

**Department of Urban and Regional Planning
Florida State University**

**Diversity and Inclusion Strategic Plan
Adopted December 2017**

Introduction

Why a diversity strategic plan?

The Department of Urban and Regional Planning at Florida State University has developed this strategic plan for diversity and inclusion based on the premise that our graduates face an increasingly diverse world, community and workplace in the future.¹ To be better prepared to engage as planners, policy makers, analysts and activists in that world, we have a responsibility to integrate diversity and inclusion into our department's core activities of teaching, research and service. Moreover, it is widely held that students exposed to a diversity of cultures, backgrounds and perspectives in higher education are more creative, innovative, and thoughtful as they undertake their studies in an environment that is both more enriching and challenging because of this diversity.² Finally, the professional and academic associations of planning (American Planning Association, Association of Collegiate Schools of Planning and the American Institute of Certified Planners) as well as the accreditation body (Planning Accreditation Board) all promote enhancing diversity and inclusion in the profession and higher education programs and identify the lack of progress on increasing diversity as undermining the relevance and contributions of the field.

Related planning foundations

This departmental diversity and inclusion strategic plan is nested within the broader efforts of the University, College and academic and professional associations of our field. A focus on diversity, inclusion social justice and equity is captured in the DURP strategic plan which was adopted in May 2016 as well as the FSU strategic plan for 2016-2021.

DURP Vision

The Department of Urban and Regional Planning at Florida State University strives to: train professionals who are change agents in their communities; create research that transforms practice and scholarship; and promote sustainability, social justice, and the well-being of all persons.

¹ See, for example Jayakumar, Uma (2008) Can Higher Education Meet the Needs of an Increasingly Diverse and Global Society? Campus Diversity and Cross-Cultural Workforce Competencies. *Harvard Educational Review*: Vol. 78, No. 4, pp. 615-651.

² See, for example, Hewlett, S. A., M. Marshall and L. Sherbin. (2013) "How Diversity Can Drive Innovation." *Harvard Business Review*. December 2013 issue;

DURP Mission Statement

The Department of Urban and Regional Planning at Florida State University enrolls a diverse set of students and educates them to think critically, exhibit technical competence, and effectively engage the political process. The Department conducts research and provides service that contributes to a better understanding and shaping of resilient communities and ecosystems in order to promote human capabilities, equity, sustainable livelihoods, and healthy and safe places locally and globally. The Department recognizes a particular responsibility to document, examine, and enhance planning in the State of Florida.

DURP Goals and Objectives

As part of the department's strategic plan related to the educational component of the mission, the first goal of the plan specifically addressed diversity and inclusion.

Goal 1: *The Department of Urban and Regional Planning will enroll students who reflect the State of Florida's gender, racial, and ethnic diversity.*

Rationale: The Department holds diversity as a core value. The Department strongly believes that a diverse student body brings diverse perspectives into the educational environment, which deepens student understanding of critically important issues and enhances their ability to work with diverse communities. As a program located at a state-funded University in Florida, as a program whose students predominantly come from Florida, and as a program whose graduates predominantly find work in Florida or nearby states, the Department defines the State of Florida as the community which it serves while also recognizing that out-of-state and international students add significantly to our student diversity on many levels. The Department's goal is to enroll students who reflect the community's (i.e. Florida's) diversity.

The first objective under this goal was to develop a diversity strategic plan within 3 years of the adoption of the department strategic plan. This plan is in direct response to that objective and has been completed and adopted within that timeframe.

Florida State University Strategic Plan

The FSU strategic plan specifically refers to diversity in its mission.

- *Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.*

As one of the core values, the university strategic plan includes a focus on diversity:

- *Dynamic Inclusiveness*: We believe the benefits of a richly varied community arise not only from the diversity of people it includes, but more importantly from intentional efforts to create a strong sense of belonging that encourages deep and high-quality connections.

Finally, the plan has a strategic goal for “Realizing the Full Potential for Diversity and Inclusion.” This goal has multiple objectives including:

- 1) Increase the diversity of FSU’s student body, faculty and staff
- 2) Expand and develop academic and co-curricular programs, as well as administrative initiatives, that increase diversity and inclusiveness
- 3) Develop and graduate globally and culturally competent students who are prepared to succeed in an increasingly multicultural and international society

These goals and objectives align with our department’s commitment to increase the diversity of the student body, faculty and staff; to improve the culture and climate in the department in relation to diversity and inclusiveness; and to enhance the multicultural awareness and capacity of students, faculty, and staff through our teaching, research and outreach efforts.

Planning Accreditation Board standards

Finally, the Planning Accreditation Board (PAB), in its draft revised standards for 2016, focuses extensively on diversity, equity and social justice in setting standards for planning programs that aim to be accredited by the national accreditation body for the field. These standards must be adhered to in order to achieve accredited status as a graduate program in urban and regional planning.

For student diversity, PAB identifies the following standard:

- Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse student population, and are informed by the characteristics of the populations that the Program’s graduates generally serve. 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 continuous improvement in achieving its diversity-related strategic goals.

In faculty diversity, PAB articulates the following standards:

- Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program's graduates generally serve. 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 programs should seek to contribute to the diversity of the learning environment improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its strategic goals.

In matters of curriculum, the PAB notes that core curriculum must incorporate the following standard:

- Equity, Diversity and Social Justice: key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

Plan Development and Function

This diversity and inclusion plan was developed over a period of two years of ongoing discussions among faculty, students, staff and alumni. The Ad-hoc Diversity Committee spent long hours deliberating and drafting the language in this document with input from all other members of the department. Through this process, we identified a wide range of ideas and strategies that could be helpful in our endeavor to enhance the diversity and inclusion of the Department of Urban and Regional Planning. Those ideas, with some modification and refinement, have been captured in this document. This plan, therefore, is not meant to be accomplished in the near term. Rather, it is a living document. It requires that members of the department assess, evaluate and reconsider commitments and strategies as outlined in this plan in relation to our annual goals and work plans. Over time, we expect to discover that some strategies in this document are more effective than others. We also expect to learn which strategies are more or less feasible as we undertake the work outlined here. Rather than presupposing and rejecting ideas at the outset, we will undertake an adaptive learning approach as we implement this plan. As such, we will evaluate our progress on an ongoing basis to ensure that we are seeking the substantive changes necessary to achieve the goals outlined in this document.

Defining Diversity and Inclusion

Defining diversity and inclusion is simultaneously conceptually challenging and yet fundamentally important to this strategic planning process. We differentiate these two terms at a basic level to distinguish 1) a range of characteristics of the individuals and groups of concern who constitute our learning community (diversity) and 2) the extent to which individuals and groups with multiple and different perspectives, values, backgrounds, and life experiences feel welcome, supported and safe in the learning environment of the department (inclusion).

The Association of Collegiate Schools of Planning Planners of Color Interest Group has conducted analyses on diversity and inclusion in urban planning programs throughout the United States. The group's most recent work includes an effort to gather data on campus climate. The survey notes that "The most common definitions of diversity refer to acknowledging racial/ethnic groups, indigenous status, nationality, cultural background, language spoken, gender, sexual orientation, socioeconomic status, religion, age, and disability status (including physical, mental ability, HIV). Nonetheless, a broader definition might also include: geographic region in which someone lives, political beliefs, marital status, parental status, pregnancy, work experiences, military experience, educational background, physical appearance, chronic health conditions, among others." This clarification of what is meant by diversity points out that difference can be found in many characteristics—some visible and some not—of individuals who are part of our learning community.

Individuals and groups who have been historically underrepresented, marginalized or disenfranchised are of special concern in the field of urban planning. The American Institute of Certified Planners Code of Ethics notes in section A(1)(f) that "We shall seek social justice by working to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of the disadvantaged and to promote racial and economic integration. We shall urge the alteration of policies, institutions, and decisions that oppose such needs." Thus, while the ACSP POCIG definition of diversity rightly points out a wide-ranging perspective on the topic, we also note a responsibility to address issues of access and inclusion in relation to institutions of higher education and the field of planning by minorities, women, individuals from low-income backgrounds, and first-generation students. This understanding of diversity suggests, then, that the Department of Urban and Regional Planning will maintain a broad view of what diversity means, seeking to welcome a range of perspectives, values and experiences, while focusing on tracking and monitoring characteristics of our students, faculty, staff, visitors and others based on historically marginalized populations within our field.

Within this context of diversity, inclusion is paramount. In higher education in the US, minority enrollment has increased dramatically in the past several decades; however, retention and graduation rates continue to lag improvements made among white

students.³ University campuses are not immune to racism, sexism, homophobia, ageism and other prejudices that negatively impact the dignity and safety of our students, faculty and staff. Thus, to build a culture of inclusion is essential to ensuring the achievement of our underlying goal which is to prepare our students to be leaders, public servants, and change agents in a multicultural and increasingly diverse world.

Department Diversity and Inclusion Goal

The Department of Urban and Regional Planning strives to educate and inspire future leaders and planners who are agents of change and work for the common good in a diverse world. We commit to

- *creating a welcoming environment and inclusive departmental culture;*
- *incorporating social justice and multi-cultural awareness into our research, teaching, and outreach; and,*
- *recruiting and retaining students, faculty, and staff who reflect our increasingly diverse global community.*

Section 1.0: Culture and Climate

Goal

DURP will foster a culture and climate of inclusion that recognizes difference and celebrates diversity to create a safe and welcoming environment for all students, faculty, and staff.

Current Context

Part of the impetus for DURP to develop a diversity strategic plan was that some alumni of color alerted faculty to the fact that some students were feeling or had felt uncomfortable in the department, particularly around issues of race. Faculty discussions about these issues led to the creation of an ad hoc Diversity Committee in 2014. This ad hoc committee, which consisted of faculty and students, was charged with identifying strategies to allow the Department to create a more welcoming and inclusive climate and culture.

Since that time, ad hoc Diversity Committee has worked to assess the curriculum, bring in speakers and guests to the department from diverse backgrounds, integrate multicultural awareness training into required courses in the program among other tasks. In the 2016-2017 academic year, ACSP Planners of Color Interest Group conducted a nationwide survey on student perceptions of departmental culture and

³ Eligon, John. 2016. University of Missouri Struggles to Bridge Its Racial Divide. New York Times. http://www.nytimes.com/2016/02/07/education/edlife/university-of-missouri-struggles-to-bridge-its-racial-divide.html?emc=eta1&_r=0

climate related to diversity. We have been able to separate out data from that survey for FSU DURP responses. That data is not yet included in this assessment of the current context.

Strategy 1.1: Assess the culture and climate of the department on a regular basis to ensure that we can identify challenges to creating a welcoming and safe learning environment for all.

1. Analyze FSU specific data collected during the ACSP-POCIG survey to identify issues and opportunities to enhance the culture and climate of the department to be welcoming and safe for all. (Diversity Committee)
2. Develop a diversity and inclusion climate survey to be administered regularly in the department to evaluate cultural competency and assess overall departmental climate (Diversity Committee)
3. Administer a survey in a fall professional topics session, ideally before the cultural competency training and aligned with the end of term student evaluation process (convener of Professional Topics)
4. Administer a climate survey in one of the required core courses for second year students (currently Planning Theory or Implementation instructors)
5. Develop a report based on the climate survey to assess our current context and issues that arise to be delivered to the DURP faculty at the May end of year faculty meeting (Diversity committee)

Strategy 1.2: Expand training opportunities for students in diversity and multicultural awareness

1. Dedicate at least 1 session every year of the required MSP course Professional Topics to bring in a practitioner from underrepresented groups to reflect on their career. This individual would be encouraged to discuss her/his personal experiences in terms of the challenges they have faced and the strategies they have used to be successful in exclusive environments (Professional Topics Convener)
2. Dedicate at least 1 session every year of the required MSP course Professional Topics to cultural competency training offered by the FSU Center for Global Engagement (Professional Topics Convener)
3. Dedicate at least 1 session every two years of the required PhD colloquium to discussions from a faculty member engaged in research on social justice, equity, multiculturalism, diversity or other related topics (PhD Director)
4. Determine whether the FSU Center for Global Engagement can provide training or point to resources to conduct trainings for cultural competency in the classroom for the Teaching Group (Diversity Committee)
 - a. If so, leverage that training to offer in the teaching group regularly
 - b. If not, seek other trainings for future faculty or teaching in a multicultural context

Strategy 1.3: Create opportunities for faculty and staff to be trained in diversity and multicultural awareness.

1. Encourage faculty to take diversity and multicultural awareness trainings or workshops offered by The Center for Leadership and Social Change (Chair and APC)
2. Seek out other training opportunities with the Center for Leadership and Social Change and the Center for Global Engagement such as intercultural competency, anti-racism training, diversity training, and non-violent communication training and encourage faculty to attend these trainings (Diversity Committee)

Strategy 1.4: Seek volunteers to serve on the College of Social Sciences and Public Policy Strategic Planning Committee and advocate for diversity and inclusion topics into the planning process (Chair)

Strategy 1.5: Institutionalize a focus on diversity issues in the department as part of the organizational and decision-making structure

1. Review departmental by-laws to determine what elements of the Diversity Strategic plan need to be integrated into by-laws. (Diversity committee informing APC)
2. Review departmental committee structure and annual work plans in relation to the diversity plan to assign ongoing tasks to committees (Faculty end of year meeting)
3. Reconstitute the ad hoc Diversity Committee on a regular cycle (at a minimum every three years) to conduct an evaluation and assessment of the Diversity Plan and serve other functions as outlined in this plan (Chair)

Strategy 1.6: Recognize, encourage, and support individual and group contributions to creating and sustaining dialogue on and service to issues of social justice, diversity, equity, and inclusion through academic, culturally-based activities, and civic engagement.

1. Seek financial resources and advisory support for student and faculty initiated events (such as guest speakers, symposia, conferences, workshops, panel discussions, and other public events) focused on social justice, diversity, equity, and inclusion (Chair and Budget Committee)
2. Host events in the department and college, such as speakers, symposia, conferences, workshops, panel discussions and other public events that address issues of social justice, diversity, equity, and inclusion in the planning field (Faculty and Synoptikos)
3. Develop a social justice award for a student to be awarded as applicable as part of convocation ceremonies (Faculty)

Strategy 1.7: Communicate DURPs diversity mission and departmental goals to other units in the college and university and to broader audiences.

1. Use the COSSPP and DURP websites and newsletters to publicize a commitment to diversity and inclusion sharing the mission, vision and goals publicly (Diversity Committee and IT staff)
2. Seek University and college partners to host and promote events and programs focusing on social justice, equity, diversity and inclusion (Faculty and Synoptikos organizers of events)
3. Share and discuss the diversity plan and diversity and inclusion principles and strategies at a COSSPP chairs meeting (Chair)

Performance Measures:

- Reported culture and climate measures from student climate survey

2.0 Student Recruitment and Retention

Goal

DURP will recruit, support, retain, and graduate students from diverse backgrounds, particularly including historically underrepresented and excluded populations in the planning field in the US.

Current Context

The Department Strategic Plan adopted in 2016 has a goal “to enroll students who reflect the State of Florida’s gender, racial, and ethnic diversity.” Based on data provided by Institutional Research, the department has been relatively consistent over the past five years in recruiting students of color, women, and Hispanic or Latino students to the program. The department has averaged about 45% female student enrollees over the 2011-2016 period, but has moved to a near 50% split between male and female students most recently. We had a particularly high number of Hispanic/Latino students in 2014-2015 (20%) but averaged about 16% of students enrolled identifying as Hispanic or Latino over the five years. Student enrollees identifying as Black or African American have constituted 17% of domestic student enrollees in the past five years with a high of more than 21% in 2015-2016. Asian student enrollees have notably lagged, constituting just under 5% over the five-year period. Based on these basic frequency data, student enrollment in FSU DURP is trending toward greater diversity based on factors such as gender, race and ethnicity and the department is largely mirroring the state population on these identified factors with the exception of our enrollment of Hispanic students.

STUDENTS - RACE AND ETHNICITY <i>Race - US Citizens and Permanent Residents Only</i>	Entering Class										
	2011-12		2012-13		2013-14		2014-15		2015-16		Total
	M	F	M	F	M	F	M	F	M	F	
White	17	14	22	11	17	13	14	15	11	10	144
Black or African American	2	3	1	1	3	4	5		2	4	25
American Indian or Alaska Native											
Asian	2			1	1		2	1			7
Native Hawaiian and Other Pacific Islander											
Some Other Race alone											
Two or More Races											
Unknown	2	2	2		1	1		2	1		11
Total US Citizens and Permanent Residents Only	23	19	25	13	22	18	21	18	14	14	187
Foreign Students	1	1	0	3	1	1	2	1	2	1	13
Total Students	24	20	25	16	23	19	23	19	16	15	200
*Ethnicity - US Citizens and Permanent Residents Only											
Hispanic or Latino	5	1	7	0	2	1	2	6	2	0	26
not Hispanic or Latino	18	18	18	13	20	17	19	12	12	14	161

Recruitment Processes

The Department has been undertaking recruiting efforts through the website, establishing a social media presence, attending recruiting fairs and events, and targeting recruitment of students from undergraduate courses and programs that serve as traditional feeders to our program. Recognizing that we have a particular responsibility to recruit students from traditionally marginalized populations, the department's undergraduate recruiter and MSP program director have begun outreach to campus organizations representing diverse populations (such as the Native American student group and Hispanic student groups) as well as to programs our sister campus at FAMU, Tallahassee's historically black university. In particular, we have reached out to and presented in the following venues:

FSU

All DURP undergraduate course offerings
Environment and Society capstone course
Graduate School Fair
More than a Degree Fair

FAMU

Urban design course in the Architecture Program
School of the Environment

We also actively pursue high quality students through offering scholarships, fellowships, assistantships, and cooperative internships. We do not have an official position on whether to take into account diversity targets for funding allocations. The MSP Director has also taken on making personal phone calls to reach out to applicants who have been accepted to the program. The Alumni Council has created an outreach program to connect prospective students to recent alums for further recruiting and the Chair has identified alums who are willing to engage in outreach to prospective students as well.

Retention Efforts

Student retention and graduation has largely been a non-issue in the department in recent years as more than 90% of our students, once accepted and enrolled in the program, have completed the program and successfully graduated. Nonetheless, we can improve mentoring and student support for students who have been traditionally underrepresented in our field.

Strategy 2.1: Increase the breadth and depth of outreach for student recruitment efforts to support diverse undergraduates and graduates

1. Encourage faculty to present in courses at FAMU to promote the DURP MSP program (Chair, MSP Director, Undergraduate Recruiter, Diversity Committee)
 - o Identify a liaison with FAMU to cultivate relationship

2. Develop targeted recruiting materials to other HBCUs, colleges and universities with a high percentage Hispanic or Latino population, community colleges and other potential feeder programs (Chair, MSP Director, Undergraduate Recruiter)
 - Draw on current and future college resources to support development and delivery of these resources
3. Advocate for increased college support of recruiting efforts including hiring a college recruiter as established by many other universities (Chair and Faculty).
4. Work with student affinity groups at FSU to promote DURP as a potential pathway for graduate education (MSP Director, Undergraduate Recruiter, Synoptikos)

Strategy 2.2: Support students from underrepresented groups after they enroll at DURP in order to retain them.

1. Develop a peer-to-peer and faculty-student mentoring program beyond current advising assignments to foster opportunities for dialogue among students comprised of underrepresented groups (Synoptikos and Synoptikos Advisor)
2. Allocate a DURP assistantship on an ad-hoc basis to provide pre-doctoral funding for students from underrepresented groups who seek to enter the pre-doctoral program (Chair, Budget Committee)
3. Connect with other student groups on campus through Synoptikos to develop linkages between DURP students and a diverse range of students, backgrounds and fields at FSU (Synoptikos and Synoptikos Advisor)

Strategy 2.3: Respond to potential barriers to recruitment and retention of students from diverse backgrounds

1. Continue to use a holistic admissions process into admission standards for the MSP and PhD programs (Chair, PhD Policy Committee, MSP Policy Committee)
2. Invite Graduate Fellowships and Awards Office to professional topics (convener of Professional Topics)
3. Have staff gather information on funding opportunities for underrepresented groups and request an annual list to include with other information in the orientation package and advising resources (Chair, MSP Program Director, PhD Program Director, Admissions Coordinator)
4. Promote community engaged projects and work focusing on social justice, equity, and multiculturalism. (Chair, MSP director, website)
5. Develop promotional materials that emphasize diversity and multiculturalism in the department (Admissions staff member, MSP director, Undergraduate recruiter).

Performance Measures:

- Three year averages for race, gender, and ethnicity of student body

3.0 Faculty Recruitment and Retention

Goal

DURP will recruit, support, retain, and promote faculty from diverse backgrounds, particularly including historically underrepresented and excluded populations in the planning academy in the US.

Current and Recent Past

DURP's 1996 Goals and Objectives identified diversity among faculty as a goal for the future of the department. Based on the periodic analysis of faculty data presented in Table 3.1, the DURP full time faculty has been on a trajectory of increasing gender diversity as well as racial diversity.

Table 3.1: DURP Full-Time Faculty Race and Gender at PAB Review

	2004	2008	2012	2016
Male	8	9	7	6
Female	3	3	4	5
Hispanic/Latino	1	1	0	0
Black/ African American	0	1	0	2

Faculty recruiting and hiring followed relatively conventional methods through 2012. Advertising took place in conventional outlets (ACSP job posting, Chronicle of Higher Education) and search committees mostly followed a “wait-and-see” approach to see what qualified applicants emerged. The department has struggled to diversify faculty ranks, like a great many other urban planning programs throughout the United States. Tenure track faculty hires in 2007 included one white male and one African American male, two white males in 2010, one white female in 2011, one white male in 2012, and a white male in 2013. We also hired a female non-tenure track faculty member in 2012. By 2014, we had not retained one African American male and one white female hired to the full-time faculty ranks, and, in the meantime had also lost a Latina female.

The Academic and Personnel Committee, changed the process of marketing and recruiting for faculty searches conducted in 2013 and 2014. This recruitment process broadened the types of outlets for advertising, focused on clear language about diversity and multiculturalism in the ad, and included targeted outreach to HBCU Master's programs and all PhD granting planning programs to specifically identify high quality and diverse candidates to attract to our program. This proactive approach proved to be quite effective in diversifying the applicant pool for the most recent searches, and ultimately, led to the successful hiring of two highly qualified Black/African American females to join our tenure track faculty ranks for the 2015-2016

academic year. Our tenure track faculty is now 40% female and 20% Black/African American. While these data demonstrate both a commitment to diversity and follow through to achieve diversity by finding, attracting, and hiring high quality candidates of diverse backgrounds, the work here is a starting point for continued diligence to focus on diversity in hiring as well as retention of faculty from diverse backgrounds.

Retention Efforts

Similar to many other planning programs in the US, DURP has struggled to recruit and retain women and faculty of color. DURP faculty have been focusing on mentoring and retention of new hires for a number of years. Following the departure of an African American male colleague in 2009 the department instituted a stronger mentoring strategy assigning a senior colleague mentor to all new hires, improving informal mentoring among faculty members, and holding one on one meetings with each faculty member and the chair each semester

Strategy 3.1: Assess barriers of recruiting and retaining diverse faculty.

1. Explore how to effectively interface with the Faculty of Color, Women Faculty, LGBTQ Faculty, African American Faculty, and Hispanic Faculty interest groups and/or workshop groups to understand the experiences of FSU faculty from underrepresented groups and the challenges they face in recruitment and retention at FSU. (Diversity Committee in partnership with Associate Dean)

Strategy 3.2: Institutionalize systems to support a more proactive approach to recruitment of diverse faculty.

1. Incorporate language into job ads that emphasizes a desire to identify individuals who can contribute to our ongoing efforts to enhance our multicultural educational environment. (APC Committee)
2. Require prospective faculty candidates to write a statement describing a candidate's ability to contribute to our ongoing efforts to enhance our multicultural educational environment. (APC Committee)
3. Establish a recruitment policy that enhances the department's ability to identify a diverse pool of prospective applicants to increase participation of underrepresented groups and update this policy prior to faculty job searches (APC Committee).
4. Solicit participation of minority students in the faculty hiring process (Synoptikos)
5. Assess annually whether we have the capacity to host a Fulbright Scholar to bring international scholars to campus to contribute to the faculty and student experiences and perspectives and then when the capacity exists advertise for such a post through Fulbright (Faculty)
6. Request additional funding from FSU to hire diverse faculty (targeted opportunity hires) (Chair)

- Identify potential candidates to visit FSU as part of a speaker series or serve as a guest speaker to gauge their interest in coming to FSU as an open rank hire (Faculty, Diversity Committee)
- 7. Request funding from the proposed FSU program to establish a post-doctoral position for underrepresented minority PhD holders to enhance the strength of applicants in the planning field more broadly (Chair, Diversity Committee, Dean)

Strategy 3.3: Align Promotion and Tenure Guidelines of the department to reflect a broader definition of impact of the field of planning scholarship, theory and practice for the assessment of tenure track scholars in evaluation and advancement procedures.

1. Within 2 years of the adoption of this plan, the Academic and Personnel Committee will review and revise the Guide to Faculty Expectations. (APC Committee)
The committee is encouraged to consider, at a minimum:
 - Clarifying the definition of how scholars in the planning field have impact and build standing in the field to be inclusive of professional products and a range of valued subfield publication outlets
 - Taking a comprehensive view of the types of publications and impact that are recognized in an applied professional field to establish a national reputation
 - Reviewing and assessing other departmental Promotion and Tenure guidelines from planning programs that have recently undergone a revision of their guidelines to take these issues into account.
2. Direct members of DURP faculty elected to serve on P&T committees at college and university levels to be fully versed in the expectations for P and T as adopted in the Guide to Faculty Expectations and to discuss records in light of these guidelines (Chair, APC Committee, Diversity Committee)
3. Clearly communicate P&T guidelines to potential letter writers by emphasizing the guideline content in the chair letter and communication with letter writers, particularly focusing on any unconventional metrics developed in the guidelines (Chair)

Strategy 3.4: Support diverse faculty in their academic advancement through promotion and tenure ultimately to full professor.

1. Ensure faculty are aware of the standards and expectations of the Promotion and Tenure guidelines and procedures and continue to maintain a transparent process providing regular feedback through annual reviews on the progress faculty are making toward tenure and promotion (APC Committee)
2. Strengthen and expand mentoring system to include a team of three tenured mentors (1 full and 1 associate professor in DURP and 1 COSSPP faculty member identified with the help of the Dean) to support activities in teaching, research and other academic responsibilities, understanding the academic culture and meeting the expectations of promotion (Chair in cooperation with the Dean)

3. Work with COSSPP to connect new faculty hires with affinity groups and relevant resources on campus to support retention and navigate the promotion and tenure process (Diversity Committee, Associate Dean)
4. Advocate for College funds to support professional development for faculty from underrepresented groups to attend professional meetings, launch new projects and establish collaborative networks (research projects, coauthor research papers and grant applications), and attend development programs targeted for underrepresented groups. (Chair, Diversity Committee)
5. Support faculty attendance at workshops on identifying and coping with race-related or gender-related stressors that impede career success for faculty of color and women faculty. Advocate for the Provost or Office of Faculty Advancement to host or offer such workshops. (Chair, Diversity Committee)

Performance Measures:

- Diversity measures on collected data (race, gender, ethnicity) for applicant pools, finalists, interviewees, and faculty hires.

4.0 Teaching and Curriculum

Goal

DURP will offer a curriculum in which students will critically analyze and build competence to effectively engage topics of social justice, multiculturalism, and equity both in the core curriculum as well as in all specializations.

Current Context

As part of an ACSP study of social justice, equity and multicultural themes covered in urban planning curricula in 2013, the ad-hoc Diversity Committee in DURP assessed the course content for all core courses, specializations, and electives to determine the extent to which our students were exposed to these concepts in the program. In the overall analysis, the committee determined that DURP graduates were exposed to, critically analyzed, and reflected on issues of diversity, social justice, equity, and multiculturalism through the core curriculum (especially in Growth and Development of Cities; Planning Theory; and the participatory methods requirements), and some took advantage of courses that addressed these issues in much greater depth such as gender and multicultural focused offerings. Across the specializations, students were exposed to these issues as well, although most extensively in the Housing and Community Development specialization and the Planning for Developing Areas specialization. Most other specializations covered issues of social justice, equity, and multiculturalism in a few modules of the introductory course for the specialization.

Strategy 4.1: Offer faculty professional development opportunities that will help improve the frequency and richness of classroom discussions that focus on diversity, equity, multiculturalism and social justice

1. Identify innovative or inspirational practices for integrating diversity and multicultural issues into the classroom and share those practices with faculty (Diversity Committee)
2. Encourage faculty to be trained in multicultural education and cultural competency to build their understanding and capacity to integrate challenging or sensitive topics related to diversity in the classroom. (Chair)
3. Faculty and PhD students utilize existing teaching groups as needed to explore issues and examine ways to create an inclusive and welcoming learning environment for all students (Chair, Teaching Group)

Strategy 4.2: Increase the breadth and depth of diversity-related topics covered in course readings, discussions, and assignments in core courses and each specialization

1. Develop a diversity and inclusion statement and/or reference the FSU diversity statement to be included in all class syllabi (MSP Policy Committee, PhD Policy Committee)

2. Consider developing advising guides for existing clusters of related courses such as Participatory Methods or Multicultural Urbanism that emphasize community level planning skills and multicultural, diversity and inclusion perspectives. (MSP Policy Committee)
3. Encourage the implementation of a Community engaged studio and other capstone projects offered regularly that incorporate a service learning or community engaged research component. Raise funds to support this studio from state allocations, foundations, client contracts, or other mechanisms in partnership with the PIR. (Chair, PIR)
4. Identify and integrate models to teach and assess cultural competency in the Participatory Methods courses of the core curriculum and integrate cultural competency into MSP Core Competencies (MSP Policy Committee, Participatory Methods course instructors)

Strategy 4.3: Continue to assess the diversity content of course syllabi on a regular basis

1. Conduct an assessment and provide a report every three years to determine the extent to which topics of social justice, equity, and multiculturalism are integrated into the curriculum, both within the core and within each specialization. (MSP Policy Committee)
2. Have faculty members from each specialization review results of assessment of social justice, equity and multiculturalism topics and brainstorm options for improvement. (Specialization groups)
3. Develop survey questions for alumni (Diversity Committee)
4. Survey recent alumni about the extent to which their experience at DURP prepared them to work effectively in diverse contexts (Chair in conjunction with PAB mandated alumni survey)

Strategy 4.4: Explore opportunities for service learning and/or community engaged research that will enhance student learning as well as practical experience for students navigating issues related to diversity, social justice and equity.

1. Encourage faculty to discuss whether at least one course in each specialization can incorporate a service learning or applied component focusing at least in part on issues related to social justice, equity, or multiculturalism. (MSP Policy Committee and Specialization groups)

Performance Measures:

- Documented coverage of diversity, equity, social justice and multiculturalism content in core, specializations and electives.
- Reported preparation for engaging in a diverse world by alumni in survey.

5.0 Research and Creative Activity

Goal

DURP will produce research that addresses issues of social justice, multiculturalism, and equity considering marginalized populations, low income neighborhoods, communities of color and others who face systemic inequities.

Current Context

Tenure Track faculty members are given full latitude to produce research that contributes to the field or relevant subfields of planning. Academic freedom is paramount to faculty independence and protection against retribution based on their research outputs. This goal for increasing research that focuses on social justice, multiculturalism and equity does not suggest in any way that the faculty are relinquishing that academic freedom. On the contrary, it simply seeks to enable faculty to research topics that are related to core issues within the planning field while recognizing that these issues are not necessarily the most readily funded as they frequently do not support the status quo.

Current guidance for research is articulated in Promotion and Tenure guidelines which clarifies the types, quality, and to some extent, balance of quantity of research related products that are expected of faculty members on the path to promotion and tenure. Funding from within the university is quite limited for research support (the Council for Research and Creativity is the most regularly available source of funds) and external funding is somewhat limited in terms of research themes that relate to social justice, equity, and multiculturalism.

Strategy 5.1: Provide a supportive infrastructure for faculty to engage in research on social justice, multiculturalism, and equity.

1. Work with the Research Office and FSU foundation to identify funding opportunities related to social justice, multiculturalism, and equity to support research through connecting to foundation and grants staff at the college and university (Individual faculty members)
2. Advocate for multidisciplinary research teams through COSSPP and other units of the university to support multidisciplinary research proposal development and review (Diversity Committee)
3. Draw on existing and new funding opportunities made available by upper level administration for diversity initiatives to support research opportunities (Diversity Committee, Chair, Dean)
4. Provide SRAD funding for seed money to support finding other funding sources and building relationships with funders focused on social justice, multiculturalism and equity related topics (Chair and Budget Committee)

5. Encourage faculty to develop research groups around projects or themes to build support for students and research in social justice, multiculturalism and equity (Faculty members)
6. Connect with the Center for Leadership and Social Change to identify opportunities to support students through internships or other means to get students working with faculty on community engaged work (Faculty members)

Strategy 5.2: Promote research that addresses issues of social justice, diversity, multiculturalism and equity through programming.

1. Advocate for and support the creation of a regularly held research symposium or forum within COSSPP that will focus on issues of social justice, diversity, multiculturalism and equity and involve both faculty and students involved in this work. (Chair)
2. Work with COSSPP, CLSC, and university level leadership to bring speakers who focus on issues of social justice, diversity, multiculturalism and equity (Diversity Committee)

Strategy 5.3: Incentivize community engaged research to link research to community outreach

1. Support faculty through social networks, alumni connections, and FPDL generated projects in identifying potential partnerships with community leaders, public officials, and organizations that could benefit from community engaged research and lead to published reports as well as peer reviewed articles. (Faculty, FPDL, Diversity Committee)

Strategy 5.4: Seek opportunities for supporting Latin American and Caribbean focused research

1. Utilize existing social networks to tap into Latin American research opportunities both for community engaged research (such as Panama studios) as well as other research opportunities. Create and maintain a list of the existing social connections (including alumni contacts) and countries where we have the potential to work. (Faculty members)
2. Seek information on Fulbright institutional agreements that can support funding of faculty to undertake doctoral degrees in the US (PhD Policy Committee)
3. Work with FSU foundation and the Research Office to identify funding resources to support faculty or doctoral student travel to Latin America and the Caribbean to conduct research. (Diversity Committee)

Performance Measures:

- Annual reporting of faculty research products (conference papers/presentations, published papers, dissertations, professional reports) covering topics related to diversity, multiculturalism, social justice, equity and considering marginalized, low

income, and minority communities. Academic and Personnel Committee will revise the faculty peer review supplement to reflect this change.

- Annual reporting of doctoral student research products (conference papers/presentations, published papers, dissertations, professional reports) related to diversity, multiculturalism, social justice, equity and considering marginalized, low income, and minority communities. PhD policy committee will revise the reporting form to reflect this change.

6.0 Community Service and Outreach

Goal

DURP will provide service and outreach that addresses issues of social justice, multiculturalism, and equity while planning with marginalized populations, low income neighborhoods, communities of color, and others who face systemic inequities.

Current Context

The primary institutionalized outreach effort in the department is the Florida Planning and Development Lab. While the lab has conducted studio projects and research work with an equity, social justice, or multicultural lens and in marginalized or low-income communities in the past such as the Better Block, Southside Development, and Tallahassee Community Food Assessment, it is not currently the mission of the FPDL to conduct this type of work regularly. The FPDL is dependent on contracts and thus to a certain extent follows opportunities that arise based on funding sources. Outreach is also driven by faculty interests and opportunities that arise on an ad-hoc basis and often derive from their research or teaching. Finally, the student organization, Synoptikos, conducts some outreach oriented projects, most notably Box City, which is often delivered at a school where low-income students and students of color constitute a high percentage of the student population.

Strategy 6.1: Promote more opportunities for community engaged research and service learning that supports work with marginalized or low income community members who can participate in the design and use of research for community assessments, evaluations and policy guidance.

1. Build partnerships with local organizations and community members to generate and facilitate service learning and community engaged research opportunities (Faculty members, FPDL)
2. Consider the resources and capacity needs for establishing a community engaged intern or research assistant in partnership with community organizations in Frenchtown, Southside, or other historic black neighborhood in Tallahassee (Chair, Faculty members)
3. Seek opportunities to engage in community engaged research with community organizations or community members who aim to engage in planning and policy processes that enable achievement of equity or justice goals (Faculty members)
4. Cross reference strategies in teaching and research sections of this plan on community engaged research and service learning integration into coursework.

Strategy 6.2: Enhance the student pipeline for urban planning and engage in education and outreach to to expose K-12 students to urban planning

1. Continue and expand Box City outreach efforts in schools in low income communities and marginalized communities. (Synoptikos)
2. Consider expansion of outreach to high schools and explore planning education tools that are tailored to high school outreach. (Synoptikos)

3. Consider resources and capacity necessary for summer experiences such as planning boot camps or Box City type offshoots to expose potential students to urban planning (Synoptikos)
4. Connect with the Global Ambassadors program at the Center for Global Engagement to obtain ideas about how to engage with high schools (Synoptikos)
5. Connect with APA Florida to strategize how to utilize materials for K-12 education and outreach that are under development (Synoptikos)
6. Work with students to consider other opportunities for outreach and engagement (Faculty members, Synoptikos advisor)

Strategy 6.3: Take advantage of existing or create new opportunities to reach out to communities to share research or engage in dialogue on social justice, equity, and multicultural issues

1. Take advantage of the policy pub program of COSSPP to deliver public talks on these issues (Faculty members)
2. Partner with FAMU (Architecture, Engineering, Public Health, etc) to host networking events (Faculty, Synoptikos)
3. Promote dialogue with communities in Tallahassee through the CLSC, FPD, and faculty and student projects that can foster long term university-community partnerships (Faculty members, students)

Performance Measures:

- Reported community outreach efforts in annual Diversity Committee report (Diversity Committee)