



UNIVERSITY OF OREGON

PPPM

Department of Planning,
Public Policy and Management



University of Oregon

School of Architecture and Allied Arts

Department of Planning, Public Policy and Management

Master of Community and Regional Planning

Self-Study Report for the Planning Accreditation Board

November 2015

Department of Planning, Public Policy and Management
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Executive Summary

The Master of Community and Regional Planning (MCRP) degree was established in 1968 and has graduated 583 students since it was accredited in 1987. The program is housed in the Department of Planning, Public Policy and Management (PPPM), which is located in the School of Architecture and Allied Arts (AAA). Key features of the program includes: a policy oriented degree training graduates for a range of private, public and non-profit positions, a flexible program and a highly experiential learning experience.

There are currently 41 MCRP students in the program with 22% people of color, including 12% Latino/Latina. Among the 10 tenure track faculty 3 are people of color and 6 are female. Students are very engaged in department governance and student organizations focused on professional and community issues.

For the past 10 years, the Department of PPPM has been guided by a strategic plan. The MCRP program has a parallel plan focused on two primary goals. Based on strategic planning, outcomes assessment and ongoing consultation, the CRP program has identified the following progress and challenges:

- **Goal 1: Create a supportive, rigorous and richly experiential learning environment that prepares students to become leaders in planning related fields**
 - Employers, alumni and students have been very positive about professional skills and readiness
 - Students are very satisfied with sense of community, program satisfaction, flexibility and job support
 - Student concerns include elective options (often related to combined grad/undergrad classes), financial support, international offerings and social justice in the curriculum
 - While enrollment has been steady, a recent drop off in applications has led to new recruitment efforts; the program faces challenges of recruiting for diversity and attracting top out of state students
 - Employment rates have been over 85% within 1 year of graduation with many of those not employed due to personal circumstances (e.g., spouse and family issues)
 - 2 year graduation rates are lower than desired; 3 year rates hover around 80%; some of the ongoing barriers include the Terminal Project/Thesis, particularly among students who start employment
 - Students are very dissatisfied with program facilities, including lack of dedicated classrooms for workshops (studios), poor condition of computer lab, and poor quality of offices and meeting space.
 - Despite progress in recruitment and new courses related to equity and social justice, students raised concerns about department climate, curriculum and student and faculty composition. This led to a student-faculty *Equity and Inclusion Initiative* that is coordinating training and intervention strategies.
- **Goal 2: Advance the state of knowledge in the field of planning by engaging in innovative planning-related scholarship**
 - PPPM faculty are highly research active, and CRP faculty are very successful with external funding:
 - Over 90 refereed journal articles, 20 book chapters and 9 books
 - Over \$12 million in funded research with 290 external grants and contracts
 - Innovative research with opportunity to significantly accelerate several areas with new strategic tenure track faculty hires in areas such as natural hazards, transportation, housing and real estate

In response to program assessment, the CRP program has initiated several changes to address weaknesses. Strategic issues in the coming years include: (1) exploring whether the terminal project (professional paper) should be made optional; (2) hiring new faculty to increase research productivity; (3) supporting and publicizing experiential learning; (3) reviewing skill and knowledge needs; and (4) offering more graduate-only electives taught by tenure track faculty that address key areas of need.

TABLE OF CONTENTS – PARTS I TO III

PART I – SIGNATURES AND CONTACT INFORMATION	Page
University of Oregon Signatures and Contact Information	2
PART II – PRECONDITIONS FOR ACCREDITATION AND BACKGROUND INFORMATION	Page
1. Preconditions	3
2. Degree Program and Institution	5
3. Other Planning Program Offerings	6
4. Students	7
5. Faculty	8
6. Curriculum	13
7. Program History	21
PART III – ACCREDITATION STANDARDS AND CRITERIA	Page
Standard 1. Mission and Strategic Plan	23
Standard 2. Students	25
Standard 3. Faculty	30
Standard 4. Curriculum and Instruction	42
Standard 5. Governance	60
Standard 6. Program Assessment	65
Standard 7. Progress	78

PART I – SIGNATURES AND CONTACT INFORMATION

These signatures attest to the validity of the application and to the institution's support for the accreditation of the planning Program.

1. PLANNING PROGRAM ADMINISTRATOR

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Title: Professor and Department Head
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Phone: 541-346-2526
Email: rdm@uoregon.edu
Date: 23 November 2015
Signature: _____

2. PERSON PREPARING APPLICATION (if different from above)

Name:
Title:
Mailing:
Address:

Phone:
Email:
Date:
Signature: _____

3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name: Brook Muller
Title: Acting Dean
Mailing: 5249 University of Oregon
Address: Eugene, OR 97403

Phone: (541) 346-3631
Email: bmuller@uoregon.edu
Date:
Signature: _____

4. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name: Scott Coltrane
Title: Senior Vice President and Provost
Mailing: 1226 University of Oregon
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Phone: 541-346-3186
Email: provost@uoregon.edu
Date:
Signature: _____

5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name: Michael H. Schill
Title: President
Mailing: 1226 University of Oregon
Address: Eugene, OR 97403-1226

Phone: 541-346-3036
Email: pres@uoregon.edu
Date:
Signature: _____

PLANNING STUDENT ORGANIZATION

Organization Name: University of Oregon APA Chapter

Student Name: Rodney Bohner
Title: UO Student Representative

Phone:
Email: rodbhnr@gmail.com

LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name: Oregon Chapter

Name: Zach Galloway
Title: Senior Planner, City of Eugene

Phone: 541-682-5485
Email: zach.a.galloway@ci.eugene.or.us

PART II – PRECONDITIONS TO ACCREDITATION AND BACKGROUND INFORMATION

1. PRECONDITIONS

A. Program Graduates

Programs shall have granted the degree for which accreditation is sought to at least 25 students.

Year established: 1968

First recognized by the American Planning Association: 1970

First year accredited: 1987

Graduates since 1987: 583

B. Accreditation Status of the Institution

The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

The University of Oregon is accredited by the Northwest Commission on Colleges and Universities. The University of Oregon was first accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1918. The UO underwent its last decennial accreditation review in 2007.

C. Program and Degree Titles

Formal titles of programs and degrees shall contain the word "planning."

Master of Community and Regional Planning (MCRP)

D. Length of Program

Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

The UO MCRP program is a two year, full-time degree comprised of 72 term credits (48 semester credits)

Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students' presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

The UO MCRP program requires two years of residency.

Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the criteria of an accredited graduate degree.

The UO MCRP program does not have a fast-track option. Students who have undertaken graduate coursework at another institution may transfer up to 15 term credits (10 semester credits) if they meet the content requirements of equivalent classes in the program.

Guideline: Dual Degrees. Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

The UO MCRP program supports dual degrees with several programs on campus, and there has been a high demand for this option. Students must complete all core classes in the MCRP program, and concurrent degree serves as the Area of Emphasis. When the dual degree program offers comparable core classes, students may apply to waive the core classes in one of their majors and substitute a suitable elective. The most common classes that are waived include: Research Methods I, Research Methods II and Legal Issues (for concurrent Law students).

The most common concurrent degrees include:

- Public Administration
- Nonprofit Management (Masters degree or Certificate)
- Oregon Leadership in Sustainability Graduate Certificate
- Environmental Studies
- Landscape Architecture
- Law
- Architecture

E. Primary Focus

The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.

The community and regional planning (CRP) program trains policy-oriented planners for leadership positions in the public, nonprofit and private sectors.

Program Mission: The Community and Regional Planning program prepares innovative public leaders through a challenging and applied curriculum and an inclusive learning environment. It creates and disseminates new knowledge and engages in intensive partnerships to solve society's most pressing economic, environmental and social issues.

2. DEGREE PROGRAM AND INSTITUTION

A. Degree Title: Master of Community and Regional Planning

B. Name of Planning Program or Unit: Department of Planning, Public Policy and Management

C. Institutional Structure:

Figure II C-Part 1: Organizational Chart of School of Architecture and Allied Arts

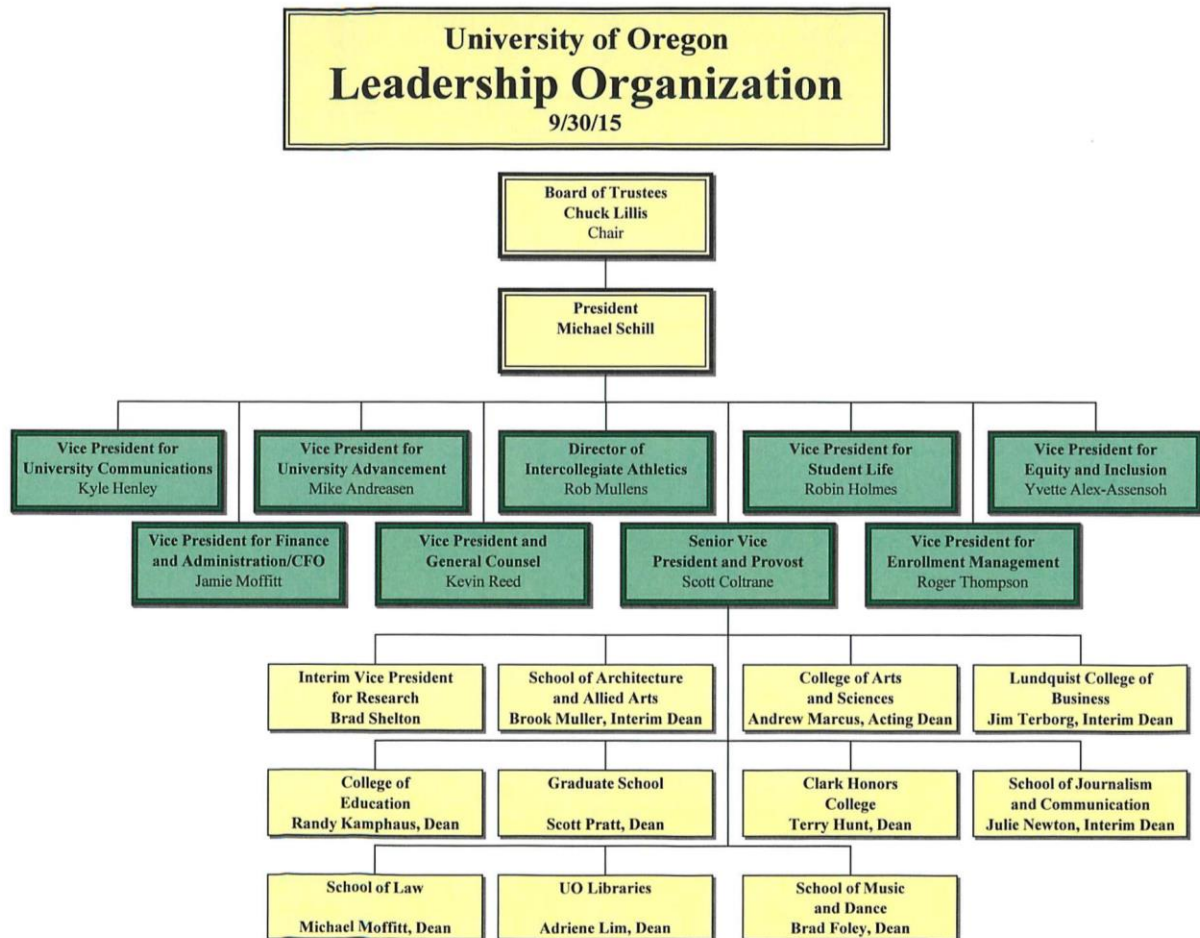
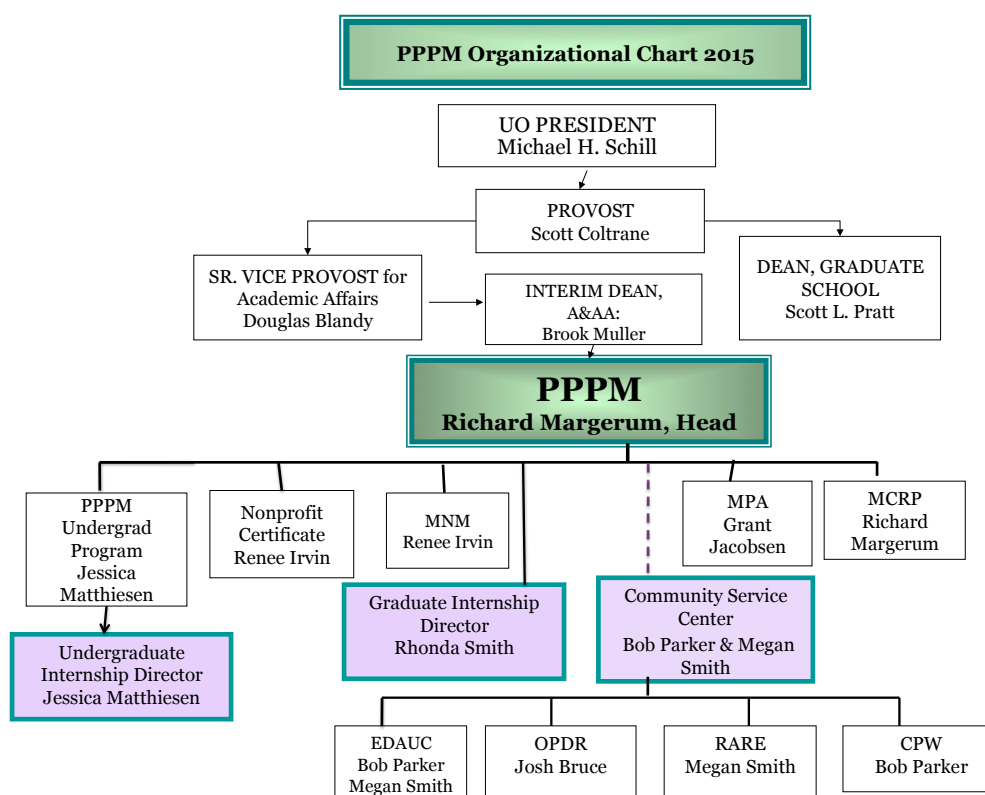


Figure II C-Part 2: Organizational Chart of Department of Planning, Public Policy and Management



3. OTHER PLANNING PROGRAM OFFERINGS

A. Other Degrees:

Master of Public Administration (MPA): A two-year, 72-credit program accredited by the Network of Schools of Public Affairs and Administration.

Master of Nonprofit Management (MNM) (no accrediting body): A two-year, 72-credit program designed to trained students in key leadership and management skills for the nonprofit sector.

B. Non-degree Programs:

Graduate Certificate in Nonprofit Management program (no accrediting body): A 24-credit program designed to prepare students for leadership positions in nonprofit organizations.

Oregon Leadership in Sustainability graduate certificate program (OLIS) (no accrediting body): A one-year, 37-credit graduate program designed to prepare for sustainability careers in the public, private, and nonprofit sectors. NOTE: This program is currently on hiatus and being reorganized into an on-line, short intensive format

4. STUDENTS

Table 4.A. STUDENT ENROLLMENT DATA
Data from UO IR—September 2015

Academic Year *		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014 – 15
# Applications Reviewed for Admission		90	91	130	121	102	109	68
# Applicants Admitted		47	53	61	66	72	78	56
# New Students Admitted who Enrolled	Fulltime	16	17	21	24	15	15	14
	Part-time	4	0	0	0	0	0	1
	Dual degree	0	3	5	3	3	2	3
# Total Students Enrolled	Fulltime	25	27	35	38	28	22	29
	Part-time	14	8	10	15	16	14	4
	Dual degree	0	4	7	8	11	6	8

* Please provide data as of your institution's census day. University census date used: Friday of 4th Week of Fall Term

Table 4.B. STUDENT COMPOSITION
Data from UO IR—September 2015

STUDENTS - RACE AND ETHNICITY Race - US Citizens and Permanent Residents Only	Enrollment Status and Gender				
	Full-time		Part-time		Total
	Male	Female	Male	Female	
White	14	10	2	2	28
Black or African American	3	0	0	0	3
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	0	1
Native Hawaiian and Other Pacific Islander	0	0	0	0	0
Some Other Race alone	2	2	0	1	5
Two or More Races	0	0	0	0	0
Unknown	1	0	0	0	1
Total US Citizens and Permanent Residents Only	21	12	2	3	38
Foreign Students	2	1	0	0	3
Total Students	23	13	2	3	41
*Ethnicity - US Citizens and Permanent Residents Only					
Hispanic or Latino	2	2	0	1	5
not Hispanic or Latino	19	10	2	2	33

*Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

5. FACULTY

For PAB accreditation purposes, faculty are defined as follows:

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

(B) Part-time in Planning Unit – 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.

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

A. Faculty Composition Data:

Table 5.A. FACULTY COMPOSITION

FACULTY - RACE AND ETHNICITY	Teaching Status and Gender						
	Full-time in Planning Unit (A)		Part-time in Planning Unit (B)		Adjunct/Contract/ Non-tenure track (C)		Total
	Male	Female	Male	Female	Male	Female	
Race - US Citizens and Permanent Residents Only							
White	3	4	1	0	12	4	24
Black or African American	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	2	0	0	1	0	3
Native Hawaiian and Other Pacific Islander	0	0	0	0	0	0	0
Some Other Race alone	1	0	0	0	0	0	1
Two or More Races	0	0	0	0	0	0	0
Unknown	0	0	0	0	1	0	1
Total US Citizens and Permanent Residents only	4	5	1	0	13	4	27
Foreign	0	1	0	0	1	0	2
Total Faculty	4	6	1	0	14	4	29
*Ethnicity - US Citizens and Permanent Residents Only							
Hispanic or Latino	1	0	0	0	0	0	1
not Hispanic or Latino	3	6	1	0	13	4	27

* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

B. AICP Membership:

Table 5.B. FACULTY AICP MEMBERSHIP

Full-Time Faculty (A): 0	Part-Time Faculty (B): 0	Adjunct/Contract/Non-tenure track Faculty (C): 6	Total: 6
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C. Teaching FTEs

A full time teaching load is 5 courses per year. The following reductions are allowed: (1) 1 course per year in first two years; (2) course reduction for major administrative duties; (3) course buyout using grant funding.

Table 5.C. TEACHING FACULTY FTE.

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE
1	Irvin, Renee	A	0.4
2	Jacobsen, Grant	A	0.4
3	Leete, Laura	A	0.4
4	Lewis, Rebecca	A	1.0
5	Margerum, Richard	A	0.4
6	Mason, Dyana	A	0.4
7	Ngo, Nicole	A	0.4
8	Sandoval, Gerardo	A	1.0
9	Schlossberg, Marc	A	0.4
10	Yang, Yizhao	A	0.6
11	Hibbard, Michael	B	0.0
12	Alltucker, Kevin	C	0.2
13	Bruce, Josh	C	0.2
14	Callister, Jacob	C	0.2
15	Choquette , Robert	C	0.6
16	Darnielle, Gary	C	0.2
17	Elmer, Vicky	C	0.2
18	Farrington, Phil	C	0.1
19	Fifield, Ann	C	0.1
20	Giesen, Thomas	C	0.2
21	Goodman, Beth	C	0.2
22	Holtgrieve, Don	C	0.2
23	Jepson, Edward	C	0.2
24	McAurthur, Colin	C	0.1
25	Nelson, Ethan	C	0.2
26	Parker, Robert	C	0.6
27	Ruiz, Jon	C	0.1
28	Smith, Rhonda	C	0.3
29	Steiner Bethany	C	0.2
30	Stotter, Daniel	C	0.2
31	Wei, Dehui	C	0.4
	TOTAL TEACHING FTEs		10.1

D. Student/Teaching Faculty Ratio

Part-time Student FTE, including calculation (if applicable): Part time students are calculated at .5 of full time

Student/Teaching Faculty Ratio, including calculation:

[Full time students (36) + Part time students (5x.5)] / Faculty FTE (10.1) = **3.81**

E. Faculty Listing (see next page)

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

Table 5.E. FACULTY LISTING

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2013-2014	% of Time to Program* 2014-2015
A Faculty								
Irvin, Renee A	Associate Professor Tenured	2001	PhD MA BA	1998 1991 1984	Economics Economics German	University of Washington University of Washington University of Oregon	16% Teaching 40% Research 20% Service	16% Teaching 40% Research 20% Service
Jacobsen, Grant D	Assistant Professor	2010	PhD MA BA	2010 2006 2005	Economics Economics Economics	UC, Santa Barbara UC, Santa Barbara College of William & Mary	16% Teaching 40% Research 20% Service	16% Teaching 40% Research 20% Service
Leete, Laura B	Associate Professor Tenured	2007	PhD MA BA	1992 1988 1982	Economics Economics Economics	Harvard University Harvard University UC-Berkeley	8% Teaching 40% Research 20% Service	8% Teaching 40% Research 20% Service
Lewis, Rebecca	Assistant Professor	2013	PhD MPP BA	2011 2008 2006	Planning Env Policy Political Science	University of Maryland University of Maryland University of Kentucky	40% Teaching 40% Research 20% Service	40% Teaching 40% Research 20% Service
Margerum, Richard	Professor Tenured	2001	PhD MS MCRP	1995 1993 1989	Planning Water Res Mgmt Planning	Wisconsin, Madison Wisconsin, Madison Cincinnati	24% Teaching 40% Research 36% Serv/Adm	10% Teaching 80% Research 10% Serv/Adm *2 term leave
Mason, Dyana P	Assistant Professor	2014	PhD MBA BA	2014 2010 1993	Policy & Mgmt Business Admin Political Science & Public Relations	University of Southern California, Los Angeles William & Mary USC	16% Teaching 40% Research 20% Service	16% Teaching 40% Research 20% Service
Ngo, Nicole S	Assistant Professor	2013	PhD MS BA BS	2013 2010 2006 2006	Sustain Develop Sustain Develop Economics Earth & Env Science	Columbia University Columbia University UC, Irvine UC, Irvine	16% Teaching 40% Research 20% Service	16% Teaching 40% Research 20% Service
Sandoval, Gerardo	Assistant Professor	2010	PhD MCP BS	2007 2002 2000	Planning Planning Reg. Development	UC, Berkeley UC, Berkeley UC, Davis	40% Teaching 40% Research 20% Service	40% Teaching 40% Research 20% Service
Schlossberg, Marc	Professor Tenured	2001	PhD MUP BBA	2001 1995 1991	Planning Regional Planning Marketing	University of Michigan San Jose State University University of Texas-Austin	24% Teaching 40% Research 36% Serv/Adm	24% Teaching 40% Research 36% Serv/Adm
Yang, Yizhao	Associate Professor Tenured	2006	PhD MRP MS BArch	2007 2001 1998 1995	Planning Planning Building Science Architecture	Cornell University, Ithaca Cornell University, Ithaca Tsinghua Univ, Beijing Tianjin University, Tianjin	40% Teaching 40% Research 20% Service	40% Teaching 40% Research 20% Service

Table 5.E. FACULTY LISTING (continued)

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2013-2014	% of Time to Program* 2014_-2015__
B Faculty—None								
Hibbard, Michael	Emeritus	1980	Ph.D. M.S.W. B.S.	1980 1971 1968	Regional Planning	UCLA UCLA UCLA	10% Service	10% Service
C Faculty								
Alltucker, Kevin	NTT	2007	PhD70 BS	2004 1984	Ed. Leadership; Const. Eng. Mgmt	University of Oregon Oregon State University	100% Teaching	100% Teaching
Bruce, Josh	NTT	2008	MCRP BA	2002 1996	Planning Sust. Dev/Psych	University of Oregon University of California-Davis	0%	100% Teaching
Callister, Jacob	NTT	2009-10	MS BS	2007 2004	Planning Rec Resource Mgmt	University of Oregon Utah State University-Logan	100% Teaching	100% Teaching
Choquette, Robert	NTT	1991	MUP BA	1991 1982	Planning History	University of Oregon University of Oregon	33% Teaching 30% Service	33% Teaching 30% Service
Darnielle, Gary	NTT	2008-09	JD MA BS	1974 1976 1968	Law Planning Political Science	University of Oregon University of Oregon University of Oregon	100% Teaching	100% Teaching
Elmer, Vicky	NTT	2010	PHD MS BA	1999 1970 1964	Planning Planning English	UC-Berkeley Columbia University of Michigan	100% Teaching	100% Teaching
Farrington, Philip	NTT	2014	MS BA	1994 1984	Planning Geography	University of Texas-Austin University of Texas-Austin	100% Teaching	100% Teaching
Fifield, Anne	NTT	2014	MS BA	1999 1988	Economics & Planning History	University of Oregon Yale University	100% Teaching	100% Teaching
Giesen, Tom	NTT	2011	PhD MS MFA BA	2009 2006 1968 1965	Environmental Studies Forest Ecology Creative Writing History & Civil Eng.	University of Idaho Oregon State University University of Oregon Rice University	100% Teaching	100% Teaching
Goodman, Elizabeth	NTT	2007	MCRP MPA NP Cert BA	2005 2005 2005 1996	Planning Public Administration Nonprofit Mgmt Psychology	University of Oregon University of Oregon University of Oregon Hunter Coll, City Univ of NY	100% Teaching	100% Teaching
Holtgrieve, Donald	NTT	2001	PHD MA BA	1973 1970 1963	Geography Education Administration Social Science	University of Oregon San Diego State University San Diego State University	100% Teaching	100% Teaching

Jepson, Edward	NTT	2013-14	PHD MRP BA	1999 1982 1975	Planning Planning Political Science	Wisconsin-Madison Penn State University Hiram College	100% Teaching	100% Teaching
Knudson, Kaarin	Adjunct	2012	MA BA	2008 1999	Architecture Journalism & Fine Arts	University of Oregon University of Oregon	100% Teaching	100% Teaching
McArthur, Colin	NTT	2011-12	MCRP B.LA Certificate	2006 2001 2005	Planning Landscape Arch Sus. Dev, Energy, Plng	University of Oregon University of Oregon University of Oslo	100% Teaching	100% Teaching
Nelson, Ethan	NTT	2010	MCRP BA	2007 1994	Planning Political Science	University of Oregon University of Oregon	100% Teaching	100% Teaching
Parker, Robert	NTT	1991	MURP BS	1989 1986	Planning Nat. Res. Mgmt	University of Oregon Colorado State University	100% Teaching 20% Service	100% Teaching 20% Service
Ruiz, Jon	NTT	2013	MS MBA BS	2000 1988 1980	US Army War College UC- Boulder Colorado State	Strategic Studies Business Administration Strategic Studies	100% Teaching	100% Teaching
Smith, Rhonda	NTT	2007	MA BS	1996 1979	Public Affairs Recreation & Park Administration	University of Oregon University of Missouri- Columbia	100% Teaching 30% Service	100% Teaching 30% Service
Steiner, Bethany	NTT	2013	MS BA	2001 1996	Envy Psychology Anthropology & Environmental Studies	Cornell University Middlebury College	100% Teaching	100% Teaching
Stephens, Richard	NTT	2012	MURP BS	1992 1977	Planning Psychology	California State Polytechnic University-Pomona UC-Riverside	100% Teaching	100% Teaching
Stotter, Dan	NTT	2014	JD BS	1989 1985	Env & Natural Res Cert Cons. & Nat Resources	UO School of Law UC-Berkeley	100% Teaching	100% Teaching
Wei, Dehui	NTT	2013	PHD MRP BARCH	2012 2003 1994	Planning Planning Architecture	Cornell University SUNY Albany Tsinghua University	100% Teaching	100% Teaching

* 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.).

Note: Typical teaching load for TTF is 5 classes per year. Typical appointment is 40% teaching; 40% research; 20% service. 1 class = 8% (40% divided by 5 classes)

6. CURRICULUM

A. Number of Credits Required for Graduation: 72

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

C. Curriculum Listing:

Table 6.C. COURSES TAUGHT IN THE PAST TWO YEARS

GRADUATE PROGRAM

COURSE NUMBER AND TITLE*	FALL 2013 FACULTY**	Winter 2014 FACULTY**	SPRING 2014 FACULTY**	FALL 2014 FACULTY**	Winter 2015 FACULTY**	SPRING 2015 FACULTY**
COURSES REQUIRED OF ALL STUDENTS						
611: Intro to Planning	Margerum			Margerum		
612: Legal Issues		Darnielle			Darnielle	
613: Planning Analysis	Parker			Parker		
616: Theory & Ethics	Sandoval			Sandoval		
617: Human Settle.	Lewis			Lewis		
620: Res Meth in Planning 1			Sandoval/ Yang			Sandoval/ Yang
621: Res Meth in Planning 2	Sandoval/ Yang			Sandoval/ Yang		
623: Prof Develop.	Smith/ Choquette/ Goodman			Smith/ Choquette/ Goodman		
625: Comm Plng Wksp		Parker/ Steiner			Parker/ Steiner	
626: Comm Plng Wksp		Parker/ Steiner			Parker/ Steiner	
2 Options: 540: Land Use Policy 541: Growth Mgmt		Lewis	Farrington		Lewis	Farrington/ McArthur
2 Options (after 2014): 534: Urban GIS 508: Advanced GIS		Yang	Yang		Yang	Yang
REQUIRED SPECIALIZATION COURSES						
None						
ELECTIVE COURSES						
COURSE NUMBER AND TITLE*	FALL 2013 FACULTY**	Winter 2014 FACULTY**	SPRING 2014 FACULTY**	FALL 2014 FACULTY**	Winter 2015 FACULTY**	SPRING 2015 FACULTY**
PPPM 507 Sem: Hazard Mitigation					Bruce	
PPPM 507 Sem: Land Development		Nelson			Nelson	
PPPM 507 Sem: Intl Sustainability			Ngo			Ngo

ELECTIVE COURSES (continued)

COURSE NUMBER AND TITLE*	FALL 2013 FACULTY**	Winter 2014 FACULTY**	SPRING 2014 FACULTY**	FALL 2014 FACULTY**	Winter 2015 FACULTY**	SPRING 2015 FACULTY**
PPPM 507 Sem: Water and Built Environment			Elmer			Elmer
PPPM 507 Sem: Land Use Policy			Farrington			Farrington/McArthur
PPPM 507 Sem: Public Sector Leadership			Ruiz			Ruiz
PPPM 508 Work Pres/Design Graphics			Wei			Wei
PPPM 508 Wrk: Environmental Impact Assessment			Holtgrieve	Holtgrieve		Holtgrieve
PPPM 518 Introduction to Public Law	Stotter			Stotter		
PPPM 522 Grant Proposal Writing	Choquette	Choquette	Choquette	Choquette	Choquette	Choquette
PPPM 541 Growth Management		Lewis			Lewis	
PPPM 525 Project Management		Choquette			Choquette	
PPPM 526 Strategic Planning for Management	Choquette			Choquette		
PPPM 532 Justice and Urban Revitalization		Sandoval		Sandoval		
PPPM 538 Transportation Issues (Bicycle Planning)			Schlossberg			Schlossberg
PPPM 542 Sustainable Urban Development		Wei			Wei	
PPPM 543 Natural Resources Policy			Giesen			Giesen
PPPM 544 Environmental Policy		Jacobsen			StephensΔ	
PPPM 546 Socioeconomic Development Planning		Jepson			Jepson	
PPPM 548 Collaborative Planning and Management		Margerum			JarvisΔ	
PPPM 552 Public Participation in Diverse Communities			Sandoval			Platt
PPPM 555 Social Policy	Leete					

ELECTIVE COURSES (continued)						
COURSE NUMBER AND TITLE*	FALL 2013 FACULTY**	Winter 2014 FACULTY**	SPRING 2014 FACULTY**	FALL 2014 FACULTY**	Winter 2015 FACULTY**	SPRING 2015 FACULTY**
PPPM 560 Health Policy			Ngo			Ngo
PPPM 581 Fundraising for Nonprofit Organizations					Irvin, Fracchia	
PPPM 586: Philanthropy and Grant Making			Irvin			Irvin
PPPM 607: Sustainable Transportation	Schlossberg			Schlossberg		
PPPM 628 Public Sector Economics	Leete			LindnerΔ		
PPPM 629 Public Budget Administration	Lewis			Lewis		
PPPM 633 Public Management			Chrisinger			Mason
PPPM 636 Public Policy Analysis	Leete			LindnerΔ		
PPPM 645 Sustainable Cities	Lewis			Lewis		
PPPM 656 Quantitative Methods	Jacobsen			Jacobsen		
PPPM 680 Managing Nonprofit Organizations	Hale			Mason		
PPPM 684 Public and Nonprofit Fin. Mgmt			Irvin			Irvin

Δ Adunct or Visiting Professor hired for faculty on sabbatical leave

*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.C.)

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

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

D. Curriculum Map:

Table 6.D. CURRICULUM MAP – Graduate Degree

X: Major Emphasis *: Component of Course	CORE					Exper. Learn.		GIS: 1 of 2		Land Use: 1 of 2		Synthesis		
	611: Introduction to Planning	613: Planning Analysis I	617: Human Settlements	616: Planning Theory and Ethics	612: Legal Issues in Planning	623: Professional Development	625/6: Community Planning Wkshp	434/534: Urban GIS	408/508: Advanced Urban GIS	507: Land Use Policy	541: Growth Management	620: Research Methods in Planning I	621: Research Methods in Planning II	503 or 609: Thesis or Professional Project
Curriculum Map Courses Required of All Students														
A. Required Knowledge, Skills and Values														
A1 General Planning Knowledge														
a) Purpose and Meaning of Planning	X		*	X	*					*	*			
b) Planning Theory	*			X										
c) Planning Law	*				X					*	*			
d) Human Settlements & History of Planning		*	X	*				*	*	*	*			
e) The Future	X	X	X	*				X	X	*	*			
f) Global Dimensions of Planning				X				X	X					
A2 Planning Skills														
a) Research	*	X	*	*	*		X	*	*			X	X	X
b) Written, Oral and Graphic Communication	*	*	*	*	*	X	X	*	*	*	*	*	*	*
c) Quantitative and Qualitative Methods		X					X	*	*			X	*	*
d) Plan Creation and Implementation	X	X	X		*		X			*	*			
e) Planning Process Methods	*	X	*				X							
f) Leadership	*	*	*			*	X							
A3 Values and Ethics														
a) Professional Ethics				X			*					*		
b) Governance and Participation	X	*		*	*		*			*	*			
c) Sustainability and Environmental Quality	X				*		*	*	*	*	*			
d) Growth and Development	*	*	X				*	*	*	*	*			
e) Social Justice	*		X		*		*	*	*	*	*			

Curriculum Map																			
Areas of Specialization (Use * to denote required specialization courses)																			
B1 NO REQUIRED SPECIALIZATION																			

Curriculum Map Electives	PPPM 507 Sem: Hazard Mitigation	PPPM 507 Sem: Land Development	PPPM 507 Sem: Intl Sustainability	PPPM 507 Sem: Water and Built Environment	PPPM 507 Sem: Land Use Policy	PPPM 507 Sem: Public Sector Leadership	PPPM 508 Work Pres/Design Graphics	PPPM 508 Wrk: Environmental Impact Assessment	PPPM 518 Introduction to Public Law	PPPM 522 Grant Proposal Writing	PPPM 541 Growth Management	PPPM 525 Project Management	PPPM 526 Strategic Planning for Management
B2 Electives													
a) Exposure to other professions													
Public Policy / Public Admin			X			X			X	*		X	*
Nonprofit Management									X	*		*	X
b) Exposure to specializations													
Community development		X				X	*			*		*	*
Land use and built env.	X	X			X		*			*	X	*	*
Environmental planning	X		X	X	X		*	X		*	X	*	*
Public involvement							*		X	*		*	*
Sustainable cities	X	X		X	X		*			*	X	*	*
Ecological design		X		X			*			*		*	*
Sustainable transportation			X		*		*	X		*		*	*

Curriculum Map Electives	PPPM 538 Transportation Issues (Bicycle Planning)	PPPM 542 Sustainable Urban Development	PPPM 543 Natural Resources Policy	PPPM 544 Environmental Policy	PPPM 546 Socioeconomic Development Planning	PPPM 548 Collaborative Planning and Management	PPPM 552 Public Participation in Diverse Communities	PPPM 555 Social Policy	PPPM 560 Health Policy	PPPM 581 Fundraising for Nonprofit Organizations	PPPM 586: Philanthropy and Grant Making	PPPM 607: Sustainable Transportation	PPPM 628 Public Sector Economics
B2 Electives													
a) Exposure to other professions													
Public Policy / Public Admin						X	X	X	X				X
Nonprofit Management						X	X	X	X	X	X		X
b) Exposure to specializations													
Community development		X			X	*	*	X	X	X	X		
Land use and built env.			X			*	*						
Environmental planning			X	X		*	*						
Public involvement						X	X						
Sustainable cities	X	X	*	*								X	
Ecological design		X											
Sustainable transportation	X											X	

Curriculum Map Electives	PPPM 629 Public Budget Administration	PPPM 633 Public Management	PPPM 636 Public Policy Analysis	PPPM 645 Sustainable Cities	PPPM 656 Quantitative Methods	PPPM 680 Managing Nonprofit Organizations	PPPM 684 Public and Nonprofit Fin. Mgmt						
B2 Electives													
a) Exposure to other professions													
Public Policy / Public Admin	X	X	X		X								
Nonprofit Management	X	X	X		X	X	X						
b) Exposure to specializations													
Community development	*					X							
Land use and built env.	*			X									
Environmental planning	*			X									
Public involvement	*												
Sustainable cities	*			X									
Ecological design	*			X									
Sustainable transportation	*												

6.E. Other Learning Activities: 6.E. Other Learning Activities:

The Department has co-sponsored and hosted a range of lectures and events, including

- Hosting an orientation week for incoming students that includes:
 - Two day retreat with second year students and faculty to learn about programs, hear about opportunities to become involved and promote community
 - Two and one half days of training related to internship development, math “refresher” skills and effective computer use prior to start of classes
 - Attending luncheon and presentation of 48 hour project reports from 2nd year MPA students
 - Attending workshop to develop ground rules for student behavior in classrooms and group projects (new in 2015)
- Co-sponsored lectures with other departments and student groups
- Salem Day: Annual event to meet with staff from the Oregon Department of Land Conservation and Development in Salem; usually combined with a tour with City of Salem staff
- Networking Night: September event for new students to network with recent alumni about careers related to planning, public administration and nonprofit management
- Career Panels: periodic panels organized by the Internship Coordinator featuring people in Department-related careers
- Sustainable Cities Initiative: Sustainable City Year events and presentations involving city staff, elected officials and UO students and faculty
- PPPM Awards Ceremony: June event honoring alumni and an individual who has made a significant contribution to Oregon. Event includes a poster presentation of student work.
- Oregon APA Young Planners Network: newly started event involving new planners and students; replaces earlier group that held pub-based gatherings focused on selected themes

The Department also has several active student groups who participate in a range of activities inside and outside of the university, including:

- Student Advisory Board: graduate and undergraduate students involved in the governance of the department and its policies
- LiveMove: student group supported by funding from the National Institute on Transportation and Communities, which is involved in a wide range of transportation and livability issues in the region, including:
 - Hosting visiting speakers
 - Hosting forums on topics related to transportation and livability
 - Developing the 13th Street transportation corridor plan for downtown Eugene
- APA Student Representative: helps organize participation in Oregon APA work, supporting student involvement in planning profession
- PPPM Equity and Inclusion Initiative: student-faculty initiative to improve the climate related to diversity and equity

- 7. PROGRAM HISTORY:** Insert a concise summary of the Program's development from inception to the present, highlighting the changes and constant features that have driven the Program (including academic and administrative evolutions, milestones, etc.). Also indicate the dates and purposes of any non-accreditation-related Site Visits within the last five years.

The Department of Planning, Public Policy and Management (PPPM) was officially established in 1982. University reorganization that year closed the Wallace School of Community Service and Public Affairs and relocated its departments and programs to other schools and colleges. The Wallace School's Graduate Program in Public Affairs was merged with the Department of Urban and Regional Planning in the School of Architecture and Allied Arts to form PPPM. The new department was authorized to offer the University's accredited professional master's degrees in urban planning and in public affairs as well as the BA/BS in planning, public policy and management.

The synergy created by bringing together faculty and students from planning and public affairs has been a vitalizing force for PPPM. We are one of only a handful of departments that offers accredited degrees in both of these programs. Although faculty are primarily identified with one program or the other, their backgrounds and interests are highly complementary. Students from both graduate programs, as well as the undergraduate program, are encouraged to take courses across the department's offerings and to make use of all the faculty for academic and professional advice.

The department continues to develop and evolve. In 1994, the name of the urban and regional planning program was changed to community and regional planning, to better reflect the program's activities, and the name of the degree was changed from Master of Urban Planning (MUP) to Master of Community and Regional Planning (MCRP). Also in 1994 the Resource Assistance for Rural Environments (RARE) program was established. In 1996 the name of the public affairs program was changed to public policy and management, to give more clarity to the program title. In 2001 the degree for the Public Policy & Management Program was changed from an M.A. or M.S. in Public Affairs to a Master of Public Administration (MPA). In 2001, the department was granted approval from the Oregon University System to offer a one-year graduate certificate program in Not-for-Profit Management. After several years of sustained success with this program, the Oregon University System approved the Masters of Nonprofit Management degree in 2011.

In 2013, the Master of Public Administration program was reviewed and approved for re-accreditation. In 2014, the Department underwent a decennial review of all of its programs as part of the regular review process by the University of Oregon.

The Community and Regional Planning Program has had several faculty transitions since our accreditation review in 2009. Dr. Michael Hibbard retired and his position was filled by Dr. Gerardo Sandoval. In 2012, Dr. Robert Young accepted a position at the University of Texas, Austin. His position was filled by Dr. Rebecca Lewis. Dr. Yang served as interim CRP Director during Rich's sabbatical in 2015. Dr. Yang and Dr. Schlossberg on are on sabbatical during portions of the 2015-16 academic year.

The Public Administration program experienced several faculty changes. Dr. Ed Weeks and Dr. Judy Hibbard both retired in 2009. Their positions were filled by Dr. Grant Jacobsen and Dr. Colleen Chrisinger. In 2006, Dr. Renee Irvin was appointed as half time AAA Associate Dean for Finance, while continuing her half time teaching and administrative duties. Dr. Neil Bania resigned to take a private sector position in 2012 and his position was filled by Dr. Nicole Ngo. In 2012, the School of AAA hired a full time Associate Dean for Finance and Dr. Irvin returned full time to PPPM. In response to growing enrollment, the Department was given a new faculty line for the Nonprofit Administration Program in 2013. This position was filled by Dr. Dyana Mason. Dr. Chrisinger resigned to take a position in state government in 2014. Her position has been filled with Dr. Ben

Clark (Associate Professor at Cleveland State University), who will be joining the Department in Fall 2016. In 2015, Dr. Grant Jacobsen took over the position of Director of the MPA program. The University was also awarded the Department an additional faculty line under the University-wide Strategic Initiatives process, and we are beginning the process to fill that position for Fall 2016.

In addition to faculty changes there have been several staff changes since 2009. The growing enrollment in the graduate programs and the increasing demand for career services led the Department to increase the FTE of our Internship Coordinator (Rhonda Smith) to a full-time, 12 month position. Jessica Matthiesen was hired to teach and coordinate the undergraduate internship program (previously coordinated by Rhonda Smith). She has now assumed the duty of undergraduate program director and her position has been increased to a 12 month .60 FTE. In 2014, the Department hired Dr. Bob Choquette under a 12 month, 1.0 FTE contract to serve as a Career Instructor and Graduate Program Coordinator. In particular, he was hired to help with graduate student recruitment and student services. In 2014, the Department's long serving Office Specialist (Linda Dent) retired. Her position was filled for a short time with an employee who's spouse was relocated. Nick Phillips assumed the position in April 2015.

PART III: ACCREDITATION STANDARDS AND CRITERIA

STANDARD #1 – MISSION AND STRATEGIC PLAN

The Program or the Department in which it resides shall have a clearly defined mission supported by goals and measurable objectives appropriate to the profession of planning. The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or as part of a broader departmental strategic plan – and must be able to demonstrate progress toward their attainment.

The Department has developed a strategic plan, which the faculty review each year during a day long fall retreat. The retreat is used to update and review the plan, examine department wide performance indicators and focus on specific tasks or plan updates as needed. The history of strategic plan updates includes:

- 2006: Strategic plan developed
- 2008: Major cross-program curriculum review
- 2009: Review and adjustment to undergraduate curriculum
- 2011: Plan review and update; development of department-wide initiatives
- 2013: Plan review and update; Program goals, peer comparators, elective offerings
- 2014: Plan review and update; Identification of faculty hiring priorities; Cross program review of electives
- 2015: Plan review and update; Review of Equity and Inclusion Initiative Strategies

The Department Strategic Plan outlines the broad mission and objectives. Each program develops their own set of detailed objectives and performance indicators relevant to their field and coursework. The CRP faculty meets several times each term to review curriculum issues, discuss courses, address student issues, and coordinate strategic actions.

CRITERIA:

A Strategic plan: 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.

The Department has worked to include alumni, student and practitioner input in major plan updates. All faculty are invited to participate in our faculty retreats and asked to review action elements during the year. Efforts during major updates include:

- 2006: The Department strategic plan was developed by the faculty after reviewing enrollment data, student evaluation data, and alumni evaluation data. A draft of this document was shared with the PPPM Advisory Council and distributed to a range of alumni. The draft was also shared with the PPPM Student Advisory Committee (SAC).
- 2011: A major update involved significant changes and the development of new strategic objectives. This draft was shared with the PPPM Advisory Council (alumni) and the SAC. A draft was posted on the Department web page, and alumni were emailed to solicit comments and feedback.
- 2015: The latest revision to the strategic plan involved significant changes to the Equity and Inclusion content. These revisions were proposed by a committee composed of faculty, graduate students and undergraduate students. The draft plan was reviewed by the Student Advisory Board and the PPPM Advisory Council.

B Mission statement: The Program shall have a clear and concise mission statement that expresses the Program's core values and fundamental purpose and role in training professional planners. The mission statement summarizes why the Program exists and the needs that it seeks to fulfill.

The Community and Regional Planning program prepares innovative public leaders through a challenging and applied curriculum and an inclusive learning environment. It creates and disseminates new knowledge and engages in intensive partnerships to solve society's most pressing economic, environmental and social issues.

C Program goals: The goals shall identify the Program's future aspirations in the context of its mission and that of the University. Goals must be meaningful in the sense that they aim toward excellence beyond that which may already exist, while taking into account the particular characteristics of a Program, including its opportunities and constraints. Goals must be inclusively developed with participation of members of the Program's community.

To simplify assessment of program outcomes, the planning faculty condensed the Department Strategic Plan goals into two main goals for the CRP Program (see table below)

Department Strategic Plan Goals	CRP Program Goals
Academic rigor	Create a supportive, rigorous and richly experiential learning environment that prepares students to become leaders in planning related fields
Innovative, applied instruction	
Welcome and inclusive climate	
Intellectual leadership	Advance the state of knowledge in the field of planning by engaging in planning, and planning-related research and scholarship
Stellar research	

D Measurable objectives: Each goal must have concrete objectives for goal attainment. The objectives should be measurable and framed in a way that can be easily evaluated by PAB and the Site Visit Team.

1. Create a supportive, rigorous and richly experiential learning environment that prepares students to become leaders in planning related fields
 - 1.1. Recruit an appropriate number of high quality students
 - 1.2. Ensure a positive educational climate
 - 1.3. Provide for rich experiential learning opportunities
 - 1.4. Prepare students for planning related careers
 - 1.5. Prepare students for professional planning practice
2. Advance the state of knowledge in the field of planning by engaging in innovative planning-related scholarship
 - 2.1. Maintain strong record of externally funded research
 - 2.2. Maintain strong publication record
 - 2.3. Demonstrate leadership in the profession

STANDARD #2 - STUDENTS

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. Because students will join an increasingly diverse workforce, and work in diverse communities affected by global pressures, the student body should be diverse. The approach to diversity should reflect the Program's intended scope (e.g., local, regional, national, international). The Program should strive to attract a student population, particularly from groups historically lacking access to, and under-represented in, higher education, as well as representative of the type of mixtures of ethnic, racial, and economic groups to be found in the settings where planners often practice.

The UO program has sought to recruit a high quality and diverse student body through a range of marketing, outreach and recruitment strategies:

- Marketing efforts have included on-line advertising, developing new graduate brochures (physical and download PDF format), updating web site information, developing videos for our web site;
- Initiating graduate student open houses on the first Fridays of each month in September, October, November and January, with an additional open house after admissions. These have helped funnel students into an event where they can meet a wide cross section of faculty and students;
- Working to provide more information about funding for graduate assistantships—including those available in other programs on campus;
- Hiring a graduate coordinator to help support the recruitment and admissions process and attend fairs and events.

CRITERIA:

A. 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.

Admissions are made by a committee of program faculty. Applicants are required to submit transcripts of all previous academic work, a statement of purpose, and letters of reference. GRE scores and professional work samples are not required but are considered if submitted. Generally, admissions focus on several admission goals, including: academic quality, work experience, match of personal goals to program offerings, and diversity of the student body. There is no weighting system for these various sources of information. Rather, the admissions committee tries to arrive at a balanced assessment of each applicant's abilities as well as assess the fit between the applicant's aspirations and the program's strengths.

B. Student diversity: The Program shall adopt appropriate recruitment and retention strategies, including curricular strategies, to achieve its aspirations for a diverse student body, and shall document actual progress in implementing those strategies. The Program shall foster a climate of inclusivity that appreciates and celebrates cultural difference through its recruitment and retention of students. Students 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.

Recruiting and retaining a diverse student body is a priority of the program and the planning faculty believe it is an important role for the program to play in supporting the profession. This goal is particularly challenging in Oregon due to its low racial and ethnic diversity. Several efforts over the years have been developed to support student diversity:

- Recruit and retain a diverse faculty
- Offer courses that addresses topics related to equity and diversity
- Identify opportunities and funding for top applicants that meet diversity goals;
- Support current students in the program with graduate coordinator support, internship/career support services, writing coach, and early identification of students experiencing difficulties

Although this has been a priority, several concerns were raised by students about the department climate related to equity and diversity. This included international student concerns about equitable treatment, and concerns raised by students about the diversity of the students, the diversity of the faculty and the need to better address issues of equity and inclusion in the classroom. These issues also emerged from class discussions and student group projects in which students representing diverse perspectives felt their views were not being handled well. The department sponsored a "Listening Session" in the Spring of 2015 during which students raised concerns related to bias, lack of inclusion, and the need to better address equity and diversity issues in the curriculum. As a result of these concerns, the Department launched an Equity and Inclusion Initiative, co-chaired by a faculty member and a student. This group has been involved in a number of efforts, including:

- Survey of student concerns
- Gathering syllabi to help identify readings and content to integrate into PPPM curriculum
- Sponsoring workshops and teaching and learning sessions related to diversity
- Advocating for additional funding to increase student diversity
- Advocating for increased diversity of faculty in hiring
- Sponsoring a "Code of Conduct" exercise for first year students
- Developing resources and materials for instructors to help with classroom discussions
- Developing a resource packet for Graduate Teaching Fellows
- Helping to update and augment information in the PPPM Instructor Guide

C. Size of student body: The number of students enrolled in the Program shall be sufficient to constitute a community of inquiry that fosters each student's educational and professional development. Graduate programs shall have a student body of 20 or more full-time equivalent (FTE) students. Similarly, undergraduate programs shall have a total of 20 or more FTE students in their third and fourth years of study. (One part-time student equates to 0.5 full-time equivalent).

Total enrollment in 2013-14 was 32 students (22 full time and 10 part-time or dual degree) and total enrollment in 2014-15 was 35 students (29 full time and 12 part-time or dual degree). The program typically enrolls 20-25 full time students each year. The seven average is 38 students (29.1 full time students and 8.9 part-time or dual degree students).

D. 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 aspirations for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

CRP students are assigned a provisional academic advisor prior to their enrollment, but students are free to change academic advisors at any time. They confirm the change with their new advisors and submit a Change of Advisor form. CRP advising includes:

- **Individual Advising.** Each first year MCRP student is strongly recommended to meet regularly with their advisor to discuss their general progress and the selection of electives.
- **Mid-Program Review.** Each MCRP student is requested to meet with his or her advisor before registering for second-year fall term courses to review student progress and help select a set of focal area elective courses.

The Internship Director provides career guidance and a range of career/professional development services, including assistance in securing internships and professional-level jobs. As a team, the student and Internship Director chart a path of career-building experiences that may include internships, volunteer opportunities, and membership on boards or commissions. These individualized activities link theory to practice in preparation for professional positions. The Internship Director offers the following career services:

- In-person and online career advising, internship advising, and job search assistance
- Intensive consultations for recurring internships and fellowships
- Online internship and job databases
- Cover letter and resume reviews
- Mock interviews—in-person, phone, Skype
- Job search, interviewing, and job offer workshops
- Referrals for informational interviews, internships, and volunteer opportunities
- Connections to alumni
- Weekly electronic distribution of internship and job postings

The Internship Director also co-teaches PPPM 623 Professional Development (one-credit course that prepares students to succeed in their course work and in the profession) and PPPM 604 Internship/Nonprofit Internship (academic internship course).

Students have access to the University Counseling and Testing Center (UCTC) for personal counseling. UCTC offers crisis support, individual and group therapy, support groups, and community referrals.

The department offers approximately 32 Graduate Teaching Fellowship (GTF) positions per year. They are advertised in the spring, and as needed. Six GTFs are designated as recruitment positions, and offered to our most promising applicants. Upon enrollment, students are eligible to apply for the remaining positions. We also have several scholarships available to eligible graduate students, including those who are enrolled in environmental planning, have interests in community participation, or need travel assistance to conduct research. In 2014, the programs began offering tuition discounts for top students.

The Graduate School also offers Promising Scholar Awards as a recruitment award aimed at enhancing the inclusive excellence of individual departments and programs, and we have been successful in several years with our application one of these awards.

Our students have been successful at securing additional financial support in the form of scholarships through the School of Architecture and Allied Arts, and through GTFs from across the University.

- E. **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 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.

The University of Oregon Livability and Mobility (LiveMove) Student Group brings together undergraduate and graduate students from a variety of backgrounds and disciplines to focus on the planning and design of transportation systems as they relate to community quality of life and livability. Within the group, there are opportunities to collaborate on planning and design projects, to gain leadership skills, to bring in high-profile guest speakers, and to network. In addition, generous funding is available through a grant from the National Institute for Transportation and Communities (NITC) to support student attendance at educational conferences, workshops, or seminars to enhance their understanding of transportation-related issues.

We have had an active student chapter of the Oregon American Planning Association in the past. Its role has recently declined with the initiating of an Emerging Planners Group of OAPA that connects our students with early-career planners.

Students work with faculty to regularly present at the OAPA conference, attend sessions, and network with planners at after-hours events. This past year, approximately 20 students attended the national APA conference in Seattle.

OAPA has added a skills workshop in the spring. This year graduate students made PechaKucha-style presentations of the projects they completed as part of Community Planning Workshop.

Our student chapter of the International Association for Public Participation is dedicated to learning and expanding public engagement in a collaborative and inclusive way.

Our program emphasizes an education that builds both conceptual skills and applied learning in all of their classes. But we do more than just offer applied examples--we do real work in real communities.

- Community Planning Workshop (CPW) is cited by students as one of their educational highlights. All accredited planning programs require an experiential component, but CPW goes a step further. Teams of first year students work on a range of projects supervised by experienced CPW planning professionals. Most importantly, these projects are for paying clients, and student teams engage in "real world" experience working with the clients, conducting surveys and running focus groups or meetings.

- Sustainable Cities Initiative (SCI) is a cross-campus consortium of faculty who want to improve how cities are built and function. Several MCRP courses are engaged with the Sustainable City Year (SCY) program where courses from ten different disciplines work on projects nominated by city staff, who also visit with classes and host meetings with community members. Between 20-30 classes each year work with an Oregon city (past years have engaged Gresham, Salem Springfield, Medford, and Redmond). The program engages students in applying new ideas in a real world setting in communities that are desperate for fresh thinking.

Our program encourages students to engage in professional development activities throughout the duration of their studies. Examples include the following:

- Part-time jobs, on- and off-campus. Local employers contact faculty with one-time projects and on-going positions.
- Internship Director forwards local internships to students via listserv; recurring internships posted online.

As part of our orientation to the department and the planning profession, we host Net Night, a gathering of our incoming MCRP students and recent alumni working in the local area. This mixer gives incoming students an opportunity to build connections to recent graduates who can potentially offer internships, mentoring, and job opportunities.

STANDARD #3 - FACULTY

The Program shall employ a sufficient number of high quality, productive, and engaged faculty members to permit the achievement of program goals and objectives.

The Program has five tenure track faculty with appointments specific to the Community and Regional Planning degree. In addition there are six tenure track faculty (two currently vacant) who teach and conduct research in the related fields of public policy and nonprofit administration. All tenure track faculty are research active.

The program's Community Planning Workshop (practicum) makes extensive use of full time non-tenure track faculty in the Community Service Center. The Department also utilizes a range of non-tenure track faculty with more limited appointments (adjuncts) to fill specific teaching needs.

CRITERIA:

- A. Faculty quality:** The faculty of the Program shall be appropriately qualified to serve the Program's mission and shall be capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service. The Program shall employ faculty with the focus, commitment, teaching ability, and qualifications in planning sufficient to prepare graduates to enter professional planning practice in diverse occupational and institutional settings.

GUIDELINES

1. The faculty will include a mixture of individuals with backgrounds in planning scholarship and planning practice.
2. Regular, full-time faculty members have educational and professional backgrounds appropriate for the program level, with 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).
3. Regular, full-time faculty members have the educational background and competencies to teach core courses and an area of specialization (if offered by the Program), and to carry out the major share of teaching, research, and service based on the mission and goals.
4. Adjuncts, lecturers, and guest speakers include individuals with the professional involvement and status to effectively add perspectives from the planning practice and other related specialties.
5. Adjunct faculty members should complement the teaching competencies of the full-time faculty based on educational and professional backgrounds, experience in the planning field, and AICP membership.

1. Scholarship and Practice

- PPPM faculty have a strong record of funded research and publication density.
- All PPPM tenure track faculty are involved in applied research with a strong link to planning practice
- NTTF faculty working with the Community Service Center have a particularly strong professional planning practice orientation, which helps the program maintain its network of practitioners
- Indicators of scholarly contribution among the tenure track and research active non tenure-track faculty over the seven years includes:
 - Over 90 refereed journal articles

- Over 20 book chapters
 - More than 9 published books
 - Over \$12 million in funded research
 - Over 290 external contracts and grants
 - Over 230 presentations at conferences
 - Over 300 plans and policy reports
 - Over 270 presentations to external clients
2. Educational and Professional Backgrounds
- All of the tenure track faculty have PhDs in planning
 - Several faculty in the Public Policy and Nonprofit programs have degrees related to planning, including Political Science and Sustainable Development
 - Six non-tenure track faculty are AICP members
3. Competencies
- Many core classes are taught by tenure track faculty
 - Several practice-oriented courses are taught by full time non-tenure track faculty with extensive professional experience
 - Professional Development: Taught by Bob Choquette (MUP) and Rhonda Smith (MPA)
 - Planning Analysis: Taught by Bob Parker, CSC co-director (MCRP, AICP)
 - Community Planning Workshop: Taught by Bob Parker, CSC co-director (MCRP, AICP)
 - Legal Issues (Planning Law) is taught by Gary Darnielle, a professional with several decades of experience who serves as the County Hearings Officer
4. Adjuncts and Lecturers
- Adjuncts have been hired to meet specific teaching needs and to offer students professional perspectives on planning practice
 - Several courses are being offered on-line to increase flexibility for students and offer high quality courses where local expertise is not available
 - Specific areas where adjuncts have filled key roles includes
 - Land Development and Real Estate Development
 - Design Graphics
 - Environmental Impact Assessment (on-line)
 - Socioeconomic Planning (on-line)
 - Natural Resources
 - Leadership
5. Adjunct Complementarity
- Six adjuncts are AICP members
 - Most adjuncts are full time professionals

B. 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.

GUIDELINES

1. Full-time faculty members demonstrate diversity with respect to age, race, ethnicity, gender, and state or country of origin.
2. Full-time faculty members demonstrate diversity through their degrees being earned

from a variety of universities, ability to conduct research in a variety of ways, and range of specialized knowledge covering program content.

3. Policies and procedures are in place and followed to further equal employment opportunities.
4. Adjuncts, lecturers, and guest speakers enhance the diversity of expertise, professional experiences, race/ethnicity, and gender.
5. Programs collect data which makes tracking of diversity issues in faculty recruitment and retention possible.

Having a diverse faculty is a priority for the PPPM Department because of the increasing diversity of our student body and the increasingly diverse workplaces in the public and nonprofit sectors. A priority in all of our hiring decisions is to select faculty who have outstanding potential for teaching and research. When finalists have been underrepresented minorities, the Department has aggressively sought funding to recruit faculty and develop new areas of research that will support their scholarship.

The department has been successful in obtaining funding through the UO's **Underrepresented Minority Recruitment Program (UMRP)**. The UMRP program provide up to \$90,000 in funding over three years to develop research capacity in an area that will support a new faculty member. The funding supports this faculty member's research, funds graduate research fellowships, and supports an annual research grant awarded through a competitive process to any PPPM faculty member proposing work related to this topic area. PPPM has been awarded UMRP funding in relation to three recent faculty hires:

- UMRP funding to develop research related to urban environments, travel and residential location (Dr. Yizhao Yang)
- UMRP funding to develop research related to engagement and economic development with diverse communities (Dr. Gerardo Sandoval)
- UMRP funding to develop research related to urban health and air pollution in the United States and Africa (Dr. Nicole Ngo)

This was important in securing an acceptance of a job offer. It has also helped launch their research careers by supporting scholarship related to their area of work.

- C. **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 the core curriculum and direct all areas of specialization.

GUIDELINES

1. As a general rule, the Program should have a minimum of 5 full-time or equivalent of 5 full-time faculty members.
2. As a general rule, the Program should 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.

Faculty Size:

- Five full time tenure track faculty with varying levels of teaching commitments.
- Six tenure track faculty primarily responsible to the public administration (MPA) and nonprofit management (MNM) programs, but who teach classes relevant to planning. Two positions will be filled in Fall 2016: faculty replacement hire for MPA and new faculty line for MNM

- Three salaried Career Non-Tenure Track faculty who provide key teaching and supporting roles (Parker, Community Service Center and Instructor; Choquette, Graduate Coordinator and Instructor; Smith, Internship Director).
- 17 Adjunct and Career Non-Tenure Track faculty who teach important core and elective classes

[Full time students (36) + Part time students (5x.5)] / Faculty FTE (10.1) = **3.81**

<p>D. <u>Engagement with students:</u> 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.</p> <p style="text-align: center;">GUIDELINES</p> <ol style="list-style-type: none"> 1. Faculty members work directly with students on projects and research outside of classroom time. 2. Faculty members advise students beyond or in place of professional staff in a student's course of study. 3. Faculty members participate as committee chairs or members in individual student work.
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Each new student is assigned a faculty member as an academic advisor, and the student may change their advisor at any point if they believe there is another faculty member who is more closely aligned with their interests. The students are strongly encouraged to meet with their advisor in the first year as part of a mid-year review. Students are also encouraged to meet with their advisor each term, but it is up to the student to initiate these meetings.

All MCRP students are required to complete a Terminal Project or Thesis for their degree. The Research Methods course sequence is meant to prepare them for this project, but a considerable part of the specific advising falls to their project advisor. The students work directly with their advisor and another committee member to carry out an independent research project.

MCRP students also have access to our Internship Director (Rhonda Smith), who's position title is more accurately described as Career Services Director. She works intensively students from their first week on campus to identify work goals, prepare resumes and cover letters, search for internships, and search for employment at graduation. We do not "place" students in internships or jobs, but provide intensive support to help them develop internships and careers.

<p>E. <u>Research and scholarship:</u> Faculty will engage in research, scholarship, and/or outreach reflective of the stage of their careers and the mission and expectations of the University.</p> <p style="text-align: center;">GUIDELINES</p> <ol style="list-style-type: none"> 1. Faculty produce theoretical and/or applied research and scholarship relevant to the profession and disseminated through appropriate journals or other publications. 2. Faculty teaching and administrative assignments allow sufficient opportunity to pursue research and scholarly achievements. 3. Faculty scholarly activities are reviewed and recognized by faculty peers. 4. Faculty participate in conferences and other venues as outlets for their research efforts.
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1. The UO faculty are all actively engaged in applied research and scholarship and publish in a wide range of journals, books and outlets (see table below)
 - Refereed publications over the past 7 years:
 - Over 90 refereed journal articles
 - Over 20 book chapters
 - More than 9 published books
 - According to data compiled by the Office of Research Services and Administration (ORSA), between 2007 and 2015, the research data in the PPPM Department shows:
 - PPPM faculty and researchers have been successful in obtaining over \$14.7 million in external funding
 - Among just the CRP core teaching faculty we have been successful in obtaining over \$5.87 million in external funding
 - PPPM faculty and researchers have also been actively engaged with professional organizations:
 - Over 230 presentations at conferences
 - Over 300 plans and policy reports
 - Over 270 presentations to external clients
2. Teaching and administrative assignments
 - Normal teaching load is 5 classes per year
 - New faculty teaching load is 4 courses per year in first two years
 - Faculty may buy out of teaching using research funding (Cost approx. \$9,000)
 - Course reduction is given for administrative duties (program head, department head)
3. The Department works to create a culture that expects scholarly work and recognizes faculty when they successfully obtain grant funding, publish articles or receive other recognition
 - Faculty accomplishments are recognized at each Department meeting
 - Department newsletter published twice per year highlights faculty research
 - Accomplishments are distributed by the Department Head via the listserv
 - Recently published work is highlighted in a “Brag Box” in the Hearth
4. Faculty participate in conferences
 - All five planning faculty go the annual ACSP conference almost every year; many faculty also attend Oregon and national APA conferences. Other conferences are attended based on their individual interest areas
 - The Department provides funding for all tenure track faculty to attend the ACSP research conference each year
 - Each faculty member is provided an annual allocation of \$1,000 from the UO for conference travel, equipment or research (funds may accumulate)

Table 3.E. 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 Authored	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)										
Chrisinger, Colleen (departed Jan 2015)	Assistant Professor	0	3	1	0	0	1	1	\$5.00 K	5
Irvin, Renee	Associate Professor	0	8	2	0	2	2	1	\$3.05 K	30
Jacobsen, Grant	Assistant Professor	0	12	0	0	1	0	0	0	15
Leete, Laura	Associate Professor	0	5	2	0	2	0	0	0	5
Lewis, Rebecca	Assistant Professor	0	7	6	0	2	10	1	\$76.3 K	25
Margerum, Richard	Professor	1.5	8	2	0	0	2	1	\$108 K	12
Mason, Dyana	Assistant Professor	0	5	0	0	1	1	0	0	12
Ngo, Nicole	Assistant Professor	0	5	0	0	0	0	2	0	2
Sandoval, Gerardo	Assistant Professor	1	10	2	0	3	5	0	\$125 K	15
Schlossberg, Marc	Professor	1	10	1	0	9	5	50	\$1.67 M	35
Yang, Yizhao	Associate Professor	0	11	1	0	0	4	10	\$520 K	20
Part-time in Planning Unit (B)										
Hibbard, Michael	Emeritus Professor	4	11	2	0	1	3	14	\$382K	9
Adjunct/Contract/Non-tenure track (C)— Includes only research-active and service-active faculty										
Bruce, Josh	Instructor	0	0	0	0	0	0	21	\$1.29 M	25
Choquette , Robert	Instructor/Grad Coord.	0	0	0	0	0	0	29	\$398 K	2
Elmer, Vicky	Instructor	1	0	1	0		3	1	\$39.0 K	16
Parker, Robert	Instructor/CSC Director	1	2	0	0	1	0	71	\$2.69 M	12
Smith, Megan	Instructor/CSC Director	0	0	0	0	2	0	77	\$4.85 M	8
Smith, Rhonda	Internship Director	0	0	0	0	0	0	0	0	0
Steiner, Bethany	Instructor	0	3	0	0	0	0	31	\$199 K	0
Wei, Dehui	Instructor	0	0	0	0	0	0	1	\$150 K	3

F. Professional involvement and community outreach: Faculty shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and progress toward meeting the needs of the broader community.

GUIDELINES

1. Faculty participate in university and professional services.
2. Faculty participate in service to the profession through research and outreach efforts and in support of student activities related to the profession.
3. Faculty demonstrate activity 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.
4. Faculty serve the continuing education needs for members of the profession.

The PPPM Department is a national leader in its outreach and community service work. While this role is described under outreach and community service, it is highly integrated with teaching and research.

(i) Community Service Center

For the past 35 years, the Community Service Center (CSC) at the University of Oregon has been nationally recognized for its innovative integration of community service, research and graduate teaching. The CSC is an interdisciplinary organization that assists Oregon communities by providing planning, applied research and technical assistance to help solve local issues and improve the quality of life for Oregon residents. The CSC is affiliated with the Department of Planning, Public Policy and Management, but reports directly to the Vice President for Research & Innovation.

The role of the CSC is to link the skills, expertise, and innovation of higher education with the economic development and environmental needs of communities and regions in the State of Oregon. This mission integrates community service, research, and undergraduate and graduate education through four service learning programs:

- **Community Planning Workshop (CPW)** –an experiential program within the Department of PPPM in which student teams under the direction of faculty and the CSC for an Oregon client.
- **Resource Assistance to Rural Environments** – an 11 month service training program to increase the capacity of rural communities. RARE participants are eligible for a graduate stipend from AmeriCorps and can apply internship credits towards their MCRP degree.
- **Partnership for Disaster Resilience** - a coalition of public, private, and professional organizations working to improve disaster resilience across Oregon.
- **Economic Development Administration University Center** – a program to create more sustainable economies through capacity building, applied research, and partnerships;

The CSC summary of work includes: nearly 5,000 community members engaged, 1000 hours of training, 240 community meetings/presentations, 174 completed projects in 53 Oregon cities and 34 Oregon counties. Research partnership with faculty have led to a at least 11 refereed journal publications over the past three years. Based on the Sponsored Projects Services data, funded research administered by the CSC includes:

Fiscal year 2014	\$1.27 million
Fiscal year 2015	\$1.25 million
Ten year average (FY 06 to FY 15)	\$1.57 million per year

Through its outreach programs and service learning projects, the CSC supports graduate and undergraduate education across the university, engaging 80-125 students annually:

- Each year 1-3 students enter graduate programs at the UO after completing a year long RARE internship placement (post bachelor's degree).
- The Community Planning Workshop is a required course for MCRP students, providing critical professional training that makes UO graduates very competitive in the work place.
- The CSC funds graduate students through GTF fellowships and employs 15-25 graduate students each year, with summer internships typically totaling \$15,000 to \$25,000.

(ii) Sustainable Cities Initiative (SCI)

The Sustainable Cities Initiative (SCI) is a cross-disciplinary organization at the University of Oregon that promotes education, service, public outreach and research on the design and development of sustainable cities. Its premier service program is the Sustainable City Year Program (SCPY), which has been widely recognized for its innovative approach:

"The Sustainable Cities Initiative is perhaps the most comprehensive effort by a U.S. university to infuse sustainability into its curricula and community outreach." (New York Times).

"One of higher education's most successful and comprehensive service-learning programs" (Chronicle of Higher Education).

SCYP links UO students and faculty from multiple disciplines with an Oregon city, county, or special district for an entire academic year. In a typical year, 400+ students from 10-12 disciplines across 20-30 classes might work on 15-20 partner-directed projects, devoting 40,000+ hours of work to help cities transition to a more sustainable future.

Cities often lack the funds and knowledge to implement sustainability projects, while college students have professional-level training and a need for practical work. SCYP brings these two traditionally unrelated entities together in an exciting interdisciplinary partnership. SCI also trains other universities how to adopt and adapt SCYP for their context at a national conference held each April. Awards related to SCI's work include:

- AASHE Faculty Sustainability Leadership Award
- Financial Times / CITI Urban Ingenuity Award • Finalist
- C. Peter Magrath University Community Engagement Award • Exemplary Project
- National Council of Architectural Registration Boards (NCARB) Prize for Creative Integration of Practice and Education
- Partners for Livable Communities "Bridge Builder" Award
- Globe International Award for Sustainability Research • Finalist
- American Planning Association, Oregon Chapter • Special Achievement in Planning

(iii) Other courses with service benefits:

PPPM also offers a number of courses in which there are assignments and final projects that provide benefits to agencies, organizations and communities:

- **Resource Development for Nonprofit Organizations:** This course in fundraising focuses on one local organization each year. Students review the organization's current development efforts and prepare a fund raising strategy document for the organization.

- **Grant Proposal Writing:** Students write grant proposals on behalf of nonprofit organizations as their sole assignment for this 1-credit course. Tens of thousands of dollars in successful grant proposals each year are generated by this course to benefit local organizations.
- **Strategic Planning:** Each year 6-8 student teams prepare strategic plans for local government and nonprofit organizations
- **Nonprofit Management Consultancy:** In teams, students complete projects requested by regional nonprofit organizations, including topics ranging from financial reporting, resource development, branding, executive succession, and many other topics. This course serves as the Capstone experience of the Master of Nonprofit Management degree program, and may be expanded to a two-quarter format in subsequent years.
- **Nonprofit Clinic:** Together with Law and Conflict Resolution students, PPPM students (primarily Master of Nonprofit Management students) undertake assessment of legal, governance, and management strengths and weaknesses of local organizations.
- **Program Evaluation:** Either as an entire class or in teams, students perform program evaluations for regional nonprofit organizations.

Table 3.F. 7-year Summary of Faculty Professional Involvement

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)						
Chrisinger, Colleen (departed in Jan 2015)	Assistant Professor	0	5	0	0	0
Irvin, Renee	Associate Professor	0	5	4	2	0
Jacobsen, Grant	Assistant Professor	0	10	0	0	0
Leete, Laura	Associate Professor	5	5	0	0	0
Lewis, Rebecca	Assistant Professor	10	10	0	0	0
Margerum, Richard	Professor	2	5	3	1	2
Mason, Dyana	Assistant Professor	0	1	0	0	0
Ngo, Nicole	Assistant Professor	0	0	0	0	0
Sandoval, Gerardo	Assistant Professor	4	2	2	0	1
Schlossberg, Marc	Professor	100	20	0	1	0
Yang, Yizhao	Associate Professor	3	4	1	0	0
Part-time in Planning Unit (B)						
Hibbard, Michael	Emeritus Professor	2	8	3	1	2
Adjunct/Contract/Non-tenure track (C)—Includes only research-active and service-active faculty						
Bruce, Josh	Instructor	45	15	1	1	0
Choquette , Robert	Instructor/Grad Coord.	0	0	0	0	0
Elmer, Vicky	Instructor	16	0	2	0	0
Parker, Robert	Instructor/CSC Director	120	175	0	1	0
Smith, Megan	Instructor/CSC Director	2	6	0	2	0
Smith, Rhonda	Internship Director	0	0	0	0	0
Steiner, Bethany	Instructor	30	2	0	0	0
Wei, Dehui	Instructor	3	12	0	0	0

G. Professional development: Faculty assignments and opportunities shall be such that skills in teaching, research, and other creative activities are sufficiently maintained and developed.

GUIDELINES

1. Assignment of duties shall recognize the need for activities that build human capital, such as research, engagement, outreach, and professional leadership.
2. Appropriate mechanisms, such as release time from teaching and sabbaticals, shall exist to enable significant research projects.
3. Adequate resources shall be available to support faculty professional development.

Duties

Department duties are allocated on the basis of interest and seniority, with more senior faculty taking on a heavier service load. All faculty are involved in a disciplinary committee (Planning or Public Administration/Nonprofit Management) and there are several committees that offer faculty the opportunity to be involved in department decision making, including: GTF committee, Undergraduate Committee, and Scholarships Committee. Faculty are also provided opportunities to be involved in service roles at the School and University level. The Department often seeks roles that are commensurate with the faculty's area of interest. Being a small department, junior faculty have sometimes been asked to take on more substantial service roles.

Release Time

The following major department service roles are compensated with a course release: Department Head, Associate Department Head, Planning Program Director, Public Administration Program Director, and Nonprofit Management Program Director. Faculty assuming leadership roles with centers and institutes are typically required to use research funding to buy out of a course. In some cases, the Department has provided a course release for strategic projects.

All tenured faculty are eligible to apply for sabbatical after every six years of service. Sabbatical leave is must be approved by the Department, Dean and Provost. The standard sabbatical pay compensation is 85% for one term; 75% for two terms; and 60% for three terms.

Resources

The Department has limited resources for promoting faculty research. Past research efforts have been funded primarily through end of year budget surpluses, designated gift funds, and department general funds. Initiatives to support research have included:

- Start-up packages for new faculty that include funding for summer research, travel and graduate research assistants
- Support of travel funding by Department for main disciplinary conferences, freeing up faculty funds to attend specialized conferences
- Developing competitive small grants for start-up funding when possible
- Support attendance and participation at training sessions related to grant, grant funding, skills development
- Working with agency and local government partners to identify potential research projects and partnerships

There are a very limited number of campus sources for faculty research, and there is need for additional support in this area. Many applied research projects require: matching funds, time and

travel to develop the grant, and resources to explore or assemble data for more detailed studies. Centers and institutes are sometimes able to provide small amounts of funding for travel and administrative work related to grant development, but these are negotiated between these units and individual faculty. Most campus-based grants are in the range of \$4,000 to \$6,000 to support research time or travel that will lead to external grant funding. These sources include:

- School of AAA Faculty Research Dean's Award
- UO Faculty Research Award

The Department funds all tenure track faculty who would like to attend one of the three main disciplinary conferences:

- Association of Collegiate Schools of Planning (ACSP)
- Association for Public Policy Analysis and Management (APPAM)
- Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

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 reflect these educational goals.

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, the 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 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, the 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; such evidence will be provided in Standard 6. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

The UO Community and Regional Planning Program is designed to meet the expectations of an accredited planning program and the core curriculum is design to reflect the PAB core standards. The program also emphasizes several compatible objectives:

- Preparing students for professional practice with a strong experiential learning component
- Training students for the public, nonprofit or private sector planning or planning-related positions
- Building professional and career development into the program from beginning to end
- Offering students an array of concurrent degree opportunities
- Offering students flexibility in developing an area of emphasis, based on:
 - Their professional objectives
 - Their undergraduate training
 - Their previous experience

CRITERIA:

A. 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 core courses required of all students, although other approaches are possible. Specifically:

A.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 the design professions

Program Mission Statement: The Community and Regional Planning program prepares innovative public leaders through a challenging, applied curriculum and inclusive and equitable climate. Program faculty and students create and disseminate new knowledge, and engage in intensive partnerships to solve society's most pressing economic, environmental and social issues.

a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

This criterion is addressed through core classes in the first year and second year:

- PPPM 611 (Introduction to Planning): Lectures and discussion on “What is Planning?”; Planner’s Panel; context for planning and the range of roles of planning approaches
- PPPM 616 (Planning Theory and Ethics): explores the basic theoretical arguments for planning – market failure; efficiency/equity/effectiveness in public decisions; and sustainability and society’s need to balance ecological, economic, and social factors.

This content is reinforced through several other courses

- PPPM 617 (Human Settlements): Theoretical on the ethical implications of different interpretations of the emergence of permanent concentrated human settlement patterns.
- PPPM 612 (Legal Issues): The legal basis for planning intervention and its impact on communities
- PPPM 507 (Land Use Policy): The basis for land use policy and its role in regulating the use of land
- PPPM 541 (Growth Management): The reasons, impacts and roles related to the management of growth in states, regions and cities

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

- PPPM 611 (Introduction to Planning): Introduces students to some of the basic ideas behind comprehensive, strategic and advocacy planning and the different approaches to planning process.
- PPPM 616 (Planning Theory and Ethics): addresses in depth the different theories of planning and planning process including the comprehensive rational model, advocacy, incremental and communicative rationality.

c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs

The UO Curriculum introduces students to the basic legal concepts in their first term through two courses:

- PPPM 611 (Introduction to Planning): Introduces students to zoning and legal issues, administrative issues, including role of councils and planning commissions. Students are required to attend a planning commission meeting and submit an assignment on administrative structures and the role of planning. Exposed to some aspects of law through staff memo in which they analyze a rezoning case.

- PPPM 613 (Planning Analysis): Students attend a field trip to Salem to meet with staff from the Oregon Department of Land Conservation and Development, where they receive an overview of Oregon planning and the role of DLCD.

In their second year, students are required to take a course on legal studies:

- PPPM 612 (Legal Issues in Planning): Detailed analysis of planning law, administration, regulations and case law. Students are tested through the research and preparation of staff reports.

Students are also exposed to zoning regulation and the legal dimensions of growth management through PPPM 507 (Land Use Policy) and PPPM 541 (Growth Management). We also offer PPPM 518 (Introduction to Public Law), which focuses on administrative rules and procedures, public records, and other topics. Students interested in additional coursework in this area can take coursework in the UO Law School.

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

The core elements this are found in:

- PPPM 617 (Human Settlements): Provides description of historical development of places over time and across space, and the ecological, economic, social, political, and cultural factors that shape urban and regional growth and change. Offers various perspectives on the history and evolution of the internal structure of urban areas.

This criteria is reinforced in several other classes:

- PPPM 611 (Introduction to Planning): Lectures and discussion on transportation, built environment, zoning and other fields cover the historical roots of planning.
- PPPM 616 (Planning Theory and Ethics): explores the evolution of thinking about planning processes and practices: 1) the role of planners in public decision processes, from expert advice-giver to facilitator of public involvement to collaborator to community organizer; 2) the idea(s) of planning - physical determinism, economic determinism, social equity, environmentalism, etc.
- PPPM 507(Land Use): History of planning regulation and land use control
- PPPM 541(Growth Management): History of growth management approaches
- PPPM 540 and 508 (GIS and Advanced GIS): Examines the spatial allocation of growth and development through spatial data analysis
- PPPM 507 (Sustainable Urban Development): Global history of sustainability ideas and principles

e) The Future: understanding of the 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

The core introduction to this is delivered through the three fall term classes in first year. Students work in teams on a neighborhood plan that involves significant intervention efforts to prepare a future vision and plan addressing: land use, mobility, housing, commercial development, open space and recreation, environmental sustainability and other elements. This project is typically conducted in collaboration with the Sustainable City Year Program, and student teams prepare this report for a city client. The courses include:

- PPPM 611 (Introduction to Planning)

- PPPM 617 (Human Settlements)
- PPPM 613 (Planning Analysis)

Analysis of methods and intervention are also reinforced through:

- PPPM 540 and 508 (GIS and Advanced GIS): Examines the spatial allocation of growth and development through spatial data analysis

Other elective courses addressing these issues include:

- PPPM 625/626 (Community Planning Workshop): While each CPW project addresses a different topic, all of the projects include analysis of data and proposals for intervention
- PPPM 507 (Sustainable Cities): the future of cities in relation to sustainability principles
- PPPM 507(Land Use): History of planning regulation and land use control
- PPPM 541(Growth Management): Future of growth management policies and sustainability policies
- PPPM 507 (Sustainable Urban Development): urban development trends and options

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

The global dimensions of planning is introduced in three core classes:

- PPPM 617 (Human Settlements): The flows of people, cultures, and materials across the world, and the implications of global interactions on cities and regions.
- PPPM 616 (Theory & Ethics): global concepts influencing planning theory including transformative theory and implications in the global south
- PPPM 534/508 (GIS and Advanced GIS): analysis of trends and issues in global cities

Students wanting more a more in-depth focus on this topic are able to take several other electives with a more international focus:

- PPPM 507 (Sustainable Cities): global concepts related to sustainability
- PPPM 507 (Bicycle Planning—Summer field school): bicycle planning in northern Europe with focus on strategies in Copenhagen and Amsterdam
- PPPM 507 (Nonprofits in Asia—Summer field school): the role of nonprofits in Thailand and Cambodia in addressing community development and economic well being
- PPPM 507 (Sustainable Urban Development): design aspects of sustainable development with a particular emphasis on China
- PPPM 507 (Sem: Intl Sustainability): health and human aspects of sustainability with particular emphasis on Africa
- PPPM 507 Sem: Land Use Policy: 2016 version of course will add international comparative analysis
- PPPM 541 Growth Management: includes international comparisons to how growth is managed in other countries
- PPPM 532 Justice and Urban Revitalization: addresses global nature of immigrant communities and the justice issues related to their status
- PPPM 552 Public Participation in Diverse Communities: examines the strategies for engaging communities, particularly immigrant communities with little power

Many students who are interested in global dimensions will also take elective courses in:

- International Studies
- Geography
- Sociology

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

Many of the planning practice skills are dispersed throughout the curriculum. In particular, the fall term classes and CPW provide them with intense and high pressure settings in which they get to practice, evaluate and hone their skills. These skills are further reinforced through their individual research project, their applied methods course and many electives also emphasize these skills.

It is important to note that the UO program trains policy-oriented planners who work in a range of professions and fields, including state and federal agencies, nonprofit organizations and local government. Therefore, the UO CRP program encompasses a broader definition of plans beyond traditional land use plans. Through CPW and their research projects, students explore research issues that are part of policy processes, studies that relate to organizational change and development, issues that relate to community concerns and issues, and information that may provide analysis, evaluation or assessment of policy alternatives.

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

Students are introduced to research and analysis skills through three primary core courses:

- PPPM 613 (Planning Analysis): includes a segment on research skills, uses texts that emphasize “crosscutting methods” and includes a segment on planning and policy related research. Other course content, address data collection and evaluation with both primary and secondary sources.
- PPPM 625/626 (Community Planning Workshop): students are involved in a data collection, analysis and preparation of data for actual clients
- PPPM 620 (Research Methods I): Critical analysis of quantitative and qualitative research in planning and public policy, including issues of sampling, research design, and survey methods

Students are also required to complete a terminal project or thesis in which they investigate an original question and collect data that will help them answer this question. This project is supported by two courses:

- PPPM 621 (Research Methods II): In Spring term of their first year, students enroll in a 1 credit of this course, where they begin developing a research topic and conduct a preliminary literature review. In Fall term of their second year, the students develop a formal research proposal, including data sources and methods.
- PPPM 503 or 609 (Thesis or Terminal Project): After students have selected a topic and begun revising their proposal they select a thesis/project chair and committee. The chair and committee take over the supervision and completion of the project. These skills are also reinforced in many electives throughout the curriculum.

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

Throughout the curriculum, students are asked to prepare reports, memos and documents and given opportunities to present them to their fellow students, the community and clients. Classes that incorporate formal reports and oral presentations include:

- PPPM 613 (Planning Analysis): final group project report and oral presentation
- PPPM 611 (Introduction to Planning): see Planning Analysis
- PPPM 617 (Human Settlements): see Planning Analysis
- PPPM 612 (Legal Issues in Planning): Staff reports
- PPPM 616 (Planning Theory and Ethics): individual seminar presentation
- PPPM 625/626 (Community Planning Workshop): requires students to write reports and memoranda. All students have writing assignments that integrate research and data analysis. CPW teams are required to present findings to class three times. All teams also present to their client or to the public.
- PPPM 621 (Research Methods II): Presentations to classmates
- PPPM 503 or 609 (Thesis or Terminal Project): Final public presentation of thesis or terminal project. Preparation of final poster presented at Alumni Awards Ceremony.

In addition to these opportunities, students are given specific assignments and exercises to improve their presentation and preparation skills:

- Computer Short Courses: training in how to effectively use MS Office programs and other software in reports and presentations
- PPPM 613 (Planning Analysis): self-critique and group critique based on video tape of final group presentation
- PPPM 625/626 (Community Planning Workshop): group exercises, practice presentations, oral presentation skills workshops

These skills are also reinforced in many electives throughout the curriculum.

Starting in Fall 2014, the Department hired a Writing Coach who works with students and student teams in several capacities:

- In some classes (Introduction to Planning and Human Settlements) students who receive low grades on the first written assignment due to writing deficiencies are given the opportunity to work with the Writing Coach and re-submit the assignment with the potential to improve their grade.
- The coach holds workshops on specific topics in classes to help students with the writing process (Community Planning Workshop)
- The coach is available for drop in consultation for individuals and teams
- In 2015-16, the coach will be developing writing templates and guides and holding special topic brownbag sessions

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

Quantitative and qualitative methods are provided through several core classes:

- PPPM 613 (Planning Analysis): integrates numerical reasoning and computation skills into all of the course activities. All of the assignments include the evaluation and interpretation of numerical data, as do the course exams.
- PPPM 621 (Applied Methods): Different forms of data; uses of data in analyzing planning problems and issues; quantitative and qualitative methods.

- PPPM 540 and 508 (Urban GIS or Advanced Urban GIS): Students are required to take one GIS course in which they learn about spatial forecasting, analysis and mapping
- PPPM 623 (Professional Development): All students review a range of quantitative methods during the computer short course portion of this course (orientation week), including the use, manipulation and display of data using different computer programs.

Students are encouraged to complement this coursework with electives such as:

- PPPM 628 Public Sector Economics
- PPPM 629 Public Budget Administration
- PPPM 656 Quantitative Methods
- PPPM 684 Public and Nonprofit Fin. Mgmt

<p>d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement</p>
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The creation of plans, programs and projects is introduced in the Fall term as part of three courses (Introduction to Planning, Planning Analysis and Human Settlements). Students are divided into teams of 4-5 and are required to prepare a development concept for a redevelopment site. The teams prepare a report summarizing their concept and the rationale for the concept. They also present their concept to students and faculty at the end of the term. This plan making process is guided by these three courses and the faculty advisors. To support this project, teams:

- Review plan types, structures and approaches in PPPM 611 (Introduction to Planning)
- Participate in a four hour urban design charrette with an adjunct instructor
- Work with fall term faculty and an adjunct instructor to prepare a neighborhood redevelopment plan

PPPM 625/626 (Community Planning Workshop) focuses on the creation of plans, programs and projects as a core objective. Each CPW team has a project they work on for two terms (20 weeks). The projects all result in a plan, program, or report as the final product.

The land use requirement (PPPM 507: Land Use and PPPM 541: Growth Management) exposes students to the role of land use regulation and control at the local and regional level

Various aspects of plan formulation and adoption are also addressed in:

- PPPM 507 (Sustainable Cities)
- PPPM 507 (Sustainable Urban Development)
- PPPM 634 (Strategic Planning): Use of plans to guide organizations and change.

<p>e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities</p>
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In PPPM 611 (Introduction to Planning) students are introduced to the concept of stakeholder and community involvement through:

- A simulated planning commission hearing

- Lecture and discussion on collaborative planning
- Lecture and interactive workshop on working with diverse communities

Team process, team skills and collaborative practices are a key element of PPPM 625/626 (Community Planning Workshop), which requires students to collaborate with peers on their team and interact with faculty, community members, professionals, and clients. These are discussed and review in meetings and workshops throughout the term. Students are also introduced to specific participation tools, techniques, and difficulties associated with working with diverse communities. Many of these techniques are trialed and used in the course of the workshop with actual communities.

Knowledge about the diversity of communities and its implications for planning is addressed across three core courses:

- PPPM 617 (Human Settlements): societal and human settlement trends affecting diversity of communities
- PPPM 611 (Introduction to Planning): the implications of community diversity for the planning profession, including the history of planning intervention (e.g., urban renewal), housing policy and housing discrimination, environmental justice and issues of public participation
- PPPM 616 (Planning Theory and Ethics): explores the challenges of working across cultures or in multi-cultural contexts, both in the U.S. and internationally

These core classes are supplemented by several electives addressing collaboration and joint learning:

- PPPM 548 (Collaborative Planning and Management): addresses the concepts, skills and practice of collaboration
- PPPM 552 (Public Participation in Diverse Communities): Explores the barriers and strategies to engaging diverse communities, with a particular emphasis on marginalized and underrepresented communities through applied projects.
- PPPM 532 Justice and Urban Revitalization: Explores concepts related to urban revitalization, its impact on low income and communities of color and approaches to address social inequities

Students also have access to many electives addressing collaborative practices, including the Conflict Resolution program at the UO Law School.

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

In fall term, students work in teams to prepare a joint redevelopment concept plan as part of three courses (Introduction to Planning, Planning Analysis and Human Settlements). To support this project, each team is assigned a faculty advisor and who meets with the group to review team goals, work styles and methods. One class period in PPPM 613 (Planning Analysis) is dedicated to “creating teams that work.”

In fall term, PPPM 623: Professional Development covers public speaking and effective use of graphics in presentation. Students also work on their professional goals and objectives to identify internship options and career direction.

Team process, team skills, and strategic decision making are a major focus of PPPM 625/626 (Community Planning Workshop). Depending on the client, the teams will also be addressing some aspect of organizational and community change. Students collaborate with peers on their team and interact with faculty, community members, professionals, and clients. These topics are discussed and reviewed in meetings and workshops throughout the term. Second year students have the opportunity to apply for CPW Project Manager positions, which usually include a three term Graduate Teaching Fellowship.

These core classes are supplemented by several electives addressing strategic decision making, team building and organizational change:

- PPPM 507 (Public Sector Leadership): 2 credit class taught by Eugene City Manager addressing role of public sector in relation to elected officials and the public
- PPPM 548 (Collaborative Planning and Management): addresses the concepts, skills and practices related to team building and stakeholder processes
- PPPM 525 Project Management
- PPPM 526 Strategic Planning for Management
- PPPM 633 Public Management
- PPPM 680 Managing Nonprofit Organizations

A.3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:

The major guiding principles of planning are introduced in the first term of the planning program. These are built upon and applied through Community Planning Workshop, with the emphasis varying depending on the client. Students then have the opportunity to develop a stronger foundation through their selection of electives.

a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).

Professional ethics and responsibilities is introduced in PPPM 611 (Introduction to Planning) through discussions related to decision making, professional roles related to clients and communities and the varying roles in a process such as rezoning. In PPPM 613 (Planning Analysis), students are introduced to the AICP code of ethics and its relation to information analysis.

Professional ethics is a significant focus of PPPM 616 (Planning Theory and Ethics). Students review the AICP code of ethics and discuss theories and concepts related to ethical practice. Students also engage in issues with difficult ethical considerations.

Ethical practice is also discussed in:

- PPPM 625/626 (Community Planning Workshop): ethical issues and responsibilities related to research, community and clients

- PPPM 612 (Legal Issues): legal principles relate to ethics
- PPPM 621 (Res Meth II): research ethics, including research involving human subjects

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

In PPPM 611 (Introduction to Planning) students are introduced to governance participation issues through:

- A simulated planning commission hearing
- Lecture and discussion on collaborative planning
- Lecture and interactive workshop on working with diverse communities

Students also gain direct experience with the role of officials, stakeholders and often communities members through PPPM 625/626 (Community Planning Workshop). Teams interact with faculty, community members, professionals, and clients. These are discussed and reviewed in meetings and workshops throughout the term. The particular governance and participation role varies depending on the client.

These core classes are supplemented by several electives addressing the role of officials, stakeholder and the community:

- PPPM 552 (Public Participation in Diverse Communities): Explores the relationship between governance and community, with a particular emphasis on marginalized and underrepresented communities through applied projects.
- PPPM 532 (Justice and Urban Revitalization): Explores concepts related to urban revitalization, and the role of government and community to address the issues.
- PPPM 507 (Public Sector Leadership): 2 credit class taught by Eugene City Manager addressing role of public sector in relation to elected officials and the public
- PPPM 548 (Collaborative Planning and Management): addresses the concepts, skills and practices related to team building and stakeholder processes
- PPPM 507: (Land Use Policy): the role of public agencies and the public in land use decisions
- PPPM 526 (Strategic Planning for Management): strategies for guiding public and nonprofit sector organizations with leader and community input
- PPPM 633 (Public Management): principles of public management and its relationship to governance and public engagement

c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

Sustainability and environmental quality is introduced in

- PPPM 611 (Introduction to Planning): Introduction to environmental laws and policies related to planning, including wetland regulations, water pollution policies and regulations affecting contaminated lands. Students are also analyze environmental issues for their group assignment.

Environmental issues and themes are reinforced through several other core classes:

- PPPM 625/626 (Community Planning Workshop): Varies depending on client

- PPPM 507(Land Use): History of planning regulation and land use control
- PPPM 541(Growth Management): Environmental Motivations for Managing Growth; land conservation approaches
- PPPM 612 (Legal Issues): legal basis for planning intervention related to environmental quality

Sustainability and Environmental Quality is also one of the strongest area of focus in PPPM and students can choose from a range of electives:

- PPPM 507 Sem: Hazard Mitigation
- PPPM 507 Sem: Intl Sustainability
- PPPM 507 Sem: Water and Built Environment
- PPPM 508 Wrk: Environmental Impact Assessment
- PPPM 538 Transportation Issues (Bicycle Planning)
- PPPM 542 Sustainable Urban Development
- PPPM 543 Natural Resources Policy
- PPPM 544 Environmental Policy
- PPPM 607: Sustainable Transportation
- PPPM 645 Sustainable Cities

The UO is also a nation leader in sustainability and students can also take classes in other departments, including: Architecture (green design), Landscape Architecture (ecological design), Geography (physical geography), Sociology (environmental sociology), Political Science (environmental politics), Law (environmental law), Journalism (environmental journalism) and Business (sustainable business). Students can pursue two Graduate Certificates affiliated with the PPPM Department:

- Ecological Design Certificate: green design, architecture and planning
- Oregon Leadership in Sustainability Certificate: currently on hiatus; in process of being converted to on line/block teaching format

d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change

The primary course focusing on the economic, social, and cultural factors associated with growth and development is:

- PPPM 617 (Human Settlements): from local and global perspectives this class examines the role of political economy in shaping and directing the development of human settlement patterns.

This is reinforced through the other fall term courses and the group project:

- PPPM 611 (Introduction to Planning): Economic and social forces affecting urban growth, changing demographics and housing needs.
- PPPM 613 (Planning Analysis): Analyzes data related to economic trends, population trends, demographic shifts and community change
- PPPM 507(Land Use): land use trends and associated regulations
- PPPM 541 (Growth Management): growth trends and policy responses
- PPPM 625 & 626 (Comm Plng Wksp): depending on client, analysis of factors affecting communities and organizations and the options for intervention

e) Social Justice: appreciation of equity concerns in planning.

The issues of social justice are introduced in several core classes:

- PPPM 617 (Human Settlements): societal and human settlement trends affecting access to resources and examination of equity concerns, especially in marginalized communities
- PPPM 611 (Introduction to Planning): the implications of community diversity for the planning profession, including the history of planning intervention (e.g., urban renewal), housing policy and housing discrimination, environmental justice and issues of public participation
- PPPM 616 (Planning Theory and Ethics): explores the equity issues related to communities through the exploration of planning theory as they relate to various planning models

Students are exposed to varying degrees the issues of social justice in PPPM 625/626 (Community Planning Workshop). To work with communities and in the classroom CPW students must be culturally competent - meaning that we do not assume to already know how others would like to be treated. CPW is committed to helping communities provide equitable and accessible services to their constituents through listening, dialogue and action. Many of these techniques are then trialed and used in the course of the workshop with actual communities.

Students are also exposed to a more detailed exploration of these topics in several elective courses:

- PPPM 552 (Public Participation in Diverse Communities): Explores the barriers and strategies to engaging diverse communities, with a particular emphasis on marginalized and underrepresented communities through applied projects.
- PPPM 532 Justice and Urban Revitalization: Explores concepts related to urban revitalization, the conflicted racial history of urban renewal and its impact on low income and communities of color and approaches to address social inequities
- PPPM 607: Sustainable Transportation: Explores issues of transportation equity and its role in planning
- PPPM 507: Housing Policy: (new in 2016) US and international housing policy, housing equity and the role of affordable housing

B. 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 UO CRP program does not have formal specializations. Each student develops his/her own “focal area” in consultation with their advisor. The philosophy of the UO CRP program is that students come with very different educational backgrounds (e.g., history and aquatic ecology) and have very different professional goals (e.g., state urban policy, land use planning, nonprofit community work). Thus, a defined concentration does not respond to this range of student backgrounds and professional goals.

To support student development of a focal area, we provide a guide that lists the concepts of each focal area and potential classes that students can consider based on departmental strengths and university offerings, but students develop their own tailored program.

B.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

The UO CRP program does not have formal specializations.

B.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.

The UO CRP program has had a long tradition of offering a flexible range of electives depending on the previous education of the students, their professional experience, and their career goals. Students are also able to take advantage to a wide range of course offerings and concurrent degrees that provide them with a unique niche in the work force. To help guide students, the CRP program provides a “Guide to Focal Areas” document that lists common focal areas, a description of this area and a list of affiliated faculty.

Fields of Interest

Community Development

- Affiliated Faculty: Gerardo Sandoval, Bob Parker, Megan Smith, Bethany Steiner
- Community development is concerned with advancing the ecological, economic, and social health of human settlements – from rural regions and small towns to cities and their neighborhoods to suburbs. This field entails developing and analyzing plans, policies, and programs that advance social equity, generate appropriate jobs and create community wealth, and pay heed to the natural and built environment.
 - Social Equity
 - Economic Development
 - Nonprofit roles in development
- Possible PPPM Courses:
 - PPPM 532 Justice and Urban Revitalization
 - PPPM 546 Socioeconomic Development Planning
 - PPPM 555 Social Planning and Policy (topic)
 - PPPM 581 Fundraising for Nonprofit Organizations
 - PPPM 586: Philanthropy and Grant Making
 - PPPM 680 Managing Nonprofit Organizations
 - PPPM 684 Public and Nonprofit Financial Management

Land Use and Built Environment

- Affiliated Faculty: Marc Schlossberg, Yizhao Yang, Rebecca Lewis, Rich Margerum, Bob Parker, Megan Smith, Dehui Wei
- Land Use and the Built Environment focuses on the interaction between land use and the design of human settlements at the local scale. Teaching students how to think about the relationships between sustainability, quality of life, the relevant policy environment, individual

behavior and decision-making are fundamental to this focus area. Components include

- Walkability and Livability
- Transportation
- Obesity
- Urban form
- Possible PPPM Courses:
 - PPPM 508: Environmental Impact Assessment (on line)
 - PPPM 538 Transportation Issues in Planning (Bicycle Planning)
 - PPPM 540 Land Use Policy
 - PPPM 541 Growth Management
 - PPPM 542 Sustainable Urban Development
 - PPPM 543 Natural Resource Policy
 - PPPM 645 Sustainable Cities

Environmental Planning

- Affiliated Faculty: Rich Margerum, Rebecca Lewis, Bob Parker, Grant Jacobsen, Nicole Ngo
- Environmental planning and policy focuses on the intersection of the built and natural environments, issues of environmental quality, open space preservation, and the implementation tools and policies aimed at bridging positive environmental and community outcomes. This focus area prepares students for working in environmental organizations, advocacy groups and policy organizations. Components include
 - Environmental policy
 - Natural resources planning
 - Open space and recreation planning
- Possible PPPM Courses:
 - PPPM 508: Environmental Impact Assessment (on line)
 - PPPM 540 Land Use Policy
 - PPPM 541 Growth Management
 - PPPM 543 Natural Resources Policy
 - PPPM 544 Environmental Policy
 - PPPM 548 Collaborative Planning and Management
 - PPPM 645 Sustainable Cities
- Other Departments and Courses
 - Biology: Freshwater Ecology, Wetlands Management
 - Economics: Economy of the Pacific Northwest, Resource and Environmental Economics
 - Geography: GIS, Environmental Measurement, Hydrology, Stream Morphology
 - Landscape Architecture, Applied Ecology, Ecological Restoration, Landscape Planning

Public Involvement

- Affiliated Faculty: Gerardo Sandoval, Rich Margerum, Megan Smith, Bethany Steiner
- The issues of governance and public involvement are central to the issues of planning and its related disciplines. Students interested in this area should explore coursework that exposes them to the principles that will help them understand approaches and strategies as well as the techniques that can be used in practice. Components include:
 - Processes
 - Engagement of Public
 - Interorganizational relationships
- Possible PPPM Courses:

- PPPM 518 Introduction to Public Law
- PPPM 548 Collaborative Planning and Management
- PPPM 552 Public Participation in Diverse Communities
- PPPM 633 Public Management
- PPPM 636 Public Policy Analysis

Nonprofit Management

- Affiliated Faculty: Bob Choquette, Renee Irvin, Laura Leete, Dyana Mason,
- Increasing opportunities in nonprofit and philanthropic enterprise have resulted from strong growth in assets and expanded activities in the nonprofit sector. Nonprofit enterprise has broadened, and the complexities of its management require professional skills specific to the sector. Those who concentrate in this field will benefit from one of the most extensive nonprofit curricula in the nation, as well as one of the highest number of Nonprofit Management Certificate graduates annually. Components include:
 - Philanthropy
 - Nonprofit management
 - Fundraising
- Note: students interested in this focal area may also wish to obtain a Graduate Certificate in Nonprofit Management
- Possible PPPM Courses:
 - PPPM 522 Grant Proposal Writing
 - PPPM 525 Project Management
 - PPPM 526 Strategic Planning for Management
 - PPPM 546 Socioeconomic Development Planning
 - PPPM 548 Collaborative Planning and Management
 - PPPM 555 Social Planning and Policy (topic)
 - PPPM 565 Program Evaluation
 - PPPM 581 Fundraising for Nonprofit Organizations
 - PPPM 586 Philanthropy and Grant Making
 - PPPM 680 Managing Nonprofit Organizations
 - PPPM 684 Public and Nonprofit Financial Management
 - PPPM 687 Nonprofit Board Governance

Public Policy

- Affiliated Faculty: Laura Leete, Renee Irvin, Grant Jacobsen, Nicole Ngo
- Components
 - Public policy
 - Assessment and evaluation
 - Public management
- Note: Students pursuing this option may also want to consider a dual degree in the Master of Public Administration program
- Possible PPPM Courses:
 - PPPM 544 Environmental Policy
 - PPPM 555 Social Planning and Policy (topic)
 - PPPM 560 Health Policy
 - PPPM 565 Program Evaluation
 - PPPM 628 Public Sector Economics
 - PPPM 629 Public Budget Administration
 - PPPM 633 Public Management

- PPPM 636 Public Policy Analysis
- PPPM 656 Quantitative Methods

Sustainable Cities

- Affiliated Faculty: Marc Schlossberg, Yizhao Yang, Rebecca Lewis, Rich Margerum, Bob Parker, Megan Smith,
- Sustainable Cities focuses on the planning, management and partnerships that help make cities more sustainable and resilient. Components:
 - Sustainable transportation and mobility
 - Climate action planning and carbon inventories
 - Land use and growth management
- Note: Students pursuing this option may also want to consider a dual degree with the Oregon Leadership in Sustainability Graduate Certificate Program
- Possible PPPM Courses:
 - PPPM 538 Transportation Issues in Planning (Bicycle Planning)
 - PPPM 541 Growth Management
 - PPPM 542 Sustainable Urban Development
 - PPPM 645 Sustainable Cities

Sustainable Transportation

- Affiliated Faculty: Marc Schlossberg, Yizhao Yang, Rebecca Lewis,
- Sustainable Transportation focuses on the range of modes and approaches to increasing mobility in cities through a range of strategies. Components:
 - Sustainable transportation and mobility
 - Climate action planning and carbon inventories
 - Urban design
- Note: Students pursuing this option may also want to consider courses in Urban Design offered in the Departments of Architecture and Landscape Architectures
- Possible PPPM Courses:
 - PPPM 538 Transportation Issues in Planning (Bicycle Planning)
 - PPPM 542 Sustainable Urban Development
 - PPPM 607: Sustainable Transportation
 - PPPM 645 Sustainable Cities

Ecological Design

- Affiliated Faculty: Yizhao Yang, Marc Schlossberg, Ecological Design Faculty in AAA
- Ecological Design focuses on the planning, management and partnerships that help make cities more sustainable and resilient. Components:
 - Sustainable transportation and mobility
 - Climate action planning and carbon inventories
 - Land use and growth management
- Possible PPPM Courses:
 - PPPM 538 Transportation Issues in Planning (Bicycle Planning)
 - PPPM 541 Growth Management
 - PPPM 542 Sustainable Urban Development
 - PPPM 645 Sustainable Cities

C. Instructional delivery and scheduling: Courses shall be taught by fully qualified faculty, and appropriate instructors shall be assigned for core, specialized and elective courses. In general, most core 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.

Most core classes are taught by tenure track faculty and career non-tenure track faculty. The one exception is Legal Issues, which is taught by an adjunct instructor with many years of experience as a professional planner and hearings administrator.

Core courses are scheduled to not conflict and to maximize opportunities for students to take electives. All core courses are offered on an annual basis. Most elective courses are offered annually, unless the instructor is unable to teach the course. Special electives are periodically offered on a one-off basis when special opportunities arise. Courses are also scheduled to maximize opportunities for electives and allow students to pursue a dual degree (Planning and Public Administration).

D. 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.

PPPM is housed in Hendricks Hall, a short distance from Lawrence Hall, the center of the School of Architecture. The department's plant includes administrative and faculty offices, student work spaces, meeting areas, limited computing facilities, and room for informal gatherings. It does not include classroom spaces, which are assigned by the University's scheduling office. There are ongoing renovation efforts occurring across campus, and classrooms vary in quality from excellent to marginal.

There is very limited space for graduate teaching fellows, researchers, and institutes and centers associated with PPPM. The department has one classroom under joint control with Registrar's Scheduling, but this room is fully scheduled. The program also has no dedicated space for its Community Planning Workshop class. Students must meet in regular classrooms and move their material around. The only informal meeting space is poor quality informal meeting areas in the Hendricks Hall basement. The department's small computer lab is also located in a poor quality space in the basement.

In Fall 2016, when the Department fills two positions (one a new line) and current faculty return from sabbatical, the Department will not have enough offices on the first floor of Hendricks to house all of our tenure track faculty, internship directors, graduate coordinator and classified staff. The Department will have to move some individuals to the Hendricks basement or the Susan Campbell Hall basement. These may include:

- Full time staff working for the Community Service Center
- Undergraduate Advising GTF (poor image for recruitment)
- Graduate Coordinator (poor image for recruitment)

E. Information and technology: Students, faculty and staff shall have access to sufficient information systems and technology, and technical equipment 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 UO Libraries has a research collection of over 3 million volumes and over 17,000 journal subscriptions. It is the only Oregon member of the Association of Research Libraries. In addition to its large collection of planning-related journals, the Library provides access to many relevant bibliographic and full-text databases. The Library is also a depository library for publications of the governments of the United States, Canada, and the State of Oregon. It has developed specialized digital resources for the CRP program, including:

- Data for Local Communities website: <http://libweb.uoregonl.edu/dlc>
- Oregon Policy Directory: <http://libweb.uoregon.edu/govdocs/opd.html>
- Digital collections of Oregon local planning documents
<https://scholarsbank.uoregon.edu/dspace/handle/1794/1270>

The Library's liaison to the CRP program has developed a Planning research guide (<http://libweb.uoregon.edu/guides/planning/>) which identifies the Library's most significant resources. The library is host site for the Orbis Cascade Alliance, a consortium of thirty-four colleges and universities in Oregon and Washington with a shared catalog; and provides rapid interlibrary loan of books and electronic delivery of journal articles. The liaison librarian, who has over 30 years experience at the UO and the Library of Congress, provides frequent library instruction for CRP courses, and consults often with students on research strategies.

The PPPM Department has a small computer lab with 8 new computers (Mac-PC dual operating system), 2 scanners, and 2 printers (color and black and white). It is available at all times to students who apply for a key and pay a small lab fee. The department also owns two laptops and two computer projects that can be reserved by students on a short-term basis for presentations and projects. The department's conference room is equipped with an LCD screen, DVD player, VCR and equipment for computer projection.

The University provides server accounts for e-mail and web pages. The School of A&AA provides access to a full array of computing applications through its instructional and research laboratories located in Lawrence Hall, Pacific Hall, Hendricks Hall, and the Northsite complex. A&AA Computing Services staff maintain these resources as well as shared large-scale color plotters and high-resolution printers. Technical support is available through A&AA Computing Services, UO Information Services, and informal peer consulting. A&AA Computing Services staff maintain over 100 public computers around A&AA. It maintains two computing labs that are open to all A&AA students:

- The Design Computing Lab, 283 Lawrence Hall, with 20 Mac and Windows computers, many scanners, and one HP LaserJet printer.
- The A&AA Internet Cafe, 2 Windows computers and 5 Macs in Lawrence Hall.

STANDARD #5 - GOVERNANCE

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.

Governance of the Department is conducted under an Internal Governance Policy, which was developed by the faculty and approved in December 2014 (see Appendix). This policy defines the rights and responsibilities of various faculty, the rules for decision making and the guidelines for meetings. This policy was developed under the University's Collective Bargaining Agreement (CBA) and was approved by the School of AAA and the Provost. Monthly department meetings are open to all faculty, staff and students; unless there are confidential topics being discussed.

In 2015, the Department has revived a Student Advisory Board to improve participation and involvement of students in governance. An entity such as this had existed previously, but changed into a different role (the undergraduate Student Advisory Council is currently being reorganized as an undergraduate "booster" group). Students requested that a new Board be re-established and officially sponsored by the Department to ensure it would be an ongoing entity. The Department called for nominations and elections for six graduate members (two for each program). The Department also called for undergraduate nominations and decided to appoint all eight respondents. The SAB will be meeting at least twice per term.

The Department of Planning, Public Policy and Management includes three graduate programs and several undergraduate programs. Faculty are assigned to either the Community and Regional Planning group or the Public Administration/Nonprofit Management group. These groups oversee the governance of the individual programs and courses. Courses and issues that cross all programs are governed through Department meetings or committees.

CRITERIA:

- A. Program autonomy:** In accordance with customary university procedures, the planning faculty 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.

GUIDELINES

1. The planning Program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official.
2. In administrative units with multiple degree programs, however, the planning Program shall function as an independent entity with respect to most if not all administrative responsibilities.

The program's goals reflect the efforts of the CRP program to take advantage of its unique position within a Department that houses several graduate and undergraduate programs. However, the accredited CRP and MPA programs maintain separate objectives, and each program has its own director and faculty governance committee. Most decisions about core courses are made at a program level, while decisions about joint courses and electives are made collaboratively. This program autonomy is also described in the PPPM Internal Governance Policy (Section 8) under the administrative roles of the CRP Program Director:

- The Director of the Master of Community and Regional Planning Program is responsible for setting the standards and curriculum of the program in collaboration with the faculty. As the leaders of an accredited program, the Director together with the MCRP faculty committee has autonomy over program-specific decision making.
- The Director of the Master of Community and Regional Planning (MCRP) Program serves a 3 year term, which is renewable without term limits.
- Nominations for the Director position are called for by the Department Head and presented to the Master of Community and Regional Planning tenure track faculty, who vote on nominees. A tie vote will be broken by the vote of all tenure track faculty. In the event of a tie for both votes, the Department Head will make the final decision.

The process for hiring new faculty also reflects the autonomy of each program. The PPPM Internal Governance Policy (Section 6.1) notes:

Hiring of tenure track faculty will involve the participation and advisory votes of all tenure track faculty, but Department acknowledges the importance of programmatic autonomy for the purposes of professional accreditation. For this reason, tenure track faculty hires designated as either (1) MPA/MNM program core faculty or (2) CRP program core faculty will be decided by a majority vote of the core faculty in the program. In the case that the faculty is a joint hire of both programs, the hiring decision will be made by a majority vote of all tenure track faculty. The Department Head will also invite input from non-tenure track faculty.

B. 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.

The department head and program director is a tenured professor, and a member of the CRP faculty.

C. 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.

Communication with prospective students uses a multi-faceted approach that continues to evolve

- The program advertises on several web sites
- We maintain a web page and are working to make it more interactive through
 - Updating materials and pictures
 - Adding more stories and blogs
 - Adding videos and links to videos
- The program is experimenting with several new strategies to reach prospective students, but we are still developing and evaluating them:
 - Trying to develop more social media outreach
 - Exploring direct solicitation via purchased names and information
 - Exploring contacts with urban universities to increase diversity of applicants

- We hold open houses the first Friday of October, November, December and January. We offer a lunch and an overview of our programs. Most faculty attend this event along with our Internship Director and current students. Students are invited to mingle after the hour long introduction to talk with individual faculty and students. We have found this is a very successful recruitment strategy, but because we recruit nationwide, it is a barrier for many out of state students.

Communication with students is maintained via several avenues

- A student listserv serves as an important vehicle for announcements, events, and invitations to participate in program activities
- All students are invited to attend Department meetings
- There are current two standing committees that serve as important avenues for input:
 - Student Advisory Board (SAB): committee of graduate and undergraduate students that meet regularly with department leaders to discuss concerns, ideas and policies
 - Equity and Inclusion Initiative: committee of faculty, staff, graduate students and undergraduate students focused on improving the climate of the department to support equity and diversity. Initiative is co-facilitated by 1 faculty, 1 graduate student and 1 undergraduate student.

Communication with alumni:

- The Department produces two newsletters each year that are mailed to all alumni (and “friends of PPPM” for whom we have mailing addresses). The 8-12 page color newsletter profiles activities, provides alumni news, and serves as most important avenue for updates
- The Department maintains a PPPM Community LinkedIn page, which currently has about 600 members. This has not been fully utilized and the program is exploring other social media mechanisms for reaching alumni
- Alumni also receive School of AAA and UO publications, but for most alumni our newsletter is the primary means of communication
- The Department interacts with Eugene-Springfield area alumni on a more regular basis via:
 - Open houses and sponsored events (Eugene and Portland)
 - Networking night for new students (September)
 - Career panels
 - Annual PPPM Awards Ceremony (June)

Communication with other partners:

- We have maintained a Department Advisory Committee composed of alumni and professionals, which we involve in various aspects of the program. The role of members varies and we the best ways of involving them in our work has been an ongoing challenge
- The Department newsletter reaches many who work with the department but are not alumni
- The Community Service Center (CSC) serves as an important vehicle for maintaining contact with professionals around the state, including:
 - Local government staff and elected officials
 - State and federal agency staff
 - Nonprofit planning-related organizations
- The Sustainable City Year Program has been an important avenue for creating partnerships with individual cities, which has included: Gresham, Salem, Springfield, Medford and Redmond

D. Faculty and student participation: The Program shall provide faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. To the extent that these interested parties might raise substantive issues from time to time, 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.

Governance is by committee and department meetings. There are three program committees corresponding to the three programs in the department; they are responsible for curriculum, admissions, and policies for their respective programs

The program committees consist of program faculty:

- Community and Regional Planning (Director: Margerum)
- Public Administration (Director: Jacobsen)
- Nonprofit Management (Director: Irvin)
- Undergraduate (Director: Matthiesen)

There is a joint planning/public administration committee that selects graduate teaching fellows (GTFs) for teaching and research assistantships. Faculty members of the GTF committee are appointed by the department head; membership is also open to all interested students who have not applied for a GTF.

Personnel matters--new hires as well as retention, tenure, and promotion--are handled by ad hoc faculty-student committees appointed for each case according to the department's personnel policy. These committees are generally composed of faculty and students in the program area, with one faculty representative of the other program.

Department-wide issues are handled at department meetings. These regularly scheduled meetings (usually held monthly) are open to full participation by all faculty, staff, and students. Decisions are by consensus, within legal limitations (for example, those governing personnel matters).

As noted in the Outcomes Assessment Process (Part II, Section 9), the CRP program has been collecting data from students and alumni over several years to update its curriculum and improve the program. The main elements of this process have been:

- Annual surveys of students and alumni (3-5 years after graduation)
- Review and input from PPPM Department advisory committee
- Department faculty retreats
- Department meetings
- CRP faculty meetings

E. 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.

Expectations of program faculty are defined in the PPPM Criteria for the Evaluation of Tenure Track Faculty for Retention, Tenure and Promotion (2011 and 2015). The PPPM procedures, policies and

criteria are overseen and approved by the Office of Academic Affairs, and they conform to the latest Collective Bargaining Agreement approved by the University and United Academics.

To help with the start of their academic career, new faculty hires are offered:

- Reduced course load for newly hired faculty for 2 years
- Start up funding and/or graduate assistant support

Mentoring is handled on a case by case basis depending on the prior experience and needs of the faculty. Each year during the annual review by the Department Head, the approach to mentoring is reviewed. Several different options are offered to junior faculty, and most have been used

- Assigning a senior faculty member in the department as a formal mentor (least used option due to the limited number of senior faculty)
- Assigning an emeritus faculty member as a mentor (most used option), particularly Dr. Michael Hibbard and Dr. Jean Stockard
- Not designating a single faculty member, but using a range of faculty to mentor about relevant topics
- Finding mentors from other departments or universities (not utilized to this point)

In addition to Departmental support, the University also offers a range of mentoring opportunities:

- Meetings of new faculty to discuss junior faculty issues
- Meetings to identify external funding opportunities
- Teaching Effectiveness Program seminars and training sessions

F. 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.

Faculty grievances are handled by the Office of Academic Affairs through policies and procedures specified in University policies and the collective bargaining agreement.

Most problems encountered by students can be addressed through interactions with faculty, staff, program directors or the Department Head. On occasion, students may feel the need for further action, and may seek assistance from the School of Architecture and Allied Arts. The School follows the university policies and procedures, which are also defined in Oregon Administrative Rule Oregon Administrative Rule 571.003. The Department is exploring avenues for students to raise concerns related to department climate.

A separate grievance procedure is available to GTFs through their union, the Graduate Teaching Fellowships Federation. Information is provided in the department's General Duties and Responsibilities Statement for GTFs and all GTFs are informed of its availability on the Graduate School website.

The University also employs an Ombudsperson to hear any faculty, staff or student grievances and help provide advice for appropriate processes.

STANDARD #6 – PROGRAM 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 it articulated in its Mission and Strategic Plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, and in areas not listed below that are contained within program goals.

The CRP program uses program outcome data and ongoing monitoring to regularly assess the program and make adjustments to the curriculum, course content and teaching line up. The faculty rely on several primary sources of information:

- Student evaluations of teaching and the program
- Alumni evaluations of the program
- Meetings with employers and Internship Director to discuss student preparedness

These adjustments occur through:

- Regular meetings of the CRP faculty (4-6 times per year depending on need)
- Annual department retreat (yearly)
- During reaccreditation processes

CRITERIA:

A. Faculty research/scholarly contributions to the profession: The Program shall provide evidence of faculty contributions to the advancement of the profession through research (theoretical and applied) and scholarship.

As noted in the seven year summary of activities (Tables 3.E and 3.F), the tenure track faculty in the CRP program are very active. Indicators of scholarly contribution among the tenure track and research active non tenure-track faculty over the seven years includes:

- Over 90 refereed journal articles
- Over 20 book chapters
- More than 9 published books
- Over \$12 million in funded research
- Over 290 external contracts and grants
- Over 230 presentations at conferences
- Over 300 plans and policy reports
- Over 270 presentations to external clients

B. Student learning and achievement: The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

- The CRP program undertakes an annual survey of all current students to assess their learning compared to key PAB objectives. The survey also includes questions about department climate, financial support, internships and advising and career support.
- The program also surveys alumni 2-5 years after graduation using the same set of criteria and program climate questions.

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

Table 6.C.1. STUDENT RETENTION RATES

Data from IR—September 2015

Academic Year		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Retention Rate*	Fulltime	77.8	93.8	94.1	95.2	87.5	93.3	100.0
	Part-time	100.0	25.0	n/a	n/a	n/a	n/a	n/a
	Dual degree	n/a	n/a	66.7**	100.0**	100.0	33.3	100.0

*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.

**First year graduates included in the numerator; if excluded 2009-10 = 33.3 and 2010-11 =60.0.

Table 6.C.2. GRADUATE STUDENT GRADUATION RATES

Data from IR—September 2015

Academic Year		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
# New Students Admitted who Enrolled*	Fulltime	16	17	21	24	15	15	14
	Part-time	4	0	0	0	0	0	1
	Dual degree	0	3	5	3	3	2	3
Graduation Rates								
Graduation Rate 2-year	Fulltime		50.0	64.7	71.4	75.0	66.7	60.0**
	Part-time		0.0	n/a	n/a	n/a	n/a	0.0
	Dual degree		n/a	33.3	80.0	66.7	0.0	50.0**
Graduation Rate 3-year	Fulltime			62.5	76.5	81.0	79.2	80.0**
	Part-time			0.0	n/a	n/a	n/a	n/a
	Dual degree			n/a	66.7	100.0	100.0	66.7**
Graduation Rate 4-year	Fulltime				81.3	88.2	85.7	79.2**
	Part-time				0.0	n/a	n/a	n/a
	Dual degree				n/a	66.7	100.0	100.0

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.

* These figures should match what is provided in Part II Table 4.A.

**Graduation rates are calculated using degrees awarded as of 9/4/15. Official degree numbers for 2014-15 will not be available until the end of October. Rates could increase if additional MCRP degrees are awarded for the summer 2015 term.

Table 6.C.3. NUMBER OF DEGREES AWARDED

Academic Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Degrees Awarded	14	14	12	17	29	28	17

D. Outcomes: The Program shall report student achievement and success after graduation in at least the areas specified below:

The UO CRP program assesses student achievement via graduate satisfaction surveys, student employment rates, AICP certification pass rates, graduate service, graduate applicant trends, student survey questions, and regular meetings to discuss student performance, program structure and course content.

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.

The UO program periodically conducts an on-line survey of alumni. The survey is based on the student assessment questions, but asks graduates to reflect on their education 2-5 years after graduation. Graduates are also asked to report on department climate and experience. Several adjustments were made to our survey methods:

- Starting with the 2010 alumni cohort the survey was modified
 - To create consistent climate questions across all graduate programs
 - To align survey with new PAB criteria
- Starting with the 2011 alumni cohort, the Department began using email address information compiled by our Internship Director (Rhonda Smith), which significantly increased the number of responses

2. Graduate Employment: The Program shall document the percentage of graduates who secure employment within one year of graduation in professional planning, planning-related, or other positions, and the definitions thereof.

TABLE 6.D.2. STUDENT EMPLOYMENT DATA

Data compiled by Rhonda Smith (September 2015)

Graduation Years Ending		June 2010	June 2011	June 2012	June 2013	June 2014
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	11	15	22	24	15
	Percent	92%	88%	76%	86%	88%
Graduates who pursue further education within 1 year of graduation.	Number	0	1	2	1	0
	Percent		6%	7%	3.5%	
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	0	1	4	2	2
	Percent		6%	14%	7%	12%
Graduates with unknown employment status	Number	1	0	1	1	0
	Percent	8%		3%	3.5%	
Total	Number	12	17	29	28	17
	Percent	100%	100%	100%	100%	100%

3. Graduate certification: The Program shall document the percentage of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data.

Table 6.D.3. AICP Exam Data

Graduation Years Ending	June 2008	June 2009	June 2010	June 2011	June 2012
Master's program graduates who take the exam within 3 years of graduation					
# who take exam	1	0	2	0	0
% of takers who pass the exam	0%		100%		

4. 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, such evidence obtained between 2 and 5 years after graduation.

1. Heidi Beierle, 2011,
 - Member and Volunteer Women in Transportation Seminar
 - WTS Portland Chapter Transportation YOU Super Facilitator
 - WTS Portland Chapter Scholarship Committee
2. Lauren Siller King, 2012
 - NEDCO, Board Member
 - Friends of Trees, Member
3. Monique Lopez, 2012
 - Founder, Dreamer & Doer Placemaking Collective: a group of community visionaries in San Diego who are working towards a better built and imagined environment.
4. Aaron Harris, 2013
 - Commissioner, City of Medford Multicultural Commission

5. Other outcome(s) identified by the Program: The Program shall identify, target, and report results for one or more additional outcomes related to program goals not already identified above.

Student Applications, Admissions and GPA

	Year of Entry						
Indicators	2009-10	2010-11	2011-12	2012-13	2013-14	2014 – 15	2015-16
Applicants	91	130	121	102	109	68	68
Admitted	53	61	66	72	78	56	54
Enrolled	20	26	27	18	17	18	24

Applicant GRE Scores

CRP APPLICANT Average GRE Scores (all scores aligned to new scale)							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
# with GRE Scores	18	23	12	41	60	36	43
GRE Quant	161	161	161	157	154	152	154
GRE Verbal	157	156	156	157	156	155	156
GRE Writing	4.4	4.3	4.3	4.2	4.0	4.1	4.0

CRP ADMITTED Average GRE Scores (all scores aligned to new scale)							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
# with GRE Scores	3	6	2	8	8	11	16
GRE Quant	163	157	159	153	151	148	151
GRE Verbal	160	157	160	157	156	155	158
GRE Writing	5.0	4.2	5.0	4.4	4.7	3.9	4.3

CRP ENROLLED Average GRE Scores (all scores aligned to new scale)							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
# with GRE Scores	3	6	0	7	8	10	14
GRE Quant	163	157	n/a	153	151	148	151
GRE Verbal	160	157	n/a	158	156	155	158
GRE Writing	5.0	4.2	n/a	4.4	4.7	3.8	4.3

Prepared by: UO Office of Institutional Research—Source: Student Data Warehouse, 11/9/15

Student Cumulative GPA by Year Admitted

	2009	2010	2011	2012	2013	2014	2015
COUNT	17	22	25	17	15	16	na
AVG UO GPA	3.66	3.51	3.62	3.76	3.61	3.51	na

Student Support

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014 – 15
Scholarships to CRP Students	Not available	Not available	Not available	Not available	\$16,280	\$15,259	\$15,605
GTF Support for CRP (estimated)	9-11 terms	9-11 terms	10-12 terms	10-12 terms	10-12 terms	10-12 terms	10-12 terms

Alumni Survey: 2007-2009 Graduates (2-5 Years After Graduation)

Statement	2007 n=5	2008 n=5	2009 n=5
I found the program flexible	3.8	4.4	4.4
The department was supportive of student diversity	3.5	4.4	4.0
Faculty were available	4.0	4.6	3.4
I had good access to computers/equipment	3.8	4.4	3.2
There was a sense of community in the department	4.3	4.8	4.4
I found the coursework rigorous	2.3	4.0	3.8
The program exposed me to relevant theories	3.3	4.2	4.0
The number of core (required) classes was appropriate	3.8	4.2	4.0
There was a good choice of electives	2.8	3.4	4.2
I had a valuable internship experience	4.0	4.3	3.4
I had good job search support	2.7	4.6	2.4
Overall I was satisfied with the program	3.3	4.8	4.0

Scale: **1**-Strongly disagree, **5**-Strongly agree

Importance in my PPPM Training	2007 n=5	2008 n=5	2009 n=5
Written communication	3.8	4.6	4.0
Presentations and public speaking	4.4	4.8	4.4
Decision-making and Problem Solving	3.4	4.4	3.6
Teamwork and Collaboration Skills	4.4	4.8	4.4
Quantitative & Statistical Techniques	3.2	3.8	3.4
Applied Research (Design & Collection)	3.4	3.6	3.8
Analysis/Linear Thinking Skills	3.2	4.4	3.4
Geographic Information Systems (GIS)	3.6	4.0	3.6
Economic Principles & Applications	2.8	3.4	3.0
Budgeting & Management	2.4	3.4	2.4
Program Planning & Evaluation	3.2	3.6	4.0
Organizational Design & Management	2.8	3.5	3.2
Legal Aspects of Practice	3.8	3.8	3.4
Administrative Structures	2.8	3.3	2.6
Ethics of Professional Practice	2.8	3.8	3.2
Policy Making Process	3.2	4.0	2.6
Respect for Diverse Views & Ideologies	3.6	4.2	3.4
Information Management	3.2	3.4	3.0
Working with the Public	4.0	4.6	4.0
Analysis of Plans, Policies & Programs	3.8	3.8	3.6

Scale: **1**-Very Poorly Prepared, **5**-Very Well Prepared

Alumni Survey: 2007-2009 Graduates (2-5 Years After Graduation)

Importance in my Profession	2007 n=5	2008 n=5	2009 n=5
Written communication	4.6	5.0	4.6
Presentations and public speaking	4.6	4.6	4.4
Decision-making and Problem Solving	4.6	5.0	4.8
Teamwork and Collaboration Skills	4.8	5.0	4.0
Quantitative & Statistical Techniques	3.6	4.0	2.6
Applied Research (Design & Collection)	3.6	3.6	3.0
Analysis/Linear Thinking Skills	4.0	4.6	3.6
Geographic Information Systems (GIS)	3.8	4.0	2.4
Economic Principles & Applications	3.4	4.2	3.4
Budgeting & Management	3.6	4.4	4.0
Program Planning & Evaluation	3.6	3.8	3.6
Organizational Design & Management	3.4	4.0	3.6
Legal Aspects of Practice	3.2	3.4	2.6
Administrative Structures	3.0	3.2	3.2
Ethics of Professional Practice	3.4	4.5	3.8
Policy Making Process	3.6	4.2	4.0
Respect for Diverse Views & Ideologies	4.2	4.6	4.2
Information Management	4.0	4.4	3.3
Working with the Public	4.0	4.6	4.2
Analysis of Plans, Policies & Programs	3.2	4.4	4.4

Scale: 1-Very Unimportant, 5-Very Important

Alumni Survey: 2010-2013 Graduates (2-5 Years After Graduation)

Questions	2010 n=8	2011 n=12	2012 n=14	2013 n=28
Please rate your overall satisfaction with the PPPM Department	3.3	3.8	4.4	4.2
Sense of community within the department	3.3	3.4	4.6	4.0
Amount of rigor in coursework	3.0	3.3	4.2	3.9
Efforts to promote a diverse, inclusive community	3.0	3.9	3.9	3.8
Number of required (core) courses	3.6	3.5	4.2	3.9
Availability of elective offerings	3.6	3.5	3.7	3.3
Availability of faculty	3.1	3.7	4.1	3.6
Flexibility of program	3.6	4.1	4.4	4.1
Availability of technology (labs, equipment)	3.4	3.7	3.8	3.6
Job search support	3.6	3.7	4.3	4.1

Scale: 1-Very dissatisfied, 5-Very satisfied

Rate Your Skills:	2010 n=8	2011 n=12	2012 n=14	2013 n=28
Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have	4.1	4.5	4.3	4.5
Appreciation of the behaviors and structures available to bring about sound planning outcomes	4.0	4.0	3.6	3.9
Appreciation of the legal and institutional contexts within which planning occurs	3.6	3.9	3.0	3.8
Understanding of the growth and development of places over time and across space	3.8	4.1	3.9	3.9
Understanding of the 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	4.0	3.7	3.7	3.8
Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions	3.1	3.4	3.4	3.4
Research	3.9	3.7	3.8	3.8
Written, oral, and graphic communication	4.0	4.4	4.2	4.4
Quantitative and qualitative methods	3.4	3.9	3.8	3.6
Plan creation and implementation	3.9	3.9	4.0	4.0
Planning process methods	4.4	4.1	3.6	3.9
Leadership	3.5	4.1	3.9	3.7
Professional ethics and responsibility	4.4	4.5	4.1	4.0
Governance and participation	4.0	4.2	3.9	3.8
Sustainability and environmental quality	3.8	4.2	4.1	3.8
Growth and development	3.8	4.2	3.9	3.7
Social justice	3.4	3.4	3.6	3.5

Scale: 1-Very poor, 5-Excellent

PPPM Student Survey (End of Final Year in Program): 2009 - 2015

Based on your experience, do you feel you have received sufficient training in...	Final Year				
	2009 n=15	2010 n=8	2011 n=20	2012 n=14	2013 n=20
History and Theory of Planning	3.5	3.1	3.8	3.6	4.4
Administration/Legal/Political Dimensions	3.5	4.0	3.9	4.1	4.1
Familiarity with Specialized Knowledge	3.4	3.6	3.9	3.8	3.9
Problem Formulation and Research Skills	3.6	4.0	4.2	4.1	4.1
Quantitative Analysis & Computer Skills	2.9	3.6	3.6	3.6	3.5
Written/Oral & Graphic Communication	4.1	4.4	4.2	4.4	4.2
Collaborative Problem Solving	3.7	4.3	4.4	4.4	4.4
Synthesis of Knowledge to Practice	3.2	4.1	4.2	3.7	4.2
Equity	3.7	3.9	3.7	3.3	3.9
Government & Citizen Participation	3.7	4.4	3.9	3.9	4.1
Respect for Diversity of Views & Ideology	4.1	4.0	3.8	3.6	4.1
Conservation of Natural Resources	2.9	3.8	3.7	3.9	3.6
Ethics of Professional Practice & Behavior	3.6	3.9	3.7	3.6	4.0
Planning Work Experience	3.1	4.0	3.8	3.9	4.0

Scale: **1**-strongly disagree, **5**-strongly agree

Based on your experience, do you feel you have received sufficient training in...	Final Year	
	2014 n=9	2015 n=13
Appreciation of the purpose and meaning of planning	4.7	3.9
Appreciation of planning theory	4.1	3.6
Appreciation of planning law	2.9	3.2
Understanding of human settlements and the history of planning	4.1	3.4
Understanding of differing approaches to planning across world regions	2.6	2.6
Research skills	4.0	3.5
Written, oral, and graphic communication	4.3	4.0
Quantitative and qualitative methods skills	4.1	3.6
Plan creation and implementation skills	4.0	3.7
Planning process methods skills	4.0	4.0
Leadership skills	4.3	3.9
Understanding of professional ethics	4.2	3.8
Understanding of governance and public participation	4.2	3.8
Understanding of sustainability and environmental quality	4.1	3.6
Understanding of the factors in urban and regional growth and change	4.2	3.8
Appreciation of equity concerns in planning	4.2	3.6

Scale: **1**-Very poor, **5**-Excellent

Faculty Research (Office of Research Services Data)

	2009	2010	2011	2012	2013	2014	2015
External Awards PPPM TT Faculty PPPM NTT Faculty CSC Staff	848,787	1,074,314	633,264	1,776,640	3,443,748	1,927,674	2,032,107
External Research Awards CRP Faculty Only	269,807	422,661	295,540	532,950	655,178	1,311,382	952,774

Experiential Learning

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Sustainable City Year Partner	Gresham	Salem	Springfield	Springfield	Several	Medford	Redmond
CRP Classes with SCYP Focus	7	11	6	4	3	12	TBA

Community Service Center Total Support

FY14

July 2013 - June 2014

	# of each	Wages	OPE	Combined
Student interns	45	50,741.05	2,847.72	53,588.77
GTFs	7	40,767.53	68,332.94	109,100.47
RARE Participants*	25	384,000.00	31,548.87	415,548.87
TOTALS		475,508.58	102,729.53	578,238.11

FY15

July 2014 - June 2015

	# of each	Wages	OPE	Combined
Student interns	47	55,281.63	2,567.26	57,848.89
GTFs	7	37,855.61	63,843.88	101,699.49
RARE Participants*	25	393,750.00	32,219.22	425,969.22
TOTALS		486,887.24	98,630.36	585,517.60

*RARE: Resource Assistance for Rural Environments—an AmeriCorps funded year long internship program with matching funding from local jurisdictions. AmeriCorps participants are eligible for a graduate stipend and they can apply Internship credits towards their CRP degree. Approximately 1-3 RARE students enter the MCRP program each year, and 1-2 students pursue RARE after graduation.

CRP Student Internships: 2011-2015

Nonprofit Sector

National Housing Conference	Washington, D.C
Center for Regional Economic Competitiveness	Washington, D.C.
Water Environment Research Foundation	Washington, D.C.
Atlanta Beltline	Atlanta, GA
Living Islands	Lake Oswego, OR
NEDCO	Springfield, OR
Renewable Northwest	Portland, OR
Beyond Toxics	Eugene, OR
Lane Coalition Healthy Active Youth	Eugene, OR
The Resource Innovation Group	Eugene, OR

Private Sector

Lobby Oregon	Eugene, OR
Cameron McCarthy Landscape Architects & Planning	Eugene, OR

Public Sector

White House/Council on Environmental Quality	Washington, D.C.
Colorado Department of Local Affairs	Denver, CO
National Park Service	Denver, CO
LSU Coastal Sustainability Studio	Baton Rouge, LA
Montana Department of Agriculture	Helena, MT
San Francisco Municipal Transportation Agency	San Francisco, CA
Y-PLAN/University of California—Berkeley	Berkeley, CA
Summer Transportation Internship Program for Diverse Groups—U.S. Department of Transportation, Region 10	Seattle, WA
City of Seattle Department of Planning	Seattle, WA
Twin Falls Parks & Recreation Department	Twin Falls, ID
Oregon Fellows—Oregon Department of Transportation, Oregon Watershed Enhancement Board, Oregon Employment Department	Salem, OR
Oregon Department of Land Conservation and Development	Salem, OR
City of Dunes City	Dunes City, OR
City of Cottage Grove	Cottage Grove, OR
City of Coburg	Coburg, OR
City of Springfield Transportation	Springfield, OR
Metropolitan Wastewater Management Commission	Springfield, OR
Willamalane Park and Recreation District	Springfield, OR
Lane County Health & Human Services	Eugene, OR
City of Eugene—Planning, Transportation, Historic Preservation, Community Development, Neighborhood Services	Eugene, OR
Lane Transit District	Eugene, OR
Lane Council of Governments	Eugene, OR
Oregon Department of Environmental Quality	Eugene, OR
UO Campus Planning	Eugene, OR
Oregon Regional Solutions	Eugene, OR
Oregon Partnership for Disaster Resilience	Eugene, OR
U.S. Army Corps of Engineers	Eugene, OR

CRP Graduate Employment (Students graduating in 2014 and 2015)

Nonprofit Sector

Position Title	Employer	Location
Conservation & Stewardship Associate	Triangle Land Conservancy	Durham, NC
Transportation Planning Specialist Chattahoochee River National Recreation Area	Eno/National Park Foundation	Sandy Springs, GA
Planner	City of San Pablo	San Pablo, CA
Community Committees and Public Affairs Coordinator	Northeast Coalition of Neighborhoods	Portland, OR
Executive Director	Deschutes River Alliance	Portland, OR
Transportation Service Specialist	Ride Connection	Portland, OR
Business Relations Manager	Westside Transportation Alliance	Beaverton, OR

Private Sector

Position Title	Employer	Location
Landscape Designer	Beals + Thomas	Southborough, MA
Project Assistant	Mercy Housing California	San Francisco, CA
Associate I/GIS Specialist	Nelson\Nygaard	Portland, OR
BIM/CAD Specialist	Catena Consulting Engineers	Portland, OR
Real Estate Services Representative	CBRE	Portland, OR
Assistant Project Manager	Yorke & Curtis General Contractors	Beaverton, OR
Director of Economic Development	Eugene Area Chamber of Commerce	Eugene, OR
Associate Planner	Cameron McCarthy Landscape Architecture & Planning	Eugene, OR

Public Sector

Position Title	Employer	Location
Campus Transportation Planner	Old Dominion	Norfolk, VA
Sustainability Compact Coordinator	City of Cambridge	Cambridge, MA
Transportation Planning Technician	Santa Cruz County Transportation Commission	Santa Cruz, CA
Associate Planner	Tahoe Regional Planning Agency	Stateline, NV
Southeast Sovereign Lands Coordinator	State of Utah Department of Natural Resources	Moab, UT
Watershed Program Manager	Colorado Department of Local Affairs	Denver, CO
Outreach Specialist—Commuteride	Ada County Highway Division	Boise, ID
Code Analyst	City of Seattle Planning	Seattle, WA
Research Specialist	Oregon DEQ	Portland, OR
Regulatory Project Manager	U.S. Army Corps of Engineers	Eugene, OR
Project Research Assistant	UO Community Service Center	Eugene, OR
Assistant Planner	Lane County	Eugene, OR
Hatfield Fellow/Rural Liaison	Lane County Economic Development	Eugene, OR
Assistant Planner	City of Eugene	Eugene, OR

STANDARD #7 - PROGRESS

The key elements of an outcomes-based assessment plan include making decisions about programmatic changes based on analyzing the outcomes data collected, and by connecting the changes made to long-term objectives, including those objectives that aim towards excellence.

The CRP Program at the University of Oregon has used a multi-faceted outcome assessment plan. We rely on several of the indicators outlined in this assessment plan. We also rely on ongoing interaction and discussions to identify trends and understand how our curriculum and research can respond appropriately. This interaction includes:

- Extensive interaction by Community Service Center staff with professionals across the State of Oregon
- Extensive interaction by Sustainable City Year faculty with professionals across the State of Oregon
- Interaction with internship supervisors, employers, and supervisors via our Internship Director
- Interactive events discussing current issues in our professional fields, including:
 - Career panels
 - Networking night
 - Alumni events
- Regular meetings among CRP faculty to discuss student issues and concerns and common problems with issues such as Terminal Project

CRP Program Goals and Objectives

1. Create a supportive, rigorous and richly experiential learning environment that prepares students to become leaders in planning related fields
 - 1.1. Recruit an appropriate number of high quality students
 - 1.2. Ensure a positive educational climate
 - 1.3. Provide for rich experiential learning opportunities
 - 1.4. Prepare students for planning related careers
 - 1.5. Prepare students for professional planning practice
2. Advance the state of knowledge in the field of planning by engaging in innovative planning-related scholarship
 - 2.1. Maintain strong record of externally funded research
 - 2.2. Maintain strong publication record
 - 2.3. Demonstrate leadership in the profession

Outcomes Assessment Plan

Goal 1: Create a supportive, rigorous and richly experiential learning environment that prepares students to become leaders in planning related fields				
Outcome/ Objective	Performance Indicator/Measurement Tool	Benchmark and Timeframe	Results	Analysis/Action Plan
Recruit appropriate number of high quality students	1. Number of applications 2. GRE scores of applicants 3. UG GPA of applicants	Benchmark: 25-30 students in top tier	<ul style="list-style-type: none"> Application rates recently declined Have been able to maintain 20 students per year, but requires significantly more effort Ongoing challenge to recruit very top students Need more funding for recruitment 	<ul style="list-style-type: none"> New graduate coordinator to help with recruitment Experimenting with graduate tuition reductions CRP applications for Promising Scholar program
Ensure a positive and welcoming educational climate	4. Student diversity 5. Faculty diversity 6. PPPM Student Survey 7. Department Climate Assessment by UO Graduate School	Benchmark: Student data and feedback Faculty data Biannual survey trends	<ul style="list-style-type: none"> Variable success with student diversity recruitment Good diversity among faculty Ongoing limitations related to graduate financial support Ongoing concerns about diversity and supportive environment 	<ul style="list-style-type: none"> New graduate coordinator--help with recruitment, admissions and support Started Equity and Inclusion Initiative in 2015 taking lead on strategies and recommendations Use tuition discounts for recruitment of diversity
Provide rich experiential learning opportunities	8. Annual CPW projects and funding 9. CRP Classes partnering with SCI	Benchmark: Annual reporting	<ul style="list-style-type: none"> Excellent track record with both programs 	<ul style="list-style-type: none"> Work with CSC to better integrated educational programs and help address ongoing structural debt
Prepare students for planning related careers	10. Employment rates within 1 year of graduation 11. Job placement	Benchmark: 85%	<ul style="list-style-type: none"> Good rates through economic recession Improving in % and quality Many not in job sector have unique issues (e.g., personal circumstances) Employment has been a reason for some students taking longer to graduate 	<ul style="list-style-type: none"> Increased FTE of Internship Coordinator has resulted in positive outcomes Introduced internship and career planning earlier in program Developed "net night" networking opportunity
Prepare students for professional planning practice	12. AICP Pass Rates (AICP Reported) 13. Survey of Alumni 14. Alumni feedback	Benchmark: 100% of those who take exam	<ul style="list-style-type: none"> Very good pass rates over history of report Few alumni choose to take the AICP exam Career readiness needs: communication, public engagement, current planning Concerns about graduate electives 	<ul style="list-style-type: none"> Continue to promote linkage with APA emerging planners Explore curriculum changes Offer more graduate only electives and non-environmental electives

Goal 2: Advance the state of knowledge in the field of planning by engaging in innovative planning-related scholarship				
Outcome/Objective	Performance Indicator/Measurement Tool	Benchmark and Timeframe	Results	Analysis/Action Plan
Maintain strong record of externally funded research	15. Number of grants 16. Externally funded research	Benchmark: maintain current pace	<ul style="list-style-type: none"> • Strong record of external funding • Strong record of grant applications • Limited internal funding opportunities 	<ul style="list-style-type: none"> • Continue to support junior faculty • Search for new department-wide and university-wide collaborative research • Work with Office of Research Services to identify new funding sources
Maintain strong publication record	17. Peer reviewed publications 18. Scholarly books	Benchmark: maintain current pace	<ul style="list-style-type: none"> • Strong record to publications • Opportunities to leverage service work into publications • Need to increase publicity related to faculty research 	<ul style="list-style-type: none"> • Increase publications on experiential work • Work with CSC and SCI to identify publication partnership opportunities • Improve communication regarding faculty research
Demonstrate leadership in the profession	19. Leadership roles in national level activities 20. Leadership roles in Oregon	Benchmark: <ul style="list-style-type: none"> • Increase leadership profile in ACSP • Increase state leadership profile • Better publicize niche as innovative, experiential program 	<ul style="list-style-type: none"> • Growing prominence in experiential learning efforts related to SCI • New roles being assumed by faculty in ACSP • New partnerships being explored with Oregon agencies 	<ul style="list-style-type: none"> • Continue supporting national leadership roles that will increase the profile of the planning program • Explore partnership opportunities and more formal arrangements with state agencies • Working with School of AAA to increase communication

CRITERIA

A. Progress towards goal attainment: The Program shall demonstrate its progress since the last accreditation review in meeting program goals and objectives as measured by performance on the outcomes identified in Standard 6.

In the 2009 accreditation review, there were no criteria that were not met. There were three partially met criteria: statement of diversity goals, physical facilities and financial resources.

1. Statement of diversity goals

This was addressed shortly after our accreditation review in 2009. We updated our mission statement and reviewed our diversity content in 2010 and 2013. In 2015, the Department launched an Equity and Inclusion Initiative to address ongoing concerns brought forward by the students. Responses to these concerns have included; additional diversity issues and responses are summarized in the next section.

- Teaching workshops on facilitating difficult conversations
- Review of all syllabi to identify opportunities for increasing content related to diversity and equity
- New funding to increase recruitment and retention
- Initiation of a Code of Conduct exercise for all new graduate students

2. Physical facilities

The physical facilities continue to be a challenge for the program. These issues include:

- Poor quality of graduate student office space
- Lack of dedicated classrooms, especially for applied project teams
- Poor quality of computer lab and student work spaces (emphasized in current student feedback)

Several changes have improved the situation in Hendricks Hall in response to the PPPM Department accreditation review in 2013:

- New paint, carpet, and flooring throughout first floor
- Renovation of 40 seat classroom in Lawrence Hall with priority for PPPM
- Modest painting and improvements in Hendricks Hall basement

The Department is working with the School of AAA and the University to secure the second floor of Hendricks Hall when the Career Center moves into a new building in 2-3 years. In the meantime, the entire department faces significant space issues. The addition of two faculty in Fall 2016 (one a new line) and two faculty returning from sabbatical, will leave us with inadequate space for our PPPM faculty and staff.

3. Financial Resources

In the last accreditation, the site review team raised concerns about inadequate resources for CRP faculty in the program. Through Department, School and University initiatives, faculty compensation has improved considerably so that most faculty are close to peer institution salaries. This has been achieved through:

- Several special faculty and merit pay increases
- Retention offers to retain high performing faculty
- Regular cost of living and merit increases under new faculty collective bargaining agreement

Remaining challenges include:

- Limited resources for research initiatives
- Lack of resources for graduate recruitment

B. Programmatic changes: The Program shall document programmatic changes recently completed or currently underway to advance the outcomes identified in Standard 6.

Based on student surveys, alumni surveys, consultation with employers and assessment of student work, the CRP faculty identified several issues over the past 7 years resulting in programmatic changes.

Diversity, Equity and Inclusion

Several years ago, the CRP faculty identified the need to increase course content and offerings to address issues of diversity and equity. In response the program introduced:

- PPPM 532: Justice and Urban Revitalization
- PPPM 552: Public Participation in Diverse Communities

In 2013, the CRP faculty also recognized that the curriculum needed to better integrate issues of diversity across its content. In response, several courses were amended to address gaps—including:

- Increasing the content focusing on race, ethnicity, gender and gender identity in Human Settlements
- Increasing content on environmental justice and engaging diverse communities in Intro to Planning
- New workshops on working with diverse teams in Community Planning Workshop

In 2015, students across all PPPM programs raised concerns about the need to further address equity and diversity issues. This led to a joint faculty-student Equity and Inclusion Initiative that has been working to improve the department climate. The Initiative also worked to identify courses and materials that could help to further increase the content on this topic. In response, the program made several changes:

- Introduction to Planning: In 2015, new topics added on housing and housing discrimination; new content and readings on urban segregation, redlining, and environmental justice
- Human Settlements: Course taken over in 2015 by Gerardo Sandoval, whose work on community development and minority communities and urban history better align with the course content. The course also has more emphasis on issues related to minority communities
- Additional workshops Community Planning Workshop focused on team building and team diversity

Ongoing work includes:

- Review social justice content in Legal Issues
- Examine content across elective offerings
- Workshops on teaching, managing difficult conversations, group interaction

GIS Preparation

Recognizing that GIS was increasingly becoming a key need for graduates, the faculty introduced Planning Analysis II in place of the Plan Making course. The goal was to integrate analysis with the process of making and evaluating plans spatially. Over time, it was clear that some students were entering with GIS skills and some needed a more advanced class. The faculty considered several options, reviewed course comments, and surveyed students about preferred options. We found that students in both our graduate program and undergraduate PPPM major wanted to be able to take a GIS sequence. As a result we introduced a GIS requirement that could be fulfilled by two options:

- PPPM 534: Urban GIS (winter)
- PPPM 508: Advanced Urban GIS (spring)

This sequence also allows students to take a two course GIS sequence in their first year.

Research Methods

Discussions among faculty highlighted ongoing challenges with advising students for their Terminal Projects. In reviewing student surveys and discussing the structure with students, we determined that a three course sequence: Research Methods (4 cr), Research Colloquium I in Spring (1 cr) and Research Colloquium 2 in Fall (2 cr) was not adequately preparing students. As a result, the program created a two course research methods sequence:

- PPPM 620 Research Methods 1 (4cr, Spring) General introduction to research methods and exposure to both quantitative and qualitative approaches
- PPPM 621 Research Methods 2 (4cr, Fall) More intensive course focused on guiding students through the process of preparing a research proposal for their Terminal Project

Professional Development

With increasing demands for students to be prepared for a professional program and begin their process of internship development and career development, the program refined its professional development course and integrated it with the Public Administration and Nonprofit Management programs. This new structure was developed with student feedback and has received positive responses, but there is additional need for communication and graphic skills

- PPPM 623 Professional Development (1cr, Fall) Computer skills: Excel, Word (shared documents), PowerPoint (presentations). Preparing for internship and job searches
- Writing Coach: instructor hired to work with students on a referral basis, in student teams and other settings on writing to improve overall written communication

Land Use & Growth Management Requirement

Our students work in a wide range of fields, including nonprofit sector, federal agencies and state agencies. Therefore, it was deemed that a wider range of options to address land use and design would be more appropriate. The program had previously had a land use or design requirement with four possible course available. In 2014, the CRP faculty considered dropping the Land Use requirement altogether, so we polled students and recent alumni. There was very strong support for retaining a land use requirement, and alumni feedback indicated it was important to be exposed to some elements of local or regional land use issues. Overall, there was mixed support for a one course design requirement. Furthermore the designated design classes were not always being offered, and we were not sure we would be able to maintain a design class taught by CRP faculty. In response we changed the option to requiring either the Land Use Policy class or Growth Management class.

C. Strategic issues for the next 5-7 years: The Program shall identify the critical steps needed to advance its goals and progress during the next reaccreditation period.

Terminal Projects

Some students do an excellent job with their terminal project (professional paper), including some who have published jointly with faculty. Many students are able to undertake a good project with considerable support and guidance. However this requires a significant portion of the curriculum to focus on research methods, limiting options for other course work. This heavy emphasis on research methods and a professional paper may not be the best career preparation for many students. Furthermore, failure to complete a final project is one of the most common reasons for the delay or failure of student to complete their degrees. Faculty are considering making the Terminal Project optional, which would free up 8 core credits in the program. Consultation with students on this proposed change has revealed strong opposition, but the following options available in this scenario have not yet been discussed with students:

- Students with adequate skills and a willing advisor could complete a terminal project (8 credits)
- Students choosing a course work option could add other core classes:
 - Land Use Policy (graduate only)
 - Public engagement or Collaboration class (possibly graduate only)
- The course line up could be designed so that all core classes could be taken in one year, creating several opportunities for students:
 - Concurrent degree students could complete all CRP coursework in one year, making it easier to complete the concurrent degree without mixing courses across programs
 - This could lead to future flexibility related to residency, where students complete CRP core class in one year and complete elective requirements on-line or in a different location

Faculty Hiring

In response to a 10 year review of the program, the Department of PPPM identified the need to hire four new tenure track faculty in the department. In 2015, the department was granted a new tenure track position in Nonprofit Management. Two of the remaining faculty positions will likely have strong planning affiliations. At the same time the University has called for the hiring of 80-100 new faculty to address critical research needs. The CRP faculty are very active researchers and a targeted new hire could significantly increase research. These key hires could also improve the ratio of tenure track faculty and increase graduate-only electives. This raises questions about how to prioritize hires that could include positions related to:

- Natural hazards
- Natural resources planning
- Transportation
- Real estate development/sustainable cities

Experiential Learning

Our assessment is that the University of Oregon has developed some of the most robust and innovative experiential learning programs in the United States. However, there are several challenges facing these programs:

- Ongoing challenges to fund these programs
- Difficulties with continuing to develop funding partners
- Need to develop better strategies for publicizing experiential learning models and approaches
- Increased emphasis on utilizing experiential work for a research and publication agenda

Skill and Knowledge Needs

Based on alumni surveys, forums, panels and consultation with our alumni a number of themes have emerged about the skills and needs necessary to train planners. The details of some of these issues and needs were fleshed out through a “drop in” meeting with Eugene-Springfield area employers and planners. There were over 20 attendees, many of whom had several decades of experience in local, state, federal and private sectors. The themes that have emerged from this consultation include:

- Need to better prepare student in public consultation methods and strategies. Our 2013 survey of current students also revealed support for introducing Public Participation or Collaborative Planning as a core required class, which the program is still considering. However, we believe it is important to maintain the 72 credit total course load, so this would require dropping another core class.
- Need for more design graphics and graphic communication skills
- Need to promote and encourage more concurrent degree options with students in Architecture and Landscape Architecture
- Need to prepare students to work with public generally in a range of settings, including conflict resolution and customer interaction using simulated professional experiences

Elective Offerings

Student surveys and input into the program has revealed dissatisfaction with elective offerings. Although there are a wide range of electives, several themes have emerged:

- Too many 400/500 electives that do not offer adequate rigor for graduate students or are too dominated by undergraduate enrollment
- Too many electives taught by non tenure-track faculty
- Strong set of electives in nonprofit management and environment, but need for more electives in:
 - Transportation planning
 - Housing
 - Social justice
 - Natural hazards

- D. 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. Information shall include, but not be limited to:
1. student achievement as determined by the Program;
 2. the cost (tuition and fees)for a full-time student for one academic year;
 3. student retention and graduation rates, including the number of degrees produced each year, the percentage of master’s students graduating within 4 years and/or the percentage of bachelor’s students graduating within 6 years;
 4. the percentage of master’s graduates who pass the AICP exam within 3 years after graduation and/or the percentage of bachelor’s graduates who pass the AICP exam within 5 years of graduation; and
 5. the employment rate of fulltime graduates in a planning or planning-related job within 1 year of graduation.

The UO CRP program posts information on program performance on its web site. This data is provide at:
<http://pppm.uoregon.edu/grad/crp>