

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

**SELF-STUDY DOCUMENT**

**12 January 2007**

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# 1. GENERAL PROGRAM CHARACTERISTICS

## A. History and Development of the Community and Regional Planning Program<sup>1</sup>

The mission of the Master of Community and Regional Planning (CRP) degree program is to train students to plan and advocate for sustainable communities and ecosystems within the Southwest regional context through education, service and research. The program's purpose is to provide future planners with the knowledge and skills necessary to support planning by diverse human communities. Students of the CRP program learn to assist communities to create community-based plans and programs that sustain and enhance their culture, resource base, built environment and economic vitality. The program is explicit in its commitment to social justice in the values it seeks to inculcate in student and faculty life and in its witness in society; it promotes participatory processes that respond to community identities and development needs. One aspect of this commitment is the program's *Statement on Racism and Sexism*.

### *Statement on Racism and Sexism*

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?

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<sup>1</sup> Please also see the CRP website <http://www.unm.edu/~crp>

Over the course of time Community and Regional Planning Program has evolved in several ways. Among these:

- The student body has steadily become more socially, ethnically and economically diverse and increasingly reflects the demographic composition of the Southwest.
- The Master's degree now has three concentrations:
  1. Community and Economic Development
  2. Natural Resources and Environmental Planning
  3. Physical Planning and Design
- The CRP program now administers an undergraduate degree program, the Bachelor of Arts in Environmental Planning and Design, which consists of tracks in Community and Regional Planning and in Landscape Architecture.
- The CRP program offers minors in Community and Regional Planning for graduate and undergraduate students from other disciplines.
- The program offers formal dual degrees with Public Administration, and Latin American Studies, a highly structured individual dual degree with Water Resources<sup>2</sup>, and has supported individually crafted dual degrees with Public Health and Architecture.

#### A.1. 1980-1996: The First Accreditation Cycles

In 1980, the School of Architecture and Planning established a two-year graduate program leading to a Master of Community and Regional Planning professional degree. By the spring of 1985, the program had sufficient resources and experience to apply for accreditation from the Planning Accreditation Board (PAB). In preparation for this review, the curriculum was strengthened to focus on community development and natural resources, particularly in the context of the Southwest region and Albuquerque's proximity to Mexico. The curriculum was also reorganized to prepare students to practice in both rural and urban settings. In 1986, the program was accredited and lauded for its work and its relevance to both New Mexico and the Southwest region. It has continually been reaccredited in the usual five-year cycles from that time to the present.

#### A.2. Deepening the Commitment to Community (1997-2001)

##### *A.2.a. Studio Instruction*

The experience of advanced studio instruction in the last several years has demonstrated the value of applied practice in communities that have limited resources but real and immediate needs. Combined with the program's intent to increase applied work in physical planning, recent studios have explored strategies to sustain historic land uses in

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<sup>2</sup> Dual degrees between the CRP and Water Resources programs have been a successful feature of both programs since the 1990s; however, they have not yet been formally negotiated through the Office of Graduate Studies, which would allow them to be listed in the university catalogue.

the context of the changing contemporary demands on the urban-rural fringe, the community use of Land Evaluation and Site Assessment techniques as participatory land use planning tools, transfers of development rights to protect agricultural lands, and alternative economic development models for historic communities. Each of these studios was conducted in collaboration with community organizations and local units of government, in a manner that allowed the community voice to find its way into policy design and language.

The issue of designing a studio format to meet the pedagogical needs of the program and of the subject matter interests of the students was examined in a faculty retreat in the spring of 2001. As a result of faculty consensus on the need to provide a more explicit way for planning students to see how the different kinds of planning skills are integrated in planning practice, it was concluded that all advanced studios should combine training and work elements drawing upon the three areas of community development, natural resources, and physical planning. Consequently, the studios designed for the US and Mexico will all include these three areas of planning education and practice.

In addition, the core course in Analytic Methods, taken in the second semester, was redesigned to emphasize the comprehensive planning process as the vehicle for learning analytic techniques.

It became easier for the program to move in this direction through the addition of Bill Fleming in 1999 as a tenure-track professor in the natural resources emphasis, and the part-time assignments of Assistant Professor Mark Childs and Visiting Professor Chris Calott to the CRP program, further strengthened the physical planning pedagogy.

#### *A.2.b Certificate Programs*

Parallel to the strengthening of institutional relationships, the convergence of pedagogical streams in studio and core courses, and the addition of new faculty resources, the School of Architecture and Planning approved two new certificate programs to begin in 2002: a Certificate in Historic Preservation and Regionalism and a Certificate Program in Town Design.

#### *A.2.c Resource Center for Raza Planning*

Another vital element helping to forge the link between the community development and natural resources emphases has been the evolution of the Resource Center for Raza Planning (RCRP) from a student organization in 1996 to a full-fledged research center of the School of Architecture and Planning in 2000. Under the leadership of Dr. Teresa Córdova, it draws upon university and community-based research activists who promote integration between higher education and traditional communities through the application of planning processes and techniques.

The RCRP stems from the Community and Regional Planning Program and draws upon graduate students within the CRP program to provide technical expertise to communities and organizations for community development. There are several means for student and faculty involvement within RCRP: through participation in projects, committees, through

partnerships, and attending activities such as *platicas* (small group discussions) and workshops.

RCRP was formed to contribute to the community development efforts of traditional communities in New Mexico. The goal of RCRP is to maintain the sustainability and survivability of our traditional communities. We promote integration between higher education and our traditional communities through the application of planning processes and techniques. RCRP conceives planning as a multi-disciplinary, intergenerational, directly responsive to community needs, and developed through ongoing, long-term relationships.

The Resource Center for Raza Planning has four major objectives:

- Produce research and policy analysis of planning issues affecting traditional communities
- Partner with other organizations to promote effective strategies for community development
- Produce, compile, and distribute educational material
- Generate and nurture a pipeline of individuals interested in planning and development issues and planning education

The Resource Center for Raza Planning is truly a service-learning program that has effectively provided access to UNM services and expertise to improve the quality of life for New Mexico communities. Through RCRP UNM graduate students:

- Acquire hands-on community development skills and experience through various real world projects
- Gain in-depth knowledge of planning issues affecting local traditional communities in New Mexico
- Work with a team of planning faculty and other bright and energetic planning students dedicated to improving the quality of life of New Mexico residents

*Research Service Learning Initiatives-* RCRP uses community service as the vehicle for the attainment of student's academic goals and achievements. In RCRP, students have performed a valuable, significant, and necessary service that has real consequence to the community:

The Center engages in research, policy writing and analysis, public participation, strategic and sector planning, design and curriculum development related to economic development, infrastructure (water, sewer, drainage, road improvement), land use, neighborhood development, agricultural preservation, and youth development. Students involved in the Center go on to become successful professionals in the field of community development.

*Student's Professional Experience-* Many students have utilized RCRP in order to gain much needed professional experience. Approximately forty (40) students that have worked for RCRP have gone on to work professionally in various fields including local, state and federal government positions, and various non-profit organizations. RCRP has employed at least ten or more students to help with organizing work and door-to-door surveys. Still, RCRP utilizes many volunteers to help with specific tasks. Through our service learning initiatives, RCRP is preparing a next generation of planners that are hungry and most importantly, prepared to provide service to their communities.

*Public Responsibility-* RCRP addresses the Major Challenges Facing the State of New Mexico by promoting economic development, and the working to improve the quality of life in the State of New Mexico by promoting service mindedness among students, faculty and staff, by providing UNM services and expertise relevant to quality of life, and by enriching the cultural life of various communities.

*Diversity-* RCRP benefits the diversity of academic disciplines, and promotes communication and interaction across disciplines and units. A wide range of academic fields such as Planning, Architecture, Landscape Architecture, Public Administration, Law, Media Arts, Computer Science and Sociology has marked the development of RCRP.

*Areas of Marked Distinction-* RCRP has had a long record of marked distinction in the service they provide the community and their students. RCRP has won many awards for the work they have done and continues to strive for excellence in all aspects of their service.

#### *A.2.d. Barn Raisings*

Outreach has also been carried out through the broad-based “barn raisings”, multi-day sessions devoted to specific themes, featuring invited guest specialists and open to the wider community, including one on Indigenous Planning (Spring 1999), Globalization and the Impact on Traditional Communities of Mexico and US (Fall 1999), and Land Tenure in New Mexico (Spring 2000.)

#### *A.2.e. International Collaborations*

Following the 1996 accreditation review, the program sought to extend its international collaboration, to broaden its training and applied research by re-emphasizing physical planning in its core curriculum and studios, and to deepen its outreach to communities in New Mexico

Growing out of the existing momentum and the observations by the site visit team in 1997, the program continued its international emphasis both through institutional links – ranging from a professor’s key role in a conference on indigenous planning models held in Bellagio, Italy, to a mutual research agreement with the University of Quintana Roo, to technical assistance for the international ecological field work in Italy and Belize of the Institute for Conservation Studies at the college of Santa Fé. Dr. Carlos de la Parra of the Colégio de la Frontera Norte and Dr. Francisco Rosado May of the University of

Quintana Roo were visiting professors with the program in 2000-2001, providing keen insights into natural resource planning, economic development, and environmental impact on the northern and southern boundaries of the Republic of Mexico. Taking active interest in international dimensions of their planning education, students in the CRP program and from the Latin American Studies program have been working with CRP faculty to design an international studio in southern Mexico for the spring and summer of 2002, and the School of Architecture and Planning supported a two-person reconnaissance visit during the summer of 2001 to determine its feasibility.

### A.3. Solidifying the Base: 2002-Present

The 2001 PAB Site Visit Team commended the CRP program on its strong pedagogical and ties to community and the natural environment and applied research in the state and region, and encouraged stronger support for physical planning and urban design, plan making, and work experience related to planning.

Steven Wheeler, PhD, AICP, was hired as an Assistant Professor (he began in the Fall 2003), with expertise in physical planning, smart growth, and new urbanism. He developed a new CRP course entitled “Foundations of Physical Planning” to prepare the way for a fuller set of offerings in physical planning and design.

At the December 2004 meeting of the faculty, a new degree concentration in Physical Planning and Design was approved and was formally available for students as of the Fall of 2005. The content for the course CRP 533 (Foundations of Physical Planning) includes many of the content areas relating to the structure and functions of urban settlements.

In addition, the core studio options were narrowed to two (the Design Planning Assistance Center, DPAC, has been eliminated as a third studio option). The core second year studio, CRP 521, was redesignated from “Urban Studio” to “Advanced Studio” to assure that all students receive the same core content. This capstone studio is now required of all students.

CRP 545 (“Land Use Controls”) was reviewed by the core CRP faculty and while it was judged to provide a strong foundation in planning case law, was not thought to adequately fill the need for clearer instruction in plan making or in policy implementation. Consequently, it was decided to allow students to choose between CRP 545 and CRP 580 (“Community Growth and Land Use Planning”) to fulfill their Land Use core requirement.

Ted Jojola’s role as chair of the Indigenous Planning Division of the American Planning Association (APA) is another indication of the maturation of the CRP program, which now has a significant of Native students at the graduate and undergraduate levels. Although there are no comparative statistics, the CRP program has the highest, if not one of the highest, enrollments of Native American Students in a planning program in the nation (13 MCRP & 4 BAEPD). In the fall of 2006, the IP Division and the NM Chapter

of the APA held a joint conference, “Planning Values in a NEW New Mexico.” This is the first joint event of a planning division and a planning chapter in the history of the American Planning Association. The CRP program was a cosponsor as was the NM Indian Affairs Department who sponsored the registration of 25 tribal planners throughout the state. Eight CRP Masters students presented their professional projects as part of the proceedings and, in addition, the CRP program provided for partial payment of their conference fees.

#### A.4. Next Steps & Recruitment

The Alumni Survey, part of the 2006 Outcomes Assessment, indicated that the vast majority of CRP program graduates have taken the opportunity of planning-related work experience while in the program. While not required, planning internships are strongly encouraged and the Planning Internship seminar is offered every semester. If there are not enough students to make the course (a minimum enrollment of 6), students are given the option of taking it as a problems course. Currently, a faculty curriculum discussion is underway as to the best way to respond to the student demand.

The CRP program has been fashioning stronger links with the New Mexico APA state chapter, which has provided a stronger link between students and professionals practicing in New Mexico and a new window on ways to recruit applicants to the program. A new student APA chapter has been chartered through the Graduate Student Association. The student chapter President serves on the NM-APA state chapter board. A student chapter of the American Indian Council of Architects and Engineers (AICAE) has also been established (Ted Jojola is the faculty sponsor) at UNM and is comprised mainly of our native planning students (there is no comparable professional organization for Indian planners). Their membership has been active in recruiting high school and beginning undergraduates into the School and into the program.

In addition, the CRP program now conducts a survey of incoming students to determine the most effective strategy for disseminating information about the program. In 2003, CRP developed its own website which is now available for general inquiries. For the last two years, the program has sponsored an alumni event to encourage communications between graduates of the program and to solicit the cooperation of its graduates in recruitment. The program has also co-sponsored social events with the state chapter as part of the national APA conference.

#### A.5. Program infrastructure

The physical resources available to the programs in the School of Architecture and Planning have long been constrained by the inadequate space available. The CRP program has its own studio space to support the introductory and advanced studios, which although not optimal are a major improvement over past practice. These spaces are allocated only to the CRP program and are not shared with any other program. Three computers and one printer have been stationed in each studio for support of final productions. Meanwhile, the long-awaited new building is becoming a reality, with

construction visible across Central Avenue and occupancy projected for 2008. Revised building plans now include the incorporation of a new Fine Arts library. This facility will centralize all planning holdings within the new building.

Along with the tangible signs of more resources is the progressive decentralization of the budget management process. This has allowed the program to offer more graduate student assistantships and to integrate them more into the daily operation of the program. The program endowment is growing: there are now two endowed scholarships to support graduate study.

The last several years have been fruitful and have allowed the faculty and students to better serve the communities around the state and the planning profession. We have begun to implement the *CRP Strategic Plan: 2007-2012* adopted in August of 2006.

## **B. Strategic Planning for the CRP Program**

### B.1. Mission, Goals and Objectives

Central to the mission of academic planning programs is the preparation of students to understand and serve a diverse society. Because of this important goal, the planning program at the University of New Mexico must address the diverse needs and perspectives of the people of the state, the region and the world, including historically underrepresented groups, in educating their students to work in a multicultural society.

These concerns are expressed in the program's mission statement (see p. 3 above) and in the goals identified in the *CRP Strategic Development Plan 2007-2012* (see discussion in section 1.B.2 below and the full text in Appendix A.) The program seeks to strengthen its capacities in seven areas:

- *Curriculum*  
The curriculum reflects the mission of the program, builds on the expertise of the faculty, and fulfills the professional and academic standards established by the Planning Accreditation Board, the Association of Collegiate Schools of Planning, the American Institute of Certified Planners, and is the American Planning Association. The program strives continuously for academic excellence. The program monitors the size of its classes and oversees the pedagogical aspects of instruction. The curricular goal of the program is to remain abreast of the most important trends in professional planning education and to integrate them into the training of our students..
- *Scholarship and Research*  
The program encourages faculty and students to produce and disseminate high-quality scholarship, research, and creative work. Indeed, the program is a University-wide leader in applied community-based and participatory research. It places special emphasis on local, national, and international collaborations that-

the program's prominence within the planning field. The faculty has set a goal to double the level of extra only funded research in the next five years.

- *Service to the Community, the Profession and the University*  
Students and faculty work with a wide variety of communities to apply planning processes and techniques and simultaneously enhance the well-being of the communities they are serving. By building relationships with individuals and participating in local, regional, and national community planning organizations, students and faculty have many opportunities to share and exchange ideas and practices. The faculty seeks to enhance its effectiveness and his reputation in the practice of community-based planning.
- *Regular Faculty*  
The CRP program hires and retains faculty members who exemplify the best attributes of the academic and planning profession and are actively engaged in teaching, scholarly research and applied practice. Their academic peers recognized them for their teaching, research and publications, and service to the community.
- *Part-time Faculty*  
The program recognizes and retains part-time faculty members who are committed to academic excellence and have the professional backgrounds and skills that enhance the program's curriculum.
- *Students.*  
The program attracts and recruits students from diverse backgrounds who have planning-related experiences and sound academic preparation. It is our intention to recruit and retain students who collectively refer collect the rich and varied diversity of communities in the Southwest region. Above all, students should exemplify a commitment to the well-being of people, land, culture, resources, and the built environment.
- *Administration and Governance*  
Through consensus, the faculty members select and recommend the Program Director to the Dean. The Program Director serves a three-year, renewable term. An Administrative Assistant, part-time Graduate Assistant and a work-study student support the Director. The program has a secure resource base, establish fiscal policies, and autonomy over its decision-making within the school of architecture and planning

(For further elaboration of each program goal and related objectives please see Appendix A.)

## B.2. The Strategic Plan

The Community and Regional (CRP) program operates under the auspices of a 5-year strategic development plan. The last plan was for 2002-2007 and will expire this year. In early August of 2006, a program retreat with all faculty members was held and the *Strategic Development Plan 2007-2012* was drafted.

Although created independently, the *CRP Strategic Development Plan 2007-2012* is consistent with the strategic plan of the UNM School of Architecture and Planning. Furthermore, the program's goals and objectives articulated in the *CRP Strategic Development Plan 2007-2012* relate directly to the mission of the University of New Mexico to directly serve the communities of the state.

## B.3. Relationship to UNM's Mission

The CRP Program's mission and goals are also reflected in UNM's institutional values of: "Excellence, Integrity, Academic Freedom, Caring, Diligence and Hard Work, and Diversity."

The information in the CRP Strategic Plan is framed in a manner that articulates the program's goals as well as identifying the long- and short-term objectives. The time frame to accomplish short-term objectives is 1-2 years; the time frame to accomplish long-term objectives is 5 years.

The University of New Mexico and the School of Architecture and Planning are located in Albuquerque, the largest urban area in the state of New Mexico. The CRP Program's curriculum, faculty, research, practice, and philosophy of collective action are influenced by the Southwestern region. The regional location, cultural diversity, economic disparities and historical reliance on natural resources provide a firm basis for our approach to planning education.

The issues of urbanization, semi-arid climate, and modernization contribute to our collaborative research and team teaching model. Our Mission Statement reflects the faculty's desire to train and educate professional planners with strong skills in community-based planning.

The goals and objectives are consistent with the *University of New Mexico Strategic Plan* as approved by the board of Regents December 11, 2001. The UNM Strategic Plan reflects key advantages and strengths of the academic excellence and New Mexico's regional attributes and competitive advantages including:

- New Mexico's diverse demographic profile provides UNM the opportunity to create an exceptionally rich learning environment characterized by a wealth of different ideas considered from a multitude of perspectives.
- UNM is near an international border; the associated cultural, political, historical, economic, and social relations provide a foundation for a natural international

orientation.

- The University's proximity to the internationally prominent scientific communities of the federal laboratories provides manifold opportunities for collaboration and synergy in scientific and engineering education and research.
- UNM's location in the midst of a world-class arts center, along with museums and other support facilities, provides unique opportunities for research and creative activity, as well as for educational programs in the arts and humanities.
- New Mexico's high-desert location, accompanied by the surrounding mountains, the Rio Grande Valley, and other natural features provides a laboratory for environmental, water, health, and other research and educational opportunities.
- New Mexico's rich cultural heritage, spectacular landscape, and climate provide a high quality of life that is appealing to many scholars, students, artists, business firms, and others for whom the state is a highly desirable place to locate.

### **C. Accomplishments**

The CRP Program strives to attain the same standards of academic excellence as indicated in the University's commitment to the "hallmarks" of advanced learning – persistent academic inquiry, demonstrated intellectual and creative contributions to society, and world class scholarship and research befitting a Carnegie Very High Research University.

The program has made significant progress since 2001. Specifically, it has demonstrated progress in each of its Strategic Plan Goals in the following manner:

#### C.1. Curriculum

The program has continued to strengthen the two concentrations in which it has historically specialized (Community Development and Natural Resources) and has formally added a third concentration (Physical Planning and Design). All three concentrations draw on the collective expertise of the faculty and are based on knowledge in the core curriculum including key theoretical, methodological and problem solving skills that cut across the concentrations. Students build specific knowledge in a concentration as well as take electives that introduce topics and key concepts from the other concentrations. Together, the three concentrations form a strong link to the Master of Landscape Architecture and Master of Architecture graduate programs.

In the spring of 2001, the faculty of the School of Architecture and Planning approved the creation of two new certificate programs – Town Design and Historic Preservation and Regionalism. These have solidified to augment current planning, architecture, and landscape architecture education and to provide opportunities for continuing education and enhanced training for the practicing professionals throughout the state. Both certificate programs have key courses that are cross-listed and offered through the CRP program. In addition a small number of CRP students have added one or the other of these certificates to their professional MCRP degrees.

In addition to the core courses required of all students, each concentration has developed a foundations and a second methods course, allowing students to complete their education with a common base of theory, knowledge, and a set of analytical and design skills for their chosen specialization. Each student declares his or her concentration during the Graduate Review, an admission to candidacy procedure required before enrollment in the required thesis/professional project preparation course. This Thesis/Professional Project Preparation Seminar reflects a faculty consensus that strong organization and research methods skills are necessary for the successful and timely completion of the Thesis or Professional Project.

The Graduate Review of a student's progress after the first semester is an opportunity to clearly structure the acquisition of planning skills and outline the remaining courses in pursuit of the MCRP degree and in light of a proposed thesis or professional project. Its format is a formal discussion between the student, the student's faculty advisor, and one other CRP faculty member. During the meeting, the graduate review committee reviews key skills and concepts the student has acquired to date in the program, the formal plan for completion of the student's graduate coursework, and a preliminary discussion of the student's proposed thesis or professional project.

The planning core courses and their role in preparing students for the specialized concentration are regularly revisited by the faculty, along with the allocation of program resources to ensure consistent pedagogy, equitable and appropriate course distribution, and the quality of students' graduate experiences.

## C.2 Scholarship and Research

The quantity and quality of publications has significantly improved. This is reflected in the curricula vitae of the CRP faculty. (Please see discussions under Sections 3 and 6, below.)

The program has continued to develop research and institutional relationships with foreign universities and scholars. Professors Richardson and Jojola have participated in separate faculty exchanges with Curtin University in Perth, Australia, following the sabbatical visit by Professor David Wood to UNM. Aspects of this budding relationship include joint consultation in planning mediation and the sharing of paradigms in Indigenous Planning. There is the possibility of a joint indigenous planning course in Perth bringing together US and Australian planning students, as well as an opportunity for Australian students to participate in a summer planning studio in either New Mexico or Mexico.

Professors Henkel and Isaac have overseen a USAID-funded TIES (Training, Internships, Exchanges, and Scholarships) grant, assisting the Universidad de Quintana Roo (UQROO) in developing a professional graduate program in Natural Resources Planning and Management – the first of its kind in Mexico. (This joint effort builds upon a formal relationship concluded in 2000 between the School of Architecture and Planning and UQROO, and a subsequent *convenio* between UNM and UQROO signed in 2002, both of

which relationship were the result of efforts by CRP Program faculty.) Among other aspects of the grant have been a joint UNM-UQROO summer studio, faculty exchanges and lectures, and joint planning for curriculum development at UQROO.

Funding to support visiting scholars is formalized in a \$8,000 line item of the CRP budget, and collaborations continue with UNM international programs, the Latin American and Iberian Institute, and individual faculty contacts with universities in Western Europe and South Asia. While financial resources are quite limited, international students from Mexico, India, Nepal, and Taiwan have enrolled in the program between 2002-2006.

### C.3. Professional and Community Service

Both professional and community-based planning opportunities continue to be among the most valued activities in the program. Each CRP faculty member is actively involved in some fashion (classroom, studio, applied research, practice or community service projects) with a range of community-based groups. The nature of their engagement encompasses local, regional and international community development, regional resource management, and local tribal-level or traditional community planning. Each faculty member has an exemplary record of achievement in community service and professional dedication and brings these experiences into the classroom.

### C.4. Faculty

Progress has been steady and significant with regular, full time faculty increasing from 6 to 7 (and the addition of a regular faculty member on short-term partial assignment to the UNM Center for Regional Studies) since 2001. By the summer of 2006, regular tenured faculty included three full professors and four associate professors, in addition to one tenure-track assistant professor. (Seven of these eight hold Ph.D. degrees, and all have terminal professional degrees in planning or a related field.) Faculty development is supported primarily through a \$1,000 grant for travel, training, or research from the regular CRP budget.

Work loads among regular full-time faculty are determined by the School's standard of five courses per year, modified by the amount of time necessary for preparation and instruction and the size of the enrollments. Studio courses, for example, are considered equivalent to 1.5 seminar courses. Core courses tend to be taught by teams of regular full-time faculty members to make different teaching styles and perspectives available to students – in such cases, the weight of the course is divided among the instructors. Courses with large student enrollments or requiring substantial technical preparation and review are often assigned graduate assistantships to help maximize the effectiveness of teaching.

Part-time and adjunct faculty – progress is good, as the CRP program pursues its goal of identifying and retaining highly qualified part time and adjunct instructors. Quality is determined by the degree of experience instructors have in their professional practice,

their prior experience in teaching (as indicated by faculty observation and student evaluations.) New part-time faculty members participate in an orientation conducted by the program Director, where they learn about the standards for instruction, the Program’s team-based learning approach, and administrative requirements for teaching in the program.

Three of the seven current part-time instructors also hold Ph.D. degrees, and four have taught previously in the program. Two of the seven are jointly hired by CRP and Landscape Architecture, providing instruction in Graphics and Geographic Information Systems, with jointly developed curricula – representing the interrelated nature of these two graduate programs. All part-time and adjunct faculty members are either active practitioners or specialists in their field of instruction. All are invited to fully involve themselves in Program deliberations as much as their schedules will allow.

### C.5. Students

**The number of admissions** to the CRP Program has on average remained high, despite decreasing enrollments in several of the University’s other graduate programs. During the past five years the program has attracted a pool of 40 to 50 applicants annually from which a class of 20 to 25 students has been admitted. The number of applications has fluctuated, particularly over the last three years, but the quality of applicants as reflected in the number of undergraduate honors and the clarity of their purpose in applying to the program appears to be higher. This is partly the result of better application instructions and more rigorous admission procedures (two faculty members and a student member of the admissions committee review each file).

**Table 1. Graduate Student Applications and Admissions - Fall Semesters  
Community and Regional Planning<sup>1</sup>**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Applied	42	46	46	33	29	37	40	39	46	45
Admitted	25	20	24	18	24	22	21	21	24	22
% Admitted	59.5%	43.5%	52.2%	54.5%	82.8%	59.5%	52.5%	53.8%	52.2%	48.9%

<sup>1</sup>Source: Office of Institutional Research, UNM

More significantly, the incoming class of students increasingly resembles the **demographic profile** of the state in several respects, especially in that two of the last four years have resulted in a minority/majority ethnic composition. This is reflected in a high number of Native American students drawn by the Indigenous Planning work of Professor Jojola and a steady enrollment of Latino students engaged with the Resource Center for Raza Planning founded by Professor Cordova. In recent years, the gender ratio of the program has been about 3 females to every male.

**Table 2.a. Fall Student Enrollment  
Masters in Community and Regional Planning<sup>1</sup>**

<b>Gender</b>	<b>Ethnicity</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Female	African American/Black	1	1	1	1	1	1	0	0	2	2
Female	American Indian	0	0	0	1	2	3	4	8	7	9
Female	Asian/Pacific Islander	2	1	2	2	1	1	0	1	1	1
Female	Hispanic	5	8	7	6	10	10	11	12	4	7
Female	White/Non-Hispanic	32	36	36	27	22	18	23	19	19	19
Female	International	0	0	0	0	0	0	1	1	1	2
Female	No Response	2	3	4	3	2	0	0	0	0	0
<hr/>											
Male	African American/Black	3	2	3	3	1	1	0	0	0	0
Male	American Indian	0	0	1	0	0	0	0	2	1	2
Male	Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Male	Hispanic	8	8	5		89	6	5	6	4	5
Male	White/Non-Hispanic	17	15	17	16	17	15	14	11	10	5
Male	International	0	0	0	0	0	0	0	0	0	0
Male	No Response	0	0	0	0	0	0	2	2	2	2
<hr/>											
M&F Combined	African American/Black	4	3	4	4	2	2	0	0	2	2
M&F Combined	American Indian	0	0	1	1	2	3	4	10	8	11
M&F Combined	Asian/Pacific Islander	2	1	2	2	1	1	0	1	1	1
M&F Combined	Hispanic	13	16	12	6	99	16	16	18	8	12
M&F Combined	White/Non-Hispanic	49	51	53	43	39	33	37	30	29	24
M&F Combined	International	0	0	0	0	0	0	1	1	1	2
M&F Combined	No Response	2	3	4	3	2	0	2	2	2	2
<hr/>											
	Total	70	74	76	59	145	55	60	62	51	54
	Percent Minority <sup>2</sup>	28%	28%	26%	33%	38%	40%	35%	49%	40%	52%
	Percent Female	60%	70%	71%	57%	54%	47%	56%	59%	49%	57%

<sup>1</sup> Source: Office of Institutional Research, UNM

<sup>2</sup> Does not include "International" and "No Response"

Comparable figures for undergraduates are not available from the Office of Institutional Research for all categories and all years, but CRP statistics show that the fledgling BAEPD program has an ethnic minority enrollment of 24% and an even gender balance.

**Table 2.b. Fall Student Enrollment  
Bachelor of Arts in Environmental Planning and Design<sup>1</sup>**

<b>Gender</b>	<b>Ethnicity</b>	<b>2005</b>
M&F Combined	American Indian	2
M&F Combined	Hispanic	3
M&F Combined	White/Non-Hispanic	16
	Total	21
	Percent Minority	24%
	Percent Female	48%

<sup>1</sup> Source: Community & Regional Planning Program

**Evidence of retention** of students requires cohort data analysis which is not currently available but anecdotal evidence suggests that those pursuing their degrees full-time are more likely to graduate than those who do not. The pattern of full-time to part-time student enrollment varies with the financial and life circumstances of the individual student, and some petition to defer enrollment or interrupt their program of studies in any given entering cohort. The proportions of students in each category have varied somewhat in the academic years between 2001 and 2005 but the AY 2005 full-time to part-time ratio was 1:1. (See Table 3.a)

**Table 3a. Full-time and Part-time Fall Enrollments  
Masters in Community & Regional Planning<sup>1</sup>**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Full-time	38	37	35	29	27	27	31	34	30	28
Part-time	32	37	41	38	38	28	29	28	22	28
Total	70	74	76	67	65	55	60	62	52	56
% Full-time	54.3%	50.0%	46.1%	43.3%	41.5%	49.1%	51.7%	54.8%	57.7%	50.0%

<sup>1</sup>Source: Office of Institutional Research, UNM

Comparable figures are not available for undergraduate students. The BAEPD student body has grown from 9 in the 1999-2000 academic year to 22 in the 2006-07 academic year. After an unsteady beginning, by the fall of 2003 the student body appeared to stabilize with higher rates of continuation and graduation and less interruption in the course of study. (See Table 3.b)

**Table 3.b Senior Student Outcomes Fall 1999-2005  
Bachelor of Arts in Environmental Planning and Design<sup>1</sup>**

Student Level	Fall Undergraduate Enrollment						
	1999	2000	2001	2002	2003	2004	2005
Freshman							
Sophomore		2	1	1	3	2	1
Junior		4	3		2	5	6
Senior		3	5	5	4	5	13
<b>Outcome by Following Fall Semester</b>	<b>By F00</b>	<b>By F01</b>	<b>By F02</b>	<b>By F03</b>	<b>By F04</b>	<b>By F05</b>	<b>By F06</b>
% Enrolled with same major	33.30%	20.00%		75.00%	40.00%	71.40%	
% Enrolled with different major							
% Graduated	33.30%	40.00%	40.00%		40.00%	28.60%	
% Dropped Out <sup>2</sup>	33.30%	40.00%	60.00%	25.00%	20.00%	0.00%	

<sup>1</sup>Source: Office of Institutional Research

<sup>2</sup>Includes all interruptions in study, including leaves of absence.

The graduate professional degree program seems to have fluctuated a little more. As can be seen in Table 3.c, continuation appears to hover around 60%, while graduation rates

move around somewhat. Although the data from UNM's Office of Institutional Research are somewhat limited in this respect, discussions with graduate students and among faculty members consistently point to a delay in completion due either to a student being fully employed after the completion of coursework but before defense of the thesis, or due to family matters such as birth of children or illness.

**Table 3.c Graduate Student Outcomes  
Masters in Community and Regional Planning<sup>1</sup>**

Fall Master's-Level Enrollment							
Student Level	1999	2000	2001	2002	2003	2004	2005
Masters							
<b>Outcome by Following Fall Semester</b>	<b>By F00</b>	<b>By F01</b>	<b>By F02</b>	<b>By F03</b>	<b>By F04</b>	<b>By F05</b>	<b>By F06</b>
% Enrolled in Master's status with same major	62.70%	60.00%	69.10%	66.30%	56.50%	67.30%	
% Enrolled in Master's status with different major							
% Graduated with Master's Degree	31.30%	15.40%	9.10%	15.00%	14.50%	19.20%	
% Dropped Out <sup>2</sup>	6.00%	24.60%	21.80%	16.70%	29.00%	13.50%	

<sup>1</sup>Source: Office of Institutional Research

<sup>2</sup>Includes all interruptions in study, including leaves of absence.

As one might expect, students from the local area often have less direct pressure to complete their degree in a timely fashion because their social support networks are stronger and serve to help the individual to adjust to changing social and financial circumstances.

**Student financial aid** is an important source of educational support for undergraduates and particularly for graduate students, and among those pursuing degrees full-time more than those attending part-time, as can be seen in Table 4.a. (Financial aid may also be harder to qualify for if one is a part-time student.)

**Table 4.a. Fall Semester Financial Aid Support by Student Level  
Community and Regional Planning  
Full-time and Part-time<sup>1</sup>**

	2001	2002	2003	2004	2005
Undergraduate - FT (%)	15.0	15.2	22.5	20.0	28.3
Undergraduate - PT (%)	0.0	2.0	3.1	3.2	1.4
Average Award - FT & PT (\$)	4,469.00	4,480.00	3,789.50	4,062.00	5,144.00
Graduate - FT (%)	92.6	80.6	85.3	86.7	82.1
Graduate - PT (%)	17.9	37.9	28.6	50.0	32.1
Average Award - FT & PT (\$)	4,971.50	5,407.00	5,427.50	5,686.00	4,836.50

<sup>1</sup>Office of Institutional Research, UNM

Student financial aid still consists primarily of a package of loans augmented by some

assistantships and a few scholarships and fellowships. (See Table 4.b.)

**Table 4.b. Fall Semester Financial Aid Support by Student Level  
Community and Regional Planning  
Type of Financial Aid<sup>1</sup>**

	2001	2002	2003	2004	2005
<b>Undergraduates</b>	<b>Average Aid Amount (\$)</b>				
Grant Aid	1660	1325	1538	1556	1886
Jobs-Work-study Aid	0	1836	1739	2000	0
Loan Aid	2878	3392	2885	3841	3556
Scholarship	1245	1311	1370	1674	1824
<b>Graduates</b>	<b>Average Aid Amount (\$)</b>				
Grant Aid	0	0	200	0	0
Jobs-Work-study Aid	1471	1059	1557	1843	0
Loan Aid	5362	5749	5936	5855	5658
Scholarship	2888	2002	1517	2803	2123

<sup>1</sup>Source: Office of Institutional Research, UNM

The sources of financial aid for undergraduates are relatively evenly distributed between grants, jobs, loans and scholarships – although loans tend to constitute between 1/3 and 1/2 of an average package. Graduate students tend to be highly dependent upon loans (see table 4.c)

**Table 4.c. Fall Semester Financial Aid Support by Student Level  
Community and Regional Planning  
Type of Financial Aid<sup>1</sup>**

	2001	2002	2003	2004	2005
<b>Undergraduates</b>	<b>Average Aid Amount (%)</b>				
Grant Aid	29%	17%	20%	17%	26%
Jobs-Work-study Aid	0%	23%	23%	22%	0%
Loan Aid	50%	43%	38%	42%	49%
Scholarship	22%	17%	18%	18%	25%
Total (\$)	5783	7864	7532	9071	7266
<b>Graduates</b>	<b>Average Aid Amount (%)</b>				
Grant Aid	0%	0%	2%	0%	0%
Jobs-Work-study Aid	15%	12%	17%	18%	0%
Loan Aid	55%	65%	64%	56%	73%
Scholarship	30%	23%	16%	27%	27%
Total (\$)	9721	8810	9210	10501	7781

<sup>1</sup>Source: Derived from Table 4.b

As can be seen, loans have constituted between 55-72% of financial aid packages for graduate students in the MCRP program in recent years, which is a strong disincentive to

pursuing a degree because of the financial obligations this entails.

Fellowship support from the UNM Office of Graduate Studies has declined somewhat (three NM Graduate Scholars fellowships in 2006 compared to five in 2003), but the CRP Program has gained two endowed fellowships that are small but growing. Assistantships available through the program have been increasing slightly, the result of good planning by the School administration and budgetary priorities by the program. Nonetheless, there has been a shift from Graduate Assistantships carrying full or partial tuition, stipends, and health insurance to Program Assistantships providing only stipends and health insurance.

The allocation of an assistantship to non-resident students reduces tuition to in-state levels, and thereby constitutes a substantial savings and is something of a draw for those choosing between the CRP program at the University of New Mexico or another planning program. However, conversations with applicants admitted to the program indicates that CRP regularly loses three to five student from those that are admitted to programs that are able to provide greater financial support.

#### C.6 Administration and Governance

Among the more important recent administrative innovations of the CRP program have been (1) the systematic presentation of the BAEPD admissions procedure and description of curriculum in graphic form by Prof. Jojola,, (2) the review of the graduate curriculum by faculty and students, (3) the drafting and adoption of a policy on academic honesty, (4) the establishment of a structured calendar of annual events and deadlines for the proper functioning of the program, and (5) the initiation of annual alumni social functions in Albuquerque and Santa Fé.

### **D. Organization of the Academic Unit**

The Community and Regional Planning Program is an academic program within the School of Architecture and Planning. The Masters degree in Community and Regional Planning (MCRP) is a professional degree accredited by the Planning Accreditation Board.

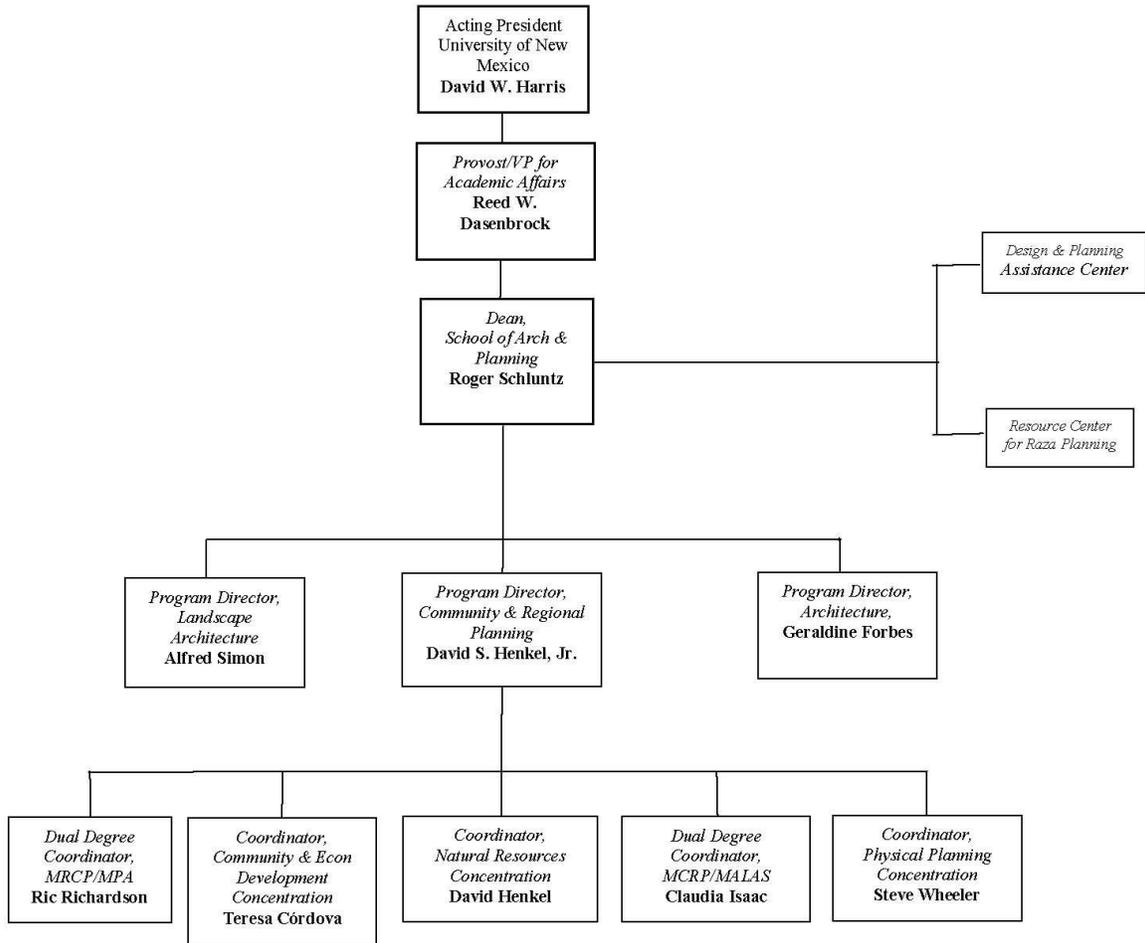
#### D.1. Other Degrees

- Master of Arts in Latin American Studies/ Masters in Community and Regional Planning Joint Degree (MCRP accredited)
- Masters of Public Administration/ Masters in Community and Regional Planning – Joint Degree (MPA and MCRP accredited)
- Graduate Minor in Community and Regional Planning
- Bachelors of Arts in Environmental Planning and Design
- Undergraduate Minor in Community and Regional Planning

#### D.2. Non-degree Programs (*Certificates, etc.*)

- Certificate in Town Design
- Certificate in Historic Preservation and Regionalism

D. 3. Institutional Structure:



#### D.4. Leadership, Governance and Organizational Structure:

The collective governance of the Program both breeds and utilizes the leadership skills of each faculty member. The Program has two full professors and four associate professors with one junior faculty member receiving tenure since the time of the last accreditation in 2001. A new junior faculty remains on the tenure-track. Tenured faculty members bring stability and continuity into the program as well as provide a solid pool from which program assignments and leadership can be drawn. Faculty members regularly share in Program administrative duties, building depth in the Program's capacity for leadership and administration. The new faculty member entering the program in the Fall of 2007 will add years of academic experience and expertise to the leadership qualifications of the faculty.

The faculty demonstrates a tremendous depth of experience in UNM program development and administration, in addition to a broad range outside the university. The faculty's present and past experience within the University of New Mexico includes:

Teresa Córdova – Director, Resource Center for Raza Planning; Acting Director, Women Studies Program.

David Henkel – Director, MCRP program.

Claudia Isaac – Director, Latin American Studies Program; Director, MCRP program.

Theodore (Ted) Jojola – Acting Director, MCRP program; Director, Native American Studies.

James (Ric) Richardson – Acting Dean, Associate Dean, and Interim Dean, School of Architecture and Planning; Director, MCRP program.

José Rivera – Director, Southwest Hispanic Research Center; Coordinador Académico de Estudios Posgrados, Maestría en Administración Pública.

## **2. DEGREE PROGRAMS AND CURRICULA**

### **A. Title: Master of Community and Regional Planning**

The CRP program is the only graduate planning program in the State of New Mexico. It is built on a long-standing commitment to progressive planning and has become known as a regional and national leader in community-based planning education. The program serves students from a wide variety of academic backgrounds with a curriculum that emphasizes the art of building community at a local scale and within regions. The program encourages peer support in small classes that provide direct interaction between students and instructors.

#### A.1 Curriculum Design

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

Community-based planners work with many constituencies, in the public and private sectors and at a grass-roots level. Since planning, by its nature, is a broad and diverse field, community-based planners may have particular specialties as well as general skills for understanding contexts and working collaboratively with citizens and other interests to develop equitable planning solutions. The heart of the curriculum is its focus on the knowledge taught through the core curriculum. The program's required courses build a foundation of knowledge and skills necessary for students to become effective planning practitioners.

The required subjects teach:

- Knowledge of theory and reflective action—the historical and empirically based ideas necessary to analyze, develop, and interpret strategies that result in innovation, planned intervention and positive changes in society and the environment.
- Knowledge about how communities work—the manner in which social, economic, political and cultural institutions and organizations function and how communities interact with natural and built systems including land use, land tenure and other resources for mutual well-being.
- Knowledge of analytical methods to determine the health of social and environmental systems, their change over time, and techniques to both measure and contribute to their improvement.

- Knowledge about plan-making—the elements of regional and local, comprehensive, sector, and strategic plans as well as an understanding of the relationship between policy guidance and regulatory requirements in physical planning, social welfare, land use, environmental health, economic and community development, and the governance structures that oversee and implement plans.
- Knowledge about how to perform in planning roles—the tools and skills necessary to engage in community-based planning and to apply research, critical analysis, and technical skills to professional practice.

The curriculum is designed to foster connection to communities and instill the relevance of the practical application in pedagogy and analysis. The strength of the CRP program lies in its commitment and connection to local community efforts in planning. Students and faculty actively engage in community service as part of the overall mission of the program.

## A.2. Curriculum Structure

The CRP Program requires a minimum of 50 credit hours of study; 27 hours of these must be taken within the CRP Program. These credit hours include core courses, an emphasis foundations course, and a second methods course. Students must also complete a thesis or professional project.

### *A.2.a. CRP General Core Courses*

A core of five courses is required of all students:

- 4 units CRP 500/ Planning Theory & Practice
- 2 units CRP 510/ Communications Studio
- 4 units CRP 511/ Analytic Methods
- 5 units CRP 521/ Advanced Planning Studio
- 3 units CRP 580/ Community Growth and Land Use
- 18 units CORE TOTAL

The core represents the knowledge elements deemed necessary to provide for a solid foundation in planning practice. Petitions to substitute any other coursework for these requirements are considered only under extraordinary circumstances.

### *A.2.b. Concentration Options*

The CRP degree is designed to allow the student to pursue an academic concentration consistent with his or her professional objectives. The completion of a concentration

allows a student to match academic interests with potential employment opportunities. The three concentrations offered are Community Development, Natural Resources & Environmental Planning and Physical Planning & Design.

Each concentration in the CRP Program requires the student to take a foundations course, and a second methods course. The remainder of emphasis coursework can be selected from a variety of offerings. Students choose courses that have special relevance to a student's professional trajectory. Such courses can be offered outside of the CRP program, but can only be applied if they carry graduate credit.

### Concentration in Community Development

Coordinator: Prof. Teresa Córdova,

This concentration is designed for students who desire to understand the process of community development in rural and urban settings. It will prepare students for practice in a variety of public policy and design-oriented settings and will give the foundation for the preparation, development and implementation of community and regional plans. It will provide students with the theory necessary to understand the process of community development within a regional framework.

The coursework encompasses the economic, political and social aspects of planning. Students are taught the planning concepts and skills necessary to assist and advocate on behalf of communities. The emphasis provides a planning approach for integrating various techniques that help to identify and understand the historical, present and future patterns of individual and collective action as well as to anticipate and predict the consequences of actions on other communities.

- 3 units CRP 531/ Community Development (Foundations)
- 3 units 2<sup>nd</sup> methods
- 3 units Elective
- 3 units Internship or Individual Problems Course
- 24 units Emphasis Total

### Concentration in Natural Resources and Environmental Planning

Coordinator: Prof. David Henkel

This concentration is designed for students who are interested in the relationships between human communities, settlements, and their ecological contexts. It will prepare students for practice, research and professional careers with nonprofit and international non-governmental organizations, with private sector firms in environmental and natural

resource design, and with public planning agencies at the local, regional, state and federal government levels.

Students are trained to analyze community planning issues in terms of their implications for the natural systems that support them. Communities are formed for diverse reasons, but successful communities adapt to their physical surroundings. Consequently, the scale and character of ecological units affecting planning for a given location may vary. It is expected that students will gain theoretical knowledge of human interactions with natural systems, learn to apply analytical techniques to the assessment of actual problems, and acquire skills for their solution. Particular attention is placed on the sustainable uses of land and water, access to and control of natural resources, and their implications for growth management.

- 3 units CRP 564/ Natural Resource Planning (Foundations)
- 3 units 2<sup>nd</sup> methods
- 3 units Elective
- 3 units Internship or Individual Problems Course
- 24 units Emphasis Total

### *Concentration in Physical Planning and Design*

Coordinator: Prof. Steve Wheeler

This concentration is designed for students who are interested in the built landscape of cities and towns, including the design of neighborhoods, cities, regions, and public spaces; land use planning and growth management; the planning of transportation and other infrastructure; and development of housing and other projects. It will prepare students for professional careers in local government agencies, regional agencies, private sector consulting firms, and nonprofit organizations.

The coursework emphasizes an understanding of how the built landscape is shaped by a variety of processes, especially those involving local communities. Classes will offer skills of analyzing local codes and regulations, understanding urban design strategies and traditions, developing written planning documents and graphic materials, and working with a variety of constituencies to fulfill community goals related to physical planning and design. Integration of physical planning strategies with environmental and economic planning objectives will be emphasized.

3 units CRP 564/ Foundations of Physical Planning  
3 units 2<sup>nd</sup> methods  
3 units Elective  
3 units Internship or Individual Problems Course  
24 units Emphasis Total

Students or professionals wishing further training in urban design can pursue the School's Town Design certificate program, which requires an additional 12 credits beyond the MRCP degree. For further information, contact director for the certificate, Mark Childs (email: <[mchilds@unm.edu](mailto:mchilds@unm.edu)>, phone: 505.277.5059).

## **B. Dual Degree Programs**

In addition to its regular degree, the CRP program provides for dual degrees that allow students to expand their education in interdisciplinary ways. The CRP program provides such student a unique opportunity to gain additional credentials for specialized professional practice.

Students with undergraduate degrees in any discipline may be admitted, provided they meet the entrance requirements of both degree programs. New students wishing to pursue a dual program apply for admission to both departments, identifying each department to the other in their applications. Although a single application fee is charged, each department reviews the application separately. A continuing student may apply for admission to a second program within 3 semesters of graduate enrollment at UNM by filing a Change of Degree Program/Addition of Major form by the regular application deadline. Acceptance of this petition by the second department establishes the student's status in the dual degree program. Many students decide to pursue a dual degree program after a semester in either of the partner programs when they realize that the dual degree can better help them achieve their academic and professional goals.

Students pursuing a dual degree program do not necessarily follow the same curriculum as regular CRP students. Full-time dual-degree students can expect to complete requirements in six semesters (3 years). Students interested in these opportunities should contact the appropriate coordinator.

### **B.1. Master of Arts in Latin American Studies (MALAS) and Master of Community and Regional Planning (MCRP)**

Coordinator: Prof. Claudia Isaac

The MALAS/MCRP degree is jointly awarded by the Latin American Studies and the Community & Regional Planning programs. The Latin American Studies program is

housed at the Latin American and Iberian Institute, 801 Yale Blvd. NE, Albuquerque, NM (505.277.2961).

The dual degree is designed for students who are interested in the professional practice of planning in a Latin American context. 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.

Students are encouraged to build skills in socioeconomic analysis and in project development, implementation and evaluation. The program draws from the regional and national planning traditions in Latin America. Planning in Latin America involves developing public sector solutions to an array of social, economic, and political concerns.

Prerequisites to the program are competence in either Spanish or Portuguese (a fourth semester course or higher) and basic course work in economics (micro and/or macro) and statistics. Deficits may be made up after admission to the program.

The program requires a minimum of 53 hours of graduate credit, compared to 72 hours if the two degrees were pursued separately.

- The required 53 graduate credit hours are distributed among:  
3 hour bridge seminar, CRP/LAS 578: Latin American Development Planning
- 26 hours of core course work in CRP, and
- 24 hours of course work in two Latin American Studies concentrations including at least one course that improves the student's skills in a Latin American language.

MALAS/MCRP candidates are required to prepare a Thesis (Plan I). Students are strongly encouraged to conduct field research in Latin America. Students are advised to begin planning for thesis research at the end of their first semester of study.

The Master's Exam consists of an oral examination at the final presentation of the thesis and includes coverage of the student's two areas of concentration in Latin American Studies.

The MCRP/MALAS dual degree program contributes from 3-10 students per cohort to the CRP student body. Graduates of the program either continue with graduate study (pursuing Ph.D.s in Planning, Sociology, and Anthropology), join graduate faculties in Latin American Universities (Mexico, Costa Rica), or work in national or international non-governmental organizations, government and multilateral agencies or planning organizations in U.S. immigrant communities.

In addition to the dual degree program, the MCRP Program supports a CRP concentration within the MALAS program, providing coursework in Latin American Planning to

students in single degree program. CRP courses also support the LAS Program's new concentration in Southwest Studies. Courses of particular interest to such students include Foundations of Community Development, Foundations of Natural Resources Planning, Human Settlements, Latin American Development Planning, Natural Resources Planning Field Methods, Negotiation and Public Dispute Resolution, Planning Theory and Process, Qualitative Research Methods, Rural Community Development, and Watershed Management.

### B.2. Master in Public Administration (MPA) and Master in Community and Regional Planning (MCRP)

Coordinator: Prof. James (Ric) Richardson

The MPA/CRP degree is jointly awarded by the School of Public Administration and the Community & Regional Planning Program. The School of Public Administration is housed on the 3<sup>rd</sup> Floor of the Social Sciences Building, UNM (505-277-1092).

This dual degree addresses the needs of students who desire public sector careers requiring the skills of both a planner and an administrator. The program of studies enables students to develop skills and backgrounds necessary to assess public needs, determine public goals, develop planning strategies and implementation programs, and to become capable and effective administrators of planning organizations, special districts, and public service agencies at the federal, state and local levels. Students may earn the MPA/CRP degree in 61 credit hours, compared to 92 hours to earn both degrees separately.

Students must maintain a cumulative GPA of at least 3.0 for all graduate courses taken at UNM regardless of the sponsoring department. Successful candidates must complete the core courses in both programs and may choose either a joint Thesis (Plan I) or a joint Professional Project (Plan II) option.

The MCRP/MPA dual degree program contributes one to two students at any given time to the CRP student body. Most graduates of the program work in jobs with city, state and tribal governments in the region.

In addition to the dual degree program, the Public administration program offers a concentration in Alternative Dispute Resolution. Students pursuing a single degree in Public Administration take advantage of course offerings in CRP, including Community Based Practice, Foundations of Community Development, Negotiation and Public Dispute Resolution, Rural Community Development, and Social Policy and Planning.

### B.3 Other Interdisciplinary Opportunities and Contributions

Since 2001, two MCRP students have pursued self-constructed “individual” dual degrees between Community and Regional Planning and Public Health, and two have pursued individual dual degrees with Water Resources. CRP faculty also teach courses, serve on committees and participate in governance in those programs and in Africana Studies, American Studies, Anthropology, Architecture, Civil Engineering, Chicano Studies, College of Education, Communications and Journalism, Earth and Planetary Sciences, Landscape Architecture, Law School, Native American Studies, Political Science, Sociology, and Women Studies.

### **C. Title: Graduate Minor in Community and Regional Planning**

Coordinator: Prof. David Henkel

Course requirements (12 hours):

- Two of the following foundations courses:  
CRP 531 – Foundations of Community Development (3)  
-and- CRP 532 – Foundation of Natural Resources (3)  
-or- CRP 533 – Foundations of Physical Planning (3)
  
- A CRP methods course in community development, natural resources or physical planning chosen in consultation with faculty advisor. (3)
  
- An additional concentration elective in community development, natural resources or physical planning selected in consultation with the student’s faculty advisor (3).

### **D. Title: Bachelor of Arts in Environmental Planning and Design**

Coordinator and Faculty Advisor: Prof. Ted Jojola

2<sup>nd</sup> Faculty Advisor: Prof. Bill Fleming

The Bachelor of Arts in Environmental Planning & Design (BAEPD) at the School of Architecture and Planning (SAAP), University of New Mexico, is an undergraduate course of study connected to the graduate programs in Community and Regional Planning (CRP) and Landscape Architecture (LA). The degree program was transferred in 2000 to CRP. Prior to this, the Architecture faculty chose to restructure its Bachelor of Arts in Architecture undergraduate program and chose to discontinue its Bachelor of Arts in Environmental Design (BAED) degree due to a lack of resources. The result of a CRP faculty review of liberal arts degree programs in Environmental Studies from around the U.S., the curriculum of the BAED was completely redesigned to conform to existing courses and faculty expertise in the CRP – and subsequently the LA Program – and was formally redesignated as the BAEPD. As a liberal arts degree, rather than a professional

degree, it is intended to prepare students for general interaction between society and the natural environment. Students completing the LA track may count courses against the first year's academic requirements in the Master of Landscape Architecture Program at UNM.

The BAEPD is administered by a degree coordinator. The degree coordinator is a planning faculty member who with the concurrence of the Director of Planning and the Director of Landscape Architecture makes decisions on program development and student admissions. The BAEPD degree coordinator receives a one-course per year release-time for performing these administrative duties.

BAEPD students take a total of 129 credits. The first 77 credits consist of a UNM core and a BAEPD core which is required of all students admitted into the degree program.

The UNM Core curriculum consists of 38 credits:

<b>Course Name</b>	<b>Course No.</b>	<b>Cr.</b>
Exposition	ENGL 101	3
Analysis and Argument	ENGL 102	3
Expository Writing	ENGL 220	3
Biology ... and Non-Majors	BIOL 123	3
Biology ... and Non-Majors Lab	BIOL 124L	1
Intro. to Geology	E&PS 101	3
Physical Geology Lab	E&PS 105L	1
<i>Choose one of the following:</i>		
Intro. Envir/Sci/Tech	AM ST 182	3
Culture of the World	ANTH 130	
Intro to Sociology	SOC 101	
Intro to Environmental Problems	CRP 181	3
College Algebra	MATH 121	3
<i>Choose two of the following:</i>		
Intro to SW Studies	AM ST 186	6
Philosophical Problems a Humanities elective	PHIL 101	
Fine Arts		3
Foreign Language		3

The BAEPD Core curriculum consists of 39 credits:

<b>Course Name</b>	<b>No.</b>	<b>Cr.</b>
Site and Environment**	LA 335	3
Human Factors in Design**	ARCH 470	3
Introduction to CRP	CRP 165	3
Community Planning Methods	CRP 265	3
Choose one of the following: Human Settlements The City in History	CRP 376 CRP 338	3
Environmental Justice	AM ST 323	3
Conservation Biology**	BIO 379	3
Cultures of the Southwest	ANTH 238	3
Small Group Communication	C & J 225	3
Intro to Macroeconomics	ECON 105	3
Plant Materials	LA 458	3
Intro to Statistics	STAT 145	3
Select one of the following: Intro to Political Analysis Intro to Research Methods**	POL SC 280 SOC 280	3

In addition to the core curriculum, BAEPD students must designate a Concentration in either Planning or Landscape Architecture in order to complete their program of studies.

Students who opt for the Landscape Architecture Concentration are supervised by the Director of the Landscape Architecture Program. Students in the Landscape Architecture Concentration complete 52 credits in the Landscape Architecture curriculum:

<b>Course Name</b>	<b>Course #</b>	<b>Cr</b>
Design Studio 1	LA 401	6
Design Studio 2	LA 402	6
AutoCad	LA 421	3
Intro. to Graphics	CRP 482	3
History of LA	LA 461	3
Urban Design Theory	CRP 425	3
Theory of LA & Env. Design	LA 462	3
Choose 3 courses: Contemporary Architecture Modern Architecture** Civic Spaces & Public Art The City in History Human Settlements	ARCH 422 ARCH 463 ARCH 466 CRP 338 CRP 376	9
Tech 1: grading & drainage	LA 480	3
Structures I**	ARCH 381	3
Electives from any area		10

BAEPD students who opt for the Planning Concentration are supervised by the BAEPD program coordinator. Students also receive detailed academic advisement about graduation requirements and administrative deadlines from the School's undergraduate academic advisor.

The curriculum for the Planning Concentration is organized around three interdisciplinary themes, Bioregional Systems, Society and Development, and Community and Identity. The Bioregional theme draws upon coursework that integrates human needs and natural systems. The Society and Development theme selects courses that examine the dynamic changes occurring in neighborhoods, cities, and entire regions as represented by policies and plans formulated to meet their social, economic, environmental and physical needs. The Community and Identity theme requires coursework that emphasizes the many different cultural perspectives of society, their complex social histories, and the rich cultural practices deployed for the current and future survival of their communities. These themes are distributed evenly throughout the Planning Concentration.

BAEPD students in the Planning Concentration complete a total of 52 credits. The Planning Concentration is comprised of a Planning Core and two Planning Emphasis options.

The Planning Core consists of 33 credits:

Course Name	No.	Cr.
Select one of the two: Watershed Management Regional Planning Process	CRP 427 CRP 467	3
Community Growth & Land Use	CRP 480	3
Introduction to GIS	CRP 483	3
Select one of the following: Women & Econ Development Plng ... Native American ... Plng in Chicano Communities	CRP 428 CRP 473 CRP 486	3
Intro to Graphics	CRP 482	3
Electives from any area		18

In addition to the Planning Core, students must designate either an Environmental Planning Emphasis or a Community Planning Emphasis. Both Emphases require a total of 19 credits.

The Environmental Planning emphasis consists of:

Course Name	No.	Cr.
Choose a 3-credit course <b>AND</b> 4-credit course:		7
Intro. to Microeconomics Environmental Economics**	ECON 106 ECON 342	

NM Field Geology ** Geomorphology** Flora of New Mexico** Plant Community Ecology** Environmental Conflicts ...	E&PS 310L E&PS 481L BIOL 463 BIOL 475 AM ST 324	
Choose 2 of the following: Urban & Regional Econ** Public Policy & Admin Modern Latin Am History Soc & Develop in Latin Am...	ECON 341 POL SC 270 HIST 282 HIST 468	6
Choose two: Business & Profess. Speaking Inter Cultural Communication Oral Narrative Traditions	C & J 332 C & J 314 ANTH 312	6

The Community Planning emphasis consists of:

Course Name	Course No	Cr
Choose a 3-credit course AND 4-credit course:		
Flora of New Mexico ** Plant Community Ecology** Environmental Conflicts ...	BIOL 463L BIOL 475 AM ST 324	7
Choose 2 classes:		
Intro to Microeconomics Urban & Reg. Economics** Social Welfare Policy** The Welfare State ** Law ...Political Comm. Comparative Politics Public Policy & Admin Modern Latin Am History Soc & Dev in Latin Am...	ECON 106 ECON 341 SOC 300 SOC 400 POL SC 303 POL SC 220 POL SC 270 HIST 282 HIST 468	6
Choose 2 classes:		
Black Books (Section 006) Topics in Chicana/o Studies The Native American Exp Oral Narrative Traditions Business ... Speaking Intercultural Communica... Dynamics of Prejudice** Sociology of New Mexico** Sociology of Mex.-Am.**	AF AM 381 CH ST 393 NAT AM 252 ANTH 312 C & J 332 C & J 314 SOC 216 SOC 326 SOC 428	6

Application packets are due at the SAAP undergraduate advisor's office by April 15<sup>th</sup> (for the Fall semester) or November 15<sup>th</sup> (for the Spring semester) of each year. To apply, a student must have completed a minimum of 26 hours of the UNM and/or BAEPD core, including Engl 102 (with a C or better). The packet consists of an application form

(which is obtained from the SAAP undergraduate advisor) and a two page statement of intent indicating how the degree will benefit the applicant. The applications are reviewed by a selection committee comprised of the program coordinator and a faculty designate. The recommendations are forwarded to the CRP director and the Landscape director for their concurrence.

Students must have at least a 2.0 GPA. Prospective students are strongly encouraged to be taking or have taken either CRP 165 (Introduction to Planning) or CRP 181 (Introduction to Environmental Problems) at the time of their application. Students who take these courses and whom are identified by the Teaching Assistants as having exceptional potential are particularly encouraged to apply. This is the only recruitment strategy which is actively used.

#### **E. Title: Undergraduate Minor in Community and Regional Planning**

Coordinator: Prof. Bill Fleming

The Community & 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 3 hours of a 300- or 400-level CRP course. These course offerings are also listed as electives in the new minor in Sustainability Studies.

## F. Course Cycles

One of the challenges facing the unit is to find a balance between the *predictability* of course offerings so that students can complete academic requirements in an efficient manner, the *composition* of course offerings that present a rich mix of suited to the diverse interests of the student body, and a *scheduling sequence* that allows students the opportunity to take courses of greatest interest at least once during their academic career in the program. (A related challenge is to avoid the conflicting scheduling of courses within a given semester.) Thus the CRP program has developed an approach that maximizes the regular offering of required courses each academic year, while interspersing elective courses across a two-year span.

<p><b>FALL</b> <i>Every Year</i></p> <p>165 Intro to CRP 265 Community Planning Methods 500 Planning Theory and Process 510 Planning Communication Techniques 515 Natural Resources Planning Field Methods 521 Advanced Planning Studio 525 Urban Design Theory 579 Intro to Preservation and Regionalism 581 Computer Applications for Planning 583 Intro to Geographic Information System (GIS) 586 Planning Issues in Chicano Communities 588 Professional Project/ Thesis Preparation</p>	<p><b>SPRING</b> <i>Every Year</i></p> <p>181 Intro to Environmental Problems 511 Analytic Methods for Planners 513 Qualitative Methods 527 Watershed Management 531 Foundations of Community Development 532 Foundations of Natural Resources Planning 533 Foundations of Physical Planning 545 Land Use Controls 576 Human Settlements 580 Community Growth and Land use Planning 585 Negotiation and Public Dispute Resolution</p>
<p><b>ODD YEARS</b></p> <p>569 Rural Community Development 582 Introduction to Graphics 562 The Housing Process 535 Community Economics 570 Indigenous Planning 578 Latin American Development Planning</p> <p><b>EVEN YEARS</b></p> <p>543 Transportation Planning 570 Modeling the Environment 528 Women and Economic Development 573 Planning Process and Issues of Native American Lands</p>	<p><b>EVERY 3<sup>rd</sup> SEMESTER</b></p> <p>534 Infrastructure Design and Planning 566 Civic Space and Public Art</p> <p><b>OCCASIONAL</b></p> <p>512 Planning Analysis and Forecasting 565 Land Development Economics 567 Regional Planning Process 584 Neighborhood Planning 587 Political Economy of Urban Development</p>

### 3. INSTITUTIONAL CONTRIBUTIONS

The Community and Regional Planning Program has established working relationships with other academic programs at the University of New Mexico at the graduate and undergraduate levels.

#### A. Dual Graduate Degree Programs

The formal dual degree programs with Latin American Studies and Public Administration not only provide opportunities for graduate students to complete 2 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 masters theses required under these arrangements. Similar, although less formal, arrangements also exist with the Water Resources and Public Health graduate programs. Because of these structured arrangements graduate students migrate among all of the programs in order to acquire skills of particular interest to their professional future and current course of study.

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, Women Studies units. 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.

Within the School of Architecture and Planning, CRP courses support the multidisciplinary certificates in Town Design and in Historic Preservation and Regionalism. Students from the Architecture and Landscape graduate programs take advantage of physical planning courses taught in the CRP program.

The CRP Program's undergraduate courses support university initiatives including the service learning initiative and the freshman learning communities. Most of the CRP Program's 500-level electives are paired with 400-level numbers; and as such support the Architecture Program's requirement that B.Arch. students take at least one upper division planning class.

The following courses have had consistent enrollments from graduate and undergraduate programs across campus:

**Anthropology:** 513 – Qualitative Methods

**Communications and Journalism:** 513 - Qualitative Methods, 470 – Indigenous Planning

**Landscape Architecture:** 583 - Introduction to Geographic Information Systems

**Latin American Studies:** 500- Planning Theory and Process, 513 - Qualitative Methods, Natural Resources Planning Field Methods, 531 – Foundations of Community Development, 570 – Community Based Practice, 532 – Foundations of Natural Resources Planning, 586 – Planning Issues in Chicano Communities, 535 – Community Economics, 567 – Regional Planning Process, 569 – Rural Community Development, 578 – Latin American Development Planning, 528 – Women and Economic Development

**Law:** 545- Land Use Controls, 573 – Planning Process and Issues of Native American Lands

**Management:** 470 – Indigenous Planning, 573 – Planning Process and Issues of Native American Lands

**Political Science:** 513 - Qualitative Methods

**Public Administration:** 570 – Community Based Practice, 531 – Foundations of Community Development, 585 – Negotiation and Public Dispute Resolution, 569 – Rural Community Development, 536 – Social Policy and Planning.

**Water Resources:** 515- Natural Resources Planning Field Methods, 527 – Watershed Management, 532 – Foundations of Natural Resources Planning, 570 – Modeling the Environment

**Women Studies:** 528 - Women and Economic Development

**Town Design Certificate:** 525 – Urban Design Theory, 534 – Town Design, 566 – Civic Space and Public Art, 535 – The Housing Process, 543 – Transportation Planning

**Historic Preservation and Regionalism Certificate:** 579 - Introduction to Preservation and Regionalism

**Courses that consistently attract non-degree/community students include:** 531 – Foundations of Community Development, 532 – Foundations of Natural Resources Planning, 584 – Neighborhood Planning, 486/586 – Planning Issues in Chicano Communities, 4/13/513 - Qualitative Methods, and 428/528 - Women and Economic Development.

## **B. Undergraduate Courses Serving the University**

At the undergraduate level, one of the courses offered “Introduction to Environmental Problems” (CRP 181) is part of the UNM core course grouping; “Introduction to Community and Regional Planning” (CRP 165) is an elective track In the Freshman Living and Learning sequence; while “Community Planning: Concepts and Methods (CRP 265) and “Human Settlements” (CRP 376) our course is supporting the Research and Service Learning program at University College.

Discussions are currently underway with the professors organizing the undergraduate minor in Sustainability Studies about the inclusion of ten CRP course offerings as electives for that course of study. These include:

- CRP 181 – Introduction to Environmental Problems
- CRP 165 – Introduction to Community and Regional Planning
- CRP 265 – Community Planning Concepts and Methods
- CRP 423 – Advanced Site and Environment
- CRP 424 – Environmental Planning Methods
- CRP 428 – Women and Economic Development
- CRP 473 – Planning Process and Issues of Native American Lands
- CRP 474 – Cultural Aspects of Community Development
- CRP 480 – Community Growth and Land Use
- CRP 484 – Neighborhood Planning

A critical element in determining the viability of this arrangement will be the maintenance of high quality instruction in the face of increased enrollment.

### **C. Faculty Research Collaboration**

As detailed in the faculty CVs (section 6 Faculty Matters), virtually all of the CRP faculty are affiliated or collaborate with a wide range of other academic departments and research centers on the university campus. These partnerships have increased since the last academic program review, as reflected in the trend toward multidisciplinary research at UNM and most other research institutions. With respect to the CRP faculty, research ties exist with the Water Resources Program, the Extended University Distance Learning Program, the Latin American and Iberian Institute, the Women Studies Program, the Southwest Hispanic Research Institute, the Native American Studies Program, the departments of anthropology and American studies, the Center for Regional Studies, the School of Public Administration, the Health Sciences Center Pediatrics and Public Health, and the Utton Transboundary Resources Center at the School of Law, among others. Often, CRP faculty members are invited to serve on advisory committees or in other capacities by these units, to include serving as research team members and co-investigators of research proposals submitted for funding to external sources, such as the U.S. Agency for International Development, the National Science Foundation, the U.S. Department of Agriculture, State of New Mexico agencies, private foundations, and others.

The CRP faculty input to these collaborative research initiatives encompass the breadth of specializations evident in the faculty CVs: resources analysis and sustainability, land use and growth management, indigenous planning, cultural resources, dispute resolution, group process facilitation, rapid resource appraisal, watershed management, cultural aspects of water, race, class, and identity, and urban ecology. CRP faculty often help to bridge the mainstream disciplines in related fields, such as the social sciences with the life and natural sciences and engineering. Sustainability is of universal concern to scientists and practitioners alike, a topic well understood by planners. In addition, many

CRP faculty are valued for their knowledge of and networking with researchers, academics and practitioners in the international arena: Mexico, Honduras, Peru, Philippines, India, Spain, China, and other countries in Europe and Central Asia. These collaborations represent a more recent strength in research capabilities and will likely increase the research productivity of the faculty and CRP students in the next few years, complementing the community based research in New Mexico and the Southwest that has been ongoing since the inception of the CRP program.

#### **4. STUDENT PROFILE AND SUPPORT**

The analysis contained in this section includes separate assessments for graduates and undergraduates under the Community and Regional Planning Program. Because the graduate program leads to a nationally accredited professional Master of Community and Regional Planning degree, a number of the measures used here relate to similar measures applied by the Planning Accreditation Board in its five-year review.

The Bachelor of Arts in Environmental Planning and Design (BAEPD) has evolved out of an earlier program located within the architecture program of the School of Architecture and Planning, and currently serves as a liberal arts degree preparing students in the planning and landscape architecture courses of study. The degree program is administered by the Community and Regional Planning Program, in consultation with the Landscape Architecture Program. Students in the BAEPD degree program may pursue a track in environmental planning or in landscape architecture. Graduates of the BAEPD program's landscape architecture track may be eligible for admission to the graduate program and reduce the amount of time required for that degree. Graduates of the BAEPD programs environmental planning track may apply to the graduate planning program, but currently without any reduction in the amount of time required for that degree.

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 admitting annual student cohorts that more closely resemble the demographic profile of the state than has historically been the case. A significant number of graduate students admitted from New Mexico are among of the first members of their families to have completed bachelor's degrees in college and, in many cases, the first in their families to have completed 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 overseas.

#### **A. Recruitment, Admissions, and Progress**

##### A.1. 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 and while not numerous, have provided a rich perspectives on community development and natural resources planning. In recent years, about half of the entering cohort has come from within New Mexico and the other half from outside. 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 (if from in-state) or through the world wide web.

The program has generally admitted from 22 to 25 applicants in an effort to enroll an entering class of from 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. Consequently, CRP students and faculty are particularly looking forward to the opening of George Pearl Hall in 2007 which will accommodate more students from all three professional degree programs in the School of Architecture and Planning. The planning faculty has begun to discuss future optimal sizes for the program. Although a transcribed graduate minor course of study, was formally added in 2005, so far this has not resulted in a swelling of class size

As the size of the entering cohort has increased, so has the number and percentage of minority students. Since the year 2000 all of the entering classes have included more than 35% minority students, and in 2005. The program welcomed a minority-majority class of 52%. The largest percentage increase was by Native American students, followed closely by Latino students. Another trend over the course of the last 10 years has been a steady increase of female students, currently at about 85%.

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, and
- 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.

Each applicant's file is reviewed by three people—two members the faculty and one continuing graduate student – and all of the applications are reviewed by the faculty as a whole in cooperation with the graduate students who have been invited to help review the files. Program 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 seem to be 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 a reapplying in order to develop a mutual sense of good fit.

## A.2. BAEPD

When the CRP program assumed administration of the BAEPD degree in the year 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 program.

Consequently, the first two years were devoted to 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 course of study in community and regional planning for those students in the Bachelor of University Studies program and other undergraduate degree programs at the University of New Mexico. Neither of these formal undergraduate programs have been widely advertised; nonetheless, the number of students enrolled in the BAEPD degree program has doubled from 10 to 20 over the last five years. Further expansion of the undergraduate degree program and minor course of study will depend upon space allocated in the new building and to resources available for teaching. One innovation in this respect has been the hiring of senior graduate students as instructors for lower division undergraduate course offerings, with considerable success.

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 for it also to reflect the demographic composition of New Mexico, but without actively recruiting, the diversity of the student body depends upon the interests of those choosing the course of study. [Currently the undergraduate student body is about 50% male and 50% female; ethnic minority students comprise about 25% of the current group of BAEPD majors.]

Admissions criteria for the undergraduate major and minor are a 2.0 GPA, a favorable assessment by the student's undergraduate studies advisor, and a two-page letter of intent, which – similar to the graduate application – serves as a writing sample and evidence of clarity about the purpose and requirements of the undergraduate major or minor degree.

## **B. Retention, Advisement, and Completion**

### **B.1. MCRP**

Usually, students admitted to the graduate program are highly motivated and although they may choose to be employed or serve in internships during their course of study, 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 to shoulder the responsibilities of the graduate program. 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 develop the skills necessary for successful completion of the program.

Advisement at the graduate level takes two forms: faculty and administrative. The Senior Advisor of the School of Architecture and Planning manages the academic files of each

student and provides counsel regarding required paperwork, deadline dates, and other logistical specifics demanded by the University. Each student is assigned a faculty member as a personal advisor upon admittance to the program, and is expected to make routine appointments to discuss the choice of courses, the selection of a concentration, and other academic resources offered by the University. During the semester in which the student completes half of his or her course requirements for the degree, s/he makes a formal appointment for a Graduate Review with the faculty advisor and one other member of the CRP faculty. The Graduate Review is intended as a mid-course evaluation of progress and intent; it consists of a self-evaluation by the student of progress in key competencies for the degree, a formal declaration of the program of study required to complete the necessary coursework, and a preliminary discussion of the thesis or the professional project required to demonstrate mastery. 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. Recently, the program has initiated a process by which the progress of each advisee is discussed by the collective CRP faculty at the end of each semester so that all of us are aware of the strengths, weaknesses, and particular needs of each student in 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 are able to do this, but those requiring financial resources from employment or who have chosen to undertake internships with professional planning organizations as a supplement to their course work, 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 about 65.] In recent years about 14 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 a special class to help them complete their thesis or professional project work. This was very successful, and led to the development of a course required of all students on thesis and professional project preparation, designed to help students develop clear strategies for successful completion.

## B.2. BAEPD

Most students admitted to the BAEPD major or to the undergraduate minor in community and regional planning are sufficiently prepared to complete the required coursework. Requirements for admission have been tightened somewhat to ensure that students understand what will be expected of them, and this has been complemented by the designation of two regular faculty members as academic advisors for BAEPD majors and undergraduate planning minors. Because the undergraduates do not have a physical location in which to meet on a regular basis, tracking them down can be a little challenging. They often may not understand the utility or the importance of routine meetings with their faculty advisor, except 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 the School of Architecture and Planning; consequently, students often come seeking permission to substitute suitable replacements for courses which they failed or are otherwise unavailable. Anecdotal evidence suggests that this has been the single largest reason for delayed graduation, although students in these disciplines do not appear to be taking longer to complete their degrees than students in other programs on campus.

## **C. Financial Support**

### C.1. MCRP

Financial aid for graduate students is a significant obstacle to attracting highly qualified candidates, but having said that over half of graduate students since 1996 have received some. As with undergraduate students (see below), 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. While there are very few departmental scholarships, a steady number of students have received tuition stipends. 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.

An analysis of financial data for students who completed the FAFSA indicates that the average annual parent income of independent students since 1996 has generally declined, averaging around \$18,000 across the ten-year period.

### C.2. BAEPD

Financial support for undergraduate students since 1996 has been consistently higher for full-time students than for those attending part-time. At no time in that 10 year period have more than 3.1% of undergraduates attending part-time been provided financial aid, according to the Office of Institutional Research at the University of New Mexico. During the same period, as few as 5% (1997) and as many as 28.3% (2005) have received

financial aid. Undergraduates are not eligible for assistantships and only three have received any kind of departmental scholarship since 1996.

An analysis of financial data for students who completed the FAFSA indicates that the average annual parent income of dependent students since 1996 has generally declined, averaging \$39,000 across the ten-year period. The average income of independent undergraduate students is closer to \$14,000 per year on average since 1996.

## **D. Trends in Enrollment**

### D.1. MCRP

Between 1996 and 2005 the average enrollment in the graduate program has averaged 64 students, with significant increases in the number of Native American students, a slight decline in the number of Latino students, and a very large increase in the number of female students as a proportion of the overall graduate student population. There has not been a significant difference in the number of student credit hours generated over that time period. (See Table 2.a in Section 1, above.)

### D.2 BAEPD

Between 1996 and 2005 the average enrollment in the undergraduate program has gradually increased to about 20, representing a doubling of the undergraduate student population. (See Table 2.b in Section 1, above. Independent statistics are not maintained for students who have not formally declared the community regional planning minor course of study.) Student credit hours generated by the undergraduate participants in these programs decreased markedly after the 1998-1999 academic year, and due to a revision in the architecture undergraduate curriculum, which formerly had required students to take at least one planning class as part of their course of study. Beginning in the 2002-2003 academic year, numbers of undergraduate student credit hours increased once more, due to the inclusion of undergraduate planning classes in the University core curriculum and as a feature of the Freshmen Living and Learning and the Research and Service Learning special programs.

## **E. Student Support Services**

### **E.1. MCRP**

There are no independent student support services at the graduate level in the School of Architecture and Planning, aside from academic advisement. In recognition of the occasional occurrence of catastrophes in student's lives, the Dean of the School designated an emergency revolving fund to help students overcome temporary distress. The full range of medical and psychological support facilities, along with opportunities for physical recreation, available at the University of New Mexico is open to the students.

### **E.2. BAEPD**

There are no independent student support services at the undergraduate level in the School of Architecture and Planning, aside from academic advisement. In recognition of the occasional occurrence of catastrophes in students' lives, the Dean of the School designated an emergency revolving fund to help students overcome temporary distress. The full range of medical and psychological support facilities, along with opportunities for physical recreation, at the University of New Mexico is available to the students.

## 5. STUDENT PERFORMANCE MEASURES

The MCRP and BAEPD degree programs intend to achieve the same goals: competence in performance, awareness of one's own capacity and behavior, and ownership of one's own learning.

### A. Expectations for Student Outcomes: Competence

The goals for competence in community-based planning on the community, environmental, and physical planes are articulated well by the Planning Accreditation Board's guidelines for program accreditation:

“To become effective and ethical practitioners, students must develop a comprehensive understanding of cities and regions, and of the theory and practice of planning. They must also be able to use a variety of important methods in their practice. They must become sensitive to the ways in which planning affects individual and community values, and must be aware of their own roles in this process.

“The program's curriculum shall assure that graduates have substantial exposure to each of the basic subject areas listed below under “Knowledge” and “Skills.”

- Knowledge about how communities work – the manner in which social, economic, and political institutions function and how communities utilize natural systems, including land use, and resources for their well being;
- Knowledge about how to perform planning roles – the tools and skills necessary to engage in community-based planning for their well-being;
- Knowledge of “theories of action” – the historical and empirically based ideas necessary to analyze and interpret strategies that result in innovation, planned intervention and positive changes in society and the environment.

For graduate students, these outcomes are measured by performance in coursework, measured by grades awarded; by performance in applied projects often as part of a team in a studio or applied research context; by self-evaluation at the time of the Graduate Review (see Section 5.B below); by the quality of the written thesis or professional project; by the clarity of the thesis or professional project defense; and by the final exit evaluation by the chair of the thesis or professional project committee. Exceptionally accomplished theses or professional projects – judged by their thoroughness, incisiveness, and contribution to the body of knowledge – may graduate with distinction for their demonstration of mastery.

Undergraduates' outcomes are primarily measured by performance in coursework, measured by grades awarded, and by performance in applied projects. (See Section 5.D.2 below.)

Students with outstanding (the top 20% of the current graduate or undergraduate student body) cumulative grade point averages may be nominated for membership in the Tau Sigma Delta national honor society of the design professions.

### **B. Expectations for Student Outcomes: Awareness**

During the semester in which the student completes half of his or her course requirements for the degree, s/he makes a formal appointment for a Graduate Review with the faculty advisor and one other member of the CRP faculty. The Graduate Review is intended as a mid-course evaluation of progress and intent; it consists of a self-evaluation by the student of progress in key competencies for the degree, a formal declaration of the program of study required to complete the necessary coursework, and a preliminary discussion of the thesis or the professional project required to demonstrate mastery.

The self-evaluation covers a range of skills under the three main topics articulated above in the quotation from the Planning Accreditation Board. The student, the advisor and one other CRP faculty member review the self-evaluation to identify areas requiring further training and experience in the course of completing the degree and subject areas that might be covered by coursework, independent investigation, internships, or volunteer work. It is also a time for the student and faculty members to confer regarding the extent to which the student is internalizing the social and professional behavior appropriate to a planner.

At the time of the defense of the thesis or professional project the chair of the thesis or project committee fills out a nearly identical form to evaluate the student's capacities at the end of the degree process. This is used as an outcomes measure, compared to the student self-evaluation completed earlier.

For BAEPD students, there is no formal process similar to the Graduate Review self-evaluation; instead this is addressed by the instructors in response to student performance in class.

### **C. Expectations for Student Outcomes: Ownership**

One of the most challenging aspects of a post-graduate education is the shift from having one's education defined from without – from the academic institution, from instructors, from peers – to having to define one's educational needs by oneself and pursuing educational solutions on one's own.

The MCRP and BAEPD programs pursue this goal through a great deal of team-based learning and through intense advisement – more so at the graduate than at the undergraduate levels. This qualitative measure of ownership is determined primarily by advisement – faculty advisors are all expected to encourage their advisees to take increasing responsibility for determining the course of study and acquiring skills appropriate to their degree goals. During the last two faculty meetings of each semester, the entire CRP faculty discusses the progress of each graduate student with respect to all

of the expected student outcomes, and shares insights and observations into the challenges faced by each student and the progress that student has made. In this way it is hoped that faculty members can help provide continuous support to a student's development as a professional in the making.

## **D. Determining Student Outcomes**

### D.1 MCRP Program

Students in the professional degree program have shown a shorter time to completion in the last five years than in the prior time periods, according to an outcomes assessment survey conducted by the program in the summer of 2006. Forty responses out of a pool of 130 of the alumni/ae who graduated between 1979 and 2004 described how well the CRP program prepared them for their professional work. The responses were sorted into two groups, those graduating before 2001 and those graduating after 2001, in order to assess the current design of the program since its last accreditation by the Planning Accreditation Board. Among other findings:

*The main results showed a decline in the number of years between enrollment and graduation (3.92 overall, 3.42 since 2001), a reduction in time to enrollment following graduation, and an increase in employment experience in the private and NGO sectors. All but two respondents are currently employed in planning (one is not; one did not indicate one way or the other). Those graduating earlier tended to include many more AICP [American Institute of Certified Planners] members.*

*There was no statistically significant (at a 0.10 confidence level) difference in self-evaluations of levels of preparedness in the six competence areas surveyed. Nonetheless, there was a feeling of slightly greater preparation in ethical practices, planning methods, and theories of action. Conversely, there was a feeling of slightly lesser preparation in policy analysis, facilitating community involvement, and plan making.*

The results of this outcomes assessment has been made part of the on-going CRP discussion of curriculum contents and has also contributed to choices of guest speakers in the recently introduced "Practitioners Forum" in which planning professionals are invited to share their expertise with planning students in brown bag seminars.

The 2006 CRP Alumni Survey determined that more than 95% of the graduates surveyed were employed in the profession within a month of graduation/

### D.2 BAEPD Program

Currently, the primary means of determining undergraduate student outcomes is through grades awarded for courses taken. The students with the top 20% grade point averages are nominated for membership in Tau Sigma Delta, a national honor society for the design professions. While grade-based measures are certainly a useful part of determining student progress in learning, the CRP faculty does not consider this sufficient to assess outcomes on their own. Consequently, the faculty is considering several additional options for assessing student outcomes.

The program currently requires students to submit a letter of intent, indicating how the degree would benefit them. The students are encouraged to write two pages about their interest in environmental planning, articulating their reasons for pursuing a planning degree at the University of New Mexico. This document could serve as a baseline for evaluating the progress of the student by comparing it with a self-assessment at the end of the senior year. The assessment would ask the student to rate their capability in several planning capacities, such as the ability to analyze local environmental planning issues in terms of broader social, economic, physical and political realities. An understanding of ethical planning practices and roles that planners play in resolving environmental problems would be part of the assessment.

A requirement for a senior paper on an environmental issue would be an additional way to assess student abilities to critically evaluate evidence and to express a well-written analysis clearly and articulately. The paper would include a personal reflection on their growth in the program and how they could use their knowledge and skills as a planner. A presentation of the paper in a seminar to teachers and peers would assess verbal and graphical learning, and could be compared to earlier class presentations.

## 6. FACULTY MATTERS

The following abbreviated curricula vitae communicate the activities of the current full-time faculty members from 2001 to 2006.

### A. Faculty Characteristics

The full-time and tenured or tenure-track faculty of the CRP program is 43% ethnic minority in origin and 29% female. As indicated by Table 5.A, this demographic profile has been fairly constant since 2001.

**Table 5.A. Tenure/Tenure Track Faculty by Sex and Ethnicity  
Community and Regional Planning<sup>1</sup>**

<b>Ethnicity</b>	<b>Gender</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
African American/Black	F	1	1	1	1	1
African American/Black	M	0	0	0	0	0
African American/Black	Total	1	1	1	1	1
American Indian	F	0	0	0	0	0
American Indian	M	1	1	1	1	1
American Indian	Total	1	1	1	1	1
Hispanic	F	1	1	1	1	1
Hispanic	M	0	0	0	0	0
Hispanic	Total	1	1	1	1	1
White/Non-Hispanic	F					
White/Non-Hispanic	M	4	3	4	4	4
White/Non-Hispanic	Total	4	3	4	4	4
All Ethnicities	F	2	2	2	2	2
All Ethnicities	M	5	4	5	5	5
All Ethnicities	Total	7	6	7	7	7

<sup>1</sup>Source: Office of Institutional Research, UNM

There has been no faculty turnover since Paul Lusk retired in 2001; indeed, the regular full-time faculty has been very stable throughout most of the history of the CRP program. The main fluctuation suggested by Table 5.B has been among the part-time instructional staff, the requirements for whom tend to shift between semesters and with the number of courses that “make” the minimum enrollment required by the University.

**Table 5.B. Total Instructional Faculty by Faculty Category  
Community and Regional Planning<sup>1</sup>**

<b>Faculty Category</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Tenure/Tenure Track	7	6	7	7	7
Regular Non-Tenure	0	0	0	0	0
Part-Time/Contingent	1	6	1	4	3

<sup>1</sup>Source: Office of Institutional Research and CRP Program

The CRP faculty has also increased its proportion of Ph.D.s since 2001.

**Table 5.C. Tenure/Tenure Track Faculty by Highest Degree Earned  
Community and Regional Planning<sup>1</sup>**

<b>Degree</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
Masters	2	1	1	1	1
Doctorate	5	5	6	6	6
Total	7	6	7	7	7

<sup>1</sup>Source: Office of Institutional Research and CRP Program

The Program faces two challenges in the distribution of faculty specialization: (a) due to its small size, the assignment of regular faculty to administrative roles (such as Acting Dean or Director of CRP or of Latin American Studies) and the absence of faculty on sabbatical reduces the critical mass necessary for effective teaching; and (b) future retirements of senior faculty and migration of junior faculty will challenge the Program to find individuals who can fill the pedagogical roles required by the curriculum.

Further increase in the BAEPD student body will challenge the human resources in the CRP faculty, not only with respect to instruction but also for advisement. The most effective professional training for the planning profession as practiced at the University of New Mexico is not provided through large lecture-style presentations. Rather, it is much more like the activity that occurs in a laboratory – and this is particularly true of studio instruction, which requires a high level of interaction between instructors and individual students. Each CRP faculty member serves as advisor for a number of graduate MCRP students, for academic advice, professional development, and guidance in developing and defending the thesis or professional project. This is an intense activity requiring a great deal of time. Three professors also bear the responsibility for advising undergraduates who are pursuing the BAEPD or CRP minors, and though the degree of intensity is less than for graduates a continued increase in the number of undergraduates may overwhelm our capacities. So far the faculty has chosen not to water down or “routinize” our advisement activities.

Furthermore, as the need for new areas of expertise are identified in order to maintain the currency of our professional training capabilities, we will continue our search for highly-qualified Tenure Track, Regular Non-Tenure Track, and Part-Time faculty members to augment the program’s existing capacities.

## **B. Scholarly Research and Creative Professional Work**

In the area of scholarly research and creative professional work, CRP faculty members are expected to participate actively, and their individual productivity is measured in terms of the relationship between professional and academic writing, the amount of published work produced within the year, and the integration of research and practice into classroom teaching. Research capabilities of the faculty as a whole include: community based and participatory research with local groups, resources analysis and sustainability, watershed planning and water quality monitoring, rapid resource appraisal, bioregional

planning, race, class and identity, neighborhood empowerment, indigenous planning, cross-cultural training, dispute resolution, the culture and of water in the Southwest, agro-ecology, and sustainable urban design.

Table 6 displays the recent trends in research and creative professional work by the faculty of the Community and Regional Planning faculty. It suggests that the production of books and book chapters has greatly increased and that the number of peer-reviewed journal articles and reviews has diminished. Technical reports, funded research projects, and presentations before peer audiences have remained reasonably steady. The Program’s goal is to increase the number of more widely-disseminated kinds of publications while maintaining a strong presence in technical reports and research-based publications.

**Table 6. Scholarly Work by Tenured/Tenure Track Faculty  
Community and Regional Planning<sup>1</sup>**

Type of Scholarly Work	2001	2002	2003	2004	2005	Total
Books and Book Chapters	1			3	5	9
Journal Articles and Reviews	8	4	8		4	24
Technical Reports	5	3	4	3	2	17
Funded Research Projects	3	14	14	9	8	48
Presentations for Academic and Professional Audiences	4	4	1	3	5	17
General Presentations	1			1		2
Other Scholarly Work	4	2	2	1	1	10
<b>Total</b>	<b>26</b>	<b>27</b>	<b>29</b>	<b>20</b>	<b>25</b>	

<sup>1</sup>Source: CRP Program

The faculty’s CVs reflect the accomplishments during the last five years in each of the areas of research specialization to include international projects conducted in partnership with academics, researchers, and practitioners in many countries. This body of scholarship adds to the strong contributions previously made and ongoing with respect to community-based research, teaching and practice in the context of the American Southwest. While the local and regional emphasis will continue as a distinctive feature of the community and regional planning program at UNM, the new opportunities for growth and contribution to knowledge will be comparative research with other regions of the world, especially those with similar human and environmental conditions: aridity, resource scarcity, rural poverty, presence of diverse cultures, growth impacts on carrying capacity of land and water resources, and uneven development. The CRP faculty as individuals and collectively have much experience to share, and the tools and networks are in place to move forward with this research agenda in the next few years. As with local and regional research, CRP graduate students too will benefit from international collaborations especially with regard to the completion of theses and professional projects.

## **Teresa L. Córdova**

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### **EDUCATION HISTORY**

Ph.D. Spring, 1986, University of California, Berkeley, Sociology  
M.A. Spring, 1979, University of California, Berkeley, Sociology  
B.A. Spring, 1974, University of Denver, Sociology

### **CURRENT TEACHING AREAS**

Foundations of Community Development  
Political Economy of Urban Development  
Community Economics  
Seminar in Professional Project and Thesis  
Community Planning Methods  
Planning Issues in Chicano Communities

### **DIRECTOR, RESOURCE CENTER FOR RAZA PLANNING (RCRP) 1996-2006**

RCRP is a Center in the School of Architecture and Planning, whose mission is to promote the sustainability and survivability of traditional communities in New Mexico. The Center engages in research, policy writing and analysis, public participation, strategic and sector planning, design and curriculum development related to economic development, infrastructure (water, sewer, drainage, road improvement), land use, neighborhood development, agricultural preservation, and youth development. Students involved in the Center go on to become successful professionals in the field of community development.

### **CIVIC AND POLICY BODIES**

Bernalillo County, New Mexico, Board of County Commissioners, 2005-present  
Bernalillo County Board of Finance, 2005-present  
Albuquerque Bernalillo County Water Authority, 2005-present  
Albuquerque Bernalillo County Government Commission, 2005-present  
Mid Regional Council of Governments, Metropolitan Transportation Board, 2005-present  
Bernalillo County, New Mexico, Board of County Commissioners, Vice-Chair, 2006-2007  
Albuquerque Bernalillo County Government Commission, Chair, 2005-2006  
Albuquerque Bernalillo County Unification Charter Commission 2002-2003

### **PROFESSIONAL SOCIETIES AND ORGANIZATIONS**

Association of Collegiate Schools of Planning  
National Association of Latino Elected Officials

### **UNIVERSITY SERVICE - COMMITTEES**

Presidential Search Committee 2006-2007  
Intellectual Property 2003-2006  
Strategic Planning, Subcommittee, Spring 2003  
Search Committee, Vice-President for Business and Finance, 2001  
Strategic Planning Task Force, Committee Outreach/Relations, Fall 2000

### **PEER REVIEWED JOURNAL ARTICLES AND BOOK CHAPTERS**

- Agency, Commitment and Connection: Embracing the Roots of Chicano and Chicana Studies, *in* The International Journal of Qualitative Studies in Education, Vol. 18, No. 2, *March-Spring 2005*
- *Research, Pedagogy and Action*, in *Latino Studies Journal, Volume 1, Issue, July 2003*
- *Plugging the Brain Drain: Bringing our Education Back Home* in Mora, Juana and David Diaz, eds., *Latino Social Policy: A Participatory Research Model*, The Haworth Press, Spring 2003.

- ***Problem Solving Research: The Resource Center for Raza Planning and Community Development*** in *Aztlan: A Journal of Chicano Studies*. UCLA Chicano Studies Research Center. Volume 27, Number 1, Spring 2002.
- ***A dialogue for sustainability: people, place and water*** with A. Simon, J. Cooke, P. Aguilera-Harwood, and B. Miera. in proceedings for ECOSUD 2003, an International Conference on Sustainability in Florence, June 03 and CELA 2003 (Council of Educators in Landscape Architecture) Charleston, September 03
- ***Grassroots Mobilizations in the Southwest for Environmental and Economic Justice*** in *The International Journal of Public Administration*, Vol. 25, Numbers 2 & 3. April 2002, pp. 333-349.

## RESEARCH FUNDING

- State Legislature, \$47,500.00, Legislative Session, 2005 Isleta Corridor and Village Center Sector Development Plan, Bernalillo County, contract to Resource Center for Raza Planning (RCRP) to produce a Rank 3 Plan for Bernalillo County Planning and Zoning, July 2004, (Jacobo Martinez and Stephen Wheeler assumed responsibilities of PI after January 1, 2005)
- "Coors 8, 9, 10," Bernalillo County, to Resource Center for Raza Planning to conduct public participation process for sewer project in South Valley, June 30, 2003.
- Phase II, Isleta Blvd. Reconstruction Project, ASCG Engineering, to Resource Center for Raza Planning to conduct public participation for design process, May 7, 2002
- U.S. Department of Housing and Urban Development (HUD), Community Development Work Study Program, Principal Investigator, \$87,000, 2002-2005
- Far South Valley Water Project, Dolan and Domenici to RCRP to conduct public participation process for municipal water project, \$78,4 10, August 2002 - August 2004
- Phase I, Isleta Boulevard Reconstruction Project, Bernalillo County to Resource Center for Raza Planning to assist in public information exchange, \$10,000, 2002
- Sanchez Farm Site Design, Bernalillo County to RCRP to work with neighborhood residents to develop multi-purpose design for drainage detention pond, \$10,000, 2002
- Albuquerque Community Foundation to develop curricula for youth for agricultural activities, \$5000. October 1, 2001 -January 2002. The gardening book has been utilized by numerous organizations that work directly with youth in agricultural activities.
- U.S. Department of Housing and Urban Development (HUD), Hispanic Serving Institutions Assisting Communities (HSIAC) for the Resource Center for Raza Planning to assist the Rio Grande Community Development Corporation to develop a small business incubator and commercial kitchen, \$398,388, 2000-2003

## PROFESSIONAL REPORTS

- ***Stakeholder Perspectives: An Evaluation of City of Albuquerque Industrial Revenue Bond Policy***, for City of Albuquerque, Spring 2002
- ***A Dialogue: People, Place, and Water*** with the Resource Center for Raza Planning and the Landscape Architecture Program, School of Architecture and Planning, UNM, April 2002.
- ***Community Impact Assessment of the Rio Grande Educational Lifelong Learning Facility in the Sanchez Farm Neighborhood in the South Valley*** with the Resource Center for Raza Planning, School of Architecture and Planning, University of New Mexico, January 2001
- ***Dona Ana: A Visioning*** with the Resource Center for Raza Planning, January 2001

## FEATURED PRESENTATIONS TO ALBUQUERQUE/BERNALILLO COUNTY REGION

- ***The RCRP: Celebrating University/Community Collaboration*** August 24, 2006
- ***Eminent Domain: The Effects of Kelo v. City of New London***. 10<sup>th</sup> Annual Conference, Land Use Law, Continuing Law Education (CLE), Albuquerque, New Mexico, December 5, 2005
- ***Unification? What's that all about? Analysis, insights and conclusions about local governance and the unification issue***. Sponsored by Planners Network and the Southwest Organizing Project, Albuquerque, New Mexico, October 25, 2004

## **William M. Fleming**

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### **EDUCATION**

Ph.D., University of British Columbia: Civil Engineering (water resources)  
M.S., Colorado State University: Watershed Management  
A.B., Dartmouth College: Geology

### **CURRENT POSITION**

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

### **AFFILIATIONS**

American Planning Association  
New Mexico Riparian Council, Board of Directors  
Santa Fe Watershed Association, Technical Advisory Committee  
Galisteo Watershed Association, Technical Advisory Committee  
UNM Master of Water Resources, Program Board

### **CONSULTANCIES**

Rangeland Sedimentation Survey, Chilton Ranch, Arivaca, Arizona. 2002  
Rangeland Riparian Health and Erosion Analysis, Chilton Ranch, Arivaca, Arizona. 2002

### **FUNDED RESEARCH**

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.

2002-2003 Principal Investigator: River Source/NM Game & Fish, \$13,100 (\$3500 to support a CRP graduate assistant): environmental education project to continue Watershed Watch program, teaching middle and high school teachers and students to monitor water quality and watershed health in 20 NM watersheds where schools are located and where land use issues impact water quality and riparian health.

2002-2003 Co-Investigator (with David Henkel): Statewide Comprehensive Outdoor Recreation Plan, \$110,000 to update the state's outdoor recreation plan.

2002-2004 Co-Investigator (with Michael Campana, Michelle Minnis and others): US Agency for International Development Program "Institutional Partnerships in Higher Education for International Development," \$100,000: to establish a Central American Water Resources Development Center with the Escuela Agrícola Panamericana (Zamorano) in Honduras.

2002-2004 Faculty Participant (Principal Investigator: Teresa Cordova): Bernalillo County and City of Albuquerque \$78,410: South Valley Water Utilities Extension Project.

2002-2004 Faculty Participant (with Michael Campana and others): funded by NATO, Science for Peace Programme and the Organization for Security and Cooperation in Europe (\$370,000, with \$42,000 allocated to the US): South Caucasus River Monitoring Project to assist the Republics of Armenia, Azerbaijan and Georgia in watershed management and STELLA water resources modeling.

## **PUBLICATIONS AND REPORTS**

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).

Community-based watershed management in the Himalaya: lessons learned over 30 years (in press) Food and Agriculture Organization of the United Nations, Rome, Italy, (with J.P. Fleming).

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. 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.

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).

Community-based ecological monitoring: a rapid appraisal approach. 2001. Journal of the American Planning Association 67(4):456-466 (with D. Henkel).

Preservation of a riparian acequia landscape: transfer of development rights in La Cienega/La Cieneguilla, New Mexico. 2001. Proceedings of Fifth Annual Conference of the NM Riparian Society: Riparian Success Stories in New Mexico, 7p.

Ten steps to evaluate rangeland riparian health. 2001. Rangelands 23(6):22-27 (with D. Galt and J. Holechek).

Review of The Essential Aldo Leopold: Quotations and Commentaries. 2001. New Mexico Historical Review 76(1):109-111.

Review of Great River of the West: Essays on the Columbia River. 2002. New Mexico Historical Review (Fall)

Watershed planning and monitoring by local student stakeholders New Mexico Watershed Watch. 2001. Proc. Ann. Water Resources Conf., Am. Water Resources Assoc., p. 43.

## **David S. Henkel, Jr.**

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### **EDUCATION:**

Cornell University, Ithaca, NY. Ph.D., **1984**  
Major Field: Development Sociology  
Minor Fields: City and Regional Planning; International Agriculture  
University of Pennsylvania, Philadelphia, PA. M.A., B.A. **1969.**  
Major Field: South Asia Regional Studies

### **ACADEMIC APPOINTMENTS:**

Associate Professor, University of New Mexico (1999-Present)  
School of Architecture & Planning: Director, Community & Regional Planning program (2000-present.)  
Coordinator, Natural Resources and Environmental Planning emphasis (1999-present.)

### **AREAS OF SPECIALIZATION:**

Natural Resources Management/Environmental Planning: Agroecology; natural resource inventories; farming systems research; impact analysis; land suitability analysis; bioregional planning; monitoring.  
Land Use/Growth Management: Traditional land use analysis; public education for growth management; economic base analysis for industrial, commercial and small business development.  
Rural Community Development: Sustainable rural development; carrying capacity; rapid appraisal techniques; regional infrastructure assessment.  
International Development Planning: Research, project design, and evaluation of international development at regional and subregional levels; trans-jurisdictional planning; cross-cultural training.  
Administration: Project design and management. Fiscal, budgetary and human resource supervision. Public testimony.

### **TEACHING AREAS:**

Natural Resources, Analytic Methods, International Development, Regional Planning, Cultural Aspects, Economic Development

### **PUBLICATIONS, PRESENTATIONS, TRANSLATIONS and OTHER SCHOLARLY WORK:**

- “The Intersection of Environmental Justice and Land Use Planning” – NM APA Annual Conference, November 2006. With Mary Day.
- “Assessment, Monitoring and Restoration in the Galisteo Basin” – UNM Annual Water Forum. Albuquerque: October 2006
- “The Intersection of Environmental Justice and Local Land Use Planning” – Co-presenter with Patricia E. Salkin. “The Intersection Between Environmental Justice and Local Land Use Planning: A One Day Workshop for land use attorneys, planners, local officials.” Albuquerque: July 19.2006
- “Mapping New Mexico’s Environmental Future” – APA Annual Conference, April 2006, San Antonio. With Mary Day.
- “Academic and Professional Training for Natural Resources Planning and Management.” United States-Mexico: University Partnerships for Prosperity Conference. With Ricardo Torres Lara. Guadalajara, Jalisco, Mexico. August 2005.
- Areas naturales protegidas: unos ejemplos de Europa.” In short-course: “Manejo de Recursos Costeros para Administradores Municipales”, Cozumel, Quintana Roo, Mexico. June 2005.

- 2004 "Statewide Comprehensive Outdoor Recreation Plan, 2004-2009." For NM Parks and Recreation Division.
- "Community-based Ecological Monitoring: A Rapid Appraisal Approach." Journal of the American Planning Association. With Bill Fleming. Autumn. 2001
- "Community and Cultural Diversity: Ranching, Farming, and the Natural Environment." Quivira Coalition Newsletter. January. 2001
- "Collaboration and the Community Voice" (panel) - Discussant. Association of the Collegiate Schools of Planning, Annual Conference; Cleveland, Ohio. November 8-11. 2001
- "The Ecology of Healthy Communities." The Economic Development Work Group: Albuquerque, NM. (9/20/01)
- 2001 Colorado River Reader. Edited by Richard F. Fleck. *New Mexico Historical Review*. Pp. 108-109, Vol. 76, No. 1 (January).
- Bioregional Planning: Resource Management Beyond the New Millennium. David Brunckhorst. *Society and Natural Resources*. Pp. 447-449, Volume 14, Number 5/May 1, 2001.

#### **SERVICE TO THE COMMUNITY AND REGIONAL PLANNING PROGRAM:**

Director, Community and Regional Planning Program (2000-04, 2005-Present)  
 Coordinator, Natural Resources Emphasis (1994-Present)  
 New Student Orientation Coordinator (1992-1996, 2000-04, 2005-Present)  
 Grievance Committee (1993-2000)

#### **SERVICE TO THE SCHOOL OF ARCHITECTURE AND PLANNING:**

Committee to Develop the SAAP Constitution, Chair (1999-2000)  
 Graduate and Curriculum Committee, Chair (2000-Present)

#### **SERVICE TO THE UNIVERSITY OF NEW MEXICO:**

Member, UNM Urban Agenda Consortium (2001)  
 Reviewer, 2001 CGSIUMI Distinguished Dissertation Award  
 Faculty Senate Graduate Committee (2000-2004; Chair, 2002-2004;  
 Chair-elect 2001-02; Chair, Implementation Subcommittee 2001-2002)  
 Faculty Senate Bachelor of University Studies Committee (2000-2004)  
 Latin American and Iberian Institute Concilium (2000-Present)

#### **SERVICE TO THE COMMUNITY**

American Friends Service Committee – NM Area Committee, 2001-present  
 Earth Works Institute, Santa Fé – Director 2003-present  
 American Planning Association, NM Chapter – Chair, Technical Committee, 2006-present

#### **CURRENT PROFESSIONAL AFFILIATIONS:**

American Planning Association - 1990-present (Active, APA New Mexico Section)  
 Association of Borderlands Studies (1993-present)  
 Association of Collegiate Schools of Planning (1992 - present)  
 Ecological Society of America (2000-2002)  
 NM Geological Society (1997 - present)  
 Society for Human Ecology (1999-present)  
 Society for Conservation Biology (2006-present)

#### **FUNDED PROJECTS:**

2003 "Academic and Professional Training for Natural Resources Planning and Management. with the Universidad De Quintana Roo. Author and Co-P.I.." US Agency for International Development (\$195,000). 2 years.  
 2003 "Statewide Comprehensive Outdoor Recreation Plan." NM Parks and Recreation Division (\$50,000)

## **Claudia Benoit Isaac**

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School of Architecture and Planning, University of New Mexico  
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E-mail: [cisaac@unm.edu](mailto:cisaac@unm.edu)

### **EDUCATION**

#### **Graduate School of Architecture and Urban Planning**

University of California, Los Angeles, Los Angeles, California  
Ph.D. in Planning, 1993

#### **Woodrow Wilson School Of Public and International Affairs**

Princeton University, Princeton, New Jersey  
M.P.A./U.R.P (Public and International Affairs and Urban and Regional Planning), June, 1981.

#### **Bryn Mawr College**

Bryn Mawr, Pennsylvania  
B. A. in Psychology May 1975.

### **PROFESSIONAL POSITIONS**

**January 1988 to Present:** Community and Regional Planning Program, School of Architecture and Planning, REGENT'S LECTURER (9/05 – 6/08), ASSOCIATE PROFESSOR (7/95 to present).  
Graduate courses in PLANNING THEORY AND PROCESS, QUALITATIVE METHODS IN PLANNING, LATIN AMERICAN DEVELOPMENT PLANNING, GENDER AND ECONOMIC DEVELOPMENT, INTERNATIONAL FIELD STUDIO.

**January 2002 to December 2004:** Director Latin American Studies Program, College of Arts and Sciences, University of New Mexico. Director of BA, MA and Ph.D. programs in Latin American Studies. Department of Education Foreign Language Area Studies Coordinator.

### **PUBLICATIONS, PROFESSIONAL DOCUMENTS & PRESENTATIONS**

“Historical Habits, Identity Practices and Structural Racism: Class and Identity Contestation in Albuquerque New Mexico’s Downtown Redevelopment Planning”, Association of Collegiate Schools of Planning presentation, October, 2005.

“Proposed Charter for the Single Urban Government of Albuquerque-Bernalillo County 2004”, presented by the 2004 Unification Charter Commission (Patrick Burke, Ernie C de Baca, Albert Chavez, Bianca Encinas, Tommy Hughes, Claudia Isaac, Mary Molina Mescall, Sander Rue, Ciel van Berkel) to the voters of the City of Albuquerque and of Bernalillo County for adoption on November 2, 2004. Not adopted.

“Review of: Social Capital in Poor Communities”, *Journal of the American Planning Association*, Vol. 69, # 1, Winter 2003, pp. 95-96.

“The Role of Women of Color in the Academy: Modeling Multiplexity”, colloquy on Women of Color in the Academy presentation, Urban Affairs Association, Cleveland, Ohio, March 2003.

“The Professionalization Of Community Based Practice: Municipal vs. Community Approaches to Planning for Community Identity”, *Proceedings of the Southwest/Texas Popular Culture Association Meetings*, 2002.

“Getting Real About Redevelopment: The Sawmill Community Land Trust”, Paradise Paved Symposium ‘Street Talk’, UNM Center for the Southwest, Albuquerque, New Mexico, April 2002.

“Teaching Through Stories in a Diverse Classroom”, Association of Collegiate Schools of Planning presentation, November 2002.

*Historic Neighborhoods Alliance in the Pocket of Poverty: Revised Strategic Plan*, with Kate Hildebrand, James (Ric) Richardson, Michael Morris and Diana Dorn Jones for the Historic Neighborhoods Alliance in the Pocket of Poverty, September 2001.

“Oral History as Expert Voice: Difference, Representation, and Rigor in Narrative Community Based Practices”, Racialized Identities in the City Conference presentation, Wayne State University, March 2001.

“Planners’ Complicity in Structural Racism”, Hubert Humphrey School of Public Affairs presentation, January 2001.

## **FUNDED RESEARCH**

Co-PI with David Henkel. \$195,000. USAID TIES PARTNERSHIP with the Universidad De Quintana Roo, Chetumal, Mexico: “Academic and Professional Training for Natural Resources Planning and Management”.

## **ACADEMIC COMMITTEES AND SERVICE**

### **National**

Editorial Board Member, Journal of Planning Education and Research (2/03 to present)

Member, ACSP Diversity Committee (2/00 to 12/04)

Social Science Panel Member, Ford Foundation Minority Fellowship Programs Review Panel Meeting (2004 to 2006)

Member, ACSP Rapkin Award Committee (11/98 to 12/01, Chair, 2001)

Reader, HUD-ACSP Best Paper Award (12/00 – 1/01).

### **University Of New Mexico**

Secretary, Black Faculty Alliance (12/05 to present)

Women Studies Advisory Board (3/06 to present)

Faculty Senate Graduate Committee (SGC) (8/03 to present), Curriculum Sub-Committee Chair (8/06 to present), Honorary Degree Sub- Committee Chair (9/03 to 6/06)

Latin American and Iberian Institute Executive Committee (1/02 to present, Vice President from 8/05),

LAI Grants and Awards Committee (8/02 to 6/05)

Interdisciplinary Committee on Latin American Studies (90-91, 96-97, and 1/05 to present)

Search Committees: LAS Student Advisor (1/05 – 6/05), Africana Studies Director (8/04 – 3/05), LAII Director (2/03 to 4/04)

American Studies Department Graduate Review Team, (spring 2003)

### **Community and Regional Planning Program**

Personnel Committee (9/02 to present, Chair from 8/06)

Academic Coordinator for Dual Degree Programs (8/89 to present)

CRP Faculty Search Committee (8/06 to present)

CRP Curriculum Committee (1/02 to 6/04, Chair 8/03 - 6/04)

CRP Tenure and Promotion Committee (Chair, 8/02-6/03)

## **BOARD MEMBERSHIPS**

Sawmill Community Land Trust (September 2006 to present), Supportive Housing Coalition (July 2006 to present), Albuquerque Affordable Housing Coalition (January 2006 to present), Fair Lending Roundtable (Advisory Board Member, June 2002 to present), Downtown Albuquerque Civic Trust (Board Member, August 2003 to October 2005), Albuquerque Border Cities Project (Chair 1998 to October 2001, member 1996 - 2001)

## Theodore S. Jojola

Regents' Professor, Community and Regional Planning  
School of Architecture and Planning, University of New Mexico  
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E-mail: tjojola@unm.edu

### EDUCATION

1975-1982 Ph.D. in Political Science, East-West Center/University of Hawaii at Manoa, Honolulu, HI  
1973-1975 Master of City Planning with Specialization in Environmental Design, M.I.T., Cambridge, MA  
1969-1973 B.F.A. Architecture with Minor in Mathematics and Concentration in Music, University of New Mexico, Albuquerque, New Mexico.

### EMPLOYMENT HISTORY

2004-2005 Director, Masters Program in Community & Regional Planning  
2003 Regents' Professor

### COURSES

#### Community & Regional Planning Program

CRP 165: *Introduction to Community & Regional Planning*  
CRP 265: *Introduction to Community Planning Methods*  
CRP 376/576: *Human Settlements*  
CRP 473/573: *Planning for Native American Lands & Indigenous Planning*  
CRP 474: *Cultural Aspects of Community Development*  
CRP 481/581: *Computer Applications for Planners*  
CRP 500L *Communications Module for Planning Theory Course*  
CRP 510: *Communications Studio*  
CRP 511: *Analytic Methods for Planners*  
CRP 520: *Urban Planning Studio* (Joint w/ Architecture)  
CRP 530: *Internship*

#### Other Programs

Native American Studies: NAS 250 *Intro to Socio-Political Concepts for NAS*  
General Honors Program: *Native American Images: In the Shadow of Columbus*  
U.C.L.A. Graduate School of Urban Planning: *Rural Planning Issues for American Indian Communities*  
U.C.L.A. Departments of American Indian Studies and Anthropology: *Graduate seminar on Contemporary American Indian Issues*  
Department of Anthropology: Anthropology 315: *Contemporary American Indian Issues* (Joint w/ NAS)  
Department of American Studies: American Studies 212: *Southwest American Indian Studies* (Joint w/ NAS)

### CURRICULUM DEVELOPMENT

2005-now Faculty Advisor & Coordinator, Bachelor of Environmental Planning and Design Program, School of Architecture, University of New Mexico.

### FUNDED RESEARCH/GRANTS

- 2006. Technical Production Grant to develop a training module on comprehensive planning for the capital outlay process. NM Indian Affairs Department (\$5,000)
- 2006. Joint Conference for the New Mexico Chapter and the Indigenous Planning Division, American Planning Association, *Planning Values in a New New (N2) Mexico*. Sandia Resort and Casino, Albuquerque
- 2006. Arizona State Tribal Workshop on Planning, Consultant with the School of Urban Planning, Arizona State University
- 2005. Planning Grant in support of increasing membership in the newly formed Indigenous Planning Division, American Planning Association, Divisions Council.

- 2005. Summer and Classroom Internship Award in support of Indigenous Planning. Indian Land Tenure Foundation (\$5000)
- 2005. Research Allocation Grant in support of instruction for a CRP course in Indigenous Planning (\$2,500).
- 2000–2004. “Just Like Us,” the NM Bataan Experience, Video script development, City of Albuquerque, \$30,000.
- 2003. *The Manoa Project: Summer Teen Apprentice Program for Theatre and the Performing Arts*, Tricklock Theatre Company
- 2003. Viola Cordova 1st Annual Symposium on Native American Thought and Philosophy

### **MAJOR WORKS/PUBLICATIONS**

- Forthcoming. *The Military History of Filipino Campaigns*, chapter in *New Mexico Filipinos*, Tessie Greenfield (coeditor), manuscript in progress.
- 2006. *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. *History of the Albuquerque Indian School*, historical exhibit for the National Indian Programs Training Center, Manual Lujan Building, BIA. Included panels, exhibition galleries and displays. All Indian Pueblo Federal Development Corporation.
- 2005. Chapter, *The Legacy of the Pueblo Revolt and the Tiquex Province*, in an anthology of the Pueblo Revolt, Clear Light Book Publishers, Santa Fe, NM.
- 2005. Chapter, *Where Memories Exist, Sleeping Dogs Lie*, in *Objects of Everlasting Esteem: Native American Masterpieces from the Collections of the University of Pennsylvania Museum*, Lucy Fowler Williams, William Wierzbowski, & Robert W. Preucel (editors), 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.
- 2002. *Come the Redmen, Hear them Marching: The Legacy of the Albuquerque Indian School*, Museum of Albuquerque photographic exhibit (co-curated with Mo Palmer).
- 2001. *Toward a Cyclical Model of Indigenous History*, APA Newsletters, Vol 02, No. 1, Fall.
- 2001. *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.
- Jan. 2001. *Profiling the Native American Community in Albuquerque: Assessing the Impacts of Census Undercounts and Adjustments*, US Census Monitoring Board, Washington, DC.

### **ACADEMIC ADVISORY COMMITTEES/PROFESSIONAL ASSOCIATIONS & CONSULTANCIES**

- 2004 Cofounder and Elected Chair (2 year term)  
Indigenous Planning Division, American Planning Association
- 2003-now Board member  
Catholic Social Services of Albuquerque & Santa Fe
- 2002-now Board member  
NM Bataan-Corregidor Foundation
- 2002-now Board member  
Tricklock Theatre Company
- 2001-05 Board member  
Pueblo of Isleta Department of Education

## **Ric Richardson**

Professor, Community and Regional Planning  
School of Architecture and Planning, University of New Mexico  
Phone: (505) 277-6460 Fax: (505) 277-0076  
E-mail: jrich@unm.edu

### **EDUCATION**

Massachusetts Inst. 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

### **ACADEMIC INTERESTS**

Teaching: Negotiation and Public Dispute Resolution; Community Growth and Land Use Planning; and Advanced Planning Studio  
Research: Land Use and Environmental Dispute Resolution, Citizen Participation and Collaborative Planning Methods  
Practice: Collaborative Planning in Land Use and Community Development; Strategic Planning for Water and Natural Resources; Mediated Negotiations in Natural Resource and Community Development disputes.

### **SERVICE TO THE UNIVERSITY**

Bachelor of University Studies Faculty Committee, 2003 to present  
Faculty Dispute Resolution Advisory Committee, 2000 to present  
Acting Dean of the School of Architecture and Planning, Fall 2006  
Associate Dean of the School of Architecture and Planning, 1999 to 2001  
Interim Dean, School of Architecture and Planning, Jan 1997 to June 1999  
Director, Community and Regional Planning Program, 1990 to 1997.  
Computer Committee, Chair 2001/2002, Member 1999 to 2002  
School Personnel Committee, Chair 1999 to 2001  
Affirmative Action Search Coordinator, 1999 to 2002

### **PUBLICATIONS**

- "Theory to Practice: Methods for Creating Interdisciplinary Dialogue with Mediators, Practitioners and Scholars," with Christopher Honeyman, et.al. The Association for Conflict Resolution, Research Section Inaugural Publication, October 2003.
- "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.
- "Rural Economic Assistance Link: Innovations and Collaboration in Small Town Planning," with Robert Coppedge and Robert Czerniak in *Economic Development Quarterly*, April 1994.
- "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.
- "A New Town Beyond the Nine Dragons: Transformations Sha Tin New Town 1975 - 1997," with Jeffery Cody in *Space and Society*, June 1997.
- "Development on the Border," *MASS*, Journal of Architecture and Planning, University of New Mexico, Co-Editor, with D. Henkel. October 1994.
- "Albuquerque, New Mexico: A Crossroads in Space and Time," *Space and Society*, International Journal of Architecture and Environmental Design, MIT Press, September 1989.

- "Negotiating Community Consensus in Preparing Environmental Impact Statements," in *Environmental Mediation, Theory and Practice*, Greenwood Press 1994.
- *Guiding Development in the Pike River Valley: Regional Growth Management*, adapted from a simulation by Armand Ciccarelli and Lawrence Susskind, for the Lincoln Institute of Land Policy and the Consensus Building Institute, April 2001.
- *Open Lands: A Private Land Planning Negotiation*, with Patrick Field, a multi party negotiation simulation for growth management and land use planning, for The Harvard Program on Negotiation, October 1997.

### **COMMUNITY-BASED PRACTICE AND PLANNING**

- Executive Summary for the Lesser Prairie Chicken and Sand Dune Lizard Conservation Strategy, Bureau of Land Management and the Southeastern New Mexico Lesser Prairie-Chicken Working Group, August 2005.
- Watershed Restoration Planning Workshop Report, for the Las Placitas Association, January 2005.
- Facilitated Negotiations to Develop a Conservation Strategy for the Lesser Prairie Chicken, with Toby Herzlich, for the Southwest New Mexico Lesser-Prairie Chicken Working Group and the Wildlife Management Institute, March 2004.
- Community Visioning Report, with Tim Karpoff, et. al, for the 4th Street & Montano Area Improvement Collation: November 2004.
- A Report of the Urban Environmental Design Charrette in Changdi, Guangzhou. China, The South China Institute of Technology and the Chinese University of Hong Kong, Design Team Facilitator and Charrette Publication Editor, August 2003.
- Water Resources Management Plan, The City of Rio Rancho Public Utilities and Planning Departments, Citizen Steering Committee. June 2003.
- Strategic and Operational Plan, Southwest Strategy Regional Federal Agency Directors, January 2003.
- Regionalism Summit: A Report of the Public Dialogue, with Lucy Moore, The City of Santa Fe/Santa Fe County Regional Planning Authority, April 2002.
- The Southwest Strategy Tribal Federal Gathering, Working Together to Create a Better Southwest: A Gathering of People and Government", April 2002.
- Strategic Plan for Neighborhood Investment and Development, with K. Hildebrand and C Isaac, Albuquerque's Historic Neighborhood Alliance in the Pocket of Poverty, April 2001.

### **FUNDED RESEARCH**

- McCune Foundation, to develop a negotiated investment strategy and revised strategic plan with the Pocket of Poverty Neighborhoods, partnership with United South Broadway Corporation and UNM College of Education, October 1999 to 2003.
- Interdisciplinary Curricula in Higher Education, with Andy Hsi, MD, UNM Department of Pediatrics, Department of Health and Human Services, August 1996 to present.

### **SPONSORED PROFESSIONAL EDUCATION AND TRAINING PROGRAMS**

- Advanced Course on Mediating Land Use Disputes for the Lincoln Institute of Land Policy and the Consensus Building Institute, Cambridge, Massachusetts, April 2003 to Present
- Seminar in Mediating Land Use Disputes for the Lincoln Institute of Land Policy and the Consensus Building Institute, Santa Fe, New Mexico, August 2001; Portland, Oregon, May 2001, Minneapolis, Minnesota, October 2001.
- Collaborative Problem Solving for the National Council of State Legislatures, Western Division, San Diego, California, October 2001.
- Negotiating Agreement on Natural Resources and Public Policy for the Bureau of Land Management with Matt McKinney and Pat Field, Tucson, Arizona, August 2000. Washington State University, October 2001.

## **José A. Rivera, Ph.D.**

Professor, Community and Regional Planning  
School of Architecture and Planning, University of New Mexico  
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E-mail: [jrivera@unm.edu](mailto:jrivera@unm.edu)

### **EDUCATION**

Ph.D., Social Policy, Brandeis University, Waltham, Massachusetts, 1972  
M.S.W., Florence Heller School for Advanced Graduate Studies in Social Welfare, Brandeis University, 1970  
M.A., English Literature, University of Arizona, 1968; B.A., English, New Mexico Highlands University, 1966

### **TEACHING EXPERIENCE**

Teaching Fields: Rural Development; Social Policy & Planning; Water Resources Policy & Management  
Full Professor, School of Architecture & Planning, University of New Mexico, January 2005-Present  
Full Professor, School of Public Administration, University of New Mexico, Fall 1999 to Fall 2004  
Associate Professor of Public Administration & Community and Regional Planning, 1988 to 1999  
Assistant Professor of Public Administration, 1982-1988 (Tenured in Fall 1988)

### **RESEARCH INTERESTS AND AFFILIATIONS**

Research Interests: Water Policy & Management; Common Property Resources; Mutual Aid Societies  
Faculty Associate, Southwest Hispanic Research Institute, University of New Mexico, 1994-2006  
Research Scholar, Center for Regional Studies, University of New Mexico, January 2006-Present  
Faculty Associate and Program Committee Member, UNM Master of Water Resources Program, 1997-2006  
Advisory Board Member, UNM School of Law Utton Transboundary Resources Center, 2002-2006

### **INTERNATIONAL ACTIVITIES**

Summer 2001: Presented paper on "Development of Community Ditch Associations," at XXI Congreso Internacional de Historia de la Ciencia, Mexico City  
Fall 2001: Panelist on "*Ecología Cultural*" at Symposium *Los Altos y el Norte de Jalisco*, Universidad de Guadalajara, Colotlán, Jalisco  
Summer 2002: Presented co-authored paper at Panel on "Technological Exchange, Modes of Production and Water Utilization in Europe and Latin America," XII Congreso de la Asociación Internacional de Historia Económica, Buenos Aires, Argentina  
Summer 2003: Presented co-authored paper on "Local Control and Discretionary Authority: Protecting the *Acequia Bordo*," 51st Congreso Internacional de Americanistas, Santiago, Chile  
Summer 2004: Presented lecture at the Water Commons I Panel: "Comparative Perspectives on Resistance, Adaptation, and Alternative Rationalities in Hispanic Irrigation Systems," Tenth Biennial Conference of the International Association for the Study of Common Property, Oaxaca, Mexico  
Summer 2006: Presented paper at Symposium, "*El acceso al agua en la historia de America*," 52<sup>nd</sup> Congreso Internacional de Americanistas, Sevilla, Spain  
Fall 2006: Presented co-authored powerpoint lecture and paper on "*La Cultura de la Acequia: Paisajes históricos en el regadío Nuevo Mexicano*," at Congreso Internacional Oasis y Turismo Sostenible, Elche, Spain

### **PUBLICATIONS, REVIEWS, AND CREATIVE WORKS**

In-progress, book manuscript on the "*Sociedad Protección Mutua de Trabajadores Unidos: Safe Haven for a Regional Culture*," accepted for review by the University of New Mexico Press, 2006  
José A. Rivera, *Acequia Culture: Water, Land, and Community in the Southwest*, University of New Mexico Press, Albuquerque, 1998/2006 second printing (243 pp)  
José A. Rivera, "Restoring the Oldest Water Right in Texas: The Mission San Juan Acequia of San Antonio," *Southwestern Historical Quarterly*, January 2003, Vol. CVI, No. 3 (28 pp) (refereed journal)

Jose A. Rivera, book review, *The Contested Homeland: A Chicano History of New Mexico*, edited by Erlinda Gonzales-Berry and David R. Maciel, review in *Southwestern Historical Quarterly*, Vol. CVI, No. 1 (July 2002) (invited review)

Jose A. Rivera, book review, *Antología Sobre Pequeño Riego, Vol. 2: Organizaciones Autogestivas*, edited by Jacinta Viqueria and Tomas Martinez Saldana, review in *Hispanic American Historical Review*, Vol. 81, No. 3-4 (August-November 2001) (invited review)

William Fleming, Jose Rivera, et. al, "Transfer of Development Rights as an Option for Land Preservation in a Historic New Mexico Community: La Cienega Valley, Santa Fe County, New Mexico," *Natural Resources Journal*, Spring 2001, Vol. 41, No. 2, University of New Mexico, School of Law (17 pp.) (refereed journal)

Interview, "Acequias del Norte," DVD documentary, *Agua Es Vida* Series (Vol. 7), Charlie Nylander, Executive Producer, Water Research Technical Assistance Office, Los Alamos National Laboratory, 2005

## **CONFERENCE PRESENTATIONS**

Faculty Presenter, "The Development of Community Ditch Associations," CLE International, The Law of the Rio Grande, Second Annual Conference, Albuquerque, New Mexico, February 1-2, 2001

Presenter, "Acequias Along New Mexico's Camino Real," VIII Coloquio Internacional de El Camino Real de Tierra Adentro/Culture, Commerce, and Community on the Camino Real de Tierra Adentro, University of New Mexico, October 10-12, 2002

Presenter, Acequias at the Millennium, Panel at XXXI National Association for Chicana and Chicano Studies, Albuquerque, New Mexico, March 31, 2004

Presenter, "El Paisaje del Agua: Sustaining Acequia [Agri]Culture," Issues in Agriculture and Natural Resources: A Focus on Hispanics, The Culture and Policy Institute, University of Texas at San Antonio, May 22-24, 2005

Invited Speaker, "Hydraulic Landscapes of Community Acequias—A Public Welfare Perspective," Litigation and Adjudication Program, Office of the State Engineer, November 6, 2006

## **CONTRACTS AND GRANTS**

Principal Investigator/Project Director, "Strengthening the Skills Component of Integrated Resources Management Curricula," funded by the USDA Cooperative State Research, Education, and Extension Service, \$90,000, four-year grant, 1997-2001, to support graduate fellowships for students in Water Resources Administration and Community and Regional Planning at UNM

Project Director, "Latin American Exchange Program," funded to the Southwest Hispanic Research Institute by the UNM Associate Provost for Research, to collaborate with universities and other institutions for research and academic exchanges of faculty, \$45,000, 2000-2003

## **COMMUNITY/PUBLIC SERVICE**

Expert Witness, Water Rights Transfer Cases, 2001-2005: Town of Bernalillo/Rio Grande; Rio Las Tulas and Rio Chama, Rio Arriba County

Invited Speaker, "Acequia Culture," Jardines del Bosque Institute, National Hispanic Culture Center, Albuquerque, June 3, 2002

Invited Speaker, "Acequias of Sandoval County," Placitas Community Center, Spring 2004

Presenter, "Paisaje del Agua: Sustaining Acequia [Agri-]Culture," New Mexico Master Gardeners' Conference, June 2003

## Stephen M. Wheeler

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School of Architecture and Planning, University of New Mexico  
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E-mail: wheelers@unm.edu

### EDUCATION

Ph.D., 2000, City and Regional Planning, University of California at Berkeley.  
M.C.P, 1995, University of California at Berkeley.  
B.A., 1979, Psychology, Dartmouth College, Hanover, New Hampshire.

### ACADEMIC EMPLOYMENT

7/03 – present           Assistant Professor, Community and Regional Planning Program, University of New Mexico  
8/99-6/03               Lecturer, Department of City and Regional Planning, University of California at Berkeley

### COURSES TAUGHT

#### University of New Mexico

CRP 525 Urban Design Theory  
CRP 521 Advanced Planning Studio  
CRP 533 Foundations of Physical Planning  
CRP 571 Urban Design Theory  
CRP 521 Advanced Planning Studio  
CRP/PH 570 Town Design and Public Health  
CRP 533 Foundations of Physical Planning  
CRP 583 Introduction to GIS  
CRP 571 Urban Design Theory  
CRP 521 Advanced Planning Studio

#### University of California at Berkeley

2003 CP 116 Undergraduate Planning Studio  
2002 CP 119 Planning for Sustainability (summer and fall)  
2002 CP 254 Current Issues in Environmental Planning  
2001 CP 228 Metropolitan Regional Planning Studio  
2001 CP 119 Planning for Sustainability (summer and fall)

### PROFESSIONAL AFFILIATIONS

American Planning Association, Planners Network, American Institute of Certified Planners

### BOOKS AND BOOK CHAPTERS

- "The New Regionalism." Forthcoming in Canizaro, Vincent B., ed. *Architecture & Regions: An Intellectual History of American Regionalism*. Princeton NJ: Princeton Architectural Press.
- "Sustainability and Education." Forthcoming in Taylor, Anne, ed. *The Knowing Eye: Linking Architecture and Education through Learning Environment Design*. 1000 Oaks CA: Sage Publications
- "Planning Sustainable and Livable Cities." 2005. in Hai, Yu, ed. *Urban Sociology: Classic and Contemporary Readings*. Shanghai: Fudan University Press. (In Chinese)
- *Planning for Sustainability: Toward Livable, Equitable, and Ecological Communities*. 2004. London and New York: Routledge.
- *The Sustainable Urban Development Reader* (Co-edited with Timothy Beatley). 2004. London and New York: Routledge.

## **JOURNAL ARTICLES AND REVIEWS**

- "Planning and the Ecological Worldview." Submitted to the Journal of Planning Education and Research, November 2005.
- "Reconsidering 'Good City Form': Towards a Normative Urban Design Philosophy." Submitted to *The Journal of Urban Design*, September 2005.
- "The Evolution of Urban Form in Portland and Toronto: Implications for Sustainability Planning." 2003. *Local Environment* 8 (3) 317-336.
- "The New Regionalism: Characteristics of an Emerging Movement." 2002. *Journal of the American Planning Association*. 68 (3). 267-278.
- Review: *Constructing Sustainable Development*, by Neil E. Harrison, and *Safeguarding Our Common Future: Rethinking Sustainable Development*, by Ingrid Leman Stefanovic. 2002. *Journal of the American Planning Association*. 68 (1). 110-111.
- Review: *American Metropolitcs: The New Suburban Reality*, by Myron Orfield. 2002. *Berkeley Planning Journal* 16.
- *Livable Communities: Creating Safe and Livable Neighborhoods, Towns, and Regions in California*. 2001. Berkeley: IURD Working Paper 2001-04.
- Review: *The Regional City*, by Peter Calthorpe and William Fulton. 2001. *Berkeley Planning Journal* 15.
- "Technology and Planning: A Note of Caution." 2001. *Berkeley Planning Journal* 15.

## **OTHER PUBLICATIONS**

- "Central Avenue/Nob Hill Street Design Recommendations." 2005.
- "Creating Walkable Neighborhoods." 2004. *Nuestro Pueblo*. Fall/Winter. 6-8.
- *Contra Costa County: Smart Growth or Sprawl?* 2003. San Francisco: Greenbelt Alliance.
- *Smart Infill: Creating More Livable Communities in the Bay Area*. 2002. San Francisco: Greenbelt Alliance.

## **SELECTED HONORS**

Winner of the 2003 Education Project Award of Merit from the California Chapter of the American Planning Association and the 2003 Best Education Project Award from the Northern California Chapter of the APA for *Smart Infill: Creating More Livable Communities in the Bay Area* (San Francisco: Greenbelt Alliance, 2002).

## **CIVIC ACTIVITIES**

- Steering Committee Member. 2005. New Mexico Department of Health's Obesity, Physical Activity, and Nutrition Program. Ten-member committee to develop an obesity, physical activity, and nutrition plan for the state.
- Steering Committee Member. 2005-present. Nob Hill Sector Plan Revision. City of Albuquerque.
- Policy Committee Member. 2004-present. Albuquerque Alliance for Active Living.
- Commissioner and Chair, City of Berkeley Transportation Commission. 1997-2003.  
Worked extensively with staff and the public to coordinate the city's transportation planning efforts. Spearheaded development of comprehensive bicycle plan and first-in-the-nation bicycle boulevard network.

## **PROFESSIONAL ACTIVITIES**

Urban Planning and Design Consultant. 2000-present. Work with nonprofit organizations and local governments around issues of physical planning, urban design, and sustainable development.

## **7. FACILITIES AND RESOURCE BASE**

The intent of the CRP Program is to seek secure, high quality facilities that are safe, inviting and easily accessible, to support administrative and learning functions. We exercise a consistent attempt to centralize these for the benefit of program autonomy and identify.

In addition to the contribution of individual faculty members to other academic and research efforts noted in the previous sections, the CRP program offers the only graduate and undergraduate planning degrees in the University and in the State. The program is located within the School of Architecture and Planning and through teaching, joint research, and committee work participates with the Architecture and Landscape Architecture programs. In addition, the planning faculty contributes to and participates in the School's Resource Center for Raza Planning, Center for Research and Development, and the Design and Planning Assistance Center. Planning faculty also contribute to the School's certificate programs in Town Design and Historic Preservation and Regionalism, many of whose courses are offered as planning courses.

### **A. Library and Information Services**

The UNM General Library – is part of the national library repository system under the Library of Congress. Planning students draw upon a broad array of distributed resources in the UNM General Library System, especially the Fine Arts Library (design of the built environment), the Parish Memorial Library (social sciences), and the Centennial Science and Engineering Library (natural resources). Government documents are housed in Zimmerman Library in the heart of the campus. Other resources include the Map and Geographic Information Center in Centennial Library that provides support for geospatial analysis, and the Data Bank of the Bureau of Business and Economic Research that is a statewide center for demographic and economic information.

Because of the multi-disciplinary nature of planning, there is no central location for printed materials, such as maps, periodicals, and books. On the other hand, the General Library System has inaugurated an effective 'e-reserve' system, whereby students have access to course materials scanned by instructors – access is available both in the library facilities and on-line. Funds for additional books and periodicals come from UNM sources external to the School's budget – generated by the state legislature – and vary from year to year.

### **B. Physical Facilities**

The majority of facilities for the CRP Program are located in the main School of Architecture and Planning building. The facilities have been continuously and extensively remodeled to meet changing needs, and a small administrative office has been provided for the program on the second floor.

Space is at a premium at the School. A Space Allocation Committee, composed of faculty and chaired by the Associate Dean makes overall determinations; scheduling and assignment of rooms is made by the central School administration. Classrooms are considered a School-wide resource and with the exception of the primary planning studio space, are shared with the Architecture and Landscape Architecture programs, as is the Media Center and Computer Lab.

The Associate Dean has been working with the Program Director to improve the furniture in the studios. Beyond what is available from the School, the Program Director has allocated a modest portion of the program budget to procure equipment to be used in studio.

CRP faculty offices are located on the second floor of the main building. Most offices are under the minimum square footage as established by the UNM Office of Facilities Planning. Regular, part-time faculty members currently have no office space unless a full-time faculty member is on sabbatical. The single, small multi-purpose room previously shared by part-time faculty and graduate assistants has been reassigned to one of the School's certificate programs for administration. A classroom formerly of primary use by the CRP Program is currently occupied by the highly productive Resource Center for Raza Planning, further reducing space available for instruction and general purpose use.

The School's facilities lack a separate lounge for either faculty or students. In 1999 an architecture professor secured some funds and transformed the former student lounge into a 'Cyber Café' – because of the lack of adequate input from students and faculty, it remains of marginal benefit.

There is no space available to graduate students working on their exit requirements except on the most temporary basis. Room 218, which is shared jointly by planning studios for the incoming and advanced students, is available for their use 24/7. This room contains only a couple of computers and printers that are networked, but supplies for these systems are the responsibility of the students.

In early 2000 the New Mexico State Legislature approved a bond issue to raise money for a new building to house the School of Architecture and Planning. Voters approved the bond issue in November 2000, and a site and architect were selected. Due to a shortfall between the amount raised by bonding and the projected actual costs of construction, ground-breaking was delayed while additional money was raised. One proposal, ultimately adopted, was to include the new Fine Arts Library in 'George Pearl Hall', defraying costs and physically integrating the primary library facility for all three programs into the School. Occupation of Pearl Hall is scheduled for the end of 2007 and the CRP Program has been promised adequate gross square footage as well as appropriate instructional, display, and social space and equipment to fulfill its mission. Administrative space is currently intended to be combined with that of the other programs in the School, raising some concern about privacy in dealing with student and faculty concerns.

The SA&P Media Center – This facility is staffed by administrative assistants and graduate students and has been significantly transformed in recent years. It provides support for higher end projects (scanning, digitizing, printing), and is also the repository for audio-visual equipment available for use by students and faculty (overhead projectors, VCR equipment, digital cameras, laptop computers and LCD projectors.) It is staffed from 8 a.m. to 9 p.m. Monday-Thursday, and from 8 a.m. to 6 p.m. on Friday

The Center's previous function as a site for course reserve materials and specialized Planning, Architecture, and Landscape Architecture printed resources was determined by the School's central administration to be expensive and inefficient. Instructors wishing to place course materials on reserve currently do so through the UNM General Library System's Fine Arts Library which is a ten-minute walk away on the main campus. Faculty have been encouraged to make their materials available as PDFs using an on-line reserve course site.

### **C. Computer Capabilities**

The Computer Laboratory – The Computer Laboratory has greatly stabilized since 2001. Operated fully by the School of Architecture and Planning, it is maintained by a full-time LAN manager and supported by a full-time technician. Networked PCs and Macintosh computers are available for instruction and for student and faculty research. Computers are all interconnected on Ethernet. Hours of operation are 24 hours a day, seven days a week (except holidays) for all authorized students in the School of Architecture and Planning.

Guided by the 1998 *Strategic Plan for Computing & Electronic Media in the School of Architecture and Planning*, the School has made a significant investment in upgrading the computing capacities with positive results, and routine maintenance and scheduled replacement of obsolete or failed hardware is part of the central School budget. Nonetheless, it remains understaffed and under-budgeted to maintain the lab at an optimal and operational stability. A further element that is hard to predict is the constant and expensive evolution of general and specialized software. There is no on-site support available and printing is on a cost-per-page basis.

Another strategic goal of the School's 1998 plan was the decision that by the time that the School moves into Pearl Hall, all students will be required to have access to their own, personal computers. The School's Executive Committee is currently engaged in detailed discussions regarding issues of access to and affordability of software, hardware, and peripherals.

Operations – In addition to faculty salaries administered by the Dean's office, the CRP Program has a complete 'Instruction and General' expense budget supporting part-time faculty salaries, student assistantships and work-study, foreign visitors, and general expenses. The budget is allocated by the Dean to the program in close consultation with the Program Director; once allocated, the program has complete latitude to distribute it

among the line items, except for assistantships and work-study which may not be reduced but may be increased.

The budget includes a limited amount of funding for faculty travel and professional development, as well as membership in the ACSP. Faculty members are allocated long-distance fax/phone privileges and use of photocopying accounts; they may also be reimbursed for out-of-pocket expenses for certain supplies.

Additional budget categories that have become more important in the last three years are support for faculty-directed student travel and the computer hardware of faculty.

(a) In the last two years, the Dean has provided limited fund to support the costs of faculty traveling in support of student learning – because the use of these funds is discretionary to each program, the CRP Program Director has chosen to use this to support faculty and students working on-site in tribal areas and attending the state and national APA conferences. The program budget has also tried to cover some costs of transportation for student field trips in association with courses.

(b) The Dean has also begun to shift the responsibility for faculty computer hardware and peripherals to the program budget. Because that budget line is insufficient to conduct a complete upgrade at one time, it will be necessary to develop a rotational schedule for replacing this equipment and to encourage individual faculty members to use funded research opportunities for this purpose. Fortunately, software support is available through the School. Site-licenses for major software allows faculty to get most of the major programs needed for word-processing, spreadsheets and graphic representation. Individual faculty offices are furnished as resources allow, supported to some degree by the Associate Dean.

The entire CRP faculty shares the services of an Administrative Assistant III who is directly supervised by the Program Director and exercises ‘traffic control’ to manage the flow of her work. Priorities are generally determined by the Director and by using a job/priority request slip. The Administrative Assistant III also serves as a program secretary, although the position is frequently called upon to assist with functions in other parts of the School during peak load periods.

#### **D. Financial Resources**

Since the arrival of the current Dean, the School has had a full-time Development Officer and an assistant who work with the Director to build external contacts for financial support, stay in touch with alumni, and enhance the Program’s visibility.

The Program maintains contact with alumni in the city, state, region and abroad both through a yearly newsletter and a program listserv, as well as on an informal, individual faculty member basis. These contacts are a valuable resource for internships and job-placement. Local alumni and friends of the program are invited to the Fall orientation luncheon with new and continuing students; as such, alumni are used as resources for mentorship, in-class lectures, networking, and augmenting other contacts with the profession. A social gathering for alumni and current students is scheduled each year,

currently alternating between Albuquerque and Santa Fé .

The recent establishment of a CRP Alumni Association under the alumni umbrella of the School has opened the way to additional, collaborative efforts. With the advent of the more flexible 1-credit instructional modules, the CRP Program has a greater opportunity to include alumni/ae in professional development activities throughout the state.

Finally, since 2001 all three professional degree programs in the School have seen their endowments increase. Designed for long-term income generation to support the CRP Program, interest from the current level of approximately \$32,000 is routinely re-invested in the principal base. Also since 2001, the CRP program has been the recipient of two endowed scholarships; one of generates about \$1,000 each year and the other is still building toward the \$10,000 principal base required for the generation of distributable income. A recently-established (2006) faculty research development account has also been set up as a revolving fund to provide short-term cash flow for applied research projects funded by outside sources.

Funding Opportunities— Relative to other units on campus, the CRP program controls few resources for students and research. Students, therefore, depend on graduate student support from its associated units. Faculty members routinely seek funds from the university's Research Allocation Committee. Faculty members support student proposals for funding from the Graduate Students Association's Student Research Allocation Committee; the Research, Projects and Travel Grants of the Office of Graduate Studies; the Latin American and Iberian Institute's Field Research Grants; Water Resources field research grants, and the School's Allen Stamm Graduate Travel Fellowship. Over the last five years, three CRP students were awarded prestigious Title VI FLAS Fellowships. Dual degree students with Latin American Studies have also been successful in competing for Latin American Studies Graduate Assistantships.

Budget – The annual operating budget of the Community and Regional Planning Program, exclusive of permanent faculty and staff salaries, is about \$90,000 for the 2006-07 Academic Year. This amount is determined in consultation with the Dean, who is the Chief Financial Officer for the School of Architecture and Planning. It is divided into 16 major lines covering expenditures for part-time instruction, student assistantships, faculty development, recruitment, computing hardware and software, and supplies. The Program, through the Director, has the discretion to move resources between these categories as needed, with the exception of monies supporting graduate assistantships. The Program is also free to use income from the \$32,000 CRP endowment, although up to now it has chosen to reinvest it in the principal base.

## 8. PROGRAM COMPARISONS

The Community and Regional Planning Program at the University of New Mexico is one of 73 professional planning programs accredited (and 43 affiliated but not accredited) worldwide by the Planning Accreditation Board (PAB)<sup>3</sup>, an organization formed under the auspices of formal associations of planning educators (the Association of the Collegiate Schools of Planning) and of professional planning practitioners (the American Planning Association.) The PAB does not rank order the professional programs; instead, it measures their soundness according to a set of criteria articulated in “The Accreditation Document: Guidelines and Criteria for Accreditation.”<sup>4</sup> Serious deficiencies may lead the PAB to withhold accreditation. Where it identifies deficiencies or areas that in its judgment require improvement but are not so serious as to withhold accreditation, it may either shorten the accreditation term to less than the full five years, or request that the program provide an analysis of steps taken to meet the Board’s expectations. The graduate planning program at UNM has always satisfied the requirements of a full-five-year accreditation since its first review in 1985. The CRP program has not sought accreditation for the undergraduate BAEPD program because it is considered a liberal arts rather than a professional degree.

The curriculum and pedagogy of the program revolve around the practice of community based planning within the CRP community. This approach requires the direct application of theoretical and empirical analysis in planning to community planning practice. This goal is achieved through significant reliance on case-based learning, community classroom experiences in collaborative learning, and applied pedagogical exercises that provide concrete products for the human settlements, which are the context for professional training. Faculty service to the local, regional, national, and international community and professional service are key elements of this pedagogy.

The MCRP program is a model for the newly-launched Research Service and Learning Program housed in University College, and faculty members are routinely called upon by colleagues and the upper University administration to assist in cultivating relationships with communities throughout the state to represent UNM in numerous capacities as it responds to requests for help and technical skill. Some of this is carried out formally as members of the CRP faculty and student body (e.g., Galisteo Watershed Restoration Project, Nob Hill Sector Plan, Albuquerque Civic Trust, Albuquerque-Bernalillo County Unification Charter Commission, NM Endowment for the Humanities, Albuquerque Border Cities Project, NM Watershed Watch) and some takes shape in the civic contributions of individuals.

The faculty and students regularly participate in public and professional service as an integral part of their academic experience in the program. This is reflected within the case studies conducted as part of the core curriculum, within our studio classes, within the thesis/professional project exit requirements, within the network of affiliated centers such as the Resource Center for Raza Planning, and within service-oriented contracts

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<sup>3</sup> See [http://www.acsp.org/org/links\\_to\\_planning\\_schools.htm](http://www.acsp.org/org/links_to_planning_schools.htm).

<sup>4</sup> See [http://showcase.netins.net/web/pab\\_fi66/documents.htm](http://showcase.netins.net/web/pab_fi66/documents.htm).

such as recent projects to develop the Isleta Boulevard Sector Plan for Bernalillo County and Context-Sensitive Design Guidelines for the New Mexico Department of Transportation.

Over the last twenty-five years, the CRP program has increasingly reflected the social and cultural diversity of New Mexico and the Southwest. Typically, most CRP graduate students enroll with several years of work experience after completing their undergraduate degrees. Many have international experience, and all have engaged in service at the community level. Women and people of color make up more than half of our recent entering classes. The faculty is also diverse—in ethnicity, education, experience, interests, and the communities in which they work. To prepare students for a broad range of roles and experiences working in government and the private and non-profit sectors, both at home and abroad, CRP classes are designed to develop their professional and scholarship skills in the context of real-world problems.

## 9. FUTURE DIRECTIONS

Future directions for the Community and Regional Planning Program are guided by a five-year strategic plan, the most recent of which – the attached *CRP Strategic Development Plan — 2007-2012* (Appendix A) – was completed in the summer of 2006. The plan reflects on the strengths, weaknesses and opportunities faced by the Program, details progress made on short- and long-term objectives articulated in the previous plan, and identifies short- and long-term goals and objectives for next five years. The plan is the product of a joint consultation of the entire faculty, and includes student and staff input as well.

In light of this self-study, our strategic plan, and the opportunity the Academic Program Review offers for insight, analysis, and advice, the CRP faculty requests the help of the Site Visit Team in responding to the following over-arching concerns:

### 1. Program Mission and Identity

- How can the CRP program faculty, staff and students enhance our reputation as a leader in community-based planning and community service?

The program's theoretical and practical approach to planning and community development is community-based. In courses, studios as well as in applied research and practice projects our students are connected to real-world planning settings and learn about community-based approaches to solving planning problems. We are interested in receiving the insights and suggestions about how to build on these strengths, as well as enhance our reputation as campus leaders and experts in citizen involvement and community-based planning.

### 2. Undergraduate Degree

- What are the opportunities, challenges and potential for future directions in the Bachelor of Arts in Planning and Design (BAEPD) degree program?

CRP faculty are interested in the Review Committee's insights into the thrust and focus of the degree, its links to other opportunities on campus, our advisement capabilities, the admissions standards and procedures, and ways to create an improved sense of community among students in the program.

### 3. Research and Creative work

- What are opportunities and strategies to increase our individual and collective productivity in research, creative work and applied practice?

We would like to become more productive in garnering funded research, leveraging and disseminating our applied research work and build on our

experiences with local and international community-based work. We would like the Review Committee's insights regarding strategies to overcome constraints, and provide greater support, incentives and recognition to our faculty?

#### **4. Teaching**

- In what ways can we enable our students and faculty to become more fully experienced and literate with information technology, geo-spatial analysis and web-based communications?

Computing and information systems are becoming more and more a part of everyday professional practice in planning. The faculty would like advice on ways to build student' skills and increase our own familiarity with and use of technology. At the same time we are interested in the Review Committee's insights into trends and emerging precedents in professional planning that we should be aware of and enhance in our curriculum in the future.