

STRATEGIC PLAN

2021-2026

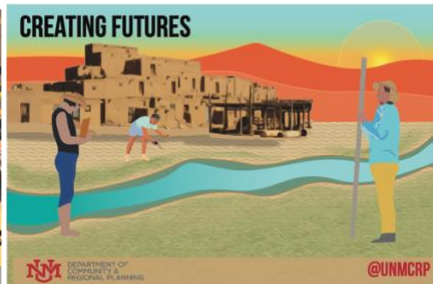


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Introduction

Located in one of the few RI Hispanic Serving Institutions in the U.S., the Community and Regional Planning Department aspires to be one of the most influential and diverse community-based planning programs in the country. Between 2018 and 2020, the Community and Regional Planning (CRP) faculty, with alums and staff, revised its Statement on Justice, Ethics Statement, Mission and Strategic Plan. Since the last Strategic Plan, covering 2013 to 2018, the Department has revised its core courses to respond to emerging trends and opportunities, established an Indigenous Planning concentration in the MCRP program, and redesigned its undergraduate program.

The CRP program offers both graduate and undergraduate degrees – the Master of Community and Regional Planning (MCRP), which is accredited by the Planning Accreditation Board, and the Bachelor of Arts in Environmental Planning and Design (BAEPD) – as well as graduate and undergraduate minors for students in other disciplines. Over the last 40 years, the CRP Department has increasingly reflected the social and cultural diversity of New Mexico and the Southwest.

Vision

THE CRP DEPARTMENT REJECTS INEQUALITY AS A NORM AND THE ASSUMPTIONS AND MINDSETS THAT ACCEPT INJUSTICE AS A GIVEN PART OF SOCIETY. WE ENGAGE IN EMANCIPATORY PLANNING THAT RECOGNIZES COMMUNITY EPISTEMOLOGIES AND WAYS OF KNOWING THAT PUSH BACK TO PRODUCE TRANSFORMATIVE PLANNING PRACTICES. WE WORK FOR RESILIENT COMMUNITIES INCLUDING OUR OWN UNIVERSITY COMMUNITY BY DESIGNING AND REDESIGNING JUST AND EQUITABLE BUILT ENVIRONMENTS, RESTORING AND STEWARDING NATURAL LANDSCAPES, SHAPING AND RESHAPING INSTITUTIONS, AND EMPOWERING CHANGE AGENTS. WE ENGAGE WITH COMMUNITIES AS THEY RECOGNIZE THE VALUE OF THEIR LAND, WATER, AIR AND HEALTH TO PRIORITIZE THE INTEGRITY OF THESE RESOURCES OVER CORPORATE AND POLITICAL INTERESTS. WE CREATE SPACES AND NETWORKS TO EMPOWER PLANNERS IN THE NEXT GENERATIONS OF INDIGENOUS PRACTITIONERS, SOCIAL JUSTICE LEADERS, ACTIVIST SCHOLARS AND ENVIRONMENTAL STEWARDS.

Mission

THE MISSION OF THE COMMUNITY AND REGIONAL PLANNING DEPARTMENT IS TO PLAN AND ADVOCATE WITH COMMUNITIES, ESPECIALLY IN THE SOUTHWEST, FOR JUST AND SUSTAINABLE FUTURES BY DELIVERING PROFESSIONAL EDUCATION, PROVIDING SERVICE, AND ENGAGING IN TRANSFORMATIVE RESEARCH. THE DEPARTMENT PROVIDES QUALITY EDUCATION TO SUPPORT PLANNING THAT IS RESPONSIVE TO PEOPLE AND PLACE AND OFFERING DIFFERENT PATHS TO AFFECT CHANGE. WE WORK WITH COMMUNITIES TO CREATE COMMUNITY-BASED PLANS, PROGRAMS AND POLICIES, AND TO RECOGNIZE AND MOBILIZE EXISTING COMMUNITY CAPACITY. THE PURPOSE IS TO SUSTAIN AND ENHANCE CULTURE, NATURAL AND BUILT ENVIRONMENTS, ECONOMIC VITALITY AND SOCIAL JUSTICE.

Driving Forces

The CRP faculty has identified major forces that are shaping the CRP Department's focus and approach. These affirm that the CRP Department's social and environmental justice commitments are more important than ever and they point to new promising directions.

1-Global Environmental Change

Climate change is dramatically affecting human settlements worldwide. Changes in resource availability, flooding, extreme weather events, pest and disease outbreaks among other climate-related variables are leading to population shifts. The Southwestern United States is experiencing increased temperatures and changes in precipitation that threaten water security for ecosystems and water users, including municipalities, tribes, agriculture, business, and industry. At the same time, interest in development of oil and gas reserves continues, with the potential to exacerbate the effects of climate change and associated inequality. Our research, teaching, and service will need to emphasize the many facets of climate change, water scarcity, population shifts, and development of green energy alternatives to envision and create just and sustainable futures.

2-Global Corporatized Political Economy

Communities and regions are both influenced and constrained by global economic forces beyond their regions. The global economy is highly controlled by wealthy corporate actors with decreasing place-based commitments, which undermines local self-determination. At the same time, people value their unique local cultures and develop ways to participate globally that also retain local ways of living. Local planners and change agents must develop effective action in these circumstances.

3-The Rise of the Right

The rise of the extreme right is associated with a marked increase in harmful, racist and anti-poor policies; an anti-intellectual political style; and ongoing attacks on the public sector, including education. CRP will actively voice the value of education as an intrinsic social good necessary to democracy and the need for a robust public sector in a global market economy. As a department with a significant number of Latinx, Native American and undocumented students, our students are on the front-line, directly impacted by divestment, racist policies and the normalization of a politics of cruelty. Our curriculum, classrooms, policies, and culture will support the extensive capacities of these students as well as respond to the chronic and acute traumas associated with these forces.

4-Land Based Communities

The community-based movements in the region committed to land-based rights, sovereignty, and decolonization are a driving force that frames CRP's pedagogy and its community-based practices. The ongoing impacts of settler colonialism in New Mexico, both Spanish and American, continues to weigh upon the rights of land-based communities. We recognize the important role of decolonial methodologies in planning practice.

5-Sustainable Development and Placemaking

Planners are increasingly focused on drawing on local assets and assessing how residents live, work and play to create culturally relevant, dynamic, environmentally restorative public and community spaces. These spaces and processes celebrate temporary and informal activities as well as established uses in ways that allow local ecosystems to regenerate creating spaces for people and habitats for native species to thrive.

6-Emergent Epistemologies

Underneath many of these driving forces—from the environmental crises to deepening inequality—are dominant ways of knowing and being which cannot foster collective well-being. We work to de-centering Western knowledge systems in order to plan with New Mexican communities that hold their own epistemes, theories and methodologies that provide conceptual frameworks for their respective communities. As a department, we will decolonize planning practices as we continue to denaturalize dominant epistemologies to show they are only one way of organizing communities and society. We honor and learn from social movements and front-line communities that offer more caring, just, ecologically-sound and sacred ways of relating to each other and the world, striving for “a world where many worlds fit,” as the Zapatistas have said.

7-Emergent Technologies

Technological advances are making the learning curve less steep and enabling smart phone use and apps that can be used for planning practice. While some technology has steeper learning curves and requires a desktop computer, such as 3-D representation, virtual reality and augmented reality, all carry the potential to illustrate community interests to internal and external stakeholders. Technology enables planners to tell stories about their communities, but with impeded access to web and technology in rural areas in New Mexico, the ability to use higher end technology remains a challenge. CRP will need to provide planners with technological tools that range from low tech/analog to high tech/digital.

8-Public Education and Research in New Mexico (and beyond)

UNM, like many public universities, faces numerous intersecting challenges including inadequate public funding and an increased attention to STEM fields at the expense of other disciplines. Also, UNM is located in a slow growth region, which contributes to declining enrollments and tuition revenues. In response, the CRP budget has decreased, the number of faculty have decreased, student support has been reduced, and pressure for external grants and contracts has grown. However, we believe that UNM and CRP have tremendous opportunity to provide education, engaged serve and transformative research for this region and beyond. In 2020, UNM became one of 119 universities to receive the 2020 Carnegie Community Engagement Classification, and the CRP faculty’s community engaged scholarship was an important contribution.

Strategic Plan Revision Process

During Spring 2020, the CRP Department assessed and updated its 2013-2018 Strategic Plan. As part of the process, it revised the CRP Department's Vision and Mission statements. In a series of meetings throughout spring semester, the faculty assessed how well the previous goals and objectives were achieved, whether those that were not achieved were still relevant. It also established goals and objectives for the next five years.

In Spring 2020, the first year students in CRP 511 were engaged in an hour long discussion about their priorities and experiences, and the strengths and weaknesses of the program from their perspective. These were integrated into the departmental goals for the next five years.

The COVID-19 pandemic unfolded in Spring 2020, and between the transitions and additional work that UNM faculty and practitioners were facing as they managed new protocols as well as working and schooling from home, our outreach process was delayed until Fall 2020.

In Fall 2020, the draft strategic plan was available on the website. CRP faculty members arranged meetings with alums, employers and other stakeholders to discuss the goals and new directions for the department and planning practice. We held nine meetings with stakeholders who were invited based on their professional experience and relationship to the discipline of planning, specifically the public sector, the private sector, nonprofit sector, and those working in Indigenous planning. We also held a meeting with the NM APA leadership, and two meetings with part time faculty members. We recognized that within each group, participants were alums, employers, colleagues and planners who had worked in different sectors. We encouraged their experiences from all these perspectives. The alums spanned those who graduated more than a decade ago to those graduated within the last two years. We presented key points from the strategic plan in each meeting, and asked general questions about trends influencing the field, and skills and knowledge early career planners needed, as well as any gaps they saw based on their experiences when they started working or working with our alums.

Departmental Strengths

A community-based practice planning approach that educates social justice leaders and change agents.

A strong, productive faculty that is diverse in ethnicity, education, and expertise.

The Indigenous Design and Planning Institute (iD+Pi) and leadership in Indigenous Planning.

The Resource Center for Raza Planning (RCRP).

A revised undergraduate curriculum that responds to the urgencies of our times.

An excellent student faculty ratio.

The breadth and depth in the MCRP program through dual degrees in Latin American Studies, Water Resources and Public Administration as well as two certificate programs in Historic Preservation and Regionalism and Urban Innovation.

Leadership in community-engaged research and teaching.

Collective governance.

Positive relationships with the New Mexico Chapter of the American Planning Association, local governmental agencies, and practitioners throughout the region.

Departmental Weaknesses and Constraints

Too little funded research and community-engaged scholarship to fully support students and connect with local and regional communities.

No ongoing, organized program for student recruitment.

A budget affected by cuts resulting from increasingly constrained state funding.

UNM is a Carnegie Designated ... R1 institution. Concerns that the chronic budget crises are used a tool to reduce scholarship infrastructure through higher teaching demands, shifting to part time, precarious teaching positions, fewer releases for service work and fewer sabbaticals.

Faculty salaries that are not competitive with peer institutions, which can be demoralizing and lead to the loss of talented faculty to other universities. This is combined with too weak efforts to retain talented CRP faculty through counteroffers.

Concerns that increased service expectations and committee work will decrease research and teaching productivity.

Concerns about future hires to retain Indigenous planning and Chicanx/Latinx/Indo-Hispano planning.

Insufficient student support and paid internships.

The length of time it takes students to complete the program due to job, financial, and family pressures.

Barriers to accessing UNM funding for faculty research (RAC, Women in STEM).

Too little professional development for MCRP students through the curriculum.

Program Goals, Intended Outcomes, Resources, Measures

During the next five years, the CRP seeks to engage with the aforementioned driving forces and address weaknesses by retaining its strengths and building new capacities in the areas of Curriculum, Scholarship, Students, Administration, Campus Climate and Innovation. Some goals pertain to more than one area. The associated driving forces are in parentheses (DF 1, 2, 3, 4, 5, 6, 7, 8).

Curriculum

During the next 5 years, the CRP Department will retain its core strength in planning with diverse and place-based communities with unique strengths in Indigenous planning and Latinx/Chicanx/Indo-Hispano/Genizara/o planning, intentionally focus on dismantling racism in planning practice and society, and further integrate global comparative and climate action planning throughout the curriculum. All faculty hires will reflect the Department’s community-based focus and MCRP concentration areas. After Ric Richardson retired, the CRP Department was unable to hire a new faculty member in Physical Planning and Design, and this is an ongoing need. The actions below will provide a solid teaching foundation that reflects the professional and academic standards of the Planning Accreditation Board, Association of Collegiate Schools of Planning, and the American Planning Association, while addressing the need for planners to be prepared to work in a globally integrated world with global environmental challenges.

Objectives	Outcome Measures	Resources
Retain two Indigenous Planning faculty members (DF 3, 5, 6, 8)	Retaining IP faculty members or hiring in Indigenous Planning if or when a faculty member leaves UNM or retires	Minimum for Asst Prof with fringe/startup: \$100,000 Minimum for open rank Asst or Assoc: \$126,000 Retention: \$20K
Hire a faculty member with expertise in Latinx/Chicanx/Indo-Hispano/Genizara/o planning (DF 3, 5, 6, 8)	Retain Latinx/Chicanx/Indo-Hispano/Genizara/o planning faculty members Hire one faculty member with this expertise	Minimum for Asst Prof: \$100,000 Minimum for open rank Asst or Assoc: \$126,000
Hire faculty member with expertise in physical planning and design (DF 5,8)	Area of expertise acquired when hiring a faculty member in Indigenous or Latinx/Chicanx/Indo-Hispano/Genizara/o planning <i>or</i> new faculty member in this area	Min for Asst Prof: \$100,000
Integrate global comparative content throughout the curriculum (DF 2)	Annual assessment about progress; Assessment documents developed in 2020-	No additional resources necessary

	2021	
Integrate climate change content throughout curriculum (DF 1, 4, 5)	Annual assessment about progress; Assessment documents developed in 2020-2021	No additional resources necessary
Continue to integrate Indigenous and Latinx/Chicanx/Indo-Hispano/Genizara/o planning content in all core courses (DF 3, 6)	Annual assessment about progress in a faculty discussion about core curriculum at the faculty retreat or a faculty meeting	No additional resources necessary
Increase professional development opportunities available to MCRP students (DF 3, 6, 7)	Rate of MCRP participation in SA+P professional development # of students participating in internships Assessment of professional development integrated into MCRP courses	SA+P has dedicated faculty time to this endeavor (Kristina Yu, Architecture, Special Assistant to the Dean for Career Services); university resources available

Scholarship

During the next 5 years, the Department will continue to support faculty research and work to strengthen research infrastructure. The CRP department will increase support for iD+Pi and RCRP.

Objectives	Outcome Measures	Resources
Faculty retention and hiring in Indigenous planning and Latinx/Chicanx/Indo-Hispano/Genizara/o planning as detailed above	See Curriculum objectives	See Curriculum objectives
Increase endowments supporting Indigenous planning (DF 3, 4, 6)	Increase in existing endowment or new endowment focused on Indigenous planning	Time commitment to work with Foundation and Dean
Develop an endowment supporting Latinx/Chicanx/Indo-Hispano/Genizara/o planning (DF 3, 4, 6)	Established endowment	Time commitment to work with Foundation and Dean
Develop a strategic plan for RCRP	Collaborative planning process Adopted strategic plan	Time commitment to develop plan; needed resources will be identified in strategic plan

Dedicate resources to faculty travel and professional development (DF 8)	Dedicated budget for faculty development	\$20,000 annually: \$2000 x 8 faculty members; additional registration for APA and regional professional conference registration; additional professional development resources
Retain gains and strengthen infrastructure for a research productive environment (DF 8)	Retain 12 credit teaching load Retain course releases as appropriate Retain Contract and Grants Administrator	\$4000 per release to cover courses Contract and Grants Administrator funded by OVPR

Students

During the next five years, the CRP Department seeks to increase the size of its MCRP applicant pool and the size of its BAEPD major. It will ensure that all students have appropriate professional development and a departmental and campus environment where they thrive. The Department will continue to recruit students from diverse backgrounds who have planning-related experiences and excellent academic backgrounds. The CRP will continue to separate graduate and undergraduate courses to create distinct experiences for each program.

Objectives	Outcome Measures	Resources
Create advisory committee of practitioners and potential employers in the community (DF 8)	Establish Advisory Committee Annual (spring) advisory committee meetings	Parking passes and refreshments for face to face meetings: \$200 Staff time to organize
Strengthen relationships with APA-NM (DF 8)	Support for APA-UNM's activities # of students and faculty attending conferences and other APA events # of cosponsored events	Time to develop activities Resources to attend conferences: \$3000 for students and faculty
Increase professional development (DF 8)	# of MCRP students participating in professional development # professional development activities in core classes # practitioners speaking in core classes	SA+P has dedicated faculty time (Kristina Yu, Architecture, Special Assistant to the Dean for Career Services)

Build alumni and professional/career Network (DF 8)	Complete list of alum email addresses Cosponsored alumni professional events Outreach to alum base	Faculty and staff time to collect current email Nora Wendl time dedicated as Special Assistant to Dean for External Affairs
Improve social media presence and website (DF 7, 8)	Social media presence Website improvements	SA+P resources dedicated Time dedication from all CRP faculty to share work \$ to develop what is planning video series
Improve recruiting and outreach infrastructure (DF 8)	Staff who focuses on recruiting	SA+P dedicated resources for outreach; Cesar Lopez in this role now

Campus Climate

CRP strives to be one of the most diverse, social justice-oriented planning programs in the country. To do this, the CRP Department will continue to create a climate within and beyond a department that elevates the work and experiences of diverse students, faculty and staff, and particularly seeking to improve the educational environment at UNM for Indigenous, Black and Brown faculty, students and staff. During the next five years, the CRP Department will work with Architecture and Landscape Architecture to ensure that all departments are actively committed to improving SA+P climate and course content.

Objectives	Outcome Measures	
Develop robust actionable plans through SA+P's new committee on Equity, Excellence and Culture (DF 3)	Tangible outcomes and plans from the Committee CRP faculty members participation in the committee	Resources not yet identified
Continue to diversify the curriculum (DF 3, 4, 5, 6, 7)	See Curriculum objectives	See Curriculum objectives

Administration

During the next five years, the CRP Department will continue to operate within its consensus oriented, collective governance model. It will continue to develop effective, non burdensome ways for part time faculty members and students to participate in decisionmaking.

Objectives	Outcome Measures	
Continue to seek effective non burdensome methods for part time faculty members to participate in departmental governance (DF 8)	Part time faculty participation in decision making Part time faculty satisfaction with opportunities to participate	\$80 annually for parking permits for campus meetings
Develop external revenue (DF 8)	See the Indigenous Planning certificate under Innovation objectives; See endowments under Scholarship objectives	See the Indigenous Planning certificate under Innovation objectives; See endowments under Scholarship objectives
Assess effectiveness of student contribution into collective governance decisions and adjust as needed	Communication mechanisms with students Student satisfaction with participation mechanisms (exit survey question)	No additional resources
Develop policy for course releases and TA assignments (DF 8)	Policy development Policy implementation	Resources determined by policy

Innovation

During the next five years, the CRP Department will make education available to a pool of potential students who cannot move to Albuquerque through offering a online/hybrid professional certificate and exploring the possibility of offering a hybrid MCRP program where students can participate either in a face-to-face modality or remotely. It will also integrate emerging technology into the curriculum through innovative teaching methods.

Objectives	Outcome Measures	
Establish a hybrid/online professional certificate in Indigenous Planning	Professional certificate established through UNM Continuing Education Graduate certificate established through UNM	\$22,000 for each of the first two years; 2-3 instructors per year at \$4000-5000 per course in addition to regular teaching by CRP faculty; a course or stipend for a faculty member to oversee the certificate; one-time \$1500 honorarium (per course for

		8 courses) for faculty members to develop the courses in the integrated face to face /remote modality. <i>Revenue generating potential</i>
Explore hybrid course/program design (DF 8)	CRP faculty retreat or meetings to assess the viability of an MCRP degree program that allows students to participate remotely on an ongoing basis Identify and obtain resources to assist in the transition	Resources to be determined; <i>recruitment potential through increased potential student pool</i>
Integrate emergent technologies into skills and methods courses and assignments (DF 7)	# courses using emergent technologies	\$5000 for faculty professional development
Advocate for smart classrooms to support hybrid education	A minimum of two classrooms in George Pearl Hall that support hybrid seminars; technology (webcams) in computer labs that allows for recording and projecting course instruction; Assess improvements to CRP 104 and Auditorium	Resources to be determined; UNM made some upgrades to GPH P104; iD+Pi intends to make upgrades to GPH P130; consider P135 as another classroom equipped for remote instruction; time commitment to work with established Building and Facilities Committee

Assessment of 2013 – 2018 Strategic Plan (Summer 2020)

GOAL: CURRICULUM

In the 5 years, the curriculum will provide a solid teaching foundation that builds on the expertise of the faculty and incorporates the professional and academic standards of the PAB, ACSP, and the APA.

Short Term Objectives and Outcome Measures (1 to 2 Years)

Short Term Objectives	Outcome Measures	2020 Outcomes Assessment
1. Increase integration of GIS and data management skills in coursework	1. Number of courses that teach the application of technology in planning Practice	In line with the goal of streamlining courses across UNM, CRP encourages MCRP students who want a GIS course to take the introductory courses in Geography and Environmental Studies or Civil Engineering; CRP added an advanced course on Indigenous Space Place and Mapping; better integrated tech into CRP 536 and other courses.
2. Offer interdisciplinary opportunities for teaching and research at 3 academic levels: 1) CRP, community development, natural resources, physical planning and design; 2) SA+P, Architecture and Landscape Architecture; 3) University-wide departments and programs	2. Number of interdisciplinary course offerings	CRP has maintained 3 dual degrees, offering courses in each area for students in both degrees in addition to dual degree students; CRP 531 is included in the Race & Social Justice Certificate course list; crosslisted courses with Architecture, Landscape Architecture, Geography and Environmental Studies; Chicana and Chicano Studies.
3. Evaluate BAEPD degree impact on MCRP core courses, electives and other course requirements	3. Impact evaluation completed	After the University's APR, the faculty redesigned the BAEPD degree in order to reduce redundancy between the two degrees and separating undergraduate and graduate courses where possible (particularly in

		situations where graduate students identified found their experience adversely affected by the numbers of undergraduates in the courses).
4. Add a new faculty position	4. New faculty member hired	The CRP Department lost one position in the last 7 years.

Long Term Objectives and Outcome Measures (3 to 5 Years)

Long Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Develop standards that reduce faculty load in response to increased funded research	1. Resources secured to fund adjuncts as necessary to fill curricular gaps.	Faculty teaching load reduced to 2-2 (given the current budget situation, this must be protected). This was a recommendation in the last PAB reaccreditation review.
2. Develop an interdisciplinary PhD program in the School with Architecture and Landscape Architecture	2. Resources committed by SA+P and UNM	The faculty have discussed this on different occasions with no consensus.
3. Add studio option to complete degree requirements	3. CRP Faculty approval	Established and integrated into the curriculum. This was a recommendation in the last PAB reaccreditation review.
4. Formalize indigenous planning track in the MCRP degree	4. CRP Faculty approval	Established and integrated into the curriculum.
5. Evaluate existing and potential dual degrees according to curricular relationships and resources to support them	5. Evaluation of each dual degree with regard to resources	Determined worth continuing dual degrees; LAII helped fund Jennifer Tucker's position; Lani Tsinnajinnie was hired to support water resources; MPA ok but no active measures to support it. There is a perennial conversation about whether to keep the MPA dual degree. We may want to add to the new plan for a faculty discussion to decide this one way or another.

GOAL: SCHOLARSHIP AND RESEARCH

In 5 years, the Program will encourage faculty and students to produce and disseminate scholarship including community-engaged research. It places special emphasis on local, regional, national, and international collaborations that heighten the program’s prominence within the planning field.

Short Term Objectives and Outcome Measures (1 to 2 Years)

Short Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Increase the amount of funded research the Program generates by supporting faculty to do so.	1. Increase the number of funded research projects by 20% in 2 years	I have asked Mary Woodruff for this information.
2. Revise the CRP and School tenure and promotion policy to provide faculty 40% time for research	2. Policy language revised and adopted	Tenure and promotion policies updated to value community engaged scholarship and reflect reduced teaching load.
3. Expand support for faculty to attend academic and professional conferences and symposia to increase dissemination of applied research and professional work and to secure training to develop additional skills	3. Budget for faculty development increased	Each year (until 2019-2020), each faculty member received \$1000 in faculty development travel funds. In the last five years, junior faculty members received an additional \$500, and each year there were additional funds allocated for travel.
4. Provide faculty mentorship to students to secure funding to attend conferences	4. Funding identified for student travel (University, Graduate and Professional Student Association (GPSA), NMAPA, etc.)	The Department and individual faculty members has supported students traveling to conferences, and support students’ GPSA objectives. High rate of participation in UNM’s Shared Knowledge Conference. In 2017 and 2019, UNM students won Emerging Researchers National Conference in Stem.

Long Term Objectives and Outcome Measures (3 to 5 Years)

Long Term Objectives	Outcome Measures	
1. Support and encourage interdisciplinary research in the School and with other departments, particularly those that have dual degree articulation with the CRP program	1. Double the number of interdisciplinary research projects between CRP faculty and students and other programs/departments (Questionnaire to establish baseline levels)	No baseline was established. Five CRP faculty members collaborate on at least one project with faculty members across campus.
2. Increase the national and international visibility of our community-based approach and orientation toward the Southwest region's land and cultures	2. Double the number and variety of dissemination events (e.g., policy documents, journal articles, presentations, and Internet)	No baseline established. In 2018-2019 and 2019-2020, the department sponsored two book events for recent books published by CRP faculty.
3. Provide incentives and support for faculty to generate funded research	3. Staff support for contract/grant proposals and management by School increased	SA+P has hired Mary Woodruff who offers grant and contract support.

GOAL: SERVICE TO THE COMMUNITY, PROFESSION AND UNIVERSITY

In 5 years, students and faculty will work with a wide variety of communities to enhance their wellbeing. By building working relationships and participating in local, regional, and national planning organizations, students and faculty provide service, share ideas, and build professional skill.

Short-term Objectives and Outcome Measures (1 to 2 Years)

Short Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Develop opportunities with planning agencies to provide internships for our students	1. Number of student internships established	The Department supports and encourages internships. It has not specifically established internships.
2. Develop continuing education classes with APA & AICP (e.g., computer applications, best practices, etc.)	2. Pass rates for AICP exam measured and published	This information is published on the website with other public information.

3. Use emerging technology to disseminate information and publications to community, university and professionals	3. Increase the Number of publications distributed to audiences using emerging technology by 20%	In process of developing social media presence that includes notifications about researchs; under Dean Gonzales, SA+P improving social media presence.
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Long Term Objectives and Outcome Measures (3 to 5 Years)

Long Term Objectives	Outcome Measures	
1. Develop electronic archive of community-based projects	1. Electronic archive created, maintained, and accessible	The department increasingly showcasing community based work and student projects on the website.
2. Maintain the output quality and usefulness of faculty research and professional work	2. Evaluation by community partners completed (including a community assessment)	Community partners have participated in three tenure and or promotion reviews of CRP faculty members. They highlighted the relevance of the scholarship.

GOAL: FACULTY

In 5 years, the CRP Program will have a full- and part-time faculty that demonstrate excellence through research and practice as well as teaching future planners the knowledge and skills to support community-based planning responsive to people and place.

Short Term Objectives and Outcome Measures (1 to 2 Years)

Short-Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Within a year, establish informal gatherings for full- and part-time faculty to talk about research and practice activities/projects	1. Institute a semi-annual research colloquium	Not instituted.
2. Continue annual faculty reviews and feedback from the Program Director	2. Annual meeting held with each faculty member accompanied by a letter from the Program Director	Faculty members receive written evaluations each year.
3. Develop written policies for the negotiation and approval of reduced teaching loads for junior faculty	3. Written policies adopted by CRP faculty	Junior faculty members have received releases as they approached tenure. This needs to be established as policy.

Long Term Objectives and Outcome Measures (3 to 5 Years)

Long Term Objectives	Outcome Measures	Outcomes
1. Seek external funding for research assistants so that more than 50% of the faculty members are able to support a student	1. Number of faculty supporting students, and number of students supported	In the 2020-2021 academic year, 5 CRP faculty members supported students to some degree however only a few positions were 50% with tuition remission positions.
2. Define faculty hiring and recruitment based the Program’s curriculum needs and vision	2. Faculty discussion about the position description once a retirement announcement is made	The Dean controls this decision. The CRP department has lost 1 position since the last PAB accreditation visit.
3. Develop a policy to identify retirements a year in advance	3. Policy adopted by Program	UNM has created incentives and will likely create additional incentives for faculty to plan retirements in advance

4. Have a designated Professor of Practice in the CRP Program	4. Funds raised through endowed chair to support Professor of Practice	Not yet achieved
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GOAL: STUDENTS

In 5 years, the Program will attract and recruit students from diverse backgrounds who have planning-related experiences and excellent academic backgrounds. Above all, students exemplify a commitment to the wellbeing of people, land, culture, resources, and the built environment.

Short Term Objectives and Outcome Measures (1 to 2 Years)

Short Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Create advisory committee of practitioners and potential employers in the community to increase employment rate 1 year after graduation	1. Annual (spring) advisory committee meetings	Regular engagement by alums, employers, and other practitioners needs to be established.
2. Take advantage of opportunities for the UNM Career Services Office to provide a class session in the Thesis and Professional Project seminar on resume writing and interview skills	2. Career Services presentation that leads to a more intensive workshop for interested students	More professional development needed (see current strategic plan).

Long Term Objectives and Outcome Measures (3 to 5 Years)

Long Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Build alumni and professional/career network	1. Formalize the tradition of holding annual sponsorship of student alumni event	This has not been institutionalized. APA-UNM organizes an event annually and the CRP Department co-sponsors when asked.
2. Increase faculty mentorship for career development	2. Increase the percentage of graduates employed within 1 year of graduation from 67% to 75%	For 2018 and 2019, the students in planning related jobs one year after graduation increased to 90% and 100%, respectively.
3. Encourage interdisciplinary classes to support student learning (not just in SA+P)	3. Increase the number of interdisciplinary classes by 30% in three years	CRP courses are part of the Race & Social Justice Graduate Certificate; CRP continues

		to crosslist courses with Architecture, Landscape Architecture as well as the American Studies and the Geography and Environmental Studies departments.
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GOAL: ADMINISTRATION AND GOVERNANCE

In 5 years, the Program will have a secure resource base within the University’s and School’s budgeting system and continuing autonomy over its decision-making within the School of Architecture and Planning.

Short Term Objectives and Outcome Measures (1 to 2 Years)

Short Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Hold 3 faculty training sessions on new University budgeting system called Resource Oriented Management (ROM)	1. Faculty have working knowledge of ROM	The university budget system has changed and resource oriented management has not been implemented; still need to keep faculty engaged in budgetary changes.
2. Develop external revenue for program enhancements	2. \$10,000 raised as a result of strategy developed by Program Director and Development Officer	This was not achieved. However, SA+P has received an endowment to support Indigenous Planning and Design, and a second endowment to support (to be filled when donor passes).
3. Increase mechanisms for effective student input into collective governance decisions	3. Students serving as members of key CRP committees, e.g., Curriculum Committee	The Department established a different system where we engage students in classes

Long Term Objectives and Outcome Measures (3 to 5 Years)

Long Term Objectives	Outcome Measures	Outcomes 2020 Assessment
1. Ensure ongoing CRP faculty presence on Institutional Review Board (IRB)	1. Faculty member serving on Human Subject Review Board	Claudia Isaac served on the IRB, and during this time, helped increase knowledge about social science research. Challenges with IRB for planning research have diminished.

2. Redistribute additional faculty loads if student enrollment increases above the program core enrollment target of 25	2. Teaching Assistants assigned to all core courses in which enrollment exceeds 25	All classes over 30 have had teaching assistants in the last five years.
3. Increase research and community service engagements	3. Additional Program Administrative Assistant to support research and community service	The budgetary situation has not supported an additional program assistant. SA+P has excellent part-time assistance from Mary Woodruff.