

School of Urban and Regional Planning

College for Design and Social Inquiry

Self Study

Prepared by:

Eric Dumbaugh

Yanmei Li

Ceylan Oner

Kasama Polakit

Jesse Saginor

December, 2013

Table of Contents

A. Mission and Purpose	5
A.1: Relation to FAU's Mission and Strategic Plan	5
B. Responses to Previous Reviews	5
C. Instruction	6
C.1: Graduate Program	8
C.1.i Curriculum and Structure of the Master of Urban and Regional Planning	9
Internships.....	11
Field Experiences	11
Study Abroad	11
Pedagogical Innovations	11
Scope of Institutional Contributions	12
Student Research Opportunities	12
C.1.ii: Admissions to the Master of Urban and Regional Planning	13
C.1.iii. Program Quality and Assessment	14
Professional Licensure	15
Placement Rates/Employment Profile	16
FAU Assessment	16
C.2: Undergraduate Programs.....	17
C.2.i: Curriculum of the Bachelor of Urban and Regional Planning Program.....	18
C.2.ii: Curriculum of the Bachelor of Urban Design Program.....	19
C.2.iii: Curricular Innovations and Opportunities in the Undergraduate Programs	21
Internships.....	21
Field Experiences	21
Study Abroad	21
Pedagogy/Pedagogical Innovations	21
Institutional Contributions: Intellectual foundations and Writing across the Curriculum (WAC) ..	22
Student Research Opportunities	22
C.2.iii Admissions to the Undergraduate Program	23

C.2.iv: Program Quality and Assessment	24
D: Advising	25
D.1: Undergraduate Advising	25
D.2: Graduate Advising	26
E. Research and Engagement.....	27
E.1: Rethinking Planning in Florida	30
E.2: The DeGrove Institute.....	31
E.2.i: Organizational Structure	32
E.2.iii: Long-term Program	33
E.3: Livable South Florida Initiative	35
E.3.i: Placemaking and Civic Engagement.....	35
E.3.i.a: Better Block Fort Lauderdale	35
E.3.i.b: Park(ing) Day Fort Lauderdale.....	36
E.3.i.c: Purple Line Miami.....	37
E.3.i.d: Park(ing) Day West Palm Beach	38
E.3.i.e: Outcomes of the Civic Engagement Initiative.....	38
E.3.ii: Livability Studies.....	39
E.3.iii: URP 4930/6930: Creative Placemaking	40
E.4: Living Laboratory Program	40
E.4.i: Wellington Living Lab	40
E.4.ii: Abacoa Living Lab	41
E.5: Hazards and Disaster Research Projects	41
E.6: 3D Visualization, Inventories and Mapping.....	41
E.7: Districting, Redistricting, and District Analysis	42
E.8: Go SOLAR Initiative	42
F. Strengths, Weaknesses, Opportunities, and Threats	42
F.1: Strategic Plan Goals and Activities.....	42
F.2: Strengths	43
F.3: Weaknesses	44
F.4: Opportunities.....	44
F.5: Threats	45

G. Resource Analysis	46
G.1: Research and Administrative Support.....	46
G.2: Salary, Incentives, and Workload.....	46
G.3: Advertising and Promotion	47
H. Review Analysis Questions.....	47
Appendix 1: Self-Study Report Checklist	48
Appendix 2. Academic Learning Outcome (ALO).....	50
Bachelor of Urban and Regional Planning	50
Bachelor of Urban Design	52

A. Mission and Purpose

The School of Urban and Regional Planning strives to provide leadership in producing nationally significant research and in serving national and international planning and planning education.

Our focus is on educating future practitioners and researchers to enter national and global practice as leaders in managing change, developing new policy frameworks, and guiding decision-makers toward an urban future that is environmentally, economically, and humanly beneficial.

We are dedicated to excellence in teaching and research and provide our students with the knowledge, experience, and skill-set to succeed in an array of professional endeavors.

The School of Urban and Regional Planning is a locus of scholars, teachers, practitioners, agents and students committed to the continuous improvement of urban regions and the planning enterprise through research, teaching and service.

The School provides an environment to discuss, develop and disseminate new ideas and concepts, and contribute to the practice of planning directed towards a future that is environmentally, economically and humanly beneficial. The focus of our work relies on the recognition and use of multi-scalar connections and interactions of systems and planning activities. We encourage involvement in a range of governance activities including policy framework development, participatory decision-making and community stewardship. The School seeks to exploit the potential of emerging technologies and collaborative engagement in creative and innovative ways.

A.1: Relation to FAU's Mission and Strategic Plan

This purpose and mission of the School are directly aligned with those of FAU and that State University System of Florida. Our graduate and undergraduate programs are designed to prepare students to be thoughtful and effective professionals. Research and creative activities are embedded into the core curriculum of all three of the School's programs, which are interdisciplinary by nature. Our focus on the continuous improvement of urban regions includes both their economic and environmental elements, and fosters the School's commitment to community engagement and the enhancement of place. The School's faculty have numerous research, education, and engagement activities, incorporating students in both classroom and non-classroom contexts, directed at advancing the prosperity and well-being of South Florida.

B. Responses to Previous Reviews

This is the first comprehensive, school-wide review of the School of Urban and Regional Planning. In 2009, the Master of Urban and Regional Planning was accredited by the Planning Accreditation Board (PAB), the accrediting body for academic planning programs.

The PAB review recommended hiring a new tenured faculty member to strengthen the faculty profile. In 2011 we hired an associate professor, Dr. Eric Dumbaugh.

C. Instruction

The School of Urban and Regional Planning is committed to excellence in instruction. The School is comprised of 8 full-time faculty administering 3 academic programs, the PAB-accredited master of Urban and Regional Planning Degree, as well as undergraduate programs in Urban and Regional Planning and Urban Design. Among the seven faculty members there are one full professor, two associate professors, three assistant professors, one vacant position, and one full time instructor. Three are males and four are females. Our faculty has a diverse racial and countries of origin background. Five are white and two are Asians. Four of the faculty members are originally from other countries. The full time faculty has specialties in transportation planning, regional planning, land and real estate development, environmental planning, housing and community development, globalization, and urban design. During 2012-2013 the School hired four adjunct faculty members teaching undergraduate courses. The average teaching load of the full-time faculty is 3+2 and program coordinators receive reduced teaching load of 2+2. Our teaching load assignment and calculation follows the University policies.

Overall school enrollment has remained constant during the evaluation period, with enrollment fluctuating between 190 and 230 students across the three programs, while our annualized FTE has increased by 20% across the programs, with all of the growth occurring at the undergraduate level. The quality of course instruction, as measured by item 20 on the SPOT scores, has remained relatively constant across the programs and is consistent with the averages for the College and University.

Majors Enrolled By Level (Annual Headcount)

Urban & Regional Planning (Program CIP: 040301)

	Urban & Regional Planning					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	% Change
Bachelors	151	170	195	155	115	-25.8%
Masters/Specialist	41	45	43	37	37	0
Doctoral						
Unclassified						
Total	192	215	238	192	152	-21.9%

Annualized State-Fundable FTE Produced By Level

Urban & Regional Planning

		Urban & Regional Planning					% Change
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Undergraduate Total		58.7	74.7	76.3	76.4	77.1	0.9%
Graduate Total		23.8	26.8	21.8	22.3	19.9	-10.8%
Grad I		23.8	26.3	21.5	21.1	19.5	-7.6%
Grad II			0.6	0.4	1.2	0.4	-6.7%
Classroom		23.8	26.8	21.8	22.3	19.9	-6%
Thesis-Dissertation							-
Grand Total		82.5	101.5	98.1	98.7	97.0	20%

D 1 Annualized FTE Produced Per Instructional Person-Year

Urban & Regional Planning

		Urban & Regional Planning					% Change
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
Undergraduate		9	11.6	12	11.8	14.3	21.2%
Graduate		3.7	4.2	3.4	3.5	3.7	5.7%
Total		12.7	15.8	15.4	15.3	17.9	17.0%

Scale 1=Excellent 5=Poor		20. Rate the quality of instruction as it contributed to your learning in the course.						
		Urban & Regional Planning					College Total	University Total
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2012-2013	2012-2013
Undergrad	# Sections	30	28	31	38	29	280	5,771
	Mean Rating	1.8	1.8	1.8	1.9	1.8	1.8	1.9
Graduate	# Sections	17	17	20	16	15	146	1,016
	Mean Rating	2.1	1.9	1.8	1.8	1.9	1.7	1.7
Total	# Sections	47	45	51	54	44	426	6,787
	Mean Rating	1.9	1.8	1.8	1.9	1.9	1.7	1.8

C.1: Graduate Program

The Master of Urban and Regional Planning (MURP) is a fully accredited professional degree designed for individuals interested in fields associated with urban and/or regional planning and decision making. Individuals are from a wide variety of educational backgrounds, including social sciences, business, and other disciplines. It is designed to educate future planners, practitioners and decision makers dedicated to the improvement of urban regions. The research, teaching, and service activities of the School are guided by the recognition and use of multi-scalar systems and activities; the importance of involvement in a range of governance activities; exploitation of emerging technologies; collaborative engagement across disciplines; and the professional curriculum considerations articulated by the Planning Accreditation Board (PAB). The MURP is a 48-credit-hour program structured to be completed on either a full-time or part-time basis.

The student body continues to be diverse, especially in recent incoming classes, with traditionally under-represented minorities (black or Hispanic) making up a majority of our graduate students. The 2011-2012 class was 59 percent minority, with 32 percent of incoming students identified as Hispanic and 22 percent identified as black. This percentage is far higher than our peer schools, demonstrating the strong ability of the program to attract underserved segments of the population. As a small program MURP maintains small class sizes with an average of 11 students per section.

The School has actively engaged in recruitment of the prospective students from our own undergraduate programs and related disciplines in Architecture and Geosciences. We are attracting students from all over the world, particularly those from Latin America and Mideast. To further enhance student enrollment we are working on a few curriculum changes by incorporating e-learning activities, offering joint degree programs, and offering an accelerated Bachelor's and Master's program.

Majors Enrolled (Annual Headcount) by Gender and Ethnicity

		Urban & Regional Planning Graduate Student Demographics						
		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
American Indian/Alaskan Native	Female							
	Male							
	Total							
Asian or Pacific Islander	Female	1		1	2	1	1	
	Male							
	Total	1		1	2	1	1	
Black (Not of Hispanic Origin)	Female	6	5	5	1	6	6	4
	Male		1	1	1	2	2	2
	Total	6	6	6	2	8	8	6
Hispanic	Female	5	6	6	5	4	7	7
	Male	4	4	4	6	9	5	4
	Total	9	10	10	11	13	12	11
White (Not of Hispanic Origin)	Female	18	14	9	13	9	6	6
	Male	21	12	13	13	9	9	12
	Total	39	26	22	26	18	15	18
Non-Resident Alien	Female	1		1	3	2	1	2
	Male	1	3	1				
	Total	2	3	2	3	2	1	2
Not Reported	Female				1	1		
	Male							
	Total				1	1		
Total	Female	31	25	22	25	23	21	19
	Male	26	20	19	20	20	16	18
	Total	57	45	41	45	43	37	37

C.1.i Curriculum and Structure of the Master of Urban and Regional Planning

The MURP curriculum is a two-year, 48-credit program. It is designed and structured to allow timely completion for both full-time (9-12 credits per semester) and part-time (6 credits per semester) students. In the State University System of Florida there are three accredited graduate planning programs by PAB (Planning Accreditation Board), Florida Atlantic University, Florida State University and

University of Florida. Our MURP program is the only accredited program in South Florida. Both Florida State University and the University of Florida have a Ph.D. program while we only offer a master's degree. The curricula of the three programs resemble each other since all three must follow the PAB curricula guidelines. Florida State University offers more joint graduate degrees with other programs such as Joint Degree in Planning and Demography, Joint Degree in Planning and International Affairs, Joint Degree in Planning and Law, Joint Degree in Planning and Public Administration, and Joint Degree in Planning and Public Health. University of Florida offers an online Master of Arts in Urban and Regional Planning.

The MURP curriculum is structured into four components: core courses (27 credits), areas of specialization (12 credits), electives (6 credits) and synthesis (3 credits).

MURP Core Courses		
Planning Process and Skills	URP 6101	3
Legal Aspects of Planning	URP 6131	3
Planimetrics	URP 6200	3
Urban Governance	URP 6115	3
Introduction to GIS in Planning	URP 6270	3
Seminar in Urban Planning	URP 6310	3
Urban and Regional Theory	URP 6840	3
Urban Design	URP 6881	3
Planning Workshop	URP 6920	3
Planning Project	URP 6979	3

The core component provides planning knowledge, skills and values. Planning knowledge includes: the structure and functions of urban settlements, history and theory of planning processes and practices, and administrative, legal and political aspects of plan-making and policy implementation. Planning skills focus on: problem formulation, research skills and data gathering; quantitative analysis and computers; written, oral and graphic communications; collaborative problem solving, plan-making and program design; and the synthesis and application of knowledge to practice. Discussion of planning values provides students with the basis for becoming ethical practitioners who are aware of, and responsible for, the ways their activities affect and promote societal and individual concerns.

Students are considered to be in good academic standing if they are making satisfactory progress toward the MURP degree. Students are expected to maintain a minimum 3.0 cumulative average throughout the course of study; failure to maintain this average for two successive semesters will result in recommended dismissal. Only grades of "C" or higher are acceptable in fulfilling the requirements for the M.U.R.P. degree. Students may not graduate with more than one grade below a "B-" in core courses (in such cases, these courses must be repeated for a grade of "B-" or higher).

Internships

While MURP students are not required to obtain an internship in order to graduate, several past students obtained internships with local planning departments and related organizations. These students registered under URP 6945 Practicum to get credit hours for their internships.

Field Experiences

Throughout their course of study, students have the opportunity for field experiences as part of client-based projects, such as the four-year partnership with the City of Wellington that was used in multiple classes to conduct everything from an equestrian survey to an economic development study to a quality of life survey. The MURP program is consistently requested to engage in additional field experiences, but the most obvious obstacles are often faculty resources or project timelines for the prospective client not matching up well with when courses are offered.

Study Abroad

While not a requirement to graduate, there are several different study abroad programs offered by the School of Urban and Regional Planning. Courses offered in these study abroad programs are taken as electives towards credit for graduation. Since 2006, programs revolving around the concepts of infrastructure development, planning and visioning have been offered in Austria, Brazil, Chile, France, Germany, Netherlands, Spain and Turkey.

Pedagogical Innovations

Most pedagogical innovations have been based on content rather than delivery. In other words, only a few classes are completely available online. One attempt was made previously to train students how to build a website for creating an online portfolio. More recent innovations center on incorporating field experiences with courses, implementing rubrics to formalize some skill sets in the program, and fine-tuning courses in an attempt to increase the American Institute of Certified Planners licensure rates.

Another innovation is the creation of four specializations in the MURP program. These specializations highlight growing subfields in the field of planning. The four specializations are Environmental and Land Use Planning, Housing, Community, and Economic Development, Sustainable Urban Design and Transportation Planning. These specializations also align with areas of research conducted by several faculty members. Each of the four specializations consists of four courses (for a total of 12 credit hours) designed to provide students with a foundation in the tools and methods needed to be an effective planner in the selected subfield. Each specialization has two required foundational courses, as well as two additional courses from a list of approved electives. While these four specializations reflect planning subfields and faculty areas of expertise, students also have the option of tailoring their own specialization with the approval of the program coordinator.

Scope of Institutional Contributions

The electives for many of the specializations intertwine students' planning education with multiple disciplines in other departments and colleges at FAU. Including other courses throughout the university takes advantage of areas of expertise above and beyond the planning faculty.

Student Research Opportunities

Students have conducted research with faculty members in grants and other research-related activities. A few of these students have published, and co-authored with faculty members in peer-reviewed journal papers and environmental white papers. A group of students recently participated in an EPA project competition, presented at the FAU graduate research day and won first place at the research day. Students participating in study abroad have traditionally written papers and presented at national and international conferences. The number of graduate assistantships has increased since 2006, from 2 to 7 in 2012-2013. It is important to note that there is no current Ph.D. program in the School of Urban and Regional Planning to generate additional funding to support or create additional graduate assistantships.

Graduate Assistantships in the MURP Program – 2006-2013						
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
2	3	2	3	4	5	7

All students in the MURP program are required to complete an individually-directed project as part of URP 6979: Planning Project. This course is designed to both allow students to pursue a topic of interest in greater detail, as well as to provide them with a structured experience in conducting applied (or basic) research. As an illustration of the work completed by students, projects completed in 2013 include:

- Alternative Techniques for Preventing Intracoastal Waterway Erosion in South Florida
- Building Local Assets with Housing: East Little Havana Opportunities
- Creating Accessibility and Value in Wellington, Florida's Midtown District
- Designing a Strong Connection: The Oakland Park and Wilton Manor Corridor
- Developing Improved Retail and Service Business Clusters
- Economic Development Strategies for East Little Havana
- Florida's Missing Link: A Feasibility Study for the East Coast Greenway Trail System through St. Lucie County.
- Fort Lauderdale Metropolitan Area EV Infrastructure Plan
- Food Deserts in Delray Beach

- Gateway Revived: Planning for Livability through Transportation and Land Use
- Growth Management Tool for Promoting Sustainable Development in Exurban Regions
- The Kendall Metro-Center: An Urban Planning and Design Proposal
- Making Northeast Little Havana Big Again: A Redevelopment Plan for Northeast Little Havana
- Making Sense of Sea-Level Rise: A public Participation GIS Web Application Framework for End-Users and Policy Makers
- Restoring Safety and the Sand: A Plan for the Redevelopment in A1A in Fort Lauderdale following Superstorm Sandy
- Social and Economic Vulnerabilities in Fort Lauderdale due to Sea Level Rise
- A Solar Plan for South Florida
- Selective Revitalization: Urban Revitalization and Socio-Economic Segregation in Delray Beach, Florida
- Urban Design Measures for Predicting Fatal Crash Incidence: An Evaluation of the City of Hialeah

C.1.ii: Admissions to the Master of Urban and Regional Planning

Applicants for admission must hold a bachelor's degree from an accredited school. Each applicant should have a grade point average (GPA) of 3.0 or higher in the last half of work attempted at the undergraduate level and scores of at least 150 (verbal) and 150 (quantitative) on the Graduate Record Examination¹ (only GRE scores from within the last five years will be accepted). All applicants must submit their scores on the GRE, regardless of GPA, as well as a brief personal statement (approximately 500 words).

An international student for whom English is a second language is required to achieve a minimum score of 550 (CBT-213) or higher on the Test of English as a Foreign Language (TOEFL). A graduate of a college or university outside of the United States who has completed an academic program equivalent to an American bachelor's degree may apply for admission. All international applicants whose transcripts are from non-U.S. institutions must have their credentials evaluated course by course, including the GPA, by a professional evaluation service.

¹ The method of recording GRE scores has changed during this time period. Under the previous GRE scoring system, combined quantitative and verbal scores of 1000 were accepted as meeting the minimum standard.

If an applicant presents either a GPA of 3.0 or higher or GRE verbal and quantitative scores of 150 or higher, but not both, that applicant will be considered by the College graduate admissions committee. The committee will review all evidence of high promise, including:

- Trend of undergraduate grades
- Type of undergraduate degree program
- Mature work experience
- Completion of up to three graduate courses with a "B" or higher in each
- Scores upon retaking the Graduate Record Examination
- Personal statement

Overall, the standards for the incoming MURP students have held steady or improved slightly since 2006-2007. The 2012-2013 incoming class had the highest total average GRE scores of any class during the self-study timeframe. Breaking down the GRE components, the verbal scores were the second highest of any incoming class and the quantitative scores were the highest for any class. While GRE scores are only one benchmark of possible student success in graduate school, these scores were reinforced with the equally solid grade point averages of 3.3-3.4 over the last six years.

GPA and GRE Scores for Admitted Students

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Admitted students	#	23	26	27	37	26	36	27
GRE Scores	# with GRE score	21	24	25	37	23	33	15
GRE Verbal + Quantitative	Mean	1,081	1,035	1,078	1,076	1,079	1,061	1,125
GRE Verbal Score	Mean	486	460	496	468	503	468	498
GRE Quantitative Score	Mean	595	575	582	608	575	592	627
GMAT Scores	# with GMAT score	1	0	0	0	0	0	0
	Mean	540						
GPA at Previous Post-Secondary Institution	# with previous college GPA	23	24	24	31	14	21	16
	Mean	3.2	3.4	3.4	3.3	3.4	3.3	3.4

C.1.iii. Program Quality and Assessment

In terms of the quality of instruction and quality of instructors, the scores have held steady or improved slightly since 2006-2007. The scale ranges from 1 to 5, where 1 equals excellent and 5 equals poor. The

worst scores for both instruction and instructors were in 2008-2009. Since that year, scores for both instruction and instructors have steadily improved to 1.8 for quality of instruction and 2.0 for quality of instructors.

Professional Licensure

Between 2004 and 2012, 89 students took the American Institute of Certified Planners exam. While the mean overall pass rate is 72 percent, only 38 percent of FAU students passed the exam, with FAU having one of the lowest AICP Pass rates of any accredited program.

These low results are, at least in part, an artifact of having both a graduate and undergraduate program. These totals include the pass rates for persons graduating with either degree, not just those who have completed the PAB-accredited MURP Program. Second, the totals count every attempt that a person has made to take the exam. We have a number of individuals who have taken, and failed to pass, the exam on numerous occasions.

To get a better sense of the actual performance of the program, we recalculated the AICP pass rate counting only individuals who have graduated from the MURP program within the last 3 years. When so tallied, our pass rate is 62%. While improved, this is still well-below average.

Based on the results of our pass rates, much of the problem is undoubtedly attributable to the content of the curriculum itself. Based on the material provided by the American Planning Association, our students have been performing below average in every substantive area except in Ethics, where they perform at the mean. The School is taking three actions to address this:

1. First, the school is undertaking a curriculum mapping exercise that will help identify possible shortcomings between what is taught in the current course material and how well it matches up with the topics in the AICP exam. There has been no systematic review of the curriculum in recent years to evaluate whether it covers the information expected for professional licensure. This exercise is intended to ensure that the appropriate material is covered in a meaningful and systematic way.
2. The second is the substantive redevelopment of the program's introductory course, URP 6101: Planning Process and Skills to cover the history and theory elements detailed by the Planning Accreditation Board. While this was recommended by the PAB during its site visit review, this was not implemented until the Fall of 2011. It is expected that the revisions to this course will help improve course performance of future program graduates.
3. Third, faculty is being encouraged to take the AICP exam. At present, not one of the school's full-time faculty is AICP certified. As an incentive, the School Director has offered to cover the examination costs of any faculty member seeking to take the exam.

Placement Rates/Employment Profile

Despite the low passage rate on the AICP exam, our students have obtained employment in positions at various levels in the public and private sector. In the past, the alumni database has not been updated on an annual basis. The last major updates to the alumni database were in 2011. This means that, since 2007, we have had over 90 students graduate, but only have information for 39 of our graduates. The alumni database is currently in the process of being updated and will include detailed information on recent alumni up to and including our upcoming spring 2014 class of graduates. As part of this update, an alumni survey is also being implemented to get feedback on the program and our alumni experiences.

While many students obtain jobs in planning-related occupations in the region, many other students obtain employment throughout the state. Of the 13 students who secured employment in some capacity at the city level, 12 of these students found jobs in Florida, with the other student taking a position in Texas.

Location of Employment	Number
City	13
...in Florida	12
...outside of Florida	1
County	2
Regional	2
State	2
National	1
International	1
Private	14
Graduate School	3

Our students also gained employment at the county, regional, state, and national levels. At the regional level, they work in the regional agencies overseeing planning and transportation. Both alumni working at the county level work in Broward County, demonstrating that many of our students stay in the region upon graduation and are able to get excellent positions.

Of the students who did not get jobs in some level of government, a majority of those students ended up in the private sector with firms having some sort of planning emphasis. Some of these firms are strictly planning firms, while others are multidisciplinary and encompass architecture, civil engineering, or landscape architecture areas of specialization. The three students that opted for graduate school include one student who went to law school and two students who are pursuing their doctoral degrees in geography at Florida Atlantic University and the University of Miami.

FAU Assessment

There are three outcomes that our graduate program strives to achieve:

1. Graduating students have the planning knowledge and skills that are required by our national accrediting body, the Planning Accreditation Board (PAB).
2. Students are able to write and execute a research design that is provided by an external client. Students are able to present the results professionally to an audience of fellow planners.
3. Students are able to write a problem statement, individually create a research design and execute this design successfully. Students are able to present the results professionally to an audience of fellow planners.

The goals to achieve these outcomes are closely tied to FAU's Strategic Plan. We use four different graduate courses to assess how we will achieve the intended outcomes. In assessing the first outcome a survey was handed out to the graduate students enrolled in URP 6310 Seminar in Urban Planning during the graduating semester. Survey results indicate that students have grasped most of the knowledge and skill requirements defined by the Planning Accreditation Board. Gaps between the MURP curricula and the PAB are identified. A curriculum mapping exercises is now underway to help narrow the gap, thus improving the passing rate of the professional licensure exam of American Institute of Certified Planners (AICP). The other three courses were used to assess the second and the third outcomes and the results are all promising. At the completion of the course of the graduate study students mostly have achieved the three outcomes, therefore being better prepared for future career advancement and professional development.

C.2: Undergraduate Programs

The School offers two undergraduate programs: the Bachelor of Urban and Regional Planning, and the Bachelor of Urban Design. There are no peer programs within the State University System of Florida. The Bachelor of Urban and Regional Planning Program is the only such program in the state of Florida. The Bachelor of Urban Design, a new program first started in the January of 2012, is one of only two such undergraduate programs in the country.

The program's enrollment has varied between 150-200 students in recent years, although we expect the recent relocation of the program to Boca Raton to result in some decline in the total number of students as the program develops a new base of enrollment. The students are diverse in their composition, and reflective of the population of South Florida, with African Americans, Hispanics, and non-Hispanic whites each comprising roughly one-third of the student body. The undergraduate programs have an average class size of around 30 over the years, with certain classes exceeding 100 students. Studio and practice classes have smaller class sizes so that the students will benefit the most from close faculty-student interaction.

Majors Enrolled (Annual Headcount) by Gender and Ethnicity

			Urban & Regional Planning Undergraduate Demographics				
			2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Undergraduate	American Indian/Alaskan Native	Female					
		Male		1	1		
		Total		1	1		
	Asian or Pacific Islander	Female	3	1	2	3	1
		Male	2	1	3	3	1
		Total	5	2	5	6	2
	Black (Not of Hispanic Origin)	Female	12	11	16	22	15
		Male	25	26	21	24	20
		Total	37	37	37	46	35
	Hispanic	Female	18	27	29	16	12
		Male	33	37	46	30	21
		Total	51	64	75	46	33
	White (Not of Hispanic Origin)	Female	19	21	25	16	11
		Male	33	39	46	33	28
		Total	52	60	71	49	39
	Non-Resident Alien	Female	1	1	2	2	2
		Male	4	2	2	4	2
		Total	5	3	4	6	4
	Not Reported	Female		2	1	1	1
		Male	1	1	1	1	1
		Total	1	3	2	2	2
	Total	Female	53	63	75	60	42
		Male	98	107	120	95	73
		Total	151	170	195	155	115

C.2.i: Curriculum of the Bachelor of Urban and Regional Planning Program

FAU's Bachelor of Urban and Regional Planning (BURP) program is the only professional undergraduate planning program offered in the State University System of Florida. It is a professional program that provides students with the knowledge base and analytical and design skills to address issues that affect the quality of life in neighborhoods, suburbs, cities, and regions. The curriculum consists of planning lecture courses, design courses, and professional practice courses that give students real-world planning

experience. Students select courses from a wide variety of distributed electives that allow them to focus on topics of particular interest. Graduates of the program qualify for positions in a variety of public and private organizations, including local and state planning departments, nonprofit organizations, and private sector planning and development firms.

The Bachelor of Urban and Regional Planning degree program is designed for students who are interested in planning and community development at the local, state, and national levels. A variety of courses are offered by faculty in the School of Urban and Regional Planning, the School of Architecture and the School of Public Administration.

All students in the Bachelor of Urban and Regional Planning program must complete a minimum of 120 credits, including the following:

- Satisfaction of all University requirements for baccalaureate degrees;
- The last 30 upper division credits (3000/4000-level courses) must be earned in residence at FAU;
- At least 39 credits of Planning Core courses;
- At least 6 credits of Elective courses;
- At least 15 credits of Free Elective courses;
- An Internship (as part of the Planning Core) of 3 credits

	Core Courses		
Course #	Title	Credit Hr	Semester
URP 3000	Planning and Growth Management	3	Fall 1
URP 4011	Planning Methods	3	Fall 1
URP 4055	City Structure	3	Fall 1
URP 4730	Capital Facilities	3	Spring 1
URP 4343	Plan Making and Design	3	Spring 1
URP 4920	Planning Design Studio	3	Fall 2
PAD 4223	Public Budgeting	3	Fall 2
URP 4870	Site Planning	3	Fall 2
URP 4120	Planning Implementation Strategies	3	Spring 2
URP 4403	Sustainable Cities	3	Spring 2
URP 4979	Planning Project	3	Spring 2
URP 4254	Intro. To Visual Planning Technologies	3	Any
URP 4945	Planning Practice	3	Any

C.2.ii: Curriculum of the Bachelor of Urban Design Program

The Bachelor of Urban Design degree program is a new program, first started in 2012. It is the first undergraduate program within the State University System of Florida that provides a broader knowledge of the principles and practices of urban design, and only the second urban design program at the undergraduate level in the nation.

Urban design is situated at the intersection of architecture, landscape architecture, and urban and regional planning. The Bachelor of Urban Design (BUD) degree program is designed for students who are interested in design of the built environment toward sustainable development at the neighborhood, community, and city scale. The program offers an "interdisciplinary approach" for students who plan to pursue a professional career in an urban discipline such as urban & regional planning, urban development policy, real estate development, municipal and planning law, as well as, design disciplines including architecture and landscape architecture at the graduate level.

The main focus of the Bachelor of Urban Design program curriculum in SURP is to prepare students for a broad spectrum of careers in the private and public sectors, as well as non-profit organizations. The interdisciplinary nature of the program allows students the option to take electives from a variety of different departments and schools. The core courses are offered in the School of Urban and Regional Planning and the School of Architecture. There are three types of core courses: lectures, studio/lab, and participation in professional seminars. All students in the Bachelor of Urban Design program must complete a minimum of 120 credits, including the following:

- Satisfaction of all University requirements for baccalaureate degrees
- The last 30 upper division credits (3000/4000-level courses) must be earned in residence at FAU
- At least 33 credits of Urban Design Core courses
- At least 12 credits of Suggested Elective courses
- At least 15 credits of Free Elective courses
- A minimum grade of "C" is required for each ARC and URP prefixed course. If a grade below "C," such as "C-," is earned in ARC and URP required course, the course will not count toward any portion of the 120-credit program.

Course #	Title	Credit Hours	Semester
URP 3000	Planning and Growth Management	3	Fall 1
URP 4055	City Structure and Change	3	Fall 1
URP 4254	Intro to Visual Planning	3	Fall 1
ARC 3374	Site Planning and Engineering	3	Spring 1
URP 4343	Plan Making and Design	3	Spring 1
URP 4546	Urban Dev. and Planning Methods	3	Spring 1
ARC 4384	Designing Safer Communities	3	Fall 2
ARC 3710	Pre-Modern History	3	Fall 2
URP 4920	Planning Design Studio	3	Fall 2
URP 4403	Sustainable Cities	3	Spring 2
URP 4979	Planning Project	3	Spring 2

It should be noted that the BUD program, currently in its initial phases, was structured out of existing courses offered in Urban Planning and Architecture, rather than having a unique curriculum specific to

the program. Given growing student interest in the program, the School is currently developing new, specialized courses tailored to students in the BUD program. The first of these courses, Urban Design Theory, has been approved by the university and will be offered in the Fall of 2014. As the program matures, we expect to develop new course tailored to the unique needs of these students.

C.2.iii: Curricular Innovations and Opportunities in the Undergraduate Programs

Internships

All students in the Bachelor of Urban and Regional Planning Program are required to take URP 4945: Planning Practice, which requires a 160 hour internship for completion. This class is also available, though not required, for students in the Bachelor of Urban Design program. Students typically obtain internships in local governments, non-profit organizations, regional planning agencies, and planning consulting firms. Students have been traditionally responsible for identifying their own internships, however in recent years, we have begun to establish a formal internship program where the School matches student interns with positions identified by local employers. This effort was intended to expand the internship program into a broader program intended to facilitate community outreach and engagement, expanding FAU's role as a community resource.

Field Experiences

Throughout their course of study, students have the opportunity for field experiences through applied projects that serve as the focus of their coursework. These vary on a semester-by-semester basis based on opportunities identified and developed by course instructors.

Study Abroad

While not a requirement to graduate, there are several different study abroad programs offered by the School of Urban and Regional Planning. Courses offered in these study abroad programs are taken as electives towards credit for graduation. Since 2006, programs revolving around the concepts of infrastructure development, planning and visioning have been offered in Austria, Brazil, Chile, France, Germany, Netherlands, Spain and Turkey.

Pedagogy/Pedagogical Innovations

The major recent pedagogical contribution was the creation of the Bachelor of Urban Design program, which started in the Spring of 2012. This is the only undergraduate urban design program in the State University System of Florida, and only the second such program in the United States. This program was conceived and developed as a partnership between the related fields of urban planning and architecture.

Because of resource limitations, this course was initially developed out of existing courseware offered by the School of Urban and Regional Planning and the School of Architecture. While this covers many of the individual elements associated with urban design practice, there is a need for a specialized, comprehensive course covering the basics of urban design. This course, URP 4883 Urban Design: Theories and Methods, was recently developed by Dr. Polakit and is

scheduled to be offered in the Fall of 2014. This course covers urban design theories, basic methods of analysis, and modes of graphic representations in urban design.

The School has also recently developed its first distance learning course. URP 4403: Sustainable Cities will be offered as a distance learning course in the Spring of 2014.

Institutional Contributions: Intellectual foundations and Writing across the Curriculum (WAC)

The School offers multiple sections of an intellectual foundations course, URP 2051: Designing the City each semester, accommodating between 100-150 students. The School also offers one or more sections of URP 3000: Planning and Growth Management, a course participating in the Writing Across the Curriculum (WAC, Gordon Rule) program. These intellectual foundation courses also serve as recruitment tools for other students to learn about our programs.

The electives for many of the specializations intertwine students' planning education with multiple disciplines in other departments and colleges at FAU. Including other courses throughout the university takes advantage of areas of expertise above and beyond the planning faculty.

The course ARC 4384: Designing Safer Communities, included as a requirement for the bachelor of Urban Design degree, provides students with a Crime Prevention through Environmental Design (CPTED) certification that is recognized locally and nationally.

Student Research Opportunities

The School of Urban and Regional Planning has been very active in encouraging undergraduate students in FAU's QEP program. Recent participation has included:

- Juliana Cardona, School of Urban and Regional Planning, Broward Undergraduate Research awardee Juliana will help primarily with research for a book on "Environmental Crises, Population Displacement and Disaster Recovery. She will assist with conducting literature reviews and historical/archival research, as well as identifying and summarizing case studies and examples of population displacement from environmental crises, natural disasters and climate change (events and societal responses) from around the world. The book (by Ann-Margaret Esnard and Alka Sapat) will be published by Routledge – Taylor and Francis.
- Johnathan Johnston, School of Urban and Regional Planning, Broward Undergraduate Research awardee. Johnathan is participating in the urban experiment "Pedals of Change: Bicycle Lane Design through GPS Tracking Systems". He will help in preparing and designing the urban experiment, as well as, collecting and mapping the found data. The experiment is a Bicycle Sharing Pop-up Station in Downtown Ft. Lauderdale, which will contain GPS systems on each bicycle to help track the paths used by the cyclists. This project is based on grounded theory methodologies to capture data that can guide the design and creation of a Bicycle Network Plan based on how people use bicycles throughout the city.

- Marvin Marcia. "Business Inventory Analysis of the Village of Wellington". In this project Marvin, compared cities that are found in the 60 minute heavy drive time area around Wellington in terms of their historical development, demographics and elements of their comprehensive plan. The idea behind the comparisons were to identify the economic and business infrastructure of each city and provide a basis of comparison for Wellington.

We had 7 students develop **posters for presentation at the QEP research symposium**, including:

- Johnathan Johnston: "The Agora" Revitalizing Downtown Ft. Lauderdale through Infill Development
- Jennifer de la Rosa: "Central Station" Proposal for Downtown Ft. Lauderdale
- Diego Ruiz: "Student Housing" Proposal for Downtown Ft. Lauderdale
- Cherry Mae Lerio "Reconnecting Riparian" Proposal for New Water Taxi Design and Connections in the New River, Downtown Ft. Lauderdale
- Adrian Sargeant "Community Garden Club Lauderdale Lakes" Implementation of a Community Garden Revitalization Plan - this plan is currently under effect and the student is part of the conception and implementation.
- Ricardo Trujillo "Urban AgroMarket" Proposal for a Self-Sustainable Agricultural System within the Urban City
- Robert Modys "Greener Tarpon Bend" Proposal to use GIS and LEED ND Requirements for Urban Planning and Design Recommendations

C.2.iii Admissions to the Undergraduate Program

Applicants for either the Bachelor or Urban and Regional Planning program or the Bachelor of Urban Design program must meet the general freshman or transfer admission requirements of the University, including a minimum cumulative grade point average of 2.0. Students transferring to Florida Atlantic University must complete both lower-division requirements (including the requirements of the Intellectual Foundations Program) and requirements for the college and major. Lower-division requirements may be completed through the A.A. degree from any Florida public college, university or community college or through equivalent coursework at another regionally accredited institution. Before transferring and to ensure timely progress toward the baccalaureate degree, students must also complete the prerequisite courses for their major as outlined in the Transfer Student Manual. All courses not approved by the Florida Statewide Course Numbering System that will be used to satisfy requirements will be evaluated individually on the basis of content and will require a catalog course description and a copy of the syllabus for assessment.

C.2.iv: Program Quality and Assessment

Because the Bachelor of Urban Design is only a year old, and the courses offered in planning are coupled with those currently taken by undergraduate students in the Bachelor of Urban and Regional Planning Program. As such, there is little data to formally assess its performance. The discussion below pertains primarily to the Bachelor of Urban and Regional Planning Program, though, because of the level of integration between the two programs, pertains to BUD as well. The SPOT scores have been consistent over the years and during 2012-2013 quality of instruction was around 1.8 and the quality of instructor was around 2.0.

	Fall 2012		Spring 2013		Summer 2013	
	Item #20	Item #21	Item #20	Item #21	Item #20	Item #21
Upper Division Courses	10 courses, 234 respondents (83.1%)		12 courses, 233 respondents (82.8%)		5 courses, 80 respondents (87.2%)	
	1.96	2.01	1.94	1.86	1.65	1.82
Lower Division Courses	2 courses, 91 respondents (71.6%)		1 course, 49 respondents (69.0%)		1 course, 63 respondents (84.0%)	
	1.77	2.06	1.84	2.10	1.69	1.64

FAU Assessment

There are three outcomes associated with the Bachelor in Urban and Regional Planning (BURP) program (a copy of the Academic Learning Compact is attached in the appendix section):

1. Students will communicate effectively in writing, through public speaking, and by expressing concepts visually.
2. students will demonstrate knowledge of the following core planning areas:
 - (1) Structure and Functions of Urban Settlements,
 - (2) History and Theory of Planning Processes and Practices,
 - (3) Administrative, Legal, and Political Aspects of Plan-Making, and
 - (4) Policy Implementation.
3. During their first year of study, students will improve their written communication skills.

A few courses utilized rubrics to assess the first learning outcome and results show 90% of the students received a B- (80%) or above grade, indicating students' mastering of the communication skills effectively. During the first year of study there is significant improvement in their written communication skills. Improvements about the learning outcomes are needed to standardize the rubrics

Formatted: Indent: Left: 0.25"

used by different instructors, particularly adjunct faculty members. The second outcome will be achieved through assessing a portfolio including students' coursework at FAU.

D: Advising

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.

D.1: Undergraduate Advising

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 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.

D.2: Graduate Advising

The College for Design and Social Inquiry (CDSI) has one full-time professional academic advisor who serves all six graduate programs: Master of Public Administration, Masters of Non-Profit Management, Ph.D. in Public Administration, Masters of Science in Criminology and Criminal Justice, Masters of Social Work, and Masters of Urban and Regional Planning. This academic advisor is the College liaison with the Graduate College, processing documents and implementing program, CDSI and Graduate College policies. The advisor is also available to students and assists them from the point of their initial program interest, e.g., understanding policies and procedures, to graduation. The academic advisor works with both students and faculty to help facilitate the goals of the program and University.

Students interested in a graduate program may contact the graduate advisor whose responsibility is to inform applicants about the admissions process, policies, deadlines and required documents, e.g., application, transcripts, transfer credits, GRE scores, and any supporting documents required by the program of interest. The graduate advisor receives and processes applications and contacts applicants of incomplete applications. Presuming students' intention to complete the application process and enroll, the advisor develops preliminary student files. In addition, the advisor uses Microsoft Access, which is the central database that stores student demographics and other program relevant information. Each graduate program has their Access documents, which are updated each semester. This data is often used as a part of the information needed for the independent program reaccreditation process. Throughout this phase of the application process, the advisor simultaneously follows applicants' progress through the Graduate College's Admissions Tracking Report, which is also distributed to the dean, school directors and program coordinators for their review and use. The advisor uses this report as a tool to double check for any discrepancies and to ensure that all applicants have an admission decision on file with the Graduate College.

As applications are complete, the advisor prepares students' files for review by the program's admissions committee who makes all admissions decisions. Once a decision is made, the graduate advisor completes the necessary documents to inform the Graduate College who notifies students of the admission decision.

At the beginning of each semester, the advisor attends each school's orientation to welcome newly admitted students and to address any relevant questions. Every semester, the advisor updates students' program sheets by recording courses the students have taken and the grades the students have earned. A fundamental component during graduate students' matriculation is the required Plan of Study (POS). Students develop this plan in consultation with their graduate program coordinator. The POS reflects courses required for degree completion by course status, completed, current and future and semester. Once completed, the graduate advisor reviews for policy compliance and either approves or denies for revision. Once reviewed by the graduate advisor, next levels of internal review include the program coordinator and the dean's office. The POS can be disapproved within the College at any of these three levels. Students must resolve any issue prior to the POS moving to the next level. Once out of the College, the POS is evaluated by the Graduate College.

Mechanisms are in place to monitor students' academic progress and success during their matriculation. Graduate students whose GPAs fall below the minimum requirement of 3.0, are required to complete an Academic Progression Plan (APP). The APP is to be completed in consultation with their Program Coordinator, who plays the central role in students' success. The APP indicates future courses and grades needed to raise the GPA to at least a 3.0. The advisor gets the proper signatures and sends it to the Graduate College for a final approval. The APP also serves to alert students that their continuation in a given graduate program is in jeopardy. Program Coordinators can also initiate dismissal proceedings and recommend such to the Graduate College.

As students approach graduation, they complete an Application for Degree. The advisor reviews the Application for Degree and performs a preliminary check of graduation status, alerting students to any deficiencies. When the Graduate College sends the Graduation Certification list for review, that list is also sent to the school directors for their information and comment back to the graduate advisor. At the end of the semester, after grades are posted the graduate advisor undertakes another evaluation to ensure a final and accurate certification of graduating students.

E. Research and Engagement

As an applied program, SURP has an integrated research and engagement program. Faculty in the School of Urban and Regional Planning have been very productive. Over the last 5 years, the 7 faculty in the school have produced **118** publications, presented at **131** conferences, hosted 8 exhibitions, and served as principal investigators for \$335,000 in externally-sponsored research.

In addition to the volume of work, the quality of this work has been exceptional. These include publications in the profession's top scholarly journals, including the *Journal of the American Planning*

Association, the Journal of Planning Education and Research, the Journal of Planning Literature, and Housing Policy Debate. Grant sponsors have included such prestigious outlets as the National Science Foundation, the National Park Service, the U.S. Department of Energy, and the United States Geological Survey. In addition, work has been supported by the Village of Wellington, Broward County Metropolitan Planning Organization, and an endowment from the John T. and Catherine D. MacArthur Foundation.

FAU faculty are nationally and internationally-known for their expertise in urban and environmental issues. Faculty currently serve as advisors to initiatives sponsored by the US Federal Highway Administration, the Institute of Transportation Engineers, the EMBARQ program of the World Resources Institute, and the World Health Institute, as well as providing technical assistance to a host of initiatives throughout South Florida.

	Urban & Regional Planning					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	% Change
1. Books (including monographs & compositions)	0	1	0	0	0	0
2. Other peer-reviewed publications	15	16	21	28	16	-42.9%
3. All other publications	1	4	5	5	7	40.0%
4. Presentations at professional meetings or conferences	17	28	26	33	27	-18.2%
5. Productions/Performances/Exhibitions	0	1	1	3	3	0
6. Grant Proposals Submitted	3	3	0	1	0	
Sponsored Research & Program Expenditures						
7. Organized Research	\$98,924	\$28,951	\$85,141	\$122,982	0	
8. Sponsored Instruction	\$0	\$0	\$946	\$2,121	0	
9. Other Sponsored Activities	\$0	\$3,553	\$36,457	\$1,209	0	

	Urban & Regional Planning					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	% Change
1. Books (including monographs & compositions) per faculty member	0	0.2	0	0	0	0
2. Other peer-review publications per faculty member	1.7	2.7	3.5	3.5	2.3	-34.3%
3. All other publications per faculty member	0.1	0.7	0.8	0.6	1.0	66.7%
4. Presentations at professional meetings or conferences per faculty member	1.9	4.7	4.3	4.1	3.9	-4.9%
5. Productions/Performances/Exhibitions per faculty member	0	0.2	0.2	0.4	0.4	0
6. Grant proposals submitted per faculty member	0.3	0.5	0	0.1	0	
Sponsored Research & Program Expenditures						
7. Organized research expenditures per faculty member	\$10,992	\$28,951	\$14,190	\$15,373	0	
8. Sponsored instruction expenditures per faculty member	\$0	\$0	\$158	\$265	0	
9. Other sponsored activity expenditures per faculty member	\$0	\$3,555	\$6,076	\$151	0	

SURP faculty are active in engagement activities, both within the University and the broader community, with service in such activities more than doubling in all but one of the categories, despite recent faculty losses.

		Urban & Regional Planning					
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	% Change
1. Faculty memberships on department, college or university committees		7	15	15	16	33	106.3%
2. Faculty memberships on community or professional committees		5	8	7	14	35	150%
3. Faculty serving as editors or referees for professional publications		7	7	7	6	7	16.7%

		Urban & Regional Planning					
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	% Change
1. Faculty memberships on department, college or university committees per faculty member		0.8	2.5	2.5	2	4.7	135.0%
2. Faculty memberships on community or professional committees per faculty member		0.6	1.3	1.2	1.8	5.0	177.8%
3. Faculty serving as editors or referees for professional publications per faculty member		0.8	1.2	1.2	0.8	1.0	25%

As the only School of Urban and Regional Planning in South Florida, the School has sought to enhance its role as a “steward of place,” consistent with the goals outlined in the School’s strategic plan. This has included four broad initiatives, Rethinking Planning in Florida, the DeGrove Institute, Livable South Florida, and the Living Lab program.

E.1: Rethinking Planning in Florida

In light of the dramatic changes to state oversight of land-use planning enacted by the Florida legislature in May of 2011, the school offered a new, one-time seminar course in the summer of 2011 called “Rethinking Planning in Florida”. The intention of the course was to briefly study the reasons and ramifications of the legislature’s action; but more importantly to consider the opportunity to “rethink” the enterprise of planning in Florida. The course was attended by both professional planners and students and provided both some clear reasons for a strong planning system and an initial outline of what such a new planning system could look like. At the conclusion of the course it became clear that a

new planning system would need to have a much stronger regional component and would need to have a primary focus on global economic competitiveness, as well as preserving and protecting our natural, cultural and human resources. It was agreed that there was both an opportunity and a need to formulate a new system and that an attempt to modify, adjust and improve the previous system was not sufficient and indeed undesirable.

In response to these prevailing sentiments brought forth from the course, the school organized a year-long lecture series, also entitled “Rethinking Planning in Florida”. The intent of the lecture series was to bring this conversation to the public on a much larger scale and engage leading planners from around the world to consider this alternative approach to planning in Florida. The speakers were chosen for their experience with a wide range of planning models and their expertise in regional planning efforts based on economic competitiveness.



Buttressed by this momentum, the lecture series' final act was expanded to a conference, entitled “The South Florida Index: Launching a Guide for Sustainable Regional Success”. The conference brought together leaders from South Florida’s public and private sectors to discuss what a comprehensive regional planning entity should look like in light of the newly agreed upon framework, who should be involved, and what it will take for it to be successful. It also examined successful regional guides from across the country that have addressed the same issues that South Florida faces today, highlighted by keynote speaker Randy Blankenhorn, executive director of the Chicago Metropolitan Agency for Planning.

E.2: The DeGrove Institute

The DeGrove Institute emerged out of The Rethinking in Planning in Florida Initiative. A major finding of this initiative was the need for a single, apolitical, and non-partisan organization dedicated to the promotion of South Florida’s long-term success and prosperity. The DeGrove Institute, named after former FAU professor and growth management leader John M. DeGrove, is designed to fill this role.

Comprised of a board of directors and support staff, the DeGrove Institute combines the management expertise of the region's business and philanthropic leaders with the technical expertise of the region's academic community. The DeGrove Institute will pursue three broad strategies:

1. Identify and analyze critical issues confronting South Florida.
2. Develop innovative and actionable strategies for addressing the region's unique challenges and opportunities.
3. Advocate for a more sustainable and prosperous South Florida through education, outreach, and civic engagement.

The first meeting of the DeGrove Board occurred on November 14th, 2013, including an inaugural board and technical advisory committee.

DeGrove Institute Board of Directors

- Charlie Siemon, John M. DeGrove Eminent Scholar, Florida Atlantic University (Chairman)
- Tim Hernandez, Co-Founder and Principal, New Urban Communities
- Francisco Santeiro, Managing Director, Global Trade Services, Latin America & Caribbean, Fedex
- Joel Galpern, Principal, Kaufman, Rossin & Co.
- Michael Marshall, Attorney, Gray Robinson
- Keith O'Donnell, Principal, Capital Markets and Healthcare, Avison Young
- Alan Levy & Ralph Marrinson, Executive Committee, Broward Workshop
- Eric Dumbaugh, Associate Professor and Director, Florida Atlantic University

Technical Advisory Board

Robert Yaro, Regional Plan Association of New York

Jack Osterholt, Deputy Mayor, Miami-Dade County

E.2.i: Organizational Structure

The DeGrove Institute is designed to be a dynamic, adaptive organization centered on its Board of Directors, a deliberative body comprised of the region's business and philanthropic leaders. The Board of Directors will convene at least bi-annually to discuss issues of strategic importance to the well-being of the South Florida region, and to authorize an annual work plan designed to examine and address these issues.

The recommendations of the Board will be executed by staff housed within the College of Design and Social inquiry. To ensure that the DeGrove Institute remains dynamic and adaptive to the needs identified by the Board, the core staff will initially consist only of an Executive Director and Directors of Research and Communications, as well as student research assistants, who will oversee the DeGrove

Institute's research, education, and outreach initiatives. Additional personnel will be contracted on a project-by-project basis, allowing the DeGrove Institute to bring together the world's leading experts to address issues of critical importance to the success and prosperity of South Florida.

E.2.ii: The South Florida Regional Survey

The survey is a means of South Florida's progress at ensuring a more prosperous future. It will annually gauge the public's perceptions of issues such as economic opportunity, housing affordability, transportation, and quality-of-life, issues that have a profound effect on the region's ability to attract and retain the human capital that is the center of the 21st century economy.

The results of the survey are thus indicators of the region's performance, and will be used to identify critical issues confronting the region. The survey results will be disseminated through an active media campaign designed to both inform the public about the needs and challenges confronting the region, as well as to influence the activities of regional decision makers. The survey is modeled after the Kinder Institute's Houston Area Survey, which has guided urban development policy for the greater Houston area for more than 30 years.

E.2.iii: Long-term Program

Over the longer-term, the DeGrove Institute is projected to undertake 5 activities, detailed below.

South Florida Regional Survey

The South Florida Regional Survey will systematically examine the demographic and socioeconomic composition of South Florida residents, capturing their perceptions on critical issues such as economic opportunity, housing, education, and quality-of-life. Conducted on an annual basis, the survey will be designed to not only provide public and private-sector leaders with insights into the needs and concerns of regional residents, but for tracking how South Florida residents perceive the region's progress at addressing their needs.

The South Florida Regional Survey is modeled on the Houston-Area Survey, conducted by Rice University, which has provided guidance and direction to leaders in the Houston region for more than 30 years. For information, see <http://has.rice.edu>.

1

Applied Research

Each year, the Board of Directors will identify the issues of greatest immediate importance to the region and authorize a program of applied research intended to analyze and address them. The research activities will be overseen by Institute staff and executed by project teams comprised of the world's leading experts on these areas. The individual projects may be executed annually or over multi-year periods, as deemed appropriate by the Board.

1

2

South Florida Index

The South Florida index is a web-based tool, freely available to the public, that details how the South Florida Region is performing on a host of key indicators, such as employment, housing, education, and quality-of-life, among others. These data will be displayed on a searchable, multi-layered map designed to help the public visualize and understand the region's unique needs and opportunities. It further serves as an invaluable resource for a host of secondary applications, including the development of performance measures intended to guide public sector decision-making and data tools to assist businesses and households seeking to relocate to South Florida.

1

2

3

Education and Community Outreach

An ongoing education and outreach program, based on Institute research and recommendations, will be designed to bring a clear and meaningful definition to both public and private conversations on the critical issues affecting the region. To achieve this level of shared understanding the program will apply a comprehensive and integrated communications approach that targets South Florida's public and private sector leadership, as well as the general public. The program will include a dynamic web presence, original multimedia productions, public demonstration projects, targeted education campaigns, and collaborative events.

3

South Florida Assembly

The South Florida Assembly is a conference that brings together the general public and business, philanthropic, and public-sector leadership from throughout the region to collaboratively discuss the critical information and strategy recommendations outlined throughout the year by the DeGrove Institute. The goal of the Assembly is to foster an open dialogue, develop a shared understanding of critical issues and practical strategies, and to support the start of the strategic implementation process.

1

2

3

Note:

The labels 1, 2, and 3 represent the strategies integrated into each Product and Activity.

1 Identify and analyze critical issues confronting South Florida.

2 Develop innovative and actionable strategies for addressing the region's unique challenges and opportunities.

3 Advocate for a more sustainable and prosperous South Florida through education, outreach, and civic engagement.

3

E.3: Livable South Florida Initiative

The Livable South Initiative is an integrated program of applied research and civic engagement that applies authentic learning principles to engage students and local stakeholders in the development of new and innovative approaches to the creation of vibrant streets and public spaces. This initiative developed out of the recognition of four major, but related trends. The first was the recognition that the regulatory mechanisms adopted by local governments had calcified to the point that most local stakeholders interested in enhancing their communities have found it procedurally difficult to do so. Further, the great recession has severely curtailed the sources of state and federal aid on which public improvements have been typically reliant, creating the need for new, adaptive, low-cost strategies for enhancing public spaces. The third is the need for the adoption of performance measures that can be applied to value livability enhancements over the high-cost capital infrastructure projects that have typified planning practice.

The final trend, but perhaps the most important, is the growing interest of millennials in the both cities and civic engagement. This is especially true for students enrolled in the School of Urban and Regional Planning, students who have chosen to embark on a career addressing urban challenges. As such, the Livable South Florida Initiative is designed to engage students in applied, real-world projects aimed at enhancing livability and quality-of-life in South Florida. This effort currently consists of two major, student-driven activities: Placemaking and Civic Engagement and Livability Studies.

E.3.i: Placemaking and Civic Engagement

The Placemaking and Civic Engagement program is a partnership between faculty, staff, and students in the School of Urban and Regional Planning and local stakeholders that seeks, through the planning and implementation of temporary installations, to educate the public in low-cost methods and strategies for improving public spaces. It also serves as a means for testing, prior to the expenditure of significant capital funds, how specific design strategies would work. First initiated in 2012, this has entailed 4 major events:

E.3.i.a: Better Block Fort Lauderdale

This event, held on June 16, 2013, was the culmination of nearly 9 months of planning involving students and faculty in the School of Urban and Regional Planning and local stakeholders. This effort had students enrolled in URP 4870/6930 work with local stakeholders develop hypotheses for the types of interventions that could transform a warehouse district into a vibrant, living street. Students hypothesized that the inclusion of street trees to slow traffic, outdoor seating, the availability of food, and a community garden, among other elements, could do so. The students partnered with local businesses and residents, created street furniture out of discarded pallets and lumber, borrowed trees from local landscape firms, and had local gourmet food trucks show up for the event. This event not only had students develop hypotheses about how to increase street life in urban areas, but allowed them to directly test the effectiveness of these hypotheses through a real-world intervention. This event was well-attended and featured in the local press. http://articles.sun-sentinel.com/2012-06-15/news/fl-lauderdale-better-block-broward-20120614_1_fat-village-arts-district-art-studios-street

Better Block Fort Lauderdale



Before



After

E.3.i.b: Park(ing) Day Fort Lauderdale

On September 21st, 2012, students sought to examine how urban parking spaces could be re-used to create more vibrant urban spaces. This effort was led by the Florida Atlantic Planning Society, our student organization, in partnership with students from the School of Architecture. For this event, the School bought out three street parking spaces for the day. Rather than using the spaces for cars, students instead transformed them into parklets, including an “Urban PlaySpace,” a sidewalk café, and an urban garden. As with Better Block, this event allowed student to directly test theories about the nature of successful urban spaces.

Park(ing) Day Fort Lauderdale: From Parking Space to Parklet



Urban PlaySpace



Sidewalk Café

E.3.i.c: Purple Line Miami

Purple Line Miami was the result of 6 months of collaborative planning between students and faculty from the School of Urban and Regional Planning and urban stakeholders in Miami.

Following the announcement of passenger rail returning to the Florida East Coast Railway, faculty and students from the School of Urban and Regional Planning sought to develop an event that sought to achieve 3 ends:

- 1) To develop a “model” transit station that identifies the potential for transit in South Florida and allows the public to visualize the connective role that transit stations can play in bringing together diverse segments of the South Florida community. This was achieved through the development of a simulated transit station built beneath a highway underpass that included a mock-up rail stop (including lights and sounds), pop-up shops, and the presence of local artists and musicians, such as those found in major, world-class transit stations. Infographics were developed and presented throughout the site to educate the public on the role of transit in the community.
- 2) To illustrate the potential for taking underutilized spaces—in this case, a highway underpass—and transforming them into a quality public spaces.
- 3) To draw attention to the fact that South Florida is the third most dangerous region for pedestrians and cyclists, and to call attention to the need for pedestrian safety improvements to support projected transit investments. This included the creation of a temporary, stop-controlled crosswalk, accompanied by crossing guards.

This event was enormously successful. Beyond galvanizing the community around transit, it was a powerful means for advocating for transit in South Florida. This event was attended by more than 3,000 people and generated 20 news items, both locally and nationally.

Purple Line Miami



E.3.i.d: Park(ing) Day West Palm Beach

Park(ing) Day West Palm Beach was designed as a demonstration effort to show public officials and local businesses the opportunities for converting on-street parking spaces into parklets in downtown West Palm Beach. Building upon the experience from Park(ing) Day Fort Lauderdale, this effort introduced several new innovations: the introduction of formal pedestrian counting methods to track the effectiveness of the installation (the installation generated a dramatic increase in activity during the lunchtime period, with 75 persons either visiting the installation or engaging the parklets from the lunch period between 12-2 PM), as well as the development of a modular, durable parklet installation, designed by Instructor Sherryl Muriente and LeJobart, that can be readily deployed for longer-term demonstrations or for future park(ing) day events.

For news coverage of the event: <http://www.youtube.com/watch?v=5NhOxKPBoHA>

Park(ing) Day West Palm, including the LeJobart Modular Parklet (right)



E.3.i.e: Outcomes of the Civic Engagement Initiative

The Placemaking and Civic Engagement Initiative has two broad objectives: the first is to help local stakeholders visualize opportunities to enhancing the quality and livability of their communities, and the second is to create networks of stakeholders and public officials committed to its realization. These events have had demonstrable benefits, including:

- The adoption of a formal policy for converting on-street parking into parklets in the City of Fort Lauderdale, with the first parklet projected to be installed on Las Olas Boulevard.
- The development of biannual “Better Block” events in Flagler Village, dubbed “Revel on the Block,” which seeks to continue the civic momentum generate by the Better Block Fort Lauderdale Event.

- The commitment of \$30,000 to create the Flagler Community Garden, a vision first conceived and piloted at the Better Block Fort Lauderdale event.
- The creation of Miami's Transportation Action Committee (TrAC), a local political action committee that emerged from partners in the Purple Line event. TrAC is committed to promoting safe, sustainable transportation options for the greater Miami Area.
- The decision by the City of West Palm Beach to undertake a longer-term (10-day) parklet demonstration on Clematis street. The LeJobart Mobile Parklet will be used in this event.
- Two recent SURP graduates have translated their experience with the Placemaking and Civic Engagement project into professional success. Marta Vicedo and Eric Katz recently received awards from the Miami Foundation as part of its Public Space Challenge, where individuals were tasked with developing and implementing visions for a more livable, sustainable Miami.

E.3.ii: Livability Studies

A major barrier to the creation of livable places, particularly in South Florida, is the absence of a meaningful framework for measuring or analyzing livability. While planners and public officials regularly analyze plans and capital infrastructure projects for their effects on measures associated with urban sprawl, such as vehicle delay and level-of-service, there are no similar measures for evaluating whether a community is becoming more or less livable. The Livability Studies emerged in response for a need of not only formally valuing livability, but also for evaluating the effectiveness (or ineffectiveness) of public or private investments in civic infrastructure.

Based on the work of Jane Jacobs, William Whyte, and Jan Gehl, the livability studies seek to measure street life based on the following four principles:

1. Support Necessary, Optional, and Social Pedestrian Activities
2. Encourage Long Stays in Public Spaces
3. Active throughout the Day and Evening
4. Create Opportunities for Users of All Ages

The Livability Studies examine the characteristics of people using the public space, paying specific attention to the presence of children, teenagers, young adults, couples, families, and the elderly. The most vibrant urban spaces will evidence a mix of users for all life stages. Detailed information will be collected on the types of users present, their demographic and familial characteristics, and the activities in which they are engaged. Collectively, this allows for the identification of gaps in user groups, providing guidance on the types of infrastructure improvements, activities, or developments that may further enrich urban street life. A pilot study of the analytical methods is currently underway for Clematis Street and CityPLace in West Palm Beach.

E.3.iii: URP 4930/6930: Creative Placemaking

The methods developed as part of the Livability Studies have resulted in the development of a new course, entitled “Creative Placemaking,” to be offered in the Spring of 2014. This class will engage undergraduate and graduate students alike to visualize strategies for enhancing the built environment, to test their solutions through real-world installations, and to measure the success of their efforts through the use of livability studies, detailed above. This course thus allows students to undertake the full spectrum of project development, including developing a vision and scope of work, implementing the project, and conduct a post-installation evaluation of its performance.

E.4: Living Laboratory Program

The Living Laboratory program entails an open, collaborative partnership between the faculty and staff of SURP and local communities. Unlike conventional consulting projects, the living laboratory approach is focused on a model of open-innovation and co-creation, which allows for the immediate and continuous input of stakeholders throughout the research and planning process, and with each individual project informing the scope and content of subsequent projects. At present, the School is involved in two such projects, one with the Village of Wellington, and one with the Community of Abacoa. These projects are designed to provide students with exposure to leaders in the professional community, as well as practical, applied skills that can help ensure workforce success.

E.4.i: Wellington Living Lab

The Wellington Living lab is a multi-year \$252,083 project funded by the Village of Wellington. The initiative has focused on five research projects including an economic inventory of the Village, Wellington equestrian survey for the development of an equestrian master plan, the business inventory analysis, neighborhood action plans, and a survey of residential community satisfaction. Graduate and undergraduate students from workshop and studio classes participated in all five projects. The students learned a great deal from all these client-based projects. Wellington Economic Inventory Analysis focused on the demographic, physical, and economic conditions of both the equestrian and non-equestrian areas in Wellington. Wellington Equestrian Survey was conducted Summer 2012 to help the Village gather data for the Equestrian Master Plan. The business inventory analysis intends to help Wellington to understand the needs and the existing trends in their business community. The research team conducted a detailed inventory analysis of businesses in relation to the existing industries, their spatial distribution, and revenues. The project compared the business inventory of Wellington with five other cities in South Florida as well as businesses in 30 min and 60 min heavy drive time area around Wellington. Neighborhood Action Plans focus on redeveloping and/or improving five transitional neighborhoods to prevent further decline. The community satisfaction survey project focused on receiving feedbacks from Wellington residents on issues including quality of life in Wellington, quality of services, characteristics of Wellington, safety issues, parks and recreation activities, what residents are likely to do in Wellington, and future priorities. A website of the effort is available here: <http://www.fplln.fau.edu/wellington/#>.

E.4.ii: Abacoa Living Lab

Abacoa is a 2,050 acre community located in the Town of Jupiter, FL. The community has incorporated green features and the qualities of a traditional neighborhood development into its design, which makes it unique from many communities in South Florida. As part of the Living Lab Project, the School and its students have assisted the community in receiving its Florida Green Communities Designation, as well as developing a “Virtual Visitors Center” that details many of the development’s unique and distinguishing characteristics, highlighting the role of Abacoa as a model for green development in South Florida. The Virtual Visitor’s Center is available online here: <http://www.fau.edu/surp/abacoa/>

E.5: Hazards and Disaster Research Projects

During 2008-2013 in collaboration with other academic programs the School has received multiple research grants totaled more than \$600,000 from the National Science Foundation, U.S. Geological Survey, and local communities and organizations in hazards and disaster related research projects.

Displacement due to catastrophic hurricanes project examines populations predisposed to long term displacement from catastrophic hurricanes. This examination is most critical in the coastal portions of the eight most hurricane-prone states - a band that stretches from Texas on the west along the Gulf Coast to Florida and then up the Atlantic Coast to North Carolina. The research resulted in a variety of products including: (i) a new Displacement Index and related maps to estimate the magnitude of the potential displaced-persons problem, using indicators drawn from earlier studies of vulnerability as well as indicators specific to housing and policy conditions; and (ii) an analysis of how state-level policies associated with housing, emergency assistance, planning, and land development enhance or reduce vulnerability and displacement. Project details can be obtained from:

<http://www.vpt.fau.edu/research/projects/nsf/summary.html>

Other projects include the roles of Haitian diaspora groups and networks on post disaster recovery, sea level rise vulnerability framework for USGIS ecosystem portfolio model, and development of hazards mapping and analysis tools in ArcGIS.

E.6: 3D Visualization, Inventories and Mapping

The Visual Planning Technology Lab and the School faculty has pursued multiple research projects in 3D visualization, and inventories and mapping studies for local communities. The 3D visualization projects span from Downtown Ft. Lauderdale virtual 3D model to Mizner Park Amphitheater (Boca Raton) 3D visualization. The School has done numerous mapping studies for local communities in South Florida.

E.7: Districting, Redistricting, and District Analysis

The school has conducted districting, redistricting, and district analysis for local communities including the City of Pembroke Pines, Hollywood, Broward County, Palm Beach County, and the City of Greenacres. These research initiatives not only helped the School generate funding revenues but also are consistent with FAU's strategic plan of community engagement.

E.8: Go SOLAR Initiative

During Fall 2013, Florida Atlantic University and its partners - six Florida counties (Alachua, Broward, Miami-Dade, Monroe, Orange and St. Lucie), along with nine Broward County municipalities (Cooper City, Hollywood, Lauderdale Lakes, Lauderdale, Lighthouse Point, Margate, Pembroke Pines, Plantation and Wilton Manors) and the City of Venice in Sarasota County- in the Go-SOLAR-Florida initiative was awarded a \$2.3 million, two and a half year Sunshot Initiative Rooftop Solar Challenge Phase II grant from the U.S. Department of Energy (DOE) to increase grid-tied solar installations throughout Florida. Dr. Diana Mitsova from SURP is the lead FAU researcher for this project. Dr. Mitsova's team will provide technical assistance and facilitate review and amendment of local ordinances to ensure solar-friendly planning and zoning. The students from SURP will benefit greatly by participating in this project.

F. Strengths, Weaknesses, Opportunities, and Threats

F.1: Strategic Plan Goals and Activities

Between 2009-2011, the School underwent several iterations of a visioning process. As detailed in the School's 2011/2012 Strategic Plan, this resulted in two related goals:

1. Play a more prominent role in the region from the perspective of leadership in education, research, and service to the community.
2. Take advantage of our unique location to become one of the top 15 planning schools in the nation.

While our desire to be a top-15 planning program is ambitious, we believe it is a reasonable goal given our unique location and the talented faculty we have been able to hire. The 2011 national ranking of Planning Schools shows that we are on the right track. Although SURP did not make the top 25, we were listed as number 9 in the South (which would suggest that we are at least in the top 40) and as number 14 in "top programs without a Ph.D. program." As recently as 2009, we were not ranked. The rankings suggest that we are heading in the right direction, but that it will take a concerted effort to reach our goal.

At the time the strategic plan was completed, the following actions were recommended:

1. The addition of a Ph.D. program to increase research productivity and continuity, provide assistance with teaching in our growing undergraduate program, increase FAU presence at

academic conferences, increase the (inter)national recognition of the work that is being done at FAU, all with the ultimate goal to increase our national and international reputation. (There is no planning program without a Ph.D. in the top 15 and the highest ranked program without a Ph.D. is ranked number 20).

2. Double graduate enrollment through national recruitment and better marketing of unique strengths of the program.
3. Diversify undergraduate programs to improve student success and to manage growth in the undergraduate program more effectively.
4. Organize the physical space of the School to better suit the needs of increased activity and achieve a cohesive sense of community.
5. Increase faculty research activity, increase graduate and undergraduate research activity, build strategic relationships with external partners, increase national profile by publicizing and broadcasting events worldwide.
6. Take advantage of our unique regional features to make the School of Urban and Planning as ideally situated a school as there can be.

The School has made some progress towards the realization of these goals, though much of the School's activities in recent years have been reactive. Since the adoption of the strategic plan, the School has been forced to respond to significant internal and external challenges, including a substantial (33%) budget cut, the forced relocation of the School from its historic base in Fort Lauderdale, and the loss of 2 senior faculty members, one of whom was the School's long-time Director. Concurrent with this, 4 of the School's 7 faculty members underwent or are undergoing tenure review, one of whom was denied tenure. This has been a challenging period of major transition for the School, but one which creates a unique opportunity for the School to refocus, strengthen, and rebuild.

F.2: Strengths

The School has a diverse, well-rounded faculty that has expertise in physical planning and design, housing, transportation, land development, and environmental planning. We have further begun developing expertise in areas essential for planning success in the post-recession era, including public-private partnerships, low-cost, high-impact urban interventions, and new methods of placemaking and civic engagement. SURP is also an innovator in the use of technology in planning. SURP houses the Visual Planning Technology (VPT) Lab and Production Studio, which provides students with access to state-of-the-practice computing facilities and software applications and has a full-time coordinator committed to ensuring students have access to the data and technology needed to be at the leading edge of planning practice.

F.3: Weaknesses

The school has a small faculty—8 persons at full capacity, though due to ongoing faculty departures, we have had only 7 faculty members for the last two years. Ongoing budget cuts, combined with growing administrative demands, have made it difficult for the School to retain talented faculty. Indeed, of the three tenured faculty that participated in the strategic planning exercise, two have left for other positions. The School is currently reliant upon a temporary instructor to oversee the majority of the School's undergraduate initiatives, including the School's activities in support the Quality Enhancement Plan (which was instrumental to the university's recent SACS re-accreditation), undergraduate recruitment, the oversight of the Florida Atlantic Planning Society, our student planning organization, as well as many of the civic engagement activities detailed above. The inability to continue this instructional line would derail many of the activities for which SURP is highly-regarded, both within the University and throughout the broader South Florida community.

Another weakness is our curriculum, which does not appear to be adequately preparing our graduates for the professional success. Based on test scores from the American Planning Association, our students have one of the lowest pass rates on the American Institute of Certified Planners (AICP) exam of any accredited planning program. Our graduates perform at the bottom, or near-bottom, of every area of practice except ethics, where our performance is only average. The most recent assessment of our performance list our pass rate as 38%, though this figure includes both undergraduates and graduates taking the exam. We recalculated this to include only individuals who have graduated from the Master's program using the three most recent years of data, though this only increases our pass rate to 60%, which still places us in the bottom quartile of all planning programs.

The school has undergone a great deal of transition in recent years, including 6 years of continuous budget cuts, including a cut of 33% during the 2012/2013 academic year. This has resulted in the complete defunding of the Center for Urban and Environmental Solutions (previously supported by \$1 million in state appropriations), and the loss of all but one of the School's support personnel.

F.4: Opportunities

Despite the program's internal weaknesses, there are tremendous opportunities to develop SURP into a top-15 planning program. First, and most notably, SURP is Florida's only urban-based urban planning program, located in a state with a rich history of innovative planning practices. Given the region's vulnerability, it is further positioned in a region that is especially attentive to the importance of planning in addressing issues such as global climate change, water resource management, transportation, housing, and development. As noted in the 2011/2012 Strategic Plan:

- 1) FAU is located in one of approximately 9 mega-regions in the U.S.
- 2) FAU is positioned between two internationally-significant ecosystems: a living coral reef and the Everglades.

- 3) Given the high level of investment, the population density, our limestone foundation and our elevation barely above sea level, FAU is in the most vulnerable coastal area in the US with respect to sea level rise.
- 4) FAU is in a region that is the gateway to South America, Latin America and Europe.

Moreover, as the former home of John DeGrove, SURP has not only a rich history of being at the forefront of planning in South Florida, but also has a legion of committed graduates throughout the region (the Environment and Growth Management [EGM] scholars) who feel strong personal attachments to both John DeGrove and the School. This professional pool of goodwill provides SURP with a fantastic opportunity to re-assert itself as a leader in addressing the critical planning issues that confront the region.

While the loss of talented faculty and our record in preparing student for professional licensure has been disappointing, they create a new opportunity for the School to develop into a stronger, more focused program. We are currently beginning a curriculum-mapping exercise to identify gaps and opportunities, and have begun the development of accelerated programs, including the re-activation of a combined B.Arch/MURP degree as well as a combined BURP/MURP degree. Under the model degree plans currently under development, students participating the combined degree programs will be able to reduce their total time in school by at least 1 year when combined against pursuing these degrees separately.

The recent relocation to the main campus in Boca Raton is also a tremendous opportunity to grow and develop both our instructional programs, as well as our research activities. Indeed, one of the major challenges identified in the School's strategic plan is the School's inaccessibility to the resources of the main campus. Our relocation creates new opportunities to develop partnerships with other units in the university, attract and better serve the university's student population, and develop new, interdisciplinary instructional programs.

F.5: Threats

The most obvious threat to the School is uncertain sources of funding. The School has experienced significant budget cuts over the last 6 years, resulting in the elimination of the Center for Urban and Environmental Solutions, the loss of all of its research and support personnel, and the elimination of all but one staff member. Concurrent with the decline in resources has been a growing number of conflicting administrative mandates in the areas of enrollment growth, student retention and graduation, and undergraduate research. While the School has been very successful at addressing these initiatives, its approach to doing so is unsustainable, as evidenced by the ongoing departure of the School's talented senior faculty, on whom these responsibilities have disproportionately fallen. These issues have been compounded by the instability of the university's administration.

G. Resource Analysis

The most obvious resource issue is budget constraints, followed by the related issue of increasingly faculty workloads. But it is shortsighted to simply cite budgetary issues as the main challenge. Rather than focusing on inputs, it is more valuable to focus on the specific functions needed to ensure the School's realization of its goals. These fall into three categories: 1) Research and administrative support; 2) Salary and incentives; and 3) Advertising and promotion.

G.1: Research and Administrative Support

A major challenge is the lack of meaningful support services to assist faculty in addressing the university's research and service goals. Unlike at Research I universities, to which FAU aspires, faculty lack dedicated staff to support research activities, such as administration and support of proposal-writing activities. Even more onerous is the growing administrative demands imposed by the university, which have occurred concurrent with budget cuts and the loss of administrative support and foundation personnel.

As detailed above, these demands have placed unsustainable pressures on the school's faculty, and have been a contributing factor to recent faculty departures. Initiatives prioritized by the University administration must be accompanied by the appropriate support services. This pertains not only to research, but to student recruitment and retention, student advising and support, undergraduate research initiatives, and the ongoing growth of administrative reporting functions. While all of these activities are individually worthwhile, their collective effect is overwhelming for smaller programs, such as SURP, and prevent faculty from advancing of the university's educational and research missions. Many of these activities can be best addressed by staff, rather than tenure-line faculty members.

There is further the need for accurate information on undergraduate enrollment. There is no single, reliable data on undergraduate enrollment, and Numbers are inconsistent between Dartboard and IEA. We have sought to address this, in part, through internal tracking.

G.2: Salary, Incentives, and Workload

A related issue is faculty salary and incentives. While the recent raises provided by the Board of Trustees has done much to address the challenges of the last 6 years, it is nonetheless important to ensure that salaries remain competitive and that faculty are supported in advancing the university in its research, teaching, and administrative initiatives. From the perspective of the individual faculty member, this entails course releases for teaching and research, as well as funding to participate in conferences and the broader scholarly and professional community. From the perspective of the director/chair, this requires additional instructors, whether adjunct faculty, instructors, or tenure-line faculty, that can cover these course reductions.

At present, the teaching load for programs in CDSI, including SURP, is 3/2. This is higher than that of many of our peer and aspirational programs, for which the standard instructional load is 2/2. In the absence of teaching and service loads that are consistent with our aspirational peers, we will continue to lose our most productive researchers to universities that provide them with teaching and service loads consistent with the realization of their individual research objectives.

G.3: Advertising and Promotion

While the School has many unique assets that can be leveraged to position it as a top-15 planning program, there needs to be formal advertising and promotion that distinguished the FAU "brand." At present, most of the school promotion occurs through faculty activities at professional conferences (an activity which has been increasingly difficult to support) and the school website. While we have a visually compelling website, this is no substitute for a formal program of advertising and promotion. As noted by the Planning Accreditation Board's site visit teams in 2004 and in 2010, SURP is well-positioned to leverage the assets of its location to grow and develop its academic programs. Nonetheless, this is contingent upon effectively communicating the School's opportunities and assets to the broader scholarly and professional community, which is not local or even statewide, but national and increasingly, international.

H. Review Analysis Questions

- What can SURP do to become a Top-15 planning program? Please discuss both activities that can be addressed within SURP and FAU, and well as activities that may be targeted to take advantage of outside opportunities.
- What are the major barriers to realizing this goal? Please again refer to internal and external barriers.
- What actions should be taken to overcome these barriers?

Appendix 1: Self-Study Report Checklist

SELF-STUDY REPORT COMPONENTS		Included
A.	Mission and purpose of the program	
	• In context of the BOG and FAU mission and Strategic Plans	X
	• Discussion of external program accreditation (if applicable)	X
B.	Date and description of last external (i.e. accreditation) review, if applicable, or last review of	
	• Findings and recommendations	X
	• Major changes made since last review	X
C.	Instruction: The self-study should address all aspects of programmatic quality associated with instruction. Special attention should be paid to curriculum, degree programs, and teaching quality. Student issues such as advising, retention, honors programming, occupational	
	• Review of Part I of Departmental Dashboard Indicators	X
	• Establishment of goals for student learning (Refer to the program's latest plan in the FAU Assessment Database, and for baccalaureate programs, attach a copy of	X
	• Assessment of how well students are achieving expected learning outcomes (Refer to the program's latest report in the FAU Assessment Database)	X
	• Description of how results of assessments are used for continuous program improvement	X
	• For baccalaureate programs, review of lower level prerequisite courses to ensure that the program is in compliance with State- approved prerequisites	N/A
	• For limited access programs, review of whether such status is still warranted	N/A
	• Admissions criteria	X
	• Enrollment information (headcount and SCH production)	X
	• Average class size and faculty/student ratio	X
	• Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)	X
	• Description of internships, practicum, study abroad, field experiences	X
	• Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered	X
	• Scope of institutional contributions, such as to the Intellectual Foundations Program, cross-listed courses, "service courses", inter- professional education efforts, certificate programs	X
	• Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships, and recruitment strategies	X
	• Advising procedures	X
	• Retention rates	
	• Graduation rates	
	• Licensure rates (if applicable)	X
	• Placement rates/employment profile	X
	• Faculty profile, including diversity, rank, academic specialties, and mix between full- and part-time faculty and how this meets or does not meet department needs	X
	• Faculty teaching load and methods of calculation	X
	• Summary of faculty scholarship and research productivity, including grants and publications	X
	• Strategic planning for hires	X
	• Abbreviated vita for each full-time faculty member	
D.	Research: Departments should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement	
	• Review of Part II of the Departmental Dashboard Indicators	X
	• Establishment of goals for research	X
	• Assessment of how well goals are being met	X
E.	Service/Community Engagement	
	• Discussion of community engagement including public service, special projects, service learning, and other services to the community	X
	• Review of Part III of the Departmental Dashboard Indicators	X
	• Establishment of goals for service	X
	• Assessment of how well goals are being met	X

SELF-STUDY REPORT COMPONENTS		Included
F.	Other Program Goals	
	• Describe and assess how well goals are being met	X
G.	Strengths and opportunities that support achievement of program goals	
	• List and describe	X
H.	Weaknesses and threats that impede program progress	
	• List and describe	X
I.	Resource analysis	
	• Sufficiency of resources to meet program goals	X
J.	Future Direction	
	• Anticipated changes	X
	• 3 to 5 broad questions for the review team to answer with respect to a unit's	X

Appendix 2. Academic Learning Outcome (ALO)

Bachelor of Urban and Regional Planning

The Bachelor of Urban and Regional Planning is carefully crafted to provide students with the knowledge and skills needed to obtain positions in a variety of public and private organizations, including local and state planning departments, nonprofit organizations, and private sector planning and development firms.

Students complete the following core courses:

- | | |
|---------------|---|
| FALL 1: | URP 3000 Planning & Growth
Management URP 4011 Planning
Methods
URP 4055 City Structure |
| SPRING 1: | URP 4730 Capital Facilities
URP 4343 Plan Making and Design |
| FALL 2: | PAD 4223 Public Budgeting &
Finance URP 4870 Site Planning
URP 4920 Planning Design Studio |
| SPRING 2: | URP 4120 Planning Implementation
Strategies URP 4403 Sustainable Cities
URP 4979 Planning Project |
| Any Semester: | URP 4254 Intro to Visual Planning
technology URP 4945 Planning Practice |

CONTENT KNOWLEDGE (Declarative Knowledge):

Students will demonstrate knowledge of the following core planning areas:

- (1) Structure and Functions of Urban Settlements,
- (2) History and Theory of Planning Processes and Practices,
- (3) Administrative, Legal, and Political Aspects of Plan-Making, and
- (4) Policy Implementation.

Students will demonstrate active knowledge of the city and its regional context--its geography, changing forms, and political, economic, and social structure, including multicultural and gender dimensions--as well as an understanding of urban finance, infrastructure, land use, and social and economic conditions. Students will be familiar with the history of urbanization and the planning profession and will explore this history in relation to social and economic structures. Students will

Formatted: Heading 1, Indent: Left: 0", Space Before: 0 pt, Widow/Orphan control

Formatted: Heading 2, Indent: Left: 0", Space Before: 0 pt, Widow/Orphan control

understand planning both as a process and theory of practice.

Students will maintain a portfolio containing copies of all their completed assignments, tests and examinations in the core planning courses. Portfolios are reviewed by the undergraduate coordinator to determine whether students are proficient in the core planning areas identified above. In addition, the faculty members in the undergraduate program meet once a semester to review progress and knowledge of individual students as well as the student cohort.

CRITICAL THINKING (Analytical Skills, Practical Skills) and CONTENT KNOWLEDGE (Research Skills, Technical Skills):

Students will develop skills in:

(1) Problem Formulation, Research Skills, and Data Gathering,

(2) Quantitative Analysis and Computer Skills, and

(3) Synthesis. Students will synthesize their planning knowledge and apply it to actual planning problems. They will conceptualize problems from complex, real world situations so that the problems are meaningful to clients. This includes the ability to apply statistical and other analytic techniques, as well as computer methods, to define planning problems, generate alternatives, and evaluate their consequences.

In URP 4945 (Planning Practice), URP 4920 (Planning Design Studio) and URP 4979 (Planning Project), students complete planning projects that are evaluated by the instructor and by professional planners, other faculty, or both. In addition, projects are included in student portfolios which are reviewed by the undergraduate coordinator.

COMMUNICATION SKILLS (Written Communication; Oral Communication, Visual Communication):

Students will communicate effectively in writing, through public speaking, and by expressing concepts visually.

Students submit written and graphic work in 6 different courses in the planning core. In addition they give oral presentation in 6 courses. Written skills will be evaluated through review of student work in URP 3000 (Planning & Growth Management) and review of the portfolios by the undergraduate coordinator. Oral presentation skills are evaluated during the final presentation in URP 4979 (Planning Project). Presentation skills will be evaluated based on standard criteria for oral presentations such as voice projection, contact with audience, response to questions, mastery of topic, use of appropriate language, and appropriate use of audiovisual aids. Graphic communication skills are addressed in URP 4254 Intro to Visual Planning Technology and URP 4343 Plan Making and Design.

Bachelor of Urban Design

Three major components in Academic Learning Compacts (ALCs) are content/ discipline knowledge and skills; communication skills; and critical thinking skills.

Content/ discipline knowledge (declarative knowledge "knowing that" and procedural knowledge "knowing how"), Skills, Behavior and Values

Students will demonstrate *declarative knowledge* (knowing that) of the following core urban design areas:

1. Structure, Function, and Evolutions of urban settlements: Graduates will demonstrate active knowledge of human settlements and their context at various scale including geography, changing forms, and political, economic, and social dimensions as well as an understanding of dynamic of urban finance, infrastructure, land use and social and economic conditions.
2. History and theory of urban design process and practices: Graduates will demonstrate understanding of the history of urbanization and urban design and planning professions as well as urban design theory, process, and practices in both global and local context.
3. Urban design methods, tools and techniques: Graduates will demonstrate understanding of and be able to use urban design methods, tools and techniques for their urban design projects.
4. Urban design Implementation: Graduates will demonstrate understanding of urban design implementation process as well as formulating strategies by utilizing urban design tools and techniques.
5. Collaboration skills: Graduates will demonstrate the ability to collaborate with their peers and work together in productive team relationships in their urban design projects. Collaborative skills require assessment of groups rather than individual students.
6. Diversity and cultural perspectives: Graduates will demonstrate the ability to work with diverse community and examine culturally diverse perspectives in their urban design projects, an awareness of the relationships between human behavior and the physical environment, an awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different culture, and the ability to integrate culturally diverse perspectives in their urban design projects.

Students will obtain *procedural knowledge* (knowing how) and develop skills in the following:

1. Research Skills: Graduates will be able to formulate and conceptualize problems in real world situations and conduct primary and secondary data collections (i.e. idea generation, literature review, data collection, reporting) appropriate for the awarding of a baccalaureate degree.

Formatted: Heading 2

Formatted: Font: Not Bold

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Space After: 10 pt, Line spacing: Multiple 1.15 li, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: List Paragraph, Space After: 6 pt, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Space After: 10 pt, Line spacing: Multiple 1.15 li, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

2. Analytical Skills: Graduates will be able to analyze, evaluate, compare/contrast or judge urban design theories, issues, events, or other content at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed through examining the quality of argument in a student essay, oral presentation, or formal report. Graduates will be able to utilize both qualitative and quantitative analytical skills.

3. Urban design skills or Practical Skills: Graduates will be able to create physical plans, programs, and projects, proposed practical solutions based on their understanding of urban design as well as anticipate future changes.

4. Creative skills: Graduates will be able to create urban design products including develop research proposal by synthesizing knowledge from urban design discipline at the level of appropriate for the awarding of a baccalaureate degree. Technical skills and Computer skills: Graduates will demonstrate technical skills as well as the use of current computer technology related to urban design appropriate for the awarding of a baccalaureate degree. These skills are usually accessed through an in-class project (e.g., case study, paper), observation (e.g., juried performance), or portfolio.

Critical thinking skills

Students will demonstrate the ability to describe reasoning that involves addressing clear and precise questions, using abstract ideas to interpret information, using concrete evidence to support their argument and positions, considering diverse points of view, reaching well-reasoned conclusions, and testing them against relevant criteria and standards. They will be able to critically evaluate an urban design work and become informed observers.

Communication skills

Students will develop skills in the following:

1. Written communication
2. Oral communication
3. Graphic and visual communication

Graduates will demonstrate the ability to articulate their urban design concepts, ideas, and principles in a clear, convincing fashion appropriate to the topic, purposes, and targeted audiences. These skills include the abilities to organize the information clearly and coherently through various modes of communication including written, oral, and graphic and visual representations as well as the ability to use a combination of media.

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5", Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Space After: 10 pt, Line spacing: Multiple 1.15 li, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Space After: 10 pt, Line spacing: Multiple 1.15 li, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto

Formatted: Font: +Body (Calibri), Font color: Auto