

# **Urban and Regional Planning Department**

## **Mission Statement and 5-year Strategic Plan 2018 to 2023**

**By**

**Faculties in the Department of Urban and Regional Planning**

## I. MISSION STATEMENT

The Department of Urban and Regional Planning's Mission Statement and Strategic Plan has been developed through a broad-based participatory process that reflects the desires of the faculty, the department's Advisory Council (AC), practicing professionals, alumni, and students as well as the feedback and instructions of the Planning Accreditation Board (PAB). It declares our department's desire to develop a program of excellence that supports planning education, the profession, our communities, and the University of Florida's status as a member of the prestigious Association of American Universities (AAU).

### OUR FUNDAMENTAL PURPOSE AND ROLE

The five-year vision for the on-campus and on-line degree programs proceeds from identified, shared values linked to our goals and metrics. Our roles are defined by our fundamental purposes:

- To conduct cutting-edge research that develops new theories, methodology and technologies for guiding the next generation of planning.
- To educate planners on how to work with established and innovative technologies and planning methods and consistently deliver relevant, quality, inclusive plans and programs.
- To contribute to the stewardship of the planet by promoting sustainability and resiliency in the built and natural environments.
- To provide professional and public services to communities in Florida and the nation.

Our status as a State institution historically defined the Department's roles to educate, investigate, and actively participate in the wellbeing of Florida's communities. Over the past decade our fundamental commitment to sustainability has broadened our service role to include the communities of other states, nations, and the world.

### MISSION STATEMENT

The University of Florida's Department of Urban and Regional Planning (URP) strives to be a leading graduate program with excellence in planning education, research, and service for the citizens of the state, the nation, and the world. We value diversity and strive to recruit and retain faculty and students with diverse racial, ethnic, cultural, and economic backgrounds.

Our mission is to educate the next generation of planning professionals to be good stewards of our built and natural environments, to conduct innovative research that improves quality of life for all, and to provide planning services to communities. The faculty in the Department of Urban and Regional Planning at the University of Florida defines "Urban and Regional Planning" as a professional practice that applies analysis of social, economic, and physical systems, the design arts, and theories of decision-making to the challenges of managing the existing as well as planning the future of built and natural environments. We believe that the ultimate aim of good planning, in both the private and public sectors, is the equitable distribution of wellbeing and quality of life. Planning in the public interest, we believe, demands the highest levels of skill in the development, negotiation, and administration of plans, and attention to distributive justice.

### OUR VISION

#### Our Vision: SLAP

The faculty recognizes that the fields of Urban and Regional Planning and Landscape Architecture share a multi-layered ecological vision of planning and design, as well as a comprehensive sustainability ethic linking community concerns with the natural and built environments. In 2010, the College of Design, Construction and Planning brought our Urban and Regional Planning and Landscape Architecture programs together to form the School of Landscape Architecture and Planning (SLA&P). The new school combines the strengths of the two curricula by overlapping them at certain strategic points and by giving students and faculty the opportunity to collaborate across the fields. While each program's core training retains a certain autonomy, a strategic curricular overlap broadens the core of the URP student's experience, including enhancements to skills and knowledge such as urban design and site analysis.

### **Our Vision: Students and Faculty**

We envision a high caliber student body and faculty that represent the diversity of the US and the world, in terms of gender, race and ethnicity, age, and socio-economic background, and that balance domestic and international enrollment. This diversity is pursued through recruitment and retention of both faculty and students. Our vision includes increasing our scholarship and research funds to attract and retain high-caliber students and to further enable URP students to assist our faculty in their research.

### **Our Vision: Curriculum**

Our curriculum enables students to think critically about, and to help solve, complex planning problems and recognize and pursue opportunities for positive change within the built and natural environments. The curriculum imparts the knowledge, skills, and values necessary for effective professional planning in diverse occupational and institutional settings, and prepares students who wish to pursue advanced planning degrees, as expected by the University of Florida's status as an AAU institution. We envision a diverse, high quality curriculum consistent with the department mission statement, the requirements of the Planning Accreditation Board, the planning profession and the strengths of our faculty. The on-line program shares faculty with our on-campus program, and both our on-campus and on-line courses make use of the latest research by our faculty, our research centers, and the overall planning field.

We intend to make our planning curriculum more interdisciplinary, with planning students collaborating with landscape architecture students to advance the mission of SLA&P. The two departments already share certain courses, giving each planning student the opportunity to learn substantive skills from landscape architecture faculty, and to have the opportunity to address design and planning problems together, in a professional-style setting. The flexibility of the interdisciplinary studio format enables the faculty to better assess and accommodate the variable skill sets and skill levels of our incoming students, and to accordingly tailor desired student learning outcomes. While studio-based initiatives allow the most effective way to explore further means to enhance our collaborative approach, we are also assessing overlaps and gaps within our curriculums to identify further interdisciplinary opportunities.

### **Our Vision: Service**

The on-line environment provides new opportunities for our faculty and students to address local problems in a global context, and to work with communities on sustainability issues, using the latest planning and design technology. We see these as advancements in service and as a means to enhance the educational experience of our students, and to broaden the Department's research agenda. The college's research centers as well as the members of the Advisory Council—several of whom have international offices--and our College's international public sector partners, play a vital role in identifying and developing these opportunities for service.

Our students graduate with experience in planning as required for accreditation, and are employable in the public, private, and non-profit sectors. Over the next five years, our program will become sufficiently networked to enable students, alumni, and faculty to work together regardless of their location as professional planners and designers, as well as academic researchers, with the expectation that they can collaborate from anywhere in the world. Our newly launched online information and meeting space, Square, allows our online and on-ground students alike to connect with Advisory Council members, internship and job opportunities, and competitions, grants, and training opportunities to enhance their professional trajectory regardless of location. Our students also take advantage of the department's affiliation with planning organizations, such as the American Planning Association, and we encourage active membership and participation.

### **Our Vision: Research**

Our position as a major research university and AAU member provides an opportunity for our program and its faculty to develop a reputation for planning-related research on issues that showcase Florida and the Southeastern United States as a living laboratory with implications for national and international planning. The faculty strive to be leading scholars in place-based research, such as climate change, sea level rise, transportation and land use, coastal planning, information technology for planning, three-dimensional modeling, social, behavioral and economic aspects of planning, historical roots of current

movements in planning, and in other research addressing critical issues to the planning profession. The faculty has a record of seeking diverse funding from competitive national and international sources, while maintaining connections to Florida and Florida-based sources of funding, including philanthropic, non-profit and statewide, regional, and local governmental funding sources.

We will continue to conduct cutting-edge and interdisciplinary research that supports the department's standing within an AAU University and provides students with research experiences. To develop new theory, methodology and technology to guide next-generation planners to make plans that foster equity, sustainability, and resiliency and are consistent with the AICP Code of Ethics and Professional Conduct. The Department's positioning within a Graduate Research University obligates us to continually increase our research productivity in scope, quantity, quality and diversity, and to meet the explicit and implicit demands created by the university's placement among the top tier of research universities in the state and the country. Our research contributes new knowledge to the academy and the profession, provides funding for our students, enhances our teaching, provides opportunities for interdisciplinary collaboration in locations across the nation and the world and enhances our reputation within the university and throughout the profession.

The School's research centers – the Geo-Facilities Planning and Information Research Center (GeoPlan), Center for Health and the Built Environment (CHBE), the Florida Center for Innovative Communities (FCIC), Center for Landscape Conservation Planning, International Center for Adaptation Planning and Design (iAdapt), and the Center for International Design and Planning (CIDP) – provide opportunities for collaboration to enhance the reputation of the department, the opportunities for interdisciplinary collaboration and for our students to participate in real-world education, training and research that influences the academy and profession. Beyond these centers faculty can participate in specialized research with centers in the college and throughout the University, including the Florida Institute for Built Environment Resilience (FIBER), the Shimberg Center for Housing Studies, the Florida Resilient Communities Initiative, the University of Florida Transportation Institute (UFTI), Florida Climate Institute, and Florida Water Institute. In addition to research activities in our research centers, our faculty also engage in specialized research. Research and scholarly publications and participation in conferences and workshops are also essential for guiding future planning and policy, increasing the profile and visibility of our department and reputation of our faculty, contributing to innovation in the profession, and influencing the practice of planning.

## **OUR CORE VALUES**

The department's goals in Teaching, Research, and Service reflect our Core Values regarding leadership and innovation in Sustainability, Online Engagement, Interdisciplinary Collaboration, Diversity, and Innovative Research as outlined below.

### **Core Value: Sustainability and Resiliency**

Our guiding value is the sustainability of the economies, communities, and environments of the nation and the world. We teach and advance practices that recognize the challenges of planning in the face of uncertainty. In the networked society of the 21st century, planning for sustainability requires the use of advanced technologies to understand and address complex problems at a variety of scales. The increasing complexity of planning problems demands interdisciplinary thinking and ecological approaches that examine issues and make recommendations among diverse stakeholders at the policy, community, and organizational scales to support community resilience.

### **Core Value: Harnessing Innovative Technology and Data**

Through the medium of digital technology, we navigate and harness big data and data analytics to assess and inform ethical, inclusive, responsible and well-coordinated planning solutions by turning data into actionable insights. Applying relevant technologies, we use interdisciplinary, quantitative and qualitative methods that provide actionable insights in support of evidence-based decision-making.

### **Core Value: Online Engagement**

We are committed to innovating at the frontiers of online learning. The online degree program reflects the commitment we share with the University to empower students to address the sustainability of the world's natural and built environments. The Florida legislature's 2013 designation of the University of Florida as the state's preeminent university recognizes our ongoing progress toward those goals, and the emergence of the online Masters of Urban and Regional Planning degree—the first online graduate planning degree in the U.S.—represents a major achievement in the advancement of planning education. Continuing to advance engagement with faculty, fellow students, alumni, and other experts in the profession using innovations in technology is a critical ongoing goal of the program.

### **Core Value: Interdisciplinary Collaboration**

The complexity of 21<sup>st</sup> century planning issues will increasingly require planners to collaborate and lead across disciplines. We believe that integrated curriculum and research need to play a central role in planning education where urban planning issues can be addressed collaboratively in all their complexity. We shall equip students and encourage faculty to foster efforts to improve the alignment, integration, and outcomes of planning processes conducted by multiple entities and partners. Studios should weave the learning and practice of substantive skills, analytical methods, and ethical decision-making—all of these—into collaborative problem-solving. Further, through bringing our on-ground and online students together in a range of courses and interactive opportunities via Square, through classroom and studio technology enhancements (such as the recent improvements in FAC 202 and 208), and through team teaching and interdisciplinary courses, a range of faculty and students have more opportunities for interdisciplinary collaboration. Further, the SLA&P Research Themes identify shared research interests that define the School, and ongoing research through a range of centers, grants, institutes, and initiatives within and outside the college reflect the faculty commitment to a multidisciplinary approach.

### **Core Value: Diversity**

We strive for a student body and a faculty that represents the diversity of the community and of the world, and to this end make every effort to recruit and retain faculty and students with diverse racial, ethnic, cultural, and economic backgrounds. The on-line Master's in Urban and Regional Planning expands our diversity efforts since our online students tend to be working professionals in full-time jobs, some at mid-career, in a wide range of racial, ethnic, and age groups. We also leverage the diverse fields of our faculty and bring them to bear in cross-disciplinary research, new pedagogical approaches, and service on the complex issues facing communities and environments in Florida and around the world.

### **Core Value: Innovative Research**

As a faculty, our research agenda is informed by our diverse backgrounds— in architecture, landscape architecture, historic preservation, history, business administration, health, engineering, ecology, social science, economics, urban planning and design. Our departmental research agenda is also informed by our commitment to community service, and should inform each of our areas of specialization: environmental planning; land use and transportation; and information technology for planning.

We believe in and encourage interdisciplinary approaches to address planning related issues. Faculty in the School of Landscape Architecture and Planning collaborate with each other through the School's research centers as outlined above and via various initiatives and institutes in the School and College, including the Center for World Heritage Research and Stewardship, the Shimberg Center for Housing Studies, the Powell Center for Construction and Environment, the Center for Multimodal Solutions to Congestion Mitigation, the Program for Resource Efficient Communities (PREC), and the Center for Latin American Studies.

### **Core Value: Global Engagement**

Through regular course offerings, regularly offered study abroad opportunities in planning, ongoing international collaborations, involvement of post-doctoral fellows from international universities with faculty research, and ongoing internationally-focused research initiatives, we engage faculty and students with planning and development challenges within a global context. We share insights from our work here in

Florida communities with international partners and at the same time provide opportunities to learn from our engagement with these partners in all areas of planning, sustainability and resilience.

#### **Consistency of the Program's Mission with the Preparation of Professional Planners**

The fulfillment of these core values will help ensure the realization of the Program's mission in the preparation of professional planners. Further, the faculty, alumni, Advisory Council, and students will have an opportunity to monitor, assess, and revise this Mission Statement and Strategic Plan in part through review of the outcomes measured in the plan. In this way, stakeholders will remain aware of this document and ensure that the vision, goals, and objectives as outlined here are demonstrably consistent with what the Program actually does.

#### **Plan Implementation and Method for Evaluating Progress and Making Improvements**

This plan is implemented through faculty, student, and staff engagement in the program and monitored as outlined below. In addition to resources allocated for faculty and staff salary and a sum to pay for regular office expenses, faculty research funds, administrative grants, and foundation accounts assist in providing incentives for students and faculty to excel and support some student recruitment. Accreditation through the Southern Association of Colleges (SACS) requires annual reporting on various student learning outcomes via rubrics used for assessing student work that accommodates outside reviewers for studios and thesis/masters research projects as well as employer satisfaction with student intern performance. Thus various forms of feedback are obtained regarding student achievement in the program. Further, annual reporting is required through the Planning Accreditation Board (PAB) that provides additional feedback regarding student satisfaction with the program and accomplishments post-graduation. An exit survey is conducted with each graduating URP student at the end of the fall, spring, and summer semesters. The Chair also prepares an annual report each summer documenting faculty and student accomplishments that is delivered to the Dean and shared with the faculty. A minimum of twice each year, the URP faculty review these materials and other documentation to identify adjustments as needed.

#### **Process for Development, Updates, and Dissemination**

If needed, minor adjustments due to bi-annual review occur to this document as outlined above, with faculty discussion, revision, and approval occurring via regular faculty meetings, which typically include a representative from the Student Planning Association. The URP Strategic Plan is also provided to our Advisory Council members, which consists of up to 25 members, most of them program alumni and discussed as needed at the biannual meeting with program faculty and students. Major revisions occur via a review process that includes faculty, alumni, and students. The need for major revisions is initially discussed at a faculty meeting. Faculty are assigned various sections to draft once this decision is made. Informed by feedback based on responses to key questions posed to alumni on the Advisory Council and research as needed, faculty prepare their assigned draft sections. Once the full faculty review and discuss at a meeting with subsequent revisions, the draft plan is circulated via the local section of Florida Chapter of the American Planning Association, the URP Advisory Council listserv, and student listserves for feedback as well as discussed at URP faculty and Advisory Council meetings that are open to students, local planners, and alumni. The final document is then prepared for faculty review and approval. In addition to circulating the final version to faculty, staff, and students via the listserves, a link to the current strategic plan is provided on the department website.

## Departmental Goal 1: Excellence in Teaching

**Thesis Statement** - To develop and effectively teach a curriculum that will enable students to think critically about, and to help solve, complex planning problems and recognize and pursue opportunities for positive change within the built and natural environments. To impart the knowledge, skills, and values necessary for effective professional planning in diverse occupational and institutional settings, and to prepare students who are capable of pursuing advanced planning degrees as expected by the University of Florida's status as an AAU institution.

### Education Overview

The Department of Urban and Regional Planning (URP) offers an on-campus accredited Master of Urban and Regional Planning degree, with 3 specializations: environmental planning; land use and transportation; and information technologies for planning. Sustainability is integrated into relevant courses throughout the curriculum. An online GIS certificate is the most recent addition to the URP curriculum. The Department participates in the college-wide Ph.D. in Design, Construction and Planning with an option for doctoral students to concentrate in Urban and Regional Planning. Furthermore, the Department offers an on-campus accelerated graduate degree for high-performing undergraduates with our combined degree "4+1" program, a graduate minor, and an undergraduate minor in urban and regional planning. The Department offers coordinated Master degree programs with Landscape Architecture, Architecture, Public Administration, Civil Engineering-Transportation, Law, Latin American Studies and others. The URP online master's degree that parallels the on-campus program, also integrates a sustainability focus. The online and on-campus degrees have consistent student learning outcomes, with consistent core courses and selected distribution courses, a studio and internship experience, and thesis/ masters research project all leading to the 52-credit Master of Urban and Regional Planning. All students must take one distribution course within each of the three targeted categories of planning expertise to ensure a more balanced and comprehensive education. These categories are:

- Historical, Theoretical, and Economic Aspects of Planning and Plan Making
- Social, Political, and Physical Aspects of the Built Environment
- Planning Process, Methods and Systems

Selected distribution courses are also available in an online format to ensure a consistent experience among our students.

**Objective 1:** Provide a diverse high quality curriculum consistent with the department mission statement, the requirements of the Planning Accreditation Board, the planning profession and the strengths of our faculty.

### Performance Indicators:

- 1.1.1 Accreditation of the program (both on-campus and online versions) by the Planning Accreditation Board (PAB).
  - Target: Program re-accredited by the PAB.
    - *Data Source: Letter from PAB.*
- 1.1.2 Student's satisfaction with the program based upon course evaluations and surveys.
  - Target: Course evaluations reflect on average that URP courses meet or exceed college-wide satisfaction levels.
    - *Data Source: Course evaluations.*
  - Target: Exit and other surveys on average show a level of satisfaction of 3 or higher with the core curriculum and the specialization curriculum. This material and other relevant information from the interviews to be shared at faculty meetings with the goal of improving the curriculum.
    - *Data Source: Exit surveys.*
- 1.1.3 Student learning outcomes reinforce the core knowledge, skills, and values, including ethical behaviors, cultural sensitivity, teamwork, and professional conduct, associated with the profession.

- Target: Each master's student shall demonstrate core knowledge and skills through successful completion of foundation/core courses and the remaining curriculum in preparation for conceptualizing, drafting, and defending a thesis or masters research project on a topic in his or her area of expertise as measured by the student's committee using a common rubric.
    - *Data Source: Common rubric used to evaluate thesis/masters research project defense.*
  - Target: Students shall demonstrate professional behavior through the Internship measured by their supervisors' evaluations and the Internship Coordinator's review of student essays.
    - *Data Source: Employer surveys and Internship Coordinator assessment.*
  - Target: Students shall demonstrate professional behavior through the Urban Planning Project otherwise known as studio measured through a common rubric applied by faculty and practitioners.
    - *Data Source: Common rubric used to evaluate the Urban Planning Project.*
- 1.1.4 Student retention and graduation rates, including number of graduates each year, relative to program enrollment.
- Target: Retention rates – the Program shall document the percentage of students who start in one academic year and re-enroll for the next academic year. This percentage shall be a minimum of 75%.
  - Target: Graduation rates - The Program shall document the percentage of graduates who complete the graduate program within four years of entering the program. This percentage shall be a minimum of 60%.
    - *Data Source: Student records.*
- 1.1.5 Level of satisfaction and recognition of curriculum to practice based on alumni surveys.
- Target: Alumni surveys conducted every 5 to 7 years – on average showing a level of satisfaction of 3 or higher with the core curriculum and the specialization curriculum. Report outlining findings presented to faculty at the departmental meeting following collection and assessment of data with related action items indicated.
  - Target: The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment. A question shall be added to the survey to capture respondents who graduated within 2 to 5 years of the survey issuance.
  - The Program shall provide evidence of graduates' contributions to meeting community needs and to providing service to the planning profession, such evidence obtained between 2 and 5 years after graduation. A question(s) shall be added to the survey to ask about voluntary service to the community and the planning profession. At a minimum, 51% of these alumni who respond should be engaged in community and/or planning professional service.
    - *Data Source: Alumni surveys.*
- 1.1.6 The Program shall document the percentage of graduates who secure employment within one year of graduation in planning, planning-related, or other positions, and the definitions thereof.
- Target: The Program shall clearly define these terms and document that a minimum of 80% of graduates secure, retain, and/or advance in employment within one year of graduation in planning or planning-related professions or continue to pursue a higher degree. The goal is that all such recent graduates should have secured employment or continued at another university to pursue a higher degree by this time. These percentages shall be based on the graduates that can be found through informal and formal networks (such as Linked In).
    - *Data Source: Outreach to alumni who completed the program within the last year via Linked In, Facebook, and other social networking sites. Use of alumni lists through the UF Foundation as another source of contact information.*
- 1.1.7 The Program shall document the percentage, based on the number of students who take it, of master's graduates who pass the AICP exam within 5 years of graduation.,

- Target: At least 80% of master's graduates who take the AICP exam within 5 years of graduation should pass the exam.
  - *Data Source: Records of the department on graduates and AICP on test outcomes for these students.*
- 1.1.8 Percentage of students with an advisor assigned to assist the student in meeting education goals.
  - Target: 100% of the students will be assigned an advisor each fall and spring semester and the student shall have an opportunity to meet with her/his advisor via Square, other online technologies such as Zoom, or in the advisor's office.
    - *Data Source: Student advisor information maintained by the Graduate Coordinator.*
- 1.1.9 Regular assessment of combining curricular strengths of URP and Landscape Architecture to capitalize on our status as the School of Landscape Architecture and Planning.
  - Target: One comprehensive review per year by all URP faculty at the URP faculty retreat and with the Department of Landscape Architecture at the SLAP faculty retreat. Review and assessment of combining curriculum is ongoing via meetings of the Chairs of the respective programs and also through the SLA&P Curriculum Committee as needed..
    - *Data Source: Minutes of the URP faculty retreat, SLAP faculty retreat, and departmental and school Curriculum Committees.*
- 1.1.10 Regular curriculum reviews by faculty to include graduate and undergraduate minors and to identify emerging issues in the planning profession and academia and to assess the potential for new courses or course revisions based on this information.
  - Target: One comprehensive review per year by all URP faculty at the faculty retreat.
    - *Data Source: Minutes of the URP faculty retreat.*
- 1.1.11 Regular presentations to the Advisory Council regarding departmental goals and performance indicators. Advisory Council meeting with faculty to review and discuss the curriculum and make recommendations based on this review at least once annually.
  - Target: One per year.
    - *Data Source: Minutes of the Advisory Council meeting.*

**Objective 2:** Increase the quality and size of and strive for ethnic, racial, economic, and gender diversity within the student body, and for a balance between domestic and international enrollment, for the program to reflect increased opportunities for planning professionals within Florida, the U.S., and internationally.

**Performance Indicators:**

- 1.2.1 GRE scores and GPAs of students who are accepted into the program to meet a certain minimum with averages maintained for each entering class to determine trends among students participating in the program.
  - Target: Minimum GRE scores shall be at least 146 for verbal and 148 for quantitative, and minimum GPA's shall be 3.0 with exceptions allowed as conditional admit if the other material submitted (such as statement of intent, recommendation letters, and/or resume) satisfactorily reflect to the URP Admissions Committee the ability of the student to succeed in the program.
    - *Data Source: Applications of accepted students.*
- 1.2.2 Percentage of underrepresented groups who are accepted into the program and who enter the program.
  - Target: A minimum of 10% of applicants accepted into the program and who enter the program shall be from underrepresented ethnic, racial, and/or economic groups. A balance should exist between domestic and international enrollment.
    - *Data Source: Applications of students accepted into the program.*

**Objective 3:** Increase the number and quality of opportunities for students to gain knowledge through interdisciplinary academic and professional lectures and through internship opportunities that allow them

to become better prepared to perform effectively as professional planners in public, private, and non-profit sectors.

**Performance Indicators:**

- 1.3.1 Number of events to engage faculty, students, visiting scholars, and practicing professionals.
  - Target: Two events per year: the fall semester Ernest Bartley lecture and the college's annual Research Showcase.
    - *Data Source: URP Chair Report at the annual College Faculty Meeting.*
- 1.3.2 Percentage of students who annually complete the internship with an average employment evaluation between 1 and 2 on a scale of 1 to 5 where 1 is excellent and 5 indicates improvement is needed.
  - Target: Every year roughly 90% of students who complete the internship should receive a score between 1 and 2.
    - *Data Source: Student files and Internship Coordinator Report.*

**Objective 4:** Acquire, promote, and disseminate the resources necessary for faculty to remain knowledgeable in their areas of specialization and as generalist planners, including the use of new information instructional technologies (IT) such as Canvas for web-based learning.

**Performance Indicators:**

- 1.4.1 Number of sabbaticals
  - Target: Each faculty member shall have an opportunity to go on sabbatical or professional development leave every seven years or as s/he becomes eligible.
    - *Data Source: Faculty Annual Reports.*
- 1.4.2 Percentage of faculty who attend conferences annually.
  - Target: 100% of faculty attend at least two conferences annually, junior faculty shall be given preference for any conference support available.
    - *Data Source: Faculty Annual Reports and Chair's Annual Report.*
- 1.4.3 Percentage of faculty who receive ongoing training in online education.
  - Target: All faculty teaching in the online degree program shall receive ongoing training in online education.
    - *Data Source: Faculty Annual Reports.*
- 1.4.4 Quality of web-based courses.
  - Target: As identified via the Office of Faculty Development and Teaching Excellence, URP courses undergo evaluation, assessment, and quality assurance and are revised as needed based on feedback.
    - *Data Source: Conduct quality assurance review of regularly taught core courses a minimum of once every five years.*
  - Target: Once an online course is developed, it shall undergo a review at least once every three years and be refreshed as needed.
    - *Data Source: Faculty Annual Reports.*

**Ongoing Strategies**

- Assessing and revising distribution courses and specializations to capitalize on skills and knowledge as faculty changes occur and new centers and research initiatives are established.
- Monitoring course sequencing to guide the students, particularly through the core curriculum.
- Participating in Planetizen surveys to accurately and effectively distinguish and promote the strengths of the department.
- Updating and improving the website to reflect current program offerings and faculty research and initiatives, to address questions of current students, to communicate current measures of student achievement, and to attract applicants.
- Revising department promotional materials and sending to other universities and colleges for dissemination and display.

- Participating in recruitment fairs on campus and at other educational institutions to promote the program to undergraduates seeking graduate degrees.
- Using the UF combined degree program and using the undergraduate minor as recruiting tools for the program. Undergraduate Coordinator reports on her/his activities at the faculty meeting, including average contact hours with students interested in the combined degree and the minor.
- Identifying and connecting with campus and other resources, including web-based, to include ethnic, racial, and domestic/international diversity in our overall recruitment strategies. Examples of campus resources include the International Center, Center for Latin American Studies, Center for African Studies, Center for the Study of Hindu Traditions, Institute of Hispanic-Latino Cultures, Institute of Black Culture, and other centers such as gender studies. Expand enrollment opportunities in our undergraduate courses for the URP minor. Develop undergraduate courses that focus on social justice and other issues of interest to diverse groups.
- Continuing to offer competitive funding opportunities for qualified master and doctoral students through research grant funds, UF fellowships and awards, departmental awards, opportunities through cooperative partnerships with local governments and through faculty consulting opportunities.
- Working with affiliated programs and centers such as the Shimberg Center for Housing Studies and the Engineering School of Sustainable Infrastructure and Environment's (ESSIE) Transportation Institute (UFTI) to place students in relevant research assistantships outside the department and college.
- Continuing to partner with other departments and programs in enhancing existing interdisciplinary concentrations or graduate certificates in historic preservation, Latin American Studies, Public Health, Tropical Conservation and Development, Transportation Engineering, and Wetland Sciences.
- Circulating to faculty information about awards, sabbaticals, and college and university internal educational opportunities and providing support in their application for these opportunities.
- Developing a peer review of teaching process to inform and strengthen faculty and doctoral student teaching skills.
- Providing feedback to faculty through progress reports -- Department Chair to provide an Annual letter of evaluation to each faculty member to assess courses taught during the academic year, student course evaluations (compared to the department and college means), publications completed, research (funded and unfunded), and service (academic, professional, and community) – interview to discuss performance as outlined in the letter of evaluation and to address goals.
- If the Chair of URP and the Program Director of the URP online degree program are separate positions, then the Chair and Program Director shall communicate at least monthly about progress toward the relevant objectives, indicators, and targets listed here and to ensure consistency between the online and on-campus programs.

## Departmental Goal 2: Excellence in Research

**Thesis Statement** Our position as a major research university and member of the Association of American Universities (AAU), provides an opportunity for our program and its faculty to develop a national and international reputation for planning-related research on issues that showcase Florida and the Southeastern United States as a living laboratory with implications for national and international planning. The faculty strive to be leading scholars in place-based research, such as climate change, sea level rise, transportation and land use, coastal planning, information technologies for planning, three-dimensional modeling, social, behavioral and economic aspects of planning, planning roots of current movements in planning history, and in other research addressing critical issues to the planning profession. The faculty will seek diverse funding from competitive national and international sources, while maintaining connections to Florida and Florida-based sources of funding, including philanthropic, non-profit and statewide, regional, and local governmental funding sources.

### Research Overview

The Department of Urban and Regional Planning will continue to conduct cutting-edge and interdisciplinary research that supports the department's standing as an AAU University and provides students with research experiences. To develop new theory, methodology and technology to guide next-generation planners to make plans that foster equity, sustainability, and resiliency and are consistent with the AICP Code of Ethics and Professional Conduct. The Department's position within a Graduate Research University obligates us to continually increase our research productivity in scope, quantity, quality and diversity, and to meet the explicit and implicit demands created by the university's placement among the top tier of research universities in the state and the country. Our research contributes new knowledge to the academy and the profession, provides funding for our students, enhances our teaching, provides opportunities for interdisciplinary collaboration in locations across the nation and the world and enhances our reputation within the university and the profession.

Our research centers – the Geo-Facilities Planning and Information Research Center (GeoPlan), Center for Health and the Built Environment (CHBE), the Florida Center for Innovative Communities (FCIC), the Center for International Design and Planning (CIDP), and International Center for Adaptation Planning and Design (iAdapt) - provide opportunities for interdisciplinary collaboration, enhance the reputation of the department, and allow our students to participate in training and research that influences the academy and profession. Beyond these centers faculty can participate in research with centers in the college and throughout the University, including Florida Institute for Built Environment Resilience (FIBER), the Florida Resilient Communities Initiative, the Center for Landscape Conservation Planning, the Shimberg Center for Housing Studies, University of Florida Transportation Institute (UFTI), Florida Climate Institute, and Florida Water Institute. In addition to research activities in our centers and institutes, our faculty also engages in specialized research. Research and scholarly publications and participation in conferences and workshops are essential for guiding future planning and policy, increasing the profile and visibility of our department and reputation of our faculty, contributing to innovation in the profession, and influencing the practice of planning.

**Objective 1:** Maintain a high level of peer-reviewed scholarly productivity that addresses important planning-related research questions and increases the visibility and impact of our research.

### Performance Indicators:

- 2.1.1 The number of peer-reviewed scholarly works (e.g., articles, books, book chapters, monographs, research reports) that are submitted, published, and presented in high-impact journals in planning and planning specializations.
- Target: Two scholarly works submitted for peer review on average per faculty member per year.
    - *Data Source: Faculty Annual Reports.*
  - Target: Three scholarly works published on average per faculty member for every two years
    - *Data Source: Faculty Annual Report*

- Target: Two conference presentations on average per faculty member per year.
  - *Data Source: Faculty Annual Reports.*
- 2.1.2 The number of commissioned projects and consulting based on our research.
  - Target: One on average per faculty member per year.
    - *Data Source: Faculty Annual Reports.*
- 2.1.3 The number of commissioned articles, chapters, book review, essays and other forms of scholarly work.
  - Target: One on average per faculty member per year.
    - *Data Source: Faculty Annual Reports.*
- 2.1.4 The number of awards for publications and presentations received by our faculty for both scholarly work and practice.
  - Target: At least one award within the department per year on average.
    - *Data Source: Faculty Annual Reports.*
- 2.1.5 The number of invited presentations and keynote speeches.
  - Target: At least one per faculty every two years
    - *Data Source: Faculty Annual Reports*

**Objective 2:** Maintain a diversified and high level of research grant funding.

**Performance Indicators:**

- 2.2.1 The number of grants that are submitted to and the amount of funding received from competitive funding agencies at the national, state and local levels
  - Target: Two research grant proposals submitted on average per faculty member per year.
    - *Data Source: Faculty Annual Reports.*
  - Target: At least one funded grant project on average per faculty member per year.
    - *Data Source: Faculty Annual Reports.*
  - Target: \$50,000 of funding on average per faculty member per year.
    - *Data Source: Faculty Annual Reports.*
- 2.2.2 The number and diversity of funding sources.
  - Target: The number of different funding sources is larger than 5 per year on average within the department.
    - *Data Source: Faculty Annual Report.*
  - Target: At least four national or international grants in the department per year
    - *Data Source: Faculty Annual Report*
  - Target: No more than 50% of the total projects from a single source.
    - *Data Source: Faculty Annual Report*
- 2.2.3 The percentage of faculty members who participate in interdisciplinary research.
  - Target: 70 percent of faculty members participate in interdisciplinary research on a three-year rolling basis.
    - *Data Source: Faculty Annual Report*
- 2.2.4 The percentage of research grants that are interdisciplinary.
  - Target: 50 percent of research grants applied for involve researchers from different disciplines.
    - *Data Source: Annual Faculty Report*

**Objective 3:** Integrate community-based research to enhance the reputation of the program.

**Performance Indicators:**

- 2.3.1 The number of funded and unfunded community-based projects.
  - Target: One community-based project per faculty every two years on average.
    - *Data Source: Faculty Annual Report*

### **Ongoing Strategies**

- Provide support and incentives to faculty to write research grant proposals, especially large-scale, interdisciplinary national and international research grants.
- Encourage faculty to work with graduate students and post-docs to develop research grant proposals and projects to engage the community
- Enhance opportunities for synergies between teaching and research. Teaching should support research and research should support teaching.
- Provide opportunities for students to enhance research skills through participation in university and professional activities, such as research showcases, poster sessions, paper competitions and other such activities.
- Enhance and update the website to better reflect our research strengths and diversity of interests and initiatives and the diversity of research funding.
- Encourage activities to communicate the importance of our research activities through interviews with national and statewide reporters and profiles in university-based research publications, and participation in state, national and international conferences and the college's Research Symposium.
- Use department and college resources to support travel for presentations, proposal development, and journal publishing fees, especially for junior faculty.
- Assure senior faculty mentoring process is assisting junior faculty with efforts to publish in peer reviewed publications and attract major research grants or to enhance opportunities for nationally significant fellowships and research engagement.

### Departmental Goal 3: Excellence in Service

#### Service to Academia, the Profession, and the Public

##### Thesis Statement – Academic, Professional, and Public Service Goal

The faculty and students affiliated with the Department of Urban and Regional Planning will continue to provide world-class leadership and service to academia, the planning profession and to the public at all levels (international, national, state, regional, and local). We embrace these opportunities to perform service as a part of our efforts to enhance the educational experiences of our students (“service learning”), to build upon the collective research agendas of the department’s faculty (“applied, action research”), and to advance the profession. The college’s research centers, as well as the members of the URP Advisory Council (AC), play a vital role in identifying and developing these opportunities for service.

**Objective 1:** Faculty engage in academic service such as service as a journal editor, on editorial boards, and on academic organizations.

##### Performance Indicators

- 3.1.1 Number of faculty who are serving as a journal editor and/or on an editorial board.
  - Target: On average one per year per faculty member.
    - *Data Source: Faculty Annual Reports.*
- 3.1.2 Number of faculty who are serving on academic organizations and in other service capacities such as conference organizers or session reviewers.
  - Target: On average one per year per faculty member.
    - *Data Source: Faculty Annual Reports.*

**Objective 2:** Faculty conduct applied, action research and engage URP students in faculty-sponsored service learning projects to ground the students’ educational experiences in practice.

##### Performance Indicators

- 3.2.1 Number and percentage of studios containing a service learning component, with discernable, but not necessarily paying, client(s).
  - Target: One studio course per year will support applied community, regional and state or national planning projects.
    - *Data Source: Course Syllabi, Faculty Survey.*
- 3.2.2 Percentage of applied, action research projects conducted by faculty as part of their research agendas.
  - Target: Thirty percent of projects each year.
    - *Data Source: Faculty Annual Reports, Faculty Survey.*
- 3.2.3 Number of publications produced by faculty and students pertaining to applied, action research or service learning projects.
  - Target: On average, one per year for the combined faculty and students.
    - *Data Source: Faculty Annual Reports, Faculty Survey.*
- 3.2.4 Awards received by URP faculty and students for applied, action research or service learning initiatives.
  - Target One per year for the combined faculty and students.
    - *Data Source: Faculty Annual Reports, Faculty Survey.*

**Objective 3:** Build the capacity of those engaged in planning practice and related disciplines by providing continuing education pertaining to cutting edge advancements in planning practice.

**Performance Indicators**

- 3.3.1 Number of professional planning seminars and workshops, i.e., continuing education events, presented or sponsored by URP faculty and research center fellows.
  - Target: Three per year for the combined faculty and research center fellows.
    - *Data Source: Faculty Annual Reports, Faculty Survey.*
- 3.3.2 Number of presentations given by URP faculty, research center fellows, and students at non-academic or broadly attended (including significant percentage of professionals) international, national, state, and local conferences and meetings.
  - Target: On average, one per year per faculty member and research fellow.
    - *Data Source: Faculty Annual Reports.*

**Objective 4:** Encourage faculty and student participation and leadership in national and state professional planning organizations.

**Performance Indicators**

- 3.4.1 Number of faculty and students serving as elected or appointed members of boards and committees for national and state professional planning organizations.
  - Target: Twenty percent of faculty; one student.
    - *Data Source: Faculty Annual Reports, Faculty Survey*
- 3.4.2 Percentage of students participating in the Student Planning Association (SPA).
  - Target: 50 percent of students participate in SPA.
    - *Data Source: SPA Membership List, SPA Event Rolls*

**Strategic Direction of Service to the University of Florida**

**Thesis Statement – Institutional Service Goal**

The faculty, students, and staff of the Department of Urban and Regional Planning will continue to support the University at all levels (Department, School, College, and University) in order to further institutional goals.

**Objective 5:** Support University governance and functions by ensuring faculty participation on college and university committees.

**Performance Indicators**

- 3.5.1 Number of faculty chairing and/or participating in College of Design, Construction and Planning committees.
  - Target: Average participation of two College committees for associate and full professors and one College committee for assistant professors.
    - *Data Source: Faculty Annual Reports*
- 3.5.2 Number of faculty chairing and/or participating in University or Inter-College committees.
  - Target: Average participation of one University committee for associate and full professors.
    - *Data Source: Faculty Annual Reports*

**Objective 6:** Support University community-building and enhancement activities.

**Performance Indicators**

- 3.6.1 Number of faculty, staff, and students (SPA) participating in community-building/service events at Departmental, School, College, and University levels.
  - Target: Average participation in one community-building/service event per year.
    - *Data Source: Faculty Annual Reports*

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### **Ongoing Strategies**

- Feature the products generated from applied, action research, service-learning courses, and service to the professional on the department's website;
- Ensure equitable distribution of University governance and service among faculty, staff, and students;
- Provide recognition for professional, public, and University governance and service, including awards and credit in merit pay and tenure and promotion decisions;
- Encourage faculty, staff, and students to become involved in University extracurricular activities, especially in leadership positions.