



## **Strategic Plan 2018-2021**

*Approved: September 26, 2018*

### **FAU's School of Urban and Regional Planning**

The School of Urban and Regional Planning (SURP) was founded in 1989 as the Department of Urban and Regional Planning. It currently houses three degree programs: Bachelor of Urban Design (BUD), Bachelor of Urban and Regional Planning (BURP), and Master of Urban and Regional Planning (MURP). The master's program is accredited by the Planning Accreditation Board. The School also cooperates with the School of Public Administration on a specialization in Urban and Regional Planning in the Ph.D. Program in Public Administration. It cooperates with the Department of Geosciences on the Graduate Certificate Program in Geographic Information Systems. The School has two research centers: the Center for Urban and Environmental Solutions (CUES) and the Visual Planning Technology (VPT) Laboratory.

### **Strategic Planning Process**

This plan supersedes the 2017 Strategic Plan and was developed partly in response to suggestions received from the Planning Accreditation Board's Site Visit Team who reviewed the MURP program in January 2018. In particular, this plan: implements a more robust planning process that ensures full participation by SURP faculty and other stakeholders; contains goals that are more directly linked to the vision and mission of the school; focuses more on aspirational goals; and focuses more on longer-term (five to seven years in the future) issues. The process involved the following steps:

- Faculty Meeting, April 4, 2018 (all full- and part-time faculty and staff invited): Review of PAB concerns, development of an action plan for addressing those concerns, and agreement on an expanded, inclusive strategic planning process
- Faculty Meeting, August 22, 2018 (all faculty and staff invited): Further review and discussion of PAB concerns and how best to address those in the revised strategic planning process
- Program Committee Meetings, August 23-31, 2018 (all committee members and other interested faculty invited): Development of draft goals and objectives for each degree program
- Strategic Planning Retreat, September 7, 2018 (all faculty and staff, student representatives, and Board of Advisors members invited): Review and discussion of goals and objectives for the school as a whole and for each degree program, led at an off-campus location by a professional strategic planning facilitator
- Program Committee Chairs, Center Directors, and School Director, September 10-21, 2018: Development of revised goals and objectives and compilation into a draft plan
- Faculty Meeting, September 26, 2018 (all faculty and staff invited): Review, discussion, modification and approval of plan

Note that faculty decided at their August 22, 2018, meeting that the strategic plan would be updated every three years and that progress would be monitored on an annual basis. The strategic plans for the School's two research centers are still in progress and will be incorporated into this document at a later date.

### **Participants**

As noted above, all full-time and adjunct faculty and staff were invited to participate in the August 22, 2018 and September 26, 2018, faculty meetings and all faculty were invited to participate in the Undergraduate Programs Committee and Master's Program Committee meetings that were held prior to the retreat to develop draft sets of goals and objectives for each degree program. All faculty, staff, student representatives from each degree program, and Board of Advisors members (representing alumni, employers, and professional association officers) were invited to participate in the off-campus retreat held on September 7, 2018. In addition, a professional strategic planning facilitator was hired to lead and provide documentation of the discussion at the retreat.

The following individuals participated in the Strategic Planning Retreat:

Faculty: Steven Bourassa (Director and Professor); Eric Dumbaugh (Associate Professor and Associate Director, Collaborative Sciences Center for Road Safety); Charles Graves, AICP (Adjunct Instructor); Peter Henn, AICP (Instructor); Yanmei Li, AICP (Associate Professor); Bryan McConnell (Adjunct Instructor); Louis Merlin, AICP (Assistant Professor); Diana Mitsova (Associate Professor and

Director, VPT Laboratory); John Renne, AICP (Associate Professor, Coordinator, Undergraduate Programs, and Director, Center for Urban and Environmental Solutions); Jesse Saginor, AICP (Associate Professor and Coordinator, Master of Urban and Regional Planning Program)

Staff: Serena Hoermann (Outreach Coordinator); Bryan McConnell (IT Coordinator); Alejandra Quintero (Executive Secretary)

Students: Elizabeth Bendinelli (BURP Program); Erncia Charles (BUD Program); Andrew VanValin (MURP Program)

Board of Advisors members (including employers, alumni, and professional society representatives): Susan Coughanour, FAICP (Vice Chair, APA Florida Treasure Coast Section); Maribel Feliciano, AICP (FAU MURP graduate and Assistant Director, Office of Economic and Small Business Development, Broward County); Claudia Hasbun, AICP (FAU MURP graduate and Planning and Zoning Director, City of Sunny Isles Beach); Yexsy Schomberg (FAU BURP graduate and Principal Planner, Urbana); Jennifer Vail, AICP (President, Palm Beach County Planning Congress and Director, Private Planning, WGI); Lynn Zolezzi, AICP (Manager, Transportation Planning Division, WGI)

Facilitator: Maria Pearson, Bach Training and Development Corporation

### **Vision**

The School of Urban and Regional Planning at Florida Atlantic University aspires to cultivate future leaders and be an innovator in the creation, design, and implementation of solutions to contemporary urban, environmental, and economic challenges.

### **Mission**

The School of Urban and Regional Planning at Florida Atlantic University is committed to providing leadership in the field of planning through education, research, scholarship, and community engagement. Our mission is to prepare planning practitioners and researchers for national and global practice by promoting the ideals of social responsibility, sustainability, equity, diversity, and public service.

## Goals and Objectives

### **School of Urban and Regional Planning (SURP)**

<b>Aspirational Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
SURP becomes one of the top-ranked planning programs in the US	SURP is recognized in published rankings as being one of the top planning schools	The <i>Planetizen Guide</i> recognizes SURP as one of the top 25 programs	5-7 years	School Director and all faculty
SURP produces a significant body of research that can help government and private industry to make decisions related to planning	Faculty and students produce research that is influential and utilized in South Florida planning in particular	A majority of faculty produce research in collaboration with students and which has direct applications for government or private industry needs, particularly in the South Florida region	Measured over 3 years	All faculty
Plan for growth in SURP	Anticipate growth and secure resources needed to educate future students	Raise an endowment to support student scholarships and name the school	Endowment is fully funded in 3 years	Dean and School Director
		Continue to seek additional space for traditional studio courses; seek external funding to support this effort	Additional space is secured within 3 years	Dean and School Director
		Seek an additional faculty member in the form of a university strategic plan joint “pillar” hire	Faculty member is hired within 3 years	Dean and School Director

Plan for growth in South Florida	Provide students with skills needed to anticipate and manage regional growth	One or more regularly offered courses that explore growth scenarios for South Florida	Course is regularly offered within 2 years and annually thereafter	School Director
Develop future planning leaders who tackle key challenges locally and across the globe	Provide a solid planning leadership education/foundation	Review curricula as well as mentorship and internship programs and other activities to make certain they are well designed to prepare future planning leaders	Complete review within 2 years	School Director and Ad Hoc Committee
Serve as a resource for local communities, with a focus on disadvantaged communities	Engage in research, outreach, and teaching that directly or indirectly benefits disadvantaged communities	A majority of faculty are involved in research, outreach, and/or teaching activities that address planning issues in disadvantaged communities	Measured over 3 years	Faculty
Actively propose and implement planning solutions	Lead innovative strategies to address areas such as climate change, sea level rise, transportation needs, etc., using the expertise of faculty	All tenure-track and tenured faculty are engaged in development of cutting-edge planning strategies as demonstrated by research publications and outreach activities	Measured over 3 years	Faculty
	Be recognized as a local, regional, state, and national resource for planning solutions	A majority of faculty are cited in local, regional, state, or national media as experts on various planning topics	Measured over 3 years	Faculty
Explore and implement optimal course delivery modes given student needs and preferences	Study alternative ways of delivering courses that takes into account both student needs and pedagogical	Study is completed and changes are implemented	Complete study and imple-ment changes	School Director and Program Coordinators

	considerations; implement changes as appropriate		within 2 years	
<b>Annual Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Educate students to enable them to accomplish their goals (e.g., employment in planning, related fields, or higher education)	A high rate of job placement in planning or related fields or enrollment in advanced education	Survey of all graduates one year after graduation shows that 80% of graduates seeking planning or planning-related employment or advanced education have achieved that objective	Annually	School Director and Program Coordinators
Engage the community through partnerships with municipalities, professional planning organizations, and other appropriate entities	Develop methods or forums for identifying and responding to community needs	Formalize the bylaws for the SURP Board of Advisors and implement a regular schedule of meetings	December 2018 (bylaws); semian-nually (meet-ings)	School Director
		Ensure SURP is represented at local APA Section (Treasure Coast, Broward, and Gold Coast) and Palm Beach County Planning Congress Board meetings	Review annually	School Director
Support diversity and inclusion among faculty, staff, students, and other stakeholders across all programs and activities	Develop a diversity and inclusion plan	Complete and implement a diversity and inclusion plan that addresses faculty and staff, students, and curriculum/outreach/research	May 2019 (complete plan); followed by annual monitor-ing	Diversity Committee

### **Bachelor of Urban Design (BUD)**

<b>Aspirational Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Engage more students in research	Increase the number of RI course offerings and enrollment in Research Intensive (RI) Courses	15% of courses should be designated as RI	3 years	BUD Coordinator and faculty
	Increase the number of students involved with FAU's Office of Undergraduate Research Inquiry (OURI) activities	20% of students engaged in OURI activities	3 years	BUD Coordinator, faculty, and OURI
Engage more students in the Honors Program	Increase enrollment in the Honors Program	10% of students complete the honors program	3 years	BUD Coordinator and CDSI Representative to University Honors Council
Expand program resources through donor support	Identification of space and creation of an endowed urban design studio lab	Raise \$500,000 to endow urban design studio lab	5 years	Dean, School Director, and BUD Coordinator
	Creation of an endowed urban design lecture series	Raise \$150,000 to endow a lecture series	5 years	Dean, School Director, and BUD Coordinator
	Creation of an endowed professorship in urban design	Raise an endowment to support an urban design professorship	7 years	Dean, School Director, and BUD Coordinator
<b>Annual Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Curriculum is poised to ensure student success	Review space needs for the BUD program based on new curriculum	Inventory of classroom and lab space needs compared to number of students	Annually	School Director and BUD Coordinator

	Strengthen connections between students and professionals	70% of students are involved in mentorships, shadowing, internships and other professional events	Annually	BUD Coordinator and SURP Mentorship Liaison
	Ensure graduating students are entering the profession through employment or advancing to graduate school	80% of students are employed in the field and/or in an affiliated master's program one year after graduation	Annually	School Director and BUD Coordinator
Students can demonstrate how policies and plans protect the public health, safety and welfare of a community	Students can critically evaluate the economic, environmental, and social processes that have shaped urbanization	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students understand the importance of a community vision and understand the elements in comprehensive planning	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students understand how zoning sets the legal framework for implementing comprehensive plans	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
Development of professional urban design skills for the student to be able to obtain a job in the field of urban design or planning	Students can craft a site plan by hand and with appropriate software	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students can create a professional quality design package including drawings and a narrative/report	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students can make a professional design-based presentation to a client	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee

	Students demonstrate professional mapping and graphics skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
Development of a set of base skills and abilities for the student to have a successful career	Students demonstrate professional writing skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students demonstrate critical thinking and problem solving skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students demonstrate teamwork and collaboration skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee

**Bachelor of Urban and Regional Planning (BURP)**

<b>Aspirational Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Engage more students in research	Increase the number of Research Intensive (RI) course offerings	15% of courses should be designated as RI	3 years	BURP Coordinator and faculty
	Increase the number of students involved with FAU's Office of Undergraduate Research Inquiry (OURI) activities	20% of students engaged in OURI activities	3 years	BURP Coordinator, faculty, and OURI
Engage more students in the Honors Program	Increase enrollment in the Honors Program	10% of students complete the honors program	3 years	BURP Coordinator and CDSI Representative to University Honors Council
Expand program resources through donor support	Creation of an endowed urban and regional planning lecture series	Raise \$150,000 to endow a lecture series	5 years	Dean, School Director, and BURP Coordinator
<b>Annual Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Curriculum is poised to ensure student success	Review space needs for the BURP program based on new curriculum	Inventory of classroom and lab space compared to number of students	Annually	School Director and BURP Coordinator
	Strengthen connections between students and professionals	70% of students involved in mentorships, shadowing, internships, and other professional events	Annually	BURP Coordinator and SURP Mentorship Liaison
	Ensure graduating students are entering the profession through employment or	80% of students employed in the field and/or in an affiliated	Annually	School Director and BURP Coordinator

	advancing to graduate school	master's program one year after graduation		
Students can demonstrate how policies and plans protect the public health, safety and welfare of a community	Students can critically evaluate the economic, environmental, and social processes that have shaped urbanization	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students understand the importance of a community vision and understand the elements in comprehensive planning	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students understand how zoning sets the legal framework for implementing comprehensive plans	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
Development of professional urban planning skills for the student to be able to obtain a job in the field of urban and regional planning	Students can read, understand and synthesize data utilizing primary and secondary data sources found in books, articles and reports	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students can craft a site plan by hand and with appropriate software	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students understand how infrastructure is financed	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students demonstrate professional mapping and graphics skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee

Development of a set of base skills and abilities for the student to have a successful career	Students demonstrate professional writing skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students demonstrate critical thinking and problem solving skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee
	Students demonstrate teamwork and collaboration skills	90% of students meet standard and 20% exceed standard of rubric based on portfolio	Annually	Program Coordinator and Committee

***Master of Urban and Regional Planning (MURP)***

<b>Aspirational Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Attract and retain high-quality students	Continue to implement, fine-tune, and expand the marketing plan to increase both the quantity and quality of students in the future, including but not limited to creating an app or other relevant media/omni-channel marketing approaches	Number of students year-over-year; incoming student GPA year-over-year; entrance survey of new students to determine what made them choose our program; metrics associated with omni-channel approaches that integrate multiple communication platforms; the survey will enable us to modify our marketing plan based on the survey feedback loop	Test survey in 2019, use annually thereafter	MURP Coordinator and Program Committee and Communications/Outreach Coordinator
	Continue exploring ways to raise additional funds for scholarships and assistantships	Dollars raised; number of scholarships and assistantships created above and beyond professor-generated grant funding; try to create one additional assistantship per year based on non-traditional funding	Every semester	MURP Coordinator, faculty, alumni, and affiliates
	Increase and highlight alumni in leadership positions in industry	Number of alumni serving as planning department heads and related industry positions; interviews/testimonials about how the MURP prepared them for that role	Compile and track in 2019	MURP Coordinator and Program Committee and Communications/Outreach Coordinator

	Elevate our MURP students by actively marketing their achievements and aspirations in multimedia formats	Student profiles in weekly newsletter, student profile book, and student career aspirations	Compile and track in 2019	MURP Coordinator and Program Committee and Communications/Outreach Coordinator
Graduates are capable of clear and effective professional writing	Strengthen the overall quality of writing through assignments, feedback, and additional methods discovered through the implementation of the writing plan and partnership with the University Center for Excellence in Writing	Employer and intern supervisor feedback from survey, using year-over-year results as benchmark to determine where our students' skills are improving and how can we address any weaknesses highlighted by employers	Annually, starting after pilot program in 2020	MURP Coordinator and faculty
Engage with the community to explore new planning ideas and propose practical solutions	Examine ways to have multiple classes above and beyond planning workshop and planning project to work on longer-term, more comprehensive projects with communities in the region, especially disadvantaged communities	Number of projects tied to more than one class; work product from projects; feedback from stakeholders	Identify possible projects and tie to classes, ongoing	MURP Coordinator, CUES Director, and faculty
Celebrate and promote the unique contributions of the MURP	Increase and highlight alumni leadership in local, regional, state, national organizations	Number of alumni chairing boards or in related leadership positions and testimonials of how the MURP prepared them for that role; once the list is developed, track over time	Start in 2019	MURP Coordinator and Program Committee and Communications/Outreach Coordinator
	Increase and highlight alumni in leadership positions in industry	Number of alumni serving as planning department heads and related industry positions; interviews/testimonials about	Compile and track in 2019	MURP Coordinator and Program Committee and Communications/Outreach Coordinator

		how the MURP prepared them for that role		
	Elevate our MURP students by actively marketing their achievements and aspirations in multimedia formats	Student profiles in weekly newsletter; student profile book, and student career aspirations	Compile and track in 2019	MURP Coordinator and Program Committee and Communications/Outreach Coordinator
<b>Annual Goals</b>				
Goals	Objectives	Measures	Target Dates	Responsible Parties
Develop scholarly and professional innovations in urban and regional planning with graduate students	Produce scholarly research with graduate students	Number of research publications by thesis students and/or research assistants; benchmark in 2018-2019, then set metric for improvement for 2019-2020 and beyond	Annually	MURP Coordinator, faculty, and graduate students
Provide service to the scholarly and professional community	Active student participation in local planning groups and activities	Number of students actively serving on local planning group boards; number of students presenting at conferences; number of MURP students registered with APA; benchmark in 2018-2019, then set metric for improvement for 2019-2020 and beyond	Annually	MURP Coordinator and graduate students
Ensure that the MURP curriculum is meeting the needs of students by training future leaders	Revise learning outcomes for the MURP program on an as-needed basis to ensure that students are able to communicate core planning concepts	Examine course curriculum and areas from learning outcomes to ensure that course content is preparing students; this qualitative objective serves as program maintenance with no	Annually	MURP Coordinator, faculty, graduate students, alumni, and affiliate stakeholders

		specific quantitative measure to solicit ongoing feedback for improving the program		
	Learning outcomes assessment demonstrates measurable student achievement based on the knowledge required in the field of planning	Graduating students score at least 85% on average for each desired outcome; areas where students score below 85% should be revisited to see where curriculum may be improved and/or strengthened to raise scores	Annually	MURP Coordinator and Program Committee
	Post-graduation surveys completed by alumni demonstrate satisfaction with the program	Alumni satisfaction based on a survey administered annually after graduation to measure program satisfaction and any disconnect between education provided and training needed for positions; benchmark in 2018-2019, then set metric for improvement for 2019-2020 and beyond	Annually	MURP Coordinator
	Internship surveys completed by internship supervisors demonstrate satisfaction with the program	Internship survey to determine student strengths and weaknesses; any patterns related to weakness may be addressed by fine-tuning curriculum; benchmark survey tied to curriculum, writing, and related skills in 2018-2019, then set metric for improvement for 2019-2020 and beyond	Every semester	MURP Coordinator and internship supervisors

	High pass rates on the AICP exam and increased numbers of MURP students participating in the pilot program	Number/percentage of students passing and/or participating in the pilot program; the ideal passing rate would be 100% based on recent years, but 90% is the near-term goal; additionally, benchmark number/percentage of students participating in the pilot program	Annually	MURP Coordinator and students
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