The University of Arizona

COLLEGE OF ARCHITECTURE, PLANNING
AND LANDSCAPE ARCHITECTURE

School of Landscape Architecture and Planning

Planning Degree Program
Master of Science in Urban Planning

Self-Study Report
Prepared for the
Planning Accreditation Board

October 15, 2021

PAB

Planning
Accreditation
Board

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These signatures attest to the validity of the application and to the institution's support for the accreditation of the planning Program. Original signature page should be sent to PAB with the final SSR.

Institution Name: University of Arizona
Degree Name: Master of Science in Urban Planning

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3. DEAN OR OTHER HIGHER ADMINISTRATOR

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4. INSTITUTION'S CHIEF ACADEMIC OFFICER

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5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name:	Robert C. Robbins	Phone: 520-621-5511
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PLANNING STUDENT ORGANIZATION

Organization Name:	Graduate Planning Society	
Student Name:	Melanie Olson	Phone: 650-834-5227
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LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name:	Arizona Chapter	
Name:	Sarah Meggison	Phone: 520-837-6931
Title:	Director, South Section	Email: sarah.meggison@tucsonaz.gov

1. DEGREE PROGRAM AND INSTITUTION

A. Degree Title: Master of Science in Urban Planning

B. Name of Planning Program or Unit: Urban Planning Program

C. Number of Credits Required for Graduation: 47

D. Calendar System (Check One):   ☒ **Semester**   ☐ **Quarter**

Institutional Structure:

The College of Architecture, Planning, and Landscape Architecture (CAPLA) includes two schools: The School of Architecture and the School of Landscape Architecture and Planning. The college is administered by Dean Nancy Pollock-Ellwand, PhD, Associate Dean for Academic Affairs Laura Hollengreen, PhD, and Associate Dean for Research Bo Yang, PhD. The Planning Degree Program unit is housed within the School of Landscape Architecture and Planning, which is overseen administratively by Director Lauri Macmillan Johnson. Faculty within the planning unit oversee and deliver two master's degrees, the Master of Science in Urban Planning (MSUP) and the Master of Real Estate Development; contribute to undergraduate offerings in the Bachelor of Sustainable Built Environments; teach several general education undergraduate courses; offer four graduate certificates; and have launched a new (yet to be enrolled) Urban Planning Emphasis within the Geography PhD. The MSUP Program is chaired by Associate Professor Arlie Adkins, PhD, who also serves as the program's director of graduate studies.

CAPLA Dean Nancy Pollock-Ellwand, PhD, reports to Liesl Folks, PhD, Provost and Vice President for Academic Affairs, the university's chief academic officer. President Robert Robbins, MD, is the university's Chief Executive Officer. In addition, the University of Arizona Graduate College, overseen by Dean Andrew Carnie, PhD, provides support for program admissions, advising, degree progress and certification, and financial services and is responsible for oversight to ensure quality and consistency in graduate programs.

Programs offered within the school have autonomy with respect to program missions, goals, and curricular issues. While staff and resources are shared across programs in the school to maximize efficiency, the Planning Degree Program is a separately budgeted unit.

The School of Architecture includes a five-year Bachelor of Architecture Program and two graduate degree programs, the Master of Science in Architecture and professional Master of Architecture.

2. OTHER PLANNING PROGRAM OFFERINGS

A. Other Degrees:

Within the planning unit:

The Master of Real Estate Development (MRED) is a graduate degree program that recruits students who have the potential to become future real estate development industry leaders. The program promotes social responsibility, economic resilience, financial feasibility, best practices in deal structuring, and design and planning performance standards for responsible development. The degree is offered both in-person and fully online.

MRED/MS Urban Planning Dual Degree provides an opportunity to those wanting to work at the intersection of planning and real estate development or who seek careers in one but wish to have a solid grounding in the other.

The Master of Business Administration (MBA)/MS Urban Planning Dual Degree is available for students interested in business and development, green building, land and resource use, and planning. Candidates can start their course of study in either program although they must be admitted to both programs independently.

The MS Water, Society and Policy/MS Urban Planning Dual Degree provides a unique niche for graduate students to enhance their opportunities in industry, non-governmental organizations, and government by coupling a strong foundation in urban planning with the rigor of a program focused on water science and water policy. This program provides opportunities to explore and gain expertise in water science and resource management, sustainable urban and regional planning, and the real-world application of technology (e.g., assessment and analysis with GIS) to address key water-related challenges facing society.

The new (yet to be enrolled) **Urban Planning Emphasis of the Geography PhD** is jointly overseen with the School of Geography, Environment, and Development within the College of Social and Behavioral Sciences.

Also, within the School of Landscape Architecture and Planning:

The Bachelor of Science in Sustainable Built Environments (SBE) is an interdisciplinary undergraduate degree that offers students a comprehensive understanding of sustainability principles and provides them with the tools and skills to make communities, buildings, and open spaces more sustainable. Qualified students interested in pursuing graduate degrees in the MS Urban Planning, MLA, and MArch programs can begin graduate level studies through the Accelerated Master's Program (AMP). The degree is available in-person on the main campus and fully online.

The Master of Landscape Architecture (MLA) is an accredited, STEM-designated professional degree program that emphasizes sustainable design strategies. The program is characterized by careful understanding of landscape ecology, landscape planning, cultural landscapes, history

and theory, fine art, and technical and digital media proficiency. The curriculum addresses the educational requirements of students who include career-shift professionals who seek the first professional degree and students with previous undergraduate degrees in landscape architecture or architecture.

The Bachelor of Landscape Architecture (BLA) is a professional degree program that prepares students to become successful, licensed landscape architects. With a robust, studio-based curriculum, the degree is designed to fully engage students' artistic, analytical and inventive selves. The program was launched in Fall 2020, and will seek accreditation after its first class of graduates.

B. **Non-Degree Programs:**

The Graduate Certificate in Heritage Conservation is an online, 15-credit program that educates students in the preservation of the built environment as part of a comprehensive ethic of environmental, cultural, and economic sustainability. The program is an active member of the National Council for Preservation Education and its focus is to prepare students for practice in the field of Heritage Conservation. Urban planning students who have chosen the Heritage Conservation Concentration area may earn this certificate with only six additional credits of coursework.

The Graduate Certificate in Real Estate Development Analysis is a 9-unit online and main-campus program focused on the fundamentals of real estate development and the processes by which public and private sector decisions are made. Students learn the historical development of real estate markets and the associated impacts on risk and return.

The Graduate Certificate in Real Estate Development Finance is a 12-unit online and main-campus program focused on the fundamentals of finance in real estate development. Students examine the capital markets and factors that shape the flow of funds into real estate investments.

The Graduate Certificate in Real Estate Development Practice is a 12-unit online and main-campus program focused on the fundamentals of real estate development implementation through an in-depth analysis of development projects from project conception to final proposals. Students are exposed to construction methods and project management within the development process, and the tools and methods utilized in the public and private sectors.

3. PROGRAM HISTORY

We are proud to be celebrating the 60th anniversary of urban planning graduate education at the University of Arizona during the 2021-2022 academic year. As one of the oldest planning programs in the western United States, planning education at the University of Arizona has a long and storied, yet varied, history. The program has been housed at various times in colleges of business, geography, architecture/design, and as a graduate college interdisciplinary program. The period since 2008, when we joined the re-configured College of Architecture, Planning, and Landscape Architecture, represents the longest period of constancy in the program's history. Over the last 13 years, we have capitalized on

this constancy and the incredible support of our professional planning community – including the Friends of Planning, an external non-profit organization founded to support our program – to rebuild, reconfigure, and put our program on our current exciting trajectory. Since 2013, when the program had just two tenure-line professors, we have expanded such that for most of the current accreditation period we had seven tenure-line professors supporting the program (a search is underway to replace a colleague who recently departed for another university). In this milestone year, we anticipate minting our 650th MS Planning/Urban Planning graduate from the planning program, and we are launching a new alumni engagement strategy to build on this legacy for the benefit of current students, our alumni network, and our broader community. Having identified areas for continued improvement in our current strategic planning update, there is a strong sense that the program is in a solid position to continue our progress as we look ahead to the challenges and opportunities of the next decade.

The table below shows a timeline of graduate planning education at the University of Arizona over the last 60 years:

1961	The Graduate Planning Program formed in the College of Architecture
1965	Committee on Urban Planning created
1970	Committee on Urban Planning transferred to the College of Business and Public Administration
1973	Committee on Urban Planning merged with the Department of Geography and Area Development, while retaining academic autonomy as an interdisciplinary, intercollege committee
1977	New Department of Public Policy, Planning and Administration formed in the College of Business and Public Administration
1988	Committee on Urban Planning became part of the University of Arizona Interdisciplinary Programs, and by 1990 was physically located in the Department of Geography and Regional Development
1997	Committee was renamed the School of Planning in the College of Architecture, Planning, and Landscape Architecture
1998	First PAB site visit and 3-year accreditation 1999-2001
2001	Second PAB site visit and 5-year accreditation 2002-2007
2003	Under threat of closure from the university (a money-saving initiative), the program was reconstituted as the Planning Degree Program under the Department of Geography and Regional Development
2007	Third PAB site visit and 5-year accreditation 2008-2012
2008	The MS Planning Program came back to the College of Architecture and Landscape Architecture (CALA) and the school was renamed the School of Landscape Architecture and Planning
2009	Progress report submitted and accreditation period extended by two years through December 31, 2014
2012	The College was renamed the College of Architecture, Planning, and Landscape Architecture (CAPLA)
2014	Fourth PAB site visit and 3-year accreditation 2015-2017
2014	Master of Real Estate Development Program, designed to provide synergies with the MSUP was launched within the planning unit

2016	Under planning faculty leadership, UArizona became part of the National Institute for Transportation and Communities (NITC), one of five USDOT-funded National University Transportation Centers
2017	Fifth PAB site visit and 5-year accreditation term 2018-2022
2019	The program changed its name from Master of Science in Planning to Master of Science in Urban Planning
2020	Jointly administered Urban Planning Emphasis within the Geography PhD was launched with the School of Geography, Environment, and Development
2020	Due to the global COVID-19 pandemic, the university switched to mostly online course delivery March through May 2020. In Fall 2020 and Spring 2021, instructors had the option to teach in one of four modalities: in-person, flex in-person, live online (synchronous), or fully online (asynchronous). Several temporary emergency changes were implemented, including a shift to individual capstone projects and co-convening of some courses across cohorts.
2021	Associate Professor Arlie Adkins was named MSUP Program Chair

4. STUDENT DATA

Table 1. STUDENT ENROLLMENT DATA

Institution's census date: *[21 days after the start of each fall semester]*

Academic Year *		2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021
# Applications Reviewed for Admission		30	32	35	31	22	25	30
# Applicants Admitted		27	24	25	27	19	19	22
# New Students Admitted Who Enrolled	Fulltime	24	12	13	11	10	10	10
	Part-time	0	1	1	0	0	1	0
# Total Students Enrolled	Fulltime	28	35	25	20	23	26	17
	Part-time	4	1	2	2	2	1	1

*Note: Fall 2021 data is provided in Part IIC: SSR Evidence, and shows a significant increase in applications and enrollment numbers.

Table 2. STUDENT COMPOSITION

	Students - Race and Ethnicity	Enrollment Status and Gender						
		Full-time			Part-time			
		Male	Female	Non-Binary**	Male	Female	Non-Binary	Total
U.S. Citizens and Permanent Residents Only	White	9	4		1			**14**
	Black or African American	1						**1**
	American Indian or Alaska Native							
	Asian							
	Native Hawaiian and Other Pacific Islander							
	Some Other Race Alone							
	Two or More Races	1						**1**
	Unknown							
	Total US Citizens and Permanent Residents Only	**11**	**4**		**1**			**16**
	International Students	2						**2**
	Total Students	**13**	**4**		**1**			**18**
	Ethnicity - US Citizen and Permanent Residents Only							
	Hispanic or Latino	4	2		0			**6**
	Not Hispanic or Latino	7	2		1			**10**

Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data. Programs may include non-binary data if collected.

**Our institution currently does not collect Non-binary gender data.*

Note: Fall 2021 data is provided in Part IIC: SSR Evidence.

5. FACULTY DATA

For PAB accreditation purposes, faculty are defined as follows:

(A) Full-time in Planning Unit are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded;

(B) Part-time in Planning Unit are tenure track faculty from other academic departments in the university who teach: graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; and

(C) Adjunct/Contract/Non-tenure track are non-tenure track faculty and faculty hired with multi-year and annual contracts.

Table 3. FACULTY COMPOSITION

	Faculty - Race and Ethnicity	Full-time			Part-time			Adjunct			
		Male	**Female**	**Non-Binary**	**Male**	**Female**	**Non-Binary**	**Male**	**Female**	**Non-Binary**	**Total**
U.S. Citizens and Permanent Residents Only	White	5	1			1		4	5		**16**
	Black or African American										
	American Indian or Alaska Native										
	Asian					1					**1**
	Native Hawaiian and other Pacific Islander										
	Some Other Race Alone										
	Two or More Races										
	Unknown										
	Total US Citizens and Permanent Residents Only	**5**	**1**			**2**		**4**	**5**		**17**
	International Faculty										**0**
	Total Faculty										**17**
	Ethnicity - US Citizen and Permanent Residents Only										
	Hispanic or Latino								2		**2**
	Not Hispanic or Latino										**15**

* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data. Programs may include non-binary data if collected.
**NOTE: Current faculty composition data is as of Fall 2021.

Table 4. FACULTY AICP MEMBERSHIP

Full-time Faculty (A)	1
Part-time in Faculty (B)	0
Adjunct/Contract/Non-tenure track Faculty (C)	2
Total	3

Faculty Listing

This table lists the urban planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

Table 5. FACULTY LISTING

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2020-2021	% of Time to Program* 2021-2022
A Faculty								
Arlie Adkins	Associate Professor Tenured	2013	PhD	2014	Urban Studies	Portland State University	35% Teaching 40% Research 25% Service	Fall 2021 Sabbatical
			MS	2009	City Planning	University of California, Berkeley		
Kristina Currans	Assistant Professor	2017	PhD	2017	Civil Engineering	Portland State University	40% Teaching 40% Research 20% Service	40% Teaching 35% Research 25% Service
			MS	2013	Civil Engineering	Portland State University		
Millard "Ladd" Keith	Assistant Professor	2019*	PhD	2019	Arid Lands Resource Sciences	University of Arizona	20% Teaching 40% Research 20% Admin (SBE) 20% Service	20% Teaching 40% Research 20% Admin (SBE) 20% Service
			MS	2005	Planning	University of Arizona		
Arthur C. Nelson FAICP	Professor Tenured	2014	PhD	1984	Urban Studies with a focus in Regional Science and Planning	Portland State University	20% Teaching 55% Research 25% Service	0% Teaching 100% Research 0% Service
			MUS	1976	Public Administration	Portland State University		
Gary Pivo	Professor Tenured	1998	PhD	1988	City and Regional Planning	University of California, Berkeley	40% Teaching 40% Research 20% Service	40% Teaching 15% Research 45% Service
			MRP	1979	Regional Planning	Cornell University		
Philip Stoker	Assistant Professor	2015	PhD	2015	Metropolitan Planning, Policy and Design	University of Utah	50% Teaching 40% Research 10% Service	50% Teaching 40% Research 10% Service
			MRM	2011	Resource and Environmental Management	Simon Fraser University		
B Faculty								
Lauri M. Johnson	Director and Professor	1991	MLA	1977	Landscape Architecture	University of Illinois	50% Admin	50% Admin

Name	Rank	Appt. Year	Degree	Year	Field	Institution	Time*	Time*
	Tenured							
Shujuan Li	Associate Professor Tenured	2017	PhD	2009	Geography	Texas A&M	40% Teaching 45% Research 15% Service	40% Teaching 45% Research 15% Service
			MS	2003	Ecology	Peking University, China		
C Faculty								
Brian Bidolli, AICP	Lecturer	2017	MBA	2016	Business Administration	Georgetown University	80% Teaching 20% Service	80% Teaching 20% Service
			MPA	2011	Public Administration	California State University		
Gina Chorover, AICP	Lecturer	2012	MLA	2005	Landscape Architecture	University of Arizona	70% Teaching 10% Research 20% Service	30% Teaching 10% Research 10% Service
			MS	1984	Business Administration	University of Illinois		
Cannon Daughtrey	Adjunct Lecturer	2017	MA	2014	Applied Archaeology	University of Arizona	10% Teaching	10% Teaching
Helen Erickson	Adjunct Lecturer	2017	MLA	2012	Landscape Architecture	University of Arizona	5% Teaching 20% Research	10% Teaching 25% Research
Nicole Iroz-Elardo	Assistant Research Professor	2018	PhD	2014	Urban Studies	Portland State University	70% Research	50% Teaching 45% Research 5% Service
Joey Iuliano	Lecturer	2021	PhD	2021	Geography	University of Arizona	n/a (was a Graduate Associate)	75% Teaching 25% Service
Linus Kafka	Adjunct Lecturer	2015	PhD	2007	History	University of California	20% Teaching	20% Teaching
			JD	1996	Law	University of Arizona		
			MA	1992	History	New York University		
Travis Mueller	Lecturer	2016	MLA	2012	Landscape Architecture	University of Arizona	10% Teaching	10% Teaching
Adriana Zuniga-Teran	Assistant Research Scientist (continuing-eligible)	2015	PhD	2015	Arid Lands Resource Sciences	University of Arizona	45% Teaching 48% Research 7% Service	45% Teaching 48% Research 7% Service
			MS	2010	Architecture	University of Arizona		

* For the most recent two years: Include percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program-related release time activities (e.g. administrative duties, research, university service, etc.

*Ladd Keith's appointment to a tenure track position was in 2019; he has been a member of the planning faculty since 2009.

6. PRECONDITIONS TO ACCREDITATION

1. **Program Graduates**

   The MS Urban Planning Program at The University of Arizona has been in existence since 1961 and has graduated more than 600 students.

2. **Accreditation Status of the Institution**

   The University of Arizona is accredited by the North Central Association, which is recognized by the Commission on Recognition of Postsecondary Accreditation (COPRA). The University of Arizona is a member of the Association of American Universities.

3. **Program and Degree Titles**

   In 2019, the program formally changed its name from MS Planning Program to MS Urban Planning Program. Students graduating from the MS Urban Planning Program receive a Master of Science in Urban Planning.

4. **Length of Program**

   The MS Urban Planning Program requires 47 credit hours which is equal to four semesters for a full-time student. Students who do not have advanced standing through previous educational or professional experience attend a minimum of two years to graduate.

   Guideline: Residency.

   Our program is in-person on campus, and students are in residence with their cohort for two years.

   Guideline: Fast-tracking.

   The Accelerated Master's Program (AMP) into the MS Urban Planning Program offers exceptional UArizona undergraduate students (in selected majors) the opportunity to earn both a bachelor's degree and MS Urban Planning degree in five years. Participating programs include the BS in Urban and Regional Development, BS in Geography, BS in Sustainable Built Environments, and Bachelor of Architecture. Students are admitted into the AMP in the MS Urban Planning Program at the end of their junior year and enroll in graduate level planning courses during their senior year. Up to twelve units of graduate credit may apply to both their undergraduate and graduate programs, allowing these students to earn both degrees in six years or less.

   The University of Arizona undergraduate students interested in graduate studies in urban planning who have not been admitted in the AMP or those who are in majors not officially recognized by the AMP may take undergraduate courses in planning that are co-convened with graduate courses. These students may apply to the MS Urban Planning Program with advanced placement for completed course work; they typically matriculate in three semesters.

   In both cases, fast-track students complete the same coursework as the 2-year graduate students.

Guideline: Dual Degrees.
Students are allowed by The University of Arizona to attempt concurrent degree programs if the majors are substantially different, with the approval of the Graduate College. Graduate dual degree programs allow students to apply a certain number of units to both degrees.The graduate college recognizes three formal dual degree programs that include the MS Urban Planning:

The **Master of Business Administration (MBA) and MS Urban Planning** dual degree is for students interested in business and development, finance, sustainable urban and regional planning, land and resource use. Students need to be admitted to each program independently. Students in the MSUP/MBA dual degree complete the same required 26 core planning units as the urban planning students, plus 35 MBA units and 15 units shared by both programs for a total of 76 units.

The **Master of Real Estate Development (MRED) and MS Urban Planning** dual degree is designed for students who are interested in the development of sustainable built environments through the practices of responsible real estate development and urban planning. Students need to be admitted to each program independently. Students in the MSUP/MRED dual degree complete the same required 26 core planning units as the urban planning students, plus an additional 6 units of planning courses, 30 real estate units, and 3 units of coursework shared by both programs for a total of 65 units.

The **MS Water, Society and Policy and MS Urban Planning** dual degree provides graduate students the opportunity to build a strong foundation in urban planning with the rigor of a program focused on water science and water policy. This program provides opportunities to explore and gain expertise in water science and resource management, sustainable urban and regional planning, and the real-world application of technology (e.g., assessment and analysis with GIS) to address key water-related challenges facing society. Students in the MSUP/Water, Society and Policy dual degree complete the same required 26 core planning units as the urban planning students, plus an additional 6 units of planning courses, 17 units of Water, Society and Policy, and 15 units of coursework shared by both programs for a total of 64 units.

5. **Primary Focus**
   In this Master's level degree granting program, the primary curricular focus is to prepare students for professional careers in planning by providing the skills, knowledge, and values necessary to enter the planning profession upon graduation. The concentrations reflect areas of emphasis within the profession and provide students with opportunities to customize their studies.

STANDARD 1 – STRATEGIC PLANNING AND PROGRESS

The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.

As a faculty that strives to be student-focused, professionally relevant, and transformative within our profession, we have made efforts over the last five years to institutionalize processes for periodic visioning, curricular revision, and reflection – all informed by regular assessment and feedback from internal and external stakeholders coordinated by our program chair and assessment coordinator.

Since our last accreditation visit and self-study report, in 2017 the College of Architecture, Planning and Landscape Architecture (CAPLA) hired a new dean, Nancy Pollock-Ellwand (PhD in Planning, University of Waterloo, Canada). In addition, the University of Arizona hired a new president, Robert Robbins, and Provost, Liesl Folks. As often happens with new leadership, both the university and CAPLA underwent a vigorous strategic planning process in 2017-2019. MSUP faculty participated in these efforts, co-chairing CAPLA strategic planning committees on engagement/outreach, innovative teaching, and transformative research. Urban planning Professor Gary Pivo's initial idea for a built environment-specific emphasis within the university was advanced, spearheaded by CAPLA then-Associate Dean for Research Barbara Bryson, and the built environment is now embedded in the University of Arizona's strategic plan. Additionally, RESTRUCT is a new pan-university multidisciplinary research network that focuses on the built environment and is now housed and funded at the university level within the Arizona Institute of Resilience (AIR) in the Office of the VP Research.

With new university and CAPLA strategic plans, a new leadership structure in the program, the arrival of new faculty, the COVID-19 pandemic, new assessment data, and two key retirement announcements, the MSUP strategic plan was updated in spring/summer 2021 under the leadership of new MSUP Program Chair Arlie Adkins.

1A. Prior Strategic Plan and Accreditation Review: The Program should be engaged in continuous improvement based on ongoing planning activities, and responses to prior accreditation reviews. The Program shall demonstrate progress since the last accreditation review in meeting the goals and objectives articulated in the strategic plan in place at the prior accreditation review, and document progress towards compliance in meeting accreditation standards assessed as partially-met or unmet at the last Site Visit.

1.A. Prior Strategic Plan (2016) and Progress
Our prior strategic plan identified 5 main goals:
Goal 1: Future-Focused Curriculum: Provide and maintain a robust curriculum that teaches proven and forward-thinking planning and design principles that foster sustainable cities and regions within ethical, social, and environmental realms as articulated by the profession and the program's faculty and its advisors.

> Goal 1 Progress: A curriculum sub-committee of the program faculty was convened in 2017, chaired by Gary Pivo. The group identified disconnects in the core curriculum and, based on our

previous accreditation report, sought efficiencies that would allow us to reduce our core requirements and add opportunities for electives and exposure to other disciplines and multiple planning subfields. The committee was made up of tenure line faculty, lecturers, and one local professional and member of Friends of Planning. The school's assessment coordinator provided data from student and alumni surveys to guide decisions. The faculty approved the committee's recommendation for a streamlined and reduced core that better integrated key topics, learning objectives, and professional skills from PAB, AICP, APA, our own strategic plan, as well as feedback from our previous accreditation. These changes have been incremental, with the final steps being the addition of a professional portfolio requirement and changes to PLG 512 *Comprehensive Planning and Land Use Controls* to serve as an applied plan-making studio for first-year students, beginning in fall 2021.

Goal 2: Preparation for Professional Success: With a collaborative, multidisciplinary, and real-world focus, the program will prepare students to work as professional planners who are productive and innovative within a wide range of physical, legal, political, economic, social, and psychological contexts. Students should be able to engage with diverse citizen participants and collaborate with allied professions and disciplines ranging from architecture, landscape architecture, real estate development, and business management to public health, and the social and natural sciences.

Goal 2 Progress: A key goal of our incremental curricular updates over the last several years has been a more coherent educational experience for students that delivers learning objectives in a manner that clearly builds toward employability and professional success. Through better coordination across the curriculum, faculty are now more intentional in collaboratively carrying key concepts and learning objectives from semester to semester and course to course. Upon entry into the program students attend an orientation that provides an overview of the curriculum and demonstrates how courses sequence, reinforce, and build upon one another. This overview provides a roadmap that sets students up for success. For example, topics like project management (which students, alumni, and our professional community have encouraged us to better incorporate) are now introduced in several methods courses; then contextualized professionally in the career development seminar; put into practice in Comprehensive Planning and Land Use Controls (first year) and Projects in Regional Planning (capstone); and finally documented with our new professional portfolio requirement.

Exposure to diverse communities and other professional perspectives remains a highlight of our program. We have several tools for achieving this, including community-engaged projects in PLG 611 *Projects in Regional Planning* and PLG 597Q *Public Participation and Dispute Resolution*; supervised interdisciplinary experiences such as the ULI and Bank of America Low-Income Housing Challenge; frequent inclusion of guests with diverse perspectives into courses and our speaker series; and an annual out-of-state field trip started in 2018 to give students more exposure to planning practice in urban areas outside of Arizona.

Our alumni survey indicates that 80% of graduates surveyed felt the program prepared them for their current employment. This number has remained stable over the last 5 years. We believe that with recent changes to the curriculum and added emphasis on professional success this number will increase.

Goal 3: Student Learning and Achievement: Provide and maintain a professionally rooted curriculum that is effectively delivered such that students graduate with confidence in their mastery of the knowledge, skills, and values which are needed to enter the profession, or advance their education by entering PhD programs. In both scenarios, the program aims to produce future leaders and/or educators in sustainable city and regional planning.

Goal 3 Progress: Annually, the assessment coordinator works with faculty to map the curriculum to the knowledge, skills, and values which are needed in the planning profession. As required by the university, the assessment coordinator conducts a learning outcomes survey with graduating students and reports back to faculty. Students are also assessed on learning outcomes in their capstone projects and (beginning with the Fall 2021 incoming cohort) their professional portfolios. By all measures, our students graduate with confidence in their planning knowledge, skills, and values (please see criterion 1C for data).

Goal 4: Student Recruitment, Retention, and Graduation: Recruit and retain a diverse student body and achieve the highest possible graduation rate for students entering the program.

Goal 4 Progress:
Recruitment. Our college recruitment team uses a variety of methods to recruit a diverse student body, including visiting graduate program fairs at schools with diverse undergraduate student populations, reaching out to faculty and students in specific undergraduate programs (e.g., Mexican American Studies), and showcasing students, student work, and faculty-led work that highlights our programs commitment to equity, diversity, and inclusion.

• In 2018-19, program staff worked with our Graduate College to become part of the Western Regional Graduate Program (WRGP). Being part of the WRGP made it possible to expand our recruitment efforts, as qualified students from sixteen western states can now attend our program at the in-state tuition rate.
• Faculty and our graduate recruiter regularly visit (in-person prior to the COVID-19 pandemic) universities in the Western US with diverse undergraduate populations to highlight our program.
• Annually we purchase the emails of students who have taken the Graduate Record Exam, have a 3.0 G.P.A. or better, and have expressed interest in planning or planning-related fields. We then use targeted recruitment campaigns to encourage a diverse pool of applicants.
• Our faculty admissions committee takes a holistic view of each candidate's potential for success in the program and the profession rather than focusing only on GPA and test scores for admissions and funding decisions, each of which may be a poor predictor for first generation college students and non-traditional paths to student success.
• After several years of smaller than anticipated cohorts, we are pleased to see that our recently enhanced recruitment efforts appear to be returning dividends, both in the overall number of incoming students and the diversity of the first-year cohort. The University of Arizona now collects inclusive race and ethnicity data, which allows students to identify multiple racial/ethnic identities. The cohort that joined us in fall 2021 is nearly 63 percent students of color and 69 percent female.

- MSUP faculty serve on the CAPLA Equity, Diversity, and Inclusion Committee which has prioritized recruitment. One of the first tasks of this committee was an EDI dashboard housed on our website (https://capla.arizona.edu/equity-diversity-inclusion).

Retention. All students are assigned a faculty advisor/mentor upon entering the program. Faculty advisors work closely with students, the program chair, the graduate advisor, and the school director to address retention issues that arise. Especially during the pandemic this has often meant assistance with short-term financial hardship and increased flexibility to accommodate pandemic-related stressors and obstacles. We have improved our 83 to 92 percent retention rates from 2014-2017 and have had 100 percent second year retention over the most recent three years.

Graduation. Since 2014-2015, 70 percent of students have graduated within two years and 85 percent have graduated within four years. About 10 percent of students have pursued dual degrees or certificate programs that have added additional time beyond the standard two years.

Goal 5: Faculty Excellence: Teaching, Service, Research, and Scholarly Contributions to the Profession: Assemble and maintain a core faculty with a balance of faculty ranks, with the time and background to effectively manage the program, teach the core courses, and maintain a rigorous program of research, service, leadership, and community engagement.

Goal 5 Progress: Since our last accreditation, our faculty has grown in terms of size and impact. During much of our accreditation period our faculty was relatively junior, with just two tenured professors in our core full-time faculty. Despite this, we have made significant contributions, beyond our average seniority, in research, teaching, service, leadership, and community engagement. According to Tom Sanchez's 2018 citation analysis and controlling for time since PhD, our program faculty ranked first among all planning programs for scholarly citations. This analysis used Google Scholar citation data using m-quotient, which is calculated as h-index/years since PhD.
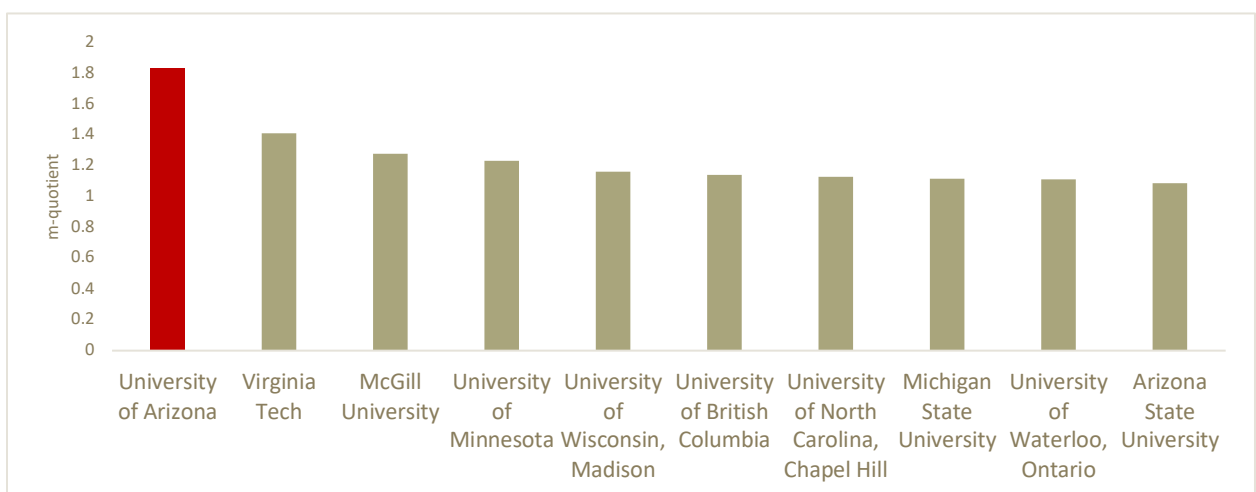

Figure 1. Scholarly citations using m-quotient, which controls for time since PhD (source: Sanchez, 2018)

In another indicator of impact, our faculty members – across ranks – consistently garner local and national media coverage for our work. During 2020-2021 this included the *Washington Post, Governing, Deseret News, Arizona Public Media, Tucson Daily Star, The Hill, and Bloomberg City Lab.* More detail on media coverage is included in Standard 3.

Our faculty members have submitted more than 170 grant proposals and brought in more than $3,300,000 in external funding during the accreditation period, a dramatic increase from previous years and an indication of our faculty growth, development, and research support. Beginning in 2014, each new tenure-line hire has received at least $45,000 in research startup funds. Additionally, beginning in 2019, 8.25 percent of the total indirect costs on external research grants has been returned to faculty investigators to support further research.

We pride ourselves on our faculty's expertise at the intersections of urban planning and other disciplines and sub-disciplines. This is recognized externally by joint appointments in the School of Natural Resources, School of Geography, Development, and Environment, Department of Health Promotion Sciences, Arid Lands Resource Sciences, and the Udall Center for Studies in Public Policy.

1.A. Accreditation Review and Progress Towards Compliance
In a letter from the Planning Accreditation Board (dated May 24, 2017), the Board noted three standards assessed as partially-met or unmet at our last site visit:

Standard 3 / Faculty: Criterion 3B / Faculty diversity
"The Program shall foster a climate of inclusivity that appreciates and celebrates cultural differences through its recruitment and retention of faculty members. Faculty shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society."

The Site Visit Team assessed this criterion as unmet, citing a lack of gender and racial diversity in the core faculty.

The Board concurred with this assessment, while acknowledging progress had been made in terms of gender diversity in the adjunct faculty. The Board stated that "In its Self-Study Report the Program should provide evidence of efforts to recruit and hire, when possible, tenure-track faculty that contribute to diversity of its faculty."

Standard 3B Progress: During this accreditation period, the school made several hires which have increased the diversity of our faculty, though we acknowledge the need for continued improvement in this area. Kristina Currans joined our faculty as a tenure-track assistant professor in 2017. Dr. Currans has an extensive background in transportation planning, civil engineering, integration of transportation and land use planning.

Shujuan Li joined our faculty in 2017 as a tenured associate professor with a primary appointment in Landscape Architecture, but with regular teaching duties that support the

MSUP. Dr. Li has a PhD in Geography and specializes in GIS for urban and environmental studies and land use planning analysis.

The program has also increased diversity among our non-tenure track faculty, including career track and continuing status eligible[1] faculty. These include continuing status eligible Assistant Research Scientist Adriana Zuniga-Teran, who teaches urban planning and undergraduate SBE courses. Dr. Zuniga-Teran teaches and conducts research related to green infrastructure and urban resilience, environmental justice, water security in cities, groundwater governance, and other environmental issues in arid lands and the U.S-Mexico border region. Dr. Zuniga-Teran was a UArizona Hispanic Serving Institution Fellow for 2019-20. The program also hired Assistant Research Professor Nicole Iroz-Elardo. Dr. Iroz-Elardo has an extensive background in urban planning and public health. Her research focuses on how to plan healthier and more equitable communities, particularly related to physical activity and extreme heat in disadvantaged communities. Dr. Iroz-Elardo plays an active role mentoring MSUP students, advising capstone projects, providing guest lectures, is currently teaching PLG 514: *Methods in Planning*, and participates fully in the culture of the MSUP program.

In late 2020, we successfully applied for Strategic Priorities Faculty Initiative (SPFI) funding from the office of the provost. SPFI provides temporary university financial support to academic departments enabling them to hire additional full-time, tenure- track faculty who will enhance inclusive excellence via equal opportunity, diversity, and inclusion. Our application was approved, and we extended an offer to a Latina doctoral candidate from the University of California at Irvine. Unfortunately, this candidate accepted an offer from a peer institution.

We are proud of the progress that we have made since 2016 and know that moving forward we have the opportunity to continue to increase the diversity of our faculty. In fall 2020, Associate Professor Andrew Sanderford left the urban planning program to take an endowed chair position at the University of Virginia. A search is currently underway to replace him. We are also looking at two upcoming retirements. Our hiring plan aims to further diversify our faculty by focusing position descriptions and search efforts to maximize the diversity of our applicant pool.

Standard 4 / Curriculum and Instruction: Criterion 4B / Areas of Specialization and Electives
"The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high-quality offering.

Electives: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues."

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[1] Like tenure track faculty, continuing status academic professional employees will, after a five-year probationary period, have an expectation that the President will renew their appointment for successive appointment periods, except due to retirement, resignation, release for budgetary reasons or reorganization, dismissal for just cause, or as a result of educational policy change.

The Site Visit Team assessed this criterion as partially met, specifically citing the limited number of credits available for students to pursue electives as its reason.

The Board concurred with this assessment, stating that "In its Self-Study Report, the Program should provide evidence of students' exposure to other professions and emerging trends and issues."

> Standard 4B Progress: Since our 2016 accreditation, we have reduced the number of required core units to allow students greater flexibility to explore their interests.

2015-16 Requirements	37 required core units	9 concentration units	3 elective units	49 total units
2020-21 Requirements	26 required core units	9 major concentration units; 6 minor concentration units	6 elective units	47 total units

> As part of our systematic curricular review and update, we made several changes that address this concern. We see our curriculum divided between 1) *Core Skills and Knowledge*; 2) *Emphasis and Exploration* (i.e., concentrations and electives); and 3) *Professional Applications* (i.e., career development and capstone). Through this framework, we explicitly built in more opportunities for students to pursue engagement with other disciplines and planning subfields. Space for exposure to other disciplines and emerging trends/issues was made possible by identifying redundancies and opportunities for efficiencies. This reduced the required core from 37 units to 26 units, which opened up space within the program for more *Emphasis and Exploration*. We doubled our elective requirement from 3 to 6 units. Students work with faculty advisors to identify courses from across the university that complement their plan of study. We also created what we think is an innovative two-tiered concentration structure in which students identify a major concentration and a minor concentration. We are confident that this change, along with our revamped core, helps us address the growing demand for planners who are specialists, but also able work across subfields and disciplines.

> Students have taken advantage of this increased flexibility by taking elective courses in Agricultural and Resource Economics, American Indian Studies, Anthropology, Architecture, Geography, Hydrology and Water Resources, Landscape Architecture, Management and Organizations, Natural Resources, Public Administration, Public Health, and Real Estate Development.

Standard 5 / Governance Criterion SB/ Program leadership

According to the PAB criterion on governance, "the administrator of the degree program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher."

In our previous accreditation, the Site Visit Team assessed this criterion as partially met, citing the school director's lack of planning education and credentials while acknowledging her commitment to the program.

In 2016 the Board assessed this criterion as unmet because the program had not followed the suggestion in the 2014 decision letter to appoint "a program administrator with the qualifications as stated in the criterion."

> Standard 5 Progress: To help us respond to this unmet criterion, Arlie Adkins, Associate Professor of Urban Planning, was named MS Urban Planning Program Chair and Director of Graduate Studies (DGS) in Spring 2021. The program chair oversees curriculum, faculty advising, recruitment, admissions, student support, strategic planning, appeals and petitions at the program level, as well as professional and alumni relationships in conjunction with CAPLA Director of Alumni Relations and Community Engagement, Kay Brown. Arlie Adkins is recently tenured and well-respected by his faculty colleagues and the planning community, both locally and nationally. He has professional planning experience, a Master of City Planning from UC Berkeley, and a PhD in Urban Studies from Portland State University's Department of Urban Studies and Planning. His work has been published in planning journals, including the *Journal of the American Planning Association* and he was recently elected to the governing board of the Association of Collegiate Schools of Planning.

> As director of the School of Landscape Architecture and Planning, Lauri Macmillan Johnson remains the administrative head with responsibilities of supervising faculty and staff (including unit-level administrative tenure review), determining teaching assignments, staff/faculty hiring decisions, budget, and resource allocations.

1B. Current Strategic Plan: The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment.

The strategic plan must address: The Program's vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

Our current Strategic Plan (2021) is an update that was developed in order to align our program with our university's strategic pillars and CAPLA's vision, goals, objectives, and values as articulated in the college strategic plan of 2018. The specific aim of this most recent program strategic plan update was to add more data-driven, detailed, actionable, and measurable strategies informed by assessment data and developed with more extensive input from internal and external stakeholders, including faculty, students, staff, representatives of the professional planning community, and alumni. This update was designed to inform a program-level workplan for the next several years that will help guide staff and faculty service workload assignments, resource allocation, and hiring.

In addition to ongoing assessment of *outcomes* (e.g., student and alumni surveys, employment tracking, recruitment/graduation/retention data), the structure of this plan builds in additional tools for tracking progress on *implementation* of initiatives and *process* measures to better hold ourselves accountable for progress on our strategic plan.

1)   *Mission Statement*: The Program or the Department in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners.

Our mission: To prepare future leaders in urban and regional planning who will cultivate the development of equitable and sustainable cities and regions around the world.

Our vision: Our students will be life-long learners and change-makers who will actively pursue solutions to some of the world's most pressing grand challenges.

Our values:
Emergent Thinking: We believe that future-oriented research, teaching, and outreach are critical to planning with foresight to meet the needs of our changing world.

Curiosity: We value the spirit of inquiry and delight in inspiring lifelong learning.

Engagement: We value hands-on, community-engaged teaching and research that serves our community and trains our students for impactful, community-oriented careers.

Interdisciplinarity: We seek to maximize opportunities for our faculty and students to work with allied disciplines, including designers and real estate developers, both within CAPLA and elsewhere across campus and in our community.

Partnership: We value partnerships and seek to maximize them by cultivating meaningful and lasting relationships between our faculty, students, the professional community, and our alumni networks.

Justice: We educate students to recognize their role in planning cities and regions that maximize opportunities and voice for underrepresented communities; who recognize that racial justice, economic justice, and environmental justice are core values of planning; and we embed these principles into the culture and practices of our program.

Resilience: We believe in cultivating environmental resiliency and creating solutions to pressing environmental challenges, especially the fundamental threats facing urban areas from climate change.

Student-focused: We take pride in the accessibility of our faculty and community partners. In our small master's program students have opportunities to engage directly with faculty in ways that can be rare in larger programs.

2)   *Program Goals and Measurable Objectives*: The Program's strategic plan shall identify goals and measurable objectives that advance the Program's mission. The goals shall identify the Program's future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. Goals shall reflect the Program's intent to achieve and maintain diversity in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

Our strategic plan update contains five major goals with accompanying objectives, strategies, implementation plan, and metrics. Our five program goals are:

Goal 1: Professionally focused, transformational curriculum
> Provide and maintain a robust, professionally focused, and transformational curriculum rooted in social equity/justice, sustainability, and community-engaged hands-on learning informed by cutting edge research

Goal 2: Student Excellence & Success
> Recruit, support, and educate students who reflect the diversity of our community and who graduate prepared to succeed and grow into leaders in the field in a wide range of physical, political, economic, and sociocultural contexts

Goal 3: Faculty Excellence
> Recruit, nurture, and support faculty in their efforts to teach effectively, perform transformational research, and engage in service internally and with the broader community

Goal 4: Diversity and Inclusive Excellence
> Prioritize equity, diversity, and inclusiveness as a central tenet of the program's culture and operations

Goal 5: Maintain and Enhance Program Excellence and Stability
> Strengthen our internal and external networks to support students and raise the profile and reputation of our program, students, and alumni

Below we have included a sampling of initiatives along with its implementation measure, process measure, and outcome measure. Per PAB SSR instructions, the complete strategic plan is included as a separate document.

Goal 1 - Professionally focused, transformational curriculum: Provide and maintain a robust, professionally-focused, and transformational curriculum rooted in social equity/justice, sustainability, and community engaged hands-on learning informed by cutting edge research

Objective 1.1 Prepare students for dynamic careers by building curricular exposure to core knowledge and skills as well as to diverse perspectives, disciplines, tools, and viewpoints

| Initiative 1.1.7 Continue building dual degree options to expand possibilities for our students and attract additional students to urban planning | ■■□ | *Process measures:* Number of dual degrees approved; number of info sessions held in other colleges to highlight dual degree with MSUP | *Outcome measures:* Number of students completing dual degrees; MSUP enrollment increase linked to dual degrees |

Goal 2 - Student Excellence and Success: Recruit, support, and educate students who reflect the diversity of our community and who graduate prepared to succeed and grow into leaders in the field in a wide range of physical, political, economic, and sociocultural contexts

Objective 2.2 Create clear career and professional development opportunities and pathways from program to career

| Initiative 2.2.2 Adopt and implement portfolio requirement to highlight student work products throughout their time in the program and help students market themselves to employers | ■□□ | *Process measures:* Faculty approval of portfolio standards; number of internal and external participants in annual portfolio review event | *Outcome measures:* Overall student satisfaction; new graduate/alumni survey item on perceived value of professional portfolio requirement and review |

Goal 3 - Faculty Excellence: Recruit, nurture, and support faculty in their efforts to teach effectively, perform transformational research, and engage in service internally and with the broader community

Objective 3.1 Support and recognize teaching excellence

| Initiative 3.1.4. Facilitate faculty peer support for teaching (e.g., informal sharing of lessons learned or best practices) | ■□□ | *Process measures:* Number of meetings focused on this topic | *Outcome measures:* Improved faculty teaching confidence; teaching awards; student satisfaction |

Goal 4 - Diversity and Inclusive Excellence: Prioritize equity, diversity, and inclusiveness as a central tenet of the program's culture and operations

Objective 4.1 Increase the diversity and inclusiveness of our community of administrators, faculty, staff, and students to better reflect the communities we serve

| Initiative 4.1.3. Create an MSUP-specific student recruitment and retention plan that prioritizes under-served populations to ensure a diverse and inclusive student body, especially in alignment with university initiatives related to our statuses as a Hispanic Serving Institution and American Indian and Alaska Native-Serving Institution | ■□□ | *Process measures:* Recruitment plan developed; supported with adequate resources | *Outcome measures:* Number of applicants from underrepresented groups; number of matriculated students from underrepresented groups; number of graduates from underrepresented groups |

Goal 5 - Maintain and Enhance Program Excellence and Stability: Strengthen our internal and external networks to support students and raise the profile and reputation of our program, students, and alumni

Objective 5.2 Cultivate a stronger relationship with alumni and the professional planning community

| Initiative 5.2.2. Host joint networking events with Arizona APA and Southern Section and Friends of Planning | ■■□ | *Process measures:* Number of events per year | *Outcome measures:* Attendance at events; student employment outcomes; student satisfaction |

*Implementation Key

□□□	Agreed to, yet to be advanced	■■■	Implemented, ongoing, and institutionalized
■□□	Planning stage	■■☑	Complete (only for discrete items)
■■□	Implementation in progress		

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1C. Programmatic Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals articulated in its strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program's strategic plan.

Program assessment is an area where we have seen major improvement over our last two accreditation cycles. With the hiring of Dr. Kelly Eitzen Smith as our school's assessment coordinator in 2015, our program has dramatically increased its assessment capabilities and performance. These efforts have included higher quality and more consistent data collection and analysis, including:

1) Annual Alumni Survey, administered online to students two years post-graduation. This survey includes questions about employment outcomes and students' contributions to the profession and community, among other items (see Part IIC: SSR Evidence for survey instrument);

2) Annual Learning Outcomes Survey, administered in person to the graduating class in May each year (see Part IIC: SSR Evidence for survey instrument);

3) A Capstone Assessment Rubric, conducted by faculty in PLG 611 *Projects in Regional Planning* (see Part IIC: SSR Evidence for survey instrument);

4) Annual review of the program's strategic plan metrics.
Beginning with the Fall 2021 incoming cohort, an additional assessment will be administered based on a review of students' professional portfolios. Portfolio assessment rubrics and process are being developed by the faculty during the 2021-2022 academic year. We plan to include external (e.g., local professionals) as well as faculty assessment and student self-assessment.

At the University of Arizona all academic programs are required to go through a seven-year Academic Program Review (APR) which includes annual program assessment. While the university allows our program to use the PAB process in lieu of their required APR, we are also required by the university to report our program assessment findings annually by September 30th. We consistently receive high marks on program assessment from the university's Office of Instruction and Assessment (see Part IIC: SSR Evidence).

> 1) *Graduate Satisfaction*: The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

Our survey of MSUP alumni indicates fairly high levels of satisfaction with the program. For surveys administered during the current accreditation period (2013-2019), 80 percent of alumni respondents indicated being somewhat or extremely satisfied with "how the UArizona MS (Urban) Planning program prepared [them] for [their] current employment" and 86 percent are somewhat to extremely satisfied with the MSUP program overall. Alumni also rated various

elements of the program highly with 95-100 percent of alumni finding them helpful in preparing them for their current job.

GRADUATE SATISFACTION

Question: Please indicate your overall level of satisfaction with how the UArizona MS Urban Planning Program prepared you for your current employment: (n=40)	
	Percent
Extremely Satisfied	45%
Somewhat Satisfied	35%
Neither Satisfied nor Dissatisfied	0%
Somewhat Dissatisfied	18%
Extremely Dissatisfied	2%
Total	100%

GRADUATE SATISFACTION/PROGRAM SPECIFIC QUESTIONS

Question: We would like to know how helpful the following were in preparing you for your current job: (n=40)	
	Percent responding moderately to extremely helpful
The Capstone Studio	95%
Your Concentration Courses	95%
Your Internship Experience	100%
The Overall Planning Curriculum	95%
Engaging in Real-World Projects	98%
Participating in Interdisciplinary Teams	100%
Question: Looking back, please rate your overall level of satisfaction with the UArizona MS Urban Planning Program.	
	Percent
Extremely Satisfied	43%
Somewhat Satisfied	43%
Neither Satisfied nor Dissatisfied	5%
Somewhat Dissatisfied	7%
Extremely Dissatisfied	2%
Total	100%

2)   *Graduate Service to Community and Profession*: The Program shall provide evidence of graduates' contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

Our Alumni Survey asks questions specific to graduate service to community and the profession. The percentages below indicate the numbers of respondents who engage in the listed activities at least some of the time.

Question. Since you graduated from the program, do you engage in any of the following activities? (n=40)

Item	Percent responding yes, at least some of the time
Organize community meetings	72%
Organize volunteers	60%
Engage in dispute resolution	73%
Serve on an advisory committee	73%
Lead a project team or group	83%
Contribute to the development of comprehensive, neighborhood, housing, economic development, or other plans	90%
Conduct research to support planning policies and activities	93%
Work to increase public awareness of planning issues and initiatives	88%
Institute or enact sustainability practices	83%
Maintain a membership in a professional organization like APA	85%
Attend a professional planning conference	83%

3)   *Student Retention and Graduation Rates*: The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to the program enrollment and to targets set by the program.

In the last seven years, the percentage of students who return in their second year has ranged from a low of 83 percent to a high of 100 percent, though we have seen 100% retention over the last three years (Table 6). Our program does not traditionally have a large number of students who complete the program on a part-time basis. Only three students have started the program with part-time status. Of those three, one student switched to full-time and graduated in 2.5 years; the other two did not return for their second semester.

Two-year graduation rates fluctuated from a low of 46 percent to a high of 100 percent (Table 7), though in the year with the lowest two-year graduation rate, 4 out of 13 students (31%) pursued dual degrees or grad certificates that necessitated more than two years of full-time studies. We work with students to support their varied pathways to graduation. A few students begin full-time and switch to part-time or vice versa. Some decide to pursue dual degrees and take an additional year or two. Table 7 is an accurate reflection of retention and graduation, but it does not tell the full story. Take, for example, the cohort that started in academic year 2016-2017. We began the fall semester with 14 students enrolled. One student almost immediately switched to the Master of Landscape Architecture program, which our faculty felt was a good professional move. One student left after one full-time semester for personal reasons. One student entered the program having already earned a Juris Doctor degree. Midway through the program he started a job as a planner with an MPO and chose to leave the program. One student did not complete the program after a plagiarism case in the capstone (the student chose not to complete two opportunities presented to earn the needed credits). Three students took an additional year to complete the dual MSUP/MBA degree and one added a semester to complete the Heritage Concentration Graduate Certificate.

The number of degrees awarded averages about 12 per year, which is below our strategic goal of enrolling 15-20 new MSUP students each year (Table 8).

Table 6. STUDENT RETENTION RATES

Academic Year		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 – 2021
Retention Rate*	Fulltime	92%	83%	85%	91%	100%	100%	100%
	Part-time	n/a	0%	100%	n/a	n/a	0%	0%

*Retention rate is calculated for graduate students as the percentage of first-year students who return in the 2nd year. Retention rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

Table 7. GRADUATE STUDENT GRADUATION RATES

Academic Year		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020–2021
# New Students Admitted who Enrolled*	Fulltime	24	12	13	11	10	10	10
	Part-time	0	1	1	0	0	1	0
Graduation Rate 2-year	Fulltime		75%	58%	46%	73%	100%	70%
	Part-time		n/a	0%	0%	n/a	n/a	0%
Graduation Rate 3-year	Fulltime			88%	67%	69%	91%	100%
	Part-time			n/a	0%	100%	n/a	n/a
Graduation Rate 4-year	Fulltime				88%	83%	69%	91%
	Part-time				n/a	0%	100%	n/a

Fulltime, part-time and dual degree status are identified with the initial cohort being tracked. Graduation is counted as of the _end_ of the academic year. For example, students in the fall 2002-03 new student cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.

Table 8. NUMBER OF DEGREES AWARDED

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020 – 2021
Degrees Awarded	13	19	13	4	11	15	7

4)   *Graduate Employment*: The Program shall document the percentage of fulltime graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.

Of the students who graduated between 2016 and 2020, we know the employment status of 94 percent. Of those with known status, 91 percent were employed within 1 year of graduation in a professional planning/planning-related job or were pursuing further education.

TABLE 9. STUDENT EMPLOYMENT DATA

Graduation Years Ending		2016	2017	2018	2019	2020
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	14	12	4	10	11
	Percent	74%	92%	100%	91%	73%
Graduates who pursue further education within 1 year of graduation.	Number	0	0	0	0	2
	Percent	0%	0%	0%	0%	13%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	2	1	0	1	1
	Percent	10%	8%	0%	9%	7%
Graduates with unknown employment status	Number	3	0	0	0	1
	Percent	16%	0%	0%	0%	7%
Total	Number	19	13	4	11	15
	Percent	100%	100%	100%	100%	100%

5)   *Graduate Certification*: The Program shall document the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 7 years of graduation. If the program believes that alternative credentials are meaningful to its goals and objectives, the program may supplement its AICP data.

Of the 21 graduates of our program since 2014 who have taken the exam, 76% have passed. This includes 100% of exam takers with graduation dates in 2019 and 2020, which we hope reflects positively on our increased efforts to encourage students to pursue the AICP candidate program and to support students' exam preparation by facilitating the creation of study/exam prep groups and resources.

Table 10. AICP EXAM DATA

Graduation Years Ending	May 2016	May 2017	May 2018	May 2019	May 2020
Master's program graduates who take the exam within 5 years of graduation					
# who take exam	4	1	1	3	2
% of takers who pass the exam	75%	0%	0%	100%	100%

6)   *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan.

In addition to the outcomes presented in the preceding and subsequent sections, our 2019-24 strategic plan also identifies:

Objective 1.2) Lead students toward demonstration of proficiency in MS Urban Planning Program priorities including sustainable strategies, geospatial technology, and social equity in diverse communities.

> Outcomes: Learning Outcomes Surveys of graduating students from 2016-2020 (60 completed surveys). See below for the percent responding they feel "somewhat confident" to "very confident" in their skills/knowledge of:
> 1) Sustainable strategies = 87%
> 2) Geospatial technology = 87%
> 3) Social equity in diverse communities = 91%

Objective 2.2) Cultivate student enrichment opportunities inside and outside of the classroom.

> Each student graduates the program with at least one (and usually more) hands-on, community-engaged experience that takes them out of the classroom. Each student also has at least one opportunity to attend a state or national APA conference (or other relevant conference) with financial support from the program. In addition, with a

COVID-related exception for the most recent graduating class, each student since those entering in 2016-2017 has had the opportunity to participate in an out of state field trip to observe planning in a different urban and regulatory context, with airfare and lodging covered by the program. These trips include networking opportunities with local planners and a dinner with local MSUP alumni.

Objectives 3.1-3.3) Support and recognize faculty teaching, research/scholarship, and service/community engagement.

Outcomes:
As previously mentioned, increased incentives and support for faculty research college-wide has helped urban planning increase external research funding dramatically, to $3.3 million during this accreditation period. Each new tenure-line hire during the accreditation period has received $45,000-$50,000 in startup funding. In addition, in 2019 a new college policy began returning a portion of F&A on external research grants to investigators. This initiative, meant to incentivize external funding and provide additional faculty support, has resulted in $36,000 in additional support for research and professional development of urban planning faculty. In addition, beginning in 2019, planning faculty have been eligible for CAPLA and Drachman Institute research seed grants and have received $25,000.

The program has worked closely with the CAPLA communications team to highlight faculty success in teaching, research, and community engagement. This includes 45 news stories put on the "news and headlines" page of the CAPLA website that highlighted planning faculty research, teaching, and community engagement between 2020 and 2021.

1D. Student Learning Outcomes Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

1. Learning Outcomes Survey (survey of graduating cohorts): The Learning Outcomes Survey incorporates PAB specific items regarding the knowledge, skills, and values of the profession as well as learning objectives specific to the program (see Part II: SSR Evidence). The tables below report the findings for the last three years related to learning outcomes:

How confident do you feel in your knowledge of the following planning topics? (% reporting confident to extremely confident)						
Planning Topics	2017 N=13	2018 N=4	2019 N=11	2020 N=10	2021 N=4	Total
Purpose and Meaning of Planning	100%	*	100%	100%	*	100%

Planning Theory	100%	*	82%	80%	*	88%
Planning Law	77%	*	82%	100%	*	85%
Human Settlements and History of Planning	77%	*	100%	90%	*	88%
The Future	100%	*	100%	80%	*	94%
Global Dimensions of Planning	46%	*	82%	70%	*	65%
Health and Built Environment	n/a**	*	n/a	90%	*	90%
Values and Ethics						
Professional Ethics and Responsibility	85%	*	82%	80%	*	79%
Equity, Diversity, and Social Justice	92%	*	91%	90%	*	87%
Governance and Participation	92%	*	91%	90%	*	91%
Sustainability and Environmental Quality	92%	*	82%	90%	*	89%
Growth and Development	100%	*	82%	90%	*	91%
Planning Skills						
Research (to be added 2022)	n/a	*	n/a	n/a	*	n/a
Written Communication	100%	*	100%	90%	*	97%
Oral Communication	100%	*	100%	80%	*	95%
Graphic Communication	92%	*	100%	90%	*	95%
Quantitative and Qualitative Methods	100%	*	91%	70%	*	87%
Plan Creation and Implementation	n/a	*	n/a	90%	*	86%
Planning Process Methods	n/a	*	n/a	80%	*	86%
Leadership	92%	*	100%	60%	*	84%

*Results not presented for 2018 and 2021 due to sample size but included in totals.

**Questions have changed somewhat over the years, n/a indicates that question was not asked on the survey.

Assessment of Learning Outcomes in PLG 611 *Projects in Regional Planning* (Capstone Rubric 2nd Year)

Scores in the table below are based on a three-point scale: 3= Exceeds requirements; 2= Meets requirements; and 1= Unsatisfactory (see Part II: SSR Evidence for scoring details). We have seen increases in analysis, data, and plan making. Due to COVID-19, in Spring 2021 students did not complete group capstone projects in PLG 611, but rather completed individual master's reports. Scores for that year are based on an assessment of program learning outcomes in the individual master's report and in the group project component of PLG 512 *Comprehensive Planning and Land Use Controls*. In Spring 2022 we will return to using PLG 611 for student learning outcome assessment. Assessment of students' professional portfolios will be an additional tool for measurement beginning in Spring 2023.

STUDENT LEARNING OUTCOMES RUBRIC

Learning Outcomes	2017 Average Score	2018 Average Score	2019 Average Score	2020 Average Score	2021 Average Score
Communication					
Written	2.60	2.33	2.67	2.89	2.71
Oral	2.60	2.00	2.83	2.78	2.86
Graphic	2.73	2.33	2.67	2.78	2.86
Planning Tools					
Analysis	2.80	2.00	2.42	3.00	2.71

Data	2.67	2.33	2.42	3.00	2.86
Software	2.80	2.17	2.50	2.78	2.71
Key Planning Elements					
Comprehensive plan making	2.80	2.50	2.50	3.00	2.71
Field area proficiency	2.80	2.33	2.58	3.00	2.86
Equity	2.73	2.67	2.92	3.00	2.86
Ethics	2.80	2.67	2.92	3.00	2.86
Teamwork and Project Management					
Project planning and results	2.73	2.50	2.42	2.89	2.43
Team management and mechanics	2.53	2.50	2.33	2.67	2.43
Team interaction	2.47	2.50	2.33	2.67	2.14

1E. Strategic Issues for the Next 5-7 Years: The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next accreditation period.

1. Respond to upcoming retirements with hires that help us maintain current strengths and push us in directions identified in our strategic plan;
2. Continue focus on recruitment to consistently enroll 15-20 new MSUP students per year who reflect the diversity of our state and add critical perspectives to our profession;
3. Consider additional online offerings;
4. Fully implement new curriculum, including implementation of comprehensive planning course reconfiguration and minor adjustments as needed going forward;
5. Determine the best organizational structure to maximize important synergies and acknowledge critical differences between planning and real estate development; and
6. Develop strategies for more coherent undergraduate offerings in urban planning, including exploring partnership with School of Geography, Development, and Environment, which retained the CIP code designated 4.0301 City/Urban, Community and Regional Planning undergraduate program when MSUP moved to CAPLA in 2009.

1F. Public Information: The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.

1) *Student Achievement*: student achievement as determined by the program;

2) *Cost:* the cost (tuition and fees) for a full-time student for one academic year;

3) *Retention and Graduation*: student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students who return in the 2nd year for graduate students, and/or the percentage of

students enrolled one year after declaring their major for undergraduate students, the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years;

    4)   *AICP Pass Rate*: the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 7 years of graduation; and

    5)   *Employment*: the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

Our **program** website may be found here:
https://capla.arizona.edu/academics/master-science-urban-planning
Our **public information page** may be found here:
https://capla.arizona.edu/sites/default/files/MSUP%20Public%20Information.pdf
Our **college** website may be found here:
https://capla.arizona.edu/

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* **- and to advance diversity and a culture of inclusion among the planning profession's future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.**

As stated in our program's strategic plan, our goal is to recruit, support, and educate students who reflect the diversity of the communities that we serve and who graduate prepared to succeed and grow into leaders in the field in a wide range of physical, political, economic, and sociocultural contexts. At the college and program level, we prioritize equity, diversity, and inclusion (EDI) as a central tenet of our culture and operations. For more information on our college-wide EDI initiatives and progress, see https://capla.arizona.edu/equity-diversity-inclusion.

2A. Student Quality: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution's policies and the Program's goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

The program recruits excellent students who come from diverse backgrounds in architecture, business management, environmental sciences, geography, sustainable built environments, political science, public health, regional development, and other disciplines. Urban planning students have completed undergraduate degrees at major national and international universities as well as smaller liberal arts colleges. For the 2020-2021 academic year, enrolled students entered with cumulative GPAs ranging from 3.0 to 4.0; with an average cumulative GPA of 3.39. Admission to the program is administered by two units: the MS Urban Planning Program and the UArizona Graduate College (https://grad.arizona.edu/admissions/requirements). Applicants must be admitted into degree seeking status by both units to be eligible to enter the program. The minimum requirement for degree seeking admission is completion of a bachelor's degree from an accredited college or university, or equivalent, and a 3.0 grade point average. Program application materials include a Statement of Purpose, a resume, transcripts from all institutions of higher education, and three letters of recommendation. Eligibility for admission requires a recommendation from the MS Urban Planning Program Admissions Committee who review application materials to determine an applicant's potential for success. The Committee submits a recommendation for admission to the Graduate College who reviews the candidate's eligibility.

2B. Student Diversity: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse student population, and are informed by the characteristics of the populations that the Program's graduates generally serve. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

The program is committed to building and sustaining a diverse faculty, staff, and student body, an inclusive learning and working environment and increasing the number of planners from under-represented groups. As stated in our Strategic Plan (Goal 4; Objective 4.1), we seek to prioritize under-served populations to ensure a diverse and inclusive student body, especially in alignment with university initiatives related to our statuses as a Hispanic Serving Institution and American Indian and Alaska Native-Serving Institution. The table below shows our student demographics from 2016 – 2021.

Table: Student Demographics

MSUP Graduate Students	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
IPEDS Race/Ethnicity	N	%	N	%	N	%	N	%	N	%	N	%
American Indian or Alaska Native	0	0.0%	1	5%	1	4%	0	0%	0	0%	0	0%
Asian	0	0.0%	1	5%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	3.7%	1	5%	1	4%	1	4 %	1	6%	1	4%
Hispanic or Latinx	4	14.8%	2	9%	1	4%	2	7%	5	28%	7	25%
International	1	3.7%	3	14%	4	16%	2	7%	2	11%	6	21%
Not reported	2	7.4%	2	9%	3	12%	2	7%	0	0%	0	0%
Two or more races	1	3.7%	2	9%	1	4%	1	4%	1	6%	3	11%
Non-Hispanic White	18	66.7%	10	45%	14	56%	19	70%	9	50%	11	39%

Students of Color (excludes White and not reported)	7	25.9%	10	45%	8	32%	6	22%	9	50%	17	61%
Sex												
Male	18	66.7%	13	59%	15	60%	21	78%	14	78%	15	54%
Female	9	33.3%	9	41%	10	40%	6	22%	4	22%	13	46%
Grand Total	27		22		25		27		18		28	

Demographics from PAB-accredited programs across the country indicate that in 2019, 37 percent of full-time graduate students were from underrepresented groups. In our program, students from underrepresented groups have fluctuated between 22 percent and 61 percent in the last 5 years. We are pleased to report that our incoming fall 2021 class is one of the most diverse cohorts we have ever had. Among the entering class, ten of the sixteen (63%) are from under-represented groups or international. This is the second incoming class in a row that has been majority under-represented students. The newest cohort also shifted out gender ratio, with eleven of the sixteen (69%) new students being female after several cohorts with a higher ratio of male students.

Our aim is to consistently recruit, welcome, and retain a student body that is as diverse as the communities we serve and that will, over time, diversify our profession. The college has joined, and our dean is a founding member of the Dean's Equity and Inclusion Initiative, a nationwide consortium of 21 design colleges that are working collaboratively to mentor and provide opportunities to underrepresented groups.

Our strategic plan lays out several initiatives and process metrics that we think will help us achieve this broader goal.

Objective 4.1 Increase the diversity and inclusiveness of our community of administrators, faculty, staff, and students to better reflect the communities we serve

Objective/Initiative	Implementation Measure	Process Measure	Outcome Measure
4.1.3. Create an MSUP-specific student recruitment and retention plan that prioritizes under-served populations to ensure a diverse and inclusive student body, especially in alignment with university initiatives related to our statuses as a Hispanic Serving Institution and American Indian and Alaska Native-Serving Institution	■☐☐	Recruitment plan developed and supported with adequate resources	Number of applicants from underrepresented groups; number of matriculated students from underrepresented groups; number of graduates from underrepresented groups

| 4.1.4. Creation of and two meetings per year with a new MSUP BIPOC advisory group (to include review of recruitments efforts) | ■□□ | Creation of BIPOC Advisory Group; meetings of BIPIC Advisory Group; | Number of applicants from underrepresented groups; number of matriculated students from underrepresented groups; number of graduates from underrepresented groups |

2C. Student Advising, Services, and Support: The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the Program's strategic goals for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

Faculty Advisors
Urban planning students are offered a range of services for academic advising and support. To start students on the path to success, faculty organize an orientation for all entering graduate students where they meet the director, all faculty, planning practitioners, and representatives from the Graduate Planning Society (GPS). They receive a full orientation to the curriculum and program information. All incoming students are assigned a faculty member (ideally matched by areas of interest) for advising throughout their academic career in the program. Faculty advisors meet with their advisees to discuss program advancement, curricular issues, professional interests, and career opportunities. Faculty provide advice on concentration and elective courses, professional contacts, and other information that enhances individualized learning experiences.

School Director and Program Chair
Prior to the appointment of the program chair, the school director had responsibility for overseeing curriculum, faculty advising, recruitment, admissions, student support, strategic planning, appeals, and petitions at the program level, as well as maintaining professional and alumni relationships on behalf of the program. As program chair, Arlie Adkins has taken over and expanded these responsibilities and support for students. He has implemented a standing once-per-semester meeting with MSUP students (hosted by GPS) to share program updates, hear student feedback, and discuss matters related to oversight of the program. Professor Adkins also teaches PLG 696b, *Career Development Seminar*, where students learn about networking techniques, identifying professional mentors, develop resumes, draft cover letters, create web portfolios, and explore internship and job pathways. The seminar concludes with a focus on the importance of continuing education throughout a career in planning and the value of AICP Certification. Through the seminar and faculty advisors, students are connected to potential internship opportunities in a range of organizations and agencies. In the future, this course may be taught or co-taught with someone from the local planning profession to further strengthen connections with the profession.

Outside Support/Friends of Planning
The program is fortunate to have the support of an outside organization called the Friends of Planning. The Friends of Planning is a private, non-profit organization, formed to help ensure the strength and longevity of the MS Urban Planning Program and to support student achievement (see **https://www.friendsofplanning.org**). Members of the group are professional planners (including program alumni) who provide mentorship opportunities to planning students. Members of the Friends of Planning hold office hours to meet with students and to provide career advice and opportunities. They also fundraise and support the students with scholarships when possible, and sponsor events for the planning students (for example, resume building workshops, Trick-or-Treat Meet & Greet; Planning

Jeopardy; and the annual Planning Excellence Competition, each of which provide students with formal and informal professional development and mentorship opportunities related to networking, preparation for job searches, public presentation skills, and professionalism.

Student Leadership

The APA-affiliated planning student organization, the Graduate Planning Society (GPS), provides urban planning students with the support and professional tools necessary to develop leadership skills by advocating excellence in community planning, promoting education and citizen empowerment, and providing the tools necessary to meet the challenges of growth and change (see **https://ua-gps.com/**). GPS runs its own Facebook page where students and alumni post announcements regarding jobs, internships, conferences, and other events of interest. They work with Friends of Planning to hold professional development events, and also organize events on their own. For example, in 2021 they attended an AICP prep workshop with planning graduate students from Arizona State University. They also organized separate Q&A sessions with four urban planning alumni. In light of COVID-19, GPS held weekly Zoom meetings to connect with each other and plan virtual events. They also created a 24/7 virtual planning studio for students to meet, do homework, work on projects together, and just generally check in with each other.

College Support

Graduate Students Services Coordinator - CAPLA's Graduate Student Services Coordinator monitors student academic progress and provides them with procedures and deadlines including information on completing their Plan of Study and Graduate Degree Completion forms. The Graduate Coordinator is located in the CAPLA Student Advising Center where students receive information about curricular issues, internships, college-wide events, scholarships, and financial aid.

HeadSPACE - HeadSPACE is a CAPLA group that organizes time and space where students can collectively explore ways to de-stress and have fun. HeadSPACE events focus on the collective wellbeing of CAPLA and the positive impact involvement in social events can have on happiness.

CAPLA Equity, Diversity, and Inclusion Committee (EDI) - The CAPLA EDI Committee is made up of faculty, students, and staff, and is currently working on a number of initiatives with the goal of making CAPLA a leader in inclusive excellence.

CAPLA International Students Club (ISC) - In 2018, an international MSUP student spearheaded the development of the CAPLA International Students Club (ISC). CAPLA ISC's Mission: "The CAPLA ISC comprises students worldwide with greatly diverse backgrounds. We are dedicated to facilitating the communication between students and faculty, promoting a friendly environment for all CAPLA students while providing them with the opportunity of finding a home away from home."

CAPLA support during the pandemic:
CAPLA launched numerous initiatives to support students during the COVID-19 pandemic including: a survey to students to determine their needs; enhanced IT support for remote learning; an open Zoom room during work days hosted by the IT team to handle immediate tech problems; a CAPLA Tech and Materials Initiative which raised $15,000 to support technology and other student needs; remote computer lab access for all students; weekly all-college meetings and open forums with the dean;

support/resource documents and frequently asked questions available to all students on Box; weekly communications about resources available to all students experiencing difficulties.

Campus Support

Campus-wide student support is available through UArizona Campus Health, Counseling and Psychological Services, and UArizona Career Services. There are also several graduate clubs including the Graduate and Professional Student Council (GPSC).

Financial Support

The program provides financial support to offset tuition to its students in the form of:

1. Graduate Tuition Waivers available at the unit level to cover any portion of tuition including program fees;
2. Fellowship Funds distributed by the Graduate College, typically need-based;
3. Program Fee Set Aside Funds, cash-based financial aid allocated by colleges obtained by reserving 14% of Program Fees;
4. Graduate Teaching and Research Assistantships (GTAs and GRAs) that provide employment and tuition waivers;
5. Scholarships at the program level that provide financial aid from donor-provided funds;
6. Graduate Access Fellowships at the Graduate College level that are intended to broaden access to graduate education and to promote diversity;
7. UArizona Peace Corps Coverdell Fellows eligible for returning Peace Corps Volunteers; and
8. Qualified Tuition Reduction (QTR) waivers for UArizona employees and affiliates.

The most significant source of program level funding for graduate students is from Graduate Tuition Waivers (RC Waivers) and Graduate Research and Teaching Assistantships. These are described in greater detail below:

Graduate Tuition Waivers (RC Waivers)

Many students receive graduate tuition waivers, which are offered by the school based on the recommendation of the MSUP admission committee. These awards typically range from $6,000-$12,000 for in-state residents and up to $22,000 for out-of-state or international students. More students find GRA or TA positions in their second year, so these waivers are an important way to support incoming students.

Graduate Assistantships

Graduate Assistantship positions include Teaching (GTA) and Research (GRA). Half-time (.50 FTE) research or teaching assistants are compensated at a base salary of $22,984 and also receive tuition remission and health benefits. Quarter-time (.25 FTE) GAs receive prorated salaries and tuition remissions. GTA positions are offered by the program to assist faculty in teaching activities. GRA funding is provided through research grants and contracts and faculty start-up packages. In the last four years, the percentage of MSUP students receiving either a research or teaching assistantship has increased as follows:

Fall 2017: 9 (41%)
Fall 2018: 13 (52%)
Fall 2019: 16 (59%)
Fall 2020: 12 (67%)

Another source of support for our students is the Paul D. Coverdell Fellowships for Returned Peace Corps Volunteers. Coverdell Fellows receive financial assistance and support while pursuing advanced degrees. Fellows provide service to benefit underserved domestic communities, participate in outreach and professional development, and enjoy a supportive Peace Corps community. Since 2016 we have had six Coverdell Fellows in the MSUP program.

2D. Student Engagement in the Profession: The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA's planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

Student engagement with the profession is accessible and encouraged through a variety of extramural opportunities. Despite the emergence of the COVID-19 pandemic, the program has been able to maintain connections to its professional and local communities to ensure students are receiving the necessary experiences for their future success. Faculty utilize their community connections to integrate professionals, community-based projects, and local government into students' educational experiences. They invite diverse professionals from different specializations to expose students to a variety of options within the planning profession. For example, the required Career Seminar class had multiple online guest speakers during the Spring of 2021 such as Elizabeth Wampler, who worked in the nonprofit sector at the San Francisco Foundation; Rob Longaker of the private sector at The WLB Group, Inc.; and Casey Carter, who was a Federal Planner for the U.S. Department of Defense. Also, faculty require student engagement with the local community as part of their coursework. For example, the Public Participation course in the Fall of 2020 required students to participate and facilitate an Arizona Town Hall activity, which is a nonprofit organization that brought together community members to find solutions for contentious policy. In Spring 2021, the Comprehensive Planning and Land Use Controls class provided its students with the opportunity to work with the City of Tucson and a local neighborhood association to develop and present a neighborhood plan draft for the Grant-Alvernon community.

In addition to faculty providing opportunities to meet professionals, both the School of Architecture and the School of Landscape Architecture and Planning have a lecture series where they invite experts within relevant fields to discuss their work and meet with students. In 2020-2021, featured speakers included Tamika Butler "The Practice of Equitable Planning," Missy Stults "Planning to Achieve Carbon Neutrality: A Story from Ann Arbor's Goal of Becoming Carbon Neutral by 2030," and Rob Bennet "Putting Neighborhoods at the Center of the Sustainability Movement."

To prepare for job-seeking, the college hosts an annual spring Job Interview Fair where students can meet and interview with certified employers from planning organizations to develop their interview skills. These planning professionals provide feedback on public speaking, resumes, cover letters and other interview techniques. Workshops are also offered prior to the event to prepare students.

Students are encouraged to join in community volunteering opportunities, for example the Tucson Living Streets Alliance annual event, Cyclovia, which encourages community members to choose more sustainable alternative forms of transportation. The school sponsors an out-of-state planning field trip each year for second-year master's students to learn about planning in a different regulatory and political environment. From 2017 to 2020, students in PLG 611 *Projects in Regional Planning* visited Portland, Oregon. Students met with planners, visited sites demonstrating planning principles (e.g. transit-oriented development, multi-modal infrastructure, infill development, affordable housing), and attended a networking event with professionals and MSUP alumni in the region. Unfortunately, field trips were not permitted during the 2020-2021 school year, but we are hoping to return to this annual event in spring 2022 with a visit to a city and region planning in different ways than Tucson.

The program provides financial support each year for students to attend local and national conferences like the APA, TRB, and ULI. In Fall 2021, the program supported six students to attend the APA-affiliated Western States Planning Conference by funding their registration fees, lodging and transportation to Phoenix, Arizona. Amid the COVID-19 Pandemic, the program continued to support students. During Spring 2021, the program paid for students' registration fees to attend the National APA Conference virtually. In the Fall of 2020, students attended the APA Arizona Conference and the Transportation Research Board Conference (TRB) online. The program also promotes students to join the APA Arizona Mentorship Program, where students are matched with local professionals who provide career advice, job and internship guidance, and resume assistance. During the Spring of 2021 in the Career Seminar class, Lyndsay O'Neil came to promote the APA Arizona Mentorship Program.

The Graduate Planning Society (GPS) meets regularly and encourages students to explore the professional realm by attending professional planning networking events like conferences. They invite planning alumni to come and speak with current students and provide information about the AICP exam. GPS has student representatives in the APA, Southern Section and the APA Arizona that attend board meetings regularly. GPS is also closely involved with the Friends of Planning, the APA Arizona, and the APA Young Planners Group (YPG). Friends of Planning has office hours to guide students with questions regarding the profession and they coordinate Brown Bag Lectures outside of the classroom. They provide resume review workshops, tips for job and internship searches, mock interviews, and other opportunities for mentorship.

Faculty members provide opportunities for many students to participate in paid research positions in which they develop analytical and communication skills. These positions are funded by the departmental, faculty startup, or external funds. Many of these research assistants contribute to reports, articles, and presentations. Over the last four years, three MSUP GRAs have been selected as TRB Minority Student Fellows based on their supervised work with a faculty member. This fellowship includes travel to the annual meeting of the Transportation Research Board and participation in a series of activities designed to provide professional development opportunities that support the career goals of underrepresented students in transportation-related fields.

In Spring 2020, as the program was already facing many uncertainties related to the COVID-19 pandemic, we were informed that the structure of our internship requirement was not allowed under university rules. Complying with rules regarding credits and tuition for those credits would have resulted in an increase in the cost between $2,100 and $3,600 for students completing internships during the summer. The requirement was temporarily waived for students graduating in Spring 2021, which also gave us time to choose a more permanent solution. Following a year of discussion with faculty, students, administrators, and professional partners about the pros and cons, the faculty decided to strongly encourage and support, but no longer require, an internship. Faculty advisors and other faculty help students identify internship opportunities. We have a strong track record of placing students in the City of Tucson and other nearby jurisdictions. Finding and navigating internships is also covered in the Career Development Seminar. Students are encouraged to include examples of work done for internships in their professional portfolios. While this change is new, we see evidence that students are as eager as ever to seek internships. If we see evidence that this change is reducing the quality of the educational experience or resulting in graduates who are less ready for professional practice, we will revisit the decision.

During the accreditation period, students have interned at the following organizations:

Bureau of Land Management
City of Mont Belvieu, Texas
City of Phoenix
City of Scottsdale
City of Tucson,
  Department of Transportation
  Office of Economic Initiatives
  Planning and Development Services
  Housing and Community Development
  Mayor's Office
  Office of Historic Preservation
Coconino County, Community Development
Downtown Tucson Partnership
ECONorthwest
National Park Service
Metropolitan Pima Alliance
Multnomah County Health Department
Pima Association of Governments
Pima County

SF Metropolitan Transportation Agency
SF Historic Preservation Commission
Saratoga Springs City, Planning Department
Sierra Vista, Metropolitan Planning
Southwest Fair Housing Council
SunTran
SWCA Environmental Consultants
The New Mexico Land Conservancy
The Planning Center
Town of Marana
Town of Oro Valley
Town of Ridgeway, CO
Town of Sahuarita
Tucson Clean & Beautiful
Tucson Electric Power
World Wildlife Fund, Kathmandu, Nepal

STANDARD 3 – FACULTY

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.

The number of faculty who teach in the program are sufficient to deliver high quality education to our students. All faculty are actively engaged in their fields through research, publishing, external service, extramural presentations, and professional activities. Our faculty are committed to rejecting discrimination, through our administration and delivery of the MSUP; our research, teaching, and community engagement; and our efforts to shape the future of the planning profession and our chosen subdisciplines.

3A. Faculty Quality: The fulltime and adjunct faculty of the program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program's mission and capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service.

The University of Arizona MSUP is delivered by an experienced, engaged, productive, and diverse group of tenured, tenure track, continuing status, career track, and adjunct faculty committed to excellence in teaching, research, and service. Our faculty are engaged nationally, as well as locally, in both academia and practice. All of our full-time tenure line faculty (A faculty) have PhDs in urban planning or a closely related discipline, as does one part-time (B) faculty, and three of our non-tenure line (C) faculty. All of our tenure track and continuing status faculty are active in research, as are many of our career track faculty.

Among our full-time tenure-line faculty, Arthur Chris Nelson and Gary Pivo are full professors with decades of experience, robust national and international profiles, and thousands of academic citations. Professor Nelson's career contributions have been recognized as a fellow in the American Institute of Certified Planners (AICP) and the Academy of Social Sciences and he previously served as editor of *Housing Policy Debate* and associate editor of the *Journal of the American Planning Association* and the *Journal of Urban Affairs*. Arlie Adkins was an assistant professor for most of our accreditation period, earning promotion and tenure in August 2020. Philip Stoker will be under review for tenure at the time of our PAB site visit, Kristi Currans is on track to go up for tenure in 2022 or 2023 (the university has granted flexibility due to the impacts of the COVID-19 pandemic), and Ladd Keith has several more years before tenure review.

Despite our "junior heavy" faculty over the last five years, our faculty is punching above our weight in terms of scholarly and broader impacts. Tom Sanchez's 2018 citation analysis that normalized citation

counts by time since PhD ranked University of Arizona faculty first among all urban planning programs in two metrics that normalize scholarly citations counts by time since PhD (http://tomwsanchez.com/normalizing-citation-counts-part-2/).
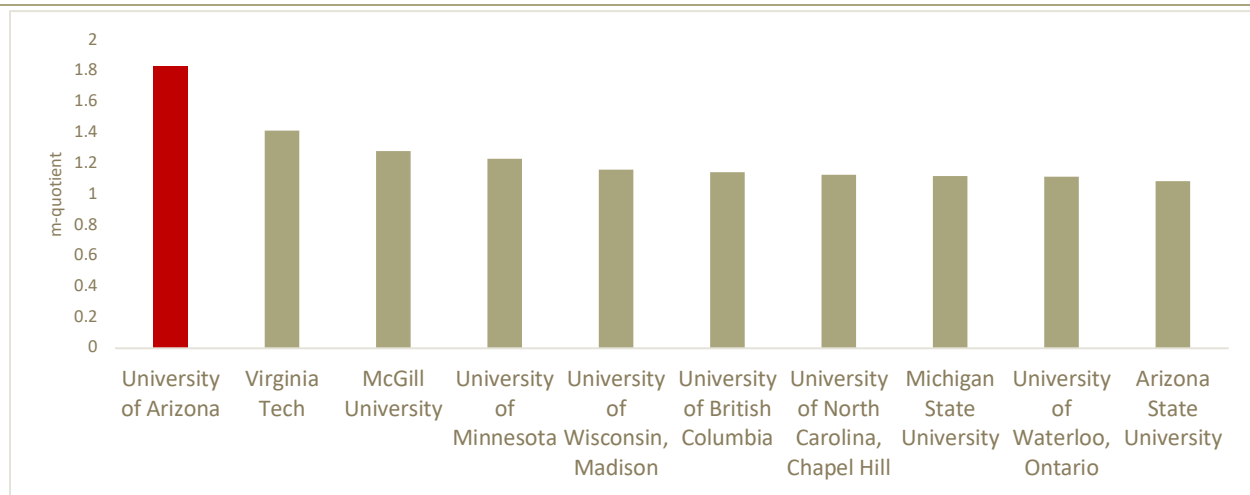

Figure 1. Scholarly citations using m-quotient, which controls for time since PhD (source: Sanchez, 2018)

Our faculty has also consistently garnered local and national media coverage for our work, including the following examples from the last year.

"Heat and Smog Hit Low-Income Communities and People of Color Hardest, Scientists Say," *Washington Post*, May 25, 2021 (Ladd Keith)

"Cities are turning to supercharged bus routes to more quickly and cheaply expand transit services," *Washington Post*, July 23, 2021 (Chris Nelson)

How Small Towns like Jackson Hole, Park City are Dealing with a Luxury Boom*, Deseret News*, January 29, 2021 (Philip Stoker)

"The Pandemic and the Suburbs' Second Chance," *Governing*, July 20, 2020 (Arlie Adkins)

"The High Cost of Bad Sidewalks," *Bloomberg City Lab*, June 16, 2020 (Arlie Adkins)

Many of our faculty have extensive professional planning experience prior to joining the program, which they share with students in and out of the classroom. For example, Gina Chorover, AICP, worked for years as a professional planner for the City of Tucson and Pima County and served as the Arizona Historic American Landscapes coordinator. Linus Kafka, Ph.D., J.D., served as the Zoning Examiner and Principal City Attorney for the City of Tucson. Arlie Adkins brings to the program his professional experiences from his time in the planning department at TriMet and early career experiences at new mobility pioneer and startup Flexcar. Ladd Keith has experience as a practicing planner in Tucson and as chair of the City of Tucson Planning Commission during the most recent comprehensive plan update. Nicole Iroz-Elardo has professional experience at Urban Design 4 Health and the Oregon Health

Authority. Prior to his academic career, Gary Pivo held planning positions in the public and private sectors.

Our faculty's expertise beyond urban planning is recognized by joint appointments approved by faculty in the School of Natural Resources (Pivo), School of Geography, Development, and Environment (Keith and Nelson), Department of Health Promotion Sciences (Adkins), Arid Lands Resource Sciences (Keith and Stoker), and the Udall Center for Studies in Public Policy (Zuniga-Teran).

The following faculty bios provides an overview of our faculty mix of credentials and specializations.

Arlie Adkins, PhD, Associate Professor and MSUP Program Chair, teaches Planning Theory and Practice, Projects in Regional Planning, and Transportation Planning. His research focuses on understanding the interconnectedness of transportation equity, affordable housing, and various health and safety disparities related to urban transportation systems. In addition to research funded by the CDC and US Department of Transportation, Arlie also works extensively with local jurisdictions and community organizations and has developed a practice-oriented data collection toolkit for understanding walkability in different socioeconomic and sociocultural contexts.

Kristi Currans, PhD, Assistant Professor, teaches Methods in Planning, Transportation and Land Use, and Construction and Project Management. Trained as a civil engineer, her works spans between the transportation planning and engineering disciplines to help communities plan for the places they want. In her practice and professional-leaning research, she has recently worked with agencies including: City of Tucson, City of Portland (Oregon) Bureau of Transportation, and the California Department of Transportation with a project based in Los Angeles, San Francisco, San Diego, and San Jose.

Ladd Keith, PhD, Assistant Professor and BS Sustainable Built Environments Program Chair, teaches Public Participation and Dispute Resolution, and Climate Action Planning. His current research explores the emergent planning, design, and governance of cities for extreme heat. He is an active member of the planning profession and served as an appointed City of Tucson Planning Commission member for a full eight-year term, was a founding member of the Urban Land Institute's Center for Sustainability and Economic Performance, and is the UArizona academic liaison to the Arizona Chapter of the American Planning Association.

Arthur C. Nelson, PhD, FAcSS, FAICP, Professor, has prepared a number of classes in the Real Estate Development concentration that are taken by urban planning students as part of the Real Estate concentration. Nelson is ranked among the top ten nationally among more than 1,000 planning professors in the quality of published work based on scientific metrics ("h-factor").

Gary Pivo, PhD, Professor, teaches Land Development Process. His research interests include responsible property investing, office suburbanization, how urban form shapes travel behavior, sustainable urbanization, and urban water infrastructure and policy.

Philip Stoker, PhD, Assistant Professor, teaches Introduction to GIS for Planning and Landscape Architecture. His research on urban water demand has focused on how land cover, built environmental characteristics, social conditions, and demographics all interact to influence water use in Western U.S. cities. By partnering with public utilities and municipalities, he can get these findings into the hands of practitioners who manage water for millions of people across Southern Arizona.

Lauri Macmillan Johnson, MLA, is Professor (landscape architecture) and Director of the School of Landscape Architecture and Planning. Johnson specializes in history and theory of landscape architecture, with a focus on cultural landscape interpretation and preservation. Her professional practice experience includes project management with several planning and multidisciplinary firms. Work examples include park and housing master plans, street revitalization, historic and cultural reports, highway and transit redevelopment, and urban design.
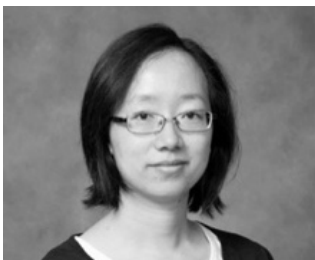
Shujuan Li, PhD, Associate Professor (landscape architecture), teaches Introduction to GIS for Planning and Landscape Architecture and Land Use Planning Analysis. Her research interests include the integration of spatial analysis and modeling with GIS for urban and environmental studies, geodesign, landscape ecology, and land-use dynamics and planning.

Brian Bidolli, MA, MBA, AICP, Lecturer, teaches in the Real Estate Development concentration. Brian has led numerous public policy initiatives, both domestic and international, with a focus on the integration of data and technology into government and business processes.

Gina Chorover, MS, MLA, AICP, Lecturer and Program Director of the Heritage Conservation Graduate Certificate Program, teaches classes in Heritage Conservation as well as Comprehensive Planning and Land Use Controls. She worked as a professional planner for the City of Tucson and Pima County, and served as the Arizona Historic American Landscapes coordinator for 6 years.

Cannon Daughtrey, Adjunct Lecturer, teaches Introduction to Heritage Conservation. She is a program coordinator and archaeologist with Pima County's Office of Sustainability and Conservation with more than 15 years of experience in cultural resources management, working in both in the public and private sectors as a researcher, technical writer, educator, project manager, analyst, and field archaeologist.

Helen Erickson, MLA, Adjunct Lecturer, teaches Preservation Planning Issues. Her recent and current projects include landscape documentation and analysis at the Faraway Ranch Historic District in the Chiricahua National Monument, architectural assessment at Organ Pipe Cactus National Monument, and cultural landscape planning at the Fort Apache Historic District.

Nicole Iroz-Elardo, PhD, Assistant Research Professor, teaches Methods in Planning. Cross-trained in planning and public health, her research focuses on how to plan healthier and more equitable communities. Prior to joining UArizona, Iroz-Elardo was a principal of Urban Design 4 Health – a consulting firm specializing in building tools for planning firms and agencies to integrate health metrics into local and regional plans. She has authored several Health Impact Assessments of regional transportation plans including when working for Oregon Health Authority from 2012-2014. Current research projects include partnerships with the City of Tucson, the Regional Transportation Commission of Southern Nevada, and Caltrans.

Joey Iuliano, PhD, Lecturer, teaches Transportation Planning (as a fill in for a sabbatical), Intro to Regional Planning, and other courses for the Sustainable Built Environments Program. His research focuses on how cyclists interact with the built environment and how to translate these findings into actionable plans. Additionally, Joey serves on the Tucson-Pima County Bicycle Advisory Committee.

Linus Kafka, PhD, JD, Adjunct Lecturer, teaches Land Use Planning Law. He has held several positions with the City of Tucson including Zoning Examiner and Principal City Attorney for land-use and environmental law, in addition to serving on the City's Executive Leadership Team.

Travis Mueller, MLA, Adjunct Lecturer, teaches Graphic Skills. In his work as an independent landscape designer and in his teaching, he focuses on the aesthetics and details of design, the design process, and urban design.

Adriana Zuniga-Teran, PhD, Assistant Research Scientist in the School of Landscape Architecture and Planning and the Udall Center for Studies in Public Policy, teaches Sustainable Urban Development and Design. Her work has focused mainly at the neighborhood and city scales and examines neighborhood design patterns that affect physical activity, wellbeing, and the use of greenspace.

3B. Faculty Diversity: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program's graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

In 2016, the Planning Accreditation Board found the program to be unmet in terms of gender and racial diversity. The Board stated that "In its Self -Study Report the Program should provide evidence of efforts to recruit and hire, when possible, tenure-track faculty that contribute to diversity of its faculty." This is an area where we have made progress since 2016, but still have much work to do.

	All Faculty	
	2016	2021
American Indian/Alaska Native	0	0
Asian	0	1
Black	0	0
Hispanic	0	2
White, Non-Hispanic	17 (100%)	14(82%)
Female	5 (29%)	8 (47%)
Male	12(71%)	9 (53%)
Total	17	17

We have increased gender diversity with one tenure track hire, one continuing eligible, one career track hire, and a part-time appointment of a tenured associate professor with a primary appointment in landscape architecture. The non-tenure line hires have also increased our racial/ethnic diversity somewhat.

With the exception of LGBTQ+ representation, our tenure line faculty remain far less than diverse than the population of Arizona or the United States. In late 2020 we successfully applied for Strategic Priorities Faculty Initiative (SPFI) funding from the office of the provost to hire a Latina doctoral candidate from the University of California at Irvine doing work in the areas of affordable housing and planning in the U.S./Mexico border region into a tenure track position. SPFI funds provide temporary university financial support to academic departments enabling them to hire additional full-time, tenure- track faculty who will enhance inclusive excellence and equity, diversity, and inclusion. Our proposal was approved by the dean, SPFI committee, and Provost, and we extended a competitive offer to the candidate in December 2020. Unfortunately for us, this candidate accepted an offer from a peer institution.

Our strategic plan update reflects both the college's and the program's commitment to diversity, not only in the headcounts of our faculty, staff, and students, but also in making equity, diversity, and inclusion (EDI) a central tenet of our culture and operations. Among our many goals and strategies are items related to providing diverse perspectives in our curriculum and offering EDI trainings and workshops to faculty, staff, and students (see our strategic plan update). With the loss of one faculty member and two upcoming retirements, we have the opportunity to utilize best practices to attract a diverse candidate pool in our future hiring. Below, we highlight the specific objectives and measures related to increasing the diversity of our faculty.

Our Strategic Goals and Assessment Mechanisms related to **diverse faculty**:

Strategic Plan Goal 4: Diversity and Inclusive Excellence
Prioritize equity, diversity, and inclusiveness as a central tenet of the program's culture and operations.

Objective 4.1 Increase the diversity and inclusiveness of our community of administrators, faculty, staff, and students to better reflect the communities we serve.

Strategy	Output/Activity	Outcome Measures
4.1.1: Seek a diverse and inclusive candidate pool in the recruitment and hiring of new faculty and staff.	Fully-defined hiring plan in place with best practices for attracting a diverse pool of candidates.	The candidate pool for each hire will reflect the diversity of the population.
4.1.2: Incorporate positions into a hiring plan that emphasize topics related to social justice, urban disparities, and underrepresented communities.	Fully-defined hiring plan in place with best practices for attracting a diverse pool of candidates. Job posting will emphasize topics related to social justice, urban disparities, and underrepresented communities.	The candidate pool for each hire will demonstrate expertise in areas such as social justice, urban disparities, and underrepresented communities.
4.1.6: Make our commitment to diversity and inclusion explicit in public materials (job postings, marketing, website, syllabi, etc.)	Fully-defined strategy in place by November 1 each year with implementation deadlines and tasks assigned. A sample idea is to utilize student ambassadors to speak in undergraduate classes.	The candidate pool for each hire will reflect the diversity of the population.

3C. Faculty Size: The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

The MSUP program is supported by 17 faculty members, each with varying contributions to the MSUP and adjacent programs. This faculty instructional FTE within the MSUP is currently of sufficient size to deliver a high quality, student-centered MSUP program. As Table 11 indicates, there are 4.78 Teaching FTE in the MSUP program. As this number indicates, many of our full and part-time faculty have teaching obligations in programs adjacent to the MSUP, including in the Master of Real Estate Development Program and undergraduate Sustainable Built Environments Program. Our instructional ratio within the MSUP for the 2020-2021 academic year is 3.66 students/faculty. As we attempt to grow enrollments and offerings in the MSUP, real estate programs, and Sustainable Built Environments we are mindful that we must continue monitoring instructional faculty capacity.

In 2020, two senior faculty members entered into 3-year phased retirement plans. A plan for this critical transition has been developed by faculty and administration and is laid out in our current strategic plan.

Please provide the Program's definition/formula for a full-time teaching load:

For **full-time faculty**, full-time teaching is considered 40% of the faculty member's annual Distribution of Effort (DOE). This typically includes **two 3-credit courses per semester/12 credits per academic year**. For **adjunct faculty**, a full-time teaching load is considered to be **three 3-credit courses per semester/18 credits per academic year**.

Table 11. TEACHING FACULTY FTE

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE*
1	Arlie Adkins	A	.58
2	Kristina Currans	A	.83
3	Millard "Ladd" Keith	A	.50
4	Arthur C. Nelson	A	0
5	Gary Pivo	A	.58
6	Philip Stoker	A	.33
7	Lauri Macmillan Johnson	B	0
8	Shujuan Li	B	.58
9	Brian Bidolli	C	.17
10	Gina Chorover	C	.25
11	Cannon Daughtrey	C	.17
12	Helen Erickson	C	.08
13	Nicole Iroz-Elardo	C	0
14	Joey Iuliano**	C	0
15	Linus Kafka	C	.33
16	Travis Mueller	C	.05
17	Adriana Zuniga-Teran	C	.33
	TOTAL TEACHING FTEs		**4.78**

*This table only includes traditional classroom teaching FTE**.** Teaching credits are also given to independent studies, preceptorships, advising, and new course development as part of overall distribution of effort.

**FTE for this table is for the most recently completed academic year Fall 2020-Spring 2021. Joey Iuliano became a lecturer in the program Fall 2021, and Nicole Iroz-Elardo also took on a teaching role in the program in Fall 2021.

Student / Teaching Faculty Ratio

Part-time Student FTE, including calculation (if applicable):

The program only had one part-time student in 2020-21.

Student/Teaching Faculty Ratio, including calculation:

In the 2020-21 academic year we had 17 full-time students and 1 part-time student. Therefore, our student/teaching faculty ratio is 17.5/4.78 = 3.66 graduate student FTE to faculty instructional FTE.

3D. Engagement with Students: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

Our faculty engage with students both in and out of the classroom. Each planning student is assigned a faculty advisor to help students identify or refine their educational and career goals, develop and approve plans of study, approve elective coursework, and advise on internship and employment opportunities. Students are supported by both their faculty advisor and the college's graduate advisor (Graduate Student Services Coordinator) who work together as necessary to coordinate student support. The school director and program chair also work directly with students on advising matters, in coordination with faculty and staff advisors. Beyond officially assigned faculty advisors, students are encouraged to seek advice and mentorship from any member of our faculty who share overlapping interests.

The program does not require a thesis or report that requires a graduate committee; students complete a capstone project during their final semester in PLG 611 *Projects in Regional Planning*. Students receive feedback on their projects from planning course instructors, other faculty participants, and guest reviewers. Our recently launched professional portfolio requirement will give our faculty another opportunity to engage with students and their work outside of the classroom setting.

3E. Research, Scholarship and Other Creative Activity: Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

As stated in our school bylaws (see Part IIC: SSR Evidence), tenured and tenure eligible faculty in the school have individual responsibilities in three areas: 1) teaching; 2) research, scholarship, and creative work; and 3) professional, university and public service. Other non-tenure track faculty may have Distribution of Efforts (DOE) in one or two of these areas depending on their contracts. The relative weighting of teaching, research, and service (DOE) for each faculty member is determined on an annual basis between the faculty member and the director. Typical DOE for tenure line faculty is 40 percent teaching, 40 percent research, and 20 percent service. A 40 percent teaching effort for tenure track faculty typically amounts to two three-credit courses per semester. Faculty typically receive at least one course release coordinated between faculty and director to assist with preparation of the third year (mid-tenure) or tenure review.

The expectation for scholarship, as laid out in our tenure and promotion guidelines, is roughly two peer-reviewed publications per year, though quality, impact, and role in the research are also considered.

Over the last seven years, our faculty have:

- Published 136 peer-reviewed articles, many in some of the highest impact journals in our disciplines;
- Submitted more than 170 grant proposals and brought in more than $3,300,000 in external funding during the accreditation period, a dramatic increase from previous years and an indication of our faculty growth, development, and support; and
- Given 269 extramural presentations at conferences.

Faculty research has resulted in more than 5,700 citations (Google Scholar) for work authored by our faculty since 2016. This is an average of more than 700 citations per research-active faculty member. While some of this average is driven by our two highly cited full professors who have decades of publications to cite, the rest of our faculty (those who were untenured for most of the accreditation period) have still averaged 300 citations, and each is on a clear upward trajectory that suggests our scholarly impact will continue to grow. As previously mentioned, analysis from Tom Sanchez in 2018 indicated that UArizona urban planning faculty were ranked first nationally in terms of scholarly citation impact after controlling for time since PhD (See 3.A).

Another area where our faculty has made tremendous impact over the last seven years is in helping lead federally funded national research networks. Chris Nelson, Arlie Adkins, and Kristi Currans have taken turns leading the University of Arizona's involvement in the National Institute for Transportation and Communities, one of five USDOT-funded national University Transportation Centers. From 2014 to 2019, Gary Pivo was Co-PI and Deputy Director of the $12 million NSF-funded Urban Water Innovation Network (UWIN): Transitioning toward Sustainable Urban Water Systems. With 16 academic institutions and key partners across the U.S., UWIN created technological, institutional, and management solutions to enhance preparedness for responding to water crises. From 2014 to 2019, Arlie Adkins was Co-PI for the $500,000 CDC-funded Physical Activity Policy Research Network (PAPRN) at UArizona. He led an interdisciplinary team of faculty and students from planning and public health at UArizona to investigate barriers to walking and physical activity in predominantly Mexican-American neighborhoods in the southwest and contributed extensively to the national PAPRN network including bi-annual participation in national meetings of the network and chairing the PAPRN complete streets working group.

Table 12. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Full-time in Planning Unit (A)										
Arlie Adkins	Associate Professor	0	9	1	4	6	6	10	$387,629	24
Kristina Currans	Assistant Professor	0	11	0	5	8	14	11	$268,523	29
Millard "Ladd" Keith	Assistant Professor	0	2	0	4	2	0	11	$296,760	6
Arthur C. Nelson	Professor	4	35	4	0	3	13	10	$385,998	110
Gary Pivo	Professor	0	13	0	4	1	2	8	$983,818	25
Philip Stoker	Assistant Professor	0	14	3	0	2	0	8	$177,000	13
Part-time in Planning Unit (B)										
Lauri Macmillan Johnson	Professor and Director	0	1	0	0	2	0	0	$0	2
Shujuan Li	Associate Professor	0	13	1	0	1	0	11	$81,276	23
Adjunct/Contract/Non-tenure track (C)										
Brian Bidolli	Lecturer	0	0	0	0	0	0	0	$0	2
Gina Chorover	Lecturer	0	0	0	0	4	0	1	$83,283	4
Cannon Daughtrey	Adjunct Lecturer	0	0	0	0	1	0	0	$0	7
Helen Erickson	Adjunct Lecturer	0	5	0	0	2	0	8	$236,659	9
Nicole Iroz-Elardo	Assistant Research Professor of Planning	0	7	0	3	0	2	14	$344,559	8
Joey Iuliano	Lecturer	0	2	0	1	0	0	0	$0	2
Linus Kafka	Adjunct Lecturer	0	0	1	0	0	0	0	$0	0
Travis Mueller	Lecturer	0	0	0	0	0	0	0	$0	0
Adriana Zuniga-Teran	Assistant Research Scientist	0	29	6	1	2	0	17	$290,799	5

3F. Professional Involvement and Community Outreach: Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

As a Land Grant institution, the University of Arizona values service and engagement. This is a value our program faculty embrace, as demonstrated by our extensive involvement in applied research partnerships with local, county, and state agencies, leadership in national scholarly and professional organizations, and facilitation of award-winning student-led community engaged projects.

Many of our faculty have led applied research for the City of Tucson, other jurisdictions and state departments of transportation in Oregon and California, and professional organizations. City of Tucson projects include an Arlie Adkins led transit benchmarking and best practices study, a Kristi Currans led evaluation of the city's e-scooter pilot, and a Gary Pivo led report to the city's Office of Economic Initiatives on equitable use of tax abatement programs. Nicole Iroz-Elardo has ongoing work with several counties in Oregon and Nevada on health impact assessment and monetization of planning-related health benefits. In addition, Philip Stoker has partnered with Tucson Electric Power (TEP) and the Salt River Project (Arizona's primary urban water delivery system) to help them improve resource management as the state grapples with climate change related heat and drought. In partnership with Smart Growth America, Chris Nelson and Kristi Currans developed a GIS tool for evaluating the added value of smart growth practices.

In addition to attending and presenting at more than 200 conferences in the last seven years, our faculty also engaged in critical conference leadership roles. Philip Stoker served on the organizing board of the Water Resources Association for a specialty conference on land and water planning. Kristi Currans was recently the Transportation and Affordable Housing Track Chair for the World Symposium on Transport and Land Use Research (WSTLUR). Kristi Currans is active in the Transportation Research Board Standing Committee on Economic and Land Development (previously Transportation and Land Development), for which she served as paper review coordinator from 2018-2021. In 2019 she was recognized with a Volunteer of the Year Award for her service to the committee. Ladd Keith chaired several national Urban Land Institute Advisory Service Panels including Jacksonville, Florida on transit and economic development in 2018; Miami, Florida on urban waterfront resilience in 2019, and Dallas, Texas on climate resilience in 2020. Ladd was also the lead organizer of the Advancing the Theory and Practice of Urban Heat Resilience national virtual workshop hosted by the Aspen Global Change Institute in 2020. Arlie Adkins served as a member of the Active Living Research Conference Executive Program Committee for the 2015, 2016, 2019, and 2020 conferences.

Our faculty regularly participate in state and national APA conferences, including Arlie Adkins' invited participation on the JAPA "research you can use" panel organized by Sandi Rosenbloom and Ann Forsyth at the 2019 National Planning Conference. Ladd Keith has served as the program's academic liaison to the APA Arizona Chapter since 2014 and served on the 2019 APA Arizona state conference committee. Our faculty also regularly present at conferences for professional organizations such as the

American Public Health Association, Urban Land Institute, US Green Building Council, Institute of Transportation Engineers, and Arizona Council of Governments.

In addition to faculty led research and engagement work, our faculty are also deeply involved in efforts to engage our students in the community at various points in our curriculum. This community engagement has resulted in hundreds of hours that has directly benefited the communities in which we have worked. Student teams have delivered eight high quality projects in PLG 611 *Projects in Regional Planning* (capstone), including several partnerships with the City of Tucson as well as the Town of Marana, Town of Oro Valley, Gila County, and Arizona Water Resources Research Center. Three projects have won the best student project award from the APA Arizona chapter and two have been runner-up. The projects and professional relationships are developed in advance by our faculty who guide the projects while ensuring they remain student-led and that students gain valuable interaction with their community partners.

Table 13. 7-YEAR SUMMARY OF FACULTY PROFESSIONAL

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Full-time in Planning Unit (A)						
Arlie Adkins	Associate Professor	0	3	2	4	0
Kristina Currans	Assistant Professor	0	9	0	0	1
Millard "Ladd" Keith	Assistant Professor	0	9	4	2	0
Arthur C. Nelson	Professor	0	0	0	0	10
Gary Pivo	Professor	6	0	4	0	2
Philip Stoker	Assistant Professor	4	0	0	0	1
Part-time in Planning Unit (B)						
Lauri Macmillan Johnson	Professor	0	0	1	0	0
Shujuan Li	Associate Professor	0	0	1	0	0
Adjunct/Contract/Non-tenure track (C)						
Brian Bidolli	Lecturer	10	0	0	0	0
Gina Chorover	Lecturer	11	1	2	0	0
Cannon Daughtrey	Adjunct Lecturer	8	0	0	0	0
Helen Erickson	Adjunct Lecturer	10	0	1	4	0
Nicole Iroz-Elardo	Assistant Research Professor of Planning	9	0	0	0	0
Joey Iuliano	Lecturer	0	0	0	0	0
Linus Kafka	Adjunct Lecturer	0	0	1	2	0
Travis Mueller	Lecturer	13	0	0	0	0

| Adriana Zuniga-Teran | Assistant Research Scientist | 2 | 0 | 0 | 0 | 0 |

3G. Professional Development: Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, and the use of appropriate instructional technology.

Tenure track faculty hired during this accreditation period received startup packages of $45,000-$50,000 over their first three years to support their research and professional development. Additional funding beyond startup amounts is provided for instructional support (e.g., teaching assistants, field trips, classroom materials, technology, or instructional training). Program funding for research activities, conference travel, graduate assistants, etc. is available once startup funds are expended.

Faculty in the program are encouraged to participate in the university's Faculty Learning Communities program. Faculty Learning Communities are an opportunity for small groups of faculties to meet to discuss and develop evidence-based teaching practices. In addition, Adriana Zuniga-Teran was a university Hispanic Serving Institution Fellow in 2020.

As part of our goal of strengthening faculty connections with the planning profession and increasing AICP certification, we recently launched a program to encourage and support MSUP faculty who will work together to prepare for and take the AICP exam. Three of our tenure-line faculty have agreed to participate and hope to take the exam in 2021-2022.

Mechanisms are in place for faculty sabbaticals, family leave, and course releases according to the *CAPLA Handbook for Faculty, Staff, and Students* and the *University Handbook for Appointed Personnel*. Tenure track faculty are assigned faculty mentors who meet with them regularly to offer assistance on professional development and the tenure and promotion requirements and procedures (http://policy.arizona.edu/university-handbook-appointed-personnel).

STANDARD 4 – CURRICULUM AND INSTRUCTION

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflects these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

The curriculum should demonstrate consistency and coherence in meeting the Program's mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations and to develop skills necessary to create equitable and inclusive planning processes. Consistent with the Program's mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

The University of Arizona MSUP curriculum has, over the last five years, been fine-tuned by our faculty around our aim of delivering a coherent, efficient, professionally focused, and transformational curriculum that prepares students for a broad spectrum of planning jobs where they will be engaged directly with many of society's biggest challenges. Curricular changes were adopted incrementally through a faculty committee, chaired by Prof. Gary Pivo, and conversations with students and external stakeholders, suggestions from our previous PAB accreditation; student and alumni surveys; required PAB knowledge, skills, and values; AICP core competencies; key planning texts; and skills listed in various APA documents. Learning outcomes identified from these sources were put into a spreadsheet-based tool that guided faculty conversations about where in the curriculum each is introduced, explored, and applied.

Our updated curriculum is broken into three categories:

Core Skills and Knowledge
We require a shared first year sequence that covers the foundations necessary for students from a broad spectrum of professional and educational backgrounds to advance through our program and become effective professional planners. The core has been extensively re-calibrated and streamlined to ensure that students have an opportunity to learn, synthesize, and apply key learning objectives at multiple points, without unnecessary redundancy, during their two years in the program.

Emphasis and Exploration
One of the strengths of our faculty and our curriculum is our explicit embrace of interdisciplinarity and our focus at the intersection of subfields within planning and other disciplines. From our involvement in the planning profession and feedback from alumni, we know that many of our graduates end up in small jurisdictions where knowledge of various planning subfields is critical. Even for students who end up in more narrowly defined planning roles, understanding connections between subfields is necessary for addressing most multifaceted urban planning challenges. For their *emphasis*, students take three courses (9 credits) within a primary concentration. They also choose a two-course (6 unit) secondary concentration. For their two elective courses (6 credits), students work with their faculty advisor to find courses that fit within the broader logic of the plan of study. For example, a student interested in urban climate resiliency could have a primary concentration in environmental planning, a secondary concentration in urban transportation planning, and find courses in water resource management to round out their plan of study.

Applied Professional Practice
In the third part of our curriculum, students further develop their knowledge, skills, and values in a series of more applied courses and experiences. In the second semester of their first year, students take PLG 512 *Comprehensive Planning and Land Use Controls*, which we are in the process of reconfiguring as more of an applied workshop course where students explore various planning elements (in long range and current planning contexts) and must apply skills from their core methods courses to real world planning tasks. The timing of this course gives students a chance to practice skills that will be helpful for their internships, many of which are done in the summer between first and second year.

In PLG 696B *Career Development Seminar*, faculty and guest speakers from practice provide guidance on navigating their transitions to planning professionals, including topics related to professionalism, ethics, finding jobs, cultivating mentors, and creating professional portfolios that can grow with them as they transition from highlighting their student work to later stages of their careers. The professional portfolio is a new requirement beginning with the graduating class of 2023. Students will be given the basic parameters for portfolios at their new student orientation.

Students have an applied capstone experience in PLG 611 *Projects in Regional Planning*. In this course, students work with community partners on real world planning projects. Faculty develop basic parameters for each project in advance of the semester with the community partner. Student project groups, typically ranging from 5-8 students, work directly with the community partner to further develop the project scope, an informal memorandum of understanding, and a work plan. As a capstone, this course is a culminating experience in which students bring their core planning skills and

knowledge, primary and secondary planning concentrations, and electives together to deliver a multi-faceted planning project.

In addition to recent changes that add coherence and more consistent coverage of learning objectives, we have also taken steps to more clearly communicate the curriculum and the logic behind it. We describe how each piece of the curriculum fits together in recruitment conversations, advising sessions, and at new student orientation so that students see the roadmap of what lies ahead. And, we encourage faculty to begin each semester by reminding students where their courses fit into the bigger picture; how it builds on earlier courses and toward subsequent semesters. Our new portfolio requirement is intended to help students better capture, reflect, and capitalize on the totality of their time, hard work, and accomplishments in the program. By walking them through the curriculum early and often and reminding them how individual course assignments are part of a larger body of work, our hope is that students will find additional meaning, motivation, and inspiration in their day-to-day work.

Table 14. CURRICULUM LISTING
GRADUATE PROGRAM

COURSE NUMBER AND TITLE*	FALL 2019 FACULTY**	SPRING 2020 FACULTY**	FALL 2020 FACULTY**	SPRING 2021 FACULTY**
COURSES REQUIRED OF ALL STUDENTS				
PLG 501A Planning Theory and Practice	**Andrew Sanderford**		**Arlie Adkins**	
PLG 512 Comprehensive Planning and Land Use Controls	*Arlan Colton*			*Gina Chorover*
PLG 514 Methods in Planning	**Kristina Currans**		**Kristina Currans**	
PLG 515 Design Studio I	*Travis Mueller*		(no longer offered; content moved to PLG 597D and PLG 512)	
PLG 544 Site Planning		*Timothy Johnson*		(no longer required – content moved to PLG 512)
PLG 560 Land Use Planning Law		*Linus Kafka*		*Linus Kafka*
LAR 570 Introduction to GIS for PLG and LAR	**Philip Stoker**		**Philip Stoker**	
PLG 572 Land Use Planning Analysis		Shujuan Li		(no longer required – course moved to environmental Planning concentration)
PLG 597D Graphic Skills			*Travis Mueller*	
PLG 597Q Public Participation and Dispute Resolution	**Ladd Keith**		**Ladd Keith**	
PLG 611 Projects in Regional Planning		**Arlie Adkins**		(content temporarily

			moved to PLG 909 due to COVID)
PLG 696A Internship Seminar	*Jennifer Toothaker-Mabry*		(no longer offered – content moved to PLG 696B)	
PLG 696B Career Development Seminar	*Jennifer Toothaker-Mabry*			**Arlie Adkins**
PLG 909 Master's Report			**Gary Pivo** (temporary during COVID)	**Gary Pivo** (temporary during COVID)
REQUIRED SPECIALIZATION COURSES				
PLG 508 Climate Action Planning		**Ladd Keith**		**Ladd Keith**
PLG 564 Preservation Planning Issues		*Helen Erickson*		*Helen Erickson*
PLG 568 Urban Transportation Planning	**Arlie Adkins**		**Arlie Adkins**	
PLG 569 Transportation and Land Use		**Kristina Currans**		**Kristina Currans**
PLG 571F Introduction to Heritage Conservation	*Cannon Daughtrey*		*Cannon Daughtrey*	
PLG 572 Land Use Planning Analysis		Shujuan Li		
PLG 573 Transportation and Society		**Arlie Adkins**		
PLG 576 Land Development Process		**Gary Pivo** or *Brian Bidolli*		**Gary Pivo** or *Brian Bidolli*
PLG 597J Documentation and Interpretation of the Historic Built Environment		*Jennifer Levstik*		*Gina Chorover/Helen Erickson*

	Sandra Bernal	**Philip Stoker**	Adriana Zuniga-Teran	
PLG 597S Sustainable Urban Development & Design	*Sandra Bernal*	**Philip Stoker**	*Adriana Zuniga-Teran*	
ELECTIVE COURSES				
ARC 533 History and Theory III: Modern and Contemporary Architecture	Robinson (affiliated faculty)		Robinson (affiliated faculty)	
ARC 571N Arid Region Urbanism: Arizona/Sonora	x		x	
ARC 571S Contemporary Architecture and Urban Theory				Robinson (affiliated faculty) new in spring 22
LAR 523 Landscape Ecology		x		x
LAR 540 Contemporary Landscape Architecture	Johnson		Johnson	
LAR 541 History and Theory of Landscape Architecture		Johnson		Johnson
LAR 554 Site Engineering	x		x	
LAR 555 Landscape Construction		x		x
LAR/RNR 548 Conservation Planning and Wildland Recreation		x		
LAR 565 Cultural Landscapes				New in spring 2022, taught by CAPLA Dean, Nancy Pollock-Ellwand
RED 507 Survey of Responsible Real Estate Development	*Brian Bidolli*		*Brian Bidolli*	

PLG 509 Due Diligence and Entitlements	*Linus Kafka*		*Linus Kafka*	
RED 515 Construction and Project Management	**Kristina Currans**		**Kristina Currans**	
RED 521 Placemaking and Urban Form		*Adriana Zuniga-Teran*		*Adriana Zuniga-Teran*
PLG 585 Foundations of Economics for Planning and Real Estate Development	*Brian Bidolli*		*Brian Bidolli*	
PLG 596B Water Policy in Arizona and Semi-arid Regions				x

Note: X denotes class is taught by faculty outside the Planning unit.

*Distinguish among the course prefix and number with the following text effects:

   Italics = courses where undergraduate and graduate sections are combined

**Distinguish among the appointment status of the faculty with the following text effects:

   Bold = full-time in the planning program (A in table 5)

   Normal text = part-time in the planning program (B in table 5)

   Italics = adjunct/contract/non-tenure track faculty (C in table 5)

Table 15. CURRICULUM MAP – GRADUATE DEGREE

Curriculum Map Courses Required of All Students A. Required Knowledge, Skills and Values	PLG 501a: Planning Theory and Practice	PLG 597D: Graphic Skills	PLG 514: Methods in Planning	PLG 597Q: Public Participation & Dispute Resolution	LAR 570: Intro to GIS for PLG and LAR	PLG 512: Comprehensive Planning & Land Use Controls	PLG 560: Land Use Planning Law	PLG 696B: Career Development Seminar	PLG 611: Projects in Regional Planning
A1 General Planning Knowledge									
a) Purpose and Meaning of Planning	X		X	X		X	X	X	X
b) Planning Theory	X		X	X		X	X		
c) Planning Law	X			X		X	X		X
d) Human Settlements and History of Planning	X		X	X	X	X	X		
e) The Future	X		X	X	X	X			X
f) Global Dimensions of Planning	X								X
A2 Planning Skills									
a) Research	X		X	X	X	X	X		X
b) Written, Oral and Graphic Communication	X	X	X	X	X	X	X	X	X
c) Quantitative and Qualitative Methods	X		X	X	X	X			X
d) Plan Creation and Implementation	X		X	X		X	X		X
e) Planning Process Methods	X		X	X		X	X	X	X
f) Leadership	X			X		X		X	X
A3 Values and Ethics									
a) Professional Ethics and Responsibility	X		X	X		X	X	X	X
b) Equity, Diversity and Social Justice	X		X	X		X	X	X	X
c) Governance and Participation	X			X		X	X	X	X
d) Sustainability and Environmental Quality	X		X		X	X			X
e) Growth and Development	X		X			X	X		
f) Health and Built Environment	X						X		X

Table 16. CURRICULUM MAP – AREAS OF SPECIALIZATION

Curriculum Map B1 Areas of Specialization (Use * to denote required specialization courses)	*PLG 508: Climate Action Planning	*PLG 572: Land Use Planning Analysis	*PLG 597S: Sustainable Urban Development and Design
Specialization #1 (Environmental Planning)			
a) Specialization-specific knowledge			
Linkages between human and natural systems	X		X
Natural resources stewardship/conservation planning	X		X
Climate resilience strategies	X	X	X
Landscape ecology		X	X
b) Specialization-specific skills			
Collaborative planning process	X	X	
Spatial analysis for environmental analysis		X	
Evaluation of climate resiliency plans/policies/strategies	X		X
c) Specialization-specific values			
Social equity & environmental justice		X	X
Awareness of emerging and integrated technologies	X		X
Planning with foresight	X		X
	*PLG 573: Transportation and Society	*PLG 569: Transportation and Land Use	*PLG 568: Urban Transportation Planning
Specialization #2 (Urban Transportation Planning)			
a) Specialization-specific knowledge			
History, theories, and trends in travel behavior and transportation	X	X	
Transportation planning processes, stakeholders, participants		X	X
Interdisciplinary challenges in transportation related to safety, environment, social equity, health and wellbeing	X	X	X
b) Specialization-specific skills			
Ability to critically and creatively evaluate transportation policies		X	X
Transportation planning process methods		X	X
Written Communication		X	X
c) Specialization-specific values			

	*PLG 569: Transportation and Land Use	*PLG 576: Land Development Process	*PLG 597S: Sustainable Urban Development and Design
Human-Centric and Mode-Specific Transportation Planning	X	X	X
Equity, Diversity, and Social Justice	X	X	X
Health and Built Environment	X	X	X

Specialization #3 (Real Estate & Urban Development)			
a) Specialization-specific knowledge			
Role of infrastructure systems	X		X
Social and environmental challenges in development			X
Principles of responsible real estate development	X	X	
Real estate finance		X	
b) Specialization-specific skills			
Development review and impact analysis	X	X	X
Monetary, social, and environmental costs of different development patterns	X		X
Site and feasibility analysis			X
c) Specialization-specific values			
Accessibility	X		X
Multidisciplinary Nature of Urban development		X	
Importance of Public and Private Sector Collaboration		X	

	*PLG 571F: Introduction to Heritage Conservation	*PLG 564: Preservation Planning Issues	*PLG 597J: Documentation & Interpretation of the Historic Built Environment
Specialization #4 (Heritage Conservation)			
a) Specialization-specific knowledge			
Knowledge of legal, regulatory, and economic development tools of heritage conservation	x	x	
Understanding of the history, terminology, concepts and philosophy of heritage conservation	x	x	x

b) Specialization-specific skills			
Ability to survey and document historic resources to determine significance			x
Experience conducting research using primary and secondary sources, and applying appropriate analytical methods	x	x	x
c) Specialization-specific values			
Understanding of the diverse voices represented in a community's history	x	x	
Recognition of the importance of community involvement in heritage conservation conversations and actions	x	x	
Understanding of the diverse voices represented in a community's history	x	x	

Table 17. CURRICULUM MAP – ELECTIVES

Curriculum Map Electives	ARC 533 History and Theory III: Modern and Contemporary Arch	ARC 571N Arid Region Urbanism: Arizona/Sonora	ARC 571S Contemporary Architecture and Urban Theory	LAR 523 Landscape Ecology	LAR 540 Contemporary Landscape Architecture	LAR 541 History and Theory of Landscape Architecture	LAR 554 Site Engineering	LAR 555 Landscape Construction	LAR/RNR 548 Conservation Planning and Wildland Recreation	LAR 565 Cultural Landscapes	RED 507 Survey of Responsible Real Estate Development	PLG/LAW/RED 509 Due Diligence and Entitlements	RED 515 Construction and Project Management	RED 521 Placemaking and Urban Form	RED/PLG 585 Foundations of Economics for Planning and Real Estate	PLG/ENVS/GEOG 596B Water Policy in Arizona and Semi-arid Regions
B2 Electives **a) Exposure to other professions (list specifics)**																
Architecture	x	x	x													
Landscape Architecture				x	x	x	x	x	x	x						
Real Estate Development											x	x	x	x	x	
Arid Lands Resources		x		x												x
Construction							x	x					x			
Conservation/Historic Preservation	x		x		x	x			x	x						
Law												x				x
Economics/Finance											x		x		x	
b) Exposure to specializations (list specifics)																
History/Theory	x	x	x		x	x				x				x		
Preservation	x		x		x	x			x	x						
Design	x	x	x		x	x	x	x	x	x				x		
Environmental/Natural Resources Planning		x		x			x		x	x						x
Land Use/Development					x						x	x	x	x	x	
c) Emerging Trends and Issues																
Health and Built Environment	x	x	x		x	x			x	x	x			x		x
Environment/Climate		x														x

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Social Justice/Equity				x	x				x	x				x	x	
Housing/Land Use/Policy									x	x	x				x	x
Sustainability/Sustainable design practices				x	x	x	x	x	x	x				x	x	x
Urbanism	x	x	x		x	x				x				x	x	

Other Learning Activities:

Urban planning students have a range of opportunities to extend their learning beyond the classroom. These include: planning internships; a well-attended school lecture series; networking events with the American Planning Association Arizona Chapter and Southern Section; and participation in extracurricular planning and design competitions, including the Urban Land Institute's Hines Competition and Bank of America Merrill Lynch Low-Income Housing Challenge; and the occasional study abroad opportunity. Friends of Planning hosts regular "office hours" events where MSUP students hear from planning practitioners at different stages of their careers. Starting in 2018 the program launched an annual out of state field trip that exposes students to different planning practice and urban contexts. The first three years, we have taken advantages of our program's connections to Portland, Oregon. Other areas under consideration for field trips are Los Angeles and Denver. In addition to guide tours, firm/office visits, and interactions with local planning students, we also organize an alumni-student dinner to engage with alumni in the region. These events have been well attended by area alumni and have given us an additional opportunity for meaningful alumni engagement and student networking. Unfortunately, due to the COVID-19 pandemic and university travel restrictions, this field trip could not take place in Spring 2021. We are hopeful that this annual tradition can return in Spring 2022.

4A. Required Knowledge, Skills and Values of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Specifically:

The MS Urban Planning Program curriculum meets all PAB standards for required knowledge, skills and values of the profession. The following description illustrates how each standard is met through the content of relevant courses.

4A.1. *General Planning Knowledge*: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields.

General planning knowledge is primarily covered in our required core courses, as described below.

> **a) Purpose and Meaning of Planning**: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
>
> Students are introduced to the purpose and meaning of planning in **PLG 501a** *Planning Theory and Practice,* which explores historical and theoretical underpinnings of planning; ways that planning has been both beneficial and harmful to communities at various scales throughout

history; and historic and contemporary justifications for planning. Students make connections between theory, history, and present-day planning practice and process, locally, nationally, and globally. During the same semester, these concepts are complemented by the more applied **PLG 514** *Methods in Planning*, which introduces students to the techniques and tools used by urban planners and how these tools fit into and support different planning approaches, processes, and epistemological perspectives introduced in PLG 501a. **PLG 597q** *Public Participation and Dispute Resolution*, **PLG 512** *Comprehensive Planning and Land Use Controls*, and **PLG 560** *Land Use Planning Law* provide students with more in-depth understanding of how planners roles as facilitators/communicators, plan makers, and mediators of legal frameworks all shape cities and the profession.

b) Planning Theory: behaviors and structures available to bring about sound planning outcomes.

PLG 501a *Planning Theory and Practice* provides students with a foundation for understanding theories of planning and urbanism, the historical context and legacies of planning, different justifications for planning, and how all these topics are necessary for understanding contemporary planning practice. Theoretical foundations introduced in this foundational theory course are then built on elsewhere in the curriculum as way of situating contemporary planning practice and methods, including: **PLG 512** *Comprehensive Planning and Land Use Controls*, **PLG 514** *Methods in Planning*, **PLG 597q** *Public Participation and Dispute Resolution*, **PLG 560** *Land Use Planning Law*, and in various concentration courses.

c) Planning Law: legal and institutional contexts within which planning occurs.

PLG 501a *Planning Theory and Practice* reviews the underlying legal and regulatory justifications for planning. **PLG 597q** *Public Participation and Dispute Resolution* prepares students for the legal role that public participation plays in municipal planning processes. The history of public participation requirements is reviewed and current day practices and challenges are examined through a variety of case studies of state law and local municipal requirements. Students learn a variety of public participation methods and practical tools to fulfill legal requirements and ethical obligations. **PLG 560** *Land Use Planning Law* reviews the principal legal devices available to implement planning decisions on community design (official map, subdivision control), the use of land (nuisance, covenants and zoning) and housing needs (including urban renewal). Special attention is paid to the significance and legal effect of a comprehensive plan and to the social and economic effects of planning decisions. Students examine a specific planning issue in the form of a paper which explores legal ramifications of subjects such as takings, exclusionary zoning, and growth management. Finally, **PLG 512** *Comprehensive Planning and Land Use Controls* allows students to apply legal and regulatory frameworks to comprehensive plan making, plan review, and growth management. It examines the statutory framework and legal context which impact the way comprehensive plans are created and implemented using Arizona as the immediate example but contrasting that with national models and other state enabling frameworks. The real focus is on real-world application of the law but exposure is also given to the politics of state and local institutions and how the law is created at the state and local levels.

d) Human Settlements and History of Planning: growth and development of places over time and across space.

PLG 501a *Planning Theory and Practice* provides a historical context for the growth of human settlements and the subsequent evolution of cities over time. Students are exposed to a broad overview of ideas that shaped the development of cities from early settlements, through the city beautiful movement into modern cities, suburbs and exurban settlements. It covers the social, economic, political, physical and cultural forces that shape metropolitan regions. In **PLG 512** *Comprehensive Planning and Land Use Controls*, the critical context of policies and existing/historic plans for a place are discussed, which provides a framework for the conditions and vision under which the area is planned and developed. The history of the plan and associated regulation is found primarily in the readings, with a bit more focus on the intermountain west because of its vast public and trust land ownership patterns to which students may not otherwise be exposed. In **LAR 570** *Intro to GIS for PLG and LAR and **PLG 514** Methods in Planning,* students use analytical tools to explore change over time, projecting into the future and learning from the past. This is principally achieved through working with U.S. census data and smaller data sets to map human settlement patterns at different time and geographic scales.

e) The Future: relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

Our curriculum has a future-focused, forward-looking orientation. To our faculty, this means that our students graduate prepared to work within existing planning and regulatory frameworks to tackle the pressing problems of our present and future; but who are also prepared to engage in broader conversations about changes to the profession that will advance practice in new directions. Because planning is a future-oriented endeavor, the future is touched on in all of our planning courses. It is a particular emphasis in the following courses. In **PLG 501a** *Planning Theory and Practice*, students make connections between past, present, and future in a way that challenges them to think critically about current practice and identify better paths forward for practice. Students learn analytical tools for understanding future impacts of planning decisions in **PLG 514** *Methods in Planning* and **LAR 570** *Intro to GIS for PLG and LAR.* Theoretical and applied/analytical perspectives on the future are brought together in **PLG 512** *Comprehensive Planning and Land Use Controls* and **PLG 611** *Projects in Regional Planning.*

f) Global Dimensions of Planning: interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

We do not have a stand-alone global or international planning course. Students are introduced to global planning contexts in **PLG 501a** *Planning Theory and Practice*, which places planning into a global context by introducing examples from global cities and introducing students to planning in the context of the Global South. These examples are used as lessons for the American context – in which most of our students will work – but also to expose students to

and learn from often-overlooked perspectives from outside the of the United States. Coverage of global planning perspectives is distributed across other elements of the curriculum, particularly within each of our concentrations. For example, in PLG 568 *Urban Transportation Planning* and PLG 573 *Transportation and Society*, required for the transportation concentration, students learn from international case studies and must report on many topics covered in class from the perspective of an international city. In the environmental concentration, students are exposed to international perspectives and the imperatives of thinking globally to address climate change in PLG 508 *Climate Action Planning.* All faculty are encouraged to use international case studies, such as those identified in the International Planning Case Studies Project (planningcasestudies.org).

4A.2. *Planning Skills*: The use and application of knowledge to perform specific tasks required in the practice of planning.

Our curriculum is heavily focused on the skills that our students will use upon graduation, both generally applicable planning skills and concentration specific skills.

a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

PLG 501a *Planning Theory and Practice* introduces how information and research are used to support specific planning activities. Students do historical research on urban renewal projects in Tucson and elsewhere through primary and secondary sources. In **PLG 514** *Methods in Planning*, significant attention is paid to developing evidence-based arguments and the precision of communication required to articulate these arguments to a multiplicity of audiences. **PLG 611** *Projects in Regional Planning* provides an opportunity for students to use their research skills developed in previous courses to a real-world planning project. Requirements include researching previous planning efforts, demographic and economic analysis of the project area, spatial, and environmental analysis. **LAR 570** *Intro to GIS for PLG and LAR* provides an exposure to the research process by structuring assignments to include research questions, data collection, analysis, and communication. The assignments always include an open-ended option, so that students can pursue research questions that interest them. **PLG 560** *Land Use Planning Law* requires students to research, understand, and analyze a wide variety of codes, regulations, laws, and judicial decisions and apply them to both hypothetical and actual land use law problems and situations.

b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

Written, verbal, and graphic communication to different audiences is emphasized throughout our curriculum. In **PLG 597D** *Graphic Skills* students are taught the basics graphic design and graphic presentation of data, as well as tools such as Adobe Creative Suite, Sketch Up, and various website builders. **PLG 597q** *Public Participation and Dispute Resolution* requires students to facilitate a real public participation process in partnership with a local municipality. This involves relaying important information to the public in a variety of forms, including postcards, websites, social media, email announcements, and verbal/visual presentations at the

meetings themselves. Students must work with multiple stakeholders in preparing these products and receive feedback from planning staff throughout the course. These projects typically require several iterations, allowing students the opportunity to refine their communication as the semester progresses. **PLG 514** *Methods in Planning* teaches students skills for interpreting and communicating complex data-driven analysis to different audiences. **LAR 570** *Intro to GIS for PLG and LAR* provides techniques for effectively presenting geospatial data. Assignments are structured so that visualizations are accompanied by writing. **In PLG 512** *Comprehensive Planning and Land Use Controls* and **PLG 611** *Projects in Regional Planning* students are given additional hands-on opportunity to practice professional written, verbal, and graphic communication.

c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

Students are introduced to the important role and limitations of data-informed evaluation and performance measurement within the planning process in **PLG 501a** *Planning Theory and Practice*. **PLG 514** *Methods in Planning* teaches the quantitative and qualitative analytical methods used by planners. Students learn both the analytical tool and the broader context for when each is appropriate. Students begin applying these techniques to real world planning scenarios. **LAR 570** *Intro to GIS for PLG and LAR* teaches analytical tools that are useful for evaluating spatial data. Some quantitative methods are taught as part of this course as well. **PLG 611** *Projects in Urban Planning* and **PLG 512** *Comprehensive Planning and Land Use Controls* require students to apply acquired quantitative and qualitative methods of data collection, synthesis, and analysis to various stages of plan creation.

d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

The important role of plan creation and processes for plan creation at different geographic and times scales are introduced in **PLG 501a** *Planning Theory and Practice*. **PLG 514** *Methods in Planning* teaches students many of the analytical tools for development and evaluation of plans. **PLG 512** *Comprehensive Planning and Land Use Controls* teaches how plans are prepared in the context of state enabling and growth management policy, local regulation, and political considerations. The interrelationships of development and conservation land use, physical and social infrastructure, public health and economic development are stressed. **PLG 597q** *Public Participation and Dispute Resolution* exposes students to the necessity of building public participation into the plan making process at every state. Hands on projects in this course are selected specifically to allow students to lead a critical component of the plan creation process, and are often adopted by the end of the semester so that students can see the result of their work. **PLG 611** *Projects in Regional Planning* requires students to practice their acquired planning skills and tools to create a plan for a community partner.

e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.

PLG 501a *Planning Theory and Practice* introduces students to normative and descriptive theories of planning practice and requires reflection on the important role of process (as opposed to outcomes) in planning practice. **PLG 512** *Comprehensive Planning and Land Use Controls* builds upon **PLG 597Q** *Public Participation and Dispute Resolution*, which all planning students took the previous semester to focus on how various examples of involvement are utilized in real-world situations. Limitations and expectations for social media for public engagement in comprehensive planning are included. The suite of tools is not repeated from PLG 597Q but lessons learned from real-world experience are discussed as to what is (and what proved to be not) appropriate to engage what situation – visioning, the various input phases of a planning process, and implementation. **PLG 514** *Methods in Planning* provides an opportunity for students to examine the strengths and weaknesses of individual analytical tools as they relate to stakeholder involvement, community engagement, and working with diverse communities.

PLG 597q *Public Participation and Dispute Resolution* provides students with a variety of methods and tools for public participation processes and then allows them to put them into action on their own through a semester-long project. Students work directly with a variety of stakeholders and with community members on their project. A variety of case studies are also reviewed in the course, with a focus on inclusive planning and formulating public participation processes that are accessible to all members of a community. **PLG 611** *Projects in Regional Planning* requires groups of students to create a comprehensive planning document under the supervision of planning and design faculty and in collaboration with a community partner. Requires students to engage with both community stakeholders and the general public to both guide the development of their plan and/or to gather feedback on plan iterations, depending on the specific project.

f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

PLG 501a *Planning Theory and Practice* examine contributions by selected historical planning leaders and figures and the role of leaders and advocates in moving planning forward. In addition, the course makes explicit connections between knowledge of broad historical, theoretical, and local context of planning that positions students as a future leader in the field. **PLG 597q** *Public Participation and Dispute Resolution* requires students to lead their own public participation process, with feedback from practicing planners and involvement of community members. Students must work together in teams, delegating responsibilities, and managing multiple tasks and priorities. **PLG 611** *Projects in Regional Planning* uses hands on planning projects in a team context to develop leadership skills; requires students to interface with leaders in the local planning profession; requires leadership of all students, but allows opportunities for some to take on additional leadership roles.

4A.3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall incorporate values and ethics into required courses of the curriculum, including:

Values and ethics are imbued through nearly every aspect of our program with the curricular coverage, engagement with professionals who share real world examples of incorporating value and ethics into their practice; and extracurricular experiences.

a) Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

PLG 501a *Planning Theory and Practice* connects planning theory and history to the need for present day ethical standards and responsibilities. **PLG 514** *Methods in Planning* highlights provides space to examine the ethical dimensions of analysis. Students explore both research ethics as well as the costs and benefits of using individual methods of analysis. **PLG 597q** *Public Participation and Dispute Resolution* reinforces the ethical considerations of public participation alongside the legal requirements, for planning in both the private and public sectors. Students are provided a variety of methods and tools for creating public participation processes, and are asked to critically evaluate each of them as they pertain to inclusiveness and involving all members of a community. **PLG 696B** *Career Development Seminar* also covers ethics as part of its coverage of AICP certification and professional standards.

b) Equity, Diversity and Social Justice: key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

PLG 501a *Planning Theory and Practice* examines political and social issues in planning, and social justice and equity as a planning objective that spans subfields. **PLG 512** *Comprehensive Planning and Land Use Controls* addresses social justice and environmental justice through both a reading assignment, class discussion and the focus of one question on the midterm, and a portion of one on the final exam. **PLG 514** *Methods in Planning* demands that students consider social and environmental justice issues as they prosecute class assignments. **PLG 597q** *Public Participation and Dispute Resolution* addresses equity by exploring a variety of case studies where communities were excluded from the decision-making process and what resulted afterwards. Students are asked to review a variety of public participation methods and tools specifically with inclusiveness in mind, and must evaluate the pros and cons of each as it relates to inclusiveness. Finally, students lead their own public participation project and are required to address community involvement by selecting the process that equitably allows as many stakeholders a voice in the decision-making as possible. **PLG 611** *Projects in Regional Planning* requires project groups to incorporate social justice and equity concerns into their capstone projects from background research to plan development and implementation.

c) Governance and Participation: the roles of officials, stakeholders, and community members in planned change.

PLG 501a *Planning Theory and Practice* introduces students to the concept of public and stakeholder participation and draws connections between historical failures of the planning profession to incorporate adequate public participation and its emphasis within present day planning practice. **PLG 512** *Comprehensive Planning and Land Use Controls* includes presentation of materials on the key players in local planning processes and the relationships including elected officials, planning and zoning commissioners, boards of adjustment, and other appointed officials. Stakeholders in the private, non-profit and public sectors (at various levels of government) are identified and discussed as to their import in the planning, zoning and non-land use processes. **PLG 597q** *Public Participation and Dispute Resolution* includes an overview of the roles of various stakeholders throughout a variety of public participation processes. An important part of the course is allowing students to explore governance from a variety of viewpoints, to see how it can be perceived by community groups, the private sector, and public officials, and the role of planners in each scenario to ensure all stakeholders are involved.

d) Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.

PLG 501a *Planning Theory and Practice* introduces students to sustainability and environmental issues related to modern urban planning. The course emphasizes the multi-faceted nature of sustainability, particularly social and environmental sustainability. **PLG 514** *Methods in Planning* demands that students engage with sustainability as a decision-making lens throughout the course. Case analyses and assignments request, much like with planning ethics, that students evaluate the costs and benefits relative to sustainability of using analytical tools and techniques. **LAR 570** *Intro to GIS for PLG and LAR* provides the knowledge of how to obtain publicly available data on natural resources by requiring students to obtain this data for assignments. Students can then use this data to answer questions related to environmental sustainability and environmental quality.

e) Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.

PLG 501a *Planning Theory and Practice* introduces students to theories of growth from planning, economics, sociology, and geography; emphasizes the critical role of planning as a necessary partner in sustainable development and growth. **PLG 512** *Comprehensive Planning and Land Use Controls* notes that the very basis for why planners continue to update plans, what those plans cover and the regulatory and incentive frameworks for plan implementation is in response to changing demographics, technologies, economic realities, laws and expectations of our communities. **PLG 514** *Methods in Planning* draws on cases and assignments that illustrate and provide opportunities for students to develop deeper insight and appreciation of the forces that shape urban places. More specifically, students are challenged to examine economic, social, and community character factors and how to measure and include them in various analytical practices. **PLG 560** *Land Use Planning Law* examines the way that policies that

emerge out of economic, social, and cultural dynamics impact the regulations that a community adopts to handle growth and change.

> **f) Health and Built Environment:** planning's implications on individual and community health in the places where people live, work, play and learn.

Health and the built environment are covered in both historical (e.g., Charles Booth, John Snow) and contemporary contexts (e.g., environmental justice, urban health disparities, social determinants of health) in **PLG 501a** *Planning Theory and Practice*. Health is also covered as a planning element **in PLG 512** *Comprehensive Planning and Land Use Controls*, as well as a key focus in the transportation and environmental concentrations.

> **4B. Areas of Specialization and Electives**: The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.

The program offers opportunity for in-depth study in four areas of concentration: Environmental Planning, Urban Transportation Planning, Real Estate and Urban Development, and Heritage Conservation. If selected as a major concentration three courses (9 units) are required; if selected as a minor concentration two courses (6 units) are required. Students also select a minimum of two courses (6 units) of electives.

> **4B.1. Specializations**: When a program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise.

Environmental Planning:
The environmental planning concentration allows students to study the interactions between human and natural systems. This concentration investigates how urban planning can reduce or increase the impacts cities have on natural resources and the environment through concepts such as sustainability, conservation and resilience.

Students in this concentration will develop expertise in current patterns of natural resource consumption and conservation planning and planning and design for climate resilience.

> **Courses:**
> **PLG 508** *Climate Action Planning*
> **PLG 572** *Land Use Planning Analysis*
> **PLG 597s** *Sustainable Urban Development and Design*

Urban Transportation Planning
Students in this concentration explore issues and develop skills for building and maintaining sustainable urban transportation systems. Courses emphasize the connections between transportation planning and safety, environmental and climate resilience, social equity, health and wellbeing, resource limitations, accessibility and community impact. Through our emphasis

on multi-modal planning (e.g., cars, public transit, pedestrians, bicyclists) and providing inclusive facilities and public spaces that are safe and comfortable for all users, this concentration teaches students to consider transportation planning in holistic, analytical and innovative ways. This program of study will give students hands-on experience with practical transportation planning applications, including opportunities for original data collection, analysis and plan-making.

Students will become familiar with the transportation planning profession at various urban scales and at the local, regional, state and national levels. This concentration also provides students with opportunities to explore national and international best practices and to critically consider the implications of transformative/disruptive technologies, such as autonomous vehicles and transportation network companies, on existing planning, design and urban growth considerations.

The University of Arizona is part of the National Institute for Transportation and Communities (NITC), one of five U.S. Department of Transportation-funded national university transportation centers.

Courses:
PLG 568 *Urban Transportation Planning*
PLG 569 *Transportation and Land Use*
PLG 573 *Transportation and Society*

Real Estate and Urban Development:
Students in this concentration prepare for professional positions in public sector, nonprofit, and private sector organizations focused on planning and executing land development and redevelopment projects. Students will develop expertise in the development process and how to effectively manage the regulatory, social and market forces that shape it.

Courses:
PLG 569 Transportation and Land Use
PLG 576 Land Development Process
PLG 597s Sustainable Urban Development and Design

Heritage Conservation Concentration:
The heritage conservation concentration educates students in the preservation of the built environment as part of a comprehensive ethic of environmental, cultural, and economic sustainability. In this interdisciplinary concentration which is intended to balance theory and practice, research and outreach, students gain an awareness of the geographic, cultural technological, economic, and political factors that shape the built environment. They have an opportunity to become familiar with building traditions, cultural artifacts, sites, and cultural landscapes of prehistoric and historic groups who have defined the Greater Southwest. Students will gain an understanding of the language, concepts and tools of heritage conservation and historic preservation and will be able to survey, document and communicate information about cultural and historic resources. The following 3 courses are required for the concentration.

Courses:

> **PLG 564** Preservation Planning Issues
> **ARC 571f** Intro to Heritage Conservation
> **ARC 597j** Documentation and Interpretation of Historic Built Environments

> ***4B.2. Electives***: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

As stated in Standard 1, we have reduced our required core from 37 units to 26 units, creating opportunities for students to explore other disciplines and specializations. In addition to selecting a major and minor concentration, students are required to complete two approved elective courses while in the program. Elective courses are available within our interdisciplinary college or other academic units at the university that complement each student's plan of study. These courses offer students exposure to other profession, specializations, and emerging trends in architecture, landscape architecture, real estate development, law, economics and finance, among others. For some examples, please see our CAPLA electives atlas in Part IIC: SSR Evidence.

> **4C. Instructional Delivery and Scheduling**: Courses shall be taught by qualified faculty, and appropriate instructors shall be assigned for required, specialized and elective courses. In general, most required courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

All courses, core and concentration, are taught by highly qualified faculty. All full-time faculty in the MS Urban Planning Program hold PhDs in planning or planning-related fields from well-respected universities. Adjunct faculty hold graduate degrees and have substantial experience working in their respective teaching areas. Of the instructors of concentration courses, six hold PhDs and three hold Master's degrees and all have significant professional experience in planning and planning-related fields. Of the twenty-six required core units, twenty-two (85%) are taught by Category A faculty and four (15%) by Category C faculty.

Faculty work directly with Laura Jensen, Senior Program Coordinator, on all aspects of course management including room and course scheduling for appropriately-sized classrooms, meeting dates and times, and instructional format.

The program is structured so that students taking a full-load can complete the requirements in four semesters of study, though some choose to take longer.

> **4D. Facilities**: Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program's mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.

The program, together with other units of CAPLA, is housed primarily in three buildings including CAPLA West, CAPLA East, and the Cannon-Douglas House on Speedway Boulevard. The CAPLA West building was constructed in 1965, expanded in 1970, and expanded again in 1979. This three-story structure once had an open atrium that is now enclosed called the T.M. Sundt Design Gallery. The

Gallery provides 2,800 square feet of multi- functional space that is used for conferences, exhibitions, events, and studio critiques. The space is available for use by other UArizona units on campus as well as community organizations.

Other facilities housed in the CAPLA West building include the Dean's Administration Suite, Robinette Conference Room, Dinsmore Classroom (with full audio visual), Drachman Conference Room with audio/visual connections for Zoom conferencing, Student and Alumni Center (SAAC), computer laboratories, several classrooms, faculty and staff offices, and student architectural studios. Additionally, there is a 90-seat lecture hall (Arch 103) that is equipped with audio/visual digital media capabilities including large screen computer projection and laptop connection at every seat.

In 2001, the Arizona Board of Regents approved a $7 million building addition in order to place programs in architecture, planning, and landscape architecture together. In addition, the university devoted approximately $3 million toward renovation costs for the original CAPLA West building. The combined total of the new and renovated buildings brought the space allocation to an average of 60 square feet per student.

Currently, the college is planning for a $9 million renovation of the west building that will include upgraded computer labs and classroom space with a new HVAC system and automated windows to improve air quality and energy savings.

The Material Lab: The building expansion of CAPLA East (cost $9.3 million) features a 9,000 square foot state-of-the-art materials lab with material testing, assembly, and digital fabrication (wood, metals, glass, concrete) that facilitates design/build courses and research in material science. This is one of the largest architectural materials labs in the nation featuring three Universal Laser Systems solid state laser cutters.

Underwood Family Sonoran Landscape Laboratory: The development of an addition to the CAPLA Building afforded an opportunity to design and construct a demonstration landscape that is a high-performance integration of the building and site. This award-winning sustainable design lab serves as an active research facility featuring the five biomes of the Sonoran Desert and an active water collection and harvesting system. The project employs arid land sustainable design principles of water harvesting, water re-use, mitigation of desert microclimates, and reduction and re-direction of runoff while creating an interpretative desert oasis. At the center of the space is a sunken gathering area that serves as an outdoor classroom and gathering space.

Studio: The urban planning studio is located on the third floor of CAPLA East. The MLA, MArch, MSArch and BLA studios are also located on the third floor in order to encourage multidisciplinary student interaction. Each urban planning student is provided a permanent workstation that includes storage, electrical outlets and access to the internet through the UArizona system. Students are encouraged to develop individual and group work environments during in-class and out-of-class times; in fact, the faculty strongly encourage students to work in the studio as a way to promote collaborative learning. The studio space includes a printing and computer area appointed with up-to-date equipment and software that can process a large amount of data necessary for GIS and GeoDesign programs. Adjacent to the studio are three classrooms for seminars, lectures, studio reviews, and other presentations.

These rooms are equipped with smart boards, computers and projection equipment. Several faculty offices are adjacent to the studio, promoting frequent interaction between faculty and students.

Director, Faculty, and Staff Offices: Director, staff, and some faculty office spaces are located on the third floor of the CAPLA East building- in close proximity and access to the students. Each faculty member has a computer purchased by the program. Faculty members typically receive new computers every two-three years. Other office equipment used by faculty and administrators is located in the main office.

Cannon-Douglas House: In addition to the CAPLA West and East buildings, the university provides the college with the Cannon-Douglas House, a historic structure on the National Register of Historic Places, on Speedway Boulevard. The house provides faculty offices and student work space and has become a hub for transportation research and education at the University of Arizona as the headquarters for our involvement in the National Institute for Transportation and Communities (NITC) University Transportation Center.

4E. Information and Technology: Students, faculty and staff shall have access to sufficient information systems and technology, and technical support, technical equipment and training thereon to achieve the Program's mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

The program provides a full suite of technological resources and support for students. The program aims to cultivate their technological capabilities and proficiencies through exposure to a wide array of enabling technologies; the program views such skillsets to be essential for professional planners. Urban planning students have access to computers at CAPLA and on the larger campus. Students use the Adobe Create Suites package, available free of charge through the UArizona Bookstore. In addition, students are able to download free student versions of ArcGIS, AutoCAD, and Microsoft Office. Students also use Desire to Learn (D2L, online learning network) for downloading readings and submitting work for classes.

The Graduate Studio Computer Center: The school provides and maintains computer peripherals and support materials that students need to accomplish their work. The space includes: computer workstations complete with GIS and design related software suites, state of the art photo quality plotters, color and black/white printers, and 2 photo quality scanners. Access to these resources is exclusive to graduate students and is available 24/7. While the hardware is furnished and maintained by the school, an automated use/pay system is utilized to help offset the cost of printing and plotting materials.

The Frank Mascia Computer Classroom (Architecture 205): The computer classroom is central to the teaching and research mission of the program. The classroom is comprised of 29 computer workstations which support the full breadth of technological software utilized by the college. This software is installed at the direction of faculty to fit both curricular and instructional needs. This classroom will be upgraded as part of the upcoming renovation of the CAPLA West building.

Hardware and software maintenance and management is provided by the college IT team. All computers are furnished with various software packages. Both hardware and software are upgraded on an as needed basis with funding support from the school and college. In 2019, CAPLA received a Provost Investment Fund Grant for $75,000 to update the main computer lab. During the COVID -19 shutdown, CAPLA made its labs remotely accessible for students as well as creating a third remote access-only lab that is still available to students.

Faculty and Staff Resources: All faculty and staff are consulted regarding their technological needs at the time of their hire and throughout their work history. All faculty and staff receive a desktop workstation, with peripherals, designed to the specifications of their educational, computational, work and research needs. Hardware and software are updated on an as needed basis contingent on the school's budget. To further augment the instructional delivery of our instructors, all of our classrooms are equipped with a computer lectern and standard or high-definition projection system. Additionally, select rooms are further supported and equipped with the use of Smart Board technology to supplement the classroom experience.

IT Support: Our college is fortunate to have a truly outstanding IT team, directed by Lucas Guthrie. When classes moved to remote distance learning in Spring 2020 due to the COVID-19 pandemic, our IT team immediately shared their cell phone numbers and set up a 9am-5pm open Zoom room for students, faculty, and staff to receive immediate help with any technological issues and equipment needs. Regular updates were sent out via email on Zoom best practices, where to find free software and technology needed, and other resources like where to find WIFI hotspots and how to work effectively from home. The communications and support provided during this pandemic has been exceptional.

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program's faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program's strategic plan.

The School of Landscape Architecture and Planning is comprised of two separately budgeted units: Landscape Architecture, and the Planning Degree Program (planning unit). Administered under the School of Landscape Architecture and Planning, the planning unit is a university-recognized departmental unit with its own budget and human resource designation. As such, planning faculty hold primary appointments in the planning unit. The MSUP program is housed within this unit, as is the Master of Real Estate Development and several related graduate certificates. Planning faculty are consulted on administrative decisions affecting them and the program, primarily through discussions at bi-monthly MSUP faculty meetings, individual conversations with the school director, or through the MSUP program chair.

5A. Program Autonomy: In accordance with customary university procedures, the planning program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official faculty. The Program shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students. The planning faculty and students shall be involved in the development of the Program's Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.

Administrative oversight is provided by the director of the School of Landscape Architecture and Planning, who reports directly to the dean. Planning faculty retain autonomy for academic aspects of the MSUP program (curriculum, advising, admissions, appeals), exercised through the MSUP program chair and MSUP faculty. The urban planning faculty meet bi-monthly as a committee of the whole to make decisions collectively about aspects of the program including curriculum, student affairs, admissions, strategic planning, and matters related to PAB accreditation. The appointment of a program chair has helped the program achieve increased autonomy in these areas. Urban planning faculty also contribute to the oversight and delivery of the Bachelor of Science in Sustainable Built Environments program, which is housed within the school. Teaching, workload assignments, hiring, and budget decisions are made by the school director, generally in consultation with faculty and program chair.

Our current self-study report and updated strategic plan was developed with input from faculty, staff, students, alumni, and local planning professionals in Southern Arizona. This input was gathered through ongoing formal and informal conversations with faculty and a series of conversations and organized sessions with alumni, local professionals, and students in spring 2021. MSUP student Melanie Olson, who serves as president of the Graduate Planning Society (GPS), helped finalize the self-study report and provide a critical student perspective.

5B. Program Leadership: The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.

Beginning in 2021, tenured associate professor Arlie Adkins was appointed Program Chair and Director of Graduate Studies for the MSUP Program. The program chair, working closely with faculty, students, and school/college administrators, has responsibility for overseeing curriculum, faculty advising, recruitment, admissions, student support, strategic planning, appeals, and petitions at the program level, as well as maintaining professional and alumni relationships on behalf of the program. Dr. Adkins is highly qualified for this position, having professional planning experience, a Master of City Planning from UC Berkeley, and a PhD in Urban Studies from Portland State University's School of Urban Studies and Planning. He has earned widespread respect from the planning faculty, the local professional planning community, and the national academic planning community. As evidence of the latter, he was recently nominated and elected to serve as the western region representative on the Association of Collegiate Schools of Planning Governing Board.

Director Lauri Macmillan Johnson administers the School of Landscape Architecture and Planning. During her 11 years in this position, she has overseen reinvestment and growth in urban planning and associated programs in real estate and sustainable built environments. With a professional and academic background in landscape architecture, Director Johnson has relevant professional practice experience, including project management with several planning and multidisciplinary firms. Work examples in urban contexts include park and housing master plans, street revitalization, historic and cultural reports, and urban design. She is involved with ACSP and APA and teaches the history of landscape architecture in a way that overlaps with planning history. She held previous administrative and academic positions at West Virginia University and the University of Colorado at Denver. She holds a Bachelor of Science in Landscape Architecture and a Master of Landscape Architecture.

5C. Communication: The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program's goals and objectives and about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

In January 2020, the college hired Simmons Buntin (Master of Urban and Regional Planning) as the Director of Marketing and Communications. As a result of his efforts, the college's communications have been greatly improved, including an updated website (capla.arizona.edu); bi-monthly newsletter highlighting faculty, student, and alumni accomplishments; a new online space for alumni; and a revamped social media presence.

The school director meets regularly with students and student leaders to discuss: Graduate Research Assistantship (GRA) and Graduate Teaching Assistantship (GTA) positions; internships and student outreach; design competitions; scholarships and tuition waivers; curricular issues; recruiting; conferences and events; conflict resolution; and advising including plans of study, letters of recommendation, and employment opportunities.

In his role as program chair, Arlie Adkins is strengthening two-way communication with the urban planning faculty, practitioners and alumni by attending regular meetings of Friends of Planning, hosting discussions with the professional community and alumni related to our strategic plan and in preparation for this Self-Study Report, meeting regularly with the President of the APA Arizona, Southern Section, and is working to increase our faculty, student, and alumni presence and visibility at professional events, particularly in Phoenix and Tucson. He has also implemented a standing once-per-semester meeting with MSUP students (hosted by GPS) to share program updates, hear student feedback, and discuss matters related to oversight of the program. Beginning with the recently adopted MSUP strategic plan update, he also plans to make annual progress reports publicly available to internal and external partners and stakeholders.

5D. Faculty and Student Participation: The Program shall provide fulltime and adjunct faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. When interested parties raise substantive issues, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

As stated in our school bylaws (approved March 2017), "the school shall operate in accordance with the shared governance provisions of the college and the university, which ensure that faculty members share responsibility for academic and educational activities and shall participate in governance." The urban planning faculty (including fulltime, adjunct, and career-track) meet bi-monthly to discuss and make decisions collectively about all aspects of the program. Faculty members express views on administrative decisions through these faculty meetings or in private consultation with the director.

Students do not attend regular faculty meetings, but on occasion are brought in to discuss specific matters. Student participation in decisions, when appropriate, has been handled through engagement between the school director or program chair on the one hand and students or elected student leaders on the other. In addition, the assessment coordinator regularly collects feedback from the students regarding the curriculum and reports those findings back to the faculty for discussion and review. In recent years, this feedback loop has included facilitated discussions with students, the assessment coordinator, and the program chair on topics such as recruitment and onboarding of new students, curricular updates, and strategic planning.

5E. Promotion and Tenure: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.

The faculty adheres to University Handbook for Appointed Personnel procedural guidelines for promotion and tenure and has developed program specific promotion and tenure guidelines that supplement the school bylaws, which were officially adopted by the faculty and approved by the university just prior to our previous accreditation in 2016. Since that time, two assistant professors of urban planning have successfully earned tenure under these guidelines, and we have not had reason to update them.

The school has a mentoring program to assist junior tenure-track faculty in the promotion and tenure process. When a new faculty member is hired, the director appoints a senior faculty member as their mentor. Successful mentoring involves dialogue and engagement between mentors and mentees. At the college level, the Associate Dean for Academic Affairs Laura Hollengreen provides support to faculty as they prepare for tenure and/or promotion. The director also meets regularly with junior faculty to provide advice and support.

5F. Grievance Procedures: The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

Student Grievance: Should a graduate student feel they have been treated unfairly, there are many resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing concerns directly to the person responsible for the action, or by discussing them with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance. Complete guidelines for student grievances are outlined in the *Grievance Policy*, https://grad.arizona.edu/policies/academic-policies/grievance-policy. Instructions regarding grievances are also published in the School of Landscape Architecture and Planning Graduate Student Handbook,
https://capla.arizona.edu/sites/default/files/SoLARP%20Graduate%20Student%20Handbook%2020-21_0.pdf.

Faculty Grievance: Grievances brought by faculty are governed by procedures set forth in the *University Handbook for Appointed Personnel* (https://policy.arizona.edu/employmenthuman-resources/grievances-and-hearings).
The Associate Dean for Academic Affairs is responsible for maintaining records on grievances and their resolution. To date in her role as associate dean, she has not received any formal grievances from urban planning faculty or students.

5G. Online Integrity: The Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

All courses at the university utilize the D2L (Desire to Learn) learning management system. When a student is accepted at the University of Arizona, an account is automatically created for them in D2L tied to their NetID and login. To access a course site, students must first pass through the NetID login, which sits in front of D2L. In this way, identity in D2L is secured through the NetID and password combined with two-step authentication using Multi Factor (DUO). In addition, we have increased our use of tools like VoiceThread that allow faculty to verify student participation and authenticity, even in virtual learning environments.

For work submitted electronically faculty have the choice to use TurnItIn for long writing assignments and creating unique assessment activities that are hard to copy. TurnItIn is a plagiarism detection software embedded in D2L, which compares the content of the submission with a databased of published works and other (anonymous) documents submitted by users in classes from other participating universities. There are no additional costs to the student.