

**Huxley College of the Environment
Department of Environmental Studies**

**Urban Planning and Sustainable Development (UPSD) Program
Strategic Plan
2019-2024**

Urban Planning Program Committee
Adopted: March 19, 2019

Contents:

Section 1.0 Preamble

Section 2.0 Program Vision

Section 3.0 Program Mission

Section 4.0 Elements of the Strategic Plan

Section 5.0 UPSD Program Goals and Objectives 1-4 Years (2019-2022)

Section 6.0 Strategic Objectives 5-7 Years (2023-2025)

Section 7.0 Review Process of 2016 Strategic Plan: PAB, Faculty, Students, Advisory Board

Section 1.00 Preamble

The UPSD Program (Program) first adopted its strategic plan in 2015, with subsequent revisions adopted in March, 2016. This 2019 Strategic Plan responds to program needs and to issues identified by the UPSD Program Committee (comprised of Program faculty, student representatives, and the College Dean), the WWU Urban Planners Club, UPSD students, the UPSD Professional Advisory Board (Advisory Board), and the Planning Accreditation Board's (PAB).

Section 2.0 Program Vision

The program envisions advancing a society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. Community aspirations, as understood by diverse segments of the community, are discussed freely and form the foundation of planning for a more sustainable future, with special consideration for those who are most marginalized and for the ecological systems that sustain and inspire us.

Section 3.0 Program Mission

The mission of the Urban Planning and Sustainable Development Program is to contribute to a more just and sustainable society by cultivating students to become future planning leaders who are ethical, knowledgeable, and technically capable to assist communities plan their equitable, healthful, livable, and sustainable communities for present and future generations. The Urban Planning program's mission affirms and works within the broader mission of Huxley College to integrate an outstanding urban planning educational program through faculty-student collaboration, applied research, and professional and community service to foster positive outcomes in communities.

Section 3.1 Urban Planning Program and Huxley College's Overarching Mission

Huxley College's overarching mission is to be a premier institution for the education of future environmental experts and leaders, both regionally and global. Huxley College's approach to its mission is through critically addressing today's environmental challenges and preparing tomorrow's interdisciplinary problem solvers. We accomplish this mission by integrating outstanding educational programs, faculty-student collaboration, applied research, and professional and community service – using the teaching, advising, and College structure as an integral resource. Huxley College's disciplinary majors each emphasize particular fields of study to effectively carrying out the Huxley's mission in the education of future environmental leaders and experts. The Urban Planning and Sustainable Development major

represents the professional field within the College that directly addresses environmental and community problem solving through urban planning practice.

The Program's strategic mission is fulfilled through curriculum attainment of three values: Collaboration, Application, and Problem Orientation:

- *Collaboration:* We collaborate within the College, with other units of the University, and with the larger community in solving environmental and community problems.
- *Application:* We apply our teaching and learning to the real world and seek to make meaningful contributions to a community's sustainable development.
- *Problem Orientation:* We engage students, faculty, and the professional community meaningfully in the analysis of solutions to pressing environmental and community problems.

Many of our graduates go on to professional careers in urban planning, while others continue their graduate studies in the urban planning, law, natural resource management, architecture, and public policy fields. Our curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable community futures. Through the integration of urban planning and the natural sciences, social sciences, and allied fields, the UPSD Program at Huxley College endeavors to educate problem solvers who are able to meet the environmental challenges of our times. Our graduates directly meet statewide demands for training young professionals to enter high demand fields; this is especially pertinent in Washington State, which has enacted progressive land use, growth management, and environmental protection policies.

The Program's mission emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The Program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning theory, history, and methods, sustainable design, law, conflict resolution, resilience planning, urban design, environmental policy, and environmental sciences to provide students with a solid understanding of the linkages between urban and natural systems and the multi-dimensional problems faced in urban development. The Program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world.

Section 3.2 Definition of Program Mission Fulfillment

The Program's mission is to cultivate students to become future planning leaders in order to assist communities to plan more sustainable futures. That sustainable future is inspired by the Program's vision for the attainment of a future society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. The program fulfills its mission through its curriculum as well as extracurricular activities.

Section 3.3 Evaluating the Program Mission

Evaluation is used to determine if the goals of the Program are being met. As an integral step to assessment, we first identify the learning attributes of a Huxley urban planning graduate. These attributes are the result of achieving expected learner outcomes in coursework and experiences such as studios, internships, and capstone courses, and thus the achievement of our programmatic objectives. Learning objectives are measured at both the College-wide level (environmental core knowledge) and at the Program level (emphasizing urban planning knowledge, skills, and values).

The attributes of a Huxley Urban Planning graduate include the understanding and acquisition of knowledge in:

- Legal, procedural, theoretical, historical, ideological, and political aspects and processes that shape the urban environment.
- Processes of conflict and collaboration among governments, communities, and private sector actors.

- Methods in public policy alternatives analysis.
- Processes of developing and reforming public policy.
- Forming of ideals and philosophies benefiting the public realm and the quest for societal justice.
- Methods for implementing growth management and assessing sustainable development.
- Ability to work in collaborative arrangements and in situations of uncertainty, diversity, and risk.
- Complexity and diversity in social and cultural perspectives.
- Writing, graphic illustration, and speaking skills for persuasive communication.
- Skills and methods for preparing planning and policy proposals.

Section 4.0 Elements of the Strategic Plan

The UPSD Strategic Plan emphasizes 8 strategic elements and corresponding activities in Table 1:

Table 1: UPSD Strategic Elements & Activities

<i>Strategic element</i>	<i>Activities and Priorities</i>
1. Curriculum	<ul style="list-style-type: none"> • Assess, evaluate, and enhance curriculum content and administration • Initiate opportunities for graduate studies in urban planning
2. Experiential Learning	<ul style="list-style-type: none"> • Expand experiential learning opportunities that benefit underrepresented communities in applied curriculum • Expand opportunities for service learning experiences serving Native American communities
3. Constituent and Professional Engagement	<ul style="list-style-type: none"> • Engage faculty, students, alumni, and professional community in strategic planning and program evaluation
4. Diversity	<ul style="list-style-type: none"> • Increase diversity among faculty and the student body • Increase enrollment among Native American students • Initiate communications regarding program climate among faculty, staff and students • Expand student learning objectives by incorporating equity and inclusionary goals
5. Facilities	<ul style="list-style-type: none"> • Expand facilities and program resources to meet growing curriculum needs and enrollment
6. Faculty	<ul style="list-style-type: none"> • Assess need for expanded tenure track and non tenure track faculty • Strengthen policies that encourage greater applied faculty scholarship
7. Extracurricular	<ul style="list-style-type: none"> • Support extracurricular learning experiences for students • Provide training services to the public and professional community
8. Funding	<ul style="list-style-type: none"> • Establish program funding support for accreditation maintenance, program extracurricular activities, scholarships, faculty professional membership, program affiliations, and experiential learning.

Section 4.1 Description of Plan Elements

1. Curriculum Development -

- The Urban Planning program has dedicated faculty and facility resources to carry out its mission and is supported

within the interdisciplinary framework of the College. The urban planning core faculty consists of faculty who are primarily engaged in the Program's curriculum and scholarship. An affiliated core of planning faculty from within the Department and College contributes to the Program's core and elective specialization fields. Adjunct professional faculty also supports the program.

- The Department and College support the Program's operation with dedicated facilities, staff, and technology resources. The College's staff advisers assist students in the process for applying to the major and the preparation of their study plan. An internship coordinator assists students and client organizations to identify suitable student learning internship experiences. A diversity coordinator promotes diversity in student recruitment. Western Foundation staff assist in fund raising activities for Huxley programs. Other university services support instructional technology, student career advisement, counseling services, and writing skills development. The program has prioritized diversity in its enrollment and curriculum.
 - A proposal is being developed to establish a specialization in urban planning serving Native American students enrolled in the Northwest Indian College's (NWIC) Tribal Governance BA program. A plan for graduate planning studies serving Native American graduates of NWIC was also identified as a longer-term curriculum priority.
2. *Experiential Learning* - The Program's successful "Urban Transitions Studio" (UTS) links the three-part studio sequence with community partners to assess strategic approaches to fostering sustainable development in local and underrepresented communities. The Program has recently further expanded the reach of UTS by supporting a University-wide service-learning program. The UPSD program has participated in each year of the program, incorporating planning studio projects in King, Snohomish, Skagit, and Whatcom counties.
 3. *Constituent engagement* - Huxley College's bylaws provide for the direct and meaningful participation of students and staff on College committees, including the development and assessment of Huxley's curriculum and programs. With respect to curriculum development, students are not only afforded meaningful input, but also have voting privileges. The Department provides the authorizing governance structure, delegating oversight responsibilities for Program development, assessment, and other duties to the Program Faculty Committee. The UPSD governance structure also establishes the UPSD Advisory Board, consisting of alumni, American Planning Association (APA) representatives, and professional planners working throughout the region. Each year, students, faculty, and board members have opportunities to review strategic plan goals and evaluate program elements.
 4. *Program diversity* - A plan for increased diversity among students and Program faculty has been adopted as part of the Program's diversity strategy. The goal of the diversity plan is to outline a recruitment strategy and process that will assist the program to achieve diversity levels equal or exceeding those of the University. Primary emphasis in diversity recruitment targets the University's increasingly diverse freshman and sophomore class and is particularly focused on the recruitment of Native American and other underrepresented students. Student composition representing Black and African American, American Indian and Alaska Native, Asian, Native Hawaiian and other Pacific Islanders, and Hispanic or Latino students, constitute 28% of the AY 2018-2019 student cohort, a three-fold increase over prior years. Additional efforts by the Department include the development of a faculty and student code of ethics that emphasizes the Department's expectations for socially responsible and inclusionary conduct among faculty, staff, and students, reflected throughout our academic programs, and the adoption of additional student learning objectives (SLOs) that advance issues of equity and inclusion in the UPSD curriculum.
 - Draft equity and inclusion SLOs under consideration include the following:
 - a) Understand the structural and systemic conditions that underpin environmental and social problems, including the intersection of gender, race, class, ethnicity, and sexuality.
 - b) Appreciate critically the centrality of social organizing across complex environmental, social, and economic relationships, including asymmetrical power relationships, to advocate for social change.

- c) Recognize and assess worldviews and biases that influence social inequality today within the context of historical and contemporary events.
 - d) Ability to advance equity and inclusion in society (e.g. combat apathy, foster empowerment, be an ally to those who are marginalized in our society).
 - e) Communicate in a manner that acknowledges and respects the differences of others.
5. *Facilities* - The Program maintains facilities that include a dedicated planning studio classroom that supports studio classes; access to the College and University's spatial analysis, computer labs, and library resources, and the Department's research institutes, including the spatial analysis lab and the resilience research institute. While the urban planning studio is functional, improvements were identified as the top Department priority and building improvement funds have been allocated in 2019. Building plans include improvements to HVAC systems, expansion of the planning studio classroom, and the addition of a second studio classroom. Additional priorities sought by the UPSD Program Committee include the installation of clustered workstations, a seminar - discussion space for collaboration, interactive projection screens, and lockable student storage cabinets.
 6. *Faculty* - The department's unit evaluation plan (UEP) provides the standard for faculty promotion and tenure. The UEP encourages applied research as a recognized form of faculty scholarship. The UPSD Program Committee will formulate recommendation for UEP revision that further emphasize the importance of applied scholarship among Program faculty. The program has seen increased student demand for the major, which if sustained, will justify program requests for additional tenure track and non tenure track instructors to support increased enrollments.
 7. *Student extracurricular learning activities* - College funding supports a weekly lecture series that address urban planning and environmental policy topics of interest to our students, faculty, and the general public. The student planning organization (Western Urban Planners) organizes periodic speaker presentations and lectures as part of its weekly club meetings. Students are invited to attend quarterly meetings of the Northwest Section of APA Washington Chapter, and a student representative sits on its Board of Directors. Students are encouraged to enroll as student members in APA and the AICP candidacy pilot program and to attend regional and national workshops and conferences. The Program provides financial supports to assist students to attend conferences and other student-led field visits.
 8. *Program funding* – The Program's participation in PAB, ACSP, and AICP is funded directly through the Dean's Office, reflecting College and University support for Program professional engagement. The College directly funds activities related to the PAB accreditation process. In addition, the Department provides program funds that are primarily devoted to supporting planning student activities.

Section 5.0 UPSD Program Goals and Objectives

As a public university, we educate students to become future practicing professionals in the field of planning in order to address Washington State's high demand for trained planners. Disciplinary knowledge is integrated with skills so that students gain knowledge that is immediately useful in their careers and the ability to learn and grow over time. We do this through a curriculum that emphasizes knowledge, values, processes, and skills necessary to positively and sustainably address complex problems faced by communities. We seek to increase diversity in our faculty and student body to further enrich our mission. We facilitate applied experiential learning as a keystone to our curriculum. And we are committed to a program that is steeped in creative urban design and planning solutions, strategies that promote sustainable use of land and natural resources, approaches that foster social equity, and the ideals of environmental justice. The Program's short term and long-term goals are described below, in Sections 5.1 and 6.0.

Section 5.1 Strategic Plan 2019-2022 Short-Term Goals (1-4 years)

Goal 1: Ensure multiple and diverse pathways for sustainable success (relates to Strategic Elements 1 and 4)

Rationale - Since our last PAB review in 2016, the UPSD program has attracted a growing number of students, especially students from under-represented groups (people of color, non-traditional, Pell Grant-eligible, and first-generation students). The increased diversity of students inspired efforts to address the multiple roles planners can play in addressing societal needs, as well as increasing efforts to provide a curriculum that addresses planning from the perspective of under-represented social groups. Students have expressed growing interest in grassroots and community-based planning, as well as in affordable housing and community and environmental justice.

While the Program is relatively small, it was able to introduce a number of courses to expand planning domain horizons. In addition, the Program has streamlined its areas of specialization to concentrate in two important planning subfields: Hazards Planning (Disaster Risk Reduction) and Geospatial Analysis (GIS). The Program anticipates the future offering of two additional urban planning specializations: “Tribal and Indigenous Planning” and “Urban Design.” UPSD faculty and students have helped establish a Department minor in Environmental Justice, which will provide additional courses for UPSD students interested in further emphasizing social equity and environmental justice considerations as part of their planning education.

The development, adoption, and implementation of the College-wide Diversity and Inclusion Plan was a direct result of UPSD’s earlier adoption of the Program’s diversity plan and associated activities. Among the first outcomes of the attention given to diversity was the creation and filling of a Huxley College Diversity Recruitment & Retention specialist. This position and related activities, while representing critical first steps, have not yet reached their full potential and require expanded and continued support from Program, Department, College, and University resources.

Objectives

- 1.1 UPSD student application, admissions, graduation, and job placement rates are tracked annually.
- 1.2 UPSD develops and adopts a concerted marketing and recruitment strategy.
- 1.3 UPSD holds an annual “Introduction to Planning” workshop that is open to university freshmen and sophomores and is required by 1st year UPSD students to familiarize students of program requirements and career opportunities.
- 1.4 Curriculum and syllabi are reviewed and streamlined to eliminate redundancy and address unmet curricular needs.
- 1.5 A post-graduate workshop is held annually for continued training, skill acquisition, and networking.
- 1.6 Elective specializations in “Tribal and Indigenous Planning” (see Goal 2) and in “Urban Design” are developed and offered.

Implementation Strategies

- 1.1 Continue to work with College staff to develop and implement a marketing strategy to recruit high quality students.
- 1.2 Continue to work with College staff to create a database of local, regional, national, and international employers for UPSD graduates.
- 1.3 Establish regular student-faculty-staff meetings for program orientation, information exchange, career opportunities, and program and curricular updates.
- 1.4 Increase funding for Western Urban Planners to support expanded extracurricular activities.
- 1.5 Continue to work with ACSP and APA to create a compendium of syllabi as a faculty instructional resource.
- 1.6 Conduct yearly curriculum assessment for all UPSD courses.
- 1.7 Explore practicality and need for introducing additional specializations to curriculum.

Benchmark Metrics

- 1.1 (2019-2024): Student program satisfaction 2 to 5 years after graduation at or above 85% as satisfied or highly satisfied students.
- 1.2 (2019-2024): Annually update curriculum map to ensure elimination of unnecessary redundancy
- 1.3 (2019-2024): Student retention at or above 85%
- 1.4 (2019-2024): Student graduation rate at or less than 4.3 years.
- 1.5 (2020-2024): Enrolled student satisfaction with UPSD program and program climate above 75%.
- 1.6 (2020-2024): Enrolled minority student satisfaction with UPSD program and climate above 75%.
- 1.7 (2021-2022): New specializations have been identified and curriculum revision prepared for review.
- 1.8 (2022): The percentage of graduates who are employed within one year of graduation in professional planning, planning-related positions exceeds 40% of graduates.
- 1.9 (2024): The numbers that pass the AICP exam within 7 years of graduation exceeds 5% of cohort.

Goal 2. Develop Planning Specialization targeting service to Tribal Nations (relates to Strategic Element 1 and 4)

Rationale - Planning's service to Tribal Nations has been one of the least developed field within the discipline of planning, reflected in the limited contribution in the planning literature on tribal planning. There are 29 federally recognized Tribal Nations in Washington State, each with varying degrees of need for planning expertise. As a public Washington State University with particular expertise in the planning field, the UPSD program recognizes the importance to address this unmet need in expanded planning education that may directly benefit Tribal Nations. Exploration of intercollegiate cooperation by offering a specialized track in planning to students enrolled in the Northwest Indian College's Tribal Governance BA degree program remains a priority for the UPSD program.

Objectives

- 2.1 Identify appropriate 400- and 500- level planning and planning-related courses supporting a specialization benefitting Tribal Nation's unmet planning needs.
- 2.2 Evaluate program capacity to accommodate additional NWIC students to program.

Implementation Strategies

- 2.1 Work with Northwest Indian College's tribal governance program to develop a graduate degree in planning, emphasizing tribal planning.
- 2.2 Identify systems for reciprocal agreements on tuition and credit exchange.

Benchmark Metric

- 2.1 By 2021, a cooperative curriculum with Northwest Indian College, leading toward a specialization in planning appropriate to the Tribal Reservation situation, is in place and its implementation is in process.

Goal 3. Improve Program, Department, and College climate for students, staff, and faculty (refers to Strategic Elements 3 and 4)

Rationale - In the last few years, the University has experienced both a rise in social justice consciousness and an increase in tensions around issues of race, gender, sexuality, citizenship, and freedom of expression. While conflicts around such issues are typically addressed by the University's administration, the College, Departments, and Programs have also participated in addressing student concerns through listening sessions, faculty and staff workshops, and dedicated meetings with administration, faculty, and staff.

While consensus has not been reached on the best way to resolve some of the contentious and potentially disruptive issues that have arisen within the University, College, Department, and Program, faculty and students are continuing to engage in the discussions and processes that will allow us to improve the Program's learning environment. Divisions and concerns within the Program are a microcosm of society as a whole. As planners,

we not only have an obligation to address the diverse needs of the communities we serve, but we also possess the tools to address them through open communication, the identification of common interests, and a commitment to respectful and meaningful involvement of all members of the community.

Objectives:

- 3.1 Ensure recruitment and retention rates of students from under-represented social backgrounds are at or above local and state levels.
- 3.2 Conduct annual assessment of student attitudes towards social climate.
- 3.3 Strengthen UPSD curriculum in the areas of justice and equity.
- 3.4 Expand Student Learning Objectives to embrace the values of equity and justice
- 3.5 Expand access to social justice and cultural sensitivity training to UPSD faculty and students.
- 3.6 Initiate quarterly Faculty-student open informal sessions on campus.
- 3.7 Continue annual social events with UPSD faculty (tenure- and non-tenure track) and students.
- 3.8 Initiate annual assessment and tracking of Faculty satisfaction with UPSD climate.

Implementation Strategies

- 3.1 Continue the current annual “exit” survey for UPSD students includes an assessment of climate.
- 3.2 Implement an annual climate survey is implemented for all UPSD students and matches the climate assessment in the “exit” survey.
- 3.3 Integrate Student Learning Objectives addressing the values of social equity and inclusion are adopted and incorporated into the curriculum.
- 3.4 Institute open, informal sessions and social events every quarter/year, and the events are advertised through student informational materials, faculty announcements, and the Western Planners Club.
- 3.5 Implement interviews or surveys of faculty to determine satisfaction with the working climate of the Program.
- 3.6 Continue to work with College and University resources to provide access to social justice and cultural sensitivity training for faculty and students through Department resources supporting teaching, scholarship and service.

Benchmark Metrics

- 3.1 By 2020, student survey instruments will implement questions assessing social and political climate.
- 3.2 By 2021, the UPSD program adopts program Student Learning Objectives that address the values of equity and inclusion in all courses.
- 3.3 By 2021, UPSD public information shall annually report on student climate survey results.
- 3.4 Program faculty are reviewed on their contributions to diversity, equity, and justice in teaching, scholarship, and service.
- 3.5 By 2021, UPSD will have instituted quarterly informal faculty-student sessions and annual social events.
- 3.6 By 2022, surveys indicate a majority of students and faculty rate UPSD program climate acceptable and responsive to student and faculty concerns.

Goal 4: Advance programmatic integration with Department and achieve facilities improvement (relates to Strategic Elements 1, 5 and 8)

Rationale - The Program benefits from the multiple disciplines available within Huxley and the Environmental Studies Department in a number of ways. As the College continues to grow with new hires and courses in the fields of energy, indigenous land and natural resource management, climate change, GIS, and additional sub disciplines relevant to the field of planning, UPSD should evaluate its curriculum to expand its offerings in order to provide students with additional depth in planning’s subfields.

Objectives

- 4.1 Similar to its approach in focusing its current elective specialization in department resources such as GIS and Disaster Risk Reduction, the Program should evaluate additional specialized clusters that include emerging sub disciplines, including social and environmental justice, sustainable energy, urban design, and climate change.
- 4.2 The Program pursues collaboration with College institutes and research centers that can be mutually beneficial in providing expanded student training and collaborative research opportunities.
- 4.3 The Program continues to work to ensure sufficient funds to support student, faculty development, and new hiring.
- 4.4 The Program works toward the development of a minor in urban planning.

Implementation Strategies

- 4.1 Funding for additional FTE is sought to expand the curriculum, in particular, to offer more classes in housing, community development, and Tribal planning.
- 4.2 Additional studio space is provided for increased enrollment and to support technology.
- 4.3 Faculty have access to tailored development and mentoring programs.
- 4.4 The UEP is revised to reflect clearer expectations for faculty promotion and tenure in the areas of scholarship, teaching, and professional activities.
- 4.5 Program director position is supported and rewarded by college and department administration.

Benchmark Metrics

- 4.1 (2020): UPSD has a dedicated annual budget of \$60,000 to support NTT teaching needs, student club activities, faculty and student development, PAB accreditation compliance, and program equipment and supplies.
- 4.2 (2021) Develop a feasibility analysis for a UPSD Program in terms of capacity/enrollment targets, curricular offerings, resources available/needed.
- 4.3 (2021) Identify the most suitable configuration for a UPSD Program with respect to emphases and faculty composition and appointment.
- 4.4 (2021) Expand the program’s urban planning studio space, to provide secured space for technology supporting the studio.
- 4.5 (2022) Secure college and university support to increase admission to up to 35 undergraduate students per year.
- 4.6 (2022) Gain approval of a minor in urban planning.
- 4.7 (2023) Work with department, college, and university administration to secure support for planning program with Masters and Undergraduate degrees.

Goal 5. Expand the Program’s contribution to professional and community planning education (relates to Strategic Elements 3 and 7)

Rationale - Since receiving PAB accreditation in 2016, the Program has considerably expanded its outreach and interaction with the professional community through its participation on the State’s APA Board, the APA Northwest Section Board, through its participation in extended service learning programs, and in other local community engagement capacities. The Program seeks to further its outreach to the professional community and in particular, to assist students in engaging as pre-professionals within the region of professional planners.

Objectives

- 5.1 Provide local, regional, and national speakers to the Huxley Speakers Program, to address timely urban planning topics.
- 5.2 Host an annual “local land use” training session in sponsorship with APA Washington and the Planning Association of Washington and reach out to host APA Northwest Section planners’ forums.
- 5.3 Evaluate opportunities to host training and conference programs for the benefit of students, local

professional planners, AICP continued maintenance credit, and the general public.

Implementation Strategies

- 5.1 Continue working with the APA Washington Chapter and the Northwest Section Board to identify ways to engage students with professional planners.
- 5.2 Identify with APA NW Section Board training topics and venues for WWU faculty to lead/facilitate.

Benchmark

- 5.1 By 2020, the UPSD program committee will provide recommendations for planning speakers to participate in the weekly Huxley Speakers program.
- 5.2 By 2022, the UPSD program will have hosted APA WA NW Section quarterly meeting on campus and secured AICP CM provider status for curriculum delivery.
- 5.3 By 2022, the Program Committee will have organized an annual Winter quarter panel discussion with Advisory Board members to discuss student preparation in applying for entry level planning positions upon graduation.

Section 6.0 Strategic Objectives 5-7 Years (2023-2025)

- Expand curriculum in areas of tribal planning, housing policy, and community development.
- Add 1.5-2.0 FTE faculty to the planning faculty to support expanded curriculum.
- Expand admission to a second cohort for a total of 30-35 students admitted each year, and reducing the capacity of the planning studio sequence to 15-18 students;
- Work with the University graduate program to develop a 4+1 graduate degree in urban planning available to UPSD graduates;
- Upgrade Program facilities, including the addition of a second urban planning studio supporting the increased program enrollment.
- Commence the specialization track in urban and tribal planning in conjunction with their BA degree in Tribal Governance at the Northwest Indian College.
- Develop a Master's degree program tailored to graduates from the Northwest Indian College's Tribal Governance Program Tribal planning and environmental management.

Section 7.0 Review Process of 2016 Strategic Plan: PAB Board, Faculty, Students, Advisory Board

Section 7.1 Following the 2016 PAB accreditation review, the PAB Board found:

Standard 1 / Criterion 1A / Strategic Plan as Met

The Board, however, found the goals in the 2016 Strategic Plan to lack necessary specificity to the Program. The Board emphasized the importance of a planning program-level strategic plan that focuses on the mission and purpose of the Program, as well as a process for planning that engages all stakeholders. The Board recommended that, in its subsequent Self-Study Report, the Program provide evidence that the plan has been refined to reflect the mission, goals, and objectives of the Program. That is what we have done in this document.

Criterion 1C / Program Goals as Partially Met

According to the Board, the Strategic Plan goals lacked future aspirations and did not aim toward evidence-based accountability. The Board recommended that the Program provide evidence that the strategic goals have been reformulated to reflect stakeholder input, aspirations of excellence, and feedback from PAB's accreditation.

Criterion 1D / Measurable Objectives as Partially Met

According to the Board, the Strategic Plan lacked measurable objectives and benchmarks, which would enable the Program to measure progress toward goal attainment. In its Self-Study Report, the Board recommended the Program provide evidence that measurable objectives have been developed to support strategic goals.

Section 7.2 Evaluation of the 2016 UPSD Strategic Plan

The 2016 UPSD Strategic Plan (2016) had identified the following Program goals:

1. Assess the UPSD curriculum to match needed knowledge and skills.
2. Increase student diversity.
3. Revise the UPSD curriculum to match needed knowledge and skills.
4. Expand opportunities for experiential learning.
5. Expand professional and community outreach.
6. Expand graduate education.
7. Encourage the application of scholarly research to meet the needs of local and global communities.

Specific objectives and metrics (benchmarks) were associated with each goal. The 2019 review of the 2016 Strategic Plan shows that goals 1, 2, 3, 5, and 6 were fully met or exceeded benchmarks and progress continues to be made. Goals 4 and 7 benchmarks were partially met and progress continues to be made.

Section 7.3 Review of the UPSD Program's Alignment With the University's Strategic Plan

In addition to addressing the PAB Board's recommendation, this plan further aligns with the University Strategic Plan, adopted Fall 2018. The University Strategic Plan emphasizes:

- Increasing diversity of students, faculty, and staff.
- Deepening engagement with local, regional, and international communities.
- Expanding students' international experience and international programs.
- Supporting research and graduate education.

Section 7.4 Review of the UPSD Program by Program Faculty, Students, and Professional Advisory Board

In addition to PAB's review recommendations and University Strategic Plan priorities, Program faculty, students, staff, alumni, and Advisory Board informed development of the 2019 Strategic Plan. The following were identified and are informing the 2019 plan:

- Student enrollment has increased - Applications and admissions to the Program have increased steadily since accreditation. This comes at a time when enrollment in other ENVS programs has not experienced such increase. A number of factors can explain such increase, including:
 - Improved marketing and information about the accredited program;
 - The hiring of a recruiting and retention specialist;
 - The elimination of rolling admissions; and
 - A streamlined advancement to degree based on clear requirements for progress through a specified progression of courses.
- Student placement and retention remains strong - UPSD students continue to obtain relevant employment in the field of planning, in planning-related fields, non-profits, community-based and advocacy organizations. UPSD graduates that choose to pursue a Master's degree are admitted to competitive programs.
- Student satisfaction remains high - While there has been some minor fluctuation across the years, student satisfaction remains high. In 2018, 87% of students rating the program "very good" to "excellent" in training students for a career in planning, and 77% for preparation for graduate education. Overall, 91% of students rated the program "good" to "excellent."

- Community engagement is expanding - The UPSD program works closely with communities at the local, regional, national, and international level. This is achieved in various ways:
 - A full year of studio classes incorporates applied service learning classes under the UPSD Urban Transitions Studio program and WWU's Sustainable Community Partnership program;
 - Faculty applied research and scholarship that focused on community engagement has increased;
 - Faculty service includes local, regional, national and international organizations, pro-bono consulting, and leading global educational programs.

- Student participation in research and internships has increased - In the last 3 years, more than 15 UPSD students were hired as paid research assistants for periods ranging from one to three quarters. The number of students hired in planning and planning-related professional internships continues to increase, constituting approximately 75% of our senior cohort.

- Curriculum coherence - Following recommendations from the 2016 PAB review, the UPSD curriculum was streamlined, specializations were refined and more focused, and several new core courses were included in the core curriculum. Progress continues to be made in assessing curriculum structure, course material, and instruction quality.

- Student input:
 - The curriculum should increase exposure to community-based, advocacy, and non-profit forms of planning in addition to public sector planning
 - Progress on diversity, inclusion, and equity initiatives viewed as slow;
 - Career opportunities are not sufficiently supported by the program;
 - University administrators are often perceived as not responsive to student concerns regarding transparency in review of faculty and staff conduct that can affect student trust and climate;

- Faculty input:
 - A need for increased transparency in university and college administration decision-making affecting faculty, students, and the Program;
 - A need for additional resources to address diverse populations in teaching, advising, and in the curriculum;
 - A need for a concerted effort to integrate equity and justice considerations throughout the curriculum, in student learning objectives, and in hiring and new faculty orientation;
 - A need for broadening the curriculum to address diverse employment and career opportunities;
 - Concerns that faculty workload limits service and research due to administrative duties related to program, department, college, and university committees; and
 - Concerns that service and administration of the Program, as well as community service, is largely voluntary, lacks sufficient financial support, and is undervalued by college and department administrations.