

STRATEGIC DEVELOPMENT PLAN – 2013-2018

**COMMUNITY AND REGIONAL PLANNING PROGRAM
SCHOOL OF ARCHITECTURE AND PLANNING
UNIVERSITY OF NEW MEXICO**

AUGUST 2013

TABLE OF CONTENTS

	<u>Page</u>
Introduction	2
Mission	2
Driving Forces	4
Vision	5
Strengths	7
Weaknesses	8
Student Learning Outcomes	9
1. Curriculum Design	
2. Learning Outcome Measures	
3. Review Process	
Summary of Program Goals	12
1. Curriculum	
2. Scholarship and Research	
3. Service to the Community, Profession, and University	
4. Faculty	
5. Students	
6. Administration and Governance	
Goals, Objectives, and Outcome Measures	13
Appendices	
A. Faculty Statements on Excellence	
B. Vision Chart	
C. Student Self-Assessment Rating Document	

COMMUNITY AND REGIONAL PLANNING PROGRAM

SCHOOL OF ARCHITECTURE AND PLANNING

UNIVERSITY OF NEW MEXICO

STRATEGIC DEVELOPMENT PLAN: 2013-2018

INTRODUCTION

The Community and Regional Planning Program aspires to be one of the best, most diverse community-based planning programs in the country.

The faculty of the Community and Regional Planning (CRP) program developed this strategic plan with students, alumni and staff. The *Strategic Development Plan* describes significant driving forces affecting the Program's future and assesses the Program's strengths and weaknesses in light of these forces. The plan articulates the CRP Program's Mission and Vision as well as its Goals and Objectives. It also sets measurable short- and long-term Objectives.

The Program aims to produce the best students from a community-based planning program in the Southwest region. To accomplish this overarching objective, the Strategic Plan includes Goals on curriculum; scholarship and research; service to the community, profession, and University; faculty; students; and administration and governance.

Mission

The mission of the Master of Community and Regional Planning Program is to plan and advocate with communities in the Southwest for their sustainable futures by delivering professional education, providing service, and engaging in useful research. The Program's purpose is to provide future planners and professionals with the knowledge and skills to support planning that is responsive to people and place. Students in the MCRP Program work with communities, including their own, to create community-based plans, programs and policies that sustain and enhance their culture, resource base, built environment, and economic vitality.

The Advanced Planning Studio provides a capstone experience for graduate students with a pedagogy that integrates knowledge and practice growing out of the three program concentrations. Practitioners and policy makers are involved in studio teaching on a regular basis.

The Program has revised its core courses to respond to emerging trends and opportunities. CRP has reinforced its community-based focus in the context of climate change, advances in technology and commitment to social and economic justice. A place-based focus and criteria for sustainable development are embedded throughout the curriculum. The Program offers studios co-sponsored with the Indigenous Design and Planning Institute (iDPi), the Resource Center for Raza Planning (RCRP), the Design and Planning Assistance Center (DPAC), and CityLab that provide students with a variety of interdisciplinary research and community-based practice opportunities.

The CRP Program teaches students about planning and urban history and theory as well as the methods of analysis and public policy development. Students may build skills in supporting local economic development, negotiating equitable community decisions, facilitating democratic dialogue, improving public participation in decision-making, designing the built environment, improving policies that enhance public health, and providing stewardship for natural systems upon which our society depends. CRP classes are designed to develop students' professional and scholarship skills in the context of real-world problems.

The CRP Program offers three main concentrations of study: Community and Economic Development, Natural Resources and Environmental Planning, and Physical Planning and Design. In addition, there are dual degrees with Latin American Studies, Water Resources, and Public Administration. Students may also complete certificates offered by the School of Architecture and Planning in Urban and Regional Design as well as Historic Preservation and Regionalism.

The CRP program offers both graduate and undergraduate degrees – the Master of Community and Regional Planning (accredited by the Planning Accreditation Board (PAB)) 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 33 years, the CRP program has increasingly reflected the social and cultural diversity of New Mexico and the Southwest. Most CRP graduate students have several years of practical experience after completing their undergraduate degrees. Many have international experience, and all have engaged in service at the community level. Women and people of color typically make up more than half of the entering classes. The faculty is also diverse—in ethnicity, education, experience, interests, and the communities in which they work.

DRIVING FORCES

The faculty has identified five major forces that will shape the program in the next five to ten years: 1) Global Changes in the Climate and Economy, 2) the Ongoing Technology Revolution, 3) Employment Trends for CRP Graduates, 4) University-wide Institution of a New Budgeting System, and 5) Funded Research and Scholarship as University criteria for tenure and promotion.

1. Global Changes in the Climate and Economy: Climate change is having major effects on human settlements throughout the world. In New Mexico, climate change is affecting the availability of water as well as accelerating emphasis on development of the State's oil and gas reserves. In the future, the Program's curriculum, research, and service will have to place a greater emphasis on climate change, water scarcity, and related population shifts including population growth and income bifurcation.

2. Ongoing Technology Revolution: The "technology revolution" is having such rapid effects on data computing, access to information, access to education, and social interaction that these trends are not yet fully understood. Distance education, online courses and degree programs, and experiments with massively open online courses (MOOCs) will pressure on the way the Program delivers courses, teaches the next generation of planning practitioners, and uses time in the classroom. Research by CRP faculty may shift to keep pace with growing technological sophistication in some communities and lack of access to technologies in other communities. It is clear the Program will have to work to keep faculty and students abreast of and facile with new and emerging technologies as well as social media applications.

3. Employment Trends for CRP Graduates: Today's CRP graduates face a different job market than those who graduated 7 years ago. Not only is it harder to find employment, but also some employers are ratcheting qualification standards to a higher level especially with respect to sophistication with data management skills and geographic information systems. There is increasing competition for jobs performed by planners, and entry-level positions do not ensure upward mobility. Moreover, starting salaries and the prospects for salary increases are below the compensation levels of the past. Increasingly, nonprofits are providing small community planning services rather than local government; that, in turn, affects what students need to learn from the Program. In response to these trends, some students are taking an entrepreneurial approach to creating their own opportunities.

4. The University's New Budgeting System: Another powerful set of forces is a University initiative to adopt a new budgeting system, which is putting pressure on the School and other UNM academic units to gain efficiencies, contain costs, and increase external funding.

5. Research and Scholarship as Criteria for Tenure and Promotion: Finally, the University is placing greater weight on increasing funded research and scholarship, which will be reflected in tenure and promotion decisions in the future. Simultaneously, University reviews of research proposals have become an onerous burden for some researchers (including students), which are

8/12/13

beginning to affect the way that students frame thesis and professional project research questions. The Program will have to adapt and respond to these trends.

VISION

This section of the Strategic Plan turns to the future. We value a community-based approach to planning, the diversity of our faculty and student body, and the rich history and culture of New Mexico, which we refer to as “place.” Recognizing that we are building on the history of the Program and nurturing its excellence including its focus on community connections and service learning,

The Vision answers the question, “What should be in place in the Community and Regional Planning Program in five to ten years?” The faculty, together with students and alumni, identified six major elements of the crystallized vision statement:

1. Powerful Narrative

Building on a long record of community-based scholarship and practice, within five years the Program is *recognized nationally* for its commitment to community-based scholarship and practice. In addition, it is recognized for excellence in teaching and research.

2. Leaders in Indigenous Planning

The CRP Program has already created the Indigenous Planning and Design Institute and was instrumental in forming and leading the Indigenous Planning section of the American Planning Association. Building on these accomplishments, the program continues to distinguish itself from other planning programs through leadership in Indigenous Planning and Design. By 2018, there is an indigenous planning concentration within the School’s interdisciplinary PhD program as well as a track within the masters program. Moreover, a new arena of research and practice is tied to indigenous planning and design.

3. Focused Research

Within five years, CRP has a robust and accessible research program that builds on existing expertise such as community-based practice and scholarship. The CRP Program has gained a new faculty position, and funded research has increased, as has the administrative support structure for managing it. UNM recognizes community-engaged scholarship (CES) as a legitimate form of scholarship weighted in tenure and promotion decisions.*

4. Increased Student Exposure to Practice

A coordinated internship program has increased the number of student internships. This practical experience helps students find employment after graduation and gain professional experience before graduation.

* The faculty adopted the Carnegie Foundation’s definition of Community Engagement in the CRP Guidelines on Promotion and Tenure, which is as follows: “The collaboration between institutions of higher education and their larger communities . . . for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

5. Revised Curriculum

The Program currently has a reputation for providing excellent graduate professional education. In five years, the Program has reinforced interdisciplinary teaching, research, and practice. There is an interdisciplinary PhD degree in the School. The relationship between the PhD, masters, and undergraduate programs has been clearly defined. Moreover, CRP has the resources to have separate graduate and undergraduate courses in its core MCRP curriculum. The BAEPD requirements are robust and add to the graduate experience.

6. Technology, Innovative Teaching, and Social Media

In five years, the CRP Program has thoroughly integrated emerging technology, innovative teaching methods, and use of social media and communications technology. In addition, the Program has distance-learning technology that connects faculty and students with Pueblos, traditional communities, and continuing professional education for rural practitioners.

STRENGTHS

- A commitment to supporting students.
- An emphasis on community-based practice and research.
- A faculty that is diverse in ethnicity, education, and expertise.
- New junior faculty members who are leading the program in research and teaching initiatives.
- The breadth and depth in the Program through dual degrees in Public Administration, Latin American Studies, and Water Resources as well as two certificate programs in Urban and Regional Design and Historic Preservation and Regionalism.
- Service to communities through community-engaged, applied research and service learning opportunities.
- Collective governance and academic autonomy.
- Positive relationships with the New Mexico Chapter of the American Planning Association.
- Employment of graduates in middle and senior management in government and non-governmental organizations, and the private sector in the city and the Southwest.
- Student and faculty engagement through the School's outreach programs including the Indigenous Design and Planning Institute, the Resource Center for Raza Planning (RCRP), and the Design and Planning Assistance Center (DPAC).
- University and legislative support in funding a new building for the School.
- Connection and working relationships to local government agencies.

WEAKNESSES

- Need to increase research and community-engaged scholarship that supports students and connects with local and regional communities.
- Limited staff to manage funded research along with increasing demands for pre-award review by the UNM Human Subjects Review Board.
- Faculty spread thin from heavy teaching and service loads, which could challenge efforts aimed at excellence, including the ability to create grant proposals, obtain external funding, and conduct research.
- The impact the undergraduate program has on the graduate program especially in offering combined graduate/undergraduate classes in some core CRP courses.
- No ongoing, organized program for student recruitment.
- Limited financial assistance to entering graduate students.
- A budget affected by cuts resulting from increasingly constrained state funding.
- Insufficient opportunities for paid internships.
- The length of time it takes students to complete the program, especially to complete their thesis or professional project, due to job, financial, and family pressures.

STUDENT LEARNING OUTCOMES

1. CURRICULUM DESIGN

The CRP Program educates professionals to be knowledgeable about sustainable land use, practical ways to enhance community economic opportunity, and skills in negotiating equitable community decisions. The faculty supports students in developing ways to facilitate democratic dialogue and improve public participation in decision-making. The curriculum emphasizes social justice, the health of social and natural systems, and improved quality of the physical environment.

Community-based planners work with many constituencies in the public and private sectors and at a grass-roots level. The heart of the curriculum is its focus on the knowledge taught through the core curriculum. The program's required courses and electives build a foundation of knowledge and skills necessary for students to become effective planning practitioners. These core courses teach:

- Knowledge of theory and reflective action—the historical and empirically based ideas necessary to analyze, develop, and interpret strategies that result in innovation, planned intervention and positive changes in society and the environment.
- Knowledge about how communities work—the manner in which social, economic, political and cultural institutions and organizations function and how communities interact with natural and built systems including land use, land tenure and other resources for mutual well-being.
- Knowledge of analytic methodologies and geospatial tools for determining the social, economic, and environmental conditions of communities in order to determine and measure change over time.
- Knowledge about and skill in plan-making—the elements of regional and local, comprehensive, sector, and strategic plans as well as an understanding of the relationship between policy guidance and regulatory requirements in physical planning, social welfare, land use, environmental health, economic and community development, and the governance structures that oversee and implement plans.
- Knowledge about planning roles and ethics in practice—the skills to engage in community-based planning and apply research, critical analysis, and technical skills to professional practice.

2. LEARNING OUTCOME MEASURES

In reflecting this knowledge, the CRP Program has the following student learning outcome measures that it tracks. These outcome measures reflect the knowledge and skills that the Program builds. Each of the five learning outcomes is based in a Goal derived from the key areas of knowledge taught through the core curriculum.

***Goal 1.** Develop theoretical knowledge, understand the historical context and know how to take reflective action. Work with historical and empirically based ideas to evaluate how communities work and formulate appropriate planned interventions.*

Outcome 1. Students can develop and interpret strategies grounded in both historical context and data to recommend planning interventions in local, regional, national, and/or international issues.

***Goal 2.** Develop practical knowledge about how communities work through understanding the manner in which social, economic, political and cultural institutions and organizations function and interact.*

Outcome 2. Students learn how to assess the ways communities interact with institutions and organizations that manage natural, built and local economic systems including land use, land tenure, and local economic development and other resources for mutual well-being.

***Goal 3.** Use analytic methods and geospatial tools for determining the social, economic, and environmental conditions of communities in order to determine and measure change over time.*

Outcome 3. Students are able to use quantitative and qualitative analysis to produce insights into planning problems and communicate outcomes clearly and effectively to diverse audiences and in a variety of verbal, graphic and written formats.

***Goal 4.** Engage in skillful plan- and policy-making by knowing the elements of local and regional, comprehensive and strategic plans and their related policies. Students know the relationship between policy guidance and regulatory requirements in physical planning, economic and community development, and natural resource and environmental health.*

Outcome 4. Students produce rigorous, complete, well-written, and graphically pleasing community-based plans, policies and/or critical analyses.

***Goal 5.** Act in planning roles and engage in ethical practice seeking social equity, economic stability, and sustainable development in the community-applied research.*

Outcome 5. Students demonstrate knowledge of the key roles planners play in place and policy making, and pursue solutions recognizing physical, cultural, economic, social and/or environmental sustainability.

3. REVIEW PROCESS

The review process to assess student outcome keys on information gathered at two points in the graduate program: 1) The student's graduate review, and 2) his or her thesis or professional project defense.

A. Graduate Review

Each graduate student completes a graduate review after twenty credit hours of coursework. This review is carried out with the student's academic advisor and another CRP faculty member. At the graduate review, the student submits a Program of Study showing his or her plan to complete the CRP degree. The student also presents ideas for his or her professional project or thesis.

The emphasis of the graduate review is a discussion of the student's responses in the CRP self-assessment rating document (Appendix C). The self-assessment provides the basis for an in-depth discussion of the student's confidence and mastery of the program's knowledge areas, measured in its goals and outcomes. The discussion also reveals where the student should focus his or her coursework.

B. Thesis or Professional Project Defense

Following his or her defense, each student fills out the self-assessment for the second time. The information is compared to aggregate information from the first self-assessment and provides the program with comparable information about the students' collective confidence and mastery of the program's knowledge areas.

Also at the defense, the three Thesis or Professional Project Committee members independently assess the student's mastery of the knowledge areas by rating the student's performance against the Learning Outcomes (Appendix C).

SUMMARY OF PROGRAM GOALS

The *Strategic Development Plan* presents Goals as well as short- and long-term Objectives. The following paragraphs summarize the primary Goals, and the subsequent sections of this plan provide additional detail:

1. CURRICULUM

In 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 Planning Accreditation Board, Association of Collegiate Schools of Planning, and the American Planning Association.

2. 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.

3. SERVICE TO THE COMMUNITY, THE PROFESSION AND THE 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.

4. FACULTY

In 5 years, the CRP Program will have a full- and part-time faculty that demonstrates excellence by teaching future planners the knowledge and skills to support planning that is responsive to people and place.

5. STUDENTS

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

6. 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.

These synergistic program goals share related objectives. Together, these goals guide program operations and set the stage for the faculty, staff and students to continue to pursue excellence.

GOALS, OBJECTIVES, AND OUTCOME MEASURES

1. CURRICULUM

GOAL

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
1. Increase integration of GIS and data management skills in coursework	1. Number of courses that teach the application of technology in planning practice
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
3. Evaluate BAEPD degree impact on MCRP core courses, electives and other course requirements	3. Impact evaluation completed
4. Add a new faculty position	4. New faculty member hired

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

Long Term Objectives	Outcome Measures
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.
2. Develop an interdisciplinary PhD program in the School with Architecture and Landscape Architecture	2. Resources committed by SA+P and UNM
3. Add studio option to complete degree requirements	3. CRP Faculty approval
4. Formalize indigenous planning track in the MCRP degree	4. CRP Faculty approval
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

2. SCHOLARSHIP AND RESEARCH

GOAL

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
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
2. Revise the CRP and School tenure and promotion policy to provide faculty 40% time for research	2. Policy language revised and adopted
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
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.)

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)
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)
3. Provide incentives and support for faculty to generate funded research	3. Staff support for contract/grant proposals and management by School increased

3. SERVICE TO THE COMMUNITY, PROFESSION AND UNIVERSITY

GOAL

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
1. Develop opportunities with planning agencies to provide internships for our students	1. Number of student internships established
2. Develop continuing education classes with APA & AICP (e.g., computer applications, best practices, etc.)	2. Pass rates for AICP exam measured and published
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%

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
2. Maintain the output quality and usefulness of faculty research and professional work	2. Evaluation by community partners completed (including a community assessment)

4. FACULTY

GOAL

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
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
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
3. Develop written policies for the negotiation and approval of reduced teaching loads for junior faculty	3. Written policies adopted by CRP faculty

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

Long Term Objectives	Outcome Measures
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
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
3. Develop a policy to identify retirements a year in advance	3. Policy adopted by Program
4. Have a designated Professor of Practice in the CRP Program	4. Funds raised through endowed chair to support Professor of Practice

5. STUDENTS

GOAL

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
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
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

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

Long Term Objectives	Outcome Measures
1. Build alumni and professional/career network	1. Formalize the tradition of holding annual sponsorship of student alumni event
2. Increase faculty mentorship for career development	2. Increase the percentage of graduates employed within 1 year of graduation from 67% to 75%
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

6. ADMINISTRATION AND GOVERNANCE

GOAL

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
1. Hold 3 faculty training sessions on new University budgeting system called Resource Oriented Management (ROM)	1. Faculty have working knowledge of ROM
2. Develop external revenue for program enhancements	2. \$10,000 raised as a result of strategy developed by Program Director and Development Officer
3. Increase mechanisms for effective student input into collective governance decisions	3. Students serving as members of key CRP committees, e.g., Curriculum Committee

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

Long Term Objectives	Outcome Measures
1. Ensure ongoing CRP faculty presence on Institutional Review Board (IRB)	1. Faculty member serving on Human Subject Review Board
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
3. Increase research and community service engagements	3. Additional Program Administrative Assistant to support research and community service
4. Ensure there is adequate up-to-date equipment to support administration	4. Administrative computing systems upgraded every three years

APPENDIX A

EXCELLENCE

Each CRP faculty member has written a paragraph about the meaning of “excellence” from his or her point of view. Below are the statements:

Bill Fleming, Associate Professor:

To strengthen the link between planning and an ethical regard for the land, I like Ian McHarg’s definition of planning: “... the ability to understand the dichotomy between man and nature with sufficient perception to predict the consequences of contemplated acts, and to select those alternatives likely to guarantee survival” (McHarg, Ian. 1975. *Must We Sacrifice the West?* In “*To Heal the Earth: Selected Writings of Ian L. McHarg*”, edited by Ian L. McHarg and Frederick R. Steiner, Island Press, 1998).

Moises Gonzales, Assistant Professor:

Excellence in Planning Education

Excellence in planning education is to further the advancement of community-based planning practice in the context of the Southwest through the advancement in knowledge of contemporary planning theory and practice. Faculty and students value community-based practice through direct partnership with communities in addressing issues of community development, natural resources planning, and physical planning and urban design. Through research, scholarship, and practice, the Community and Regional Planning Program is continually seeking to develop knowledge, skills, and applied practice frameworks that will continue to advance planning education. Excellence in planning education is the integration of community-engaged practice with innovative approaches to planning problems through the application of theoretical knowledge to community practice.

Laura Harjo, Assistant Professor:

My conception of excellence is pursuing research, publishing research, integrating it into practice, and teaching this to our students. Excellence is an ethical obligation to the communities we serve. This means carrying out just, and inclusive research, and growing the body of knowledge about theories and practices that will improve the cultural, economic, and political aspects of the communities. As our theories and practices continue to emerge and evolve in conversation with communities, we transfer this knowledge to our students, they then can carry on this excellence to their careers or further academic work, which results in a multiplier effect of excellence. We are teaching them to be both rigorous researchers and practitioners, because there is an ethical obligation to communities to do so.

Tim Imeokparia, Assistant Professor:

To me, an excellent program is one that has a clear and focused mission committed to exemplary teaching and learning with the more enduring goal of training professional planners who understand that the most important goal of planning is not the development of elaborate plans that inevitably must be changed but the development of planners who

can cope with the inevitable change. It should be at the forefront in research and scholarship with a full-fledged professional faculty development. Finally, it is one that has well defined Indicators of excellence.

Claudia Isaac, Association Professor:

When I think of excellence in the CRP Program, I think of community impact – making advances in education of impactful community-based planners, raising practice into evidence (that is, identifying practices that work for our constituent communities), and engaging in community-engaged and/or traditional scholarship that increases our theoretical and empirical understanding about how communities work, what makes them work well, and how planning tools can be applied to bring about positive social change. My personal goal is to use community and regional planning to alleviate poverty, and to increase the autonomy and self-determination of low income, disinvested communities. For me, if our pedagogy, practice and theory are not helping to achieve these goals, even if they are not the primary goals, then we are not achieving excellence on community and regional planning. That said, there are avenues through environmental, built environment, and (my emphasis) community economic development approaches to achieve these goals.

Ted Jojola, Professor:

Excellence is creating and nurturing learning environments where student, faculty and community engagement are meaningful and serve to advance the understanding and solution of design and planning issues.

Ric Richardson, Professor:

Excellence is in a group of talented colleagues who engage in research, community-based action and are extraordinary mentors for our students. We show excellence when our colleagues in the School, the University and throughout the nation think of us as one of the best community-based planning programs in the country. Our excellence is measured by the contributions we make to the communities we serve, the applied research and action in which we engage, and the knowledge and skills we impart to students. Our students are the heart of the program and as such we support, nurture and guide them into traditional planning careers as well as government, private, no-profit, and nontraditional community-based organizations devoted to advocacy and improving environmental and social conditions.

Jose Rivera, Professor:

When I think about excellence in our CRP Program I start with the students. Year after year we recruit students who want to made a difference in the world based on ideas and concepts that are important to them, be it from community development, the built environment, or stewardship of natural resources. Unlike students in some other fields, our cohorts genuinely think about values and how values can help to shape a better society. Our role as faculty is to provide them with skills and a knowledge base from with they can create a vision of healthy, self-sustaining communities and how to realize them.

Caroline Scruggs, Assistant Professor:

I believe that excellence in this program means excellence in both research and teaching. We will have achieved excellence in research when each faculty member is provided the appropriate resources and creates a rigorous research program that engages students and/or community members to advance knowledge and practice related to sustainable community development. Sustainable community development encompasses social, cultural, environmental, physical, economic, health, equity, and other aspects, and research can be done on local, regional, national, or international topics/issues toward the goal of advancing knowledge and practice. Active faculty research programs support excellence in teaching, since there is no substitute in the classroom for current, real world experience. We will have achieved excellence in teaching when CRP students leave the program feeling they have been meaningfully challenged, engaged, and mentored by faculty, and have the tools and perspectives needed to advance sustainable development in their own communities. (The third question, “What would it take to move us toward excellence,” is a much larger question, one that I expect will be a major subject of the retreat.)

APPENDIX B
5-10 YEAR VISION FOR THE CRP PROGRAM

		FOCUSED RESEARCH		
		Robust and Accessible Research	Faculty Resources	
Clear and Disseminated Narrative	Leaders in Indigenous Planning			Increased Student Exposure to Practice
<ul style="list-style-type: none"> • Articulate document on community-based scholarship and practice created • Statement on excellence that is analogous to mission statement and statement on justice 	<ul style="list-style-type: none"> • PhD concentration in Indigenous Planning and Design • Indigenous planning track in MCRP program • Expand research opportunities through indigenous planning and design 	<ul style="list-style-type: none"> • Strong research program (as a faculty) that builds on what we have (e.g., community-based practice) • Increase in funded research and support systems • Carved out space for interdisciplinary intellectual/social interaction with the program, in School, and University-wide • Brown bag “seminar”/ discussion/colloquy on pedagogy and research • Colloquium on “The Activist Scholar and the Scholarly Activist” 	<ul style="list-style-type: none"> • A new faculty position • A 2/2 teaching load enables faculty to engage in and secure funded research 	<ul style="list-style-type: none"> • Coordinated, institutionalized internship program • Increase in number of student internships

5-10 YEAR VISION FOR THE CRP PROGRAM
(Continued)

REVISED CURRICULUM			
Strong Graduate and Undergraduate Programs	Integrated Planning Applications of Technology	Clarified Studio Pedagogy	Revised and Updated Curriculum Structure
<ul style="list-style-type: none"> • Reinforced interdisciplinary teaching, research, and practice • BAEPD requirements that are robust but doesn't strain the graduate experience • Established PhD program whose students teach in BAEPD • Clearly defined relationship between grad and undergrad programs • CRP program has resources to have separate grad and undergrad sections in all core courses 	<ul style="list-style-type: none"> • Better integrated emerging technology in our pedagogy • CRP distance learning facilities to connect to distant communities 	<ul style="list-style-type: none"> • Practitioners and policy makers involved in studio teaching • Advanced Planning Studio is concentration-based and balanced • Implementation as a follow up to a plan; focus of course/studio 	<ul style="list-style-type: none"> • Rethink concentrations and tracks across them • Place-based focus • Criteria for sustainable development embedded throughout curriculum • iDPi, Studio, EPSCOR, LAS, RCRP, City Lab, DPAC are centers of interdisciplinary collaboration between the School programs

APPENDIX C

Student Self-Assessment at Graduate Review and Thesis/Professional Project Defense*

On a scale of 1 to 4 as below, please assess your capacity on the following dimensions:

Please evaluate each outcome below	Poor 1	Fair 2	Good 3	Excellent 4
A. Goal 1 Develop knowledge of theory, understand the historical context and know how to take reflective action. Work with historical and empirically based ideas to evaluate how communities work and formulate appropriate planned interventions.				
A.1. Outcome 1 Students can develop and interpret strategies grounded in both historical context and data to recommend planning interventions in local, regional, national, and/or international issues.				
B. Goal 2 Develop practical knowledge about how communities work through understanding the manner in which social, economic, political and cultural institutions and organizations function and interact.				
B.1. Outcome 2 Students learn how to assess the ways communities interact with institutions and organizations that manage natural, built and local economic systems including land use, land tenure, and local economic development and other resources for mutual well-being.				
C. Goal 3 Use analytic methods and geospatial tools for determining the social, economic, and environmental conditions of communities in order to determine and measure change over time.				
C.1. Outcome 3 Students are able to use quantitative and qualitative analysis to produce insights into planning problems and communicate outcomes clearly and effectively to diverse audiences and in a variety of verbal, graphic and written formats.				
D. Goal 4 Develop skills in plan- and policy-making by knowing the elements of local and regional, comprehensive and strategic plans and their related policies. Students know the relationship between policy guidance and regulatory requirements in physical planning, economic and community development, and natural resource and environmental health.				
D.1. Outcome 4 Students produce rigorous, complete, well-written, and graphically pleasing community-based plans, policies and/or critical analyses.				
E. Goal 5 Act in a variety of professional planning roles, and engage in ethical practice seeking social equity, economic stability, and sustainable development in the community-applied research.				
E.1. Outcome 5 Students demonstrate knowledge of the key roles planners play in place- and policy-making, and pursue solutions recognizing physical, cultural, economic, social and/or environmental sustainability.				

Total score for five outcomes _____

*Because this form will be used to gather data from both the student's first year and at the time of his or her program completion, the student's progress in learning can be assessed. Completion of the form by the student's committee members following his/her defense will provide objective data on whether or not the program is succeeding in its teaching goals around core knowledge, skills, and values of the profession.