University of Michigan
Taubman College of Architecture and Urban Planning
Urban & Regional Planning Program

STRATEGIC PLAN

2014 - 2018
INTRODUCTION

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Between October 2013 and June 2014, the faculty of the Urban and Regional Planning Program (“UM Planning” or “Michigan Planning”) defined a future direction for UM Planning’s next four years. Chair Richard K. Norton saw this planning activity as an opportunity to engage the many new members of the faculty who have joined the program since the last strategic planning effort and to address the emerging changes that are taking place in the professional practice of planning. The Dean of the Taubman College of Architecture and Urban Planning, Monica Ponce de Leon, supported this planning initiative. Strategic planning consulting firm Goaltrac was hired to facilitate the effort.

The Strategic Planning Steering Committee placed a high value on making the process as interactive and inclusionary as possible. The environmental scan, for example, included focus groups from three different strata of faculty but also from alumni, current students and prospective students as well. Six individual interviews were also conducted to accommodate those who couldn’t participate in their respective focus group or who indicated a desire for a more confidential conversation. The Strategic Planning Steering Committee met with the consultant eleven times to brainstorm, review, and revise all aspects of the plan and process. The entire faculty came together at an all day retreat on December 7, 2013 to review the existing mission, the SWOT and competitive analysis results, and then draft set of strategic issues. At a faculty meeting on April 18, 2014 the faculty reviewed and revised a new mission statement, vision, and core values. At the final meeting on May 14, 2014 the full faculty reviewed and revised the strategic issues, goals, and priorities and then voted by consensus to adopt them as the core of a strategic plan. Every major proposal of the committee and the consultant was reviewed and reworked by the full faculty during the three planning retreats (which also included some alumni, employers, and College support staff as well) to ensure that the widest possible range of opinion and perspective was
heard and incorporated, and to guarantee that the final product had widespread support and ownership by the people who would be implementing it.

This strategic plan follows a traditional format and begins with a discussion of the mandates that structure the development of a new strategic plan, proceeds to outline the results of an environmental scan, identifies the strategic issues that were made apparent from the environmental scan and a review of UM Planning’s top competition, and then outlines the strategic goals and priorities necessary to address the strategic issues. A number of supporting documents are appended to the plan to provide the user with in-depth information on previous strategic planning efforts, focus groups results, and competitive program analyses.
MANDATES

The UM Planning Program operates under the following mandates:

- **It must follow the rules, regulations, and policies of the University of Michigan.**
  As a unit in the University it is bound to follow all legal and operational structures of the university.

- **It must follow the rules, regulations, and policies of the Rackham Graduate School.**
  As the Rackham Graduate School oversees degrees offered by the Planning Program, it is bound to follow all legal and operational structures of the graduate school.

- **It is a program of the Taubman College of Architecture and Urban Planning.**
  As such, it has access to but limited control over its finances and college resources such as web presence, building, fundraising, etc. With fewer than half as many faculty as the Architecture program, the Urban & Regional Planning Program must ensure it receives adequate resources to carry out its programs.

- **It must follow the accreditation standards of the Planning Accreditation Board (PAB).**
  To remain an accredited MUP degree program of study, the Planning Program must show that it complies with a range of standards regarding the development or updating of its mission and strategic plan, student diversity and support, faculty quality, diversity, and output, planning curriculum, program governance, assessment, and measurable progress.
INTRODUCTION

Starting with UM Planning’s existing mission statement created in 2006, the faculty and other stakeholders gathered at the initial strategic planning retreat to review and update the mission based on any changes externally in the wider planning world and internally on the changes within the program including the addition of so many new faculty. The entire process of that review is outlined in Appendix I, Mission Statement Revision Process. As a result of that process, the mission was broken up into three components: vision, which focuses on the impact of planning on the world and speaks to the importance of the work produced by program faculty, staff, and students; mission, which focuses on what the program does to foster good planning; and core values and commitments, which speaks to the values and actions the participants seek to hold themselves to as they conduct the mission.

VISION

We believe that planning can change the world. Through place-based and interdisciplinary approaches, good planning promotes a just and sustainable future.

MISSION

Michigan Planning empowers faculty, students, and community partners to promote social justice and enhance sustainability through urban and regional planning. We pursue innovative and applied scholarship, multi-disciplinary and engaged learning, and meaningful public service.

Leveraging location and resources, we engage today’s most challenging issues in the U.S. and around the world: the extreme disparities between wealth and poverty; the tensions between market and civic rationality; the contradictions of growth and abandonment; the causes and effects of environmental degradation; and the causes and effects of racial, ethnic, and socio-economic segregation.

We work to improve public decision-making and the physical design of urban spaces by promoting planning with a long-term, regional, and socially responsible perspective.

CORE VALUES AND COMMITMENTS

- Social justice
We seek public planning, policy, and design initiatives that maximize opportunities for all people—especially those who have been marginalized—to participate meaningfully in society.

- **Sustainability**
  We seek public planning, policy, and design initiatives that promote the adaptive and resilient sustainability of societies by protecting the natural environment and enhancing the place-based social relationships upon which stable, thriving societies depend.

- **Innovative and practical scholarship**
  We conduct individual and collaborative research to advance understanding of urban and regional problems, develop useful tools and techniques, and strengthen the links between place, policy, and design.

- **Reflective practitioners and leaders**
  We teach our students to be rigorous thinkers, skilled experts, and wise counselors to public leaders and citizens alike.

- **Service in the public interest**
  We teach community-based courses and conduct community-based scholarship that provide value to our professional, public, and citizen partners.

Urban planning tackles societal problems with a focus on place-based policy and design. In doing so, we draw on the knowledge of many academic disciplines and professional fields. Our planning scholars frequently collaborate with partners outside the university to advance solutions to real-world problems. With faculty guidance, Michigan Planning offers students opportunities to create plans that address the challenges our community partners face.

At Michigan Planning, we work in a demanding but collegial learning environment that enables our students to graduate as outstanding urban planners and our faculty to engage in outstanding teaching and research.
STRATEGIC ISSUES

Strategic Issues

Social Justice and Sustainability
SJS1. Need to continue defining, refining and incorporating social justice and sustainability in the program

Research
R1. Need to further enable and encourage faculty and Ph.D. students to produce research
R2. Need to increase the profile and visibility of research

Teaching
T1. Need to continue to revisit curriculum to address questions of whether we have right classes, right people, appropriate class sizes, and right balance between requirements and flexibility
T2. Questions about how to strengthen graduates’ capacity for entering professional practice
T3. Need to increase global focus
T4. Need to create system for updating methods of teaching

Service
S1. Need to increase opportunities for students to experience making an impact on real problems in Detroit and other communities
S2. Need to better track and promote service activities of the faculty and students

Diversity
D1. Need to increase the number of underrepresented students and faculty
D2. Need to increase attention to issues of diversity in the curriculum
D3. Need to address issues around minority student retention

Operations
O1. Desire to improve program’s global reputation
O2. Desire to improve student quality and diversity
O3. Need to maintain a substantial tuition revenue stream
O4. Need to improve marketing and visibility
O5. Need to increase planning-specific fundraising
O6. Need to address the role of Planning Program inside the Taubman College
O7. Need to reinvigorate internal governance and committee structure
O8. Need to foster a physical environment for informal interaction
STRATEGIC GOALS, MID-TERM PRIORITIES, AND SHORT-TERM PRIORITIES

The goals outlined below drill down on the different components in the mission statement. This provides a logical bridge for aligning actions taken in the short and medium term with the longer-term direction. It also allows one set of goals to accommodate both the strategic plan four-year horizon and the Planning Advisory Board’s accreditation (up to) seven-year horizon.

The priorities outlined under each goal drill down further to identify actions that can be taken to accomplish the goal. Long-term priorities have four-year horizon and are outlined using the initials “LTP”. Mid-term priorities have two-year horizon and are outlined using the initials “MTP”. Short-term priorities have a one-year horizon and are outlined using the initials “STP”.

This section of the strategic plan shows goals and priorities. An implementation plan which would drill down to the project level would indicate the concrete steps for getting each project done along with start and due dates and the person or persons responsible identified.

Goal 1
Ensure core values of social justice and sustainability are adequately addressed where appropriate in the program

<table>
<thead>
<tr>
<th>LTP1</th>
<th>Continue to ensure social justice and sustainability are meaningfully incorporated into curriculum and activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STP1</td>
<td>Provide resources for student activities that focus on social justice and/or sustainability.</td>
</tr>
<tr>
<td>MTP1</td>
<td>Continue to ensure social justice and sustainability are incorporated into core courses.</td>
</tr>
<tr>
<td>MTP2</td>
<td>Continue to ensure social justice and sustainability are incorporated into concentration core courses.</td>
</tr>
<tr>
<td>LTP2</td>
<td>Continue to better prepare faculty to facilitate meaningful discussions on social justice and/or sustainability issues in the classroom</td>
</tr>
<tr>
<td>STP2</td>
<td>Use University resources such as CRLT annually to increase faculty capacity to navigate difficult social justice and sustainability issues</td>
</tr>
<tr>
<td>STP3</td>
<td>Invite college lecture speakers on at least one social justice and/or sustainability topic each year.</td>
</tr>
</tbody>
</table>
Goal 2
Produce and promote innovative and practical scholarship that advances knowledge of urban and regional planning.

LTP3  Enhance the capacity of faculty, particularly junior faculty, to do research, engage in scholarly dialogue and create innovative work

STP4  Ensure strong administrative structures are in place in the college to support faculty research proposals and grant management

STP5  Implement ways of assigning teaching that could help research productivity

STP6  Explore creating research structures and initiatives that build on program strengths

STP7  Continue to facilitate scheduled scholarly discussions of faculty research

LTP4  Continue improving the quality and prominence of the Ph.D. program

STP8  Enhance quality and quantity of publications stemming from doctoral student research

MTP3  Continue to enhance the graduation success of doctoral students

LTP5  Improve the visibility of research

STP9  Strengthen the presence of research on the website.

MTP4  Nominate more faculty and students for research awards.
Goal 3
Provide an exceptional planning profession education that enables our students to be reflective practitioners, rigorous thinkers, skilled experts, and wise counselors to public leaders and citizens alike.

LTP6 Continually improve curriculum

STP10 Revisit curriculum to address student and faculty desires for greater flexibility

STP11 Explore expansion of international teaching and research opportunities

STP12 Explore rebranding of real estate certificate to meet perceived demand for high quality redevelopment education

LTP7 Leverage UM Planning’s related programs (Arch, Public Policy, SNRE, Social Work) to provide interdisciplinary learning opportunities

MTP5 Explore potential for new certificate programs

MTP6 Continue development of experiential and/or service-learning opportunities

MTP7 Articulate additional dual degrees (School of Information, Civil/Construction/Financial Engineering)

LTP8 Enhance faculty capacity to deliver exceptional instruction through the classroom and student advising

MTP8 Engage CRLT for instructional techniques training and class audits

MTP9 Engage university resources (e.g. CRLT, Rackham, IGR) to improve students and faculty cultural literacy

MTP10 Explore benefits and drawbacks of offering co-taught courses
Goal 4
Provide service through our teaching and research that provides value to our professional, public, and citizen partners.

LTP9  Continue promoting teaching activities that provide public service

STP13  Continue to strengthen capstones’ ability to provide public service

MTP12  Strengthen our involvement Michigan Engaging Community through the Classroom (MECC) and other interdisciplinary initiatives

LTP10  Enhance faculty capacity to bring research to bear on public issues, locally and globally

STP14  Explore ways to expand faculty and student research that provides public service, locally and globally

STP15  Explore ways to better promote faculty and student research that provides public service, locally and globally

LTP11  Place special emphasis on Ann Arbor, Detroit, and the Great Lakes region

STP16  Explore Real Estate development and other executive programs in Detroit

STP17  Re-explore partnership with D3, UM School of Information, and UM Library System

MTP13  Continue to support public service in Ann Arbor and other places served by the Planning Program
Goal 5

Continually focus efforts to recruit and retain a diverse student and faculty population

- **LTP12** Focus specific recruitment efforts on students from underrepresented minorities.
- **STP18** Implement plans for reinvigorating Sojourner Truth visiting faculty position
- **STP19** Enhance outreach and recruitment efforts
- **MTP13** Reinvigorate the Detroit Community Partnership Center
- **LTP13** Improve efforts to retain a diverse student and faculty population
  - **STP20** Establish structured advising involving faculty, students, and alumni
  - **STP21** Improve mentoring of junior faculty
  - **MTP14** Use university resources (e.g. CRLT, IGR, Rackham) to improve climate
- **LTP14** Ensure diversity examples are incorporated into the curriculum where appropriate
  - **STP22** Emphasize global nature of diversity issues in the curriculum
  - **MTP15** Ensure diversified examples (e.g. diversity by race, class, gender, etc.) are incorporated into curriculum
Goal 6
Continually improve the operations of the program to leverage greater impact

LTP15  Enhance Career Services as a marketable competitive advantage

STP23  Generate resources for summer internship scholarship program
STP24  Develop an improved student alumni connections program

LTP16  Explore feasibility of expanding recruiting and training for professional readiness

MTP16  Improve recruitment for students who are an excellent fit for program’s diversity, quality and area of interest goals.
MTP17  Explore feasibility of standalone professional readiness program (e.g. boot camp, weekend session, etc.)

LTP17  Improve all aspects of marketing to exhibit the program’s strengths to its target market

STP25  Ensure website markets program effectively to prospective students
MTP18  Improve Planning’s brand management to effectively market program to students, funders, and new faculty
MTP19  Explore feasibility of changing name of Planning (and Architecture) Program to Department

LTP18  Ensure facilities enhance learning and community

MTP20  Improve existing building
MTP21  Ensure that the new addition reflects program’s needs

LTP19  Enhance efficiency of administrative work

STP26  Improve committee system to include implementation of strategic plan
MTP22  Improve decision-making flow and meeting structure
MTP23  Clarify process for revising curriculum including concentration requirements

LTP20  Advance program’s role and governance autonomy inside Taubman College
STP27  Develop a planning program advisory board
STP28  Develop better financial reporting for decision-making
STP29  Advocate for a website that meets UM Planning needs
MTP24  Generate more planning-specific scholarship funding
MTP25  Cultivate planning program advocates among alumni
### Outcomes Assessment Plan

**Goal 1:** Ensure core values of sustainability and social justice (S& SJ) are adequately addressed where appropriate in the program.

<table>
<thead>
<tr>
<th>Outcome/Objective</th>
<th>Performance Indicators/ Measurement Tools</th>
<th>Program Benchmarks</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Continue to better prepare faculty to facilitate meaningful discussions on S&amp; SJ issues in the classroom</td>
<td>Use of UM resources such as CRLT to increase faculty capacity to navigate difficult S&amp; SJ issues</td>
<td>At least one training program conducted annually for faculty</td>
<td>Ongoing</td>
<td>CRLT training on facilitating difficult conversations in the classroom was provided to both faculty and students several years ago, but not since</td>
<td>Program to begin providing training for faculty annually this coming academic year</td>
</tr>
<tr>
<td>1.2 Continue to ensure S&amp; SJ are meaningfully incorporated into curriculum and program activities</td>
<td>Program and college lectures on S&amp; SJ</td>
<td>At least one program or college lecture annually on sustainability and/or social justice</td>
<td>Ongoing</td>
<td>URP program and Taubman College have held symposia on issues of sustainability, social justice, and diversity for the past two years</td>
<td>Program and college to continue sponsoring symposia or, at the least, inviting guest lecturers</td>
</tr>
<tr>
<td></td>
<td>Provision of resources for student activities that focus on S&amp; SJ</td>
<td>At least one student event sponsored each year</td>
<td>Ongoing</td>
<td>Student events were sponsored on S&amp; SJ and diversity in 2012 and 2013, respectively, as part of symposia</td>
<td>Program to continue support of student events as currently engaged</td>
</tr>
<tr>
<td></td>
<td>Coverage of S&amp; SJ in core program courses</td>
<td>Curriculum committee (CC) assessment of meaningful coverage in core courses; student responses to course evaluations are positive</td>
<td>Ongoing</td>
<td>Core program courses were evaluated in the fall of 2009 to ensure coverage of S&amp; SJ</td>
<td>CC to review courses periodically as necessary and add course evaluation questions as appropriate</td>
</tr>
<tr>
<td></td>
<td>Coverage of S&amp; SJ in concentration foundational courses</td>
<td>CC assessment of meaningful coverage in concentration foundational courses</td>
<td>Ongoing</td>
<td>Concentration courses were evaluated in the fall of 2012 to ensure coverage of S&amp; SJ</td>
<td>CC to review courses periodically as necessary</td>
</tr>
<tr>
<td></td>
<td>Student satisfaction with level of treatment of S&amp; SJ topics</td>
<td>A majority of graduates one year out indicate that they are satisfied that the topics of S&amp; SJ were adequately addressed by the program</td>
<td>Begin survey summer 2014</td>
<td>Aside from informal student feedback on symposia and related events, we have not systematically evaluated student satisfaction with the level of attention provided on S&amp; SJ topics</td>
<td>Program to begin more formal and standardized assessment</td>
</tr>
</tbody>
</table>

*Note:* The nature of this particular goal is to ensure that faculty receive training to facilitate discussion and that S& SJ topics are addressed through instruction, not to promote a particularly ideological perspective on either concept. The objectives are stated more procedurally rather than substantively, therefore, and most of the measurement tools and benchmarks are more procedural rather than learning-outcome oriented.
Goal 2: Produce and promote innovative and practical scholarship that advances knowledge of urban and regional planning.

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<tr>
<td>2.1 Enhance the capacity of faculty, particularly junior faculty, to do research, engage in scholarly dialogue, and create innovative work</td>
<td>Administrative structures that support faculty research proposal writing and grant management are in place</td>
<td>Research committee (RC) assessment of whether structures are providing adequate support</td>
<td>Conduct assessment 2014-2016</td>
<td>Not yet initiated</td>
<td>RC to conduct assessment</td>
</tr>
<tr>
<td></td>
<td>Teaching assignment policy that facilitates research productivity is in place</td>
<td>RC assessment of teaching assignment policies</td>
<td>Conduct assessment 2014-2016</td>
<td>Program adopted policy to minimize teaching days; need to assess other potential options</td>
<td>RC to conduct assessment</td>
</tr>
<tr>
<td></td>
<td>Program-level research centers that build on program strengths are in place</td>
<td>RC assessment of potential for creating structures</td>
<td>Conduct assessment 2014-2016</td>
<td>Not yet initiated</td>
<td>RC to conduct assessment</td>
</tr>
<tr>
<td></td>
<td>Provision of forums to facilitate scholarly discussions of research</td>
<td>Provision of at least two research discussion seminars open to faculty and students per term</td>
<td>Seminars ongoing</td>
<td>Program sponsored monthly research presentation seminars during the 2013-2014 academic year were very well received by faculty and students</td>
<td>Program to continue sponsoring periodic seminars</td>
</tr>
<tr>
<td></td>
<td>Provision of formal faculty mentoring committees for junior faculty</td>
<td>All junior faculty are assigned mentoring committees that meet at least once per semester</td>
<td>Ongoing</td>
<td>In place and continuing</td>
<td>Program to continue mentoring efforts</td>
</tr>
<tr>
<td>2.2 Continue improving quality and prominence of Ph.D. program (for its tangential benefits to M.U.P. program)</td>
<td>Quantity and quality of publications stemming from doctoral student research</td>
<td>Students should produce and submit for peer review at least one publishable-quality paper by graduation</td>
<td>Beginning 2014 academic year</td>
<td>Recent funding and curricular adjustments to the Ph.D. program have improved student publication efforts, but not all students are currently hitting this benchmark</td>
<td>Program to continue ongoing efforts</td>
</tr>
<tr>
<td></td>
<td>Timely graduation of doctoral students</td>
<td>Students should normally graduate within 4.5 academic years</td>
<td>Ongoing</td>
<td>Recent adjustments have also reduced time to graduation, but not all students are currently hitting this benchmark</td>
<td>Program to continue ongoing efforts</td>
</tr>
<tr>
<td>2.3 Improve the visibility of program faculty and student research</td>
<td>Presentation of research on the program website</td>
<td>Research presence on the web for all faculty is complete and current</td>
<td>Conduct assessment 2014-2016</td>
<td>Not yet initiated</td>
<td>College communications staff to conduct assessment</td>
</tr>
<tr>
<td></td>
<td>Number and reputational quality of faculty and student awards for research</td>
<td>Submit at least one nomination each for faculty and student research per year</td>
<td>Ongoing</td>
<td>Formal review and strategy not yet initiated</td>
<td>Program to identify appropriate awards and strategy for making nominations</td>
</tr>
</tbody>
</table>
### Goal 3: Provide an exceptional planning profession education that enables our students to be reflective practitioners, rigorous thinkers, skilled experts, and wise counselors to public leaders and citizens alike.

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<tbody>
<tr>
<td>3.1 Continually improve curriculum and delivery of instruction to ensure that the program provides exceptional learning outcomes in terms of conveying key knowledge, skills, and values of the planning profession</td>
<td>Student performance in coursework overall</td>
<td>100% of students remain in good academic standing to graduate</td>
<td>Ongoing</td>
<td>Within the past 7 years, the proportion of students remaining in good academic standing to graduate has been 99%; need to continually work to increase this outcome</td>
<td>Program to continue and enhance ongoing efforts</td>
</tr>
<tr>
<td></td>
<td>Student performance in capstones, professional projects, and theses</td>
<td>100% of students obtain at least a grade of B in their capstones, projects, and theses</td>
<td>Ongoing</td>
<td>Within the past 7 years, the proportion of students who have earned a grade of C+ or lower has been 4%; need to continually work to decrease this outcome</td>
<td>Program to continue and enhance ongoing efforts</td>
</tr>
<tr>
<td></td>
<td>Student awards for class and extramural projects</td>
<td>Students receive at least 2 individual and 2 group project awards per year</td>
<td>Ongoing</td>
<td>We have achieved these outcomes without systematic effort or tracking; need to enhance these efforts</td>
<td>Program to continue and increase efforts</td>
</tr>
<tr>
<td></td>
<td>Graduate and employer assessments of the success of the program in preparing students for practice, for graduates and employers of graduates 1, 2, and 5 years out</td>
<td>Survey response rates of 80% or greater agreement that graduates are well prepared</td>
<td>Begin revised surveys summer 2014, ongoing thereafter</td>
<td>Results of surveys of graduates 1 year out suggest that 97% and 87% of 2011 and 2012 graduates, respectively, were satisfied or very satisfied with the quality of their education</td>
<td>Program to ensure wording of questions is appropriate and undertake new and additional surveys</td>
</tr>
<tr>
<td>3.2 Continually improve curriculum to ensure that it remains exceptional and up-to-date</td>
<td>Faculty assessment of adequacy and appropriateness of curriculum for meeting the program’s pedagogical goals, incorporating input from students, alumni, and other stakeholders</td>
<td>Faculty consensus that curriculum is appropriately structured</td>
<td>2014-2016</td>
<td>Strategic planning efforts in 2008, 2012, and 2013-2014 suggest the need to systematically evaluate whether the core curriculum provides adequate flexibility to students, adequate training in physical planning literacy and skills, and adequate introduction to global/comparative planning topics</td>
<td>CC to lead the faculty through a comprehensive review of the curriculum</td>
</tr>
</tbody>
</table>
### 3.3 Leverage UM’s related programs (e.g., Architecture, Public Policy, SNRE, Social Work) to provide interdisciplinary learning opportunities for URP students

<table>
<thead>
<tr>
<th>Description</th>
<th>Faculty and student assessment of quantity and quality of multi-disciplinary certificate and dual-degree programs</th>
<th>Faculty and student consensus that no additional certificate or formal dual-degree programs are needed</th>
<th>2014-2017</th>
<th>Steps are underway to gauge student interest in a new multi-unit certificate program on sustainable infrastructure, and to formalize the dual M.U.P./M.S. in Information degree</th>
<th>Program to continue ongoing efforts and explore other possible programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and student assessment of quantity and quality of interdisciplinary learning opportunities</td>
<td>Faculty and student consensus that interdisciplinary learning opportunities are adequate and appropriate</td>
<td>Ongoing</td>
<td></td>
<td>The URP program has been working to create interdisciplinary programs at UM, and it is seeking additional funding to expand those efforts; part of those efforts includes evaluating benefits, especially in terms of learning outcomes</td>
<td>Program to continue ongoing efforts</td>
</tr>
</tbody>
</table>

### 3.4 Enhance faculty capacity to deliver exceptional instruction through classroom and student advising

<table>
<thead>
<tr>
<th>Description</th>
<th>Faculty use of CRLT and other UM teaching resources</th>
<th>Each faculty takes new instructional training at least biannually and updates teaching methods where appropriate</th>
<th>2015-2017</th>
<th>Faculty have been taking training programs periodically, but not consistently and regularly; need to formalize and implement this policy</th>
<th>Program to develop policy and programs to advance this initiative, and to encourage faculty participation</th>
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<td>Each faculty takes new instructional training at least biannually and updates teaching methods where appropriate</td>
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<td>Program to develop policy and programs to advance this initiative, and to encourage faculty participation</td>
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Goal 4: Provide service through our teaching and research that provides value to our professional, public, and citizen partners.

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<tr>
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<tr>
<td>4.1 Continue promoting teaching activities that provide public service</td>
<td>Faculty and student assessment of quantity and quality of teaching efforts that provide public service, including studio, capstone, and multi-unit teaching efforts</td>
<td>Based on periodic surveys of faculty and students, both faculty and students are satisfied that service-oriented learning opportunities are adequate and appropriate</td>
<td>Ongoing</td>
<td>The URP program teaches capstone courses that provide substantial public service. It has also been working to enhance interdisciplinary programs at UM focused on public service, and it is seeking additional funding to expand those efforts. Part of those efforts includes evaluating benefits, especially in terms of public service outcomes.</td>
<td>Program to continue ongoing efforts</td>
</tr>
<tr>
<td>4.2 Enhance faculty capacity to bring research to bear on public issues, locally and globally</td>
<td>RC opportunity assessment for methods and means to expand and promote faculty research that provides public service</td>
<td>Faculty consensus that opportunities and promotion of outcomes is adequate</td>
<td>2015-2017</td>
<td>Not yet initiated</td>
<td>RC to conduct assessment</td>
</tr>
<tr>
<td>4.3 Place special emphasis on Ann Arbor, Detroit, and the Great Lakes Region</td>
<td>Faculty and student engagement with organizations in Ann Arbor, Detroit and the larger Great Lakes Region</td>
<td>Active engagement by URP program faculty and students</td>
<td>2015-2017</td>
<td>Not yet initiated</td>
<td>Program to initiate policy and encourage faculty and student participation</td>
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<td></td>
<td>Formal URP program partnerships with other UM units and community organizations focused especially in Ann Arbor and Detroit</td>
<td>Based on periodic surveys of faculty and students, both faculty and student consensus that quantity and nature of formal program offerings are adequate and beneficial</td>
<td>2015-2017</td>
<td>Not yet initiated</td>
<td>Program to initiate policy and encourage faculty and student participation</td>
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</table>
Goal 5: Continually focus efforts to recruit and retain a diverse student and faculty population.

<table>
<thead>
<tr>
<th>Outcome/Objective</th>
<th>Performance Indicators/Measurement Tools</th>
<th>Program Benchmarks</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Focus specific recruitment efforts on students from under-represented minorities</td>
<td>Sojourner Truth visiting faculty position</td>
<td>Regular appointment of Sojourner Truth visiting faculty and related appointments</td>
<td>Ongoing</td>
<td>The URP program strategic planning diversity task force recently completed a review of the program’s Sojourner Truth visiting faculty position and made a number of recommendations for reconfiguring and reinvigorating it.</td>
<td>Diversity Committee (DC) to work with program chair and faculty to implement task force recommendations</td>
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<td></td>
<td>Outreach and recruitment efforts proposed for funding through Rackham Graduate School Diversity Allies program</td>
<td>Successful implementation of Rackham Diversity Grant proposal tasks</td>
<td>2014-2015 and ongoing</td>
<td>The URP program strategic planning diversity task force and program chair submitted a grant proposal to the Rackham Graduate School to fund a variety of activities designed to increase and improve systematic efforts to recruit and retain students traditionally under-represented in the planning profession. That grant is a continuation grant and should be funded.</td>
<td>DC to work with program chair and faculty to implement grant</td>
</tr>
<tr>
<td>5.2 Improve efforts to retain a diverse student and faculty population</td>
<td>Assessment of adequacy and quality of support system for students who are underrepresented minorities, and of efforts to improve the understanding of culture and climate among the larger faculty and student body, based on focus group and confidential survey analysis</td>
<td>A strong majority of underrepresented minority students are satisfied with adequacy of support system and efforts to address issues of climate</td>
<td>2014-2015 and ongoing</td>
<td>The URP program has been working to expand support of students and faculty through enhanced mentoring and advising, drawing from faculty, fellow students, and alumni. Ongoing evaluations of these efforts indicate that they need to be increased and enhanced. Part of these efforts would be covered under the Rackham grant noted above.</td>
<td>DC to work with program chair and faculty to implement grant</td>
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<td>5.3 Ensure examples of diversity are incorporated into curriculum where appropriate</td>
<td>Coverage of issues and examples of diversity in program courses</td>
<td>Qualitative assessment of meaningful coverage in courses demonstrates coverage is appropriate</td>
<td>2015-2017</td>
<td>Not yet initiated</td>
<td>DC to conduct assessment</td>
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<td>6.1 Enhance URP program career services as a marketable competitive advantage</td>
<td>Internship and job placement rates for students and graduates</td>
<td>Continued placement of 80% or more of students seeking summer internships and full-time employment in the near term, with increases in placement over time</td>
<td>Ongoing</td>
<td>Except for several years during the economic recession, M.U.P. student placement rates have generally been above 80%. Seeking and obtaining employment is increasingly difficult, however, necessitating ongoing and enhanced career services support.</td>
<td>Career services staff (CSS) to continue ongoing efforts</td>
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<td>6.2 Improve all aspects of marketing to exhibit the program’s strengths to its target audience</td>
<td>URP program website, recruiting/promotional materials, and program brand</td>
<td>Faculty, staff, student, and alumni agreement that URP program presence is competitive</td>
<td>Assess marketing 2014-2015 and ongoing</td>
<td>While the program currently supports 3-6 students each summer to make unpaid internships feasible, demand suggests the need for more support</td>
<td>CSS and program chair to continue exploring options for additional funding</td>
</tr>
<tr>
<td>6.3 Ensure URP program facilities enhance learning and community</td>
<td>Faculty and student assessment of program needs</td>
<td>Faculty and student consensus that needs are met</td>
<td>Ongoing</td>
<td>URP program faculty and students are participating in college-wide planning and design for new A&amp;AB facilities; need to continue participation</td>
<td>Program to continue ongoing efforts</td>
</tr>
<tr>
<td>6.4 Ensure URP program’s role and governance autonomy inside Taubman College adequately support its mission</td>
<td>Faculty and student assessment of program needs</td>
<td>Faculty and student consensus that role and autonomy of the URP program is appropriate</td>
<td>2014-2016</td>
<td>Strategic planning efforts suggest the need to systematically evaluate the URP Program’s autonomy, along with steps that might improve its functioning, such as establishment of an alumni advisory board</td>
<td>CC to lead the faculty through a assessment</td>
</tr>
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<td>6.5 Enhance efficiency of URP program administration</td>
<td>Faculty satisfaction with program administration</td>
<td>A majority of the faculty express satisfaction with administrative processes</td>
<td>Ongoing</td>
<td>The rapid increase in the size and diversity of the faculty, along with the increased initiatives engaged by the program, has highlighted the need to formalize and streamline faculty deliberation and meeting processes</td>
<td>Program chair to continue reforms, including increased use committees for initial deliberation and reporting on program issues and initiatives</td>
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