

Rutgers University
Edward J. Bloustein School of Planning and Public Policy
Urban Planning and Policy Development
Masters of City and Regional Planning

Self-Study Report
for the
Planning Accreditation Board

6/19/2020

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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. Original signature page should be sent to PAB with the final SSR.

Institution Name: Edward J. Bloustein School of Planning and Public Policy, Rutgers University
Degree Name: Masters of City and Regional Planning

1. PLANNING PROGRAM ADMINISTRATOR

Name: Kathe Newman Phone: 848-932-2799
Title: Associate Professor Email: knewman@rutgers.edu
Mailing Address: 33 Livingston Avenue, New Brunswick NJ 08901 Date: May 30, 2020
Signature: *Kathe Newman*

2. PERSON PREPARING APPLICATION (if different from above)

Name: Phone:
Title: Email:
Mailing Address: Date:
Signature: _____

3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name: Piyushimita Thakuriah Phone: 848-932-2714
Title: Dean Email: p.thakuriah@rutgers.edu
Mailing Address: BSPPP-Dean's Office, 33 Livingston Avenue Date: June 8, 2020
New Brunswick, NJ 08901 Signature: *P. Thakuriah*

4. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name: Prabhas Moghe Phone: 848-932-2698
Title: Provost and Executive Vice Chancellor for Research and Academic Affairs Email: nbprovost@rutgers.edu
Mailing Address: 83 Somerset Street, New Brunswick, NJ 08901 Date: June 11, 2020
Signature: *P. Moghe*

5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name: Robert Barchi

Phone: 848-932-7454

Title: President

Email: president@rutgers.edu

Mailing 7 College Avenue, Room 212

Date: June 11, 2020

Address: New Brunswick, NJ 08901

Signature:



PLANNING STUDENT ORGANIZATION

Organization Name: Bloustein Graduate Student Association

Student Name: Kevin Keys

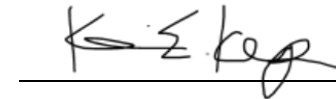
Phone: 848-932-2727

Title: Chapter President

Email: kevin.keys@rutgers.edu,
kek170@ejb.rutgers.edu

Date: June 16, 2020

Signature:



LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name: New Jersey American Planning Association

Name: Charles Latini

Phone: (212) 203-5137

Title: Chapter President

Email: cwl@latinigleitz.com

Mailing PO Box 813

Date: June 16, 2020

Address: New Brunswick, NJ 08901

Signature:



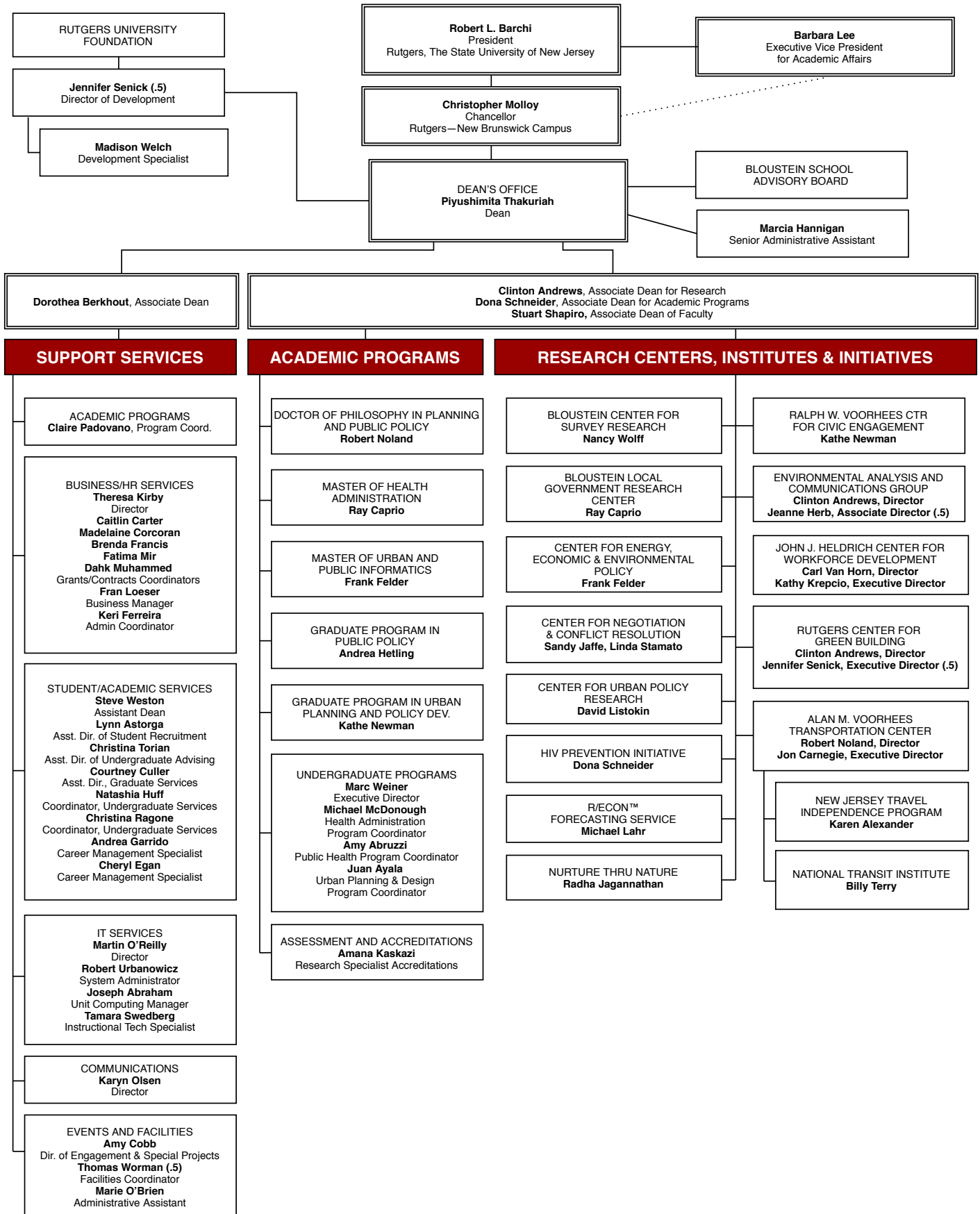
PART II –BACKGROUND INFORMATION AND PRECONDITIONS TO ACCREDITATION

1. DEGREE PROGRAM AND INSTITUTION

- A. Degree Title:** *Master of City and Regional Planning (MCRP)*
- B. Name of Planning Program or Unit:** *Urban Planning and Policy Development, Edward J. Bloustein School of Planning and Public Policy, Rutgers, The State University of New Jersey.*
- C. Number of Credits Required for Graduation:** *48*
- D. Calendar System (Check One):** **Semester** **Quarter**
- E. Institutional Structure:**

Figure II.E.1. Bloustein School of Planning and Public Policy Organizational Chart

**EDWARD J. BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY
ORGANIZATION CHART (MAY 2020)**



2. OTHER PLANNING PROGRAM OFFERINGS

A. Other Degrees:

The Urban Planning and Policy Development (UPPD) program offers 7 joint degrees:

- *M.C.R.P./Juris Doctor (J.D.),*
- *M.C.R.P./Master of Business Administration (M.B.A.),*
- *M.C.R.P./Master of Infrastructure Planning (M.I.P.),*
- *M.C.R.P./Master of Public Informatics (M.P.I.),*
- *M.C.R.P./Master of Public Policy (M.P.P.),*
- *M.C.R.P./Master of Science (M.S.) in food and business economics, and a*
- *B.A. or B.S./Master of City and Regional Planning.*

More information about these dual degrees is provided in Part IV-C Part II 2A.

Apart from the UPPD program and joint degree programs, the UPPD program unit offers a non-accredited Master of City and Regional Studies (M.C.R.S.). This is a 30-credit degree offered in specialized circumstances. Applicants must hold an advanced degree and are seeking auxiliary knowledge in planning or be international practicing planners. Requirements and standards for admission are otherwise comparable to the M.C.R.P. two-year degree. The 30 credits required for this degree include the core required courses in history and theory and urban economy and spatial patterns as well as two semesters of methods, including Basic Quantitative Methods (34:970:515) and Planning Methods (34:970:516). Studio courses are not required and international students are waived out of the planning law course requirement. All M.C.R.S. candidates are required to pass an extensive comprehensive examination.

Through the School of Graduate Studies in New Brunswick, the Bloustein School offers a Doctor of Philosophy (Ph.D.) degree in Planning and Public Policy, an advanced scholarly degree appropriate for students seeking a career in university teaching and research or a leadership or research position in planning and public policy in the public, private, or nonprofit sectors. Completion of the Ph.D. generally takes four to five years and requires 72 credits drawn from a list of required and elective courses.

The Bloustein School offers undergraduate major and minor programs in Planning and Public Policy (PPP). The PPP major program, which leads to a Bachelor of Arts degree, prepares students for graduate education in urban planning, public policy, and public administration, as well as entry-level employment in the public, private, and nonprofit sectors. Employment fields are dependent on a student's individualized curriculum and include government and nonprofit service, community development and housing, land use, and transportation policy and planning.

The Bloustein School offers undergraduate major and minor programs in Urban Planning and Design (UPD). The UPD major program, which leads to a Bachelor of Science degree, combines the processes of urban design and urban planning to provide students with a sharper focus on planning practice, city design, GIS and graphic communication, and community development. Through the lens of urban design, students engage with all of the built environment professions, including urban planning, landscape architecture, architecture, and civil and municipal engineering, and focus on the design, quality, character and appearance of places. From the urban planning perspective, students engage

with the orderly development of communities through research and analysis, strategic thinking, policy recommendations, implementation, and management studies as they relate to the use of land and design of the urban environment, including air, water, and infrastructure networks (see Part IV-C Part II 2A).

B. Non-Degree Programs:

The Bloustein School offers ten certificates in certain areas of competency. A certificate is a grouping of five or so courses, offered by multiple departments and schools, that enables students to develop cross-disciplinary expertise in a particular subject area. Each participating department, school, or program has a coordinator for the certificate. The certificate differs from a concentration in that multiple Rutgers departments or schools are involved. The following certificates are offered: (1) Transportation Studies; (2) Transportation Management: Vulnerability, Risk and Security; (3) Geospatial Information Science; (4) Historic Preservation; (5) Human Dimensions of Environmental Change; (6) Public Policy; (7) Urban Planning (for students completing the Masters of Public Policy degree); (8) Real Estate Development and Redevelopment; (9) Coastal Climate Risk and Resilience, and (10) Energy. Further information about these certificates is provided in Part IV-C Part II 2A and is available here: <https://bloustein.rutgers.edu/graduate/uppd/certificates/>.

3. PROGRAM HISTORY

Rutgers created the Department of Urban Planning and Policy Development (UPPD) in 1967. UPPD was originally located on the Rutgers New Brunswick Campus (third floor of the old Engineering Building on Voorhees Mall, now Murray Hall) before moving in 1968 across the Raritan River to its new home within Livingston College on the Kilmer Campus (later renamed the Livingston Campus) in Piscataway.

Administratively, UPPD was placed under the Livingston College dean and a broad unit within the college, known as the Division of Urban Studies. The MCRP degree was awarded by the Graduate School of Rutgers in New Brunswick. The original 1967 faculty members were: Lawrence D. Mann (chair), George Sternlieb, Norman Williams, David Popenoe, and Donald A. Krueckeberg. Richard Brail, Salah El-Shakhs, and Susan Fainstein were other early UPPD faculty members. All recollect that UPPD's mission was forged in the tempestuous cauldron of the late 1960s' urban unrest and the desire to address, through research and service, the inequalities underlying it.

Over the decades, there have been many changes to the program. After academic realignments within Rutgers, UPPD became one of two masters programs, joining Public Policy, in the Edward J. Bloustein School of Planning and Public Policy, formed in 1992. With its creation, the Bloustein School awarded the professional M.C.R.P. degree. From 1995 until the present, UPPD has been in the Civic Square building in downtown New Brunswick.

While changes have occurred in the Planning program over the five decades of its existence, there are a number of constants. It is one of the nation's premier planning graduate programs. From its formation through 2016, it has granted approximately 2,140 master's degrees in this discipline. The program has been reviewed and accredited (1987, 1992, 1997, 2003, 2008, 2014) with the highest accolades by the American Institute of Certified Planners (AICP) and the Association of Collegiate Schools of Planning (ACSP). In 2012 and again in 2019, the Planetizen Guide to Graduate Urban Planning Programs named Bloustein's UPPD program number 3 among the nation's 80 ranked planning schools. Since 2006, Bloustein's UPPD program has been ranked among the top 10 programs in the nation.

Another constant is UPPD’s diversity and academic excellence. Drawn from graduate training in many disciplines—planning, law, political science, economics, and geography—UPPD professors have blazed paths in important research on many fronts. Faculty members have regularly conducted studies for the National Science Foundation, the National Academy of Sciences, and other prestigious research funding entities; have authored numerous monographs identified by the American Planning Association (APA) as core to “The Essential Planning Library”; have written annual “best articles” in the APA and other planning journals; and have been editors of the *Journal of Planning Education and Research* and others in urban studies, geography, policy, and related disciplines. UPPD professors are not armchair academics. They were instrumental in crafting New Jersey’s Mount Laurel response to affordable housing and routinely testify before legislative bodies in Washington, D.C., Trenton, and elsewhere. Many conduct community-based research on a variety of planning-related topics.

4. STUDENT DATA

Though student enrollment has declined from a peak during the great recession, 2019-2020 enrollment (45 students) is higher than in the period that preceded the recession: 2006 (39 students), 2007 (41 students), and 2008 (35 students) (see Part IV-C Part II 4 for details).

Table 1. STUDENT ENROLLMENT DATA

Institution’s census date: Rutgers has two census dates : 2/15 and 10/15

Academic Year		2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
# Applications Reviewed for Admission		271	233	218	201	196	177	167
# Applicants Admitted		167	142	142	133	113	120	127
# New Students Admitted who Enrolled	Fulltime	61	58	69	52	57	59	40
	Part-time	4	0	5	2	4	1	5
# Total Students Enrolled	Fulltime	118	124	125	125	112	116	94
	Part-time	16	13	16	13	12	12	8

Table 2. STUDENT COMPOSITION 2019-2020

Students - Race and Ethnicity		Enrollment Status and Gender						Total
		Full-time			Part-time			
		Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	27	20	0	3	1	0	51
	Black or African American	1	2	0	0	0	0	3
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	5	6	0	1	0	0	12
	Native Hawaiian and Other Pacific Islander	0	0	0	0	0	0	0
	Some Other Race Alone	6	1	0	2	0	0	9
	Two or More Races	0	1	1	1	0	0	3
	Unknown	0	0	0	0	0	0	0
	Total US Citizens and Permanent Residents Only	39	30	1	7	1	0	78
	International Students	9	15	0	0	0	0	24
	Total Students	48	45	1	7	1	0	102
	Ethnicity - US Citizens and Permanent Residents Only							
	Hispanic or Latino	6	1	0	2	0	0	9
	Not Hispanic or Latino	33	29	1	5	1	0	69

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

5. FACULTY DATA

For PAB accreditation purposes, faculty are defined as follows: **(A) Full-time in Planning Unit** are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; **(B) Part-time in Planning Unit** are tenure track faculty from other academic departments in the University who teach: graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; and **(C) Adjunct/Contract/Non-tenure track** are non-tenure track faculty and faculty hired with multi-year and annual contracts.

Table 3. FACULTY COMPOSITION 2019-2020

Faculty - Race and Ethnicity		Faculty Status and Gender									Total
		Full-time			Part-time			Adjunct			
		Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	11	4	0	3	4	0	9	13	0	44
	Black or African American	0	0	0	2	1	0	0	0	0	3
	American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
	Asian	0	3	0	0	0	0	0	1	0	4
	Native Hawaiian and Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
	Some Other Race Alone	2	0	0	0	0	0	0	0	0	2
	Two or More Races	0	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	0	0
	Total US Citizens and Permanent Residents Only	13	7	0	5	5	0	9	14	0	53
International Faculty	1	0	0	0	0	0	1	0	0	2	
Total Faculty	14	7	0	5	5	0	10	14	0	55	
Ethnicity - US Citizens and Permanent Residents Only											
	Hispanic or Latino	2	0	0	0	0	0	0	0	0	2
	Not Hispanic or Latino	11	7	0	5	5	0	9	14	0	51

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

Table 4. FACULTY AICP MEMBERSHIP 2019-2020

Full-time Faculty (A)	3
Part-time Faculty (B)	0
Adjunct/Contract/Non-tenure track Faculty (C)	7
Total	10

Faculty Listing

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

Table 5. FACULTY LISTING F2018-S2020

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY (IES)	% of Time to Program* 2018- 2019	% of Time to Program* 2019- 2020
A Faculty								
<i>Hooshang Amirahmadi</i>	Distinguished Service Professor Tenured	1983	PhD MS	1982 1978	City & Regional Planning Industrial Management	Cornell University University of Dallas	100% Teaching	100% Sabbatical
Clinton J. Andrews <i>Associate Dean for Research</i>	Professor Tenured	1997	PhD MS	1990 1985	Urban & Regional Planning Tech & Policy	MIT	25% Teaching 25% Admin 50% S19 Sabbatical	50% Teaching 50% Admin
Juan Ayala	Assistant Professor of Practice Non Tenure Track	2013	M Arch	2012	Architecture	New Jersey Institute of Technology	100% Teaching	100% Teaching

Alan Cander	Assistant Teaching Professor	2014	PhD MCP	2011 1987	Urban Planning City Planning	Rutgers University University of Pennsylvania	50% Teaching 50% Teaching Undergrad	50% Teaching 50% Teaching Undergrad
James DeFilippis	Professor Tenured	2007	PhD MA	2000 1996	Geography	Rutgers University	25% Teaching 25% Teaching Undergrad 50% F18 Sabbatical	100% Teaching
Barbara Faga	Professor of Practice Non Tenure Track	2015	PhD	2014	Urban Planning	Georgia Institute of Technology	75% Teaching 25% Teaching Undergrad	75% Teaching 25% Teaching Undergrad
Michael R. Greenberg	Distinguished Professor Tenured	1971	PhD MA	1969 1966	Geography	Columbia University	50% Teaching 50% Teaching Undergrad	50% Teaching 50% Teaching Undergrad
Radha Jagannathan	Professor Tenured	1999	PhD MS	1999 1996	Public Affairs Statistics	Princeton University Rutgers University	100% Teaching	100% Teaching
Robert W. Lake <i>Retired 6/20</i>	Professor Tenured	1974	PhD MA	1981	Geography	University of Chicago	100% Teaching	50% Teaching 50% F19 Sabbatical
David Listokin	Distinguished Professor Tenured	1974	PhD MCRP	1978 1971	City and Regional Planning Urban Planning	Rutgers University	100% Teaching	50% Teaching 50% F19 Sabbatical
Anton Nelessen	Professor Tenured	1973	MArch	1968	Urban Design Architecture	Harvard University	50% Teaching 50% Teaching Undergrad	75% Teaching 25% Teaching Undergrad
Kathe Newman <i>UPPD Program Director</i>	Professor Tenured	2003	PhD	2001	Political Science	Graduate Center CUNY	75% Admin 25% Teaching	25% Admin 75% Teaching

Robert Noland <i>Doctoral Program Director</i>	Distinguished Professor Tenured	2008	PhD MS	1992 1986	Energy Management & Environmental Policy; Energy Management & Policy	University of Pennsylvania	25% Teaching 75% Admin	25% Teaching 75% Admin
Frank Popper <i>Retired 12/19</i>	Professor Tenured	1983	PhD MPA	1972 1968	Political Science Public Administration Psychology	Harvard University	50% Teaching 50% Teaching Undergrad	25% Teaching 25% Teaching Undergrad S20 Retired
Kelcie Ralph	Assistant Professor Not Tenured	2015	PhD MPhil	2015 2011	Urban Planning Environmental Policy	UCLA University of Cambridge	50% Teaching 50% S19 Sabbatical	75% Teaching 25% Teaching Undergrad
Hal Salzman	Professor Tenured	2008	PhD MA	1986 1984	Sociology	Brandeis University	25% Teaching 75% Research	25% Teaching 75% Research
Eric Seymour	Assistant Professor Untenured	2019	PhD MURP	2016 2010	Urban Planning	University of Michigan University of Florida	NA	50% Teaching 25% Research 25% Teaching Undergrad
Mi Shih	Associate Professor Tenured	2014	PhD MS	2010 2000	Urban Planning	Rutgers University National Taiwan University	75% Teaching 25% Teaching Undergrad	75% Teaching 25% Teaching Undergrad
Michael Smart	Associate Professor Tenured	2013	PhD MCP	2011 2006	Urban Planning City & Regional Planning	UCLA University of Pennsylvania	100% Teaching	100% Teaching
Piyushimita Thakuriah <i>Dean, Bloustein School</i>	Distinguished Professor Tenured	2018	PhD MUPP	1994 1991	Transportation Planning Urban Planning	University of Illinois at Chicago	100% Admin	100% Admin
Lyna Wiggins	Associate Professor	1993	PhD MS	1981 1972	City Planning Statistics	University of California Stanford University	100% Teaching	50% Teaching 50% Retired

<i>Retired 6/20</i>								
B Faculty								
Henry Coleman <i>Retired 6/20</i>	Professor	1992	PhD MA BA	1979 1973 1971	Economics	Princeton Princeton Morehouse College	50% Teaching 50% Teaching Undergrad	50% Teaching 50% Retired
Frank Felder	Research Professor	2006	PhD MS	2001 1994	Technology, Management & Policy; Technology & Policy	MIT	75% Teaching 25% Admin	50% Teaching 25% Research** 25% Admin
T. Patrick Hill	Associate Teaching Professor	2011	PhD MA MA	2002 1972 1977	Philosophy Ethics History	University of Chicago Cambridge University UCLA	25% Teaching 75% Teaching Undergrad	25% Teaching 75% Teaching Undergrad
Michael Lahr	Research Professor	1996	PhD MA	1992 1978	Regional Science	University of Pennsylvania	25% Teaching 75% Research**	25% Teaching 75% Research**
Jane Miller	Professor	2006	PhD MA	1989 1986	Demography	University of Pennsylvania	50% Teaching 50% Teaching Undergrad	50% Teaching 50% Teaching Undergrad
Dawne Mouzon	Associate Professor	2011	PhD MA	2010 2009	Sociology	Rutgers University	75% Teaching 25% Teaching Undergrad	75% Teaching 25% Teaching Undergrad
Karen O'Neill	Associate Professor	1998	PhD MA	1998 1989	Sociology	UCLA	25% Teaching 75% Teaching Human Ecology	100% Teaching Human Ecology
Cymie Payne	Associate Professor	2011	JD	1997	Law	Berkeley	25% Teaching 75% Teaching Human Ecology	25% Teaching 75% Teaching Human Ecology
Ronald Quincy	Professor of Professional Practice	2009	PhD MA	1981 1973	Criminal Justice, Criminology, Research and Planning; Urban	Michigan State University University of Detroit	25% Teaching 75% Teaching Undergrad	50% Teaching 50% Teaching Undergrad

					Studies, Political Science/Sociology			
Julia Sass Rubin	Associate Professor	2003	PhD MBA	2002 1990	Organizational Behavior Business	Harvard University	50% Teaching 50% Teaching Undergrad	50% Teaching 50% Teaching Undergrad
C Faculty								
Leah Apgar	Part-time Lecturer	2017	MPP	2007	Public Policy	Rutgers University	25% Teaching	25% Teaching
Robert Ashmun	Part-time Lecturer	2013	MBA	1991	Finance and Accounting	New York University	25% Teaching	25% Teaching
William Cesanek	Part-time Lecturer	2012	MCRP	1977	City and Regional Planning	Rutgers University	25% Teaching	25% Teaching
Tom Dallessio	Part-time Lecturer	2020	MCRP MA	1984 1983	City and Regional Planning Master of Arts – Political Science (Public Policy)	Rutgers University	NA	25% Teaching
Stephanie DiPetrillo	Part-time Lecturer	2015	MCRP	1998	City and Regional Planning	Rutgers University	25% Teaching 75% Research**	100% Research**
Heather Fenyk	Part-time Lecturer	2020	PhD MCRP	2014 2000	Urban Planning City and Regional Planning	Rutgers University	NA	25% Teaching
Robert Freudenberg	Part-time Lecturer	2019	MPA	2004	Environmental Science and Policy	Columbia University	NA	25% Teaching
Daniel Greenhouse	Part-time Lecturer	2017	JD	2005	Law	Rutgers University	50% Teaching	50% Teaching
Susan Gruel Advisory Board	Part-time Lecturer	2000	MCRP	1972	City and Regional Planning	Rutgers University	50% Teaching	50% Teaching

Jeanne Herb	Part-time Lecturer	2016	MA	1984	Science and Environmental Journalism	New York University	50% Teaching 50% Research**	25% Teaching 75% Research**
Fred Heyer	Part-time Lecturer	2000	MCRP	1983	City and Regional Planning	Rutgers University	50% Teaching	50% Teaching
Diren Kocakusak	Part-time Lecturer	2019	PhD ABD MS	2016	Planning and Public Policy Urban Policy Planning and Local Governments	Rutgers University Middle East Technical University	25% Teaching 75% Doctoral Student	25% Teaching 75% Doctoral Student
Paul Larrousse ~	Part-time Lecturer	2002	MS	1976	Transportation Planning and Engineering	Polytechnic University	25% Teaching 75% Admin**	NA
Trish Long	Part-time Lecturer	2019	MS	1997	Environmental Monitoring	University of Wisconsin-Madison	NA	25% Teaching
Karen Lowrie	Part-time Lecturer	2010	PhD MPA	1995 1988	City and Regional Planning Public Administration	Rutgers University Syracuse University	NA Low Registration 100% Research**	NA Low Registration 100% Research**
Nick Masucci EJB Advisory Board	Part-time Lecturer	2017	MCRP	1975	Regional Planning	Rutgers University	NA Low Registration	0% Teaching
Nadia Mian	Part-time Lecturer	2019	PhD MA	2012 2004	Public and Urban Policy; Environmental Studies	The New School for Public Engagement York University	NA	50% Teaching 25% Research**
Robin Murray	Part-time Lecturer	2011	Master B Arch	2010 1975	Infrastructure Planning Architecture	New Jersey Institute of Technology Cornell University	25% Teaching	NA
Katharine Nelson	Part-time Lecturer	2018	PhD ABD	2020 expected	Planning & Public Policy	Rutgers University University of	50% Teaching 50% Doctoral	25% Teaching 75% Doctoral

			MCRP BA	2009 2001	City and Regional Planning Economics and International Studies	Pennsylvania	Student	Student
Jennifer Rovito- Whytlaw	Part-time Lecturer	2015	PhD	2018	Geography	Rutgers University	50% Teaching 50% Research**	NA
Mary Ann Sorensen Allacci	Part-time Lecturer	2020	PhD	2006	Environmental Psychology	Graduate Center CUNY	NA	25% Teaching
Gregory Stankiewicz	Part-time Lecturer	2016	PhD MPA	2005 1991	Public Affairs Domestic Policy	Princeton University	25% Teaching	Low enrollment
Anne Strauss- Wieder	Part-time Lecturer	2013	MA	1978	Regional Science	University of Pennsylvania	25% Teaching	25% Teaching
Leigh Ann Von Hagen	Part-time Lecturer	2004	BS	1993	Human Ecology	Rutgers University	100% Research**	25% Teaching 75% Research**

* 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.)

**Edward J. Bloustein School of Planning and Public Policy Research Center Staff

Teaching Undergrad = Teaching in an undergraduate program housed at the Edward J. Bloustein School of Planning and Public Policy. These programs include the planning-related programs discussed above as well as programs in Public Policy, Public Health, and Health Administration.

~Deceased

6. PRECONDITIONS TO ACCREDITATION

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.

1. Program Graduates

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

From inception through 2019, the UPPD program has granted approximately 2,140 master's degrees.

2. 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.

Rutgers, New Brunswick, is accredited by the Middle States Commission on Higher Education (MSCHE), a voluntary, nongovernmental, peer-based membership association dedicated to promoting standards of excellence and improvement in higher education. Its most recent reaffirmation of accreditation occurred on June 21, 2018 <https://middlestates.rutgers.edu/> (see Part IV-C II 6).

3. Program and Degree Titles

The Urban Planning and Policy Development Program grants the Master of City and Regional Planning (M.C.R.P) degree.

4. Length of Program

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 Master of City and Regional Planning degree normally takes two full years of students' presence on the New Brunswick campus.

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.

Students may combine an undergraduate education in planning (i.e., a B.A. with a major in planning and public policy, geography or other related major or a B.S. in City Planning and Design) and a Master of City and Regional Planning degree as a dual degree program to accelerate completion of the M.C.R.P. degree. Students complete some graduate courses as an undergraduate and all core and concentration courses.

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.

All students in dual degree programs must complete core MCRP requirements and a concentration.

5. Primary Focus

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

The program's primary focus is training students to become professional planners.

PART III – ACCREDITATION STANDARDS AND CRITERIA

STANDARD 1 – STRATEGIC PLANNING AND PROGRESS

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

UPPD faculty use a set of multiyear processes to review the program. Faculty meet in twice-a-semester faculty meetings and periodic all-day retreats to discuss the curriculum including the core, concentrations, certificates, and dual degrees and annually to review core courses and concentrations (see Part IV-C Part 4 4).

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

The prior strategic plan is available in Part IV-C 1A. UPPD partially met two criteria: 3B. faculty diversity and 4Af. required knowledge, skills, and values of the profession: global dimensions of planning in its last reaccreditation review in 2013.

3B. Faculty Diversity

UPPD partially met the faculty diversity criteria 3B. The Site Visit Team noted that nine of the 65 UPPD program faculty were people of color (13.8%). Of those, 4 were African American and 4 were Hispanic. Slightly less than a third (32%) of the faculty were female, an increase from the 5.5% in the prior review. The Site Team noted that since the median year of faculty PhD or other terminal degree was 1981, the program should create a faculty hiring plan with discrete steps in the event of retirements.

During 2018-2020 the share of non-white faculty increased to 20% and the share of female faculty increased to 38%. Of the 55 faculty who taught 2018-2020, 5% (3) were African American or Black, 8% (4) were Asian, 4% (2) were some other race, and two (4%) were Hispanic. Though this is an improvement, the program is committed to further expanding diversity and UPPD faculty discuss this and hiring priorities. Multiple UPPD Strategic Plan objectives address expanding diversity. To increase faculty diversity through the hiring process, the Bloustein School and Rutgers University conduct faculty searches following a set of best practices. UPPD faculty mine the ACSP FWIG and POCIG resume books and contact faculty at other institutions to identify emerging scholars. Search committee members devote their first meeting to training sessions conducted by the University's diversity office (currently Dr. Anna Branch, Vice Chancellor of the Division of Diversity, Inclusion, and Community Engagement) which shares well-tested resources and recruitment strategies such as advertising in professional and academic outlets, setting evaluation criteria before looking at the candidate pool, discussing each candidate rather than screening them beforehand, and others: <https://diversity.rutgers.edu/STRIDE> (Part IV-C 1A). Further supporting these efforts, Rutgers President Barchi extended the University Faculty Diversity Hiring Initiative through 2024 and added 20 million dollars to the existing 22 million dollar program launched in 2016 to support expanding faculty diversity: <https://www.rutgers.edu/news/40-million-commitment-faculty-diversity> (see Part IV-C 1A). Rutgers University instituted a hiring freeze in April 2020 with an unknown end date.

4A. Required knowledge, skills, and values of the profession; 4Af. Global Dimensions of Planning
UPPD partially met criteria 4Af Global Dimensions of Planning. The 2013 site visitors observed that the program is focused on domestic rather than international planning. They recommended efforts to strengthen the global dimensions of planning such as a) adding faculty who conduct global research, b) increasing courses in the international concentration and strengthening the concentration, c) expanding the global content in courses throughout the curriculum, and d) adding international studios.

The planning program has strengthened the global dimensions of planning, as follows:

First UPPD strengthened the international planning concentration by drawing together seven faculty – Radha Jagannathan, Hal Salzman, Hooshang Amirahmadi, Frances Barchi, Michael Lahr, Ronald Quincy, and Mi Shih - who work on international planning. We briefly describe these faculty members' work and how it relates to the program (see Part IV-C 4B for the International Concentration details).

Mi Shih examines the intersection of planning regulations, land development, housing, and communities in China and Taiwan. In China, she uses ethnographic methods to understand the relationship between displacement, changing land rights, and urban transformation. This work has generated new conceptual insights and nuanced accounts of displacement driven by state-led urbanization. In Taiwan, she focuses on development rights as a nexus between claims of private property rights and the police power of planning. This line work has produced outcomes regarding: 1) the effect of the planning practice of land value capture on urban housing prices, 2) the impact of urban real estate development facilitated by density bonuses on spatial patterns, 3) new theorization on development rights and planning intervention, and 4) comparative work on land value capture. Mi Shih collaborates with practicing planners outside the US, which enlarges the impact and visibility of her research and enables her to bring these experiences into international and core courses. She won a competitive 2020 Rutgers Global grant to further develop global planning education.

A substantial amount of Radha Jagannathan's research is internationally focused. Data collected from 11 European countries through Cultural Pathways to Economic Self-sufficiency and Entrepreneurship (CUPESSE) – a project that Professor Jagannathan principally conceived and was funded by the European Commission for about 5 million euros – has been used by several Bloustein planning students to fulfil paper requirements. This rich dataset has also been used in classroom training to highlight policy differences in youth employment strategies across Northern, Southern, and Eastern Europe. Project colleagues from Spain and Italy have visited Bloustein to provide seminars emanating from these data. Professor Jagannathan has also transferred a local STEM education model designed to benefit minority and disadvantaged students to Spain and Italy. The program in Spain promises to provide a rich set of data for use by students interested in education. Another facet of Professor Jagannathan's international work has focused on establishing a North American Center at Rutgers for PASCAL Observatory, an international organization that harvests planning oriented research and education for use by city planners everywhere. Dean Thakuriah serves on the board of PASCAL. During AY 2020, a series of 4 lectures were offered to a Rutgers audience by PASCAL associates in South Africa, Wales, and Mexico, arranged by IDIG, the Bloustein School's International Development Interest Student Group. Professor Jagannathan won a competitive 2020 Rutgers Global grant to further support her global work.

Hal Salzman has offered international studios on planning for arctic villages and offshore drilling, workforce development and education in India, and United National Development Program (UNDP) gender equity program assessment in collaboration with the UNDP evaluation office. One studio class traveled to Utqiagvik, AK and another to Mumbai, India to present their reports. A partnership with the Rutgers Newark Division of Global Affairs program supported student collaborations, joint seminars, and annual meetings with UN staff to discuss global development. Salzman has supported graduate students on research projects and student travel to India related to the first Obama-Singh Knowledge Initiative grant from the U.S. State Department for collaborative work with colleagues in India. He has supported students to work on his projects on global migration of science and engineering work. He sponsored the Indian Council for Cultural Relations' senior scholar fellowship which brought a demographer from Jawaharlal Nehru University to Rutgers for a year. He has also brought several speakers each year on global topics such as evaluations of sustainability and environmental projects.

Michael Lahr has worked with Chinese scholars Ling Yang, Haiyan Zhang, Ning Chang, Hubin Du, Xi Liu, Ya Liu, and Bo Meng on several papers to identify what their home country can do to reduce its energy use and environmental footprint. He has worked with João-Pedro Ferreira and others in Portugal on the negative economic and environmental consequences of the sharing economy on Lisbon and the net international effects of migrant remittances. He is working with Anna Makarkina of KROK in the Ukraine to develop more efficient techniques for updating national economic accounts. He has worked with Dina Elshahawany (Egypt) and Eduardo Haddad (Brazil) to develop the first inter-governorate accounts for Egypt and used them to examine the potential impacts of a proposed corridor with a superhighway in the desert which may deconcentrate and decongest rising densities along the Nile. Most recently Lahr collaborated with João-Pedro Ferreira (Portugal) and Johannes Többen (Germany) to present a new way to regionalize input-output tables. Professor Lahr weaves these experiences into directed studies and his course on global data analytics.

Ron Quincy is the Principal Investigator and Founding Academic Director of the Mandela Washington Fellowship for Young African Leaders, Rutgers Leadership in Civic Engagement Institute. This program is sponsored by the U.S. Department of State and Rutgers is the only university to host two institutes annually. Each year it brings 25 Civic Engagement Mandela Fellows to campus. Dr. Quincy has been awarded multiple competitive State Department travel awards to support and mentor Mandela Fellows and has visited and provided capacity-building support for Fellows in 18 Sub-Saharan countries. He is also the Coordinator of a Memorandum of Understanding (MOU) with one of the largest universities in Brazil. In 2019-2020, two groups of Brazilian faculty traveled to Rutgers to present their research with faculty, students, and community. The Brazilian faculty offered lectures in several classes including Health Disparities. Finally, an MOU is near completion with the largest research university in South Africa. Faculty have travelled to Rutgers to present research and engage the campus community. Ron Quincy brings these experiences into the classroom and is offering a new planning course: Community Planning in the Global South and the United States in Spring 2021.

Hooshang Amirahmadi offers international development courses including International Economic Development and Regional Development. Urban Economy and Spatial Patterns, a core course, which Professor Amirahmadi teaches, has been redesigned to include urban issues in developing countries. He founded and served as Director of the Center for Middle Eastern Studies at Rutgers and contributes to the Bloustein School's partnership with the Korean Development Institute. Dr. Amirahmadi has extensive involvement in several developing areas and advises international agencies and firms on

planning and policy. His advice is sought by US Federal Agencies on education, human rights, democracy, civil society, and foreign policy. Dr. Amirahmadi brings his wealth of international scholarship and experience to his courses and advisees. He is a Senior Associate Member of the St. Anthony's College of Oxford University.

The program also draws in Bloustein faculty who do international research. For example, Professor Barchi has worked on global health and public policy issues and is an important resource to the concentration.

Second, faculty created a set of new courses including a well-received course on international housing taught by Professor Shih, an international law course taught by Professor Payne (Human Ecology Department/Rutgers School of Law), and an international infrastructure course taught by Mr. Masucci, a part-time lecturer and former Chairman, President, and CEO of Louis Berger. Faculty further expanded international course offerings by incorporating courses from other Rutgers programs. Finally, to expand international studio course offerings, UPPD placed an international studio on the calendar for Spring 2021 and the Bloustein School development office is pursuing gift funding to support these courses.

Third, UPPD has been expanding global content across the curriculum. A growing number of students from abroad study at Bloustein and US based students have asked for a more global planning education. In response, faculty have been expanding the global focus of core courses. And the community development and housing concentration has reorganized its content into a set of tracks that place community development and housing in a global context (see Part IV-C 4B Updated 2020 Concentrations). Relatedly, Professors Shih and Newman are building a research cluster that addresses the topical areas of land, housing, and people across the globe. They have applied for seed funding to produce digital case study teaching materials to facilitate teaching collaborations between Bloustein and partnering institutions around the world.

Fourth, UPPD advises the student international development group (IDIG). Professors Shih, Salzman, and Newman supported IDIG's effort to host a student-organized conference on displacement in 2019. Professor Radha Jagannathan worked with IDIG to host a PASCAL Webinar series (see Part IV-C 1A).

Fifth, the planning and policy program directors held a joint listening session with international students during the Spring 2020 semester to better understand their concerns and interests.

Additional Site Visitor Suggestions

The site visitors offered other suggestions in their report. We address each below:

(1) Develop "a set of specific learning objectives for studios." - UPPD created a studio committee which established, and regularly reviews, studio learning objectives (see Assessment Report in Part IV-C 1A). (2) Ensure that multiple sections of core courses have 60% course overlap. - Core faculty review courses annually to ensure that 60% of the material is common. (3) Monitor adjunct course content. - The Program Director talks with adjuncts before, during, and after each semester and reviews course syllabi and SIRS teaching evaluations and EJB faculty conduct in-class observations. (4) Modularize some elements of the program such as methods courses. - UPPD faculty have not modularized methods courses because of logistical challenges but may do so in the future. (5) Increase the "legibility" of program faculty. - UPPD added a list of its faculty to the UPPD page on the Bloustein School website.

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

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

Prior to developing the strategic plan, UPPD faculty discussed UPPD’s mission, goals, and strategic issues during its February 2019 faculty meeting. It created a committee to incorporate those ideas into a revised draft plan which it presented for discussion at an all-day March 2019 faculty retreat. The committee produced a second draft which it shared for discussion at an all-day October 2019 faculty retreat. Following revision, UPPD shared this draft with part-time lecturers, students, and employers in three focus groups held in November 2019. The discussions generated exceptionally helpful suggestions. The committee incorporated those ideas into a third and final version which it shared with faculty at the February 2020 faculty meeting. UPPD faculty accepted this version which accompanies the self-study. The strategic plan (see Part IV-C 1B) was distributed widely, including to the NJAPA chapter president and the vice president for planning of the Bloustein Graduate Student Association.

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

The mission of the UPPD Program is to educate planning students through the practice and advancement of teaching, research, and public service. As part of a public university with deep connections to our locality, the region, and across the globe, the Program provides students with the conceptual foundations, technical skills, and communicative abilities needed to engage collaboratively with diverse publics, expand opportunity, reduce social inequality, prepare for professional employment in the public, private, and nonprofit sectors, and plan for the public good. To achieve our mission, the Program offers focused studies in: Housing and Community Development; Urban Development/ Redevelopment and Design; Environmental, Human Health, and Land Use Planning; International Development; Transportation Policy and Planning; and Urban Informatics, while also allowing students to design an individualized course of study aligned with their substantive interests, values, and professional aspirations.

- 2) **Program Goals and Measurable Objectives:** The Program’s strategic plan shall identify goals and measurable objectives that advance the Program’s mission. The goals shall identify the Program’s future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. Goals shall reflect the Program’s intent to achieve and

maintain diversity in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

The UPPD program faculty identified goals in three areas: education, research, and Professional Involvement, Outreach, and Service. The education goal and accompanying set of 16 objectives lays out a plan to provide students with local and global educational opportunities that enable them to develop critical thinking skills; to expose them to breadth and depth of course offerings including within specialty concentrations; to provide experiential learning; to create diverse learning environments; to provide and maintain physical facilities for learning, and to offer a variety of extracurricular activities. The research goal and accompanying set of 5 objectives seeks to create a diverse research environment that supports faculty research excellence and dissemination through publications and presentations and faculty efforts to use that research to inform their teaching. Professional involvement and outreach is the third goal and is implemented through a set of 5 objectives. The program seeks to strengthen its ties to the community, nonprofit, private, and public sectors at local, state, national, and global levels by working in collaboration with these actors to learn about current issues and to work on real-world challenges. Faculty and students are encouraged to engage with scholarly professional communities in a variety of ways (see Strategic Plan in Part IV-C 1B).

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

To evaluate the program, UPPD developed a multi-year assessment process which examines the extent to which students, courses, cohorts, and the program meet program learning objectives. To evaluate the program, UPPD conducted: (1) an internet and mail survey of UPPD alumni during May-June 2019; (2) three focus groups – one each with employers, part-time lecturers, and students - in the MCRP degree program in November 2019; (3) four listening sessions with students in the MCRP degree program, one each semester during the past two years; (4) an analysis of annual exit interviews, and (5) an analysis of studio and planning methods course assessments and the internship experience from student and internship supervisor perspectives. Faculty collect, analyze, and discuss assessment data and modify the program throughout the year. Each Spring, they aggregate the individual assessments into a report which is discussed in April. Individually and collectively, these assessment tools, analysis, and discussion processes provide UPPD faculty with information to identify where to strengthen the program and to provide enhanced support for faculty, staff, and students (see Part IV-C 1A Assessment Report and Tools).

- 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.

According to the 2019 Internet and Mail Alumni Survey, 133 of the 145 respondents graduating between 2014 and 2017, (90%) were somewhat or very satisfied with the educational experience that the planning program provided them for the job they currently hold.

How well do you think your educational experience in the planning program prepared you for the job you currently hold?

	Frequency	Valid Percent
Very well	40	27.59
Quite well	60	41.38
Fairly well	33	22.76
Slightly well	10	6.90
Not at all well	2	1.38
Total	145	100.00

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

The 2019 Alumni Survey indicated that 54 percent of graduates are members of a professional organization and 9 percent assume leadership positions. The survey showed that 30 percent of the graduates are in local community organizations and 9 percent assume leadership positions. First, please let us know what kinds of organizations or groups you volunteer for (check all that apply.)

	Responses		Percent of Cases
	N	Percent	
Professional organization member	59	27.19	45.04
Professional organization leader	12	5.53	9.16
Service organization member	14	6.45	10.69
Service organization leader	8	3.69	6.11
Community organization member	27	12.44	20.61
Community organization leader	12	5.53	9.16
Advocacy organization member	18	8.29	13.74
Advocacy organization leader	3	1.38	2.29
Advisory organization member	13	5.99	9.92
Advisory organization leader	5	2.30	3.82
Other	6	2.76	4.58
None	40	18.43	30.53
Total	217	100.00	

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

The program retained most full- and part-time students. Most graduate within two years and the number of degrees has remained relatively steady with a slight decline in the last academic year. An increasing number of students graduate in three or more years. Some students add a year to accommodate completion of a dual degree. Lower rates of part-time retention are related to the small number of part-time students in those cohorts.

Table 6. STUDENT RETENTION RATES

Academic Year		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018 - 2019	2019 – 2020
Retention Rate*	Fulltime	100%	94.3%	97.2%	95.8%	88.5%	98%	N/A
	Part-time	75%	100%	66.7%	75%	75%	100%	N/A

*Retention rate is calculated as the % of first-year students who return in the 2nd year.

Table 7. GRADUATE STUDENT GRADUATION RATES

Academic Year		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# New Students Admitted who Enrolled*	Fulltime	61	58	69	52	57	59	40
	Part-time	4	0	5	2	4	1	5
Graduation Rate 2-year	Fulltime		55 90.2%	43 74.1%	59 85.5%	43 82.7%	47 82.5%	N/A
	Part-time		0 0%	0 0%	0 0%	0 0%	0 0%	N/A
Graduation Rate 3-year	Fulltime			6 9.8%	9 15.5%	8 11.6%	6 11.5%	5 8.8%
	Part-time			1 25%	0 0%	2 40%	1 50%	0 0%
Graduation Rate 4-year	Fulltime				0 0%	4 6.9%	1 1.4%	2 3.8%
	Part-time				1 25%	0 0%	3 60%	0 0%

Full- and 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. Students in the fall 2002-03 new student

cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.

Table 8. NUMBER OF DEGREES AWARDED

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Degrees Awarded	67	72	73	73	63	58	N/A

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

Most students graduating from the program are employed in a planning or planning-related job within in a year of graduation.

TABLE 9. STUDENT EMPLOYMENT DATA

Graduation Years Ending		May 2015	May 2016	May 2017	May 2018	May 2019
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	62	66	64	56	53
	Percent	86.1	90.4	87.7	89	91.4
Graduates who pursue further education within 1 year of graduation.	Number	5	2	1	3	1
	Percent	7	2.7	1.4	4.8	1.7
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	1	0	0	1	1
	Percent	1.4	0	0	1.6	1.7
Graduates with unknown employment status	Number	4	5	8	3	3
	Percent	5.6	6.8	11	4.8	5.2
Total	Number	72	73	73	63	58
	Percent	100%	100%	100%	100%	100%

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

The majority of students who took the AICP exam passed it. There was a slight dip in the pass rate among students who took the exam shortly after their graduation in 2019. With the exception of 2019, these pass rates are similar to the rates reported in UPPD’s last SSR (2007-2011).

Table 10. AICP EXAM DATA

Graduation Years Ending	May 2015	May 2016	May 2017	May 2018	May 2019
Master’s program graduates who take the exam within 5 years of graduation					
# who take exam	21	12	13	8	9
# of takers who pass the exam	17	10	10	7	5
% of takers who pass the exam	81%	83%	77%	88%	56%

6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan. (The program’s strategic plan is in Part IV-C 1B). UPPD strategic planning nests within strategic planning conducted at the Bloustein School and Rutgers University. The UPPD program rewrites its strategic plan every 5 to 7 years and reviews program components in the intervening years at faculty meetings and retreats and during annual curriculum reviews. The UPPD strategic planning process engages a variety of actors. The current strategic planning effort 2019-2020 followed a process used in the program’s last two accreditations (2012-2013/2006-2007). During the 2019-2020 strategic planning process, UPPD added direct assessments which informed the development of the current plan. UPPD conducted: (1) an internet and mail survey of UPPD alumni May-June 2019; (2) three focus groups – one each with employers, part-time lecturers, and students - in the masters of city and regional planning (MCRP) degree program in November 2019; (3) four listening sessions with students in the MCRP degree program, one each semester Fall 2018 – Spring 2020; (4) an analysis of annual student exit interviews, and (5) an analysis of studio and planning methods course and internship assessments.

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

To evaluate the program, UPPD developed a multi-year assessment framework and process which examines the extent to which students, courses, cohorts, and the program meet program learning objectives. The faculty gathered data using the process described above in point 6. Each Spring, faculty aggregate assessment data and analyses in a report which is discussed at the April faculty meeting. Individually and collectively, these assessment tools, analysis, and review processes provide UPPD faculty with information to identify where to strengthen the program, to provide enhanced support for faculty, staff, and students, and to identify opportunities to develop academic programming in emerging areas (The UPPD Assessment Report, methodology, and instruments are in Part IV-C 1A).

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

Advancing the mission and goals of the UPPD Program will be facilitated through attention to four critical strategic issues (details including objectives for each strategic issue are elaborated in the Strategic Plan, Part IV-C 1B). Innovative education is the first strategic initiative. To best prepare our students, we will continue to keep up to date on the evidence about effective teaching, technological requirements, and substantive developments in the field. Because planners work with diverse constituencies, divergent perspectives, and multiple issues in their practice, we will continue to build strong ties between and across substantive concentrations, and between our Master's programs and the other Master's programs within the Bloustein School and around the university. Enhanced diversity is our section strategic objective. UPPD will work to expand and strengthen the diversity of faculty, students, and course offerings in the UPPD Program and we will facilitate increased attention to diversity in the planning curriculum, by placing greater emphasis on issues of diversity, equity, and social justice in existing courses and introducing new courses that place these issues at the center of planning discourse. Global Urban Planning is the third strategic area. UPPD will work to make the Bloustein School a global hub for the dissemination and communication of planning theory and practice by increasing our capacity for global work, strengthening existing global partnerships, creating global studios, and facilitating the development of new global relationships. Expanding UPPD's capacity to address new and emerging issues is our fourth strategic initiative. We anticipate expanding our capacity to address global climate change, the implications of smart city technologies, navigating the intersection of public health and urban planning, and exploring the nexus of the financialization of land, housing, and urban space.

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

- 1) *Student Achievement:* student achievement as determined by the program;
- 2) *Cost:* the cost (tuition and fees) for a full-time student for one academic year;
- 3) *Retention and Graduation:* student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students who return in the 2nd year for graduate students, and/or the percentage of students enrolled one year after declaring their major for undergraduate students, the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years;
- 4) *AICP Pass Rate:* the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 7 years of graduation; and
- 5) *Employment:* the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

UPPD Public information is available here: <https://bloustein.rutgers.edu/graduate/uppd/m-c-r-p-degree-statistics/> and in Part IV-C 1F.

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. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the planning profession's future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.

As Table 2, Student Composition shows, the 102 full- and part-time students are a diverse group. Twelve (12 percent) are Asian; three are Black or African American, 9 are some other race alone, and 3 are two or more races. This group comprises about a quarter of all students (27 students). Of the subgroup of U.S. citizens or permanent residents, 9 are Hispanic or Latino. About a quarter, 24, are international students from countries including: China, India, Korea, Philippines, Taiwan, and Russia.

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

The Master of City and Regional Planning degree admission requirements are as follows:

Rutgers University Admission Policy: Four-year degree.

Minimum Undergraduate GPA: 3.0.

Minimum GRE: University, Verbal-150/Quantitative-150.

Program requirement, varies by year.

Minimum TOEFL: 83 (Internet version) /213 (Computer) /550 (paper).

Ranking in Undergraduate Class: Not Required.

Program Requirement: Four-year degree, some experience welcomed, but not required.

Although student quality is imperfectly measured by any single metric, the UPPD program tracks average Grade Point Average (GPA) and Verbal, Quantitative, and Analytical Writing Graduate Record Examination (GRE) scores as rough indicators of trends in student quality. The average annual admissions GRE and GPA have remained consistent since 2013 and are similar to the scores reported 2006-2012 (see Part IV-C Part II 4 Admission Review).

Annual Admissions GRE and GPA Review

	2013	2014	2015	2016	2017	2018	2019
Admit-Coming GRE Verbal	157	155	157	156	156	157	155
Admit-Coming GRE Quantitative	154	154	158	156	157	154	155
Admit-Coming GRE Analytical Writing	4.2	3.9	4.1	4.0	4.1	4.2	4.0
Admit-Coming Mean GPA	3.38	3.36	3.43	3.53	3.47	3.47	3.44

Source: Bloustein School Dean's Office in coordination with Graduate Admission reports. Numbers are based on actually attending students and admission reports.

The UPPD program's admissions committee is comprised of faculty members and chaired by the program director. At least two faculty members review applications, which include GRE and GPA, undergraduate transcripts, three letters of recommendation, and a personal statement. Between 2013 and 2019, the rate of admittance of those applying ranged from a high of 68 percent to a low of 59 percent, with an average of 64 percent (see Part IV-C Part II 4 for details).

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

The UPPD program is committed to achieving a diverse student body and it created a set of strategic goals and initiatives to attract and retain a diverse student population. Since the last accreditation, student diversity has increased. A quarter of students were not white and a quarter were international (up from 11% in the 2013 SSR). The program now seeks to draw at least 30% of planning students from underrepresented minority groups, to provide a level of student support to increase diversity (50% of tuition per year, on average, one out of two years), and to value and champion student diversity (see Strategic Plan Objectives 1.12 and 1.13 and Strategic Initiative Objective 2.2). UPPD and the Bloustein School will do this through further strengthening recruiting efforts, continuing to provide funding to students from diverse backgrounds, and by making the Bloustein School an inviting place for students to study (details are in the Strategic Plan and Diversity Plan in Part IV-C 1A and 2B).

Recruitment

Student recruiters and recruiting staff conduct outreach at major graduate school fairs regionally and nationally and seek a variety of recruiting opportunities to increase student diversity. They promote the UPPD program at: upper level Rutgers undergraduate courses; AmeriCorps, City Year, and Teach for America annual information sessions; United States Hispanic Leadership Institute (USHLI) national graduate school fair; Ronald McNair Scholars Program national graduate school fair; US Historically

Black Colleges and Universities (HBCUs); Charles B. Rangel Fellowship Program; Pickering Fellows; Public Policy and International Affairs (PPIA) consortium, and the Mandela Washington Fellowship for Young African Leaders led by UPPD Professor Ron Quincy. In partnership with Rutgers' Office of Diversity, Inclusion and Community Engagement, UPPD will participate in several summer programs and panel events throughout the year to help better prepare students from diverse and under-represented backgrounds for graduate study in Urban Planning. These programs will be designed for members of the Rutgers' Ronald B. McNair Scholars program and the Paul Robeson Institute. Implementation may be delayed due to COVID-19.

The Bloustein School also participates in the National Name Exchange. Founded in 1976, the National Name Exchange is a consortium of fifty-five nationally-known universities which annually collect and exchange the names of their talented underrepresented ethnic minority students. The Exchange seeks to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions. The consortium conducts activities to increase the enrollment of traditionally underrepresented peoples in graduate education. Rutgers University is part of this consortium and the Bloustein School annually reaches out to self-identified students who expressed interest in graduate study in Urban Planning. The Bloustein School invites these students to apply to the MCRP program and lets them know about funding opportunities for graduate study.

The recruiting team also provides informational support to prospective students. As a frequent first point of contact for interested students, and a continued point of contact for those interested to learn more about the school, team members respond to prospective student inquiries, arrange school visits and remote and in-person meetings with faculty and research center staff, and connect prospects with current students and alumni with shared interests. This team also organizes web information sessions and an annual open house event for admitted graduate students (see Part IV-C 2B).

Faculty in the Urban Planning and Policy Development Program spread the word about Urban Planning by teaching one-credit first year Byrne Seminars for incoming undergraduate students. Professor Tony Nelesen offers a Seminar about Healthy Cities; Professor David Listokin and Former Bloustein Dean James Hughes offer a Seminar about the redevelopment of New Brunswick; Professor Ron Quincy teaches two Seminars about international development and planning; Professors Kelcie Ralph and Mike Smart taught a Seminar on transportation innovation; and Professor Kathe Newman has taught Byrne Seminars on gentrification, community food security, and the 40th anniversary of the Newark Civil Disturbances and a Byrne seminar for students in the Educational Opportunities Fund program. Finally, Professor Quincy teaches a campus-wide honors leadership course that attracts a diverse cohort of students. The Bloustein School also offers undergraduate degrees and courses in Urban Planning and Design and Planning, Policy and Health which inform and recruit graduate planning students to Bloustein.

The Bloustein School provides travel assistance to top admitted students, including students from diverse backgrounds, to attend the admitted student open house and it offers financial assistance to top candidates including candidates from diverse backgrounds. In academic year 2019-2020, 85% of eligible minority students were funded for a total of \$198,270 (see Strategic Plan, Part IV-C 1A).

The UPPD program adopted an electronic admissions system before the last accreditation process in 2013 which makes it easier for international students to apply to the program. This has resulted in a dramatic increase in applications from international students, particularly from China, Korea, and India.

Finally, the Bloustein School also seeks to make the school a welcoming place by:

- hosting an English Language Conversation Group that meets weekly during the academic year to ease the transition for international students;*
- establishing attractive, welcoming, warm, and usable communal areas in the building;*
- supporting student groups: Bloustein Graduate Student Association (BGSO) and its Social Justice committee, LGBlouTQ, the International Development Interest Group and the Women's Leadership Coalition (WLC). BGSO sponsors programs and elects a student to serve as Social Justice chair, responsible for organizing student activities in support of social justice. BGSO organizes potluck dinners such as last year's potluck to celebrate Chinese New Year. The [International Development Interest Group \(IDIG\)](https://bloustein.rutgers.edu/students/organizations/), a student group established in 2009, is a forum to exchange ideas and information and a platform for collaborative work around themes and geographies of relevance in planning and policy work in low- and middle-income countries. IDIG held a half-day conference on displacement in 2019. The Women's Leadership Coalition (WLC) hosts an annual conference. <https://bloustein.rutgers.edu/students/organizations/>*
- organizing communal activities that bring different parts of the school together and reach out to the rest of the university, New Brunswick, and community; and*
- celebrating and encouraging diversity by organizing seminars and program events and by linking up with diversity-focused events throughout the university, the city, and the region (see Part IV-C 2B).*

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

Assistant Dean Weston is responsible for managing the one-stop-shop Office of Student and Academic Services staff in all areas of support including counseling and academic/life advising, career management, recruitment, admissions and financial aid (in coordination with the University Financial Aid Office). The scope of financial merit aid, including those specifically intended to ensure diversity in the student body (ex. Diversity Advancement Scholarship, Bunche Fellowship), are discussed at the following website: <https://bloustein.rutgers.edu/graduate/prospective/funding-and-support-for-prospective-graduate-students/> (see Part IV-C 2C).

Students begin the program with a full day orientation. Each student is matched with a faculty advisor to support academic advising, progress, appraisal, and career guidance. Students can change advisers at any time. Students who complete more than one concentration or create a custom concentration receive advisors in each concentration area. Students who complete a certificate also work with a

certificate-specific faculty advisor to ensure timely completion of requirements that often include coursework outside of the Bloustein School (see Part IV-C 2C for advising materials).

School career services are overseen by Andrea Garrido, career management specialist (a position in place since 2011) in the Office of Student and Academic Services, headed by Steve Weston, assistant dean. Ms. Garrido meets with students individually and in groups and organizes career services seminars several times a month during the academic year. These events include résumé development; interview techniques; LinkedIn, job and internship search strategy; presentations by potential public, private, and not-for-profit employers in the New York-New Jersey metropolitan area; a seven-part leadership development program, and panel discussions focused by concentration and interest areas by recent UPPD graduates. She organizes a fall and spring career employment fair; oversees the Bloustein School Graduate Mentorship Program; manages the Bloustein Job Board; sends a weekly Career Corner e-blast/newsletter, which includes notices of paying and nonpaying internships, jobs and part-time positions at Bloustein research centers; manages employer relations and the Bloustein Alumni Group on LinkedIn, and tracks employment of all graduates. Under the coordination of the career management specialist, the program provides opportunities for internships in the New Jersey/New York/Philadelphia Metropolitan area. There were at least 26 internships in 2018-2019. Highlights of those include: Public: 1; Nonprofit: 10, and Private Consultants: 15 (see Part IV-C 2D).

Finally, support to students with respect to personal counseling matters is coordinated through Dean Weston and the Office of Student and Academic Services with referrals to appropriate university offices under university guidelines: <http://health.rutgers.edu/medical-counseling-services/counseling/> (see Part IV-C 2C).

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

Planning students are involved in the Bloustein Graduate Student Association as members and in elected positions including as Vice President of Planning and as Student Representative to the American Planning Association. The latter works closely with the New Jersey Chapter of the American Planning Association (NJAPA), attends monthly NJAPA meetings, and organizes dozens of Bloustein student volunteers who support the annual NJAPA conference (see Part IV-C 2D). The student representative works closely with the New York APA chapter and student representatives from New York planning programs who organize an annual regional studio competition in which student teams from New York-area schools present studio projects to a panel. The UPPD program encourages students to attend the annual NJAPA conference by paying their registration and it provides travel grants to students to attend other conferences such as the National APA and Transportation Research Board conferences.

To further support student mentoring and professional engagement, Andrea Garrido, Director of the Bloustein School Development Office, partnered with the Bloustein Graduate Student Association (BGSA) student representatives, including the student liaison to the NJ APA, to create and implement an annual 5-month long Graduate Mentorship program which launched during the Fall 2019 semester (<https://bloustein.rutgers.edu/new-mentorship-program-launched-for-policy-planning-students/>). The program matched participating students with interested alumni and employer mentors to provide mentees with professional and career support and alumni with an opportunity to stay connected with the school and to share their experiences. The program includes a November kick-off networking event, at least three mentoring interactions (in person, video or phone), and a closing event in April which was cancelled in 2020 due to the COVID-19 crisis (see Part IV-C 2D).

To further diversify their professional experiences, UPPD students participate in often-interdisciplinary student planning competitions with faculty mentors (discussed below). And most MCRP students complete at least one internship. Those completing one for credit work with faculty advisers and submit a report describing their internship, what they learned, and how the internship corresponded with what they learned in school. Design Concentration faculty work with EJBDesigns, the 2020 APA-award winning student organization; they host Professional Portfolio Development Workshops throughout the academic year to support students who create Professional Portfolios (see Part IV-C 2D).

STANDARD 3 – FACULTY

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

The UPPD program employs 55 faculty with 21 full-time (category A), 10 part-time in the planning unit (category B) and 24 part-time lecturers (category C) (see Table 11).

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

UPPD faculty have degrees at the master’s or Ph.D. level in a range of specializations including planning, architecture, geography, political science, statistics, economics, landscape architecture, public health, and law. The part-time lecturers are practitioners in their areas. Three of the full-time faculty and seven of the part-time lecturers hold AICP membership; one is an AICP Fellow (see Table 4).

3B. Faculty Diversity: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the

populations that the Program's graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

In tandem with the university's commitment to diversity, the Bloustein community believes that fostering diversity and inclusion is essential to fulfilling its mission as an academic planning and public policy institution to advance teaching, research, and service by engaging society's challenges. UPPD's commitment to faculty diversity and inclusion strengthens its community while elevating the program's ability to prepare our diverse student population and address racial, cultural, and economic planning challenges locally, nationally, and globally. The Bloustein School created a Diversity Task Force in Spring 2020, chaired by a planning faculty member. The committee includes two other planning faculty members including the program director.

Full-time faculty members have master's or Ph.D. degrees from a broad range of universities and conduct and publish empirical and applied research and undertake consulting in a range of areas. Of the 21 full-time faculty, 14 are male and 7 are female and four are foreign born. The full time faculty include two members who are Latino and three who are Asian. Three part-time faculty are African American or black. The program is currently experiencing turnover as faculty retire. This has presented an opportunity to hire new faculty, most recently in the areas of GIS and Public Informatics, resulting in the hire of a fourth Asian female professor. Two additional searches in Urban Health and Environment and Land Use are on hold due to a Coronavirus-related hiring freeze. The program seeks to have a diverse faculty and UPPD faculty diversity has increased since the last accreditation review. To continue this progress, the program's strategic plan Objective 2.2 is to Create a Community that Welcomes and Celebrates Diversity. The benchmark is that fifty percent of faculty participate in inclusionary mentoring training (see Strategic Plan in Part IV-C 2B).

Objective S2.1 is to Conduct Faculty Searches Following Best Practices Towards Facilitating Inclusion and Diversity. The program's benchmark is to provide all members of faculty search committees with diversity and inclusion training. Most recently, Dr. Enobong (Anna) Branch, Vice Chancellor for Diversity, Inclusion, and Community Engagement provided training for members of Bloustein search committees. In 2019, Rutgers President Robert L. Barchi announced The Rutgers Faculty Diversity Hiring Initiative, an instructional commitment to support the hiring, mentoring and retaining of faculty from diverse and underrepresented backgrounds, would receive \$20 million more in funding through June 2024. More about the Initiative is here: <https://news.rutgers.edu/40-million-commitment-faculty-diversity/20190403#.Xefl0-hKi71> and in Part IV-C 1A). Rutgers announced a hiring freeze in April 2020.

UPPD follows the University policy in equal employment and affirmative action, which states:

Section: 60.1.8 - Equal Employment Opportunity and Affirmative Action

It is university policy to provide equal employment opportunity to all employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, sexual

orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. The university is an equal opportunity and affirmative action employer. The Office of Employment Equity is responsible for implementation of the university's Affirmative Action Plan for Equal Employment Opportunity ("Plan") and monitors the university's progress with regard to the Plan. The Plan, which covers females, minorities, individuals with disabilities, disabled veterans, recently separated veterans or other protected veterans, is available for inspection by employees and applicants for employment on each campus (see Part IV-C 3).

A list of policies and procedures from the Division of Diversity, Inclusion, and Community Engagement can be found here: <https://diversity.rutgers.edu/resources/policies-and-procedures>. A complete listing of University human resources policies is found at: <https://uhr.rutgers.edu/policies-procedures> (see Part IV-C 3).

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

As Table 11 shows, the faculty teaching full-time equivalent for 2019-2020 is 21.5. The ratio of graduate student FTE to instructional faculty FTE is 4.79. Thus the program meets this criterion.

Please provide the Program's definition/formula for a full-time teaching load:
The full-time teaching load is 4 courses per year.

Table 11. TEACHING FACULTY FTE 2019-2020

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE
1	Hooshang Amirahmadi	A	0
2	Clinton Andrews	A	.5
3	Juan Ayala*	A	1
4	Alan Cander**	A	.5
5	James DeFilippis	A	1
6	Barbara Faga*	A	.75
7	Michael Greenberg	A	.5
8	Radha Jagannathan	A	1
9	Robert Lake %%	A	.5
10	David Listokin	A	.5

11	Anton Nelessen	A	.75
12	Kathe Newman	A	.75
13	Robert Noland	A	.25
14	Frank Popper %	A	.25
15	Kelcie Ralph	A	.75
16	Hal Salzman	A	.25
17	Eric Seymour	A	.5
18	Mi Shih	A	.75
19	Michael Smart	A	1
20	Piyushimita Thakuriah (Dean)	A	0
21	Lyna Wiggins #%%	A/B	.5
22	Henry Coleman #%%	B	.5
23	Frank Felder***	B	.5
24	Patrick Hill**	B	.25
25	Michael Lahr***	B	.25
26	Jane Miller	B	.5
27	Dawne Mouzon	B	.75
28	Karen O'Neill	B	0
29	Cymie Payne	B	.25
30	Ron Quincy*	B	.50
31	Julia Sass Rubin	B	.50
32	Leah Apgar	C	.25
33	Robert Ashmun	C	.25
34	Bill Cesanek	C	.25
35	Tom Dallessio	C	.25
36	Stephanie DiPetrillo	C	0
37	Heather Fenyk	C	.25
38	Robert Freudenberg	C	.25
39	Daniel Greenhouse	C	.50

40	Susan Gruel	C	.50
41	Jeanne Herb	C	.25
42	Fred Heyer	C	.50
43	Diren Kocakusak	C	.50
44	Paul Larrousse~	C	0
45	Trish Long	C	.25
46	Karen Lowrie	C	0
47	Nick Masucci	C	0
48	Nadia Mian	C	.5
49	Robin Murray	C	0
50	Katharine Nelson	C	.25
51	Jennifer Rovito-Whytlaw	C	0
52	Mary Ann Sorensen Allacci	C	.25
53	Gregory Stankiewicz	C	0
54	Anne Strauss-Wieder	C	.25
55	Leigh Ann Von Hagen	C	.25
TOTAL TEACHING FTEs			21.5

*Professor of Practice, full time, non tenure track with promotion path

Teaching Professor/Research Professor, full-time, non tenure track with promotion path

Retired December 2019; %% Retired June 2020; #Tenured full-time faculty member, retirement one year half load; ~Deceased

Student / Teaching Faculty Ratio

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

Total Full-Time Students	96
Part-Time Students FTE	7
Total Students FTE	103

Student/Teaching Faculty Ratio, including calculation:

Total Faculty Teaching FTE	21.5
Student/Faculty Teaching Ratio	4.79

3D. Engagement with Students: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job

placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

All full-time faculty advise students outside of the classroom about course selection, concentrations, certificates, internships, and the job search process. Faculty engage students in research through directed studies, where the student investigates an area of interest as part of a credit-bearing seminar. Full-time faculty supervised 147 directed studies since the last accreditation review. Directed studies often generate papers that students present at academic conferences and submit for publication. A recent example is a paper in Urban Geography co-authored by masters student Nick Shatan (lead author) and Kathe Newman. Faculty also support independent research projects and research through the Bloustein School's 15 research centers and institutes. Particularly active Centers in engaging students include: The Alan M. Voorhees Transportation Center and its subunit, the National Transit Institute; The Ralph W. Voorhees Center for Civic Engagement; the Center for Energy, Economic and Environmental Policy; the Center for Urban Policy Research; the John J. Heldrich Center for Workforce Development; The Bloustein Center for Survey Research, and the Center for Green Building (<https://bloustein.rutgers.edu/centers/> (and Part IV-C 3D).

Faculty also supervise student competition teams including these award winning teams:

- *2019 Rutgers team tied for first place in the Airport Cooperative Research Program. <https://bloustein.rutgers.edu/bloustein-student-team-wins-acrp-university-design-competition-award/>,*
- *2017 Rutgers team won the HUD Student Innovation in Affordable Housing Competition. <https://bloustein.rutgers.edu/rutgers-team-wins-huds-innovation-in-affordable-housing-competition/>,*
- *2016 Rutgers team won the National Association of Industrial and Office Parks (NAOIP) Competition. <https://bloustein.rutgers.edu/tag/naiop/>, and*
- *2013 Rutgers team received an honorable mention in the ULI Hines Student Competition. <https://bloustein.rutgers.edu/rutgerscuny-team-awarded-honorable-mention-in-uli-hines-student-design-competition/> (see Part IV-C 2D).*

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

The Urban Planning and Policy Development program is located within a Tier 1 Research University. In addition to faculty in traditional tenure track positions, faculty work in non-tenure track positions with multi-year contracts and promotion paths in teaching, research, and practice. Teaching faculty are expected to do less research, research faculty are expected to do more, often funded, research, and practice faculty continue to practice professionally (for example, 2/3 of faculty in the design concentration are practice faculty). Most part-time lecturers practice full-time in their respective fields.

The UPPD faculty are highly productive having authored or edited 35 books and 314 refereed journal articles, many published in top-tier journals including Landscape and Urban Planning, International Journal of Urban and Regional Research, Journal of Transport and Land Use, Urban Studies, and Urban Geography. They generated more than 530 contracts or grants for nearly 145 million dollars. They published 92 book chapters and 190 reports and delivered 818 conference presentations, and they participated in 15 extramural exhibitions and received 54 extramural awards and honors (see Table 12 and EJB Annual Reports in Part IV-C 3E).

Book Highlights

*Faculty work in a variety of areas, evidenced by the wealth of topics covered in recent books. Vonu Thakuriah's book *Seeing Cities Through Big Data Research, Methods, and Application in Urban Informatics* has contributions from leading urban informatics researchers internationally and was funded by NSF. Radha Jagannathan's co-authored *Caught in the Cultural Preference Net: Three Generations of Employment Choices in Six Capitalist Democracies*, in press at Oxford University Press, examines the intergenerational transmission of cultural and work values as they relate to labor market decisions made in Sweden, Germany, Italy, Spain, the U.S. and India. She authored a second book which is in press at Bristol about the transferability of the German dual education model and the American entrepreneurial spirit to Mediterranean countries as strategies to help curtail high rates of youth unemployment. Nadia A. Mian edited *Ecologies of Faith in New York City* published by Indiana University Press in 2013. Karen M. O'Neill co-edited *Taking Chances: The Coast after Hurricane Sandy* published by Rutgers University Press in 2016. Barbara Faga co-edited *Planning Atlanta* published by Routledge in 2015. Robert W. Lake co-edited *Land Fictions: The Commodification of Land in City and Country*, published by Cornell University Press, and *The Power of Pragmatism*, published by Manchester University Press in 2020. James DeFilippis edited *Urban Policy in the Time of Obama* published by the University of Minnesota Press in 2016. Michael Greenberg co-wrote *Environmental Health and the U.S. Federal System* published by Earthscan/Routledge in 2019. David Listokin co-wrote *New Brunswick, NJ: The Decline and Revitalization of Urban America* published by Rutgers University Press in 2016 and co-wrote *Historic Preservation: Caring for Our Expanding Legacy* published by Springer in 2015. Mike Lahr co-edited *Recent Developments in Input–Output Analysis* published in 2020 by Edward Elgar.*

Impact

*Faculty work impacts society in a variety of ways. The STEM Nurture thru Nature (NtN) program, co-founded by Radha Jagannathan, has demonstrated efficacy in enhancing participant performance in science and mathematics relative to a control group of non-participants. These findings have been published in peer-reviewed journals in economics, education, and evaluation fields and have encouraged model transfer to Granada, Spain, and Catania, Sicily. Vonu Thakuriah's book *Seeing Cities Through Big Data Research, Methods, and Application in Urban Informatics* led to special sessions at AAG, Association for Computing Machinery, and ACSP as well as several European and Australian conferences and workshops. This work has had many effects on smart cities, smart mobility, and big data companies worldwide, as well as funding for local governments and national statistical agencies. Mi Shih contributed a case study to the Lincoln Land Institute case study program. Eric Seymour's research has helped to influence housing policy in Detroit. His work on predatory land contracts has informed the policy work of organizations including the National Consumer Law Center. Kathe Newman co-organized, wrote, and edited a community food report and plan for New Brunswick, NJ with community leaders, students, and faculty. *Planning Atlanta*, co-edited by Barbara Faga, provides examples and results of how practitioners build and rebuild each element of planning, including*

transportation and housing, in a major southern city. *Urban Design*, a chapter in *The Routledge Handbook of International Planning Education* (Leigh, French, Guhathakurta, Stiftel), outlines how urban design education has influenced planning history and practice through the last century.

Professors Listokin and Lahr write an annual report for the National Park Service (NPS) in which they quantify the economic impacts of the federal historic preservation tax credit (FHPTC), the largest national subsidy for historic rehabilitation. These annual reports were extensively cited to successfully maintain the FHPTC in the 2017 Tax Cuts and Jobs Act. Professor Listokin released a 2018 residential demographic multiplier study which is frequently referenced by planners, demographers and others in population and development impact studies. A CUPR study on the economic impacts of Route 66 is extensively cited by the NPS and many groups working to preserve this famous highway. Anton Nelessen's book *Visioning What People Want* provides visual and urban design recommendations summarizing the results of 398 Visual Preferences Surveys and Vision Translation workshops conducted nationally is now in editorial review at Routledge Press. It is 398 pages with over 300 value rated colored photographs of the most positive and negative places images in six urban planning categories. The results of the VPS community vision process has led to the adoptions of major redevelopment plans, form based codes, construction of entire new communities and neighborhoods, urban cores and new transit networks. The book is being used to train new planners to facilitate the vision process and prepare new vision plans. Professor Greenberg's recent paper in *Risk Analysis* summarizes some of his work for Congress which included a 92,000 word report and meetings with the Senate Armed Services and the House and Senate Appropriations Committees. A report prepared for the City of New Brunswick led to the implementation of a road diet (now being built) along a major corridor. (Noland, Robert B., et al. *Costs and Benefits of a Road Diet Conversion, Case Studies on Transport Policy*, (2015)). Work conducted by Bob Noland and Mike Smart and a student examined bikeshare trip patterns in New York City and is one of the most highly cited works in this area. (Noland, Robert B., Michael J. Smart, and Ziyue Guo, *Bikeshare trip generation in New York City, Transportation Research A (Policy and Practice)*, (2016)) (see Part IV-C 3E for additional information).

Table 12. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters 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)										
<i>Hooshang Amirahmadi</i>	Professor	3	14	2	0	6	1	2	\$300,000	130
<i>Clinton Andrews</i>	Professor	0	18	4	0	2	1	7	\$9,440,000	42
<i>Juan Ayala</i>	Asst. Prof. Practice	0	0	0	2	1	3	2	\$62,400	7
<i>Alan Cander</i>	Ast. Teach. Prof.	0	0	0	0	0	0	0	0	0
<i>James DeFilippis</i>	Professor	3	11	4	0	0	0	1	\$175,000	16
<i>Barbara Faga</i>	Prof. Practice	1	0	1	3	1	1	0	0	16
<i>Michael Greenberg</i>	Dist. Professor	5	8	3	0	3	19	NA	\$10,229,000	6
<i>Radha Jagannathan</i>	Professor	3	16	0	0	4	39	7	\$9,607,000	39
<i>Robert Lake**</i>	Professor	2	11	5	0	3	0	0	0	36
<i>David Listokin</i>	Professor	4	4	1	0	0	17	9	\$347,000	12
<i>Anton Nelessen</i>	Professor	0	0	0	1	2	0	1	\$60,000	17
<i>Kathe Newman</i>	Professor	0	5	7	1	1	13	7.5	\$439,620	35
<i>Robert Noland</i>	Dist. Professor	1	37	1	0	0	18	7	\$947,944	47
<i>Frank Popper*</i>	Professor	0	7	0	0	0	0	0	0	7
<i>Kelcie Ralph</i>	Assistant Professor	0	15	1	0	0	11	2	\$18,200	42

<i>Hal Salzman</i>	Professor	1	6	4	0	0	4	8	\$5,876,460	19
Eric Seymour	Assistant Professor	0	8	2	0	0	0	1	\$31,000	11
<i>Mi Shih</i>	Assistant Professor	0	7	2	0	2	1	0	0	14
<i>Michael Smart</i>	Associate Professor	0	26	1	0	1	4	2	\$191,950	64
<i>Piyushimita (Vonu) Thakuriah</i>	Dist. Professor	3	15	8	0	2	4	0	\$46,573,800	19
<i>Lyna Wiggins***</i>	Associate Professor	0	0	0	0	0	0	0	0	0
Part-time in Planning Unit (B)										
Henry Coleman***	Professor	0	2	0	0	0	0	0	0	NA
Frank Felder	Research Professor	0	21	5	6	0	3	16	\$10,725,977	54
<i>T. Patrick Hill</i>	Assoc. Teach. Prof.	0	1	3	0	0	0	0	0	10
Michael Lahr	Research Professor	1	13	3	0	4	0	0	0	0
Jane Miller	Professor	5	4	0	0	0	8	4	0	8
Dawne Mouzon	Associate Professor	0	5	3	0	0	0	0	0	1
Karen O'Neill	Associate Professor	1	5	4	0	1	3	5	\$250,992	19
Cymie Payne	Associate Professor	0	8	10	0	0	3	0	0	17
Ron Quincy	Prof. Prof. Practice	1	11	7	0	2	0	7	\$6,630,053	27
Julia Rubin	Associate Professor	0	4	3	0	0	0	0	0	0
Adjunct/Contract/Non-tenure track (C)										
Leah Apgar	Part-time Lecturer	0	0	0	0	0	0	0	0	3
Robert Ashmun	Part-time Lecturer	0	0	0	0	0	0	0	0	0
William Cesanek	Part-time Lecturer	0	0	0	0	0	1	0	0	5
Tom Dallessio	Part-time Lecturer	0	0	0	0	0	0	0	0	0

Stephanie DePetrillo	Part-time Lecturer	0	7	0	0	2	9	4	\$617,264	13
Heather Fenyk	Part-time Lecturer	0	0	2	2	4	1	3	\$71,000	4
Robert Freudenberg	Part-time Lecturer	0	0	0	0	0	0	0	0	0
Daniel Greenhouse	Part-time Lecturer	0	0	0	0	0	0	0	0	0
Susan Gruel	Part-time Lecturer	0	0	1	0	6	0	400	\$10,000,000	10
Jeanne Herb	Part-time Lecturer	0	3	0	0	0	0	0	\$2,583,690	1
Fred Heyer	Part-time Lecturer	0	0	0	0	0	0	0	0	0
Diren Kocakusak	Part-time Lecturer	0	0	0	0	0	0	0	0	0
Paul Larrousse	Part-time Lecturer	0	0	0	0	0	0	10	24,173,472	NA
Trish Long	Part-time Lecturer	0	0	0	0	0	0	0	0	3
Karen Lowrie	Part-time Lecturer	0	2	0	0	1	10	2	\$450,000	5
Sara Malone	Part-time Lecturer	0	1	0	0	0	2	0	0	0
Nick Masucci	Part-time Lecturer	0	0	0	0	1	0	0	0	0
Nadia Mian	Part-time Lecturer	1	1	2	0	0	1	0	0	1
Robin Murray	Part-time Lecturer	0	0	0	0	2	1	1	\$100,000	9
Katharine Nelson	Part-time Lecturer	0	1	0	0	0	4	0	0	15
Jennifer Rovito-Whytlaw	Part-time Lecturer	0	3	1	0	0	2	0	0	8
Mary Ann Sorensen Allacci	Part-time Lecturer	0	6	1	0	0	6	5	\$27,000	6
Gregory Stankiewicz	Part-time Lecturer	0	0	0	0	0	0	0	0	0
Anne Strauss-Wieder	Part-time Lecturer	0	1	1	0	0	0	0	0	20
Leigh Ann Von Hagen	Part-time Lecturer	0	7	0	0	3	0	19	4,989,245	0

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

UPPD faculty produced more than 400 plans, designs, and policy reports and delivered more than 900 presentations to agencies, firms, universities and other clients. They held nearly 70 offices in professional associations, more than 40 offices or memberships on government or corporate boards and commissions, and more than 50 positions as editors or on editorial boards. Clint Andrews, Frank Popper, and Mike Smart edited the Journal of Planning Education and Research. Ron Quincy is co-editor-in-chief of Collaboration: a Journal of Research and Community Practice. Bob Noland is co-editor in Chief of Transportation Research Part D. Kathe Newman is an Associate Editor of Environment and Planning A. Mike Lahr has been Editor for The Review of Regional Studies and Economic Systems Research. UPPD faculty have been on the editorial boards of top-tier journals including JAPA, Journal of Urban Affairs, Urban Geography, Housing Policy Debate, JPER, Environment and Planning B, Journal of Big Data Analytics in Transportation, Harvard Data Science Review, Risk Analysis, Papers in Regional Science, Journal of Economic Structures, and Revista Brasileira de Estudos Regionais e Urbanos

UPPD faculty participate in local and international professional associations and do community engaged work. Ron Quincy is a Board member of the Community Planning Council of Camden County, NJ and the Academic Director of the Mandela Washington Fellowship. He is co-lead with a US based-nonprofit to build a pediatrics health care and community center and was a planner on a project to rebuild a new school and orphanage campus in Haiti. He is a member of the Puerto Rico Public Health Trust national advisory committee and initiated a partnership between Rutgers and the Trust to provide COVID-19 testing for first responders, researchers, and others. Juan Ayala works with Asociacion Puertorriquenos en March in Philadelphia. James DeFilippis is the former president of the AAG Urban Geography Specialty Group, former board member of the Urban Affairs Association, founding member of the New York City Community Land Trust Institute, and a research collaborator with many community groups in New York City. Kelcie Ralph is secretary on the Women's Issues In Transportation-Transportation Research Board Committee. Barbara Faga is a fellow of the American Society of Landscape Architects, emeritus member of the Carter Presidential Board of Councilors and the Landscape Architecture Forum, member of APA, the International Women's Forum, Lambda Alpha International, the Trust for Public Land, Park Pride Atlanta, the Urban Land Institute, and is on the board of the Atlanta Midtown Alliance. Kathe Newman is a member of the Urban Affairs Association Urban Activist Award Committee; the ACSP Doctoral Travel Award Committee, former elected member of the AAG Urban Geography Specialty Group and has worked with the New Brunswick, NJ Community Food Alliance. Frank Popper is a Board Member of the National Center for Frontier Communities. Mike Lahr served on the Planning and Zoning Board and Environmental Commission of Bordentown, NJ. He has been President of the Southern Regional Science Association and Vice President of the International Input-Output Association and Treasurer for the Benjamin H. Stevens Graduate Student Fund for the North American Regional Science Council. He has served on the NJ Legislature Fiscal, Economic, and Transportation Workgroups (see Part IV-C 3E for additional information).

Table 13. 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	Number of Offices Held and Memberships on Government or Corporate Boards and	Number of Editorships and Memberships on Editorial Boards
Full-time in Planning Unit (A)						
<i>Hooshang Amirahmadi (1 14 20)</i>	Professor	3	0	4	9	0
<i>Clinton Andrews</i>	Professor	0	10	6	4	2
<i>Juan Ayala</i>	Asst. Prof. Practice	0	20	7	0	0
<i>Alan Cander</i>	Ast. Teach. Prof.	0	0	0	0	0
<i>James DeFilippis</i>	Professor	0	6	1	0	2
<i>Barbara Faga</i>	Prof. Practice	3	10	0	2	0
<i>Michael Greenberg</i>	Dist. Professor	0	5	0	7	2
<i>Radha Jagannathan</i>	Professor	0	11	0	0	5
<i>Robert Lake**</i>	Professor	0	10	6	0	2
<i>David Listokin</i>	Professor	16	29	0	1	2
<i>Anton Nelessen</i>	Professor	2	0	0	1	0
<i>Kathe Newman</i>	Professor	1	4	2	0	5
<i>Robert Noland</i>	Dist. Professor	0	6	4	0	5
<i>Frank Popper*</i>	Professor	0	0	0	0	0

<i>Kelcie Ralph</i>	Assistant Professor	0	0	0	0	2
<i>Hal Salzman</i>	Professor	0	0	0	0	0
Eric Seymour	Assistant Professor	0	0	0	0	0
<i>Mi Shih</i>	Assistant Professor	0	7	0	0	1
<i>Michael Smart</i>	Associate Professor	0	4	0	0	1
<i>Piyushimita (Vonu) Thakuriah</i>	Dist. Professor	0	47	19	0	5
<i>Lyna Wiggins***</i>	Associate Professor	0	0	0	1	1
Part-time in Planning Unit (B)						
Henry Coleman***	Professor	0	0	0	0	2
Frank Felder	Research Professor	7	5	0	1	3
<i>Patrick Hill</i>	Assoc. Teach. Prof.	0	0	0	0	0
Michael Lahr	Research Professor	0	0	0	0	6
Jane Miller	Professor	0	0	0	0	0
Dawne Mouzon	Associate Professor	1	4	0	0	1
Karen O'Neil	Associate Professor	0	5	1	0	1
Cymie Payne	Associate Professor	3	9	0	0	0
Ron Quincy	Prof. Prof. Practice	0	0	0	0	1
Julia Rubin	Associate Professor	0	0	0	0	0
Adjunct/Contract/Non-tenure track (C)						
Leah Apgar	Part-time Lecturer	0	0	0	0	0
Robert Ashmun	Part-time Lecturer	0	0	2	0	0
William Cesanek	Part-time Lecturer	0	0	2	0	0

Tom Dallessio	Part-time Lecturer	12	95	0	0	0
Stephanie DePetrillo	Part-time Lecturer	0	5	0	0	0
Heather Fenyk	Part-time Lecturer	1	0	0	2	0
Robert Freudenberg	Part-time Lecturer	0	0	0	0	0
Daniel Greenhouse	Part-time Lecturer	0	0	0	0	0
Susan Gruel	Part-time Lecturer	350	600	0	0	0
Jeanne Herb	Part-time Lecturer	0	0	3	0	0
Fred Heyer	Part-time Lecturer	0	0	3	0	0
Diren Kocakusak	Part-time Lecturer	0	0	0	0	0
Paul Larrousse~	Part-time Lecturer	0	0	0	0	0
Trish Long	Part-time Lecturer	0	3	3	1	0
Karen Lowrie	Part-time Lecturer	1	6	0	0	1
Sara Malone	Part-time Lecturer	4	0	0	0	0
Nick Masucci	Part-time Lecturer	2	13	1	9	0
Nadia Mian	Part-time Lecturer	2	0	2	3	1
Robin Murray	Part-time Lecturer	1	0	2	0	0
Katharine Nelson	Part-time Lecturer	0	0	0	0	0
Jennifer Rovito-Whytlaw	Part-time Lecturer	0	0	0	0	0
Mary Ann Sorensen Allacci	Part-time Lecturer	1	2	0	0	0
Gregory Stankiewicz	Part-time Lecturer	0	7	0	2	0
Anne Strauss-Wieder	Part-time Lecturer	0	0	0	0	0
Leigh Ann Von Hagen	Part-time Lecturer	0	0	0	0	0

*Retired January 2020; **Retiring Spring 2020; ***Retiring Spring 2020 (shifted to non-tenure track part-time work Fall 2019); ~Deceased

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

Rutgers publishes an on-line Academic Appointments Manual that covers these topics: <https://academiclaborrelations.rutgers.edu/academic-appointments-manual> (This manual is currently being revised and is expected to be available in August).

The Sabbatical Leave Program provides one and two semester leaves to eligible faculty members to undertake projects of academic significance to themselves, their departments, and units. Sabbatical leaves may be granted to provide members of the professorial ranks of regular instructional faculty an opportunity to engage in an intensive program of research and/or study, thus enhancing their effectiveness to the University as a teacher and scholar. Tenure-track professors shall be eligible for a one-semester sabbatical at 80% salary after three years (6 semesters) or 100% after six years (12 semesters). Assistant professors are eligible for a one-semester 100% salary sabbatical after 3 years or 6 semesters. A two semester leave at 80% is possible after six years (12 semesters). All other sabbaticals, whether one semester or two, shall be at 80% salary. Individuals in the last year of the probationary period, or in a terminal year, are not eligible for a sabbatical leave (details are here: <https://academiclaborrelations.rutgers.edu/sites/default/files/SabbaticalLeaveProgram2019-2020.pdf> and in the Union Contract in Part IV-C 5E). Tenure-track faculty at the Bloustein School are given reduced teaching loads during their first year to develop courses and complete research and are provided with funding to attend conferences to present their work. However, travel funding has been frozen due to the COVID-19 crisis.

The Rutgers Office of the Senior Vice President for Academic Affairs offers faculty development programs. Faculty can participate in The Rutgers Connection Network Mentoring Program, OASIS Leadership and Professional Development, or the Program for Early Career Excellence. They can also participate in topical workshops, writing support groups, common interest groups, and individual mentoring. Additional information is available here: <https://academicaffairs.rutgers.edu/faculty-development> (and in Part IV-C 3G). TEAM, the Bloustein School's teaching mentoring program, incorporates in-class observation with peer mentoring and education to improve teaching quality (see TEAM report in Part IV-C 5A).

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. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

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

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

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

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

The UPPD program develops and approves its courses. The curriculum includes a set of core courses that all M.C.R.P. students take, a set of courses organized within one of six concentration areas, and electives. The core curriculum is stable and the program’s decision making focuses on ensuring that content and pedagogy are effective and up-to-date. Instructors in core courses meet annually to review content and coordinate consistency. Studios and topical seminar classes vary year-to-year and the program director seeks a balance across concentration areas. Faculty within concentrations review courses yearly and lay out three-year teaching plans. Faculty certificate advisors initiate certificate reviews every other year with the next review scheduled for Fall 2020. Monthly school-wide program director meetings allow coordination across degree programs (undergraduate, planning masters, policy masters, masters of public information, health administration masters, doctoral) and quarterly school-wide faculty council and congress meetings help align program-level curricular decisions with school-wide objectives (see Concentrations and Course Catalogue in Part IV-C 4).

Table 14. CURRICULUM LISTING GRADUATE PROGRAM

COURSE NUMBER AND TITLE*	FALL 2018 FACULTY**	SPRING 2019 FACULTY**	FALL 2019 FACULTY**	SPRING 2020 FACULTY**
COURSES REQUIRED OF ALL STUDENTS				
34:970:501 History & Theory of Planning	01 – Robert Lake 02 – Frank Popper	01 – Robert Lake 02 – Frank Popper	01 - James DeFilippis 02 – Frank Popper	Kathe Newman
34:970:509 Urban Economy and Spatial Patterns	01 – Mike Lahr 02 – Hooshang Amirahmadi	01 – Robert Lake 02- Hooshang Amirahmadi	James DeFilippis	Robert Lake
34:970:510/511 Graduate Planning Studio	01 – <i>DiPetrillo</i> Transportation 02 – Newman Community Development 03 - <i>Heyer/ Gruel</i> Comprehensive Planning 04 – <i>Lowrie</i> Age Friendly Communities 05 - <i>Murray</i> Coastal Resilience 06 – Faga Urban Design	01 - <i>Von Hagen</i> Transportation/ environment 02 – <i>Herb</i> Environmental health 03 – Listokin Redevelopment 04 - Nelessen Visual Design 06 – Faga Transportation and Land Use	01 – Smart Rutgers Bus Network 02 – DeFilippis Community Development 03 - <i>Heyer/ Gruel</i> Comprehensive Planning 04 - <i>Freudenberg</i> Climate Change 05 – Ralph Transportation 06 - Faga Land Use/Urban Design	01 - <i>Von Hagen</i> Transportation Environment 02 – <i>Fenyk</i> Environment 03 – <i>Mian</i> Redevelopment 04 – Nelessen Visual Design 05 – DeFilippis Community Development 06 – Faga Transportation Land Use
34:970:515 Basic Quantitative Methods	01- Frank Felder 02– Radha Jagannathan	Radha Jagannathan	Radha Jagannathan	Radha Jagannathan
34:970:516 Planning Methods	Mi Shih	Mi Shih	Mi Shih	Mike Smart
34:970:517 Survey of Planning Law Principles	01 – <i>Daniel Greenhouse</i>	Alan Cander	01 – <i>Daniel Greenhouse</i> 02 – Alan Cander	01- Alan Cander
REQUIRED SPECIALIZATION COURSES				
Community Development and Housing (choose at least 2 courses)				

34:970:562 Community Economic Development		<i>Greg Stankiewicz</i>		
34:970:563 Community Development		James DeFilippis	Kathe Newman	
34:970:528 Housing Economics and Markets				Eric Seymour
34:970:529 Prin. of Housing	<i>Katharine Nelson</i>		Eric Seymour	
Design and Development/ Redevelopment				
Urban Design Track (take all courses)				
34:970:590 Graphical Communication for Planners	<i>Juan Ayala</i>	<i>Juan Ayala</i>	<i>Juan Ayala</i>	<i>Juan Ayala</i>
34:970:593 Advanced Graphical Comm for Planners	<i>Juan Ayala</i>		<i>Juan Ayala</i>	
34:970:600 Planning Design I	<i>Fred Heyer/ Susan Gruel</i>		Anton Nelessen	
34:970:601 Plan. & Design II		<i>Juan Ayala</i>		<i>Juan Ayala</i>
34:970:602 (was 660 Zoning Strategies for Urban Design (changed to Planning))	<i>Barbara Faga</i>		<i>Barbara Faga</i>	
34:970:606 Planning Real Estate Analysis	<i>Robert Ashmun</i>		<i>Robert Ashmun</i>	
Development/Redevelopment Track (take all courses)				
34:970:606 Plan. Real Estate	<i>Robert Ashmun</i>		<i>Robert Ashmun</i>	
34:970:622 Urban Redev.	David Listokin		<i>Nadia Mian</i>	
Environmental, Human Health and Land Use Planning				
Environmental and Human Health Planning Track (take 3 of these courses)				
34:970:618 Environmental Planning and Management	Michael Greenberg		Michael Greenberg	
34:970:652 Hazard Mitigation Planning		Michael Greenberg		Michael Greenberg
34:970:532 Bridging Public Health and Planning		Insufficient registration		Insufficient registration
34:970:571 Industrial Ecology				Clinton Andrews

34:970:631 Communicating Science with Decision Makers		<i>Jeanne Herb</i>		<i>Jeanne Herb</i>
Land Use Planning Track (take all of these courses)				
34:970:508 Comprehensive Planning		<i>Fred Heyer/ Susan Gruel</i>		<i>Fred Heyer/ Susan Gruel</i>
34:970:602 (was 660 Zoning Strategies for Urban Design) Zoning for Urban Planning	Barbara Faga		Barbara Faga	
34:970:520 Planning and Land Use Administration		Alan Cander		<i>Tom Dallessio</i>
34:970:619 Environmental Economics and Public Policy				
International Development (take at least 2 of these courses)				
34:970:530 International Urbanization and Housing	Mi Shih		Mi Shih	
34:970:644 International Economic Development	Hal Salzman	Hooshang Amirahmadi	Hal Salzman	
34:970:633 Demog & Pop.				
34:970:645 Regional Development	Hooshang Amirahmadi			
Transportation Policy and Planning (take at least 3 of these courses)				
34:970:550 Intro. to Transp.	Kelcie Ralph		Kelcie Ralph	
34:970:551 Transp. & Land Use	Mike Smart			Robert Noland
34:970:552 Transp. & Env.			Kelcie Ralph	
34:970:553 Methods of Transportation Planning		Mike Smart		Mike Smart
34:970:554 Transportation Economics and Finance		Robert Noland		
34:970:555 Transp. & Equity	Mike Smart			
34:970:556 Bicycle & Pedestrian Planning	Kelcie Ralph			
34:970:558 Public Transit Planning and Management	<i>Paul Larrousse/ Robert Noland</i>		Mike Smart	

Urban Informatics (take 3 of these courses)				
34:816:502 Theory and Practice of Public Informatics	Clinton Andrews		Clinton Andrews	
34:970:591 Introduction to GIS for Planning and Public Policy	01/02 – <i>Jennifer Rovito-Whytlaw</i>	01 – <i>Katharine Nelson</i> 02 – Mike Smart	01 – <i>Trish Long</i> 02 – <i>Diren Kocakusak</i>	01 – <i>Katharine Nelson</i> 02 – <i>Diren Kocakusak</i>
34:970:634 Big Data Analyt.		Frank Felder	Frank Felder	
ELECTIVE COURSES~				
34:970:521 <i>Historic Preserv.</i>		David Listokin		David Listokin
34:970:522 <i>International Historic Preservation</i>		David Listokin		David Listokin
34:970:523 <i>Environmental Law and Policy</i>		<i>Daniel Greenhouse</i>		<i>Daniel Greenhouse</i>
34:970:524 Ethics in Planning	T. Patrick Hill		T. Patrick Hill	
34:970:527 Applied Multivariate Methods	Dawne Mouzon	Dawne Mouzon	Dawne Mouzon	Dawne Mouzon
34:970:560 Freights & Ports		<i>Anne Strauss-Wieder</i>		<i>Anne Strauss-Wieder</i>
34:970:561 Social Justice, Planning and Public Policy				Robert Lake
34:970:560 Green Building				<i>MaryAnn Sorensen</i>
34:970:592 Topics in GIS		Lyna Wiggins	<i>Lyna Wiggins</i> [^]	<i>Lyna Wiggins</i> [^]
34:970:594 Program Evaluation	Radha Jagannathan			
34:970:607 Communicating Quantitative Information	Jane Miller		Jane Miller	
34:970:620 Energy Sustainability and Policy		Frank Felder		Frank Felder
34:970:621 Infrastructure Planning		<i>William Cesanek</i>		<i>William Cesanek</i>
34:970:624 Planning, Public Policy, and Social Theory	Robert Lake		Kathe Newman	

34:970:630 Discrete Choice Methods		Radha Jagannathan		Radha Jagannathan
34:970:542 Com. Organizing				Ron Quincy
34:970:651 International Environ. Law and Policy		Cymie Payne		Cymie Payne
34:970:653 Case Study Meth.		Karen O'Neill		
34:970:654 International Infrastructure Development		<i>Nicholas Masucci</i>		
<i>34:970:656 Designing and Using Visual Pref. Surveys</i>		Anton Nelessen		Anton Nelessen
34:816:637 Glob. Data Anal.			Mike Lahr	
<i>34:833:513 Health Disparities</i>		Dawn Mouzon		Dawn Mouzon
34:833:540 State and Local Public Finance	Henry Coleman			Henry Coleman^
34:833:570 Nonprofit Manag	Julia Rubin		Julia Rubin	
34:833:595 Economics of Poverty	Henry Coleman		<i>Henry Coleman^</i>	
34:833:612 Non-profit and Community Dev. Finance		<i>Leah Apgar</i>		<i>Leah Apgar</i>
34:833:628 Advanced Qualitative Methods		Julia Rubin		Julia Rubin
34:833:681 Managing People and Organizations		Ron Quincy		Ron Quincy
34:833:684 Data Vis.	Jane Miller		Jane Miller	

^Partial retirement; ~Courses required in one concentration are also electives in other concentrations.

*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.)

Table 15. CURRICULUM MAP – GRADUATE DEGREE

Curriculum Map Courses Required of All Students	501 History & Theory of Planning	509 Urban Economics & Spatial	515 Basic Quantitative Methods	516 Planning Methods	517 Survey of Planning Law Principles	F18 510:01 Studio: Transportation	F18 510:02 Studio: Community Development	F18 510:03 Studio: Comprehensive Planning	F18 510:04 Studio: Age Friendly Communities	F18 510:05 Studio: Coastal Resilience	F18 510:06 Studio: Urban Design
	A. Required Knowledge, Skills and Values										
A1 General Planning Knowledge											
a) Purpose and Meaning of Planning	X	X		X	X	X	X	X	X	X	X
b) Planning Theory	X	X			X	X	X	X	X	X	X
c) Planning Law	X	X			X	X		X	X	X	X
d) Human Settlements and History of Planning	X	X			X	X	X			X	X
e) The Future	X	X		X	X	X	X		X	X	X
f) Global Dimensions of Planning	X	X				X					X
A2 Planning Skills											
a) Research	X	X	X	X		X	X	X	X	X	X
b) Written, Oral and Graphic Communication	X	X	X	X	X	X	X	X	X	X	X
c) Quantitative and Qualitative Methods	X	X	X	X		X	X	X	X	X	X
d) Plan Creation and Implementation	X	X	X			X		X	X	X	X
e) Planning Process Methods	X	X		X	X	X		X	X	X	X
f) Leadership	X	X				X	X		X	X	X
A3 Values and Ethics											
a) Prof Ethics and Responsibility	X	X				X	X	X	X	X	X
b) Equity, Diversity and Social Justice	X	X		X	X	X	X	X	X	X	X
c) Governance and Participation	X	X		X	X	X	X	X	X	X	X
d) Sustainability and Environmental Quality	X	X			X	X	X		X	X	X
e) Growth and Development	X	X		X	X	X	X	X	X	X	X
f) Health and Built Environment	X	X			X	X			X	X	X

Curriculum Map												
Courses Required of All Students		S19 511:01 Studio Transportation/Environment	S19 511:02 Environmental health	S19 511:03 Redevelopment	S19 511:04 Visual Design	S19 511:06 Transportation and Land Use	F19 510:01Studio Rutgers Bus Network	F19 510:02 Studio Community Development	F19 510:03 Studio Comprehensive Planning	F19 510:04 Studio Perth Amboy Climate Change	F19 510:05 Studio Transportation Alaska	F19 510:06 Studio Land Use/Urban Design
A. Required Knowledge, Skills and Values												
A1 General Planning Knowledge												
a) Purpose and Meaning of Planning			X			X	X	X	X	X	X	X
b) Planning Theory						X	X	X	X	X		X
c) Planning Law			X			X			X			X
d) Human Settlements and History of Planning						X						X
e) The Future						X		X		X	X	X
f) Global Dimen of Planning						X						X
A2 Planning Skills												
a) Research	X	X	X	X	X	X	X	X	X	X	X	X
b) Written, Oral and Graphic Communication	X	X	X	X	X	X	X	X	X	X	X	X
c) Quant and Qual Methods		X	X			X	X	X	X	X	X	X
d) Plan Creation and Implem.	X	X				X	X	X	X	X	X	X
e) Planning Process Methods	X	X	X			X	X	X	X	X	X	X
f) Leadership	X	X	X	X	X	X	X	X		X	X	X
A3 Values and Ethics												
a) Prof Ethics and Responsibility	X	X	X			X	X	X	X	X	X	X
b) Equity, Diversity and Social Justice	X	X				X	X	X	X	X	X	X
c) Governance and Participation	X	X	X	X	X	X	X	X	X	X	X	X
d) Sustainability and Environmental Quality	X	X				X		X	X	X		X
e) Growth and Development	X	X	X	X	X	X		X	X	X		X
f) Health and Built Environment	X	X				X			X	X		X

Curriculum Map
Courses Required of All Students

	S20 511:01 Studio Transportation Environment	S20 511:02 Studio Environment	S20 511:03 Studio Redevelopment	S20 511:04 Studio Visual Design	S20 511:05 Studio Community Land Trust Cont.	S20 511:06 Transportation Land Use
A. Required Knowledge, Skills and Values						
A1 General Planning Knowledge						
a) Purpose and Meaning of Planning		X	X		X	X
b) Planning Theory		X	X		X	X
c) Planning Law		X	X			X
d) Human Settlements and History of Planning		X	X			X
e) The Future		X	X		X	X
f) Global Dimensions of Planning		X	X			X
A2 Planning Skills						
a) Research	X	X	X	X	X	X
b) Written, Oral and Graphic Communication	X	X	X	X	X	X
c) Quantitative and Qualitative Methods		X	X		X	X
d) Plan Creation and Implementation	X	X	X		X	X
e) Planning Process Methods	X	X	X		X	X
f) Leadership	X	X	X	X	X	X
A3 Values and Ethics						
a) Professional Ethics and Responsibility	X	X	X		X	X
b) Equity, Diversity and Social Justice	X	X	X		X	X
c) Governance and Participation	X	X	X	X	X	X
d) Sustainability and Environmental Quality	X	X	X		X	X
e) Growth and Development	X	X	X	X	X	X
f) Health and Built Environment	X	X	X			X

Curriculum Map Electives and Other Courses	A. Required Knowledge, Skills and Values																	
	*34:970:502 Theory and Practice of Public Informatics	34:970:508 Comprehensive Planning	34:970:520 Planning and Land Use Administration	34:970:521 Historic Preservation	34:970:522 International Historic Preservation	34:970:523 Environmental Law and Policy	34:970:524 Ethics in Planning and Public Policy	34:970:527 Applied Multivariate Methods	*34:970:528 Housing Economics and Markets	*34:970:529 Principles of Housing	*34:970:530 International Urbanization and Housing Issues	34:970:532 Bridging Public Health & Urban Plan	34:970:541 Community Organizing	*34:970:550 Introduction to Transportation	*34:970:551 Transportation and Land Use	*34:970:522 Transportation and the Environment	*34:970:553 Methods of Transportation Planning	*34:970:554 Transportation Economics and Finance
A1 General Planning Knowledge																		
a) Purpose and Meaning of Planning	X	X	X			X			X	X	X	X	X	X			X	
b) Planning Theory	X	X	X			X			X	X	X	X	X					
c) Planning Law		X	X	X	X	X			X	X	X					X	X	
d) Human Settlements and History of Planning	X	X	X	X	X	X			X	X	X	X		X	X	X		
e) The Future	X	X	X	X	X	X			X	X	X	X		X	X	X	X	X
f) Global Dimensions of Planning	X			X	X	X			X	X	X	X	X			X		
A2 Planning Skills																		
a) Research	X	X	X	X	X	X		X	X	X	X			X	X		X	X
b) Written, Oral and Graphic Comm.	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
c) Quantitative and Qualitative Methods	X	X		X		X		X	X			X		X		X	X	
d) Plan Creation and Implementation	X	X	X			X			X			X		X				
e) Planning Process Methods	X	X	X			X			X			X	X					X
f) Leadership	X	X	X									X						
A3 Values and Ethics																		
a) Prof. Ethics & Respon.	X	X	X			X	X		X		X	X	X	X	X	X		
b) Equity, Diversity and Social Justice	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		
c) Governance and Participation	X	X	X	X	X	X	X		X	X	X	X	X	X				
d) Sustainability & Env Qual	X	X	X	X	X	X	X	X	X		X	X	X		X	X		
e) Growth and Dev	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X
f) Health and Built Environment	X		X			X		X	X	X	X			X	X			

Curriculum Map Electives and Other Courses		A. Required Knowledge, Skills and Values													
		*34:970:555 Transportation and Equity	*34:970:556 Bicycle and Pedestrian Planning	*34:970:558 Public Transit Planning and Management	34:970:560 Freights and Ports	34:970:561 Social Justice in Planning and Public Policy	*34:970:562 Community Economic Dev.	*34:970:563 Community Development	*34:970:571 Industrial Ecology	34:970:572 Green Building	*34:970:590 Graphical Communication for Planners	34:970:591 Introduction to GIS	34:970:592 Topics in GIS	*34:970:593 Advanced Graphical Communication	34:970:594 Program Evaluation
A1 General Planning Knowledge															
a) Purpose and Meaning of Planning		X	X		X	X	X	X	X		X		X		
b) Planning Theory					X	X	X	X	X		X				
c) Planning Law				X		X		X	X	X			X		
d) Human Settlements	X	X			X		X	X	X		X				
e) The Future		X	X	X	X	X	X	X	X		X	X	X		
f) Global Dim of Planning	X	X	X	X	X	X	X	X	X		X				
A2 Planning Skills															
a) Research	X	X	X	X	X	X	X	X	X			X	X	X	
b) Communication	X	X	X	X	X	X	X	X	X	X		X	X	X	
c) Quant and Qual Meth	X		X			X	X	X	X			X	X	X	
d) Plan Creation and Imp.		X	X	X	X	X	X	X	X	X		X	X	X	
e) Planning Process Methods		X	X	X	X	X	X	X	X			X		X	
f) Leadership		X	X			X	X	X	X				X		
A3 Values and Ethics															
a) Professional Ethics and Responsibility		X		X	X	X		X	X	X		X	X	X	
b) Equity, Div and Soc Jus	X	X	X		X	X	X	X	X						
c) Gov and Participation	X	X	X	X	X	X	X	X	X						
d) Sus and Envir Quality	X	X	X	X	X	X	X	X	X			X	X		
e) Growth and Dev	X	X	X	X	X	X	X	X	X			X			
f) Health and Built Env	X	X	X			X	X	X	X						

Curriculum Map Electives and Other Courses	A. Required Knowledge, Skills and Values															
	*34:970:600 Planning and Design I	*34:970:601 Planning and Design II	*34:970:602 Zoning for Urban Planning	34:970:604 Land Development Practice	*34:970:606 Real Estate Finance and Investment Analysis	34:970:607 Communicating Quantitative Information	34:970:609 Social Policy in Developing Nations	*34:970:618 Environmental Planning and Management	*34:970:619 Environmental Economics and Policy	34:970:620 Energy Sustainability and Policy	34:970:621 Infrastructure Planning	*34:970:622 Urban Redevelopment	34:970:624 Planning Public Policy and Social Theory	34:970:630 Discrete Choice Methods	34:970:631 Communicating Science with Decision Makers	34:970:633 Demography and Population Studies
A1 General Planning Knowledge																
a) Purpose and Meaning of Planning	X	X	X	X			X	X	X		X		X			
b) Planning Theory	X	X	X				X	X			X		X			
c) Planning Law	X	X	X	X	X			X		X	X		X			
d) Human Settlements and History of Planning	X	X	X	X			X	X		X	X	X	X		X	
e) The Future	X	X	X	X	X		X	X	X		X	X	X		X	X
f) Global Dimensions of Planning		X	X				X	X		X	X	X	X		X	X
A2 Planning Skills																
a) Research	X	X	X			X		X		X	X		X		X	X
b) Written, Oral and Graphic Communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c) Quantitative and Qualitative Methods		X	X	X	X	X		X	X	X	X	X		X	X	X
d) Plan Creation and Implemen	X	X	X	X				X		X	X	X	X	X	X	
e) Planning Process Methods	X	X	X	X				X		X	X		X			
f) Leadership	X	X	X	X			X	X		X	X		X		X	
A3 Values and Ethics																
a) Professional Ethics and Responsibility	X	X	X	X				X	X		X		X		X	X
b) Equity, Diversity and Social Justice	X	X	X			X	X	X	X	X	X		X		X	X
c) Governance and Par.	X	X	X	X		X	X	X	X	X	X	X	X		X	
d) Sustainability and Environmental Quality	X	X	X	X		X	X	X	X	X	X	X	X			
e) Growth and Dev	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
f) Health and Built Environment	X	X	X			X	X	X	X	X	X	X	X		X	X

**Curriculum Map
Electives and Other Courses**

	*34:970:634 Big Data Analytics	*34:970:644 International Economic Development	*34:970:645 Regional Development	34:970:XXX Hazard Mitigation Planning	34:970:XXX History and Theory of Urban Redevelopment	34:833:513 Issues in Health Disparities	34:833:540 State and Local Public Finance	34:833:570 Non-profit Management	34:833:585 American Social Policy	34:833:595 Economics of Poverty	34:833:635 Survey Research	34:816:637 Global Data Analytics
A. Required Knowledge, Skills and Values												
A1 General Planning Knowledge												
a) Purpose and Meaning of Plan		X	X	X	X		X		X	X		
b) Planning Theory		X		X	X				X			
c) Planning Law				X					X			
d) Human Settlements and History of Planning		X	X	X	X		X		X	X		
e) The Future		X	X	X	X	X	X			X		X
f) Global Dimensions of Planning		X	X	X	X							X
A2 Planning Skills												
a) Research	X	X	X	X	X			X			X	X
b) Written, Oral and Graphic Comm	X	X	X	X	X		X	X	X	X	X	X
c) Quant and Qual Methods	X	X		X			X		X	X	X	X
d) Plan Creation and Implem		X		X	X							
e) Planning Process Methods		X	X	X	X						X	X
f) Leadership		X		X			X	X	X	X		
A3 Values and Ethics												
a) Professional Ethics and Responsibility				X	X		X	X		X	X	X
b) Equity, Diversity and Social Justice		X	X	X	X		X	X	X	X		
c) Governance and Participation		X	X	X	X		X	X	X	X		
d) Sustainability and Env Quality		X	X	X								
e) Growth and Development		X	X	X	X							
f) Health and Built Environment		X		X	X							

Table 16. CURRICULUM MAP – AREAS OF SPECIALIZATION

<p>Curriculum Map</p> <p>Areas of Specialization</p> <p>Community Development and Housing</p> <p>*Choose at least two required courses Choose at least two additional courses</p>	*34:970:562 Community Economic Dev.	*34:970:563 Community Dev.	*34:970:528 Housing Economics and Markets	*34:970:529 Principles of Housing	34:970:521 Historic Preservation	34:970:522 International Historic Preservation	34:970:532 Bridging Public Health & Urban Plan	34:970:530 International Urbanization and Housing Issues	34:970:561 Social Justice in Planning and Public Policy	34:970:594 Program Evaluation	34:970:606 Real Estate Finance and Investment Analysis	34:970:622 Urban Redevelopment	34:833:513 Issues in Health Disparities	34:833:540 State and Local Public Finance	34:833:570 Non-profit Management	34:833:585 American Social Policy	34:833:595 Economics of Poverty	34:833:612 Non-profit and Community Development Finance	34:833:686 Community Organizing	34:833:XXX Education Policy, Community Development and Justice	34:970:XXX History and Theory of Urban Redevelopment	
	B1 Areas of Specialization																					
	a) Inequality and Segregation	X	X	X	X			X		X			X	X	X	X	X	X		X	X	X
	b) Comm. Dev. /Theory	X	X							X									X	X		
	c) Government and Governance	X	X			X	X	X	X	X			X		X	X	X	X	X	X	X	X
	d) Urban Disinvestment/ Reinvestment	X	X	X	X	X	X	X	X		X							X	X	X	X	X
	e) Global Money & Population Flows		X	X			X		X			X							X	X		X
	B2 Planning Skills																					
	a) Neighborhood and Urban Change	X	X	X		X	X	X	X	X	X		X							X	X	X
	b) Housing Markets Data & Analysis	X	X	X	X				X			X	X						X			X
	c) Research, Writing, Synthesis	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	d) Plan Creation & Implementation	X							X				X									X
e) Community Engagement/ Building	X	X					X		X	X					X				X	X		
f) Diverse Communities	X	X		X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	
B3 Values and Ethics																						
a) Individual Mobility	X	X		X			X									X	X	X	X		X	

b) Equity, Diversity and Social Justice	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
c) Plan Equity/ Participation	X	X						X										X			X
d) Community Sustainability	X	X	X		X	X	X		X			X						X	X		X
e) Alternative Ownership	X	X	X	X					X						X			X			X

Curriculum Map																	
Areas of Specialization																	
Design and Development/Redevelopment																	
URBAN DESIGN TRACK																	
*Take all required courses	*34:970:590 Graphical	*34:970:593 Advanced Graphical	*34:970:600 Planning and	*34:970:601 Planning and	*34:970:602 Zoning for Urban	*34:970:606 Real Estate Finance	34:970:508 Comprehensive	34:833:572 Negotiation and	34:970:520 Planning and Land	34:970:521 Historic Preservation	34:970:523 Environmental Law	34:970:551 Transportation and	34:970:551 Transportation and	34:970:572 Green Building	34:970:604 Land Development	34:970:620 Energy Sustainability	34:970:622 Urban
B1 Areas of Specialization																	
a) urban design	X	X	X	X	X	X	X			X		X	X	X	X	X	X
b) streets	X	X	X	X			X				X	X	X		X		X
c) land use	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
d) infrastructure	X	X	X	X	X				X		X	X	X	X	X	X	X
e) resilient cities	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	
f) public space	X	X	X	X	X				X						X		X
g) zoning	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
B2 Planning Skills																	
a) design research	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X
b) leadership					X	X	X	X	X	X	X	X	X	X	X	X	X
c) presentation skills	X	X	X	X			X	X		X	X	X	X		X		X
d) graphics	X	X	X	X	X			X	X	X		X	X	X	X	X	
e) communication	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
f) project management			X	X	X	X						X	X	X	X	X	X
g) Financial and legal Analysis					X	X				X	X	X	X	X	X	X	X
B3 Values and Ethics																	
a) equity			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b) environment			X	X	X		X		X	X	X	X	X	X	X	X	X
c) health			X	X	X		X				X	X	X	X	X	X	X
d) ethics					X	X	X	X	X	X	X	X	X	X	X	X	X
e) growth			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
f) governance					X	X	X	X	X	X	X	X	X	X	X	X	X
g) International and historical context						X			X	X	X	X	X	X	X	X	X

Curriculum Map Areas of Specialization Design and Development/ Redevelopment DEVELOPMENT/REDEVELOPMENT TRACK *Take both required courses Choose at least two additional courses	34:970:606 Real Estate Finance and Investment Analysis	34:970:622 Urban Redevelopment	34:970:508 Comprehensive Planning	34:970:520 Planning and Land Use Administration	34:970:521 Historic Preservation	34:970:522 International Historic Preservation	34:970:523 Environmental Law and Policy	34:970:528 Housing Economics and Markets	34:970:529 Principles of Housing	34:970:551 Transportation and Land Use	34:970:552 Transportation and Environment	34:970:563 Community Development	34:970:572 Green Building	34:970:590 Graphical Communication for Planners	34:970:600 Planning and Design I	34:970:601 Planning and Design II	34:970:602 Zoning for Urban Planning	34:970:604 Land Development Practice	34:970:620 Energy Sustainability and Policy	34:970:XXX History and Theory of Urban Redevelopment	34:833:540 State and Local Public Finance	34:833:572 Negotiation and Conflict Resolution
	B1 Areas of Specialization																					
a) Urban Design	X	X	X		X	X				X	X		X	X	X	X	X	X	X			
b) Streets		X	X				X			X	X			X	X	X		X				
c) Land Use	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
d) Infrastructure		X		X			X			X	X		X	X	X	X	X	X	X			
e) Resilient Cities	X		X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X		
f) Public Space		X		X		X			X					X	X	X	X	X				
g) Zoning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
B2 Planning Skills																						
a) Design Research	X	X		X	X		X			X	X		X	X	X	X	X	X	X			
b) Leadership	X	X	X	X	X		X			X	X		X				X	X	X			X
c) Pres. Skills		X	X		X	X	X	X	X	X	X		X	X	X		X		X		X	X
d) Graphics				X	X					X	X		X	X	X	X	X	X	X			X
e) Comm.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
f) Project Management	X	X								X	X		X		X	X	X	X	X			
g) Financial and Legal Analysis	X	X		X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	
B3 Values and Ethics																						
a) Equity	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
b) Environment		X	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X		
c) Health		X	X				X			X	X	X	X		X	X	X	X	X	X		
d) ethics	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X
e) growth	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X
f) governance	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X
g) International and Historical Context		X	X		X	X	X	X	X	X	X	X	X					X	X	X	X	

<p align="center">Curriculum Map Areas of Specialization Environmental, Human Health and Land Use Planning</p> <p align="center">Environmental and Human-Health Planning Track</p> <p align="center">*Take three required and at least 1 additional course</p>	*34:970:618 Environmental Planning and Management	*34:970:XXX Hazard Mitigation Planning	*34:970:619 Environmental Economics and Policy	*34:970:571 Industrial Ecology	*34:970:619 Bridging Public Health and Urban Planning	*34:970:631 Communicating Science to Decision Makers	34:970:508 Comprehensive Planning	34:970:523 Environmental Law and Policy	34:970:550 Introduction to Transportation	34:970:551 Transportation and Land Use	34:970:522 Transportation and the Environment	34:970:553 Methods of Transportation Planning	34:970:556 Bicycle and Pedestrian Planning	34:970:572 Green Building	34:970:620 Energy Sustainability and Policy	34:970:621 Infrastructure Planning	34:970:667 Planning and Land Use Administration	34:833:572 Negotiation and Conflict Resolution	34:501:520 Population Health
	B1 Areas of Specialization																		
a) Environmental Law	X	X					X	X							X	X	X	X	
b) Sustainability Concepts	X	X	X	X		X	X		X	X	X		X	X	X	X	X		X
c) Environmental Economics		X	X	X				X			X			X	X	X			X
d) Hazardous Wastes	X	X		X	X		X	X						X					
e) Natural Systems	X	X	X	X		X	X							X		X			
B2 Planning Skills																			
a) Environmental Impact/Risk Analysis	X	X		X	X	X		X		X	X			X	X	X			X
b) Graphics/ GIS						X	X			X		X	X	X					
c) Watershed Planning		X		X			X									X			
d) Development Review		X					X	X		X			X	X			X		
e) Adaptation/Mitigation Strategies	X	X	X	X	X	X					X		X	X	X	X			X
f) Plan Making/Support Systems				X	X	X	X		X	X	X	X	X	X	X	X	X		X
B3 Values and Ethics																			
a) Environmental Justice	X	X	X	X	X	X		X	X	X	X		X	X				X	X
b) Conflict Resolution	X	X			X	X	X	X	X		X		X		X	X	X	X	X
c) Endangered Species	X		X					X											
d) Plan Equity/Participation	X	X			X	X	X	X		X			X			X	X	X	
e) Equitable Growth				X			X		X					X	X	X	X		X
f) Land Conservation	X		X				X	X		X									

<p>Curriculum Map</p> <p>Areas of Specialization</p> <p>Environmental, Human Health and Land Use Planning</p> <p>Land Use Planning Track</p> <p>*Take all required and choose at least one additional course</p>	*34:970:508 Comprehensive Planning	*34:970:602 Zoning for Urban Planning	*34:970:667 Planning and Land Use Administration	34:970:521 Historic Preservation	34:970:523 Environmental Law and Policy	34:970:529 Principles of Housing	34:970:550 Introduction to Transportation	34:970:551 Transportation and Land Use	34:970:552 Transportation and the Environment	34:970:553 Methods of Transportation Planning	34:970:556 Bicycle and Pedestrian Planning	34:970:563 Community Development	34:970:572 Green Building	34:970:600 Planning and Design I	34:970:601 Planning and Design II	34:970:604 Land Development Practice
B1 Areas of Specialization																
a) Environmental Law	X	X	X	X	X											X
b) Sustainability Concepts	X	X	X	X		X	X	X	X		X	X	X	X	X	
c) Environmental Economics					X				X				X			
d) Hazardous Wastes	X	X			X							X	X			X
e) Natural Systems	X	X											X	X	X	
B2 Planning Skills																
a) Environmental Impact/Risk Analysis					X			X	X				X			X
b) Graphics/GIS	X	X		X				X		X	X		X	X	X	X
c) Watershed Planning	X															
d) Development Review	X	X	X	X	X			X			X	X	X	X	X	X
e) Adaptation/ Mitigation Strategies						X			X		X		X	X	X	
f) Plan Making/ Support Systems	X	X	X	X		X	X	X	X	X	X		X	X	X	X
B3 Values and Ethics																
a) Environmental Justice					X	X	X	X	X		X	X	X	X	X	
b) Conflict Resolution	X		X	X	X		X		X		X	X				X
c) Endangered Species					X											X
d) Plan Equity/ Participation	X	X	X	X	X	X		X			X	X		X	X	X
e) Equitable Growth	X	X	X	X		X	X					X	X	X	X	
f) Land Conservation	X	X		X	X			X						X	X	X

<p>Curriculum Map</p> <p>Areas of Specialization Environmental, Human Health and Land Use Planning</p> <p>Land Use Planning Track</p> <p>*Take all required courses Choose at least one additional course</p>	34:970:606 Real Estate Finance and Investment Analysis	34:970:618 Environmental Planning and Management	34:970:XXX Hazard Mitigation Planning	34:970:619 Environmental Economics and Policy	34:970:621 Infrastructure Planning	34:970:622 Urban Redevelopment	34:816:637 Global Data Analytics	34:833:572 Negotiation and Conflict Resolution	16:450:370 Climate Change and Society	16:450:508 Environment and Development	16:450:605 Geography Seminar: Environmental Change Topics	16:450:606 Geography Seminar: Integrated Land Use Change	16:450:612 Natural Hazards (co-listed as undergrad course)	11:550-:431 Advanced Landscape Architecture (studio)	11:372:444 Watershed Management: An Interdisciplinary Perspective	16:375:530 Hazardous Waste Management	16:375:534 Environmental Sustainability: Life-Cycle Assessment Tools	16:790:580 Global Environmental Politics and the United Nations	
	B1 Areas of Specialization																		
	b) Environmental Law		X	X		X	X		X					X		X	X		X
	c) Sustainability Concepts		X	X	X	X	X	X		X	X	X	X	X	X	X		X	X
	d) Environmental Economics			X	X	X		X		X	X							X	
	e) Hazardous Wastes	X	X	X			X						X	X		X	X	X	
	f) Natural Systems		X	X	X	X		X		X	X	X	X	X	X	X			
	B2 Planning Skills																		
	a) Environ. Impact/Risk Analysis	X	X	X		X	X			X	X	X		X		X	X	X	
	b) Graphics/GIS												X	X	X				
	c) Watershed Planning			X		X					X	X	X	X	X	X			
	d) Dev. Review	X					X								X				
	e) Adaptation /Mitigation Strategies		X	X	X	X	X	X		X	X	X	X	X	X			X	X
	f) Plan Making/ Support Systems	X				X	X							X	X	X	X		
B3 Values and Ethics																			

a) Environmental Justice		X	X	X		X		X	X	X	X	X		X	X	X		X
b) Conflict Resolution		X	X		X	X		X	X	X			X		X	X		X
c) Endangered Species				X						X		X		X				
d) Plan Equity/ Participation		X			X	X		X	X				X					X
e) Equitable Growth	X				X	X	X		X	X		X			X			X
f) Land Conservation		X		X					X	X	X	X		X	X			

Curriculum Map

Areas of Specialization

International Development

(Use * to denote required specialization courses)
Choose at least 2 Required Courses

*34:970:530 International Urbanization and Housing Issues	*34:970:633 Demography and Population Studies	*34:970:644 International Economic Development	*34:970:645 Regional Development	34:970:522 International Historic Preservation	34:970:609 Social Policy in Developing Nations	34:816:637 Global Data Analytics	34:970:646 International Infrastructure Development	16:790:536 International Law and the United Nations	16:790:580 Global Environmental Politics and the United Nations	19:910:545 Global Social Work and Social Development	19:910:549 Latinos: Culture, Community and Social Welfare	16:988:535 Gender and Human Rights	26:475:504 International Law	26:478:541 Global Political Economy	26:977:617 Urban Systems III
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B1 Areas of Specialization

a) Internat. Econ.	X		X	X	X	X	X	X		X					X	
b) Urbanization	X	X		X		X			X	X	X	X	X		X	X
c) Human Settlement Systems	X		X	X	X	X		X	X	X	X	X	X		X	X
d) Political Stability	X	X	X	X		X			X		X		X		X	
e) Social Cohesion			X	X		X	X				X	X	X			
f) Social Movements	X					X					X	X	X			

B2 Planning Skills

a) Inter-industry Linkages			X				X	X								X
b) Techn. Transfer			X		X		X	X								X
c) Green Econ Growth			X				X			X						X
d) Property Rights/Ownership	X			X	X	X										X
e) Internat. Health						X	X				X					X
f) Global Restructuring	X	X	X	X		X	X			X	X		X		X	X

B3 Values and Ethics

a) Individual Mobility	X			X							X	X	X			
b) Equity, Div. and Social Justice	X		X			X	X				X	X	X		X	
c) Environmental Sustainability	X		X				X	X		X						
d) Economic Equity	X		X	X		X	X	X	X	X	X				X	X
e) Cross-Boundary Movement	X	X	X	X			X	X	X	X	X	X	X			
f) Citizen/Women's Rights		X	X				X		X		X		X			

Curriculum Map Areas of Specialization Transportation Policy and Planning *Take at least 3 required courses Choose at least 1 other course	*34:970:550 Introduction to Transportation	*34:970:554 Transportation Economics and Finance	*34:970:556 Bicycle and Pedestrian Planning	*34:970:558 Public Transit Planning and Management	34:970:508 Comprehensive Planning	34:970: 559 Transportation Risk and Security	34:970:560 Freights and Ports	34:970:594 Program Evaluation	34:970:600 Planning and Design I	34:970:618 Environmental Planning and Management	16:180:533 Traffic Operations	16:180:536 Transportation System Analysis	16:180:537 Intelligent Transportation Systems	16:180: 551 Rail Transportation System	16:180:554 Sustainable Transportation Infrastructure
	B1 General Planning Knowledge														
a) Transportation Policy	X	X	X	X			X	X		X					X
b) Transportation Planning Process	X	X				X				X				X	
c) Travel behavior	X	X	X								X	X			
d) Altern Modes	X	X	X		X		X		X		X				X
e) Freight	X	X				X	X				X			X	
B2 Planning Skills															
a) Transp. Model	X	X						X			X	X	X		
b) Transp. Design			X	X					X		X				
c) Policy Analysis		X	X							X					
d) Comm. ideas	X	X	X	X		X	X	X	X	X					
e) Transit Plan.	X					X				X	X				
f) Bike/Ped Plan.			X						X						
g) Traffic Analysis		X		X						X	X	X	X		
B3 Values and Ethics															
a) Equity/Soc. Just	X	X	X	X		X	X	X		X					
b) Env. Quality and Resilience			X	X		X	X			X					X
c) Healthy communities			X	X		X	X		X	X					

Curriculum Map	Areas of Specialization																			
Urban Informatics (Use * to denote required specialization courses)																				
*34:970:502 Theory and Practice of Public Informatics																				
*34:970:591 Intro to GIS for Planning																				
*34:833:633 Data Analytics: Using Big Data																				
34:970:527 Applied Multivariate Methods																				
34:970:590 Graphical Communication for Planners																				
34:970:592 Topics in GIS																				
34:970:607 Communicating Quantitative Information																				
34:970:630 Discrete Choice Methods																				
34:970:631 Communicating Science with Decision Makers																				
34:970:659 Advanced Graphical Communication for Planners																				
34:833:635 Survey Research																				
34:816:637 Global Data Analytics																				
16:450:615 Seminar in Remote Sensing																				
16:137:531 Introduction to User Experience Design																				
16:137:538 Database and Data Warehousing																				
16:137:550 Fundamentals of Analytics and Discovery Informatics																				
16:137:552 Python Methodologies																				
16:137:553 Business Intelligence with Visual Analytics																				
16:137:561 Fundamentals of Cybersecurity and Secure Systems																				
17:610:559 Web Programming																				
B1 General Planning Knowledge																				
a) Human settle	X	X				X	X					X		X	X					
b) Future	X					X	X		X	X	X		X		X				X	
B2 Planning Skills																				
a) Stat methods	X	X	X	X		X	X	X	X		X	X	X		X	X		X		
b) Predictive analytics	X		X										X			X				
c) Dat vis	X	X	X	X	X	X	X		X	X			X	X		X	X	X		X
d) Data manage	X	X	X	X		X						X	X	X		X	X		X	X
e) Programmi ng			X											X	X	X	X	X	X	X
B3 Values and Ethics																				
a) Prof ethics	X	X			X	X	X		X	X	X		X	X	X	X	X	X	X	X
b) Equity & fairness	X			X		X		X	X			X		X					X	X

Table 17. CURRICULUM MAP - ELECTIVES

Curriculum Map Electives	34:501:520 Population Health	11:372:444 Watershed Management: An Interdisciplinary Perspective	11:550:431 Advanced Landscape Architecture (studio)	16:137:531 Introduction to User Experience Design	16:137:538 Database and Data Warehousing	16:137:550 Fundamentals of Analytics and Discovery Informatics	16:137:552 Python Methodologies	16:137:553 Business Intelligence with Visual Analytics	16:137:561 Fundamentals of Cybersecurity and Secure Systems	16:180:531 Traffic Engineering	16:180:532 Transportation Planning	16:180:533 Traffic Operations	16:180:537 Intelligent Transportation Systems	16:180:539 Advanced Transportation Economics and Modeling	16:180:554 Sustainable Transportation Infrastructure
B2 Electives															
Exposure to other professions: public health, computer science, engineering	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b) Exposure to specializations transportation, public health, data science, landscape architecture, environmental science	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c) Emerging trends and issues: data science		X	X	X	X	X	X	X							

Curriculum Map Electives	16:375:530 Hazardous Waste Management	16:375:534 Environmental Sustainability: Life-Cycle Assessment Tools	16:450:370 Climate Change and Society	16:450:508 Environment and Development	16:450:605 Geography Seminar: Environmental Change Topics	16:450:606 Geography Seminar: Integrated Land Use Change	16:450:612 Natural Hazards (co-listed as undergrad course)	16:450:615 Seminar in Remote Sensing	16:790:536 International Law and the United Nations	16:790:580 Global Environmental Politics and the United Nations	16:988:535 Gender and Human Rights	17:610:559 Web Programming	19:910:545 Global Social Work and Social Development	19:910:549 Latinos: Culture, Community and Social Welfare	26:475:504 International Law	26:478:541 Global Political Economy	26:977:617 Urban Systems III
	B2 Electives																
a)Exposure to other prof, public health, computer sci, engineering	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b)Exposure to specializations transportation, public health, data science, landscape architecture, environ science	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c)Emerging trends and issues: climate change, globalization, equity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Other Learning Activities

The Bloustein School supports a robust speaker and lecture series. Some UPPD certificates provide additional educational opportunities such as lectures and tours. The Coastal Resiliency Certificate provides an intensive two week summer course where students learn about coastal resiliency by traveling down the Jersey Shore and talking with experts. The Student Services division offers short workshops in excel and Rutgers University offers mini-courses in a variety of areas like programming.

4A. Required Knowledge, Skills and Values of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to

the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Specifically:

*Students address these elements through the core which includes a set of required courses: **History and Theory of Planning, Economy and Spatial Patterns, Survey of Planning Law, Basic Quantitative Methods, Planning Methods, and two Studio courses.***

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

As the Course Curriculum Map indicates, virtually all of the courses offered in the UPPD program address general planning knowledge in some way.

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

History and Theory of Planning (34:970:501) is the primary core course where the purpose and meaning of planning are addressed.

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

History and Theory of Planning (34:970:501) is the primary core course where planning theory is addressed. It is also addressed in Planning, Policy, and Social Theory (34:970:624).

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

Survey of Planning Law Principles 34:970:517) addresses federal and state case law. Planning and Land Use Administration (37:970:520) focuses on the practice of planning law, including the structure and evolution of enabling legislation and zoning and subdivision administration. Environmental Law and Policy 34:970:523 explores regulation related to the environment. And International Environmental Law and Policy 34:970:651 explores environmental regulation in an international context.

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

*This topic is addressed in **History and Theory of Planning (Course No. 34:970:501), Urban Economy and Spatial Patterns (34:970:509), and in Community Development (34:970:563).***

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

While most of the planning courses are about “the future,” this topic is addressed most fully in **History and Theory of Planning** (34:970:501), **Planning Methods** (34:970:516 (which deals with projections and forecasts), *Methods of Transportation Planning* (34:970:553), and in most **Studios**.

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

Global Dimensions in Planning are addressed in **History and Theory of Planning** (34:970:501), **Urban Economy and Spatial Patterns** (34:970:509), *International Urbanization and Housing Issues* (34:970:530), *International Economic Development* (34:970:644), *Regional Development* (34:970:644), *International Historical Preservation* (34:970:522), *Global Data Analytics* (34:816:637), *International Environmental Law and Policy* (34:970:651) and *Global Restructuring* (34:970:646).

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

*The UPPD program’s curriculum, particularly core courses on **methods and studios**, courses on graphical communications and geographic information systems, and courses that require research papers, develop planning skills, as described below.*

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

Virtually all of the required and elective courses address research in some way.

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

*Nearly all courses and especially **Planning Methods** (34:970:516), *Introduction to GIS* (34:970:591), *Topics in GIS* (34:970:592) *Graphical Communications* (34:970:590), *Advanced Graphical Communications for Planners* (34:970:593), **Studio**, *Communicating Quantitative Information* (34:970:607), and *Discrete Choice Methods* (34:970:630) address this area.*

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

***Basic Quantitative Methods** (34:970:515), **Planning Methods** (34:970:516), *Methods of Transportation Planning* (34:970:553), *Advanced Qualitative Methods* (34:833:612) address this topic. Students also select a third required methods course from a list of qualitative, qualitative, case study, program evaluation, discrete choice, and other methods courses (see the methods flow chart in Part IV-C).*

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

*This topic is addressed in **studio courses** (34:970:510/511), in *Planning and Land Use Administration* (34:970:667), and in *Comprehensive Planning* (34:970:508).*

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

History and Theory of Planning (34:970:501) and most studio courses address this topic as do Community Development (34:970:563) and Community Economic Development (34:970:562).

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

Leadership skills are largely developed through participating in studios where students deal with strategic decision-making and team building. Further, because the program attracts graduate students with work experience, many come to the program with some leadership skills already developed.

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

Several courses address values and ethics: *History and Theory of Planning (34:970:501); Social Justice, Planning, and Public Policy (34:970:561), and Ethics in Planning and Public Policy (34:970:524).*

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

History and Theory of Planning (34:970:501) and Ethics in Planning and Public Policy (34:970:524) address this topic as do many studios.

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

Several courses address social justice: *History and Theory of Planning (34:970:501); Urban Economics and Spatial Patterns (34:970:509); Social Justice Planning and Public Policy (34:970:561); Community Development (34:970:563); Community Economic Development (34:970:562); International Urbanization and Housing Issues (34:970:530); Principles of Housing (34:970:529); Transportation and Equity (34:970:555), and Planning, Policy, and Social Theory (34:970:624).*

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

History and Theory of Planning (34:970:501), Studios, and Community Development (34:970:563) cover these topics.

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

A number of courses address sustainability and environmental quality including many studios, Green Building (34:970:572); Energy Sustainability and Policy (34:970:620); Environmental Economics and Policy (34:970:619); Transportation and Environment (34:970:552); Infrastructure Planning (34:970:621), Communicating Decision Making with Scientists (34:970:631); Bike and Pedestrian Planning (34:970:556); Environmental Law and Policy (34:970:523); Industrial Ecology (34:970:571); and Environmental Planning and Management (34:970:618).

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

Urban Economy and Spatial Patterns (34:970:509) addresses this topic as does Urban Redevelopment (34:970:622), and History and Theory of Planning (34:970:501).

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

History and Theory of Planning (34:970:501), Industrial Ecology (34:970:571), Green Buildings (34:970:572), Bridging Public Health and Urban Planning (34:970:532), some studios, and Health Disparities (34:833:513) address this topic.

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

The curriculum in the UPPD program is broad and deep, as a review of the course listing shows, and the faculty is equally capable of teaching in all of the six specialization areas and electives.

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

Students are required to complete a concentration. The UPPD program offers six areas of concentration: community development and housing, design and development/redevelopment, environmental, human health and land use planning, international development, transportation policy and planning, and urban informatics. Some concentrations such as community development and housing, design development/redevelopment and environmental offer multiple course tracks enabling students to develop sub-specialties within the broader concentration area. The core concentration course requirements and lists of recommended courses are listed in Part IV-C 4B. All students take the

core courses, including two studios of the student's choice. In all concentrations, there are required courses. In most, there are also choices of electives including courses in other departments.

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

The UPPD program offers an ample array of electives and has identified courses in other programs and schools outside of the Bloustein School that are recommended for individual concentrations.

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

All courses are taught by qualified faculty. Virtually all core courses are taught by full-time faculty, with the exception of Survey of Planning Law Principles (34:970:517), which is taught by a practicing attorney and studios which are taught by a mix of full-time faculty members and part-time lecturers who are selected for their project-specific expertise. All core courses are offered at least twice in each academic year, with one section offered in the evening at least once per academic year to allow flexibility for students who work or have other commitments, such as an internship.

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

The Bloustein School of Planning and Public Policy is located on the Rutgers New Brunswick campus in the Civic Square Building, 33 Livingston Avenue. The facilities provide an ideal location for conducting research, as well as holding conferences and seminars. The school's faculty, staff and students have 24/7 cardswipe access to the building using their RUID card and access to highspeed RU Wireless. The Building provides 134 offices to Bloustein faculty and staff and 15 classrooms. The Bloustein School is converting some project space into new studio space which will come online during summer 2020 (now delayed by COVID-19). The facilities include a 154-seat auditorium with advanced audio visual technology (with recording) for presentations and special events. Most classrooms and conference rooms are equipped with advanced audio visual technology and smart boards, wireless internet connections and ceiling mounted projectors with PC, audio and video hook-ups: <https://bloustein.rutgers.edu/events/>. A recording room is dedicated to the creation of distance-learning materials and self-paced instruction. A few faculty members used this space to record lectures when the program went remote due to COVID-19 in March 2020 (see Part IV-C 4D).

Civic Square Building classroom space

Type	Number	Total Capacity	Total Sq. Ft
<i>Seminar Classroom</i>	6	215	4,241
<i>Studio</i>	3	53	1,530
<i>Conference room</i>	6	114	1,939
<i>Computer Lab</i>	1	25	985
<i>Auditorium</i>	1	155	1,715

Shared student space includes designated reading rooms, lounge areas, and study spaces. The Jerome G. Rose Reading Room and conference rooms in the Civic Square building are popular study spaces. The Walter Cope Evans Room is a student lounge, equipped with a kitchenette, mailboxes, TV, and phone charging station. The lobby, back courtyard and front outdoor plaza offer meeting and study spaces. Students can access two collaborative workstations and one dedicated project room designed for group work. Students can also reserve conference rooms to complete group projects (see Part IV-C 4D).

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

Rutgers University assigns a librarian to the school and students, faculty, and staff have access to the physical library collections, Rutgers online catalog and databases, including relevant planning journals as well as data, which are available digitally. Using the Rutgers system, students can borrow books and obtain articles not contained in the Rutgers collection from other colleges and universities. Rutgers expanded these materials to include many downloadable books during the COVID-19 crisis when the University moved to remote instruction.

A staff of highly experienced and knowledgeable IT personnel of a director, systems administrator, desktop support person, and instructional technology specialist support the Bloustein community. The computing infrastructure includes: (1) Workstation class computers that facilitate advanced data processing and analytics and use advanced software for statistical work and geoprocessing; (2) A high speed data network includes a 10Gb collapsed backbone and 1 Gigabit to the desktop connectivity to facilitate the expeditious transmission of large data sets to and from our facility; (3) Enhanced security that includes layered defenses, strong endpoint protection, and a next generation firewall that shields the environment, while providing secure remote access; (4) A high speed wireless network that provides robust connectivity throughout the building, and (5) A robust backend that includes numerous physical and virtual servers providing services such as file, print, web, geoprocessing, room management, digital signage management, database applications, custom research applications, and an online learning management system.

The Bloustein School maintains state-of-the-art computer labs. A main instructional computer lab with an adjoining general access lab and a smaller "information gateway", and two dedicated studio classrooms support teaching and research. Students have access to two collaborative workstations

designed for group based projects and one dedicated project room for group based work. The workstations used in the computing labs are upgraded every two years. Technical amenities include: (1) 90 Dell Precision 5820 workstation class computers running Microsoft Windows 10; (2) 5 Microsoft Surface Studio workstations; (3) Over 15TB of online storage; (4) A printer / scanner facility that includes 3 scanners and two color laser printers; (5) 4 networked black and white laser printers, (6) 2 Hewlett Packard Design Jet Z5200 large format printers, (7) 1 Contex Large Format Scanner, and (8) 802.11ac secure wireless networking (available in all conference rooms and classrooms). Some of the software packages available to students include:

- Adobe Creative Cloud
- ArcGIS 10.7.1 and ArcGIS Pro 2.4
- ArcGIS City Engine 2019
- AutoCAD 2020
- EViews 10
- Google Earth Pro
- Maxwell Studio 4
- McTrans Highway Capacity Software
- Microsoft Office 2016
- NVivo 12
- Qualtrics Online Survey Software
- R
- Rhino 6 3D Modeling
- Sketch up Pro 2019
- SPSS 26
- STATA version 16
- Tableau 2019

Information Technology Services

The Bloustein Information Technology Services team manages the technology within the environment and provides these services to the EJB community: Audience Response System Support (Clickers); Canvas Support for Bloustein Faculty; Carry-in hardware and software services; Classroom and Conference Room Audio Visual Technology Support; Consultation and assistance in technology procurement and implementation; Desktop, laptop, and mobile device configuration and deployment; Development and delivery of training and information sessions; Distance Learning support and assistance; File, print, email, and custom application server support and management; Help desk support for hardware, software, network, and Bloustein specific information systems; Instructional and general access lab management; Lecture Capture Services and Support; Loaner services; Network Administration; Onsite hardware, software, and network services and support; Project management; Video services; Web development; Webex Support, and Web server hosting and administration (see <https://bloustein.rutgers.edu/its/> or Part IV-C 4D).

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.

The Urban Planning and Policy Development Program is located in the Edward J. Bloustein School of Planning and Public Policy at Rutgers University where other programs, including the Master of Public Policy, the Master of Public Health Administration, the Master of Urban and Public Informatics, a Ph.D.

in Urban Planning and Public Policy, and undergraduate programs in Planning and Public Policy, Public Policy, Public Health, Urban Planning and Design, and Health Administration are also offered.

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

UPPD is an independent degree program within the Edward J. Bloustein School of Planning and Public Policy. Program faculty vote to recommend one of their members for appointment by the dean to a three-year term as program director. This administrator reports directly to the dean. The program is independent on curriculum, admissions, and grading and has a voice, but not the final say, on faculty hiring, promotion, and rewards (see the Edward J. Bloustein School Bylaws in Part IV-C).

Admissions: The program faculty members review all applications to the M.C.R.P. program and recommend acceptance and candidates for merit-based financial offers. The program director tallies the faculty votes and adjudicates ties. The school's Student and Academic Services office maintains the records and implements faculty admissions decisions and financial aid recommendations. New student recruitment and outreach efforts are led by Dr. Lynn Astorga, the Assistant Director of Student Recruitment, with support from a team of two Graduate Assistants. Additional support is provided by individual faculty members, the program director, and other student services staff.

Grading: Faculty members are responsible for all grading in their classes. They follow university guidelines that include established formal grievance procedures for students to follow regarding grading disputes. The program director works with instructors to ensure that course syllabi make grading policies explicit. Students complete end-of-semester course evaluations (SIRS) that ask about fairness in grading, among other topics. Students have 2 weeks to file a complaint after grade notification. The grievance pathway goes first through the professor of the course, then through the program director and finally the Assistant Dean for Student and Academic Services (<https://bloustein.rutgers.edu/students/resources/>) and Part IV-C 5A)

Faculty Hiring: Tenure and full-time non tenure track faculty recruitment is authorized by the dean and carried out by an appointed search committee following a school-wide discussion of hiring priorities. In cases where the priority is for a planning specialty, a majority of the search committee members are from the planning program. Planning faculty also typically carry out the majority of the active recruitment process, such as holding information sessions and conducting interviews at the ACSP conference. The school's associate dean for faculty leads the search process and the search committee makes its recommendations directly to the dean who makes the final decision about an offer. Hiring of part-time lecturers is done either by a committee of planning faculty members in a concentration area, or by the planning program director, with approval from the dean.

Faculty Rewards: Merit pay decisions follow a University process that includes an annual review (when funded) of research, teaching, and service work by each faculty member. A peer evaluation committee of faculty members confidentially recommend how the dean should allocate merit raises. As of 2020, this committee also operates as the faculty workload equity committee which confidentially identifies faculty members who are underperforming and the associate dean for faculty meets with and pursues remedies with those individuals. A planning program faculty member may be elected to this committee. The committee is currently comprised of three planning faculty members. A research governance apparatus plays a role in faculty rewards. The School returns 12.5% of overhead earned to each project's Principal Investigator, to incentivize externally funded research.

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

The planning program faculty vote and the dean appoints a program director whose leadership and skills are intended to enable the program to achieve its goals and objectives. The administrator is a tenured faculty member with an academic rank of associate professor or higher. Rutgers has had a master's degree program in planning since 1967. Since its founding, the direction of the program has changed occasionally, having little to do with the specific graduate degree of the director. The current program director, Kathe Newman, holds a doctorate in Political Science with a specialty in community development and has taught in the program for twenty years.

Within the planning program, at the associate professor level or above, are found planners, political scientists, geographers, regional scientists, engineers, public administrators, attorneys, and others. Each of the above is capable of leading a program, and by the time they are an associate professor, they understand the mission and staffing of the program and what the program's students need. At Rutgers, our colleagues in the above disciplines who teach and receive tenure are capable of leading the program in a reasonable direction regardless of their formal academic training. They have experienced what is taught in the program and they know the program's strengths and weaknesses. Their own diversity has added to the program's richness. They clearly understand what they as well as others bring to the curriculum. In geography, GIS is mainstream; in political science, public participation is championed; in engineering, transportation and infrastructure are key offerings; in regional science, the focus is on economic growth and spatial patterns; in economics, modeling and financial analysis are taught; and in public administration, public finance dominates. The above represent the essence of a planning curriculum. A program seeks these individuals and courses because of the individual's competence in these areas. The practice of planning is just one competence that must be learned and it is limiting to require that from this competence, the administrator must be chosen. Too many well qualified senior faculty will never get a chance to perform as director and those with qualifications as a planner, will be called on too frequently. There does not appear to be statistical evidence that supports the idea that successful planning program directors must be drawn solely from senior faculty who are educated or trained as planners. As such, we do not require the Planning program director at the Bloustein School of Rutgers University to be educated as an urban planner. If this is part of the candidate's credentials, it may be taken into account as an additional positive attribute.

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

The planning program uses formal and informal avenues to communicate with students, alumni, parents, practitioners, professional associations and the public. These communications inform stakeholders about faculty and student activities and the program, and enables the program to learn about the concerns, interests, and activities of those stakeholders. Most information about the program is on the Bloustein School's website: <https://bloustein.rutgers.edu>. The program sends a newsletter to alumni, employers, the NJAPA, other stakeholders, and planning programs at other universities. The newsletter includes information about the activities, projects, publications, and grants received by faculty members and about student activities and achievements. Similar information is sent via an internal newsletter to students, staff, faculty, and administration. The program maintains a Facebook page, a Twitter feed, an Instagram feed, and pages on the school's website.

The Bloustein school is building a stronger social media profile. As part of a Strategic Marketing Plan, the Bloustein School has engaged a social media management and optimization platform that will allow us to outline our target audience, set measurable goals, and analyze audience engagement patterns to increase our followers and engagement across our social networks. This is occurring in tandem with the work of the school's Educational Priorities Committee, which identified prospective new educational offerings. Through these processes, the school will develop a strategic plan that builds on the school's strengths and guides its future investments in education, research, and philanthropy (details about these are processes are in the Strategic Plan, Part IV-C 1A).

The Bloustein School Alumni Association, which includes planning alumni, meets monthly to discuss ideas, interests, and concerns. The program and Bloustein School are in regularly contact with the NJAPA to provide feedback about our work, and, importantly, for the program to hear about the concerns, interests and events of the NJAPA. The partners work jointly to develop programs. For example, a planning faculty member (currently David Listokin) and an elected graduate planning student sit on the NJAPA executive board. The board meets nearly monthly at the Bloustein School providing frequent contact between the School community and NJAPA leadership. The School is a co-sponsor of NJAPA's annual conference, which the school helps staff, and hosts and co-sponsors NJAPA events at the school. The school also coordinates certification maintenance activities (see Program from 2020 conference here: <https://njplanningconference.org/program/> and in Part IV-C 2D).

The Dean of the school hosts "student lunches" so students can meet and discuss their concerns and interests with her. The program has "listening sessions" when students can discuss their concerns, problems, and interests with the Program Director who responds in writing after the listening session.

5D. Faculty and Student Participation: The Program shall provide fulltime and adjunct faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. When interested parties raise substantive issues, the Program shall demonstrate

that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

Faculty reappointment, tenure and promotion decisions are made on a School-wide basis, and UPPD faculty play a critical role in these decisions, guiding the rest of the School's tenure track faculty through its Reading Committee Report. This report summarizes the faculty member's accomplishments and highlights the significance of their contributions to the profession. The monthly program directors meeting is an avenue through which faculty and student concerns regarding curriculum, new course offerings, and organizational issues are discussed and resolved. Representatives from the program faculty are elected to a school-wide merit/workload equity committee that determines whether the distribution of course load, advising load, and other forms of student supervision is fair and balanced. Incentives for faculty development, for example, merit pay, again are decided on a school-wide basis.

Student participation in matters that affect their learning and quality of student life is strongly encouraged. One significant manifestation can be found in the Bloustein Graduate Student Association (BGSA) which has an elected body of officers. BGSA advocates for students and acts as a liaison between students and faculty/administration in matters affecting student life through periodic meetings and lunches with the Dean. BGSA enriches student life by sponsoring conferences, participating in social events, and performing community service. BGSA stays involved in matters affecting the planning profession through their representation in the New Jersey chapter of the American Planning Association. Students have developed a robust set of other organizations including LGBlouTQ, the International Development Interest Group, and the Women's Leadership Coalition.

The Student Instructional Rating Survey (SIRS) is a University-wide survey of students about their classroom experiences. SIRS is conducted at the end of every semester by the Center for Teaching Advancement and Assessment Research. The results are used by individual instructors, programs, schools and the University for teaching assessment and improvement. The Program Director reviews SIRS at the end of each semester and faculty members provide summaries of student survey statistics for personnel decisions, such as tenure, promotion, and merit-based pay. In the Bloustein School, student feedback on curriculum, teaching and quality of student life is also assessed by an annual exit survey and informal listening sessions with students are held to discuss the planning program (Details about Bloustein School SIRS results are in Part IV-C 1A).

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

A collective bargaining agreement between the university and the faculty union specifies the faculty promotion process (<https://academiclaborrelations.rutgers.edu/contracts> and in Part IV-C 3G). Junior hires can receive two 3-year contracts before coming up for promotion and tenure. The basic pattern is for junior hires to undergo an initial evaluation and re-appointment in their third year of employment, and to begin the full tenure review process at the end of their fifth year. Both re-appointment and tenure milestones are rigorous and consequential. The associate dean for faculty leads the promotion process and meets at least annually with each junior faculty member to review their progress and offer

constructive suggestions. Promotion of tenure track faculty to associate professor, professor, and distinguished professor involve solicitation of outside letters, a reading committee of relevant faculty that usually maps to the program faculty membership, a vote of the rank-eligible members of the school-wide faculty council, a review by a school-wide promotion evaluation committee of senior faculty, a recommendation by the dean, a review by the university-wide promotion review committee, a recommendation by the university president, and a vote by the university's board of governors. The planning program does not have a formal independent voice in this process; it has an effective independent voice because of the typical reading committee composition and the voice of planning faculty members on the school-wide faculty. The promotion process for non tenure track faculty mirrors this process with exceptions: there is no reading committee; an "instructor" level is below the level of assistant professor; the time of appointment length is more variable and minimums are established by contract, and the promotion processes outside of Bloustein is centered in the Chancellor's office (University policies about promotion are in Part IV-C 5E).

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

Student and faculty grievances follow a set of university-wide procedures with defined roles for the planning program director. These policies and procedures are published on the university's website and included in new student and employee orientations. Students have recourse to school- and university-level ombudspersons. Faculty have recourse to union advocates and Title IX representatives. Student grading disputes with instructors that are not resolved through direct discussion go to the program director, and, if not resolved, to the dean, who appointed the Assistant Dean for Student and Academic Services to document and adjudicate the dispute. In the rare case of a student lawsuit, the university counsel is involved (<https://bloustein.rutgers.edu/students/resources/> and in Part IV-C 5A). Student harassment or bias claims are promptly and confidentially heard and documented by the planning program director working with the assistant dean. Harassment or bias issues are documented and referred for review by the university Office of Student Affairs Compliance and Title IX (OSAC) <http://compliance.rutgers.edu/> (Part IV-C 5F). Rutgers requires all faculty to complete an online Unlawful Harassment Prevention for Higher Education Faculty course. Faculty grievances follow a procedure outlined in the union agreement. It includes efforts to resolve the grievance locally with the planning program director, and, subsequently, with the dean. Failing resolution, the procedure becomes formal. The faculty member is represented by a union advocate in a formal hearing, following is a vote by an adjudicatory committee that specifies a form of resolution. Each step is documented (see Part IV-3G for details).

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

Until midway through the Spring 2020 semester, the Planning Program had not offered any fully online programming or courses. In the context of the COVID 19 virus, all of Rutgers' courses, including those offered by Bloustein School, went remote the week following Spring Break and for the remaining 6 weeks of the Spring semester. Given UPPD's relatively small class sizes and that faculty had gotten to know students in their courses during the first half of the semester, verifying identities was not an issue.