

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

**STRATEGIC PLAN**

*2014 - 2018*

## INTRODUCTION

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

## STRATEGIC PLAN

*2014 – 2018*

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

### 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.

## **VISION, MISSION, CORE VALUES and COMMITMENTS**

### ***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

- LTP1 Continue to ensure social justice and sustainability are meaningfully incorporated into curriculum and activities.
  - STP1 Provide resources for student activities that focus on social justice and/or sustainability
  - MTP1 Continue to ensure social justice and sustainability are incorporated into core courses
  - MTP2 Continue to ensure social justice and sustainability are incorporated into concentration core courses
- LTP2 Continue to better prepare faculty to facilitate meaningful discussions on social justice and/or sustainability issues in the classroom
  - STP2 Use University resources such as CRLT annually to increase faculty capacity to navigate difficult social justice and sustainability issues
  - STP3 Invite college lecture speakers on at least one social justice and/or sustainability topic each year

## 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

<b>Goal 1: Ensure core values of sustainability and social justice (S&amp;SJ) are adequately addressed where appropriate in the program.</b>					
<b>Outcome/Objective</b>	<b>Performance Indicators/ Measurement Tools</b>	<b>Program Benchmarks</b>	<b>Timeframe</b>	<b>Results</b>	<b>Analysis/Action Plan</b>
1.1 Continue to better prepare faculty to facilitate meaningful discussions on S&SJ issues in the classroom	Use of UM resources such as CRLT to increase faculty capacity to navigate difficult S&SJ issues	At least one training program conducted annually for faculty	Ongoing	CRLT training on facilitating difficult conversations in the classroom was provided to both faculty and students several years ago, but not since	Program to begin providing training for faculty annually this coming academic year
	Program and college lectures on S&SJ	At least one program or college lecture annually on sustainability and/or social justice	Ongoing	URP program and Taubman College have held symposia on issues of sustainability, social justice, and diversity for the past two years	Program and college to continue sponsoring symposia or, at the least, inviting guest lecturers
1.2 Continue to ensure S&SJ are meaningfully incorporated into curriculum and program activities	Provision of resources for student activities that focus on S&SJ	At least one student event sponsored each year	Ongoing	Student events were sponsored on S&SJ and diversity in 2012 and 2013, respectively, as part of symposia	Program to continue support of student events as currently engaged
	Coverage of S&SJ in core program courses	Curriculum committee (CC) assessment of meaningful coverage in core courses; student responses to course evaluations are positive	Ongoing	Core program courses were evaluated in the fall of 2009 to ensure coverage of S&SJ	CC to review courses periodically as necessary and add course evaluation questions as appropriate
	Coverage of S&SJ in concentration foundational courses	CC assessment of meaningful coverage in concentration foundational courses	Ongoing	Concentration courses were evaluated in the fall of 2012 to ensure coverage of S&SJ	CC to review courses periodically as necessary
	Student satisfaction with level of treatment of S&SJ topics	A majority of graduates one year out indicate that they are satisfied that the topics of S&SJ were adequately addressed by the program	Begin survey summer 2014	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&SJ topics	Program to begin more formal and standardized assessment

*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.**

<b>Outcome/Objective</b>	<b>Performance Indicators/ Measurement Tools</b>	<b>Program Benchmarks</b>	<b>Timeframe</b>	<b>Results</b>	<b>Analysis/Action Plan</b>
2.1 Enhance the capacity of faculty, particularly junior faculty, to do research, engage in scholarly dialogue, and create innovative work	Administrative structures that support faculty research proposal writing and grant management are in place	Research committee (RC) assessment of whether structures are providing adequate support	Conduct assessment 2014-2016	Not yet initiated	RC to conduct assessment
	Teaching assignment policy that facilitates research productivity is in place	RC assessment of teaching assignment policies	Conduct assessment 2014-2016	Program adopted policy to minimize teaching days; need to assess other potential options	RC to conduct assessment
	Program-level research centers that build on program strengths are in place	RC assessment of potential for creating structures	Conduct assessment 2014-2016	Not yet initiated	RC to conduct assessment
	Provision of forums to facilitate scholarly discussions of research	Provision of at least two research discussion seminars open to faculty and students per term	Seminars ongoing	Program sponsored monthly research presentation seminars during the 2013-2104 academic year were very well received by faculty and students	Program to continue sponsoring periodic seminars
	Provision of formal faculty mentoring committees for junior faculty	All junior faculty are assigned mentoring committees that meet at least once per semester	Ongoing	In place and continuing	Program to continue mentoring efforts
2.2 Continue improving quality and prominence of Ph.D. program (for its tangential benefits to M.U.P. program)	Quantity and quality of publications stemming from doctoral student research	Students should produce and submit for peer review at least one publishable-quality paper by graduation	Beginning 2014 academic year	Recent funding and curricular adjustments to the Ph.D. program have improved student publication efforts, but not all students are currently hitting this benchmark	Program to continue ongoing efforts
	Timely graduation of doctoral students	Students should normally graduate within 4.5 academic years	Ongoing	Recent adjustments have also reduced time to graduation, but not all students are currently hitting this benchmark	Program to continue ongoing efforts
2.3 Improve the visibility of program faculty and student research	Presentation of research on the program website	Research presence on the web for all faculty is complete and current	Conduct assessment 2014-2016	Not yet initiated	College communications staff to conduct assessment
	Number and reputational quality of faculty and student awards for research	Submit at least one nomination each for faculty and student research per year	Ongoing	Formal review and strategy not yet initiated	Program to identify appropriate awards and strategy for making nominations

**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.**

Outcome/Objective	Performance Indicators/Measurement Tools	Program Benchmarks	Timeframe	Results	Analysis/Action Plan
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	Student performance in coursework overall	100% of students remain in good academic standing to graduate	Ongoing	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	Program to continue and enhance ongoing efforts
	Student performance in capstones, professional projects, and theses	100% of students obtain at least a grade of B in their capstones, projects, and theses	Ongoing	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	Program to continue and enhance ongoing efforts
	Student awards for class and extramural projects	Students receive at least 2 individual and 2 group project awards per year	Ongoing	We have achieved these outcomes without systematic effort or tracking; need to enhance these efforts	Program to continue and increase efforts
	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	Survey response rates of 80% or greater agreement that graduates are well prepared	Begin revised surveys summer 2014, ongoing thereafter	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	Program to ensure wording of questions is appropriate and undertake new and additional surveys
3.2 Continually improve curriculum to ensure that it remains exceptional and up-to-date	Faculty assessment of adequacy and appropriateness of curriculum for meeting the program's pedagogical goals, incorporating input from students, alumni, and other stakeholders	Faculty consensus that curriculum is appropriately structured	2014-2016	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	CC to lead the faculty through a comprehensive review of the curriculum

3.3 Leverage UM's related programs (e.g., Architecture, Public Policy, SNRE, Social Work) to provide interdisciplinary learning opportunities for URP students	Faculty and student assessment of quantity and quality of multi-disciplinary certificate and dual-degree programs	Faculty and student consensus that no additional certificate or formal dual-degree programs are needed	2014-2017	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	Program to continue ongoing efforts and explore other possible programs
	Faculty and student assessment of quantity and quality of interdisciplinary learning opportunities	Faculty and student consensus that interdisciplinary learning opportunities are adequate and appropriate	Ongoing	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	Program to continue ongoing efforts
3.4 Enhance faculty capacity to deliver exceptional instruction through classroom and student advising	Faculty use of CRLT and other UM teaching resources	Each faculty takes new instructional training at least biannually and updates teaching methods where appropriate	2015-2017	Faculty have been taking training programs periodically, but not consistently and regularly; need to formalize and implement this policy	Program to develop policy and programs to advance this initiative, and to encourage faculty participation

**Goal 4: Provide service through our teaching and research that provides value to our professional, public, and citizen partners.**

Outcome/Objective	Performance Indicators/Measurement Tools	Program Benchmarks	Timeframe	Results	Analysis/Action Plan
4.1 Continue promoting teaching activities that provide public service	Faculty and student assessment of quantity and quality of teaching efforts that provide public service, including studio, capstone, and multi-unit teaching efforts	Based on periodic surveys of faculty and students, both faculty and students are satisfied that service-oriented learning opportunities are adequate and appropriate	Ongoing	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.	Program to continue ongoing efforts
4.2 Enhance faculty capacity to bring research to bear on public issues, locally and globally	RC opportunity assessment for methods and means to expand and promote faculty research that provides public service	Faculty consensus that opportunities and promotion of outcomes is adequate	2015-2017	Not yet initiated	RC to conduct assessment
4.3 Place special emphasis on Ann Arbor, Detroit, and the Great Lakes Region	Faculty and student engagement with organizations in Ann Arbor, Detroit and the larger Great Lakes Region	Active engagement by URP program faculty and students	2015-2017	Not yet initiated	Program to initiate policy and encourage faculty and student participation
	Formal URP program partnerships with other UM units and community organizations focused especially in Ann Arbor and Detroit	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	2015-2017	Not yet initiated	Program to initiate policy and encourage faculty and student participation

**Goal 5: Continually focus efforts to recruit and retain a diverse student and faculty population.**

Outcome/Objective	Performance Indicators/Measurement Tools	Program Benchmarks	Timeframe	Results	Analysis/Action Plan
5.1 Focus specific recruitment efforts on students from under-represented minorities	Sojourner Truth visiting faculty position	Regular appointment of Sojourner Truth visiting faculty and related appointments	Ongoing	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.	Diversity Committee (DC) to work with program chair and faculty to implement task force recommendations
	Outreach and recruitment efforts proposed for funding through Rackham Graduate School Diversity Allies program	Successful implementation of Rackham Diversity Grant proposal tasks	2014-2015 and ongoing	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.	DC to work with program chair and faculty to implement grant
5.2 Improve efforts to retain a diverse student and faculty population	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	A strong majority of underrepresented minority students are satisfied with adequacy of support system and efforts to address issues of climate	2014-2015 and ongoing	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.	DC to work with program chair and faculty to implement grant
5.3 Ensure examples of diversity are incorporated into curriculum where appropriate	Coverage of issues and examples of diversity in program courses	Qualitative assessment of meaningful coverage in courses demonstrates coverage is appropriate	2015-2017	Not yet initiated	DC to conduct assessment

<b>Goal 6: Continually improve the operations of the program to leverage greater impact.</b>					
<b>Outcome/Objective</b>	<b>Performance Indicators/Measurement Tools</b>	<b>Program Benchmarks</b>	<b>Timeframe</b>	<b>Results</b>	<b>Analysis/Action Plan</b>
6.1 Enhance URP program career services as a marketable competitive advantage	Internship and job placement rates for students and graduates	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	Ongoing	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.	Career services staff (CSS) to continue ongoing efforts
	Funding for student scholarships especially focused on unpaid summer internships	Substantial increase (not specified) in scholarship support	2014-2015 and ongoing	While the program currently supports 3-6 students each summer to make unpaid internships feasible, demand suggests the need for more support	CSS and program chair to continue exploring options for additional funding
6.2 Improve all aspects of marketing to exhibit the program's strengths to its target audience	URP program website, recruiting/promotional materials, and program brand	Faculty, staff, student, and alumni agreement that URP program presence is competitive	Assess marketing 2014-2015 and ongoing	Not yet initiated	Program to conduct assessment
6.3 Ensure URP program facilities enhance learning and community	Faculty and student assessment of program needs	Faculty and student consensus that needs are met	Ongoing	URP program faculty and students are participating in college-wide planning and design for new A&AB facilities; need to continue participation	Program to continue ongoing efforts
6.4 Ensure URP program's role and governance autonomy inside Taubman College adequately support its mission	Faculty and student assessment of program needs	Faculty and student consensus that role and autonomy of the URP program is appropriate	2014-2016	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	CC to lead the faculty through a assessment
6.5 Enhance efficiency of URP program administration	Faculty satisfaction with program administration	A majority of the faculty express satisfaction with administrative processes	Ongoing	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	Program chair to continue reforms, including increased use committees for initial deliberation and reporting on program issues and initiatives