UCI | Master of Urban and Regional Planning

MURP Program Strategic Plan

September 2021

UNIVERSITY OF CALIFORNIA, IRVINE

Department of Urban Planning and Public Policy (UPPP)

School of Social Ecology

Program History

The Master of Urban and Regional Planning (MURP) program at UC Irvine welcomed its founding class in 1992, and since that time it has emerged as one of the top professional planning programs in the United States. It has conferred degrees to over 620 graduates who provide leadership in the private, public, and non-profit sectors. Graduates work within and across diverse subfields of planning including land use, housing, transportation, environmental, and economic development planning. The program's history can be divided into four phases: a formative period, a period of rapid expansion, a period of maturation and consolidation, and a period of expanded professional engagement and inclusive excellence.

Formative Period (1992-1999). The program evolved from a "concentration" into a formal department, producing its first cohort of MURP graduates in 1994. The program was first accredited by the Planning Accreditation Board (PAB) in 1998 and became eligible for campus funding of MURP fellowship support.

Rapid Expansion (2000-2006). In response both to internal programmatic needs for critical mass and to strong external campus pressures for growth in graduate enrollment, the MURP program doubled its enrollment and increased its faculty size (15 FTE). Excellent faculty recruitment contributed to a "Top Five" national ranking *(JPER)* in planning scholarship.

Maturation (2007-2016). School re-organization and significant state-precipitated budget cuts early in this period resulted in greater program efficiency and transparency. This included initiation of annual faculty strategic planning retreats and development of a MURP vision, mission statement, goals, and objectives based on a broadly inclusive consultative process. Nine new faculty members were hired while ten faculty members separated from the department (three of these to emeritus status). In 2012, MURP celebrated its 20th anniversary with the Honorable Henry Cisneros as keynote speaker. In a 2012 survey of over 370 planning educators from across the country, UC Irvine's MURP was rated the second best Master of Urban and Regional planning program in North America (Source: Planetizen, 2012). In 2014, the MURP program was granted a 7-year accreditation period by PAB, citing an "exemplary record."

Professional Engagement and Inclusive Excellence (2017-present). Initiation of Professional Degree Supplemental Tuition (PDST) in 2017 to support expanded skills-based courses and professional development programming launched a period of increased connections with professional planning practice and increased practitioner engagement. This corresponded with expanded outreach efforts and recruitment of students from underrepresented racial and ethnic groups. In 2019, the program was ranked 2nd among accredited planning programs in California for student "minority representation" (Source: Planetizen, 2019). Seven new faculty members were hired while one faculty member retired, resulting in an increased depth of associate and assistant professor ranks and solidifying future program leadership. The program strengthened curriculum offerings in social justice and environmental planning, policy, and science, added two professors of teaching, and increased diversity of faculty composition in terms of racial/ethnic origin and gender.

Appendix A provides a detailed timeline for the MURP program.

Key Program Indicators

Program Size: The average size of the MURP student body size was 54 for the previous four academic years, facilitating smaller courses and greater access to the program's 21 full-time and 9 adjunct faculty.

Student Satisfaction: Students gave the program a median grade of A- when asked, "Looking back over your time in the program, how well overall were your expectations met?" which demonstrates a high level of student satisfaction with the program overall (2019/2020 Student Surveys).

Curriculum: When asked to grade the program on whether it provided them a solid start on acquiring each of PAB's 18 required planning knowledge, skills, and values, the median grade given to the curriculum by students was a B or higher for all elements (2019/2020 Student Surveys).

Student Awards: More than 70 MURP students were recognized in the 2014-2020 period by national, regional, and campus awards, scholarships, and fellowships for academic achievements.

Student Diversity: MURP is one of the most diverse planning programs in the U.S. – ranked 10th in the nation and 2nd in California for the largest percentage of minority representation (Planetizen, 2019); Students from underrepresented groups accounted for 39% of students in AY 2019-20.

Graduate Employment: Nearly all (98%) of recent graduates (2014-2019) reported they secured employment within one year of graduation (2020 Alumni Survey).

Graduate Planning Fields: Land use planning (40%), housing, social and community planning (26%), transportation planning (24%), environmental planning (15%), and economic development planning (11%) (2020 Alumni Survey).

Graduate Satisfaction: 85% of recent graduates indicated that they were "Very Satisfied" or "Somewhat Satisfied" with how the program prepared them for the first two years of their careers (2020 Alumni Survey).

Strategic Plan Development

The revised MURP vision, mission statement, program goals, and measurable outcomes resulted from a deliberative and consultative process that was launched during the department retreat in September 2019 when faculty reflected on the program's strengths, recent developments, and strategic areas for refinement and improvement. The faculty MURP Steering Committee used this feedback and insights from our self-study during 2019-2020 academic year as well as feedback from faculty, students, alumni, and professionals via surveys in May/June 2020 to finalize this revised MURP Strategic Plan.

Vision

Our program educates the next generation of planning professionals to solve societal, economic, and environmental challenges and build a just and sustainable future. We utilize active and project-based learning to apply planning theory to practice and to activate dialogue into action. Upon graduation, students have the critical thinking, networking, and analytical skills to succeed in planning practice. Our faculty, students, and alumni reflect the diversity of society and become effective leaders in the private, public, and non-profit sectors.

Mission Statement

We educate aspiring planning professionals to develop and implement equitable strategies to address complex challenges within a diverse society, translate planning knowledge to improve well-being, and engage communities to build a just and sustainable future.

Program Goals

1) <u>Student Achievement</u>. Recruit and maintain a diverse student body, enhance and support student learning and professional development, and ensure high levels of graduate satisfaction and career success.

2) <u>Professional and Community Engagement</u>. Enhance external communications, strengthen connections with alumni, planning, and community organizations, and expand opportunities for engagement with the planning profession and local communities.

3) <u>Faculty Achievement</u>. Maintain a diverse faculty with scholarly excellence, ensure strong faculty governance of the program, and support high standards for teaching and professional training.

Appendix B provides the program goals with sub-goals and corresponding measurable outcomes.

Strategic Issues for the Next 5-7 Years

The MURP program's strategic planning process in 2019-2020 resulted in updated vision and mission statements (above) that communicate <u>our program's identity,</u> helping to distinguish our program from accredited planning programs nationwide and, in particular, programs in southern California. Our primary domestic recruitment market is our home county of Orange County, California. Our secondary domestic market includes other parts of southern California such as Los Angeles County, San Diego County, and the "Inland Empire" (Riverside and San Bernardino Counties). In addition, we seek to maintain a balanced representation of domestic students from other parts of the United States and representation of international students.

Our strategic planning process identified <u>three strategic niche areas</u> that our program will use in future outreach and recruitment to market our program. <u>First</u>, we have and will continue to grow our program's niche focused on ***social justice and sustainability***. We have reinforced our commitment to these focus areas through recent faculty hiring, expansion of practice-oriented courses taught by adjuncts, and recruitment of a more diverse student body. This niche is amplified by the program's position within the **School of Social Ecology**, which focuses on building science-based solutions to social and environmental problems. The School connects planners with criminologists and psychologists to provide research, classroom, and community engagement opportunities to address justice and sustainability concerns through a social-ecological understanding of the interface between human behavior and natural systems.

<u>Second</u>, our program's niche is defined by our ***diverse suburban location*** in **Orange County, California**, which provides our students with opportunities to gain skills planning for and engaging with older and largely lower-income, non-white suburban communities in the north and newer, more affluent suburban communities in the south. Applicants are attracted to the training we provide in applying the planning knowledge, skills and values from our courses in our increasingly diverse county and region. Students

also appreciate that Orange County offers a strong planning job market with a range of post-graduation opportunities in city government, development, and environmental sectors. Reflecting this niche, our program is ranked 6th in the nation and 1st in southern California among "top suburban programs" (Planetizen, 2019).

Third, our program's niche is our ***diverse student body***. We substantially increased the diversity of the program's student body in recent years during a period of nationally declining applications. Our program is ranked 10th in the nation and 2nd in southern California for the largest percentage of minority representation (Planetizen, 2019). We will continue to tailor and expand our outreach and recruitment efforts to maintain this trajectory. This niche is amplified by the program's position within the **UC Irvine**, which is designated as a Hispanic-Serving Institution (HSI) and an Asian-American and Native American Pacific Islander-Serving Institution (AANAPISI) as a part of a federal program to support first-generation and low-income students. In 2017, UC Irvine was ranked #1 for "Doing the Most for the American Dream" on *The New York Times'* College Access Index. Applicants off all backgrounds have shared that the diversity of the student body is an important consideration as they select a planning program, because they recognize that it will enrich their classroom experience and help them to advance social justice within the planning sector by understanding the needs of diverse communities.

We will use the following five strategies developed and refined over several years to advance the program's identity and strengthen its three competitive niche areas (described above):

- Train Students to Build a Just and Sustainable Future. We will draw from the program's and faculty's expanding portfolio of research and engagement in environmental planning, policy, and science, as well as social, racial/ethnic, and economic justice, to help empower our students with the skills and knowledge needed to build a just and sustainable future.

- Engage Diverse Communities. We will also work to enhance the program's curriculum, activities, and outreach to elevate community engagement as a strategy to connect with, serve, and learn from the diverse communities in the region. Many MURP courses already integrate applied project-based learning, and the program is fostering additional community engagement in response to student requests and the growing diversity of the program's student body and surrounding communities.

- Advance Diversity in the Program and the Profession. The program made substantial progress during recent years in enhancing racial/ethnic and socioeconomic diversity of the student body and faculty. We will continue to develop outreach and recruitment strategies, develop curriculum and programming to respond to the evolving needs of all students, and foster critical thinking, analytical, and professional skills that graduates can use as professionals to engage with and plan for diverse communities.

- Promote Professional Connections. We plan to strengthen connections with alumni, planning, and community organizations through co-sponsored events, professional development and mentorship activities, student and faculty participation in planning events and conferences, and representation on boards of organizations. We will also strengthen and leverage connections with cities and planning organizations in our region to expand professional engagement opportunities.

- Enhance External Communications. We will continue to enhance external communications by using online media to more effectively communicate our program's identity/niche regionally,

nationally, and internationally. That is, by enhancing our online media presence, providing regular program updates, featuring stories of student and faculty professional and community engagement, and fostering dialogue about the role of planning in building a more just and sustainable future, we will demonstrate our identity/niche through actions and strategic outreach.

Appendix A. MURP Program Timeline, 1989-Present

Year	Faculty	Students	Notable Events
1989-90	Baldassare, Conner, DiMento, Stokols, and Suarez-Villa become first planning concentration faculty.	Undergraduate & graduate degrees shared within School of Social Ecology	Urban and Regional Planning (URP) Concentration approved. Proposal submitted to establish Master of Urban and Regional Planning (MURP) program.
1990-91	Hired: Crane.		MURP degree program approved by the UC Regents.
1991-92	Program director: Baldassare. Hired: Boarnet, Bollens, Daniere, Takahashi.		MURP program inaugurated.
1992-93		Founding MURP class (8) recruited	Program upgrades status to department using the name "Urban and Regional Planning." MURP degree implemented.
1993-94			Founding MURP cohort (8) graduated.
1994-95	Hired: Day. Separation: A. Daniere (U of Toronto)		Ph.D. in Urban and Regional Planning approved.
1995-96	Acting chair: Suarez-Villa (Baldassare on leave). Hired: Ingram.	25th MURP degree granted	Helen Ingram becomes inaugural holder of the Warmington Chair in the Social Ecology of Peace and International Cooperation.
1997-98	Department chair: Bollens. Hired: Mazumdar, Tengs. Separation: Baldassare resigns (PPIC).		Initial MURP accreditation by PAB. Vice President Al Gore delivers keynote address to mark establishment of the Roger W. and Janice M Johnson Chair in Civic Governance.
1998-99	Hired: Matthew. Separation: Crane (UCLA).		MURP fellowships first funded by campus graduate studies
2000-01	Hired: Chew, Basolo, Lejano, Saphores.		Department explores revisions to doctoral requirements and department name change.
2001-02	Hired: M. Feldman, Jacobson. Separation: Takahashi (UCLA).	21 MURPs enroll, largest cohort yet	Civic governance scholar M. Feldman arrives from University of Michigan to become inaugural holder of Johnson Endowed Chair.
2002-03	Department chair: Boarnet.		Department and Ph.D. names ("Planning, Policy, and Design") adopted to reflect faculty strengths and degree program revisions.
2003-04	Separation: Tengs (to consulting).		Professional Advisory Board initiated.
2004-05	Hired: Beard, Garde, Torres.		JPER article ranks UC Irvine fifth nationally in planning scholarship (publications 1998-2002). First annual MURP job fair.
2005-06	Separation: Saphores (UCI Dept of Civil & Environmental Engineering).		Four students win California Planning Foundation awards, more winners statewide than any other program.
2006-07	Interim chair: Chew. Separations: Connor (emeritus), Ingram (emerita).	45 MURPs enroll, largest cohort yet	PAB site visit. National department chair search.
2007-08	Department chair: D. Feldman; vice chair: Chew. Hired: D. Feldman.		First annual faculty retreat. Vice chair position created to provide curriculum leadership.
2008-09	Hired: Bruckner, Houston. Separation: Jacobson (RAND).		UC system faces massive budget crisis. Bollens fills Warmington Chair. Master of Public Policy (MPP) program approved by UC Regents.
2009-10	Separation: Day (NYU-Polytechnic division chair).	48 MURPs enroll, largest cohort yet	B.A. in Urban Studies launched (Department's first exclusive undergraduate degree).
2011-12	Hired: Rendón; Separation: DiMento (UCI Law); Vice Chair: Ajay Garde. MURP Director: Basolo (2011-14).		PAB site visit February 2011. Master of Public Policy inaugural class Fall 2011. 20th anniversary of MURP program commemorated.
2012-13	Hired: J.H. Kim, Pipkin Separation: Beard (Cornell), Lejano (NYU), Stokols (emeritus).		20th anniversary of MURP program celebrated 2012. MURP program as second best in North America (Planetizen reputational survey).
2013-14	Separation: Suarez-Villa (emeritus).		PAB site visit. Hired: MURP Outreach Coordinator. Start: Advisory Board launches Distinguished Fellows program.
2014-15	Hired: Marantz. MURP Director: Houston (2015-17).		October 2014—PAB grants PPD 7-year accreditation, cites MURP program's "exemplary record"
2015-16	Hired: Nicholls. Separation: Bruckner (UCI Public Health).		Creation of permanent MURP Steering Committee composed of core MURP faculty to guide program policy and initiatives.
2016-17	Interim Department Chair: Bollens Vice chair: W. Nicholls; Hired: Ulibarri Separation: Chew (emeritus).	2011-2017: 210 MURP graduates. 30 Average enrollment/year.	Department name change from "Planning, Policy, and Design" to "Urban Planning and Public Policy." MURP practicum capstone instructor Susan Harden honored as FAICP.
2017-18	Hired: Virginia Parks as professor and new Department Chair, Allaire, Wong (Professor of Teaching). MURP director: J. Kim (2017-20).	Alumnus N. Chen serves as OC Section Director, American Planning Association.	MURP program commemorates 25-year anniversary. MURP Professional Degree Supplemental Tuition (PDST) implemented.
2018-19	Hired: H. Kim.	NEURUS exchange program in 20th year.	Joint B.A. in Environmental Science and Planning implemented.
2019-20	Hired: Mendez, Reyes. Separation: Mazumdar (retired). Hired: Garrison (Starting Fall 2020), Kumar (Starting Fall 2021).	MURP student body Ranked 2nd in CA for "minority representation" (Planetizen).	Ph.D. name change to "Urban and Environmental Planning and Policy" Hired: MURP Asst Director Campbell; with Garrison (Fall '20) and Kumar (Fall '21), full time faculty reaches 21, largest in our history.

Appendix B. Program Goals (with Sub-goals and Measurable Outcomes)

1) **STUDENT ACHIEVEMENT**. Recruit and maintain a diverse student body, enhance and support student learning and professional development, and ensure high levels of graduate satisfaction and career success.

1a) **Recruit and maintain a diverse student body** with strong academic achievement, professional and community engagement experience, students from underrepresented racial/ethnic groups, and first-generation students.

Objective	Performance Indicator/ Measurement Tool
• Seek to maintain/increase applications	• Number of applications (consider regional/national context)
• Seek to maintain/increase selectivity	• Applicants accepted/students applied (consider reg./national context)
• Maintain/increase undergraduate GPA	• Average GPA for accepted applicants; Minimum GPA 3.0
• Ensure admitted students reflect inclusive excellence using holistic criteria	• Internship or planning work experience • Professional or community engagement • Contributions to society • Intellectual and geographic diversity (applicants from a range of undergraduate majors, institutions, and geographic regions) • Potential future contributions to diversity of the planning profession
• Ensure a balanced representation of international students	• Percentage of international students
• Maintain/increase percent of students from underrepresented racial/ethnic groups (URGs)	• Percentage of students from URGs (African-American, Latino, Native American)
• Maintain/increase percent of students who are first-generation college students	• Percentage of students who are first-generation college students
• Ensure strong student retention and graduation rates.	• Retention and graduation rates
• Facilitate internship and job connections.	• Distribute internship and job announcements • Continue the annual MURP Job Fair in Spring

1b) **Enhance and support student learning and professional development**:
   - Ensure a solid foundation in planning history, theory, methods, and planning subfields;
   - Develop critical thinking, networking, and analytical skills to succeed in planning practice;
   - Utilize active and project-based learning to connect planning theory to practice;
   - Provide skills-oriented courses and professional development learning opportunities.

Objective	Performance Indicator/ Measurement Tool
• Ensure a solid foundation in planning history, theory, methods, and planning subfields. • Develop critical thinking, networking, and analytical skills to succeed in planning practice.	• Student rating of program learning outcomes in PAB-defined components of planning education, and rating of overall instruction • Expert Review Panel evaluations of core and capstone coursework to assess MURP program learning outcomes • Evaluation by alumni and planning and community professionals: "How well is UC Irvine doing in preparing MURP graduates for professional planning practice?" • AICP exam pass rate
• Utilize active and project-based learning to connect planning theory to practice	• Ensure the curriculum (including capstone courses) embrace project-based learning/research that links student work and faculty teaching with current societal, economic, and environmental challenges • Expand faculty training in and incorporation of active learning

	approaches into MURP courses and programming
• Provide skills-oriented courses and professional development learning opportunities	• Offer professional development courses each year focused on planning practice and skills development taught by practitioners • Student and Review Panel ratings of learning outcomes relating to skills and professional development, including communication skills

1c) **Ensure high levels of graduate satisfaction and career success** by maintaining or increasing graduate satisfaction with the program, employment within planning or planning-related fields, planning certification, and contributions to community and profession.

Objective	*Performance Indicator/ Measurement Tool*
• Maintain/increase graduate satisfaction with program	• 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
• Maintain/increase high graduate employment	• Percentage of graduates who secure employment within one year of graduation in professional planning, planning-related, or other positions
• Strengthen the ability of students to attract awards, scholarships, and other forms of recognition to support career success	• Number of local, regional, and national awards for academic achievement
• Maintain/increase connection between MURP and planning certification	• AICP exam pass rate
• Maintain/increase service by program graduates to community and profession	• Graduates' contributions to meeting community needs and to providing service to the planning profession, in the time period between two and five years after graduation

2) **PROFESSIONAL AND COMMUNITY ENGAGEMENT**. Enhance external communications, strengthen connections with alumni, planning, and community organizations, and expand opportunities for engagement with the planning profession and local communities.

2a) **Enhance external communications** by using online media to provide program updates, feature stories of student and faculty professional and community engagement, and foster dialogue about the role of planning in building a just and sustainable future.

Objective	*Performance Indicator/ Measurement Tool*
• Enhance external communications to build connections and activate dialogue into action	• Maintenance of external online communications to provide program updates to alumni, planning, and community organizations • Number of MURP announcements and featured stories about student and faculty professional and community engagement and the role of planning in building a just and sustainable future.

2b) **Strengthen connections with alumni, planning organizations, and community groups** through co-sponsored events, professional development and mentorship activities, and student and faculty participation in planning events and conferences and representation on boards of organizations.

Objective	*Performance Indicator/ Measurement Tool*
• Strengthen connections with off-campus partners through events and programs	• Number of events and professional development and mentorship activities co-sponsored by off campus-partners • Continued coordination with UCI Planning Alumni activities, including their annual mentorship program
• Participation in planning events and conferences	• Number of planning events and conferences attended by students and faculty

	• Number of UCI MURP alumni and students on the Board of planning and community organizations, including the OC-APA Board of Directors and the OC-APA Young Planners Group (YPG)
• Representation on boards of organizations	• Continued connections with OC-APA through a faculty liaison and MURP student representatives

2c) **Expand opportunities for engagement with the planning profession and local communities**:
  • Recruit practitioners and community leaders as instructors, mentors, and speakers;
  • Maintain or expand student internships in private, public and non-profit sectors;
  • Ensure faculty and research centers communicate research to policy makers and the public;
  • Utilize project-based learning, capstone projects, and community-based research to support off-campus partners and provide knowledge and skills needed to plan for a diverse society.

Objective	*Performance Indicator/ Measurement Tool*
• Maintain/expand opportunities for engagement with the planning profession and local communities	• Rating by students/alumni of program's opportunities for inclusive community and professional engagement • Number of MURP program opportunities for engagement with planning professionals and policy makers • Number of programs by alumni, student, and professional organizations that connect students with planning professionals and networking opportunities
• Recruit practitioners and community leaders as instructors, mentors, and speakers;	• Offer professional development courses each year focused on planning practice and skills development taught by practitioners • Number of programs, events, and workshops featuring practitioners and community leaders as instructors, mentors, and speakers
• Maintain/expand student internships in private, public and non-profit sectors	• Percentage of students that secured an internship while in program • Continue MURP staff communication of internship and job announcements and connections • Continue offering an internship course for elective credit for completing an unpaid internship and a corresponding professional development independent study with a MURP faculty advisor • Continue offering internship funding support to assist students who obtain unpaid or low-paid internships or training opportunities
• Ensure faculty and research centers communicate research to policy makers and the public	• Number of reports, policy briefs, or presentations by faculty or researchers communicating research to policy makers and the public
• Utilize project-based learning, capstone projects, and community-based research to support off-campus partners and provide knowledge and skills needed to plan for a diverse society	• Ensure the curriculum (including capstone courses) embraces project-based learning/research that addresses current societal, economic, and environmental challenges and/or supports off-campus partners

3) **FACULTY ACHIEVEMENT**. Maintain a diverse faculty with scholarly excellence, ensure strong faculty governance of the program, and support high standards for teaching and professional training.

3a) **Maintain a diverse faculty with scholarly excellence**, professional and community engagement experience, and inclusion of faculty from underrepresented racial/ethnic groups.

Objective	*Performance Indicator/ Measurement Tool*
• Maintain/expand a diverse faculty with scholarly excellence	• Number of published books and peer-reviewed articles, conference paper presentations, invited talks, sponsored reports • External recognition of the influence and impact of this scholarly output as recorded by, e.g., citation counts and reviews of work

	• Influence of faculty scholarship as measured by program and opinions of planning educators and evidenced by continued advancement through UC merit and promotion system for all our faculty • Measure faculty diversity using holistic criteria, including intellectual contributions, planning specializations, and geographic diversity (from a range of institutions and geographic regions)
• Maintain/expand a faculty with professional and community engagement experience	• Value faculty professional and community engagement in research, teaching and service during recruitments, review, and promotions • Number of faculty contributions to diversity of the planning profession
• Maintain/strengthen inclusion and retention of faculty from underrepresented racial/ethnic groups	• Percentage of applicant pool from URGs (African-American, Latino, Native American) for faculty recruitments • Support opportunities for development and advancement for all faculty, including faculty from URGs

3b) **Ensure strong faculty governance of the program** through participation on the MURP Steering Committee by faculty trained in the discipline of urban and regional planning.

Objective	*Performance Indicator/ Measurement Tool*
• Ensure strong faculty governance of the program to maintain a firm planning identity	• Utilize the MURP Steering Committee comprised of full-time faculty with a Ph.D. in planning to oversee the curriculum, professional development initiative, and program policies and initiatives • Continue UPPP faculty-wide engagement with the program's progress in meeting strategic plan goals • Maintain the centrality of urban planning educational backgrounds and/or research foci of new faculty hires

3c) **Support high standards for faculty teaching and professional training** by supporting pedagogical development of faculty and maintaining faculty professional certification.

Objective	*Performance Indicator/ Measurement Tool*
• Support high standards for faculty teaching and professional training	• Student rating of program learning outcomes in PAB-defined components of planning education, and rating of overall instruction • Expert Review Panel evaluations of core and capstone coursework to assess MURP program learning outcomes • Evaluation by alumni and planning and community professionals: "How well is UC Irvine doing in preparing MURP graduates for professional planning practice?" • Measures of faculty training in and incorporation of active and project-based learning approaches into MURP courses and programming • Support faculty in maintaining AICP certification