

University of Maryland at College Park Self-Study

Based on PAB Standards 2017



Introduction

Instructions for this section:

The Self-Study Report (SSR) is the result of a planning program's careful self-analysis in the context of the Planning Accreditation Board's (PAB) preconditions to accreditation, Standards, and Criteria. A program applying for accreditation or candidacy status must demonstrate that it meets the preconditions to accreditation, that it is in substantial compliance with the accreditation Standards and Criteria, and that it expects to continue to be in substantial compliance. The burden of proof for demonstrating compliance rests with the Program. Making the case for compliance involves bringing together effective narrative with supporting evidence. While an SSR is a comprehensive report that addresses all aspects of a Program, it should not allow narrative and data to be obscured by large volumes of marginally relevant information.

Enter the degree title and name of planning program or unit.

Program Response:

Text input answer:

Degree title: Master of Community Planning (MCP)

Name of program: Urban Studies and Planning (URSP) Program

Upload the institution's organizational chart. Include the names and titles of administrators in the planning program, in related programs, and in the line of hierarchy through the institution's chief executive officer. Multiple diagrams may be required to provide a visual summary of the Program's place within its School/College and University.

Program Response:

Text input answer:

Attached are the organization charts for (a) the School of Architecture, Planning and Preservation; (b) the Office of the Senior Vice President and Provost; and (c) the Office of the President.

Files uploaded for this question:

[MAPP_org_chart.pdf](#)
[SVPOrgChart.pdf](#)
[PRES-Org-Chart-August-2018.png](#)

Other Degrees: Provide a brief description of any other degrees (e.g. undergraduate, master's, PhD, joint degrees etc) offered by the unit in which the Program resides and indicate if they are accredited.

Program Response:

Text input answer:

In addition to the Master of Community Planning (MCP) degree, URSP offers dual degrees in Community Planning and Architecture (ARCP), Community Planning and Historic Preservation (CPHP), Community Planning and Landscape Architecture (LACP), and Community Planning and Real Estate Development (CPRD). URSP also offers a dual Juris Doctor / Master of Community Planning degree (LCPL) with the University of Maryland Francis King Carey School of Law in Baltimore. We are currently working to develop two new dual degree programs with Public Health and Information Studies. The primary degrees offered by each of these partnering units are accredited by their respective accrediting organizations, with the exception of the Master of Real Estate Development degree and the Master of Historic Preservation degree. There is no formal accreditation process for U.S. graduate real estate development or historic preservation degree programs, but the Historic Preservation program is a member in good standing of the National Council for Preservation Education.

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Non-Degree Programs: Provide a brief description of any non-degree programs, such as certificates, etc offered by the unit in which the Program resides and indicate if they are accredited.

Program Response:

Text input answer:

URSP does not currently administer non-degree programs or certificates, although our courses are often taken as electives to meet the requirements of the Historic Preservation certificate program.

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

Program Response:

Text input answer:

The University of Maryland (UMD) Master of Community Planning (MCP) Program was created in 1973 at the University of Maryland, Baltimore School of Social Work (which then became the School of Social Work and Community Planning). The MCP program was first recognized by the American Planning Association in 1980 and first accredited by the Planning Accreditation Board in 1984.

During the 1980s, MCP faculty divided their time between the School of Social Work and Community Planning in Baltimore and the University of Maryland, College Park's Institute for Urban Studies, which offered BA and MA degrees in Urban Studies. In 1989, the MCP program formally moved from the Baltimore campus to the College Park campus, where it was located in the College of Behavior and Social Sciences. The Institute for Urban Studies was renamed the Department of Urban Studies and Planning.

In 1990, as part of a campus reorganization, the Department of Urban Studies and Planning—which was by then offering the BA, MA, and MCP degrees—was restructured. In a period of fiscal retrenchment on the College Park campus, several academic programs were eliminated, including the BA and the MS in Urban Studies. The department gained two new faculty members from other campus units that had been closed. Following this trimming of degree offerings, the department became part of the School of Architecture and was renamed the Urban Studies and Planning (URSP) program.

In 1994, URSP was awarded a grant from the Urban Community Service Program of the U.S. Department of Education that supported five faculty members and up to 20 students to work on five community outreach and planning projects. This \$1.0 million, five-year grant enhanced the faculty's involvement in local neighborhoods and strengthened the program's ties to Baltimore and Prince George's County communities.

In 2000, the School of Architecture was renamed the School of Architecture, Planning and Preservation to reflect its increasingly diverse and interdisciplinary offerings, which included a new Master of Historic Preservation degree in 2001. Also in 2001, the National Center for Smart Growth Research and Education (NCSG) was created through a competition for state-supported campus funding for new and innovative research centers. While the School of Architecture, Planning and Preservation is the NCSG's administrative home, the NCSG Executive Director reports to the deans of the schools of Architecture, Public Policy, Engineering, and Agriculture and Natural Resources. The Center's Executive Director, Gerrit Knaap, along with three other URSP faculty members—Casey Dawkins, Hiro Iseki, and Willow Lung-Amam—have joint appointments with NCSG and have their tenure homes in the School.

The establishment of NCSG brought increased national attention to URSP, resulting in an uptick of enrollments and funding for graduate students. The research activity of the URSP faculty affiliated with NCSG enhanced URSP's reputation among our peer institutions and generated more research publications by URSP faculty. In the most recent annual ranking of planning faculty research productivity prepared by planning scholar Tom Sanchez, the URSP program was ranked 8th among North American planning programs, based on the median number of Google Scholar citations. URSP has been ranked in this list's top 10 since 2014, and the most recent ranking represents our highest ranking to date.

In 2002, the School established the Ph.D. program in Urban and Regional Planning and Design (URPD), and in 2006, the School established a Master of Real Estate Development degree. The multidisciplinary nature of the School has provided our students with more course offerings and opportunities to participate in and win national design competitions such as the Urban Land Institute ULI/Hines Student Competition, the U.S. Department of Energy Solar Decathlon, and the HUD Innovation in Affordable Housing competition.

In 2013, the NCSG launched the Partnership for Action Learning in Sustainability (PALS) program, a campus-wide initiative that harnesses the expertise of UMD faculty and the energy and ingenuity of UMD students to help Maryland communities become more environmentally, economically, and socially sustainable. PALS is designed to provide innovative, low-cost assistance to local governments while creating real-world problem-solving experiences for University of Maryland graduate and undergraduate students. URSP faculty are active participants in the PALS program. PALS-sponsored URSP projects and courses provide students with exposure to valuable experiential learning opportunities working on projects that impact Maryland communities.

PALS initiated its first partnership with the City of Frederick, Maryland in September of 2014, adding a second smaller collaboration with College Park in January 2015 and launching its third partnership with Howard County and the Columbia Association in September 2015. In 2016, PALS engaged Anne Arundel County and the City of Annapolis, the first time the program partnered with both a city and host county concurrently. Last year, PALS worked concurrently in Montgomery County and Prince George's County, two of the largest counties in the state, with a focus on environmental and social sustainability. Smaller collaborations with community partnerships in Baltimore helped create real estate development feasibility analyses for several Baltimore sites and built databases that mapped key features such as job opportunities, vacant housing, and vehicle ownership. This fall, PALS entered into its fifth county partnership with Harford County. A new feature of PALS in this year is its work with three smaller towns, thanks to support and a partnership with the Maryland Departments of Planning and Housing and Community Development.

Following recent faculty retirements, the URSP program has welcomed several new faces and leaders since our last PAB accreditation review. Dr. Marccus Hendricks, Dr. Ariel Bierbaum, and Dr. Willow Lung-Amam joined our faculty as tenure-track Assistant Professors. Dr. Lung-Amam was recently promoted to Associate Professor with tenure. Casey Dawkins was appointed as the Director of the URSP and URPD programs in 2016. These new faculty have reinvigorated our program, reestablishing our historic ties to the social and community planning traditions while enhancing our current strengths in regional equity planning.

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Student and Faculty Composition Data: Upload the completed Student and Faculty Data excel workbook. Provide any footnotes or clarifications in this section.

Program Response:

Text input answer:

See attached "Student and Faculty Composition Data" Excel document.

Files uploaded for this question:

[PAB Self Study Worksheet.xlsx](#)

Preconditions to Accreditation

Instructions for this section:

Programs must demonstrate in their Self-Study Reports that they meet the preconditions to 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.

Provide an explanation of how your program meets Precondition 1. Program Graduates:

Program Response:

Text input answer:

Based on institutional data collected since the last PAB accreditation review, 143 students earned their Master of Community Planning degree from the URSP program between 2013 and 2018.

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.

Provide an explanation of how your program meets Precondition 2. Accreditation Status of the Institution:

Program Response:

Text input answer:

The University of Maryland is accredited by the Middle States Commission on Higher Education, which is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation.

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3. Program and Degree Titles

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

Provide an explanation of how your program meets Precondition 3. Program and Degree Titles:

Program Response:

Text input answer:

The University of Maryland Urban Studies and Planning (URSP) program offers the Master of Community Planning (MCP) degree.

4. Length of Program

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

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.

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 standards of an accredited graduate degree.

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 standards 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.

Provide an explanation of how your program meets Precondition 4. Length of Program:

Program Response:

Text input answer:

The Master of Community Planning degree requires 48 credits of coursework. To be considered a full-time graduate student at the University of Maryland, students must be enrolled in at least eight credit hours per semester, and MCP students do not take more than 12 credits in a given semester. This means that MCP students must be enrolled for a minimum of two academic years of full-time study to earn their degrees.

Provide an explanation of how your program meets the residency guideline:

Program Response:

Text input answer:

We do not currently offer online courses, and students do not take more than 12 credits in a given semester. This means that students will be present at the University of Maryland for at least two academic years to earn their degree.

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If fast-tracking is offered, provide information that demonstrates the fast-track students receive an education equivalent to the 2-year students.

Program Response:

Text input answer:

We do not currently offer a fast-tracking option.

If dual degrees are offered, provide evidence that demonstrates the dual-degree students receive an equivalent education as the 2-year graduate students.

Program Response:

Text input answer:

All of URSP's graduate dual degree programs require at least 48 credits of coursework, 30 of which are in courses required of all planning students. There are 18 elective credits in our master's degree. Nine of these elective credits are applied towards a student's area of specialization, and nine additional credits are applied towards free electives. Students in dual degree programs may use courses from the second degree program to meet the MCP degree's elective credits. Given that students do not take more than 12 credits in a given semester, all dual degree students are present at the University of Maryland for at least two academic years while earning their dual degrees.

5. Primary Focus

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

Provide an explanation of how your program meets Precondition 5. Primary Focus:

Program Response:

Text input answer:

URSP's primary focus is the education of professional planners. This mission is stated in our strategic plan and incorporated into our curriculum. For example, one of our curriculum requirements is that students complete a one-semester, 20-hour per week internship with a professional planning agency or firm. All students must complete an internship to earn the MCP degree.

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.

Instructions for this section:

The Self-Study Report and the accreditation review are framed by the Program's mission, goals and objectives as articulated in a strategic plan. Programs must demonstrate that principles of good planning have been applied to the Program itself, including the elements described herein regarding the planning process.

Provide a response to each standard and criterion. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.

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Please provide an explanation of how your program meets Standard 1: Strategic Planning and Progress:

Program Response:

Text input answer:

Our program has been actively engaged in an ongoing strategic planning process. Our last strategic plan, in place as of the last PAB accreditation site visit, was adopted in August, 2012. In 2016, the URSP Program Director Dr. Jim Cohen retired, and Dr. Casey Dawkins assumed the directorships of the URSP program and the Ph.D. program in Urban and Regional Planning and Design (URPD). Dr. Dawkins led the creation and adoption of the URSP program's first Plan of Organization in 2017-2018. The URSP Plan of Organization outlines the program's by-laws and decision-making processes and was formally adopted by the URSP faculty in August of 2018 (the URSP and School Plans of Organization are provided as attachments in the "additional information" section of the report). The planning process for the current (2019) strategic plan is described in the narrative under Standard 1B below.

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.

Provide an explanation of how your program meets Criterion 1A. Prior Strategic Plan and Accreditation Review:

Upload the prior strategic plan in this section.

Program Response:

Text input answer:

Attached to this section are two documents that describe our program's major accomplishments since the last PAB accreditation review in 2012. The first document reports the progress made to implement the objectives outlined in the strategic plan that was in place at the time of our last accreditation review (2012). The second document lists several of our program's most important accomplishments since 2012. In addition, we have taken the following steps to address accreditation standards deemed partially met or unmet at the last site visit:

1. The only unmet standard was that pertaining to program leadership (5B). The site visit team determined that this standard was not met, because the program administrator at the time was a non-tenured senior lecturer. We have since addressed this finding. The current director is a tenured full professor.
2. The site visit team found that our faculty lacked diversity, particularly among non-Asian ethnic minorities and minority groups that represent key segments of the demographics within the D.C. metro area from which the program draws its students. The site visit team also found that our faculty lacked gender diversity. We have since increased the representation of females and underrepresented minorities among our tenured / tenure-track faculty with three new hires. We have also reached out to a diverse pool of local area planning professionals to increase the diversity of our adjunct faculty.
3. The site visit team found no evidence that the fundamentals of planning law were being offered in the core to all students. We have since added four 2.5-hour sessions of planning law to the core requirements. Two sessions are offered in the land use planning course (**URSP 603**), and two are offered in the planning process course (**URSP 604**).
4. The URSP program offered eight areas of specialization in 2012. The site visit team found that the program had too few faculty to support this large number of specializations. Following the accreditation site visit, we reduced the number of specializations to three (economic development, environmental planning, and transportation planning). Following our recent hires, we added one additional specialization (housing and community development) that reflects our expanded expertise in this area. As we implement our new 2019 strategic plan, we will be revisiting these specializations. To address the site visit team's concern that we offer too few courses in the environmental planning specialization, we hired a tenure-track faculty member with expertise in this area (Dr. Marccus Hendricks). Dr. Hendricks created two new courses that have enhanced the environmental planning specialization.

Files uploaded for this question:

2012StrategicPlanProgress.doc
 program_accomplishments_highlights.docx

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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.

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.

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.

Provide an explanation of how your program meets Criterion 1B. Current Strategic Plan:

Upload the current strategic plan in this section.

Program Response:

Text input answer:

Following a review of progress made in implementing the 2012 strategic plan, the URSP program began the process of developing a new strategic plan in 2018. Our current strategic plan, adopted in May of 2019, reflects the vision for the URSP program in the year 2024, one year after the program celebrates its 50th anniversary. The strategic planning process was initiated in August of 2018 with a URSP faculty retreat. Goals, objectives, and action steps were developed through several faculty meetings held over the course of the 2018-2019 academic year, incorporating data from a SPA-sponsored survey of students and an online survey of URSP alumni (a summary of the URSP alumni survey is included as an attachment in the "additional information" section of the report). During the fall of 2018, ad-hoc committees were charged with developing goals and proposing objectives and action steps for each of the goals. The proposed objectives and action steps were reviewed at a URSP faculty retreat in January of 2019, and a draft strategic plan was prepared for the Student Planning Association, the URSP Technical Advisory Committee, and URSP alumni to review and comment. Based on the feedback received from these constituencies, a final draft of the strategic plan was formally adopted by the URSP faculty on May 9, 2019. The "2024 Urban Studies and Planning Strategic Plan," attached below, addresses each item listed under Standard 1B. Please also refer to the attached "URSP Programmatic Assessment Data" document for a summary of progress to date on each of the plan's quantifiable targets.

Files uploaded for this question:

[URSPstratplan.pdf](#)
[programmatic_assessment_data.docx](#)

Provide an explanation of how your program meets sub-criterion 1) Mission Statement:

Program Response:

Text input answer:

Our vision and mission statements are included in the attached "2024 Urban Studies and Planning Strategic Plan" document. Our vision and mission reference the challenges that professional planners face in the world today, placing emphasis on how the URSP program prepares planners to respond to those challenges.

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Provide an explanation of how your program meets sub-criterion 2) Program Goals and Measurable Objectives:

Program Response:

Text input answer:

Reflecting on our last strategic plan, we felt that it was overly broad and did not establish a clear strategic direction. The current plan places emphasis on a smaller number of objectives and action steps that are organized around four key program goals. Each goal is followed by a discussion of the rationale underlying the goal, targets to be met by 2024, a list of objectives, and concrete action steps. We will review progress towards meeting these goals annually as part of regularly scheduled faculty meetings and retreats, and if necessary, revise the plan to accommodate changed circumstances.

1C. Programmatic Assessment

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

- 1) *Graduate Satisfaction*: The Program shall document the percentage of graduates who, 2 to 5 years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.
- 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.
- 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.
- 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.
- 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.
- 6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan.

Provide an explanation of how your program meets Criterion 1C. Programmatic Assessment:

Program Response:

Text input answer:

Through our strategic planning process, we have identified several "2024 targets" that correspond to our plan's goals. The targets provide benchmarks that will be used to evaluate plan implementation. Where possible, our targets incorporate quantifiable metrics using readily available data. Progress towards each 2024 target will be reviewed annually with the URSP faculty and will provide the basis for annual progress reports that highlight efforts to implement our strategic plan. The "URSP Programmatic Assessment Data" document (attached under Standard 1B) provides a side-by-side comparison of current program data with each quantifiable 2024 target and provides information pertaining to each of the PAB performance indicators identified above.

Provide an explanation of how your program meets sub-criterion 1) Graduate Satisfaction:

Program Response:

Text input answer:

Please refer to the attached "URSP Programmatic Assessment Data" document provided under Standard 1B.

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Provide an explanation of how your program meets sub-criterion 2) Graduate Service to Community and

Profession:

Program Response:

Text input answer:

Please refer to the attached "URSP Programmatic Assessment Data" document provided under Standard 1B.

Provide an explanation of how your program meets sub-criterion 3) Student Retention and Graduation Rates:

Note: The following tables - student retention rate, graduation rate and number of degrees - are located in the Student and Faculty Data excel workbook, which is available in the Introduction section of the SSR. The explanation provided should supplement those tables.

Program Response:

Text input answer:

Please refer to the attached "URSP Programmatic Assessment Data" document provided under Standard 1B.

Provide an explanation of how your program meets sub-criterion 4) Graduate Employment:

Note: The student employment data table is located in the Student and Faculty Data excel workbook, which is available in the Introduction section of the SSR. The explanation provided should supplement this table.

Program Response:

Text input answer:

Please refer to the attached "URSP Programmatic Assessment Data" document provided under Standard 1B.

Provide an explanation of how your program meets sub-criterion 5) Graduate Certification:

Program Response:

Text input answer:

Please refer to the attached "URSP Programmatic Assessment Data" document provided under Standard 1B.

Provide an explanation of how your program meets sub-criterion 6) Strategic Plan:

Program Response:

Text input answer:

Please refer to the attached "URSP Programmatic Assessment Data" document provided under Standard 1B.

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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.

Provide an explanation of how your program meets Criterion 1D. Student Learning Outcomes Assessment:

Program Response:

Text input answer:

The attached "Program Learning Outcomes for the Master of Community Planning Degree" document describes our program's learning outcomes and the methods we use to assess students' progress towards these learning outcomes. The learning outcomes are meant to encapsulate the PAB knowledge, skill, and value requirements while also reflecting URSP-specific learning objectives.

Files uploaded for this question:

[URSP_learning_outcomes_assessment_summary.docx](#)

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.

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Provide an explanation of how your program meets Criterion 1E. Strategic Issues for the Next 5-7 Years:

Program Response:

Text input answer:

The "2024 Urban Studies and Planning Strategic Plan" (see Standard 1B) outlines 14 objectives and 60 action steps that we intend to take over the next five years. These are organized around the four major goals of recruiting and retaining new students, updating our curriculum, establishing a more sustainable governance structure, and shaping urban policy conversations. The following is a discussion of the rationale underlying each goal.

Our first goal is to "expand enrollment by recruiting, enrolling, and retaining a highly talented and diverse student body from across the U.S. and other countries." We currently attract a highly talented and diverse student body primarily from Maryland, the District of Columbia, and Virginia. We aspire to expand our catchment area to attract students from other regions of the U.S. and from other nations. Having a diverse student body enriches the educational experience for all students and faculty in our program. Our recruitment strategy revolves around efforts to strengthen the URSP community, reach out to prospective students from diverse backgrounds, and expand the number of funding opportunities for incoming students.

Our second goal is to "review and revise the MCP curriculum to more accurately reflect the strengths of the current faculty and the needs of current and future students." The planning profession is a dynamic and interdisciplinary field that has evolved beyond its traditional home in local government planning offices. Planning education should reflect these changes and prepare future professionals to work in a variety of settings and contexts. Our last major curriculum revision was performed in 2012 following the last PAB site visit. Since then, several faculty have retired, and we welcomed three new assistant professors (one of whom has recently been promoted to associate professor). As a result, our curriculum does not adequately reflect the current strengths of the faculty. The objectives and action steps listed under our second goal outline the actions necessary to update the MCP curriculum to reflect the evolving nature of the planning profession, drawing upon diverse faculty strengths.

Our third goal is to "establish a sustainable program governance structure that builds upon the URSP Plan of Organization." The current director of the URSP program oversees two academic programs, the URSP program and the URPD Ph.D. program. The URSP program employs one program administrator who also serves as the program administrator for the URPD program and the School's career services administrator. This management structure limits the time the director can devote to leading strategic initiatives for the URSP program. Previously, the URSP program employed a director of graduate studies to provide oversight of the program's day-to-day administrative tasks and assist the director with outreach to prospective students and employers. This position was terminated when the duties of the director of graduate studies were added to the director's responsibilities. In addition, the program recently adopted a new plan of organization that is designed to implement a new program governance structure, giving faculty more voice in the program's day-to-day operations. Our third goal outlines several objectives and action steps designed to implement a sustainable governance structure for the URSP program.

Our fourth goal is to "draw upon the lessons learned from engagement in planning and policymaking in the D.C.–Baltimore region to shape national planning and policy conversations and market our program's strengths." URSP is housed at the University of Maryland, a nationally renowned research university and the state's flagship campus. URSP's commitment to engaged research embodies the land grant mission of UMD. Our faculty are involved in projects across the Washington-Baltimore metropolitan regions and the state. Our alumni are active and engaged professionals working across the country and internationally. To solidify our regional identity and elevate our program's national reputation, we propose several objectives and action steps to more clearly define our program's niche and market our strengths widely.

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.

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Provide an explanation of how your program meets Criterion 1F. Public Information, including the url to that information on the Program's website:

Program Response:

Text input answer:

Our program website (<http://www.arch.umd.edu/ursp/urban-studies-and-planning>) reports and annually updates all items listed under Standard 1F. Our School is currently revising its website, and a new version of the website will be accessible in the summer of 2019.

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.

Instructions for this section:

Provide a response to each standard and criterion. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.

The following tables are included in the Student and Faculty Data excel workbook (uploaded in the Introduction Section): enrollment data; student retention and graduation rates; student employment; AICP exam pass rate; and student composition. Do not repeat or restate this information; reference it and summarize key qualifiers in your response.

Please provide an explanation of how your program meets Standard 2: Students:

Program Response:

Text input answer:

Our program has several features that provide URSP students with a unique and innovative educational experience. First, our connections to two large metropolitan areas (Baltimore and Washington, D.C.) and a region rich in planning history provide ample opportunities for experiential learning in a variety of different urban settings. Second, our emphasis on experiential learning is enhanced by our participation in the PALS program and the faculty's community engaged scholarship. Third, our connections with the NCSG provide students with exposure to cutting-edge planning scholarship through graduate assistantships, classes created around NCSG-sponsored research projects, and a variety of NCSG-sponsored events.

Another important aspect of our program is its close connections to other built environment disciplines, including architecture, real estate development, historic preservation, and (in the College of Agriculture and Natural Resources) landscape architecture. The interdisciplinary orientation of the School of Architecture, Planning and Preservation provides students with unique opportunities to take courses in allied disciplines and work in interdisciplinary professional settings. We also offer dual degrees with several built environment degree programs both within the School and in other UMD schools and colleges.

Our students have drawn upon our School's interdisciplinary opportunities to assemble teams that have competed successfully in several national interdisciplinary competitions. Our students placed first in the 2018 and 2019 HUD Innovation in Affordable Housing Student Design and Planning (IAH) competitions. The 2019 competition challenged students from the four finalist teams to plan a development for a new 2.58-acre site adjacent to the famous River Walk near downtown San Antonio. The team, which included two URSP students, placed above more than 70 other teams from graduate programs nationwide.

A team of graduate students that included one URSP student made it to the final four in the Urban Land Institute / Gerald D. Hines Student Competition in 2018, edging out 130 teams from 60 graduate programs in the United States and Canada. The ULI Hines Student Competition challenges interdisciplinary teams of graduate students to create a dynamic design and development solution for an actual large-scale site in just two weeks. Our success in the Hines competition comes one year after a UMD team that included one URSP student made it to the final four in the 2017 ULI Hines competition, edging out 118 teams. In 2015, one URSP student along with four other students from our School shared the \$50,000 first prize in the Hines Competition that included 160 teams. A team of one URSP student and one architecture student was also selected as a finalist in the International Parking Institute's Parking Solutions Competition.

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reACT, a solar-powered house that blends Native American principles with cutting-edge technologies and modular design, won second place at the U.S. Department of Energy Solar Decathlon in 2017. Designed by an interdisciplinary team of students at the University of Maryland, including one URSP dual degree student, reACT placed second worldwide, ahead of nine other teams from academic institutions around the globe and was the number one U.S. entry in the 2017 competition. The UMD team competed in 10 competitions over 9 days that evaluated each home's performance, design, sustainability, and market appeal.

Another important strength of our program is our diverse student population. URSP students come from diverse racial, economic, national, and geographic backgrounds and experiences that enrich the program. Between the 2013-2018 academic years, our student body was 54% white, 6% Asian American, 14% African American, and 4% Hispanic. Underrepresented students, including African Americans and Hispanics, made up 18% of enrolled students. Foreign-born students made up 12% and females 64% of enrolled students. Many of our students come to the program with professional backgrounds and experience working in related fields, and as a land-grant institution, we are particularly committed to serving students from the state of Maryland. Most of our students are from the Washington, DC or Baltimore metropolitan region.

Our program curriculum and events help to build students' capacity to advance diversity and a culture of inclusion in the planning profession and work with underrepresented, marginalized, and vulnerable groups. Our "Program Learning Outcomes for the Master of Community Planning Degree" (refer to Standard 1D) are designed to help students develop an understanding of the social, political, and economic dimensions of planning; incorporate multicultural perspectives to address real-world challenges; collaboratively engage stakeholders; advance community priorities; critically reflect on one's positionality; work with members of diverse teams; and communicate with diverse audiences across a diversity of places and contexts. The school's Diversity and Inclusion Task Force, chaired by URSP faculty member Ariel Bierbaum, recently recommended a school-wide curricular review as well as faculty resources, school-wide activities, teaching materials, studio courses, students and staff projects, and student scholarships to support diversity in the school's curricula. Since 2013, events sponsored by URSP that have helped to advance diversity and inclusion include:

Annual URSP lecture series. We host two annual URSP lectures. Our past speakers have included the following authors and titles: Dr. Richard Rothstein, "Color of Law: A Forgotten History of How Our Government Segregated America"; Dr. Rolf Pendall, "Metropolitan Housing and Communities Policy Center: Building Inclusion into the Millennial City"; Dr. Karen Chapple "Sustainable for Whom? Regional Planning for Neighborhoods, Jobs and Housing"; Dr. Daphne Spain, "Constructive Feminism: Women's Spaces and Women's Rights in the American City"; and Dr. George Galster "Driving Detroit: The Quest for Respect in the Motor City."

NCSG brown bag lectures. The NCSG hosts a brown bag lecture series for students and faculty from across the school. URSP faculty have actively invited speakers that address issues of diversity and inclusion, such as Dr. Ian Carlton, "Improving The Efficacy of Transit Value Capture for Equitable Transit-Oriented Development"; Dr. Derek Hyra, "The Back to the City Movement and Process of Cultural and Political Displacement"; and Dr. Brian J. McCabe, "No Place Like Home: Wealth, Community and the American Dream."

Special events. URSP has sponsored and organized several special events focused on diversity and inclusion in the planning profession, including film screenings and panel discussions of "East LA Interchange" and "70 Acres in Chicago", films about the changing immigrant community in California and the rebuilding of public housing in Chicago, respectively. Our students have also organized panels about neighborhood change in the District of Columbia.

Our strategic plan is designed to further enhance our goals related to diversity and inclusion. Several action steps are designed to enhance the diversity of the URSP student population by 2024. These include recruitment within our undergraduate courses, recruitment of undergraduate UMD students, outreach to historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs), and an exploration of funding sources for a graduate assistantship targeted to incoming students from underrepresented groups.

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.

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Provide an explanation of how your program meets Criterion 2A. Student Quality:

Program Response:

Text input answer:

The URSP program seeks to attract and retain talented, diverse students that reflect the diverse communities in which students will work. Our admission standards reflect that goal. All applicants to the MCP program are given scores (from 1 to 3) ranking applicants' performance in the following areas:

- Academic preparedness (as evidenced by the student's undergraduate GPA, GRE scores, TOEFL scores if applicable, and assessments of preparedness provided by references)
- Planning-related experience (as evidenced by the student's personal statement and letters of reference)
- Passion/interest in the field (as evidenced by the student's personal statement and letters of reference)
- Match with faculty interests/priorities (as evidenced by the student's personal statement and resume)
- Contributions to diversity, including racial and ethnic, income, geographic, and other factors (as evidenced by the student's application and personal statement).

During the admissions review, we ensure that applicants are given fair consideration according to these standards. The admissions review committee typically consists of three faculty members, including the program director. When selecting the committee, the director is attentive to issues of diversity. For the past two years, Dr. Willow Lung-Amam and Dr. Marccus Hendricks have served with Dr. Dawkins on the admissions review committee. The director typically reads all of the applications, and the other two faculty members each read half of the applications. All judge the applicants using the criteria above and provide numeric scores for each application, narrative comments, a recommendation for admission, and a recommendation for a graduate assistantship. If conflicting recommendations emerge, the director resolves the issue by speaking with the faculty member providing the recommendation, and if needed, seeking a third review by the other committee member.

We have not compiled data on students' scores on each numeric criterion listed above for previous years' accepted and enrolled student populations, but it is expected that admitted applicants receive average scores of at least 2. Among students accepted for admission to the fall 2019 incoming class, admitted students received an average score of 2.3, and students not accepted for admission received an average score of 1.8. Students offered graduate research assistantships (RAs) or graduate teaching assistantships (TAs) in the URSP program generally score among the highest of those accepted for admission and also exhibit evidence of skills appropriate for open assistantship positions. Among students accepted for admission to the fall 2019 incoming class, those offered graduate assistantships scored an average of 2.4.

URSP expects our admitted students to have an undergraduate GPA of at least 3.0, and applicants are required to take the GRE unless they have an undergraduate GPA of 3.5 or above. Students taking the GRE are expected to score at the 50th percentile or above in the quantitative and verbal sections of the GRE exam. Our website states that we expect our applicants to have a 3.0 undergraduate GPA, but we have not posted the GRE score requirements so as to not discourage certain applicants (such as those for whom English is not a first language) from applying to our program. While we occasionally admit students with lower GPAs or GRE scores who have demonstrated unique capacities in other areas such as planning-related experience or passion/interest in the field, in recent years, our admitted students have generally exceeded our admission standards for undergraduate GPAs and for GRE scores. For the previous three full academic years (Fall 2015 through Fall 2017), those admitted had an average undergraduate GPA of 3.3, earned in the 69th percentile of the GRE Verbal test, and earned in the 58th percentile of the GRE Quantitative test.

Since 2013, we have admitted 73% of applicants, and 35% of admitted students have enrolled in the program. These proportions have varied considerably over the years, tracking closely with the number of applicants. In 2015, we had the lowest number of applicants (77), the highest rate of admissions (90%), and the lowest rate of enrollees among those admitted (29%). In 2013, we had the highest number of applicants (114), one of the lowest rates of admission (61%), and one of the highest rates of enrollees among those admitted (38%). Our admissions for underrepresented students closely match overall admissions, with about 70% of applicants admitted and 38% of admitted students enrolling, again with significant variation from year to year. While African American and Hispanic student admissions are roughly similar (68% to 71%), Hispanic enrollments are far lower (54% to 22%), indicating a need to increase recruitment efforts for Hispanic students.

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.

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Provide an explanation of how your program meets Criterion 2B. Student Diversity:

Program Response:

Text input answer:

We are committed to attracting and retaining a diverse student body that reflects the diversity of our region and the communities in which our students live and work. Many of our students hail from the Washington, DC or Baltimore, MD metropolitan regions and also work in these regions during and after graduation. A 2018 survey of URSP alumni found that the top factor in students' decision to enroll in our program was its location in the Washington, DC / Baltimore region. The survey also found that while our graduates work in 28 different countries and 33 states around the U.S., more than half (58%) work in Maryland or DC. As a whole, the percentage of nonwhite students in our program between 2013 and 2018 closely tracks that of the Washington, DC and Baltimore regions, which in 2017 had a 54% and 43% non-white population, respectively. However, African Americans and Hispanics in the program were underrepresented compared to the region, where African Americans make up 24% and 29% respectively, and Hispanics make up 15% and 5% respectively.

We strongly support increasing the racial and ethnic, economic, and geographic diversity of our student body through active recruitment, particularly of African American and Hispanic students. Increasing the diversity of our applicant pool is a primary goal of our 2024 Strategic Plan. Our focus is on recruitment of students from our undergraduate programs, more direct recruitment from Historically Black Colleges and Universities (HBCU) and Hispanic-Serving Institutions (HSIs), and adding more graduate assistantships for students from underrepresented backgrounds. To achieve these goals, we have identified resources, such as the National Name Exchange, a consortium of universities who share the contact information for minority undergraduate students as well as HBCUs and HSIs to target, and drafted recruitment letters to send to advisors and students.

Once admitted, we recognize the need to continue our recruitment efforts, particularly for underrepresented students. We typically use our graduate assistantships (GAs) for this purpose. Between 2011 and 2018, we have maintained an average of 24 students (including first- and second-year students) receiving GA assistance, 16% of whom were foreign-born students. In the 2019-20 academic year, 37% of our 19 graduate assistantships were offered to students of color, 11% to students from underrepresented backgrounds, and 58% to women. We also make direct calls to candidates and send letters to accepted students to encourage them to enroll and meet with faculty that they may be interested in working with. We have been relatively successful, as the enrollment of admitted students from underrepresented background exceeds that of white students (38% to 32%), but we recognize a need to do more. While African American and Hispanic student admissions are roughly similar (68% to 71%), Hispanic enrollments are far lower (54% to 22%). To further increase our outreach, we have created and identified alumni and Technical Advisory Committee members who are willing to assist us with our recruitment efforts.

Once enrolled, we strive to build a culture and climate where students from all backgrounds feel welcome and that their ideas and experiences are valued. Our retention record is strong. Between the 2012-12 and 2017-18 academic years, we retained 93% of all students. In a 2018 Student Planning Association-led survey of 28 current students, nearly half (13) mentioned the close-knit and diverse community of students as one of the most enjoyable aspects of the program. Students participate actively in the Student Planning Association, which works closely with a faculty advisor to plan events such as the Baltimore Redevelopment Series walking tour and regular socials. In recent years, the school-wide Diversity and Inclusion Task Force has led students in focus groups to better understand the climate for underrepresented students within the school, "table talk" conversations about affirming and strengthening our diverse community, and annual school-wide international luncheons.

A commitment to diversity and inclusion is also reflected in our curriculum and program learning outcomes. With the courses that have been added or revised by our new faculty since 2012, including Planning and Design in the Multicultural Metropolis (**URSP 688Z**) and Community Development (**URSP 673**), our core curriculum emphasizes the importance of multicultural perspectives and a commitment to justice, equity, and inclusion. Several elective courses (URSP 688O: U.S. Housing Policy and Planning, URSP 640: Growth Management and Environmental Planning, URSP 688A: Community Resilience, URSP 661: City and Regional Economic Development Planning, and URSP 688N: Urban Transportation Policy and Planning) teach students to evaluate plans and policies in terms of their impacts on justice, equity, and inclusion. As we revise our curriculum in accordance with our new strategic plan, we intend to build upon and enhance this foundation.

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.

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Provide an explanation of how your program meets Criterion 2C. Student Advising, Services, and Support:

Program Response:

Text input answer:

Each MCP student is assigned a faculty advisor to assist him or her with course selection based on the student's interests and career goals. Each of the program's seven tenured / tenure track faculty members serve as formal faculty advisors, and several NCSG research faculty serve as informal mentors to MCP students and advise students with graduate assistantships funded by sponsored research projects. Students are assigned to faculty advisors prior to their first semester, and faculty advisors are assigned to ensure an equitable distribution of students among faculty. Students are free to change advisors at any time. Faculty advisors ensure that the students have fulfilled the program's course requirements, supervise internships, and provide advice on career development and graduate student funding.

To help incoming students adequately prepare for graduate planning education, we have also recently developed a URSP Bootcamp, and attendance is required for all incoming MCP students. The Bootcamp occurs over the course of two days prior to the first week of class and provides incoming students with basic skills training in quantitative methods, GIS, library research, and public speaking. The Bootcamp also provides students a valuable opportunity to get to know incoming and current URSP students.

With regard to career services, we assist students in securing internships and jobs via several avenues. We post internships and job notices to a listserv on a regular basis. All students must complete an internship as part of our curriculum. Due to the large number of planning-related jobs and internships available in the Washington, D.C. and Baltimore metropolitan areas, we draw from a large network of internship and employment providers. Also, our program and our Student Planning Association have strong connections to our local APA chapters, increasing networking and employment opportunities for our students. Each year, we host a school-wide career fair that has been well-attended by local area employers, and SPA regularly organizes alumni networking events with local area employers. The URSP program has also offered AICP certification maintenance credits for several URSP lectures and events, and in the fall of 2018, we teamed with the National Capital Area Chapter of the APA to offer a day-long training session for the AICP exam.

Financial aid is challenging; the University does not provide fellowship funding for master's students, and budget cuts have left URSP with limited state funding for operating expenses, faculty and student travel, and graduate assistantships. We currently rely on a variety of sources to provide program-level financial assistance to incoming students. URSP has an endowment fund that supports an average of two graduate assistantships per year. The program has also generated additional funds by offering courses during summer and winter semesters (we are able to keep a portion of the tuition during those semesters). In addition, the NCSG hires about two URSP students each year as graduate assistants, and the School has traditionally provided funding for two graduate assistants hired to work in the Architecture Library and computer labs. We also provide our students with information on GA positions available in other units on campus. An important source of funding for students in their second year of study is our unique "GA-Intern" program. Through an arrangement with Maryland state agencies, we are able to provide stipends and benefits (including tuition remission) equal to what graduate assistants receive in their first year of study. In addition to providing financial aid, students participating in the GA-Intern program rely on their experience to satisfy our program's internship requirement. With these resources, we typically offer a limited number of incoming applicants two years of graduate assistantship funding that includes a 10- or 20-hour graduate research assistantship (RA) or graduate teaching assistantship (TA) in the first year and a GA-Intern opportunity in the second year. In the 2018-2019 academic year, six incoming students received funding under this model, and this number was as high as eight students in some years.

Our strategic plan identifies several steps to substantially increase funding for graduate assistantships by 2024. We have included an action step in our strategic plan to explore the option of creating new funding opportunities specifically targeted to members of underrepresented groups. We have not published our criteria for allocating financial aid on our program's website, because we wish to retain the flexibility to target financial aid resources to specific student populations or those with unique skills appropriate for particular faculty research projects. However, we do note on our website that all who apply for admission to the program are considered for financial assistance.

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.

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Provide an explanation of how your program meets Criterion 2D. Student Engagement in the Profession:

Program Response:

Text input answer:

Any URSP student can participate in the social and educational activities of our Student Planning Organization (SPA). There are currently five SPA officers, including one president and four executive board members. Among the activities that SPA organizes are an annual career panel, field trips, community service activities including participation in the annual Maryland Day event, and happy hours. Some of the happy hours have included students from other planning programs located in the Washington, DC and Baltimore metropolitan areas. One SPA officer is the liaison with the APA National Capital Area Chapter, and another is a liaison with the Maryland APA Chapter. In the fall of 2018, SPA worked with the National Capital Area Chapter of the APA to offer a day-long training session for the AICP exam. In the past few years, the Maryland and National Capital Area APA chapters provided funds to support our students' travel to the APA national conference. The URSP program also provides travel funding to students who attend the APA national conference. Many of our students also attend conferences and events sponsored by local area planning and urban policy organizations.

A few examples of recent activities sponsored by SPA include half-day professional learning events with the Pew Charitable Trust and the DC Department of Transportation, and upcoming events with the National Capital Planning Commission and the DC Office of Planning, including a walking tour and student-led Q&A session with senior staff from both organizations. These events are critical to connecting students with local working professionals. SPA also promoted a walking tour of the Station North Arts District in Baltimore City, organized by the regional Women in Planning group. With leadership from a strong alumni network, SPA supports monthly gatherings throughout the Washington-Baltimore metropolitan regions, most recently including a tour and organized discussion of the historic Lexington Market in Baltimore City, which is about to undergo redevelopment. SPA is also committed to strengthening the planning dialogue on campus. SPA is currently organizing a screening of "Rat Film" for Fall 2019 that will invite students from across campus to attend and will include a panel discussion led by scholars from planning and public health. Previously, SPA sponsored a screening and discussion of a film about the demolition of the Pruitt-Igoe public housing development in St. Louis.

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.

Instructions for this section:

The assessment of faculty is a collective review of the faculty's capacity, as a group, to deliver degree program(s) that meet the Program's goals and objectives as well as accreditation expectations.

Provide a response to each standard and criterion. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.

The following tables are included in the Student and Faculty Data excel workbook (uploaded in the Introduction Section): Faculty Listing; Teaching FTE; Faculty Composition; Faculty Scholarship; and Faculty Professional Involvement. Do not repeat or restate this information; reference it and summarize key qualifiers in your response.

Provide an explanation of how your program meets Criterion Standard 3: Faculty:

Program Response:

Text input answer:

Our faculty has changed considerably since our last accreditation review. Since our last review, Sidney Brower, Howell Baum, William (Bill) Hanna, Alex Chen, Jim Cohen, and Marie Howland have retired. These faculty have been with the program for many years and have shaped our program's identity as a program engaged in community-based planning scholarship. Three of these faculty have been replaced with new tenure-track assistant professors: Willow Lung-Amam, Ariel Bierbaum, and Marccus Hendricks. Other tenured / tenure track faculty with appointments in URSP include Casey Dawkins, Hiroyuki Iseki, Chengri Ding, and Gerri Knaap. NCSG Research Faculty Uri Avin and Scott Dempwolf teach courses in the URSP program and mentor MCP students. Sevgi Erdogan and Fred Ducca mentor students with transportation interests and supervise graduate assistantships on transportation-related research projects. In addition, we rely on several adjunct professors drawn from the large pool of local planning professionals in the Baltimore-Washington metropolitan area to teach courses in the MCP curriculum. The faculty's expertise, diversity, size, engagement with students, research productivity, professional involvement, and community outreach is detailed in the sections that follow. Also refer to the "Student and Faculty Composition Data" Excel document (Introduction section).

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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.

Provide an explanation of how your program meets Criterion 3A. Faculty Quality:

Program Response:

Text input answer:

Our faculty are highly qualified to serve the URSP program's mission to promote and foster "a more just and sustainable world by producing rigorous policy-relevant and community-engaged research; educating the next generation of planning professionals who work in diverse settings and organizations; and engaging the broader public in discussion and debate about the future of cities and communities."

Willow Lung-Amam received her MCP from our program before earning a Ph.D. in Landscape Architecture and Environmental Planning from the University of California-Berkeley. Dr. Lung-Amam brings many of the strengths lost by the departure of Bill Hanna, including an emphasis on gentrification and equitable community development in immigrant communities, while also bringing a fresh perspective on suburban poverty, urban inequality and diversity, the geography of opportunity, and community development. Dr. Lung-Amam serves as director of Community Development at the NCSG and is an affiliate faculty at American University's Metropolitan Policy Center and at the University of Maryland's Consortium on Race, Gender, and Ethnicity; the Department of American Studies; the programs in Historic Preservation and Asian American Studies; and at the Maryland Population Research Center. Dr. Lung-Amam is an important contributor to our program's housing and community development specialization. In April of 2019, Dr. Lung-Amam was formally promoted to associate professor with tenure. She has also recently been awarded the prestigious Woodrow Wilson Center Residential Fellowship for the 2019-2020 academic year, which will allow her to focus on her second book project.

Ariel Bierbaum earned a Ph.D. in City and Regional Planning from the University of California-Berkeley and earned a Master of City Planning from the Massachusetts Institute of Technology. She brings 20 years of experience in the non-profit and public sectors, working in public policy, community development, and community arts. Before joining the URSP program, Dr. Bierbaum served as the program director and senior researcher at the UC-Berkeley Center for Cities and Schools. Dr. Bierbaum's research examines the links between planning practice, urban politics, and public education. She is an important contributor to our program's housing and community development specialization.

Marcus Hendricks holds a Ph.D. in Urban and Regional Science and a Master of Public Health, both from Texas A&M University. Dr. Hendricks brings many of the strengths in environmental planning lost with the departure of Jim Cohen and Sidney Brower, while also bringing a fresh perspective on environmental justice and community resilience planning. He is a faculty research affiliate with the Clark School of Engineering's Center for Disaster Resilience and the School of Architecture, Planning and Preservation's Environmental Finance Center. Dr. Hendricks is a founding fellow of the William Averette Anderson Fund (the first national interdisciplinary organization working to increase the number of underrepresented persons of color in the field of disaster research, practice, and pedagogy) and currently serves as a board member for the Fund. Dr. Hendricks' research focuses on infrastructure planning and management, environmental planning, and hazard mitigation planning with a focus on stormwater infrastructure resilience, social vulnerability to disaster, environmental justice, sustainable development and participatory planning. Dr. Hendricks is an important contributor to our program's environmental planning specialization.

Casey Dawkins is a professor in the URSP program, director of the URSP and URPD Ph.D. programs, and a research associate with the NCSG. Prior to joining the University of Maryland, Dr. Dawkins was an associate professor of Urban Affairs and Planning, director of the Metropolitan Institute, director of the Center for Housing Research, and editor of the journal *Housing Policy Debate* at Virginia Tech. Dr. Dawkins earned his Master of City Planning and Ph.D. in Architecture with a focus on City and Regional Planning from Georgia Tech. Prior to earning his graduate degrees, Dr. Dawkins worked for two years as a program representative with the Georgia Department of Community Affairs Business and Financial Assistance Division, where he monitored CDBG projects throughout the state of Georgia for performance and compliance with federal regulations. Dr. Dawkins is an important contributor to the program's housing and community development specialization.

Hiroiyuki (Hiro) Iseki is an associate professor in the URSP program and holds a joint appointment as a research faculty at the NCSG. He holds M.A. and Ph.D. degrees in Urban Planning from UCLA, as well as a Master of Engineering degree from the University of Tokyo. Prior to joining the University of Maryland, Dr. Iseki taught at the University of Toledo, Ohio and the University of New Orleans, Louisiana, and has been a research associate with Mineta Transportation Institute at San Jose State University, California. His research focuses on balancing efficiency, effectiveness, and equity in public policy and planning with special attention to transportation, environment, land use, and energy issues (including electric vehicles and related infrastructure issues). Dr. Iseki is a vital contributor to our program's transportation planning specialization.

Chengri Ding, a professor in the URSP program, earned a Ph.D. in Urban and Regional Planning from the University of Illinois at Urbana-Champaign and a M.S. in Geographic Information System Applications from the Sinica Academy of Sciences. His research focuses on urban economics, urban and land policies, urban planning and policy, and China studies. He has consulted with the World Bank, Global Business Network, FAO, and many leading governmental agencies in China. Dr. Ding is an important contributor to our program's international course offerings and our program's economic development specialization.

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Gerrit Knaap is a professor in the URSP program and executive director of the National Center for Smart Growth. Dr. Knaap earned his M.A. and Ph.D. from the University of Oregon, and received post-doctoral training at the University of Wisconsin-Madison, all in economics. He has published widely on topics including the interactions between housing markets and policy, the economics and politics of land use planning, the efficacy of economic development instruments, and the impacts of environmental policy. He is an important contributor to several of the program's specializations, with a particular emphasis on economic development.

Our program also draws upon the strengths of the NCSG to provide mentoring and graduate assistantship opportunities to URSP students. Two NCSG affiliates, Scott Dempwolf and Uri Avin, currently teach courses in the MCP curriculum. Scott Dempwolf is an assistant research professor at NCSG and director of the UMD – Morgan State Center for Economic Development. Dr. Dempwolf practiced community and economic development for over 20 years at the neighborhood, city, county and regional levels prior returning to academia. He earned his Ph.D. in Urban and Regional Planning from the University of Maryland and a Masters in Community and Regional Planning from Temple University. Dr. Dempwolf mentors students who have interests in economic development.

Uri Avin is a research professor at the NCSG, teaches courses in the MCP curriculum, and actively mentors students with a wide variety of interests. Mr. Avin's 47 years of experience in practice span both the public and private sectors. Prior to his appointment at the University of Maryland, Mr. Avin was a consultant for Parsons Brinckerhoff and also served as a vice president for HNTB and a principal with LDR International. During the 1980s, he served as planning director or deputy director in three Maryland counties—Howard, Baltimore and Harford—where his innovative smart growth plans earned him national recognition. Lessons learned from his extensive work throughout Maryland have informed his work in 23 states around the US; this national experience, in turn, has expanded his repertoire of planning strategies in Maryland. Mr. Avin was instrumental in the creation and expansion of the NCSG PALS program, previously serving as its Director.

Two NCSG affiliates—Sevgi Erdogan and Frederick (Fred) Ducca—do not currently teach courses in the MCP curriculum but play a vital role in mentoring URSP students and supervising graduate assistants, particularly those with transportation interests. Sevgi Erdogan is an assistant research professor at the NCSG and an affiliate of the University of Maryland Transportation Institute (MTI). Dr. Erdogan received a Ph.D. in Civil Engineering from the University of Maryland and M.S. degrees in Operations Research from the University of Delaware and in Civil Engineering from Istanbul Technical University. Her research focuses on the complex inter-relations among human infrastructure, socio-economic activity, and the environment. She currently teaches a course in our URPD Ph.D. curriculum.

Fred Ducca is a research faculty member with the NCSG. His research activities focus on travel forecasting including advanced network analyses and the use of time-dependent networks in analyzing transportation issues. Dr. Ducca has more than 27 years of experience in travel forecasting with the Federal Highway Administration, where he managed the Travel Model Improvement Program. He holds an MBA from the Wharton School of the University of Pennsylvania and a Ph.D. in City Planning from the University of Pennsylvania.

We also draw upon the wealth of planning expertise in the Baltimore-Washington metropolitan area to bring local professionals to our program to teach courses. In 2015, we expanded our outreach to local area professionals with a published request for qualifications, to which we received 36 responses. Most recently, we have welcomed Bobby Boone, Robert (Bob) Duffy, Katrina Durbak, Leland (Lee) Edgecomb, David Falk, Clive Graham, Royce Hanson, Denis Superczynski, and Louis (Lou) Thomas. Highlighting the expertise of adjunct faculty teaching in our current academic year, Katrina Durbak is a program analyst at the U.S. Department of Housing and Urban Development, Robert (Bob) Duffy is planning director for Arlington County and was recently awarded the prestigious FAICP designation, Louis (Lou) Thomas is a PhD student in planning at MIT and a URSP program alum, Royce Hanson is a nationally recognized published expert on smart growth, and Clive Graham has decades of experience as a planner in Howard County.

We have also hired current and former Ph.D. students to teach courses, including Li (Kerry) Fang, Nicholas (Nick) Finio, Chao Liu, Binbin Peng, and Zhenpeng (Frank) Zou. Tanya Bansal, a clinical assistant professor in the School's Real Estate Development program, also recently led our Community Planning Studio when it was offered as part of a study abroad opportunity in St. Petersburg, Russia. In addition to these adjunct faculty, we have welcomed several local area professionals to serve as guest lecturers in URSP courses throughout the years. For the qualifications and experience of our adjunct faculty, please refer to the CVs attached in the "additional information" section of the report.

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.

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Provide an explanation of how your program meets Criterion 3B. Faculty Diversity:

Program Response:

Text input answer:

Over the last several years, our faculty has become smaller but more diverse. Since 2012, five tenured faculty members and one senior lecturer, James (Jim) Cohen, who served as the program director, have retired. During the same period, we hired three new tenure-track faculty members, all at the assistant professor level. This reduced our tenured and tenure-track faculty from nine to seven but increased the gender and racial and ethnic diversity, as well as evenness of our faculty among different ranks. In 2012, our tenured / tenure-track faculty consisted of nine tenured or tenure-track faculty, only one of whom was a woman and three of whom were Asian American. There were no faculty from underrepresented racial or ethnic groups. Today our seven tenured and tenure-track faculty members include two women, two who identify as Asian American, one as African American, and one as both African American and Asian American. Our new tenure-track hires have all brought with them a core research focus on equity and a commitment to working with marginalized and vulnerable communities. When considering all faculty, including full-time, part-time and adjunct faculty, the program has maintained a relatively steady percentage of faculty of color and women, averaging 35% and 25% of faculty since 2012.

Our goal is to continue to recruit diverse tenured, tenure-track and non-tenure-track faculty as we expand. In the upcoming academic year, we anticipate being approved for at least one new tenured / tenure-track faculty line. A core goal is for this faculty member to continue diversifying our faculty. In our program-level conversations about the new hire, we have discussed the use of University Target of Opportunity hire funds and funds from the Dean's office to increase the diversity of the school's faculty. As we have done for our most recent hires, we plan to utilize clear hiring rubrics, outreach directly to diverse candidates, and utilize resources, such as the Association of Collegiate Schools of Planning's Planners of Color Resume Book, to diversify our applicant pool. The University of Maryland's ADVANCE office also recently published materials from their inclusive hiring pilot program that will be useful for future hires.

Several program-level efforts have also focused on retaining diverse faculty, largely by creating a productive environment for our junior faculty and building a culture of inclusion within the program and school. Our past three junior faculty hires have all received competitive start-up packages, course releases during their first semester, assigned mentors, graduate assistants to support their research, lowered service loads, and priority for program and school travel funding. They have been awarded annual school-wide competitive junior faculty summer research funding and access to school-wide membership to the National Center for Faculty Development and Diversity, which provides professional development training for junior faculty.

Our efforts to build a culture of inclusion for faculty have largely focused on activities at the School level. The school's strategic plan for diversity and inclusion includes goals for improving the climate for faculty, staff, and students. The Diversity and Inclusion Task Force-led "table talk" conversations and international luncheons include faculty, staff, and students. Following school-wide surveys on culture and climate that focused on faculty and staff, the Dean's office recently facilitated several conversations about potential action steps and strategies. In addition, all URSP junior faculty have taken advantage of university-wide ADVANCE programs that focus on the advancement of women and faculty of color as well as our regular school-wide ADVANCE Network programs.

Diversity was also an important consideration when selecting members of our program's Technical Advisory Committee (TAC). We recently reconstituted our TAC to reflect the diverse range of professional opportunities now available to planners as well as to reflect the profession's increasing gender, racial, and ethnic diversity. The URSP TAC is an important vehicle for connecting our program's activities and curriculum to the evolving needs of the planning profession.

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.

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Provide an explanation of how your program meets Criterion 3C. Faculty Size:

Program Response:

Text input answer:

URSP has seven (7) tenured / tenure-track faculty members who are full-time in URSP and whose primary tenure home is the School of Architecture, Planning and Preservation. Of these, three (Casey Dawkins, Hiroyuki Iseki, and Willow Lung-Amam) have joint appointments in the NCSG which provide one course release per year for each of these faculty members. Gerrit Knaap receives two course releases per year for his responsibilities directing the NCSG. Marccus Hendricks, Ariel Bierbaum, and Chengri Ding have full teaching loads in URSP unless they receive a funded course release.

Our small faculty size combined with partial appointments in the NCSG imply that we often rely on adjunct instructors to deliver courses. Our region is home to a large population of highly qualified planning professionals, which provides us with a large pool of potential instructors. These professionals have a wealth of experience, which adds to the educational experience of students. We also occasionally rely on Ph.D. students to teach courses. Most local planning professionals and Ph.D. students hired as adjunct faculty are hired to teach a single course and play a limited role in the URSP program beyond course instruction.

Other adjunct faculty have an ongoing relationship with the program due to their appointment as permanent research faculty with the NCSG. NCSG research faculty with an ongoing relationship with the URSP program include Uri Avin, Scott Dempwolf, Sevgi Erdogan, and Fred Ducca. Fred Ducca advises MCP students who have transportation interests. Sevgi Erdogan advises students with transportation interests and teaches one Ph.D. course per year in the URPD program. Scott Dempwolf advises students with economic development interests and teaches URSP 688Y and URSP 661 each year. Dr. Dempwolf has also taught our Community Planning Studio (**URSP 708**).

In the most recently completed academic year (2018-2019), our total teaching FTEs were equivalent to 8.77. In that year, we also had 43 full-time students and 10 part-time students, for a total weighted student population of 48 students. Based on these numbers, our graduate student FTE to instructional faculty FTE is equal to 5.47.

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.

Provide an explanation of how your program meets Criterion 3D. Engagement with Students:

Program Response:

Text input answer:

All URSP faculty work with students on projects and research outside of classroom time, and in addition to their roles as faculty advisors, informally advise students on course offerings, career development, and career placement. Students have been engaged in a number of NCSG-sponsored projects outside the classroom. These include work with minority communities in Langley Park and Baltimore, MD, developing new approaches to smart growth in the Smart Growth at 20 event in Annapolis, and biannual presentations at the Makeover Montgomery Symposium in Silver Spring, MD.

URSP faculty also often advise independent study projects in areas of specialized student interest. For example, Dr. Lung-Amam has directed independent studies with four master's students on topics related to immigrant outreach and engagement, community participation in planning, participatory design, and community asset mapping. In all of these projects, students explored their interests through applied research projects in disadvantaged communities.

The PALS program provides an important vehicle for applied independent studies, and several URSP faculty have supervised PALS-sponsored projects on topics ranging from TOD and affordable housing to safe routes to school. From the beginning, the PALS program has engaged URSP students in important and influential work in Maryland communities. This includes work to engage immigrant business owners in the City of Frederick, storm water management in Howard County, greenhouse gas inventories in College Park, environmental justice mapping in Prince George's county, property mapping and historic preservation in Annapolis, and much more.

In addition to their roles as faculty advisors, several URSP faculty also serve as advisors to Ph.D. students in the URPD program. URSP faculty sit on comprehensive exam committees and dissertation committees. URSP faculty also regularly publish peer-reviewed work with their Ph.D. students. URSP faculty play a vital role in disseminating information about academic job opportunities, providing letters of reference, and assisting with academic career placement. As discussed in the narrative under Standard 3A, several of our Ph.D. students also teach courses in the URSP curriculum. Although the URPD program is a School-wide Ph.D. program, faculty in the URSP program teach the majority of Ph.D. courses and mentor the majority of Ph.D. students.

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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.

Provide an explanation of how your program meets 3E. Research, Scholarship, and Other Creative Activity.

Note: the narrative should supplement data in table F5. 7-year Summary of Faculty Scholarship contained in the Student and Faculty Data excel workbook (available in the Introduction Section).

Program Response:

Text input answer:

Our faculty have been highly productive scholars, helping the program achieve our strategic planning goal to "draw upon the lessons learned from engagement in planning and policymaking in the D.C.–Baltimore region to shape national planning and policy conversations and market our program's strengths." In the past seven years, our seven tenured / tenure-track faculty members have published a weighted count of five books, 43 refereed journal articles, and 11 book chapters. Members of the tenured / tenure track faculty have delivered 146 extramural presentations at conferences and have generated more than \$5.1 million in external contracts and grants (Refer to Table F5 of the Student and Faculty Data Excel workbook for more information). Our faculty's scholarship is widely cited in the academic literature. In the most recent annual ranking of planning faculty research productivity prepared by Tom Sanchez, building upon research published in the Journal of Planning Education and Research, the URSP program was ranked 8th among North American planning programs, based on the median number of Google Scholar citations. URSP has been included in this list's top 10 since 2014, and the most recent ranking represents our highest ranking to date. When considering only the citations to work published by assistant professors, our program ranks even higher (7). (For more information on these rankings and the methodology employed, refer to tomwsanchez.com).

A few examples help to illustrate the significance and importance of our scholarly work. In 2017, the University of California Press published Willow Lung-Amam's Trespassers: Asian Americans and the Battle for Suburbia. Since its release, Trespassers has received praise from top peer-reviewed journals and major news outlets. Dr. Lung-Amam has delivered 14 invited talks in support of her book. Another example is Dr. Hendricks' work on environmental justice and community resilience. Dr. Hendricks was recently awarded a prestigious Harvard Environmental Health Fellowship, a distinction that comes with multi-year funding to support his research on climate change and public health. Dr. Hendricks has also been consulted numerous times for interviews by local news organizations following tragic flooding events. Dr. Knaap, a nationally recognized expert on smart growth, is the coeditor of the Oxford University Press Handbook on urban economics and planning and is editor of a forthcoming Oxford University Press bibliography on smart growth. He has written invited contributions to the Journal of the American Planning Association on the relationship between driving and urban form and has written several papers on regional sustainable planning in Baltimore.

URSP faculty are actively engaged in scholarly work that has impact on local communities and the planning profession. This includes work on affordable housing and environmental justice in Langley Park, opportunity mapping and sustainable development in Baltimore, housing market analyses in Prince George County and Baltimore City, and economic impact analyses in Montgomery County. Several recent projects illustrate the impact of our scholarly work:

Baltimore Regional Plan for Sustainable Development. Several URSP faculty and NCSG affiliates were hired to provide support to the Baltimore Metropolitan Council's efforts to develop a Regional Plan for Sustainable Development (RPSD), funded by a grant awarded by the U.S. Department of Housing and Urban Development. URSP faculty developed a series of "opportunity maps" that formed the basis for the plan's housing and workforce development strategies. Casey Dawkins has incorporated this work into an ongoing opportunity mapping exercise in his **URSP 601** (Research Methods) course. Dr. Dawkins also provided support for the development of the plan's Regional Housing Plan and Fair Housing Equity Assessment. Following this work, several URSP faculty, NCSG affiliates, and URPD Ph.D. students published peer-review articles and editorials in The Baltimore Sun that analyzed and evaluated the RPSD effort.

Preserving Affordable Housing in Langley Park, Maryland. In a project funded by the Maryland Department of Housing and Community Development and EPA, Dr. Lung-Amam and Dr. Dawkins were hired to develop strategies for developing and preserving affordable housing in Langley Park, Maryland, an immigrant community that is facing change with the arrival of Maryland's new Purple Line light rail transit. The project was instrumental in developing an innovative "story mapping" approach to community engagement that incorporates GIS with active citizen participation to help residents prepare a place-oriented vision for the future of their communities. Dr. Lung-Amam and Dr. Dawkins published a peer-reviewed publication from this work, and the project forms the basis of a URSP story-mapping course (URSP 688G) developed by Dr. Lung-Amam.

Smart Cities, Connected Communities. With funding from the National Science Foundation and Enterprise Community Partners, Dr. Lung-Amam and several affiliates of the NCSG co-led a project on community engagement in smart city planning in West Baltimore that has informed Baltimore's smart city plans and attracted significant media attention, including 12 articles in regional and national outlets such as The Baltimore Sun.

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Prospects for Regional Sustainability Tomorrow (PRESTO). This project is a multi-year effort led by the NCSG designed to develop, disseminate, and promote the implementation of a sustainable development strategy for the Baltimore-Washington region. The PRESTO project utilizes the latest methods in scenario planning and integrated modeling. To examine the impacts of different scenarios, NCSG has developed a unique integrated modeling suite that connects economic, land use, and transportation drivers to environmental and equity outcomes. With support of a Scientific Advisory Committee, the project team examined major outside driving forces that will impact the sustainability of the region, including the price of energy, the rate of technological development, and the level of government intervention in land use policies. The Town Creek Foundation and the National Socio-Environmental Synthesis Center (SESYNC) have provided funding for this project that has supported several URSP students over the years.

Prince George's County Housing Strategy. URSP faculty and NCSG research faculty recently collaborated with several external partners, including Virginia Tech and Enterprise Community Partners, to complete a comprehensive study of housing needs and policies in one of Maryland's most populous, minority-majority counties. URSP and NCSG faculty collaborated on the analysis of current conditions, projections, needs analysis, and policy recommendations.

Climate Change Mitigation Analysis, Maryland Department of the Environment. NCSG research faculty participated in a review of Maryland's Statewide Climate Change Plan and developed options for additional land use/transportation mitigation measures and impact assessments on emissions.

Training Programs in CommunityViz, Maryland Counties. NCSG research faculty developed in-house capacity and certification in the application of CommunityViz, a powerful GIS-based software tool and planning support system. Uri Avin developed and executed staff-level training programs demonstrating the use of CommunityViz in Montgomery, Howard, and Harford Counties. CommunityViz has also been applied to several PALS projects.

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.

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Provide an explanation of how your program meets Criterion 3F. Professional Involvement and Community

Outreach.

Note: the narrative should supplement data in table F6. 7-year Summary of Faculty Professional Involvement contained in the Student and Faculty Data excel workbook (available in the Introduction Section).

Program Response:

Text input answer:

Our faculty have been involved in a variety of professional and community outreach activities (See also Table F6 of the Student and Faculty Data Excel workbook and narrative under Standard 3E for more information about the community and professional impact of our scholarly work). All of our faculty present papers each year at the annual Association of Collegiate Schools of Planning Conference, and several faculty have presented their work at the annual meetings of the National, Maryland, and National Capital Area Chapters of the American Planning Association. In the fall of 2019, UMD will host the annual conference of the National Capital Area APA chapter.

Our faculty hold a variety of leadership positions in planning-related organizations. Dr. Dawkins is a non-voting member of the Maryland APA Executive Board, and Dr. Knaap is a member of the Governor's Smart Growth Sub-Cabinet. Dr. Lung-Amam currently serves on an advisory board for a San Francisco Federal Reserve Bank project and on the boards of the Society for American City and Regional Planning Historians and the National Housing Law Project. Dr. Bierbaum is a member of the American Planning Association Public Schools Interest Group and currently sits on the board of the 21st Century School Fund and as an advisor to the Active Voice Lab's "The Future of Public Initiative." Dr. Bierbaum has also been recently appointed to serve on the Montgomery County Public Schools Educational Facilities Planning Advisory Group. Dr. Hendricks has been appointed to the American Planning Association's Knowledge-Based Governance Task Force on Infrastructure. Dr. Ding serves on the advisory board for the International Institute of Property Taxation and was the founding director of the Lincoln Institute of Land Policy's China Program. Dr. Lung-Amam, Dr. Knaap, and Dr. Dawkins are all members of the editorial board for the Journal of American Planning Association, and Dr. Dawkins is also a member of the Housing Policy Debate editorial advisory board and the Fannie Mae manufactured housing advisory board.

The PALS program is an important vehicle for our professional and community outreach work. The impact of work by students engaged in the PALS program is widely evident. Feedback from public officials and local government staff involved with PALS confirms that PALS recommendations have been formally adopted, PALS preliminary designs have led to final designs and project implementation, and PALS products are used by local government staff in a variety of contexts. PALS projects have also won awards from the Maryland Sustainable Growth Commission.

In addition to our work through PALS and our community-engaged scholarship, several other projects sponsored by the NCSG provide valuable opportunities for community outreach. One example is the Purple Line Corridor Coalition (PLCC), a partnership of regional stakeholders across Montgomery and Prince George's Counties working to ensure that investments in the MTA's planned light rail, the Purple Line, will offer the maximum economic, social, and environmental opportunities to the residents and businesses along the corridor. Formed in 2013 by the NCSG, the PLCC seeks to identify methods for preservation and economic growth, revitalizing and stabilizing neighborhoods, preserving community assets, supporting small businesses, connecting workers to jobs and creating healthy and vibrant communities. Sourcing a mix of stakeholder input, research and regional data trends from the NCSG, and models from cities across North America, the PLCC is helping to guide the actions of stakeholders, developers, and government. Several of our faculty and students are involved in work with the PLCC, and one section of the Purple Line extension extending from the University of Maryland served as the basis for our Fall 2018 Community Planning Studio (**URSP 708**).

The NCSG continues to have influence in state and local policy making across the state of Maryland. The NCSG-sponsored "Smart Growth at 20" event, which featured keynote speeches from current Maryland Governor Larry Hogan and former Governor (and founder of Maryland's Smart Growth legislation) Parris Glendening, has advanced the dialog on smart growth in the state legislature. The NCSG's PRESTO project has helped shape the direction of work by the Maryland Climate Commission. NCSG analyses and maps have appeared in the Maryland state transportation plan. NCSG staff were also major contributors to the Baltimore Regional Plan for Sustainable Development. The NCSG's current smart cities initiative has changed the direction of smart cities initiatives in Baltimore and College Park.

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.

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Provide an explanation of how your program meets Criterion 3G. Professional Development:

Program Response:

Text input answer:

URSP assignment of faculty duties acknowledges the need for activities that support research, engagement, outreach, and professional leadership. All who have been eligible to take a sabbatical, and who have requested one, have been approved for sabbatical leave. Two URSP faculty members requested and have been approved for sabbatical leave for the 2019-2020 academic year. URSP has limited funds to support faculty travel to conferences, but over the last several years, we have been able to provide each faculty member with between \$500 and \$1,000 to subsidize travel for conference presentations. We also have provided release time from teaching to enable significant funded research projects. No faculty member teaches more than four courses per academic year unless (s)he either chooses to do so or would not otherwise meet the University's 5.5 teaching workload requirement as outlined in the University System of Maryland's Policy on Faculty Workload and Responsibilities (<https://www.usmd.edu/regents/bylaws/SectionII/II125.html>). URSP has limited resources available to support faculty professional development, but the School and University provide training on proposal development and teaching, and both the School and University offer seed grant programs to support faculty proposal development. In the past several years, both Willow Lung-Amam and Ariel Bierbaum have received funding under the University's Research and Scholarship Award (RSA) seed grant program.

In addition to these activities, the program and School provides a variety of resources to support junior faculty research and teaching. Our past three junior faculty hires have all received competitive start-up packages, course releases during their first semester, assigned mentors, graduate assistants to support their research, lowered service loads, and priority for program and school travel funding. They have also been awarded annual school-wide competitive junior faculty summer research funding.

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.

Instructions for this section:

The curriculum must reflect today's planning profession, the profession's aspirations for the future, and the Program's primary objectives. While core principles, ideas and tools apply across the profession, individual programs may illustrate and detail these broad concepts in different ways depending on the populations they serve in the context of their mission, goals and objectives. PAB encourages the pursuit of excellence through innovation. Meaningful use of learning outcomes is expected in order to assess the degree to which curricular efforts, including innovative efforts, are successful in achieving objectives.

Provide a response to each standard and criterion. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.

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Provide an explanation of how your program meets Standard 4: Curriculum and Instruction:

Upload the Curriculum data file (includes curriculum listing and map) in this section.

Program Response:

Text input answer:

The University of Maryland Master of Community Planning curriculum builds students' capacity to work in a range of organizational settings across the diverse fields of planning. Across our coursework, we integrate perspectives from history, social science, design, and other allied fields of study and practice. We train students to be proficient in the use and application of knowledge and skills in a variety of professional settings. We challenge students to understand, internalize, and enact principles of justice and equity for underrepresented and vulnerable groups and communities through ethical practice. Students are expected to demonstrate mastery of five program learning outcomes that collectively embody the Program's vision and mission (see "Program Learning Outcomes for the Master of Community Planning Degree" attachment under Standard 1D). The curriculum data file attached below provides more information about our courses and how each satisfies PAB's knowledge, skills, and values requirements. Specific information about each knowledge, skill, and value component is provided in the sections that follow. A two-year sample schedule of courses is provided in the "MCP Student Handbook," available as an attachment in the "additional information" section of the report.

Files uploaded for this question:

[Curriculum2018_URSP.docx](#)

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:

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The Program's response in subsequent sections should provide a narrative description of the information provided in the curriculum map. The Program should demonstrate how it organizes and combines the various courses to meet its educational goals. Course prefixes and numbers of courses required of all students should appear in boldface so that is not necessary to state that they are required.

Program Response:

Text input answer:

Our curriculum is designed to impart the core knowledge, skills, and values of the planning profession. It includes several distinctive features. First, we provide students with depth in a range of quantitative and qualitative planning methods. Second, our core curriculum exposes students to substantive knowledge about the economic, physical, and social dimensions of human settlements. One distinguishing feature of our curriculum is the "social planning" requirement, which is met by taking either **URSP 673** (Community Development) or **URSP 688Z** (Planning and Design in the Multicultural Metropolis). The social planning requirement reflects our program's historical emphasis on social policy planning and our origins in the University of Maryland, Baltimore School of Social Work. Third, we provide training in four areas of specialization (housing and community development, economic development, transportation planning, and environmental planning). Students may also select their own area of specialization in consultation with a faculty advisor.

Finally, through our internship and studio requirements, we expose students to a variety of experiential learning opportunities (Refer to the "additional information" section for a description of our current internship requirements). Experiential learning opportunities are enhanced by our program's participation in the PALS program. The PALS program was launched in September of 2014 with its first client, the City of Frederick, Maryland. In that year, 30 UMD classes focused part or all of their attention on a sustainability-related issue or challenge identified by the City of Frederick. Since then, the PALS program has expanded to partner with local governments across the state of Maryland.

The PALS programs has supported several URSP required and elective courses. For example, in the Fall 2017 version of the **URSP 688L** (Planning Technology) course, students conducted research on the supply and demand for parks and open spaces that supported the enhancement of Montgomery County Planning's Energized Public Spaces Functional Master Plan (EPS FMP). In the Spring 2018 version of the URSP 688Y (Smart Cities and Urban Data Science) course, students prepared a report detailing the economic and fiscal impacts of the Silver Spring Civic Building at Veteran's Plaza on Montgomery County's economy in 2017, using results from the IMPLAN input/output model. The PALS program has also sponsored several Community Planning Studios (**URSP 705/706/708**). In the summer of 2015, the PALS program sponsored its first Community Planning Studio with its inaugural client, the City of Frederick. In the 2015 Community Planning Studio, students developed a sustainability plan for Frederick that built on the City's draft sustainability plan by expanding upon existing plan elements; adding material related to economic opportunity and social equity considerations; adding two new plan elements (economic development and housing); and drawing on material from other selected PALS class reports. For more information about the PALS program, refer to the PALS program website (<http://www.umdsmartgrowth.org/programs/pals/>) and the material provided in the "additional information" section of the report.

Our current curriculum reflects several revisions made since our 2012 PAB accreditation review. The site visit team expressed a concern that our curriculum lacked sufficient depth in the fundamentals of planning law. In response, we added four 2.5-hour sessions of planning law to the core requirements. Two sessions are offered in the Land Use Planning course (**URSP 603**), and two are offered in the Planning Process course (**URSP 604**). The site visit team also found that the program had too few faculty to support eight areas of specialization. We have since reduced the number of specializations to four (housing and community development, economic development, environmental planning, and transportation planning), and as we implement our new 2019 strategic plan, we will be revisiting these specializations again. Since our last PAB accreditation review, we have also added new faculty that enhance our capacity to offer coursework in housing and community development and environmental planning. In addition to these changes, we have also added a new core requirement (**URSP 688L**: Planning Technology) that introduces students to cutting-edge technologies in urban planning, including GIS, social media, and scenario building tools. In the Fall 2017 version of this course, students developed an app-based scavenger hunt game that was designed to bring new audiences to Montgomery County parks, in an effort to promote increased engagement and longer park visits.

We were assisted in the 2012 curriculum review by our Technical Advisory Committee (TAC), currently comprised of 17 planning professionals in the Washington-Baltimore Metropolitan Area. We also obtained student feedback through our Student Planning Association. Our 2024 strategic plan outlines a process for updating our curriculum again beginning in the fall of 2019. We intend to follow a procedure similar to the one employed in 2012, engaging students, alumni, local planning professionals, and our TAC to assess the changing needs of the planning profession. Refer to the "Program Learning Outcomes for the Master of Community Planning Degree" document (Standard 1D) for more information about our program's learning outcomes and how we evaluate students' mastery of the learning outcomes.

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4A1. General Planning Knowledge

The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, design and other allied fields.

- a) Purpose and Meaning of Planning: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- b) Planning Theory: behaviors and structures available to bring about sound planning outcomes.
- c) Planning Law: legal and institutional contexts within which planning occurs.
- d) Human Settlements and History of Planning: growth and development of places over time and across space.
- 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.
- f) Global Dimensions of Planning: interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

Please provide an explanation of how your program meets 4A1. General Planning Knowledge:

Program Response:

Text input answer:

An emphasis on general planning knowledge is captured in our program learning outcome: "Conceptualize planning problems and understand their social, political, economic, and physical dimensions through historically grounded and contextually specific analysis." Several of our core courses provide our students with general planning knowledge, drawing upon allied disciplinary knowledge from ecology, engineering, sociology, economics, political science, geography, architecture and public health. Our core courses provide a grounding in the history and professional context of planning (**URSP 605: Planning History and Theory**) and the planning process (**URSP 604: The Planning Process**). We also provide training in three substantive domains of knowledge that pertain to the social (**URSP 673: Community Development and** **URSP 688Z: Planning and Design in the Multicultural Metropolis**), economic (**URSP 606: Planning Economics**), and physical (**URSP 603: Land Use Planning**) dimensions of human settlements, paying close attention to the role of planners in shaping settlement patterns.

Provide an explanation of how your program meets 4A1a) Purpose and Meaning of Planning:

Program Response:

Text input answer:

The purpose and meaning of planning are addressed in a variety of our courses. **URSP 605** (Planning History and Theory) focuses on key historical conjunctures in U.S. history and the Anglo-American planning traditions. By studying planning thought in its historical context, the course cultivates an appreciation for the ways in which planning reflects societal values, collective definitions of problems of place, and normative visions of the future. **URSP 604** (The Planning Process) examines the interdisciplinary practice of planning as a profession oriented towards place and a commitment to the public interest. This course grapples with questions such as: What are different substantive arenas and approaches to planning? How do political, economic, and institutional contexts matter to planning? How do we meaningfully work with, plan for, and engage with others (especially those different from us)? What are the sets of tools we can learn to facilitate a productive, meaningful, and fair planning process, even in situations of conflict? **URSP 603** (Land Use Planning) examines the purpose and meaning of physical planning, teaching students how to describe and assess existing and emerging community conditions; how to formulate a vision and goals; how to translate projections of economic and population change into their land use implications for land, location, and community services; how to determine the suitability of land and locations for various land uses; how to apply computer technology to specific plan-making tasks such as map presentations, land suitability analyses, and the drawing of plans; how to design a future urban regional form that meets the community's objectives, accommodates the future population and economy, and incorporates community aspirations for quality of life; and how to outline a development management program that will bring about such a future. **URSP 673** (Community Development) examines the purpose and meaning of planning at the scale of the local community, while also investigating the questions of how communities are defined and constituted and what planners can do to assist community development.

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Provide an explanation of how your program meets 4A1b) Planning Theory:

Program Response:

Text input answer:

URSP 605 (Planning History and Theory) is structured as an intellectual history of the planning field, placing emphasis on how planners throughout history have sought to promote sound planning outcomes. The course teaches students to view theories as frameworks to make visible the otherwise-invisible expectations, assumptions, and judgments that shape professional norms, decisions, and actions. In this way, the course aims to cultivate skills to be a "reflective practitioner," who is attentive to the tacit theories that planners and others carry. Understanding planning practice and theory as culturally and collectively constructed challenges students to consider the ways that historic and current inequities in the distribution of power shape our places. **URSP 606** (Planning Economics) is an introduction to micro-economic theory and its uses in evaluating the efficiency and equity of plans and policies that shape the urban environment. This course also provides an overview of economic models of urban structure that illustrate how market forces shape cities, and, when markets fail to produce socially desirable outcomes, how planners can diagnose and correct market failures through public sector interventions.

Provide an explanation of how your program meets 4A1c) Planning Law:

Program Response:

Text input answer:

In response to comments by the 2012 site visit team, we have added four 2.5-hour sessions of planning law to the **URSP 603** and **URSP 604** courses. The two sessions offered in **URSP 603** address legal and constitutional issues in planning, and the two sessions offered in **URSP 604** address the state and federal context of zoning, subdivision, and growth management. **URSP 640** (Growth Management and Environmental Planning) has a session devoted to legal and constitutional issues related to growth management planning. **URSP 688O** (U.S. Housing Policy and Planning) addresses legal issues related to housing policy, including constitutional issues surrounding private property rights and U.S. fair housing law.

Provide an explanation of how your program meets 4A1d) Human Settlements and History of Planning:

Program Response:

Text input answer:

As discussed above, we provide training in three substantive domains of knowledge that pertain to the social (**URSP 673** and **URSP 688Z**), economic (**URSP 606**), and physical (**URSP 603**) dimensions of human settlement patterns. Our unique "social planning" requirement is met by taking either **URSP 673** or **URSP 688Z**. Whereas **URSP 673** examines the social dimensions of place from the perspective of local communities, placing emphasis on the needs of the most disadvantaged members of society, **URSP 688Z** addresses trends shaping immigration patterns, the increasing racial and ethnic diversity of cities, and the politics of difference. **URSP 606** examines the economic forces shaping the growth and development of cities, and **URSP 603** examines the physical form and inequality of cities, emphasizing the role of planners in shaping urban form and reducing urban inequality. In addition to these three areas of substantive domain-specific knowledge, **URSP 605** (Planning History and Theory) examines the intellectual traditions that have shaped cities.

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Provide an explanation of how your program meets 4A1e) The Future:

Program Response:

Text input answer:

Several courses examine the role of planners in understanding the relationships between past, present, and future, as well as the potential for methods of design, analysis, and intervention to influence the future. **URSP 601** (Research Methods) includes sessions devoted to an investigation of various forecasting methods, including trend extrapolation, cohort-component techniques, simulation-based methods, and structural equation models. **URSP 603** (Land Use Planning) includes sessions on visioning and scenario-building within the context of land use plan creation. **URSP 605** (Planning History and Theory) places emphasis on the past, examining how intellectual traditions have shaped planning practice, while also examining how planners have thought about the future when developing models of the good city. In the Spring 2019 semester, URSP created a new specialized course (URSP 688D: Scenario Planning Workshop) that examined scenario planning methods as applied to the growing area of Creswell in Harford County, Maryland.

Provide an explanation of how your program meets 4A1f) Global Dimensions of Planning:

Program Response:

Text input answer:

Several courses address the interactions, flows of people and materials, cultures, and differing approaches to planning across world regions. Readings in **URSP 605** include chapters from Peter Hall's *Cities of Tomorrow* to illustrate global differences in planning approaches. **URSP 606** examines the economic forces shaping mega-cities around the world. **URSP 688Z** examines how economic globalization and migration are helping to loosen the fixity of national borders and identities. The **URSP 688Z** course is primarily focused on the U.S., but it draws on select examples from abroad to illustrate trends driving immigration and the increasing racial and ethnic diversity in cities. We have also offered the Summer Community Planning Studio (**URSP 705** and **URSP 706**) as an international study abroad course. Most recently, in the summer of 2018, URSP students joined students from the Architecture program to prepare an urban redevelopment plan for St. Petersburg, Russia. Several of our elective courses also include an emphasis on the global dimensions of planning. **URSP 631** (Transportation and Land Use) examines differences in land use and urban form among different countries and cities around the globe. **URSP 688O** includes course sessions that compare U.S. housing policies with those in other nations and also places emphasis on how ideas from Europe have influenced the U.S. housing policy tradition. We are also currently developing a new course on international development planning that will be offered in the 2019-2020 academic year.

4A2. Planning Skills

The use and application of knowledge to perform specific tasks required in the practice of planning.

- a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
- d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
- e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
- f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

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Provide an explanation of how your program meets Criterion 4A2. Planning Skills:

Program Response:

Text input answer:

Planning skills development is incorporated into our master's program through required and elective courses. We offer one required course in quantitative planning methods (**URSP 601**: Research Methods) and one required course in qualitative planning methods (**URSP 600**: Research Design). In response to a recommendation by our Technical Advisory Committee, we also added a required course on current planning technologies (**URSP 688L**). **URSP 606** provides students with additional skills training in economic analysis methods. Our two capstone courses – **URSP 708** (Community Planning Studio) and **URSP 709** (Internship) provide opportunities for students to apply what they have learned towards concrete planning issues and problems. Planning skills development is emphasized in the following program learning outcome: "Synthesize planning knowledge to apply to real-world, complex challenges in ways that incorporate multicultural and historical perspectives, collaboratively engage stakeholders, advance community priorities, and creatively manage the trade-offs of different interventions."

Provide an explanation of how your program meets 4A2a) Research:

Program Response:

Text input answer:

Several of our courses provide tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources. **URSP 600** (Research Design) introduces students to the breadth and scope of the planning research literature, while providing the context for identifying tools for assembling and analyzing ideas and information from prior practice and scholarship. Students conduct windshield surveys, engage in participant observation techniques, conduct focus groups and conduct individual interviews. **URSP 601** (Research Methods) teaches students to compile and analyze secondary data from the U.S. Census Bureau, Bureau of Labor Statistics, and other local and regional data sources.

Students apply research skills towards actual projects in their two capstone courses (**URSP 708** and **URSP 709**). **URSP 708** (Community Planning Studio) provides an opportunity for students to apply and expand their research skills through the design and execution of a research project or plan pertaining to a specific local community. For example, the Fall 2017 Community Planning Studio was offered as a collaborative studio with the Historic Preservation program. In that studio, students learned to conduct a building survey of all remaining alley houses in the City of Baltimore, and their survey results were incorporated into a community development plan. In the Fall 2015 Community Planning Studio, sponsored by the PALS program, students developed economic development strategies designed to spur innovation in Howard County, Maryland. In doing so, the class focused on a variety of economic data analysis methods to identify innovation activity in the county. The methods included traditional economic analysis which incorporated demographic, employment, education and commuting data; cluster analysis methods designed to identify industry clusters in the county; and spatial analysis techniques designed to create heat maps of innovative company clusters.

Provide an explanation of how your program meets 4A2b) Written, Oral and Graphic Communication:

Program Response:

Text input answer:

Most of our courses place emphasis on the ability to prepare clear, accurate, and compelling text, graphics, and maps for use in documents and presentations. Both of our required research methods courses (**URSP 600** and **URSP 601**) require students to present research results in clear, accessible, and well-illustrated reports and presentations. **URSP 601** includes several sessions that emphasize the effective visual display of data and graphics. **URSP 600** requires students to prepare final research posters and present the results of their class project. Oral and written communication skills are an integral component of **URSP 604** and **URSP 605**, both of which require students to prepare written reports, make in-class presentations, and engage in class discussions. Students are expected to apply effective written, oral, and graphic communication skills towards actual projects in their two capstone courses (**URSP 708** and **URSP 709**). The results of the Community Planning Studio (**URSP 708**) are usually presented to a public audience that includes members of the client community. Our participation in the PALS program has enhanced students' opportunities to develop effective communication skills. All PALS projects require a final presentation to the client community, and all PALS reports must adhere to strict guidelines for publication and presentation quality. An emphasis on written, oral, and graphic communication skills is also reflected in the following program learning outcome: "Communicate complex problems, potential solutions, and trade-offs effectively through multiple modes (public presentations, written communication, visual displays of data, etc.) to diverse audiences across a diversity of places and organizational contexts."

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Provide an explanation of how your program meets 4A2c) Quantitative and Qualitative Methods:

Program Response:

Text input answer:

Several courses emphasize data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans. **URSP 601** (Research Methods) provides students with an introduction to basic statistical methods, data sources, and software packages used in planning practice. This course relies on an applied project to teach students how to select quantitative methods appropriate for addressing specific planning problems. In the 2016 spring semester of **URSP 601**, sponsored by the PALS program, students assisted Howard County and the Columbia Association with defining and measuring neighborhood stability. The class developed a series of neighborhood stabilization indices for use in the identification of neighborhoods at risk for declining property values, property abandonment, out-migration, and other economic and social problems that often send neighborhoods into a downward cycle of decay and disinvestment. **URSP 600** (Research Design) introduces students to various qualitative research designs and methods, including environmental observation, alternative cartographies, soundscapes, participant observation, and in-person interviews. **URSP 600** also addresses ethical questions related to research practice. **URSP 606** provides an introduction to economic methods of analysis, and **URSP 688L** provides an introduction to planning technologies, including GIS, social media, and scenario planning tools. In the most recent version of the **URSP 688L** course (Fall 2018), students completed a streambank and road erosion project for Harford County that was chosen as a 2019 winner of the Maryland Sustainable Growth Challenge Award.

Provide an explanation of how your program meets 4A2d) Plan Creation and Implementation:

Program Response:

Text input answer:

Several courses teach students the principles of plan formulation, adoption, implementation, and enforcement. In **URSP 603**, students work in teams to prepare a land use plan for a local jurisdiction. The course places emphasis on various states of the land use planning process, including visioning, area-wide policy planning, land use design, and development management planning. **URSP 604** (The Planning Process) covers various planning approaches used in a variety of planning contexts. **URSP 605** (Planning History and Theory) summarizes the historical context surrounding various tools that have been used for plan formulation, implementation, and enforcement. **URSP 640** (Growth Management and Environmental Planning) examines the various ways that selected states and local governments have created and implemented growth management and climate action plans. In the Spring 2019 semester, we created a new specialized course (**URSP 688D: Scenario Planning Workshop**) that examined scenario planning methods as applied to the growing area of Creswell in Harford County, Maryland. The students presented their final community plan to members of the Harford County government. All of our Community Planning Studio projects (**URSP 708**) involve plan creation, and students must think about the range of tools that will lead to successful information of their proposed plans. Students apply the plan-making lessons they have learned in the required internship (**URSP 709**).

Provide an explanation of how your program meets 4A2e) Planning Process Methods:

Program Response:

Text input answer:

Our program provides students with the tools to involve stakeholders, engage communities, and work with diverse constituencies. These methods are a central concern in our planning process course (**URSP 604**) and the two courses that students may choose from to meet the social planning requirement (**URSP 673** and **URSP 688Z**). Planning history and theory (**URSP 605**) examines the historical importance of community engagement to the planning profession. In addition, community engagement methods are a central component of all of our courses offered in conjunction with the PALS program, which is designed according to the specific needs of a local government client. Dr. Lung-Amam has also created a new innovative method of engagement that she describes as "story-mapping," which is taught in the course, "Story Mapping Neighborhood Change in Washington, DC (**URSP 688G**). This course teaches students how to use GIS technology to engage communities around discussions about place. This was a project-based course that required students to work closely with communities to collect stories about the meaning and experience of change in DC neighborhoods facing gentrification.

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Provide an explanation of how your program meets 4A2f) Leadership:

Program Response:

Text input answer:

Our emphasis on leadership is reflected in the following program learning outcome: "Work effectively as members and leaders of interdisciplinary and diverse teams that include professionals and members of broader communities." **URSP 604** (The Planning Process) teaches students various tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

Students also develop team-building and leadership skills in our two capstone requirements (**URSP 708** and **URSP 709**). In the Community Planning Studio (**URSP 708**), students apply their knowledge and skills to analyze current, pressing planning issues in a selected community and produce a report containing recommendations for addressing those issues. In essence, students act as a consulting team for a community client. The students have the major responsibility for determining specific research questions; designing the research methodology; scheduling and conducting interviews; collecting, analyzing and interpreting data; and developing findings and recommendations. Students determine how to divide the work as needed and inform the instructor as to which students are responsible for what research activities. Students also learn to become leaders through their professional planning internship experience (**URSP 709**). Several URSP elective courses include group research projects that require students to develop team-building skills, including URSP 688D (Scenario Planning Workshop), URSP 688O (U.S. Housing Policy and Planning), and URSP 688X (Planning, Policy, and Public Education).

4A3. 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:

- 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).
- 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.
- c) Governance and Participation: the roles of officials, stakeholders, and community members in planned change.
- d) Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.
- e) Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.
- f) Health and Built Environment: planning's implications on individual and community health in the places where people live, work, play and learn.

Please provide an explanation of how your program meets 4A3. Values and Ethics:

Program Response:

Text input answer:

Several of our courses teach students to think ethically and consider normative principles when formulating, evaluating, and implementing plans and policies. This emphasis is captured in our program learning outcome: "Critically reflect on one's positionality in light of the role of professional planner, apply ethical standards to professional practice, and develop planning strategies grounded in principles of justice, equity, and sustainability." Below, we describe how we address various dimensions of ethical practice in our curriculum.

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Provide an explanation of how your program meets 4A3a) Professional Ethics and Responsibility:

Program Response:

Text input answer:

Students are introduced to the AICP Code of Ethics in **URSP 604** (The Planning Process). **URSP 605** (Planning History and Theory), **URSP 673** (Community Development), and **URSP 688Z** (Planning and Design in the Multicultural Metropolis) also devote class sessions to a discussion of planning ethics and the normative principles of planning practice. **URSP 604** and **URSP 673** discuss the diverse definitions of community and grapple with the complexity of public engagement, inclusion, and participation in the transformation of places, particularly in marginalized and under-served communities. As part of the internship requirement (**URSP 709**), students are required to write a journal that demonstrates their ability to engage in practice as a "reflective practitioner."

Provide an explanation of how your program meets 4A3b) Equity, Diversity, and Social Justice:

Program Response:

Text input answer:

The values of equity, diversity, and social justice are embodied in our program's vision, mission, and program learning outcomes. Across a range of substantive domains of practice, our faculty engage in teaching and research that address the distributive impacts of plans and policies with an eye towards improving the lives of those who are often ignored by large-scale planning efforts. Equity concerns are prevalent in readings and discussion in **URSP 605** (Planning History and Theory). In this course, students read and discuss articles dealing with the application of theories of justice to concrete planning situations. **URSP 673** (Community Development) and **URSP 688Z** (Planning and Design in the Multicultural Metropolis) each place emphasis on questions of spatial justice and the right to the city. **URSP 688O** (U.S. Housing Policy and Planning) spends considerable time discussing values and ethical principles as applied to housing problems. **URSP 640** (Growth Management and Environmental Planning) and **URSP 688A** (Community Resilience) each examine equity issues related to urban growth patterns and natural hazards. **URSP 661** (City and Regional Economic Development Planning) addresses urban poverty and income inequalities, and **URSP 688N** (Urban Transportation Policy and Planning) examines equity and social justice in transportation finance.

Provide an explanation of how your program meets 4A3c) Governance and Participation:

Program Response:

Text input answer:

Several courses address the roles of officials, stakeholders, and community members in planned change. **URSP 604** (The Planning Process) has an exercise each year related to governance and participation. Students are required to attend a public meeting and prepare an engagement policy memo. **URSP 605** (Planning History and Theory) explores how community participation and engagement has shaped planning practice throughout history. **URSP 673** (Community Development) teaches students about the normative and practical importance of participatory planning in local communities. In **URSP 673**, students learn from cases, presentations, and analyses of past practices about the benefits and challenges of participatory planning and methods of involving community representatives, significant stakeholders, and public officials in making decisions likely to be implemented. Students are also exposed to the roles of officials, stakeholders, and community members in several of our courses that have been offered in conjunction with the PALS program. Through PALS, students engage with actual local government clients and learn how their ideas can be put into action by local government decision-makers. In their internships (**URSP 709**), students apply lessons learned to actual projects performed in a professional setting.

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Provide an explanation of how your program meets 4A3d) Sustainability and Environmental Quality:

Program Response:

Text input answer:

Sustainability and environmental quality are central themes in both **URSP 603** (Land Use Planning) and URSP 640 (Growth Management and Environmental Planning). Other courses also address sustainability and its relationship to other planning goals, including **URSP 605** (Planning History and Theory) and URSP 688O (U.S. Housing Policy and Planning). Several of our Community Planning Studio (**URSP 708**) courses over the years have also addressed topics related to sustainability and environmental quality, particularly those studio projects sponsored by PALS. URSP faculty member Marccus Hendricks created two new elective courses that address sustainability themes, including URSP 688A (Community Resilience: Hazard Mitigation, Adaptation, and Disaster Recovery Planning) and URSP 688B (Urban Infrastructure and Public Works Planning).

Provide an explanation of how your program meets 4A3e) Growth and Development:

Program Response:

Text input answer:

The economic, infrastructure, social, and cultural factors in urban and regional growth and change are addressed in several URSP courses. **URSP 603** (Land Use Planning) examines urban growth and development from a physical planning perspective. **URSP 605** (Planning History and Theory) examines the economic, social, and cultural factors that influence urban and regional growth and change, primarily in the context of the U.S. experience. **URSP 606** examines how market forces shape urban growth and development. **URSP 673** teaches students about the meanings of community development and differences between "development" as an increase in capability from "growth" as an increase in size. Students learn about the importance of social development (including an increase in social capital) as central to significant, enduring physical and economic development. URSP 640 (Growth Management and Environmental Planning) examines the various economic, social and political factors contributing to urban sprawl in the U.S. URSP 688N (Urban Transportation Policy and Planning) examines the impact of transportation investment on regional economic development.

Provide an explanation of how your program meets 4A3f) Health and Built Environment:

Program Response:

Text input answer:

Planning's impact on individual and community health is addressed in several courses. **URSP 605** (Planning History and Theory) discusses the historical linkages between planning and the public health profession and explores recent attempts to more closely align these two professions. In **URSP 673** (Community Development), students spend time discussing the impact of community plans on community health. The public health impacts of planning are also addressed in several specialized courses, including URSP 688O (U.S. Housing Policy and Planning) and URSP 631 (Transportation and Land Use). Several of our Community Planning Studio classes have also been organized around the topic of public health and planning. For example, the Summer 2017 version of Community Planning Studio, sponsored by the PALS program, produced a plan entitled "Healthy Annapolis," which help guide the City of Annapolis in creating a healthier city for Annapolis residents, and in reaching their "Let's Move! Cities, Towns, and Counties" (LMCTC) All-Star strategies. We are currently developing a dual degree with the UMD School of Public Health that will enhance our course offerings in this area.

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.

4B1) *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.

4B2) *Electives*: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

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Provide an explanation of how your program meets Criterion 4B. Areas of Specialization and Electives:

Program Response:

Text input answer:

The URSP program currently offers four areas of specialization: housing and community development, economic development, environmental planning, and transportation planning. A specialization requires the completion of nine hours of coursework from an approved list of URSP courses or other courses across campus as approved by the student's primary faculty advisor. Students may also create their own specialization with the approval of the student's faculty advisor. All approved specializations must provide adequate coverage of the knowledge, skills, and values germane to the chosen specialized area of study. In addition to the area of specialization, students take nine hours of free electives that are designed to provide exposure to other specializations, professions, and emerging trends and issues. Many students have taken advantage of the flexibility provided by our electives to pursue a dual degree with a second degree program.

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Provide an explanation of how your program meets sub-criterion 4B1. Specializations:

Program Response:

Text input answer:

Our specializations include the following:

Housing and Community Development. This specialization prepares students to work as housing and community development practitioners within a variety of professional settings. The curriculum emphasizes the theory, practice, and institutional context of housing and community development policy. Students learn how housing markets and local economies function within the context of social, political, and economic forces operating at different geographic scales. Students learn to draw upon this understanding to develop and evaluate policies designed to realize housing and community development goals. Students also learn techniques for engaging communities to develop locally driven solutions to community problems, particularly those problems that arise from unequal urban development. Specialization courses in housing and community development fall into four general areas: (1) courses that provide knowledge about the nature of communities and their social, political, and economic environments; (2) courses that provide knowledge about the strategies of housing community development; (3) courses in analytical and organizing methods that provide students with skills useful in community development; and (4) courses that provide an introduction to the normative frameworks guiding housing and community development practice. URSP courses that are approved for the housing and community development specialization include URSP 664, **URSP 673**, URSP 688O, URSP 688X, and **URSP 688Z**. (If students have taken **URSP 673** or **URSP 688Z** to meet the social planning core requirement, the second of these two courses may count as an area of specialization elective for the housing and community development specialization).

Economic Development. This specialty prepares students to work as economic development practitioners. The curriculum emphasizes understanding of the theory and practice of urban and regional economic development. It gives special attention to understanding the economy and market failures, location decisions of population and business, development models of regional growth and decline, development politics, and techniques for development planning. Specialization courses in the economic development specialization fall into four general areas: (1) courses that provide knowledge about local and regional economies; (2) courses that provide knowledge about the strategies of economic development practice; (3) courses in analytical and organizing methods that provide students with skills useful in economic development practice; and (4) courses that provide an introduction to the normative frameworks guiding economic development practice. URSP courses that are approved for the economic development specialization include URSP 661, URSP 664, URSP 688B, and URSP 688Y.

Environmental Planning. Students examine the history and practice of policies intended to regulate the amount, pace, location, pattern and quality of growth in U.S. metropolitan areas. Of particular concern are technical aspects, data requirements, legal and constitutional issues, cost effectiveness, political conflicts, equity concerns, socioeconomic impacts of land regulation, and implications for sustainability and resiliency. Specialization courses in the environmental planning specialization fall into four general areas: (1) courses that provide knowledge about environmental systems; (2) courses that provide knowledge about environmental planning approaches; (3) courses in analytical and organizing methods that provide students with skills useful for environmental planning; and (4) courses that provide an introduction to the normative frameworks guiding environmental planning. URSP courses that are approved for the environmental planning specialization include URSP 640, URSP 688A, URSP 688B, and URSP 688M. The UMD Landscape Architecture program also offers several courses that are appropriate for this specialization.

Transportation Planning. This specialization prepares students to work in the area of transportation planning. The curriculum emphasizes an understanding of the theories, policies, and techniques related to the design, planning, and evaluation of transportation infrastructure and services. The curriculum gives special attention to the requirements necessary to support a multi-modal transportation system. Theories and methods focus on forecasting demand; assessing systems performance; connection between land use, urban form and urban design; understanding relationships with social and economic trends and the ties to other planning areas. Specialization courses in the transportation planning specialization fall into four general areas: (1) courses that provide knowledge about transportation systems and travel behavior; (2) courses that provide knowledge about transportation planning approaches; (3) courses in analytical and organizing methods that provide students with transportation planning skills; and (4) courses that provide an introduction to the normative frameworks guiding transportation planning practice. URSP courses that are approved for the transportation planning specialization include URSP 631, URSP 688M, and URSP 688N.

Provide an explanation of how your program meets sub-criterion 4B2. Electives:

Program Response:

Text input answer:

Students take nine hours of free electives that are designed to provide exposure to other specializations, provide exposure to other professions, and provide exposure to emerging trends and issues. Courses not listed above meeting this requirement include URSP 688K (Urban Design Software) and URSP 688D (Scenario Planning Workshop). We also often offer elective courses in conjunction with the PALS program on specialized topics that vary from year to year. Also, as mentioned above, many students have taken advantage of the flexibility provided by our electives to pursue a dual degree with a second degree program.

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4C. Instructional Delivery and Scheduling

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

Provide an explanation of how your program meets Criterion 4C. Instructional Delivery and Scheduling:

Program Response:

Text input answer:

All URSP courses are taught by highly qualified faculty. Our core curriculum includes eight required courses plus a studio and an internship requirement. Of these eight courses, seven are normally taught by full-time tenured / tenure-track faculty members, with some exceptions that arise due to occasional course releases funded by sponsored research projects. In the 2018-2019 academic year, two required courses (**URSP 604**: Planning Process and **URSP 600**: Research Design) were taught by adjunct professors. Clive Graham, an experienced local planning professional, taught **URSP 604**, and Lou Thomas, a URSP alum and current doctoral student at MIT, taught **URSP 600**. **URSP 688L** (Planning Technology) is the only required course that is typically not taught by a full-time tenured / tenure-track URSP faculty, although the course has occasionally been taught by Dr. Iseki. In the most recent year, this course was taught by a team of two PhD students (Binbin Peng and Frank Zou), who led the creation of an award-winning student project acknowledged by the Maryland Sustainable Growth Commission.

Adjunct faculty are usually hired to teach Community Planning Studio (**URSP 708**) and elective courses in their area of specialty. For example, in the 2018-2019 academic year, **URSP 708** was taught by a team led by Robert (Bob) Duffy, FAICP and planning director for Arlington County, and Katrina Durbak, a program analyst at the U.S. Department of Housing and Urban Development. In the spring of 2019, Royce Hanson, a nationally recognized expert on smart growth, was hired to teach our Growth Management (**URSP 640**) course. We have also hired Jeffrey Zyontz, a senior legislative analyst for the Montgomery County Council, to teach four planning law sessions in **URSP 603** and **URSP 604**.

Nearly all of our master's courses are offered once per week from either 4:00 to 6:40 p.m. or from 7:00 to 9:40 p.m. This course time provides more flexibility to students who work during the daytime. While our Community Planning Studio is a six-credit course that meets twice per week, this has never been a problem for working students wishing to take the studio.

In 2018, an informal survey of URSP students revealed that many were full-time students who were not employed off-campus. The faculty have also expressed a desire to explore options for adding more daytime courses. In response to this information, we scheduled URSP 640 during the daytime in Spring 2019. Depending on the student composition in a given year, we plan to explore more such options for full-time students in the future.

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 work space, and offices.

Please provide an explanation of how your program meets Criterion 4D. Facilities:

Program Response:

Text input answer:

There are sufficient classroom facilities on the University of Maryland campus. However, because of the classroom demands of the four programs in our School, it is often not possible for all URSP courses to be offered in the Architecture Building. For example, nearly all classrooms in the Architecture Building are reserved for the Architecture program during the afternoons on Mondays, Wednesdays, and Fridays. URSP has a studio workspace in room 1119 of the Architecture Building that we are able to use at any time of day. Classes are also occasionally offered in the NCSG Conference Room in Preinkert Hall.

We have limited space for graduate student offices. URSP graduate assistants and teaching assistants are located in office spaces outside of the Architecture Building (either in Caroline Hall or Preinkert Hall). While these buildings are a short walk from the Architecture Building, the spatial separation reduces the number of daily communication opportunities and serendipitous contact between faculty and students. We also currently lack sufficient space to host URSP-specific gatherings and events.

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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.

Provide an explanation of how your program meets Criterion 4E. Information and Technology:

Program Response:

Text input answer:

The URSP program relies on computer labs in the Architecture Building, Caroline Hall, and the NCSG. In the Architecture Building, URSP has access to two computer labs. The digital media lab has 23 computers, and the digital research lab has 35 computers, including a teaching station. Caroline Hall has one printer and desktop computers for eight URSP students with graduate assistantships. The NCSG has four computers accessible to students and offices for NCSG-funded graduate assistants. URSP students also have access to large-format printing and scanning within a printing center located in the Architecture Building. This printing center includes three 60-inch color plotters, two Xerox multi-function printers, one 36-inch black and white plotter, one 36-inch scanner and one 11x17 and 8.5x11 black and white printer. Computer software in all labs is updated annually during the summer.

Planning-related books and journals are located in the Architecture Library, located in the Architecture Building, as well as in the nearby McKeldin Library. Our students also have access to a wide range of online planning journals, data sources, and other library materials.

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.

Instructions for this section:

The Program should have sufficient autonomy, suitable governance, and competent leadership to support and advance its goals and objectives and to enhance its overall quality. Organizational placement and governance structure should facilitate the oversight of the Program and attainment of its goals.

Provide a response to each standard and criterion. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.

Please provide an explanation of how your program meets Standard 5: Governance:

Program Response:

Text input answer:

Major URSP program decisions are made by the URSP faculty in consultation with students, alumni, and the Technical Advisory Committee. A representative from the Student Planning Association (SPA) is invited to participate in program meetings as appropriate. Everyone is given a chance to express his or her opinion, and faculty members are responsive to relevant concerns raised by any constituent of the program. Normally, the faculty seeks to reach a consensus after everyone has had an opportunity to express a position. When consensus is not possible, the faculty votes. In August of 2018, we adopted a new URSP Plan of Organization, which outlines policies and procedures pertaining to administration, faculty composition, the Director's responsibilities, standing committees, staff, graduate student organizations, the Technical Advisory Committee, program meetings, and faculty voting procedures (see "additional information" section of the report).

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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.

Provide an explanation of how your program meets Criterion 5A. Program Autonomy:

Program Response:

Text input answer:

URSP is led by a Director appointed by the School's Dean in consultation with the URSP faculty. URSP is a program that functions independently with respect with most administrative decisions. URSP has control over its budget, except with regard to faculty lines, which revert to the Dean's office if URSP faculty retire or leave to pursue opportunities elsewhere. Most URSP budgetary decisions pertain to the appointment of adjunct faculty, graduate assistantships, sponsored lectures, faculty travel, and program operating expenses.

URSP retains control over the scheduling of its courses subject to certain undergraduate course requirements and the availability of classroom space. We offer a limited number of undergraduate courses that meet the School's obligation to provide a minimum number of University general education seats. In most years, the URSP obligation is met by one URSP course (URSP 250: The Sustainable City), but occasionally URSP provides one or two additional undergraduate courses. The requirements for these courses are established by the Office of Undergraduate Studies. Our ability to schedule classes is also constrained by the availability of classroom space, but so far this has not been an impediment to offering courses according to schedule.

School and University policies and procedures govern certain decisions pertaining to promotion and tenure, hiring, and merit review. The entire tenured faculty of the School of Architecture, Planning and Preservation constitutes its Appointment, Promotion and Tenure (APT) Committee. When URSP searches for a new faculty member, the search committee is typically chaired by a URSP faculty member, and the URSP faculty constitutes a majority of the search committee. The search committee, in consultation with the URSP faculty, makes a recommendation to the Dean, who makes the final decision to extend an offer. Allocation of the School's portion of annual merit-based pay raises is based on a process that involves the Dean, program directors, and a school-wide merit review committee with members from each of the School's programs. For those who are jointly appointed with the NCSG, the NCSG director also makes a separate annual merit review evaluation and provides a letter of recommendation in support of jointly appointed faculty who apply for promotion and tenure.

This Self Study report has been shared with the URSP faculty, students, the Dean, the University Senior Vice President and Provost, and the University President. The reports and decisions by PAB concerning the program will also be shared with each of these parties.

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.

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Provide an explanation of how your program meets Criterion 5B. Program Leadership:

Program Response:

Text input answer:

The Director of the URSP program, Dr. Casey Dawkins, is a tenured professor. In addition to his responsibilities directing the URSP program, he serves as director of the Urban and Regional Planning and Design (URPD) Ph.D. program and is a jointly appointed affiliate of the National Center for Smart Growth.

Dr. Dawkins is a nationally recognized leader in housing policy and urban planning research. He has written two books and over 50 refereed journal articles and book chapters on a variety of urban planning topics. Dr. Dawkins was co-guest editor of two special issues of Urban Geography focusing on the measurement of residential segregation and neighborhood change and currently serves on the editorial advisory boards of the Journal of the American Planning Association and Housing Policy Debate. Dr. Dawkins' research has been supported by funding from a variety of organizations, including the U.S. Department of Housing and Urban Development, U.S. Environmental Protection Agency, U.S. General Services Administration, Fannie Mae Foundation, Brookings Institution, National Association of Realtors, Center for Housing Policy, Ewing Marion Kauffman Foundation, and several other governmental, private, and nonprofit organizations within Virginia, Maryland, and the District of Columbia.

In addition to his scholarly work, Dr. Dawkins has extensive experience in research and academic administration. Prior to joining the University of Maryland, Dr. Dawkins was an associate professor of Urban Affairs and Planning, director of the Metropolitan Institute, director of the Center for Housing Research, and editor of the journal Housing Policy Debate at Virginia Tech. Dr. Dawkins also served one term as the ACSP southeast representative and has conducted research on the determinants of skill utilization in the planning profession. Dr. Dawkins was invited to present this work as part of the 2014 National APA conference held in Atlanta, Georgia. The results of his research were published as "Preparing Planners: The Role of Graduate Planning Education," which appeared in a 2016 issue of the Journal of Planning Education and Research.

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.

Provide an explanation of how your program meets Criterion 5C. Communication:

Program Response:

Text input answer:

URSP communicates in a variety of ways with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders. The School is currently updating its website, and the new website (to be launched in summer of 2019) will feature information about the School's programs in a more user-friendly format. The URSP program's current website contains the most up-to-date information available about the program geared towards the needs of multiple audiences. Program news is shared via email and through our School's email newsletter. SPA also manages Facebook and LinkedIn pages where URSP events are announced. We also manage several listservs that provide information to current students and alumni about job opportunities in planning.

In addition to electronic communication, we actively engage with students, alumni, and local area professionals through a variety of venues. We recently reconstituted our Technical Advisory Committee (TAC), and we plan to meet with this group for the first time in several years in the fall of 2019, as we kick-off a revision of our curriculum. URSP faculty and students also serve on the boards of the local APA chapters (Maryland and the National Capital Area). Associate Professor Emeritus Alex Chen regularly interacts with URSP alums and sponsors an annual picnic in Baltimore that features a walking tour of a neighborhood within the city. Dr. Chen recently compiled a "URSP Alumni Year in Review" report that was distributed to the members of the URSP community (see attachment in the "additional information" section of this report). URSP faculty also regularly meet with prospective students, both in our School's two annual open house events and throughout the year as prospective students stop by our offices to meet with faculty.

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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.

Provide an explanation of how your program meets Criterion 5D. Faculty and Student Participation:

Program Response:

Text input answer:

URSP holds program meetings at least four times per year, and longer summer and winter retreats are also scheduled as needed. Program meetings are open to all URSP faculty, and representatives from the Student Planning Association (SPA) are invited to attend and deliver reports as appropriate. Summaries of program minutes are shared with the URSP faculty, and news items are shared with students and faculty through email and on the URSP website. To increase the flow of information between the students and faculty, Assistant Professor Ariel Bierbaum was appointed in 2018 as the URSP Faculty SPA Representative and attends SPA meetings regularly. SPA representatives also regularly attend executive board meetings of the National Capital Area and Maryland chapters of the American Planning Association. The Director is in constant communication with SPA leadership and has worked to support a variety of student-led initiatives, including alumni engagement events and student-sponsored films and lectures.

In the 2018-2019 academic year, SPA played an important role in helping URSP shape its strategic plan. Information from a SPA-sponsored survey of students was used to develop the goals and objectives, and students were also asked to comment on a final draft of the plan. Both rounds of feedback provided useful information that was later incorporated into the final draft of the 2024 URSP Strategic Plan. We also conducted a survey of alumni in 2018, and the results of the survey provided important information supporting our strategic planning efforts. A summary of the URSP alumni survey results is provided in the "additional information" section of the report.

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.

Provide an explanation of how your program meets Criterion 5E. Promotion and Tenure:

Program Response:

Text input answer:

Appointment, promotion, and tenure (APT) decisions are governed by the "University of Maryland Policy and Procedures on Appointment, Promotion and Tenure of Faculty" (<http://president.umd.edu/administration/policies/section-ii-faculty/ii-100a>) and the School's "Policy on Appointments, Promotions, and Tenure Awards of the Faculty of the School of Architecture, Planning, and Preservation" (included in the "additional information" section of this report). The University APT policy is available online, and the School APT policy is accessible to all faculty from our School's shared internal drive. All assistant and associate professors are assigned mentors who meet with them regularly and advise them on matters related to promotion and tenure. Mentors provide an annual report to the Dean on the progress of those faculty who they mentor. The University also sponsors several workshops that provide guidance on the preparation of the promotion and tenure dossier.

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.

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Provide an explanation of how your program meets Criterion 5F. Grievance Procedures:

Program Response:

Text input answer:

The "University of Maryland Policies and Procedures Governing Faculty Grievances" were passed by the Campus Senate on April 23, 1990; approved by the President on December 13, 1990; and amended March 4, 2002, and April 5, 2018. These policies and procedures are available on the University's website at <http://president.umd.edu/administration/policies/section-ii-faculty/ii-400a>. Graduate student grievances are also covered under several other University policies depending on the issue, including the "University of Maryland Graduate Policies and Procedures for Review of Alleged Arbitrary and Capricious Grading" (<http://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-120a>); the Policy on Sexual Misconduct (<http://president.umd.edu/administration/policies/section-vi-general-administration/vi-160>); and the University of Maryland Non-Discrimination Policy and Procedures (<http://president.umd.edu/administration/policies/section-vi-general-administration/vi-100b>). Policies and procedures pertaining to graduate student grievances are also contained in the University's Graduate Catalog (<http://academiccatalog.umd.edu/graduate/>).

The School of Architecture, Planning, and Preservation (ARCH) Plan of Organization (See document attached in the "additional information" section of the report) also identifies school policies related to grievance proceedings. Records of faculty and student grievances are kept by the School's Associate Dean for Academic Affairs and Outreach.

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.

Provide an explanation of how your program meets Criterion 5G. Online Integrity:

Program Response:

Text input answer:

The URSP program does not currently offer online courses or programs.

Additional Information

Instructions for this section:

In this section you will upload all faculty abbreviated CVs, syllabi, and any other documentation that doesn't directly link to a specific criterion. In this section you will also upload the Self-Study Report's Signature Page.

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Faculty Abbreviated CVs:

Provide the faculty CVs using the PAB template. Abbreviated CVs for all faculty must be provided in alphabetical order, organized by A (full-time in the Program), B (part-time in Program/full-time in the University) and C (adjunct/contract/non-tenure track). Three separate PDF documents should be uploaded. Include a separate table of contents as a cover sheet for each upload.

Program Response:

Text input answer:

URSP faculty CVs are attached below, separately for full-time faculty and adjunct / contract / non-tenure track faculty.

Files uploaded for this question:

[FacultyCV2018_A.pdf](#)
[FacultyCV2018_C.pdf](#)

Course Syllabi:

Provide the course syllabi for all courses, organized in increasing course numerical order. Separate the courses into core or required courses and electives. Include a separate table of contents as a cover sheet for each upload.

Program Response:

Text input answer:

Syllabi for core courses and electives are attached below.

Files uploaded for this question:

[Syllabi2018_core.pdf](#)
[Syllabi2018_elective.pdf](#)

Other Evidence:

Provide all other documentation here. Be sure to reference these documents in the SSR narrative. Include a separate table of contents as a cover sheet for each upload.

Program Response:

Text input answer:

In the document below, we provide the following:

- School of Architecture, Planning and Preservation Plan of Organization
- School of Architecture, Planning and Preservation Appointment, Promotion and Tenure Policy
- Urban Studies and Planning Plan of Organization
- MCP Handbook
- URSP internship requirements and employer survey
- 2018 URSP alumni survey summary
- URSP alumni year in review
- PALS promotional materials

Files uploaded for this question:

[other_evidence.pdf](#)

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Self-Study Report Signature Page:

The Signature Page demonstrates the institution's support for the Program's application for accreditation. It also provides contact information for the student association and the local APA chapter. PAB staff will contact both groups to solicit comments in advance of the Site Visit.

Upload the Self-Study Report Signature Page in this section.

Program Response:

Text input answer:

The Self-Study Report Signature Page is attached below.

Files uploaded for this question:

[PAB Signature page.pdf](#)