

**ACADEMIC PROGRAM REVIEW
COMMUNITY AND REGIONAL PLANNING PROGRAM
SCHOOL OF ARCHITECTURE + PLANNING**

SELF-STUDY DOCUMENT

September 28, 2016

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Criterion 0: Introductory Section and Background Information

0A. Executive Summary

The Community and Regional Planning Program (the CRP Program) is located in the School of Architecture and Planning (SA+P) along with the Architecture and Landscape Architecture Programs. The CRP Program has nine fulltime tenure track faculty and numerous part time faculty members who teach one or two classes per year. The CRP Program's mission is to educate students about intersecting social, physical and environmental systems and community-based planning practice in order to serve New Mexico, the Southwest and communities wherever alums live and work. Through scholarship and technical assistance as well as through courses, the faculty also serves the region and the profession. The CRP Program explicitly works to further social justice and values diversity in the program and region, seeking to offer a curriculum and to serve a student body that reflects the region and their communities.

The CRP Program offers a professional Master of Community and Regional Planning (MCRP) degree that has four concentrations (Community Development, Indigenous Planning, Natural Resources and Environmental Planning, and Physical Planning and Design). The students also have the opportunity to pursue a dual degree with Public Administration, Latin American Studies or Water Resources. There is a graduate minor in Community and Regional Planning available to all UNM graduate students. Since its founding, the program has graduated 399 students through the Spring of 2016. The MCRP program is accredited by the Planning Accreditation Board, and in 2014, received the maximum seven year reaccreditation. SA+P has two interdisciplinary certificates: Historic Preservation and Regionalism and Urban Innovation (formally called Urban and Regional Design).

The CRP Program also offers a liberal arts-focused Bachelor of Environmental Planning and Design (BAEPD) degree. Within the BAEPD degree program, students can complete a planning track or a landscape architecture track. Undergraduate students from around the university have the opportunity to complete a minor in Community and Regional Planning.

In the last seven years, the MCRP program has maintained steady enrollments in the 70s and the BAEPD undergraduate major enrolls 50 to 60 students each year. The faculty intends to maintain the MCRP program size and moderately increase the size of the BAEPD program.

The CRP Program faculty engages in basic and applied research and engaged scholarship as well as technical assistance and direct service to communities and the planning profession. The CRP Program is seeking to increase external funding through grants and contracts as well as working with the UNM administration to ensure that engaged scholarship is recognized in UNM's tenure and promotion process.

When compared with peer institutions, the CRP Program is unique in numerous ways. It is one of the most diverse planning programs in terms of both faculty and students.

The MCRP degree has the only Indigenous Planning concentration in the U.S. The CRP Program is also associated with two institutes and centers—the Indigenous Design and Planning Institute (iD+Pi) and the Resource Center for Raza Planning (RCRP)—that are led by planning faculty that reflect and uniquely serve Southwest communities. CRP courses also reflect the arid conditions in the Southwest. The natural resource and environmental planning courses emphasize the importance of water resources. Physical planning courses and capstone studios address unique settlement patterns and traditions that develop in dry climates.

Since the last APR review, the CRP Program has relocated to George Pearl Hall, greatly improving the classrooms, studios, computing and fabrication facilities, offices and community spaces. Despite limited resources because of declining state funding and serving a state with few resources, the CRP Program retains its commitment to excellence and attracting students who come from diverse communities in the Southwest and beyond and will return to work in their communities and regions.

OB. History of the CRP Program

Community and Regional Planning at UNM has experienced 36 years of growth and change. The major highlights are described below.

The Early Years 1980-1986

The MCRP degree was started in 1980. The first fall, newly admitted students and students from the Architecture Program took the first MCRP classes. William Siembieda was the Program Director from 1980 to 1984, and core faculty came from SA+P, supplemented with professionals from the community.

The early curriculum was based on a Perloff model of general planning education and relied on significant contributions by practicing professionals for part-time instruction, student mentorship and networking. Three years later, the CRP Program revised the MCRP curriculum to strengthen the focus on rural and community-based courses, reflect the distinct character of the region, and respond to regional concerns.

Dual degree programs were established with Public Administration and Latin American Studies. In 1985, Associate Professor Richard Anderson became the Program Director, and in 1987 the CRP Program was first accredited by the Planning Accreditation Board (PAB), which praised the CRP Program for its focus on New Mexico and the Southwest.

Expansion and Refocusing 1987-1991

During this period, the CRP Program grew, refocused, and strengthened its programmatic foundation. In 1987, the MCRP program revised the curriculum in response to the PAB recommendations and clarified the degree concentrations.

Student financial support expanded through the award of several HUD Community Development Work-Study Fellowships, research assistantships, and more graduate

assistantships. The student financial support allowed the MCRP program to compete for better students and increase the number of out-of-state and international students.

In 1990, James (Ric) Richardson became the Program Director when Richard Anderson took a faculty post at the University of Oklahoma. In 1991, the CRP Program prepared a five-year plan for program development, the *CRP Strategic Development Plan 1990 - 1995*. In addition, the CRP Program underwent its second successful accreditation review, earning praise for faculty development and clarity of the CRP Program's mission. The faculty began the task of responding to PAB recommendations, which called for an increase in research and further refinement of the MCRP emphases.

Building International Linkages 1992-1996

During these years, the CRP Program built international linkages that enhanced its breadth. Working agreements with universities in Mexico and Brazil gave students the opportunity to conduct fieldwork for their theses. The number of students pursuing dual master's degrees with the Latin American Studies program grew significantly. New faculty with expertise in natural resources and landscape architecture provided training to the Czech Institute of Landscape Ecology, giving students and faculty a glimpse into the "transitional economics" of Eastern Europe.

In keeping with PAB feedback, the CRP Program further refined the MCRP curriculum and reduced the concentrations from four to two (Rural and Urban Community Development and Natural Resources and Environmental Planning). CRP faculty approved a new dual-degree program with Architecture. In preparation for a re-accreditation review, the faculty developed the *CRP Strategic Development Plan 1996-2001*. In 1995, Ted Jojola served as Acting Director while Director Ric Richardson was on an academic sabbatical.

Deepening Commitment to Community 1997-2001

Under Associate Professor Claudia Isaac's leadership as Director from 1997 to 2000, the CRP Program extended its international collaboration, re-emphasized physical planning in the curriculum and studio instruction, and deepened outreach to communities in New Mexico.

The CRP Program's international work continued through research agreements, technical assistance for international fieldwork, visiting professorships, and international conferences. This continues to the present and the Latin American focus has been strengthened when Jennifer Tucker was hired in fall 2016.

Associate Professor Teresa Córdova created the RCRP in 1996 to train and engage students in affecting the sustainability of traditional communities in New Mexico. Through planning and the engagement of university and community-based research activists, RCRP works with communities to address community and economic development, infrastructure planning, sustainability and neighborhood change.

The BAEPD was established as a CRP undergraduate program in 2000. In 2000, the Architecture Program restructured its degrees and discontinued its Bachelor of Arts in Environmental Design degree due to a lack of resources. The CRP faculty reviewed liberal arts degree programs in Environmental Studies, redesigned the curriculum of the BAED, revised the curriculum and renamed the degree the BAEPD.

With the addition of new faculty resources, SA+P approved two certificate programs: A Certificate in Historic Preservation and Regionalism and a Certificate Program in Town Design (later called Urban and Regional Design, and now Urban Innovation).

Solidifying the Base 2002-2007

The 2001 PAB Site Visit Team commended the CRP Program on its strong pedagogy, ties to community, and strength of its work in the natural environment and applied research in the state and region. The Site Visit Team also encouraged the CRP Program to build stronger support for physical planning and urban design and plan making.

In 2003, the CRP Program added a faculty member with expertise in physical planning and urban design. In 2004, the faculty approved a new degree concentration in Physical Planning and Design. Ted Jojola's role as Chair of the Indigenous Planning Division of the American Planning Association was a reflection of the stature the CRP Program had achieved as a program that attracts a significant number of Native American students at the graduate and undergraduate levels.

The Alumni Survey, part of the 2006 Outcomes Assessment, indicated that the vast majority of CRP graduates had planning-related work experience. While not required, planning internships were strongly encouraged, and the Planning Internship seminar was offered every semester. This continues to the present.

Under the leadership of CRP Program Director David Henkel, the CRP Program fashioned stronger links with the New Mexico APA. The resulting connection between students and professionals practicing in New Mexico was valuable not only for professional development by students but also as a way to recruit applicants to the CRP Program.

This period provided the faculty and students a firmer foundation for serving communities around the state, and built a working relationship with the planning profession. In August 2006, the CRP Program adopted the *CRP Strategic Plan 2007-2012*.

New Leadership, New Building 2008-2016

In June 2008, Teresa Córdova was appointed as the CRP Program Director.

In 2008, after years of teaching in inadequate space, SA+P moved into George Pearl Hall. The building is not only designed to foster interaction and gatherings among faculty, students, and staff, but it also provides expanded and advanced facilities such as the Fabrication Lab and sophisticated computer labs. In addition, the building houses the UNM Fine Arts & Design Library.

Despite a period of budget cuts when salaries stagnated and an air of uncertainty permeated, the CRP Program thrived. The CRP Program took advantage of cost containment by the UNM President's Office, salary savings from new hires, and revenue generating opportunities and contracts to further its activities. Indeed, the CRP Program expanded its curriculum, continuing to offer graduate assistantships, and increased the visibility of the CRP Program and its community-based endeavors. In 2016, it established the Indigenous Planning concentration.

Within SA+P, Professor Ted Jojola created iD+Pi to promote work with nations and tribes in New Mexico. With increased funding opportunities for iD+Pi and RCRP, the CRP Program had clearly become a go-to program for the study of both Raza planning and Indigenous planning.

In 2011, the CRP Program celebrated 30 Years of Community-Based Planning. The event included two days of alumni and faculty panels, displays, receptions, and events honoring community partners.

In 2012, Teresa Córdova stepped down as Director of the CRP Program to run the Great Cities Institute at the University of Illinois, Chicago. Ric Richardson served as the Program Director until 2015, when the CRP Program hired Renia Ehrenfeucht as Professor and Program Director.

0C. Organizational Structure

The CRP Program is located in SA+P as one of three applied programs (Community and Regional Planning, Architecture and Landscape Architecture) with accredited professional degrees. The CRP and Architecture Programs also have undergraduate degrees. The BAEPD and MCRP are two of the six degrees offered in SA+P. There are also two certificate programs and four research & engagement institutes / centers. Each program director reports directly to the Dean, Geraldine Forbes Isais, and each has a program administrative assistant who works directly with the respective program director. Liz Castillo, the CRP administrative assistant accepted a position in the Dean's office. The CRP Program is currently hiring a new administrative assistant. SA+P also has two student advisors, Angela Pacheco and Beth Rose, to work with undergraduate students and graduate students respectively.

SA+P is seeking to change the "Programs" to "Departments." The three programs in SA+P are structured like departments with distinct budgets, programmatic organization, curriculum and faculties.

Please see the organization chart included as Appendix 1.

0D. Accreditation Summary

The BAEPD degree is not accredited. The MCRP degree is accredited by PAB. Originally accredited in 1987, the accreditation was reaffirmed in 1993, 1998, 2003, 2008 and 2014. The last reaccreditation site visit was in January 26-29, 2014. In the final Site Visit Report, dated April 17, 2014, the Site Visit Team praised the CRP Program for its focus on New Mexico and the Southwest. The Site Visit Team found “The program provides excellent service to the region that very much needs assistance with planning and development issues. It serves the state and region with distinction, and is highly regarded by the university and state administration as a positive force for change in New Mexico. The program has long served the community, and is noted for its specialties in indigenous, advocacy, and natural resource management planning. It is developing a presence in physical planning as well. It is highly diverse, with Native American and Latino students participating in high numbers.” [at page 4]. The MCRP met all the applicable criteria for accreditation except for two that were partially met: 5D Faculty and Student Participation (in Standard 5 Governance) and 7D (in Standard 7 Public Information). The MCRP program received the maximum 7-year reaccreditation.

The Site Visit Team stated “The most apparent area for continued improvement is that of reducing the number of courses so that teaching and research demands can be balanced, particularly for untenured faculty members.” The CRP Program reduced the teaching load from 3-2 to 2-2 for tenure track faculty. Also at the suggestion of the Site Visit Team, the faculty instituted new options to complete the MCRP degree. In addition to the traditional Thesis and Professional Project options, the faculty created a capstone studio option and an option to co-author a “publishable paper” with a faculty mentor.

0E. Summary of the Previous APR

The last academic program review was conducted in 2007. The Site Visit Team found that the CRP Program was “likely the single most diverse planning faculty in the United States” and it has one of the most diverse student bodies [p. 2]. It noted that the CRP Program was well known for its community-based emphasis, the student work was uniformly high quality and the CRP Program made “tremendous contributions” [p. 4] in the area of community service.

The overall assessment was that the CRP Program was in the middle range of peer institutions, but with small investment, it could become one of the top programs among its peers. The Site Visit Team also noted that the CRP Program only achieved a modest research record even though University of New Mexico is a major research institution, and it urged the faculty to develop publications that stressed the community-based planning orientation. It found that the CRP Program’s commitments to the Southwest, community engagement and diversity were “truly exceptional” [p. 1]. The Site Visit Team specifically discussed the unique contributions of both Indigenous planning and Raza planning and stated these could be areas where the CRP Program achieves international distinction.

The Site Visit Team offered the following opportunities for further development:

1. Enhance national reputation by 1) submitting projects for state and national awards; 2) participate more in national conferences; 3) translate project work into peer-reviewed publications; 4) achieve international distinction through Indigenous Planning and Raza Planning as two unique areas.
2. See the undergraduate program as tremendous opportunity but also resource intensive.
3. Develop scholarship for dissemination.
4. Ensure students receive adequate training in technical skills.

The Site Visit Team's formal recommendations and the CRP Program's achievements in response are as follows.

1. Recommendation: Ensure the Indigenous Planning focus is not lost.
Response: The Indigenous Planning focus has grown since the last academic program review. The CRP Program has established an Indigenous Planning concentration in effect Fall 2016. The CRP Program has hired an additional faculty member in this area since the last APR review. Assistant Professor Laura Harjo has joined CRP and substantially contributed to developing the Indigenous Planning concentration. The CRP Program has a new faculty member, Jennifer Tucker, who began Fall 2016. She will contribute to both the Indigenous Planning and Community Development concentrations. Under the leadership of Professor Ted Jojola, iD+Pi was established in 2011 and has gained international recognition.
2. Recommendation: Add additional staff to support the program and the college.
Response: At the time of the last program review, the School had one student advisor. SA+P now has an undergraduate and graduate advisor for students in all three programs (Community and Regional Planning, Landscape Architecture, Architecture). In the 2015-2016 academic year, SA+P hired a part time staff member to provide faculty support with grants and contracts. The CRP Program also has a program assistant who works exclusively with the CRP Program.
3. Recommendation: Add additional faculty support.
Response: The CRP Program faculty has had a significant change in the faculty since the last review and increased by one faculty member. Three faculty members retired and one junior faculty member left. The program has hired four junior tenure track faculty members (one who is undergoing tenure review in 2016-2017) and one tenured faculty member. At the time of the last review, there were eight tenure track faculty members. The CRP Program now has nine tenure track faculty members, five of whom have tenure.
4. Recommendation: Develop a research center to work with grants and contracts.
Response: SA+P hired a support staff person to help faculty with grants and contracts. In addition, the Associate Dean for Research, Mark Childs, offers professional development workshops and research seed money each year. The CRP Program is affiliated with three institutes and centers (iD+Pi, RCRP and the Design + Planning Assistance Center).

5. Recommendation: Develop a BAEPD 3-2 option and simplify the BAEPD curriculum.

Response: The BAEPD program was reduced from 128 to 120 credit hours. The faculty members also agreed upon a number of course substitutions that helped students be able to fulfill all courses with few impediments. The CRP Program has not yet developed a 3-2 option. At the fall 2016 faculty retreat, the faculty decided to further simplify the curriculum. The changes will be submitted for UNM review and approval in 2016-2017.

6. Recommendation: CRP's needs in GIS faculty, equipment and instructional resources must be supported.

Response: The CRP Program maintains up to date hardware, software, and GIS data to support classes in GIS as well as classes such as studios. Moises Gonzales developed a GIS library for Albuquerque and New Mexico data sets housed at the school's server that can be accessed by student in the CRP, Landscape, and Architecture Programs. Laura Harjo has integrated GIS and spatial analysis in most of her classes, including the use of non-ESRI products. Students learn both about the "geographic" and the "information" aspects of GIS through class exercises. The CRP Program teaches one to two GIS courses per year.

The CRP faculty continues to discuss the best ways to ensure all students achieve competency in spatial analysis. The CRP faculty developed the following two competencies that all students must achieve. These are described in the catalog and quoted below.

Spatial Analysis and Professional Deliverable Competencies

Students in the MCRP program must demonstrate competency in the following two areas. Students have the option of completing internships or projects, and completing spatial analysis courses or other work to demonstrate competency in these areas. This requires faculty consultation to determine course work or internships that help demonstrate each competency, and approval from students' advisors.

Competency 1: Providing a real-time professional deliverable to a client.

Competency 2: Using spatial analysis to analyze planning problems and develop planning solutions.

To fulfill competency 1 (providing a professional report to a community client), the CRP Program developed the Capstone Studio and the Urban Design Studio, which have community clients and provide students with a professional experience in solving real-world planning problems and making a final presentation and delivering a professional quality report. In addition students may work on projects through RCRP and iD+Pi to fulfill this competency.

To fulfill Competency 2 (spatial analysis), students may complete either CRP 583 Introduction to Geographic Information Systems, or Geographic Information Systems courses from other UNM departments, with faculty advisor approval. Students are responsible for consulting with their advisor regarding the best way to meet this requirement.

Criterion 1. Program Goals

1A. Mission

The mission of the CRP 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 CRP 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 CRP 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.

1B. Relationship between the CRP Program's Mission and UNM's Mission

UNM's mission is to “engage students, faculty, and staff in its comprehensive educational, research, and service programs.

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.
- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.
- Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.”

The CRP Program's mission is closely aligned with UNM's mission. The CRP Program emphasizes curricula that facilitate enlightened citizenship through fostering diversity and promoting social justice. These values are shared with students through courses and mentoring. Students are prepared to work professionally and engage with their communities to create good places, promote quality of life and enhance economic development in New Mexico and beyond. Through scholarship, courses, service and technical assistance, CRP faculty members also disseminate new knowledge and provide service to neighborhoods, cities, towns, counties, Pueblos and Reservations throughout the state and region. The MCRP capstone studios and, at times, other courses provide direct service to public sector, nonprofit clients and community-based groups, and faculty members individually provide assistance on community development, physical planning and natural resource issues.

1C. Learning Goals for the BAEPD and the MCRP Program

Learning Goals for the BAEPD Program

A. Goal 1 Understand how communities work and in urban and rural settlements.

A.1. Outcome 1 Assess a community's environmental, economic, cultural and social conditions.

B. Goal 2 Develop environmental design skill sets.

B.1. Outcome 2 Produce environmentally sustainable community-based plans.

C. Goal 3 Understand the issues of climate change and water scarcity in sustainable community development.

C.1. Outcome 3 Demonstrate in written reports an understanding of climate change and environmental sustainability.

Learning Goals for the MCRP Program

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.

1D. Communicating Goals to Students

The student learning goals are communicated directly to students through a self-assessment process and indirectly through course content and mentoring.

The students in both programs assess themselves twice. The BAEPD students assess themselves in CRP 165 and again in CRP 420, the capstone studio. In this way, they are shown the competencies they are expected to learn and reflect on their current level of knowledge. The MCRP students assess themselves during their Graduate Review, which occurs after they take 12 credits and prior to enrolling in CRP 588 in their second fall semester. During the review, their committees discuss with the students how to strengthen the areas in which they feel weaker or have given a lower assessment score.

The CRP Program conveys its commitment to social justice to students through its *Statement on Justice*. This developed from the Program's former *Statement on Racism and Sexism* (that was in place during the last program review).

The rich variety of human cultures is a great resource that this Planning Program attempts to nurture. Racism, sexism and homophobia are persistent and pervasive evils that undermine the human species' hopes for creativity and peace. Prejudicial beliefs, and the structures of power that embody and inflict them, affect all Planning. Grappling honestly with questions about bias is an intrinsic part of what it means to be a Planner. Among these questions are:

- *Why and by what means does one culture or group impose its values on another?*
- *What allows a "dominant" culture to push other values to the margins?*
- *What means of individual and group resistance are available against the resulting imbalance of power?*
- *What circumstances give rise to such resistance; when and why does it fail to arise?*
- *What cultural models can be found for societies without significant racist, sexist, or homophobic beliefs?*
- *How do the attitudes and methods of Planners amplify, rigidify, or challenge dominant values, especially when embodied in policy or physical design?*
- *What constitutes justice in a multicultural society, and how can Planning contribute to its achievement?*

The faculty considers it of vital importance to create a university climate in which all of us can unlearn those prejudices with which we were raised. In both academic study and personal interaction, we aim to replace bias with a healthy and active respect for the common traits and wonderful differences which, taken together, make us human.

The CRP program also seeks to understand and exercise ecological responsibility, regionally and globally. Both in coursework and

informally, students and faculty are asked to think together on this pressing issue. To create a just system for global distribution of resources and population; to halt and reverse the ongoing mass extinction of irreplaceable organisms (including human minorities); and to repair, redesign, and recycle our biologically damaging infrastructure – these will be the life’s work of this generation of Planners, lest they be the last generation of any human profession. The above questions about prejudice can all be directed at the ecological situation; cultural and ecological issues must in fact be resolved interdependently. Rising to this formidable challenge requires serious commitment from Planning students and faculty, both in their personal and professional lives.

New Mexico, both culturally and ecologically on the margins of the United States, provides excellent opportunities to study issues which are often marginalized, and to support voices from outside the “mainstream”.

The program established an exit survey that was administered for the first time in spring 2016. In the survey, students were asked if they learned about social justice. Of the seven respondents, all students stated that the MCRP program raised their awareness about this issue.

1E. Primary Constituents and Stakeholders

The CRP Program’s primary constituents are communities in New Mexico and beyond who seek to engage with the forces influencing change in their communities. The CRP Program is explicitly committed to social justice. Therefore, the communities it primarily serves are those seeking to dismantle racism, colonialism, classism and other forms of disadvantage and violence, creating opportunity and equity for all people. Additional stakeholders include professionals working in planning and related professionals in the public, private and nonprofit sectors who are also working to serve the interests of communities in New Mexico and the Southwest.

1F. Serving Constituents

The primary way that the CRP Program serves its constituents is through training students who are prepared to work in their own and other communities. The CRP Program directly serves these communities through offering three client-based studios each year (one undergraduate capstone studio and two graduate studios) and conducting other community-based work in which students participate.

1G. Outreach and Community Activities

The CRP Program serves its constituents in numerous ways. The CRP Program considers traditional research and scholarship, professional work and technical assistance, and community engaged scholarship as all part of scholarly contributions the faculty makes. These are described under Criterion 5.

The CRP Program hosts a diverse student body through the active recruitment and retention of students within New Mexico’s culturally diverse communities, as well

as by attracting students to the region. New Mexico's demographic profile consists of a "minority-majority" population in which Latinos-as/Chicanos-as/Hispanics and Native Americans make up 57% of the state's population. Due to the large number of traditional Indigenous communities in the region, the CRP Program, as well as the University of New Mexico as a whole, prioritizes training students to become professionals to work in these culturally diverse communities. Due to the community-based planning focus of the program, we have also been able to maintain recruitment of students from throughout the country who are committed to social change and drawn to New Mexico and the Southwest region to study community and regional planning.

RCRP and the iD+Pi provide opportunities for the recruitment and retention of diverse students. Since the establishment of RCRP in 1995, it has actively attracted Chicana and Chicano students from local communities, in addition to Latinos nationwide who are recruited into the program based on the program's strength in planning in Latino communities. The mission of iD+Pi is to educate by engaging faculty, students, professionals, and policy leaders in culturally appropriate design and planning practices in Indigenous communities. iD+Pi serves as a key component in attracting Native American students into the CRP Program in order to develop professional skills in planning on Native American lands. In the Fall 2013 semester, 19 Native American graduate students were enrolled in the CRP Program. This is one of the highest, if not the highest, enrollment of Native Americans in a planning program in the nation. Both RCRP and iD+Pi financially support students and improve retention by providing workshops, training programs, and studios targeted at training students to practice in the southwest region. A recent summary of iD+Pi's activities is included as Appendix 2.

SA+P has a lecture series each year and the CRP Program organizes at least one of the lectures. In spring 2016, this speaker was Kiera L. Ladner, the Canada Research Chair in Indigenous Politics and Governance and an Associate Professor in the Department of Political Studies at the University of Manitoba, who spoke about her work establishing Mamawipawin and initiatives about missing and murdered indigenous women.

The capstone studio courses have clients or address a current topic. In fall 2015, Ted Jojola taught a studio that developed a Mainstreet Plan for Zuni Pueblo. In fall 2015, Moises Gonzales taught a studio class that examined a proposal to allow accessory dwelling units in some residential zones to increase housing affordability and accessibility. The outcome of the studio was presented to the Albuquerque City Council. In summer 2016, Moises taught a studio that looked at the potential for historic and cultural preservation along El Camino Real. This project was conducted in conjunction with a National Park Service initiative to enliven interpretation along this historic route.

Caroline Scruggs's course Water & Energy in NM has a public lecture series that is open to the public that draws between 5 – 30 community members each session who

engage in the discussion and debate on the week's topic. Sierra Club and other local organizations promote the series because they see it as an opportunity to disseminate information about their priorities to members of the public. Her course Planning Healthy and Sustainable Communities includes a service learning project in collaboration with community members. In the past she has worked on Bike Share and the SITES initiative. In the future, she may work on local water and Acequia issues with the Center for Social Sustainable Systems.

Since the accreditation of the MCRP in 2007, the CRP Program has actively supported and encouraged student engagement in the planning profession through a number of activities with the New Mexico Chapter of the APA and the National APA. The program believes that it is important that students are exposed to the professional planning community to begin the transition from student to professional in a mentored setting. Consequently, many CRP faculty involve students in their own consulting and professional practice projects outside UNM. The CRP Program's active participation in the New Mexico APA Chapter (NMAPA) enables students to actively engage in the profession through the UNM APA student organization.

Each semester, local professional planners, students, and faculty participate in a social event called "Meet the Planners," which is organized by the UNM APA Student Chapter. The event provides an opportunity for students to meet and network with local planning practitioners, and also provides opportunities for faculty to discuss the relevance of the CRP planning curriculum to contemporary practice. More importantly, the event provides an opportunity for CRP faculty to develop collaborations with practitioners for class and studio projects. In addition to coordinated events with the local NM APA, faculty encourage student participation in the annual NM APA conference through panel presentations, research poster exhibitions, or project submission for the annual outstanding student project award.

At the 2012 NM APA conference, Professor Ric Richardson co-presented on a panel entitled, "What's in a story? New Methods for Community Visioning," and Assistant Professor Moises Gonzales moderated a panel entitled, "Physical Planning Gives Rise to Urban Design: 3D Modeling as Standard Practice," with student presenters Jessica Johnson and Jaime Jaramillo. In October 2013, graduate students Erin Chavez, Gabriella De La Torre, Josh Johnson, and Maida Ruben presented on a panel entitled, "The Role of Physical Planning and Urban Design Education in Placemaking Across New Mexico," and the panel presentation highlighted work in the Physical Planning and Design concentration in collaboration with local communities. In September 2016, Moises Gonzales with MCRP students Ariel McMillan, Lucas Pedroza, and Michael Wright and BAEPD student Sergio Lazoya presented "Strategies for Urban Design Articulation of the Camino Real de Tierra Adentro" at the NM APA Conference.

For many years, the CRP Program supported student travel to attend the annual National APA conference. In April 2013, an MCRP Graduate Student was supported to make a poster presentation at the National APA Conference in Chicago. In April

2016, several BAEPD and MCRP students attended the Phoenix conference. The CRP faculty believe that exposing students to the national conference provides them with an opportunity for networking at a national level, as well as an opportunity to understand planning practice beyond a regional context.

Criterion 2. Teaching and Learning: Curriculum

2A. Program Curricula

MCRP Program

The MCRP program requires 48 credit hours. Students are required to fulfill one concentration. A more detailed analysis of the MCRP curriculum as it relates to the PAB criteria is available in the 2014 self-study document that was prepared for the department's PAB site visit and reaccreditation review.

Required Graduate Courses

| Core Course Requirements | | Credit Hours |
|---------------------------------|---|---------------------|
| CRP 500 | Planning Theory and Process | 4 |
| CRP 510 | Planning Communication Workshop | 2 |
| CRP 511 | Analytical Methods for Planning | 4 |
| CRP 545 -or- CRP 580 | Land Use Controls Community growth and Land Use Planning | 3 |
| Total: | | 13 |

Concentration Course Requirements

- Students are required to select an area of concentration in Community Development, Indigenous Planning, Natural Resources and Environmental Planning, or Physical Planning and Design.
- Students are required to take a concentration Foundations course (3 credit hours) and a second methods course (3 credit hours) from a cluster of course options in their concentration area.
- Total of 6 credit hours of concentration requirements.

Elective Course Requirements

- Students must take 21 credit hours of approved elective course work.

Exit Course Requirements

| | | Credit Hours |
|---------------|---|---------------------|
| CRP 588 | Professional Project/Thesis Preparation Seminar | 2 |
| CRP 599 | Plan I Master's Thesis | 6 |
| -or- | | |
| | Plan II | |
| CRP 589 | Professional Project | |
| -or- | | |
| CRP 597 | Capstone Planning Studio | |
| -or- | | |
| CRP 598 | iTown Studio | |
| Total: | | 8 |

The Graduate Review

The Graduate Review takes place at the student's request after the completion of 12 credit hours of graduate study but must take place before the student can enroll in CRP 588. A faculty committee consisting of the student's advisor and one other CRP faculty member reviews the student's prior academic records, proposed Program of Study, evidence of courses focused in a concentration, the student's Self-Assessment, and the thesis, professional project, or capstone studio proposal. The student shall also show completion of courses fulfilling the competencies in the student's chosen concentration. Assessment of the student's performance in the program to date and proposals for future work guide the committee's recommendations for the student's remaining efforts to complete the MCRP degree and the approval of the Program of Studies form.

Spatial Analysis and Professional Deliverable Competencies

Students in the MCRP program must demonstrate competency in the following two areas. Students have the option of completing internships or projects, and completing spatial analysis courses or other work to demonstrate competency in these areas. This requires faculty consultation to determine course work or internships that help demonstrate each competency, and approval from students' advisors.

- Competency 1: Providing a real-time professional deliverable to a client.
- Competency 2: Using spatial analysis to analyze planning problems and develop planning solutions.

To fulfill competency 1 (providing a professional report to a community client), the CRP Program developed the Capstone Studio and the Urban Design Studio, which have community clients and provide students with a professional experience in solving real-world planning problems and making a final presentation and delivering a professional quality report. In addition, students may work on projects through RCRP and iD+Pi to fulfill this competency.

To fulfill Competency 2 (spatial analysis), students may complete either CRP 583 Introduction to Geographic Information Systems, or Geographic Information Systems courses from other UNM departments, with faculty advisor approval. Students are responsible for consulting with their advisor regarding the best way to meet this requirement.

Thesis, professional project, capstone studio, or co-authored publishable paper

The thesis/professional project is a formal document prepared in consultation with the student's faculty committee and presented in public. Students who choose to complete the capstone studio option complete six credit hours of studio work and are evaluated by a committee. The thesis/professional project/capstone studio committee, which is nominated by the candidate, evaluates the scope of the work, the quality of analysis and the content of the findings and/or recommendations. The committee also evaluates the student's understanding of his or her chosen field of study and area of concentration, as well as strengths in accomplishing graduate studies. Students choosing to co-author a paper with their faculty mentor, have two additional readers, and make a public presentation of the paper prior to its publication.

The students have the possibility of completing a certificate in Historic Preservation and Regionalism (18 credit hours). The Urban Innovation is currently under revision (18 credit hours).

BAEPD Program

The BAEPD evolved out of an earlier program located within the architecture program. The CRP Program administers the degree in consultation with the Landscape Architecture Program. As a liberal arts degree, the BAEPD focuses on interactions between society and the natural and built environment rather than professional skills. Students in the BAEPD program complete a total of 120 credit hours. The number of course hours was reduced from 128 at the time of the last APR to be consistent with UNM's initiative to reduce undergraduate degrees to 120 credit hours.

Students in the BAEPD degree program have two options. They may pursue a track in environmental planning or a track in landscape architecture. The curriculum for the planning concentration is organized around three interdisciplinary themes, bioregional systems, society and development, and community and identity. The Landscape Architecture track reestablished in fall 2016 (after it was temporarily discontinued). Students in the landscape architecture track complete a studio and design sequence that prepares them to enter a two-year MLA program. Graduates of the BAEPD environmental planning track may apply to the MCRP planning program, but currently without any reduction in the amount of time required for the MCRP.

The Landscape Architecture Program also offers courses that fulfill core BAEPD requirements. The current enrollments range from 50 to 60 students. The faculty intends to increase this to approximately 100 majors. This will require adding more

sections of CRP 420, the capstone studio, but the range of CRP electives in conjunction with Landscape Architecture courses can support additional students.

The course of study consists of 37 credit hours from the UNM Core, plus one additional credit hour of science laboratory, 33 credit hours of BAEPD foundational courses, 32 credit hours of major courses, and 17 credit hours of electives. Students must complete the UNM Core requirements in accordance with the Catalog selection options. Courses taken to fulfill UNM core requirements may not also be used to fulfill BAEPD core requirements.

The BAEPD Course Requirements

| BAEPD Course Requirements | | Credit Hours |
|----------------------------------|---|--------------|
| | UNM Core - selections must include the following: | |
| | Physical and Natural Sciences | |
| | Two courses that both include laboratory | 8 |
| | Social and Behavioral Sciences | |
| CRP 181 | Introduction to Environmental Problems | 3 |
| PSY 105 -or- SOC 101 | General Psychology -or- Introduction to Sociology | 3 |
| ARCH 121 | Introduction to Architecture | 3 |
| | Total for UNM Core, plus extra science lab | 38 |
| | B.A.E.P.D. Core Requirements | |
| CRP 165 | Community and Regional Planning, Introduction | 3 |
| CRP 376 | Human Settlements | 3 |
| CRP 482 -or- LA 482 | Graphic Communications | 3 |
| CJ 225 | Small Group Communication | 3 |
| CRP 483 | Introduction to Geographic Information Systems | 3 |
| | Introduction to Research Methods (from any department) | 3 |
| | | 18 |
| | Physical World (Select One) | |
| SUST 134 | Creating a Sustainable Future: Introduction to Environmental, Social, and Economic Health | 3 |
| GEOG 195 | Humans Role in Changing the Face of the Earth | 3 |
| GEOG 352 | Global Climate Change | 3 |
| GEOG 365 | Nature and Society | 3 |
| EPS **333 | Environmental Geology (Prerequisites exist; check Catalog) | 3 |
| | | 3 |

| | | |
|----------|---|-----------|
| | Philosophy and Ethics (Select One) | |
| ANTH 340 | T: Cultural Anthropology | 3 |
| CJ 268 | Media Theories | 3 |
| PHIL 202 | From Descartes to Kant | 3 |
| PHIL 245 | Professional Ethics | 3 |
| PHIL 363 | Environmental Ethics | 3 |
| AMST 182 | Introduction to Environment, Science and Technology | 3 |
| | | 3 |
| | Art and Design (Select One) | |
| ARCH 109 | Design Fundamentals | 3 |
| ARTH 250 | Modern Art | 3 |
| ARTS 141 | Introduction to Art and Ecology | 3 |
| ARTS 187 | Introduction to Photography | 3 |
| ARTS 320 | The Phenomena of Color | 3 |
| | | 3 |
| | Social and Political Dimensions (Select One) | |
| CRP 435 | Community Economics for Planners | 3 |
| CRP 470 | Sem: Ecotourism and Community Development | 3 |
| CRP 487 | Political Economy of Urban Development | 3 |
| POLS 270 | Public Policy and Administration | 3 |
| POLS 280 | Introduction to Political Analysis | 3 |
| | | 3 |
| | Ethnic and Gender Studies (Select One) | |
| CRP 428 | Gender and Economic Development | 3 |
| CRP 473 | Planning on Native American Lands | 3 |
| CRP 486 | Planning Issues in Chicano Communities | 3 |
| AMST 330 | T: Gender Studies | 3 |
| AMST 350 | T: Race, Class, Ethnicity | 3 |
| | | 3 |
| | Total for B.A.E.P.D. Core | 33 |

Choose one of the following concentrations:

Community and Regional Planning

| | Requirements | |
|------------------------------|--|---|
| CRP 265 | Sustainable Community Planning Methods | 3 |
| CRP 330 | Introduction to Urban Design | 3 |
| CRP 420 | Environmental Design Studio | 5 |
| CRP 427 | Watershed Management | 3 |
| CRP 467 | Regional Planning Process and Theory | 3 |
| CRP 472 | Indigenous Planning | 3 |
| CRP 474 | Cultural Aspects of Community Development Planning | 3 |
| CRP 480 | Community Growth and Land Use Planning | 3 |
| ECON 105 -or- ECON 106 | Introduction to Macroeconomics -or- Introduction to Microeconomics | 3 |

| | | |
|------------------------------------|--|------------|
| | One Statistics course in any discipline | 3 |
| | Total for Community and Regional Planning concentration | 32 |
| Landscape Architecture | | |
| | Requirements | |
| LA 335 | Site-Environment | 3 |
| LA 401 | Landscape Architecture Design Studio I | 6 |
| LA 402 | Landscape Architecture Design Studio II | 6 |
| LA 421 | AutoCAD for Landscape Architects | 3 |
| LA 458 | Plant Materials | 3 |
| LA 461 | History and Theory of Landscape Architecture | 3 |
| LA 481 | Landscape Construction Materials and Techniques | 3 |
| | Additional course work in either Community and Regional Planning or Landscape Architecture | 5 |
| | Total for Landscape Architecture concentration | 32 |
| | Electives | 17 |
| | | |
| Total for B.A.E.P.D. Degree | | 120 |

2B. Contributions to UNM Units

The CRP Program has established official joint programs and effective working relationships with other academic programs at the UNM at the graduate and undergraduate levels. The CRP Program collaborates with other departments to offer three dual degrees that meet all criteria for the accredited MCRP degree. These provide opportunities for graduate students to complete two graduate degrees in an abbreviated time, but also allows for the sharing of training and professional perspectives via the bridge courses and professional projects or master theses. The CRP Program offers one general education course and addition courses that contribute to interdisciplinary minors and certificates.

MCRP and Master of Arts in Latin American Studies (MALAS)

The MCRP/MALAS dual degree is designed for students interested in the professional planning in Latin America. Issues of particular importance to Latin American planners include land development, natural resources management, energy and water issues, economic development, migration, decentralization, regional integration, non-governmental organizations, and grassroots organizing.

MCRP and Master of Public Administration (MPA)

The MCRP/MPA dual degree enables students to develop key knowledge and experience necessary to assess public needs, determine public goals and objectives, develop community-based strategies, and manage and resolve public disputes. Students admitted to the dual degree typically aim to become administrators and managers in public or private planning projects or programs working with local citizens, special districts, and local, state and federal public agencies. Graduates also work in a variety of consulting situations with community-based for-profit and non-profit clients.

MCRP and Master of Water Resources (MWR)

The MCRP/MWR dual degree prepares students to make important contributions in both water resources and planning through a familiarity with the scientific discourse of water resources and the language and methodologies from community-based planning. Diverse groups are brought together to collaborate in the mediation of water disputes, especially in the Southwest where demands on limited water resources are increasing exponentially. This dual degree was not available at the time of the last APR review.

Undergraduate General Education Requirement

CRP 181 Environmental Problems fulfills a general education requirement.

Minor in Sustainability Studies

CRP 181, CRP 165 Introduction to Community and Regional Planning, CRP 473 Planning on Native American Lands, and CRP 474 Cultural Aspects of Community Development, CRP 484 Neighborhood Planning, CRP 428 Gender and Economic Development are electives for the undergraduate minor in Sustainability Studies.

U.S. and Global Diversity and Inclusion Requirement

UNM has instituted a 3-credit U.S. and Global Diversity and Inclusion requirement. Five CRP courses fulfill this requirement (CRP 428 Gender and Economic Development, CRP 472 Indigenous Planning, CRP 473 Planning on Native American Lands, CRP 474 Cultural Aspects of Community Development and 486 Planning Issues in Chicano Communities).

Graduate Certificate in Race & Social Justice

UNM has a unique graduate certificate in Race & Social Justice. In fall 2016, CRP 539 Indigenous Space Place and Mapping is one course available that contributes to the certificate. Other courses on the list of race-related courses at UNM include CRP 535 Community Economics, CRP 503 Community Based Practice, CRP 572 Indigenous Planning, CRP 573 Planning on Native American Lands, and CRP 586 Planning Issues in Chicano Communities.

Minor in Community and Regional Planning

Interested undergraduate students can complete a minor in Community and Regional Planning. The Community and Regional Planning minor consists of 21 CRP credit hours as follows: 165, 181, 265, 376 or 480, 473 or 486, 481 or 482 or 483, and a 3-credit 300- or 400-level CRP course. Graduate students in other programs can also complete a minor in Community and Regional Planning.

Additional Contributions

The Civil Engineering Department has established an online Master of Construction Management. CRP graduate courses that are offered online can be counted as electives for that program. The CRP Program does not currently regularly offer online graduate courses however.

The CRP Program supports university and community learning by enrolling students in its courses from UNM's Anthropology, Education, Communications and Journalism, Latin American Studies, Law, Management, Native American Studies, Political Science, Public Administration Water Resources and Women Studies. The program's courses also often attract non-degree students from the profession and the larger community who have an interest in community development, natural resources, physical planning, participatory process, and Latin American issues.

2C. Modes of Course Delivery and Teaching

Required core courses and required graduate specialization courses are offered on a yearly basis. While not every elective is offered on a yearly basis, the scheduling of required courses and electives provides ample opportunity for timely graduation.

Although we plan the sequencing to enable each incoming cohort to take the required courses and electives within a two-year timeframe, this has not had the desired impact on time to graduation. In addition to accommodating students who are working or for other reason are not able to take a full course load each semester, the faculty is exploring the reasons why despite intentional course scheduling, many of our students take longer than desired to graduate from the MCRP program. In response to the last PAB Site Visit Report, the faculty established a capstone studio as an exit requirement. The students now have four ways to complete their exit requirement: thesis, final project, publishable paper (in conjunction with a faculty member) or capstone studio. Students can also develop video or multi-media based final projects. The 2015-2016 academic year was the first year that students had this option, and there was an additional capstone studio offered in summer 2016. The summer capstone studio attracted some students who only had a final project or thesis to finish, but had been unable to finish in a timely matter, suggesting that the additional capstone requirement might assist some students completing the MCRP.

The majority of courses are offered on site in lecture, studio or seminar formats. Select undergraduate courses also have an online section.

Criterion 3. Teaching and Learning: Continuous Improvement

3A. The Assessment Process

Please see Criterion 1C for the student learning outcomes that show the skills and knowledge students in both degree programs are expected to learn. The student learning outcomes were revised in year 2013-2014 to reflect changes in the planning profession and the local, regional and global contexts where graduates will work. The assessment method was also modified to create a process that conveyed student learning goals to the students and uses both an indirect measure (student self-assessment) and a direct measure (faculty review) to assess student learning. The faculty has discussed adding additional direct assessment measures in select core courses. These will be based on the course work assigned that is intended to develop and evaluate particular skills and knowledge (such as assessing quantitative methods in the analytical methods course).

BAEPD

The assessment process for the BAEPD program includes a self-assessment by the students that is implemented twice. The first self-assessment occurs in CRP 165, which is a required class that all the BAEPD students take early in their major. The initial self-assessment has two purposes. It allows the students to see what is expected and to provide an opportunity for them to reflect on their knowledge in these areas. The second self-assessment, administered in CRP 420, gives students an opportunity to reflect on their knowledge after completing their coursework. The students are also assessed by the instructor for CRP 420, the final capstone studio

MCRP

The MCRP program includes a self-assessment by the students that is implemented twice. The students complete an initial self-assessment in preparation for their Graduate Review at the end of the first year. The Graduate Review committee is comprised of two faculty members (one of whom is the student's academic advisor) and they discuss the self-assessment with the student. The student and committee jointly make a plan to strengthen weak areas through course work in the final year and begin thinking about strategies for continued professional learning after graduation. At the defense of the student's capstone requirement, the chair of the student's exit requirement committee (thesis, professional project, capstone studio, publishable paper) evaluates the student based on his or her work. The student completes the second self-assessment during or after the final defense.

The CRP Program has conducted Curriculum Surveys with current graduate students in 2005, 2006, and 2013. Students were asked to rate their experiences and respond to open-ended questions about expectations and needs within the curriculum. The survey that was conducted in 2005 received 23 responses; however, the following year participation declined to 13. The decrease in participation was attributed to the fact that the survey was open from March to May in 2005, whereas it was open from April to May in 2006. In 2013, there were a total of 19

respondents with the survey open for five days during the first week of school. The survey was administered online.

In 2013, nearly 70 percent of the students who participated in the survey were in the second year. Approximately 40 percent of the students were in the community development concentration, another 40 percent in the physical planning and design concentration, and the remainder in the natural resources concentration. In both 2006 and 2013, students were asked to rate their satisfaction in eight areas. These areas included the overall curriculum, the core curriculum, and elective courses within the concentrations, the first semester experience, interdisciplinary connections, faculty advising, and facilities. In 2006, students were very satisfied with the courses within their specific concentrations, the elective courses, and faculty advising. In 2013, students are satisfied to very satisfied with the overall curriculum, the core curriculum, and the first semester experience. Faculty advising and SA+P's facilities received very satisfied to highly satisfied marks from the students in 2013.

In 2006, areas that had lower satisfaction ratings were the interdisciplinary connections and the school's facilities. The school has since moved into George Pearl Hall. The new building is a likely the reason that the satisfaction with the facilities increased dramatically since 2006. Interestingly, in 2006 students were very satisfied with the courses offered in the different concentrations and the core curriculum; however, in the 2013 survey, this measure declined to somewhat satisfied to satisfied with the core curriculum and concentrations.

In 2006, many respondents believed the strengths of the curriculum were the community-based nature of the program, the faculty, and the theoretical course offerings. Areas in which many respondents thought there could be improvement included technical assistance, interacting with practicing professional planners, and opportunities to span across disciplines.

The strengths have remained the same in 2013, with students favoring the community-based program and its strong emphasis on theory. However, areas that students thought could use improvement were more related to curriculum. These recommendations range from focusing course offerings to providing more guidance in selecting from a range of courses. Students indicated that the path to graduating within two years should be clearer with a more formal course timeline.

In spring 2016, the CRP Program administered the first comprehensive exit survey to graduate students. Because it was administered after the semester ended, only seven students completed the survey. In subsequent semesters, it will be administered prior to the end of the semester. The MCRP graduates will also receive a survey one year after they complete the program. This will allow graduates to identify the skills and knowledge that immediately served them well and in what areas they would have liked to be stronger.

3B. Annual Assessment Activities

The CRP Program engages in a deliberate decision making process and this extends to assessment activities. The CRP Program faculty has an annual retreat during which the faculty discusses the curriculum, courses and other changes needed to strengthen both programs. The CRP Program also has monthly faculty meetings when specific issues about courses, evaluation and curriculum changes are deliberated on and decided.

The faculty discusses the CRP Program assessment results in the annual retreat as well as discussing other issues that arise from other mechanisms (such as informal discussions with students). This, along with faculty members' knowledge about content changes in the discipline and their vision for the program, shapes curriculum change. In the 2015-2016 academic year, the CRP Program instituted two substantial changes. It added additional capstone requirements for the MCRP students and it added an Indigenous Planning concentration.

The CRP Program uses student evaluation and it will use the exit and year-out survey to assess student satisfaction (but not necessarily learning) in particular courses. This helps faculty identify the area where students feel like they learn a lot or are missing a key area.

The CRP Program monitors the effects of changes through the assessment process to identify stronger and weaker areas of achievement and in courses (through regular assignment evaluation and enrollments to assess learning and interest, respectively). The capstone requirement success will also be reflected in graduation rates.

Criterion 4. Students (Undergraduate and Graduate)

Both the graduate and undergraduate degree programs strongly emphasize learning in the context of community issues and localities in New Mexico. Consequently, the CRP faculty places a high value on attracting student cohorts that more closely resemble the demographic profile of the state. A significant number of graduate students admitted from New Mexico are among of the first members of their families to have completed bachelor degrees and, in many cases, the first in their families to complete secondary school. Both the graduate and undergraduate degree programs are designed to prepare graduates for service to their own communities, as well as to the state, the nation, and communities abroad.

4A. Student Recruitment and Admissions (including transfer articulation)

MCRP

Historically, the MCRP program has sought a mix of applicants from New Mexico and other parts of the United States. On occasion, students from abroad have applied to the program. While not numerous, they have provided rich perspectives. In recent years, about half of the entering cohort has come from within New Mexico. As reported in professional publications and verified by our incoming students, most of those interested in applying for the program have learned about it either by word-of-mouth or online. The program historically admitted from 22 to 25 applicants in an effort to enroll an entering class between 17 to 20 students each year. The major factor in limiting the size of enrollment has been the faculty's intention to maintain a healthy ratio of students to faculty in the required core courses. The depth of learning and the quality of interaction between students and between the students and faculty are critical to a high-quality professional education and planning practice. As the capacities of the program have grown in recent years, the size of the student body has grown, straining the available space for seminar classes and studios. Since the last APR, the CRP Program has moved into George Pearl Hall and benefits from improved facilities. The planning faculty has begun to discuss future optimal sizes for the program. Due to budget pressures, in the last years, the incoming classes have been 25-30 students. Although this is large for the core courses, the students continue to have smaller seminars in their concentrations and electives.

Since the year 2000, all of the entering classes have included more than 35% people of color. The largest percentage increase was in Native American students, followed closely in Latino students. Another trend over the course of the last ten years has been a steady increase in the number of women (see tables in section 4B).

The admissions criteria since the program's first accreditation in the 1980s have remained the same:

- an undergraduate GPA of at least 3.0 in the last two years of study
- evidence of preparation for high-quality graduate study
- recommendations from three people who are familiar with the applicants academic and professional work

- a convincing letter of intent that exemplifies the applicant's writing skills and explaining the reason for his or her interest in a graduate planning degree from the University of New Mexico and how it will be applied after graduation

The strength of the letter of intent is assessed based on the following criteria:

Quality as a writing sample: A clear statement of applicant's academic and professional trajectory.

Recent personal growth and potential: Evidence of applicant's personal growth and potential (this is a more subjective criterion, but is based in our desire for students who are committed and motivated, who have already begun their intellectual development and who have real potential to continue that development in this program, and beyond as a planning professional).

Fit with the CRP Program: The fit of applicant's interests and background with the CRP Program (in terms of the community-based philosophy and community focus, concentrations, and concern with issues of equity and social justice).

Relevancy of applicant's experience and background: Professional or volunteer experience in some aspect of community based planning or community and regional planning.

Each applicant's file is reviewed by three people—two members the faculty and one continuing graduate student. All CRP faculty and two or three graduate students comprise the admissions committee. CRP faculty members are particularly interested in determining the degree to which the program can meet the interests and motivations of the applicants, as well as the degree to which the applicants are able to contribute to the culture of the graduate planning program. On occasion, an applicant may be asked to take classes in the program before reapplying in order to develop a mutual sense of good fit.

BAEPD

When the CRP Program assumed administration of the BAEPD degree from the Architecture Program in 2000, it was with the understanding that few additional resources would be made available to offset the additional load of instruction and advisement required of the BAEPD program. The first two years were devoted to restructuring the existing curriculum and assessing whether an increased undergraduate enrollment (outside of the handful of undergraduate courses already offered) would place impossible demands upon teaching resources while maintaining a high quality of instruction. In 2002, the CRP faculty agreed to continue administering this undergraduate degree and subsequently added an undergraduate minor.

The number of students enrolled in the BAEPD degree program stabilized at 50-60 students, the majority of whom are juniors and seniors. In 2015-2016, the faculty eliminated the admissions requirements for the BAEPD major. The demand was not sufficiently high to warrant the added complexity that the admissions process

created. Admitted UNM students can now declare the BAEPD as a major when they apply or after they begin at UNM. This may increase the size of the BAEPD program. Because the UNM is facing pressure to enroll more students and the CRP faculty would like to retain the MCRP program at its current size, the faculty intends to double the size of the BAEPD program. The faculty believes that this can be accomplished with existing resources by curriculum changes that give students more selection in major classes and adding additional sections of CRP 420, the capstone studio, as needed.

The CRP Program faculty has similar interests in the demographic profile of the undergraduate program as it has in the graduate program. Ideally, it would be desirable to reflect the demographic composition of New Mexico. In fall 2015, the BAEPD student body was about 55% male and 45% female and 58% of students were Hispanic or Latino, Native American, Two or More Races, or Asian or Asian American.

The CRP Program has been establishing articulation agreements with local and regional community colleges in order to make it easier for students to complete the BAEPD program. We have established an articulation agreement with CNM Community College and UNM Gallup. We are also discussing articulation agreements with the Navajo Technical University and the Southwestern Indian Polytechnic Institute.

4B. Enrollment and Graduation Trends

The MCRP Program on average has between 70 and 80 enrolled students. Almost all students graduate within the six-year maximum allowed for graduate students. The BAEPD enrollments are usually between 50 and 60 students. The majority of these students have advanced class standing because, until the 2015-2016 academic year, the students were required to apply prior to becoming a major. This is reflected in high percentage of majors graduating each year.

BAEPD Enrollment Data Fall Semesters 2011-2015

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|--|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| White | 9 | 13 | 4 | 11 | 6 | 11 | 9 | 12 | 5 | 11 |
| Black or African American | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 2 | 2 | 3 | 1 | 3 | 1 | 3 | 1 | 1 | 1 |
| Native Hawaiian and Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Some Other Race Alone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 2 |
| Unknown | 0 | 0 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 1 |
| Hispanic or Latino | 11 | 13 | 13 | 16 | 10 | 15 | 10 | 8 | 7 | 7 |
| International Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Total by Gender | 24 | 29 | 22 | 29 | 22 | 28 | 27 | 26 | 17 | 22 |
| Total Students | 53 | | 51 | | 50 | | 53 | | 39 | |

MCRPE Enrollment Data Fall Semesters 2011-2015

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|--|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| White | 22 | 14 | 17 | 15 | 16 | 20 | 17 | 16 | 19 | 14 |
| Black or African American | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| American Indian or Alaska Native | 6 | 3 | 7 | 2 | 8 | 3 | 7 | 4 | 10 | 2 |
| Native Hawaiian and Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Some Other Race Alone | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 1 | 0 | 2 | 0 | 3 | 0 | 3 | 1 | 3 |
| Unknown | 2 | 5 | 2 | 2 | 1 | 3 | 1 | 4 | 2 | 4 |
| Hispanic or Latino | 10 | 8 | 17 | 9 | 16 | 9 | 11 | 9 | 9 | 8 |
| International Students | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 3 | 1 |
| | | | | | | | | | | |
| Total by Gender | 41 | 32 | 44 | 30 | 44 | 39 | 39 | 37 | 45 | 32 |
| Total Students | 73 | | 74 | | 83 | | 76 | | 77 | |

MCRP ENROLLMENT AND GRADUATION DATA

| Academic Years Ending | | Jul-09 | Jul-10 | Jul-11 | Jul-12 | Jul-13 | Jul-14 | Jul-15 | Jul-16 |
|------------------------------------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|
| # Applications Received | Fulltime | 42 | 59 | 53 | 48 | 40 | 44 | 42 | 47 |
| | Part-time | | | | | | | | |
| | Dual degree | 2 | 4 | 3 | 1 | 1 | | | |
| # Applicants Admitted | Fulltime | 30 | 44 | 39 | 36 | 27 | 37 | 33 | 41 |
| | Part-time | | | | | | | | |
| | Dual degree | 2 | 8 | 6 | 6 | 2 | | | |
| # Students Enrolled | Fulltime | 18 | 28 | 15 | 21 | 17 | 28 | 19 | 26 |
| | Part-time | | 4 | 6 | 2 | 3 | | | |
| | Dual degree | 2 | 8 | 6 | 6 | 2 | | | |
| # Enrolled Students who Withdrew | Fulltime | 2 | 1 | 1 | 1 | | 7 | 2 | 0 |
| | Part-time | | | | | 2 | 2 | 0 | 1 |
| | Dual degree | | | | | | | | |
| # Enrolled Students who Graduated* | Fulltime | 10 | 10 | 5 | 6 | 14 | 10 | 5 | 1 |
| | Part-time | | | | | 2 | | | |
| | Dual degree | 2 | 1 | 2 | 0 | | | | |
| Graduation Rate%** | Fulltime | 100% | 100% | 100% | 100% | 89% | 53% | 26% | 3% |
| | Part-time | | | | | | | | |
| | Dual degree | | | | | | | | |
| Mean Time to Graduation | Fulltime | 3 | 2.64 | 2.43 | 2 | 2.4 | 2 | 1.5 | 1 |
| | Part-time | | | | | | | | |
| | Dual degree | | | | | | | | |

*The percentage of enrolled students who graduate is often referred to as the retention rate.

**Graduation rate is calculated based on 200% of normal time for Master's (within 2 years).

Number of Graduates per Year

| Graduates | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| MCRP | 23 | 15 | 13 | 22 | 32 | 28 |
| BAEPD | 13 | 20 | 18 | 20 | 24 | 11 |

4C. Program Advisement for Students

Graduate student advising takes two forms: faculty and administrative. SA+P has a graduate student advisor who is an initial point of contact for most students. Beth Rowe is available to help students with required paperwork, deadline dates, and other logistical issues as well as help students trouble shoot when problems arise.

CRP faculty members support students in their advising roles. On admission, each student is assigned a faculty advisor, who, in collaboration with the SA+P Graduate Student Advisor, works with students to design their initial course of study and align their professional goals with their graduate study. The SA+P Graduate Student Advisor (who was awarded “Best UNM Student Advisor” in Spring 2013) communicates regularly with CRP faculty to keep them apprised of challenges individual students may be facing. She also apprises faculty of student progress

toward a degree, and whether students have stalled in their progress or are approaching the University's time limit for completing the Masters Degree.

Students are encouraged to meet with their advisors at least once a semester, and are required to discuss a "Personal Plan for Professional Development" with their advisor in the last weeks of the semester in which they take Planning Theory and Process (usually their first semester).

After taking at least 12 credit hours of coursework, and before being allowed to enroll in the core Thesis/Project Preparation Seminar, students are required to engage in a Graduate Review with their faculty advisor and one other faculty member. The Graduate Review is intended as a mid-course evaluation of progress. It consists of a student self-evaluation of progress in key competencies for the degree, a formal declaration of the program of study required to complete their coursework, and a discussion about the capstone requirement. It is also the time during which the student may nominate a thesis or professional project committee, the chair of which must be a member of the CRP faculty. At the time that a faculty member agrees to serve as chair, that person becomes the student's academic advisor until the completion of the degree. The Graduate Review also helps to ensure that students are prepared for the planning practice that they aspire to upon graduation.

The faculty chair of the thesis/project committee provides ongoing mentorship and support during the protocol development, research, and writing process. Each full time tenure-track faculty member chairs around 9–11 thesis/project committees at any one time, and serves on as many or more thesis/project committees. During this thesis/project mentorship period, CRP faculty are instrumental in introducing students to professional networks that facilitate their job search. Faculty routinely continue to support students after graduation, not only with job references, but also as a sounding board for alumni as they navigate their professional careers.

At the undergraduate level, the students also meet with the undergraduate advisor, Angela Pacheco, to discuss requirements and complete necessary paperwork. The BAEPD degree is administered by a faculty coordinator. Bill Fleming, the degree coordinator, is a planning faculty member who, in collaboration with the Director of Community and Regional Planning and the Director of Landscape Architecture, makes decisions on program development.

4D. Student Support

Each fall, the CRP Program assigns four project assistantships to incoming students, which are used to recruit students requesting financial aid. The website notes that a limited number of assistantships are available to students who want to be considered for financial aid. The assistantships are awarded without regard to disclosure of the need for aid. Project assistantships are awarded to entering students when the admissions process is complete, and the students work with one or two faculty members on various projects. In addition, the program assigns several teaching assistantships to second-year students to assist with CRP courses. The instructor of

record selects a student based on the student's skills and knowledge of the course subject.

The CRP Program regularly receives two research assistantships from the Office of Graduate Studies each year. In addition, several research assistantships are awarded by faculty for funded research projects (e.g., through iD+Pi, RCRP, and NSF EPSCoR), and students are also employed by faculty members in their professional practice. These opportunities are advertised on the student listserv. The CRP Program also has work-study positions for students qualifying for this funding source. Applicants are matched with faculty and departmental assistance needs. Each year, the CRP Program also awards six endowed scholarships that come with a limited financial award.

Students may engage in paid (and unpaid) internships in public agencies, private planning consulting firms and with nonprofit organizations. These students meet with a faculty instructor and receive two units for taking an internship course.

Nevertheless, financial aid for graduate students is a significant obstacle to attracting highly qualified candidates. Even though half of all graduate students receive some form of assistance during their time in the program, only a few cases does it cover tuition as well as provide a stipend. The percentage of part-time graduate students receiving aid is much lower than the full-time students – an average of 28% as opposed to 75%. Scholarships and loans make up the primary financial aid for graduate students. Perhaps the single largest draw for out-of-state students is the award of project assistantships, which reduces tuition to in-state levels – about 1/3 the cost of out-of-state tuition.

SA+P has an active alumni association, with CRP alumni in leadership positions. In addition, annual alumni events and the NMAPA welcome event help individual faculty link current students with alumni who can help mentor them. Faculty routinely post job, internships and research openings on the CRP listserv.

4E. Student Success and Retention

MCRP

Most students admitted to the graduate program are highly motivated. Although they may choose to be employed or hold internships while in the program, they are able to remain in the program long enough to complete most of their course work as full-time students. From time to time, family needs and other life circumstances interfere, causing a student to delay progress through the program. It is rare, however, that students admitted to the program are unprepared academically for graduate school. Sometimes students who are highly motivated and generally a good fit with the program may only have marginal skills in certain key areas, a situation identified during the admissions process. This may prompt the faculty to agree to devote extra effort to help support the student to develop the skills necessary to complete the program.

Although the MCRP degree is designed to be completed within two years, this assumes that a student is able to attend classes full-time, including during the summer months. Some students are able to do this, but those who work or undertake internships with professional planning organizations often find that it takes them a little longer. Furthermore, while many students are accustomed to the requirements of coursework, they are less familiar with the independent research and writing required of a master's thesis or professional project. This is the reason is that the graduate student body at any given time is in the 70s even though the entering classes are between 20 and 30. In recent years between 13 and 32 students have graduated each year.

The Office of Graduate Studies of the University of New Mexico places a seven-year limit on completion of degree requirements from the time of first enrollment. Occasionally students stretch their course of study over several years, although this is not encouraged by the program. Several years ago, when the CRP faculty noticed an unusually large number of students delaying their graduation, the program instituted CRP 588, a class designed to help them complete their thesis or professional project work. This was very successful. In 2015-2016, the CRP Program established additional exit requirements including a capstone studio or a co-authored publishable paper to give students additional pathways to finishing the degree. CRP 588 was revised to reflect the new requirements.

BAEPD

Most students admitted to the BAEPD major or to the undergraduate minor are sufficiently prepared to complete the required coursework. They meet with the program advisor when they encounter scheduling difficulties. When this occurs, it is largely due to the structure of the major relying upon course offerings from several different departments outside of SA+P; consequently, students often come seeking permission to substitute suitable replacements for courses that they failed or are otherwise unavailable. Anecdotal evidence suggests that this has been the single largest reason for delayed graduation, although BAEPD students do not appear to take longer to complete their degrees than students in other programs on campus.

BAEPD students who opt for the environmental planning track are supervised by the BAEPD program coordinator. Students also receive detailed academic advisement about graduation requirements and administrative deadlines from the SA+P undergraduate academic advisor.

4F. Success of Graduates

The CRP Program conducted Alumni Surveys in 2006 and 2013. The purpose of the surveys was to assess alumni's academic experiences and gain insight into whether or not the program prepared students for professional practice. Other information collected included areas of practice, time between graduation and employment, and number of studios completed. In the 2013 version, with guidance from Claudia Isaac, a community service section was added to the survey.

In 2006, the survey was sent via mail to 130 alumni, and there were 39 respondents. In 2013, the survey was sent both via mail and electronically through the UNM Alumni Foundation's list of MCRP graduates. Of 324 surveys sent, 36 were returned through the mail and 31 were completed online through the University of New Mexico's electronic survey software, Opinio, for a total of 67 respondents.

The 2006 survey represented alumni whose first year of enrollment ranged from 1975 to 2003 and who graduated as recently as 2006, the same year the survey was conducted. In 2013, the earliest year of enrollment was 1981 and the latest year of enrollment was 2010, with the most recent year of graduation being 2012.

Of the two concentrations available at the time, a majority of the 2006 respondents (71 percent) were in the community development concentration. In 2013, with three concentrations, 45 percent were in community development. In 2006, 29 percent of respondents were in the natural resources concentration and that is very close to the outcome of the 2013 survey (28 percent). The 2013 survey shows that out of the 67 respondents, 27 percent were in the physical planning and design concentration.

The number of months between graduation and employment in a planning-related field has increased between 2006 and 2013. In 2006, the average time was approximately one month. In 2013, it is approximately six months, a likely effect of the recent global recession and concomitant constriction of available planning jobs. The public sector is the dominant field in which alumni are employed, at 62 percent in 2006 and 48 percent in 2013. In both surveys, private-sector employment followed at 43 percent in 2006 and 31 percent in 2013. The number of alumni employed by nonprofit organizations has substantially decreased from 38 percent in 2006 to 14 percent in 2013 (again most likely a function of the global recession). In the 2013 survey, the program added "education" to the employment field options, and it accounted for seven percent of the graduates.

As of 2013, there has been a substantial decrease in alumni who are currently employed in a planning-related field, from 97 percent in 2006 to 58 percent in 2013. However, the 2013 results may underestimate actual employment because 18% of those who participated in the 2013 survey left the question unanswered.

A new question was added to the 2013 survey asking how well the program prepared the alumni for their current employment. Fifty-seven (57) percent were satisfied or very satisfied with their employment preparation.

Missing from the 2006 survey is data collected for the alumni who are active members of the American Planning Association (APA) and who have taken the American Institute of Certified Planners (AICP) exam. This information was, however, collected in the 2013 survey. The 2013 survey showed that over 50 percent of the alumni were not members of the APA, and 27 percent were (21 percent left the question unanswered). Only 14 percent had taken the AICP exam. There was a common trend in the responses to this question: those who were enrolled in the program earlier (1980s to 1990s) were more likely to have taken the exam as opposed to those who had graduated from the program later.

In 2006, 97 percent of the respondents had a planning-related internship, assistantship, applied research, or employment while in the program; however, this percentage decreased to 69 percent in 2013. Since the 2006 survey, the number of studios that alumni have taken while in the program has also decreased. In the 2006 survey, most of the respondents had taken two studios, whereas in 2013 the average is one. This may reflect curricular changes in CRP 510: Communications Workshop, which prior to Fall 2008 was structured as a studio.

Overall, respondents identified the subjects of facilitation, ethical practices, theories of action, and analytical skills as the program's strengths. Other subjects that were mentioned throughout the open-ended questions were social justice, qualitative methods, and community-based practice. Areas that respondents thought could have used improvement were policy and physical analysis. A few other areas mentioned were practical practice, physical planning, and technical skills.

Both surveys asked alumni to give advice to prospective students. Many advised to apply and enjoy the experience. Other respondents suggested that students learn about the different concentrations the school has to offer and allow that experience to be a guide to course selection, degree strategies, and employment options in the future. See Appendix 3, the Alumni Survey Report, and Appendix 4, the Curriculum Survey Report.

Another measure of success for the students in the CRP Program is where they find work after they graduate. The CRP Program considers planning-related jobs to include the following: Consulting in the allied fields of architecture, landscape architecture, civil engineering, urban design, urban affairs, urban studies, and tribal planning. Planning-related jobs may also be in city management, geography, sociology, public administration, GIS, health care, and real estate development.

The faculty will be implementing a more extensive one-year survey that also asks MCRP alums how well prepared they were when they began their job and how satisfied they are with the employment they found. We do not track where BAEPD alums find work.

Graduate Employment Data

| Graduation Years Ending | | Dec-10 | Dec-11 | Dec-12 | Dec-13 | Dec-14 |
|---|---------|--------|--------|--------|--------|--------|
| Graduates employed within 1 year of graduation in a Professional Planning Job | Number | 11 | 15 | 7 | 6 | 16 |
| | Percent | 91.70% | 68.20% | 58.30% | 32% | 55% |
| Graduates employed within 1 year of graduation in a Planning-related Job | Number | 1 | 2 | 1 | 4 | 0 |
| | Percent | 8.30% | 9.10% | 8.30% | 21% | 0% |
| Graduates not employed in planning or planning-related jobs within 1 year of graduation | Number | | 1 | 2 | 8 | 7 |
| | Percent | | 4.50% | 16.70% | 42% | 24% |
| Graduates who pursue further education within 1 year of graduation | Number | | | 1 | 0 | 0 |
| | Percent | | | 8.30% | 0% | 0% |
| Graduates with unknown employment status | Number | | 4 | 1 | 1 | 6 |
| | Percent | | 18.20% | 8.30% | 5% | 21% |
| Total | Number | 12 | 22 | 12 | 19 | 29 |
| | Percent | 100% | 100% | 100% | 100% | 100% |

Criterion 5. Faculty

The CRP faculty has nine full time faculty members. Four faculty members are untenured (one is being reviewed for tenure during the 2016-2017 AY). A new tenure track faculty member, Jennifer Tucker, started in August 2016. She is full time in the CRP Program. She is hired in conjunction with the Latin American Iberian Institute and she will be teaching at least two Latin American focused courses each year.

Though small, the CRP faculty represents both breadth and quality in its academic and professional backgrounds that collectively enhance the CRP Program's community-based planning mission, and provides full coverage of its four concentrations (Community Development, Indigenous Planning, Natural Resources and Environmental Planning, and Physical Planning and Design). Of the tenured and tenure-track faculty, eight have PhDs and all have MAs. Among our adjunct faculty, three have PhDs, one has a JD and the rest have Mas and they have extensive professional experience.

All of the tenure track faculty are capable of teaching multiple courses in the core curriculum, as well as in their concentration and specific areas of expertise. The only MCRP core course not taught by a tenure track faculty member is Land Use Controls, which has been taught for at least the last 15 years by the same eminent land use lawyer who is very familiar with our curriculum and approach. The CRP Program has emphasized expertise in quantitative methods in two of its recent hires in order to ensure that the MCRP core analytical methods course can be taught by a tenure track faculty member (it was taught by an adjunct for the previous several years).

Adjunct faculty members bring considerable breadth to the curriculum and to student advisement, with degrees and practical experience that fill important gaps in our small regular faculty. Four of our adjuncts are AICP and bring substantial engagement with professional institutions in planning to the classroom. Many of our alumni teach as adjuncts, and many of them come from communities in the state and region, an indication of the CRP Program's development of the professoriate from its constituent communities and commitment to community capacity building. Our alumni adjuncts model this pipeline for our students, many who come from our constituent communities, and move through the program into professional jobs in those same communities. In addition, the community engagement of faculty at all levels enhances teaching competencies in service learning and community practicum courses.

5A. Faculty Composition

Faculty Demographics

| | Full Time | | Adjunct | | Total |
|--|-----------|--------|---------|--------|-----------|
| | Male | Female | Male | Female | |
| <i>Race- US Citizens and Permanent Residents Only</i> | | | | | |
| White | 2 | 3 | 6 | 7 | 18 |
| Black or African American | 0 | 1 | 0 | 0 | 1 |
| American Indian or Alaska Native | 1 | 1 | 0 | 1 | 3 |
| Asian | 0 | 0 | 1 | 0 | 1 |
| Native Hawaiian and Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Some Other Race alone | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 0 | 4 | 0 | 6 |
| Unknown | 0 | 0 | 0 | 0 | 0 |
| <i>Ethnicity- US Citizens and Permanent Residents Only</i> | | | | | |
| Hispanic or Latino | 1 | 0 | 4 | 0 | 6 |
| not Hispanic or Latino | 4 | 3 | 6 | 7 | 20 |
| Total US Citizens and Permanent Residents only | 4 | 5 | 11 | 8 | 29 |
| Foreign | 0 | 0 | 0 | 0 | 0 |
| Total Faculty | 4 | 5 | 11 | 8 | 28 |

Faculty AICP Membership

| | | |
|----------------------|--------------------|----------|
| Full-Time Faculty: 0 | Adjunct Faculty: 4 | Total: 4 |
|----------------------|--------------------|----------|

Faculty Credentials

| Name | Rank/Tenure | Year Appointed | Degrees | Date | Degree Fields | Degree Granting Universities |
|-----------------------------|------------------------|----------------|--------------------------------------|------------------------|---|---|
| Tenured Faculty | | | | | | |
| Renia Ehrenfeucht | Professor | 2015 | Ph.D, M.U.P., B.A. | 2006, 1998, 1993 | Urban Planning, Urban Planning, Sociology & Environmental Studies | UCLA, University of Washington, UC Santa Barbara |
| William Fleming | Professor | 1997 | Ph.D., M.S., A.B. | 1974, 1966, 1963 | Civil Engineering, Watershed Management, Geology | University of British Columbia, Colorado State University, Dartmouth College |
| Claudia Isaac | Associate Professor | 1988 | Ph.D., M.P.A., U.R.P., B.A. | 1993, 1981, 1975 | Urban and Regional Planning, Public and International Affairs, Development Studies, Psychology | University of California (Los Angeles), Princeton University, Bryn Mawr College |
| Theodore Jojola | Professor | 1982 | Ph.D., M.C.P., B.F.A. | 1982, 1975, 1973 | American Indian Studies, Planning, Political Science, Environmental Design, Architecture | University of Hawaii, Massachusetts Institute of Technology, University of New Mexico |
| James (Ric) Richardson | Professor | 1984 | M.Arch., A.S., M.C.P., B.Arch. | 1981, 1981, 1971 | Architecture, City Planning, Architecture | Massachusetts Institute of Technology, University of Colorado (Boulder) |
| Tenure Track Faculty | | | | | | |
| Moises Gonzales | Assistant Professor | 2011 | M.U.D., M.C.R.P., B.A. | 2011, 1997, 1993 | Urban Design, Community and Regional Planning- Physical Planning and Design, Political Science | University of Colorado Denver, University of New Mexico |
| Laura Harjo | Assistant Professor | 2013 | Ph.D., B.A. | 2012, 1994 | Geography | University of Southern California, University of Kansas |

| | | | | | | |
|-----------------------------------|-----------------------------|------|---------------------------|------------------------|---|---|
| Caroline Scruggs | Assistant Professor | 2011 | Ph.D., M.S., B.S. | 2012, 1996, 1994 | Environment and Resources, Environmental Engineering, Civil Engineering | Stanford University, Virginia Polytechnic Institute and State University |
| Jennifer Tucker | Assistant Professor | 2016 | Ph.D., MA and MPP., B.S. | 2016, 2010, 2000 | City & Regional Planning, Public Policy and International & Area Studies, Biology | UC Berkeley, UC Berkeley, Bradley |
| Emeritus Faculty | | | | | | |
| David Henkel | Professor Emeritus | 2007 | Ph.D., M.A., B.A. | 1984, 1969, 1969 | Development Sociology, South Asia Regional Studies, South Asia Regional Studies | Cornell University, University of Pennsylvania, University of Pennsylvania |
| José Rivera | Professor Emeritus | 1982 | Ph.D., M.S.W., M.A., B.A. | 1972, 1970, 1968, 1966 | Social Policy, Social Welfare, English | Brandeis University, University of Arizona, New Mexico Highlands University |
| Adjunct/Contract/Non-tenure Track | | | | | | |
| James Aranda | Lecturer 2 | 2009 | M.C.R.P., B.A. | 2009, 2001 | Community and Regional Planning, American Studies | University of New Mexico |
| Tamarah Begay | Lecturer 2 | 2012 | M.Arch., B.A. | 2004, 2002 | Architecture | University of New Mexico |
| Andrew Bernard | Lecturer 2 | 2016 | M.L.A., B.S. | 2014, 2008 | Landscape Architecture, Environmental Studies | University of New Mexico, Virginia Commonwealth University |
| Steve Borbas | Adjunct Associate Professor | 1982 | M.S.C.R.P., B.A. | 1975, 1972 | Urban Design, Architecture | Pratt Institute |
| Erin Callahan | Lecturer 2 | 2014 | M.C.R.P., B.A.E.P.D. | 2014, 2012 | Community and Regional Planning, Environmental Planning and Design | University of New Mexico |

| | | | | | | |
|-----------------|-------------------|------|--------------------------------|---------------------------------|---|--|
| Julie Dickey | Lecturer 2 | 2015 | M.C.R.P., B.S. | 2014, 2010 | Community and Regional Planning, Recreation, Park & Tourism Sciences | University of New Mexico, Texas A&M University |
| Enrico Gradi | Lecturer 2 | 2010 | M.C.R.P., B.A. | 2003, 1994 | Community and Regional Planning, Political Science, Spanish Literature | University of New Mexico |
| Kathleen Gygi | Lecturer 2 | 2014 | Ph.D., M.S., B.A. | 2011, 2007, 2005 | Human Centered Design & Engineering, Technical Communication, Government | University of Washington, University of Washington, Radcliffe College |
| Sharon Hausam | Lecturer 2 | 2008 | Ph.D., M.E.S., B.S., B.A. | 2006, 1995, 1992 | Urban and Regional Planning, Social Ecology and Community Development, Biology, Art | University of Wisconsin (Madison), Yale University, State University of New York, University at Albany |
| Anita Miller | Lecturer 3 | 1991 | J.D., M.A., B.A. | 1977, 1970, 1958 | Land Use Law | New York University, Sarah Lawrence College, Cornell University |
| Liza Miller | Lecturer 2 | 2015 | M.U.D., M.C.R.P., B.S. | 2014, 2013, 2011 | Urban Design, Community and Regional Planning, Biology | Washington University, University of New Mexico |
| Alex Ochoa | Lecturer 2 | 2016 | M.C.R.P., B.A.E.P.D. | 2016, 2013 | Community and Regional Planning, Environmental Planning and Design | University of New Mexico |
| Porus Olpadwala | Lecturer Emeritus | 2007 | Ph.D., M.B.A., M.R.P., B.A. | 1979, 1976, 1972, 1962 | Regional Planning, Business, Regional Planning, Accounting | Cornell University, Cornell University, Cornell University, University of Calcutta |
| V.B. Price | Lecturer Emeritus | 2013 | B.A. | 1962 | Anthropology | University of New Mexico |

| | | | | | | |
|-----------------|------------|------|---------------------------------------|------------------------|--|---|
| Aaron Sussman | Lecturer 2 | 2012 | M.C.R.P., M.A.L.A.S., B.A. | 2008, 2005 | Community and Regional Planning, Latin American Studies, Spanish, Anthropology | University of New Mexico, Dickinson College |
| Tony Sylvester | Lecturer 2 | 2010 | M.C.R.P., B.A. | 1999, 1989 | Community and Regional Planning, History, Political Science | University of New Mexico, Liverpool Polytechnic |
| Francisco Uviña | Lecturer 2 | 2010 | M.Arch., B.A. | 2009, 1994 | Architecture, Historical Preservation and Regionalism | University of New Mexico |
| Barbara Widhalm | Lecturer 2 | 2013 | Ph.D., M.C.R.P., B.A. | 2011, 1999, 1996 | Humanities, Community and Regional Planning, Technology and Manufacturing | California Institute of Integral Studies, University of New Mexico, University of Vienna |
| Jose Zelaya | Lecturer 2 | 2010 | M.Arch., M.Arch., Post Graduate | 2003, 1996, 1992 | Architecture, Urban Planning, Urban Environmental Management | University of New Mexico, Universidad Autónoma de Honduras, Institute for Housing and Urban Development Studies, Rotterdam |

5B. Professional Development Activities for Faculty

The CRP Program has a longstanding policy of mentoring junior faculty. When a new faculty member is hired, a senior faculty member is assigned to be the junior faculty member's mentor with responsibilities to provide timely guidance for tenure and promotion and prepare them for submitting compelling cases for advancement.

While assistant and associate professors are free to seek out informal or formal mentors from across the campus and community, they will be assigned at least one formal mentor from within the CRP Program. For assistant professors, the formal mentor(s) will have the rank of associate or full professor; the mentor(s) will meet with the junior faculty mentee throughout the mentee's time to tenure, as reasonable and appropriate.

For associate professors, the formal mentor(s) will have the rank of full professor; the mentor will meet with the faculty mentee as reasonable and appropriate prior to the mentee's promotion to the rank of full professor. It is generally the responsibility of the mentee to initiate meetings with the mentor as issues and questions arise, but the mentor should plan to check in with the mentee at least twice each semester during the academic year.

Recognizing that each mentoring relationship will be unique because of differences in personality, mentees' and mentors' prior knowledge and experiences, and many other factors, the following sections present common issues of concern and areas where new faculty – assistant professors and associate professors – often benefit from guidance. This information is also useful to senior faculty who are assigned as mentors.

Assistant Professors

Research and Publications

- Building an effective research program, including tips for mentoring graduate student research and project assistants on how to conduct rigorous research.
- Identifying and helping to approach funding sources, assisting in reviewing or writing successful grant proposals, and helping to identify good graduate students.
- Learning how the grant process works at UNM and in the SAAP.

Teaching and Advising

- Learning details about course load, anticipated class size, academic level and preparation of students, and expectations regarding office hours.
- Getting tips on advising students and student advising responsibilities.
- Learning what it means to be the chair of a CRP student's thesis or professional project committee and what it means to be a committee member. Learning what constitutes a successful thesis or professional project in CRP.
- Understanding the CRP pedagogic approach, and how best to teach CRP students so that they can be effective planners in communities.

- Sharing ideas about how to design courses and deliver them effectively, incorporating research into teaching, creating writing assignments and exams that are both rigorous and fair, and dealing with classroom management, cheating and difficult situations.
- Helping in securing a previous instructor's class notes and syllabus if the new faculty is expected to teach an established course.
- Learning of campus-wide resources such as the Center for Teaching Excellence.

Requirements for Tenure and Promotion

- Helping to focus a program of research, scholarship, and teaching so that the assistant professor's tenure dossier is cohesive and tells a compelling story.
- Getting a feel for general expectations regarding research funding, scholarship, and community engagement based on the assistant professor's area of expertise.
- Understanding the requirements for mid-probationary review and tenure.
- Learning about the requirements for teaching reviews by colleagues (e.g., when and how often should these reviews occur? Who instigates them and how is the reviewer selected?).
- Learning what is required of faculty each year in the way of other evaluations. For instance, the IDEA evaluations for every course taught, and the annual evaluation, which covers faculty activities for a calendar year (Jan-Dec), and which must be completed and reviewed with the program director each February.

Time Management

- Providing guidance on optimally allotting time among teaching, research, and service obligations in accordance with the SA+P Faculty Policy on Promotion, Tenure, Merit, Annual and Post-Tenure Review, and Sabbatical Leave.
- Clarifying expectations for committee work (at the program, school, university, professional and community scales).
- Providing advice on how to maintain a healthy work-life balance.

Finding a Community or a Network

- Providing assistance and advice in finding a research community and a community of practice. Members from this community can serve as collaborators on research and scholarly projects.
- Learning the campus culture and integrating into it. Making introductions to faculty colleagues on campus who share similar research or teaching interests.
- Making introductions to partners in the community and profession.

Associate Professors

- Providing guidance on spending appropriate amounts of time on research, service, and teaching.
- Giving advice on when to prepare and submit dossier for promotion to full professor.
- Providing guidance for strengthening dossier where necessary.

In 2011, UNM Provost Chaouki Abdallah instituted a new review process for tenure and promotion, and in response, the CRP Program recently revised its **Guidelines on Promotion and Tenure, and Faculty Mentorship**. The CRP Program's tenure and promotion policies treat research, other forms of scholarship, and professional work as a single category, emphasizing the faculty members' commitment to traditional scholarship, community engaged scholarship and professional practice in the generation of new knowledge in the field of planning. The CRP Program embraces engaged scholarship. More recently, the CRP faculty revised the CRP Tenure and Promotion Guidelines to explain how junior faculty can make the case that community engaged scholarship may be a legitimate and important aspect of their research trajectory.

As such, the CRP Program uses the following criteria to guide assessing faculty work for promotion and tenure: peer-reviewed scholarship including books, articles and book chapters; non-peer reviewed publications, book chapters and articles; appropriately disseminated Community Engaged Scholarship (CES); community-based practice reports; and professional reports resulting from consulting services to local, state, regional, national, tribal and/or international governments and/or advocacy organizations, community-based volunteer groups, and community non-profit organizations.

In the CRP Program, CES entails the co-creation of knowledge with community partners (non-profit organizations, community-based groups, community institutions such as churches, schools, and organizing projects, pueblos, native lands, traditional communities and institutions of government). The knowledge created in community engaged scholarship should:

- Generate new knowledge about planning;
- Inform concrete community driven practice; and
- Raise practice into evidence and generate best practices that inform future evidence-based work.

The knowledge created by CRP faculty through CES generates new knowledge about planning, informs concrete community driven practice, and raises practice into evidence in order to generate best practices that inform future evidence-based work.

With the mission to educate the next generation of planning practitioners in the frontiers of community-based planning practice and research, the CRP Program works to include engaged scholarship as a legitimate form of research, practice and

scholarship. It is our goal to help UNM achieve its goal of becoming formally recognized by the Carnegie Foundation as a Community Engaged Institution.

UNM recognizes Claudia Isaac and Ric Richardson as leaders in Community Engaged Scholarship. They participated in a Faculty Senate Task force charged with developing criteria to judge the efficacy and quality of CES in tenure and promotion cases. The university currently has established an advisory committee to evaluate how UNM's tenure and promotion policy can include CES and Renia Ehrenfeucht is the SA+P representative on the committee.

As of 2011, the CRP Program adopted policies whereby junior faculty are expected to produce at least one refereed publication per year (or juried competition entry) and maintain excellent teaching evaluations and an exemplary commitment to service.

Each faculty member receives at least \$1000 each year to assist with conference travel or professional development. Junior faculty members also receive start up funds that can be used as the faculty member sees fit. Faculty members are encouraged to attend both academic and professional conferences.

Mark Childs, the Associate Dean for Research, organizes professional development sessions on topics such as finding grants, grant proposal writing and book proposal writing. These are open to all faculty members.

UNM has a Center for Teaching Excellence that offers teaching workshops each semester. The New Media and Extended Learning offers assistance to faculty for online and hybrid courses.

Each spring all full time faculty members are required to complete a self-evaluation. This 'Form A' Annual Review is submitted to the CRP Program Director who reviews it and schedules a meeting with the faculty member. The Director and faculty member review the faculty member's Form A, which assesses the faculty member's past year in teaching, research, and creative and scholarly work. The discussion also focuses on the faculty member's expectations for the future. During the meeting, the Director may have suggestions for ways the faculty member may improve his or her teaching, research, and success in disseminating the results of the work. After the meeting, the CRP Director sends the faculty member a written assessment documenting the conversation and highlighting ways to improve the faculty member's performance.

5C. Examples of Research and Creative Work

Faculty scholarly productivity has increased over the last seven years. In addition, in part because of the establishment of iD+Pi, the revitalization of RCRP, and research collaborations that have enabled faculty to apply successfully for larger grants, the amount of funded research has increased since the last APR site visit. As might be expected, adjunct faculty are less involved in research than tenured and tenure track faculty, though

several contribute widely via the publication of book chapters, books, and presentations to professional and scholarly audiences.

As the faculty CVs show, each faculty's research, community engaged scholarship and professional work aligns with his or her area of teaching expertise, and involves interdisciplinary partnerships within the CRP Program, SA+P, across campus, and with academic and professional colleagues regionally and nationally. The following examples show some of the faculty members' current work.

From June of 2009 to April 2010, Ric Richardson and a collaborator led a process of mediated negotiations to create a redevelopment plan for the North 4th Street corridor in Albuquerque, NM. Prior to the negotiations, the City Redevelopment Department hired a local consulting firm and appointed a "blue ribbon committee" to guide a year-long process to revise the corridor plan. When it was presented at the Environmental Planning Commission, the draft plan sparked a major dispute between business interests and adjacent neighborhoods. Under Professor Richardson's guidance, for nine months, representatives of 12 neighborhood organizations and 12 merchants met weekly to negotiate a consensus document that outlined principles for the plan and its implementation. Following this, Professor Richardson worked with the leaders of the negotiating group to revise the text of the Corridor Plan, and the City Council unanimously adopted the plan. The planning process became a co-authored book chapter and article in the journal *Planning Theory and Practice*.

Laura Harjo contributes to emancipatory conversations that can reveal the ways Indigenous communities actually exist, plan, and mobilize. Indigenous geographies are often conceived as the "reservation", the "rez" or as places "away" from "home", such as the city, however she seeks a way of understanding place whereby Indigenous acts of sovereignty are rendered legible. Dr. Harjo's work does not aim to create a replicable template for freedom, but rather draws attention to possibilities for planning and action. Her scholarship sheds light on the ways Indigenous communities continue to thrive, plan and mobilize despite of and outside of normative governance structures present in formal community groups, the tribal government, and other formal governmental entities. She is currently completing a book manuscript.

Moises Gonzales focuses on developing new theoretical knowledge and evidence based strategies in urban design, planning, and sustainability of settlements in the arid American Southwest. His research agenda focuses on three specific research concentrations which he calls Southwest Urbanism: (1) Community Placemaking (2) Urban Design Strategies for Climate Change and Resilience in the Southwest; and (3) Raza Planning and Design. He has begun to make significant contributions in this area of design and planning policy related to sustaining settlements in the Southwest through his funded research and scholarly publication. His theoretical frameworks and research methodologies are intended to advance the practice of urban design and physical planning in the context of the dry-arid cultural region of

the American Southwest. Professor Gonzales, Jose Rivera and colleagues helped develop cultural landscape strategies for the restoration of Plaza Del Cerro in Chimayó, New Mexico. From this they published an article in *International Journal of Heritage Architecture* (1.1, 68-77).

Bill Fleming's applied research focuses on small watersheds with the following objectives: involving students and community members in hands-on monitoring to assess watershed health with state-of-the-art field equipment; encouraging an interdisciplinary approach to evaluate human impacts; developing scientifically credible field techniques to create long-term databases used by state and federal environmental agencies. One example is a watershed plan prepared in 2011 for the village of El Rito, New Mexico with community members to restore degraded riparian ecosystems and reduce erosion and fire hazard in the upland watershed. He also worked on a five-year National Science Foundation grant that evaluated the impacts of climate change on the culture and hydrology of three watersheds with traditional irrigation (Acequia) systems in northern New Mexico (Fleming et al. 2012). Results of this community based research show that ecosystem services provided by the systems include extending the area of green space between *acequias* and streams by an order of magnitude in the *paisaje del agua* or water landscape. The traditional gravity flow irrigation methods enhance vegetative cover and diversity within the *paisaje*, support wildlife habitat, recharge shallow aquifers, sequester carbon, improve air and water quality, retain stormwater flow, control flooding, and provide nutrient cycling and soil formation, ecotourism and environmental education, extension of the irrigation season, and aesthetic enrichment of the landscape (Fernald et al. 2012).

Caroline Scruggs incorporates community engagement into her research on chemical policy and water resources and reuse. Her current and pending funded research projects include community engagement in shaping the research direction and in collecting meaningful data through collaborations with local organizations and community members and a recent NSF CREST application includes a specific requirement for community outreach. Her recent scholarly articles (one published and one in progress) are specifically about community engagement. In addition, she works with the Water Protection Advisory Board, which hear concerns from the public about water-related issues and address them through recommendations to authorities, and she works with NM State Senator Tom Udall's staff to assist with community outreach and education regarding reforming federal chemicals policies.

5D. Abbreviated CVs

Renia Ehrenfeucht

Education

PhD, Urban Planning, Mar 2006, University of California, Los Angeles
Master of Urban Planning, Jun 1998, University of Washington, Seattle
B.A. with honors, Environmental Studies and Sociology, Aug 1993, University of California, Santa Barbara

Employment History

Professor and Program Director (Chair), Sep 2016 – Present, Community and Regional Planning, University of New Mexico
Associate Professor, Aug 2011 – Aug 2015; Department Chair, 2012 – Aug 2015
Planning and Urban Studies Department, University of New Orleans
Assistant Professor, Jan 2006 – Jul 2011, Planning and Urban Studies Department, University of New Orleans
Land Use Planner, Sep 1996 – Apr 2000, Driscoll & Hunter, Hearings Examiners, Seattle, Washington

Scholarship and Related Activities

Journal Articles

Renia Ehrenfeucht, Ian Riekes Trivers and Casey Schreiber, forthcoming, Towards Sustainable Urban Forms in Shrinking Cities? The Impacts of Rental Housing Configuration in New Orleans after Hurricane Katrina, *Journal of Architectural and Planning Research*
Renia Ehrenfeucht, 2016, Designing Fair and Effective Street Vending Policy: It's Time for a New Approach, *Cityscape* 18(1): 11-26.
<https://www.huduser.gov/portal/periodicals/cityscpe/vol18num1/ch1.pdf>
Renia Ehrenfeucht, 2014, Art, Public Spaces and Private Property along the Streets in New Orleans, *Urban Geography* 35(7): 965-979. DOI:10.1080/02723638.2014.945260.
Renia Ehrenfeucht, 2013, Nonconformity and Street Design in West Hollywood, California, *Journal of Urban Design* 18(1): 59-77. DOI:10.1080/13574809.2013.739500.
Renia Ehrenfeucht and Marla Nelson, 2013, Young Professionals as Ambivalent Change Agents in New Orleans after the 2005 Hurricanes, *Urban Studies* 50(4): 825-841. DOI: 10.1177/0042098012452323.
Renia Ehrenfeucht, 2012, Precursors to Planning the Streets of Los Angeles, California, c 1880-1920, *Journal of Planning History* 11(2): 107-123.
DOI:10.1177/1538513211428275.
Renia Ehrenfeucht and Marla Nelson, 2011, Planning, Population Loss and Equity in New Orleans after Hurricane Katrina, *Planning Practice and Research* 26(2): 129-146.
DOI:10.1080/02697459.2011.560457.
Renia Ehrenfeucht and Anastasia Loukaitou-Sideris, 2010, Planning Urban Sidewalks: Infrastructure, Daily Life, and Destinations, *Journal of Urban Design* 15(4): 459-471.
DOI:10.1080/13574809.2010.502333.

Evelyn Blumenberg and Renia Ehrenfeucht, 2008, Civil Liberties and the Regulation of Public Space: The Case of Sidewalks in Las Vegas, *Environment and Planning A* 40(2): 303-322. DOI:10.1068/a37429.

Renia Ehrenfeucht and Anastasia Loukaitou-Sideris, 2007, Constructing the Sidewalk: Municipal Government and the Production of Public Space in Los Angeles, 1880–1920, *Journal of Historical Geography* 33(1): 104-124.

Marla Nelson, Renia Ehrenfeucht and Shirley Laska, 2007, Planning, Plans and People: Professional Expertise, Local Knowledge and Governmental Action in Post-Katrina New Orleans, *Cityscape* 9(3): 23-53 [Invited].

Books

Carl Grodach and Renia Ehrenfeucht, 2016. *Urban Revitalization: Remaking Cities in a Changing World* (textbook), Routledge.

Anastasia Loukaitou-Sideris and Renia Ehrenfeucht, 2009, *Sidewalks: Conflict and Negotiation over Public Space*, The MIT Press. Paperback published in 2012.

Book Chapters

Marla Nelson and Renia Ehrenfeucht, 2016, Moving to Safety? Opportunities to Reduce Vulnerability through Relocation and Resettlement Policy, in *How Cities Will Save the World: Urban Innovation in the Face of Population Flows, Climate Change and Economic Inequality*, edited by Ray Brescia and John Travis Marshall, Routledge.

Renia Ehrenfeucht and Anastasia Loukaitou-Sideris, 2014, The Irreconcilable Tension between Dwelling in Public and the Regulatory State, in *The Informal American City: Beyond Day Labor and Taco Trucks*, edited by Vinit Mukhija and Anastasia Loukaitou-Sideris, The MIT Press.

Anastasia Loukaitou-Sideris and Renia Ehrenfeucht, 2014, “This Is My Front Yard!” Claims and Informal Property Rights on Sidewalks, in *The Informal American City: Beyond Day Labor and Taco Trucks*, edited by Vinit Mukhija and Anastasia Loukaitou-Sideris, The MIT Press.

Renia Ehrenfeucht and Marla Nelson, 2013, Recovery in a Shrinking City: Challenges to ‘Rightsizing’ Post-Katrina New Orleans, in *The City after Abandonment*, edited by Margaret Dewar and June Manning Thomas, University of Pennsylvania Press.

Anastasia Loukaitou-Sideris, Evelyn Blumenberg and Renia Ehrenfeucht, 2004, Sidewalk Democracy: Municipalities and the Regulation of Public Space, in *Regulating Place: Standards and the Shaping of Urban America*, edited by Eran Ben-Joseph and Terry Szwold, Routledge.

William M. Fleming

Education

PhD, University of British Columbia, Civil Engineering (water resources/ecological modeling)

MS, Colorado State University, Watershed Management

AB, Dartmouth College, Geology

Current Position

1999 – Professor, Community and Regional Planning Program, School of Architecture and Planning, University of New Mexico. Watershed management, regional studio, introduction to environmental problems, modeling the environment, foundations of natural resources planning.

Languages

First, English; second, Spanish; functional French and Italian.

Awards

2007, Faculty Acknowledgement Award, UNM University Libraries

1999, New Mexico Chapter of the American Planning Association, Award for Excellence: Public Education About Planning (excellence in public/private partnerships: New Mexico Watershed Watch).

1999, Dean's Award for Excellence in Teaching, School of Architecture and Planning, University of New Mexico.

1998, New Mexican Riparian Council Award for Public Awareness/ Education; founder and director of New Mexico Watershed Watch Program.

1997, Dean's Award for Excellence in Teaching, School of Architecture and Planning, University of New Mexico.

1997, National Endowment for the Humanities Fellowship to teach nature writing in environmental studies courses, Vassar College.

1995, Fulbright Scholar. Teaching/research award to initiate collaboration with the Escuela Politecnica Nacional, Quito, Ecuador. Presented courses on watershed modeling and management, directed graduate students in watershed modeling, monitored and modeled environmental impacts of a proposed reservoir in a critical watershed.

Negotiated and wrote convenio between EPN and UNM (Spanish).

1979 and 1980, Professional Associate Awards, Environment and Policy Institute, East-West Center, Honolulu, Hawaii. Developed environmental policy and cost-benefit analyses of watershed restoration projects in Nepal and Ecuador.

Recent Funded Research

2011, Principal Investigator, Living Roof Demonstration and Research. \$1,500 Research and Creative Work grant from UNM School of Architecture and Planning.

2011-2012, Collaborator, USDA Hispanic-Serving Institutions Education Grants Program (HIS/National Institute of Food and Agriculture). \$290,000 award to UNM Sustainability Studies Program.

2009-2013, Co-principal Investigator (with J. Rivera). Socioeconomic and hydrologic impacts of projected climate change on acequia systems in northern New Mexico. National Science Foundation award to support undergraduate and graduate students, \$144,825.

2008-2009, Principal Investigator, Alternative Stormwater Management Research Project. \$5,000 award from the New Mexico Water Resources Research Institute to support Katherine Labadie's professional project research.

2007-2009, Principal Investigator, Living Roof on Pearl Hall, \$15,000. McCune Foundation.

2006-2008, Co-Investigator (with J. Rivera). Mora Watershed Evaluation Project. \$15,000 to support graduate students, \$12,000 for water quality equipment, travel and presentation at conferences.

Dissertation and Thesis

A model of the phosphorus cycle and phytoplankton growth in Skaha Lake, British Columbia. Department of Civil Engineering, University of British Columbia, 161 p. (PhD dissertation).

Geohydrology of a mountain peat wetland, Medicine Bow Mountains Wyoming. Department of Watershed Management, Colorado State University, 113 p. (Master of Science thesis).

Recent Publications

Intermittent system function: A key driver for restoring socio-ecological watershed resiliency in the Southwestern USA. 2015. C. Maxwell¹, R. Davidson¹ & W. Fleming. *Restoration Ecology* (in review).

Ecological services of New Mexico acequia systems. 2014. *International Journal of Ecological Services* (with J. Rivera, A. Miller and M. Piccarello)

Modeling water use in the Rio Hondo watershed. 2012. *New Mexico Journal of Science* 46:39-64 (with S. Sabu, J. Rivera, B. Thomson and V. Tidwell).

Viability of living roof systems in Albuquerque, New Mexico: thermal performance, water efficiency and carbon sequestration potential. 2012. *International Journal of Architecture, Engineering and Construction* 1(4):243-250 (with N. Ubechel).

Aldo Leopold: Albuquerque's First Environmental Planner. 2010 *Western Planner* (in press; with M. Schmader)

A watershed conservation success story in Nepal: land use changes over 30 years. 2009. *Waterlines* 28(1):29-46 (with J.P. Fleming).

The next generation of watershed management programmes and projects. 2006. Food and Agriculture Organization of the United Nations Forestry Paper 150, Rome, 128p. (with P. Warren, T. Hofer, D. McGuire, B. Kiersch, S. Bernini).

A watershed management framework for mountain areas: lessons from 25 years of watershed conservation in Nepal. 2006. *Journal of Environmental Planning and Management* 49(5):1-19 (with S. Achet).

Following in Leopold's footsteps: revisiting and restoring the Rio Gavilan watershed. 2006. *Journal of Ecological Restoration* 24(1):25-31 (with W. Forbes).

Review of "The Colorado Plateau: Cultural, Biological, and Physical Research". 2006. *New Mexico Historical Review* Winter: 115-117.

Review of “Environmental Land Use Planning and Management” by John Randolph. 2005. *Journal of Planning Education and Research* 24(4):252-253.

Monitoring soil erosion on the Montana Grazing Allotment, Arizona. 2005. *Rangelands* (with J. Holechek and J. Chilton, in review)

Valuing urban green space: mapping a neighborhood watershed in Albuquerque, New Mexico for environmental benefits. 2004. (abstract) Environmental Design Research Association, Design for Diversity Conference, Vancouver, British Columbia.

Volunteer watershed health monitoring by local stakeholders: New Mexico Watershed Watch. 2003. *The Journal of Environmental Education* 35(1):27-32.

Review of “Great River of the West: Essays on the Columbia River”. 2002. *New Mexico Historical Review*, Fall.

Transfer of development rights as an option for land Preservation in a historic New Mexico community: La Cienega, La Cieneguilla, New Mexico. 2001. *Natural Resources Journal* 42(2):134-148 (with C. Ageton, D. Myers-Taylor, R. Messenger, J. Marmon, J. Rivera, A. Jandacek, M. Santelli, S. Moeller and L. Vitelli).

Moises Gonzales

Education

Masters of Urban Design, 2011, University of Colorado at Denver, College of Architecture and Planning

Loeb Fellowship, 2008, Advanced Studies in Environmental Design, Harvard University, Graduate School of Design

Masters of Community and Regional Planning, 1997, University of New Mexico, School of Architecture and Planning

B.A. in Political Science, 1993, University of New Mexico

Current Position

Assistant Professor, Community and Regional Planning Program, University of New Mexico School of Architecture + Planning

Employment History

Assistant Professor, Community and Regional Planning Program, School of Architecture and Planning, University of New Mexico, 2011 – Present

Urban Design Consultant, Chimal Designs, Albuquerque New Mexico, June 2008 – Present

Teaching Assistant, Department of Landscape Architecture, University of Colorado at Denver, August 2010 – May 2011

Lecturer, Community and Regional Planning Program, School of Architecture and Planning, University of New Mexico, August 2009 – July 2011

Executive Director, Mexicano Land Education and Conservation Trust, Santa Fe New Mexico, November 2004 – August 2006

Assistant Planning Director, Planning and Zoning Department, Rio Arriba County, Española New Mexico, September 1998 – November 2004

University Administration

Director, Resource Center for Raza Planning (RCRP), August 2011 – Present
RCRP is a Center housed in SA+P, whose mission is to promote the sustainability and survivability of traditional Indo-Chicano communities of New Mexico in areas of community development, design and natural resource.

Undergraduate Coordinator, Bachelor of Arts in Environmental Planning and Design Program, Community and Regional Planning, School of Architecture and Planning, University of New Mexico, August 2011 – August 2013

Scholarly Achievements

Journal Articles (Peer Reviewed)

Gonzales, M., Rivera, J., Avila M., & Uvina, F. (2016). Cultural Landscape Strategies for Restoration Of The Plaza Del Cerro, Chimayó, New Mexico. *International Journal of Heritage Architecture*, 1(1), 68-77.

Raheem, N., Archambault, S., Arellano, E., Gonzales, M., Kopp, D., Rivera, J., ... & Colt, S. (2015). A framework for assessing ecosystem services in acequia irrigation

communities of the Upper Río Grande watershed. *Wiley Interdisciplinary Reviews: Water*, 2(5), 559-575.

Fernald, A., Guldan, S., Boykin, K., Cibils, A., Gonzales, M., Hurd, B., ... & Rodriguez, S. (2015). Linked hydrologic and social systems that support resilience of traditional irrigation communities. *Hydrol. Earth Syst. Sci*, 19, 293-307.

Gonzales, M (2014). The Evolution of the Urban Acequia Landscape of the American Southwest, Sanchis Ibor, C. A., Palau Salvador, G., Mangué Alférez, I., and Martínez San Martín, L. P. (2014). *Irrigation, Society and Landscape. Tribute to Tom F. Glick*. ISBN 978-84-9048-274-2

Gonzales, M. (2014). The Genízaro Land Grant Settlements of New Mexico. *Journal of the Southwest*, 56(4), 583-602.

Gonzales, M (2014). Southwest Urbanism; the Evolution of Mexican Urban Landscapes in the American Southwest, *Border-lines*, University of Nevada, Vol VII, 78-93.

Gonzales, M., Rivera, J. A., García, J. J., & Markwell, S. (2013). Qualitative and Visualization Methodologies for Modeling Social- Ecological Dimensions of Regional Water Planning on the Rio Chama. *Journal of Contemporary Water Research & Education*, 152(1), 55-68.

Book Chapters (Peer Reviewed)

Córdova, T., Gonzales, M. (2015) Establishing principles for value-driven policy, Durose, C., & Richardson, L. Ed. *Designing Public Policy for Co-production: Theory, Practice and Change*. Policy Press. University of Bristol. Bristol UK. 103-114.

Recent Research Funding

New Mexico Land Grant Council Services Contract, Peidra Lumbre Visitors Center Master Plan, Principal Investigator along with Geoff Adams Co-Principal Investigator, \$16,000, 2016.

McCune Foundation, Rural Community Economic Development Capacity Building in Indo-hispano villages in Rio Arriba and Santa Fe County, Principal Investigator along with Tim Castillo Co-Principal Investigator, \$20,000. 2015.

Center for Regional Studies, Acequia Heritage Project, Supported (3) Graduate Research Assistantships, Co-Principal Investigator with Jose Rivera and Tim Castillo, \$36,000, 2015.

Laura Harjo

Education

University of Southern California (USC), Geography, PhD, 2012

University of Southern California (USC), Geography, Graduate Certificate in GIS, 2001

University of Kansas, Geography, Specialization: GIS, Minor: Planning, B.S., 1994

Haskell Indian Nations University, Liberal Arts, Minor: Natural Resources A.A., 1991

Employment History

Assistant Professor, Community and Regional Planning, University of New Mexico, 2013-Present

Visiting Assistant Professor, Community and Regional Planning, University of New Mexico, 2012-2013

Research Fellow, Advancement Project, Los Angeles/Washington DC, 2011-2012

Teaching Assistant, American Studies and Ethnicity, USC, Los Angeles, 2010

Research Associate, Mayor's Office, City of Los Angeles, CA, 2008-2009

Research Associate, Civic & Community Relations, USC, Los Angeles, CA, 2007-2009

Publications

Under First Review

Harjo, Laura L., Robertson, Kimberly, and Navarro, Jenell, (2016) "Leading with Our Hearts: Anti-Violence Work, Community Action, and Beading as Colonial Resistance" in Campbell, Maria, Anderson, Kim, and Belcourt, Christi (eds.) *Keetsahnak, Our Sisters*.

Harjo, Laura L., (2016) "Dancing on the Earth, Dancing on the Concrete: Reclaiming Indigenous Communities Through..." in Bastea, E., Jojola, T., and Paxson, L. (eds.)

Contemporary Indigenous Architecture: Local Traditions, Global Winds, Albuquerque: UNM Press

Published

Forbes-Isais, G., & Harjo, Laura L., (2015) "Social Equity and Ethics for Sustainable Architecture" (eds.) Kanaani, M, and Kopec, D. *The Routledge Handbook for Architecture Design & Practice: Established and Emerging Trends*, New York: Routledge

Harjo, Laura L., (2015) Review of "Who Is Indian" *American Indian Culture and Research Journal*, Vol. 38:4

Harjo, Laura L., (2008) Review of "Place and Native American Indian History and Culture." *American Indian Culture and Research Journal*, Vol. 32:4.

Harjo, Laura L., (2006) "GIS support for empowering the marginalized community: the Cherokee Nation case study." in Campagna, M. (ed.) *GIS for Sustainable Development*, New York: Taylor and Francis, 433-449.

Contracts & Grants

2015-2016. Co-Organizer, American Studies research cluster on "Critical Indigenous Studies and Extractive Capitalism, UNM, College of Arts and Sciences (\$2,500)

2013. Principal Investigator, Indian Land Tenure Foundation, "Graduate Intern, Navajo Land Tenure Research", June 2013, (\$30,000)

2004. Principal Investigator, U.S. Department of Interior, Office of Special Trustee, Geographic Coordinate Database, Pilot Project, September 2004, (\$200,000)

Professional Publications

Chaco Canyon Cultural Assets Report, Indigenous Design and Planning Institute, 2015
Taos Pueblo Comprehensive Indigenous Community & Land Use Plan, Indigenous Design and Planning Institute, 2014
Nambe Pueblo, Community Report, Indigenous Town Planning Studio, 2014
The Rio Arriba Indo-Hispano Homeland: A Living Cultural Corridors Plan, Indo-Hispano Summer Field School, 2013.

Creative Work

2015. Curator, Art Exhibit, Instapache: Art as Social Practice, Douglas Miles, UNM Rainosek Gallery

Selected Presentations

2015, Panelist, “Mvskoke Community Development—Reclaiming and Activating the Etlwa”, “Another Native Feminist Uprising: Locating Indigenous Presence, Forms of Resistance, and Acts of Decolonization”, Native American and Indigenous Studies Association, Washington, DC
2014, Invited Speaker, “Dancing on the Concrete, Dancing on the Earth: Reclaiming Indigenous Communities Through...”, Dean’s Lecture Series, University of Manitoba, Winnipeg, ON
2014, Presenter, “Cobell v. Salazar: State Failures of Indian Trust”, Southwest Association of American Geographers, Albuquerque, NM
2014, Presenter, “Counter Mapping 101”, Research Justice Track, Allied Media Conference, Detroit, MI
2013. Panelist, “Emancipation from the Cupboard: Rethinking Containerized Geography”, Mapping Decolonization: Spatial Justice and Importance of Native Place, Critical Ethnic Studies Conference, Chicago, IL

Claudia B. Isaac

Education

PhD, Urban and Regional Planning, University of California, Los Angeles, 1993
MPA/URP, Public Affairs and Planning/Development, Woodrow Wilson School,
Princeton University, 1981
BA, Psychology, Bryn Mawr College, 1975

Courses Taught (since 2005)

Planning Theory and Process; Community Economics; Community Based Practice;
Qualitative Research Methods; Latin American Development Planning; Gender and
Economic Development; Internship Seminar; Housing Process

Research and Professional Experience (since 2005)

Associate Professor, Community and Regional Planning, UNM
Principle, Claudia B. Isaac: Community Planning Consultant

Summary of Recent Scholarship

Refereed Journal Articles

“Review of Jobs and Economic Development in Minority Communities”, *Economic
Development Quarterly*, Nov. 2007, 21(4).

Non-Refereed Journal Articles

“The Ethics of Navigating Complex Communities”, *Forum: Journal of the City and
Regional Planning Department*, Cal Poly San Luis Obispo. Vol 10, # 1, 2014.

Book Chapters Authored

“Empowerment and Participatory Evaluation as a Planning Tool for Deliberative
Democracy”, Forthcoming in *Insurgencies and Revolutions: Reflections on John
Friedmann’s contributions to planning theory and practice*, 2016, Routledge RTPI
Library.

Reports and Monographs

Report for La Cosecha CSA:

“2015 Annual Evaluation Report”, with Jennie Greb and Lucas Pedraza, February, 2016,
for the La Cosecha CSA, a project of the AgriCultura Network.

Reports and Curriculum for W.K. Kellogg Foundation:

“Logic Models” and “Conducting Qualitative Evaluation” curriculum for WKKF grantee
technical assistance and training, 2015-2016

“Evaluation Report: Food Systems in New Mexico” with Daniel Michel and Lea Roco,
December, 2015. For the W.K. Kellogg Foundation, New Mexico; “Food Systems in
New Mexico: Evaluation Findings”, with Daniel Michel and Leah Roco. Infographic,
April 15, 2015.

Reports for AFSC(NM) Community Food Project Evaluation:

“Cultivating Connections: Report on a Meeting Convened on February 4, 2015 by American Friends Service Committee, New Mexico Acequia Association, and the AgriCultura Network at the Hyatt Regency Hotel, Albuquerque
“Final Evaluation Report of Community-Based Food Security for Albuquerque Public Schools and the South Valley: A Project of AFSC-NM (10/1/09 to 9/30/12)”. For American Friends Service Committee, New Mexico, December, 2012
“Year Three Narrative Report with Indicators of Success”, November 2012
“Year Two Narrative Report with Indicators of Success”, November 2011
“Year One Narrative Report with Indicators of Success”, January 2011.

Reports and Articles for the New Mexico Main Street Capacity Building Initiative:

“Key Lessons Learned at the New Mexico Main street ‘Winter Quarterly’”, with Amos Stoltzfus, February, 2013
“Community Capitals and Asset Mapping”, May, 2013
“Report on Main Street Partners’ Revisioning Meeting: November 8, 2012”, with Amy Rincon, November 8, 2012
“Implications of National and International Capacity Building Approaches for NMMS Reflective Community Practice”, with Amos Stoltzfus, April 9, 2012
“Report on Capacity Building task Force Meeting, with Amos Stoltzfus; October 28, 2011”
“Report on Capacity Building Task Force Meeting: November 21, 2011”, with Amos Stoltzfus
“Report on Capacity Building Symposium, with Amos Stoltzfus, December 2, 2011
“Report on Staff and Associates Retreat”, with Amos Stoltzfus, December 16, 2011
“Report on Phase Two Capacity Building Meeting”, with Amos Stoltzfus, April 13, 2012
“Report on Phase Two Capacity Building Meeting, with Amos Stoltzfus, May 11, 2012
“Strategic Planning Retreat Outcomes ” prepared for the Board and Staff of the Rio Grande Community Farm, July 9, 2011.

Curriculum for Southeast Heights Health Coalition:

“Sector Planning, Land Use and Health Promotion in the International District: A Workbook for Community Advocates”, February 2010; “El Proceso de hacer los Planes Sectoriales, Uso de la Tierra, y la Promoción de Salud en el Distrito Internacional: Un Cuaderno para los Promotores Comunitarios”, February 2010; “Land Use and Health Board Games”, “Sector Planning Jeopardy Game”, and “Assets, Blight and Opportunity Game”, all with Moises Gonzales & Megan McKenna, February 2010

Curriculum and Articles for the City of Albuquerque Workforce Housing Public Education Plan:

“Perceptions of Workforce Housing in Albuquerque: Implications for Housing Policy”, December 2007
“Albuquerque’s Workforce Housing Opportunity Act”, DVD September 2007. Viewable at www.youtube.com (search ‘Workforce Housing Albuquerque’)
“Workforce Housing Public Education Project Factsheet: The Workforce Housing Opportunity Act”, September, 2007

“Workforce Housing Public Education Project Factsheet: Community Impacts of Affordable Housing”, September, 2007
“Workforce Housing Public Education Project Factsheet: Housing Conditions in Albuquerque”, September, 2007
“Workforce Housing Public Education Project Factsheet: Who Qualifies?”, September, 2007
“Workforce Housing Public Education Project Factsheet: Community Concerns”, September, 2007, all with with Micaela Cadena, Jerusha Daniels, Edwina Dubois, Jennifer Jackson, Steven Lucero, Mayra Madriz, Kileen Mitchel, Michael Montoya, Crhis Nolan, Ruji Rajbhandari, Andres Ranieri, Christopher Ramirez, Nicole Sanchez-Howell, and Aaron Sussman.

Evaluation Report for Enlace Comunitario:

“Enlace Comunitario Strengthening What Works: A Promotora Project Case Study”, chapter in RWJF/ LTG Associates, Strengthening What Works: Preventing Domestic Violence in Immigrant Communities, (4th author with Sandra Ortsman, Ana Lopez Salazar, Virginia Perez Ortega) 2013.

Extramural Presentations at Conferences

“Community Capacity and Strategic Asset Building: Assets, Resiliency and Social Networks to Support STEAM_H Success for our Students”, Keynote presentation at the 2016 STEAM-H Community Learning Academy, Albuquerque, June 11, 2016
“The relevance of ‘Equitable Development Policy for shaping AAHC’s Policy Agenda”, presented at the Albuquerque Affordable Housing Coalitions Housing Forum, Albuquerque, June 13, 2015
“Planning for Community Capacity: Resiliency as a Social Determinant of Health”, Plenary presentation to the New Mexico Public Health Association Annual Meeting, Albuquerque, March 31, 2015
“Improving Social Determinants of Health through Economic and Built Environment Policy”, presented in the Plenary Panel of the New Mexico Public Health Association Legislative Health Policy Forum, Albuquerque, December 10, 2014
“Unpacking UNM’s Commitment to Community Engagement: Perspectives from the Tenure Track”, Panel Discussion with March Childs, Lisa Carari-Stone, and Tyson Marsh, UNM Community Engaged Scholarship Forum, Albuquerque, November 21, 2014
“The Ethics of Navigating Complex Communities”, City and Regional Planning Brown Bag Series, California Polytechnic State University, San Luis Obispo, February 21, 2013
“How Do We Assess the Impact of Our Community Engaged Scholarship", Great Cities Institute, University of Illinois, Chicago, February 14, 2013
“Qualitative Methods”, UNM Graduate Student Resource Center Workshop Series, June 2011, October 2011, April 2012, and November 2013
“Using Evaluation Logic Models in Grant Proposals”, Graduate Student Funding Initiative, UNM Office of Research, April 2011, September 2011, April 2012, July 2012, October 2013, April 2014, October 2015, April 2016
“Approaches to Qualitative Methods in Research”, UNM McNair Research Scholars, January 29, 2011

“CBPR and Health Impact Assessment in Community Based Practice” Community Based Participatory Research Series, UNM College of Medicine, April 14, 2010

“Contested Conceptions of Progress In Downtown Re-Development: The Albuquerque Experience”, Presented at The Planner’s Network Annual Conference, New Orleans, Louisiana, May 30 – June 2, 2007

“Historical Habits, Identity Practices and Structural Racism: Class and Identity Contestation in Albuquerque New Mexico’s Downtown Redevelopment Planning”, presented at the Meetings of the Association of Collegiate Schools of Planning, Kansas City, Missouri, October 27-30, 2005

“Reflections on Action Planning for Diversity within Academic Planning”, presented in the President’s Roundtable on Diversity, at the Meetings of the Association of Collegiate Schools of Planning, Kansas City, Missouri, October 27-30, 2005

Professional Honors & Recognition

2/13: Visiting Scholar (in Community Engaged Scholarship) at City and Regional Planning Dept., Cal Poly, San Luis Obispo

2/13: Visiting Scholar (in Community Engagement Scholarship) at the Great Cities Institute, University of Illinois

10/12: FIRE (Fueling Increasingly Relevant Education) Award for teaching social justice and equity from New Mexico Education Equity Alliance

9/05 – 6/08: UNM Regent’s Lecturer

5/08: Lifetime Achievement Award from UNM Project for Graduates of Color

5/07: Outstanding Faculty of Color Award from UNM Project for Graduates of Color

1/07: Honoring women Award from Enlace Comunitario

Selected Funded Research Contracts, Grants or Commissions

6/13 – 8/18: (Research Team Member) Lead Researcher in 6-Member New Mexico Evaluation Consortium Research Team, Kellogg Foundation contract to assess the foundation’s evaluation strategies in New Mexico (community food cluster evaluation technical assistance and training curriculum)

5-12/07: (PI) Workforce Housing Public Information Campaign, Albuquerque City Council Contract (\$75,000)

8/03– 10/06: (Co-PI with David Henkel) USAID TIES Partnership with Universidad de Quintana Roo (Chetumal, Mexico) to develop a new Maestria en Planeacion from proposal to implementation (\$564,000)

Summary of Recent Professional Involvement

Plans, Design, and Policy Reports Submitted to External Clients

4/16 – 3/20: (Contract Consultant) New Mexico Farmers’ Marketing Association, ethnographic impact assessment of “Double Up Food Bucks Participants in Bernalillo County, New Mexico”

3/15 – 12/18: (Contract Consultant) La Cosecha Community Supported Agriculture External Evaluator (\$24,000)

10/11 – 2/13: (Contract Consultant) National Trust for Historic Preservation funded technical assistance and facilitation on community and organizational capacity building for New Mexico Main Street (\$16,000, extramural)

11/09 – 12/12: (Contract Consultant) Participatory Empowerment Evaluation of AFSC(NM) USDA-funded “Community Based Food Security for Albuquerque Public Schools and the South Valley” Project (\$15,000 - extramural)
 12/9 – 3/12: (Contract Consultant) Project Capacity Consultant to Enlace Comunitario for RWJF Funded “Strengthening What Works” Evaluation Grant, (\$15,560, extramural)
 7/11: (Contract Consultant) Strategic Plan for Rio Grande Community Farm (\$1,000)
 11/09 – 3/10: (Contract Consultant with subcontractors) Curriculum development and “train the trainers” on Sector Planning and Social Determinants of Health for Saint Joseph’s Community Health Services funded public education initiative of the SouthEast Heights Community Health Collaborative (\$5754, extramural)
 8/09 – 1/10: (Contract Consultant) Qualitative Methods Consultant and Trainer for New Mexico Farmer’s Marketing Association USDA funded research on local food value chain analysis for low and moderate income residents of Santa Fe and Espanola, New Mexico (\$1000, extramural);
 10/07 -12/09: (Contract Consultant) Methodological assistance for Contigo Research, Strategy and Policy, Inc’s evaluation of National Council for La Raza’s Escalera Student Success Project (\$1650, extramural)

Extramural Presentations to Agencies, Firms, Universities, and Other Clients

“The Ethics of Navigating Complex Communities”, City and Regional Planning Brown Bag Series, California Polytechnic State University, San Luis Obispo, February 21, 2013
 “How Do We Assess the Impact of Our Community Engaged Scholarship”, Great Cities Institute, University of Illinois, Chicago, February 14, 2013
 “Faculty Development for Community Engaged Scholarship”, with Matthew Borrego. UNM Health Sciences Center, UNM CBPR Seminar Series, November 18, 2009
 “Gentrification and Race in Downtown Albuquerque”, Presented at Albuquerque White History Week, January 9, 2008 (at Out Ch’Yonda) and April 19, 2009 (at 1Kind Theatre)
 “Contested Conceptions Of Progress In Downtown Re-Development: The Albuquerque Experience”, Presented at Arizona State University, Community & Urban Development Seminar Series, March 1, 2007

Offices Held and Leadership Positions in Professional Associations and Learned Societies

ACSP People of Color Interest Group, (Member and Mentorship Committee member June 2007 to present, mentor September 2009 to 2015)
 Social Science Panel Member, Ford Foundation Minority Fellowship Programs Review Panel Meeting, 2004, 2005, 2006, 2008, 2009, 2010
 ACSP Faculty Women's Interest Group, Nominating Committee member July to December 2010, Secretary, November 1994 to July 1996

Offices Held and Memberships on Government or Non Profit Boards and Commissions

Albuquerque Affordable Housing Coalition (Board Chair May 2009 to September 2011; Member, January 2006 to present)
 Sawmill Community Land Trust (Board Member, September 2006 to present, Secretary June 2010 to present, Vice President, July 2007 to April 2009)

Supportive Housing Coalition (Board President June 2010 to July 2012, Vice President August 2008 to May 2010, Member, July 2006 to December 31, 2012)
11/10 – 10/11: City of Albuquerque Municipal Redistricting Committee
New Mexico Center on Law and Poverty (Board Member, March 2010 to September 2011)
Fair Lending Roundtable (Advisory Board Member, June 2002 to December 2006)
Downtown Albuquerque Civic Trust (Board Member, August 2003 to October 2005, Steering Committee, August 2004 – October 2005)

Editorships and Memberships on Editorial Boards

Editorial Board Member, Journal of Planning Education and Research February 2003 to present

Ted Jojola

Education

1985, Certificate in International Human Rights Law, University of Strasbourg, Strasbourg, France

1984, PostDoc, American Indian Studies Center, UCLA

1975-1982, PhD in Political Science, East-West Center/University of Hawaii at Manoa, Honolulu, Hawaii

1973-1975, Master of City Planning, Specialization in Environmental Design, M.I.T., Cambridge, Massachusetts

1969-1973, B.F.A in Architecture, Double Minor in Mathematics & Music, University of New Mexico, Albuquerque, NM

Current Positions

Distinguished Professor and Regents' Professor
School of Architecture & Planning
University of New Mexico

Director and Founder of Indigenous Design and Planning Institute (iD+Pi), 2011-Present

Visiting Distinguished Professor, 2008-2011 Spring Semesters

School of Geographic Sciences & Urban Planning

Arizona State University

Employment History

Faculty Coordinator, Bachelors of Environmental Design & Planning (2005-2007)

Director, Community & Regional Planning Program/UNM (2004-05)

Chair (2004-2008) & Cofounder (2004), Indigenous Planning Division, American Planning Association

Director, Native American Studies/University of New Mexico (1980-1996)

Acting Director, Community & Regional Planning Program/UNM (1995-96)

Major Projects since 2000

2016, Zuni Pueblo ArtPlace America

2014, Exhibit on the Albuquerque Indian School (co-curator), Indian Pueblo Cultural Center, Albuquerque

2012+ (various through iD+Pi), Ysleta del Sur (Cultural Corridor), Nambe Pueblo (Plaza Preservation), Taos Pueblo (Community Comprehensive Plan), Cochiti Pueblo (Plaza Restoration), Santo Domingo Pueblo (Community Assessment), Navajo Tourism (Chaco Canyon Cultural Assets project), Zuni Pueblo (MainStreet), Quilloc Cañar (Kwetcha Ecotourism, Ecuador)

2010, iArchitecture, (ongoing) Funding and exhibit for an interdisciplinary course on Contemporary Indigenous Architecture, UNM and the Indian Pueblo Cultural Center, Albuquerque

2009, Cultural Consultancy, Native American Cultural Center, Northern Arizona State University, Studio Ma Architects

2009, Tribal Planning Student Internships & Planning Information Handbook, New Mexico Indian Affairs Department

2008-12, Regional workshops on Tribal Community Planning, Policy Research Center, National Congress of American Indians

2008, Community workshops on Indigenous Planning, US Department of Justice

2007-11, Indigenous Planning Exchange, Funding for the Improvement of Postsecondary Education, US Department of Education

2007, Visioning 21st Century Tribal Community Planning, Tribal Planning Summit, Arizona State University

2007, New Mexico Indian Education Atlas: 2025, 8 Northern Pueblos Inc., NM Department of Indian Education

2007, Tribal Comprehensive Planning workshop, New Mexico Indian Affairs Department

2006, *Planning in a NEW New Mexico*, Joint Conference of the New Mexico Chapter and the Indigenous Planning Division of the American Planning Association

2006, *History of the Albuquerque Indian School*, historical exhibit for the National Indian Programs Training Center, Manual Lujan Bldg, BIA

2006 Tribal Comprehensive Planning workshop, New Mexico Indian Affairs Department

2004, “Just Like Us,” *the NM Bataan Experience*, Video, Urban Enhancement Trust, City of Albuquerque

2003, *VF Cordova Annual Indigenous Philosophy Symposium*, NAS/UNM, cofounder

2003, *Law Enforcement Safe Pursuit Act*, passage of HB 30, 47th NM State Legislature

2002, *Come the Redmen, Hear them Marching: The Legacy of the Albuquerque Indian School*, Museum of Albuquerque photo exhibit

2001, *Manoa Endowment For Diversity*, Albuquerque Academy, founder

2001, *Profiling the Native American Community in Albuquerque: Assessing the Impacts of Census Undercounts and Adjustments*, US Census Monitoring Board, Washington, DC

Major Publications since 2000

Indigenous Planning: Replanting the Roots of Resistance, Ted Jojola and Michaela Shirley, *The Handbook of Community Development, Perspectives from around the Globe*, Rhonda Phillips, Sue Kenny, and Brian McGrath (edtrs), Routledge Press, forthcoming.

The People are Beautiful Already: Indigenous Planning and Design, Design for the Other Exhibit monograph, Cooper-Hewitt Contemporary Museum of Design, Smithsonian, NY, Sept 2016.

UNM’s Indigenous Design and Planning Institute Forges its Role in Placemaking, Ted Jojola and Michaela Shirley, *Green Fire Times*, Aug 2016.

Contemporary Indigenous Architecture: Local Traditions, Global Winds, editors Ted Jojola, Eleni Bastea, Lynn Paxton, UNM Press (forthcoming).

Fitting a Square Peg in a Round Hole: The History of Tribal Land-Use Planning in the United States, Ted Jojola & Tim Imeokparia, *Indigenous World of North America Series*, Routledge Press, 2014.

Reclaiming Indigenous Planning, editors Ryan Walker, Ted Jojola and David Natcher, McGill-Queen’s University Press, 2013.

Foreword, *Models of Indigenous Development*, Ian Skelton & Octavio Ixtacuy Lopez (edtrs), Common Ground Publishing, 2013.

Just Another Day in Raven's Lifetime: IAIA as the Future of Education, chapter in *Celebrating Difference: 15 years of Contemporary Native Arts at IAIA*, Ryan Flahive, Editor, Institute of American Indian Arts, 50th Anniversary Series, Sunstone Press, 2012

Indigenous Contemporary Architecture, contributing author, *Perspective Series— American Indians and American Popular Culture, Vol 2*, Praeger Press 2012.

A Case for Indigenous Design Education, in *Design Intelligence*, Vol 17, No. 6, Nov/Dec 2011.

Indigenous Planning: An Emerging Paradigm, chapter in *Canadian Planning and Policy*, *Canadian Journal of Urban Research*, 17:1, Supplement 200, 2008.

Assessment, Program Planning, and Evaluation in Indian Country: Toward a Postcolonial Practice of Indigenous Planning, Bonnie M. Duran, Ted Jojola, & Nathania Tsosie, coauthors, in *Health Promotion In Multicultural Populations: A Handbook for Practioners and Students*, Michael Kline & Robert Huff, editors, 2nd Edition, Sage Publications, 2007.

How It Is: The Native American Philosophy of V.F. Cordova, coauthors Kathleen Dean Moore, Kurt Peters, Ted Jojola and Amber Lacy, University of Arizona Press, 2007.

Physical Infrastructure and Economic Development, White Paper, National Tribal Economic Development Summit, National Congress of American Indians, Phoenix, Arizona, 2007.

Indian Gaming as Community Economic Development, coauthor Paul Ong, chapter in *Jobs and Economic Development in Minority Communities*, Paul Ong and Anastasia Loukaitou-Sideris, editors, Temple University Press, 2006.

The Legacy of the Pueblo Revolt and the Tiquex Province, in an anthology of Po'pay and the Pueblo Revolt, Joe Sando, editor, Clear Light Book Publishers, Santa Fe, NM, 2005.

Where Memories Exist, Sleeping Dogs Lie, in *Objects of Everlasting Esteem: Native American Masterpieces from the Collections of the University of Pennsylvania Museum*, University of Pennsylvania Museum Press, 2005.

Pictures from Hell, in *Beyond the Reach of Time and Change: The Frank A. Rinehart Collection Revisited*, Simon Ortiz, editor, University of Arizona Press, 2005.

Notes on Identity, Time, Space & Place, in *American Indian Thought: Philosophical Essays*, Anne Waters, edtr., Blackwell Press, 2004.

Indigenous Planning and Resource Management, in *Trusteeship in Change: Toward Tribal Autonomy in Resource Management*, edited by Richmond L. Clow and Imre Sutton, University of Colorado Press, 2001.

Indigenous Planning and Community Development, 7th IASTE Conf, The End of Tradition?, Trani, Italy, 2000.

Technical & Commissioned Research Reports since 1995

Ysleta del Sur Cultural Corridor Plan, Nambe Pueblo Historic Plaza Revitalization Plan, Zuni Pueblo MainStreet Plan, Taos Pueblo Community Comprehensive Plan, Chaco Canyon Cultural Assets Project, Cochiti Pueblo Revitalization Plan, Santo Domingo Community Assessment Report, Indigenous Design & Planning Institute (iD+Pi), School of Architecture and Planning, UNM, 2013-2016.

Planning in Indian Country: Regional Conversations, report of findings for 8 regional tribal summits, 2007-2009, National Congress of American Indians (unpublished manuscript)

NM Indian Education Atlas, Report of findings for 7 School Districts, NM Public Education Division, Office of Indian Education 6/11

Community Development Profiles, Keweenaw Band of Indians, L'Anse, Michigan and Leech Lake Reservation, Minnesota, Community Capacity Development Office, US Department of Justice, 2009.

Visioning 21st –Century Tribal Community Planning, Report of Workshop, Arizona State University, Oct. 4-5, 2007.

Profiling the Native American Community in Albuquerque: Assessing the Impacts of Census Undercounts and Adjustments, US Census Monitoring Board, Washington, DC., Jan. 2001

Urban Indians in Albuquerque, NM: A Study for the Department of Family and Community Services, City of Albuquerque, Aug. 1999

General Editor and Author, Background Report for 21st Townhall, American Indians in New Mexico and Their Neighbors: Building Bridges of Understanding, New Mexico First, June 1998.

Research and Evaluation of American Indian and Alaska Native Government Administrative Records: Final Report, US Department of Commerce, Bureau of the Census, WESTAT Inc., Washington, DC., 3/31/1995

Report on [State Education] Data Needs [for American Indian Students], , NM Indian Education Center for Excellence. Coprincipal Investigator—Adelamar N. Alcantara, Jan. 1995

Recognition Awards

2015, NM APA planning award in the comprehensive planning category for the *Taos Pueblo Comprehensive Indigenous Community & Land Use Plan*

2014, Innovation in Planning: Education and Outreach Award, New Mexico American Planning Association, *Reclaiming Indigenous Planning*

2014, Award of Merit for Planning Publications, Canadian Institute of Planners, *Reclaiming Indigenous Planning*.

2014, Creative Bravos Award, 29th Annual Ceremony, Creative Albuquerque.

2014, L. Bradford Prince Award, Historic Society of New Mexico

2012, Richard W. Etulain Honorary Lectureship

2011, Distinguished Professorship

2008 Visiting Distinguished Professorship, School of Planning, Arizona State University

2009, Faculty Acknowledgement Award, AI Student Services, UNM

2005, Division of Humanities Visiting Fellow, Curtin University, Perth, Australia.

2002, Regents' Professorship

2001, Faculty Appreciation Award, Native American Law Students Association, UNM

1998, Faculty Acknowledgement Award, UNM–General Library.

1998, Honor Awards Ceremony, Native American Studies, UNM.

1996, Dean's Faculty Recognition Award for Creative Research and Scholarship, UNM

1993, Academic Exchange Scholar (Canada), US Information Agency

1988, Martin Luther King–Cesar Chavez–Rosa Parks Visiting Professorship, N. Michigan University
1984, Visiting Professorship, Institute of American Culture/Department of Urban Studies, U.C.L.A.
1982, Visiting Lectureship, West Virginia University, Morgantown, West Virginia

Community Service

Design with the Other 90% exhibition, Cooper Hewitt, Smithsonian Design Museum, Advisory Committee
ZETAC, Zuni Public Schools and UNM College of Education, Advisory Board
Tricklock Theatre Company, Non-Profit Corporation, Board of Directors
Society for the Preservation of American Indian Communities, Non-Profit Corporation, President of Board of Directors
Chamiza Foundation, Non-Profit Corporation, Board of Directors
New Mexico Bataan-Corregidor Memorial Foundation, Non-Profit Corporation, Board of Directors

Ric Richardson

Education

Massachusetts Institute of Technology, Cambridge, Massachusetts, Master of Architecture in Advanced Studies, 1981.

Massachusetts Institute of Technology, Cambridge, Massachusetts, Master of City Planning, 1981.

University of Colorado, Boulder, Colorado, Bachelor of Architecture, 1971.

Employment History

Professor of Planning, 2004 to the Present

Associate Professor of Planning, 1989 to 2004

Assistant Professor of Planning, 1984 to 1989

Director, Community and Regional Planning Program, 2012 to 2015; 1990 to 1997.

Acting Dean, July 2006 to June 2007

Associate Dean, School of Architecture and Planning, June 1999 to July 2001

Interim Dean, School of Architecture and Planning, Jan 1997 to June 1999

Curtin University of Technology, Perth Australia, Visiting Fellow, Spring 2003

Tsinghua University, Beijing, China, Visiting Professor, Summer 1989, 1987, 1985

Massachusetts Institute of Technology, Visiting Professor, Fall 1997

Chinese University of Hong Kong, Visiting Professor, Spring 1996

The University of Nebraska, Visiting Professor, Spring 1995

The Lincoln Institute for Land Policy, Senior Associate, 2000 to Present

Harvard-MIT Public Disputes Program, Senior Associate, 1989 to Present

Consensus Building Institute, Senior Associate, 1995 to Present

Scholarship

Books

Housing for All New Mexicans, with Kate Hildebrand and Lisa Roach. Book two in a five part series, "The New Mexico Toolkit for Community Growth and Sustainability," for the Governor's Our Communities Our Future Task Force, March 2008.

The New Mexico Toolkit for Community Growth and Sustainability, A five Part Series, edited with Mark Childs, for the Governor's, Our Communities Our Future Task Force, May 2008.

Refereed Journal Articles

"Design Confronts Politics, and Both Thrive!," with John Forester, et.al. *Planning Theory and Practice*, June 2013.

"Governing Western Mineral Resources: The Emergence of Collaboration" *The Natural Resources Journal*, University of New Mexico School of Law, Vol. 43, No 2, Spring 2003.

"Urbanizing Forest and Village Trees in Hong Kong's Sha Tin Valley: 1976 - 1997," with Jeffery Cody, in Traditional Dwellings and Settlements Review, the *Journal of the International Association for the Study of Traditional Environments*, Vol. 1, Oct, 1997.

Book Chapters

“Land Use and Community Planning, Creativity in the Face of Urban Design Conflict,” with John Forester in Planning in *The Face of Conflict: The Surprising Possibilities of Facilitative Leadership*, American Planning Association Press, 2013.
"Negotiating Community Consensus in Preparing Environmental Impact Statements," in *Environmental Mediation, Theory and Practice*, Greenwood Press 1994.

Editorials

“Missing Pieces of the Smart Growth Puzzle,” in Insight and Opinion, The Albuquerque Tribune, September 24, 2002.

Plans and Policy Reports Submitted to External Clients

University of New Mexico Academic Master Plan, University Committee on Academic Priorities, Final Report to the UNM President, with Provost Chaouki Abdalla, Dean Geraldine Forbes and Porus Oldpadwalla, June 2012.
Citizen Participation and Public Outreach for the Laguna Multi-use Trails Plan, with Alta Planning et.al. The Laguna Pueblo Planning Department, March 2012.
A Strategic Development Plan for Balloon Fiesta Park, Balloon Fiesta Park Commission, and City of Albuquerque, Parks and Recreation Department, with K. Hildebrand and J Zelaya, May 2011.
North Fourth Street Corridor and Sector Plan, with K. Hildebrand, for the City of Albuquerque Redevelopment Division, April 2010.
North Valley Demonstration Trail Project: Situation Assessment and Public Workshops, with K. Hildebrand for the Bernalillo County Parks and Recreation Department, January 2008.
Campus Master Plan Charrette, University of New Mexico, Co-chair of the Charrette to being together 25 planning, architecture and landscape architecture professionals from across the country. November 2007.
Barelas Rail Yard Redevelopment: A Summary Report on the Community Workshop, with the Jonathan Rose Companies, The Resource Center for Raza Planning and the Design and Planning Assistance Center, UNM School of Architecture and Planning, June 2007.

Professional Recognition and Service

2008 Faculty Recognition Award for outstanding teaching and research, Public lecture: “The Terrain of Public Disputes - Three Myths”
APA, New Mexico Chapter, Faculty Liaison 2012 to 2015.

Caroline Scruggs

Education

B.S., Civil Engineering, Virginia Tech, 1994

M.S., Environmental Engineering, Virginia Tech, 1996

PhD, Interdisciplinary Environment and Resources, Stanford University, 2012

Employment History

Assistant Professor, The University of New Mexico, 2012-Present

Affiliated faculty with UNM Center for Water and the Environment, Water Resources Program, and Geography and Environmental Studies Department, 2013-Present

Intern, International Chemical Secretariat, 2008-2010

Intern, Swedish Chemicals Agency, 2008

Graduate Teaching Assistant, Stanford University, 2008

Environmental Engineer/Lead Process Specialist, Black & Veatch Advanced Environmental Technologies Division, 1996-2008

Graduate Research Assistant, Virginia Tech Environmental Engineering Division, 1995-1996

Graduate Teaching Assistant, Virginia Tech Environmental Engineering Division, 1994-1996

Undergraduate Research Assistant, Virginia Tech Engineering Science & Mechanics Department, 1993

Westinghouse Fellowship Researcher, Virginia Tech Science & Mechanics Department, 1992

Scholarship

Five Most Recent Products

Scruggs, C.E., Nimpuno, N., Moore, R.B.B. (2016). Improving Information Flow on Chemicals in Electronic Products and E-waste to Minimize Negative Consequences for Health and the Environment. *Resources, Conservation, and Recycling*, 113, 149-164.

Scruggs, C.E., Moore, R.B.B. (2016). Challenges and Opportunities in Stimulating Public Awareness and Engagement on US Chemicals Policy. *Journal of Environmental Studies and Sciences*. DOI: 10.1007/s13412-016-0387-4.

Benson, M.H., Lippitt, C.D., Morrison, R., Cosens, B., Boll, J., Chaffin, B.C., Fremier, A.K., Heinse, R., Kauneckis, D., Link, T.E., Scruggs, C.E., Stone, M., Valentin, V. (2015). Five Ways to Support Interdisciplinary Work Before Tenure. *Journal of Environmental Studies and Sciences*, DOI: 10.1007/s13412-015-0326-9.

Scruggs, C.E., Ortolano, L., Wilson, M.P., Schwarzman, M.R. (2015). Effect of Company Size on Potential for REACH Compliance and Selection of Safer Chemicals. *Environmental Science and Policy*. DOI: 10.1016/j.envsci.2014.10.001.

Scruggs, C.E. & Van Buren, H. (2014). Why Leading Consumer Product Companies Develop Proactive Chemical Management Strategies. *Business and Society*. DOI: 10.1177/0007650314536393.

Five Other Significant Products

Scruggs, C.E., Ortolano, L., Schwarzman, M.R., & Wilson, M.P. (2014). The Role of Chemical Policy in Improving Supply Chain Knowledge and Product Safety. *Journal of Environmental Studies and Sciences*, 4(2), 132-141.

Scruggs, C.E. (2013). Reducing Hazardous Chemicals in Consumer Products: Proactive Company Strategies. *Journal of Cleaner Production*, 44, 105-114.

Scruggs, C.E. & Ortolano, L. (2011). Creating Safer Consumer Products: The Information Challenges Companies Face. *Environmental Science and Policy*, 14, 605-614.

Scruggs, C.E., Hunter, G.L., Snyder, E.M., Long, B., & Snyder, S. (2005). EDCs in Wastewater: *What's the Next Step?* *Water Environment & Technology* (March).

Scruggs, C.E. (2007). Effects of Wastewater Treatment on Microconstituents and Endocrine Disrupting Compounds. Technical Practice Update for the Water Environment Federation (June).

Synergistic Activities and Professional and Community Service

Received fellowships from the US EPA, the Udall Foundation, and Stanford University to conduct research on chemical use and improved chemicals management that has been used by the State of California and Senator Udall's staff to inform new chemical policies at the state and federal levels.

Advisor to Senator Udall's staff on reform of the US Toxic Substances Control Act (TSCA) and community education and awareness about the importance of proposed reforms, 2014-16.

Advisor to Elevation Children's Center on hazardous chemicals in children's products, cleaners, and furnishings, 2014-present.

Appointed Member of Bernalillo Co. Water Protection Advisory Board, 2012-15, reappointed for 2015-18 term.

Advisor for Healthy Communities Transformation Initiative, an initiative to develop healthy community indicators, sponsored by HUD and organized by the New Mexico Mortgage Finance Authority, 2015.

Organizer of Public Lecture Series on Water & Energy in NM, 2013-15.

Reviewer of grant applications for the NM Water Resources Research Institute.

Created and taught four new environmental planning courses at UNM that engaged a diverse array of students and community members on complex sustainability-related topics, one of which led to the development of a bike share system in Albuquerque.

Created and taught classes in environmental engineering that used service learning and critical thinking approaches to give students experiences in design and in working with real world environmental challenges and community stakeholders.

Developed the issue of emerging contaminants and endocrine disrupting chemicals (EDCs) in the professional engineering consulting arena that led to numerous presentations at engineering and water reuse conferences on the topic of EDCs in water and wastewater.

Jennifer Tucker

Education

PhD, City & Regional Planning, University of California, Berkeley, 2016
Dissertation: “Contraband City: Geographies of Extralegal Work and Life in Paraguay’s Frontier Economy”, Designated Emphasis: Global Metropolitan Studies
MPP/MA, Concurrent Degrees: Public Policy and International & Area Studies, University of California, Berkeley, 2010
BS, Biology, Minors in Spanish & Women’s Studies, Bradley University, 2000

Select Publications

2016, “Cultivating uncertainty: Governing and producing a frontier city,” *Environment and Planning D: Society and Space*, under review
2016, “Reckonings: Feminist and postcolonial lineages in planning theory,” In C. Mukhopadhyay (Ed.) AESOP Booklet Series B: *Conversations with Planning Theorists: Patsy Healey in conversation with Mona Abdelwahab*, AESOP Young Academics Network, forthcoming.
2015, “City-stories: Narrative as diagnostic and strategic resource in planning practice in Ciudad del Este, Paraguay.” *Planning Theory*, available online
<http://plt.sagepub.com/content/early/2015/08/10/1473095215598176.abstract>
2015, “On the frontiers of governance: Regulatory infrastructures in Ciudad del Este, Paraguay,” *Latin American Studies Association Congresses Proceedings, Precariedades, exclusiones, emergencias*, San Juan, Puerto Rico, May 27 – 30, San Juan, Puerto Rico.
2010, “Are Mexico’s conditional cash transfers missing the target?,” *PolicyMatters Journal*, 7(2), 4–9.
2009, “Food within reach: Strategies for increasing participation in the Food Stamp Program in California,” A Report of the California Budget Project, with Scott Graves.

Select Fellowships and Awards

2015, Center for Race & Gender Graduate Student Grant, UC Berkeley
2014, Outstanding Graduate Student Instructor Award Winner, UC Berkeley
2013, International Dissertation Research Fellow, Social Science Research Council
2013, Fulbright Fellowship, US Department of State
2011, Woman of the Year for Assembly District 14 Nominee, Nominated for organizing work with the graduate student union
2011-2012, Foreign Language & Area Studies Fellowship, Advanced Spanish, UC Berkeley
2012, Foreign Language & Area Studies Summer Fellowship, Advanced Guaraní, Paraguay
2012, Human Rights Fellowship, UC Berkeley Human Rights Center
2011, Tinker Field Research Grant, Center for Latin American Studies, UC Berkeley
2010-2011, Chancellor's Public Fellow, American Cultures Engaged Scholarship Program, UC Berkeley

Conference Activity

Panels Organized

2016, “Outside the wage: Spaces, politics, possibilities.” American Association of Geographers. March 29 - April 2, San Francisco, California.

2015, “Storytelling & planning,” Association of Collegiate Schools of Planning, October 22 – 25, Huston, Texas.

2015, “Rethinking urban governance: Making theory from ordinary cities,” Latin American Studies Association Congress, May 27 – 30, San Juan, Puerto Rico.

2015, “Locating the Tri-border Area: Latin American conversations at a crossroads,” Latin American Studies Association Congress, May 27 – 30, San Juan, Puerto Rico.

2013, “Theorizing from the frontier: Lawlessness, accumulation and modes of governance,” Association of American Geographers, May 27 – 30, Los Angeles, California.

Conferences Organized

2013, “Urban circulations: The politics of scale,” UC Berkeley Global Metropolitan Studies Workshop Series, April 23 & May 9, Berkeley, California.

Papers Presented

2016, “Getting out there: Doing and funding fieldwork” Invited panelist for the Summer Institute in Economic Geography, July–15, Lexington, Kentucky.

2016, “Contraband city: Geographies of extralegal work and life in Paraguay’s frontier economy,” Exit talk for the Department of City and Regional Planning, UC Berkeley, May 13, Berkeley, California.

2016, “Theorizing the urban from a frontier city: Reparative readings of postcolonial theory and feminist political economy,” invited presentation for the Rethinking South Working Group: Inquiries in Translocal Flows in the Built Environment, College of Environmental Design, UC Berkeley, April 25, Berkeley, California.

2016, “Livelihood outside the law: Street vendor politics & everyday planning practice in Ciudad del Este,” Paraguay, public lecture hosted by the Community & Regional Planning Department, University of New Mexico, February 4, 2016, Albuquerque, New Mexico.

2015, “City-stories: Narrative as diagnostic of power in Ciudad del Este, Paraguay,” invited presentation for the Annual Meeting of the Association of Collegiate Schools of Planning, October 22 – 25, Houston, Texas.

2014, “Clientelism, the ‘urban poor,’ and street vendor politics in Paraguay,” invited presentation for the Relational Poverty Network Annual Meeting, October 27, Seattle, Washington.

2014, “Critical geographies of corruption and the emotional politics of clientelism,” presentation for the Annual Meeting of the Association of American Geographers, April 8 – 12, Tampa, Florida.

2013, “Urban informality in an economy of circulation,” invited presentation for Metropolis Nonformal: Anticipation, Launching Conference of the UN-Habitat Hub on Informal Urbanism, November 20 – 23, Munich, Germany.

2013, “Frontiers of the formal in Ciudad del Este, Paraguay,” presentation for the Annual Meeting of Association of American Geographers, April 9–13, Los Angeles, California.

2012, “State informality in Paraguay’s frontier economy,” invited presentation for the Global Ethnographies Workshop, May 10, Stanford, California.

Teaching Experience

Summer 2015, Instructor, Race & The Urban Community in Post-Ferguson America, Department of City & Regional Planning, UC Berkeley

2009 – 2015, Teaching assistant, ten semesters in multiple departments (City & Regional Planning, Program in Global Poverty & Practice, Gender & Women’s Studies, Public Policy, Economics), UC Berkeley

Select Service & Community Involvement

2015-2016, Appointed Advisory Committee Member, Domestic Workers Employers Research Project (A project of the UCLA Labor Center, the Workers Institute at Cornell and the California Domestic Workers Coalition)

2015, Reviewer, REVICSO, Instituto de Ciencias Sociales de Paraguay

2014, Reviewer, Berkeley Planning Journal

2010-2011, Chair, Berkeley Unit of UAW 2865 (The graduate student union)

2007-2008, Board Member, Planned Parenthood Shasta Diablo, Berkeley Board Fellow

Criterion 6. Resources and Planning

6A. Resource Allocation

The CRP Program has a budget that is distinct from the other two programs in SA+P. The CRP faculty decides how to spend the discretionary funds, including how many courses will be taught by part time faculty and how much to allocate to student support, faculty professional development, recruiting initiatives and supplies and computers.

6B. The CRP Program Budget

The CRP Program has an annual budget of around \$888,300, of which almost \$780,000 is dedicated to full time faculty and staff salaries. Although the faculty has discretion how they spend the remaining budget, the majority is used for hiring part time (adjunct) faculty members to teach specific courses and to hire students as graduate and teaching assistants.

The CRP Program has an endowment that generates annual distributions around \$2,500. In addition, the CRP Program receives a portion of indirect costs that the university receives from external grants and contracts. Of the portion returned to the school, 50% goes to the PI, 25% is returned the CRP Program, and 25% remains with the Dean.

6C. Program Staff

The CRP Program has one administrative staff member. This position assists the program director with hiring paperwork for part time faculty members, administering paperwork for GAs and TAs, submits the class schedule, processes student scholarships, maintains the website, manages travel and faculty research and travel expenses as well as other administrative work. Elizabeth Castillo was in this position until the beginning of July. Jonathon Cunningham has been assisting the CRP Program until the permanent position can be filled.

SA+P has two student advisors, Beth Rowe and Angela De Long Pacheco, who work directly with graduate and undergraduate students, respectively.

6D. Library Resources

The CRP Program is supported by the UNM Libraries system. The UNM libraries have more than three million volumes (more than five million including collaborative memberships), in addition to more than 65,000 academic journals available online. The historic Zimmerman Library has 310,000 square feet of workspace. Of particular interest to planning, Zimmerman Library holds the JB Jackson Collection, which includes a comprehensive collection of Jackson's work, as well as many of his personal effects. Jackson was credited with founding the field of landscape studies, including the journal *Landscape* (1951-1994).

In 2008, SA+P moved into George Pearl Hall. The building is not only designed to foster interaction and gatherings among faculty, students, and staff, but it also provides expanded

and advanced facilities such as the Fabrication Lab and sophisticated computer labs. In addition, the building houses the UNM Fine Arts & Design Library. The Fine Arts & Design Library has approximately 40,000 volumes and 20,000 square feet of space. In addition to book, film and digital holdings, the library has a computer classroom, study spaces and small group student rooms with views across campus to the Sandia Mountains.

The planning holdings (except for design oriented physical planning in the Fine Art & Design Library) are housed in Parish Library (business and economic data), Zimmerman Library (government documents, Latin American studies and international planning) and Centennial Library (maps, aerial photography and earth science resources), and the Law Library (natural resources, land use regulation and water resources). In addition, the Center for Southwest Research (CSWR), the special collections center for the UNM Libraries, contains collections that pertain to New Mexico and the Southwestern US, Mexico, Latin America, and around the world. CSWR is known for its focus on Native American, Chicano/Hispano, Spanish Colonial, and environmental history, in addition to locally published and archival materials. Students and faculty take advantage of all these resources.

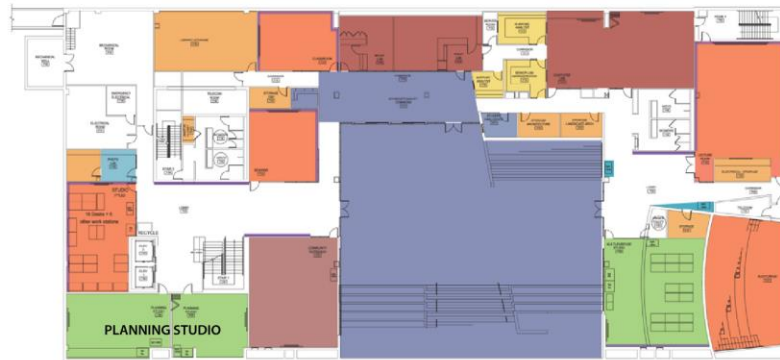
Criterion 7. Facilities

7A. Facilities Associated with CRP

George Pearl Hall (GPH), a 280,000 square foot building, houses SA+P, and its programs. Award-winning architect Antoine Predock designed the building. In addition to the classrooms, computing and Fab-lab facilities the building has open bay studio spaces, an administrative suite, a state of the art auditorium, and dedicated space for iD+Pi and RCRP, as well as the Design and Planning Assistance Center. GPH has 108,000 square feet of large and small seminar and classrooms, a dedicated CRP flexible classroom space, student team and individual work areas, community, outreach and research spaces and faculty and administrative offices.

Physical Resources

Description and plans of Building: All spaces are shared by all units within the School



LOWER LEVEL- PEARL HALL

- LEGEND**
- SEMINAR
 - STAFF OFFICE
 - FACULTY OFFICE
 - STAFF/FACULTY AREA
 - PLANNING STUDIO**
 - ADDITIONAL WORKSPACE
 - PIN-UP SPACE
 - RESEARCH
 - STUDENT RECREATION
 - STORAGE
 - CPU LAB
 - READING ROOM/ STUDY SPACE
 - LIBRARY STACKS



ENTRY LEVEL- PEARL HALL



STUDIO DESK LAYOUT - LEVEL 2 - PEARL HALL - 201 Desks

- LEGEND**
- SEMINAR
 - STAFF OFFICE
 - FACULTY OFFICE
 - STAFF/FACULTY AREA
 - STUDIO
 - ADDITIONAL WORKSPACE
 - PIN-UP SPACE
 - RESEARCH
 - STUDENT RECREATION
 - STORAGE
 - CPU LAB
 - READING ROOM/ STUDY SPACE
 - LIBRARY STACKS



STUDIO DESK LAYOUT - LEVEL 2 - PEARL HALL - 243 Desks



STUDIO DESK LAYOUT - LEVEL 3 - PEARL HALL - 72 Desks

LEGEND

- SEMINAR
- STAFF OFFICE
- FACULTY OFFICE
- STAFF/FACULTY AREA
- STUDIO
- ADDITIONAL WORKSPACE
- PIN-UP SPACE
- RESEARCH
- STUDENT RECREATION
- STORAGE
- CPU LAB
- READING ROOM/ STUDY SPACE
- LIBRARY STACKS

7B. Computers and Other Resources

SA+P, like other planning schools, is experiencing a rapid change in the way we use computer resources. Advanced computer skills are required which include knowledge in 3D computer aided design (CAD) modeling software, animation, video, image processing, and geographic information systems (GIS). SA+P staff are uniquely trained to support the students in this rapidly developing environment. Digital computing is introduced early in the curriculum course sequence, and a variety of tools are used throughout the curriculum. We have aimed to teach the use of a variety of software and hand tools and the ability to learn new tools, rather than focus on a single platform.

The computer lab offers a number of large format printing and scanning devices. SA+P provides facilities and resources for each student's design, research, computational, communication, and fabrication needs. The computing lab has 40 high-end Dell graphics workstations. This allows the school to teach formal classes in the computer lab while giving the students the ability to work unimpeded for approximately 20 hours/day. The software needed for 3D visualization is also available in the computer labs. Some of the software applications include Autodesk AutoCAD, Revit, Autodesk FormZ, Rhino 3D, ArcGIS, the Adobe CC, as well as Microsoft Word, Excel and Powerpoint.

SA+P uses the central IT Department on main campus for core services including firewall support, building wiring, telephony, and all around network connectivity. The 50 wireless access points in the building allow for full coverage from all student owned laptops virtually 24 hours per day. The IT Department on campus is currently studying the ability to "virtualize" client/server connections with all the high-end software applications used by SA+P. This would allow the students to access software applications from any location virtually 24 hours/day. The use of these "thin clients" would allow students the ability to leverage the technology of their laptops with software that is prohibitively expensive to purchase. Plans are also in the works to create collaborative work group server space in a unified share point server environment.

Workstation Lab Computers

(25) Dell Precision 5810 Workstations w/22" LCD monitors;

(12) Dell Precision 3810 Workstations w/22" LCD monitors;

(4) Dell Precision 7910 workstations w/22" LCD monitors

*All workstations are equipped with NVIDIA graphics cards and 32GB of RAM

Rack-Mounted Servers

(1) Dell Power edge 400 SC rack mounted server; (2) Dell Power edge SC42 rack mounted server; (1) Dell Power vault MD1000 Mass Storage Unit (w/ 4 Terabytes capacity);

(1) Dell Power vault TL4000 Tape Backup Unit; (1) Dell Power edge R300 Print server

Large Format Plotters and Printers

(2) HP Designjet T7100 PS wide format plotters; (1) Xerox Phaser 7800 Color Printer;

(1) Konica Minolta bizhub C454e

Scanners

(1) HP DesignJet SD Pro 44" Wide format roll feed scanner; (1) WideTEK 18"x24" Flatbed scanner; (2) EPSON GT-20000 11 X 17 flatbed scanners

Laptops

(8) Dell Latitude E6540

Cameras

(2) Sony Digital Handycams; (2) Nikon SLR Digital Cameras; (2) Sony Cybershot Digital Cameras Software Applications

Autodesk AutoCAD 2017; Autodesk Revit Architecture 2017; Autodesk 3D Max. Design 2017; Autodesk Maya 2017; Microsoft Office 2013; Esri ARC GIS V. 10.3; Autodesk formZ; Google Sketchup 2016; Rhino 3D version 5.0; V-Ray for All Apps; Adobe Creative Cloud 2015

Fabrication Lab

Emerging technologies and fabrication techniques are vital to design research and practice. SA+P is pushing the limitations of fabrication and design through academic exploration and integration in and out of the classroom. The fabrication lab has recently been expanded from 1600 sq. ft. to the current 3000 sq. ft. The fabrications laboratory plays an integral role in student work and faculty research, supporting experimentation with materials and fabrication. The school is equipped with a state-of-the-art computer, numerically controlled (CNC) machines, including three laser cutters, a 3-axis CNC router, a CNC plasma cutter, five 3D printers, and a vacuum former.

The lab also houses traditional woodworking machinery and tools, including a drill press, band saw, planer, and a SawStop table saw, which is equipped with a safety system to stop the blade within five milliseconds of detecting contact with skin. Supported materials include wood, metals, plastics and concrete. The shop is overseen by the director of the lab, lab manager, and trained student employees, who supervise, instruct and guide students in the proper use of the equipment in order for them to move sketches and ideas to physical objects and explorations.

The shop has dual glass garage doors which open to a welding studio enclosure. The lab has significant metal working capability. Students have supervised access to a plasma cutter, grinders, metal chop saw, three MIG welders, a TIG welder, and a brake. For multipurpose needs there are a large assortment of handheld power tools, hand tools, clamps and a self-contained sand blaster. The lab's primary use is for students. It is open to faculty and staff depending on scheduling and availability.

Criterion 8. Program Comparisons

The CRP Program is a mid-sized program with a mid-sized faculty. Our peer universities with planning programs are shown on the table on the next page. These universities have master degrees in a planning related field, although one, University of Nevada-Las Vegas, does not have planning in the degree title, which is a prerequisite for accreditation. Arizona State University's program is in the school of Geographical Science & Urban Planning. The rest are located in colleges or schools that include some combination of Architecture, Design, Planning and Landscape Architecture.

The comparison graduate programs require between 48 and 54 credit hours and exit requirements that include capstone studios (5), theses (8), professional project, report or paper (6), or exams (3) and one included a portfolio as part of the exit requirement. Of UNM's 22 peer institutions, nine do not have planning related programs (Florida International University, NM State University-Main Campus, Oklahoma State University-Main Campus, The University of Texas at El Paso, the University of California at Riverside, the University of Colorado at Boulder, University of Houston, University of Iowa, University of Missouri-Columbia). Texas Tech offers a Certificate in Urban & Community Design in the MArch program, and the University of Tennessee Knoxville offers an Urban Design Certificate in the MArch program.

Three programs have undergraduate degrees. Texas A&M has a Bachelor of Science in Urban and Regional Planning and a minor in Urban Planning. The University of Nevada-Las Vegas offers a BS in Urban Studies and University of Utah has a BS/BA in Urban Ecology. Texas A&M, the program with one of the largest planning faculty, has 95 undergraduates.

UNM Peer Institutions with Planning Programs

| Name of Institution | Graduate Concentrations | # of Faculty | # of Students |
|--------------------------------------|--|--|---|
| Arizona State University | 1. Community Development for Social Equity 2. Spatial and Economic Analysis 3. Transportation Planning and Policy 4. Urban Design and Sustainable Cities | 18 | Master graduate entering classes range from 17 to 28 |
| Texas A&M University-College Station | 1. Health and Human Services 2. Housing and Economic Development 3. Land Use and Environmental Planning 4. Transportation Planning and Design | 18 primarily associated with MUP program | Spring 2016: 95 undergrads, MUP is 56, PhD 46 |
| The University of Texas at Arlington | | 8 | 50 MCRP; 70 PhD |
| The University of Texas at Austin | Eliminated formal specializations as of Fall 2016; previously offered concentrations in 1: Social and Economic Equity 2. Environmental Planning 3. Land Use, Transportation and Infrastructure 4. Urban Design and Development 5. Historic Preservation | 28 | 100 in MSCRP and dual degree programs; 2-4 per year enter the PhD program |
| University of Arizona | 1. Land Use and Urban Development 2. Environmental Planning and GeoDesign 3. Heritage Conservation | 7 full time, 5 part time, 6 adjunct | 20 |
| University of Colorado Denver | 1. Community Development 2. Economic Development 3. Energy/Natural Resources 4. Environmental Planning 5. Land Use/Physical Planning 6. Real Estate Development 7. Rural/Small Town Planning 8. Social Justice 9. Suburban Planning 10. Transportation Planning 11. Urban Design/Placemaking | 7 full time, 13 part time | Last 4 yr average: 56 |
| University of Kansas | 1. Housing and Development Planning 2. Sustainable Land Use Planning 3. Transportation Planning | 5 full time, 2 emeritus, 5 lecturers | 36 in AY 2014, 43 in AY 2015, 43 in AY 2016 |
| University of Nebraska-Lincoln | 1. Environmental Studies 2. Great Plains Studies 3. Water Resources Planning and Management | 6 | 11 MCRP in FY 2015 |
| University of Oklahoma-Norman Campus | 1. Physical Planning 2. Community & Economic Development | 6 full time, 4 affiliated | 7 year average enrollment 26 students |
| University of Utah | 1. Ecological Planning 2. Smart Growth & Transportation 3. Urban Design 4. Small Town and Resort Town Planning | 8 | 5 year average degrees awarded 25 |

Criterion 9. Future Direction

9A. Strengths and Challenges

Strengths

The CRP Program's diversity of both faculty and students is a critical strength as is the commitment to teach planning in ways that reflects the region's and world's diversity. This both responds to communities the CRP Program serves, demonstrates ways it can change the planning profession and shows how planners do community-based work. We have a community-based approach to planning in four well-conceived and focused concentrations. The new Indigenous Planning concentration is a particular strength. The CRP Program is poised to grow in this arena because we have the faculty, courses, and scholarship to become leaders in national and international research and practice. Students come to the program because of this concentration and iD+Pi partners with tribal governments and Indigenous communities. In addition, the focus on traditional communities in the Southwest, including the work of RCRP, and the program's focus on water and watershed health in environmental planning are strengths in the curriculum and in collaborations with other programs. We are also uniquely positioned to teach social justice planning to students who then work in their respective communities.

The CRP Program has widespread respect from peers as leaders in community outreach and client-based work. It also has an outstanding reputation for its work with state, regional and local organizations, as well as the faculty's excellent practice and scholarship.

Challenges

The BAEPD program is both a strength and challenge. While it provides an opportunity to offer a liberal arts degree that stimulates students' interest in planning, it is difficult to balance with the demands of the MCRP Program. CRP faculty also would like to support a PhD program that focuses on Indigeneity in planning and design (possibly in conjunction with another university or program). While CRP faculty believes there is a need for such a program, UNM is in a tight financial situation so the viability of such a proposal is unclear.

While the MCRP program is our primary focus, UNM's budgeting model favors student credit hour generation which disadvantages programs with a high percentage of graduate courses. There are other challenges that pertain to the state of New Mexico. We draw primarily from a regional pool of students and in a state with a declining population. Therefore, we have to develop a strategy for recruiting additional applicants while retaining our Southwest focus. We have discussed changing course sequencing and timing to reflect our students' increasing work demands. This includes offering more online and evening courses. At the same time our budget is strained, we need to increase funding for scholarships and fellowships. The CRP Program continues to work with UNM to recognize the value of community engaged scholarship in promotion and tenure decisions, while we continue to increase our base of funded research.

9B. CRP's Strategic Planning Efforts

The Community and Regional Planning Program developed its first Strategic Development Plan in 1987, with goals and objectives designed to address a five-year time frame. Each year the Program holds at least one planning retreat to discuss current events, review the curriculum and address other specific components of the plan.

The current plan, *The CRP Strategic Development Plan: 2013 – 2018*, was developed in a strategic planning retreat on May 10, 2013. In addition to CRP faculty, the participants included a representative selected by the student NM APA as well as organization students selected by the faculty from the first- and second-year cohorts. A planning practitioner, who is also a CRP alumnus, also participated in the meeting.

The participants reviewed and refined the Program Mission, outlined and discussed driving forces that will shape the program and the profession in the next five to ten years, and articulated a vision to guide the CRP Program in response to current and future conditions.

After assessing the CRP Program's strengths and weaknesses, the participants identified student learning outcomes and articulated goals in six key areas that will move the CRP Program forward. These goals were followed by objectives and outcome measures that will enable the program to track its progress in implementing the goals. The strategic plan identifies faculty resources and research support needed to fulfill its mission and achieve its vision. Following the retreat, the participants met a second time to complete the strategic plan and make key clarifications in the draft text.

After this review, the Program Director widened the circle of reviewers to include additional students, SA+P staff, and local planning practitioners. The draft was circulated to the NM APA Executive Committee, officers of the Student NM APA, the Directors of the Architecture and Landscape Architecture Programs, and the Dean and Associate Deans.

In addition, the CRP Director sought guidance from a broad array of practitioners in designing the strategic planning process and reviewing the plan. These advisors included: Bernadette Miera, Cultural Services Manager for Bernalillo County and CRP Alumna; Tim Karpoff, President of Karpoff Associates; Javier Benavidez, Director of Communications for the Center for Civic Policy and CRP alumnus; Chris Hyer, Senior Planner for the City of Albuquerque and President of the New Mexico Chapter of the APA; Porus Olpadwala, Dean Emeritus of SA+P and former Director of the City Planning Program at Cornell University; and Robert Lurcott, Planning Director Emeritus of the City of Pittsburgh, Pennsylvania, and Vice President for District Development at the Pittsburgh Cultural Trust.

With the advising team's guidance incorporated into the strategic plan, it was then sent to students, the CRP faculty, the SA+P dean and associate deans, as well as the program directors of the Architecture and Landscape Architecture Programs. Through

the NM APA Executive Committee, the plan was also put on the NM APA website and disseminated to the membership in the NM APA across the state of New Mexico to enable members of the profession to know what the CRP Program is planning.

9C. The Strategic Plan

The goals of the Strategic Development Plan reflect the Program's mission to educate the next generation of planners to serve communities in the Southwest. These synergistic program goals and their related objectives set the stage for the faculty, staff, and students to continue to pursue excellence. The intent of the goals and objectives is to implement the mission pragmatically in the short- and long-term.

The following paragraphs summarize CRP's goals from its 2013 – 2018 Strategic Plan:

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, the 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 will 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 SA+P's budgeting systems and continuing autonomy over its decision-making within SA+P.

The Strategic Plan is attached as Appendix 5.