

**EXTERNAL EVALUATION REPORT
FOR
THE EUROPEAN SCHOOL
OF URBANISM AND ARCHITECTURE
(ESUA)**

Prepared by:

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EVALUATOR BIOGRAPHICAL SYNOPSIS

Charles C. Bohl holds a doctorate in City and Regional Planning from the University of North Carolina at Chapel Hill and has extensive experience in university curriculum and program development. He is the founding director of the Knight Program in Community Building based in the School of Architecture at the University of Miami, where he is an Associate Professor and teaches livable community planning, design and development.

The mission of the Knight Program in Community Building is to advance the knowledge and practice of effective, collaborative community building and livable community design through graduate education, mid-career fellowships, continuing education courses and interdisciplinary initiatives including charrettes, seminars, workshops, conferences, study tours and publications. Dr. Bohl developed a curriculum based on this mission and has directed all aspects of the Community Building Program since 2000. The Community Building Program brings together outstanding scholars, architects, community leaders, policymakers, designers, theorists and practitioners from diverse professions from throughout the United States with an active interest in the interdisciplinary process of place making and community building.

The Program fosters an interdisciplinary approach aimed at breaking down the barriers that exist between the design, policymaking and community building fields. Fellows are trained in techniques to directly engage the public, community leaders and stakeholders in a constructive public process for community visioning, planning, policymaking and implementation programs for creating and sustaining livable communities. The Program brings together an interdisciplinary faculty, graduate students in architecture and urban design, and mid-career fellows from diverse disciplines and professions to provide education, training, and project-based learning. Major support for the Community Building Program has included a \$2.1 million grant in 2000 and a \$1.1 million grant in 2004 from the John S. and James L. Knight Foundation. Web site: <http://cbp.arc.miami.edu/>

Other highlights of Dr. Bohl's curriculum and program development experience include:

Principal investigator on a national study of real estate programs and development of a curriculum for a new one-year masters degree program in Real Estate Development and Urbanism (MRED+U) that blends the School of Architecture's expertise in livable community design with the fundamentals of real estate. The degree program is based in the School of Architecture and incorporates an interdisciplinary curriculum drawing on faculty from the

University of Miami's Schools of Architecture, Business Administration, Law and Engineering. The MRED+U Program was approved by the faculty senate and board of trustees in the Spring 2008. Web site: <http://arc.miami.edu/programs/m-real-estate-development-and-urbanism>

Curriculum development for an online course, Introduction to the Principles and Practice of New Urbanism, with Professor Joanna Lombard. The course is recognized by the LEED-Neighborhood Development initiative and the official credential to be used by the Congress for the New Urbanism, 2007-2008. Web site: <http://nuonline.arc.miami.edu/>

Curriculum development for a continuing education certificate program in Real Estate Development and Urbanism at the University of Miami School of Architecture in conjunction with the School of Business Administration and Law School faculty, 2004-2007.

Research Program development for the Smart Growth and the New Economy Program at the Center for Urban and Regional Studies at the University of North Carolina at Chapel Hill, successfully established in 2000. Web site: <http://curs.unc.edu/smart.html>.

Dr. Bohl is an expert on mixed-use development and is the author of *Place Making: Developing Town Centers, Main Streets and Urban Villages*, a best-selling book published by the Urban Land Institute now in its 5th printing. His most recent book, co-edited with Professor Jean-François Lejuene, is *Sitte, Hegemann, And The Metropolis: Modern Civic Art And International Exchanges* (Routledge/Taylor & Francis, 2008). Dr. Bohl is the co-founder and co-editor of the *Journal of Urbanism*, a quarterly peer-reviewed academic journal devoted to international research on place making and urban sustainability published by Routledge.

Dr. Bohl has conducted research sponsored by major foundations including the Robert Wood Johnson Foundation, the Fannie Mae Foundation, the John S. and James L. Knight Foundation, the Z. Smith Reynolds Foundation, and the Urban Land Institute. Dr. Bohl lectures and consults widely on mixed-use development, place making and community building in the U.S. and abroad. Before joining the University of Miami Professor Bohl was a Senior Research Associate at the University of North Carolina's Center for Urban and Regional Studies, where he also served as the Senior Fellow for the Weiss Urban Livability Program. He was also an instructor in the fields of planning and architecture at the University of North Carolina at Chapel Hill and North Carolina State University's School of Design.

A complete curriculum vitae is included in the appendix of this report.

EXTERNAL EVALUATION REPORT FOR THE EUROPEAN SCHOOL OF URBANISM AND ARCHITECTURE

I. INTRODUCTION

The European School of Urbanism and Architecture (ESUA) represents an ambitious educational curriculum that has been developed and tested at a critical point in time for the European Union (the EU). EU member nations are grappling with massive global challenges related to climate change, energy and natural resource depletion, the restructuring of local and global economies, and demographic and immigration trends that are dramatically impacting the delicate and longstanding interconnections between the European built environment, natural and agricultural landscapes, cultural heritage and concomitant ways of life.

The design fields and community building disciplines (such as community development, housing, real estate, and policy areas) have passed through a long period of specialization and increasing disconnection from one another. While the individual disciplines have created powerful analytical and technical knowledge within their respective fields, the resultant piecemeal approach to the built environment not only represents one of the greatest impediments to sustainable community design it has, itself, become a generator of unsustainable metropolitan landscapes.

The inadequacies of fragmented curricula in existing architecture, urban planning, and urban design education programs have become increasingly glaring in light of these challenges, and the necessity for developing of a more responsive, interdisciplinary curriculum is clearly at hand. The central premise of the ESUA curriculum represents a direct response to this challenge, declaring “that urbanism and architecture should be

taught as an integrated discipline that brings interdisciplinary technical expertise to the complex problems encountered in city and town design.”

The ESUA curriculum has some similarities to the Knight Program in Community Building (KPCB), based at the University of Miami School of Architecture where I have taught and directed the program since 2000. Both programs incorporate a combination of lectures, seminars, study tours, workshops and skills training for students and practitioners. Both seek to break down the barriers between the design and community building fields and professions, and emphasize interdisciplinary learning, with ESUA emphasizing architecture and urban design in European nations. Most importantly, both programs incorporate “project-based learning” through the real world, place-based application of knowledge. ESUA, however, represents a much more ambitious scope than the KPCB, one carefully oriented to the challenges facing the European built environment and the focus of the Leonardo da Vinci programme on vocational education and training. ESUA also goes much further in projecting multi-tiered educational opportunities for adapting the curriculum to a variety of practitioner and university-based educational programs, both new and existing.

The ESUA curriculum has, in many cases, implemented ideas for transforming undergraduate and graduate architecture education that have been proposed by reformers for more than a dozen years but never realized. The ability of the ESUA initiative to work outside of the halls of academe and professional organizations has been an asset, allowing the ESUA team to craft a new curriculum without being constrained by entrenched bureaucracies and design ideologies. It is not an ideologically based curriculum, but one that seeks to restore the centrality of local context, culture, heritage and civic purpose in

the education and practice of architecture and urban design. To this end, the project-based learning model was the ideal choice and will continue to serve the initiative well.

II. SCOPE OF THE PROJECT

The scope and pace of the ESUA project has been impressive: the completion of a research phase, the development of five test modules and conduct of five workshops in four different nations involving dozens of academics, practitioners and students in the course of two years is extraordinary. The ESUA team has proven itself extremely capable of moving rapidly from concept to reality.

The focus is clearly stated as integrated urban and architectural study underpinned by a rich multidisciplinary curriculum and propelled by project-based learning. The pilot program was not simply about organizing and carrying out effective workshops, however, and the ESUA pilot set out to create a model curriculum that reintegrates architecture and urban design education and investigates the development of a “recognized European qualification” in architecture and urbanism. In response to that challenge the ESUA partners have also delivered a robust proposal that involves a detailed curriculum and educational initiatives for:

- Continuing and professional education;
- The enhancement of existing academic programs;
- New degree programs at the undergraduate and graduate levels

This modular curriculum provides a strong foundation for design education programs, but also provides the basis for potential courses to teach livable community design in urban policymaking, engineering, real estate, governance, housing and other fields integral to the shaping of the built environment.

This evaluation identifies both strengths and weaknesses of the initiative. In some cases the program appears perhaps overly ambitious, particularly in the details of the implementation, however in other aspects the initiative can go further. The evaluation presented in this report has benefitted from the evaluator's participation in ESUA events and interactions with multiple partners involved in the initiative at each stage in the project, but also from the very thorough documentation of all ESUA initiatives with candid feedback from participants and instructors. The evaluation is organized into the four sections that follow, which include: Overall Impressions; Critique; Nomenclature Suggestions, and; Implementation Issues and Suggestions.

III. OVERALL IMPRESSIONS

1. The ESUA project encompasses an impressive partnership involving seven countries, thirteen partners, four universities, four nongovernmental organizations (NGOs) and five practitioner firms – a remarkable achievement in the coordination and delivery of the curriculum including assembling talent to help organize, teach and lead workshops, the diversity of the experiences gained, the logistical challenges of organizing workshops in different nations, and the extensive documentation of each step of the initiative. It is difficult enough for a single, integrated educational institution to take on a project of this scope, which makes the complexity of delivering the curriculum through an extensive international partnership all the more impressive, albeit not without administrative challenges. The proposed ESUA Foundation recognizes these challenges and the advantages of a central administrative organization.

2. The research phase of the project was very thorough and included a review of key findings and recommendations in major reports with implications for architectural education, including: *The Bologna Process*, including structural curriculum proposals, e.g., adoption of a system of easily readable and comparable degrees, an emphasis on European dimensions, and the need for curricula to support portability/mobility; *The Boyer Report*, noting existing shortcomings in architectural curricula and the need for a more socially responsible curriculum; *The Windsor Forum*, which included a review of the underlying philosophies and structures of some well-known past and present models of architectural education, plus a series of new curriculum proposals, and; *The Viseu Declaration* on reforming the education of architects and urbanists. The research phase also included a survey of curriculum in more than three-dozen relevant urban design and architecture programs throughout the world. The ESUA team also benefitted from the inclusion of members who had directly participated in the forums documented in the major reports and who currently teach in some of the programs reviewed.
3. The modular structure of the curriculum is adaptable to meet the needs of different institutional and professional educational providers including: stand-alone workshops for professional development/continuing education purposes; multi-course certificates (professional or academic); accredited units for students to take as part of other courses across Europe; a “plug-in” curriculum for existing academic degree programs (Bachelor of Architecture or Master of Arts in Urban Design); or the basis for entirely new undergraduate and graduate programs. This modular approach is a strength as it anticipates many different educational scenarios in different institutions and

programs, and provides a strong framework integrating architecture and urban design while allowing modules, courses and workshops to be adapted to varying institutional and professional requirements and the local context.

4. Project-based learning has proven to be a powerful and adaptive pedagogical method for putting knowledge into action, and create a curriculum capable of responding to local context and critical challenges in a timely manner. Project-based learning also serves to re-energize the academy by engaging university faculty and instructors in contemporary challenges and complex problem-solving in a real-world laboratory and, as a result, informing the production and dissemination of knowledge.
5. The ESUA workshop modules and curriculum address pressing modern challenges of European and global practice in the built environment today. This is much clearer in the descriptions of why the curriculum is needed now, and the delineation of current challenges than in the extrapolation of the curriculum (it is there, it just needs to be more explicitly articulated).
6. Architectural education and the profession itself have suffered from the “Seven Myths Of Modern Architecture” enumerated by Steve Hurr in the *Windsor Forum*. The field has suffered from the isolation and remoteness of architecture from other disciplines as well as society at large. The ESUA program re-engages architectural education in the shaping of the built environment, including the context of the natural environment, and the social, economic and cultural contexts. This sounds elementary, but it is not. “Urban design” has too often *not* been about community and context, it has been large scale architecture and mega project intervention beginning with the scraping away of diverse urban neighborhoods and fabric from cities in the 1950s for

the blank slate creations of civic centers, housing projects, institutional ghettos and urban freeways as well as green satellite “slaburbs” that have isolated immigrant populations and lack urban economic opportunities. The ESUA project introduces urban design as a main curriculum topic from the beginning, but does so with a strong emphasis on the civic basis of an urban design that seeks to understand and build on the existing social, cultural, and architectural context rather than superimposing invented or imported design strategies.

7. ESUA’s project-based learning approach adopts charrette and public participation methods that directly engage the citizens in the place making and community building process. The project-based learning approach recognizes that physical places and social and economic conditions evolve from what came before, and that community-oriented urban design seeks to continue that evolution by generating livable community designs in response to new technologies, economic and social change, and changing models of business, finance, distribution.
8. The ESUA model re-connects theory and practice; the academy and the professions. ESUA adopts the pragmatic approach of learning from successful models (places, designs, and materials, as well as methods of inquiry and learning) and then putting the knowledge gained into action to test theories, concepts and methods. Philosopher John Dewey would call this “experimentation” and it represents a form of hypothesis testing in the best sense of the concept.
9. The ESUA curriculum recognizes the *multi-disciplinary* nature of urban analysis and the *interdisciplinary* nature of urban problem-solving. The ESUA curriculum model seeks to break down the barriers between design fields and community building

disciplines involved in shaping and managing cities and regions. While the ESUA focus is on re-integration of urban and architectural disciplines, this is a first step as the challenge involves every profession and every citizen with a stake in the shaping the built form and livability of cities and regions. In the United States, for example, a change in the federal taxation code created the Historic Preservation Tax Credit that provided the economic catalyst for thousands of historic preservation projects.

IV. CRITIQUE

1. The scope and ambition represented by the ESUA initiative transcends the scope of this pilot project and will require further development through one or more follow-up initiatives that can be accomplished more gradually. Establishing a EU standard, new programs, workshops, internet tools, and a multi-national curriculum are all big challenges that have been introduced in the pilot project and will require a coordinated, longer term effort. The proposal to create an ESUA Foundation clearly recognizes these challenges and the need for some central coordination and support for multi-national partner organizations. The final curriculum report (Volume 3) addresses this challenge in greater detail, laying out short-, medium- and long-term objectives in three phases.
2. There was considerable discussion and debate within the ESUA partnership concerning the composition and viability of a truly multi-national curriculum from both a content and delivery perspective. This led to the departure of some partners early in the project allowing the core partners, firms and organizations to commit to the goal of a multi-national curriculum, which remained true to the original mission of the project. The outlines for courses and studios are well thought-out and can be

adapted to add material specific to local and national contexts. The more challenging issues concern the delivery of courses and workshops in different nations each year, including affordability and logistical coordination, and adapting the program to satisfy the requirements of different academic degree programs. One clear message from the evaluations, however, was that students were enthusiastic about the benefits of studying in a different country each year. Some of the logistical issues can be addressed by establishing a recurring schedule for workshops in different countries with local host partners responsible for organizing the events. Additional course content could be delivered and shared on a multinational basis by leveraging the Internet as a delivery system, incorporating distance learning modules, and using video conferencing for interactive seminars and project work that is then punctuated and reinforced by the place-based workshops.

3. In seeking to provide students and practitioners with a rich, multi-national experience studying and working in different countries through successive workshops, the ESUA will need to continue to refine the curriculum to adapt to local, regional and national differences. The first-hand experience of studying the built and natural environments of different places was clearly recognized as invaluable in the student evaluations, many of which expressed a desire for more time to immerse themselves in their studies. Greater challenges were encountered in carrying out projects in different places, each with their own complex set of laws, codes, business practices, politics and norms for public participation that differed widely from place-to-place. The feedback from the workshops highlighted how challenging it can be to work in very different settings while also introducing replicable methods of inquiry and practice,

e.g., the experience with citizen participation and coding in Bran, where both were considered relatively new methods. The question is not whether or not public participation is necessary for the curriculum, it is how to analyze and adapt to the very different social norms and legal customs pertaining to participation and regulation in shaping the built environment. The organizers of the Oslo workshop undoubtedly learned from the Bran experience, and carried out a highly engaging, in-depth experience in a challenging “real world” context with both student and professional teams responding to an existing plan and generating alternative urban design proposals. Some of the lessons for the ESUA initiative were the importance of selecting rich case studies as learning opportunities, places with good potential for civic engagement, and a strong professional team with local roots who can help students understand the complexities of the local context.

4. An earlier critique of the curriculum called for the authors to introduce and define terms early in the document, e.g., “master course,” “exercise,” “workshop,” ESUA+, etc. This critique has been addressed in the final report by the inclusion of the glossary of terms presented in the beginning of Volume 3: Draft Curriculum Model, and other terminologies have been sharpened in response to this earlier critique.
5. The tensions and interrelationships between tradition and modernity, typological evolution and invention, cultural heritage and the dynamics of contemporary demographic and cultural change, human scale and the growing scale of civic institutions and business enterprises, community livability and industrial and technological change, energy efficiency, and changing transportation and communications networks reverberate throughout any curriculum devoted to urban

design and architecture. It is important to emphasize the continuing *evolution* of urban architecture and urbanism in response to change (how and why), not just history for history's sake (who, what, where, when). This is much clearer in the course descriptions, and was less-so in the body of the earlier curriculum description draft. This is now improved, but the evolution of urban communities represents a critical perspective to be maintained throughout the curriculum and which becomes unavoidable in project-based learning. The strength of ESUA's curriculum is that it emphasizes analyzing and understanding the local context and does not impose a universal solution to diverse local conditions – an approach that was appreciated and validated by student evaluations in the workshops.

6. Continuing the prior point, the final draft now includes stronger, more direct statements and a recurring emphasis on how the curriculum equips students to address the challenges of today and the future, such as: climate change, urban regeneration, natural resource depletion, energy and transportation demands, demographic change (immigration, aging), food production, and modern business models for office, retail, civic institutions and industry. The curriculum needs to clearly respond to the needs of these modern enterprises and translate their anti-urban models into urban models: slaburb to urban quarter, office complex-to-workplaces, big box and retail slabs to market places, etc. The ESUA model is well suited to accomplish this through the project-based learning format, but the coursework must help equip students to be both urban experts based on the very best livable community models while also preparing them to adapt these models as contemporary problem-solvers.

7. Equipping students and practitioners to be contemporary problem-solvers will require additional instruction and training in analytical methods that look at non-physical phenomenon such as demographic change, public policy, law, real estate and finance practices, economic restructuring, climate change, technological change, and other critical factors impacting the built environment. Many of these topics are already touched on in ESUA courses dealing with science, technology and humanity, and urban evolution, but there needs to be more emphasis on practical analytical tools in addition to historical and philosophical perspectives. Many of these topics lend themselves to short seminars and training sessions outside of the core curriculum, including the use of Internet resources and software-based tools, and could be clustered in a broad survey course on non-physical urban analysis factors.
8. Technology and skills taught within the curriculum can be further detailed. This becomes clearer and more detailed in the ESUA course descriptions, but the ESUA team should consider how some of the *Windsor Forum* curriculum models show a concise breakdown of what is being taught, e.g., not just *drawing* but 2-d, 3-d and life drawing; color and mixed media, watercolor and rendering, computer graphics, construction drawings and specifications all under “Skills.” Windsor Forum curricula also provide a breakdown for sustainable design elements at the urban and architectural scales: energy efficient design (LEED and LEED-ND), daylighting/illumination, HVAC, building materials, and modern structures.
9. In addition to traditional materials – stone, wood, masonry – the curriculum should address contemporary building materials and larger scale urban construction to a greater degree. The uses and misuses of steel, glass, composite materials and modern

materials with a long history, such as concrete, should be taught. The “other modern,” increasingly revealed in new historical studies of the early 20th century provide valuable examples of how contemporary architecture and modern materials have been used in achieving urbanity (e.g., the Swedish Grace, Miami Beach, and many European examples, many of which are found in *Sitte, Hegemann and the Metropolis: Modern Civic Art and International Exchanges* (New York: Routledge, 2009).

10. The sequencing and tie-in between readings, seminars, study tours and projects needs to maintain a cohesive curriculum, with each piece reinforcing the content of what came previously in order to have a cumulative impact. The workshops should act as the capstones for bringing everything together and putting knowledge into action.
11. Design theory, methods and practice should be clearly articulated as the core of the curriculum. The balance between design content and the “five areas” of the five-year model is unclear. Specifically, there is considerable detail and emphasis on the well-rounded educational topics other than design, and perhaps not enough detail and emphasis of the design side (drawing, studios, workshops).
12. The core curriculum should be supplemented with one or more courses on urban policy, engineering, transit, public finance, demographics/market analysis, public works and public-private partnership pertinent to urban design, the development process and the forces shaping of the built environment.
13. The project called for a European-focused curriculum that responded to the Leonardo da Vinci programme’s objective “to establish and bolster the competitiveness of the European labour market by helping European citizens to acquire new skills, knowledge and qualifications and have them recognized across borders.” The

feedback from the test courses and workshops reinforced the need to equip practitioners with robust analytical methods in architecture and urban design that help them analyze and work effectively and sensitively in very different social, cultural and built environment contexts throughout Europe. This is a recognized strength of ESUA's European-based curriculum and multi-national study program, but it can and should be extended to applications *outside* of Europe. The nature of global architectural and urban design practice is increasingly global and, given the cyclical nature of development, it is crucial to prepare European practitioners to compete for work throughout the globe including high growth regions in China, India, the Middle East, North and South America.

V. Nomenclature Suggestions

(Note: these are suggestions only; your choices will depend on what you feel is the appropriate European nomenclature)

1. The term “development process” used in the report undoubtedly means different things to different audiences in different nations, but in some instances it will suggest an emphasis on growth, development and real estate rather than a broader conception of the urban and community development process. One alternative is the “community building” process.
2. The term “public relations” is accurate when describing proposals to advance ESUA objectives but may translate as a more commercial activity than what one would do in an academic context. One alternative is “advocacy.”
3. “Urbitecture” is an obvious attempt to synthesize the terms urbanism and architecture, however the introduction of an invented term may detract from both the seriousness

of ESUA's effort and the subtleties of creating a curriculum that is a recognized credential and that can be incorporated within existing degree programs. The dilemma is that urban design is a damaged term given its historical usage and results, but perhaps one that is not beyond redemption. "Community design" is one alternative, but you could also reconsider civic art, art urbain, stadtbau or something else from the historical lexicon of urban architecture and city building from the late 19th-early 20th century era that preceded the formal creation of town planning, city and regional planning, and urban design programs and professions.

VI. IMPLEMENTATION ISSUES AND SUGGESTIONS

1. The 3+2 Programme (EU Bologna Process) mirrors trends in the U.S., including dual degree options. It will be critical to fully investigate and articulate the process for professional licensing after either the 3-year bachelors or 3+2 program. The University of Miami's urban design program, for example, is considered a post-professional degree. In order to become licensed architects students must practice architecture for a period of time after graduating and fulfill a variety of apprenticeship and exam requirements. Other students may already hold professional licenses in architecture, landscape architecture or city planning and pursue an urban design degree in order to add this area of expertise to their professional practice. ESUA must ensure that it is delivering credentials of value to students and preparing them for employment.
2. Another variation on academic degree options can be seen in the Master of Design Studies offered at Harvard's Graduate School of Design. This graduate degree

program includes four separate tracks including: History & Theory, Technology & Design, Real Estate & Project Management, and Urbanization & Housing Studies

3. A critical question that ESUA will need to fully explore is the practicality of getting an ESUA credential recognized across borders. This is an obvious challenge and addresses the marketability of some ESUA degree options.
4. The implementation of the ESUA curriculum for various degree and continuing education/professional development options will require willing partners. The inertia, bureaucracy and academic standards within university systems and schools of architecture are very difficult to change from the outside and will require a long-term commitment and resources for a sustained effort. Fortunately, ESUA enjoys an existing multi-national partnership to build on and the modular structure of the curriculum will allow for a great deal of flexibility in working with potential partners.
5. ESUA's pilot focused on the integration of urban design and architecture. In subsequent phases ESUA should make efforts to introduce versions of its urban design curriculum to related disciplines involved in shaping the built environment (planning, public policy fields, governance, real estate, transportation), which can also help dramatically with advocacy. Some examples/ideas for this branching out into other disciplines follows. Many of these proposals would best be pursued under the auspices of the proposed ESUA Foundation, or by individual ESUA partners as part of the existing ESUA network.
6. Develop "the one" course – a single urban design/community design course that could be taken as a core course or elective in all design, place making and community building curricula that covers the fundamentals of livable community design.

7. Create a European version of the Mayor's Institute for City Design (MICD). "The Mayors' Institute on City Design (MICD) is a partnership program of the National Endowment for the Arts, the American Architectural Foundation, and the United States Conference of Mayors. Since 1986, the Mayors' Institute has helped transform communities through design by preparing mayors to be the chief urban designers of their cities." (Source and MICD home page: <http://www.micd.org/>).
8. Create a center that teaches architects, designers, and representatives of communities, philanthropic institutions, and governmental organizations and agencies how to establish and run a community design center, which institutionalizes the community design process in communities and regions and provides employment for the types of practitioners that ESUA's curriculum will train. ESUA can start quickly by developing job descriptions for city architects and urban design directors and post these to their web site. Centers such as this also organize public seminars, study tours, and events educating the public and community leaders on good urban design principles and practices. Background on community design centers can be found on the Knight Program web site here:
<http://cbp.arc.miami.edu/Events/Design%20Center/design%20center.html>
9. The training of existing teachers/faculty, as proposed, is a critical proposal to help multiply the potential impact and adoption of the ESUA curriculum. Think through what appeals to this audience, how to influence them and get them to participate, how to be responsive to their immediate needs, provide incentives and rewards, etc. Summer & Winter Institutes held in attractive places, places that can also serve as the subject for study tours and learning activities, at a low cost and/or subsidized by

philanthropic institutions can help attract participants. Potential institute activities: develop and provide detailed curriculum and instructor packages with lessons and assignments; train instructors to *calibrate* the curriculum to their local contexts; hold workshops where instructors can bring in existing course and curriculum for ESUA partners to help adapt. Develop a special institute specifically geared for academic administrators in schools of architecture (Dean/Head of School/Program Directors).

10. The ESUA modules are built around workshops. This project-based learning, conducted on-site in different cities and nations, is recognized as a central strength of the ESUA curriculum. This makes identification of workshop locations, and their respective contexts and policy issues *very* important. It will be critical for ESUA partners to carefully identify, screen and visit potential workshop communities to match up with the curriculum topics in a particular course or module, and ensure a good fit between the particular place and its challenges and the instructor, student and practitioner skills. Different settings will offer different learning opportunities: some as ideal models, others as examples of unsustainable planning and design in need of remediation. Some communities may become identified as ideal project locations for successive courses in different years based on ESUA's experience with the local government, involvement of local practitioners, the degree of public participation and interest in planning, architecture and urban design, and the dynamic nature of the community.

11. Create a more detailed curriculum, fleshing out more course material, but focus on creating flexible, refined frameworks, not inflexible blueprints for courses. Create models, frameworks and outlines; identify the core texts, essential skills and

information to be acquired by students with sample syllabi, readings, case studies, and assignments, but assume adaptability in the delivery and local calibration of the curriculum.

12. Focus more on practical implementation, delivery of workshops on a regular seasonal basis with the calendar established long in advance.
13. Use the short-, medium- and long-range phase objectives as a framework to be continuously updated and actively managed for achieving the ESUA foundation activities plotted out in the ESUA report.
14. Formalize mentorship, apprenticeship, and “job placement” relationships with firms and establish an ESUA career development focus early on. Mentoring activities and events, seminars and video conferencing on entrepreneurship, professional practice, contracts, how to build an architecture and urban design practice, and working with international clients can all help propel ESUA graduates into successful careers.

VII. CONCLUSION

The ESUA pilot project has been an impressive curriculum development initiative focusing on urgent challenges facing the cities, towns and landscapes of Europe. The project team persevered through logistical challenges to deliver a model for an integrated urban design and architecture curriculum with a strong project-based learning component that can be adapted to meet the needs of a variety of educational objectives. The project partners have developed a detailed implementation plan and identified short-, medium- and long-term objectives. I believe the ESUA partners have gone above and beyond in achieving the original goals of the pilot project, and I strongly urge the EU and the Leonardo da Vinci programme administrators to continue their support for ESUA and its next phase of implementation initiatives.

Charles C. Bohl, PhD

Curriculum Vitae

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PERSONAL

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6. Current Academic Rank: Research Associate Professor

7. Primary Department: Architecture

8. Secondary or Joint Appointments:

9. Citizenship: U.S.A.

10. Visa Type (if non-citizen):

HIGHER EDUCATION

11. Institutional (institution; degree; date conferred):

University of North Carolina at Chapel Hill; Ph.D., City and Regional Planning, 2004

Dissertation: *The Social, Civic and Symbolic Functions of the Public Realm: A Comparative Study of New Urbanist Town Centers and Conventional Shopping Centers.*

The State University of New York at Albany, MURP, Master's Degree in Urban and Regional Planning, 1991

New York University, B.A., Liberal Studies, the Gallatin Division, 1983

12. Non-Institutional (description; dates):

13. Certification, licensure (description; board or agency; dates):

Charrette Planner Certificate, National Charrette Institute, 2005

EXPERIENCE

14. Academic (institutions; rank/status; dates):

University of Miami, School of Architecture, Associate Professor and Director of the Real Estate Development and Urbanism Program, 2008-Present

University of Miami, School of Architecture, Research Associate Professor and Director of the Knight Program in Community Building, 2000-2008

University of North Carolina at Chapel Hill, Senior Research Associate, the Center for Urban Regional Studies, 1999-2000

North Carolina State University, School of Design, Architecture Department, Instructor, 1998-1999

University of North Carolina at Chapel Hill, Department of City and Regional Planning, Instructor, 1998-1999

University of North Carolina at Chapel Hill, The Graduate School, Senior Fellow, Weiss Urban Livability Program, 1998-1999

Academic Program and Curriculum Development:

External Evaluator, European School of Urbanism and Architecture (ESUA), a pilot project funded by the European Union involving twelve partner institutions from throughout Europe to develop a model curriculum, 2007-2008

Spearheaded national study of real estate programs and developed a curriculum for a one-year masters degree program in Real Estate Development and Urbanism blending the strengths of the Schools of Architecture, Business, Law and Engineering at the University of Miami. 2006-2007. New masters degree program approved in Spring 2008.

Developed an online course, *Introduction to the Principles and Practice of New Urbanism*, with Professor Joanna Lombard. The course is recognized by the LEED-Neighborhood Development initiative and the official credential to be used by the Congress for the New Urbanism, 2007-2008

Developed a series of seminars and courses in Real Estate Development and Urbanism at the University of Miami School of Architecture in conjunction with the School of Business Administration and Law School faculty, 2004-2007

Developed a proposal and successfully established the Smart Growth and the New Economy Program at the Center for Urban and Regional Studies at the UNC-Chapel Hill. 2000 <http://curs.unc.edu/smart.html>

15. Non-Academic (employers; title; responsibilities; dates):

Charles Bohl & Associates, new urbanism consulting in placemaking, mixed-use planning, design and development, and community building, 2003-present

Niagara Mohawk Power Corporation, Economic Development Specialist, industry analysis, development of statewide economic development information system with the New York State Economic Development Department, grant writing, local and regional economic development initiatives in partnership with communities in Upstate New York, 1991-1995

16. Military (branch; rank; responsibilities; dates):

PUBLICATIONS

17. Books and Monographs Published:

Bohl, Charles C. and Jean-Francois Lejeune. Sitte, Hegemann, and The Metropolis: Modern Civic Art And International Exchanges. New York, NY: Routledge, 2008.

Bohl, Charles C. Place Making: Town Centers, Main Streets and Transit Villages; Washington, DC: The Urban Land Institute; 2002; 305 pages. A best-selling book for the publisher currently in its fifth printing.

Book Chapters:

Bohl, Charles C. "Affordable Housing Design for Place Making and Community Building" in Chasing the American Dream: Multidisciplinary Perspectives on Affordable Homeownership, edited by William Rohe and Harry Watson. Ithaca, NY: Cornell University Press; 2007: 113-145.

Bohl, Charles C. "Before and After Reston Town Center" in Reston Town Center: Visions and Reality, A Downtown for the Twenty-First Century, Jan Cigliano, editor. Washington, DC: Academy Press; 2006: 4-27.

Bohl, Charles C. "New Urbanism Legacy Projects in Florida" (introduction and four essays on Seaside, Mizner Park, Haile Village Center and Celebration), in CNU Guidebook to Florida, 2nd Edition, Miami, Florida: Congress for the New Urbanism-Florida Chapter; 2005: 26-37.

Bohl, Charles C. "Retail globalization and the urbanism: resisting clone town blues," in New Civic Architecture: The Ecological Alternative to Sub-urbanization, Gabrielle Tagliaventi, editor. Bologna, Italy: University of Ferrara; 2004.

Bohl, Charles C. and David Godschalk. "The Hazard Mitigation Grant Program: Scattered Spending." In Natural Hazard Mitigation: Recasting Disaster Policy and Planning, David R. Godschalk, ed. Washington, DC: Island Press; 1999.

Berke, Philip and Charles C. Bohl. "Linkages Among Mitigation Policy, Plans and Projects." In Natural Hazard Mitigation: Recasting Disaster Policy and Planning, David R. Godschalk, ed. Washington, DC: Island Press; 1999.

Kaiser, Edward and Charles C. Bohl. "Tennessee Case Study: Tennessee After a Series of Floods and Storms." In Natural Hazard Mitigation: Recasting Disaster Policy and Planning, David R. Godschalk, ed. Washington, DC: Island Press; 1999.

18. Juried Or Refereed Journal Articles And Exhibitions:

Bohl, Charles C., and Elizabeth Plater-Zyberk. "Building Community Across the Rural-to-Urban Transect." *Places* 18 (1); 2006: 4-17.

Elmlund, Peter and Charles C. Bohl. "Places of Ethnic Commerce Across the Transect." *Places* 18 (1); 2006: 32-35.

Bohl, Charles C. "To What Extent and in What Ways Should Governmental Bodies Regulate Urban Planning?" *Journal of Markets and Morality*, Vol 6 (1); 2003 (http://www.acton.org/publicat/m_and_m/2003_spring/)

Bohl, Charles C. "The Return of the Town Center." *Wharton Real Estate Review*, Vol VII (1); 2003: 54-70.

Bohl, Charles C. "New Urbanism and the City: Potential Implications and Applications for Distressed Inner-City Neighborhoods." *Housing Policy Debate*, Vol 11 (4); 2001: 761-801
(<http://www.fanniemaefoundation.org/programs/hpd/v11i4-index.shtml>)

19. Other Publications:

Journal Articles:

Bohl, Charles C. "Placemaking in Florida." *Forum*. 2008 (Spring): 20-25.

Bohl, Charles C. "New Urban Retail: A Glass Half Full Or Half Empty?" *Council Report VI*, Gaithersburg, MD: The Town Paper; 2004

Bohl, Charles C. "Shop and Awe: The Peril of American-Style Commercial Development for Europe." *EuroCouncil Report*, Gaithersburg, MD: The Town Paper; 2003

Bohl, Charles C. "Haile Village Center Case Study." *Council Report I*, Gaithersburg, MD: The Town Paper; 2001

Bohl, Charles C. "Traditional Urbanism Reconsidered." *Carolina Planning*; Vol 24 (2), Summer 1999; 1999: 7-10

Professional Reports Authored/Co-Authored:

Bohl, Charles C. and Jean Scott, ULI Technical Assistance Panel
Recommendations and Report, Pompano Beach East CRA, June 2008: 59 pages.

Bohl, Charles C. and Jean Scott, Lexington, "Kentucky Legacy Planning Initiative:
Final Report"; 2008: 108 pages.

Bohl, Charles C., Andrea Gollin, Mary Newsome, Jaime Correa, E. Plater-Zyberk,
et. al., "Memphis-Winchester Park Charrette Report," 2007: 75 pages.

Bohl, Charles C. and Harvey Simon. "Concept Plan for the Mississippi Renewal
Design and Development Center," 2006.

Bohl, Charles C. and Harvey Simon. "Backgrounder on Community Design
Centers." Prepared by the Knight Program in Community Building, 2005.
(<http://www.arc.miami.edu/knight/Events/Design%20Center/KPCB%20Design%20Ctr%20bkgrdr.pdf>)

Sirota, Stu, Charles C. Bohl, E. Plater-Zyberk, Andrea Gollin, et. al. "Duluth
Charrette Report: East Downtown, Hillside and Waterfront," 2006: 68 pages.

Bohl, Charles C. "Place Making and Retail Strategies for Downtown Punta Gorda,
Florida" in *New Citizens Master Plan for Punta Gorda*; Jaime Correa and
Associates; 2005

Hurley, Jennifer, Charles C. Bohl, E. Plater-Zyberk, K. Klinkenberg, C. Coletta, R.
Chellman, S. Sirota, M. York, Andrea Gollin et al. "Downtown Coatesville Plan
and Report: Rediscovering, Re-valuing, and Rebuilding Historic Downtown
Coatesville." (<http://www.arc.miami.edu/knight/Events/Charrettes.html>); 2004: 58
pages.

Bohl, Charles C. "Managed Growth Tier System Code Revision Project: Peer
Review Session Three Final Report;" Palm Beach County, Florida; May 3, 2003; 30
pages.

Bohl, Charles C., E. Plater-Zyberk, L. Volk, B. Marshman, N. Payton, P. Swift, M.
Rhodes, D. Parolek, Andrea Gollin et al. "Evergreen/Eastridge Post-Charrette
Report," (redevelopment plan for the Evergreen/Eastridge neighborhood of San
Jose, CA). (<http://www.arc.miami.edu/knight/Events/Charrettes.html>); 2003: 41
pages.

Bohl, Charles C. "Managed Growth Tier System Code Revision Project: Peer
Review Session Two Final Report;" Palm Beach County, Florida; August 27, 2002;
40 pages.

Plater-Zyberk, Elizabeth, Charles C. Bohl, Dhiru Thadani, Peter Brown, Andrea
Gollin et al. "Beall's Hill Post-Charrette Town Paper" (redevelopment plan for the

Beall's Hill neighborhood, Macon, GA); (<http://www.arc.miami.edu/knight/Events/Charrettes.html>), 2002

Bohl, Charles C., Andres Duany, Jeff Speck. "Downtown Fort Myers" (redevelopment plan for the downtown of Fort Myers, Florida); Duany Plater-Zyberk & Co; (<http://www.cityftmyers.com/departments/dra/duanyplan.aspx>), 2002: 110 pages.

Elizabeth, Richard John, Carie Penabad, Adib Cure, Andrea Gollin, Charles C. Bohl. "Downtown Coral Gables Charrette," Coral Gables, Florida, University of Miami School of Architecture and the City of Coral Gables (<http://www.gablescharrette2002.com/>); 2002: 113 pages.

Bohl, Charles C. "Managed Growth Tier System Code Revision Project: Peer Review Session One Final Report;" Palm Beach County, Florida; October 15, 2001; 29 pages.

Brower, David J. and Charles C. Bohl. *Principles and Practice of Hazard Mitigation*. Instructor Guide for the Federal Emergency Management Agency's (FEMA) Emergency Management Institute (EMI), Higher Education Project. Emmitsburg, MD: 2000: (<http://training.fema.gov/EMIWeb/edu/HMPinciple.asp>); 165 pages.

Research Papers:

Bohl, Charles C. "Compact, Mixed-Use, Pedestrian-Oriented Centers: A Review of Definitions, Relevant Literature and Potential Research Approaches." Working Paper, Center for Urban and Regional Studies, University of North Carolina at Chapel Hill, 1997; 40 pages.

Bohl, Charles C. "Town Centers: Precedent, Typology and Prospects." Working Paper, Center for Urban and Regional Studies, University of North Carolina at Chapel Hill, 1996; 35 pages.

Book Reviews:

Bohl, Charles C. Book review: Nelessen, A. C. 1994. Visions for a New American Dream: Process, Principles, and an Ordinance to Plan and Design Small Communities. Chicago: APA Planners Press, *Urban Land* 56 (7) Jul. 1997:76-77

Bohl, Charles C. Book review: Fulton, William. 1996. The New Urbanism: Hope or Hype for American Communities? Cambridge, Massachusetts: Lincoln Institute of Land Policy, *Urban Land* 56 (7) Jul. 1997:77-78

Bohl, Charles C. Book review: Hoyle, Cynthia L. 1995. Traffic Calming. Planning Advisory Service Report; American Planning Association, *Urban Land* 56 (8) Aug. 1997

Bohl, Charles C. Book review: Southworth, M., & Ben-Joseph, E. 1997. Streets and the Shaping of Towns and Cities. New York: McGraw-Hill, *Urban Land* 56 (11) Nov. 1997:87

Bohl, Charles C. Book review: Lichfield, N. 1996. Community Impact Evaluation. London: UCL Press, *Journal for the American Planning Association* 63 (1) Winter 1997

Bohl, Charles C. Book review: Steuteville, Robert. 1996ff. (serial). *New Urban News*. Robert Steuteville, *Carolina Planning* Winter 1997

Bohl, Charles C. Book review: Miller, J., Anderson, R. J., & Johnson, D. (Eds.). 1997, 1998. The Traditional Neighborhood Design Series, Volumes I - III. Minneapolis, MN: HomeStyles Publishing and Marketing Inc. in collaboration with the Town Planning Collaborative, *Urban Land* 57 (8) Aug. 1998:83-84

Bohl, Charles C. Book review: The Sater Group. 1998. Cottages: Charming Seaside & Tidewater Designs. Wixom, MI; Home Planners in conjunction with The Sater Group, *Urban Land* 57 (8) Aug. 1998:83-84

Bohl, Charles C. Book review: Heartland Home Plans. 1995. Designs With A New Appreciation for Traditional American Values. Omaha, NE: Design Basics, Inc, *Urban Land* 57 (8) Aug. 1998:83-84

Bohl, Charles C. Book review: Brower, Sidney N. 1996. Good Neighborhoods: A Study of In-town and Suburban Residential Environments. Westport, CT: Praeger Publishers, *Urban Land* 58 (1) Jan. 1999

Bohl, Charles C. Book review: Ross, Andrew. 1999. The Celebration Chronicles: Life, Liberty, and the Pursuit of Property Value in Disney's New Town. New York, NY: Ballantine Books, *Urban Land*

PROFESSIONAL

21. Funded Research Performed (last five years):

Bohl, Charles C., principal investigator, *New Urbanism Online* (creation of an online course in New Urbanism planning and design); Sponsor: Office of the President, University of Miami, \$100,000; 2007-2008

Bohl, Charles C., principal investigator, *Development of a Business Plan for a Regional Design Center for the Mississippi Coast*; Sponsor: The New Hampshire Charitable Foundation, Amount: \$3,410; 2006

Bohl, Charles C., principal investigator; *Intown/Winchester Park Charrette*; Sponsors: The National Realtors Association, Amount: \$8,000 and The Memphis Area Realtors Association; Amount: \$5,000; 2006

Bohl, Charles C. and Elizabeth Plater-Zyberk, co-principal investigators; *Community Building Program*; Sponsor: John S. and James L. Knight Foundation; Amount: \$1,100,000; 2004-2008

Bohl, Charles C., and Professor Andrea Heuson, co-principal investigators; *Innovative Teaching Grant: Inter-School College Courses* (School of Architecture and Business School collaboration on a new real estate finance course incorporating mixed-use development); Sponsor: Provost's Office, University of Miami; Amount: \$10,000; 2004

Bohl, Charles C., and Andres Duany, co-principal investigators; *Urban Street Design Standards and Public Works Manual*; Sponsor: Robert Wood Johnson Foundation; Amount: \$45,000; 2003

Plater-Zyberk, Elizabeth and Charles C. Bohl, co-principal investigators; *Community Building Program*; Sponsor: John S. and James L. Knight Foundation; Amount: \$2,100,000; 2001-2004

22. Editorial Responsibilities:

Co-founder and co-editor, *The Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, an interdisciplinary peer-review journal; Routledge/Taylor & Francis; 2007-Current

Associate Editor, *The New Urban Post*, The Town Paper, 2000-2006

Associate Editor, *The Council Reports*, The Town Paper, 2000-2006

Guest editor with Elizabeth Plater-Zyberk, special issue of *Places* 18(1): Community Building Across the Rural-to-Urban Transect, 2006

Guest editor, Special Section on the Weiss Symposium Series: "Traditional Urbanism Reconsidered" (essays by Charles Bohl, Robert Russell, William Carroll Westfall, James Howard Kunstler): in *Carolina Planning*; Vol 24 (2); 1999

23. Professional and Honorary Organizations (member; officer; date):

Member, Urban Land Institute (ULI), full international member, 2000-

Academic Chair of the Executive Committee, ULI Southeast Florida/Caribbean District Council, 2003-

ULI in the Community National Advisory Group, Committee Member (appointed), 2007-

Member, American Institute of Architects (AIA), 2007-

Member, American Planning Association (APA), National (1991-) and Florida chapter (2002-)

Member, National Trust for Historic Preservation, 2005-

Member, Congress for the New Urbanism (CNU), National and Florida chapter, 1998-

Member, International Council of Shopping Centers (ICSC), 2005-

24. Honors and Awards:

Individual Honors and Awards:

Certificate of Recognition for service to the Commercial and Industrial Association of South Florida, July 2008

Certificate of Recognition, ULI Southeast Florida/Caribbean District Council, community Technical Assistance Program, June 2008

Top Ten Books-2003, for *Place Making: Developing Town Centers, Main Streets and Urban Villages*; Planetizen Planning and Development Network (www.planetizen.com)

Invited guest/participant of HRH Prince Charles, The Prince's Foundation Conference, London, England, Nov. 20, 2003

Certificate of Recognition, City of Coral Gables, for service in organizing and conducting the Coral Gables Charrette, 2002

Group Honors and Awards:

Awards for the Beall's Hill Neighborhood project, the focus of the 2001 Knight Program Charrette, Master Plan and follow-up work by Knight Program Director (Charles Bohl), Knight Community Building Program fellows (Peter Brown, Dhiru Thadani, Laurie Volk), University of Miami School of Architecture faculty (Elizabeth Plater-Zyberk, Jaime Correa) and graduate students for the City of Macon, Macon Housing Authority, and Mercer University:

- Congress for the New Urbanism (CNU) Charter Award for the Beall's Hill Neighborhood Plan and Urban Design Guidelines, Macon, Georgia (Knight Fellow Dhiru Thadani/Ayers Saint Gross and University of Miami School of Architecture's Knight Program in Community Building), 2005
- Urban Master Plan Citation, AIA Maryland, (Knight Fellow Dhiru Thadani/Ayers Saint Gross and University of Miami School of Architecture's Knight Program in Community Building), 2005

[The Beall's Hill Revitalization Project also garnered a Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration for Mercer University and CORE Neighborhood Revitalization, Inc.]

26. Other Professional Activities

Conferences, Symposia, Study Tours And Exhibits Organized (Selected):

From 2000-2008, Dr. Bohl was the principal organizer of four annual 3-to-7 day interdisciplinary seminars and workshops as part of the curriculum of the Knight Program in Community Building's continuing education program for mid-career Knight fellows and graduate student Knight scholars at the University of Miami's School of Architecture. Dr. Bohl has also organized major community design workshops ("charrette") cities throughout the United States funded by major philanthropic foundations, and three major conferences on livable community design and community building topics with internationally recognized theorists and practitioners. These events form. Other events have included study tours of livable community design projects and a series of continuing education seminars on real estate development, architecture, urbanism, and preservation topics (listed in the Teaching section of the CV) at the University of Miami's School of Architecture.

Academic Organizing Committee, Council for European Urbanism, *Climate Change and Urban Design: Science, Policy, Education, Best Practice*, Third International Council for European Urbanism (C.E.U.) Congress, peer-reviewed papers; Oslo Norway, Sep. 14-16, 2008

Swedish developer tour of U.S. mixed-use development projects (co-organized with Professor Ellen Dunham-Jones, School of Architecture, Georgia Technology Institute and Peter Elmlund of Urban City Research, Ax:son Johnsonstiftelsen), guided tour of projects in Georgia and Florida, May 8-11, 2007

Education Retreat: Educational models and strategies for the teaching of livable community design and urbanism, Coral Gables, Florida, January 8-9, 2007

Regional Design Center for the Mississippi Coast: Business Plan Workshop, Gulfport, MS, August 7-8, 2006

Mid-Course Evaluation Workshop for the Beall's Hill Charrette Implementation, Macon, GA, May 1-5, 2006

Council for European Urbanism (CEU) Exhibit, curator with Audun Engh for an exhibition of new urban projects in European countries, October-December, University of Miami School of Architecture, 2005

Place Making and Community Building: Sharing Experiences in Knight Communities, Omni Colonnade, Coral Gables, Florida, March 21-23, 2004

Civic Art 2002, an international conference on the life and work of Werner Hegemann and civic art, co-organized with Professor Jean Francois Lejeune, Wolfsonian Museum, Miami Beach, Oct 2002

Rural-Urban Transect Conference, the first conference on transect theory and its application to planning and design, in conjunction with Yale University's School of Architecture, New Haven, Connecticut, April 2001

Traditional Urbanism Reconsidered, a semester-long symposium series involving six pairs of speakers organized by Professor Bohl and held at the University of North Carolina at Chapel Hill in the Spring of 1999

Major Community Design Workshops, Planning And Design Events Organized:

Legacy Planning Initiative for Lexington, Kentucky, a series of workshops convening community leaders, stakeholders and citizens in order to identify local projects and initiatives with potential enduring significance for the community's physical character and quality of life as a result of preparations for hosting the 2010 World Equestrian Games. Development of a blueprint for Lexington's public, private and non-profit groups to focus and coordinate their individual efforts and produce legacy projects, Lexington, KY, August-December 2007.

Design Center Models for the Mississippi Renewal Design and Development Center, Participants included community leaders from the three counties and eleven communities severely damaged by Hurricane Katrina, FEMA representatives, state, regional and local officials, and design center directors from Nashville, Charleston, SC and the Florida Treasure Coast Regional Planning Council. Gulfport, MS. 2006-2007 (<http://www.arc.miami.edu/knight/Events/Conferences>)

Intown/Winchester Park Memphis, Tennessee, downtown redevelopment plan and community building strategy for an inner city neighborhood of Memphis located between St Jude's Children's Hospital and St Luke's Medical Center, July 16-22, 2006

Downtown Duluth, MN, downtown lakefront infill and redevelopment plan for a historic area incorporating the future growth of two major healthcare facilities, July 12-19, 2005

City of Coatesville, PA, (downtown redevelopment, steel mill site reuse and transit oriented development plan) October 23-27, 2003

Evergreen/Eastridge Charrette, (transit oriented development, shopping mall redevelopment and suburban retrofit) San Jose, California, November 12-18, 2002

Beall's Hill Charrette, (inner city neighborhood infill and redevelopment plan for historic neighborhood adjacent to Mercer University) Macon, Georgia, Oct 31 – Nov 5, 2001

Reinventing the Mall, (symposium and redevelopment visioning workshop for shopping mall) Durham, North Carolina, Sept 29 – Oct 1, 2000

Information, documentation and reports for all charrettes are available at:
<http://www.arc.miami.edu/knight/Events/Charrettes.html>

Invited Juries and Chaired Panels:

Chair, ULI Technical Assistance Panel for the City of Pompano Beach, FL, May 15-16, 2008

Juror, 2008 UNC Development Challenge, Center for Real Estate Development, University of North Carolina at Chapel Hill, Feb 21-22, 2008

Juror (chair), Congress for the New Urbanism-Florida Chapter's Nolen Award and Barrett Award, 2005, 2006 (chair), 2007, 2008 (chair)

Juror, Urban Land Institute's Southeast Florida/Caribbean Vision Awards, 2006, 2007, 2008 (including the Woolbright Dream Green Awards, added in 2008)

Resource panelist for the Mayor's Institute on City Design (National Endowment for the Arts, the American Architectural Foundation, and the United States Conference of Mayors), 2004

Resource panelist for the Urban Open Space Institute, University of North Carolina-Charlotte, 2006

Chair, Peer Review for the Managed Growth Tier System Code Revision Project; Palm Beach County, 2001-2003 (three peer review panels with national experts on growth management: September 24-25, 2001; October 25-26, 2001; Feb. 3-4, 2003)

Other Professional Experience (consulting):

Dr. Bohl consults for public, private and nonprofit sector clients on place making, the community design process, and town center planning, design and development initiatives in the U.S. and abroad.

Sample Client List:

Private Sector:

Pennsylvania Real Estate Investment Trust
Bermello, Ajamil & Partners, Inc.
D. R. Horton
Veranda Park Partners
La Corporation Proment (Montreal, Quebec)
NCC Construction Sverige AB (Sweden)
Winter Park Partners

Public / Non-Profit Sector:

The City of Punta Gorda, Florida
The City of Longwood, Florida
Palm Beach County, Florida
City of Boynton Beach, Florida
Upper Arlington, Ohio
Bike Athens (Athens, Georgia)
European School of Urbanism & Architecture
Coral Gables Business Improvement District

TEACHING

28. Teaching Specialization (Note briefly courses taught, new courses developed, innovative or experimental teaching etc.)

All courses are graduate level unless otherwise noted.

Introduction to Real Estate Development and Urbanism. New course (core) for the MRED+U Program, Fall 2008.

Introduction to Real Estate Development (w/Jack Winston, Law School), School of Architecture and Law School, University of Miami. New course combining students from both schools in post-professional graduate degree programs, Spring 2007, 2008

Introduction to Real Estate Development for New Urbanism, School of Architecture, University of Miami. (new course), Fall 2005

Architecture and Behavior (w/Dr. Nicholas Patricios), School of Architecture, University of Miami (undergraduate course), Spring 2003

Principles and Practice of New Urbanism, School of Architecture, University of Miami (new course), Fall 2006, 2007

Case Studies in New Urbanist Real Estate Development, School of Architecture, University of Miami (new course), Fall 2003, 2004

Law, Negotiations and Approvals for Real Estate (w/John Dellagloria, Business Law Dept.), School of Architecture, University of Miami (new course), Spring 2006

Finance for Real Estate Development (w/Dr. Andrea Heuson, Finance Dept.), School of Architecture and School of Business, University of Miami (new course), Spring 2004

Urban Plan, an urban redevelopment role-playing curriculum based on a detailed case study in which students must balance the competing demands of a community RFP, non-profit groups, and detailed development requirements as part of a project team. Adapted by Dr. Bohl for use in graduate courses in real estate.

Sustainable Communities (w/Dr. Fatih Rifki, Director), Architecture Department, School of Design, North Carolina State University (new course)

Traditional Urbanism Reconsidered, Dept. of City and Regional Planning (DCRP), UNC-Chapel Hill (original seminar developed in conjunction with the Weiss Symposium Series of the same title organized by Dr. Bohl)

Geographic Information Systems (GIS) for Planners, DCRP, UNC-Chapel Hill.

Development Impact Assessment (w/Prof. Phil Berke), DCRP, UNC-Chapel Hill.

**Continuing Education Seminars and Executive Education Courses
Organized:**

National Charrette Institute Charrette Planner Certification, 2006, 2007, 2008

Real Estate Development Methods for Urban Redevelopment and Preservation,
2006

Real Estate Law, Negotiations and Approvals, 2006

Charrette Planning and the Public Process, 2005

Case Studies in Urbanism and Real Estate Development, 2005

How to Become a Town Architect, 2005

Retail Development: From Shopping Centers to Town Centers, 2005

Introduction to Finance for Real Estate Development, 2004, 2005

Market Analysis and Marketing for Real Estate Development, 2004

Instructors and seminar agendas available at:

http://www.arc.miami.edu/knight/Courses/real_estate.htm

29. Thesis and Dissertation Advising (chairman or committee member; topic; student name; date):

Independent Study for Graduate Thesis: Sanibel Island town center (Patrick Kern, School of Architecture, 2008)

Independent Study for Graduate Thesis: The Town Architect – literature review and interviews (Juan Caycedo, School of Architecture, 2007-2008)

Graduate thesis: Miami Beach bungalow preservation/rehab and mid-rise infill (Chair, Eric Ehasz, School of Architecture, 2006)

Graduate thesis: East Little Havana mixed-use bungalow court infill and rehab (Chair, Tony Garcia, School of Architecture, 2005)

SERVICE

30. University Committee and Administrative Responsibilities:

Director, Knight Program in Community Building, School of Architecture, University of Miami, 2000-Current

Principal organizer, Coral Gables Charrette, a University of Miami-City of Coral Gables collaboration, 2001-2002 (charrette dates Jan. 10-14, 2002)

Curriculum Committee, School of Architecture

New Programs Committee, School of Architecture

31. Community Activities:

Dr. Bohl volunteers his time and services in support of a wide variety of community initiatives and activities in the City of Coral Gables, Greater Miami and South Florida including pro bono work in support of local communities, public schools (e.g., Urban Plan curriculum instruction in Cooper City High School; career day in Coral Gables Elementary School, photography booster club in South Miami Middle School) and organizations including LISC, the Urban Land Institute Southeast Florida/Caribbean District Council, the Florida Design Institute for Public Officials, and the Florida Chapter of the Congress for the New Urbanism. Recent pro bono activities have included participation as a speaker in a City of Coral Gables community design forum for citizens at the Farmer's Market (January 2008) and chairing and co-organizing the Urban Land Institute Technical Assistance Panel for the City of Pompano Beach (May 15-16, 2008).

INVITED PRESENTATIONS AND KEYNOTE ADDRESSES

2009

“Placemaking: Preparing for the Post-Bust Paradigm Shift,” Students for the New Urbanism Third Annual Conference, Miami, Florida, January 17, 2009

“Redesigning and Redeveloping the Inconvenient City: The Art, Business and Culture of Sustainable Urbanism,” Global Business Forum, University of Miami, January 16, 2009 (presenter and moderator)

2008

“Careers in Real Estate,” Urban Land Institute Fall Meeting, Miami Beach, Florida, October 22, 2008 (co-moderator)

“Redevelopment and the Creative Economy,” Florida Redevelopment Association, FRA Annual Awards, Tampa, Florida, October 22, 2008 (keynote address)

“Re-visioning Downtown Streetscapes,” Florida Redevelopment Association, Tampa, Florida, October 23, 2008

“Education for Place Making & Community Building: The Knight Program” Climate Change and Urban Design conference, Council for European Urbanism, Oslo, Norway, September 15, 2008

“Evaluation of the European School of Urbanism and Architecture Curriculum and Pilot Project,” An Integrated Model to Meet 21st Century Challenges: The European School of Urbanism and Architecture conference, Oslo, Norway, September 13, 2008

“Re-Visioning Miracle Mile and Giralda Avenue,” public presentation, Coral Gables Business Improvement District, Coral Gables, Florida, September 8, 2008

“Historic District Visioning: Preserving the Past – Building the Future,” City of Longwood, Florida, July 23, 2008.

“The Future of Real Estate and Place Making at \$5 per Gallon,” Commercial and Industrial Association of South Florida, Coral Gables Womens’ Club, July 11, 2008

“Placemaking, Diversification and Mixed-Use Development: Preparing for the Post-Bust Paradigm Shift,” South Florida Real Estate: Boom and Bust – Reflections on the Past and Realistic Perspectives for the Future, University of Miami School of Business, Apr. 30, 2008

Design Education for Elected Officials, National Conference of the American Planning Association, Las Vegas, NV, Apr. 29, 2008 (invited presenter and moderator)

Placemaking for Retail and Mixed-Use Development, Pennsylvania Real Estate Investment Trust Speakers Series, Philadelphia, PA, Apr. 15, 2008

“How to Avoid Post-Charrette Project Meltdown,” Congress for the New Urbanism (CNU) XVI, Austin, TX, Apr. 4, 2008

“A Vision for the Metropolitan Design Center: Towards a Culture of Good Place Making,” University of Minnesota College of Design, Mar. 10, 2008

“Preparing for the Post-Bust Paradigm Shift”, ULI Southwest Florida Winter Conference, Naples, FL, Feb. 21, 2008 (keynote)

“Place Making, Planning and The Future of Real Estate,” A. Alfred Taubman College of Architecture and Urban Planning, University of Michigan-Ann Arbor, Feb. 13, 2008

2007

“Place Making, Ethics and the Law,” University of Miami Center for Ethics and School of Architecture joint program, Nov. 19, 2007

“Place Making and Urban Retail,” City of Coral Gables Business Improvement District, Annual Meeting, Nov. 15, 2007 (keynote)

“Civic Art Then and Now: Towards a Culture of Good Place Making,” Center for Sustainable Urban Neighborhoods, School of Urban and Public Affairs, University of Louisville, KY, Oct 24, 2007

“Legalizing Place Making: There Oughta be a Law,” American College of Real Estate Lawyers (ACREL) annual conference, Miami, Florida, Oct. 11. 2007

“The Changing Housing Mix in Town Centers and Urban Villages.” ULI Place Making (Ninth Annual Conference), Toronto, Ontario, Canada; Sep. 10-11, 2007 (invited presenter and moderator)

“Designing Better Places: Hands-On Design for Public Officials,” 2007 Florida League of Cities, Orlando, Florida, Aug. 16, 2007

“The influence of Mediterranean architecture in new urban design,” Regional Architecture in the Mediterranean Area, III International Conference on Architecture and Building Technologies organized by the Second University of Naples; Ischia, Italy, Jun. 15-16, 2007

“Place Making Trends in the Real Estate Development Industry in the United States,” Una Riforma Per Le Periferie (Reforming The Suburbs): Promoting Sustainable Developments through the Construction of Livable Communities, organized by A Vision of Europe, University of Ferrara, Mar. 6-9, 2007 (keynote)

“Mixed Use Development Trends and Case Studies in the United States,” presentation to Swedish developers as part of U.S. tour, Orlando, Florida, May 10, 2007

“Retrofitting suburbs in the United States,” Rotary Club, Bologna, Italy, Mar. 6, 2007

“Town Centers.” ULI Philadelphia District Council, Feb. 27-28, 2007 (keynote)

“Transforming Communities: Field Notes for Community Building and Community Builders,” presentation for staff and community liaisons of the John S. and James L. Knight Foundation headquarters, Jan. 24, 2007

“Why Town Centers?” Developing a Town Center Today, Real World Case Study: Winter Springs, Florida. Workshop Presented by the City of Winter Springs and CNU Florida; Winter Springs, Florida, Jan. 17, 2007

2006

“Developing Retail and Town Centers,” Developing New Urban Communities Seminar, Seaside Institute, Seaside, Florida, Dec. 7-9, 2006

“Community Building,” presentation to the Center for Urban Redevelopment Excellence, University of Pennsylvania fellows, Coral Gables, Florida, Oct. 25, 2006

“Place Making for Realtors: Marketing Neighborhood, Community & Lifestyle,” 21st Century Miami: Urban Metropolis or Paradise Lost?, Florida Association of Realtors, Miami, Florida, Oct. 10, 2006

“21st Century Civic Art: Tearing Down The Walls Between The Community Building Professions,” The Role of Design Education in Community Building panel, Florida American Planning Association (FAPA) 2006 State Conference, Marco Island, Florida, Sep. 27-30, 2006

Urban Land Institute St. Louis District Council, St Louis, Missouri, Sept. 26-27, 2006 (keynote)

“Place making, community building and the rural-to-urban transect,” Georgia Institute of Technology, Sep. 12, 2006

“Streets, Parking, Circulation Connections: Creating the Town Center Framework.” ULI Place Making (Eighth Annual Conference), Atlanta, GA Sep. 11-12, 2006 (invited presenter/moderator)

“New Life for Dead Malls: Converting Greyfields to Mixed-Use Town Centers,” CNU XIV, Providence, RI, Jun. 2, 2006

“The Guidebook to New Urbanism in Florida,” Books & Books, Coral Gables, Florida, May 5, 2006

“Principles and Practice of Smart Growth” and “Charrettes,” two lectures for AIA-Florida, Orlando, Florida, Apr. 28, 2006

“Place Making, Urban Open Space and Economic Development,” The Urban Open Space Leadership Institute, Duke Mansion, UNC-Charlotte, Charlotte, NC, Apr. 26-27, 2006 (keynote)

“The Market, Transportation and New Urbanism,” Transportation and the New Urbanism conference, CNU-Florida Chapter, Port Saint Lucie, Florida, Apr. 20, 2006.

“Growing Denser, Better,” Urban Growth Boundary Symposium, Urban Environment League, Miami, Florida, Apr. 3, 2006

“Place Making and Community Building for Enduring Communities: Opportunity Knocks for Memphis,” ULI Memphis District Council, Memphis College of Art, Mar. 27, 2006

“Place Making Strategies for Vibrant Streetlife,” MIAMI 21, City of Miami, Jan. 27, 2006

Tribute to Robert and Daryl Davis, developers of Seaside, Florida, Nolen Award ceremony, Statewide Annual Meeting, CNU-Florida Chapter, Rollins College, Winter Park, Florida, Jan. 12, 2006

2005

“Public/Private Transit Villages,” Place Making (Seventh Annual Conference), Houston, Texas, Sep. 26-27, 2005 (invited presenter and moderator)

“Retail Trends in Florida,” International Council of Shopping Centers, Florida Chapter, Annual Conference, Orlando, Florida, Aug. 15-17, 2005

“Place Making for Town Centers” and “Transit Oriented Development,” Australian Congress for the New Urbanism, Sydney, Australia, Aug. 4-6, 2005 (keynote)

“Town Centers for Central Florida,” West Orange Chamber of Commerce and the Urban Land Institute, Orlando, Florida, Jun. 1, 2005 (keynote)

“Coral Gables: Yesterday, Today & Tomorrow,” Urban Land Institute, Southeast Florida /Caribbean District Council, Coral Gables, Florida, May 25, 2005

“New Urban Retailing and Place Making,” The Target Corporation, Target Corporate Headquarters (Minneapolis, MN), Apr. 19, 2005

“Place Making and Community Building for Enduring Communities,” Richland County Neighborhood Planning Conference, Columbia, SC, Apr. 16, 2005 (keynote)

“Affordable Housing Solutions In Miami,” University of Miami School of Law, Center for Ethics and Public Service & University of Miami School of Architecture, Apr. 4, 2005

“Town Founders and Community Building,” Comprehensive Master Development Plan Community Meeting, City of Miami Gardens, Mar. 16, 2005

“New Urbanism and Gentrification,” a debate with Nathaniel Belcher (Assoc. Dean, FIU School of Architecture) moderated by Miami Herald reporter Andres Viglucci for the Urban Environment League of Miami, Miami River Inn, Feb 15, 2005

“Retail Development and Place Making” Statewide Annual Meeting, CNU-Florida Chapter, Rollins College, Winter Park, Florida, Jan 13, 2005

2004

“What will the suburbs be when they grow up?,” The Florida Public Officials Design Institute, Florida Atlantic University Jupiter Campus, Oct. 20, 2004 (keynote)

“Retail globalization and the urbanism: resisting clone town blues,” Bologna Triennale IV: New Civic Architecture: The Ecological Alternative to Suburbanization, Organized by A Vision of Europe, University of Ferrara, Bologna, Italy, Oct. 8, 2004

“Town centers and the traditional roles of the public realm,” Networks of Globalisation: New Urbanism and Beyond conference, Royal Institute of Technology, Stockholm, Sweden, Oct. 4-7, 2004

“Town Centers in New Communities,” *Place Making (Sixth Annual Conference)*, San Jose, California, Sep. 13-14, 2004 (invited speaker and moderator)
Florida Association of Realtors, *FAR Annual Conference*, Orlando, FL, Aug. 20, 2004, (keynote)

New Urbanism Certification, *CNU XII*, Palmer House Hilton, Chicago, Illinois, May 25, 2004

“Two Decades of New Urban Retail,” *CNU XII*, Palmer House Hilton, Chicago, Illinois, May 24, 2004

Mayor’s Institute on City Design, Charlotte, North Carolina, Invited Presenter and Resource Faculty, May 6-8, 2004

Spartanburg City Council and community foundations, Spartanburg, South Carolina, May 6, 2004

Columbia Design League and the Palmetto Conservation Foundation, Columbia, South Carolina, May 5, 2004

To a Better Urbanism: Defining and Discussing Developments Today, University of Minnesota, Minneapolis, Minnesota Apr. 17, 2004 (keynote)

“The Return of the Market Place: From the Corner Store to the Town Center,” *Place Making and Community Building: Sharing Experiences with Knight Communities*, Coral Gables, Florida, Mar. 23, 2004

“Two Decades and Half a Glass of New Urban Retail,” *Council for New Urbanism VI*, Grand Horton Hotel, San Diego, California, Feb. 20-22, 2004

“Place Making and Community Building,” *2004 Ohio City Management Association, Winter Conference: Ohio’s Communities: Their Economic Future*, Worthington, Ohio, Jan. 28-29, 2004 (keynote)

2003

“Town Centers and Mixed-Used Development,” *City Council Public Forum*, Upper Arlington, Ohio, Dec. 11-12, 2003

“Town Centers: From the Incremental to the Incredible,” *The Seaside Institute Advanced TND Seminar*, Miami Beach, Florida, Dec. 4-6, 2003

“Affordable Housing Design for Place Making and Community Building,” *This House is Home Symposium*, UNC-Chapel Hill, Chapel Hill, North Carolina, Oct. 31, 2003

“Trends in Retail Development and Place Making,” *Big Boxes in Dane County*, Dane County, Madison, Wisconsin, Oct. 17, 2003 (keynote)

“Town Centers for Post-Suburban America,” *Tour de Sprawl*, (organized by BikeAthens), University of Georgia, Athens, Georgia, Oct. 10, 2003 (keynote)

“The Future of Town Centers and Main Streets,” *Place Making (Fifth Annual Conference)*, Reston Town Center, Virginia, Sep. 11-12, 2003

ULI Advisory Panel Session: Nun’s Island (Montreal, Canada), *Place Making (Fifth Annual Conference)*, Reston Town Center, Virginia, Sep. 11-12, 2003 (invited co-organizer and panelist)

“American Retail Place Making: History, Trends, Urban Design and Emerging Formats,” *Andres Duany’s Traditional Neighborhood Development Seminar*, Harvard University Graduate School of Design, Boston, Massachusetts, Aug. 6-8, 2003

“Place Making for Town Centers,” *Smart Choices Forum V* organized by Smart Growth North Carolina, Raleigh, North Carolina, Jul. 23, 2003 (keynote)

“New Urbanism versus Conventional Development,” New Urbanism 101 program, *CNU XI*, Washington, DC, Jun. 19, 2003

“The Second Coming of the American Town Center: Case Studies,” *CNU XI*, Washington, DC, Jun. 19, 2003

“The public realm of town centers and the civic roles that they perform for communities,” *City Streets, Main Streets and Meeting Places*, Urban City Research / Ax:son Johnsons Foundation, Stockholm, Sweden, Jun. 3-4, 2003

“Planning and design for great retail streets,” *City Streets, Main Streets and Meeting Places*, Urban City Research / Ax:son Johnsons Foundation, Stockholm, Sweden, Jun. 3-4, 2003

“Place making – American perspectives on developing town centres, main streets and urban villages,” Royal Institute of Technology, Stockholm, Sweden, Jun. 2, 2003

“Mixed Use Development and Place Making,” *Mixed-Use Development Conference*, Urban Land Institute Southeast/Caribbean Regional Council, Palm Beach Gardens, Apr. 30, 2003 (keynote)

“Town Centers on the Rise,” *4th Annual Retailer One-On-One Conference*, Orlando, Florida, Apr. 22, 2003 (keynote)

“Emerging Formats for Town Centers, Village Centers and Main Streets,” The Village of Los Ranchos, New Mexico, Apr. 14, 2003

“The Return of the Market Place,” *Euro Council*, Council for European Urbanism, Bruges, Belgium, Apr. 5, 2003

“Place Making: Developing Town Centers, Main Streets and Urban Villages,” Books & Books presentation and book signing, Coral Gables, Florida, Mar. 19, 2003

“Quality Growth and Place Making,” *Shelby County Equitable Growth Summit*, Memphis, Tennessee, Mar. 12, 2003

Prior to 2003 (selected appearances):

Design Workshop on Town Centers and Main Streets. *Place Making* (Fourth Annual Conference), Pasadena, California, Sep. 2002

“An Overview of Housing for New Town Centers and Main Streets,” *Place Making* (Third Annual Conference), Miami, Florida, Sep. 10-11, 2001

“Community Building and the New Urbanism,” *Andrews University*, Berrien Springs, Michigan, Apr. 2001

“The Rural-Urban Transect: Theory and Practice.” Opening presentation at the *Yale Transect Conference*, New Haven, Connecticut, Apr. 2001

“New Urbanism and the City: Potential Applications for Inner City Redevelopment and Urban Revitalization.” *Special Session of the American Collegiate Schools of Planning Conference* sponsored by the Fannie Mae Foundation, Palmer House Hilton, Chicago, Illinois, Oct. 23rd, 1999, featured presenter, organizer and panelist.

“Rediscovering the Center: Town Centers and Sprawl.” *Traditional Urbanism Reconsidered Symposium*. University of North Carolina at Chapel Hill, Chapel Hill, North Carolina. Mar. 19, 1999

“Transit-Oriented Development.” Joint session of *The Land Use Exchange and Triangle Growth Strategies, Inc.* at the Solutions Center, Research Triangle Park in Durham, North Carolina (with Tom Miller, Roger Perry, and Jim Earnhardt), Nov. 20, 1998

“Urban Planning, Urban Design and Public Health.” for the *Preventive Medicine Seminar Series, Residency and Fellowship Training Program in General Preventive Medicine*, Department of Social Medicine, School of Medicine, UNC-Chapel Hill, Chapel Hill, North Carolina, Apr. 1998

“New Urbanism in the Real World.” *Planners' Forum Panel Discussion*, Department of City and Regional Planning, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, Apr. 8, 1998

Other Paper Presentations and Conference Appearances:

Education Task Force Session: Launch for the New Journal of Urbanism, Congress for the New Urbanism (CNU) XVI, Austin, TX, Apr. 4, 2008

Presentation of the Intown/Winchester Park Charrette Report and Inaugural Stewardship Committee Meeting, Memphis, TN, Nov. 27-28, 2007

“Does Design Matter? Comparing the Social and Civic Affordances of Walkable, Mixed-Use Town Centers and Conventional Shopping Centers,” Reconfiguring Urban Environments session, Association of Collegiate Schools of Planning (ACSP), Nov. 9-10, 2007.

Place making panel, Association of Collegiate Schools of Planning (ACSP), Nov. 9-10, 2007, discussant/moderator

A Conceptual Plan for a Regional Design and Development Center for the Mississippi Gulf Coast, D'Iberville, MS, Jan. 23, 2007

“Downtown Duluth Plan and Recommendations: Implementing the Vision,” Duluth, MN, Apr. 4, 2006.

Technical Review Panel, North St. Lucie County Towns, Villages & the Countryside (TVC) Comprehensive Plan Amendments, Fort Pierce, Florida, Jul. 8-9, 2005 (invited moderator and panelist)

“The Second Coming of the Town Center,” *36th International Making Cities Livable conference*, Santa Fe, New Mexico, Apr. 14, 2003.

“Sprawl, Home Buyers, and the Fate of Older Suburbs.” *American Collegiate Schools of Planning*, Palmer House Hilton, Chicago, Illinois, Oct. 23rd, 1999

“Basic Methods and Current Trends in Development Impact Assessment.” *The 40th Annual North Carolina Planning Conference*, Durham, North Carolina, May 7th, 1997 (with Phil Berke and Jim Earnhardt)