 to Fall 2002m Assistant Professor: School of Public Administration, Florida Atlantic University
 Fall 1994 to Summer 1997, Assistant Professor: Department of Political Science, Kent State University

Publications

Books:

McCue, Clifford P. and Johnson, Barbara R. (2010). *Strategic procurement planning in the public sector*, National Institute of Governmental Purchasing: Herndon, VA.
 McCue, Clifford P. and Pitzer, Jack. (2005). *Leadership and management fundamentals in public procurement*. National Institute of Governmental Purchasing: Herndon, VA.
 McCue, Clifford P. and Hinson, Connie (2004). *Procurement planning, sourcing and requirement analysis*. The National Institute for Government Purchasing: Herndon, VA.

Journal Articles

McCue, Clifford P. and Roman, Alexandru (2012). E-Procurement: Myth or Reality? *Journal of Public Procurement*, 12(2): 212-238.
 Gianakis, Gerasimos A. and McCue, Clifford P. (2012). Innovations in Public Sector Supply Chain Management, *Journal of Public Procurement*, 12(1): 13-37.
 Schiele, Joseph and McCue, Clifford P. (2011). Lean thinking and its implications for public procurement: moving forward with assessment and implementation, *Journal of Public Procurement*, 11 (2): 206-239.

Area of Teaching: Public budgeting, public procurement and general public administration

Hugh T Miller

Education

1984 Ph.D. Public Administration, American University, American University Dissertation Award
 1978 M.P.A., American University,. Graduate Honor Award

1976 B.A. Social Science, Michigan State University, with honor. Michigan Competitive Scholarship.

University Positions

Florida Atlantic University, 1996-present.

- Professor, School of Public Administration and PhD Program Coordinator
- Associate Dean, College for Design and Social Inquiry
- 2001-2010. Director of School of Public Administration

Roskilde University, Denmark, 2001. Fulbright Scholar (lecture and research) at the Center for Local Institutional Research

University of Wisconsin, Oshkosh, 1989-1996

- 1992-96. Associate Professor (1994), Dept. of Public Affairs, Oshkosh campus
- 1989-92. Assistant Professor, Urban and Public Affairs, Green Bay campus

University of Maine, 1984-89

- 1988-89. Visiting Assistant Professor, Orono campus
- 1986-88. Chair, Division of Social Sciences, Presque Isle campus
- 1984-88. Assistant Professor, Coordinator of satellite MPA program

Publications

Books

- Miller, Hugh T. *Governing Narratives: Symbolic Politics and Policy Change*. Tuscaloosa: University of Alabama Press, 2012
- Miller, Hugh T. and Charles J. Fox. *Postmodern Public Administration: Revised edition*. Armonk, N.Y.: M.E. Sharpe, 2007
- Bogason, Peter, Hugh T. Miller, and Sandra Kensen, eds. *Tampering with Tradition: The Unrealized Authority of Democratic Agency*. Lanham, Md: Lexington Books, 2004
- Miller, Hugh T. *Postmodern Public Policy*. Albany, New York: SUNY Press, 2002
- 查尔斯·J·福克斯 (Charles J. Fox) 休·T·米勒 (Hugh T. Miller) 后现代公共行政——话语指向 (公共行政与公共管理经典译丛·学术前沿系列) Renmin University of China, 2002. Reprinted in 2013.]
- Miller, Hugh T. and Mohamad Alkadry, eds. *These Things Happen: Stories from the Public Sector*. Burke, Virginia: Chatelaine Press, 1998
- Miller, Hugh T. and Charles J. Fox, eds. *Postmodernism, "Reality," and Public Administration: A Discourse*. Burke, Virginia: Chatelaine Press, 1997
- Fox, Charles J. and Hugh T. Miller. *Postmodern Public Administration: Toward Discourse*. Thousand Oaks, California: Sage, 1995

Journal Articles & Book Chapters: Count = 118

Google Citations 2621; h-index 16; i10-index 25

Teaching Areas: Norms of Inquiry, Public Administration Theory, Public Policy, Democratic Values, Governance

Ronald Charles Nyhan

Education

1994 Ph.D., Florida Atlantic University, College of Urban and Public Affairs, School of Public Administration.

1974 Master of Applied Science, Public and Societal Systems, School of Engineering and Applied Science, Southern Methodist University.

1973 Bachelor of Science in Applied Mathematics, Embry Riddle Aeronautical University.

1973 Bachelor of Science in Business Administration, Embry Riddle Aeronautical University.

Professional Experience

May 1994 to present Associate Professor, School of Public Administration, Florida Atlantic University
 June 1980 President, Landrum & Brown, Ltd.,
 to May 1986 Jeddah, Saudi Arabia
 November 1974 to Principal, Booz, Allen & Hamilton
 June 1980 Washington, D.C.

Publications

Demir, T and Ronald C Nyhan, 2008. The Politics-Administration Dichotomy: An Empirical Search for Correspondence between Theory and Practice. Public Administration Review, 68, 1; p. 81-97.

Alkadry, M. and R. C. Nyhan (2005). The impact of rational organizations on public administrators: A structural equation model. International Journal of Organization Theory And Behavior, 8 (2), 155-173.

Nyhan, R. C., 2002. Benchmarking tools: An application to juvenile justice facility performance. Prison Journal, 82, 423-439.

Nyhan, R. C., M. B. Ferrando and D. Clare, 2001. A population ecology study of hospital closures in Florida between 1965 and 1995. The Journal of Health and Human Services Administration, 24, 376-86.

P. L. Cruise and R. C. Nyhan, 2000. First among (un)equals: Assessing hospital performance using data envelopment analysis. Journal of Health and Human Services Administration, 22, 354-373.

Nyhan, R. C. and P. L. Cruise, 2000. Comparative performance assessment in managed care: Data envelopment analysis for health care managers. Health Care Quarterly, 8, 18-27.

Nyhan, R. C., 2000. Changing the paradigm: Trust and its role in public sector organizations. The American Review of Public Administration, 30, 87- 109.

Nyhan, R. C. and M. Alkadry, 1999. Impact of infrastructure investments and socio-economic conditions on student achievement. Journal of Education Finance, 25, 211-228.

Nyhan, R. C. and L. L. Martin, 1999. Assessing the performance of municipal police departments using data envelopment analysis: An exploratory study. State and Local Government Review, 31, 18-30.

Nyhan, R. C. and L. L. Martin, 1999. Comparative performance measurement: A primer on data envelopment analysis. Public Productivity and Management Review 22, (3), 364-378.

Nyhan, R. C and H. A. Marlowe, Jr., 1997. Development and psychometric properties of the organizational trust inventory. Evaluation Review, 21, (5), 614-635.

Nyhan, R. C and H. A. Marlowe, Jr., 1995. Performance measurement and Total Quality Management (TQM) in the public sector: Opportunities and challenges. Public Productivity and Management Review 18, (4) 333-347.

Liou, K. T. and R. C. Nyhan, 1994. Dimensions of organizational commitment in public organizations: An empirical assessment. Public Administration Quarterly, 18, 99-118.

Patricia M. Patterson

Education

Ph.D., Political Science. Department of Government, School of Public Affairs, The American University, Washington, DC. Fields of Study: Public Policy; Public Administration; Sociological Theory; Research Methods.

Master of Arts, Political Science. Department of Government, The American University, Washington, DC.

Master of Public Administration. School of Government and Public Administration, The American University, DC.

Bachelor of Arts, English and Modern Language. Philosophy minor. LeMoyne College, Syracuse, NY.

Certificat de Langue. Cours de Civilisation Francaise, Universite de Paris (Sorbonne), Paris, France.

Academic Appointments

2004-present, Associate Professor, School of Public Administration, Florida Atlantic University.
 1998-2004, Assistant Professor, School of Public Administration, Florida Atlantic University.
 1997-1998, Coordinator, Women's Studies Program, The University of Richmond.
 1993-1998, Assistant Professor, Department of Political Science, The University of Richmond.
 1992-1993, Instructor, Department of Political Science, The University of Richmond.
 Dissertation Fellow and Adjunct Instructor, Department of Government, School of Public Affairs, The American University.

Publications

- 2011. And We Shall Purify: On Truth-Seeking After Cruelty and Repression. *Administrative Theory & Praxis*, 33(1), 80-104.
- 2011. Introduction – Purity and Danger. *Administrative Theory & Praxis*, 33 (1), 39-43.
- 2006. Book Review (30th American Anniversary) of S. Wiesenthal, "The Sunflower: On the Possibilities and Limits of Forgiveness". *Administrative Theory and Praxis*, 28 (3), 474-478.

Areas of Teaching: Administrative ethics, public administration, public policy, organizations & administrative behavior, public personnel, and qualitative methods.

Current Academic Service

FAU Institutional Review Board, September 2012 to present, representing College for Design and Social Inquiry.

Alka Sapat

Education

1997 Ph.D., Political Science, SUNY-Stony Brook
 1993 MA, Political Science, SUNY-Stony Brook
 1991 Dual MA, Political Science and German, Bowling Green State University, Ohio
 1987 BA, Economics and Political Science, Bombay University, India

Work Experience

2002- Present Associate Professor and Ph.D. Coordinator, School of Public Administration, Florida Atlantic University
 1996-2002 Assistant Professor, School of Public Administration, Florida Atlantic University
 1995-1996 Adjunct Instructor, Department of Political Science, SUNY-Stony Brook
 1993-1994 Research Associate, Center for Regional Policy Studies, SUNY-Stony Brook

Competitive Research Grants and Fellowships

- National Science Foundation, 2012-2015. Sapat A. and A-M Esnard. "Diaspora Advocacy Coalitions and Networks: A Focus on Haiti's Disasters." CMMI # 1162438. Award Amount: \$299,983.
- National Science Foundation RAPID Research Award, 2010-2011, (with Ann-Margaret Esnard and Alka Sapat). "**Haitian-Americans as critical bridges and lifelines for recovery and rebuilding in Haiti.**" CMMI # 0726808 Award Amount: \$40,000.
- National Science Foundation, 2007-2010, (with A-M. Esnard). Displacement Due to Catastrophic Hurricanes: Assessing Potential Magnitude and Policy Implications for Housing and Land Development. Award Amount: \$301,643.
- National Science Foundation Research Grant, 1999-2001. "State Regulation of Building Safety: Policy Choices, Institutions, and Interests." NSF #CMS-9813611. Award Amount: \$92,979.

Most Recent Publications

- (Co-Author) 2014. *Displaced by Disasters: Recovery and Resilience in a Globalizing World*. Routledge Press: Taylor and Francis (Book).
- (2013) (Co-Author). "Transboundary Impacts of the 2010 Haiti Earthquake Disaster: Focus on Legal Dilemmas in South Florida." *Oñati Socio-legal Series* [online], 3 (2), pp. 254-276. Available at <http://ssrn.com/abstract=2221282>.
- (2013) (Co-Author) "Hurricane Wilma and Long-Term Business Recovery in Disasters: The Role of Local Government Procurement and Economic Development." *Journal of Homeland Security and Emergency Management*, (November), pp. 1-24. Available at <http://www.degruyter.com/view/j/jhsem.ahead-of-print/jhsem-2013-0002/jhsem-2013-0002.xml?format=INT>
- (2012) (Co-Author). "Displacement and Disaster Recovery: Transnational Governance and Sociological Issues following the 2010 Haiti Earthquake." *Journal of Risk, Hazards and Crisis in Public Policy*, Vol. 3: Issue 1: Article 2.
- (2012) (Co-Author). "After Katrina: Comparisons of Post-Disaster Public Procurement Approaches and Outcomes in the New Orleans Area." *Journal of Public Procurement*. Volume 12, Issue 3: 356-385.

Areas of Teaching: research methodology, disaster management, public policy

Arthur J. Sementelli

1997 Ph.D. Urban Affairs, Cleveland State
 1993 M.P.A. Gannon University
 1991 B.A. Applied History, Carnegie Mellon

Teaching Areas: Administrative Theory and Inquiry, Organization Studies, HR, Methods

University Positions

2007-Present Associate Professor, School of Public Administration, Florida Atlantic University
 2003-2007 Assistant Professor, School of Public Administration, Florida Atlantic University
 2010-2011 Assistant Director, School of Public Administration
 2008-2011 BPM Coordinator, School of Public Administration
 1997-2003 Assistant Professor, Stephen F. Austin State University
 2000-2003 Undergraduate Program Coordinator, and Assistant Director, Center for Applied Social Research, Stephen F. Austin State University
 2002-2003 Texas CPM Program Trainer

Total Publications: 54

Books:

- Abel, C. F. & Sementelli, A. (2007) *Justice in Public Administration* Tuscaloosa, AL University of Alabama Press.
- Abel, C. F. & Sementelli, A. (2003) *Evolutionary Critical Theory and its Role in Public Affairs*. Armonk, NY ME Sharpe Publishing Co.
 Highest Impact Article 3.47 citations per year:
- Simons, R., Bowen, W. & Sementelli, A. (1997) The Effect of Underground Storage Tanks on Residential Property Values in Cuyahoga County, Ohio" *Journal of Real Estate Research* 14 (1). 29-42

Most Recent High Impact Articles:

- Sementelli, A. (2007) Toward a Taxonomy of Disaster and Crisis Theories. *Administrative Theory & Praxis* 29 (4) 497-512.
- Sementelli, A., Smith, H.T., Meshaka, W. E., & Engeman, R. (2008) "Just Green Iguanas?: The Associated Costs and Policy Implications of Exotic Invasive Wildlife in South Florida." *Public Works Management and Policy* 12 (4) 599-606.

Journal Editor

- Managing Editor, *International Journal of Organization Theory and Behavior* 2008-Present

Khi V. Thai

Education

- | | |
|------|--|
| 1978 | Ph.D. in Public Administration with Public Finance concentration, 1978, Maxwell School of Citizenship and Public Affairs, Syracuse University. |
| 1975 | MPA in Public Administration, June 1975, Maxwell School of Citizenship and Public Affairs, Syracuse University. |
| 1969 | Master in Public Administration (with concentration in Economics and Public Finance), National Institute of Administration, Vietnam. |
| 1965 | Bachelors in Public Administration, May 1965, National Institute of Administration, Vietnam. |

Professional Experience

- | | |
|---------------|--|
| 2011-Present | Director, School of Public Administration, and Interim, School of Criminology & Criminal Justice, Florida Atlantic University |
| 2010-2011 | Director, School of Public Administration, Florida Atlantic University
Ph.D. Program Coordinator, School of Public Administration, Florida Atlantic University. |
| 1999-2007 | Director, Public Procurement Research Center, Florida Atlantic University |
| 1992-1996 | Director, School of Public Administration, Florida Atlantic University |
| 1991- Present | Professor, School of Public Administration, Florida Atlantic University |
| 1990-1991 | Associate Professor, School of Public Administration, Florida Atlantic University |
| 1984-1990 | Associate Professor, Department of Public Administration, University of Maine |

Scholarly Publications

Most Recent Refereed Articles (of a Total of 46 publications)

- (Co-author), "Exploring The Frontiers In Public Procurement: Moving Past Tradition: Symposium Introduction." *Journal of Public Procurement*, Volume 12, Issue 3 (2012): 324-332.
- (Co-author). "Political Economy of Vietnam: Market Reform, Growth, and the State." *Maryland Series in Contemporary Asian Studies*, 214(3) (2013): 1-72. Baltimore, MD: University of Maryland School of Law.

Most Recent Books (of a total of 17 publications)

- (Editor) *International Handbook of Public Procurement*. Boca Raton, FL: Francis and Taylor, 2009.
- (Editor) *Toward New Horizons in Public Procurement*. Boca Raton, FL: PrAcademics Press, 2011
- (Co-Editors) *Charting a Course in Public Procurement Innovation and Knowledge Sharing*. Boca Raton, FL: PrAcademics Press, 2013

Most Recent Book Chapters (of a total of 27 publications)

- (Co-authored), "Information Management for Public Budget Decision Making: A Theoretical Perspective for Researchers." In Kishor Vaidya (Ed.), *Inter-Organizational Information Systems*

and Business Management: Theories for Researchers. Hershey, PA: IGI Global, 2012, 206-228

Journal Editor

- Editor, Journal of Public Budgeting, Accounting & Financial Management (since 1994)
- Editor, International Journal of organization Theory & Behavior (Since 2002)
- Editor and Founder, Journal of Public Procurement (since 2001)

7. Faculty Collaboration with Internal and External Partners

7.1. Review of Part II of the Departmental Dashboard Indicators for the School of Public Administration

The following table shows the research and scholarly productivity for the full-time SPA faculty. The publishing productivity has remained stable during the past four years. Due to budget restraints, the attendance at conferences has decreased.

Table 7.1. Research/Scholarly Productivity for Full-Time Public Administration Faculty by Year

	Number of Publications/Presentations/Grants			
	2009-2010	2010-2011	2011-2012	2012-2013
Books (including monographs & compositions)	3	3	3	3
Other peer-reviewed publications	19	10	25	25
All other publications	20	18	9	11
Presentations at professional meetings or conferences	27	30	22	10
Grant Proposals Submitted	1	2	6	0
Sponsored Research & Program Expenditures:				
Organized Research	-	\$14,501	\$12,784	-
Sponsored Instruction	-	\$119,133	\$26,797	-

7.2. Interdisciplinary efforts and community engagement efforts

The School of Public Administration values highly interdisciplinary efforts and community engagement efforts. A good evidence of interdisciplinary efforts is to involve faculty of other disciplines such as political science and economics in instruction, research and training. Indeed, we have faculty members of the College of Business (Dr. Rupert Rhodd) and the College of Arts and Letters (Dr. Eric Prier) serve on our doctoral dissertation committees, training and research projects.

The following section (Section E) describe the extraordinarily high level and the great variety of our interdisciplinary and community engagement efforts,

7.3. Establishment of goals for research

The School of Public Administration values high quality research in both its basic and applied forms. The research goal for faculty members pursuing an academic emphasis in basic research by the time

of review for tenure is the publication of approximately one peer-reviewed article or peer-reviewed book chapter per year in quality journals or books dealing with subject matter directly related to the school's mission and the faculty member's research interests. Sole-authored as well as co-authored articles or book chapters are acceptable. Approximately half of the articles or book chapters should be solely authored. The number of articles or book chapters may be larger or smaller depending on the quality of the content and the extent of impact on the field. Additional indicators of quality research may include academic or professional paper presentations, papers in symposia, invited (but not refereed) articles or book chapters, or invited lectures, or awards received from academic or professional associations, or membership on editorial boards. Publication of a scholarly book would reduce the expected number of articles.

Faculty members electing to pursue an applied research emphasis are not held to the same standards of those pursuing a basic research emphasis, although there is an expectation for some published basic research. Quality indicators for an applied research career include such things as writing successful grant proposals, conducting applied research projects, writing applied research reports, giving applied research presentations, and providing technical assistance to governmental units or nonprofit organizations. While most of this research will be applied in nature, the school expects that at least some of the applied research should result in the publication of articles or book chapters that contribute to basic knowledge in the field.

7.4. Assessment of how well goals are being met in research

Based on efficiency data provided by the FAU Institutional Effectiveness and Analysis, the Public Administration faculty produced an average of 2.3 peer-reviewed publications for the past two academic years (Table D1-9 Efficiency Data, DDI). Although travel funds have been limited for many years, the Public Administration faculty has attended an average of 1-2 conferences per year.

The SPA faculty have exceeded its research expectations. A 2005 article in the *Journal of Public Affairs Education* examined the 1993 to 2002 faculty and student publication rates in journals associated with the American Society of Public Administration, an organization representing public service disciplines. The study listed the top 22 universities with the most articles in journals. Florida Atlantic University's School of Public Administration ranked sixth with its faculty publications. The study also listed the top eight universities with most student publications, and FAU School of Public Administration tied for the third place. These rankings reflect the top-quality research of faculty and Ph.D. students in the School of Public Administration. If another updated study was conducted, SPA faculty and doctoral students would have this same recognition.

In addition, we are the only School whose faculty are editors of five academic journals in the field of public administration.

8. Service / Community Engagement for the School of Public Administration

8.1. Establishment of goals for service

Regarding service and community engagement, the School of Public Administration recognizes three types of service—university, professional, and community service—and has established concrete expectations in accordance with criteria for evaluation of service proposed by the faculty and adopted by the University.

The School's faculty in the last several years have participated in the university-level activities, including a member currently serving as president of the Faculty Senate, another member serving as Vice President of the Faculty Union, and other members serving on various university committees,

including the University IRB Committee, the P&T Committee, the Graduate Curriculum Committee, etc.

Many faculty play significant roles in their disciplinary associations. As an academic partner of the National Institute of Governmental Purchasing annual forums, the School faculty including Drs. Cliff McCue and Khi Thai have been actively involved in the NIGP annual forums. Dr. Efraim Ben-Zadok, as DeGrove Chair, organized local/regional conferences for community/practitioners/academics, in FLL, 2007-10.

The Public Ethics Academy was created in 2006, during the height of public corruption in Palm Beach, and Broward counties. This Academy has been involved in research, and training on ethics. In research, the Academy addressed such questions as (i) what are the gaps and deficiencies in the current laws and guidelines? (ii) Can “model ethics legislation” be developed and distributed? (iii) What are the important variables that systematically correlate with ethical lapses? In training, the Public Ethics Academy has organized several conferences, and series of ethics training programs for local governments in this region.

The School has been so well-known internationally that our faculty have regularly sponsored visiting scholars from many countries. In this academic year alone, three scholars who got scholarship funds from their own countries have applied for visiting scholars, including one visiting scholar doing research in comparative community justice.

The School signed a partnership agreement in 1999 with the NIGP: The Institute for Public Procurement (a professional organization serving over 20,000 state and local government procurement officials in North America). This organization has funded our Public Procurement Research Center, which has conducted a series of applied research, provided technical assistance to local governments, and the NIGP: The Institute for Public Procurement. The Center has become a nationally and internationally recognized research center on government contracting. With this reputation, those PA faculty associated with this center have been frequently invited to give speeches at many national and international conferences in this field. This partnership has also led to launching in 2001 a new *Journal of Public Procurement* that is serving the NIGP. Note that public procurement is an interdisciplinary field of study and practices, covering economics, marketing, politics, and management. Currently, the Center is working on two major initiatives: The PPRC Ecosystem and Procurement360. Both initiatives will provide a sustainable competitive advantage positioning the Center as the premier and cutting edge provider of education, service, and research. The end result of the two initiatives is designed to contribute value and opportunities to our stakeholders. Our stakeholders will be invited to collaborate and assist in defining the PPRC Ecosystem and Procurement360 Initiatives.

Another faculty member initiated the International Public Procurement Conference in 2004. This initiative becomes the largest international public procurement conference in the world with over 300 participants from over 50 countries and various international organizations such as the World Bank, the United Nations, the Inter-American Development Bank, the European Union, etc. This faculty member has co-chaired five International Public Procurement Conferences and will co-chair the 6th one in Dublin, Ireland, August 14-16, 2014.

Most recently, the School created the International Leadership and Management Institute in 2012. It conducted various 2-week training programs for high-ranking government officials from developing countries. These training programs focused on special themes, including publishing industries, leadership and management, administrative reforms and anti-corruption.

Two faculty members serve as Editors in Chief of the above five refereed journals: Dr. Ali Farazmand is Editor in Chief of the International Journal of Public Administration, and Public Organization Review: A Global Journal. Dr. Khi Thai is Editor of the International Journal of Organization Theory and Behavior; the Journal of Public Budgeting, Accounting and Financial Management; and the Journal of Public Procurement. In addition, a large percentage of our faculty serves on editorial boards of many international and national journals in public administration and public policy. Moreover, one of our faculty members has been a frequently invited keynote speaker to many international conferences the last two years.

8.2. Review of Part III of the Departmental Dashboard Indicators for the School of Public Administration

Table 8.1 shows the service productivity for the full-time SPA faculty. Internal and external committee memberships have increased during the past five years. The number of faculty serving as editors or referees for professional publications has remained stable and increasing.

Table 8.1. Service Productivity for Full-Time Public Administration Faculty by Year

	Number of Faculty				
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Faculty memberships on department, college or university committees	30	34	32	38	42
Faculty memberships on community or professional committees	20	22	16	18	30
Number of faculty serving as editors or referees for professional publications	9	10	10	10	11

8.3. Discussion of community engagement including public service, special projects, service learning, and other services to the community

The School has had the majority of its faculty engage in service activities at all levels including professional service of the highest standard in the discipline. A good number of our faculty members were recognized for their distinguished public service. Dr. Khi Thai was awarded the University-wide adviser of the year in 2011-2012 for his service on behalf of the Ph.D. students. He was presented a Distinguished Service Award by the National Institute of Governmental Purchasing, at its National Forum, July 28, 2008, Charlotte, North Carolina. This national organization also created Khi V. Thai Research Award program that recognizes at its annually forum best researchers of the year.

Dr. McCue has received a number of awards, including the Distinguished Service Award (August 2009), the Presidential Recognition Award (August 2011) and the Spangler Leadership Award (August 2012) from the National Institute of Governmental Purchasing. In addition Dr. McCue received the Hans Ovelgonne Research Scholar of the Year Award from the International Federation of Purchasing and Supply Management (2010).

Another faculty member, Dr. Hugh Miller, Hugh Miller was awarded the University-wide adviser of the year in 2012-2013 for his service on behalf of the Ph.D. students. Hugh Miller served as interim chair of the Board of Directors of the Public Administration Theory Network during its first two years of formal existence, providing leadership and stability that enabled the fledging organization to become established as a nonprofit organization. Accompanied FAU graduate students to the Forum

Club of the Palm Beaches, a non-partisan public affairs organization run by community leaders in Palm Beach County.

8.4. Assessment of how well goals are being met

Based on efficiency data provided by the FAU Institutional Effectiveness and Analysis, on average, the Public Administration faculty serves on 3.8 department, college or university committees. This average is slightly higher than the university mean of 3.7 department, college or university committees (Table C1-3 Efficiency Data, DDI). On average, the Public Administration faculty serves on 2.7 community or professional committees. This average is higher than the university mean of 1.5 community or professional committees (Table C1-3 Efficiency Data, DDI).

9. Other Program Goals for the School of Public Administration

9.1. Building SPA reputation in public procurement

The School of Public Administration, despite its severe faculty shortage, has had three other ambitious goals. First, we have built our national and international reputation in the field of public procurement. After being selected through a very competitive bidding process, our School was selected in 1999 by the National Institute of Governmental Purchasing (a professional organization for government contracting officials in North America) as its academic partner. Following this partnership agreement we created the Public Procurement Research Center, the first academic research unit in public procurement in the country. This Center's two directors (Dr. Khi V. Thai, 2000-2007) and Dr. Cliff McCue (2007-present) did not receive any single course reduction for this job. Then, the Journal of Public Procurement, also the first academic journal in the field, was launched in 2001 under the NIGP sponsorship. Again, Dr. Khi V. Thai has been its editor (2001-present) without a single course reduction. Then, in 2004, the International Public Procurement Conference was launched and the first conference was organized in August 2004 in Fort Lauderdale with only 125 participants from only 25 countries. The last two conferences (2010 in Seoul, South Korea,; and 2012 in Seattle, USA) had as over 400 and 300 participants, respectively from over 50 countries. Dr. Khi V. Thai has co-chaired all conferences.

9.2. Helping local governments in the FAU service region cope with emerging issue

The Public Ethics Academy was created by Dr. Hugh Miller in 2006 when a number of public corruption cases occurred. The Academy was directed by Mr. Norm Ostrau, an attorney and an adjunct instructor without compensation (2006-12), and Dr. Ali Farazmand (2012-present) without course reduction. A series of workshops and training programs were delivered to local government officials in South Florida,

9.3. Other Program Goals

Our short-term goal is to have the entire program offered online. It requires a lot of efforts to achieve this goal including developing courseware and find faculty members to teach online all core and elective courses.

10. Strengths and opportunities that support achievement of program goals

The purpose of this section is to present the strengths of the School of Public Administration, its five academic degree programs, and the BPSA program.

The working relationship between the School administrators and its Advisory Board is a major

strength. The members represent state government, county government, city government, the non-profit and private sectors, current students, and alumni. They have provided periodic suggestions and ideas on how to improve in recruitment, internship placements, and mentoring students. Most importantly, they have been ambassadors of our program at their workplaces and in the community.

The major strength of the program is its faculty—their teaching quality, their involvement in professional organizations, professional conferences, and public service, and their scholarly productivity.

Another strength is the diversity of the faculty in age, gender, ethnicity, national origin and academic interests. We try to recruit and maintain a strong, research-oriented, practitioner-sensitive cadre of faculty members involved in the academic community, the professional community, and the civic community in which the School offers its degree programs.

A major strength of the program, second only to its faculty, is its ability to adapt to the pressures for making changes to deliver our programs, except the Master of Nonprofit Management and the Ph.D. of Public Administration programs, in a distributive campus environment without compromising the program's quality. The college administration, particularly Dean Carter and Associate Dean Cory-Scruggs, and Associate Dean Miller, have helped us to address fiscal and administrative challenges. They have fully participated in faculty discussions about improving the MPA program, which is especially important for policy changes. Both are very supportive of the MPA program and open to new ideas.

Overall, our faculty, students, advisory board and college administration provide a solid foundation for the all School programs, and all affect our mission. Our ability to adapt to changing environments while still offering quality programs has provided us with new opportunities.

In addition to strengths and opportunities described above, the BPSA program has its own strengths and opportunities as listed below:

- The fact that there is a large population interested in public safety education in the service area of the university which is underserved by both the state colleges and the state university system.
- The fact that the degree program is available both in the classroom as well as totally on-line which offers greater opportunity for practitioners already working in police and fire-rescue jobs.
- The fast growth in enrollment of the program. Growth estimates at the time of submission to the Board of Governors for the new degree program was sixty six by the end of year three. Actual enrollment at the beginning of year three is eighty four.
- The interdisciplinary nature of the degree program insures that students are receiving course instruction from faculty who are considered experts in their specialized fields.

11. Weaknesses and threats that impede program progress

The major weakness that exists for all academic degree programs within the School of Public Administration is the fiscal constraints that are placed on us primarily by the Florida State Legislature. As a result of these fiscal constraints, we have inadequate resources to hire more tenure-earning faculty members. We can't afford to hire more administrative staff to support the School's five degree programs in the multi-campus format. Although we continue to have limited resources, the SPA faculty has engaged in numerous activities that have resulted in more funding for our SPA programs. Faculty members continue to receive funding for research projects, which

can be used to offer student research opportunities and conference/travel opportunities. Some faculty members have received travel grants that have allowed them to attend important national and international conferences. Yet, we have serious funding constraints for our active faculty members productive in research and presentation of multiple papers at national and international conferences. Conference attendance has been impacted by funding constraints, something we hope to overcome by new support from the university.

In addition to strengths and opportunities described above, the BPSA program has its own weaknesses and threats as listed below:

- Assessment procedures become somewhat difficult when core courses are taught by faculty from more than one school within the college.
- Coordination for the establishment or modification of core courses can be challenging with several different schools within the college involved in the process

12. Resource Analysis

When the State of Florida imposed a major budget reduction for the entire state university system, FAU's share of this budget cut was roughly \$30 million. Consequently, the School expenses from the state-aided budget suffered a serious reduction in 2012-13, from a budget of \$1,804,408 in 2011-2012 to a budget of \$1,735,923. The State legislators reinstated the \$30 million budget cut for FY 2013-14.

Each fiscal year, the School of Public Administration, along with every other unit of the college, receives a salaries and benefits budget for all continuing faculty and staff. In addition, estimated adjunct and graduate student needs for the fall and spring terms are distributed based on the departmental request. For expense needs such as office supplies, travel, and telephone, the School is allocated \$1,750 per each faculty and staff to cover normal operating expenses. As shown in Table 12.1, for the 2012-2013 academic year, personnel costs were 84.7% of the SPA budget and operating expenses, such as computers, equipment, and travel, were 2.1% of the SPA budget.

The OPS expenses include three staff, who are directly or indirectly involved in SPA: 1) an executive secretary (Joan Gove), who serves the entire School; 2) an Academic Graduate Advisor (Ms. Melissa Mancao, in the College Advising Center at 30% time; and 3) the college assistant dean in charge of business and finance (Mr. Jerry Clinton) at roughly 15% time. Also, we always have 1 or 2 work-study students to help with clerical duties, databases and reception. The executive secretary is responsible for School human resource, financial management, and faculty support.

We are thinly staffed, but we have been able to keep up with demands, due to the quality and dedication of the staff. Fortunately, SPA has a large number of doctoral assistantships, and graduate assistants have also been used to support our programs. However, with five academic degree programs, and with two campuses and changing student composition, the need for additional secretarial and other support staff has become apparent. We also need other support service positions in the School of Public Administration. The School does not have a career development office, so SPA needs a job placement officer that focuses on government and non-profit job placement. Finally, we are in the process of hiring a new tenure-track faculty member, but we still need more faculty lines to adequately meet the demands of our five SPA programs.

Table 12.1. School of Public Administration Expenses

	2011-2012	2012-2013
Salary & Benefits	\$1,520,693	\$1,471,165
Operating expenses	\$30,087	\$37,108
OPS (SPA Staff)	\$253,628	\$227,650
Total	\$1,804,408	\$1,735,923

12.1a. SPA Faculty Resources

With its impressive enrollment growth in the last 4 years, the School of Public Administration does not have enough faculty to teach all 5 academic degree programs.

As shown in Table 12.2, in 2012-13, the School of Public Administration had the 2nd highest number of students (48.6 students per faculty member) per faculty member within the College for Design and Social Inquiry while the School of Criminology and Criminal Justice had the highest number of students (119.5 students per faculty member) per faculty member, the School of Social Work, the School of Architecture, and the School of Urban and Regional Planning rank 3rd, 4th and 5th in terms of student/faculty ratios.

Note: the student/faculty ratios are misleading as SPA has more graduate students than undergraduate students, as compared with the School of Criminology and Criminal Justice. Moreover, SPA also has a large Ph.D. program, which requires more faculty's effort and time.

Table 12.2. Student/Faculty Ratios of 5 Select Academic Units

		2010-2011	2011-2012	2012-2013
Architecture				
Headcount enrollments	Undergraduate	287	287	292
	Total	287	287	292
# of full-time faculty		14	11	10
Faculty/ Student Ratio		1/20.5	1/26.1	1/29.2
Criminology & Criminal Justice				
Headcount enrollments	Undergraduate	1,380	1,456	1,478
	Master	36	33	75
	Total	1,416	1,489	1,553
# of full-time faculty		14	14	13
Faculty/ Student Ratio		1/101.1	1/106.4	1/119.5
Public Administration				
Headcount enrollments	Undergraduate	169	187	215
	Master	136	239	283
	Ph.D.	38	40	37
	Total	343	466	535
# of full-time faculty*		12	10.5	10
Faculty/ Student Ratio		1/28.6	1/44.4	1/43.6

Table 12.2. Student/Faculty Ratios of 5 Select Academic Units (Continued)

		2010-2011	2011-2012	2012-2013
Social Work				
Headcount enrollments	Undergraduate	482	545	594
	Master	184	225	249
	Total	666	770	843
# of full-time faculty		25	23	22
Faculty/ Student Ratio		1/26.6	1/33.5	1/38.3
Urban and Regional Planning				
Headcount enrollments	Undergraduate	195	182	186
	Master	43	37	37
	Total	238	219	223
# of full-time faculty		7	8	9
Faculty/ Student Ratio		1/34	1/27.4	1/24.8
Political Science				
Headcount enrollments	Undergraduate	612	636	621
	Master	40	29	31
	Total	652	665	652
# of full-time faculty		16	16	16
Faculty/ Student Ratio		1/41.4	1/41.6	1/40.8
Notes: Departmental Dashboard Indicators show that SPA has 1 non-tenure-earning faculty members in 2010-11, 2 non-tenure-earning faculty members in 2011-12, and 1 non-tenure-earning faculty members in 2012-13. But SPA didn't have any non-tenure-earning faculty in those years. Thus, the faculty data reflect the actual PA faculty data. Actually, in 2011-12 and 2012-13, SPA lost 50% of Dr. Khi Thai, who served as Interim Director of the School of Criminology and Criminal Justice, and also lost 50% of Dr. Ron Nyhan, who served as President of the FAU Faculty Senate.				

The School of Public Administration had and will continue to have the lowest percentage of among five CDSI schools in terms of courses taught by regular faculty. Strangely enough, SCCJ is the worse in student/faculty ratios, but the percentages of ungraduated and graduate courses taught by its regular faculty are much higher than those of SPA. In other words, 100% of CCJ graduate courses and 50.8% CCJ undergraduate courses were taught by regular CCJ faculty, while only 81% of PAD graduate courses and only 35.7% of PAD undergraduate courses were taught by regular PA faculty.

In summation, in terms of student/faculty ratios, SPA is the worse with 46.8 students per faculty member only after SCCJ (with 119.5 students per faculty member). However, in terms of % of undergraduate and graduate courses taught by regular faculty, SPA is the worse among 6 academic units with only 35.7% of undergraduate courses taught by its regular faculty and 81% of graduate courses taught by its regular faculty (See Table 12.3). In order to nurture our undergraduate programs, having only a 1/3 of courses taught by regular faculty will not attract students.

Table 12.3 Faculty Resource Ranking: Comparison of 6 Select Academic Units, 2012-13

Indicators	Arch	CCJ	PA	SOW	URP	Pol Sci
Student/Faculty Ratios	29.2	119.5	46.8	38.3	24.8	40.75
Rank (in terms of high student/faculty ratio)	5	1	2	4	6	3
% of Undergraduate Courses Taught by Regular Faculty	58.6	50.8	35.7	68.5	61.5	88.2
Rank (in terms of low % of courses taught by regular faculty)	3	2	1	5	4	6
% of Graduate Courses Taught by Regular Faculty	NA*	100	81	98.7	94.1	100
Rank (in terms of low % of courses taught by regular faculty)	NA	5	1	2	3	5

Source: IEA, Departmental Dashboard Indicators. Percentages and ranking was calculated by Khi Thai. Data derive from Table 12.4 below.

Note: The School of Architecture does not offer a graduate program, but offered 2 to 6 sections of 500-level courses.

Table 12.4. Student/Faculty Ratios: Six-Academic-Unit Comparison

	2010-11	2011-12	2012-13
Architecture			
Undergraduate level			
SCHs	1,159	1,256	1,263
Sections Offered	42	42	29
Sections faculty taught	27	25	17
Percentage of Sections taught by faculty	64.3	59.5	58.6
Average enrollment	27.6	29.9	43.6
Graduate level			
SCHs	87	68	98
Sections Offered	4	2	6
Sections faculty taught	0	0	4
Percentage of Sections taught by faculty	NA	NA	NA
Average enrollment	21.8	34	16.3
Criminology and Criminal Justice			
Undergraduate level			
SCHs	5,864	6,385	7,438
Sections Offered	116	123	122
Sections faculty taught	55	58	62
Percentage of Sections taught by faculty	47.4	47.2	50.8
Average enrollment	50.6	51.9	61.0
Graduate level			
SCHs	131	109	257
Sections Offered	10	9	10
Sections faculty taught	10	9	10
Percentage of Sections taught by faculty	100	100	100
Average enrollment	13.1	12.1	25.7

Table 12.4. Student/Faculty Ratios: Six-Academic-Unit Comparison (Continued)

	2010-11	2011-12	2012-13
Public Administration			
Undergraduate level			
SCHs	1,202	1,529	1,421
Sections Offered	46	61	56
Sections faculty taught	33	31	20
Percentage of Sections taught by faculty	71.7	50.8	35.7
Average enrollment	26.1	25.1	25.4
Graduate Level			
SCHs	710	1,011	1,273
Sections Offered	45	54	63
Sections faculty taught	38	45	51
Percentage of Sections taught by faculty*	84.4	83.3	81
Average enrollment*	15.8	18.7	20.2
Note: * Data include doctoral courses that had very small enrollments and were taught 100% by faculty.			
Social Work			
Undergraduate level			
SCHs	1,978	2,318	2,290
Sections Offered	99	105	84
Sections faculty taught	56	58	50
Percentage of Sections taught by faculty	56.6	55.2	69.5
Average enrollment	16.6	17.7	22.8
Graduate level			
SCHs	1,292	1,616	1,803
Sections Offered	78	91	79
Sections faculty taught	72	82	78
Percentage of Sections taught by faculty	92.3	90.1	98.7
Average enrollment	16.6	17.7	22.8
Urban and Regional Planning			
Undergraduate level			
SCHs	841	876	848
Sections Offered	30	35	26
Sections faculty taught	16	19	16
Percentage of Sections taught by faculty	53.3	54.3	61.5
Average enrollment	28	25	32.6
Graduate level			
SCHs	208	215	180
Sections Offered	22	21	17
Sections faculty taught	22	18	16
Percentage of Sections taught by faculty	100	85.7	94.1
Average enrollment	20	18	16

Table 12.4. Student/Faculty Ratios: Six-Academic-Unit Comparison (Continued)

	2010-11	2011-12	2012-13
Political Science			
Undergraduate level			
SCHs	4,239	4,424	4,306
Sections Offered	111	101	102
Sections faculty taught	88	87	90
Percentage of Sections taught by faculty	79.3	86.1	88.2
Average enrollment	38.2	43.8	42.2
Graduate level			
SCHs	125	93	110
Sections Offered	12	9	9
Sections faculty taught	12	9	9
Percentage of Sections taught by faculty	100	100	100
Average enrollment	10.4	10.3	12.2

Source: IEA, Departmental Dashboard Indicators.

In summation, as shown in Tables 12.2, 13.3 and 13.4, SPA does not have sufficient faculty resources to cope with instructional demands. The MNM program is taught basically by .5 faculty member, Dr. Ron Nyhan.

12.1b. Faculty Conference Support

During the past two years, all faculty members who presented papers at regional or national conferences were able to obtain travel funding support. SPA has a major auxiliary account for special revenues from the Public Procurement Research Center's online Certificate in Public Procurement courses, and a recent auxiliary account for special revenues from the International Leadership and Management Institute. Revenues from these auxiliary accounts have been used to supplement our faculty's conference travel.

Despite budget reductions, the School was able to provide new PCs for those faculty members who wished to update their computers. In addition, the School has been able to purchase software programs such as SPSS for the faculty who need software programs for their teaching and research.

In the SPA space in the Social Science building at the Boca campus, all faculty and staff have a private office. Many faculty offices have windows and adequate furniture and provide convenient meeting spaces. Similar offices are available for adjunct faculty with a computer and access to all resources available to all full-time faculty. There is one faculty office available at the Davie campus.

The State University System and FAU have an online catalog system. Holdings at FAU sites and at other libraries in the State System are accessible through Inter Library Loan. In addition to the library catalogues, the online system has search capacities for reserve holdings, for a variety of indexes and databases, for government documents, and for gateway remote search services. Faculty can use their EZ-Proxy account to access online-journals, indices, etc. from their home computers.

We have always had adequate classroom space at the Boca Raton and Davie campuses. Seminar classrooms, computer lab classrooms, and traditional classrooms are available for all of our SPA needs. Instructional Labs are sometimes available to faculty wishing to teach courses or to hold seminars in computer-equipped facilities. E-classrooms are also available. E-classrooms are sometimes available (used for the electronic equipment and network capabilities), which enhance the teaching and learning experience of the students.

Learning Resources' audiovisual services provide high quality presentation equipment, and professional media production assistance to support the academic and extended activities of the university community. Besides supporting the academic needs of FAU's Broward campuses, Learning Resources is also responsible for planning, developing, and executing a wide range of events aimed at supporting the university's administrative and public service mission, including large-venue sound, videoconferencing events; live video streaming; as well as video/audio recording and editing production.

12.2. Student Resources

Student resources consists of two types: scholarship/fellowships, and advising/learning support centers.

12.2.1. Scholarships and Fellowships

A wide variety of scholarships and fellowships are available to FAU MPA students. During the past few years, several MPA students have received many of the scholarships listed below. The recipients of the scholarships are presented their awards at our annual Pi Alpha Alpha Honor Society induction event. There are two major types of scholarships: (i) School-wide scholarships for only Public Administration students, and (ii) university/college-wide scholarships for all FAU students

12.2.1.1. SPA-scholarships

John Miklos Scholarship Fund for Public Administration

The Miklos endowment was established in 1977 by FAU professor and lawyer, John Miklos, and was further endowed by contributions from his friends and associates among Florida city managers. It was designed to provide tuition, fees or books for full time graduate students enrolled in the Master of Public Administration program (MPA). It currently carries a one-time honorarium of approximately \$2000. The John Miklos Scholarship is reserved for an excellent and fully matriculated FAU SPA Master of Public Administration student in good standing, with at least a 3.2 overall grade point average. Need and academic standing are considerations in choosing among award applicants.

Jane Thompson Scholarship in Public Administration

The Thompson endowment was established jointly by the Board of Commissioners of Palm Beach County and the FAU Foundation in memory of Jane Thompson. The award is given to an FAU School of Public Administration (SPA) graduate student in Public Administration who exemplifies Jane Thompson's outstanding personal and academic qualities. It is given in order to promote careers in the public service and carries a one-time honorarium of approximately \$2000. The Thompson Award is reserved for an excellent FAU SPA Master of Public Administration graduate, or a student in good standing pursuing an advanced degree in Public Administration. Other required qualities are intellectual honesty, courage of convictions, maturity of judgment, sense of humor, excellent communications skills, and a career objective in the public sector.

The R.B. Johnson Endowment Scholarship

The Colonel & Mrs. Robert B. Johnson Memorial Scholarship Fund is an award for a student in the School of Public Administration (Ph.D., MPA, MNM, and BPM) at Florida Atlantic University. The recipient receives \$500.

The Natachia Yacinthe Scholarship

One of the School doctoral alumnus, Dr. Natachia Yacinthe (Ph.D., 2004), established the Natachia Yacinthe Scholarship in 2013 and has contributed her own resources to the this fund. The scholarship award is given to a Haitian student who attends the School of Public Administration .

12.2.1.2. University/college-wide scholarships**Adriana Castellano Memorial Scholarship**

The John Scott Dailey Florida Institute of Government at Florida Atlantic University and the Florida Association of Occupational Licensing Officials sponsor the Adriana Castellano Memorial Scholarship in the amount of \$1,200 to a public administration student. The applicants must be a junior level undergraduate or graduate student majoring in Public Administration. Students must have a cumulative GPA of 3.4 or higher for all college courses.

The Daniel B. Goldberg Scholarship

The Daniel B. Goldberg Scholarship of \$11,000 is available to a full-time graduate student who is pursuing an advanced degree preparing for a career in state or local government finance. This scholarship is funded by the Girard Miller Foundation. The winner is invited to attend the Government Finance Officers Association of the United States and Canada's (GFOA) annual conference in Chicago, Illinois, in June, where the award will be presented.

The Frank L. Greathouse Government Scholarship

The Frank L. Greathouse Government Scholarship of \$5,000 (for each award) is awarded to one or more graduate or undergraduate students enrolled in full-time study preparing for a career in state and local government finance. The winner is invited to attend the Government Finance Officers Association of the United States and Canada's (GFOA) annual conference in Chicago, Illinois in June, where the award will be presented.

The Minorities in Government Finance Scholarship

The Minorities in Government Finance Scholarship of \$5,000 is awarded to an upper-division undergraduate or graduate student of public administration, (governmental) accounting, finance, political science, economics, or business administration (with a specific focus on government or nonprofit management). The purpose of the Minorities in Government Finance Scholarship is to recognize outstanding performance by minority students preparing for careers in state and local government finance.

Paul & Daisy Soros New Americans Scholarship

The Soros Fellowships for New Americans support 30 individuals a year for up to two years of graduate study in any subject. The Fellowship provides \$25,000 maintenance and half tuition (up to a maximum of \$20,000 per academic year).

The B. Harold Farmer Scholarship

This scholarship was initiated in 1992 in honor and memory of B. Harold Farmer, who served as a mentor for many Florida city and county managers. Mr. Farmer worked in municipal government for 25 years. The recipient receives \$2500 and is recognized at the Florida City and County Managers Association (FCCMA) conference. Applicants must be pursuing a career in local government management and earning a public administration degree.

Delores A. Auzenne Fellowship

The Delores A. Auzenne Fellowship Program is sponsored by the State University System. It is designed to encourage minority students to pursue graduate degrees in areas where they are historically underrepresented at Florida Atlantic University. The program provides support in the amount of \$5,000 to each awardee for one academic year of full-time study in selected disciplines.

Graduate Diversity Fellowship

Florida Atlantic University offers this \$2,500 fellowship to graduate students who increase the diversity of the student body in their chosen field of study. Applicants must be able to demonstrate how they contribute to increasing diversity, and if applicable any impediments or disadvantages they may have overcome to pursue their advanced degree. Attributes that relate to diversity include, but are not limited to, the following: age, cultural heritage, ethnic background, exceptional ability, gender, race and socio-economic status. Membership in an underrepresented racial or ethnic group is a qualifying factor, but the graduate diversity fellowship is not awarded solely on this basis.

Graduate Fellowship for Academic Excellence

This program is designed to provide financial assistance in the form of a fellowship to outstanding graduate students. The fellowship provides \$5,000 for one academic year and is non-renewable.

Florida Gubernatorial Fellows Program

The Gubernatorial Fellows Program offers an unparalleled experience in leadership and public service to Florida's best and brightest college and university students. This nonpartisan program provides students interested in public service with the opportunity to gain experience and exposure by working in key areas of government. Fellows travel to Tallahassee for two semesters and are assigned to work in the Executive Office of the Governor or the Governor's agencies, based on their major or area of concentration. Fellows work a minimum of 20 hours per week and are paid for their time on the job, while maintaining full-time status in their academic programs. Fellows participate in a weekly lecture series, where they meet face-to-face with prominent leaders, including the Governor, Lt. Governor, Cabinet officers, agency heads, or other top officials. Fellows also travel throughout Florida and to Washington, D.C. to meet with local and federal government officials.

12.2.2. Student advising/learning support**12.2.2.1. Career Development Center (CDC)**

FAU's Career Development Center is a centralized operation geared to assist all currently enrolled students and alumni with their career management needs. The center presents educational programs and services aimed at providing students with the skills and tools necessary for lifelong career development. The Career Development Center has three key functional areas that interact to bring more effective, efficient and result-oriented career programs: Career Education, Experiential Learning Programs and Employment/Education Networking. The Career Development Center has professionally trained and nationally certified career counselors available to meet with students.

"Career Education" incorporates a variety of programs that lead to knowledge of one's skills, values, interests and goals in relation to choosing a major or learning about careers. These services include career counseling, career assessment inventories, occupational information, career workshops, a computer lab and career resource library, an alumni mentor program and web-based resources, including online career assessment inventories.

Employment and Education Networking services for implementing a successful job search are available and include individual counseling, workshops on interviewing, résumé writing, designing a curriculum vitae, academic or nonacademic job search, salary negotiations, on-campus recruiting, employer and student panel presentations, career days, professional/graduate school information day and etiquette dining seminars. These services and networking events are provided throughout the year through the Employment/Education Networking arm of the CDC. Students are encouraged to use Optimal Résumé for assistance in creating high impact résumés and the Perfect Interview online tool to enhance interviewing skills.

OWL CareerLink is an online employment database with a variety of features. OWL CareerLink includes job listings, on-campus interviewing, co-op and internship opportunities, part-time and full-time positions as well as listings seeking experienced hires for graduate students and alumni. The Career Development Center's OWL CareerLink database is a great way to locate potential career opportunities at many levels. In addition, students may access the Professional Mentor Program by viewing mentor profiles.

12.2.2.2. Center for Learning and Student Success

Formerly known as the Office for Student Retention, the Center for Learning and Student Success is available to assist all undergraduate students throughout their academic journey. CLASS supports the mission of the University and promotes academic and personal achievement by engaging students, forming partnerships and creating programs and services to foster student success and the retention of undergraduate students. This is done by coordinating retention activities between academic and student affairs divisions; supporting and monitoring students' academic progress; coordinating with academic advisement units; providing collaborative learning opportunities; providing referrals to campus resources and support services; instilling a sense of the FAU community in students; and coordinating programs that foster the academic success of FAU students. CLASS, under the Division of Undergraduate Studies, coordinates Freshman Learning Community (FLC) programs, Living Learning Community (LLC) programs, Supplemental Instruction (SI), student assessments including CARES, student success workshops, FAU parent list-serves and some tutoring services.

12.2.2.3. Counseling and Psychological Services (CAPS)

Counseling and Psychological Services provides individual, couples and group counseling to currently enrolled FAU students. Its professionally trained staff seeks to assist students with a wide range of personal concerns and problems. The staff provides a warm and caring office atmosphere in which students are treated with sensitivity and dignity. CAPS helps students in the identification and development of healthy coping skills to assist in their personal, social, academic, and work roles and responsibilities. Psychologists, clinical social workers, counselors, a psychiatrist and a psychiatric nurse practitioner provide professional therapeutic services and assistance to students whose personal difficulties and learning problems interfere with their ability to benefit from academic and extracurricular experiences. Counseling and psychiatric services are held in strict confidence in keeping with legal and ethical guidelines.

12.2.2.4. Graduate and Professional Student Association

The Graduate Student Association (GSA) comprises graduate and professional students whose goals are to host cultural and academic programs for graduate students, advocate for graduate students' interests within the University community and work together to strengthen the collective voice of the graduate community.

12.2.2.5. International Services

The Office of International Programs (OIP) provides services and leadership to strengthen the international dimensions of academic programs at Florida Atlantic University. OIP is responsible for establishing, supporting and coordinating international learning activities for undergraduate and graduate students. The OIP provides comprehensive services and support to undergraduate and graduate students who wish to study abroad. It also encourages and assists faculty to develop new educational programs abroad and to enhance existing programs. OIP maintains a file of information on the general scholarships and postgraduate fellowship opportunities that are available.

The Office of International Student and Scholar Services (ISSS) welcomes international students, scholars and their families in an effort to promote a culturally diverse learning environment and to enrich the quality of teaching and research at FAU. The ISSS provides essential services and programs, including tax seminars, immigration workshops and cultural programs as well as counseling on immigration, academic, social, cultural and personal concerns. In addition, the office provides International Student Orientations to welcome new students. Attendance is required at these sessions. The ISSS has a close working relationship with numerous international student cultural organizations on campus who assist with welcoming new students and fostering cross-cultural appreciation. Each year the ISSS co-sponsors a Festival of Nations in collaboration with the various international student cultural organizations. Students are encouraged to get involved.

12.2.2.6. Labs

Computer Labs are divided into three categories: Open Labs, Instructional Labs, and Electronic Classrooms. All computer systems in both the instructional and open student labs are connected to the campus network and have full access to the Internet. Specifically, open labs allow computer access to FAU students to perform class assignments, research, or any other University-related work.

12.2.2.7. Libraries

The FAU Library system is extensive and there are five libraries that are available to all students. Since most of the SPA courses are offered at the Davie and Boca Raton campuses, the focus of this section is on the following libraries:

- a. The FAU Stanley E. Wimberly Library on the Boca Raton Campus;
- b. The Davie Library in Davie.

The specific services provided by both the FAU main library on the Boca Raton Campus and the branch campus libraries include: reference and reserve room, general circulation, audio visual (including films, video tapes, records, and recordings), photo copying, serials (including relevant journals, magazines, and newspapers), intercampus and interlibrary loans, library tours and bibliographic instruction, monographs and media acquisitions, Florida state and federal government documents, online computer catalogues that provide access to major CD-ROM and World Wide Web indexes, data bases, and full-text sources, access to the libraries comprising the State University System, and special assistance in acquiring special collections and documents that may normally not be available in the regular collection.

The State University System and FAU have an online catalog system. Holdings at FAU sites and at other libraries in the State System are accessible through Inter Library Loan. In addition to the library catalogues, the online system has search capacities for reserve holdings, for a variety of indexes and

databases, for government documents, and for gateway remote search services. Students can use their EZ-Proxy account to access online-journals, indices, etc.

FAU students, who require more in-depth instruction in the use of the library and its services may schedule by appointment a library consultation with the Information Literacy and Instructional Services Department. The staff of Access Services (Circulation/Reserve/Current Periodicals & Microforms) will assist students with disabilities by retrieving materials and photocopying materials as needed. The Media Center has 20-inch TV/VCR monitors with closed captions, as well as other wheelchair-accessible a/v stations.

In addition to the above libraries, students and faculty can access the Broward Main Library in downtown Fort Lauderdale. Florida Atlantic University has a contractual agreement with Broward County to make available to FAU students all of the resources of the Broward County Main Library. BIGCAT is the Broward library's computerized information system. It provides access to catalogued holdings for the Broward County Library System, to periodical indexes and articles, to electronic encyclopedias, and to a variety of computer data bases. In addition, as a member of the Southeast Florida Library Information Network (SEFLIN), and via BIGCAT, the FAU/Broward County Library enables access to the holdings of over 100 public and academic libraries in Southeast Florida. Finally, BIGCAT allows access to the Seflin Free-net, an interactive network of community information accessible to everyone free of charge.

12.2.2.8. Multicultural Affairs

The Office of Multicultural Affairs and Precollege Programs enhances the educational experiences of students by providing programs and services that are holistic and based on theories of learning and human development. Its departmental goals are consistent with the University's mission to serve "a uniquely diverse community...within an environment that fosters inclusiveness.

12.2.2.9. Office for Students with Disabilities

The Office for Students with Disabilities (OSD) is in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. The mission of the OSD is to support students with documented disabilities in their pursuit of equity and excellence in education. The OSD works with FAU faculty and staff to ensure that reasonable accommodations are provided to allow this population of students an equal opportunity to learn in the classroom setting and have access to all areas of FAU campuses.

The OSD fosters student self-advocacy and the development of compensatory skills that support independent learning. Numerous adaptive technological aids and human support services are available to help meet the needs of students with varying disabilities. Among the adaptive technology aids are computers with screen readers and speech-recognition systems, magnification devices, audio recorders, Braille writers, wheelchair-accessible desks, tactile aids and FM systems. The support services include assistive technology training, note-taking services, sign language/C-Print services, adaptive testing accommodations, Learning Strategies Training and an active student organization. In addition to providing academic support services and accommodations to students with disabilities, the OSD also provides meaningful volunteer opportunities for all students.

Self-identification and registration with the OSD is at the student's option and is not mandatory. However, in order to ensure receiving authorized academic accommodations from FAU due to a disability, the student must register with the OSD. In order to complete the registration process, it is the responsibility of the student with a disability to provide the OSD with appropriate written documentation from a licensed professional in the field concerning the specific diagnosis and

anticipated academic limitations. This enables the OSD to provide the appropriate, reasonable accommodations necessary to ensure access to the student's educational program, as well as to assist the student in developing the necessary compensatory skills needed to be successful after graduation. All disability-related records are kept confidential and are not released without the student's written permission. Students interested in volunteering with the OSD are also welcomed.

12.2.2.10. Student Government

Student Government (SG) is the representative association of the student body of Florida Atlantic University. It is also a department within the Division of Student Affairs. Like the U.S. Government, SG is divided into three branches: the Executive, the Legislative and the Judicial. It also includes an independent Elections Board, Graduate Student Association, Homecoming Committee and student media outlets.

12.2.2.11. University Center for Excellence in Writing

The University Center for Excellence in Writing (UCEW) is a free service for all members of the FAU community—undergraduate and graduate students, staff, faculty and visiting scholars alike. Its services are devoted to the support and promotion of writing. Trained writing center consultants help writers at any stage of the writing process (brainstorming, drafting, revising) with papers for courses, senior or master's theses, dissertations, job or graduate school applications, articles for publication, grant proposals and other documents. Consultants provide writing assistance rather than editing or proofreading services. The UCEW provides a range of other services, including support for computer-facilitated teaching and learning for writing classes and hosting brown-bag discussions, workshops and presentations by guest speakers for FAU and the local community. The center also serves as the campus clearinghouse for research in literacy, pedagogy and computer-facilitated teaching of writing and for the Writing Across the Curriculum Program. Writers are encouraged to take advantage of this free service, interact with other writers, gain perspective on their own work and develop additional strategies in reading and writing for all writing projects.

12.2.2.12. Veterans Affairs

Florida Atlantic University is approved for the education and training of veterans and their children under all public laws now in effect. The Veterans Affairs Office, located in the Student Financial Aid Office on the Boca Raton campus, provides a full range of information about educational assistance, tutorial assistance and work study for veterans. Students who may be eligible for educational benefits under any Veterans Administration program are urged to contact the Veterans Affairs Office.

12.2.2.13. Weppner Center for Civic Engagement and Service

The Daniel B. Weppner Center for Civic Engagement and Service (WCCES) at Florida Atlantic University is located on the Boca Raton campus with representatives on the Broward and Northern campuses. The mission of the WCCES is to develop partnerships between the University and the community, providing service opportunities to faculty, staff and students; and to promote the link between the curriculum and service, fostering civic awareness. The vision of the WCCES is to foster future leaders through civic responsibility and community service. WCCES' core values are reflected in its four pillars: leadership, dedication, unity and service.

13. Future Direction

Florida Atlantic University experienced leadership changes in the last several years, and thus its direction has been modified. In addition, the State University System has modified the State higher education focus. One of these changes is to focus on undergraduate education.

Unfortunately, the School of Public Administration's strength is its graduate education. Of 525 students in 2012-13 (as shown in Section A), we have 320 graduate students and only 215 undergraduate students. Its Ph.D. program with an average 40 students is one of the largest Ph.D. of Public Administration programs in the nation. The School's MPA program with 206 students in 2012-13 is also of the large programs in the nation. Then, the first question is: Should we focus on undergraduate education or should we continue our current strength? Or should we modify our direction by focusing on our two undergraduate programs? It is impossible for us to attract undergraduate students while only 22 of 27 or 81.5% undergraduate courses are taught by adjuncts and our doctoral students.

With the current University resource constraint, we don't expect to get sufficient and timely additional faculty positions. In this resource constraint environment, should set a cap on our admissions? As we all know, offering a Ph.D. program is costly with small class enrollments, with needed scholarships to attract the best students nationally and internationally, and with our faculty's enormous efforts in mentoring doctoral students.

Our MPA program has experienced an unprecedented enrollment growth in the last two years, and we expect our MPA program enrollment reach 300 students in 2 years. Currently, with our current faculty credentialing requirement, adjuncts we hire to teach our MPA courses have to have a terminal degree in the field (i.e., Ph.D.), it has become a major challenge for us to find qualified adjuncts to teach them. Should we place a cap in admissions and have a smaller enrollment?

Finally, what changes would there be in the national-international boundary spanning of public administration in general and MPA programs worldwide?

In addition to the School's future direction as described above, the faculty of the School of Public Administration has approved the addition of an additional specialization/track for the program: Cyber Security. The approval of this new specialization should be accomplished during this academic year and implemented into the program. Additionally, some revision of the core course curriculum is required and will be addressed by the end of the current semester. As stated in Goal 4, the establishment of a graduate program in public safety administration will hopefully be accomplished within the next several years. We expect enrollment to continue to grow and to be one of the larger degree programs within the college.

Appendix Course Description

Required Courses:

The Criminal Justice System (CCJ 3024) 3 credits

Comprehensive survey of the history, philosophy and organization of the American police, the courts and correctional institutions, including probation and parole. Study of crime, law and the administration of criminal justice.

Ethics and the Justice System (CCJ 4054) 3 credits

Course provides an introduction to theories in ethics and the exploration of a variety of ethical/moral issues that characterize and define the different facets of criminology and criminal justice policy and practice.

Policing in America (CJE 4352) 3 credits

Police organization and administration and its relationship to public administration. The politics of law enforcement. The urban political structure as it impinges on police administration.

Advanced Fire Administration (FES 3015) 3 credits

Course integrates the practical and theoretical approaches to the administration of modern fire-rescue systems. The course will focus on strategic planning, budgeting, organizational structure and management of local fire and emergency service organizations.

Public Management and Administration (PAD 3003) 3 credits

This is the introductory course for the B.P.M. major offering a survey and discussion of the emerging management problems of the various levels of government, and of the application of management principles and practices in public administration.

Organizational Behavior and Administrative Communication (PAD 3104) 3 credits

Analysis of the elements that make up complex organizations and the factors that affect human behavior within them, with emphasis on the processes of interpersonal and group communication.

Managing for Excellence in the Public and Nonprofit Sectors (PAD 4332) 3 credits

Surveys current management and leadership tools and processes used in both private and public organizations. Provides a conceptual understanding of strategies to improve public and nonprofit organizational performance such as measurement, strategic planning, employee motivation, and organizational development and change.

Administrative Process and Ethics (PAD 4604) 3 credits Prerequisite: PAD 3003 or permission of instructor.

Surveys the principles of administrative procedure, procedural due process, and regulatory procedures and considers administrative ethics in process.

Human Behavior and Social Environment 1 (SOW 4101) 3 credits

Human behavior and development as they are influenced in the macro social environment. Emphasis on social systems theory, political process, organizations, and institutions.

Minority Issues and Social Work (SOW 4620) 3 credits

An in-depth analysis of various problems encountered by selected minority groups and social work intervention strategies aimed at prevention, solution and remediation. Groups selected for study may include African Americans, Hispanics, Haitians, Native Americans, and other groups such as women, the elderly, the handicapped, gays, lesbians, transgenders, and migrant workers.

Elective Courses:

Designing Safer Communities with CPTED (ARC 4384) 3 credits

The course teaches the methodology of designing for security using Crime Prevention Through Environmental Design (CPTED). The premise is that proper design and effective use of the built environment can lead to reduction in the opportunity of predatory stranger-to-stranger crime, with the result of improving quality of life and reducing fear.

Crime in the Schools (CCJ 3660) 3 credits

Analysis of the nature and causes of crime committed on secondary and postsecondary school campuses. Explores the role of drugs, weapons, gangs, and bullies in creating fear and disorder. Reviews legal issues, legislative actions, liability concerns, and previous strategies.

Juvenile Justice (CJJ 4010) 3 credits

Comprehensive survey of the juvenile justice system in the United States with particular attention to the Florida system. This course will cover the philosophy, organization and administration of juvenile justice systems.

Terrorism (DSC 4012) 3 credits

Students gain a historical perspective of the international evolution of terrorism. Emphasis is placed upon contemporary terrorist motive means and opportunity. Course also examines motivational factors - religious, political, and ideological - that drive various groups.

Corrections (CJC 4310) 3 credits

An analysis of major correctional systems; their objectives and programs as they relate to the rehabilitation of offenders.

Criminal Justice Management (CCJ 4450) 3 credits

A study of criminal justice management and practice as it applies to the police, courts, and corrections.

Organized Crime and the Business of Drugs (CCJ 4642) 3 credits

This course examines the dynamics of the international traffic in illicit drugs and presents an overview of the major issues of drug control. It also provides students with an understanding of the various organized criminal groups that operate in the United States and that play a major role in the illicit drug market.

White Collar Crime (CCJ 4644) 3 credits

This course examines the definitions of white collar crime, as well as the extent and costs of this behavior. The majority of the class centers on the examination of different types of white collar crime, with an emphasis on corporate crime. Case studies are used to illustrate specific instances of white collar crime.

Crime Analysis (CJE 4663) 3 credits

An introduction to crime analysis and crime mapping, this course examines types of techniques used to study crime and disorder patterns and problems in law enforcement today. It covers the theory, data collection methods, and statistics used as well as the history of career opportunities for crime analysis.

Criminal Investigation (CJE 4610) 3 credits

This course is designed to provide students with an understanding of the fundamentals of criminal investigations, blending scientific theories of crime detection with practical approach techniques. The course also covers both the rules of law as well as the ethical and legal obligations of the investigator.

Criminal Justice Field Experience (CCJ 4940) 3 credits

Supervised experience in police, court or correctional setting. Open only to Criminal Justice Majors.
Grading: S/U

Fire and Emergency Services Public Policy (FES 3003) 3 credits

Course exposes students to the many facets of policy-making and implementation issues in fire and emergency services, including the legal foundations from which agencies operate. An emphasis will be placed on the politics of administration.

Personnel and Labor Relations in Fire Administrator (FES 3045) 3 credits

Course helps students develop an appreciation for the issues related to personnel administration and labor-management relations in fire and emergency services. This includes examination of the historical development of human resources in the public sector, particularly in the fields of fire and emergency services.

Analytical Approaches in Fire Administration (FES 3780) 3 credits

An introduction to operations research and systems analysis in the delivery of fire and emergency services. Topics include analyzing incident data, locating fire rescue facilities, queuing theory, and analysis of response time and resource utilization.

Multiagency Incident Command (FES 3803) 3 credits

Course examines the framework for multiagency coordination in the response to and mitigation of large-scale events, both man-made and natural. The course focuses on command and control of law enforcement, fire and emergency service organizations in the response to large-scale incidents. Emphasis will be placed on the vertical coordination among federal, state, and local resources.

Government Internship (PAD 4941) 3 credits

Prerequisite: Completion of 12 management credits Offers public sector working-world experience that allows the acquisition of career-relevant expertise and networks.

Introduction to Visual Planning Technology (URP 4254) 3 credits

The practice of urban planning now requires that students understand how to use a variety of computer-based applications for creating appropriate visual information linked to other types of data. This course provides an overview of several of these applications: PowerPoint, Excel, Adobe Photoshop, GIS, and 3D visualization.

Sustainable Cities (URP 4403) 3 credits

Course focuses on how you balance and weigh all the different demands to create spaces.