

ARIZONA STATE UNIVERSITY
College of Liberal Arts and Sciences
School of Geographical Sciences and Urban Planning
Master of Urban and Environmental Planning

Self-Study Report
for the
Planning Accreditation Board

09/15/2022

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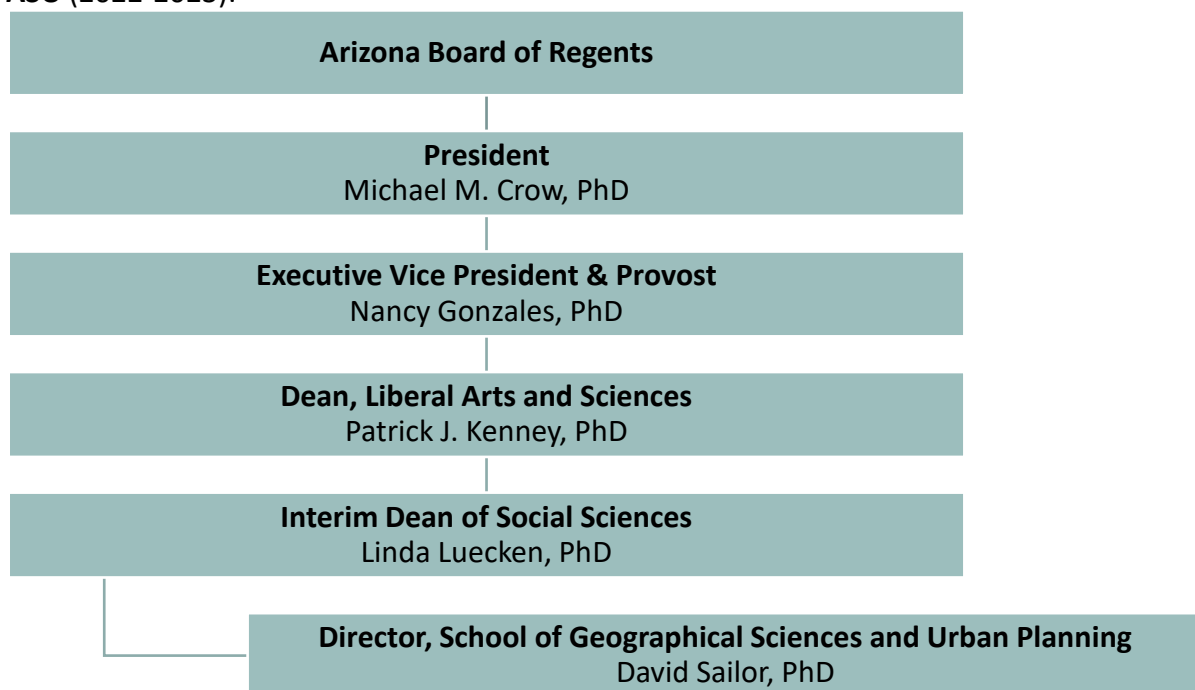
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PART II –BACKGROUND INFORMATION AND PRECONDITIONS TO ACCREDITATION

1. DEGREE PROGRAM AND INSTITUTION

- A. **Degree Title:** Master of Urban and Environmental Planning
- B. **Name of Planning Program or Unit:** School of Geographical Sciences and Urban Planning
- C. **Number of Credits Required for Graduation:** 47
- D. **Calendar System (Check One):** ☒Semester ☐Quarter
- E. **Institutional Structure:**

ASU (2022-2023):



SGSUP Staff Organizational Chart (2022-2023): See Part IV: Other Evidence, p. 1.

SGSUP Faculty Service Assignments (2022-2023): See Part IV: Other Evidence, p. 1.

2. OTHER PLANNING PROGRAM OFFERINGS

- A. **Other Degrees:**

Bachelor of Science in Urban Planning (BSP)

The undergraduate planning program serves as a pre-professional program, designed to prepare students for careers in public- or private-sector planning by imparting knowledge about social processes, urban form and analysis, and effective decision-making to serve the public good. The first two years of the program includes a general Liberal Arts and Sciences curriculum that fulfills various requirements for obtaining a bachelor's degree at ASU. The third and fourth years of the BSP program are offered after the students declare a major in urban planning. The curriculum during these two years focuses on urban planning.

PhD in Urban Planning

The planning program at ASU also offers a PhD degree in Urban Planning. The program educates scholars for positions in leading universities; research institutions; nongovernmental organizations; international multilateral institutions; national, state and local governments; and high-level consulting firms. The program provides a solid foundation for undertaking research in planning, especially in the fields of housing, transportation, community development, and environmental planning.

B. Non-Degree Programs:

Transdisciplinary Transportation Studies Certificate (Graduate) – not accredited

The Transdisciplinary Transportation Studies Certificate program offers current ASU graduate students and transportation professionals the opportunity to study a wide range of transportation-related issues from a multimodal and interdisciplinary perspective. The certificate is intended to be either a specialization within an existing master's or PhD degree or a stand-alone, 16 credit-hour non-degree program. This graduate certificate requires: a pro-seminar class (three credit hours), three interdisciplinary elective courses (nine credit hours) from an approved list of transportation-related courses (including courses from at least three different subject areas and two different schools), an interdisciplinary transportation seminar (one credit hour), and a capstone research paper that explores a transportation problem from a multidisciplinary perspective (three credit hours). In developing a capstone paper, students are encouraged to work with a faculty mentor or a transportation professional in their area of interest and identify a topic that is of interest to the broader public.

Geographic Information Science Certificate (Graduate) – not accredited

The Geographic Information Science (GIS) certificate program is a structured interdisciplinary program that complements existing degree programs. Students who earn the certificate will exit the program with standardized skill sets based on learning outcomes associated with each required course. This program provides students with the training and experience necessary to compete, work, and teach in the GIS arena in both the public and private sectors. Students qualify for admission to the certificate program by maintaining good standing in a cooperating school or department and completing the GIS certificate application available through Graduate Admissions. A minimum of 15 graduate credits is required to complete the GIS certificate; one core course (three credit hours), two "required" advanced GIS courses (six credit hours) and two electives from a menu of approved courses (six credit hours).

Social Science Research Methods Certificate (Graduate) – not accredited

The Social Science Research (SSRM) certificate program prepares students to acquire, manage and analyze a broad range of data on human thought and human behavior. A key feature of this program is a focus on data analysis, so students and professionals will be able to analyze and interpret any data that they can collect. All students in this 18 credit-hour program demonstrate skills in statistical analysis as well as a selection of methods related to their interests. This program is designed for applicants who hold a minimum of a bachelor's degree from regional, national or internationally accredited institutions, and in any field or discipline (e.g., anthropology, sociology, human development, sustainability, geography, political science or other fields with approval of the academic unit). The certificate requires one core multivariate course, chosen from an approved list (three credit hours), four elective courses chosen from an approved list (twelve credit hours), and a three-credit applied project. The SSRM certificate is managed by the Institute for Social Science Research (ISSR) at ASU and offered on ISSR's behalf by the School of Geographical Sciences and Urban Planning.

3. PROGRAM HISTORY

The planning program was created in 1977-78 in the College of Architecture as one of the three budgetary units in the college. The program has undergone changes in content, nomenclature, and administrative structure since that time. The program was called the Master of Environmental Planning (MEP) and housed in the School of Planning and Landscape Architecture when it was first accredited in 1992. This structure changed in July 2004, with the Landscape Architecture program moving to the School of Architecture and the Planning program becoming the School of Planning within the former College of Design, which has since been renamed the Herberger Institute for Design and the Arts. The School of Planning offered three degree-granting programs during this time: Bachelor of Science in Planning (BSP, accredited in 2002), the former MEP, now renamed Master of Urban and Environmental Planning (MUEP) to better reflect the focus on both urban and environmental content, and the Bachelor of Science in Design–Housing and Urban Development (BSD-HUD).

The School of Geographical Sciences and Urban Planning (SGSUP) was formed in 2009 when the School of Planning was incorporated into the former School of Geographical Sciences within the College of Liberal Arts and Sciences (The College). The merger between geography and planning was part of ASU's restructuring of academic units to encourage transdisciplinarity. Dr. Luc Anselin became Interim Director of the School of Planning in October 2008 and served as its Director until 2014. Subsequent Directors included Dr. Elizabeth Wentz (2014-15), Dr. Patricia Gober (Interim Director 2015-16), Dr. Trisalyn Nelson (2016-20), Dr. Elizabeth Wentz and Dr. Kelli Larson (Interim Director and Deputy Director, respectively, 2020-21), Dr. Sharmistha Bagchi-Sen (2021-2022), and Dr. David Sailor (2022-present).

The planning program's management structure and degree programs within SGSUP were initially informed by a non-accreditation external review commissioned by Anselin and executed by site visitor Professor Emeritus Lew Hopkins from the University of Illinois, Urbana Champaign in early 2009. The review aimed to more closely align the planning program with available resources and address opportunities and gaps in its curriculum. The review shaped decisions to establish a Planning PhD program, expand the BSP without accreditation, and strengthen the MUEP as a professional degree. The Planning PhD was established in 2012; seven students were enrolled in 2021-2022. An online degree track was added to the BSP in 2015-16. The BSP became one of the nation's largest undergraduate planning programs, with around 435 students enrolled in 2021-2022. The MUEP, the focus of this report,

became a flagship program in SGSUP, with 57 students enrolled in 2021-2022. An accelerated 4+1 degree, which enables highly qualified BSP students to achieve both degrees in five years, was established in 2016-17. Accelerated tracks for SGSUP's other bachelor's degrees, including the Bachelor of Arts in Geography (BA Geo), Bachelor of Science in Geography (BS Geo), and Bachelor of Science in Geographic Information Science (BS GIS), were added in 2020.

The MUEP program's management structure grew to include two new leadership positions, a MUEP Program Director (focused program management) and Coordinator (focused on student advising and professional development), and a separate MUEP budget. In 2020, the MUEP Program Director became an Associate Director of Planning position to better integrate management of the BSP and MUEP degrees. Faculty leading the program since its last accreditation review include Dr. Deirdre Pfeiffer (Program Director 2017 – 2018, 2019 – 2020; Associate Director of Planning 2020 - 2022); Dr. Jason Kelley (Interim Program Director, 2018 – 2019), and Dr. Meagan Ehlenz (Associate Director of Planning 2022 – present).

4. STUDENT DATA

Table 1. STUDENT ENROLLMENT DATA

Institution's census date: 1/31/2022

Academic Year *		2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022
# Applications Reviewed for Admission		68	79	68	79	101	73	118
# Applicants Admitted		56	62	51	61	86	65	85
# New Students Admitted who Enrolled	Fulltime	25	25	18	20	35	28	34
	Part-time	1	1	1	1	1	1	0
# Total Students Enrolled	Fulltime	43	42	33	28	34	49	50
	Part-time	3	1	2	2	5	6	7

Table 2. STUDENT COMPOSITION

Students - Race and Ethnicity		Enrollment Status and Gender						
		Full-time			Part-time			Total
		Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	12	13	0	3	1	0	29
	Black or African American	1	1	0	0	0	0	2
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	1	1	0	0	0	0	2
	Native Hawaiian and Other Pacific Islander	0	0	0	0	0	0	0
	Some Other Race Alone	0	0	0	0	0	0	0
	Two or More Races	0	0	0	1	1	0	2
	Unknown	6	5	0	0	1	0	12
	Total US Citizens and Permanent Residents Only	20	20	0	4	3	0	47
	International Students	4	6	0	0	0	0	10
	Total Students	24	26	0	4	3	0	57
	Ethnicity - US Citizen and Permanent Residents Only							
	Hispanic or Latino	6	5	0	0	1	0	12
	Not Hispanic or Latino	14	15	0	4	2	0	35

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

5. FACULTY DATA

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

Table 3. FACULTY COMPOSITION

Faculty - Race and Ethnicity		Faculty Status and Gender									
		Full-time			Part-time			Adjunct			Total
		Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	1	4	0	5	2	0	5	2	0	19
	Black or African American	0	0	0	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	2
	Asian	0	0	0	0	0	0	0	0	0	0
	Native Hawaiian and Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
	Some Other Race Alone	1	0	0	2	1	0	0	0	0	4
	Two or More Races	0	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	1	0	0	1
	Total US Citizens and Permanent Residents Only	2	4	0	7	4	0	6	3	0	26
International Faculty		0	1	0	0	1	0	0	0	0	2
Total Faculty		2	5	0	7	5	0	6	3	0	26
Ethnicity - US Citizen and Permanent Residents Only											
Hispanic or Latino		1	0	0	1	0	0	0	0	0	2
Not Hispanic or Latino		1	4	0	6	4	0	6	3	0	24

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

Table 4. FACULTY AICP MEMBERSHIP

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

Faculty Listing

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

Table 5. FACULTY LISTING

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2020- 2021	% of Time to Program* 2021- 2022
A Faculty								
Ehlenz, Meagan	Associate Professor/ Tenured	2015	PhD MUP BA	2015 2007 2003	City/Regional Planning Urban Planning Communication Arts	U of Pennsylvania, PA, USA U of Wisconsin, WI, USA U of Wisconsin, WI, USA	20% Service 30% Teaching 50% Research	20% Service 30% Teaching 50% Research
Jamme, Hue- Tam	Assistant Professor/ Tenure-track	2020	PhD MSc MA+BA	2020 2010 2010	Urban Planning & Development ISUR Political Science	USC, CA, USA Sciences Po Rennes, FR Sciences Po Rennes, FR	–	20% Service 30% Teaching 50% Research
King, David	Associate Professor/ Tenured	2016	PhD MURP BS	2009 2003 2001	Urban Planning URP Urban Studies	UC - LA, CA, USA U of Minnesota, MN, USA U of Minnesota, MN, USA	20% Service 30% Teaching 50% Research	20% Service 30% Teaching 50% Research
Meerow, Sara	Associate Professor/ Tenured	2017	PhD MS BA	2017 2010 2009	Natural Resources & Environment Intl. Dev. Studies Political Science & History	U of Michigan, MI, USA U of Amsterdam, NL University of Florida, FL, USA	10% Service 10% Teaching 80% Research	20% Service 30% Teaching 50% Research
Pfeiffer, Deirdre	Associate Professor/ Tenured	2011	PhD MA BS	2011 2007 2005	Urban Planning Urban Planning Anthropology/ Performance Studies	UC - LA, CA, USA UC - LA, CA, USA Northwestern U, IL, USA	30% Service 40% Teaching 30% Research	30% Service 30% Teaching 40% Research
Rosales Chavez, Jose Benito	Assistant Professor/ Tenure-track	2020	PhD MPH BA	2020 2016 2012	Global Health Nutrition Anthropology and Spanish	ASU, AZ, USA U of Minnesota, MN, USA U of San Diego, CA, USA	–	20% Service 30% Teaching 50% Research
Salon, Deborah	Associate Professor/ Tenured	2014	PhD BA	2006 1994	Agriculture/Resource Economics Physics	UC - Davis, CA, USA Carleton College, MN, USA	20% Service 50% Teaching 30% Research	20% Service 50% Teaching 30% Research

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2020- 2021	% of Time to Program* 2021- 2022
B Faculty								
Bagchi-Sen, Sharmistha	Professor; Former Director (AY 2021-22)/ Tenured	2021	PhD MS BS	1989 1985 1982	Geography Geography Geography	U of Georgia, GA, USA U of Southern Mississippi, MS, USA Calcutta University, IN	–	10% Service
Chester, Mikhail	Associate Professor/ Tenured	2011	PhD MS MS BS BS	2008 2005 2003 2002 2002	Civil & Environmental Engineering Civil & Environmental Engineering (Systems) Civil & Environmental Engineering (Civil Systems) Civil & Environmental Engineering Engineering & Public Policy	UC- Berkeley, CA, USA UC- Berkeley, CA, USA Carnegie Mellon U, PA, USA Carnegie Mellon U, PA, USA Carnegie Mellon U, PA, USA	10% Teaching	10% Teaching
Coseo, Paul	Assistant Professor/ Tenure-track	2017	PhD MLA BS	2013 2004 1996	Urban & Regional Planning Landscape Architecture Meteorology	U of Michigan, MI, USA U of Michigan, MI, USA Central Michigan U, MI, USA	10% Teaching	10% Teaching
Hale, Michelle	Assistant Professor/ Tenure-track	2013	PhD MA BA	2012 1996 1991	American Indian Studies American Indian Studies Cultural Anthropology	U of Arizona, AZ, USA U of Arizona, AZ, USA U of Arizona, AZ, USA	10% Teaching	10% Teaching
Hondula, David	Associate Professor/ Tenured	2013	PhD MS BA	2013 2009 2006	Environmental Sciences Environmental Sciences Environmental Sciences	U of Virginia, VA, USA U of Virginia, VA, USA U of Virginia, VA, USA	–	10% Teaching
Kuby, Michael	Professor/ Tenured	1988	PhD BA	1988 1980	Geography Geography	Boston U, MA, USA U of Chicago, IL, USA	10% Teaching	10% Teaching
Larson, Kelli	Professor/ Tenured	2005	PhD MA BA	2005 1999 1997	Resource Geography Environmental Geography Geography	Oregon State U, OR, USA Southern Illinois U, IL, USA Southern Illinois U, IL, USA	–	10% Teaching
Lobo, Jose	Associate Professor/	2007	PhD MCRP	1996 1992	Regional Science City & Regional Planning	Cornell U, NY, USA Cornell U, NY, USA	10% Teaching	–

	Tenured		BS	1984	Physics	Cornell U, NY, USA		
NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2020- 2021	% of Time to Program* 2021- 2022
Praharaj, Sarbeswar	Assistant Research Professor/ Tenure-track	2020	PhD MUP MA BA	2019 2011 2008 2003	Urban Planning Urban Planning Geography Geography	U of New South Wales, AU CEPT U, IN U of Calcutta, IN U of Calcutta, IN	–	10% Teaching
Sailor, David ¹	Professor; Director (AY 2022-23)/ Tenured	2016	PhD MS BS	1993 1990 1988	Mechanical Engineering Mechanical Engineering Mechanical Engineering	UC-Berkeley, CA, USA UC-Berkeley, CA, USA U of Washington, WA, USA	–	–
Tong, Daoqin	Associate Professor/ Tenured	2017	PhD MAS MS BS	2007 2007 2004 2001	Geography Statistics Civil Engineering Civil Engineering	Ohio State U, OH, USA Ohio State U, OH, USA Ohio State U, OH, USA U of Shanghai for Science & Technology	10% Teaching	10% Teaching
Wentz, Elizabeth	Vice Provost Dean of the Graduate College Professor/ Tenured	1997	PhD MA BS	1997 1989 1987	Geography Geography Mathematics	Pennsylvania State U, PA, USA Ohio State U, OH, USA Ohio State U, OH, USA	10% Teaching	10% Teaching
C Faculty								
Boyle, Timothy	Faculty Associate/ Non-tenure Track	2019	MArch BS	2005 2002	Architecture Design	Columbia U, NY, USA ASU, AZ, USA	10% Teaching	10% Teaching
Davis, Jonathan	Instructor/ Non-tenure Track		PhD MAS MA BS	2020 2014 2013 2011	Geography GIS History History	ASU, AZ, USA ASU, AZ, USA Liberty University, VA, USA Liberty University, VA, USA	–	60% Teaching
Kelley, Jason	Senior Lecturer/ Non- tenure Track	2013	PhD MA BS	2013 2008 2005	Env. Design/Planning Geographical Sciences Geography	ASU, AZ, USA ASU, AZ, USA ASU, AZ, USA	40% Teaching 10% Service	40% Teaching 10% Service

McGuire, Andrew	Faculty Associate/ Non-tenure Track	2017	JD BS	1995 1992	Law Urban Planning	Gonzaga U, WA, USA ASU, AZ, USA	10% Teaching	10% Teaching
Mehaffy, Michael	Adjunct Professor / Non-tenure Track	2016	PhD MA MA BA	2015 1981 1980 1978	Architecture Architecture Philosophy Architecture	TU Delft, Netherlands UC - Berkeley, CA, USA U of Texas - Austin, TX, USA Evergreen State College, TX, USA	20% Teaching	20% Teaching
Murphy, Erin	Internship and Career Coordinator/ Non-tenure Track	2018	MEd BS	2016 2014	Human Relations Strategic Communications	Northern Arizona U, AZ, USA Northern Arizona U, AZ, USA	–	10% Teaching
Silentman-Kanuho, Kimberly	Faculty Associate/ Non-tenure Track	2020	MUEP BS	2005 2002	Urban & Environmental Planning Urban Planning	ASU, AZ, USA U of Wisconsin, WI, USA	10% Teaching	10% Teaching
Rapido-Lurie, Barbara	Research Professional/ Non-tenure Track	1990	MA BA	1987 1977	Geography Fine Art	U of Hawaii, HI, USA Pomona College, CA, USA	10% Teaching	–
Trevin, Eric	Academic Professional/ Non-tenure Track	2012	PhD MA BA	2016 2001 1998	Community Resources & Development Public Administration Public Administration	ASU, AZ, USA Central Michigan U, MI, USA Western Michigan U, MI, USA	10% Teaching	–

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

¹ *David Sailor is the School's new Director as of academic year 2022-2023. He is included in the faculty listing since he is serving this administrative role moving forward.

6. PRECONDITIONS TO ACCREDITATION

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

1. Program Graduates

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

The Master of Urban and Environmental Planning (MUEP) program at Arizona State University (ASU) was established in 1978. It was first accredited in 1992. The program has graduated an estimated 140 students since its last accreditation review in 2017 - 2018.

Program Graduates by Year

Year	MUEP Graduates
2021-2022	23
2020-2021	25
2019-2020	28
2018-2019	15
2017-2018	19
TOTAL	140

Source: ASU Registrar Technology Services.

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.

Arizona State University is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools (NCA), which is recognized by the Council for Higher Education Accreditation (CHEA). ASU's accreditation was last reaffirmed in 2013 - 2014. Its next reaffirmation of accreditation will occur in 2022-2023.

3. Program and Degree Titles

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

The graduate degree program seeking accreditation is the Master of Urban and Environmental Planning (MUEP) offered by the School of Geographical Sciences and Urban Planning (SGSUP).

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.

The Master of Urban and Environmental Planning degree requires a minimum of 47 credit hours to complete, which typically takes two years of full-time study.

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

The completion of the MUEP program requires two years of full-time study in residence. Students who take less than a full-time course load usually require longer residency.

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

The MUEP program has an accelerated 4+1 track that allows highly qualified students who are completing their BSP, BA Geo, BS Geo, or BS GIS degree to simultaneously enroll in the MUEP degree, reducing the study time for the master's degree by one full year. BSP students may take up to 18 graduate credits of coursework in their 4th year of undergraduate study that is shared between the two degrees' programs of study. These credits must be at the 500 level or above. Students in the accelerated BSP/MUEP program complete the minimum 120 credit hours required for the BSP degree plus the minimum 47 credit hours required for the MUEP degree. The minimum 47 credit hours for the 4+1 program of study matches the total minimum requirement for the two-year MUEP program of study. The interdisciplinary pathways of BA Geo/MUEP, BS Geo/MUEP, and BS GIS/MUEP permit students to take up to twelve credits of graduate level coursework in their 4th year of undergraduate study that is shared between the two degrees' programs of study. Students in the accelerated BA Geo/MUEP, BS Geo/MUEP, and BS GIS/MUEP programs complete the minimum 120 credit hours required for the undergraduate degree plus the minimum 47 credit hours required for the MUEP degree (total of 167 credit hours) minus the twelve shared credit hours for a net of 155 credit hours, thus meeting the professional accreditation requirements of the MUEP 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 criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

The MUEP program offers three dual degree programs; two with the School of Public Affairs in the Watts College of Public Service and Community Solutions (MUEP/Master of Public Administration and MUEP/Master of Public Policy) and one with the School of Sustainability in the College of Global Futures (MUEP/Master of Sustainable Solutions). Students who enroll in the dual degree program obtain two master's degrees in three years and fulfill *all* requirements for both degrees (see Part IV: Other Evidence, p. 717).

5. Primary Focus

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

The MUEP program's mission is to "improve public wellbeing by providing the knowledge and tools needed by professional planners to shape places that are responsive to climate change and promote the health and prosperity of diverse communities."

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.

Three strategic plans guide the MUEP program: the 1) MUEP Mission & Strategic Plan, 2) SGSUP Strategic Plan, and 3) SGSUP Hiring Plan. The MUEP Mission and Strategic Plan identifies the MUEP program's mission, goals, objectives, and performance indicators. The SGSUP Strategic Plan establishes guiding objectives and initiatives; the SGSUP Hiring Plan conveys the unit's hiring priorities.

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

The MUEP program made strides in meeting the goals and objectives of its prior strategic plan, which covered January 2017 to September 2021 (see Part IV: Other Evidence, p. 4). We revisit these goals, objectives, and performance indicators (italicized) in the next section. The program also has made numerous changes to strengthen its compliance in meeting accreditation standards assessed as partially-met or unmet at its last site visit, which include revising its mission and strategic plan. We detail these activities in a following section.

Progress in Meeting the Goals and Objectives of 2018 – 2021 Strategic Plan

Goal 1: “provide high-quality professional education in planning and foster the development of engaged and reflective practitioners with potential for leadership in public, private and non-profit sectors locally, nationally and globally.” **Objectives:** 1) attract and retain high quality and motivated students who succeed academically, 2) provide appropriate knowledge and skill development to prepare MUEP students to be competitive in attaining planning and planning-related jobs during and after completion of the program, and 3) engage MUEP students in significant planning projects that impact a local, national or international community.

Entering students' GPA, GRE scores, and completion rate: The MUEP program has consistently attracted high quality and motivated students, as evidenced by trends in entering students' GPAs (see Table 1.A - 1) and completion rates (see Table 7, in later section). Since 2018, undergraduate GPAs for incoming students have hovered around 3.5, with mostly higher GPAs reported for applicants' junior/senior years. The two-year graduation rate ranged between 70% and 78% in recent years, reflecting a high degree of program completion given some concurrent degree students. The four-year graduation rate trends upwards, reaching 95% in 2019-2020 and 2020-2021 with slight dips in the proximate years. Note that the MUEP program removed the GRE requirement (see Standard 2 explanation), so we do not report this indicator.

Table 1.A - 1. ATTRACTING AND RETAINING QUALITY AND MOTIVATED STUDENTS

	2018-19	2019-20	2020-21	2021-22
Undergraduate Avg. GPA (cumulative)	3.40	3.62	3.46	3.55
Undergraduate Avg. GPA (Junior/Senior)	3.51	3.57	3.59	3.43

Source: ASU Analytics, 2022.

Employment in planning after graduation, students with internships, and recent graduates' satisfaction rate with the program: MUEP students are increasingly competitive in the planning job market (see Table 1.A - 2). The share of MUEP students with internships trended upwards from 2018 - 2022 (with a dip during the pandemic). The share of recent alumni employed in the planning profession within one year of graduation and satisfied with their job preparedness also shows an increasing trend.

Table 1.A - 2. PREPARING STUDENTS TO BE COMPETITIVE IN ATTAINING PLANNING RELATED JOBS

	2018-19	2019-20	2020-21	2021-22
Percent of students with paid, for-credit, or unpaid internships in planning-related fields while in the MUEP program.*	43%	35%	25%	54%
Percent of alumni employed in professional planning or planning related jobs within one year of graduation.**	52%	74%	77%	59%
Percent of alumni who graduated in the past five years who express that the program prepared them for their current job.***	62%	100%	—	—

Sources: *MUEP Fall Feedback Survey. **MUEP Alumni Survey. ***ASU Academic Profile.

These trends reflect curriculum and programmatic changes made to better equip MUEP students with the knowledge and skills to succeed in the planning job market, such as creating new skill-based electives, like Graphic Design for Planners (2020), incorporating applied learning experiences into existing core and elective courses (see examples on Table 1.A - 3 in Part IV: Other Evidence, p. 7), and offering extracurricular workshops led by local practitioners on emerging issues and skills, such as database training (the Maricopa Association of Governments), environmental planning (Central Arizona Conservation Alliance), and indigenous planning (various indigenous planners). We elaborate on these changes in Standard 1, 2, and 4.

Student success in competitions and awards and quality and quantity of projects by students that engage professional communities: MUEP students have completed award-winning capstone experiences that impact local, national or international communities. Between 85% to 100% of graduating students completed an applied capstone (Planning Workshop (PUP 580) or Applied Project (PUP 593)) from 2018 - 2022. Applied Project participants have offered insight into housing affordability issues, evaluated strategies to lower housing costs, addressed vulnerabilities to extreme heat, assessed the potential for river revitalization through economic development, and collaborated with stakeholders to overcome transit-oriented development NIMBYism (not in my backyardism) with clients as diverse as local governments (Cities of Phoenix, Peoria, and Ketchum), professional organizations (Urban Land Institute), and research and advocacy centers (ASU's Knowledge Exchange for Resilience and Rio Reimagined).

Planning Workshop participants have collaborated with: 1) the Town of Clarkdale, AZ to create a series of design guidelines for the historic mining community’s main street, as well as a complementary set of recommendations for the major commercial corridor that connects Clarkdale with its regional neighbors, and 2) the City of Peoria, AZ to evaluate opportunities for expanding housing choices with a specific emphasis on the inclusion of accessory dwelling units (ADUs) (see deliverables in Part IV: Other Evidence, p. 9). Applied capstones have garnered multiple state and national planning awards, including American Institute of Certified Planners (AICP) Student Project Award (2018, 1st place, applied project; 2020, 4th place, applied project) and American Planning Association Arizona Chapter Student Project Award (2019, winner, applied project; 2020, honorable mention, Planning Workshop; 2021, winner, Planning Workshop). These efforts also have influenced planning practice. For example, the Town of Clarkdale adopted the students’ plan as part of its General Plan update.

Goal 2: “advance planning scholarship and knowledge through transdisciplinary use-inspired and community-focused research that has an impact on planning pedagogy and practice.” **Objectives:** 1) maintain high levels of published research and scholarly work that is peer-reviewed and widely cited, 2) encourage submission to publications that educate the public and/or impact the profession, 3) strive to win competitive external and internal grants for research, teaching and professional service, and 4) ensure that faculty serve on editorial boards of scholarly journals.

Number of refereed journal articles and number of citations: MUEP faculty are highly productive, as evidenced by the upwards trend in the number of faculty peer-reviewed publications and citations (see Table 1.A - 4). Peer-reviewed citations per faculty increased from 111 in 2018-2019 to 409 in 2021-2022. According to citation rankings of North American planning faculty calculated by Tom Sanchez (ScholarMetrics.com), ASU ranks 21st in overall Google Scholar citations. Dr. Sara Meerow ranked in the 100th percentile for assistant professors in 2021 – 2022; her 2016 article in the *Landscape and Urban Planning* on urban resilience earned over 1,600 citations and the journal’s Weddle Prize. The quality of faculty research also is evidenced by their receipt of numerous awards, including a Chester Rapkin Award for Best Article in the *Journal of Planning Education and Research (JPER)* (2018), the Barclay Gibbs Jones Award for Best Dissertation in Planning (2021), and APA Arizona Chapter Public Outreach (2018 & 2019) and Open Category (2022) Awards, among others.

Table 1.A - 4. ADVANCING PLANNING SCHOLARSHIP AND KNOWLEDGE

	2018-19	2019-20	2020-21	2021-22
Peer-Reviewed Publications per Faculty	2.5	3.2	3.3	4.4
Peer-Reviewed Citations per Faculty	111	163	190	409

Sources: Google Scholar.

Number of articles in planning publications, books and monographs and published government reports, number of presentations at conferences, presentations in public venues, and number of technical reports: MUEP faculty research educates the public and impacts the profession, as evidenced by the number of planning and planning-related peer-reviewed journals, presses, and conferences featuring faculty research, including *Journal of the American Planning Association (JAPA)*, *Journal of Planning Education and Research (JPER)*, American Planning Association (APA) press (e.g., the Planners’ Advisory Service (PAS) reports and *Planning*), and the APA Arizona Chapter (AZ) State Conference, National Planning Conference (NPC), and the Association of Collegiate Schools of Planning (ACSP) conference (see Table 1.A - 5). Faculty-authored planning journal articles and APA publications trended upwards after 2017.

Faculty authored 1.7 JAPA and JPER articles on average in 2019 - 2021, up from 1.0 in 2017-2019. Faculty also authored two PAS publications in 2019-2021, up from one in prior time periods, and have contributed two articles to *Planning*.

Table 1.A - 5. DISSEMINATING RESEARCH IN VENUES THAT IMPACT THE PROFESSION

	2017-19	2018-20	2019-21
Number of refereed journal articles published in JAPA or JPER over the past three years per tenure-track or tenured faculty member.	1.0	0.9	1.7
Number of faculty publications featured in <i>Planning</i> over the past three years.	0.0	2.0	2.0
Number of faculty PAS publications over the past three years.	1.0	1.0	2.0
Number of presentations at planning-related conferences, workshops, or events per faculty member.	4.7	3.0	3.4
Number of policy briefs per faculty member.	0.7	0.0	0.4
Number of appearances at public hearings, town halls, new media, or other policy-related convenings per faculty member.	1.5	1.9	1.5

Sources: Annual faculty survey.

Number and value of internal and external grants and number of students on grants: MUEP faculty also sustained elevated levels of grant funding during the 2017 – 2021 period (see Table 1.A - 6). The value of awards increased from about \$78k to \$128k per faculty member from 2017 – 2019 to 2019 – 2021, including multiple awards from the National Science Foundation (NSF), federal agencies like U.S. National Oceanic and Atmospheric Administration (NOAA), philanthropies like Vitalyst Health Foundation (2017), Robert Wood Johnson Foundation (2020), and local governments such as the City of Apache Junction (2018). Grants employ MUEP students as research assistants and lead to high impact research. Meerow’s 2018-2021 NSF grant on flood resilience planning and Dr. Deborah Salon’s NSF grant on COVID-19-induced behavior changes led to research articles in leading journals, including *PNAS* and *JPER*. Meerow’s NOAA grant on planning for extreme heat made her *PAS Report 600: Planning for Urban Heat Resilience* freely available.

Table 1.A - 6. WINNING COMPETITIVE EXTERNAL AND INTERNAL GRANTS

	2017-2019	2018-2020	2019-2021
Number of internal and external grants applied for and awarded in the past three years per tenure-track or tenured faculty member.	5.0	4.0	6.0
Value of internal and external grants applied for and awarded in the past three years per tenure-track or tenured faculty member.	\$77,858	\$90,474	\$128,039

Sources: Annual Faculty Survey.

Editorial board service: MUEP faculty also were leaders of scholarly journals during the 2018 – 2022 period. Pfeiffer served as a Senior Associate Editor (formerly called Managing Editor) at *Journal of Urban Affairs* and on the editorial board of *Urban Affairs Review*; Salon served on the editorial board of

Transportation Research Part D: Transport and Environment and the *Journal of Transport Geography*. Meerow co-edited a special issue of *Environment and Planning A* (2018) and *Environmental Science and Policy* (2019). Table 1.A - 7 in Part IV: Other Evidence, p. 235 offers additional examples of faculty journal leadership.

Goal 3: “maintain a high level of engagement with the professional community and planning institutions locally and nationally, and make an impact on planning outcomes.” **Objectives:** for faculty members to be 1) actively involved with local, national, and professional organizations, 2) disseminate their work in professional planning venues, and 3) work with communities to produce planning solutions, and for the program to 4) engage professional planners to enhance our curriculum through teaching, internships and involvement in student projects.

Membership in state and national APA chapters, AICP certification, number of faculty engaged in local, regional and/or national planning, and faculty presenting at APA, Association of Collegiate Schools of Planning (ACSP), and similar professional conferences: MUEP faculty are active in professional planning organizations. Most (72%) are members of the APA; two (Pfeiffer and Ehlenz) are AICP certified. Several serve in leadership roles at planning and planning-related organizations, including APA Arizona (Ehlenz), Tempe Transportation Commission (Dr. David King), and Southwest Fair Housing Council (Pfeiffer). Two served as ACSP track chairs (Pfeiffer, Meerow). MUEP faculty gave between 24 and 33 presentations annually at professional planning-related convenings from 2019 to 2022, including NPC and conferences organized by the APA Arizona Chapter and ACSP (see Table 1.A - 8). Faculty also organized sessions and panels addressing a range of topics at these events, including MUEP student capstone projects, planning for Millennials, single-family home rentals, and green infrastructure, climate change adaptation, and heat planning (2020).

Table 1.A - 8. FACULTY DISSEMINATION OF WORK AT PROFESSIONAL PLANNING CONFERENCES

	2019	2020	2021
Meagan Ehlenz	3	4	5
Hue-Tam Jamme	6	1	3
David King	7	2	1
Sara Meerow	3	2	3
Deirdre Pfeiffer	8	4	3
Jose-Benito Rosales Chavez	—	—	—
Deborah Salon	6	8	9

Faculty involved in facilitating workshops in the community and number and quality of student projects that engage practitioners and the community: MUEP faculty also worked with communities to produce planning solutions during the 2018 to 2022 period; the number and quality of student projects engaging practitioners and communities are discussed earlier on page 17 and in Standards 2 and 4. One pathway was through the integration of community partnerships into coursework and capstones, as discussed earlier. Another pathway was through applied research done in collaboration with a range of community partners, including Los Angeles City Council District 8, Vitalyst Health Foundation, Nature Conservancy, U.S. Bureau of Reclamation, City of Phoenix, Flood Control District of Maricopa County, Maricopa Air Quality Department, City of Chandler, Local First Arizona, and numerous local Tribal nations. A third pathway was through the engagement of practitioners as teachers. Instructors came from consultancies

(Fourth World Design Group, Sustasis Foundation, Tim Boyle Design), law firms (Gammage & Burnham, Gust Rosenfeld), and Phoenix region local governments (City of Tempe, City of Mesa, and City of Gilbert) (see also discussion of Faculty Associates in Standard 3).

Goal 4: “emphasize the importance of diversity and inclusion of all cultures, ethnicities, genders, age groups and income levels in planning practice, planning pedagogy and planning scholarship.” **Objectives:** to 1) strive to increase the diversity of students in the MUEP program, 2) engage with diverse communities in planning-related projects, and 3) strive to increase the diversity of faculty members delivering the curriculum.

Diversity of student body and faculty including gender, race, ethnicity, national origin and professional/academic background: MUEP student and faculty diverse remained steady between 2018-2022 (see Tables 1.A - 9 and 1.A - 10). Most students were female or non-binary; about a third on average identified as people of color. International student shares typically were about 20%. Just under half of faculty identified as either female or non-binary, over a third, on average, as people of color, and less than 10% as international. In 2021 the school applied for and was awarded two Presidential Postdoctoral Fellowships through a university-wide competition aimed at diversifying faculty. These hires, which will join the school in Fall 2022, will contribute to the program’s faculty racial and ethnic diversity and expertise on social equity and environmental justice (see further discussion in Standard 3).

Table 1.A - 9. DIVERSITY OF STUDENTS IN THE MUEP PROGRAM

	2018-2019	2019-2020	2020-2021	2021-2022
Female & Non-Binary	66%	56%	45%	51%
People of Color (U.S. Citizens)	30%	40%	30%	38%
International	24%	20%	18%	18%

Table 1.A - 10. DIVERSITY OF FACULTY IN THE MUEP PROGRAM

	2018-2019	2019-2020	2020-2021	2021-2022
Female & Non-Binary	45%	43%	40%	45%
People of Color (U.S. Citizens)	37%	43%	45%	28%*
International	9%	4%	7%	6%

**Note: Prior to 2021-2022, there were several faculty classified as “unknown” with respect to race, ethnicity, and national origin. The drop in the diversity of our faculty reflects a change in our measurement approach.*

Projects and courses focused on social justice and equity: MUEP faculty improved and developed new courses focused on social justice and equity from 2018 to 2022, including partnerships with under-represented groups and populations. Examples include: PUP 598 Planning for Tribal Communities, PUP 515: International Planning and Development, PUP 598 Geodesign and Urban Planning Practicum, PUP 598 Environment, Justice, and Cities, PUP 598 Migration, Environment, and Global Security, PUP 591 Urban Food Systems, PUP 525 Urban Housing Issues, PUP 598 Comparative Housing Policy and Design, PUP 548 Global Perspectives on Urban Resilience Planning, and PUP 510 Public Participation Planning. MUEP core courses also integrated social justice and equity issues into modules and experiential learning. Examples include modules on “Exploring Social Equity Issues” and “Capturing and Conveying Holistic Stories”, which addresses ways to elevate underrepresented voices, in the Planning Methods II sequence, and discussions on how planning actions in transportation, land use, housing, and economic development differentially affect groups within a city and implications for social justice in PUP 642 Urban

and Regional Economics. PUP 542 Environmental Planning students learn about environmental justice in the global context and practical tools for addressing injustices, like the U.S. EPA's EJScreen. PUP 520 Planning Practice, Ethics, & Processes students engage with materials from diverse authors and planning's legacy of inequality, its differential impacts on various communities, and opportunities to adopt a social justice framework to guide future planning practices and processes. Standard 4 addresses our curriculum addresses social justice and equity in greater depth.

Community projects benefiting under-represented groups or populations: Student capstones, faculty research, and other experiences also aimed to benefit under-represented groups or populations during this period. PUP 580 Planning Workshop partnered with Phoenix's South Mountain Village—a community of color at risk of gentrification and displacement—in 2022 to assist their Equitable Transit Oriented Development plans in anticipation of a new light rail extension. Numerous PUP 593 Applied Project capstones aimed to benefit under-represented groups or populations, including projects on commercial gentrification (2022), vulnerability to extreme heat (2020), inclusive housing policies (2019), addressing NIMBYism in affordable housing development (2018), and addressing food insecurity (2022). MUEP faculty and students collaborated with the Navajo Nation (Dilkon, Coppermine, LeChee, Baahaali, Chichiltah, Manuelito, Rock Springs, Tselichi, and Tseyatoh Chapters) and the Tohono O'odham Nation (Sif-Oidak District) to conduct visioning sessions and develop community-based land use plans through Geodesign (2018-2021). MUEP faculty also regularly served within organizations or participated in activities addressing social justice and equity and under-represented groups during this period. For instance, Pfeiffer 1) researched housing affordability, fair housing and health, racial segregation, and planning for diverse housing and communities, 2) served on the Southwest Fair Housing Council Board (2020 to present), 3) collaborated with Los Angeles Council District 8 to understand potential African American cultural and housing displacement, and 4) co-directed mapping inequities in neighborhood health promoting conditions in Arizona. Meerow researched environmental justice in the context of urban resilience, green infrastructure, and climate change adaptation planning. Ehlenz contributed to APA AZ equity-focused events and initiatives, such as an affordable housing panel (AICP CM event) and a K-12 outreach program. See "Examples of MUEP Faculty Community Outreach Activities, 2018 – 2022" in Part IV: Other Evidence, p. 236 for other examples.

Other indicators: We engaged in numerous other efforts to increase the diversity and inclusiveness of our communities and activities from 2018-2022. We aimed to increase student diversity and inclusivity by eliminating the GRE requirement from admissions in 2020, as previously discussed, and collecting (and discussing) students' perspectives on diversity and inclusion through annual Fall Feedback surveys. We worked to improve faculty diversity by disseminating tenure-track, lecturer, and instructor job ads through interest groups that have diverse memberships and advocate for greater diversity and inclusion (e.g., ACSP's Faculty Women's Interest Group (FWIG) and Planners of Color Interest Group (POCIG)). We tried to improve diversity and inclusion within the learning and working environment by incorporating standing agenda items related to diversity and inclusion at MUEP faculty meetings, which involved faculty, student representatives, and staff in targeted discussions on readings addressing these issues and their implications for our curriculum. An idea for an Indigenous speaker series (which we held) was one example of outcomes from this effort. SGSUP efforts that advanced diversity, inclusion, and equity from 2018 – 2022 include: the establishment of 1) the Justice, Equity, Diversity, and Inclusion Committee (now called the Diversity, Equity, and Inclusion Council) and 2) Equitable Urban Places Lab, which include MUEP faculty, 3) the hiring of two Presidential Postdoctoral Fellows in 2021, and 4) involvement with

the Bill Anderson Fund, which supports graduate students in hazards and disasters-related research from underrepresented backgrounds. We discuss 1) – 3) in depth in Standard 3.

Progress Toward Compliance in Meeting Accreditation Standards Identified as Partially-Met or Unmet

The MUEP program has progressed toward compliance in meeting accreditation standards identified as partially-met or unmet in the 2018 re-accreditation decision. The first deficiency pertained to Standard 1 / Mission and Strategic Plan and Criterion 1D / Measurable objectives: “Each goal must have concrete objectives for goal attainment. The objectives should be measurable and framed in a way that can be easily evaluated by PAB and the Site Visit Team.” The Board determined that this criterion was partially met, concurring with the Site Visit Team that “several objectives...were vague and difficult to measure” and requiring “evidence that objectives are measurable and benchmarks have been identified”. The MUEP program addressed this deficiency through revising its program mission and strategic plan during 2020 and 2021, which involved faculty, staff, students, alumni, and practitioners and special attention to devising actionable objectives linked to comprehensive and measurable performance indicators. A side-by-side comparison of the two plans is available in Part IV: Other Evidence, p. 238; see also section 1.B Current Strategic Plan.

The second deficiency pertained to Standard 4 / Curriculum sub-components pertaining to Global Dimensions of Planning, Research, and Quantitative and Qualitative Methods: “The program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession [including] 1) appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions...2) tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources...3) data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans”. The Board determined that this criterion was partially met, requiring “evidence that that these knowledge and skill areas are being adequately addressed within the required curriculum”.

The MUEP program is better addressing the global dimensions of planning in the curriculum in four ways. First, responsibility for teaching the core course PUP 542 Environmental Planning transferred in 2021 to Meerow, an internationally renowned planning scholar who has integrated global examples and learning case studies into the class. Second, Meerow developed a new elective course, PUP 548 Global Perspectives on Urban Resilience Planning in 2018, which, together with PUP 515 International Planning, offer students two opportunities to deepen knowledge on the global dimensions of planning through their electives. Third, the MUEP program added two scholars with international planning expertise in 2020. Rosales Chavez works in the areas of food access and public health, with a focus on Latin America. His revamped PUP 591 Urban Food Systems engages students in discussion about local and global food systems. Jamme studies housing and transportation, with expertise on Southeast Asia. She has created numerous opportunities for students to become involved in international planning, which include teaching PUP 515, developing a new elective on cross-border housing practices (PUP 598 Comparative Housing Policy and Design), and hiring MUEP students to research gender equity and the platform economy in Southeast Asia (Cambodia and Thailand). Finally, the MUEP plan of study (see Part IV: Other Evidence, p. 239) was revised to encourage students to participate in the [Network for European and United States Regional and Urban Studies \(NEURUS\) program](#), which enables students to conduct planning-related research in Europe.

The MUEP program changed the core research methods requirement to better address research and quantitative and qualitative methods in the curriculum in 2018. First, we expanded the research methods requirement from one course, PUP 571 Socio-Economic Impact Analysis, to a two course first-year sequence, PUP 571 Planning Methods I and PUP 579 Planning Methods II. These courses introduce students to applied quantitative and qualitative planning research, covering data and methods commonly used by planners on the job, including data management, descriptive statistics, and demographic, economic, social equity analysis, content and meta-analysis, focus groups, surveys, and interviews, photographic analysis and field research, and mixed methods and case studies. Second, we restructured course materials and assignments to better address knowledge and skills required for practicing planners. The courses use textbooks written for planning practitioners, including Ewing & Park (2020)'s *Basic Quantitative Research Methods for Urban Planners* and Gaber (2020)'s *Qualitative Analysis for Planning & Policy: Beyond the Numbers*. The course assignments also use a scaffolding approach, enabling students to achieve proficiency through frequent 1) guided in-class applications, 2) out-of-class applied exercises, and 3) culminating research projects. Student feedback now highlights the planning methods courses as some of the most effective taken during the program. The 2021 alumni survey showed that most (86%) feel they developed their quantitative and qualitative data analysis skills during the program (see Table 1.D - 3). More than half the students from the 2022 graduating student focus group reflection noted planning methods were some of the most important skills they acquired while in the program (see Part IV: Other Evidence, p. 251). See also the increasing trend in alumni satisfaction with their research skills and methods training in Table 1.C - 1.

The third and fourth deficiencies concerned Standard 5 / Governance sub-components on program autonomy, promotion, and tenure: "In accordance with customary university procedures, the planning faculty shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students... The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups." The Board determined that these criteria were partially met, requiring "evidence that the Program has sufficient autonomy as required by the criterion" and "that the promotion and tenure guidelines are relevant and consistent for planning faculty."

SGSUP made changes to its administration and promotion and tenure procedures to increase the program's autonomy within the school and better protect planning faculty in the promotion and tenure process. The scope of the MUEP Program Director role expanded to an Associate Director of Planning with administration of both the MUEP and BSP programs (effective 2018; position name changed 2020), which allowed for greater integration between the two degrees, including decisions related to curriculum, staffing, and budgets (see Part II Program History). The MUEP program has broad autonomy in many aspects of its governance, including curriculum and budget planning and student admission and evaluation. Decisions about these elements are made by MUEP faculty and student representatives at regular MUEP faculty meetings and additionally by MUEP faculty members serving on sub-committees, like the MUEP Admissions and Awards committees. Decisions are implemented by MUEP and SGSUP staff, such as the MUEP Program Coordinator and the SGSUP Graduate Programs Manager.

The MUEP program has growing autonomy in the appointment, promotion and tenure, and evaluation of its faculty in a manner appropriate for its positioning in an interdisciplinary school. Planning faculty have long chaired hiring committees for planning searches and have led discussions of the strengths and weaknesses of candidates at SGSUP faculty meetings about hires, which are synthesized for deans that make decisions about hires. Planning faculty also have a voice in the SGSUP hiring plan, which includes MUEP program needs (see Part IV: Other Evidence, p. 244). Planning faculty also have long led the process of drafting the SGSUP Personnel Committee's letter detailing the strengths and weaknesses of planning candidates for promotion and tenure. Planning faculty garnered additional influence in promotion and tenure decisions in spring 2021, when a change was made to have tenured planning faculty take leadership in the suggestion of names to inform the list of external letter writers for planning candidates. Suggestions are made after close consultation with the candidate to understand their specific positioning within the planning field. SGSUP faculty voted to formally integrate these changes into the SGSUP Policies & Procedures in February 2022 (see Part IV: Other Evidence, p. 246).

The fifth deficiency pertained to a Standard 6 / Program Assessment sub-component on student learning and achievement: "The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period." The Board determined that this criterion was unmet, requiring evidence that 1) "more robust measures of student learning and measurements have been integrated into its assessment processes" and of 2) "systematic gathering, interpretation and use of information about student learning and other indicators intended to determine the impact of the Program on its students".

The MUEP program made four changes to better evaluate student learning and achievement. First, the program created new modes of collecting data on student learning. Since 2019, MUEP students have reflected on their learning and evaluated the program's performance through the mid-semester Fall Feedback Survey (see Part IV: Other Evidence, p. 248). In 2022, MUEP staff established a focus group reflection for graduating MUEP students, which annually assesses student professional preparation and development, learning, and achievement related to curriculum and culminating experience, among other topics (see Part IV: Other Evidence, p. 241). MUEP staff also overhauled the annual MUEP Alumni Survey in 2018, which resulted in higher participation (n=60 in 2018 and n=70 in 2021) (see Part IV: Other Evidence, p. 270). Second, we now discuss student and alumni feedback from these modes in MUEP faculty meetings and make changes in and outside of the meetings to act on issues identified. Third, the MUEP program formally integrated first- and second-year student representatives into its regular MUEP faculty meetings in 2017 and added a standing agenda item on the Student Experience in 2019. This change offered another source of information to regularly evaluate and respond to issues related to student learning and achievement, such as pandemic-era disruptions to internships and networking opportunities in 2020. Fourth, the program created a separate set of learning and achievement criteria for the Applied Project, which lacked the formal assessment structures of the Planning Workshop and Thesis, which are taught as a studio and require a public defense, respectively. Committee chairs now evaluate students' proficiency in these criteria upon completion of their Applied Projects through the Applied Project Evaluation Form (see Part IV: Other Evidence, p. 321).

The sixth deficiency pertained to a Standard 6 / Program Assessment sub-component on outcomes: "The Program shall report student achievement and success after graduation in [the areas of]: graduate satisfaction, graduate employment, graduate certification, graduate service to community and

profession, and other outcome(s) identified by the Program.” The Board determined that this criterion was partially met, requiring evidence of “more effective and routine methods for data gathering from alumni”. The MUEP program now better conforms to these criteria through its efforts to increase MUEP Alumni Survey response rates, as described above.

The final deficiency pertained to a Standard 7 / Progress sub-component on 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.” The Board determined that this criterion was partially met, requiring evidence that “that this information is as current as possible at all times.” The MUEP program made a procedural change to review and update this information annually at the submission of the PAB annual report. The information on the website has remained current since the last reaccreditation. This information is available here: <https://sgsup.asu.edu/muep-indicator>.

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.

The MUEP program is guided by three strategic plans. The MUEP Strategic Plan (see Part IV: Other Evidence, p. 323) is the primary guide, developed by and for the planning program with input from faculty, students, alumni, and practitioners. The MUEP Strategic Plan identifies the program’s mission, goals, objectives, and performance indicators that implement the mission and evaluate success in implementation (described in greater detail, below). This plan is complemented by two SGSUP plans, which integrate MUEP interests into an interdisciplinary unit. The 2017 SGSUP Strategic Plan outlines the broad, interdisciplinary mission of the school with an emphasis on “education, research, and applied solutions to urban and environmental problems” and notes the strength of “its distinctive mixing of geography and urban planning in teaching, research, and service (see Part IV: Other Evidence, p. 228). The SGSUP Strategic Plan identifies seven key objectives with corresponding implementation and evaluation criteria, as well as a summary of primary strengths within the school—with planning integrated throughout. Second, SGSUP completes an annual hiring plan that identifies priorities for faculty hiring in the subsequent academic year. MUEP program needs are priorities in the 2023-2024 hiring plan, including: a tenured faculty position with expertise in environmental planning (first priority), a tenure-track faculty position with expertise in health and planning (third priority), and a tenure-track faculty position at the nexus of geography and planning in the areas of demography and economic development.

The MUEP Strategic Plan, which was originally drafted in 2011, was reaffirmed and updated in January 2017 and October 2021. The most recent revision of the Plan was a culmination of a year-long process

involving faculty, students, alumni, and practitioners. Faculty helped to shape the mission, goals, objectives, and performance indicators of the Plan in and outside of MUEP faculty meetings from 2020 to 2021. Students, alumni, (see Part IV: Other Evidence, p. 334) and practitioners (see Part IV: Other Evidence, p. 399) offered feedback on draft versions of the Plan through online surveys in the spring and summer of 2021. Their feedback was discussed during the MUEP faculty meetings in fall 2021, and revisions were made to better align the plan with their values, preferences, and perspectives. The Plan was approved by the faculty in October 2021; final draft performance indicators to assess progress towards goals and objectives also were approved. MUEP staff are currently devising benchmarks (based on historical data and data publicly available from PAB accredited graduate planning programs) and undertaking a first round of data collection for these performance indicators. MUEP faculty and staff will finalize the indicators and benchmarks based on lessons learned from this process in fall 2022.

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

The Master of Urban and Environmental Planning (MUEP) program's mission is to improve public wellbeing by providing the knowledge and tools needed by professional planners to shape places that are responsive to climate change and promote the health and prosperity of diverse communities.

- 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.

Goal 1: Develop innovative, ethical, and skilled planning practitioners prepared for service and leadership in public, private and non-profit sectors. **Objectives:** 1) Attract and retain motivated students who have qualities needed to succeed in the program, including academic potential and personal and professional experiences related to planning. 2) Provide relevant knowledge and skills to prepare students to attain and succeed in professional planning or planning-related careers. **Performance Indicators:** (see Part IV: Other Evidence, p. 323).

Goal 2: Advance planning knowledge through rigorous, interdisciplinary, actionable, and collaborative research spanning local to global issues. **Objectives:** 1) Conduct research that is peer-reviewed, widely cited, and solution-oriented. 2) Disseminate research directly to communities via presentations to policymakers and stakeholders, social and traditional media, and venues that impact the planning profession (e.g., JAPA or JPER, ACSP, state and national planning conferences, Planning magazine, PAS reports, etc.). 3) Apply for competitive external and internal grants and awards for research, teaching and professional service. 4) Serve in leadership positions at planning-related academic organizations (e.g., editorial boards and editorships, ACSP, etc.). 5) Involve students in research and knowledge dissemination. **Performance Indicators:** (see Part IV: Other Evidence, p. 323).

Goal 3. Build productive relationships with alumni and professional planning and planning-related organizations and communities. **Objectives:** 1) Participate actively in professional planning and planning-related organizations (e.g., APA committees, planning boards and commissions, non-profits, etc.) and grow students' capacity to partner and engage with these organizations as members and leaders. 2) Generate solutions for communities, especially planners and policymakers in these communities, through student capstone projects and experiential or service-learning courses. 3) Involve professional planners, especially alumni, in enhancing our curriculum through teaching, workshops, internships, and student projects. **Performance Indicators:** (see Part IV: Other Evidence, p. 323).

Goal 4. Advance justice, equity, diversity, and inclusion in planning education, scholarship, and practice. **Objectives:** 1) Increase the representation of faculty and students from underrepresented communities. 2) Mentor faculty and students from underrepresented communities to be successful and take on leadership in the planning profession. 3) Integrate justice, equity, diversity, and inclusion throughout the curriculum. 4) Provide opportunities for students to participate in decisions related to program governance. 5) Seek out opportunities to learn from and assist underrepresented communities and local Native nations and tribes to realize community-determined solutions. **Performance Indicators:** (see Part IV: Other Evidence, p. 323).

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.

We established an annual process for evaluating progress towards meeting these goals and objectives during the 2020 - 2021 revision of the Plan. First, the SGSUP Graduate Programs Manager and MUEP Program Coordinator collect data on the performance indicators during the academic year and analyze the data in the summer. Second, MUEP faculty and student representatives discuss the results and strategize actions to remedy issues and make progress toward goals and objectives over the academic year at an MUEP faculty meeting in the fall

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

ASU collects information about graduates' satisfaction with preparation for employment from 2015-2016 to 2019-2020 across key learning outcome (see Table 1.C - 1). Alumni express high and steady satisfaction across many of the program's learning objectives, with an average satisfaction rate of 78% across all factors in 2020. Some nuances include U-shape curves for satisfaction with communication and writing skills satisfaction and strong linear progress in satisfaction with quantitative and research skills, which reflect investments to the core methods sequence described earlier. Notably, alumni expressed close to or at 100% satisfaction with their academic experience, advising, faculty concern, quality of instruction, course availability, and job preparation in 2020.

Table 1.C - 1. PERCENT OF ALUMNI SATISFACTION WITH EMPLOYMENT PREPARATION

Five Years Graduate Report Card	2015-16	2016-17	2017-18	2018-19	2019-20
Academic Experience	75%	76%	80%	60%	100%
Advising (Course Selection)	80%	81%	93%	67%	95%
Advising (Employment)	53%	69%	100%	70%	83%
Applied for Planning or Planning-related Job	75%	88%	70%	75%	54%
Applied for Grad/Prof School	33%	6%	7%	25%	15%
Communication Skills	85%	50%	36%	33%	78%
Computer Skills	69%	31%	57%	44%	33%
Course Availability (Required)	88%	94%	93%	70%	95%
Ethical Standards	77%	69%	93%	89%	88%
Faculty Concern	79%	94%	100%	90%	94%
Job Preparation	85%	75%	85%	62%	100%
Preparation for Further Study	85%	100%	93%	100%	100%
Quality of Instruction	69%	75%	100%	80%	95%
Quantitative Skills	54%	47%	64%	89%	78%
Research Skills and Methods	54%	62%	79%	89%	72%
Writing Skills	77%	50%	64%	78%	67%

Note. Percentage reporting 'very satisfied' and 'satisfied'.

Source: ASU Academic Profile.

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.

Alumni are increasingly active in their professional planning communities, including as leaders (87% in 2021, see Table 1.C - 2). This trend reflects a growing number of recent alumni who participate in and serve on the board of directors and committees of APA AZ.

Table 1.C - 2. GRADUATE CONTRIBUTIONS TO COMMUNITY NEEDS AND THE PLANNING PROFESSION

Contributions to Meeting Community Needs	2018	2019	2020	2021
Percent of alumni who are members of professional planning or planning-related organizations.	51%	51%	52%	75%
Percent of alumni who serve in leadership roles in professional planning or planning-related organizations.	—	—	—	87%

Source: MUEP Alumni Survey.

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

The program has steady retention and graduation rates in the context of growing enrollment (see Tables 6 and 7). From 2015 – 2016 to 2021 – 2022, the program retained on average 90% of full-time students and graduated 75% within two years and 83% and 91% within three and four years, respectively. Graduation rates reflect students enrolled in concurrent degree programs in the School of Sustainability or School of Public Administration. The number of degrees awarded also remained steady, with an upward trajectory in recent years (see Table 8).

Table 6. STUDENT RETENTION RATES

Academic Year		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Retention Rate*	Fulltime	89%	88%	92%	89%	90%	97%	90%
	Part-time	NA	100%	NA	100%	0%	100%	60%

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

Table 7. GRADUATE STUDENT GRADUATION RATES

Academic Year		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
# New Students Admitted who Enrolled*	Fulltime	25	25	18	20	38	27	34
	Part-time	1	1	1	1	1	1	0
Graduation Rate 2-year	Fulltime		77%	62%	78%	71%	70%	76%
	Part-time		--	--	100%	–	–	–
Graduation Rate 3-year	Fulltime			84%	85%	82%	80%	83%
	Part-time			100%	–	100%	–	–
Graduation Rate 4-year	Fulltime				88%	95%	95%	85%
	Part-time				–	–	–	–

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

Table 8. NUMBER OF DEGREES AWARDED

Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Degrees Awarded	27	26	19	15	28	25	23

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

Most alumni were employed within the planning profession or pursuing additional education within one year of graduation from 2017 – 2021 (68% and 9% on average, respectively) (see Table 9). The higher rate of unknown employment status in 2021 likely reflects pandemic-related circumstances.

TABLE 9. STUDENT EMPLOYMENT DATA

Graduation Years Ending		June 2017	June 2018	June 2019	June 2020	June 2021
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	21	16	14	11	15
	Percent	78%	61%	74%	73%	52%
Graduates who pursue further education within 1 year of graduation.	Number	2	2	1	2	3
	Percent	8%	8%	5%	13%	10%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	2	2	0	0	2
	Percent	7%	8%	0%	0%	7%
Graduates with unknown employment status	Number	2	6	4	2	9
	Percent	7%	23%	21%	13%	31%
Total	Number	27	26	19	15	29
	Percent	100%	100%	100%	100%	100%

Source: MUEP Annual Alumni Survey and LinkedIn.

- 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.

Alumni are increasingly pursuing AICP certification; an average of 31 recent alumni took the exam over the reporting periods (see Table 10). This trend is influenced by AICP's roll out of the AICP Candidate option and, most recently, One Path to AICP, as well as more intensive education and exam within the program, as discussed in the next section.

Table 10. AICP EXAM DATA

Graduation Years Ending	November 2018	May 2019	November 2019	May 2020	November 2020
Master's program graduates who take the exam within 5 years of graduation					
# who take exam	11	9	8	2	10
% of takers who pass the exam	55%	56%	13%	50%	70%

Source: PAB.

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

The results from the program's first comprehensive evaluation of progress towards meeting goals and objectives in the revised plan are available in Part IV: Other Evidence, p. 439. MUEP faculty and staff reviewed historical data and assessed strategic goals to establish benchmarks for many indicators (about 40%) in 2021 – 2022. Most of the remaining indicators have annual data reported; the program is continuing to assess these benchmarks. The program is on track to meet or soon meet many of these benchmarks, as described under their associated goals below.

Goal 1. Develop innovative, ethical, and skilled planning practitioners prepared for service and leadership in public, private and non-profit sectors: The MUEP program has consistently exceeded benchmarks related to attracting and retaining high-quality students over the last three years, including the median normalized undergraduate GPA (benchmark of 0.86; reported data between 0.88 and 0.90 over the last three years) and the percent of students not on academic probation (benchmark of 93%; reported data between 92% and 97% over the last three years). For future assessment, the program will also track the share of students with prior planning-related experience. The MUEP program also meets or exceeds most of the indicators related to the provision of knowledge and skills to support student success, including strong growth in the percent of students participating in planning-related internships (benchmark of 40%; 54% in 2021-2022), the share of non-concurrent students graduating within two years (benchmark of 70%; upwards trend from 71% to 96% over last three years), and the percent of recent alumni who express that the program prepared them extremely or very well for their career (benchmark of 80%; reported data between 82% and 92% in previous two years).

We also have identified two areas for improvement related to the provision of knowledge and skills to support student success. First, the share of alumni employed in a planning-related job within one year of graduation has historically remained above 70% (the established benchmark). However, 2021 data suggests that recent alumni may have faced challenges: only 57% met the indicator, which reflects in part the high share of recent alumni with unknown employment status (see Table 9). It is possible that the pandemic shifted the job experience for early career planners. To this end, the MUEP program continues to invest in its ties with APA AZ and the national APA chapter, including strong mentorship and network building programs to improve job opportunities for graduates (see Standard 2). Second, the MUEP program is working to increase the share of alumni who take and pass the AICP exam within five years of graduation, given that this rate falls far below our benchmark (50% vs. 70%). The program is investing in three pathways: (1) increasing awareness of the One Path to AICP program through core

courses; (2) AICP-focused programming within the MUEP program that encourages students to register for the One Path to AICP program following graduation and provides access to exam resources and support (e.g., the Student Planning Association and MUEP program have offered mini-AICP exam preparation workshops; the Student Planning Association also purchased communal study materials for its members and established a study group for students and recent alumni who have registered for the exam); and (3) continued partnerships with APA AZ, which offers regular AICP exam preparation workshops and information sessions from seasoned AICP members.

Goal 2. Advance planning knowledge through rigorous, interdisciplinary, actionable, and collaborative research spanning local to global issues. The MUEP program is actively developing benchmarks for indicators related to research impact, grants, and student involvement, with four set as of summer 2022. Notably, we have met or exceeded benchmarks for three of these, including: (1) the number of refereed journal articles or books per tenure-track or tenured faculty, which has remained above nine in recent years (benchmark of seven); (2) the number of articles published in JAPA or JPER over the past three years per tenure-track or tenured faculty member, which has consistently been well above the 0.85 benchmark (ranging from 0.91 to 1.71 in 2019-2021); and (3) the number of students completing PUP 599: Thesis, which has consistently remained at three in recent years (benchmark of three). Only the year-over-year growth in the number of citations per tenure-track or tenured faculty member has fallen below the benchmark (40%) in recent years, from 47% in 2019 to 16% growth in 2020, which is influenced by senior faculty retirements (e.g., Dr. David Pijawka in 2020), 2) pandemic publishing constraints, and 3) new early career faculty hires (described previously). The remaining indicators for Goal 2 do not yet have benchmarks, but the MUEP program realized growth across many of these categories, as discussed earlier in the prior strategic plan progress section (see page 3).

Goal 3. Build productive relationships with alumni and professional planning and planning-related organizations and communities. Our indicators illustrate steady participation in professional planning (and planning-adjacent) organizations and strong ongoing commitments to build connections between the program and local communities through applied learning and involve practitioners (particularly alumni) in the program. More than 70% of faculty report involvement in professional planning organizations; 28% held AICP certification (benchmark is 20%). The share of alumni involved in professional planning groups increased from 51% to 75% over the past three years. An increasing number of courses are incorporating experiential learning components (growing from 60% to 71% over three years); at least half involved alumni and/or practitioners. Declines in this latter indicator over the past three years is likely influenced by pandemic-related modifications to courses and campus constraints. Approximately 90% of graduate students participate in either the applied Planning Workshop (PUP 580) or an Applied Project (PUP 593) during the program (benchmark is 90%). Looking forward, the MUEP program plans to continue regularly integrating practitioner perspectives, including in-class opportunities and extracurricular events such as panels or colloquia focused on planning practice.

Goal 4. Advance justice, equity, diversity, and inclusion in planning education, scholarship, and practice. Broadly, the MUEP program is continuing to establish benchmarks for the indicators under this goal; where program faculty and staff have defined benchmarks, the program is on a promising trajectory with continued opportunities for improvement. Trends in student diversity indicators are discussed in Standard 2. These include: 1) the ratio of BIPOC students relative to the share of Arizona residents who identify as BIPOC (benchmark: 1.0, 2021 – 2022: 0.83), 2) the ratio of the percent of faculty and students

who identify as BIPOC (benchmark: 0.65; 2021 – 2022: 0.76), 3) the percent of entering students who are from underrepresented demographic groups (benchmark: 29%; 2021 – 2022: 41%) and geographic communities (benchmark: 23%; 2021 – 2022: 14%). The MUEP program is establishing benchmarks related to mentorship but demonstrates growth in the number of BIPOC students mentored per faculty and the number of JEDI-related training sessions, certificates, or leadership positions held (see Standard 2). The MUEP program also has formally established pathways for students to regularly provide feedback and help shape the direction of the program, including annual surveys, listening sessions with MUEP staff, and formal student representation in MUEP faculty meetings and APA AZ Board of Directors via elected positions in the Student Planning Association (see Standard 2).

The MUEP program has increasingly integrated JEDI-concepts and concerns into the curriculum (growing from 70% of courses in 2019-2020 to 79% in 2021-2022) and emphasized JEDI-related topics within faculty research (increasing from 52% in 2019-2020 to 63% of publications in 2021-2022). Furthermore, an increasing share of graduate-level courses have engaged with underrepresented organizations, institutions or communities in recent years through applied learning opportunities, panel discussions or guest lectures, or faculty-supported applied projects or independent research (increasing from 30% in 2019-2020 to 36% of courses in 2021-2022). These trends are further discussed in Standard 2. In 2022-2023, the MUEP program is launching a Planning Advisory Board, which will also facilitate additional opportunities for the MUEP program to connect with, learn from, and assist underrepresented communities and Native nations within the region (see discussion in Strategic Issues).

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.

The MUEP program sets student learning outcomes through the MUEP Mission & Strategic Plan and the SGSUP Graduate Programs Handbook Description of MUEP Culminating Experience Options. The MUEP Mission and Strategic Plan identify several holistic learning outcomes for students, including that students should exit the program with “the knowledge and tools needed by professional planners to shape places that are responsive to climate change and promote the health and prosperity of diverse communities” and have “relevant knowledge and skills to... attain and succeed in professional planning or planning-related careers.” The SGSUP Graduate Programs Handbook’s description of MUEP culminating experience options identifies desired learning outcomes for each experience (see Part IV: Other Evidence, p. 446). The Planning Workshop aims to immerse students in a real-world planning context and complete a professional report and presentation. The Applied Project tasks students with solving planning problems in a real-world environment, including “defining a problem; reviewing, selecting and applying appropriate methodologies to address the problem; and identifying a solution or recommendations, if applicable.” The Thesis requires students to demonstrate competency in one or more of the following areas: 1) “defining and understanding urban planning problems or opportunities”, 2) “developing new knowledge and planning methods or strategies to address urban planning problems and opportunities,” and 3) “understanding the structure and function of urban systems.”

The MUEP program measures these student learning outcomes in nine ways: 1) Annual Evaluation of MUEP Strategic Plan Performance Indicators, 2) Student Achievement Indicators (<https://sgsup.asu.edu/muep-indicator>), 3) Internship Supervisors' Evaluation of Student Performance, 4) Fall Feedback Survey, 5) Feedback on the Student Experience from Student Representations at MUEP Faculty Meetings, 6) Applied Project Evaluation Form, 7) Program Focus Group Reflection, 8) Alumni Survey, and 9) AICP Exam Results. Results on achievement of student learning outcomes through the annual evaluation of MUEP Strategic Plan performance indicators and AICP exam results were previously addressed. This section focuses on what the seven remaining assessment tools reveal about student learning outcomes over the accreditation review period. Student Achievement Indicators are addressed in the Public Information section.

Internship Supervisors' Evaluation of Student Performance: The extent to which students have “relevant knowledge and skills to... attain and succeed in professional planning or planning-related careers” is measured in multiple ways. Internship supervisors' evaluation of performance offers an early measure of this outcome for students who elect to receive course credit for their internship (see Table 1.D - 1 in Part IV: Other Evidence, p. 531). From 2016-2021, the program received 47 evaluations from supervisors. The form asks supervisors to rank students on a 5-point scale (1 is highest, 5 is lowest) on each of these criteria: a) cooperative, b) productive, c) managed time efficiently, d) worked on own initiative, and e) showed an ability to problem solve. The average ranking was 1.1, indicating that supervisors were broadly very satisfied with student performance across these categories.

Fall Feedback Survey: The annual MUEP Fall Feedback Survey offers additional evidence of student learning and achievement. The survey consists of both open and close-ended questions. Examples of close-ended questions from the most recent survey are outlined in Table 1.D - 2. The open-ended questions encourage students to reflect on current challenges, enhancing diversity, professional workshops and desired events, etc. The 2021 survey (n=13) indicates most students are enjoying their classes (85%) and believe MUEP instructors are both approachable (100%) and provide adequate feedback to enable them to learn (85%). More than three-quarters of students indicated their courses offered opportunities to practice core learning concepts (77%) and prepared them well to work in diverse communities (85%). Most students felt that courses are presented in ways that help them learn (62%), while half of students felt academic and career advising was responsive to their needs and goals (54%). On this point, the MUEP program invests in a dedicated MUEP coordinator position, which offers an advising and professional development hub. MUEP coordinator departures, transitions, and rehires in 2021 led to disruptions in advising, likely influencing students' lower satisfaction. Students' satisfaction with course times reflects their challenges balancing their employment and coursework and desire for more evening courses and difficulties MUEP faculty face teaching evening courses, given that most care for dependents.

Table 1.D - 2. MUEP ANNUAL FALL FEEDBACK RESULTS - 2021

Prompt	Strongly or Somewhat Agree
Overall, things are going well and I am enjoying my classes.	85%
The instructors are approachable.	100%
The feedback I am getting from instructors is helping me learn.	85%
The content in my courses are presented in a manner that helps me learn.	62%
My courses offer sufficient opportunities to practice what I am learning.	77%

Academic and career advising is responsive to my needs and goals.	54%
The program is preparing me well to work in diverse communities.	85%
The times at which my courses are offered work well for me.	62%

Note: $n = 13$.

Feedback on the Student Experience from Student Representations at MUEP Faculty Meetings: Student learning and achievement also are assessed through feedback given on the student experience by student representatives at the MUEP faculty meetings. Example of current issues that students identified and discussed with faculty include: the content of bootcamp during orientation, the need for more software and skills-based training, Zoom fatigue and assignment deadline clustering during the pandemic, and the pedagogical approach for PUP 544 Urban Land Use Planning. Faculty responded by revising orientation, investing in skill-based electives and extracurricular opportunities, planning to conduct a curriculum audit in 2022 – 2023, and mentoring the PUP 544 instructor.

Applied Project Evaluation Form: Student learning outcomes associated with the Applied Project culminating experience are articulated not only through the SGSUP Graduate Programs Handbook Description of MUEP Culminating Experience Options but also through the Applied Project Evaluation Form. The evaluation form is intended to establish a consistent timeline and process for students to follow when they elect to pursue an applied project pathway for their capstone requirement and provide a mechanism for consistent evaluation and grading of the applied project, which is led by the Chair of the Applied Project Committee. The form identifies the following learning objectives: 1) Address a specific, real-world planning problem, 2) Assemble and analyze ideas and information from prior practice and scholarship in the planning field, 3) Apply quantitative and/or qualitative data collection and analysis methods appropriately, 4) Incorporate ethical and normative principles used to guide planning in a democratic society (e.g., equity, diversity, social justice, public engagement in decision making, sustainability, etc.), 5) Demonstrate written, graphic, and oral (if applicable) communication that is clear, accurate, and compelling, and 6) Meet the needs of planning-related client. Between 2019 and 2022, Chairs submitted 16 evaluations. All students received satisfactory feedback for the six learning objectives. None of the students received a grade of B- or lower (which would have required the student to resubmit or take the Planning Workshop to complete the program). Of the 16 students, three received A+, 10 an A, one A-, one B+, and one B.

Program Focus Group Reflection: In 2022, the MUEP program staff implemented the first focus group reflection with the graduating MUEP students to explore in depth the “how” and “why” of students’ experiences in the program. Questions covered a variety of topics such as what the students felt worked well, challenges, professional preparation and development, instruction, curriculum, advising, culture, and culminating experience.

Alumni Survey: The MUEP Alumni Survey offers an annual view of alumni satisfaction with the education that they received from the program along various indicators, emphasizing those individuals who graduated from the program within the last five years. Table 1.D - 3 outlines the results of the survey between 2018 and 2021. The sample sizes were: 61 (2018), 35 (2019), 65 (2020), and 70 (2021). The data highlight many of the investments MUEP program faculty and staff have made in curriculum and extracurricular activities over the last several years. For instance, responses show higher levels of agreement over time with respect to: the ability to qualitatively and quantitatively analyze data—illustrating recent improvements in Planning Methods I and II, growing strengths in the acquisition of

skills to work with diverse communities and stakeholders and foundational understanding of ethical issues in planning, and understanding economic, social and cultural issues related to urban growth. Responses also demonstrate relative stability in the MUEP program's ability to: prepare students for their future planning careers, improve writing and communication skills, and engage with issues related to equity and justice. While fewer alumni felt they developed clear graphic communication abilities and saw room for improvement with respect to software exposure, these are areas where the MUEP program has recently invested, such as a new elective focused on Graphic Design for Planners in 2020. In addition, the Planning Workshop (PUP 580) also incorporates graphic communication elements to produce professional-quality reports, including Adobe InDesign, GIS, and Adobe Illustrator (as needed).

Table 1.D - 3. MUEP ALUMNI SURVEY RESULTS, LEVEL OF AGREEMENT

Prompt	2018	2019	2020	2021
The curriculum covered the topics necessary to prepare me for a career in planning.	58%	80%	72%	68%
I improved my writing skills and developed the necessary vocabulary to work in a planning related field.	74%	83%	82%	84%
I developed abilities to prepare clear, accurate and compelling graphics.	41%	57%	52%	46%
I developed abilities to prepare clear, accurate and compelling maps.	51%	60%	60%	61%
I developed abilities in analyzing data, both quantitatively and qualitatively.	74%	86%	82%	86%
My education helped me build skills in involving stakeholders, engaging the community, and working with diverse communities.	57%	80%	68%	75%
My education gave me a foundation in key ethical issues in planning and public decision-making.	69%	83%	88%	80%
My education prepared me to understand the economic, social and cultural factors in urban and regional growth and change.	77%	89%	91%	90%
My education prepared me for understanding issues of equity and social justice.	59%	71%	72%	69%
My education prepared me for understanding issues of environmental planning, resiliency and sustainability.	74%	83%	78%	77%
I learned programs or software which prepared me for my career in planning.	49%	60%	66%	49%

Note. Percentage reporting 'somewhat agree' and 'strongly agree'.

The MUEP program is refining its procedures for comprehensively assessing student learning and achievement. We discussed this issue during MUEP faculty meetings in the spring 2022. One change that arose from this discussion is the establishment of an annual juried student learning showcase, where second year students will present their capstone or another experience that they feel best conveys their learning in the program to a panel of faculty and practicing planning jurists, who will use a rubric to evaluate how each presentation reflects core curriculum knowledge and skills. This event also will help to build the MUEP community and enable faculty to identify nominations for state and national student planning awards. We also are exploring establishing a first-year student learning showcase, possibly tied to an applied or studio experience or the first-year methods sequence.

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.

The MUEP program plans to take five steps to help achieve its Strategic Plan, including expanding paid internships, developing an accredited online degree, enhancing environmental planning education, aligning curriculum more strongly with planning practice, and increasing student and faculty diversity.

Create new partnerships with local employers to expand MUEP students' access to paid internships; MUEP Strategic Plan Goal 1 & 3. One of the key priorities for our Planning Advisory Board, which is currently under development and will launch in fall 2022, is to assist in identifying, establishing and growing paid internships for students. Expanding paid student internships is critical to the MUEP program's ability to sustainably train students for professional careers in planning. Paid internships help students to support their studies and complement curriculum by exposing students to technical skills used in the day-to-day practice of planning. We are using several strategies to expand paid internships, including 1) establishing a Planning Advisory Board, 2) continued investment in our relationships with APA AZ, and 3) collaborating with local and state employers.

The MUEP launched its inaugural Planning Advisory Board during spring and summer 2022. The board includes an array of stakeholders from the program's local planning community, including planning and planning-adjacent organizations, alumni (including recent graduates), and representatives across several sectors (e.g., government, private, and non-profit) and fields of planning (e.g., transportation, housing, environmental planning). Broadly, the Board will meet with MUEP program staff and leadership on a semi-annual basis to help provide feedback on strategic opportunities, promote the MUEP program within the community, facilitate new partnerships in research, teaching, and/or service, and expand the local, national, and international visibility of the MUEP program. Internally, board members will support the MUEP program through scholarship funds, internship programs, mentoring, guest lectures, or other in-kind donations to enrich the student experience. The Board offers an ongoing opportunity for the MUEP program to renew ties with alumni throughout the region, build new ties with recent graduates who have a contemporary perspective on the program, and connect with a variety of organizations who represent future internship or employment providers or potential applied projects for MUEP students.

The MUEP program will also continue investing in its longstanding relationship with APA AZ and local employers. APA AZ has continued to grow its mentorship program and opportunities for young planners, which often involve MUEP students. Our Student Planning Association also recently strengthened its partnership with APA AZ, inviting leadership to facilitate workshops for students (e.g., an AICP exam preparation workshop) and creating a regular column in their newsletter. These practices, which are described in Standard 2, have established a productive exchange between APA AZ and the MUEP program, which we will expand going forward. Finally, the MUEP program is collaborating with local employers to secure annual paid student internships. For instance, in the spring 2022, we submitted a proposal to Gorman & Company, a private affordable housing and adaptive reuse developer led by one of our alumni, to establish a program that would match one to two MUEP students with paid internships annually, with the MUEP program providing targeted advising related to acquiring knowledge and skills needed to thrive in the experience. We will explore opportunities for internship lines through other local and state employers, especially those led by alumni, in fall 2022 and beyond.

Explore the feasibility of an online MUEP degree program; MUEP Strategic Plan Goal 4: Online degree programs are attractive to non-traditional students, including those who support dependents, are veterans, and are furthering their education later in life. The MUEP program is well positioned to advance diversity and inclusion in planning education by developing an accredited online degree. First, ASU has

a sophisticated online learning support infrastructure through ASU Online and dedicated online instructional design staff. Second, SGSUP has a large online BSP program (303 students in 2021-2022), which creates a stable pipeline for the degree. Third, a sizable number (44% in Fall 2022) of master's level planning electives are already offered online. Fourth, there is significant interest in developing the online program at all levels of the university, from ASU's President Dr. Michael Crow, Graduate College Vice Provost Dr. Elizabeth Wentz, and MUEP faculty. Finally, the recent accreditation of University of Florida's online planning master's program provides an opportunity to learn from their experience and adapt best practices. MUEP faculty, together with ASU and SGSUP staff and leadership, will explore the feasibility of the online degree during the 2022-2023 academic year, including strategies for growing administrative, staff, and instructional capacity needed for the degree to succeed.

Build more pathways for students to obtain knowledge and skills related to environmental planning, particularly those necessary for responding to climate change; MUEP Mission & Strategic Plan Goal 1. What differentiates the MUEP program from other accredited planning programs is its focus on environmental planning. Environmental planning is central in the program's degree name and mission, which stresses "providing the knowledge and tools needed by professional planners to shape places that are responsive to climate change." The program has long had strong faculty expertise in environmental planning (e.g., Pijawka, Meerow, Salon, etc.) and periodically has staff expertise (e.g., the 2018 – 2021 MUEP coordinator Eileen Baden). However, additional investment in the program's environmental planning focus is needed due to Pijawka's 2020 retirement, Baden's 2021 departure, and increasing student interest in gaining knowledge and skills needed to respond to climate change. SGSUP has recognized this need by prioritizing a position in environmental planning in its 2023-2024 hiring plan, which was recently approved. Additional steps to grow expertise and offerings in environmental planning include: 1) conducting a curriculum audit in 2022-2023, which will identify gaps in environmental planning knowledge and skills and opportunities to address them and 2) facilitating semesterly extracurricular practitioner-led workshops on environmental planning. Further, Meerow is involved in creating additional pathways for MUEP student learning on environmental planning, including an Urban Adaptation and Climate Change undergraduate certificate, which is a collaboration among multiple ASU schools and has the potential to expand to graduate students in the future.

Offer high quality and relevant programming through ongoing adjustment of the curriculum and an emphasis on planning practice; MUEP Strategic Plan Goal 1 and 3: We are refining our curriculum to better meet the needs of students, alumni, and the planning community by expanding our studios to connect students with practice and communities, exploring how to include more methods and professional skills courses, and partnering with local communities (especially those that are currently marginalized and underserved). We recently modified our advising approach to prioritize the Planning Workshop as the preferred applied capstone experience, followed by Applied Project, as they emphasize professional skill development and hands-on experience with planning problems, enabling students to graduate with a portfolio that showcases planning skills. We aim to provide training and support for improving AICP exam participation and pass rates, including strengthening existing partnerships with APA AZ and leveraging the interests of the Student Planning Association (see Standard 2). We will also address student concerns about job ready skills through short courses, one-day workshops, and lecture series for both students and professional planners. The Planning Advisory Board is a multi-faceted strategy to engage with several of these priorities.

Increase diversity of students and faculty; MUEP Strategic Plan Goal 4: Diversity in the MUEP program is a mission of social justice. ASU’s recent designation as a Hispanic-Serving Institution by the US Department of Education offers one potential pathway for strengthening the share of Latinx students in the MUEP program—this is relevant, as approximately 32% of Arizona residents are Hispanic or Latino per July 2021 Census estimates. We recognize the importance of hiring professors with Hispanic backgrounds given ASU’s student population mix. We also are building stronger relationships with the ASU School of Transborder Studies and the American Indian Studies (AIS) program to support a diverse student and faculty body. Joint hires, particularly BIPOC faculty and instructor hires, will be essential to not only expanding the diversity of our faculty but also cultivating a diverse curriculum and culture of mentorship that reflects our student body. We will solidify and expand our work and research with BIPOC communities and demonstrate our commitment to social justice research and engagement. There is a particular opportunity to expand our award-winning public engagement and research with Native American Tribes, which was formerly led by Pijawka and Davis and currently led by Davis and Rosales Chavez. Pijawka and Davis’ engagement with Navajo and Tohono O’odham Nations resulted in several broadly compliant and award-winning community-based land use plans; Davis’ collaboration with these communities has continued. Further, Rosales Chavez is pursuing collaborative research and grant writing with AIS’s Dr. Michelle Hale, along with other indigenous faculty and students. We will continue to support current curriculum on indigenous planning, such as Planning for Tribal Communities, and explore opportunities to expand curricular and extracurricular offerings and build a diverse pipeline to our degree, such as engagement with K-12 Indigenous students. The emergent Planning Advisory Board has board members who represent underserved communities and/or issues who can help us to identify pathways to meet these goals, including connecting and growing relationships with external partners who serve diverse communities.

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.

Public information on the performance of the MUEP program, including student achievement, cost, retention and graduation, AICP pass rate, and employment, is available at:

<https://sgsup.asu.edu/muep-indicator>.

Student Achievement Indicators: We report student performance on final projects and exams for four required courses that address urban systems, processes and skills in planning applications and planning methods (PUP 571 Planning Methods I, PUP 579 Planning Methods II, PUP 501 Planning History & Theory, and PUP 580 Planning Workshop). Our target is for at least 80% of students to perform at or above 80% on these assessments. MUEP students were exceeding these targets in 2021 – 2022, indicating sufficient levels of proficiency (see Table 1.F - 1 in Part IV: Other Evidence, p. 532).

Cost: We report tuition and fees for a full-time student for one academic year (see Table 1.F - 2 in Part IV: Other Evidence, p. 532). Tuition costs are estimated based on enrollment in a minimum of 12.0 credits in fall and spring semesters. ASU defines full-time as 9.0 credits in fall and spring semesters. The MUEP program is structured to enable students to graduate within two years, assuming 12.0 credits per semester.

Retention and Graduation, AICP Pass Rate, Employment: These data are reported earlier in this Standard and in Other Evidence (Table 1.F - 3 and Table 1.F - 4 in Part IV: Other Evidence, p. 533).

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.

The MUEP program's admissions standards and protocols, curriculum, advising support, professional development opportunities, and diversity and inclusion initiatives have continued and evolved since the last reaccreditation review to advance student quality and professional preparation and diversity. Efforts that we have continued since the last accreditation review include: 1) recruiting and financially supporting highly qualified students through teaching assistantship funds, 2) considering evidence of prior planning-related professional or volunteer experiences during application review, 3) investing in an MUEP Program Coordinator dedicated to student professional development support through career advising and networking and extracurricular skills and knowledge building, 4) enabling students to connect with employers through an annual Planning Career Fair, 5) maintaining strong connections with APA AZ, and 6) financially supporting students' professional development through MUEP Opportunity Funds.

Initiatives undertaken since the last reaccreditation review to better meet student quality, professional preparation, and diversity and inclusion standards include: 1) eliminating the GRE and statistics course

requirement from admissions standards, 2) involving MUEP student representatives at MUEP faculty meetings, 3) reflecting on MUEP alumni and student Fall Feedback Survey responses at MUEP faculty meetings, 4) overhauling the core methods sequence to better align with professional knowledge and skills, 5) integrating new protocols and reviews into the Applied Project capstone option, 6) strengthening and reinventing a student professional mentorship program in partnership with APA AZ, and 7) offering new skill-based electives and workshops in response to alumni and student feedback.

These continuing and evolving efforts are described in greater depth in the following sections. Efforts to strengthen the program's commitment to student quality, professional preparation, and diversity and inclusion through measurable goals and objectives in the Strategic Plan and advance faculty diversity, which are described in depth in Standards 1 and 3, respectively, also help to advance student quality, professional readiness, and diversity and inclusion in the program. Finally, the MUEP program engages in ongoing reflection and adjustment, including related to efforts to improve student quality, professional preparation, and diversity and inclusion. Efforts currently in progress include: 1) revising recruitment and admissions procedures and tools to increase student diversity, 2) strengthening methods of assessing student learning and achievement, 3) integrating more pathways to learn emerging knowledges and skills, 4) establishing relationships with local employers to offer regular paid internships, and 5) revising the curriculum to better integrate the voices of historically marginalized communities. These efforts are discussed in this and other Standards and are evident through discussion among MUEP faculty, staff, and students at MUEP faculty meetings (see Part IV: Other Evidence, p. 534) and in hallways, SPA meetings, and over email.

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.

Standards for admission into the MUEP program are on the SGSUP website (see <https://sgsup.asu.edu/degree/graduate/muep-urbanenvironmntl-planning>, <https://sgsup.asu.edu/admissions/graduate-admissions/faq> and <https://sgsup.asu.edu/muep-application-requirements> for admissions and application requirements, respectively). The MUEP program has a separate admissions process for accelerated 4+1 students. Students submit a preliminary application in their junior year. They submit the same application materials, undergo the same review process, and are required to take the same number of graduate credits. Accepted students may share graduate courses (12-18 credits) with their undergraduate degree and then apply to the Graduate College in their senior year. Acceptance by the Graduate College requires a minimum GPA of 3.0 and for the student to graduate from their undergraduate degree program prior to starting their graduate year (more information is [here](#)). These students must also meet the [eligibility requirements](#) for their respective accelerated path. Additional information on the accelerated 4+1 program is available in Preconditions to Accreditation on page 14.

The MUEP program relies more on qualitative than quantitative assessment for admissions in recognition of the diverse kinds of backgrounds that could equip students for success in the program.

Having a minimum cumulative GPA of 3.0 in the last 60 hours of a bachelor's degree or prior master's degree and a competitive score of 100 on the TOEFL or 6.5 on IELTS are the main quantitative thresholds that applicants must clear to qualify. MUEP students historically have exceeded GPA thresholds on average, as reported in in Standard 1, 1A. Prior Strategic Plan and Accreditation Review (see page 16). The MUEP program eliminated the GRE and statistics course requirements for admission since its last accreditation review in response to mounting evidence within and outside of ASU that requiring these elements may limit the racial and ethnic and economic diversity of applicants and not well predict student success in the program. However, prospective students may optionally report GRE scores if they feel it will strengthen their application. Examples of instances where reporting these scores might advance an applicant's prospects include having 1) a GPA for prior degrees lower than 3.0, 2) a bachelor's degree in an unrelated field, and/or 3) a more than five-year gap since completing a bachelor's degree.

Admission into the MUEP program, whether for conventional post-baccalaureate or 4+1 students, is decided by the MUEP Admissions Committee. Committee members 1) determine admission, 2) decide on funding offers, if applicable, and 3) identify reasons for denying admission, if needed. These decisions are processed by the SGSUP Graduate Student Services Support Coordinator. The committee is comprised of three tenure-track MUEP faculty appointed by the SGSUP director to serve two-year terms. The chair communicates evaluation protocols, including timing for reviews, decisions, and rubrics, with the committee members, working in coordination with the full-time SGSUP Manager of Graduate Programs and Graduate Student Services Support Coordinator (positions described in a subsequent section). The admission committee first meets shortly after the initial application deadline (i.e., January 15) to review the initial round of applications. Applications received prior to the initial deadline are consider for funding priority, though applications submitted after the deadline are considered on a rolling basis. Admission rubrics account for whether minimum standards set by the ASU Graduate College or MUEP program are met and whether committee members recommend admission, denying admission, or putting the applicant on the waitlist. Committee members qualitatively assess the fit between the applicant's goals and program qualities, prior preparation, as evident by planning-related degrees or professional or volunteer experiences, and other characteristics that indicate quality (e.g., diverse experiences, awards, etc.) on the rubric. Additionally, committee members note whether the applicant is competitive for funding (see later discussion). The 4+1 applications undergo a similar evaluation process later in the spring semester; though 4+1 applicants are not eligible for funded positions in their first year, though they are welcome to apply for vacant positions in the second year.

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

The MUEP program's commitment to attracting and retaining a diverse student population was renewed in the fourth goal of its 2021 revision of its Strategic Plan, which aims to "advance justice, equity, diversity, and inclusion in planning education, scholarship, and practice," including efforts to "increase the representation of... students from underrepresented communities," "mentor...students from underrepresented communities to be successful and take on leadership in the planning profession," and "integrate justice, equity, diversity, and inclusion throughout the curriculum." The MUEP program has engaged in several strategies to attract diverse students to the program. Recruitment strategies include reaching out to 1) Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) and 2) ASU students affiliated with underrepresented communities, such as the McNair Scholars, and 3) nominating students for ASU Graduate College financial awards targeted to underrepresented groups, such as the Graduate College Enrichment Fellowship. The MUEP program nominated 13 students for this fellowship from 2018 – 2022; three students received the funds; two were waitlisted. ASU's recent designation as a HSI may further boost the diversity of applicants, particularly those to the accelerated 4+1 program. We are engaged in ongoing efforts to build K-12 pipelines from underserved communities into our BSP (e.g., the partnership with APA AZ and ASU Prep, which Ehlenz is leading), which eventually may increase the diversity of the pipeline to the MUEP.

We also are actively cultivating diverse students' inclusion in the program through informed mentorship, curriculum that reflects diverse voices, and continual reflection on and responses to diverse students' needs. We track faculty capacity to mentor students from underrepresented communities through three indicators: the 1) ratio of the percent of faculty who identify as BIPOC and the percent of students who identify as BIPOC, 2) number of BIPOC students mentored per faculty member (e.g. independent studies, serving on capstone committees, involvement in research, etc.), and 3) number of JEDI-related training sessions attended, certificates obtained, and/or leadership positions held per faculty member. Table 2.B - 1 shows trends in these indicators. The ratio of faculty to students who identify as BIPOC has increased substantially over the past three years from 0.32 in 2019-20 to 0.76 in 2021-22. A similar trend is seen in the number of BIPOC students who are working on projects such as independent studies, capstones, and research and are mentored by SGSUP faculty. The number of these students has increased by seven-fold from 2019-20 to 2021-22. These activities are supported by the SGSUP DEI Council, which included Rosales Chavez in 2021-2022. The number of JEDI related training sessions and leadership held by faculty members increased six-fold from 2019 – 2020 to 2021 – 2022, due in part the Council's activities, including holding sessions on anti-Asian racism and microaggressions. The council also secured funding to sponsor students and faculty to attend the Race, Ethnicity and Place Conference in spring 2021, including some MUEP students. Further information on the DEI Council is available on page 54.

Table 2.B - 1. MUEP FACULTY MENTORING STUDENTS FROM UNDERREPRESENTED COMMUNITIES

	2019-20	2020-21	2021-22
Ratio of the percent of faculty who identify as BIPOC and the percent of students who identify as BIPOC.	0.32	0.97	0.76
Number of BIPOC students mentored per faculty member (e.g., independent studies, serving on capstone committees, involvement in research, etc.).	0.14	0.57	1.0
Number of JEDI-related training sessions attended, certificates obtained, and/or leadership positions held per faculty member.	0.14	0.42	0.85

The MUEP program measures how well the curriculum reflects diverse voices through three indicators: the 1) percent of MUEP core courses that address justice, equity, diversity, and inclusion in their course descriptions and/or learning outcomes, 2) the percent of PUP graduate-level courses engaging with underrepresented organizations, institutions, or communities in experiential or service learning components, and 3) number of formal pathways for student input in program management and governance (e.g., surveys, student representatives at meetings, listening sessions, etc.) (see Table 2.B - 2). Data show steady improvements across these indicators. Close to 80% of core courses address justice, equity, diversity, and inclusion, an almost a 10-percentage point increase from 2019-20. Over one-third of PUP graduate-level courses engage with underrepresented organizations (a six-percentage point increase). Examples of MUEP core and elective courses that have these elements are offered in Standard 1. Students currently have three formal pathways to communicate with leadership including a 1) standing agenda item on the student experience led by the MUEP student representatives at the MUEP faculty meetings, 2) Fall Feedback survey, and 3) exit focus group.

Table 2.B - 2. MUEP PROGRAM INTEGRATION OF DIVERSE VOICES IN CURRICULUM

	2019-20	2020-21	2021-22
Percent of MUEP core courses that address justice, equity, diversity, and inclusion in their course descriptions and/or learning outcomes.	70%	77%	79%
Percent of PUP graduate-level courses engaging with underrepresented organizations, institutions, or communities in experiential or service-learning components.	30%	31%	36%
Number of formal pathways for student input in program management and governance (e.g., surveys, student representatives at meetings, listening sessions, etc.)	1	2	3

Table 2.B - 3 shows trends in the diversity of MUEP students, reflecting efforts to attract and retain diverse students, as described above. Performance towards meeting student diversity objectives in the MUEP Strategic Plan is measured through the ratio of the percent of students who identify as BIPOC and the percent of Arizona residents who identify as BIPOC. Overall, the MUEP program's racial and ethnic diversity relative to Arizona has increased in recent years, though we have yet to fully reflect the state. We also are improving our assessments of performance in attracting and retaining diverse students. For instance, we added a new performance indicator on "percent of entering students who are from underrepresented 1) demographic, 2) socioeconomic, and 3) geographic communities" to our 2021 revision of the MUEP Strategic Plan to assess student diversity more holistically. We are in the process of defining and gathering historical data on this indicator and aim to report it in future self-study reports; Standard 1 offers preliminary data on page 21.

Table 2.B - 3. MUEP PROGRAM STUDENT DIVERSITY

	2017-18	2018-19	2019-20	2020-21	2021-22
MUEP Program	34.5%	29.6%	39.5%	29.5%	38.3%
State of Arizona	45.3%	45.7%	46.1%	46.6%	45.9%
Ratio	0.76	0.65	0.86	0.63	0.83

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.

The MUEP program has evolved a sophisticated infrastructure to advise students and connect them to planning careers. We offer ample direct financial support to students in the form of teaching assistantships, while also making efforts to connect students to paid internships. One of the hallmarks of the MUEP program's success is its advising infrastructure. Advising starts when potential applicants express interest in the program and lasts through graduation and beyond. Four professional staff members (combined 4.25 FTE) offer advising. A SGSUP Management Intern (0.5 FTE) engages initially with potential applicants on applying to the program, costs and tuition, and funding opportunities. Admitted students receive academic advising from the SGSUP Manager of Graduate Programs (1.0 FTE) and Graduate Programs Student Services Support Coordinator (1.0 FTE) during an incoming student orientation in the fall and throughout the year. These staff help students with creating plans of study, visa and work authorizations, pursuing certificates, registering for classes, choosing culminating experiences, applying for teaching assistantships, accessing university funding and services, including related to tutoring and mental health, and understanding and navigating School, College, Graduate College and University policy and procedures. These staff also maintain and disseminate the Graduate Programs Handbook, which identifies courses, credits, and culminating experience requirements in addition to school and program policies and academic, professional, personal, and financial resources.

Professional and career advising is offered by the MUEP Program Coordinator Senior (0.75 FTE) and the SGSUP Internship and Career Coordinator (1.0 FTE). The MUEP Program Coordinator, who has a background in planning, exclusively supports MUEP students in achieving their professional goals by assisting them in selecting electives and culminating experiences that align with their career goals, facilitating workshops and other extracurricular opportunities that expose them to critical emerging knowledges and skills in planning, and organizing networking opportunities, such as the annual Planning Career Fair (see below), which enables them to meet with local planning employers (see Part IV: Other Evidence, p. 596). Examples of recent activities organized by the MUEP Program Coordinator include a fall 2021 workshop on AICP certification and a spring 2022 lecture on the National Environmental Planning Act and its implications for planning. The Internship and Career Coordinator offers career and professional advising to all SGSUP students by disseminating employment and internship opportunities relevant to planning students, offering resume and cover letter review, holding career development activities and events, and teaching PUP 584 Internship, which is required for students seeking elective credit for internships. The Coordinator and Internship and Career Coordinator collaborate on a fall SGSUP Career Navigator event (see below), which connects students with planning and geography-related employers and exposes students to emerging planning issues and advice on navigating professions. The Internship and Career Coordinator also periodically offers MUEP students training on special topics, such as the spring 2022 workshop on preparing for virtual interviews, which was held a few days in advance of the Planning Career Fair.

Advising offered by the AD of Planning and MUEP faculty supplement and complement staff advising support. The AD of Planning works closely with students on issues related to course petitions and deficiencies, academic probation, program experience, including identifying potential faculty committee members for the Applied Project and Thesis capstone experiences and addressing perceived programmatic gaps, and personal issues. MUEP faculty formally offer advising by serving MUEP Applied Project or Thesis capstones and routinely informally offer advising on appropriate electives, certificate programs, research abroad experiences like [NEURUS](#), and internships and employment. Finally, ASU has many resources available to students in addition to those provided by the MUEP program and SGSUP, including [counseling services](#), [career and professional development services](#), [student accessibility and inclusive learning services](#), and [graduate writing](#) and [statistics](#) tutoring, among others.

The MUEP program has four formal partnerships, programs, and events that connect students to planning careers: 1) the MUEP Internship Program, 2) the [APA AZ Mentorship Program](#), 3) the Planning Career Fair, and 4) the Career Navigator. The MUEP Internship Program offers an opportunity for students involved in internships to earn elective credits toward their degree. Students may take the internship course for 1-6 credits, depending on their hours worked (1 credit=45 hours). The number of students participating in the course has fluctuated over time, from a high of 20 in 2017-2018 to a low of seven in 2018 – 2020. In 2021-2022, 14 students participated, with most being paid (see Table 2.C - 1). Students serve as interns at a variety of public and private agencies and firms, including Maricopa County Parks and Recreation, the City of Glendale, Valley Metro, and AECOM. It is important to note that not all students who do an internship complete the elective internship course. The estimated number of students who completed or planned to complete internships has ranged from 36% in 2019 to 54% in 2021, as indicated on the Fall Feedback Survey.

The course has evolved over time. All versions require an internship plan, submitted in advance, outlining the internship details, responsibilities, and the learning objectives. The requirement of weekly work logs and supervisor evaluation are discussed in Standard 1, Section D Student Learning Outcomes Assessment. The course was revised for fall 2022 based on student feedback, which included a desire for more focus on professional development and transferring instruction to the MUEP Coordinator. Students will reflect on their experiences and note areas for growth in monthly memos and tell the story of their internship in a final presentation open to the SGSUP community.

Table 2.C - 1. MUEP STUDENT INTERNSHIPS

Program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
Student Internships	20	7	7	11	14	59
Paid	75%	57%	42%	81%	71%	69%

Source: Enrollment in the MUEP Internship Program.

The [APA AZ Mentorship Program](#), which is a partnership between the MUEP program and APA AZ's Young Planners' Group, enhances students' professional networking and exposure to career opportunities. Nearly 40 students have participated since 2019. The program pairs students with a professional mentor in the local planning community, which the aim to expose them to the day-to-day responsibilities and skills of professional planning, offer networking opportunities, and provide a one-on-one forum for the student to ask about their chosen career path. The mentees and mentors regularly

meet to discuss these issues and socialize at program-sponsored events, including monthly workshops emphasizing aspects of professional planning and early career development (e.g., resume building and mock interviews, Q&A sessions with professionals, annual volunteer event for a local organization). In addition, mentors and mentees meet individually to discuss career paths, participate in job shadowing opportunities, and pursue other opportunities for networking and professional growth. The program has grown since 2015, becoming more formalized with coordinated group activities throughout the academic year that complement one-on-one meetings. The mentoring opportunities have also expanded to enable students to match with professionals in their field, sector, and locale of interest. Growing interest has led APA AZ to launch an application process for mentees that includes a faculty letter of recommendation and clear statements of interest.

The MUEP Planning Career Fair and SGSUP Career Navigator offer students opportunities to network with potential employers and obtain career guidance and direction in the spring and fall semesters, respectively. The Career Fair has two components. First, MUEP students moderate a discussion focused on career development with panelists from across the planning profession. Second, a networking mixer with planning professionals provides students with the opportunity to interact directly with our practitioner community through their information tables, where they can learn about and interview for jobs or internships. The 2022 Career Fair was held virtually due to COVID protocols. Ten planning organizations interviewed MUEP students for internships and full-time positions; 14 MUEP students participated in the interviews. The Fair also included panel-style presentations from nine planning organizations, which discussed their work and desired employee qualifications; 17 students participated in the forum. Career Navigator is a two-part in-person event that all SGSUP undergraduate and graduate students attend to learn more about the career opportunities related to the geospatial and planning professions. The first part is the Career Presentations, which involves five professionals who speak about their company, role, and experience as it relates to one of our school's disciplines. The second part, Career Discovery, is like a traditional career fair in that students can learn about ways to become more involved within their field of interest and network with company representatives. In 2021, Career Discovery had 36 companies participate with an average 2-4 professional representatives at each table. A total of 95 undergraduate and graduate students attended the event.

Teaching assistantships (TA) are the primary way that the MUEP program financially supports its students. Funding for these positions comes from a line from The College. TAs provide instructional support to undergraduate and select graduate courses, including assisting with lecture preparation, discussion facilitation, experiential learning logistics, student advising, and grading. TA performance is evaluated by supervising faculty at the end of each semester. TA positions are offered as 25% time (10 hours a week; \$10,939.50) or 50% time (20 hours a week; \$21,879.00) and include a 50% or 100% tuition waiver, respectively, in addition to benefits. TA positions are offered with admission or to continuing students through a competitive application process. Positions are allocated by the SGSUP Manager of Graduate Programs based on a TA allocation protocol agreed on by MUEP faculty and student representatives, which considers areas of interest and/or experience, faculty needs, scheduling constraints, and funding needs (see Part IV: Other Evidence, p. 598). In Fall 2022, 17 MUEPs without an existing funding commitment applied for a TA assignment; 65% were offered a TA. A substantial portion of MUEP students also are supported by paid internships, which the MUEP program helps to facilitate through events like the Planning Career Fair and the Career Navigator and sharing job openings through our MUEP listserv and SGSUP weekly newsletter, *On the Map* (see earlier discussion and Standard 1).

MUEP students also are supported by other program and SGSUP funds. All MUEP students have access to \$400 annually through the MUEP Opportunity Fund to support their professional development (e.g., conference attendance, trainings, etc.). During the 2021-22 academic year, these funds supported 22 students (totaling \$8,485 in support). The MUEP program supports a select number of highly qualified students on admission through small grants, like the Dworkin and Soesilo Scholarships, which were established through a gift from Pijawka and offer \$1,000 annually to promising international and environmental planning-focused students respectively. Continuing students also can apply for awards to support their studies and extracurricular activities, such as the annual Gage Davis Urban Planning Travel Scholarship, which offers up to \$700 to about one or two students in support of international travel to study planning-related issues (a source of support for [NEURUS program students](#)) and the [Mary J. Kihl Leadership Award](#), which honors students who demonstrate leadership qualities in both the planning program and the broader community. MUEP students also are eligible for the [Swanton Urban Planning Scholarship](#), which is awarded to a student who plans to use the funds to positively impact distressed communities across the U.S. and create social equity among low income populations. Students receiving these awards are honored at the annual SGSUP Awards Banquet, which closes out the academic year by recognizing student and faculty achievements. Finally, students are supported by competitive funding sources within ASU. The program nominates students for university fellowships, such as the [Graduate College's Completion Fellowship](#), [Enrichment Fellowship](#), [University Grants](#), and other [University Graduate Fellowship](#) block grants.

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.

Engaging students in the planning profession is the central task of Goal 3 of the 2021 update of the MUEP Strategic Plan, which aims to “[b]uild productive relationships with alumni and professional planning and planning-related organizations and communities” by “grow[ing] students’ capacity to partner and engage with [professional planning and planning-related organizations] as members and leaders” and “involve[ing] professional planners, especially alumni, in enhancing our curriculum through teaching, workshops, internships, and student projects”. Organizations and activities that help to achieve these objectives include: our 1) Student Planning Association, 2) APA AZ Board faculty representation, 3) culture of encouraging and supporting students to attend state and national planning conferences, 4) efforts to expose students to AICP certification, and 5) involvement of practicing planners in coursework and extracurricular workshops. We also support student engagement with the profession through extracurricular workshops, the APA AZ Mentorship Program, and internships (described earlier).

The [Student Planning Association \(SPA\)](#) is the MUEP program’s Planning Student Organization. The MUEP program supports SPA by appointing a faculty member to serve as its advisor, as well as providing departmental support to the organization for events and university-level funding requests. SPA engages undergraduate and graduate students in planning activities occurring within the program, APA AZ and

APA, and beyond. SPA's roster typically includes about 175 members with 35 to 55 active members (e.g., attend SPA meetings, register for events, engage with communication channels, etc.). SPA holds board meetings and general membership meetings on a regular basis, covering SPA events, coordination of volunteer efforts, professional development opportunities, social events, and study hours, and opportunities for member feedback regarding SPA or MUEP program concerns. SPA's board met weekly with bi-weekly general membership meetings hosted in-person and virtually in 2021-2022. SPA annually elects first and second year MUEP student representatives to advocate for student interests at MUEP faculty meetings, as well as student representatives at APA AZ (and beyond to APA). SPA also offers extracurricular programming that introduces students to emerging planning issues and skills, such as professional development trainings (e.g., AICP exam training workshop and weekly study sessions) and workshops (e.g., environmental planning speaker for Earth Day, practitioner panel discussion for World Planning Day, and an ongoing series called "Q&A with a Planner" highlighting various career paths). Community-building is another significant role that SPA plays. SPA hosts various annual social events, such as a book club, and social outings, including tours of local and regional planning projects (e.g., an ongoing car-free residential development project, a new streetcar line in Tempe, and Arcosanti, an experimental community north of Phoenix focused on sustainability).

SPA is active in the APA AZ through its representation on the Board of Directors and involvement in recruiting student volunteers for state planning conferences. The SPA representative attends bi-monthly board meetings, providing the board with student-focused updates (e.g., summary of SPA initiatives, requests or opportunities), and conveys APA AZ opportunities back to the student body. SPA also advocates for students within the state chapter, including sharing student experiences and highlighting emergent planning issues in a bimonthly column in the APA AZ newsletter, as well as working with APA AZ members to identify new internship opportunities. SPA also regularly engages in planning-related service and advocacy within the broader community. For instance, SPA has maintained a community garden, coordinated donations for refugees, and assisted the Phoenix region's Transit Equity Day. SPA's impactful role within the MUEP program, APA AZ, and broader planning community was recognized by APA through its receipt of several awards, including 2018 Outstanding Planning Student Organization for Community Outreach and 2021 Honorable Mention for Outstanding Planning Student Organization.

The MUEP program is represented in the APA AZ through faculty and student positions on its Board of Directors. Ehlenz has served in the faculty role since 2015, attending bi-monthly board meetings, sharing information, and building a collaborative partnership. Examples include promoting professional networking opportunities offered by APA AZ, including the Mentorship Program, the annual state planning conference (including regular opportunities for student volunteers), student participation in the Planner's Day at the Arizona State Capitol, and other workshops (e.g., AICP exam preparation workshop) and promoting MUEP events, like the Planning Career Fair, and opportunities for guest lectures and applied projects for students. APA AZ will join the MUEP program's inaugural Planning Advisory Board as a key partner in fall 2022. Ehlenz also encourages students to become members of APA AZ and APA and identifies ways to promote active membership, such working with SPA to ensure student representation on the board.

Finally, the MUEP program integrates students into the planning profession by encouraging attendance at planning conferences, exposing students to AICP certification, and integrating coursework that connects to the profession. The MUEP program encourages student attendance at the National Planning and APA AZ Conferences by subsidizing costs through the MUEP Opportunity Funds discussed earlier.

APA AZ also collaborates with the MUEP program to support attendance by offering student volunteers free registration when the conference is held in central Arizona. For the 2021 AZ APA Chapter/Western States Planning Annual Conference, eight of the 10 student volunteers were ASU MUEP students. Students learn about the process required to obtain the AICP credential through workshops, where the credential, the candidacy and examination process, and certification maintenance requirements are discussed. The most recent workshop was held in November of 2021 by APA AZ's professional development leaders (see Part IV: Other Evidence, p. 605 for materials). The MUEP Program Coordinator also educates student about AICP certification in advising meetings. Data on MUEP student pass rates was provided in Standard 1. Students electing the Planning Workshop or Applied Project culminating experiences are exposed to community-based planning activities through their coursework. Planning Workshop operates as a consulting studio, where students collaborate to solve a real-world issue for a professional client. Applied Projects enable students to engage one-on-one with a planning organization and carve out a project that helps to meet their needs. Examples of recent Planning Workshops and Applied Projects are given in Standard 1. Other core and elective courses routinely offer MUEP students the opportunity to engage with the planning profession through their coursework. These activities are described in depth in Standard 1.

STANDARD 3 – FACULTY

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

The MUEP program's faculty are experienced instructors and engaged researchers, recognized for their scholarship and professional planning service. Seven are full-time tenured or tenure-track faculty. These include Ehlenz, Jamme, King, Meerow, Pfeiffer, Salon, and Rosales Chavez. Additional part-time tenure-track/tenured faculty recently engaged with the MUEP program include Drs. David Sailor (SGSUP Director, 2022 to present), Sharmistha Bagchi-Sen (SGSUP Director, 2021-2022), Kelli Larson (teaches PUP 598 Social Survey Research), Daoqin Tong (teaches PUP 576 GIS Workshop), and Elizabeth Wentz (ASU Vice Provost and Dean of the Graduate College; teaches PUP 598 Geodesign and Urban Planning).

Two additional faculty teach full-time in the planning program under fixed-term contracts: Drs. Jason Kelley and Jonathan Davis. Kelley is a Senior Lecturer who teaches an eight-course annual load comprised of elective courses in the MUEP program and core and elective courses in the BSP program related to planning history and theory, urban transportation planning, environmental justice, and sustainable urban planning and design. Davis is an Instructor who teaches a ten-course annual load comprised of online elective courses in the MUEP and BSP programs related to indigenous planning, geodesign, public engagement, environmental planning, economic development, and planning methods.

The MUEP Program's curriculum is also supported by faculty associates and affiliates and instructors who offer cross-listed electives. Faculty associates are adjuncts who offer connections to planning practice and diverse perspectives. In 2021-2022, these were: Timothy Boyle (taught: PUP 598 Graphic Design for Planners; also works for: Tim Boyle Design, LLC); Kimberly Silentman-Kanuho (PUP 598 Tribal Community

Planning; Fourth World Design Group, LLC); Dr. Michael Mehaffy (PUP 565 Sustainable Urbanism; Sustasis Foundation); Andrew McGuire (PUP 531 Planning and Development Control Law; Gust Rosenfeld P.L.C); and Dr. Sarbeswar Praharaj (PUP 544 Urban Land Use Planning; ASU Knowledge Exchange for Resilience). The program's twelve faculty affiliates are authorized to chair MUEP student capstone committees. Of these, one is a planning scholar (Dr. Mark Roseland of the School of Community Resources and Development) and nine are scholars in planning-related fields, like urban sustainability, governance, disasters, regional and environmental development, archaic cities, and climate adaptation (see Part IV: Other Evidence, p. 632). Finally, two additional fulltime ASU tenured faculty and one SGSUP staff supported the program by offering electives in 2021-2022: 1) Dr. Mikhail Chester (PUP 553 Urban Infrastructure Anatomy; School of Sustainable Engineering and the Built Environment), 2) Dr. Paul Coseo (PUP 598 Smart City Sustainability; Design School), and 3) Erin Murphy (PUP 584 Internship).

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

The MUEP program's faculty have a range of qualifications that support its mission, goals, and objectives. Four of the seven full-time faculty have PhDs in planning; three have an accredited planning master's degree. Two of the seven faculty are AICP certified. All the program's faculty have considerable experience in planning and related fields, including in practice-oriented roles, as discussed in detail in Part IV: Other Evidence, p. 633 and evident in the appended CVs. Even faculty without planning degrees publish in leading planning journals and through the APA, and partner with local communities on applied projects.

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.

Diversity and inclusion are the focus of the MUEP Strategic Plan's fourth goal to "advance justice, equity, diversity, and inclusion in planning education, scholarship, and practice," which includes efforts to "increase the representation of faculty ... from underrepresented communities," "mentor faculty...from underrepresented communities to be successful and take on leadership in the planning profession," and "integrate justice, equity, diversity, and inclusion throughout the curriculum." This section addresses the

program's gains and remaining gaps in related to efforts to attract and mentor faculty from diverse communities and improve diversity and inclusion in the learning environment.

The share of faculty who identify as BIPOC has doubled in recent years to nearly 30% (see Table 3.B - 1). The number of Hispanic and international faculty have also increased. Most faculty are also women. Performance towards meeting faculty diversity objectives in the MUEP Strategic Plan is measured through the ratio of the percent of faculty to the percent of students who identify as BIPOC. This ratio has increased from 0.32 to 0.76 from 2018 to 2022.

Table 3.B - 1: MUEP PROGRAM FACULTY DIVERSITY

	2019-20	2020-21	2021-22
Black, Indigenous, and People of Color	13%	29%	29%
Gender (Male/Female/Non-Binary)	20% / 80%/ NA	17% / 83% / NA	29% / 71%/ NA
Ethnicity (Hispanic)	0%	0%	14%
International	0%	17%	14%
Number of Full-Time Faculty	5	6	7

SGSUP regularly engages in strategic hiring and mentoring initiatives to increase MUEP program diversity. For example, as part of a university-wide initiative, SGSUP successfully applied for a faculty line in Latinx Community and Southwest Borderlands in 2019, which led to the hiring of Rosales Chavez. The school's JEDI Committee paired Rosales Chavez and Jamme with faculty mentorship in SGSUP and other schools at ASU. In 2020, SGSUP also successfully applied for and hired two ASU-funded Presidential Postdoctoral Fellows (PPF), Aaron Flores and Lindsay Oluyede, as part of an ASU-funded effort to recruit future faculty from underrepresented groups. Oluyede, AICP, who has a doctorate in planning from UNC-CH, will contribute to the program's BIPOC representation and expertise on environmental planning, transportation, and diverse communities. Flores will add expertise on environmental justice and resiliency, topics that interest many MUEP students. Both positions can evolve into tenure-track lines. Their mentorship plan includes at least two formal mentors who are committed to developing their postdoctoral plan and engagement with the Equitable Places Lab (see below). Other unsuccessful efforts to hire diverse faculty include proposals with the School for Transborder Studies and through the Presidential Postdoctoral Fellowship (on addressing inequities related to extreme heat).

Major SGSUP activities to increase diversity and inclusion in the learning environment from 2018 – 2022 include the SGSUP DEI Council, the COVID Care Committee, and the Equitable Places Lab. The DEI Council was first created in 2018, renamed the JEDI committee in 2020, and then the DEI Council in 2022. The Council identifies barriers that hinder justice, equity, diversity, and inclusion and advocates for structural change needed to achieve a fairer, more equitable and inclusive environment. It engages in various efforts to increase diversity and inclusion within the school, including conducting research (e.g. a schoolwide survey that identified 'diversifying the faculty' and 'nurturing all scholars as top priorities'), organizing colloquium talks with scholars who are BIPOC and/or conduct DEI research, advocacy, hosting multiple trainings for all school members (e.g., on microaggressions and being allies), and disseminating a monthly digest on related topics. Rosales Chavez and Meerow are currently serving as members of the Council; King previously served. Moving forward, the Council intends to strategize for recruiting underrepresented students, including for the MUEP program. SGSUP's COVID Care Committee, which was formed in 2020 and led by Pfeiffer and supported by Ehlenz, researched the evolving impacts of the

pandemic on diverse groups within the school and recommended a series of actions to improve the wellbeing of these groups (see Part IV: Other Evidence, p. 638). The Equitable Places Lab, established by Meerow in 2021, brings together faculty, staff, and graduate students (including MUEP students) to share ideas and experiences, strengthen ongoing work, and create solutions that advance equity.

The MUEP program also has undertaken its own initiatives to encourage faculty reflection on and programmatic changes to increase diversity and inclusion. Our longstanding initiative on community planning with Arizona's Indigenous communities includes workshops, conferences, planning training programs, new and innovative joint courses, and student research activities. Examples include the 2021 Mary Kihl Workshops on planning for indigenous communities, which featured five indigenous planning scholars and practitioners who shared experience and advice on supporting indigenous planning with faculty and students, and SGSUP faculty and student collaborations on developing community-based land use plans for Arizona tribes, including: the Coppermine, Dilkon, and LeChee Chapters of the Navajo Nation and Sif-Oidak District of the Tohono O'odham Nation. Three of these communities were recognized with AZ APA awards for their efforts including Dilkon (2018 special recognition), Sif-Oidak District (2019 Public Outreach), and Coppermine (2022 Public Outreach). SGSUP faculty and students have also worked with Navajo District 6 (six chapters surrounding Gallup, NM) to develop a regional visioning report. A joint course on Tribal Community Planning, taught by MUEP and Indigenous Studies faculty, is offered annually.

MUEP faculty meetings provide another venue for faculty, staff, and student representatives to reflect on how to meet the program's diversity and inclusion objectives. The 2020 – 2021 meetings included a standing agenda item on a JEDI topical area reflection, which often was guided by suggested readings, such as Carjuzaa & Ruff (2010)'s "When Western Epistemology and an Indigenous Worldview Meet: Culturally Responsive Assessment in Practice," Garcia et al. (2020)'s "'Like a Fish Out of Water': The Experience of African American and Latinx Planning Students", McIntosh (1988)'s "Unpacking the Invisible Knapsack," Frisch (2002)'s "Planning as a Heterosexist Project", and Goetz et al. (2020)'s "Whiteness and Urban Planning." These discussions resulted in a renewed commitment to make the program more diverse and inclusive, which informed the 2021 revision of the MUEP Mission and Strategic Plan (particularly Goal 4 and associated actions) and led to identification of faculty who would serve as "JEDI Champions" and interest in creating a Curriculum Enhancement Fund to support the integration of diverse perspectives, such as by recruiting and compensating BIPOC guest speakers (e.g., Diego Barrientos in PUP 598 Comparative Housing Policy and Design in Fall 2021, who reflected on access to opportunities for BIPOC in America and the arts as catharsis).

MUEP faculty also participate in professional development and other activities to increase their awareness of and capacity to improve the program's diversity and inclusion. Examples over the self-study period include the National Center for Faculty Development and Diversity's workshop on "Rethinking Mentoring" and the Urban Affairs Association's workshop on inclusive teaching strategies (Pfeiffer), the Association of College and University Educators' yearlong course on "Effective Teaching Practices" (Meerow & Salon), and the ASU Faculty Women of Color Caucus' writing group (Jamme).

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.

Table 11 shows MUEP teaching faculty full-time equivalents (FTEs) for the 2021 – 2022 academic year, which include full-time, part-time, and adjunct/contract/non-tenure track faculty. The faculty FTE was 10.18, and the ratio of student to faculty FTE was 5.26, which more than meets standards. ASU and SGSUP have invested in the program through new MUEP faculty lines after faculty leave the unit. Although the program lost three senior full-time faculty (Pijawka (Emeritus), Dr. Kathy Crew (Emerita), and Dr. Joochul Kim), one junior full-time faculty (Dr. Matthew Quick), and one senior part-time faculty (Dr. Trisalyn Nelson) during the self-study period, we gained two junior full-time faculty (Jamme and Rosales Chavez), one instructor (Davis), and two part-time SGSUP senior faculty (Larson and Bagchi-Sen). Oluyede and a recently approved tenure-track line in environmental planning will help to bolster the program's capacity in the near term.

Full-time MUEP faculty taught a super majority of the program's required courses (9 of 12) in 2021 – 2022. These include PUP 501 Planning History and Theory, PUP 571 Planning Methods I, PUP 642 Urban and Regional Economic Analysis, PUP 579 Planning Methods II, PUP 520 Planning Practice, Ethics, & Processes, PUP 542 Environmental Planning, and the capstone experiences (PUP 580 Planning Workshop, PUP 593 Applied Project, and PUP 599 Thesis). Faculty associates taught two of the 12 required courses (PUP 544 Urban Land Use Planning and PUP 531 Planning & Development Control Law). The remaining required course (PUP 576 GIS Workshop for Planners) was taught by a part-time faculty member in SGSUP, Tong, who specializes in GIS and has planning-related expertise. Full-time faculty also lead four of its five "[topical areas](#)," which are areas of interest within program. These include City Building and Urban Structure, Environmental and Resiliency Planning, Housing, Neighborhoods, and Community Development, and Transportation Planning and Policy. The exception is Spatial Analytics and Smart Cities, which is led by Tong, along with other SGSUP tenured faculty with expertise in spatial science.

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

Full-time teaching load, inclusive of undergraduate, master's and doctoral courses:

12.0 credit hours - Tenured faculty typically teach four courses per academic year

9.0 credit hours - Tenure-track faculty typically teach three courses per academic year (either 2:1 or 1:2), with adjustments based upon research performance

24.0 credit hours - Lecturers teach eight courses per academic year (4:4)

24.0 credit hours - Faculty Associates

Table 11. TEACHING FACULTY FTE

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE
1	Meagan Ehlenz	A	0.67
2	Hue-Tam Jamme	A	0.67
3	David King	A	1.00
4	Sara Meerow	A	0.33
5	Deirdre Pfeiffer	A	0.92

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE
6	Jose-Benito Rosales Chavez	A	0.89
7	Deborah Salon	A	1.00
8	Sharmistha Bagchi-Sen	B	0.00*
9	Mikail Chester	B	0.25
10	Paul Coseo	B	0.25
11	Michelle Hale	B	0.33
12	David Hondula	B	0.25
13	Michael Kuby	B	0.25
14	Kelli Larson	B	0.25
15	Jose Lobo	B	0.25
16	Sarbeswar Praharaj	B	0.33
17	Daoqin Tong	B	0.25
18	Elizabeth Wentz	B	0.25
19	Timothy Boyle	C	0.13
20	Jonathan Davis	C	0.63
21	Jason Kelley	C	0.38
22	Andrew McGuire	C	0.13
23	Michael Mehaffy	C	0.25
24	Erin Murphy	C	0.38
25	Kimberly Silentman-Kanuho	C	0.13
	TOTAL TEACHING FTEs		9.92

Student / Teaching Faculty Ratio

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

Full-time students are counted individually as 1 student FTE. Part time students are counted as 0.5 FTE.

Full-time MUEP student in the program 2021-2022: 50

Part-time MUEP students in the program 2021-2022: 7

Part-time MUEP students' FTE in the program 2021-2022: 3.5

TOTAL STUDENT FTE IN MUEP PROGRAM 2021-2022: 53.5

Student/Teaching Faculty Ratio, including calculation:

TOTAL STUDENT FTE 2021-2022: 53.5

TOTAL TEACHING FTE 2021-2022: 9.92

STUDENT / TEACHING RATIO (AY 21-22): 5.39

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.

MUEP faculty engagement with students is built into their annual workload distribution, which is negotiated with the SGSUP Director and details the percentage of effort dedicated to research, teaching,

and service. Typically, the percentage allocated for teaching is 40% for tenured full-time faculty and 30% for tenure-track full-time faculty. Teaching activities include instruction, advising, and mentoring. MUEP faculty engage with students outside of the classroom in numerous ways, which range from the formal to informal and regular to ad-hoc. Formally, faculty engage with students as applied project and thesis capstone project committee chairs or members, readings and conference instructors, teaching or research assistant supervisors, jury members, NEURUS program coordinators, and Student Planning Association liaisons. An applied project or thesis mentoring relationship is the most formal, regular, and intensive. From 2019-2022, students completed 22 applied projects and eight theses (see Table 3.D - 1 in Part IV: Other Evidence, p. 715). This mentoring relationship often lasts at least a year and includes assisting with proposal creation and client relationship negotiation (for applied projects), meeting regularly to discuss progress and troubleshoot issues, and offering extensive feedback on deliverables, such as manuscripts and presentations. An example of a recent applied project mentoring relationship is that of Ehlenz with Maggie Dellow, who assisted the City of Apache Junction, AZ in evaluating its manufactured housing supply. Ehlenz, who chaired the committee, assisted Dellow with scope development, project implementation, and dissemination, which resulted in a high-quality report on manufactured housing issues and opportunities and a useful assessment tool for the City. The project was recognized by the state and national chapters of APA; the also student received several job opportunities based on the skills and connections she developed during the applied project.

Student engagement related to readings and conference courses (i.e., independent study courses) may occur in preparation for or independent of an applied project or thesis capstone. This relationship typically starts in the semester prior to the course and involves helping students select a topic and develop a proposal, meeting regularly to discuss progress, and offering advice and feedback on the research. Examples of recent topics that students have investigated during readings and conferences include infill development, Millennial housing preferences, evolution of suburban street types, sidewalk accessibility for people with disabilities, and urban flood planning and urban heat planning.

MUEP faculty also regularly supervise students as teaching and research assistants (see Standard 2 discussion on TAs). Faculty supervise TAs in grading and other instructional activities and hold regular meetings to discuss progress and troubleshoot issues. Many faculty also conduct grant- or contract-funded research, which involve students as research assistants. Recent examples include Pfeiffer's Vitalyst Health Foundation grant to create an Arizona Healthy Community Map, Meerow's NSF grant on flood resilience planning, and Jamme's International Development Research Centre-funded research on gender equity and the platform economy. MUEP faculty also periodically engage with MUEP students by serving as members of juries tasked with evaluating student work in courses taught by other faculty. One example is Jamme's course PUP 598 Comparative Housing Policy and Design.

Select MUEP faculty engage with MUEP students as program coordinators and organizational liaisons; these activities are often counted as service rather than teaching in faculty workload distributions, even though they involve mentoring and advising. [The NEURUS program](#) provides American and European undergraduate and graduate students the opportunity to conduct research on urban studies topics abroad, with the goal of applying lessons learned to improve practices in their home country. The program is coordinated by a MUEP faculty, who advises prospective participants and fellows and participates in (and periodically leads) biannual seminars, where students and faculty workshop student research. NEURUS program advising, which mostly involves MUEP students, entails meeting regularly to discuss ideas, progress, and issues. Pfeiffer served as the coordinator in 2018 and 2020; Meerow served

as the coordinator in 2019 and is currently coordinating the program. Two MUEP students participated in 2021-2022; multiple students are planning to participate in 2022-2023. MUEP faculty also engage with students as a faculty liaison to the SPA. Ehlenz currently serves in this role, attending meetings and providing feedback on student-led priorities and initiatives (see discussion in Standard 2).

SGSUP's Transport Lab and Equitable Places Lab, which are run by MUEP full-time faculty Salon and Meerow and meet weekly and biweekly, respectively, also offer opportunities for MUEP students to discuss emerging topics related to transportation and social equity with faculty and peers, and to offer and receive feedback on related projects. Over the past two years, MUEP students have made nine presentations in Transport Lab, addressing design for public transport in hot climates, ultra low-cost airlines, and perceptions of public transport safety during the pandemic. MUEP students were active participants in the crafting of the Equitable Places Lab mission and principles, and two MUEP students presented their research in collaboration with Jamme.

MUEP faculty informally and irregularly engage with prospective and current MUEP students as points of contact for issues related to their expertise, periodic mentors, and advice givers. Informal engagement also occurs at MUEP and SGSUP social events, including the Planning Career Fair and Career Navigator (see Standard 2), post-orientation and holiday parties and happy hours, and the annual SGSUP awards ceremony. We are evaluating the benefits of reestablishing a formal student mentoring program, which matched students with faculty mentors who shared their areas of interest at orientation from 2018 to 2021. Faculty and students were instructed to meet occasionally (e.g., once a semester) to discuss electives, capstones, and professional development. This program was dissolved in 2021 for several reasons, including a lack of engagement between mentors and mentees and changes in staff job descriptions, which made the MUEP coordinator students' first point of contact for issues discussed with mentors. The coordinator now connects students to faculty with related interests when students express interest in mentorship at advising meetings.

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.

MUEP faculty's creative activities are supported by workloads negotiated with the SGSUP director, which typically allow at least 50% and 40% of time for research for tenure-track and tenured faculty, respectively. Our fulltime faculty are productive and highly engaged scholars (see Table 12), which is striking given that 1) most were tenure-track Assistant Professors (Salon was tenured in 2020; Meerow, Ehlenz, and King were tenured in 2022) and 2) four parental leaves occurred during the self-study period. The median number of articles published by full-time faculty during the period was 18, for a combined total of 117 articles. The median dollar amount of external contracts and grants was over \$476,000, adding up to over \$8 million in grants. Full-time faculty also published 20 books or book chapters, 30 reports and monographs, and gave 95 presentations at conferences. Adding in part-time faculty more than doubles these totals. Faculty actively disseminate research in leading peer-reviewed journals and conferences in the planning profession, such as *Journal of the American Planning Association (JAPA)*,

Journal of Planning Education and Research (JPER), the APA-AZ and National Planning Conference, and the Association of Collegiate Schools of Planning (ACSP) conference, and regularly contribute expertise through planning professional and other non-peer reviewed venues, such as the American Planning Association's PAS reports and *Planning*.

The quality of MUEP faculty research is evident through their relatively high citations (see Tables 1.A - 4 and 1.A - 5) and receipt of prestigious awards during the self-study period. Faculty published in leading science journals (e.g., *Nature* (2019 Clarivate InCites Impact Factor (IF): 42.78); *Proceedings of the National Academy of Sciences (PNAS)* (IF: 9.41)), flagship planning journals (e.g., *JAPA* (IF: 4.71) and *JPER* (IF: 3.10)), and leading interdisciplinary and sub-disciplinary journals (e.g., *Landscape and Urban Planning* (IF: 5.44), *Urban Studies* (IF: 2.83), *Urban Affairs Review* (IF: 2.19)), transportation (e.g., *Transportation Research Part D: Transport and Environment* (IF: 4.58)), environmental science (e.g., *Journal of Environmental Policy and Planning* (IF: 4.77), and *Urban Forestry & Urban Greening* (IF: 4.02)). Pfeiffer's research on socialization across urban and suburban geographies received *JPER's* Chester Rapkin Award. Jamme's research on productive frictions in Ho Chi Minh City received ACSP's Barclay Gibbs Jones Award. Meerow's PAS Report on planning for urban heat won an APA AZ applied research award.

MUEP faculty are gaining leadership and recognition within and beyond ASU in several emerging areas of excellence, including environmental, sustainability, and resiliency planning, transportation planning, housing and community development planning, international planning, planning for Indigenous communities, and planning for social equity.

Environmental, Sustainability, and Resiliency Planning: Meerow, Rosales Chavez, and Salon, with support from Larson, Sailor and SGSUP's Dr. David Hondula, are contributing to a growing cluster related to environmental and resiliency planning. Their research is on understanding and adapting to changing climates across scales, from individuals to cities to the nation. Areas of expertise include urban resilience, heat and ecosystem services, and green infrastructure. Examples include Meerow's NSF-supported research on flood planning and a NOAA Climate Program Office project on heat planning involving the APA. Research in this focus area is being conducted in partnership with U.S. communities and is supported by ASU initiatives, like the [Urban Climate Research Center \(UCRC\)](#), [Central Arizona-Phoenix Long-term Ecological Research \(CAP-LTER\)](#) program, the [Global Institute of Sustainability and Innovation](#), and the [Knowledge Exchange for Resilience \(KER\)](#), described in Part IV: Other Evidence, p. 716.

Transportation Planning: Salon, King, and Jamme, with support from Kelley, Kuby, and Tong, are gaining visibility for their transportation planning expertise and creation of Transport Lab, a robust intellectual community on transportation planning in SGSUP (see p. 59). Examples include NSF-supported research on the effects of COVID-19 on U.S. transportation, Zimin Institute-supported research on how public planning and technology can improve pedestrian and bicyclist safety, Salt River Project-funded research on planning for electric vehicles in the Phoenix region, and support from the ASU Institute for Social Science Research to help evaluate a novel car-free mixed-use development.

Table 12. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Full-time in Planning Unit (A)										
Meagan Ehlenz	Associate Professor	0	15	3	0	5	2	7	\$476,404	11
Hue-Tam Jamme	Assistant Professor	0	5	2	0	3	6	5	\$411,449	20
David King	Associate Professor	1	22	6	1	2	7	8	\$771,622	10
Sara Meerow	Associate Professor	0	29	0	0	1	1	9	\$5,731,747	19
Deirdre Pfeiffer	Associate Professor	1	18	7	0	2	11	1	\$40,000	14
Jose-Benito Rosales Chavez	Assistant Professor	0	9	0	0	0	0	2	\$6,210	4
Deborah Salon	Associate Professor	0	19	0	0	0	3	12	\$688,834 ²	17
Part-time in Planning Unit (B)										
Sharmistha Bagchi-Sen	Professor & Former Director	1	18	0	0	3	0	5	\$66,500	9
Mikail Chester	Associate Professor	2	83	6	0	4	9	13	\$6,959,400	14
Paul Coseo	Associate Professor	0	9	2	0	2	4	17	\$1,521,581	15
Michelle Hale	Assistant Professor	0	5	1	0	1	0	2	\$6,000	9
David Hondula	Associate Professor	0	38	3	0	3	4	22	\$23,558,589	14
Michael Kuby	Professor	0	22	3	0	2	2	6	\$1,098,996	13
Kelli Larson	Professor	0	48	0	0	7	8	8	\$25,350,663	16
Jose Lobo	Associate Professor	0	33	1	0	0	2	0	-	0
Sarbeswar Praharaj	Assistant Research Professor	0	14	4	0	2	7	6	\$161,700	13
David Sailor	Professor & Current Director	0	45	0	0	2	0	13	\$7,678,500	21
Daoqin Tong	Associate Professor	0	34	4	0	5	3	18	\$6,810,525	19
Elizabeth Wentz	Vice Provost & Dean of the Graduate College; Professor	1	29	4	0	4	2	7	\$19,327,175	4

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Adjunct/Contract/Non-tenure track (C)										
Timothy Boyle	Faculty Associate	0	0	0	0	0	0	0	-	0
Jonathan Davis	Instructor	0	6	0	0	4	4	0	-	6
Jason Kelley	Senior Lecturer	0	0	2	0	2	0	1	\$19,740	0
Andrew McGuire	Faculty Associate	0	0	0	0	1	0	0	-	5
Michael Mehaffy	Adjunct Professor	4	17	6	0	3	0	1	\$75,000	0
Erin Murphy	Internship and Career Coordinator	0	0	0	0	0	0	0	0	0
Kimberly Silentman-Kanuho	Faculty Associate	0	0	0	0	2	0	0	0	0
Barbara Trapido-Lurie	Research Professional	0	0	0	0	0	3	0	0	0
Eric Trevan	Academic Professional	2	3	2	0	0	6	17	\$118,085 ³	4

¹ Includes total grant awards; see CVs for individual, ASU specific amounts.

² Rounded figure; see CV for details.

³ Does not include confidential funding amounts for selected grants/contracts.

Housing and Community Development Planning: Pfeiffer, Ehlenz, Jamme, Rosales Chavez, Bagchi-Sen, and Salon, with support from SGSUP's Dr. Kevin McHugh, form a cluster of expertise related to housing and community development planning. Research focuses on the role of anchor institutions, like universities and hospitals, in community development, links among housing, neighborhood-built environment, and health, including life satisfaction and food access, affordable housing models, the determinants of residential mobility, and land use in shrinking cities. Examples include Pfeiffer's Vitalyst-funded Arizona Healthy Community Map and Ehlenz's collaboration with ASU's Herberger Design School's Creativity, Place, and Equitable Communities Faculty Academy. This area also includes community-funded and applied learning partnerships, like the recent Planning Workshop on local accessory dwelling unit policy.

International Planning: Jamme, Rosales Chavez, Meerow, and Salon form a growing cluster on international planning. Their research addresses changes that are occurring in cities around the world (from Mexico, to Europe, to Southeast Asia and Africa) related to mobility, economies, food systems, climate risk, and planning responses. Jamme researches the rise of auto-mobility and related changes in street uses in Ho Chi Minh City, Vietnam, the role of the online gig economy in promoting women's employment, empowerment, and capabilities in Cambodia and Thailand, and how pizza vending machines are shaping food access in France. Rosales Chavez is investigating the role that informal street food vendors play in food security and community and economic development in Mexico City. Meerow has expertise on infrastructure and resilience planning in Manila, Philippines.

Planning for Indigenous Communities: Recently emeritus faculty Pijawka and Davis lead a cluster focused on indigenous planning. They have worked with regional Tribal nations to enhance planning capacities, introduce sustainability, and explore the utility of GeoDesign. For example, they were funded by the Navajo Nation to assess community-based planning at the Chapter level and train Navajo regional planners at ASU. Bagchi-Sen has recently collaborated on a proposal on this topic. Other efforts include Davis, Pijawka, and students collaboratively developing community-based land use plans through Geodesign with American Indian Communities within Arizona, as discussed earlier. Davis and Pijawka have published their research on Geodesign and tribal planning in *JAPA*, *Landscape and Urban Planning*, and *Planning*.

Planning for Social Equity: Meerow, Pfeiffer, Bagchi-Sen, Jamme, Rosales Chavez, and Ehlenz form a cluster on planning for social equity, most notably through the Equitable Places Lab (described earlier). Examples of recent faculty research on social equity include Pfeiffer's APA PAS report *Planning With Diverse Communities* and research on the effect of single-family home rentals on housing opportunity, Meerow's research on social equity in urban resilience planning and APA PAS Report *Planning for Urban Heat Resilience*, and Ehlenz's research on university-community partnerships with an emphasis on strategies for establishing more equitable distribution of resources and impacts and participation in ASU's Creativity, Place, and Equitable Communities Faculty Academy, a year-long partnership with colleagues across the university that emphasized opportunities for creating community-focused, equity-informed research. Additional examples include Jamme's research on gender and income equity in urban mobility, access to opportunity, and entrepreneurship and Bagchi-Sen's research on labor market sorting and health outcomes for women and children. Incoming faculty Oluyede and Flores will also strengthen this research cluster with their equity-focused research.

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.

MUEP faculty are distinguished by their high levels of professional planning involvement and community outreach, including service on boards, membership in and conference participation through national and state professional organizations, engagement in workshops, and outreach to address the needs of organizations and the communities that they serve (see Table 3.F - 1). These activities are supported by MUEP faculty workloads, which typically allow 20% of time for service for full-time faculty. Two faculty served in leadership roles for planning-related academic organizations during the self-study period, while the majority of faculty were involved in planning organizations. Notably, faculty presented an average of 26 presentations at planning-related conferences, workshops, or events and appeared in more than 11 public hearings, town halls, or other policy-related convening each year. In addition, faculty actively participate in APA AZ conferences and sessions, including AICP-eligible certification maintenance events. For instance, Ehlenz is co-leading the CM-eligible ethics update at the 2022 APA AZ conference and Ehlenz and Pfeiffer have participated in APA AZ panels focused on housing. Faculty have also authored multiple *Planning* articles and PAS Reports, as discussed earlier.

Table 3.F - 1. MUEP PROFESSIONAL INVOLVEMENT

	2019-20	2020-21	2021-22
Held/served in a leadership role for a planning-related academic organization	2	2	2
Involved in professional planning or planning-related organizations	5	5	5
Number of presentations presented or co-presented at planning-related conferences, workshops, or events	33	21	24
Number of appearances at public hearings, town halls, or other policy-related convenings	11	13	11
Number of articles featured in <i>Planning</i>	0	2	2
Number of Planning Advisory Service (PAS) reports	1	1	2

MUEP faculty also are engaged in diverse kinds of community outreach, including plan integration for heat resilience with the City of Tempe, AZ, community-based land use and flood resiliency planning with Arizona's tribal communities (as previously discussed), alleyway activation with the City of Chandler, AZ and Pinnacle Prevention, and community-based planning at local elementary schools with APA AZ and SPA. These and other examples are provided in Part IV: Other Evidence, p. 236.

Table 13. 7-YEAR SUMMARY OF FACULTY PROFESSIONAL INVOLVEMENT

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Full-time in Planning Unit (A)						
Meagan Ehlenz	Associate Professor	0	7	1	0	1
Hue-Tam Jamme	Assistant Professor	0	8	0	0	1
David King	Associate Professor	0	14	3	1	3
Sara Meerow	Associate Professor	9	0	3	0	2
Deirdre Pfeiffer	Associate Professor	0	9	3	1	2
Jose-Benito Rosales Chavez	Assistant Professor	0	0	0	1	0
Deborah Salon	Associate Professor	0	18	0	0	4
Part-time in Planning Unit (B)						
Sharmistha Bagchi-Sen	Professor & Former Director	0	7	0	0	9
Mikail Chester	Associate Professor	0	34	6	0	7
Paul Coseo	Assistant Professor	0	1	0	0	0
Michelle Hale	Assistant Professor	0	19	7	0	0
David Hondula	Associate Professor	0	15	4	4	2
Michael Kuby	Professor	0	16	2	0	5
Kelli Larson	Professor	0	6	2	0	2
Jose Lobo	Associate Professor	0	0	0	0	0
Sarbeswar Praharaj	Assistant Research Professor	0	16	4	0	1
David Sailor	Professor & Current Director	0	0	11	0	5
Daoqin Tong	Associate Professor	0	11	9	0	5
Elizabeth Wentz	Vice Provost & Dean of the Graduate College; Professor	0	6	5	0	5

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Adjunct/Contract/Non-tenure track (C)						
Timothy Boyle	Faculty Associate	0	0	0	1	0
Jonathan Davis	Instructor	0	3	0	0	0
Jason Kelley	Senior Lecturer	0	0	0	0	0
Andrew McGuire	Faculty Associate	0	0	0	0	0
Michael Mehaffy	Adjunct Professor	11	0	3	0	4
Erin Murphy	Internship & Career Coord.	0	0	1	0	0
Kimberly Silentman-Kanuho	Faculty Associate	8	0	2	0	0
Barbara Trapido-Lurie	Research Professional	0	0	0	0	0
Eric Trevan	Academic Professional	0	1	3	6	1

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.

ASU, SGSUP, and the MUEP program offer professional development opportunities to enable MUEP faculty to thrive in their research, teaching, and service. ASU's The College and Faculty Women's Association offer regular annual workshops on teaching and promotion. The latter are complemented by an annual ASU workshop on promotion to tenure. The university also offers numerous instructional support services, from online instructional designers, brownbags related to student mentoring and supporting marginalized groups, and professional development courses related to teaching, particularly in the online modality. Examples recently involving MUEP faculty include: Sync Professional Learning Workshop (Pfeiffer & Ehlenz), Workshop Series on Strategies for Engaging International Students (Pfeiffer), Effective Teaching Practices by ACUE (Meerow & Salon), and The College Workshop on Philanthropic Funding (Meerow). ASU also supports professional development by allowing sabbatical leaves every seven years (100% salary for one-semester; 60% salary for one-year). The SGSUP Personnel Committee, The College, and the ASU Provost review and approve faculty sabbatical requests.

SGSUP supports MUEP faculty professional development in several ways. First, SGSUP offers newly hired faculty a start-up package and first semester teaching release, which gives them resources and capacity to develop their research and teaching agenda. Second, SGSUP offers individualized mentoring to MUEP faculty, including an assigned senior faculty mentor, a mentoring coordinator, and annual progress to tenure meetings with the director. Third, SGSUP organizes brownbags that enable faculty to share strategies related to research, teaching, and service, as well as expectations for promotion. Examples include workshops on promotion to full in 2022 (Ehlenz, Meerow, and Pfeiffer) and putting together promotion to tenure packages (all junior faculty). Fourth, SGSUP offers teaching support to MUEP faculty by allocating teaching assistants (TAs) to courses with large student enrollments (see Standard 2). Fifth, SGSUP offers faculty \$1,000 annually to support professional development (e.g., conference travel).

The MUEP program also supports its faculty's professional development in several ways. One way is by covering planning professional organization memberships (including APA and AICP) for all full-time faculty and conference attendance (including the APA AZ and National Planning Conference) for key faculty and staff leadership, including the AD of Planning, the APA AZ Board Representative, and the MUEP Coordinator. Another way is by covering the program's ACSP membership, which offers faculty access to a regular communication on planning-related activities, among other benefits. Professional development strategies also are commonly shared by MUEP faculty at faculty meetings. Finally, MUEP faculty engage in professional development activities offered by external organizations, like the National Center for Faculty Development and Diversity (Rethinking Mentoring (Pfeiffer) & Faculty Success Program (Ehlenz & Chavez)), Urban Affairs Association (Teaching Effectiveness Workshop for Instructors; Pfeiffer), AICP (Pfeiffer & Ehlenz), NSF (Sponsored Convergence Accelerator Workshop; Rosales Chavez), and *JPER* (Writing Workshop for New Scholars; Jamme).

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 demonstrates the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

The MUEP program delivers a rich curriculum to students interested in becoming professional planners and taking on leadership in the planning profession. Consistent with our mission, we “provide the knowledge and tools needed by professional planners to shape places that are responsive to climate change and promote the health and prosperity of diverse communities.” We use various approaches to achieve this aim. First, we offer required courses taught by core MUEP faculty and highly qualified instructors that link key knowledge and practice exemplars with fundamental theories and skills. These courses help to meet Goal 1 of our strategic plan, which aims to “develop innovative, ethical, and skilled planning practitioners prepared for service and leadership in public, private and non-profit sectors,” by contributing to the second objective, which is to “provide relevant knowledge and skills to prepare students to attain and succeed in professional planning or planning-related careers.” Relevant to equipping students with the skills needed to succeed in their careers, we require that students gain

competency in GIS during their degree (**PUP 576 GIS for Planners**) and offer additional formal and informal pathways for students who would like to deepen their training, which include pursuing a [GIS Certificate](#) and targeted mentorship through our [Spatial Analytics and Smart Cities](#) topical area.

Second, we offer emphasis on environmental planning to best prepare planners to “shape places that are responsive to climate change.” We require students to learn environmental planning (**PUP 542 Environmental Planning**) and offer a topical area in Environmental and Resiliency Planning, which helps to link students who would like to gain expertise with electives (e.g., *PUP 598 Environment, Justice, and Planning*, *PUP 550 Transportation Planning and the Environment*, and *PUP 548 Global Perspectives on Urban Resilience Planning*). We also regularly supplement our environmental planning curriculum with extracurricular offerings (e.g., Urban Climate Research Center’s Brazel lecture featuring Dr. Karen Seto, a lead author of IPCC Working Group III’s 5th Assessment Report, and a MUEP talk on the NEPA process featuring Maricopa County’s Parks Planner Eileen Baden in 2022).

Third, we offer a variety of electives, which enable deeper training on knowledge and skills necessary for working sub-areas of planning, like housing, community, and transportation planning. These are taught by MUEP faculty, faculty associates, and regular and adjunct faculty in other units at ASU, such as Sustainability, Public Policy, Public Administration, and Sustainable Engineering and the Built Environment. Students who wish to focus on housing, community, or transportation planning have additional formal and informal pathways, including pursuing the Transdisciplinary Transportation Studies Graduate Certificate and the Housing, Neighborhoods, and Community Development or Transportation Planning and Policy topical areas, participating in Transport Lab (see p. 59), and attending the ASU-wide Transportation Seminar series.

Fourth, we have designed our curriculum to help achieve Goal 3 of the strategic plan, which aims to “build productive relationships with alumni and professional planning and planning-related organizations and communities,” in part through “generating solutions for communities, especially planners and policymakers in these communities, through student capstone projects and experiential or service-learning courses” and “involving professional planners, especially alumni, in enhancing our curriculum through teaching, workshops, internships, and student projects.” We offer two capstones that enable students to use their planning knowledge and skills to help community partners achieve goals (**PUP 580 Planning Workshop** and **PUP 593 Applied Project**). We also regularly integrate experiential or service-learning components into our required and elective courses (see Standards 1 and 2). Finally, we regularly involve planning practitioners in teaching specialized skills, such as our long-term partnership with local land use lawyers in teaching planning law (**PUP 531 Planning and Development Control Law**) (see also Standard 2).

Fifth, we make special efforts to prepare students to work in diverse communities and advance equity and inclusion by integrating essential related knowledge and skills throughout the core curriculum, and also offering specialized electives. These efforts help to achieve Goal 4 of our strategic plan, which aims to “advance justice, equity, diversity, and inclusion in planning education...and practice” and “integrate justice, equity, diversity, and inclusion throughout the curriculum.” They include new courses and initiatives, like the Equitable Places Lab, which are described in Standards 1 – 3.

Finally, we strive to reflect on and respond to changes in planning profession job market needs through our curriculum. Information from our students, alumni, and employers, such as through the annual Fall

Feedback and Alumni Surveys or in conversation with employers after career fairs, offer insight into the match between our curriculum and job market needs. Discrepancies are discussed and acted on at MUEP faculty meetings. A recent example is establishing a new elective course, *PUP 598 Graphic Design for Planners*, after we became aware of a need for more training in this area from students and alumni. We are preparing to undertake a curriculum audit in academic year 2022 – 2023 in response to student and alumni insights on the need for more technical skills, including relating to site planning and zoning.

Topical Areas: Taking advantage of the breadth of planning-relevant courses offered at ASU, the MUEP program enables students to gain unique combinations of skills that tailor their coursework to match their interests and professional goals. The program integrates faculty expertise through five interdisciplinary [topical areas](#): City Building and Urban Structure; Environmental and Resiliency Planning; Housing, Neighborhoods, and Community Development; Spatial Analytics and Smart Cities; and Transportation Planning and Policy. Note that these are not formal specializations; they are informal focus areas that students may choose to explore if desired.

MUEP Curriculum Structure: The required courses in the MUEP program amount to 27 credits plus the culminating experience. Required courses as of 2022 include:

- **PUP 501 Planning History and Theory** - Fall 1st Semester
- **PUP 520 Planning Practice, Ethics and Processes** - Fall 1st Semester
- **PUP 571 Planning Methods I** - Fall 1st Semester
- **PUP 579 Planning Methods II** - Spring 2nd Semester
- **PUP 544 Urban Land Use Planning** - Spring 2nd Semester
- **PUP 576 GIS Workshop for Planners*** - Spring 2nd Semester
- **PUP 642 Urban and Regional Economic Analysis** - Fall 1st Semester OR Fall 3rd Semester
- **PUP 531 Planning and Development Control Law** - Spring 4th Semester
- **PUP 542 Environmental Planning*** - Spring 4th Semester
- **PUP 580/593/599 culminating experience** (Planning Workshop, Professional Applied Project, Thesis) - Spring 4th Semester

* Course may be waived and substituted with an equivalent pre-approved course (see SGSUP Graduate Handbook or the MUEP Program of Study for more information).

Elective courses are an essential element of the program structure with a minimum of 14 or 15 credits required (varies based on the culminating experience selected). Students choose these from a list of courses offered regularly within SGSUP or ASU, as approved by the student advisor. Internships may count for up to 6 elective credits (see Standard 2).

Culminating Experiences: To satisfy their culminating experience requirement, MUEP students have three options: (1) **PUP 580 Planning Workshop**, a capstone class centered on a planning problem in a local community; (2) **PUP 593 Applied Project**, a professional applied project with a deliverable for an outside client; and (3) **PUP 599 Thesis**, a thesis based on original research. Most MUEP students enroll in **PUP 580 Planning Workshop**, which immerses students in a real-world planning context to provide an integrative academic and professional experience. Working as a team, students define the problem scope and apply appropriate methodologies to identify a solution or recommendations. The final products for the course typically consist of a professional report and presentation. **PUP 593 Applied**

Project involves the application of advanced planning methodologies to a specific, real-world planning problem and is prepared for a planning-related organization (the client, who serves on the committee along with two MUEP faculty). This involves: 1) defining a problem, 2) reviewing, selecting and applying appropriate methodologies to address the problem, and 3) identifying a solution or recommendations, if applicable. The applied project enables students to develop their planning problem solving abilities in a real-world setting and often culminates in a report to a planning organization. **PUP 599 Thesis** involves original research that demonstrates students' capacity for independent scholarship. The student works with a supervisory committee of three faculty members, with the thesis chair being an MUEP faculty member. A public oral defense of the completed thesis is a required element of **PUP 599 Thesis**.

Concurrent Degrees: Students interested in earning an MUEP degree together with a [Master's in Public Administration \(MPA\)](#), [Public Policy \(MPP\)](#), or [Sustainability \(MSUS\)](#) can apply for one of our concurrent Master's degree programs to earn two degrees in three years. Each concurrent degree program's plan of study allows a subset of the coursework to count toward both degrees (up to 18 credits for the MUEP/MPP and MUEP/MPA, and up to 15 credits for the MUEP/MSUS). There were seven and three concurrent degrees completed and in progress 2016-2022, respectively.

Certificate Programs: SGSUP has three graduate certificate programs: the [Transdisciplinary Transportation Studies](#) certificate (16 credits), [GIS](#) certificate (15 credits), and [Social Science Research Methods](#) certificate (18 credits) (see Part II.2.B Non-Degree Programs). They require additional courses outside of SGSUP, elective courses offered by our faculty, and an applied project. Many of the courses required for the certificate programs can also count toward the MUEP degree, mostly as electives. To date, 32 students have been certificated beyond the MUEP degree.

Accelerated 4+1 Program: Accelerated 4+1 MUEP degree program is described in Part II, Preconditions to Accreditation (see p. 14X). The 2022-2023 academic year has 12 active 4+1 MUEPs.

Table 14. CURRICULUM LISTING - GRADUATE PROGRAM

COURSE NUMBER AND TITLE*	FALL 2020 FACULTY**	SPRING 2021 FACULTY**	FALL 2021 FACULTY**	SPRING 2022 FACULTY**
COURSES REQUIRED OF ALL STUDENTS				
PUP 501 Planning, History and Theory	King*		King*	
PUP 520 Planning Practice, Ethics & Processes	Ehlenz*			Ehlenz*
PUP 531 Planning and Development Control Law		McGuire		McGuire
PUP 542 Environmental Planning		Davis		Meerow*
PUP 544 Urban Land Use Planning		King*		Praharaj
PUP 571 Planning Methods I	Pfeiffer*		Pfeiffer*	
PUP 576 GIS Workshop		Tong**		Tong**
PUP 579 Planning Methods II		Pfeiffer*		Pfeiffer*
PUP 642 Urban and Regional Economic Analysis	Salon*		Salon*	
ELECTIVE COURSES				
PUP 510 Public Participation in Planning	Davis	Davis	Davis	Davis

COURSE NUMBER AND TITLE*	FALL 2020 FACULTY**	SPRING 2021 FACULTY**	FALL 2021 FACULTY**	SPRING 2022 FACULTY**
PUP 515 International Planning and Development	Jamme		Jamme	
<i>PUP 525 Urban Housing Issues</i>		Pfeiffer*		Ehlenz*
PUP 548 Global Perspectives on Urban Resilience		Meerow*		
<i>PUP 550 Transportation and the Environment</i>	Salon*		Salon*	
<i>PUP 553 Urban Infrastructure Anatomy</i>		Chester*		Chester*
<i>PUP 565 Sustainable Urbanism</i>	Mehaffy	Mehaffy	Mehaffy	Mehaffy
PUP 584 Internship	Trapido-Lurie	Trapido-Lurie	Murphy	Murphy
PUP 564/591: Transportation Systems Professional Seminar	Kelley		Kelley	
<i>PUP 591: Urban Food Systems</i>				Rosales Chavez
<i>PUP 591: Urban Sustainability Science</i>		Lobo* (with Salon*, Pfeiffer* and others)		
PUP 598: Comparative Housing Policy and Design	Jamme		Jamme	
<i>PUP 598: Economic Development Planning</i>	Davis		Davis	
<i>PUP 598: Environment, Justice and Cities</i>	Kelley		Kelley	
<i>PUP 598: Geodesign and Urban Planning</i>	Davis and Wentz**		Wentz**	Davis
<i>PUP 598: Geodesign and Urban Planning Practicum</i>		Davis		Davis
<i>PUP 598 Special Topics: Graphic Design for Planners</i>	Boyle		Boyle	
PUP 598: Smart City Sustainability and the Environment		Coseo*		Coseo*
<i>PUP 598: Social Survey Research</i>	Trevan		Larson**	
<i>PUP 598: Theory of Urban Design</i>		Kelley		Kelley
<i>PUP 598: Transportation and Land Use</i>		King*		
<i>PUP 598: Tribal Community Planning</i>	Hale and Silentman-Kanuho	Davis	Hale and Silentman-Kanuho	Davis
<i>PUP 598: Measuring and Managing the Urban Forest</i>				Hondula*
CULMINATING EXPERIENCE COURSES				
PUP 593 Applied Project: MUEP Professional Project	Ehlenz*, King*, Salon*, and Kuby**	Ehlenz*, King*, Jamme, Meerow*, and Pfeiffer*	Ehlenz*	Rosales Chavez, Ehlenz*, King*, and Pfeiffer*
PUP 580 Practicum: Planning Workshop		Ehlenz*		King*

COURSE NUMBER AND TITLE*	FALL 2020 FACULTY**	SPRING 2021 FACULTY**	FALL 2021 FACULTY**	SPRING 2022 FACULTY**
PUP 599: Thesis		Pfeiffer* and Kuby**		King* and Salon*

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

Italics = courses where undergraduate and graduate sections are combined

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

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

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

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

Asterisks indicate appointment level for tenured faculty. *=Associate Professor, **=Full Professor

Table 15. CURRICULUM MAP – GRADUATE DEGREE

Curriculum Map Courses Required of All Students A. Required Knowledge, Skills and Values	PUP 501 Planning, History and Theory	PUP 520 Planning Practice, Ethics & Processes	PUP 531 Planning and Development Control Law	PUP 542 Environmental Planning	PUP 544 Urban Land Use Planning	PUP 571 Planning Methods I	PUP 576 GIS Workshop	PUP 579 Planning Methods II	PUP 642 Urban and Regional Economic Analysis	PUP 580 Practicum: Planning Workshop	PUP 593 Applied Project: MUEP Professional Project	PUP 599: Thesis
A1 General Planning Knowledge												
a) Purpose and Meaning of Planning	X	X	X							X	X	
b) Planning Theory	X		X									
c) Planning Law		X	X	X						X		
d) Human Settlements and History of Planning	X			X	X		X		X			
e) The Future	X			X	X	X						
f) Global Dimensions of Planning	X			X	X							
A2 Planning Skills												
a) Research	X		X	X	X	X	X	X		X	X	X
b) Written, Oral and Graphic Communication	X	X		X	X	X	X	X	X	X	X	X
c) Quantitative and Qualitative Methods				X	X	X	X	X	X	X	X	X

Curriculum Map Courses Required of All Students		PUP 501 Planning, History and Theory	PUP 520 Planning Practice, Ethics & Processes	PUP 531 Planning and Development Control Law	PUP 542 Environmental Planning	PUP 544 Urban Land Use Planning	PUP 571 Planning Methods I	PUP 576 GIS Workshop	PUP 579 Planning Methods II	PUP 642 Urban and Regional Economic Analysis	PUP 580 Practicum: Planning Workshop	PUP 593 Applied Project: MUEP Professional Project	PUP 599: Thesis
A. Required Knowledge, Skills and Values													
d) Plan Creation and Implementation		X	X		X	X					X	X	X
e) Planning Process Methods		X	X						X		X	X	X
f) Leadership			X				X		X		X	X	X
A3 Values and Ethics													
a) Professional Ethics and Responsibility		X	X			X	X				X	X	
b) Equity, Diversity and Social Justice		X	X		X	X	X			X	X	X	X
c) Governance and Participation		X	X				X				X		
d) Sustainability and Environmental Quality		X			X	X				X			
e) Growth and Development		X				X	X			X			
f) Health and Built Environment		X			X	X							

Table 16. CURRICULUM MAP - ELECTIVES

Curriculum Map Electives		PUP 510 Public Participation in Planning	PUP 515 International Planning and Development	PUP 525 Urban Housing Issues	PUP 548 Global Perspectives on Urban Resilience	PUP 550 Transportation and the Environment	PUP 553 Urban Infrastructure Anatomy	PUP 565 Sustainable Urbanism	PUP 584 Internship	PUP 564/591: Transportation Systems Professional Seminar	PUP 591: Urban Food Systems	PUP 598: Comparative Housing Policy and Design	PUP 598: Economic Development Planning	PUP 598: Environment, Justice and Cities	PUP 598: Geodesign and Urban Planning	PUP 598: Geodesign and Urban Planning Practicum	PUP 598: Graphic Design for Planners	PUP 598: Theory of Urban Design	PUP 598: Transportation and Land Use	PUP 598: Tribal Community Planning
B2 Electives																				

Curriculum Map Electives																		
	PUP 510 Public Participation in Planning	PUP 515 International Planning and Development	PUP 525 Urban Housing Issues	PUP 548 Global Perspectives on Urban Resilience	PUP 550 Transportation and the Environment	PUP 553 Urban Infrastructure Anatomy	PUP 565 Sustainable Urbanism	PUP 584 Internship	PUP 564/591: Transportation Systems Professional Seminar	PUP 591: Urban Food Systems	PUP 598: Comparative Housing Policy and Design	PUP 598: Economic Development Planning	PUP 598: Environment, Justice and Cities	PUP 598: Geodesign and Urban Planning	PUP 598: Geodesign and Urban Planning Practicum	PUP 598: Graphic Design for Planners	PUP 598: Theory of Urban Design	PUP 598: Transportation and Land Use
a) Exposure to other professions																		
Design								X			X							
Architecture											X			X	X	X	X	
Sustainability Sciences				X	X			X										
Transportation Engineering					X	X		X										
Solar Energy																		
GIS Systems								X						X	X			
Real Estate Development			X								X							
Emergency Management				X														
Public Finance					X			X										
International Development		X									X							
b) Exposure to specializations																		
City Building and Urban Structure		X				X	X	X	X	X			X				X	
Environmental and Resiliency Planning				X	X	X	X	X		X			X					X
Housing, Neighborhoods, and Community Development	X	X	X				X	X		X	X		X					X
Spatial Analysis and Smart Cities								X						X	X			
Transportation Planning and Policy		X			X	X	X	X	X									
c) Emerging trends and issues																		
International Planning		X		X														
Urban Agriculture				X														

Curriculum Map Electives	PUP 510 Public Participation in Planning	PUP 515 International Planning and Development	PUP 525 Urban Housing Issues	PUP 548 Global Perspectives on Urban Resilience	PUP 550 Transportation and the Environment	PUP 553 Urban Infrastructure Anatomy	PUP 565 Sustainable Urbanism	PUP 584 Internship	PUP 564/591: Transportation Systems Professional Seminar	PUP 591: Urban Food Systems	PUP 598: Comparative Housing Policy and Design	PUP 598: Economic Development Planning	PUP 598: Environment, Justice and Cities	PUP 598: Geodesign and Urban Planning	PUP 598: Geodesign and Urban Planning Practicum	PUP 598: Graphic Design for Planners	PUP 598: Theory of Urban Design	PUP 598: Transportation and Land Use	PUP 598: Tribal Community Planning
Smart Growth			X									X			X				
Tribal Planning																			
Climate Change		X		X	X														
Plan Integration				X															

Other Learning Activities: The MUEP program delivers all PAB curriculum components through its required and elective courses. We also offer students a rich set of extracurricular opportunities to develop related knowledge and skills. Examples, which are described in Standard 2 and elsewhere, include planning internships, SPA, the APA AZ Mentorship Program, Planning Career Fair and Career Navigator, Transport and Equitable Places Labs, the NEURUS program, and SGSUP Colloquium series. MUEP Opportunity Funds also are available to support student learning outside of ASU, including attendance at the state and national planning conferences and independent field research projects. Finally, teaching and research assistantships allow many MUEP students to practice key presentation, teaching, teamwork, and research skills.

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:

We demonstrate how our required courses meet PAB curriculum requirements by providing examples of courses that strongly address these requirements. Many requirements are reinforced in both required and elective courses not specifically detailed here, but in smaller ways; these examples are meant to illustrate the *most substantial* required curriculum components that satisfy each requirement.

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

The MUEP program provides students with an array of perspectives on general planning knowledge. These courses offer a foundation for more advanced planning skills, as well as a platform for understanding the central theories, perspectives, and voices that shape the planning field and

professional practice. The vast majority of required curriculum support this learning, spanning the first to the final semester in the students' coursework.

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

PUP 501 Planning History and Theory addresses the process and dimensions of planning, including the historical and theoretical foundations of the discipline. The course introduces why and how planning has developed over time and how it has benefited and harmed places and cultures. Students make connections between theory and history and current planning practice to understand the role planners' play in addressing societal problems. **PUP 520 Planning Practice, Ethics and Processes** introduces students to the planning profession, including various career paths (e.g., public, private, and non-profit sectors) and core concepts and practices that form the cornerstone of the profession. **PUP 531 Planning and Development Control Law** uses case studies and history to examine the relevance and use of planning to improve communities and resolve issues that can negatively impact the social and economic aspects of cities. The role of law in planning shows why planning is undertaken to provide control, remedies for land use problems, and establish policies to improve cities. **PUP 580 Planning Workshop** provides students insight into the rationale and justification of why community planning is needed and how it can assist in resolving problems or enhancing the community. Students work with a community partner to develop and implement a planning process, linking it to an identified problem. In addition, students develop a series of actionable recommendations that are tied to community stakeholders, deepening their understanding of planning's role and purpose.

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

PUP 501 Planning History and Theory addresses the history of planning and the development of planning theory. The course also connects planning theory to planning practice through readings, discussions, and debates that answer the question, what theories and ideas have helped shape planning practice today? **PUP 531 Planning and Development Control Law** provides a historic look at the key theoretical issues in development, growth and land-use control that have led to legal actions regarding zoning, eminent domain, urban form-based codes, environmental protection, and others. The course provides fundamental knowledge on key legal decisions, regulatory frameworks, and legal remedies that impact planning decisions and local policies. Between planning theory and practice come legal decisions and precedent that impact plan making.

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

PUP 520 Planning Practice, Ethics, & Processes engages students with the legal frameworks that guide the practice of planning, including state statutes (particularly as they relate to general/comprehensive planning), municipal-level zoning ordinances, and regulatory frameworks that enable planning at local, state, and federal levels. **PUP 531 Planning and Development Control Law** addresses legal and institutional contexts for an array of planning issues, including land development, zoning, growth management, eminent domain, environmental regulations, growth controls, regulations, urban redevelopment, affordable housing, exclusionary zoning, water rights, and rights of way. **PUP 542**

Environmental Planning concerns legal and regulatory issues pervasive in environmental planning and policy, including working with the National Environmental Policy Act and Environmental Impact Statements. All environmental plans require fundamental knowledge of legal standards in environmental law. This includes environmental cleanup, planning Brownfield redevelopments, improving air quality by applying air pollution standards, wastewater development plans, and safe drinking water. **PUP 580 Planning Workshop** engages students in real-world planning processes and decisions, working with a client (often a municipality) to design and implement a planning process. Collectively, the client and students consider legal requirements and constraints related to the planning project scope, incorporating these frameworks into both the planning process and recommendations.

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

PUP 501 Planning History and Theory sets the context for understanding the history of cities connected to the development of planning as well as the explanations for the changes in planning approaches over time and in different countries. Historical movements in city development are discussed, as are the societal factors explaining these changes. **PUP 542 Environmental Planning** includes a module on the history of environmental planning and how that history relates to development of human settlements. **PUP 544 Urban Land Use Planning** uses historical and global planning examples to provide examples of land use planning outside of the modern planning practice. **PUP 576 GIS Workshop for Planners** introduces GIS, a tool to explore distributions in settlement and spatial patterns over time and space. **PUP 642 Urban and Regional Economic Analysis** addresses how and where cities grow based on location theories that incorporate space, transportation, finance, and urban policies. Patterns of growth, development, and land use are examined with respect to transportation, development incentives and plans, and housing.

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.

PUP 542 Environmental Planning teaches students about climate change mitigation and adaptation planning. **PUP 544 Urban Land Use Planning** emphasizes the relative permanence of land use planning decisions, and how land use policy needs to consider future conditions as well as current ones. Students are required to address expected future concerns, such as climate resilience, as well as connect past city building to future land use through planning tools such as historic preservation. **PUP 571 Planning Methods I** uses demographic and economic analysis to examine how places are changing over time, project future trajectories, and consider the role of planning in shaping future trajectories.

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

PUP 542 Environmental Planning discusses global environmental issues like climate change using many international case studies. **PUP 501 Planning History and Theory** and **PUP 544 Urban Land Use Planning** use global examples to teach the history of cities and diverse planning approaches. Many other MUEP required courses incorporate global dimensions of planning (though do not focus on this). Multiple

elective courses also focus on global planning issues and challenges. Details are available in Part IV: Other Evidence (see p. 740).

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

The MUEP program teaches skills necessary to analyze planning issues and make decisions as professional planners. Three courses focus on research methods and planning skills (**PUP 571 Planning Methods I**, **PUP 579 Planning Methods II**, and **PUP 576 GIS Workshop for Planners**); many others support this learning. In addition, the capstone options (Thesis, Applied Project, and Planning Workshop) emphasize research and analytical skills.

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

PUP 571 Planning Methods I and **PUP 579 Planning Methods II** introduce students to the fundamentals of quantitative and qualitative research design, implementation, and interpretation and enable students to practice these skills in a series of scaffolded assignments, ranging from short exercises to research studies. **PUP 576 GIS Workshop for Planners** teaches students how to use GIS to map data and conduct geospatial analysis. The assignment for this class requires that students formulate a problem, distribute and process data, analyze data based on the research questions, and display the results in a GIS platform. **PUP 501 Planning History and Theory** students learn research skills for historical study of planning interventions. **PUP 542 Environmental Planning** students apply the Plan Integration for Resilience Scorecard to assess how a community's network of plans shape vulnerability to flooding or heat or use the EPA's EJScreen to identify environmental justice challenges in a community. They also conduct a case study of local environmental planning efforts. **PUP 580 Planning Workshop** students practice and develop new applied planning research skills to support client goals, such as a content analysis of existing plans, case study development, and/or public outreach and analysis.

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

PUP 571 Planning Methods I and **PUP 579 Planning Methods II** address best practices in quantitative and qualitative storytelling, including how to create effective and professional texts, graphics, and presentations. Students practice these skills in a series of scaffolded activities ranging from short written exercises to public presentations of final reports. **PUP 576 GIS Workshop for Planners** provides techniques for making maps and displaying information at various scales for reports, displays, geospatial studios, and collaborative exercises such as GeoDesign and Planning workshops. **PUP 520 Planning Ethics, Practice and Processes** students adopt professional planning "personas" to learn about different communication styles and engage with different planning skill sets and tones in assignments, including a broad-reaching blog post, an RFP for a comprehensive plan, and a staff report written for the Plan Commission. **PUP 542 Environmental Planning** students facilitate discussions of assigned readings and participate in various role-playing activities (e.g., a climate change adaptation training game). Students also present their final case study and practice writing memos and a case study report. **PUP 642 Urban and Regional Economic Analysis** helps students develop oral communication and presentation skills

through two formal classroom debates and two required project presentations during the semester. **PUP 580 Planning Workshop** students produce a professional-quality document, calibrated to the type of planning problem being addressed (e.g., design guidelines, a housing policy report, etc.). Students practice a variety of communication strategies, from graphic and oral skills involved with public outreach programs to plan document design and communication to final oral presentations to the community partner (often including elected officials).

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

PUP 571 Planning Methods I students gain skills in quantitative data collection and analysis, including descriptive, demographic, economic, and social equity analysis. **PUP 579 Planning Methods II** students gain skills in qualitative data collection and analysis, including content and meta-analysis, focus groups, surveys, and interviews, photographic analysis and field research, and mixed methods and case studies. **PUP 576 GIS Workshop for Planners** provides quantitative tools for analyzing and displaying distributive data such as demographics, housing, transportation systems, household income and economic activities. Students map relationships between variables, space-time relationships, and visualization approaches to urban change. The course also provides a platform for urban simulation modeling. **PUP 542 Environmental Planning** introduces students to a variety of methods for environmental planning research and practice, from approaches for systematically evaluating how plans address sustainability and resilience to ecological modeling tools that can be used to plan for habitat connectivity. **PUP 642 Urban and Regional Economic Analysis** heavily uses graphical analysis to model relationships between planning policies and planning outcomes. **PUP 580 Planning Workshop** students are required to apply many planning skills, including qualitative and quantitative methods; at a minimum, students conduct a socio-demographic analysis of the community to gain insights to historical and current trends, informing forward-looking recommendations. Projects regularly incorporate public outreach strategies to incorporate stakeholder insights into the analysis, such as surveys, interviews, focus groups, and/or open houses. In addition, projects frequently use GIS tools for spatial analysis and communication, as well as other planning analysis tools as indicated by best practices.

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

PUP 520 Planning Practice, Ethics, & Processes addresses planning processes for comprehensive plans, zoning codes, and small site plans. The course covers administrative and regulatory processes for making plans and how planning fits into the larger context of public policy. The course takes students through the various stages of planning and addresses questions of plan formulation, adoption, and implementation. Students have opportunities to meet with planning practitioners in the classroom to discuss plan creation and implementation. **PUP 542 Environmental Planning** covers best practices for addressing environmental issues (food, water, energy, climate change, habitat connectivity, etc.) and enhancing sustainability and resilience through planning. Students learn about different approaches to doing this (e.g., integrating climate change into a comprehensive plan vs. a hazard mitigation plan vs. a stand-alone climate change plan). **PUP 544 Urban Land Use Planning** addresses plan creation at multiple scales. Students develop a local area plan for urban redevelopment within the Phoenix metropolitan area. **PUP 580 Planning Workshop** students work with a community partner to formulate a plan from

the beginning through its various phases to a final plan report given to the client for approval. The faculty member guides students as they integrate research, community needs, and plan making. The final plan demonstrates the planning process from goal articulation and community involvement through research and analysis to a final plan.

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

PUP 520 Planning Ethics, Practices and Processes emphasizes the practice of professional planning, including stakeholders that underlie various planning processes. Students engage with an array of stakeholder perspectives, ranging from public to private sector planners to community and decision-maker roles. They explore the values that guide each of these stakeholders, as well as their varied roles in different plan processes. In addition, students learn participatory planning strategies, and assess their limits and opportunities. **PUP 544 Urban Land Use Planning** requires students to develop and practice charrettes for community engagement in plan development. Students are also briefly introduced to Geodesign and other emerging tools for improving community engagement and outreach. **PUP 579 Planning Methods II** introduces students to the role of public engagement in planning and a range of techniques, such as walking interviews, stakeholder analysis, key informant investigations, and photovoice. **PUP 580 Planning Workshop** students apply participation methods for public and community stakeholders to set goals and understand the community's vision to start the planning process or identify strategies.

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

PUP 520 Planning Practice, Ethics, & Processes teaches students about organizational leadership as it relates to key planning concepts, with an emphasis on federal, state, and local organizational structure. In addition, students use assignments to explore leadership roles within planning projects, including the role of the plan commission and project management concepts related to general/comprehensive planning and public participation efforts. **PUP 571 Planning Methods I** and **PUP 579 Planning Methods II** address best practices for working effectively in groups and enable students to practice and refine these skills through structured group assignments. **PUP 580 Planning Workshop** functions as a faculty-guided, student-implemented planning consultancy. Students rotate through multiple roles, including project manager for an aspect of the real-world project to supporting roles. Specific leadership tasks include (but are not limited to), ongoing communication and decision-making with the project client, development and implementation of a public engagement strategy, and presentation of draft and final recommendations to the client (often including elected officials). Collectively, the student-led team convenes weekly to discuss the overall project goals, as well as the more content-specific tasks for the week, learning to effectively convey project progress and establish a collaborative management process to guide the semester-long course.

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

The MUEP program actively integrates planning values and ethics into its curriculum, providing a basis for students to approach planning practice from a critical, inclusive perspective. The program's emphasis on values and ethics extends from: an introduction to contemporary professional ethics (**PUP 520 Planning Practice, Ethics, and Processes**) to historical perspectives that inform planning ethics (e.g., **PUP 501 Planning History and Theory**); to a curriculum-wide emphasis on equity, social justice, and several of the key value priorities shaping the practice of planning today.

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).

PUP 501 Planning History and Theory examines ethical considerations in planning through historical examples and the development of public participation. Students engage with why and how ethical standards developed within the field, and how planners developed values that inform their professional activities. One expected outcome from the course is that students will each develop their voice of ethical planning. Students work through ethical behavior from multiple perspectives, such as social justice, climate change or public health, and how each perspective influences how planners practice. **PUP 520 Planning Practice, Ethics, & Processes** examines the values that guide the planning profession, including from the APA Principles and the AICP Code of Ethics. In addition, students work through ethics scenarios from APA materials. Several assignments ask students to consider the various perspectives and values surrounding a planning issue—for instance those of politicians, developers, existing and new residents. Through these discussions students consider issues of power, social justice, and values in the context of the planning profession. **PUP 571 Planning Methods I** enables students to reflect on ethical issues that can arise in research and ways of troubleshooting these issues. **PUP 580 Planning Workshop** students consider the ethical principles that guide professional planners, as well as the ethical implications of problem assessments and plan recommendations for the client and/or local decision makers.

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.

PUP 501 Planning History and Theory covers questions of justice in planning, addressing social and political issues in cities over time, such as urban renewal and the outmigration to suburbs and its impacts on inner cities. **PUP 520 Planning Practice, Ethics, & Processes** students engage in a three-week examination of planning's legacy of inequality, its differential impacts on various communities, and opportunities to adopt a social justice framework to guide future planning practices and processes. The class continually engages in a discussion of "planning for whom?," considering the different perspectives and values that drive decision making (and impact communities differently). The course uses readings, podcasts, and other resources from an array of authors, including diverse perspectives based on gender, race, and ethnicity. Throughout the semester, students critically assess the methods, impacts, obstacles, and opportunities that are embedded in planning tools and identify pathways for reconceiving existing planning practice in a way that is more equitable and just. **PUP 542 Environmental Planning** has a module on environmental justice where students learn about frameworks for justice and how

environmental problems are unjustly distributed across U.S. populations and across the globe. Students are also introduced to practical tools for addressing environmental injustices in planning, like the U.S. EPA's EJScreen, discuss how to apply an equity lens to specific environmental planning contexts like urban agriculture, and examine how their case study city addresses environmental justice in their final report. **PUP 544 Urban Land Use Planning** addresses how land use regulations, including zoning, create and reinforce segregation and harm social justice. Students work through examples where land use regulations act as a constraint on other desirable planning goals, and they debate and discuss how land use regulations and planning should be changed for better social justice outcomes. **PUP 571 Planning Methods I** teaches methods of social equity analysis, such as secondary sources of data related to social equity and how to use dissimilarity indices and housing affordability measures to assess how conditions vary across places and populations with different demographic characteristics. **PUP 579 Planning Methods II** addresses how to use qualitative methods to involve diverse groups in planning and elevate underrepresented voices in storytelling. **PUP 642 Urban and Regional Economic Analysis** provides a powerful framework for students to consider social justice in planning. In each broad area of planning covered (transportation, land use, housing, economic development), students discuss how example planning actions differentially affect groups within a city and the implications of such for social justice. At least two weeks of the semester are also dedicated to affordable housing policy and practice and the complicated topic of gentrification. **Thesis, Applied Project and Planning Workshop** capstones often require consideration of equity issues. Recent MUEP theses have examined diversity, equity, and inclusion issues related to access to local parks, child-friendly cities, brownfield redevelopment, and high-tech in inner cities.

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

PUP 501 Planning History and Theory covers the historical development of planning as a part of local and regional government, as well as the context within which public participation and community outreach rules and guidelines were developed. The structure of decision making within planning is discussed in depth, including different perspectives planners bring, from expert advisors to participant planners. Tools and strategies for public engagement are introduced, including current best practices and how new technologies can enhance and improve public participation in the years ahead. **PUP 520 Planning Practice, Ethics, & Processes** emphasizes the practice and processes that guide the work of professional planners. Assignments use primary source materials and ask students to wear different "planning hats" during the semester. **PUP 580 Planning Workshop** students consider the needs of and engage with an array of stakeholders including (but not limited to): their primary client (often a planning director or similar), local decision makers (e.g., city plan commission, city council), and non-government stakeholders from businesses to residents. They factor each of these stakeholders into the planning process, including public outreach opportunities and plan recommendations.

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

PUP 542 Environmental Planning offers a rich understanding of environmental issues and environmental policy and planning dealing with pollution and pollution reduction, including air pollution, toxins, brownfields and waste disposal. It also addresses policy and planning for sustainability in relation to land

use, transportation, energy, food, water, waste, ecosystem services/green infrastructure, biodiversity, climate change, and environmental justice. **PUP 544 Urban Land Use Planning** covers aspects of land use planning and regulations that affect sustainability and environmental quality. Students examine zoning codes and local plans to assess how land use planning can improve or harm sustainability goals. **PUP 642 Urban and Regional Economic Analysis** introduces students to the concept of environmental externalities and emphasizes sustainability and environmental quality as key planning goals. Specific topics covered include transportation externalities, as well as open space and habitat preservation.

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

PUP 571 Planning Methods I addresses the role of economic and social factors in growth and change. Students learn basic economic and demographic analysis, including economic multipliers, shift-share analysis, location analysis, the components of population change and population projection methods. **PUP 544 Urban Land Use Planning** covers how planners analyze economic, infrastructure and other factors that affect development. Students consider economic trends to plan where growth can and should occur. Infrastructure capacity, especially transport and water, is considered for both greenfield and infill development. Issues of class and social determinants of community support or opposition to land use planning interventions are also considered throughout the course. **PUP 642 Urban and Regional Economic Analysis** includes modules on transportation, housing, gentrification, urban form, and economic development. In each, students grapple with how planning policies might affect future growth (population, economic, and spatial extent) in cities and regions.

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

PUP 542 Environmental Planning discusses how environmental quality (including pollution, green space, food systems) affect public health, and how environmental quality is inequitably distributed. Students are provided with tools for evaluating how health and environmental justice are addressed in plans (e.g., as part of the Sustaining Places Matrix tool and using the EJScreen). **PUP 544 Urban Land Use Planning** includes analysis and discussion of how land use and the built environment affect active travel, social connections and other aspects of public health. The role of land use planning in fostering auto-dependence and precluding alternatives to driving is covered, as is how infrastructure and built aspects of the environment affect urban climate, heat, and flooding.

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

The MUEP program supports five Topical Areas, which connect to the program's broad faculty expertise and core areas of the Planning field. The elective offerings are diverse, both within the MUEP program and across the university in allied disciplines that add nuance and context to planning practice. The program regularly reviews and updates the elective course offerings, including developing new courses that respond to emergent issues in the field (e.g., **PUP 598 Zoning for Equity** and **PUP 591 Urban Food Systems**). The MUEP program does not offer formal specializations.

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

The MUEP program does not offer formal areas of specialization.

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

MUEP electives cover a wide range of planning sub-areas and emerging issues within the planning profession, as detailed in the Curriculum List and Map. Most electives relate to one or more of our program's five Topical Areas (see earlier discussion). Many of our elective courses also reinforce the Required Knowledge, Skills, and Values of Planning (see Part IV: Other Evidence, p. 742). New electives are added annually to respond to changing needs with the planning profession. An example is *PUP 598 Zoning for Equity*, which will be taught by Pfeiffer in fall 2022 and responds to the need for more offerings related to justice, equity, diversity, and inclusion. Additionally, MUEP students are exposed to diverse professions that collaborate with planning through approved electives taught outside of SGSUP (see MUEP Approved Electives List in Part IV: Other Evidence p. 748). Students may petition to include an elective not currently listed, which is reviewed and approved by the AD of Planning and staff.

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.

Most MUEP required courses are taught by fulltime planning faculty, with a few exceptions (see Table 14). MUEP courses are scheduled based on the availability of faculty and space and sequenced in accordance with the MUEP Curriculum Structure to ensure that students can complete the program in a timely manner. We obtain and consider student feedback on course scheduling through the Fall Feedback survey and at MUEP faculty meetings.

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

SGSUP and the MUEP program are located on the fifth floor of COOR Hall, a 6-story building on the ASU Tempe campus. The space accommodates the school's faculty, staff, and student offices, a computer lab, the Urban Climate and Spatial Analysis Research Centers and labs, communal areas (including a kitchen), office equipment (e.g., printers, copiers, etc.), and meeting rooms. MUEP students, staff or faculty may reserve one of five meeting rooms, which accommodate various sized groups and are equipped with whiteboards, projectors, and/or wall-mounted TVs with teleconferencing capabilities.

Students: The MUEP Collaboration Space (Room 5517 on the 5th floor of Coor) is dedicated for MUEP students. This room is equipped with computers and planning-related resources. MUEP students use the space for meetings, group projects, individual study, and as a TA space. The space is available on a first-come, first-served basis but can also be reserved as needed. SPA also uses the space to store resources, such as books, journals, and AICP preparation materials.

Faculty & Staff: MUEP faculty and staff have offices in Coor Hall that include standard equipment.

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.

MUEP students have access to computer labs and computer-equipped studio spaces. Alvin Huff, staff at the ASU University Technology Office, maintains equipment and manages software.

Computer Access: MUEP students have access to two computer labs: Coor 5505 (32 computers, 7 loaner laptops, and an instructor station, all running Windows OS) and Coor 191 (48 computers and an instructor station, all running Windows OS). Both are accessible to students during business hours, unless there is a class scheduled, and are shared with other SGSUP students. Software include Microsoft Office, R, R Studio, SPSS, Matlab, Python, Microsoft SQL Server, Tableau, SketchUp Pro, Adobe Creative Cloud, ArcGIS Pro, ArcGIS Desktop, VS code, Visual Studio, typical browsers, Agisoft, and Zoom. In addition, the Coor Computing Commons houses 109 computers, both Windows-based (87) and Mac (22). There are also two computer-equipped reservable spaces for individual or small group use. This lab is accessible to students 24 hours/day, 7 days/week during the academic year. During summer, lab hours are Monday- Fridays from 8am-5pm and Saturdays from 10am-5pm. This lab is shared by all ASU community members. Software include Microsoft Office, Adobe Creative Commons, Adobe Acrobat Pro, SPSS, Matlab, Zoom, Autodesk Revit, Autodesk AutoCAD, and SketchUp Pro. Stauffer A221 and A224 are classroom/studio spaces that have seven computers and an instructor station, all running Windows OS and offering similar software detailed above. These spaces are accessible to students unless there is a class scheduled. All MUEP classrooms are fitted with computer lecterns and projection technologies. Course materials and activities also appear on the ASU Canvas learning system, including course syllabi, assignments, readings, discussions, and grades. MUEP faculty research computing needs are met on an individual basis in consultation with the SGSUP Director.

ASU Libraries: The ASU library system holds over 3 million volumes including books, periodicals, videos, and microforms. The Design and the Arts Library is a component of the ASU library system located close to Coor Hall. It holds over 50,000 items and serves the instructional, research and learning needs of both faculty and students in the program. The Design and the Arts's library subject coverage focuses on Design, including Architecture, Landscape Architecture, Housing and Urban Design. Planning-related periodicals in print or online formats include *JPER*, *Journal of Architectural and Planning Research*, *JAPA*, *Places*, *Journal of Property Research*, *Environment and Planning (A-D)*, *Town Planning Review*, and more. All planning journals and articles can be accessed remotely. ASU's Hayden and Noble Science Libraries also have major collections and books covering planning-related topics.

STANDARD 5 – GOVERNANCE

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

The MUEP program is in SGSUP, which is an autonomous unit within The College at ASU. SGSUP joins programs in geographical sciences, including geography, geographic information science, and climate science, and urban planning. The SGSUP Director, Sailor, who reports directly to The College's Dean of Social Sciences, oversees the school. The MUEP program is led by the AD of Planning, Ehlenz, who reports directly to the SGSUP Director. See Part II for additional information about our administrative structure.

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.

The MUEP program has autonomy on matters related curriculum, student admissions and evaluations, and budgeting. The program has strong influence on issues pertaining to planning faculty appointment, promotion, tenure, and evaluation, as fitting an interdisciplinary school. Planning faculty and student representatives were involved in the self-study report process; students have been made aware of PAB activities concerning the program. These dynamics are described below.

Administration: The MUEP program has its own leadership, staff, and governance, as described above and in Part II and Standards 1-3. MUEP program activities are discussed and decided at regular MUEP faculty meetings, which include MUEP faculty and staff and MUEP first- and second-year student representatives, and seasonal MUEP Admissions and Awards committee meetings, which are run by MUEP faculty. MUEP administrative activities are influenced by the SGSUP Director, MUEP student representatives, and the MUEP Mission and Strategic Plan and reported to SGSUP faculty at regular SGSUP faculty meetings.

Curriculum: The MUEP program has autonomy in designing its curriculum, as guided by standards set by ASU, including the Graduate College. Curriculum changes are discussed and decided at MUEP faculty meetings, which are regularly scheduled throughout the academic year. Curriculum proposals are developed by MUEP faculty, based on input from students and planning organizations, such as APA AZ, APA, and AICP, and vetted by the AD of Planning and the SGSUP Director. Proposals are then submitted through The College for formal approval following university procedures. Course scheduling and instructor allocation are led by the AD of Planning and supported by the SGSUP Manager of Graduate Programs and Assistant Director of Academic Services, in consultation with MUEP faculty and the SGSUP Director.

Student Admissions and Evaluations: Decisions about MUEP program admissions and financial aid are made by the MUEP Admissions committee, which is run by MUEP faculty (see Standard 2). MUEP student evaluations are conducted by MUEP faculty through coursework and the culminating experience. The AD of Planning makes decisions and provides recommendations to SGSUP's Director on MUEP student academic probation and dismissal cases with consultation from the Manager of Graduate Programs.

Budgeting: The SGSUP Director has authority over a state budget for personnel and operations as well as several local accounts. The MUEP program budget is included within SGSUP accounts. The AD of Planning manages the budget, with support from SGSUP's Business Operations team. MUEP program and class fees are deposited into the MUEP budget accounts for use exclusively by the program. The establishment of, or changes to, class fees is based on needs identified by MUEP students and faculty and are governed by ASU policies. Decisions about MUEP operating expenditures, which include funds for professional development and extracurricular workshops, are made by faculty at MUEP faculty meetings, with input from staff and student representatives.

Faculty Appointment, Evaluation, Promotion, and Tenure: MUEP faculty have strong influence in the appointment, evaluation, promotion, and tenure of their faculty, though decisions are informed by non-MUEP SGSUP faculty and ultimately made by the SGSUP Director, The College Deans, and ASU President, as appropriate. MUEP faculty search committees are chaired by MUEP faculty and include MUEP and non-MUEP SGSUP faculty as members. Search committees lead the process of developing and disseminating the job description, reviewing and interviewing applicants, and recommending applicants for campus interviews; recommendations are vetted by the SGSUP Director and decided by The College's Dean of Social Sciences. Evaluations of interviewees are made by SGSUP faculty based on input from the search committee and a discussion of the candidates' strengths and weaknesses. The SGSUP Director synthesizes the strengths and weakness for an assessment sent to The College's Dean of Social Sciences and Dean, who decide on the appointment.

MUEP faculty annual and third-year review evaluations are conducted by the SGSUP Personnel Committee based on information provided on professional activities by faculty and teaching evaluations and sponsored accounts compiled by SGSUP. Third-year reviews include a statement written by the faculty and a qualitative peer teaching evaluation conducted by a tenured SGSUP faculty. The Personnel Committee is composed of tenured SGSUP faculty who represent SGSUP programs for two-year terms. MUEP faculty lead the process of drafting the Personnel Committee's assessment of MUEP faculty. This draft is then discussed and revised by the entire Personnel Committee for annual evaluations and SGSUP tenured faculty for third-year reviews. The SGSUP Director reviews the Personnel Committee's assessment, finalizes the annual review evaluation, and synthesizes the strengths and weaknesses of the MUEP faculty for The College Deans, who evaluate all third-year reviews. Salary adjustments are recommended by the SGSUP Director and approved by The College Deans and University Provost. Annual progress towards tenure evaluations of tenure-track MUEP faculty are conducted by the SGSUP Director.

Criteria for promotion and tenure are contained in the SGSUP Bylaws and Policies and Procedures, which are approved by SGSUP faculty, The College, and University Provost. For each case, the SGSUP Personnel Committee elects a subcommittee of three members (including a chair), who are closest to the candidate's program area (in the case of the MUEP program, this would be MUEP faculty). The subcommittee prepares a list of external letter writers that could inform the school's list, after engaging with the candidate to carefully understand their disciplinary positioning, and discusses these

recommendations with the Unit Committee, which consists of all tenured faculty at or above the rank considered and may recommend revisions. The list is then sent to the SGSUP Director, who revises and sends recommendations to The College Dean of Social Sciences, who finalizes the list. Once the external letters are received, the subcommittee drafts a letter detailing the strengths and weaknesses of the case, and leads a discussion with the Unit Committee, which recommends revisions and votes on the case (strongly supporting, supporting, not supporting, or abstaining). The vote is recorded on the finalized letter and sent to the SGSUP Director. The next steps are carried out by The College, with separate recommendations required from the Promotion and Tenure committee and the Dean of Social Sciences. The candidate has an opportunity to meet with the Dean to discuss the strengths and weaknesses of the case and may choose to withdraw if they believe they may not be successful (only applicable for candidates who go up early for tenure or for promotion to full). Afterwards, the case is reviewed by the University Promotion and Tenure Committee and the University Provost, who makes a recommendation to the University President. The final decision is made by the University President.

Involvement of Faculty and Students in Accreditation Processes: MUEP faculty and students are strongly involved in PAB processes. The self-study report planning, researching, and writing was done collaboratively by MUEP faculty, with leadership from the AD of Planning and Manager of Graduate Programs and support from the MUEP Coordinator. Faculty leads were assigned to Standards and responsible for contributing to data collection and analysis. Draft versions of the report were iteratively reviewed and revised by MUEP faculty, staff, and student representatives. Updates on annual PAB reports are shared at regular MUEP faculty meetings.

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.

Pfeiffer, who administered the program from 2017 – 2018 and 2019 – 2022, is an Associate Professor with master's and doctoral degrees in planning from UCLA. She joined SGSUP as an Assistant Professor in 2011 and was promoted to Associate Professor with tenure in 2017. She is AICP and active in APA state and national chapters. Ehlenz, who currently administers the program, is an Associate Professor with planning degrees from the University of Wisconsin-Milwaukee (master's) and the University of Pennsylvania (PhD). She joined SGSUP as an Assistant Professor in 2015 and was promoted to Associate Professor with tenure in 2022. She also is AICP and active in APA state and national chapters. Additionally, Ehlenz is on the APA AZ board of directors and has experience as a senior planner in the City of Milwaukee's Department of City Development and a project manager with a planning consulting firm in Southeast Wisconsin. Additional information on Pfeiffer and Ehlenz's qualifications are available in Part IV: Other Evidence (see p. 633).

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

The program uses diverse modes to communicate with faculty, current and prospective students, alumni, employers, professional planners and other groups about the program's goals and progress. Several staff members are available to communicate with students applying to the program, including the MUEP Coordinator and SGSUP Manager of Graduate Programs. Faculty also meet individually with prospective applicants. Prospective applicants can learn more about the program, including its curriculum and faculty, at the MUEP Open House, which is usually held in mid-winter. The MUEP Coordinator, SGSUP Manager of Graduate Programs, and AD of Planning keep in contact with applicants after decision and funding letters are sent in the late winter and early spring.

Incoming students attend an MUEP Orientation at the start of fall semester, which gives them the opportunity to meet with graduate support staff, planning faculty, and other students, and discuss the program and expectations. Current and prospective students have access to the SGSUP Graduate Programs Handbook, which is available through the SGSUP website and outlines all structural aspects of the program. The handbook also is the go-to source for students' questions concerning course credits, plans of study, performance evaluations, SGSUP and College events, expectations for satisfactory student evaluations, TA/RA scholarships, grievance procedures, and facilities. There are many pathways for students to communicate with MUEP staff and the AD of Planning, including through advising appointments and office hours, email, first- and second- year MUEP student representatives at MUEP faculty meetings, and the annual MUEP Fall Feedback Survey. Graduates and alumni share their perspectives on the program and professional experiences following graduation through the annual MUEP Focus Group Reflection and the MUEP Alumni Survey. Staff share findings from these surveys and faculty discuss and decide on issues that arise from them in regular MUEP faculty meetings.

MUEP staff and administrators share ongoing news, events, and opportunities, including profiles of student award winners, cutting-edge faculty research, workshops, lectures, scholarships, internships, and jobs, through the MUEP student listserv and SGSUP's weekly online newsletter, *On the Map* (see Part IV Other Evidence, p. 768), which also counts faculty, alumni and planning practitioners and professional organizations among its subscribers. *On the Map* also showcases MUEP program engagement in local communities and planning issues and offers a platform for practicing planners and planning professional organizations, such as APA AZ, to reach our students and alumni. Alumni and professional planners also can engage with our students, faculty, and staff at our annual Career Navigator and Planning Career Fair events (see Standard 2). Engagement with professional planners, and planning scholars from outside of ASU also happens through MUEP courses that partner with practitioners, such as the PUP 580 Planning Workshop, extracurricular opportunities, like the APA AZ Mentorship Program, Transport Lab, and the Equitable Urban Places Lab, SGSUP's colloquium series, which regularly includes planning scholars, and state and national planning conferences. Finally, the APA AZ Board representative and SPA also cultivate productive relationships with practicing planners and professional planning organizations through frequent communication and engagement. Communication among MUEP faculty occurs at MUEP faculty meetings (see below). MUEP faculty also maintain frequent communication over email, in Coor Hall, and Zoom.

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.

The MUEP faculty meetings are the main avenue for formal faculty and student participation in the administration of the program. The meetings are held monthly each semester; meeting times are based on participants' availability and vary over the semester to allow for broad engagement. Meeting agendas are shared in advance with all MUEP faculty, staff, and student representatives and the SGSUP Director. Participants may contribute items to the agenda and comment on items in advance of or during the meeting. MUEP faculty, staff, and student representatives and the SGSUP Director are informed and can offer feedback on anything addressed at the meeting through the meeting recap, which offers a summary of what was discussed and decided (including issues raised and action steps) and emailed shortly after the meeting.

MUEP faculty also participate in SGSUP administrative decisions that affect them, such as those pertaining to hiring, evaluations, promotion, and tenure, through monthly SGSUP faculty meetings and representation on the SGSUP Personnel and Executive Committees, among other ad-hoc and standing committees. More information on their functions and procedures is available in the SGSUP Bylaws and Policies and Procedures. MUEP students also exert their collective voice and influence through SPA, which meets regularly, counts BSP and MUEP students among its members, and facilitates the selection of MUEP first- and second-year and APA AZ board representatives.

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.

Promotion and tenure policies and procedures were discussed in Section 5A. Mentorship of junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups, occurs through various channels within SGSUP. First, incoming faculty are assigned a SGSUP faculty mentor, with mentorship meetings occurring through a mode and frequency sufficient to meet the mentee's needs. Second, the SGSUP Director meets regularly with junior faculty, including as a group and as part of annual progress towards tenure evaluations, to discuss expectations and strategize for meeting them. All faculty participate in annual reviews, and these reviews are used by the Director to help junior faculty understand their progress toward tenure and identify any issues that need to be corrected. Third, the SGSUP Director appoints senior faculty to coordinate mentorship activities, including brownbags. Additional information on mentorship and support for junior faculty, including efforts to support underrepresented groups, are in Standard 3.

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.

Grievance policies and procedures are communicated to students and faculty through several channels. Faculty grievance policies and procedures are formally communicated through the SGSUP Bylaws and

University Academic Affairs Manual. [Academic grievances](#) are described in The College procedures that are covered for new students. Disability grievances are addressed through [ASU Educational Outreach and Student Services](#). MUEP student grievance policies and procedures are formally outlined in the SGSUP Graduate Programs Handbook (see Part IV Other Evidence, p. 474) and [The College](#). Grievances are also dealt with internally by the AD of Planning, Manager of Graduate Programs, and MUEP Program Coordinator through email, advising, and faculty, admissions committee, and ad-hoc meetings.

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.

The MUEP program follows established ASU and ASUOnline policies with respect to online integrity. Two of the primary mechanisms for online integrity include linking all coursework through ASU's learning management system (Canvas), which is accessed via the ASURITE single-sign on platform. All students receive an ASURITE account and this is the foundation for electronic verification at ASU. In addition, ASU uses a two-factor identity authentication tool (Duo Mobile) to verify ASURITE access. Students, as well as employees and staff, are required to use two-factor authentication when accessing any of ASU's single-sign on websites including email. Lastly, all students are required to adhere to ASU's Student Code of Conduct, which establishes the expectations for ethical, intellectually honest behavior as a student (among other things).