Texas A&M University, College of Architecture
Landscape Architecture and Urban Planning Department (LAUP)

MASTER OF URBAN PLANNING PROGRAM

STRATEGIC PLAN, 2019-2024

THE MASTER OF URBAN PLANNING PROGRAM

The Master of Urban Planning (MUP) program is housed in the Department of Landscape Architecture and Urban Planning (LAUP) in the College of Architecture at Texas A&M University. The program defines urban planning as "the application of foresight to action," according to former American Planning Association President Stuart Meck. The mission of the MUP program is to educate and train professional urban planners and researchers to become leaders in developing and applying participatory, evidence-based urban policy and planning practice solutions that move students, and local communities in Texas, in particular, toward a sustainable future.

Graduates will work with residents and stakeholders as facilitators and guides to identify the desired future. They apply analytical skills to assess current social, economic, and environmental conditions and identify needed changes to help a community move toward this future. They create tools—policies, programs, or projects—that allow the community to realize its plans. As excellent communicators, problem solvers, and spatial thinkers, they inspire and facilitate the creation of place.

THE MASTER OF URBAN PLANNING STRATEGIC PLAN
The leadership of the Department of Landscape Architecture and Urban Planning Department initiated an update to the department's strategic plan in late 2018, as it had been nearly five years since the adoption of the department's 2014 plan.[1] The current MUP Strategic Plan was developed during 2018-2019, as a document that supports the implementation of the department-wide plan, with detailed planning for the program. The plan includes a process and

products that are embraced by leadership, involve important stakeholders, address key issues for the program, set out aspirations and the means to achieve them, clearly identify responsibilities and resources for implementation, include measures for monitoring progress (making adjustments as needed), and are updated and published regularly.

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[1] The Department Head engaged Linda C. Dalton, PhD, FAICP (Professor Emerita, City and Regional Planning, California Polytechnic State University) as a consultant to coordinate the process and help prepare the plan.

PLAN DEVELOPMENT TIMELINE

The following is a timeline in which the current strategic plan was developed.

- ❖ Fall 2018 – Review Previous Plans
  - 2014 LAUP Strategic Plan
  - 2017 MUP Strategic Plan
- ❖ Spring 2019 – Gather Input from Stakeholders
  - Survey faculty, staff, and Planning Advisory Council members regarding relevance of strengths, opportunities, challenges, and issues identified previously;
  - Facilitate planning sessions on campus with faculty, staff, students, and professional advisory group members focused on aspirations for the future and suggested actions to achieve them;
- ❖ Fall 2019 – Analyze Stakeholders' Input Analysis; Draft and Finalize the Plan Document
  - Gather further input from planning students;
  - Synthesize findings from the survey and strategic planning sessions on campus;
  - Review the department's new strategic plan;
  - Draft the MUP plan document base on the department's new plan;
  - Post the MUP draft plan as a Google Doc which is viewable by all stakeholders;
  - Gather feedback from the faculty and staff on the first draft during a special meeting session which accommodates video conferencing;
  - Gather feedback from the Planning Advisory Council members on the second draft during a special meeting session which accommodates video conferencing;
  - Gather feedback from faculty, staff, students (current and former), and Planning Advisory Council members on the third draft during a town hall meeting which accommodates video conferencing.
  - Synthesize feedback from the stakeholders;
  - Produce the finalized version of the plan;

- ❖ Spring 2020 – Implement the MUP Strategic Plan
  - Allocate resources for implementation;
  - Initiate implementation, including monitoring measures.

STATE OF THE PROGRAM

To assess the current state of the program, an extensive analysis was conducted. The effort involved stakeholders, including faculty, students, alumni, PLAN Professional Advisory Council (PLANPAC), and employers. In addition, to focus group discussions, a survey was prepared to collect the views of these stakeholders and was widely circulated using various channels including emailing hundreds of former students. Respondents were asked to share their views on the strengths and weaknesses of the MUP program. They were also asked to comment on any opportunities or threats that might affect the program. SWOT (Strengths, Weaknesses, Opportunities, and Threats) results were reviewed by the PLAN Committee, and key issues were identified. This analysis formed the basis for developing the MUP Strategic Plan. Key issues that were identified in the SWOT are summarized below.

Strengths

The MUP program offers high-quality planning education at an affordable cost. Texas A&M University is one of the nation's leading

research institutions. The College of Architecture at TAMU is the largest college of architecture in the nation. The Department of Landscape Architecture & Urban Planning has a distinguished faculty with an exceptional annual level of research, publications, and conference presentations. The quality of faculty, along with the hands-on learning approach, research opportunities, and interdisciplinarity, are commonly identified as our great strengths. Among the strengths enumerated by students, are available resources and events including the departmental speaker series, opportunities for Student Bonding, career preparation, providing practical experience, offering challenging outside the box classes, experienced faculty, and diverse study body. Students enjoyed social events and felt a strong bond with other students.

- Described the MUP students described the faculty as capable, experts.
- Many stakeholders valued the opportunity to work with real clients and communities on projects. These experiences helped them master practical skills that equipped them for practice.
- Many stakeholders mention the good balance between theory and practice. In addition, stakeholders discuss how courses developed and improved their soft-skills including critical thinking, presenting, and teamwork that prepared them for work after graduation. Several identify specific specialty areas and courses.
- Lastly, stakeholders also appreciated the interdisciplinary and diverse educational opportunities available through the program, within the college and the university. Several mentioned how the location of the program in the college of architecture produced unique opportunities to collaborate with experts in landscape architecture, construction science, land development, health, hazards, and visualization.

- The University has various resources such as the Texas A&M Transportation Institute, Real Estate Research Center, and Agricultural Extension Service.
- College of Architecture is capable of delivering through interdisciplinary teaching, scholarship, and service— urban planning can be enriched by architecture, landscape architecture, construction science, real estate development, and visualization.

Our outreach activities give our students practical experience that is much desired by employers in the professional marketplace. Our facilities are good with recent additions and renovations. We enjoy a good relationship with the Texas Chapter of the American Planning Association and maintain positive ties with practicing professionals. Our former students are loyal and frequently contribute to improved program outcomes through curriculum review, student recruitment and mentoring. The department hosts several unique research centers that enjoy excellent reputations in their own rights and graduate certificate programs that enhance our students with highly valued specializations.

Weaknesses

However, areas of improvement were identified among these strengths. For example, some students expressed feeling overwhelmed by the number of events they could choose from during the week. They did see opportunities to use some of their class projects for their professional portfolios.

While many stakeholders indicated the applied, hands-on emphasis of the program was a strength, many commented that there is a need for even more practical experience. Stakeholders indicated a need for training on critical thinking and creative problem-solving skills that helps students adapt to rapid technology changes. At the same time, stakeholders called for more courses on technical training such as GIS, statistics, and law that are relevant for planning

practice. Still, others called for more electives and diversification of tracks – some stakeholders felt that hazards and transportation were the only two paths available.

In addition, advising, career support, marketing, location, and isolation from other programs were identified as weaknesses.

- Several comments called for better advising to help navigate the program, especially on course selection and the professional paper.
- Stakeholders also indicated that there is little or no support for finding and securing positions after graduation. Some felt the program did not expose them to the different available career paths.
- Marketing was identified by several stakeholders as a weakness. Stakeholders indicated that the program was not well known outside the state. Marketing is needed to improve the recognition and reputation of the program, and to build diversity and caliber of students.
- Geographical location was also viewed as a weakness. Namely, stakeholders indicated the anti-planning culture in Texas limited the opportunities for students and graduates. Stakeholders also felt that being located outside a major metropolitan area hinders the program.
- Lastly, stakeholders indicated that the program is too isolated and has not capitalized on opportunities to collaborate with other departments. Some stakeholders felt that including landscape architecture and planning in the same department weakened the program, but most of the comments called for more interdisciplinary opportunities.

- Students expressed feeling like they need more direction from department leadership, staff, and faculty in a few areas. These areas included needing more direction on how to access various campus resources, communication with staff and faculty, wanting more course variety, difficulty understanding

some course expectations, and international students need more English language support.

- Communication was a major area in which the department and program could improve. Some students thought there was not enough orientation and explanation of resources made available to them indicating a need to learn from other graduate school orientation programs in other College on campus or possibly to collaborate with TAMU campus wide visitor centers and tours. Campus wide orientations and tours would help with some of these gaps in understanding of how to access resources and information made available by staff in folders the first weeks of class.

- Students also wanted more electives and more clarity around expectations for some class assignments. Urban design classes were especially in demand. The challenges around communication with faculty exacerbate feelings of confusion about class expectations and assignment directions. They also felt overwhelmed by homework volume and time management. Many also expressed feeling uncomfortable asking questions or requesting office hours.

- Some also wanted a more structured recruitment process and more advanced notification that they had been accepted. The Students wanted the department to provide more guidance on how to identify internship opportunities. Another area of confusion seems to be how to build a committee for the Masters report.

Opportunities

Most of the opportunities focus explicitly on building on existing strengths and addressing weaknesses.

Opportunities to improve the curriculum:
- To build on the existing emphasis on hands-on learning and provide an even more practical experience, stakeholders suggest creating living laboratories, improving connections with local communities, and doing "real world" projects. In addition, some comments recommend that students attend more city council meetings. Many stakeholders also suggest placing greater attention on internships.
- Opportunities to improve the curriculum predominately focus on strengthening the development of technical skills. Comments called for opportunities to learn programming and management of big data. In addition, some stakeholders also suggested a course on professional development. Others indicate a need for more diversity in the course offerings.
- Strengthening collaborations with other departments and programs may be one approach to addressing issues with the curriculum. Several stakeholders suggested more collaboration with civil engineering, geography, TTI, and other programs within the college of architecture. Several alumni discuss how in their current job they are expected to work with engineers and designers and wish that the program had provided them a better exposure and basic understanding of those fields. Collaborating with other departments may also help provide more technical training.

Opportunities on recruitment of students and faculty:
- In addition, several stakeholders call for better marketing and recruitment of students. Some see a need for more local students, some more diverse students. Several recommend recruiting public officials and emergency managers. Expanding online course offerings may help recruit professionals.
- Stakeholders suggest attracting high-quality faculty. In particular, comments call for professors of practice. Some comments also indicate there is an opportunity to further emphasize and strengthen teaching.

Other opportunities:
- Improving career services was also identified as an opportunity. Several stakeholders requested more support preparing for the job market.
- Lastly, multiple stakeholders focus on strengthening the alumni network. There is an opportunity to both strengthen the network among alumni as well as better connect current students with alumni. Strengthening the alumni network may help advance many of the other opportunities identified including providing hands-on learning opportunities, internships, and exposure to different career paths.

Students identified not only areas where they could use more guidance. The primary areas where the department could improve the MUP student experience are around preparing more intensive orientation materials and experiences, diversifying course choices and degree pathways, developing structured support for international students, and integrating career development into courses. Specific suggestions follow:

Degree Program and Course Offerings: Students frequently mentioned wanting to explore design as well as more electives. Strengthening existing urban design courses, adding studio courses and electives might address both issues. Turning the orientation into a bootcamp, which better orients students to what graduate school is about, is essential. While this might require more time, making the orientation something that forces them to immerse themselves into the campus, more rigorous academics, larger workloads, "help seeking behavior", gaining confidence and working on speaking up, and working in teams will enable students too be better prepared and feel less "lost." Other universities have boot camps for master's students.

Guidance – Orientation Process: An orientation guidebook that includes both how use facilities and campus resources (how to use

computer library, space, and printer) as well as degree program milestones would aid both the program coordinator and staff with managing student requests for assistance and information.

Multidisciplinary Collaboration: Students requested more connection with events and professional organizations working with other academic programs. For example, planning students wanted more exposure to Urban Land Institute events and interaction with those conducting research through centers and institutes. A research center "fair" may be one way to introduce faculty and researchers to students and discuss the prospect of working together. Some wanted opportunities to work with other programs in the liberal arts on campus.

International student resources: Several students expressed challenges around understanding professors' English, needing more information on how the American government system works, not familiar with using "American websites," and incorporate content that is more international. A pre-enrollment packet on American customs and history may support some of these needs.

Threats

One of the greatest threats to the program is the declining relevance of the planning profession. Many stakeholders mention the skepticism of government, the emphasis on growth over regulation, and the lack of support for planning generally. These issues are particular poignant in the state of Texas. In addition, there is declining funding for planning.

The decline in planning makes placing students in jobs more difficult – another commonly identified threat. Several stakeholders also felt that individuals with planning degrees were out competed by individuals with other types of degrees, especially those that offer intensive technical training (e.g. GIS and engineering).

Several stakeholders indicated the loss of faculty, and professors of practice in particular, was a serious threat to the program. Similarly, some comments called for more attention on high quality teaching.

A serious threat is also the decline in applicants to the program. Immigration laws that are making it more difficult for international students to enroll, has resulted in falling applications. Some stakeholders felt that the shrinking applicant pool decreased the caliber of students admitted.

MUP STRATEGIC PLAN: Supporting LAUP's Mission, Vision, and Values

The MUP Strategic Plan conforms with the departmental mission, vision and values.

MISSION STATEMENT *(What we do)*

The Landscape Architecture and Urban Planning (LAUP) Department at Texas A & M University creates and disseminates knowledge and skills to enhance functional, healthy, sustainable, and resilient human environments through instruction, research, professional practice, and service based in landscape architecture, urban planning, land development, and allied disciplines.

VISION *(What we strive to be)*

We aspire to be the "go to" place intellectually and geographically in the South, the United States and beyond for the active creation of, application, and dissemination of knowledge and skills about functional, healthy, sustainable, and resilient human environments.

CORE VALUES *(What we believe in)*

We embrace these values as individuals and as faculty, students and staff working together:

- Concern about the livability and sustainability of human environments
- Achieving excellence
- Embracing diversity
- Being open to multiple perspectives
- Lifelong learning

- Creativity
- Innovation
- Pragmatism
- Teamwork
- Collegiality

DEFINING CHARACTERISTICS *(What distinguishes us from others)*

LAUP's mission and vision embody a set of strengths and defining characteristics that together distinguish the department from other institutions in Texas, the South, and beyond. Put simply, they illuminate what attracts faculty, students, and staff to LAUP rather than other institutions.

These characteristics *emphasize*:

1. High impact interdisciplinary research that leads to knowledge-and evidence-based public policy, design, planning, and development, with a particular focus on functional, healthy, sustainable, and resilient human environments;
2. Robust professional and community connections, including effective preparation for professional careers and participation in an active Aggie network;
3. Engaged interdisciplinary teaching and learning, drawing from all disciplines in the department and integrated with research and practice at different spatial scales.

MUP STRATEGIC PLAN: Detailed Priorities, Actions, Measures, and Responsibilities

The following table provides detail supporting the chart on the previous page:

Priorities and Actions in the first two columns are based on stakeholder suggestions regarding how the MUP program can achieve address key challenges and reinforce distinguishing strengths, with the sequence established by department leadership so as to focus primarily on two priorities during each academic year.

Measures range from expectations about timing (meeting milestones) to qualitative documentation of actions taken to quantitative gauges of change.

Milestones indicate when activities should be accomplished during each relevant academic year.

Responsibility indicates whether the primary leadership and implementation would be at the **Department** or **Program** level, and when the Professional Advisory groups would be involved. In at least some activities, faculty and students would be involved as well as coordinators and administrators, depending on department culture as well as the outcome of Priority #2 regarding department committee structure. This column also indicates in Italics where additional resources are likely to be needed.

Monitoring notes the evaluation actions, including dates when actions are completed, with links where appropriate, along with other brief notations regarding progress, including any resources provided. Information in this column can be entered whenever an action is taken or completed – or updated at least twice a year (at the end of each semester). This data can be used for annual reports to faculty, students, professional advisory groups, university administrators, and specialized accreditation agencies.

PRIORITY GOALS	OBJECTIVES & ACTIONS	MEASURES	MILESTONES	TIME FRAME, RESPONSIBILITIES, RESOURCES	MONITORING PROGRESS
• 2019-20 ACADEMIC YEAR FOCUS					
Student Information and Mentoring • Clarify advising, mentoring, and communication with students – in the context of improving retention and	• Expand formal new student orientation for each program. • Include introduction to research resources, grad school boot camp format • Booklet for international students developed introducing to American history, government.	• Orientation (boot camp) scheduled and conducted, including degree information • International student resource booklets need to be made available well in advance of orientation or boot camp	• 2019 Fall, and continuing at the beginning of each semester in which new students enroll (just fall is necessary)	Continuing • Program coordinator with support from LAUP Department.	• *Enter orientation dates (annually) and indicate how material was covered on the agenda;* • *Link to any posted materials.*

graduation rates as well as increasing student and alumni satisfaction.					
	• Add faculty advising and mentoring expectations to faculty materials posted on College internet site; include in new faculty orientation.	• Incorporation within posted faculty materials • Coverage in orientation of new faculty. • Set minimum & maximum number of advisees and clearly explain expectations (#mtgs, milestone)	• 2020 – end of academic year for posting • 2020 – prior to Fall Semester for new faculty orientation Annually – new faculty orientation	<u>Short-Term, Continuing</u> • LAUP Department, with input from program coordinator.	• *Enter orientation dates (annually) and indicate how material was covered on the agenda* • *Link to posted faculty materials.*
	• Track progress to degree, particularly course petitions, withdrawals, other indicators of student dissatisfaction.	• Reduction in the number of course petitions and withdrawals, etc. • Improvement in retention and graduation rates • Determine timing and causes of withdrawals; focus on addressing underlying causes (class difficulty, learning issues, not enough financial support, etc. • Hold focus group and facilitated discussions to ID sources of dissatisfaction via the planning student group and recent alumni (last three years)	• 2019 – end of Fall Semester for baseline data for each program • Annually – Fall Semester for posting retention and graduation when data becomes available	<u>Continuing</u> • Program coordinator with support from LAUP Department.	• *Enter date when baseline data becomes available, with a very brief description of how data was collected and findings; Enter date when rates are posted each year;* • *Link to website.*

	• Schedule alumni surveys and/or other forms of data gathering to track graduates and monitor job placement, career development, professional registration, licensing or certification, professional service, and alumni satisfaction.	• Timely circulation of surveys or other forms of data gathering • Set up registry (google form) all students complete once they have secured employment and secured new address.	• Annually – Fall Semester for posting public information	<u>Continuing</u> • Program coordinator with support from LAUP Department.	• *Enter survey schedule and/or how graduates are reached; Enter date for posting results of surveys (annually); Link to website.*
PLAN Committee Structure • Review PLAN committee structure to make faculty and student involvement in program decision-making more inclusive while also making more efficient and effective use of faculty and student time.	• Update program priorities based on input from faculty, students, and other stakeholders. • Eliminate/create subcommittees based on updated program priorities. • Set expectations regarding collegiality and the number of PLAN committee meetings in which each planning faculty member should participate. • Formalize posted faculty materials as an online faculty handbook and/or governance document. • Clarify student role in PLAN committee.	• Incorporation of committee structure and expectations within posted faculty materials or governance document. • Description on website • Participation of student leaders in new student orientation.	• 2019 – End of Fall Semester for baseline data on existing subcommittee, and frequency of meetings. • 2020 – End of academic year for posted faculty materials or governance document. • Episodic review whenever a new subcommittee is proposed. • 2020 Fall – for new student orientation. • Annually – at new student orientation	<u>Short-Term</u> • PLAN Committee, with input and agreement of faculty, and participation by students. • LAUP Department to identify resources to support release time for high priority committee work.	• *Enter date when baseline data becomes available, with a very brief description of findings;* • *Briefly summarize faculty discussions;* • *Enter date new materials are posted, with very brief description of changes made;* • *Enter date for more formal posting of faculty materials and link to website or shared drive;* • *Enter dates for any future changes;* • *Note level of resources provided (when applicable).* • *Enter date(s) when this topic is discussed and what groups are involved, along with a very brief description of*

					• *student involvement;* • *Link to any posted materials.*
Student Learning Outcomes (SLOs) In the context of input by the Planning Advisory Council, accreditation reviews, and faculty interests and expertise, review and revise the SLOs.	• Review and revise SLOs and portfolio review process and rubrics as needed to accommodate updated knowledge, skills, and values. • Set up portfolio template. • Train students to use portfolio template.	• Updated SLOs and portfolio review procedures and rubrics available as scheduled	• 2022-23 – Application of updated portfolio review encompassing revised SLOs based on revised knowledge, skills, and values.	<u>Mid-Term</u> • Program coordinator supported by LAUP Department; Coordination with TAMU SLO system and process.	• *Enter date when updated portfolio review procedures and rubrics are available, with a very brief description; Briefly describe how the LAUP portfolio review complies with the TAMU SLO system and process.*
2020-21 ACADEMIC YEAR FOCUS (with advance preparation)					
Student Learning Outcomes Review and revise curriculum and Student • Learning Outcomes in the context of professional advisory group input, accreditation reviews, and faculty interests and expertise. • The schedule for individual programs will vary depending on their external reviews for accreditation • Milestones would be moved forward one year for	• Update knowledge, skills, and values to be covered in each program, including career advancement as well as early career attributes and preparation for professional registration, licensing, or certification for professional program; and preparation for teaching and research for PhD program. • Review curriculum and make appropriate adjustments as needed to ensure coverage of key knowledge, skills, and values. • Share updated curriculum matrix with adjunct faculty to ensure their coverage of knowledge, skills, and values as appropriate.	• Curriculum matrix showing where each area of knowledge, skills, and values are covered available as scheduled. • Updated course syllabi available at the beginning of the semester (focus on core courses)	• 2020 – Fall draft list of knowledge, skills, and values for discussion at Fall Professional Advisory group meetings. • 2021 – end of academic year for updated curriculum matrix • 2021-22 – new course syllabi showing updated coverage of knowledge, skills, and values	• Academy of Future Faculty provides mentoring program and resources for students <u>Mid-Term</u> • Program coordinators, supported by LAUP Department and Professional Advisory groups; Coordination with TAMU SLO system and process. • LAUP Department to identify resources for release time if needed for curriculum review.	• *Use the AEFIS system to assess students' learning outcomes and develop intervention strategies. AEFIS is connected with students' performances in courses.*

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programs initiating their review starting in 2021 rather than 2020. This section may need adjustment based on how the University modifies its Student Learning Outcomes process.	• Develop and share matrix, which cross-references AICP certification sections with PAB standards (Doug's project?)				
2021-22 ACADEMIC YEAR FOCUS (with advance preparation)					
Student Recruitment • Support student recruitment for individual programs to expand diversity and increase applicant quality.	• Review demographic data and other trends in each field that affect student interest. • Identify feeder programs • Set realistic expectations about program applicants and enrollments. • Review website to ensure relevance for recruiting. • Evaluate likely effectiveness of various means for recruitment purposes – e.g., on-campus information sessions, advertising via social media, faculty and student ambassadors, summer programs, graduate school fairs, visits to likely feeder programs.	• Annual recruitment goal – number of applicants needed • Number of applications received • Number of new students enrolled • Quality of applicants and new students • Diversity of applicants and new students	• Annually – number and characteristics of applicants at beginning of Spring Semester • Annually – number and characteristics of new students at beginning of Fall Semester • Annually – adjust recruitment plan based on prior year's successes and/or challenges • 2021 – end of Fall Semester for enrollment analysis and baseline data • 2022 – end of academic year for recruitment plan • 2022 – Summer and Fall, initial implementation of recruitment plan	Mid-Term, Continuing • MUP Coordinator, supported by LAUP Department, and College and/or University. • LAUP Department to identify resources to support analysis, recruitment, including publications, recruitment travel. • University and college has funding resources allocated for graduate program marketing. • A new position of Industry Liaison will be created by the department to facilitate student employment and recruitment.	• *Enter date when market analysis becomes available, with a very brief description of highlights for each academic program;* • *Enter date when baseline data becomes available, with a very brief description of highlights for each academic program;* • *Enter date when recruitment goals and plans are completed;* • *Enter date when any necessary changes are made on website to support recruitment;* • *Link to website;* • *Briefly compare actual applications and enrollments with recruitment goals (annually);*

					• *Note level of resources provided.*
2023-24 ACADEMIC YEAR FOCUS					
• **Online, Mid-Career, Professional Development**	• Identify market for mid-career and/or professional development programs with some face-to-face components – e.g., realistic geographical range, number of potential participants, appropriate formats (e.g., weekend), competing institutions. • Consider potential locations for face-to-face component • Identify market for totally online mid-career and/or professional development programs – e.g., number of potential participants, competing institutions. • Outline courses and/or curricula to serve the markets identified. • Review institutional mechanisms for offering such courses or curricula. • Review accreditation standards as they apply to online/mid-career programs. • Assess faculty interest and ability to provide such courses, or curricula.	• Number of online courses offered for mid-career professional development • Number of mid-career professionals enrolled in online degree program • Ratings of online degree program by participants • Improved job outcomes for participants (raises, promotions, etc)	• 2023 – discussion of online/mid-career/ professional development opportunities at Fall Professional Advisory group meetings • 2024 – end of academic year for pilot program design • 2024-25 – approval of pilot program and marketing to potential participants • 2025-26 – initial offerings	<u>Mid-Term to Long-Term</u> • MUP Program coordinator, with support from LAUP Department Office and advice from Professional Advisory groups. • MUP Program Coordinator will collaborate with a PLAN Committee Sub-committee on Mid-Career Professional Development	• *Enter date pilot program design is complete;* • *Enter date when design is reviewed by PLAN-PAC* • *Enter date when pilot program is approved by university* • *Enter date when pilot program is offered officially*
ONGOING PRIORITIES					
High Impact Interdisciplinary Research	• Increased participation of MUP students in high impact interdisciplinary research • Increased faculty research capacity through use of MUP	• Increase in number of interdisciplinary grants that include MUP student funding • Increase in number of publications that	• 2020-2021 – baseline data collection for each measure • 2021-2022 – report on improvement on each measure	• The university and college generously provide seed money, via various programs (e.g., T3, X-Grant) to help	

	• students on research projects • Raised departmental profile as leader in Masters' level interdisciplinary research	include MUP student authors • Increase in number of conference presentations by MUP students	• 2022 – identify ways to improve measures • 2023-2024 evaluate effect of improvements	faculty pursue high impact interdisciplinary research. • Various sponsored research projects afford valuable opportunities.	
Professional Connections • Further strengthen the • connection with PLAN-PAC (Planning Advisory Council)	• Establish professional networking framework for faculty and students, including, e.g., guest lectures, professional conferences, office visits. • Establish framework for PLAN-PAC to network with planning faculty and students, including, e.g., visiting classes, hosting office visits, providing opportunities for students to shadow professionals, jury participation, sponsoring internships, assisting with job placement and career development, hosting student or studio projects, and PLAN-PAC meeting. • Formalize internship and job placement programs. • Include social opportunities in the networking framework.	• Increase in guest lecturers, conference attendance, professional office visits. • Increase in professional participation in juries, studio and student projects. • Expansion of PLAN-PAC and their membership. • Increase in number of internship opportunities. • Increase in proportion of professional job placements within six months of degree completion.	• 2021-22 – baseline data collection for each measure • 2022 – draft framework for professional engagement for discussion at Fall PLAN-PAC meeting • 2023 – end of academic year for completion of framework for faculty and students as well as professionals	<u>Continuing</u> • LAUP Department, with input from MUP Coordinator and PLAN-PAC. • LAUP Department to identify resources to support travel and registration expenses for faculty and honoraria for high-priority professional participation. • Industry Liaison will be created by the department to enhance relations with the industry.	• *Enter date when baseline data becomes available, with a very brief description;* • *Briefly summarize faculty and Professional Advisory group discussions of framework;* • *Enter date, with a very brief discussion of how Professional Advisory groups are expanded;* • *Enter dates and activities for each academic year;* • *Compare level of activity with baseline data annually, along with efforts to increase;* • *Document partnerships with examples of activity;*

					• *Compare internship and job placement data annually, and summarize efforts to increase placements;* • *Note level of resources provided (when applicable).*
Engaged Interdisciplinary Teaching and Learning • Review courses with respect to how extensively they embody engaged interdisciplinary learning and work with syllabi and faculty to expand engagement opportunities.	• Hold workshop with facilitator on different between trans, multi, interdisciplinary work, showcase best practices from across university (be explicit about interdisciplinary work that is not only with the sciences but with the humanities and other social sciences as well). • Include recognition of engaged teaching in promotion and tenure guidelines. (See # 6.). • Include opportunities for engaged interdisciplinary teaching and learning in discussions of how to ensure coverage of knowledge, skills, and values. (See # 4.) • Coordinate engaged teaching and learning opportunities with professional engagement to ensure that students have practice-based or simulated experience. (See # 9.) • Provide in-service training, co-teaching or other opportunities for faculty to	• Increase in number of courses that include engaged teaching and learning. • Expansion of the range of engaged teaching and learning techniques used across the curriculum. • Increase in interdisciplinary studios and other course offerings.	• 2022 – end of Fall semester for baseline data collection regarding engaged interdisciplinary teaching. • 2023 – end of academic year for identifying courses where engaged learning could be introduced and/or expanded. • 2023-24 – incorporation of explicit engaged learning opportunities in new course syllabi. • 2023-24 – inclusion of engaged learning in course evaluations	Continuing • LAUP Department, with input from program coordinators • *LAUP Department to identify resources to train faculty if not available from the university level.* • The university and college generously provide funding support to promote interdisciplinary learning, via various programs such as Education First High Impact Teaching and Flip Your Course. • The Center for Teaching Excellence provides various workshops and programs to promote teaching excellence.	• *Enter date when baseline data becomes available, with a very brief summary of the nature and level of engaged teaching and learning to date;* • *Enter date when additional courses have been identified, with a very brief description of they will expand engaged learning;* • *Briefly describe how engaged teaching and learning is coordinated with professional engagement;* • *Enter date when revised course syllabi become available;* • *Link to website or other posting of course materials;*

	expand engaged learning in their courses. See bullet above. • Include feedback from students on the effectives of engaged learning in course evaluations and satisfaction surveys. • Set aside budget and streamline planning process for off campus travel and engagements for all faculty. • Increase in number of courses that include engaged teaching and learning. • Expansion of the range of engaged teaching and learning techniques used across the curriculum. • Increase in interdisciplinary studios and other offerings. • 2022 – end of Fall semester for baseline data collection regarding engaged interdisciplinary teaching • 2023 – end of academic year for identifying courses where engaged learning could be introduced and/or expanded. • 2023-24 – incorporation of explicit engaged learning opportunities in new course syllabi.			• *Enter date when course evaluations incorporate engaged learning, with a very brief description;* • *Enter dates and/or mechanisms for in-service training; Annually, summarize student assessment based on course* • *evaluations, and any changes to be made in response;* • *Note level of resources provided*