Planning Accreditation Board Self-Study Report

FAU - Master of Urban and Regional Planning

Institutional and Degree Information

Institution Information

Institution:

Florida Atlantic University

College or School:

Charles E. Schmidt College of Science

Department:

Department of Urban and Regional Planning

Program:

Master of Urban and Regional Planning

Self-Study Report Date:

Setpember 16, 2024

Degree Program

Degree Title:

Master of Urban and Regional Planning

Name of Planning Program or Unit:

Department of Urban and Regional Planning

Number of Credits Required for Graduation:

48

Calendar System (Check One):

Semester

Institutional Structure:

Provide a brief description of the institutional structure. The organizational chart should be provided in Appendix IIC. Other Evidence.

Florida Atlantic University is organized into ten (10) colleges, most of which are organized around disciplinary subject areas. The College of Science has disciplinary departments, one of which is the Department of Urban and Regional Planning. Departments generally administer their own degree programs, subject to the regulations of the University and the College of Science.

Other Degrees

Provide a brief description of any other degrees (e.g., undergraduate, master's, PhD, joint degrees, etc.) offered by the unit in which the Program resides and indicate if they are accredited.

Bachelor of Urban and Regional Planning is a four-year undergraduate program not accredited by PAB.
Bachelor of Urban Design is a four-year undergraduate program not accredited by PAB.

Non-Degree Programs

Provide a brief description of any non-degree programs, such as certificates, etc., offered by the unit in which the Program resides and indicate if they are accredited.

We offer a Graduate Certificate in GIS, which is not an accredited certificate. The Graduate Certificate in GIS requires a total of 15-credit hours in GIS coursework.

Program History

Provide a concise summary of the Program's development from inception to the present, highlighting the changes and constant features that have driven the Program (including academic and administrative evolutions, milestones, etc.). Also indicate the dates and purposes of any non-accreditation-related Site Visits within the last five years.

Florida Atlantic University has a distinguished history of leadership in urban and environmental planning. Growth management pioneer Dr. John M. DeGrove was the university's first full professor. During his tenure at FAU, he worked with state senator and later Florida Governor and US Senator Bob Graham, to create the Center for Urban and Environmental Problems (later renamed Center for Urban and Environmental Solutions or CUES) in 1972. Under the leadership of Dr. DeGrove, the Center become a leading force in planning and growth management, providing the intellectual leadership for the emergence of growth management in the State of Florida and throughout the United States, and serving as an apolitical, trusted source of services to local governments. The Center's activities were undertaken in part by student interns who were part of the Environmental Growth Management (EGM) Master of Public Administration program Many of these students have since risen to assume leadership roles in planning throughout the state. During the late 1990s, Architecture, Criminology and Criminal Justice, and Social Work joined the college, which was renamed the College of Architecture and Urban and Public Affairs (CAUPA). Following Dr. DeGrove's retirement in 2000, CUES had its $1 million annual state appropriation eliminated through a series of budget cuts and the Center went dormant in 2008. The Department was renamed as the School of Urban and Regional Planning in 2009. In 2011, it assumed stewardship of CUES, the Abacoa Endowment, and the John DeGrove Eminent Scholar Chair Endowment. In 2012, CAUPA, which housed Architecture, Criminology and Criminal Justice, Public Administration, Social Work, and Urban and Regional Planning was renamed as the College for Design and Social Inquiry. CDSI ceased to exist in 2020, at which time the Department of Urban and Regional Planning migrated to the College of Science.

The Master of Urban and Regional Planning (MURP) program at FAU was initially developed as a degree program within the Department of Geography in 1987 but was shortly thereafter relocated to the Department of Public Administration to take advantage of Dr. DeGrove's leadership in this arena. In 1989, the Department of Urban and Regional Planning was created as an independent academic unit within the newly created College of Urban and Public Affairs. In addition to emphasizing core Planning Accreditation Board (PAB) requirements, the program sought to distinguish itself in the arenas of growth management and environmental planning (under the stewardship of John DeGrove) and the application of technology to address urban and environmental problems. The Visual Planning Technology (VPT) Laboratory facilities and research center, created in 1989 and still in operation today, are a legacy of this commitment.

The Master of Urban and Regional Planning (MURP) program was first accredited in 1994 for a five-year term. It was subsequently reaccredited in 1999, 2004, and 2010 for five-year terms, in 2015 for a three-year term, and in 2018 for a seven-year term. The School moved into the Charles E. Schmidt College of Science on July 1, 2020, when it was renamed again as the Department of Urban and Regional Planning (DURP). DURP 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 Department cooperates with the Department of Geosciences on the Graduate Certificate Program in Geographic Information Systems. Until recently, the Department operated two research centers: the Visual Planning Technology (VPT) Laboratory (created in 1989) and the Center for Urban and Environmental Solutions (CUES). While the Department still operates the VPT Lab and the John DeGrove Eminent Scholar Endowment, CUES became a college-level center in 2022. The Director of CUES serves as a member of the DURP faculty and collaborates with some DURP faculty on research and outreach initiatives. Departmental faculty are actively involved in the newly created School of Environmental, Coastal, and Ocean Sustainability (ECOS), which was launched in July 2023.

Student Data

Institution Census Date

Table 1. STUDENT ENROLLMENT DATA

This table should include admissions data for the past 7 academic years. Include the most recent data available.

Academic Year		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	NA
# Applications Reviewed for Admission		22	28	19	28	21	32	0
# Applicants Admitted		19	28	14	25	21	31	0
# New Students Admitted who Enrolled	Full-time	0	0	0	0	0	0	0
	Part-time	13	19	10	14	6	18	0
# Total Students Enrolled	Full-time	14	20	20	16	10	12	0
	Part-time	19	28	20	23	17	17	0
Footnote (if applicable)		Only most recent 6 years of enrollment data are available, from 2018-2019 until 2023-2024. We do not have adequate data to distinguish between full time and part time for newly enrolled students						

Table 2. STUDENT COMPOSITION

This table includes the demographic data on the Program's student body for the most recent academic year. Updated data for the current academic year should be provided to the Site Visit Team during the Site Visit, if relevant.

Table 2.1 Race: US Citizen and Permanent Residents Only	Student Enrollment Status and Gender						Total
	Full-time			Part-time			
	Male	Female	Non-Binary	Male	Female	Non-Binary	
Asian	0	1	0	0	0	0	1
Black or African American	1	0	0	1	0	0	2
Native Hawaiian / Pacific Islander	0	0	0	0	0	0	0
Native North American / Indigenous	0	0	0	0	0	0	0
White	2	3	0	4	3	0	12
Some Other Race Alone	0	2	0	3	2	0	7
Two or More Races	0	0	0	0	1	0	1
Unknown	0	0	0	1	1	0	2
Total US Citizens and Permanent Residents Only	3	6	0	9	7	0	25

Table 2.2 STUDENT ETHNICITY

Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

Table 2.2 Ethnicity: US Citizen and Permanent Residents Only	Full-time			Part-time			Total
	Male	Female	Non-Binary	Male	Female	Non-Binary	
Hispanic or Latino	0	2	0	3	2	0	7
Not Hispanic or Latino	3	4	0	6	5	0	18

Table 2.3 STUDENT COMPOSITION INTERNATIONAL

International enrollment status and gender.

Table 2.3 International Enrollment Status and Gender	Full-time			Part-time			Total
	Male	Female	Non-Binary	Male	Female	Non-Binary	
International Students	1	2	0	1	0	0	4
Total Students	4	8	0	10	7	0	29

Table 3. STUDENT RETENTION RATES

Provide retention data for the past 7 academic years. Include the most recent data available.

Academic Year		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Retention Rate	Full-time (%)	98	94	97	100	92	86	96
	Part-time (%)	44	0	67	0	0	0	0

Table 4. GRADUATION RATES - FULL-TIME

This table should include graduation data for the past 7 academic years, presented by cohort of new students enrolled. Include the most recent data available.

Updated data should be made available to the Site Visit Team during the Site Visit.

Academic Year	# New Full-time Students Admitted Who Enrolled	Graduation Rate 2-year (%)	Graduation Rate 3-year (%)	Graduation Rate 4-year (%)
2016-2017	8	75	89	89
2017-2018	12	58	83	83
2018-2019	10	70	70	80
2019-2020	15	60	73	80
2020-2021	8	63	75	
2021-2022	10	40		
2022-2023	4			

Part-Time Students

Do you have part-time students?

Yes

Table 4.1 GRADUATION RATES - PART-TIME

This table should include graduation data for past 7 academic years, presented by cohort of new students enrolled. Include the most recent data available.

Updated data should be made available to the Site Visit Team during the Site Visit.

Academic Year	# New Part-Time Students Admitted Who Enrolled	Graduation Rate 2-year (%)	Graduation Rate 3-year (%)	Graduation Rate 4-year (%)
2016-2017	3	33	33	33
2017-2018	3	0	66	100
2018-2019	8	13	25	63
2019-2020	10	0	40	60
2020-2021	3	0	66	
2021-2022	6	0		

2022-2023	4				

Table 5. NUMBER OF DEGREES AWARDED

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Degrees Awarded	25	11	9	13	9	13	10

TABLE 6. STUDENT EMPLOYMENT DATA

Provide employment data for the past 5 academic years by graduate cohort. The employment rate includes all graduates, regardless of part-time and full-time enrollment status, in part-time and full-time planning or planning-related jobs.

Graduation Years Ending (Month/Year)		May 2020	May 2021	May 2022	May 2023	May 2024
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	1	1	2	0	4
	Percent (%)	7.70%	12.50%	15.40%	0.00%	50.00%
Graduates who pursue further education within 1 year of graduation.	Number	0	0	0	0	0
	Percent (%)	0.00%	0.00%	0.00%	0.00%	0.00%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	0	0	0	0	0
	Percent (%)	0.00%	0.00%	0.00%	0.00%	0.00%
Graduates with unknown employment status	Number	12	8	11	10	4
	Percent (%)	92.30%	87.50%	84.60%	100.00%	50.00%
Total	Number	13	9	13	10	8
	Percent (%)	100.00%	100.00%	100.00%	100.00%	100.00%
Footnote (if applicable)	We conducted our first alumni employment survey in several years in June of 2024. We only obtained 14 responses from the MURP program. We plan a more thorough promotional campaign for the alumni survey in future years, including incentives.					

Table 7. AICP EXAM DATA

Master's program graduates who take the exam within 3 years of graduation

Provide AICP exam data for the past 5 years. Include the most recent data available.

Graduation Years Ending (Month/Year)	05/2018	05/2019	05/2020	05/2021	05/2022
# who take exam	3	5	5	1	2
% of takers who pass the exam	66.60%	40.00%	40.00%	100.00%	100.00%
Footnote (if applicable)	Would be easier to enter number of students who pass the exam.				

Faculty Data

Faculty Type

For PAB accreditation purposes, faculty are defined as follows: **Full-time in Planning Unit** are tenured, tenure track, and non-tenure track faculty hired with multi-year contracts. Graduate teaching assistants are excluded. Full-time in Planning Unit faculty are employed full-time by the University with a primary appointment in the planning unit. **Part-time in Planning Unit** are tenured, tenure track and contract faculty from other academic departments in the University who teach: graduate core courses required for the planning degree; courses in other departments required for planning specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded. **Adjunct** and other instructional faculty are not employed full-time by the University, who teach specific courses on a course-by-course basis.

Based on the definition above, select the faculty types that teach in the planning program:

Full-time in Planning Unit

Adjunct

Table 8. FACULTY COMPOSITION

Provide demographic data on the Program's faculty. *Table notes: T/TT = Tenured/Tenure Track; M = Male; F = Female; NB = Non-binary.*

Table 8.1 Race: US Citizen and Permanent Residents Only	FACULTY COMPOSITION															
	Full-time in Planning Unit						Part-time in Planning Unit						Adjunct			Total
	T/TT			Contract			T/TT			Contract						
	M	F	NB	M	F	NB	M	F	NB	M	F	NB	M	F	NB	
Asian	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native North American / Indigenous	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	3	3	0	1	0	0	0	0	0	0	0	0	3	1	0	11
Some other race alone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total US Citizen and Permanent Residents Only	3	4	0	1	0	0	0	0	0	0	0	0	4	1	0	13

Table 8.2 FACULTY ETHNICITY

Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

Table 8.2 Ethnicity: US Citizen and Permanent Residents Only	FACULTY COMPOSITION															
	Full-time in Planning Unit						Part-time in Planning Unit						Adjunct			Total
	T/TT			Contract			T/TT			Contract						
	M	F	NB	M	F	NB	M	F	NB	M	F	NB	M	F	NB	
Hispanic or Latino	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Not Hispanic or Latino	3	3	0	1	0	0	0	0	0	0	0	0	4	1	0	12

Table 8.3 FACULTY COMPOSITION INTERNATIONAL

International faculty status and gender.

Table 8.3 International Status and Gender	FACULTY COMPOSITION															
	Full-time in Planning Unit						Part-time in Planning Unit						Adjunct			Total
	T/TT			Contract			T/TT			Contract						
	M	F	NB	M	F	NB	M	F	NB	M	F	NB	M	F	NB	
International Faculty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Faculty	3	4	0	1	0	0	0	0	0	0	0	0	4	1	0	13

Table 9. FACULTY AICP MEMBERSHIP

Provide the number of teaching faculty in the accredited Program who are members of AICP (including FAICP).

Full-time in Planning Unit	5
Part-time in Planning Unit	0
Adjunct	3
Total AICP Faculty	8

Table 10. FACULTY LISTING

Table 10.1 Full-time in Planning Unit (Tenured/Tenure Track and Contract)

NAME (FIRST/LAST)	RANK/ TENURE	YEAR APPOINTED (YYYY)	DEGREE AND FIELD(S)	DEGREE DATE (YYYY)	DEGREE GRANTING UNIVERSITY	% TIME IN PROGRAM 100	% TIME IN PROGRAM 100
Eric Dumbaugh	Professor	2011	Ph.D., Civil and Envrionmental Engineering	2005	Georgia Institute of Technology	25	25
Peter Henn	Instructor	2011	J.D.	1989	University of Miami	20	20
Yanmei Li	Associate Professor	2008	Ph.D., City and Regional Planning	2006	The Ohio State University	75	75
Melina Matos	Assistant Professor	2023	Ph.D. in Urban and Regional Science	2023	Texas A & M University	0	25
Louis Merlin	Associate Professor	2016	Ph.D. in Urban and Regional Planning	2014	University of North Carolina, Chapel Hill	100	100
Diana Mitsova	Professor	2008	Ph.D. In Urban and Regional Planning	2008	University of Cincinnati	75	75
John Renne	Professor	2016	Ph.D. in Urban Planning and Policy Development	2005	Rutgers University	0	0
Stephanie Wakefield	Assistant Professor	2023	Ph.D. in Earth and Environmental Sciences (Geography)	2016	The City Univesity of New York	0	25

Table 10.3 Adjunct

NAME (FIRST/LAST)	RANK/ TENURE	YEAR APPOINTED (YYYY)	DEGREE AND FIELD(S)	DEGREE DATE (YYYY)	DEGREE GRANTING UNIVERSITY	% TIME IN PROGRAM 100	% TIME IN PROGRAM 100
Kevin Cresswell	Adjunct	2023	Ph.D. in Geosciences	2022	Florida Atlantic University	0	10

Christen Hutton	Adjunct	2018	M.A. in Urban and Regional Planning	2011	University of Florida	0	0
Edward Jepson	Adjunct	2020	Ph.D. in Urban and Regional Planning	1999	University of Wisconsin-Madison	20	20
Bryan McConnell	Adjunct	2016	MS in Information Technology and Operations Management	2017	Florida Atlantic University	0	0
Kuei Kang (Charles) Wu	Adjunct	2019	Master in Urban Planning	1987	University of Michigan	10	10

Footnote for Table 10. Faculty Listing (if applicable). *If table 10 does not appear, please select a Faculty Type at the beginning of this page.*

n/a

Program's definition/formula for a full-time teaching load

Please provide the Program's definition/formula for a full-time teaching load:

12 credit hours annually

Table 11. TEACHING FACULTY FTE

Table 11.1 Full-time in Planning Unit (Tenured/Tenure Track and Contract)

FACULTY MEMBER NAME	TEACHING FTE
Eric Dumbaugh	0.25
Peter Henn	0.2
Yanmei Li	0.75
Melina Matos	0.25
Louis Merlin	1.0
Diana Mitsova	0.75
John Renne	0.0
Stephanie Wakefield	0.25
Total FTE Full-time in Planning Unit	3.45

Table 11.3 Adjunct

FACULTY MEMBER NAME	TEACHING FTE
Kevin Cresswell	0.1
Christine Hutton	0.0
Edward Jepson, Jr.	0.2
Bryan McConnell	0.0
Kuei Kang (Charles) Wu	0.1
Total FTE Adjunct	0.4

Total FTE

The Total Teaching FTE for the Program is the sum of teaching FTE for all faculty members listed above.

3.85

Footnote for Table 11. Teaching FTE (if applicable).

n/a

Student/ Teaching Faculty Ratio

Part-time Student FTE

Part-time Student FTE, including calculation (if applicable):

If the Program has part-time students, provide the formula used to calculate part-time student FTE. If the Program does not track part-time students by credit hours, then use the following formula to calculate part-time student FTE: (part-time students)(.5).

7.67

Student/Teaching Faculty Ratio

Student/Teaching Faculty Ratio, including calculation:

Divide the total number of students in the Program (total full-time students + FTE part-time students), by the Total Teaching FTEs

4.8

Curriculum Listing

Table 12.1 COURSES REQUIRED OF ALL STUDENTS (SEMESTER)

List courses offered by the Program during the two most recent academic years with the faculty name and appointment level using the formatting key below. If an undergraduate and graduate course are combined, please check the "Combined Course" checkbox.

Distinguish among the appointment status of the faculty with the following text effects:

  Normal text = Full-time in Planning Unit

  One asterisk * after name = Part-time in Planning Unit

  Two asterisks ** after name = Adjunct

COURSE NUMBER AND TITLE	COMBINED COURSE	Faculty by Semester/Year			
		Semester	Faculty	Status	Blank
URP 6115	☐ Combined Course	Spring 2024	Peter Henn	Full-Time Instructor	
URP 6211	☐ Combined Course	Spring 2024	Louis Merlin	Associate Professor	
URP 6406	☐ Combined Course	Spring 2024	Stephanie Wakefield	Assistant Professor	
URP 6873	☐ Combined Course	Spring 2024	Melina Matos	Assistant Professor	
URP 6979	☐ Combined Course	Spring 2024	Yanmei Li	Associate Professor	
URP 6101	☐ Combined Course	Fall 2023	Eric Dumbaugh	Professor	
URP 6131	☐ Combined Course	Fall 2023	Peter Henn	Full-Time Instructor	
URP 6200	☐ Combined Course	Fall 2023	Yanmei Li	Associate Professor	
URP 6270	☐ Combined Course	Fall 2023	Diana Mitsova	Professor	
URP 6840	☐ Combined Course	Fall 2023	John Renne	Professor	

COURSE NUMBER AND TITLE	COMBINED COURSE	Semester	Faculty	Status	Blank
URP 6115	☐ Combined Course	Spring 2023	Harold Savich*	Affiliate Professor	
URP 6211	☐ Combined Course	Spring 2023	Louis Merlin	Associate Professor	
URP 6406	☐ Combined Course	Spring 2023	Edward Jepson*	Adjunct Instructor	
URP 6873	☐ Combined Course	Spring 2023	Peter Henn	Full-Time Instructor	
URP 6979	☐ Combined Course	Spring 2023	Yanmei Li	Associate Professor	
URP 6101	☐ Combined Course	Fall 2022	Eric Dumbaugh	Professor	
URP 6131	☐ Combined Course	Fall 2022	Peter Henn	Full-Time Instructor	
URP 6200	☐ Combined Course	Fall 2022	Yanmei Li	Associate Professor	
URP 6270	☐ Combined Course	Fall 2022	Diana Mitsova	Professor	
URP 6840	☐ Combined Course	Fall 2022	Louis Merlin	Associate Professor	
URP 6920	☐ Combined Course	Fall 2022	Louis Merlin	Associate Professor	
URP 6920	☐ Combined Course	Fall 2023	Yanmei Li	Associate Professor	

Table 12.2 ELECTIVE COURSES (SEMESTER)

List courses offered by the Program during the two most recent academic years with the faculty name and appointment level using the formatting key below. If an undergraduate and graduate course are combined, please check the "Combined Course" checkbox.

Distinguish among the appointment status of the faculty with the following text effects:

Normal text = Full-time in Planning Unit

One asterisk * after name = Part-time in Planning Unit

Two asterisks ** after name = Adjunct

COURSE NUMBER AND TITLE	COMBINED COURSE	Faculty by Semester/Year			
		Semester	Faculty	Status	Blank
URP 6425	☐ Combined Course	Spring 2024	Diana Mitsova	Professor	
URP 6429	☐ Combined Course	Spring 2024	Stephanie Wakefield	Assistant Professor	
URP 6711	☐ Combined Course	Spring 2024	Eric Dumbaugh	Professor	
URP 6732	☐ Combined Course	Spring 2024	Edward Jepson*	Adjunct Instructor	
URP 6945	☐ Combined Course	Spring 2024	Louis Merlin	Associate Professor	
URP 6272	☐ Combined Course	Fall 2023	Kevin Cresswell*	Adjunct Instructor	
URP 6881	☐ Combined Course	Fall 2023	Kuei Kang Wu*	Adjunct Instructor	
URP 6945	☐ Combined Course	Fall 2023	Louis Merlin	Associate Professor	
URP 6425	☐ Combined Course	Spring 2023	Diana Mitsova	Professor	
URP 6429	☐ Combined Course	Spring 2023	Edward Jepson*	Adjunct Instructor	
URP 6732	☐ Combined Course	Spring 2023	Jesse Saginor	Professor	
URP 6945	☐ Combined Course	Spring 2023	Louis Merlin	Associate Professor	
URP 6272	☐ Combined Course	Fall 2022	Diana Mitsova	Professor	

URP 6881	☐ Combined Course	Fall 2022	Kuei Kang Wu*	Adjunct Instructor	
URP 5958	☐ Combined Course	Summer 2023	Peter Henn	Full-Time Instructor	
URP 6742	☐ Combined Course	Summer 2023	Yanmei Li	Associate Professor	
URP 6945	☐ Combined Course	Summer 2023	Louis Merlin	Associate Professor	
URP 6742	☐ Combined Course	Summer 2022	Yanmei Li	Associate Professor	
URP 6945	☐ Combined Course	Summer 2022	Louis Merlin	Associate Professor	

Footnote for Semester Curriculum Listing

Does not include independent study courses

Other Learning Activities

Learning activities are non-course events (e.g., brown bag lecture series with practitioners) used by some programs to deliver the PAB curriculum components. If necessary, in order to demonstrate delivery of required curriculum components, list and describe other learning activities in this section.

Not applicable.

Preconditions to Accreditation

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.

1. Program Graduates

Programs shall have granted the degree for which accreditation is sought to at least 25 students.

The program has existed since 1989. We have had 90 graduates in the past seven years, so the program clearly meets this standard.

2. Accreditation Status of the Institution

The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

FAU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

https://www.fau.edu/online/state-authorization-and-accreditation/

3. Program and Degree Titles

Formal titles of programs and degrees shall contain the word "planning."

The program and the degree are called "Master of Urban and Regional Planning"

https://www.fau.edu/registrar/university-catalog/catalog/science/

4. Length of Program

Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

A full-time graduate student at FAU must take a minimum of nine credit hours. Therefore, two years of full-time study equate to 9*4 = 36 credit hours. The program requires 48 credit hours, and so meets the Length of Program requirement.

https://www.fau.edu/registrar/university-catalog/catalog/science/

Guideline: Fast-tracking

Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the criteria of an accredited graduate degree.

Does your program have fast-tracking?

Yes

Guideline: Fast-tracking Detail

Provide evidence that demonstrates the fast-track students receive an equivalent education as the 2-year graduate students.

Students in our Advanced Standing program must meet the same number of graduate credit hours as graduate students. That is, they must enroll in 48 graduate credit hours. The program simply allows Advanced Standing students to enroll in graduate-level course while they are undergraduates, giving them a head start on the requirement but not reducing the total amount of credit-hours required.

Guideline: Dual Degrees

Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

Does your program allow for dual degrees?

No

5. Primary Focus

The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.

The following language from our official program catalog demonstrates our focus on training professional planners:
"The Master of Urban and Regional Planning (M.U.R.P.) is a fully accredited professional degree designed for individuals interested in careers as urban and/or regional planners. Individuals from a wide variety of undergraduate backgrounds, including architecture, design, applied arts, engineering, humanities, social sciences, geography and urban and environmental studies, are encouraged to apply.
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."

Standard 1: Strategic Planning and Progress

Provide a response and/or evidence that demonstrates compliance for each standard and each criterion. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.

1. Strategic Planning and Progress

The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection, and improvement.

Standard 1 Response:

The program updates its strategic plan regularly (ideally every three years) and tracks outcome relevant to the plan. The MURP program has implemented a portfolio-based Learning Outcome Assessment process which has been implemented since AY 2018. Each year, the MURP coordinator writes a memo summarizing the Learning Outcome Assessment process and findings, and the faculty discuss potential adjustments to the curriculum in light of this memo. As of 2024, DURP has agreed to have annual faculty meetings to discuss progress and reflection on the newly adopted strategic plan.

1.A. Strategic Plan

The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment. Programs must document active engagement in plan development by faculty, students, alumni, practitioners and any other key stakeholders the Program deems important to the process. Practitioners and other key stakeholders may include a broad spectrum of professionals who can be resources for the Program during plan development and implementation. The strategic plan shall include the Program's definition of diversity, equity, inclusion and social justice, and goals and measurable objectives aimed at achieving them. The strategic plan must include the following elements:

Criterion 1A Response:

This strategic plan supersedes the 2018 Strategic Plan. In developing this plan, we intended to redesign our core values and our aspirational and annual goals for the Department, our degree programs, and the research center. In the revised version of the 2024-2027 plan, we implemented a robust planning process that ensured full participation by DURP faculty and other stakeholders, added core values, and redeveloped our goals to link them more directly to the vision and mission of the department. The faculty contributed collectively to revisions/additions of the aspirational goals for our Department and BUD, BURP, and MURP degrees, added core values, and focused more on longer-term (five to seven years in the future) issues.

As a matter of policy, DURP normally updates its Strategic Plan every three years. While we conducted annual learning outcome assessments and program assessments we did not update the strategic plan as scheduled in 2021 for several reasons. First, due to the dissolution of the former College of Design and Social Inquiry in 2020 and the subsequent move of the Department to the College of Science, the faculty were focused on other pressing tasks and were unable to conduct a review of the Strategic Plan. Also, during the period 2019-2023, the faculty focus was on developing/ revisiting Departmental Criteria for Promotion and Tenure, developing Departmental By-Laws and developing policies for Post-Tenure Review as required by the Florida Statutes. Finally, during this period, the last two chairs of DURP left FAU. Prof. Steven Bourassa moved to the University of Washington in August 2022, while Prof. Jesse Saginor left FAU for the University of Maryland in August 2023. During this time, DURP was preoccupied with issues of transition and hiring and decided to delay the Strategic Plan update until new leadership was in place for the Department.

Strategic Planning Process

The process involved the following steps:

- Faculty Meeting, August 16, 2023 (all full-time faculty and staff invited): Discussion of the logistics for the strategic planning retreat.
- Faculty Meeting, September 6, 2023 (all part-time and full-time faculty and staff invited): Discussion of the agenda for the strategic planning retreat and the strategic planning process.
- Development of a survey instrument and dissemination of the survey to all faculty, adjunct faculty, staff, and key stakeholders including the Broward and Treasure Coast sections of Florida Chapter of the American Planning Association, Palm Beach County Planning Congress, and alumni.

- Strategic Planning Retreat, September 7, 2023: (all part-time and full-time faculty and staff, student representatives, and representatives of the Palm Beach Planning Congress, Florida APA Treasure Coast and Broward sections invited): Review and discussion of the aspirational and annual goals for the Department and the MURP program.
- Graduate Program Committee: Regular meetings and communication regarding learning outcomes portfolios assessment and development of core values for the strategic plan.
- Undergraduate Program Committee, November 27, 2023: Revision of the BUD and BURP aspirational and annual goals and discussion of the curriculum.
- Faculty Meeting, November 29, 2023: Discussion of the Draft Strategic Plan (all part-time and full-time faculty and staff invited).
- January, 2024: Distributed the Draft Strategic Plan to all faculty, adjunct faculty, staff, and key stakeholders including the Broward and Treasure Coast sections of Florida Chapter of the American Planning Association, Palm Beach County Planning Congress, and alumni.
- Faculty Meeting, January 24, 2024: (all full-time faculty and staff invited): Final discussion and approval of the Strategic Plan.

Participants

The following individuals participated in the Strategic Planning Retreat:

Faculty: Diana Mitsova (Professor and Director); Louis Merlin, AICP (MURP Coordinator); Eric Dumbaugh (Professor and Associate Director, Collaborative Sciences Center for Road Safety); Yanmei Li, AICP (Associate Professor, Administrative Fellow foe Faculty Development and Director, VPT Laboratory), Melina Matos (Assistant Professor); Stephanie Wakefield (Assistant Professor); Peter Henn, AICP (Instructor).

Staff: Craig Snyder, (Student Services Coordinator); **Students**: Andrew Mufson (MURP Program)

Alumni and professional society representatives: Daniel Keester-O'Mills, AICP (Planning & Zoning Director of the City of Lauderhill and Immediate Past-Chair of the APA Florida Broward Section); Susan Coughanour, FAICP (Programs (CM) Officer, APA Florida Treasure Coast Section); Yexsy Schomberg (FAU BURP graduate and Principal Planner, Urbana).

Prior to the retreat, a survey was distributed to capture the viewpoints of students, faculty, adjunct faculty, and practitioners who could not attend in person. Seven responses were received: 2 from students, 1 from faculty, 1 from adjunct faculty, and three from practitioners. The insights from the survey were incorporated in the newly designed core values and aspirational goals.

The Draft Strategic Plan was sent for further comments and feedback to the Broward and Treasure Coast sections of APA Florida in January 2024.

APA Florida Treasure Coast Section: Kori Benton, AICP (Chair), Lindsay Libes, AICP (Vice Chair), Tyler Woolsey, AICP (Treasurer), Erin Wohlitka (At Large Representative), Jeff Gagnon, AICP (At Large Representative), Alec Dickerson (At Large Representative), Leslie Olson, AICP (At Large Representative), Irene Szedlmayer, AICP (At Large Representative), Samantha Kanach, AICP-C (Communications Officer), Henry Bittaker, FAICP (Professional Development Officer), Susan Coughanour, FAICP (Programs (CM) Officer), Roya Edwards, AICP (Emerging Planners Group), Yexsy Schomburg (FAU Mentorship Program Representative), Keyanna Diaz, (past President FAU FAPS).

APA Florida Broward Section: Hing Wong, FAICP (Chair); Lorrainia Belle (Vice Chair); Sofia Thordin, AICP (Secretary); Marilyn Mammano, AICP (PDO & LPC Representative); Alex Dambach, AICP (Treasurer); Leny Huaman, AICP (At-Large Board Member); Corinne Lajoie, AICP (At-Large Board Member), Deandrea Moise, AICP (At-Large Board Member); Sydney Ramirez, AICP (At-Large Board Member); Christopher Wolf, AICP Candidate (At-Large Board Member); Amy Dinter (At-Large Board Member & EPG Group Rep.); Stephanie Quintana (Student Representative); Daniel Keester-O'Mills, AICP (Immediate Past-Chair).

Palm Beach County Planning Congress Board of Directors: Wes Blackman (President); Connor Bailey (Recording Secretary); Francine Ramaglia, AICP (Membership Secretary); Anders Viane (Board Member); Nancy Stroud, Esq., AICP (Professional Development Officer).

Planning Society @ FAU: Cynthia Akhand (President); Andrew Mufson; Allen Zamka; Stephanie Quintana

1.A.1. Mission Statement

The Program or the Department in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners.

Criterion 1A1 Response:

The Department of Urban and Regional Planning at Florida Atlantic University is committed to providing regional, national, and international leadership in the field of planning through education, scholarship, research, and community engagement. Our mission is to prepare planning practitioners and scholars for national and global practice by advancing the ideals of sustainability, resilience, social responsibility, opportunity, and public service.

1.A.2. Program Vision

The Program or the Department in which it resides shall have a clear and aspirational long-term vision for change resulting from the Program's work.

Criterion 1A2 Response:

The Department 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.

Core Values

- **Academic excellence:** We hold ourselves to the highest standards in planning education, scholarship, and research.
- **Leadership on local, regional, and global issues:** We are committed to advancing knowledge on the most important challenges of our time.
- **Stewardship, social responsibility, and public service:** We foster a culture of shared responsibility and collective action.
- **Innovation and forward-thinking**: We use the power of cutting-edge knowledge and technologies to scale positive change.
- **Engagement, communication, and outreach**: We are committed to community well-being and fostering engaged research and collaboration with key stakeholders.
- **Ethics and empowerment:** We maintain a commitment to professional ethical standards, fairness, and transparent dissemination of knowledge that can empower communities' aspirations for a better future.

1.A.3. Program Goals and Measurable Objectives

The Program's strategic plan shall identify goals and measurable objectives that advance the Program's mission and vision. The goals shall identify the Program's future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. These should include strategic issues for the next 5-7 years and goals. Goals shall reflect the Program's intent to achieve and maintain diversity, as defined by the Program, in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

Criterion 1A3 Response:

ASPIRATIONAL GOALS

Goal 1: MURP will continue its success of being recognized in the top 10 planning programs in the South Region and will aspire to achieve top rankings nationwide.

Objective: Continue MURP's commitment to academic excellence and to providing leadership in the planning field.

Goal 2: MURP will be recognized locally, nationally, and internationally for its strengths in transportation, GIS, and environmental planning.

Objective: Foster a perception of the MURP Program and the department as a destination for students interested in transportation planning, GIS, and environmental planning.

Goal 3: Increase community engagement to explore new ideas and propose practical solutions in partnership with local communities

Objectives:

- Examine ways to have multiple classes beyond Planning Workshop (URP 6920) and Planning Project (URP 6979).
- Identify projects and tie to classes.

- Work on longer-term, comprehensive projects with communities in the region, especially disadvantaged communities.

Goal 4: Celebrate and promote the unique contributions of the MURP

Objectives:

- Increase and highlight alumni leadership in local, regional, state, national, organizations;
- Increase and highlight alumni in leadership positions;
- Elevate our MURP students by actively marketing their achievements and aspirations in multimedia formats.

ANNUAL GOALS

Goal 1: Train future leaders in urban planning through the MURP program.

Objective: Ensure that as many students as possible succeed in the program.

Goal 2: Strengthen the future student pool of applicants.

Objective: Continue to implement, fine-tune, and expand the marketing plan to increase both the quantity and quality of students admitted to the MURP Program.

Goal 3: Attract and retain high-quality MURP students.

Objective: Continue exploring ways to raise additional funds for scholarships and assistantships.

Goal 4: Develop scholarly and professional innovations in urban and regional planning with graduate students.

Objective: Produce scholarly research with graduate students.

Goal 5: Facilitate quality professional writing to foster excellence in preparing planning documents, reports, and memos.

Objective: 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.

Goal 6: Provide service to the scholarly and professional community.

Objective: Active student participation in local planning groups and activities.

Goal 7: Ensure that the MURP curriculum is meeting the needs of students by training future leaders.

Objectives:

- Revise learning outcomes for the MURP program on an as-needed basis to ensure that students are communicating and meeting PAB guidelines.
- Learning outcomes assessment demonstrates measurable student achievement based on the knowledge, skills and tools, and guiding values required in the field of planning.
- Post-graduation surveys completed by alumni demonstrate satisfaction with the program.
- High pass rates on the AICP exam.

1.A.4. Monitoring and Evaluation

The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals articulated in its strategic plan. The Program shall document how it tracks and assesses the results of the interventions and strategies.

Criterion 1A4 Response:

ASPIRATIONAL GOALS MEASURES AND TARGET DATES

Measures for Goal 1: Number of top rankings by Planetizen Guide to Graduate Urban Planning Programs; Recognition by Florida Board of Governors as "a

program of strategic emphasis."

Target dates: Every year

Responsible Parties: MURP Coordinator and Program Committee and Communications/Outreach Coordinator

Measures for Goal 2: Number of students completing the joint graduate GIS certificate; number of students enrolled in transportation and environmental planning courses. Student awards in the areas of transportation, GIS, and environment.

Target dates: Every year

Responsible Parties: MURP Coordinator and Program Committee, DURP faculty, and Communications/Outreach Coordinator

Measures for Goal 3: Number of projects tied to more than one class. Work product from projects; feedback from stakeholders. Number of classes with community engagement components.

Target date: Ongoing

Responsible Parties: MURP Coordinator, CUES, and DURP faculty

Measures for Goal 4:

- Number of alumni chairing boards or in related leadership positions and testimonials of how the MURP prepared them for that role;
- Number of alumni serving as planning department heads and related industry positions;
- Interviews/testimonials about how the MURP prepared them for that role;
- Student RAs profiles on DURP and the VPT Lab website. Narratives about student career aspirations.

Target date: Annually

Responsible Parties: MURP Coordinator and Program Committee and Communications/Outreach Coordinator

ANNUAL GOALS MEASURES AND TARGET DATES

Measures for Goal 1:

- Number of graduates.
- Percentage of students completing their degree within 4 years

Target date: Annually

Responsible Parties: MURP Coordinator and Program Committee and Communications/Outreach Coordinator

Measures for Goal 2:

- Number of students applying to the program.
- GPA of admitted student pool. Number of students admitted and accepted/enrolled.
- Source of how/where they learned about the program.
- Admissions survey to benchmark reasons for applying to the program and how/where they learned about the program.

Target date: Annually

Responsible Parties: MURP Coordinator and Program Committee, and Communications/Outreach Coordinator

Measures for Goal 3:

- Number of GRAs funded through faculty grants
- Number of GTAs
- Other scholarships to support graduate and undergraduate students

Target date: Every semester

Responsible Parties: MURP Coordinator and Program Committee, and Communications/Outreach Coordinator

Measures for Goal 4:

- Number of research publications by thesis students or research assistants.

Target date: Annually

Responsible Parties: MURP Coordinator, faculty, and graduate students

Measures for Goal 5:

- Using the assessment portfolios to determine where our students' skills are improving.
- Feedback from employers.

Target date: Annually

Responsible Parties: MURP Coordinator, faculty

Measures for Goal 6:

- Number of students actively serving on local planning group boards.
- Number of students presenting at conferences.
- Number of MURP students registered with APA.
- Number of students active with Palm Beach Planning Congress.
- Number of events held by Planning Society

Target date: Annually

Responsible Parties: MURP Coordinator, faculty

Measures for Goal 7:

- Examine the MURP curriculum and analysis from learning outcomes assessment to ensure that course content is preparing students. This qualitative objective serves as program maintenance with no specific quantitative measure to solicit ongoing feedback for improving the program.
- 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 or strengthened to raise scores.
- Alumni satisfaction based on annual alumni survey.
- The ideal passing rate would be 100% based on recent years, but 85% is the near-term goal.

Target date: Annually; or based on AICP exam dates

Responsible Parties: MURP Coordinator and Program Committee

1.B. Programmatic Assessment

Performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program's strategic plan.

Criterion 1B Response:

Our student transition to employment in planning is exceptionally strong, with nearly 100% of students working in planning or planning-related fields after graduation. Our student retention rates are in line with expectations for our student body, many of whom come from disadvantaged backgrounds and have work and family responsibilities beyond their education. We have implemented a new student orientation and a more intensive advising system to keep more students on track to graduation. Our student satisfaction rating indicates that approximately 2/3 of alums are satisfied with their education, which is lower than

our aspirations. We need to gather more data on alum satisfaction to ensure this data is accurate, while at the same time we should consider changes to our curriculum to make our program more practically oriented as our alums suggest.

1.B.1. Graduate Satisfaction

The Program shall survey its graduates and document the percentage of respondents who, 2 to 5 years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

Criterion 1B1 Response:

Because we have only 14 alumni responses, we are including all of them in this report. Of the 14, four (4) report being very satisfied, five (5) report being satisfied, and five (5) report being neither satisfied nor unsatisfied. Therefore, 9/13 our MURP graduate satisfaction rate is 69.2%. From the narrative feedback provided by those who were less satisfied, the general sentiment is that they would prefer a more practical and less theoretical curriculum, especially with greater attention to land development approval, zoning, and finance.

1.B.2. Graduate Service to Community and Profession

The Program shall provide evidence of graduates' contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

Criterion 1B2 Response:

Our alumni serve a variety of leadership roles within the planning community. These include leadership in local planning organizations such as the Broward, Treasure Coast, and Gold Coast chapters of the American Planning Association, the Palm Beach Planning Congress, and local chapters of the Congress for the New Urbanism. In addition, many of our alumni are in leadership positions within local governments or consultancies, such as planning director or assistant planning director positions. Specific roles include Assistant Director of Community Development, Assistant City Manager, and Secretary of the Gold Coast Section of APA. Several alums serve our department through serving on advisory committees and assisting us with our mentoring program.

1.B.3. Student Retention and Graduation Rates

The Program shall report student retention and graduation rates (including number of degrees awarded each year) relative to the program enrollment and to targets set by the program.

Criterion 1B3 Response:

The Program response should supplement table 3. Student Retention Rate, table 4. Graduation Rate and table 5. Number of Degrees Awarded found in the Student Data section.

The categorization of students into full-time and part-time is problematic for our program, as students may switch between full-time and part-time status from one semester to the next. The majority of our students hold jobs, and many of them work full-time, so they are not consistently full-time (9 or more credit hours) or part-time (less than 9 credit hours). We believe we could provide more accurate data if we could aggregate full-time and part-time students together into a single analysis pool.

Our retention rates for full-time students range in 90-100% range, and for part-time students are much lower in the 40-60% range. Presumably this is because part-time students may have other commitments such as being parents or taking care of elderly relatives, as well as jobs. LIkewise, we see that the four-year graduation rates of full-time students is typically 80% or higher, while for part-time students it has been as low as 33%, but note that is for a sample size of 3. More aggregated data over four years shows a 4-year graduation rate of 58.3% for our part-time students.

Our graduation and retention rates are lower than those of other higher-prestige MURP programs because of the distinctive planning education role we serve. Our admissions are less stringent, and our student population includes students with significant commitments outside of schooling. We argue that it is better to

provide such students with an opportunity for advancement even if they are not guaranteed success. An in-depth discussion regarding our advising system is warranted, and this is covered in Standard 2.B and Standard 2.D.

1.B.4. Graduate Employment

The Program shall document the percentage of all graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.

Criterion 1B4 Response:

The Program response should supplement table 6. Student Employment Data found in the Student Data section.

For all MURP graduates for which we have data (14), 100% were employed in planning or a planning-related position within one year of graduation. This is consistent with our informal tracking of recent graduates. South Florida has had a strong employment market for MURP graduates since the last recession ended in 2011. Our experience is that all graduates who wish to work in planning find jobs in planning.

1.B.5. Graduate Certification Exam Pass Rate

The Program shall document the percentage, based on the number who take the AICP exam, of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data with these metrics.

Criterion 1B5 Response:

The Program response should supplement table 7. AICP Exam Data found in the Student Data section.

We have records of students taking the AICP exam as far back as May of 2011. A total of 23 MURP students took the AICP exam within three years of graduating, and of those 15 passed the exam, for an overall pass rate of 65.2%.

1.B.6. Strategic Plan

The Program shall document any other outcomes identified in its strategic plan, the degree to which the goals and measurable objectives articulated in the plan have been met, and any barriers to meeting the goals and measurable objectives, and how the Program proposes to address barriers.

Criterion 1B6 Response:

In its 2018 strategic plan, the program indicated goals of providing students with virtual access to essential software, securing the urban design studio space, improving recruitment of MURP students, strengthening the advanced standing programs, and conducting learning outcome assessments each year using the PAB standards.

The department has cutting-edge hardware and software and has been running a Visual Planning Technology (VPT) Lab and a production studio with a capacity of nearly 30 students. Meanwhile, the IT coordinator was able to secure a Tech Fee nearly every year to keep the hardware and software updated. The department also maintains a virtual desktop so that students and faculty can access key planning and design software remotely. Currently, one major challenge is that the IT coordinator is working part-time as an adjunct faculty, Hiring a full-time IT support staff with some teaching responsibilities will help the department solve some of the challenges associated with a part-time position.

In the Spring of 2024, the department was able to secure the urban design studio space, under the leadership of Dr. Mitsova. This has been the endeavor of multiple chairs since 2012, and finally, Dr. Mitsova helped achieve the goal. The renovation of the studio is ongoing in the summer of 2024 to prepare for the 2025 Fall semester.

The MURP coordinator has developed a comprehensive marketing plan for the program. This marketing program includes a new website form, meetings with prospective students, Google ads, email blasts, presentations to undergraduate majors in planning, and funding for marketing from the Graduate College. Our

most recent assessment shows that applications are up by 100% over the previous year.

Since 2018, actively recruiting the students undergraduate students from its BURP, BUD, and Architecture programs. We have recruited more than 20 students in the advanced BURP/MURP, BUD/MURP, and BArch/MURP programs.

In addition to all these achievements, the program has been conducting student learning outcome assessments based on the PAB standards. Each year, the students enrolled in the planning capstone course, URP 6979 Planning Project, are required to complete a learning outcome assessment portfolio. The portfolio follows the PAB Learning Outcome Assessment standards and the students are required to first define each learning objective, followed by curriculum and assessment evidence to support the learning objectives.

Once the students submit the learning outcome assessment portfolio, the faculty members in the graduate program committee review the portfolio, and the graduate coordinator will then summarize the review, report the findings to the department faculty, and enter the results in our assessment database Weave. Each year, nearly all the students achieved at least 85% in all of the learning objectives defined by the PAB standards. Each year the faculty discuss potential changes to the MURP program as well as specific courses as a result of the continuous feedback process.

1.C. Accreditation Review

The Program shall demonstrate progress since the last accreditation review in meeting accreditation standards assessed as partially-met or unmet at the last review.

Criterion 1C Response:

In the last review conducted in 2018, one standard was identified as "Unmet" and four as "Partially Met." The unmet standard was related to "Faculty Diversity." The first step to address these findings was to develop an action plan with several measures, including creating a diversity plan and hire more diverse adjunct faculty. However, due to legislative changes, Florida state universities are forbidden from committing resources to promoting faculty diversity and consider gender, race, or ethnicity when shortlisting candidates for vacant positions. In 2022-2023, we conducted a search to fill out two vacant faculty positions. The positions were broadly advertised both by FAU HR and the Department in various venues including higher education outlets, Planetizen, social media, LinkedIn, and the ACSP annual conference with the goal of attracting a diverse applicant pool. Overall, 74 applications were received for the environmental planning position and 28 for the urban design position. After a review of all the applications, the faculty search committees identified 10 applicants for the first position and 7 applicants for the second position for zoom interview. Six candidates were invited to visit the campus.

Based on those discussions, the search committee recommended two faculty to be hired. In the Fall of 2023, Dr. Melina da Silva Matos Sharifan and Dr. Stephanie Wakefield joined the Department of Urban and Regional Planning. Both our newly hired Assistant Professors are highly accomplished and have already demonstrated high potential for successfully submitted grants, scholarship, and involvement in all aspects of the Departmental life. Dr. Matos holds a PhD in Urban and Regional Science from Texas A&M University. She has multiple publications, received an NSF Bridge award, and continues to work on several federally-funded projects including NIST's IN-CORE. Dr. Staphanie Wakefield holds a PhD in Environmental Studies from City University of New York, has over 20 publications, and has authored two books.

One of the partially met standards was related to the proposed 2017 strategic plan. More specifically, the site visit established that the strategic plan lacks aspirational goals. The plan was initially revised in 2018 to add aspirational goals and measurable outcomes. Our most recent 2023 - 2026 strategic plan includes several aspirational goals not only for the MURP program but also for the Department, our two bachelor's degrees, and our research centers. Another partially met standard was related to "strategic issues for the next 5-7 years." This partially met standard was more difficult for the Department to address due to unforeseen events such as the dissolution of the former College of Design and Social Inquiry in 2020 and the subsequent move of the Department to the College of Science. As a result, the faculty were unable to conduct a review of the Strategic Plan and make plans for the next 5-7 years. However, we developed some long-term policy documents such as the Departmental Criteria for Promotion and Tenure, Departmental By-Laws and policies for Post-Tenure Review as required by the Florida Statutes. Finally, during this period, the last two chairs of DURP left FAU: Prof. Steven Bourassa moved to the University of Washington in August 2022, while Prof. Jesse Saginor left FAU for the University of Maryland in August 2023. During this time, DURP was mostly preoccupied with issues of transition and hiring. Hiring continues to be a pressing issue as we have one unfilled position. We have also made a request for a new Assistant Professor position with a specialization in Urban Design and an Instructor position.

Another partially met standard was related to the Program Leadership. The Department has the first female chair in its history. Dr. Merlin serves as the Coordinator of the Master of Urban and Regional Planning Program, overseeing every aspect of marketing, student recruitment, development of study plans,

student retention, and graduation. In this role, Dr. Merlin has launched a number of initiatives to streamline the application review process and allocate available research scholarships. He has also redesigned the MURP website, developed new forms, started a Google ad campaign, and held open house and summer orientation events. He has dedicated a lot of time and effort to increasing the number of applicants. He has also revised the portfolio requirements for the student learning outcomes assessment. Dr. Merlin is the Chair of the MURP Program Committee and a CoS Graduate Programs Committee member.

The fourth partially met standard was related to faculty and student participation. The new Program leadership has made concerted efforts to increase faculty and student participation. In 2023-2024, we held two faculty retreats. We invited faculty, adjust and students to attend our first strategic planning retreat. Our faculty and students are represented in the leadership of the Broward, Treasure Coast, and Gold Coast chapters of the American Planning Association, the Executive Committee of the Florida APA, the Palm Beach Planning Congress, and local chapters of the Congress for the New Urbanism. We reactivated our Mentorship Program which is a close collaboration between faculty and alumni. The Mentorship Program links planning students and planning practitioners to help introduce planning students to the profession and help them find internships. Our students have received several Florida APA Outstanding student awards.

1.D. Public Information

The Program shall routinely provide reliable information to the public on its performance at least annually. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.

1) Student Achievement: student achievement as determined by the program;

2) Cost: the cost (tuition and fees) for a full-time student for one academic year;

3) Retention and Graduation: student retention and graduation rates, including the number of degrees awarded each year, the percentage of first-year students who return in the 2nd year for graduate students and/or the percentage of students enrolled one year after declaring their major for undergraduate students, and the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years;

4) AICP Pass Rate: the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 3 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 5 years of graduation; and

5) Employment: the employment rate of all graduates in professional planning, planning-related or other positions within 1 year of graduation.

Criterion 1D Response:

We have published the required public information to our website annually. It may be found here:

https://www.fau.edu/science/departments/urban-regional-planning/about/public-information/

Standard 2: Students

2. Students

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination - within the Program itself - and to advance diversity and a culture of inclusion and equity among the students, particularly with regard to racial and ethnic groups historically underrepresented in the profession.

Standard 2 Response:

Our program attracts a high number of minority students in comparison with other PAB-accredited programs across the country. In recent years approximately 10% of our students are African-American and about 1/4 are Hispanic. We also attract international students from all over the globe, including Ghana, Bangladesh, and other countries. Our program was rated #10 as a most diverse planning school by Planetizen in 2023.

The majority of our students go on to successful careers as urban planners. In recent years, it has not been unusual for 100% of graduating students to find jobs in planning within a few months of graduation. The Student Data Table 6: Student Employment Data, illustrates the high percentage of our graduates going on to careers in planning in recent years.

2.A. Student Quality

The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, motivation, life experiences, and/or hardships overcome indicate the potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards, when applicable, that reflect the institution's policies and the Program's goals, and the Program, when applicable, shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

Criterion 2A Response:

We evaluate student applications by examining undergraduate and graduate transcripts, examining grade point averages, reviewing letters of motivation, and reviewing letters of recommendation. Generally, we require a GPA over 3.0 during the final 60 hours of their undergraduate program for admission. However, we examine the entire application, considering work history, success in career or other efforts, motivation, obstacles overcome, and so forth. We often find that returning students may not have performed well as undergraduates, but have since displayed adequate motivation and continued learning to be ready for graduate-level work despite subpar performance many years ago as an undergraduate. In the fall of 2023, we stopped requiring GREs as part of the application process and have found no decline in applicant or student quality.

Admittedly, we are generous in the admissions process, admitting people who we believe have a chance of completing the MURP degree but may not necessarily do so. This explains our relatively lower retention rate than perhaps other PAB-accredited programs. This is understandable when you are dealing with mature adults with outside responsibilities such as taking care of children or aging parents. We have found our holistic evaluation of candidates to be effective and would happily defend this process even though it is difficult to benchmark its success objectively.

2.B. Student Diversity

Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status. The Program shall develop a holistic strategy that addresses the following elements:

Criterion 2B Response:

The Department of Urban and Regional Planning had a Diversity and Inclusion Committee from July 2018 until January 2023. at which time state of Florida legislation forbade using state funds for Diversity, Equity, and Inclusion efforts. We had developed our original Diversity and Inclusion plan in September 2018 and updated it in 2019. We conducted two annual diversity climate surveys. However, at this time, we have disbanded the Diversity and Inclusion Committee and are no longer following the Diversity and Inclusion plan. We seek the advice of the site visit team on how best to proceed with these efforts in the current policy climate.

2.B.1. Recruitment

Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting a diverse student population. Programs must report how they are arriving at their program's diversity goals and determining what student populations, if any, are underrepresented in their Program. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of activities and programs intended to assist in achieving student diversity along with specific diversity-related strategic goals that have been met.

Sub-Criterion 2B1 Response:

Our current MURP student body is diverse as indicated by our top-10 Planetizen ranking for MURP program diversity. Also, the FAU student body is diverse. The most recently available FAU Diversity Data Report from 2021-22 shows a student body that is 25.4% Hispanic, 19.3% Black, 4.5% Asian, and 3.6% multiracial. We draw from our diverse undergraduate student body by offering presentations about the MURP program to our larger undergraduate courses and through our Advanced Standing program that encourages Bachelor's-to-Master's degree progression. We maintain active links with local planning professional organizations such as local chapters of the American Planning Association and the Palm Beach Planning Congress. These connections help us continue to recruit diverse students to our program. Our student Planning Society held a major event in March 2023 called "Planning in the Real World: Public and Private Sector Opportunities" with a diverse set of alums represented, also promoting diversity in our program and in our profession.

For the past two years, we have held a MURP Open House where prospective students can have their questions about the program answered.

Also, for the past two years, we have an online form for prospective students. The MURP coordinator reaches out to responses individually and offers to have a remote meeting with them. Upon meeting with prospective students, the MURP coordinator emphasizes the ways that the program is adaptable to meet the needs of students from diverse backgrounds, including working students, students who are parents, and international students.

2.B.2. Climate of inclusiveness

The Program shall report on actions being taken to promote a culture of inclusiveness within the Program, including but not limited to support of student groups, promotion of community events, curricular elements, and faculty involvement.

Sub-Criterion 2B2 Response:

The State of Florida has made it difficult to maintain the efforts of our former Diversity and Inclusion committee. However, we replaced our former DEI Learning Outcome with a new one titled "Opportunity and Differential Impacts." The text of this Learning Outcome reads as follows: "Students will be able to articulate how planners' actions can affect various stakeholder groups differentially and how planners can shape sustainable community development by facilitating greater access to opportunity across various stakeholder groups." Our 2024 Curriculum Map demonstrates that six of our core courses and seven of our electives cover this Learning Outcome, ensuring that students are trained with an appropriate background to practice inclusive planning.

DURP and our affiliated research center, CUES, have held multiple community events around the theme of inclusion. This includes a webinar on Equity in Transportation Planning in March 2022, a Climate Gentrification Workshop, also held in March 2022, and a Reslient and Sustainable Infrastructure: Lessons from Global Cities in-person event in April of 2024.

Our student planning group, Planning Society, has remained active in recent years with educational and community events.

The new MURP student orientation, which was initially held in summer of 2022 and is scheduled for summer of 2024, help acclimate students of different background to the expectations of a graduate-level program and aids them in identifying resources for planning a successful degree program. In addition, the orientation facilitates the building of student-to-student support networks, which can be crucial for success in a graduate program.

2.B.3. Student support

The Program shall report on actions being taken to support and retain students from underrepresented groups, including but not limited to mentorship and internship programs, financial assistance and fellowship programs, professional development programs and career services, and initiatives to support engagement in the profession.

Sub-Criterion 2B3 Response:

Our program offers both mentorship and internship programs to help students develop as professional planners and to enhance the professional networks of students as they progress through our program. The Planning Internship (URP 6945) course is required for students with no previous work experience in planning or planning-related fields. We typically have about 5-7 students per academic year in this course. We run a mentorship program in partnership with the Broward and Treasure Coast sections of the Florida Chapter of the American Planning Association. FAU program alums, including female and minority alums, have been instrumental in the ongoing success of this program. In the most recent academic year, ten students participated in this program.

https://www.fau.edu/science/departments/urban-regional-planning/mentorship-program/.

We have faculty on the boards of the Broward and the Treasure Coast chapters of the American Planning Association and the Palm Beach Planning Congress.

This helps maintain our connection with the professional planning community and facilitates our students connecting with local planning professionals.

FAU offers several graduate scholarships for minority and female students, as well as a Pathways scholarship assisting students working on a bachelor's to master's accelerated program. FAU's graduate scholarships for historically disadvantaged groups include: the Alice Griffin AAUW Graduate Fellowship, the Graduate Access Fellowship, and the Delores A. Auzenne Fellowship.

The FAU Graduate College has provided us with six graduate fellowships in AY 2022-2023, AY 2023-24, AY 2024-25. We have awarded these fellowships to six female graduate students, five of whom are international students and one of whom is an African-American domestic student.

2.C. Student Advising, Services, and Support

The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the Program's strategic goals for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

Criterion 2C Response:

Academic advising is primarily provided by the Program Coordinator of the Master of Urban and Regional Planning program. Our program is small and students can easily meet with the Program Coordinator upon request. The program has hosted a new half-day MURP student orientation for the first time in 2022 and re-instituted this process in 2024. Students are required to submit a Program of Study after completing their first semester at FAU. The Program of Study ensures students are on track for graduation by planning out all courses and other requirements in a scheduled fashion. The Program of Study is then approved by the Program Coordinator the Associate Dean for Graduate Studies of the College of Science. Students whose grade point average falls below a 3.0 must meet with the Program Coordinator and develop an Academic Progression Plan (APP) each semester until their GPA exceeds this FAU Graduate College standard. The Program Coordinator has also initiated receiving reports each semester on student D/F/W grades as an early warning system to ensure all students are on track for graduation.

Financial assistance for students was discussed in response to Criterion 2.B.3 and is not repeated here.

FAU is one of the most affordable planning programs in the country for in-state students. We were recognized as a "Top 25 Most Affordable Urban Planning Schools" in 2022. Financial aid is coordinated through the University's financial aid office. Graduate research assistantships are competitive and offered at the discretion of hiring faculty, though faculty discuss promising candidates at regular DURP faculty meetings.

2.D. Student Engagement in the Profession

The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association (APA), in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA's conferences and other events in which students might interact with professional planners from a variety of backgrounds.

Criterion 2D Response:

The student Planning Organization is known as "Planning Society" and they hold regular events engaging with local planning professionals. In March of 2023, Planning Society hosted a major "Planning in the Real World" event with six guest speakers. In November of 2023, Planning Society held an on-site event with multiple transportation planning professionals who work with the Florida Department of Transportation.

Students are strongly encouraged to join both national and local chapters of the American Planning Association. Members of two local chapters of the American Planning Association, the Broward Chapter and the Treasure Coast Chapter, as well as representatives from the Palm Beach Planning Congress, participate in our new student orientation events. In addition, we had representatives from each of these organizations at our strategic planning retreat in fall of 2023. Students are encouraged to present at the annual conference of the Florida chapter of the American Planning Association. We have had three student presentations at this conference since 2019.

As mentioned previously, we also connect students with local planning professionals through our internship and mentorship programs. The annual participation in the internship program is about 6-8 students and annual participation in the mentorship program is about 10 students.

Standard 3: Faculty

3. Faculty

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination - within the Program itself - and to advance diversity and a culture of inclusion among the faculty, particularly with regard to historically underrepresented racial and ethnic groups.

Standard 3 Response:

Currently, the department has eight full-time permanent faculty members, including two tenure-track assistant professors, three full professors, two associate professors, and one full-time instructor. There is one Asian, one Hispanic, and four females among the full-time faculty members. There is one Asian and one female among the adjunct faculty members. All of the eight full-time faculty members either have a Ph.D. or J.D., and are well qualified to help achieve the program goals. The faculty has been very productive regarding research outputs and sponsored programs, securing extramural funding of more than 30 million dollars and publishing more than 110 peer-reviewed journal articles during the most recent seven years, along with numerous other outputs such as books, reports, plans, and conference presentations.

The department has an inclusive culture promoting the success of all faculty members. To ensure the success of the tenure-track assistant professors, the department established a formal mentorship program, matching mentors to junior faculty members. The department also maintains formal guides to Promotion and Tenure, Sustained Performance Evaluation, and Post-Tenure Review. The department strives to achieve fairness in faculty assignments, faculty evaluations, and faculty promotion and tenure. In the past seven years, all tenure-track assistant professors were promoted to associate professors, and most of the associate professors were promoted to full professors.

3.A. Faculty Quality

The fulltime and adjunct faculty of the Program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program's mission and capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service.

Criterion 3A Response:

The department has eight full-time in-unit planning faculty members, among which five are tenured, two are tenure-track, and one is an instructor. Of the seven tenured and tenure-track faculty, all have Ph.D.s, including six in planning or urban studies and one in civil and environmental engineering. The full-time instructor holds a J.D. degree as well as a master's degree. These terminal degrees are from well-respected institutions: Georgia Institute of Technology, The Ohio State University, University of North Carolina Chapel Hill, University of Cincinnati, Rutgers University, The City University of New York, Texas A & M University, and the University of Miami. Three of the full-time faculty also hold accredited master's degrees in planning, as do three of the adjunct instructors. Five of the full-time faculty have AICP designation, as do three of the adjunct faculty members. Among the adjunct faculty, two have Ph.D., and two have Master's degrees in urban and regional planning or a related field.

The faculty bring a range of practical experience to their teaching. Professional experience includes substantial work experience for a private planning consulting firm (Merlin), as a land use lawyer and consultant to real estate developers (Henn), as a president for a private planning and design consulting firm (Hutton), as a consultant for a research center on community resiliency (Mantos), and as a planning director and consulting planner (Wu). Other faculty have significant consulting and applied research experience that contributes to their teaching. This is documented in the abbreviated CVs included in Part IV.C. of this report.

3.B. Faculty Diversity

Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status. The

Program shall develop a holistic strategy that addresses the following elements:

Criterion 3B Response:

Our faculty can be considered diverse with regard to gender, specialization, professional experience, and seniority. Among the eight full-time permanent positions, we have four females, four males, one Asian, and one Hispanic. Among the adjunct faculty, there is one Asian and one female. The faculty has a variety of backgrounds ranging from environmental planning, transportation planning, civil and environmental engineering, environmental design, housing and community development, land use planning, real estate development, and others. The faculty rank is well balanced with three professors, two associate professors, two assistant professors, one full-time instructor, and four adjunct instructors. The department has a policy of promoting all faculty job openings broadly, including by outreach to targeted individuals, with the goal of maximizing the quality and diversity of the applicant pool and has followed the best-practice examples during the search and hiring process. However, faculty hiring decisions are made entirely based on merit and potential with regard to research, teaching, and service.

3.B.1. Recruitment

Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting a diverse faculty. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of activities and programs intended to assist in achieving faculty diversity along with specific diversity-related strategic goals that have been met.

Sub-Criterion 3B1 Response:

Whenever we seek to fill a tenured or tenure-track faculty vacancy, we advertise widely (including in higher education publications aimed at women and minority groups) and reach out to under-represented groups via phone calls and other means. This typically results in a diverse applicant pool. Regardless of concerted efforts in promoting faculty diversity, however, state universities in Florida are forbidden by law from engaging in affirmative action and committing resources to promoting diversity. Consequently, we are not allowed to take into account gender, race, or ethnicity when shortlisting candidates or when deciding who should receive an offer. We will, however, continue to work to achieve diverse applicant pools. In Fall 2023, we hired two female tenure-track assistant professors, one is of Hispanic background. The two new faculty members greatly contribute to the quality of the faculty within the department and the program and the range of experiences and backgrounds represented.

3.B.2. Climate of inclusiveness

The Program shall report on actions being taken to promote a culture of inclusiveness within the Program.

Sub-Criterion 3B2 Response:

The department and the MURP Program strive to promote inclusiveness among the faculty and the students. There are a few aspects involving faculty inclusiveness. Faculty assignments are done after consulting with individual faculty in a coordinated effort to meet the program's needs. Department meetings always invite all faculty and strive to create an environment that is collegial and inclusive. Each faculty member is welcome to express his/her/their views either at the department meetings or through other channels. In addition to creating an inclusive environment in formal settings, the department has organized orientations and social events which include all the faculty members and the students.

3.B.3. Faculty support

The Program shall report on actions being taken to support and retain faculty from underrepresented groups. This includes, but is not limited to mentorship programs, support for research and teaching initiatives, and professional development opportunities. The Program should report data on promotion, and

initiatives to support engagement in the profession.

Sub-Criterion 3B3 Response:

The department established a formal mentorship program during this cycle of reaccreditation, with well-defined instructions in informal written guidelines. The university provides various professional development opportunities to junior and mid-career faculty. For example, the university has collaborated with ACUE (Association of College and University Educators) in providing certification courses in effective teaching to all faculty within the university. Since our last accreditation, the FAU has enrolled in the National Center for Faculty Development and Diversity, which offers a variety of professional development opportunities to the faculty, mostly focused on research and scholarship. It has a well-respected writing program, a Faculty Success Program (FSP), and many other workshops and programs. The department has been able to provide financial support for faculty to attend conferences presenting research papers; however, since 2024, the travel fund has been allocated through the College of Science in a centralized effort, reducing the maximum financial support to $1,000 a year per faculty member. This centralized travel budgeting system may potentially hinder faculty professional development opportunities in the future.

3.C. Faculty Size

The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the Program, and teach the curriculum. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

Criterion 3C Response:

The Program response should supplement table 11. Teaching Faculty FTE found in the Faculty Data section.

The Program's ratio of graduate student FTE to instructional faculty FTE is 4.8, which is significantly less than the stated maximum of 10. Students in the graduate courses often receive individualized attention from the instructor, and the program coordinator closely monitors the progress of each graduate student in the MURP program. These efforts ensure students are on the right track for academic progression and therefore increase the retention rates of students.

3.D. Engagement with Students

The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate with the efforts of staff and academic professionals.

Criterion 3D Response:

The faculty in the department routinely engages with students outside the classroom in a variety of formal and informal ways. Faculty who supervise graduate assistants have the most interaction with individual students serving as assistants. Faculty who are serving on thesis committees (for the small number of students who choose the thesis option) also have extensive interaction with specific students. The Program Coordinator, who is the official faculty advisor for all MURP students, interacts regularly with students concerning matters such as planning their courses of study, internships, and career development. The advisor to the student organization also interacts extensively with students on a variety of matters, many related to career development. All faculty are available for informal discussions and advising. Faculty members involved in local professional organizations also help connect students with internship and career opportunities. The Department maintains an active mailing list to disseminate job information to the students. The Department has an active student mentorship program and also maintains an alumni list. The mentorship program matches students with planning professionals to further their professional growth.

3.E. Research, Scholarship and Other Creative Activity

Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities should undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

Criterion 3E Response:

The information summarized in Table 3.E. below, combined with the details of the faculty CVs included in Part IV.A. of this report, clearly demonstrates substantial faculty engagement in research, scholarship, and creative activity. To further summarize the information in Table 3.E., the seven full-time tenured or tenure-track faculty produced 132 refereed journal articles, books, and book chapters over the seven-year reporting period, averaging about 18 publications per year (and 18 per person over the seven years). A total of 37 technical reports were published, averaging about five per year (and per person). Some 40 grants and contracts were received, averaging five per year (and per person). Over $30 million in external contracts and grants were received, averaging about $4.3 million per year (and per person). All full-time tenured and tenure-track faculty report external grant funding during the seven-year period. A total of 143 conference papers were presented, averaging about 20 per year (and per person).

Table 13. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP

The data in the table 7-year Summary of Faculty Scholarship should be aggregated from the summary faculty CVs in Part IIA of the SSR. The narrative should include expectations for research and scholarship and the impact of the research and publications listed below.

Table 13.1 Full-time in Planning Unit (Tenured/Tenure Track and Contract)

Faculty Name	Job Title	Number of Books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Eric Dumbaugh	Professor		17.0	1.0			9.0	3.0	$1,763,977.52	41.0
Peter Henn	Instructor									
Yanmei Li	Associate Professor	1.0	5.0	3.0			3.0	2.0	$125,348.18	7.0
Melina Matos	Assistant Professor		9.0					2.0	$6,000.00	10.0
Louis Merlin	Associate Professor	1.0	20.0			2.0	10.0	8.0	$2,479,000.00	10.0
Diana Mitsova	Professor	1.0	32.0			1.0		13.0	$9,990,366.00	32.0
John Renne	Professor	2.0	19.0	2.0			15.0	8.0	$3,067,772.00	25.0
Stephanie Wakefield	Assistant Professor	3.0	11.0	5.0		1.0		4.0	$7,331,468.00	18.0

Table 13.3 Adjunct

Faculty Name	Job Title	Number of Books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Kevin Creswell	Adjunct Faculty		4.0							2.0
Christen Hutton	Adjunct Faculty									
Edward Jepson	Adjunct Faculty	1.0	1.0				2.0			
Bryan McConnell	Adjunct Faculty									

Kuei Kang (Charles) Wu	Adjunct Faculty				2.0			2.0

3.F. Professional Involvement, Community Outreach, and Civic Engagement

Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

Criterion 3F Response:

The department faculty has been very active in attending regional, national, and international conferences. In total, the full-time permanent faculty has made presentations at nearly 150 extramural conferences, averaging 20 conferences per full-time faculty member during the seven years. Faculty also made more than 50 presentations at universities, agencies, firms, and other entities, submitted more than 30 plans, reports, or designs to external agencies, and held numerous officers or board member positions at professional organizations, and government/corporate boards and commissions. The department and its faculty are actively involved in local, regional, national, and international planning organizations and encourage students and faculty to participate in various activities hosted by these organizations. The department collaborates with external agencies through the mentorship program, student internships, and various board and committee positions. Additionally, the department closely aligns its curriculum and strategic plans with the needs of the labor force and the planning profession, striving to cultivate future leaders in the creation, design, and implementation of solutions to contemporary urban, environmental, and economic challenges.

Table 14. 7-YEAR SUMMARY OF FACULTY PROFESSIONAL INVOLVEMENT

The data in the table 7-year Summary of Faculty Professional Involvement should be aggregated from the summary faculty CVs in Part IIA of the SSR.

Table 14.1 Full-time in Planning Unit (Tenured/Tenure Track and Contract)

Faculty Name	Job Title	Number of Plans, Design and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Eric Dumbaugh	Professor	13.0	32.0		9.0	1.0
Peter Henn	Instructor					
Yanmei Li	Associate Professor	2.0	1.0	7.0	1.0	
Melina Matos	Assistant Professor	11.0				
Louis Merlin	Associate Professor			9.0		
Diana Mitsova	Professor				1.0	1.0
John Renne	Professor	7.0	21.0	4.0	5.0	7.0
Stephanie Wakefield	Assistant Professor					4.0

Table 14.3 Adjunct

Faculty Name	Job Title	Number of Plans, Design and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Kevin Creswell	Adjunct Faculty					
Christen Hutton	Adjunct Faculty					
Edward Jepson	Adjunct Faculty					
Bryan McConnell	Adjunct Faculty			2.0		
Kuei Kang (Charles) Wu	Adjunct Faculty				2.0	

3.G. Professional Development

Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, the use of appropriate instructional technology, and topics such as implicit bias. Faculty, especially those from underrepresented groups, should also be provided with opportunities to be mentored throughout their career.

Criterion 3G Response:

The university, the college, and the department have provided various professional development opportunities to the faculty. At the university level, the university has subscribed its membership to the National Center for Faculty Development and Diversity, which offers a variety of professional development opportunities to the faculty, mostly focused on research and scholarship. It has a well-respected writing program, a Faculty Success Program (FSP), and many other workshops and programs. During Spring 2024, one faculty (Li) participated in the Faculty Success Program and has reported great satisfaction and productivity when in the program. Over the years, all of the female faculty members have been successfully promoted and granted tenure. Additionally, the university has collaborated with ACUE (Association of College and University Educators) in providing certification courses in effective teaching to all faculty within the university, FAU Division of Research has provided various workshops regarding proposal development, grant budget development, grant management, research methodology, and the impact of AI on research. The College of Science at FAU offers teaching forums, new faculty teaching workshops, a jump-start post-doc program, a research fellow program, and an awards program to incentivize faculty excellence. Two faculty from the department secured a post-doc through the College of Science program in 2024. The department also provides support for the faculty to engage in these professional development activities and strives to compensate for the costs of attending professional conferences. However, reduced travel funds and centralized management of travel funds at the college level may potentially discourage faculty from attending conferences in the future.

Standard 4: Curriculum and Instruction

4. Curriculum and Instruction

Planners are committed to serve the public interest, infusing the values of equity and sustainability into their knowledge and skills as they envision the future and lead in decision-making that affects people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard. The curriculum should demonstrate consistency and coherence in meeting the Program's mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program

being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission.

Consistent with the Program's mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings from local to global in which planners work, including demographic, environmental, institutional and political variation, and to promote awareness of and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter diverse planning practice settings. Programs may do so using such established and familiar learning activities as courses and internships, and other program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

Standard 4 Response:

FAU's MURP curriculum includes nine required core courses, which thoroughly cover the topics of General Planning Knowledge, Skills and Tools of Planning Practice, and Guiding Values. In comparison to other PAB-accredited programs, FAU's program has more of a practice-oriented focus, as most of our graduates go straight into planning jobs, with the majority entering into the fields of land-use planning and transportation planning for local governments. Therefore, we include practical skills such as Site Planning and GIS in our core curriculum. We also cover the necessary theoretical background for our students to engage in their life-long development as planners, including History and Theory of Planning, Urban Spatial Structure, Legal Aspect, and Sustainable Cities.
Our program continues to emphasize coursework in environment and sustainability, as well as GIS, as evidenced by our strong elective offerings as well as two new faculty in these areas.
Non-thesis students take two synthesis courses, Planning Workshop, and Planning Project, to ensure they understand the planning process and key planning products in a holistic and applied context.

The Program should demonstrate how it organizes and combines the various courses to meet its educational goals. Course prefixes and numbers of courses required of all students should appear in boldface so that it is not necessary to state that they are required.

4.A. Guiding Values

The Program shall address in its strategic plan its commitment to fundamental ethical and normative principles and ensure that these principles are embedded in a range of required courses, specifically:

Criterion 4A Response:

In response to the State of Florida limiting instruction related to the topics of diversity and inclusion, we updated our value statement in November of 2023. Our new values statement reads: "Opportunity and Differential Impacts: Students will engage in reflection and dialogue regarding the planner's role in community development and society. Students will be able to articulate how planners' actions can affect various stakeholder groups differentially and how planners can shape sustainable community development by facilitating greater access to opportunity across various stakeholder groups." This values statement emphasizes the role of planners in facilitating greater access to opportunity across different groups, as well as understanding how the impact of planning and the development of plans can exert differential impact across stakeholder groups. We continue to cover critical planning issues related to the history of planning in URP 6101 History and Theory of Planning, which includes the perspectives of Davidoff and Forester on planning theory, and the history of racial discrimination in US housing policy in URP 6840 Urban Spatial Structure. The topics of Sustainability and Resilience are foremost captured in URP 6406 Sustainable Cities but also in URP 6840 Urban Spatial Structure, with a focus on climate planning in Florida. Professional Ethics and Responsibility are cover in URP 6101 History and Theory (which covers the AICP Code of Ethics) as well as URP 6115 Urban Governance and URP 6131 Legal Aspects.

4.A.1. Equity, Diversity, Social Justice, and Inclusion

Key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.

Sub-Criterion 4A1 Response:

In response to the State of Florida limiting instruction related to the topics of diversity and inclusion, we updated our value statement in November of 2023. Our new values statement reads: "Opportunity and Differential Impacts: Students will engage in reflection and dialogue regarding the planner's role in community development and society. Students will be able to articulate how planners' actions can affect various stakeholder groups differentially and how planners can shape sustainable community development by facilitating greater access to opportunity across various stakeholder groups." This values statement emphasizes the role of planners in facilitating greater access to opportunity across different groups, as well as understanding how the impact of planning and the development of plans can exert differential impact across stakeholder groups. We continue to cover critical planning issues related to the history of planning in URP 6101 History and Theory of Planning, which includes the perspectives of Davidoff and Forester on advocacy-based planning theory, and the history of racial discrimination in US housing policy in URP 6840 Urban Spatial Structure. URP 6131 Urban Governance addresses the topic and impact of exclusionary zoning and its inequities.

In addition, the department consistently offers extra-curricular seminars and talks on equity-related topics.

4.A.2. Sustainability, Resilience, and Climate Justice

Environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.

Sub-Criterion 4A2 Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 92.6 with the lowest score being 89. The topics of Sustainability and Resilience are foremost captured in URP 6406 Sustainable Cities. URP 6406 addresses the theory of sustainability, sustainable development, sustainable governance, sustainable urban form, and natural habitats, Sustainability is also addressed URP 6840, Urban Spatial Structure, with a focus on climate planning in Florida. URP 6115 Urban Governance additionally addresses the topic of sustainability, examining the topics of growth management and sea-level rise.

4.A.3. Professional Ethics and Responsibility

Key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

Sub-Criterion 4A3 Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 92.3 with the lowest score being 86.5. Professional Ethics and Responsibility are covered in URP 6101 History and Theory (which included a discussion and analysis of the AICP Code of Ethics). URP 6115, Urban Governance, also discusses the AICP Code of Ethics and reviews hypothetical ethical scenarios for practicing planners. URP 6131, Legal Aspects. covers the public aspects of the development review process and public hearings.

4.B. Required Knowledge and Skills of the Profession

The Program shall offer a curriculum that teaches students the essential knowledge and skills central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Programs are encouraged to keep their curriculum in tune with emerging trends in the profession and engaged with contemporary issues. Specifically:

Criterion 4B Response:

The MURP program has conducted an annual evaluation of Learning Outcomes through a portfolio review process for six years running. We follow the PAB's recommended nine learning outcomes except for the PAB learning outcome related to Equity, Diversity, Social Justice, and Inclusion as discussed above. We group the three learning outcomes related to General Planning Knowledge together and the three learning outcomes related to Planning Skills and Tools together. Our students have met all learning outcomes for each of these categories in the past year, with only one exception, with one student scoring below the target in Planning History and Theory. The average student score was above 90% for all six of these learning outcomes.

4.B.1. General Planning Knowledge in Global Context

The comprehension, representation, and use of ideas and information in the planning field, in the U.S. (or Canada) and internationally including appropriate perspectives from history, social sciences, design, and other allied fields.

Sub-Criterion 4B1 Response:

Please see the Curricluum Map. We have three core courses which address Planning History and Theory, two core courses which address Planning Law and Institutions, and three core courses which address Urban and Regional Development. Areas of particular strength according to our Learning Outcomes assessment include Planning Law and Institutions.

4.B.1.a. Planning History and Theory

The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis.

Sub-Criterion 4B1a Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 91.7 with the lowest score being 77.5 (below the target of at least 85). Planning History and Theory are predominantly covered in our URP 6101, History and Theory of Planning, course. This course includes a review of the rational planning and advocacy planning models, concepts around comprehensive planning, and classical theories of urban design. Urban Spatial Structure, URP 6840, also addresses the history of planning, with particular attention to the advent of planning during the industrial revolution as western industrialization led to multiple urban public health and social crises. URP 6840 also reviews the history of racial discrimination is US housing and transportation policy

4.B.1.b. Planning Law and Institutions

Behaviors and structures available to bring about sound planning outcomes; mechanisms and practices for ensuring equitable and inclusive decision-making; legal and institutional contexts within which planning occurs in the U.S. and/or internationally.

Sub-Criterion 4B1b Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 93.1 with the lowest score being 86. Planning Law and Institutions are covered by URP 6131, Legal Aspects of Planning, and URP 6115, Urban Governance. URP 6131 includes the property rights and the US constitution, significant case history related to planning, the legal basis of zoning, quasi-judicial hearings, and exclusionary zoning case law, among other topics. URP 6115 includes (1) the government, governance and urban planning; (2) governance in a political environment; and (3) participatory arenas, governance, conflict management and urban planning.

4.B.1.c. Urban and Regional Development

Political, economic, social, and environmental explanations of and insights on historical, present, and future development; relationships between the built and natural environments and individual and community health and well-being; planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; interactions – flows of people, materials, ideas, and cultures – across world regions.

Sub-Criterion 4B1c Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 92.7 with the lowest score being 89.5. Urban and Regional Development is covered by URP 6200 Planning Methods, URP 6840, Urban Spatial Structure, and URP 6979, Planning Project. URP 6200 includes real estate project feasibility analysis and financial feasibility analysis. URP 6840 includes theories of urban form, such as Central Place Theory, Bid-Rent Theory, metropolitan subcenter formation, and economic and policy forces behind suburbanization trends. In URP 6979, students select their own project for in-depth analysis, and these typically involve the urban development process.

4.B.2. Skills and Tools for Planning Practice

The use and application of knowledge to perform tasks required in the practice of planning.

Sub-Criterion 4B2 Response:

Skills and Tools for Planning Practice are thoroughly covered through multiple core courses. Our annual Portfolio Reviews indicate that our program is generally strong in the areas of Skills and Tools and providing students ample opportunity to develop applied skills.

4.B.2.a. Planning Process and Engagement

Planning process and community and stakeholder engagement; plan creation and implementation; methods of design and intervention to understand and influence the future.

Sub-Criterion 4B2a Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 94.6 with the lowest score being 88. Courses touching upon Planning Process and Engagement include URP 6101, History and Theory of Planning, URP 6115, Urban Governance, URP 6131, Legal Aspects of Planning, URP 6406, Sustainable Cities, URP 6873, Site Planning, and URP 6290, Planning Workshop. URP 6115 has a particular focus on the role that planners play in forging a compromise between stakeholders as part of the development review process and conflict management. URP 6920 has students work for an external client. Student engage in continuous reflection on the planning process and lead public participation efforts such as workshops, stakeholder interviews, and public presentations to elected and appointed bodies.

4.B.2.b. Analytical Skills and Tools

Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping and data visualization; data analytics and urban technology.

Sub-Criterion 4B2b Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 96.7 with the lowest score being 94. Analytical Skills and Tools is one of our program's current strengths. Courses that support the development of Analytical Skills and Tools including URP 6200, Planning Methods, URP 6211, Statistics for Urban Planners, URP 6270, Introduction to GIS, URP 6873, Site Planning, and URP 6979, Planning Project. The coverage of these courses is mostly transparent from the course titles. URP 6211 includes data analysis, demographic analysis, economic base analysis, and project feasibility analysis. URP 6211 includes statistical significance testing and linear regression analysis.

4.B.2.c. Professional, Communication, and Leadership Skills

Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.

Sub-Criterion 4B2c Response:

In our most recent portfolio assessment of MURP students, the average score in this topic area was 95.4 with the lowest score being 90. Professional, Communication, and Leadership Skills are covered in eight or our nine core courses. Written, verbal, and graphic communication are covered in multiple core courses, with written reports and oral presentations a feature of several courses. Professional communication and teamwork are especially featured in URP 6920, Planning Workshop, where students work together on behalf of an external client, and URP 6979, Planning Project, where students regularly present to each other as they hit major milestones in their individualized planning project.

4.C. Electives

Beyond the required courses in the curriculum, Programs shall offer additional courses to provide both greater depth and breadth of material. The curriculum shall contain elective opportunities for students to gain exposure to a range of planning domains, other professions, and emerging trends and issues. Programs have the option of grouping elective courses together to create areas of specialization that provide students with a concentrated mastery of a specific planning domain.

Criterion 4C Response:

Our regularly offered departmental electives are as follows:

- URP 5958   Planning Abroad
- URP 6237   Regional and Scenario Planning
- URP 6272   Managing GIS Projects
- URP 6277   GIS Applications in Planning
- URP 6345   Advanced Plan Making and Zoning
- URP 6425   Environmental Analysis in Planning
- URP 6429   Environmental Policy and Programs
- URP 6711   Introduction to Transportation Planning
- URP 6719   Shared and Automated Transport: The Future of Urban Mobility
- URP 6732   Capital Facilities Planning
- URP 6742   Seminar in Housing
- URP 6881   Urban Design
- URP 6945   Planning Internship

We offer the most electives in the areas of GIS, environmental planning, and transportation. We also offer a five-course 15 credit graduate GIS certificate, which is popular among students. Students may also take electives from a list of pre-approved courses offered by the department of Geosciences and the department of Public Administration.

4.D. Student Learning Outcomes Assessment

The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes and competencies for the expected knowledge, skills, and guiding values that students are expected to acquire. Evidence should connect materials covered in the core curriculum to the learning outcomes sought and achieved for students.

Criterion 4D Response:

FAU MURP has administered a portfolio review process for all graduating MURP students since AY 2017-18. All students taking Planning Project, URP 6979, or in their last semester of thesis, assemble a planning portfolio. The planning portfolio requires students to explain their current understanding with regard to nine learning outcomes, which roughly correspond with the PAB's recommended Learning Outcomes for MURP programs. The portfolios must include examples of relevant evidence of student work demonstrating understanding of each Learning Outcome. The Portfolios also include an updated resume. The MURP committee then reviews these portfolios and composes a summary memo to the faculty every fall.

4.E. Instructional Delivery and Scheduling

Courses shall be taught by qualified faculty. In general, most required courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

Criterion 4E Response:

Most of our MURP courses, and all of our core courses, are delivered by tenured or tenure-track faculty of full-time instructors in the Department of Urban and Regional Planning. In fact, we have only one full-time instructor who has been a vital member of our faculty for more than a decade. All core courses are offered once a year in the same semester (fall or spring), and electives are offered every other year, to allow students the opportunity to take courses in a timely manner. We are in the process of removing defunct electives from our official course catalog. Some of our courses are offered in a fully online format. FAU has an center for online education that helps instructors to ensure that their online courses are high in quality and effective with regard to course learning outcomes. This same office offers resources to have online courses Quality Matters certified. https://www.fau.edu/elearning/faculty/

4.F. Facilities

Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program's mission and objectives. This includes facilities for instruction, student work, and offices.

Criterion 4F Response:

The Department of Urban and Regional Planning has two dedicated spaces for instruction and one dedicated computer lab for graduate students, all located with the Social Sciences Building (SO 44) on the Boca Raton campus. The Visual Planning Technology lab (Room 276) is a technology-supplied classroom that serves about 30 students, with each student having their own workstation. The computers in this lab include all necessary design, data analysis, and GIS software. We have recently acquired an Urban Design Studio with mobile tables to be used for urban design courses. Our Production Studio (Room 285) includes eight high-powered workstations exclusively for Master's students with the full suite of necessary design, data analysis, and GIS software.

4.G. Information and Technology

Students, faculty and staff shall have access to sufficient information systems and technology, and technical support, technical equipment and training thereon to achieve the Program's mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, and library resources and collections.

Criterion 4G Response:

The Department of Urban and Regional Planning has adopted an "All In" approach to teaching and using planning technology throughout its curriculum. That means that instead of only using the minimum software that is required of the subject taught in the class, students are encouraged to expand on their technological skill-set at each successive course. For example, students enrolled in the Master of Urban and Regional Planning degree program will take Introduction to GIS in Planning (URP 6270) in their first semester and then continue to use GIS throughout the curriculum. This policy has given the Department of Urban and Regional at FAU one of the most robust software and hardware solutions in the nation.
In addition to the faculty and staff offices, URP has four technology facilities. There are two Research Assistant Offices with a total of nine workstations between them (SO 274 and SO 289), the nine workstation Production Studio (SO 285), and the twenty-eight workstation Visual Planning Technology Lab (SO 276).
The Visual Planning Technology Lab is a state-of-the-art computer classroom that has twenty-eight workstations arching toward the front instructor motorized adjustable height lectern three (3) monitor screens for the instructor and two projector screens. A teaching assistant work station and a motorized adjustable

height ADA lectern flank the instructor lectern. One special aspect of this classroom is that the projectors' resolution (1600 x 1200 pixels also known as UXGA) is matched perfectly with the student UXGA monitors, ensuring that anything a student creates at his or her workstation can be projected in front of the rest of the class without distortion or compression.

Amenities

The 1,360 square foot Visual Planning Technology Lab is equipped with:

- Twenty-eight 64bit Dell Precision workstations with 3.5Ghz Xeon processors, a solid state drive, 16 GB of RAM and NVIDIA GPU.
- 20" Dell Ultrasharp UXGA (1600 x 1200 dpi) monitors; twenty-one of which are under glass in Nova stations*
- Twin UXGA projectors and pull down screens
- A motorized ADA lectern
- Three 8' whiteboards
- Twenty-eight cushioned office chairs
- The computer software includes:
    - Microsoft Office365 (Access, Excel, OneNote, PowerPoint, Word)
    - Adobe CC Apps (Acrobat, InDesign, Illustrator, Photoshop)
    - ESRI ArcGIS Desktop 10.8.1 (ArcInfo client - ArcCatalog, ArcGlobe, ArcMap, ArcGIS Pro, ArcScene), ESRI Business Analyst w/ 2020 US Data, and others
    - AutoCAD 2021
    - Sketch-Up 2019
    - Google Earth Pro
    - Google Drive Stream
    - Microsoft Windows 10 Operating System
    - NetOp Vision Classroom Management Software

The Production Studio came about with a simple notion that big plans require a big workspace. With this nine workstation facility, students have two major advantages over the use of conventional computer workstations: eight of the Production Studio computers have 30" large ultra-sharp monitors. The production studio is accessible to master's students only. The 30" monitors give students enough monitor workspace to create large posters, maps, and 3D visualizations; plus, they allow students to use programs like Adobe Creative Cloud Applications, Esri Applications, AutoCAD, Sketch-UP and others with plenty of space for menus and tool pallets.

The Department of Urban and Regional Planning (URP) provides off-campus access to a "Virtual Lab" of computers. This virtual lab provides students with remote access to URP software applications and network resources. These Virtual Desktops have all the software and network access available in URP classrooms and labs, while equipped with robust specification including enterprise grade Nvidia Graphics cards. Students can get the access to all the resources they need to complete their work from anywhere in the world.

Standard 5: Governance

5. Governance

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program's faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program's strategic plan.

Standard 5 Response:

The Master of Urban and Regional Planning (MURP) program at FAU was initially developed as a degree program within the Department of Geography in 1987 but was shortly thereafter relocated to the Department of Public Administration to take advantage of Dr. DeGrove's leadership in this arena. In 1989, the Department of Urban and Regional Planning was created as an independent academic unit within the newly created College of Urban and Public Affairs. In

addition to emphasizing core Planning Accreditation Board (PAB) requirements, the program sought to distinguish itself in the arenas of growth management and environmental planning (under the stewardship of John DeGrove) and the application of technology to address urban and environmental problems. The Department was renamed as the School of Urban and Regional Planning in 2009. In 2011, it assumed stewardship of CUES, the Abacoa Endowment, and the John DeGrove Eminent Scholar Chair Endowment. The Master of Urban and Regional Planning (MURP) program was first accredited in 1994 for a five-year term. It was subsequently reaccredited in 1999, 2004, and 2010 for five-year terms, in 2015 for a three-year term, and in 2018 for a seven-year term. The School moved into the Charles E. Schmidt College of Science on July 1, 2020, when it was renamed again as the Department of Urban and Regional Planning (DURP).

Shortly after moving to the College of Science, DURP developed Departmental Promotion and Tenure Criteria (https://www.fau.edu/science/documents/urp-pandt-2021.pdf). In addition, the Department also created Departmental By-Laws and, in conformance with the Florida Statutes, criteria for Sustained Performance Evaluation (SPE) and Post-Tenure Review (PTR) (https://www.fau.edu/science/faculty-and-staff/post-tenure-review/). These policies were developed with active participation of all faculty and voted at a faculty meeting.

5.A. Program Autonomy

In accordance with customary university procedures, the planning program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official. The Program shall have control over the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students. The planning faculty and students shall be involved in the development of the Program's Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.

Criterion 5A Response:

The Department of Urban and Regional Planning exists as an independent unit since 1989. Transitioning to the FAU's Charles E. Schmidt College in 2020 did not affect the Department's (then School) status as an independent academic unit. The Department's Chair (previously Director) reports directly to the Dean and participates in monthly Executive Committee meetings at the College level. In addition, the Dean schedules regular monthly 1:1 meetings with the Department Chair to discuss issues pertinent to the Department, including authorizing/ re-authorizing faculty searches, faculty support, and other Departmental needs. The agenda for these meetings is prepared and submitted by the Department Chair. The Departmental Faculty has control over the design of the curriculum. The chair prepares the departmental course schedule. All decisions regarding new faculty and staff appointments, and promotion and tenure are made with active faculty participation following the Departmental By-Laws and Departmental Promotion & Tenure Criteria documents. Annual evaluations are based on a self-evaluation form (using an approved by the faculty format) and 1:1 discussions with the Chair. Graduate program admissions are approved by the Departmental Graduate Committee, consisting of three faculty members. Applications for graduate research assistantships follow a faculty-approved process, which involves submitting an application form and interviews with the candidates. Currently, the Department does not offer Teaching Assistantships, but we have requested and have been in discussions with the Dean's Office with respect to the opportunity to have TAs in the Department for our high-cap undergraduate courses (e.g., URP2051 Designing the City), which will also help with recruitment for the MURP program. The planning faculty, adjunct faculty and students were involved in the faculty retreat and faculty meetings that led to the development of the revised 2024 Strategic Plan. The Self-Study Report will be made available to faculty, adjunct faculty, students, and stakeholders in mid-July 2024.

5.B. Program Leadership

The administrator of the degree Program shall be a faculty member whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. Typically, this administrator will be a tenured faculty member with an academic rank of associate professor or higher.

Criterion 5B Response:

The coordinator of the Masters of Urban and Regional Planning program is Dr. Louis A. Merlin, AICP, Ph.D. He is a tenured associate professor. His administrative experience includes multiple years on the departmental, college, and university graduate planning committees, leadership on the Transportation Research Board Economic Development and Land Use Committee (AMS50), and leadership positions on several nonprofit boards and organizations. In addition, he has six years of professional planning experience, an AICP credential, and a long-standing interest in mentorship, including a peer-mentor award received as a doctoral student.

5.C. Communication

The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program's goals and objectives and about its progress toward achieving them. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

Criterion 5C Response:

Until 2023, the Department had a designated Communication and Outreach Coordinator who was responsible for the departmental weekly newsletter, writing posts for the departmental website, and highlighting departmental achievements and recruitment efforts on social media. Later on, the Coordinator was re-assigned to work exclusively for the Center of Urban and Environmental Solutions. Some of these functions are currently assigned to our Coordinator for Administrative Services who maintains the departmental newsletter and manages communications with students, specifically general inquiries. Many students and prospective students contact either the Program Coordinator or the Chair directly. Depending on the type of request, the Chair either refers them to the appropriate student affairs office, or meets with them, either in person or via zoom.

The Department's primary initial means of communication with students, prospective students, and other stakeholders is the departmental website. The program's website was thoroughly revised in 2022 to enhance ease of use. The Department also maintains a Canvas page for disseminating information to current students.

Departmental faculty and the Chair serve on the Board of the Florida APA Treasure Coast section, the Board of the Florida APA Broward section, and the Board of the Palm Beach County Planning Congress. The Department maintains a very active mentorship program (https://www.fau.edu/science/departments/urban-regional-planning/mentorship-program/), which intends to link planning students to practitioners. The mentorship program is a collaborative effort between FAU faculty and alumni.

DURP's Draft Strategic Plan was disseminated to the stakeholders mentioned above, the adjunct faculty, and the students. We also sent out a survey to collect ideas for the strategic plan. The FAU Career Center conducts an exit survey with all graduates at the end of each semester. The MURP Coordinator developed and distributed an alumni survey.

5.D. Faculty and Student Participation

The Program shall provide fulltime and adjunct faculty, individual students and student organizations with opportunities to participate fully and meaningfully in administrative decisions that affect them.

Criterion 5D Response:

We are in a continuous dialogue with students and alumni about our program and policies. We request feedback on our programs via our annual alumni survey. Currently, we are working on updating our list of electives per student request. Students and alumni were also an active part of the development of our 2018 and 2024 strategic plans. Two FAU students are currently serving on the APA Florida Executive Committee: one as a student representative (Jared Hoehing) and a second one as a student representative at large (Millie Rivera). One FAU student serves on the Board of the Florida APA Treasure Coast section and two students (one graduate and one undergraduate) serve on the Board of the Florida APA Broward section. We have a very active mentorship program (https://www.fau.edu/science/departments/urban-regional-planning/mentorship-program/), which links planning students to planning professionals. Managing the program and matching the students and practitioners who applied to participate is a collaborative effort between faculty and alumni (many thanks to Yexsi Schomberg and Susan Coughanour). FAU planning students are members of a registered student organization, the FAU Planning Society (https://www.fau.edu/science/departments/urban-regional-planning/current-students/planning-society/). A faculty liaison serves a contact person and advisor for the student organization. Adjunct faculty are invited to faculty retreats and faculty meetings when strategic plans and curriculum changes are discussed. Several adjunct faculty have been voted by the departmental faculty to be added to the College of Science graduate faculty list, which would allow them to serve on dissertation and masters thesis committees.

5.E. Promotion and Tenure

The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty. The Program shall provide support, including mentorship opportunities, for all faculty at the Assistant and Associate Professor (or equivalent) levels. The Program shall demonstrate a commitment to ensuring that women, racial and ethnic minorities, and members of underrepresented groups in academia have access to the mentoring, tools, and other support they need to advance professionally.

Criterion 5E Response:

The Departmental Promotion and Tenure Criteria were adopted in the Spring of 2021, approved by the Provost's Office in June 2021, and subsequently published on the College of Science website at https://www.fau.edu/science/documents/urp-pandt-2021.pdf. Among the criteria for institutional service, included in the P&T document, is mentoring for junior faculty. This criterion is intended to promote " extraordinary efforts mentoring junior faculty resulting in significant identifiable improvement in research productivity." In addition, in the Spring of 2023 the departmental faculty has developed and adopted a detailed mentoring policy for junior faculty. The policy highlights two aspects of the mentoring process: one-on-one mentoring and group mentoring. DURP faculty have also been active participants in the FAU ADVANCE mentoring activities, funded through the National Science Foundation (NSF). In 2020, one junior faculty (newly hired Assistant Professor, Dr. Lilah Besser) and one senior faculty (Dr. Diana Mitsova) received the ADVANCE Mentoring Fellowships, which later on resulted in a number of funded NIH grants. Access to programs offered by the National Center for Faculty Development and Diversity (www.facultydiversity.org) is provided by FAU.

5.F. Grievance Procedures

In accordance with relevant university guidelines, the Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

Criterion 5F Response:

The department complies with FAU's grievance policies and procedures and has no department-specific grievance procedures. Academic grievances are handled through FAU's regulation 5.009, documented here: https://www.fau.edu/regulations/documents/chapter5/reg-5-009-5-22-15.pdf
Grievances related to equal opportunity are handled by FAU's Office of Civil Rights and Title IX, here: https://www.fau.edu/ocr9/
We have no records of student grievances since our last accreditation beginning January 1, 2019.

5.G. Online Integrity

In accordance with relevant university guidelines, the Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

Criterion 5G Response:

A. Ensuring Student Identity and Protecting Access

Access to FAU systems is predicated upon students, faculty, and staff using their FAUNET ID and password. For students, the FAUNET ID is generated upon their acceptance to the university and a web link is provided in their admissions acceptance letter with information on how to activate their FAUNET ID. Students activate it by visiting FAU's accounts.fau.edu website and entering their personal information. Before the process is started, students are warned that it must be finished once they begin it.

FAU student-facing systems are protected by a multi-factor authentication security protocol that prevents a person from accessing any information without first verifying both the password and identity on a second registered device. This includes Canvas, email, grades, registering for classes, and other university-level systems containing protected data. FAU keeps strict policies and procedures related to adding students to Canvas course sites. These policies restrict the

exposure of one group of students to another.

Access to online courses through FAU's learning management system, Canvas, is only available to the course instructor, graduate teaching assistants (if applicable), course designers, observers, and registered students. The course instructor may request an exception to the registered student policy for a student who previously was enrolled in the same course with the same instructor in a prior semester and for whom the instructor provided an incomplete ("I") grade. Allowing the student into the Canvas course enables the student to complete the outstanding requirements from a prior semester. The instructor must submit an OIT Help Desk ticket with the request, which is forwarded to the Registrar's Office to validate that the student was previously enrolled in the course with the same instructor and was graded with an "I" grade.

Ensuring student identity is also an aspect of online proctoring solutions, such as HonorLock. These solutions enable instructors to administer exams to their fully online students while enforcing academic integrity. This assists distance learning students who cannot travel to an FAU campus or testing center. FAU's Office of Information Technology provides information to students to prepare for online proctoring, which includes a statement that a photo ID will need to be presented at the time of the proctoring.

B. Protecting Student Privacy

FAU adheres to and enforces state and federal polices related to student privacy. Student records and other sensitive digital information are protected by the Office of Information Technology (OIT). The University will not disclose education records to parents or third parties without the student's specific consent. This is in alignment with the Family Educational Rights and Privacy Act of 1974 (FERPA). This includes enrollment, grades, and registration for both distance learning and on-campus learning. FERPA policies apply to all students, including distance learning students. The Office of Information Technology protects, administers, and controls access to student records. By combining multi-factor authentication, FAUNET ID, and the creation of secure accounts upon admission to the university, OIT has created a direct line of identify validation that applies to distance learning as well as on-campus students.

All FAU students are provided with information about data privacy, identify verification, and secure communication solutions through OIT's website. Students are guided through the necessary steps upon first being admitted, through preparing for classes, and through accessing the necessary support resources available to them during their education.

C. Additional Charges for Verification of Identity

FAU does not assess fees for the verification of student identity. For courses that require online proctoring for exams, as noted above, students are informed about a potential proctoring fee at the time of registration. This message is displayed in the online Course Schedule in the Class Detail portion under Instructional Method

Appendices

Part IIA: Faculty CVs

Upload all Faculty CVs as a single PDF document. The Faculty CV template is available in the documents area (under shared section). A cover page should be included.
Limit of 2 (ideal) to 4 (maximum) pages *per faculty member; no exceptions. CVs in excess will not be accepted and may result in delayed accreditation decisions.*

Part IIA Abbreated CVs.pdf

Part IIB: Course Syllabi

Upload all course syllabi as a single PDF document . The PAB template and cover page are are available in the documents area (under shared section).
Course Syllabi should be listed in increasing prefix course numerical order. Include the course number, course name, and page number where the syllabi can be found.

Part IIC: Other Evidence

Upload documentation, data, or additional material that provides evidence of compliance with the standards in a single PDF document. The PAB template and cover page are available in the documents area (under shared section).

Part II C - Other Evidence.pdf

Signature Page and Contact Information

Signature Page

Upload scanned signature page

No document provided

Planning Student Organization

Organization Name:

Planning Society

Student Name:	Title:
Cynthia Akhand	President
Email:	Phone:
cakhand2020@fau.edu	5616859484

Local APA Chapter Representative

Chapter Name:

Treasure Coast

Name:	Title:
Diana Mitsova	FAU Faculty Representative
Email:	Phone:
dmitsova@fau.edu	5612974279