

## **SCARP HIGHLIGHTS & UPDATES**

### **Overview Prepared for 2010 Site Visit Canadian Institute of Planners (CIP) Review**

**March 8, 2010**

**Penny Gurstein, SCARP Director**

This brief overview is designed to assist members of the CIP Site Visit team and other participants in the 5-year Review in appreciating the key and distinctive characteristics of the SCARP Masters and PhD degree programs, the remarkable progress made since the last review in 2004, and the exciting new initiatives. This statement is supported by three large binders of detailed information that have been provided to the CIP Site Visit team, the SCARP Planning Students Association (PSA), and are available to anyone else in the SCARP Office.

#### **SCARP's Vision**

Sustainability through democratization of planning.

#### **SCARP's Mission**

To advance the transition to sustainability through excellence in integrated policy and planning research, professional education and community service.

#### **SCARP's Goals**

The School's program is shaped by three critical long-range goals which we see need to be addressed to confront the major challenges for both students and professional practitioners.

1. Our primary overarching pedagogical and practical goal is to give effective meaning to the concept of ecologically sustainable social and economic development and to explore local and global paths toward achieving it as professional planners. We approach this challenge through practiced interdisciplinarity. The integration of our teaching, research, and practice is oriented to providing professional planners with the knowledge and skills required to ensure the viability of our communities and regions in a rapidly evolving world. Adapting to global ecological change, economic rationalization and cultural diversity requires a new generation of planners who are dedicated both to understanding the issues and acting to resolve them in a wide variety of public and private settings.
2. Within this overarching goal, the School's goal is to increase the effectiveness of our professional graduates in working with diverse interests at the local level, in the communities and regions where people live and work. It is at this scale that planning most directly affects the conditions of everyday life, whether through urban design, community economic development, or natural resource enhancement.
3. Our third goal is to ensure our graduates maintain professional standards in all circumstances. This requires several kinds of technical competence and personal skills: technical knowledge; analytic skills; communications ability; participatory leadership; sensitivity to others in complex organizational settings; and a solid grasp of professional ethics.

We believe that meeting these goals requires life-long learning rooted in personal commitment and nourished by superior graduate education. Providing much of this nourishment is the immediate role and responsibility of the School. We achieve this by focused short-range and long-term initiatives that include:

- developing and maintaining curriculum relevant to current issues and demands as determined through consultation among practicing professionals, students, SCARP faculty, other university departments, and provincial and national professional institutions;
- attracting faculty with current, relevant teaching and research expertise and a commitment to the practical application of new knowledge;
- recruiting faculty, staff and students with diverse backgrounds, interests, and experience;
- engaging practicing professionals in academic, research, and extra-curricular activities;
- developing and maintaining innovative interdisciplinary initiatives with other academic units at both UBC and other universities, and with professional firms and institutions; and
- enhancing the School's relevance and effectiveness both within the University community and in relation to individual professionals and planning organizations.

### **SCARP'S CURRENT MASTERS PROGRAM IN SUMMARY**

The School's Masters Degree requires the completion of 60 credits of coursework including a 12-credit Thesis or a 6-credit Professional Project.

All students are required to take the following (Core Courses):

- Plan 502 - Introduction to Planning Theory and History (3 credits)
- Plan 506 - Legal Context of Planning (3)
- Plan 511 – Planning Research: Quantitative Methods & Computer Applications OR
- Plan 514 - Quantitative Methods II (3)<sup>1</sup>
- Plan 515 – Planning Research: Qualitative Methods & Research Design
- Plan 540A - Omnibus: Planning for Sustainability (3)
- Plan 547C - Masters Professional Project (6) or Plan 549C - Masters Thesis (12)

All students are required to select at least one 3-credit course from a list established each year for each of the following four dimensions of planning knowledge (Distribution Requirements):

- Ecology and Risk
- Physical Planning and Urban Development
- Social Dimensions of Planning
- Planning Processes and Analysis

In addition students may elect up to a maximum of:

- 6 credits of Directed Studies
- 3 credits of Internship

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<sup>1</sup> Students must complete either Plan 511 if they have not previously taken a quantitative methods course or Plan 514 if they have previously taken a quantitative course

- 12 credits from outside of the School

Please see the attached matrices of SCARP course offerings for 2007-09, 2008-09 and 2009-10, and the planning knowledge, skills and values that they cover.

### SCARP Masters Admissions and Completions

Application Data	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008- 2009	2009- 2010
<b>Applied</b>	218	187	153	153	182	171	174
<b>Admitted</b>	55	55	48	51	55	60	47
<b># Students Enrolled</b>	32	33	29	31	28	34	31
<b># Students Graduated</b>	23	47	25	42	36	21	Fall 2009 10
<b>Completions Thesis (number/#months)</b>	14/38.6	28/40.6	14/40	17/34.6	10/35.4	4/27.2	Fall 2009 1/73
<b>Completions Project (number/#months)</b>	9/30	19/29.6	11/25.8	24/32	26/32.4	16/28.1	Fall 2009 9/23.8

### Summary of SCARP Masters Degree Registration and Completion Data

Summarized below are key points from a further and more detailed analysis of data relating to registration numbers in of Sections 5A and 5B (p. 8) of the Self-Assessment Report.

#### Key Points: Comparing 1998-2003 to 2004-2009 PAB Reviews

- **applications** are generally up; mean from 133 to 177.
- **enrollment** average numbers are up slightly (30.6 and 31.2), although range greater in 1998-2003 when there was a low of 25 and high of 36.
- **students who withdrew from the program or were terminated** were very low in numbers, generally between 0 and 1 per year.
- **graduation** numbers in 2004-2009 were much more varied between years with a low of 23 (in contrast to the low of 25 in 1998-2003) and highs of 36, 42 and 47 (in contrast to a high of 30 in 1998-2003).
- **graduation with project or thesis:** since the project option was introduced the number of students electing a thesis has declined steadily from a high of 88% in 2000-2001 to a low of 19% in 2008-2009.
- **completion time** expressed as the ratio of the thesis to the project has gone from an anomalous 0.97 in the first year of the option to being in the range of 1.29-1.54 in the

next 5 periods and then suddenly drops in the most recent three periods to be close to one (1.09, 1.09, 1.04).

**Key Points: Degree Completion Rates 2004-2009**

- **at least** a quarter of students complete within 24 months and **at least** two-thirds within 36 months. The **averages** are significantly better at one-third within 24 months and three-quarters within 36 months.
- the percentage finishing with a **project** within 24 months varies considerably between years, ranging from 38% to 73% (average 54%);
- the percentage finishing with a **project** within 36 months also varies substantially between years, ranging from 77% and 100% (average 87%) ;
- the percentage finishing with a **thesis** within 24 months is much smaller than for projects and varies considerably between years, ranging from 7% to 35% (average 17%);
- the percent finishing with a **thesis** within 36 months also varies considerably ranging between 50% and 100% (average 67%).

**Ph.D. Program**

The SCARP Ph.D. is primarily a research degree. Only candidates for whom a suitable Research Supervisor has been identified from among SCARP faculty are admitted to the Program. Doctoral students work under the guidance of a Supervisory Committee consisting of at least three faculty members, including the Research Supervisor. Students must satisfactorily complete course work, two comprehensive examinations (theory and substantive), a research prospectus, a two-year residency, and write and defend a Ph.D. thesis to qualify for the UBC doctoral degree. Overall, Ph.D. candidates expect to spend at least 3 years in the completion of their degree requirements. Typical programs run 4-5 years.

**SCARP PhD Admissions and Completions**

<b>Application Data</b>	<b>2003 - 2004</b>	<b>2004 - 2005</b>	<b>2005 – 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>
<b>Applied</b>	25	23	18	11	16	10	9
<b>Admitted</b>	5	5	4	3	2	5	1
<b># of Total Students Enrolled</b>	14	13	16	20	18	19	20
<b># Students Graduated</b>	0	2	1	2	1	1	1
<b>Completions Dissertation (#months)</b>		(72) (96)	(48)	(82) (36)	(132)	(60)	(60)

**SCARP Budget**

<b>SCARP Budget</b>	<b>2003 - 2004</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>
	\$1,025,651	\$1,085,675	\$1,102,025	\$1,083,801	\$1,047,236	\$1,170,312	\$1,309,817

**MAJOR TRANSITIONS SINCE 2004 CIP REVIEW**

In the six years since the previous site visit by a CIP review team SCARP has received outstanding support from the University and has enhanced its masters program by major changes including:

**Faculty renewal and expansion:**

- 2 new continuing faculty members have joined the School and a further one is being recruited; while 1 retired and 1 resigned.<sup>2</sup>
- 17 Adjunct Professors are teaching courses in the masters program.

**Masters curriculum reforms:**

- Core requirements expanded by two additional courses: Plan 514 - Quantitative Methods II as alternative to Plan 511 if prior Quantitative methods; Plan 515 – Planning Research: Qualitative Methods & Research Design.
- Significant further additions and revisions have been made each year to course offerings
- Course materials are beginning to be provided online (e.g Omnibus <http://tonydorcey.ca/Omnibus/08Omnibusindex.html>)

**New Space initiatives and equipment:**

- **Consolidating SCARP’s spaces:** In the Spring 2008 it became evident that it might be possible to deal with some of the School’s serious space inadequacies by collaborating with SALA (School of Architecture and Landscape Architecture) in building new space, the Integrated Planning and Design Building. This opportunity has advanced surprisingly well. A campaign committee was established in July 2009, a campaign strategy is being formulated and an initial strategy for fund raising has started.
- Data projector installed in West Mall Annex 150

**Governance reforms**

- **Strategic Planning:** In the 2007-08 the University funded a SCARP strategic planning process to support student research assistants, feedback activities and re-development of the SCARP website. A Strategic Planning Working Group (SPWG) was formed to lead the strategic planning activities. The strategic planning process was conceived as a process that would lead to decisions and actions as it progressed and as early as possible. The important outcome from initial work was the strong feedback that SCARP should continue its focus on sustainability planning and that actions should be focused on strengthening teaching, research and service activities to better pursue this mission.

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<sup>2</sup> This does not include one faculty person who was a joint appointment with the UBC Learning Exchange who in July 2009 after three years at SCARP moved back to a full-time position at the Learning Exchange and is an Adjunct Professor at SCARP.

***Establishing Committees and Taking Action:*** As the discussion of issues developed it was recognized that there were a number of key issues that needed concerted effort and early actions. Committees were established to lead this work including:

- ***New SCARP Web Site:*** Numerous concerns were expressed about the outdated functionality and inadequate content of the School's web site. It was decided to design and build a completely new one. The new website was launched in July 2009 and work continues on adding new material that capitalizes on the new functionality. In addition to the re-design, a new SCARP logo was designed.
- ***Teaching, Learning and Curriculum:*** A large number of issues identified during strategic planning discussions related to teaching, learning and curriculum. It was decided to create a committee responsible for addressing these issues on a continuing basis. Beginning in 2008-2009 procedures were created and implemented for reviewing course syllabuses and student evaluations; conducting peer reviews of teaching; assessing student advising; supporting doctoral students in gaining teaching skills and experience; and mentoring faculty development. Getting underway is work on the structure and content of SCARP's Masters degree program and planning pedagogy. A key input to this is a review of the masters programs in other Canadian and selected US schools with comparable programs.
- ***Professional Development Program:*** Early discussions identified the need for enhanced opportunities for professional development by students. A series of opportunities were created by identifying training already being offered on campus and by organizing additional SCARP lectures and workshops that were delivered by practitioners who volunteered their assistance. A series of courses are being designed for inclusion in the regular course offerings beginning in the second term of 2009-2010 along with continuing lectures and workshops.
- ***Summer Institute:*** In addition, to professional development courses oriented to SCARP students we are also developing a Summer Institute which we anticipate having every second year in late June oriented to mid-career professionals where we offer a two-week course culminating in a Certificate in Sustainable Urbanism. The first institute is being planned for June 2010.
- ***SCARP Advisory Council:*** It was recognized in the Strategic Planning process that there is a need to have an advisory body of external members of the planning and academic communities to advise the Director on all issues relating to development of the School. The SCARP Advisory Council was formed in April 2009 and has met twice.
- ***Other Initiatives:*** Besides these new initiatives that have been formalized in committees, we are working on encouraging interdisciplinarity through:
  - Joint appointment between the Department of Civil Engineering and SCARP (search underway for this position)
  - Joint degree program: MA(Planning)/MAPPS (Master in Asia Pacific Policy Studies)) (first intake of students in September 2010)

- Joint Master of Urban Design between SCARP and SALA (School of Architecture and Landscape Architecture) under development
- Community- and practice-based learning through field studios (the Philippines and Costa Rica in Spring/Summer 2010) and Urban Design studios (an integrated studio with SCARP, SALA and Civil Engineering)

### **Upcoming Key Issues and Actions on Them**

In shaping the strategic planning agenda we have thought in terms of three time frames - the near, medium and longer term. Our present perspective on priorities include:

#### ***Near Term –***

- Implementing Masters Curriculum Revisions
- Reviewing Masters Degree Program
- Implementing Doctoral Student Teacher Training
- Reviewing Mandate of SCARP's Centre for Human Settlements
- Planning and Fund Raising for new Integrated Planning and Design Building

#### ***Medium Term - Two- Three Years***

- Implementing Revisions to Masters Degree Program
- Developing Faculty Hiring Strategy

#### ***Long Term - Beyond Three Years***

- Recruiting New Faculty

### **Research expansion and achievements**

- Individually and in groups SCARP faculty continue to advance and expand diverse research agendas, and their great success is recognized in new funding and other ways such sitting on Editorial Boards of Planning Journals. As well, major awards have been received by faculty (i.e., Trudeau Fellowship, Killam Prize) that reflect the importance of their research in the larger community of scholars.
- Researchers associated with the Centre for Human Settlements (CHS) are bringing to conclusion a major program of capacity building and research, focusing in particular on community-based planning and governance in Brazil, that are attracting further funding to advance their findings. Other new funding obtained recently includes a major SSHRC CURA (Community-University Research Alliance)- funded project on Climate Justice and a number of other projects linked with the labs and researchers:
  - [Active Transportation Lab Projects](#)
  - [Analyzing Infrastructures for Disaster-Resilient Communities](#)
  - [Habitat Exchange](#)
  - [Informality & Governance in Peri-Urban SE Asia](#)
  - [NEWPATH: Built environment influences on diet, physical activity, and obesity: a transdisciplinary approach](#)
  - [New Public Consortia for Metropolitan Governance, Brazil](#)
  - [Social dynamics of economic performance: Innovation and creativity in city-regions](#)
  - [Systems under stress: An investigation of community resilience to natural disasters](#)

### **Enhanced collaboration with profession and other stakeholders**

- Each year a SCARP student is elected to serve on the Council of the Planning Institute of B.C. (PIBC) providing for continuing liaison between the School and Institute.
- PIBC has created fellowships to support students presenting papers at the annual PIBC Conference.
- Each September the PIBC Council holds its annual meeting at SCARP and this is combined with an evening open house for practitioners and students to meet and explore opportunities for collaboration including mentoring and internships. In 2008/09 this was combined with a highly successful PIBC Careers Fair organized by the PIBC SCARP Student Representative and other students. This year the Career Fair will be in the Spring 2010.
- Currently 9 members of the PIBC/CIP are appointed as SCARP Adjunct Faculty and are teaching courses in the School and numerous others contribute guest lectures; three faculty are presently members of PIBC/CIP and two more are completing the admissions process; one faculty and 1 adjunct are members of AICP.
- One of the SCARP Professors has continued to be a member of the PIBC Education Committee during the last five years, assisting in the development of the proposal for a Continuing Professional Development requirement adopted in 2003 and offering a new intensive course for experienced planning practitioners wishing to complete the requirements for membership in the Institute.
- Each year the School offers community-based courses working with local practitioners and community members (e.g. City of Vancouver). SCARP has a course, the Social Learning Studio, that provides opportunities for students to undertake projects with community groups that grapple with complex socio-economic issues particularly focusing on marginalized populations. We have a strong linkage with the UBC Learning Exchange, in the DTES of Vancouver (one of the poorest neighbourhoods in Canada) that has provided opportunities for our students to do internships and final projects/ theses. The Urban Design studios are all focused on real world projects that offer opportunities for student input into ongoing planning processes.
- PlanTalk is a downtown seminar series on topical planning issues organized by recent SCARP alumni and current students to foster discussion among practitioners, students and faculty.
- A significant linkage has been made with the BC Government regarding affordable and sustainable housing issues which has resulted in funding from the government for student and faculty research, partnering with non-profits to provide research opportunities for students, and partnering with MITACS, an internship program, that has provided students with funding to do real world projects for the private, non-profit, and public sectors. A highly successful Symposium on Challenges to Affordable and Sustainable Housing was organized by SCARP which brought together students, faculty, and the private, non-profit, and public sectors in the Fall 2009 where policy-related housing research was presented which has led to SCARP being the hub for a network on housing research in BC.
- SCARP has obtained new funding from the private sector for an array of activities (i.e., the Amacon-Beasley Fund has allowed for a scholar-in-residence program, funding of a student-led symposium, student prizes for excellence in research, and student support to attend conferences and pursue research). Other funding has provided stipends for student internships.

## **DISTINCTIVE PROGRAM: SUSTAINABILITY & DEMOCRATIZATION**

SCARP has a distinctive Masters degree program focused on sustainability through the democratization of planning. While fully meeting the accreditation requirements of the U.S. Planning Accreditation Board and the Canadian Institute of Planners, the SCARP program is further distinguished by its emphasis on (i) integration, (ii) diversity, and (iii) learning-by-doing.

### **Integration**

SCARP has long emphasized an integrated approach to planning and since the early 1990s this has been explicitly recognized in the focus on sustainability planning in all of its interrelated environmental, economic and social dimensions. Consistent with this individual SCARP courses are highly interdisciplinary and characterized, in varying ways and degrees, by integration across essential component learning objectives of the planning curriculum, including:

- Theory and practice
- Process and substance
- Substantive fields
- Methods: quantitative and qualitative, including design
- People, communication and group skills

### **Diversity**

Within the overall focus on sustainability planning and democratization the SCARP program is greatly enriched by a diversity of perspectives and capacities among its faculty, students and staff. Differing and evolving views on what constitutes sustainability planning and the role of democratization in its pursuit create healthy tensions and stimulate debate (e.g. see statements by faculty members such as <http://tonydorcey.ca/Omnibus/SustainPerspective.html> ). Three critical dimensions of the program's diversity are:

- **Faculty:** the regular and adjunct faculty bring to the program an exceptional diversity of backgrounds, education, research and professional practice experience that is highly interdisciplinary; span the breadth of environmental, economic and social dimensions of sustainability planning; and who are actively engaged from the local to the international level, in both developed and developing countries.
- **Students:** the School admits students from the complete spectrum of undergraduate fields and most entrants have had rich work experience both at home and abroad before pursuing graduate studies. The program attracts applications from across Canada and around the world; a major strength of SCARP's program is the immense learning that results from the diverse contributions of its students and the vibrant community they build and foster.
- **Alumni:** SCARP's masters graduates pursue planning careers in an increasingly diverse array of jobs in government, business, civil society and educational organizations from the local to the international level; while initial employment is often related to the focus of their SCARP studies and may well develop from connections made while conducting internships and research, alumni tend to move quickly both up the hierarchy with experience and laterally into new substantive areas as they learn on the job.

## **Learning-by-doing**

SCARP's masters program is strongly influenced by a belief that learning-by-doing is critically important in both planning education and practice. It is fundamental to progressive and reflective practice. Within the masters program increasing efforts have been made in recent years to enhance learning by more closely integrating teaching, research, capacity building, professional practice and service activities. CHS provides leadership and facilitates initiatives by bringing together faculty, students, staff and diverse other collaborators to obtain external funding and carry out projects across the breadth of the School's interests and capabilities in sustainability planning and democratization. The School has shaped and capitalized on learning opportunities around faculty and student activities from the local to the international level, working with communities and stakeholders on every continent, and integrating these into the masters program (e.g. from the UBC Farm and South East False Creek locally to regional governance in Sao Paulo, Brazil and community planning in the Philippines). In undertaking these activities the School delivers on its belief that students should be of service to the community and model global citizenship as they learn:

- **Courses:** Most courses incorporate problem-based learning; assignments, both individual and group, that involve defining planning problems and seeking solutions, often involve stakeholders, in real situations with clients, and give experience in meeting the challenges of progressive planning practice (including pro and cons of top-down, bottom-up); learning-by-doing is integrated into coursework as opposed to only being pursued in special workshops.
- **Internships:** About two-thirds of students elect to take an Internship, with opportunities being taken-up in British Columbia and around the world, and are encouraged to design these as a way into exploring and shaping Project or Theses topics and potential employment. The learning derived from internships by the one-credit professional development courses that are being planned to start in the Winter and Fall 2010 that will provide an opportunity for students to reflect on this learning in the context of their professional and career development.
- **Professional Projects and Theses:** All Professional Projects and Theses contain a significant element of learning-by-doing; often topics are related to the research, capacity building, professional practice and service activities of faculty; the Professional Project requires identification of a real or explicitly assumed client; and many theses involve case studies that involve some degree of participatory research activity.

## **MAJOR TRANSITIONS UNDERWAY**

The arrival of one new faculty member during the current year and the prospect of a second next year, and the new research resources and capacities associated with each of them, enable the School to enhance its Masters Program in major ways that will increasingly come into operation over this and next year through additional courses and research opportunities, including:

- **Substantive:** regional planning, land use, transportation planning, infrastructure planning, disaster management.
- **Methodological:** quantitative, computer based
- **Skills:** ICTs

## CHALLENGES & OPPORTUNITIES AHEAD

Since the last site visit by the CIP in 2004 the School has undergone significant further changes in advancing its participatory approach to governance with the introduction of new committees on teaching and learning and professional development, and curriculum that is continuing. At UBC and within CFIS, SCARP is seen as a unit exemplifying the strength of the university in sustainability and service learning. It is increasingly acknowledged as one of the premier planning schools in North America focusing on the implementation of sustainability planning. Looking ahead the School faces a number of challenges and opportunities as it seeks to capitalize on all that it has built in recent times:

- **Space and Facilities:** The present spaces in which SCARP is located is woefully inadequate in meeting the needs of the current program, and any expansion requirements. While there is a demand, as evidenced by the number of applicants we receive each year for admission, our current facilities can not accommodate that demand. A priority is to address this with the plans for the Integrated Planning and Design Building, which SCARP is spearheading with the School of Architecture and Landscape Architecture.
- **Program development:** The School's program has been developing steadily throughout recent years incorporating new ideas about curriculum and pedagogy and taking up opportunities as they arise. The introduction of a new dual degree program offers the opportunities for further collaborations.
- **Learning enhancement:** The substantial changes that have been made in recent years in approaches to teaching (e.g. more group work, increased problem- and community-based learning, incorporation of IT, expansion of studios etc) challenge the School to assess their strengths and weaknesses and identify priorities and strategies for improvements. The introduction of the Teaching, Learning and Curriculum committee has provided an opportunity for a systematic review of the curriculum and the identification of what needs to be strengthened, and the identification of support needed by faculty and students to thrive.
- **Student support:** Rapidly increasing fees in the last couple of years has heightened the need for greater financial support for students. The immediate challenge for the School is to ensure that it supports its students in submitting strong applications to the continuing (e.g., University Graduate Fellowships) and the significant array of newly emerging opportunities (e.g. masters fellowships from SSHRC). At the same time faculty members need to capitalize on the expanding opportunities to support students from grant and contract funding that are increasingly becoming available (e.g. through the expanding and liberalizing conditions for SSHRC research funding). This is a task to be given immediate attention and continuing priority.
- **Competitive salaries:** Recent experiences in hiring are encouraging in that SCARP and UBC have been able to attract outstanding new faculty members even though gross salary levels may be significantly less than at other North American universities. In coming years with the expected high rates of retirement it has to be anticipated that there will be increasing competition both to retain and hire new faculty. Based on recent experience the School can do a great deal to meet this competitive challenge by continuing to build a strong community of faculty, staff and students and program of activities that encourages faculty to stay and new people to come.

- **Administrative budgets:** Funds provided through university budgets for the office staff and expenses associated with the teaching program are relatively small and the likelihood of significant increases in coming years is not good. The major opportunity for meeting a continuing short-fall is to increase the funding brought into the School through grants and contracts.
- **Professional development:** There is a growing demand for Continuing Professional Development (CPD) as practitioners see the need for additional and new knowledge and skills. This has been heightened in B.C. as a result of the Planning Institute of B.C. adopting requirements for its members to meet CPD requirements on an annual basis. The challenge for the School is to identify its comparative advantage in meeting these demands. More fundamentally consideration needs to be given to the design and content of a 2-year masters program when it is conceived as the foundation for a career-long process of CPD. The movement towards putting courses online is one innovation that has potential to assist in delivering continuing professional development more widely and conveniently.

Given the significant developments at the School since the last CIP review in 2004 and the further advancements projected for the future, SCARP is uniquely well-placed to pursue its Vision and Goal and to position itself for distinction in the pursuit of our vision and goals.

**Members of the Canadian Institute of Planners (CIP) Site Visit Team to UBC School of  
Community and Regional Planning, March 25 - 26, 2010**

Chair:

- Mr. Ray Spaxman FCIP - Professional Planning Consultant, PIBC Nominee/Member
- Mr. Erik Karlsen FCIP - Planner, Chair, BC Provincial Agricultural Land Commission, PIBC Nominee/Member
- Ms. Dana Anderson MCIP, RPP - Director of Planning Services, Town of Oakville, ON, CIP Nominee/Member

Full CVs for each of the three Site Visit Team members are available in the SCARP office.