

Master of Urban Planning and Development

Strategic Plan

**Maxine Goodman Levin School of Urban Affairs
Levin College of Public Affairs and Education
Cleveland State University**

Adopted September 17, 2026

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The Master of Urban Planning & Development Program

The Master of Urban Planning and Development (MUPD) at Cleveland State University is housed within the Maxine Goodman Levin School of Urban Affairs within the Levin College of Public Affairs and Education.

The MUPD program is a 42-credit professional graduate degree program, which can be completed by full-time students in two years. The program prepares students to work as professional planners in the public, non-profit, and private sectors. The curriculum includes a 32-credit core that addresses planning history and theory, regional analysis, the built environment, design, land use planning, sustainability, analytical methods, GIS, and community engagement. MUPD students choose from a broad offering of electives that offer expertise in economic development, community development, environmental planning, historic preservation, transportation planning, and more. In Fall 2026 we will formally launch an Urban Real Estate Certificate program, which is a 10-credit, 3-class program featuring a partnership with the Urban Land Institute.

Students who pursue the MUPD degree have a passion for cities, a vision for a better future, and a desire to change the world. Our students, graduates, and faculty often have a particular focus on planning for legacy cities and their varied communities. The MUPD program at Cleveland State University has a longstanding commitment to building inclusive communities where everyone can thrive, a tradition and value that continues to be a priority in our curriculum, extracurricular activities, faculty interests, and the School as a whole.

The MUPD program has a strong commitment to engaged learning, partnering with organizations and communities across Northeast Ohio to further student learning and facilitate their growth as future planning practitioners. The program includes a client-driven capstone studio, where students collaborate to develop a professional-quality plan. The 2024 studio project, “Reviving the Waterfront Line,” won the 2025 Ohio APA Planning Student Showcase Honorable Mention. MUPD students also engage with the local community and beyond through our active student organization, CSU-APA, annual speaker series, graduate assistantship opportunities, and an optional internship.

Founded in 1990 as the Master of Urban Planning, Design and Development, the program has graduated 546 students through Fall 2025. Our alumni work across the public, private and non-profit sectors in Northeast Ohio and beyond. Examples of alumni places of employment include: the City of Cleveland, the City of Euclid, the City of Lakewood, the City of Shaker Heights, Cleveland Neighborhood Progress, Cuyahoga County Land Bank, Cuyahoga County Planning Commission, Environmental Design Group, Famicos Foundation, MidTown Cleveland, the Northeast Ohio Areawide Coordinating Agency, OHM Advisors, RDL Architects, and Team NEO. Our graduates also work for communities outside our region, with alumni from Maryland (Elizabeth Nardi, Senior Planner for Regional Development, Anne Arundel County Office of Planning and Zoning) to California (Nathen Causman, Long Range Land Use Planner, City of San Diego).

The planning faculty hold expertise in community and neighborhood development, economic development, environmental planning, GIS, historic preservation, housing, land use planning,

sustainable/resilient development, urban policy, public finance, and urban geography. Their work appears in high-quality peer-reviewed journals including the Journal of Urban Affairs, Journal of the American Planning Association, Urban Studies, Cities, Journal of Planning Education and Research, Urban Geography, Regional Studies, Housing Policy Debate, and others. They have also written or edited numerous books and other reports. The planning faculty have participated and/or held leadership positions (either currently or at times since our last self-study) in the Association of Collegiate Schools of Planning, Urban Affairs Association, Society for American City and Regional Planning History, and many local and regional boards and committees that relate closely to our professional work.

The Maxine Goodman Levin School of Urban Affairs

The Maxine Goodman Levin College of Urban Affairs was established at Cleveland State University in 1977, as successor to its Institute of Urban Studies (created in 1969). In 2021, during a university-wide restructuring process, the Levin College transformed. Today, we are the Maxine Goodman Levin School of Urban Affairs (MGLSUA) hosted within the Levin College of Public Affairs and Education. The research centers that were once part of the Levin College of Urban Affairs are now housed under the broader Levin College of Public Affairs and Education. Today, the MGLSUA is home to six Undergraduate Degree programs (which we are working to consolidate into three¹), two nationally accredited Masters Degree programs (Urban Planning and Public Administration), recognized graduate programs in Urban Studies and Nonprofit Management, and an interdisciplinary Doctoral program.

The Levin College is ranked among the top schools of Public Affairs nationally, based on the strength of the programs housed within the MGLSUA. In 2026, U.S. News & World Report ranks us as #3 in Urban Policy, #10 in Local Government Management, #30 in Nonprofit Management, and #34 in Public Management and Leadership. As of Fall 2025, MGLSUA had 295 students (DAIR Dashboard, 4/9/26), about 40% of which are graduate students. As of Spring 2026, the School has seventeen full-time faculty and one joint-appointed faculty member. Our faculty members have expertise across many fields, including collaborative governance, community development, economic development, education policy, environmental planning and policy, GIS, historic preservation, housing, nonprofit management, organizational leadership, policy analysis, program evaluation, public finance, public management, public safety, race and social justice, scenario planning, sustainability, urban geography, urban policy, and urban resilience.

During the 2016-2017 academic year, the Levin College of Urban Affairs embarked on a “strategic refresh” process to update the college’s priority areas and develop actionable strategies. The “refresh” reinforced our intent to solidify and expand our role as the preeminent urban policy and planning college in Ohio and beyond. We articulated that we would pursue these priority areas through the following:

1. Educate present and future generations of urban planners, public administrators, nonprofit leaders, other neighborhood and civic leaders, and scholars to address key challenges in

¹ The three consolidated degrees will be Public Policy, Planning and Management, Environmental Studies, and Organizational Leadership. These degrees will have tracks within them that allow students to pursue curriculum similar to what we currently offer.

- Cleveland and the region such as economic inequality, racial and ethnic exclusion, and environmental sustainability;
2. Conduct scholarly research on the development of cities and metropolitan areas and the myriad challenges facing them;
 3. Disseminate knowledge about urban places and facilitate an exchange of ideas that improves equity, economic development, sustainability, governance, and quality of life;
 4. Engage in applied research that improves urban planning public management and expands opportunity structures for residents in the region; and
 5. Participate in civic affairs and community engagement opportunities as part of a wider mission of the university to be an engaged anchor institution.

Additionally, we identified four thematic areas around which we would build strength:

- Equity, Inclusion, and Social Justice,
- Urban Settlements and Sustainable Development,
- Governance, and
- Economic Transformation.

Finally, our primary mission—then and now—has remained the same: the pursuit of “excellence in teaching, research, and service through active engagement in improving and creating opportunities for the citizens of the Greater Cleveland region and the state of Ohio.”

Generally speaking, MGLSUA has followed through on these priority areas, we have organized around our chosen themes, and we have kept our primary mission centered. From the 2016-2017 academic year to today, however, our unit has also experienced significant change. In 2021, our academic unit transitioned from a department in a one-department college to the Maxine Goodman Levin School of Urban Affairs within a larger college. We had transitions in School leadership in 2020 (from Wendy Kellogg to Roby Simons), 2023 (to Clayton Wukich, with Stephanie Ryberg-Webster serving as our inaugural Associate Director), 2025 (to Stephanie Ryberg-Webster), and 2026 (to Elaine Lu, with Stephanie Ryberg-Webster returning to the Associate Director role). As a result of these transitions, a new School strategic plan remains in our future. Similarly, program leadership has changed multiple times as well; since our last self-study, the MUPD program has been directed by Joanna Ganning (Fall 2019-Spring 2022), Wendy Kellogg (Fall 2022-Spring 2024), Stephanie Ryberg-Webster (AY24-25), and Roland Anglin (Fall 2025), before returning to Joanna Ganning (Spring 2026). Since our last self-study, several core MUPD faculty have also retired, including Wendy Kellogg, Sanda Kaufman, and Roby Simons, with multiple other retirements in our unit as well, notably Bob Gleeson and Bill Bowen. Roland Anglin (MUPD core faculty) has announced his retirement following the 2025-2026 academic year, as has Ronnie Dunn (non-core).

Levin College of Public Affairs and Education

The broader Levin College is comprised of the Department of Sociology and Criminology, the School of Communication, and the School of Education and Counseling, along with the Maxine Goodman Levin School of Urban Affairs. The college includes the research centers of the former Levin College, including the Center for Economic Development, the Center for Public and Nonprofit Management, and the Energy Policy Center. The College also includes the Criminology Research Center and multiple centers in the School of Education and Counseling.

In its inaugural year, academic year 2021-2022, the new Levin College hosted a series of three professionally moderated town halls in which the faculty and staff of the college crafted new mission and vision statements. Following, Dean Jill Gordon joined the Levin College in January 2024 and in 2025 the university released a new strategic plan, [Cleveland State United](#). Consequently, the Levin College produced a [new strategic plan](#) as well, inclusive of new mission and vision statements, core values, and strategic priorities, as follows.

Levin College Mission Statement

Inspiring Changemakers. Igniting Transformations.

At the heart of Cleveland, Levin College cultivates leaders to turn ideas into action and create lasting change in place, policy, and practice.

Levin College Vision Statement

Creating Tomorrow, Together.

Through interdisciplinary perspectives, we will advance research, strengthen communities, and improve lives.

Levin College Core Values

Visionary Thinking | Impactful Solutions | Elevating Voices

Levin College Strategic Priorities

1. Forward-looking academics
2. Community partnerships and alumni engagement
3. Organizational culture and support

Cleveland State University

Established in 1964, Cleveland State University is a public research university serving over 14,000 students across 8 colleges and schools, offering more than 175 academic programs. Recognized by the Brookings Institution as the 18th leading public university in the U.S. for advancing social mobility and producing significant research, CSU stands as the only Ohio university in this distinguished group. In 2022, Forbes ranked CSU as the second-best employer in Ohio and the top employer among educational institutions in the state. Consistently featured in U.S. News & World Report's list of America's Best Colleges and Universities, CSU also achieved the national number one ranking for growth in research expenditures, as reported by the National Science Foundation.

Cleveland State University's vibrant campus, situated in downtown Cleveland, continues to grow and innovate. A notable expansion includes the new facility for the Washkewicz College of Engineering. Additionally, CSU's School of Film & Media Arts—the first independent film school in Ohio—is centrally located within Playhouse Square. CSU has deepened its community engagement through progressive partnerships, including the creation of Education Park in collaboration with the Cleveland Metropolitan School District, which supports Campus International School and

MC2STEM High School in preparing students for college. Through the Partnership for Urban Health, CSU addresses critical healthcare needs in the region. Furthermore, CSU collaborates with Case Western Reserve University to advance developments in the Internet of Things, positioning the university at the forefront of technological innovation.²

Laura Bloomberg became Cleveland State University's eighth president on October 7, 2022. A nationally acclaimed expert in public and global policy education, she joined CSU from the University of Minnesota's Humphrey School of Public Affairs, where she served as provost. In 2025, President Bloomberg introduced "Cleveland State United," a comprehensive strategic plan that outlines a refreshed mission and vision, a strategic framework, an assessment of the university's strengths and challenges, and three key priorities guiding CSU's future. The full plan is accessible [online](#).³

Cleveland State University Mission Statement

Cleveland's University. Infinite Opportunity.

Cleveland State University Vision Statement (VISION 2030)

Where Everyone Thrives

Vision Priorities

- 1) Enhance Academic Programs, Delivery, and Scholarship to Promote Student Success
 - Expand opportunities for experiential and work-based learning
 - Integrate undergraduate, graduate, exploratory, and continuing education to support lifelong learning
 - Improve the overall student experience while strengthening a culture centered on student achievement
- 2) Reimagine Community Partnerships to Broaden Opportunities
 - Strengthen collaborations with community partners to create more pathways for prospective and current learners
 - Develop a coordinated corporate and community partnership framework that maximizes CSU's collective resources
 - Serve as a convener and strategic partner addressing Cleveland's critical social and economic challenges
- 3) Transform Operational and Financial Models to Support Mission-Driven Goals
 - Launch a comprehensive, multi-year digital transformation informed by holistic stakeholder input
 - Establish and execute a sustainable financial model and processes
 - Foster a campus-wide culture focused on transformation and continuous improvement

² "Cleveland State University – About CSU." Cleveland State University, www.csuohio.edu/about-csu. Accessed 2 Apr. 2026

³ "President's Office." Cleveland State University, www.csuohio.edu/presidents-office. Accessed 2 Apr. 2026.

Commitment Statement⁴

1. The university is dedicated to educating students through free, open, and rigorous intellectual inquiry aimed at discovering truth.
2. It is committed to providing students with opportunities to develop critical thinking skills necessary for forming their own well-informed conclusions.
3. The institution upholds a policy of neutrality, neither requiring nor restricting speech or lawful assembly.
4. CSU strives to foster a community grounded in an ethic of civil and free inquiry, honoring each member's autonomy, encouraging personal growth, and embracing the diversity of opinions inherent in a public higher education environment.
5. The university pledges to treat all faculty, staff, and students as individuals, applying equal standards and ensuring equal opportunities regardless of race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression

Strategic Values

1. Collaborating with Community
2. Serving Students
3. Unleashing Creativity

University Resources

Cleveland State University provides a number of resources that strengthen the ability of both the School and program to engage in excellence. These include:

- Internal funding programs including the Graduate Faculty Research Support Program and Faculty Scholarship Initiative, among others (<https://www.csuohio.edu/research/internal-funding-programs>);
- The Center for Faculty Excellence (<https://www.csuohio.edu/cfe/center-for-faculty-excellence>);
- The Center for E-Learning (<https://www.csuohio.edu/center-for-elearning/center-for-elearning>);
- Library facilities and services that includes a dedicated urban affairs/education/health sciences librarian, multi-media services and a digital design studio, and access to OhioLINK resources (<https://library.csuohio.edu/index.html>); and
- The Office for Protected Rights <https://www.csuohio.edu/opr>
- The Writing Center <https://www.csuohio.edu/writing-center>
- The CSU CARE Team <https://www.csuohio.edu/care/csu-care-team>
- LiftUp Vikes/Emergency Fund <https://www.csuohio.edu/liftupvikes> (food pantry) <https://www.csuohio.edu/liftupvikes/food-pantry>
- ODS Office of Disability and Testing Services <https://www.csuohio.edu/disability>

⁴ “University Mission and Vision Statements.” Cleveland State University, www.csuohio.edu/uspc/university-mission-and-vision-statements. Accessed 2 Apr. 2026.

MUPD Mission, Vision & Values

(adopted, Fall 2016, revised Spring 2026)

MISSION: Our mission is to educate urban planning and development professionals and equip them with the knowledge and skills to effect positive change for holistic and dynamic metropolitan regions and communities within a global context. We prepare students to analyze past, present, and future urban conditions and address planning and development issues. We also provide students the opportunity to develop expertise in areas of planning practice. Through our curriculum, engaged activities, and faculty research, we generate innovative ideas that foster livable, just, vibrant, and resilient futures, particularly for legacy cities.

VISION: We envision that the MUPD program will educate students to be innovative, forward-thinking urban planning and development professionals committed to improving communities for everyone. We offer core knowledge and skills with purpose—to expand choice for those who have fewer choices—particularly in legacy cities. We will build and maintain a faculty and student body devoted to excellence in academic and professional practice and equipped to work with diverse communities. We will foster the MUPD program’s vibrant and ongoing engagement with the urban planning profession, including our active partnership with local and national planning and development organizations. In collaboration with allied professionals, our graduates will improve the resiliency and sustainability of communities and advance a more just urban future.

OUR VALUES

We value our holistic body of *students and alumni* as individuals and future practitioners who will effect positive change for cities.

We value *social justice and equity* in all forms and in all aspects of urban planning and development.

We value the *diverse communities* that comprise urban places.

We value *inclusive and participatory* planning so that our graduates are prepared to work in and with all communities.

We value *sustainable development* as a fundamental framework for planning.

We value *collaborative engagement* with the people and communities in Northeast Ohio and our ability to shape the future of these communities through our teaching, research and service activities.

We value the *interconnectedness* of local places to their states, the nation, and the global community.

We value an *interdisciplinary approach to planning* education, recognizing the complexity of urban governance, the varied forces that shape cities, and the benefits of collaborating to advance a better urban future.

Strategic Planning Process

The MUPD faculty, in partnership with key stakeholders (alumni, students, local practitioners), engages in continuous review of the program's mission, curriculum (including competencies, learning outcomes and assessments), goals, and objectives. Through crafting job descriptions for new hires, reviewing input from other stakeholders, and analyzing learning outcomes over time, among other activities, we have maintained a strong working knowledge of our progress and challenges. We are taking the present planning process as an opportunity to put a bookmark in that continuous monitoring process, to document our accomplishments, and to consider new goals.

We convened an Advisory Board in Summer 2026, with the aim of learning from practitioners and ensuring that our strategic plan was crafted with balanced perspectives. These practitioners responded to the draft plan, pointing out overlooked opportunities and helping us identify potential implementation strategies. These changes were incorporated prior to seeking student input. Some of the input received from the Advisory Board advances the goals put forth in this plan directly. For example, the Board indicated that budgeting and experiencing learning curriculum needed to, by design, cover both public and private sector development. This actionable insight has been brought to the faculty for consideration and implementation.

In Fall 2026, we also gathered student input through our active student organization, CSU-APA. Other student feedback informed the development of this plan in earlier stages, namely our annual exit surveys of graduating students, annual assessment data, and informal conversations. Prior engagement also included an employer survey in 2021 and a meeting of our prior Advisory Board in November 2023 (which was later disbanded as part of our college merger process).

To inform this plan, the faculty revised the above MUPD Mission and Vision (AY25-26) and updated our student learning outcomes and assessment practices. This strategic plan builds from our previous plan. Significant changes in our plan stem from two sources: 1) the practical need to simplify our metrics, and 2) changes in the institutional structure of our School and college. This strategic plan is a living document that the faculty review and update, as needed, annually. We use a variety of assessment tools, feedback from our annual, peer-reviewed, internal Cleveland State University assessment, exit surveys, post-graduation surveys, alumni input, re-accreditation reports (*when applicable*), and other insights to update the plan.

SWOT Analysis

To inform the MUPD program's goals, objectives, actions, and metrics, the MUPD faculty first developed an analysis of the program's strengths, weaknesses, opportunities, and threats. The SWOT analysis includes both internal and external factors. While the MUPD program may have little control over the latter, it is essential that we capitalize on external strengths and opportunities, while recognizing and responding to external weaknesses, threats, and uncertainties. We note that many of the threats facing the program stem more from uncertainties (i.e. enrollment trends, faculty retirements and hiring, graduate student funding, college/School changes to the structure of

administering programs). At the same time, we seek to build upon our existing programmatic strengths and opportunities, while implementing new strategies that will enable us to continue offering high-quality planning education.

Strengths

- Strong reputation both within the region and according to national rankings
- Recently updated curriculum, including stronger focus on land use planning, design, real estate, and community engagement
- High-quality faculty research and teaching
- Faculty engaged in professional service (i.e. service to journals, local/regional boards, Cleveland Section of the APA, service at academic conferences, policy advisory networks, etc.)
- Engaged students and the CSU-APA student organization
- Dual-enrolled classes with the Master of Public Administration program and Master of Nonprofit Management program
- Collaborations with other programs and faculty within the School and to a more limited extent within the College
- University and College support for engaged learning and instructional excellence
- Active alumni network in Northeast Ohio and beyond
- Engagement of local and regional urban leaders as guest lecturers in MGLSUA classes and with the Center for Public and Nonprofit Leadership, which regularly engages our students in their mentoring program
- Location in Cleveland as a classroom for planning education and a basis for faculty research
- Affordable tuition for graduate education, which has been extended to domestic, out-of-state students
- The university's tuition benefit for employees, their spouses, and dependents
- Internal articulation agreement for students graduating from CSU's Honors College
- Staff support for advising, internships, and mentoring,
- Partnerships with external organizations such as the Urban Land Institute and Kent State's Cleveland Urban Design Collaborative, which help us expand our offerings while facilitating networking
- Campus-wide accelerated degree option, which allows for any qualified undergraduate student to use up to 9 credits of their undergraduate electives towards the MUPD. For students in one of the Levin School's BA majors, there are options to double count 9 credits of courses towards their major requirements and the MUPD program.

- A core competency in delivering curriculum as flexibly as possible while maintaining and in-person schedule, including selected asynchronous components
- Engaging with alumni for professional development events and networking
- The School's Levin Endowed Chair position, which increases the visibility and profile of our work and facilitates connections with practitioners and alumni
- Demonstrated commitment by the university to invest in the MUPD program through recent allocation of faculty lines.

Weaknesses

- Overall decline in number of planning faculty due to retirements and limitations on hiring
- Lack of staff support for program management (accreditation reporting, assessments); over-reliance on graduate assistant support
- Lack of staff support for School administration
- A reduction in staff support, by virtue of sharing staff with three other units, for special projects, communications, budgeting, IT support, and other services
- Ad hoc initiatives to maintain and build alumni relations
- The School's reduced autonomy and ability to craft our own narrative
- Lean assistantship packages for graduate student recruitment
- Among the Levin School's four masters programs, the MUPD requires the most credit hours (even after a recent reduction), potentially creating internal competitive advantage challenges.
- Range of faculty teaching MUPD core classes; among the planning faculty in the School two have been engaged in administrative roles at times over recent years, reducing their overall ability to teach in and contribute to the MUPD program. We note active improvements in this area in AY25-26 and AY26-27 through hiring, shifts in administrative roles, and improvements in the process of faculty course assignments.
- Difficulty scheduling required classes for certificates for part-time students, while balancing required core classes for the degree

Opportunities

- Engage Levin's strong network of alumni and community partners to expand recruitment
- Renewed relationship building with the Levin family and their engagement in our programs and operations

- Support junior faculty as they proceed through the tenure process
- Expand for-credit and paid internship opportunities, particularly for full-time students
- Develop partnerships and pipeline programs with regional colleges and universities, including community colleges and especially with the Mandel Honors College at Tri-C
- Embrace the creativity and new ideas generated by new faculty and college leadership
- Renewed School-level strategic planning may offer fresh energy and direction to harness programmatic decisions and opportunities
- Renew and build partnerships with regional allied programs such as Kent State University's Cleveland Urban Design Collaborative, which offers a one-year Master of Urban Design and cross-registration possibilities
- Consider where practical cross-listing courses with the CSU Law School, especially in environmental law and land use law
- Expand areas of expertise through strategic new faculty hiring
- Revive our expertise in urban real estate development through new course offerings, new graduate certificate, and partnerships with the Urban Land Institute
- Build stronger connections to planning practice and practitioners in Northeast Ohio and across the state by reactivating our collaborations with the Ohio APA Chapter and the Cleveland Section of the Ohio APA.
- Renew the Levin School's role as a regional convener for ideas and urban issues
- To improve instruction to our diverse student body, which includes a mix of young adults and seasoned professionals, through faculty upskilling in differentiated instruction

Threats & Uncertainties

- Uncertainty about future funding for graduate assistantships
- Future faculty retirements and uncertainty about university support for continued faculty hiring
- Static and/or declining graduate enrollments
- University budget concerns
- Changes in workload expectations
- State-level constraints on tuition and funding
- State-level threats to academic freedom
- Reduced and/or volatile federal funding for research
- Retention challenges and risk of faculty attrition amid shifting institutional conditions

- Potential erosion of instructional quality and depth as faculty capacity is stretched by increasing workload demands
- Risk of diminished faculty engagement, productivity, and rigor in an environment of organizational change, resource constraints, and growing demands on program leadership
- Reputational risk associated with broader institutional restructuring and potential dilution of program identity, autonomy, and visibility. The issue of School autonomy applies across student, faculty, and stakeholder perspectives.
- Risk of misalignment between administrative leadership priorities and the specialized needs, partnerships, and professional pathways of the program
- **Student perception of campus life, including both the businesses open nearby and the security measures that make campus feel less welcoming**

Summary of the MUPD Program Goals and Objectives

The MUPD program has identified fourteen overarching goals that will guide our activities and decision-making in the coming years. These goals are organized in four categories: (1) curriculum and career preparation, (2) students, (3) faculty, and (4) program governance. Detailed action items and metrics are prescribed in the following section.

MUPD Curriculum & Career Preparation	
1: Offer a core curriculum that prepares students to be engaged urban planning and development practitioners and that fulfills the MUPD program mission, vision and values.	1a: Provide a core curriculum that provides substantive knowledge and skills central to the profession of planning.
	1b: Thread fundamental planning values, as defined by the PAB, throughout the core curriculum.
	1c: Incorporate engaged learning projects across the core curriculum, as appropriate.
	1d: Provide students with an opportunity to synthesize the knowledge and skills gained throughout the program through a client-based capstone studio project.
2: Offer coursework that allows students to gain expertise in an area of planning practice, reflective of faculty areas of expertise and employment opportunities.	2a: Offer high-quality electives in a variety of areas on a regular basis.
	2b: Encourage MUPD students with relevant interest to complete one of the School's graduate certificates.
3: Engage in continuous improvement of the MUPD curriculum based on evaluation of student learning outcomes, alumni satisfaction and success, and practitioner feedback	3a: Monitor and enhance MUPD curriculum using student course evaluations, peer evaluations of teaching, and feedback from alumni and practitioners to keep curriculum current and effective
MUPD Students	
4: Recruit a high-caliber and holistic student body	4a: Leverage our new and expanded accelerated masters pathway to recruit highly qualified undergraduates from across the School, College, and University.

	4b: Recruit high-caliber students from CSU and varied undergraduate institutions in Ohio and beyond.
	4c: Market the MUPD program to mid-career professionals and non-traditional students
	4d: Remove barriers to entry by supporting prospective students through the admissions process, including timely review of applications and fast-tracking applications of high-caliber prospective students
	4e: Provide support to non-degree, MUPD-oriented students to help transition them to degree-seeking students
5: Support and retain a high-caliber and holistic student body	5a: Ensure that each student receives appropriate academic advising and student support
	5b: Foster a climate of community throughout the curriculum, advising, extracurricular programming, and student engagement activities
	5c: Identify opportunities to enhance financial aid opportunities, with a focus on making graduate education affordable for all backgrounds
	5d: Recognize student achievement through annual awards, prizes, and scholarships
	5e: Provide students and, when possible, alumni with career counseling and information about internships and post-graduation employment
	5f: Provide students with opportunities for professional development.

6: Provide opportunities for student interaction with practitioners and professional planning and planning-related organizations.	6a: Support the CSU-APA student organization and its programming
	6b: Maintain regular faculty participation in APA's Ohio Chapter and Cleveland Section of the APA, and use these connections to enhance professional development and networking opportunities for MUPD students
	6c: Offer and publicize planning-related events, activities, and programs, including speakers (e.g., Norm Krumholz Lecture Series) and other events
7: Encourage student participation in MUPD governance	7a: Engage MUPD students in faculty meetings and through regular communications about program activities
	7b: Provide opportunities for student input on curriculum and overall program performance

MUPD Faculty	
8: Recruit and maintain a high-quality and well-rounded full-time faculty to meet the teaching, research, and service needs of the program	8a: Recruit and retain faculty with expertise needed to fulfill the program's mission, teach within the required core curriculum, and enhance the research profile of the MUPD program.
	8b: Draw on the professional networks of existing faculty members, search committee members, and college administration to recruit candidates for full-time positions.
	8c: Mentor junior faculty through the tenure process
9: Promote excellence in instruction for MUPD core and/or elective courses through focused hiring of part-time instructors and use of guest speakers	9a: Collaborate with School Director with regards to hiring of part-time instructors for MUPD classes, and hiring candidates with relevant professional experience and a proven track record of professionally representing the diverse communities of northeast Ohio
	9b: Expand the pool of guest speakers and other guests who interact with students on an ad-hoc basis, with a special focus on speakers with a demonstrated record of serving the range of communities that make up northeast Ohio
10: Produce high-quality research that enhances the research profile of the School and MUPD program	10a: Encourage faculty to conduct high-quality research that addresses key issues and challenges in the planning profession
	10b: Disseminate MUPD faculty research to a wide audience, including the planning academy and profession.
	10c: Encourage faculty to apply to relevant internal and external funding opportunities and training.
	11a: Encourage continuous improvement of teaching for full-time faculty

11: Provide high-quality teaching of MUPD core and elective courses	11b: Support the School Director/Associate Director in identifying highly qualified part-time faculty where needed
12: Actively engage in community and professional service.	12a: Encourage faculty engagement in service to the planning academy
	12b: Encourage faculty engagement to the planning profession and greater Northeast Ohio community

MUPD Program Governance	
13: Govern the MUPD program with transparent, inclusive, and autonomous processes, to the greatest extent possible.	13a: Maintain and improve transparency and inclusivity in MUPD program decision-making
	13b: Maintain relationships with MUPD alumni
	13c: Strive for program and School autonomy, within the structures of the MGLSUA and broader Levin College
14: Fulfill the MUPD program's mission, student learning outcomes, and the goals and objectives detailed in this plan.	14a: Secure adequate resources and support for MUPD program governance
	14b: Regularly engage in program and student learning outcome evaluations, review, and improvement
	14c: Promote MUPD program achievements and successes

MUPD Program Goals and Objectives with Action Items and Metrics*

**Metrics collected annually unless otherwise noted*

MUPD Curriculum & Career Preparation

GOAL 1: Offer a core curriculum that prepares students to be engaged urban planning and development practitioners and that fulfills the MUPD program mission, vision and values.

Objectives:

- 1a: Provide a core curriculum that provides substantive knowledge and skills central to the profession of planning.
- Offer all core classes every academic year
 - Regularly review, assess, and update student learning outcomes
 - Build learning and professional standards into core courses
 - Ensure, to the greatest extent possible, consistency in learning outcomes across sections of core classes
 - Utilize technology, including new software and mobile apps, to facilitate learning; including, but not limited to, Excel, GIS, APA learn, Qualtrics Survey software, and others
- 1b: Thread fundamental planning values, as defined by the PAB, throughout the core curriculum.
- Provide support to faculty teaching core classes to ensure that our values and ethics underpin the curriculum
 - Regularly review, assess, and update student learning outcomes
 - Build learning and professional standards into core courses
- 1c: Incorporate engaged learning projects across the core curriculum, as appropriate.
- Build engaged learning into the curriculum along a spectrum from guest speakers and field trips to semester-long, client-based projects and from students' first semester to their completion of the capstone studio
 - Leverage the College's Center for Public and Nonprofit Management, MUPD alumni, and the Cleveland Section of the APA to identify and connect to community partners
 - Leverage "friends" of the School, such as local stakeholders, planners and professionals, to identify and connect to community partners and projects

- Consider developing a community planning clinic, where practitioners can bring real world problems to an open house. Student input during the development of this plan especially emphasized this strategy.

1d: Provide students with an opportunity to synthesize the knowledge and skills gained throughout the program through a client-based capstone studio project.

- Leverage the MUPD Advisory Board and others to identify potential studio projects
- Offer UST 611: Planning Studio every spring

Metrics: frequency of core course offerings, assessment data, number of engaged learning projects in core classes, faculty and expert evaluations of capstone studio project

GOAL 2: Offer coursework that allows students to gain expertise in an area of planning practice, reflective of faculty areas of expertise and employment opportunities.

Objectives:

2a: Offer high-quality electives in a variety of areas on a regular basis.

- Direct students to appropriate electives, based on student interests, with the Office of Student Services
- Review elective offerings within the Levin School and suggest needed modifications, in collaboration with School Director
- Leverage the MUPD Advisory Board to identify modifications to MUPD elective offerings and/or new offerings that respond to changing needs of the profession
- Explore offering special topics courses in critical areas of contemporary planning practice that we currently do not offer, including climate resiliency, equity, healthy cities, infrastructure, site planning, and/or transportation/transit planning prior to establishing new classes
- Review course offerings in other departments and schools (i.e. Civil Engineering) and add as eligible MUPD electives, as appropriate
- Strengthen and promote regional partnerships, such as with Kent State University's Cleveland Urban Design Collaborative, to give students more choices in terms of electives
- Strengthen partnerships with professional organizations, such as Urban Land Institute, which offer continuing education opportunities we could leverage via special topics courses to give students more choices in terms of electives

2b: Encourage MUPD students with relevant interest to complete one of the School's graduate certificates.

- Work with faculty, the practitioner community, and the Advisory Board to identify changing needs of the planning profession over time

- Ensure that students can complete their desired course of study by working with the School Director and Associate Director to minimize scheduling conflicts for classes within specializations or certificates and between core requirements and specialization or certificate requirements

Metrics: frequency of elective course offerings, certificate completion

GOAL 3: Engage in continuous improvement of the MUPD curriculum based on evaluation of student learning outcomes, alumni satisfaction and success, and practitioner feedback

Objectives:

- 3a: Monitor and enhance MUPD curriculum using student feedback and feedback from alumni and practitioners to keep curriculum current and effective
- Collect student learning outcome data, per the MUPD assessment plan
 - Complete the annual Cleveland State assessment report
 - Review outcome data and feedback on assessment reports with the MUPD faculty
 - Revise core course content and/or overall curriculum, as needed

Metrics: exit survey data on learning outcomes, assessment data, employer survey (every 5-7 years), 5-year survey

MUPD Students

GOAL 4: Recruit a high caliber and holistic student body

Objectives:

- 4a: Leverage our new and expanded accelerated masters pathway to recruit highly qualified undergraduates from across the School, College, and University.
- Provide information on MUPD program to students in relevant upper-division undergraduate courses including UST 309 Urban Planning, UST 420: Applications of City Design, UST 436: Urban Sustainability, UST 441: Environmental Planning, UST 476: Historic Preservation, UST 477: Regional Planning, UST 486: GIS Methods, and UST 489: Advanced Senior Seminar
 - Work with instructors of undergraduate courses to identify and recruit strong candidates for graduate education
 - Promote college events, including prospective graduate student fairs, to upper-division undergraduate students
 - Provide information on the MUPD program to upper-division (400-level) undergraduate courses in departments such as Africana Studies, Communication, Economics, History, Political Science, Criminology & Sociology, Environmental Science, and Civil Engineering

- Assist the college's Director of Recruitment & Engagement and other college-wide efforts to promote "urban" as a career option
- 4b: Recruit high-caliber students from undergraduate institutions in Ohio and beyond,
- Support the efforts of the college's Director of Recruitment & Engagement regarding outreach to undergraduate institutions across Ohio
 - Work with School Director, Director of Recruitment & Engagement, and Program Directors to build partnerships with relevant undergraduate programs to create a pipeline into the MUPD program, especially where institutions have allied undergraduate programs but do not have similar graduate programs (e.g. Youngstown State)
 - Consider opportunities to leverage the capstone to build relationships in nearby communities and with potential pipeline programs
 - Advocate for the use of School and college resources, as possible to promote the MUPD program through web-based advertising, social media, and other venues
 - Promote the affordability of the MUPD program, both in terms of tuition costs compared to other graduate schools and in terms of cost of living in Northeast Ohio
 - Draw on the connections and experience of the MUPD External Advisory Board to expand funding opportunities for students
 - Circulate expanded opportunities for engaged learning projects, particularly connecting to our alumni working throughout Cleveland and Northeast Ohio, to faculty teaching core and elective courses.
 - Attend and participate the annual Graduate School Open House, sponsored by CSU's College of Graduate Studies, along with other events in the Maxine Goodman Levin School of Urban Affairs.
- 4c: Market the MUPD program to mid-career professionals
- Collaborate with Certificate Coordinators, the Director of Recruitment & Engagement, and College's Office of Student Services to promote school certificate programs to mid-career professionals who may then decide to pursue a full graduate degree
 - Provide expedited admissions, upon the recommendation of the certificate coordinator, for students who complete a School certificate with a minimum grade of B in all certificate courses and then seek regular admission into the MUPD program
 - Equip the MUPD Advisory Board to champion the program within the practitioner community and their own networks
 - Reach mid-career professionals through the capstone presentation and publication of its products
 - Promote the accomplishments of our graduates via social media and School events
 - Situate the Levin School as the convener for identifying and acting on problems in our region
 - Leverage the voices of our prominent alumni to trumpet our programs and accomplishments

- 4d: Remove barriers to entry by supporting prospective students through the admissions process, including timely review of applications and fast-tracking applications of high-caliber prospective students
- Provide timely advising and assistance for students applying to the MUPD program, with Office of Student Services
 - Maintain regular contact with prospective students as they work through the admissions process
- 4e: Provide support to non-degree, MUPD-oriented students to help transition them to degree-seeking students
- Ensure students are aware of tutoring opportunities
 - Promote scholarship application deadlines to these students
 - Provide outreach periodically to monitor progress and success in courses

Metrics: *annual enrollment, number of graduates*

GOAL 5: Support and retain a high-caliber and holistic student body

Objectives:

- 5a: Ensure that each student receives appropriate academic advising and student support.
- Continue to support the regular, high-quality advising of the Office of Student Services
 - Provide tutoring for statistics and, where possible, other technical material
- 5b: Foster community throughout the curriculum, advising, extracurricular programming, and student engagement activities
- Support the efforts of CSU-APA and encourage MUPD students to participate
 - Continue to promote the capstone studio presentation as a community event that brings together students, alumni, and local stakeholders
 - Engage guest speakers who provide specific expertise
 - Encourage faculty participation in student-organized events
 - Identify ways to support cohort-building among students and to foster interaction among faculty and students outside of regular classes
- 5c: Identify opportunities to enhance financial aid opportunities, with a focus on making graduate education affordable for all backgrounds
- Encourage faculty to pursue external funding that supports students
 - Reduce textbook, software, and other costs by utilizing the University's textbook affordability grants program and associated library supports, as well as other avenues

- 5d: Recognize student achievement through annual awards, prizes, and scholarships
- Nominate a student for the annual APA Outstanding Student award
 - Nominate MUPD students for various Maxine Goodman Levin School of Urban Affairs awards, prizes, and scholarships
 - Nominate MUPD students for external awards, prizes, and scholarships, as possible
- 5e: Provide students and, when possible, alumni with career counseling and information about internships and post-graduation employment
- Circulate job opportunities via email, social media, and elsewhere as suitable
 - Circulate internship opportunities via direct emails to current MUPD students and Office of Student Services
 - Encourage MUPD student participation in the College's Mentoring Program, through the Center for Public and Nonprofit Management
 - Encourage MUPD students to complete an internship and to utilize the Center for Public and Nonprofit Management's programming
 - Annually solicit MUPD Advisory Board members for internship opportunities, including full-time, part-time, and/or project-based/short-term positions
 - Engage MUPD alumni and the Advisory Board to identify job opportunities for graduate students and recent alumni
- 5f: Provide students with opportunities for professional development
- Identify and mobilize existing CSU resources to provide students with professional development services such as resume-writing, interviewing, and portfolio development
 - Support and promote networking opportunities through CSU-APA, the Cleveland Section of the APA, and the MUPD Advisory Board
 - Where possible, provide financial support for students to attend Ohio APA and national APA conferences, and/or the Cleveland P&Z Workshop. Alternately, solicit and provide information to students about volunteer opportunities at these events which may grant them access to attend.
 - Maximize students' opportunities to gain exposure to urban professionals and organizations working throughout Northeast Ohio
 - Explore the possibility of offering MUPD students professional business cards

Metrics: student retention rates, graduation rates (2, 3, and 4-year), summary of CSU-APA activities, annual membership in CSU-APA, percent of graduates employed in planning or planning-related fields one year after graduation, engagement in School's annual awards selection

GOAL 6: Provide opportunities for student interaction with practitioners and professional planning and planning-related organizations.

Objectives:

- 6a: Support the CSU-APA student organization and its programming
- Dedicate a faculty advisor for the CSU-APA organization
 - Where possible, invite CSU-APA to participate in School and college events where their visibility may benefit the organization
 - Advocate for School, college, and university resources to support student participation in conferences and professional development events
- 6b: Maintain regular faculty participation in APA's Ohio Chapter and Cleveland Section of the APA, and use these connections to enhance professional development and networking opportunities for MUPD students
- If granted a seat on the board of APA Ohio or executive committee of the Cleveland Section, identify and support a faculty member to engage where possible, noting that logistical challenges exist for engagement at the state level.
 - Encourage faculty to participate in the Cleveland Section of the APA through either an at-large seat on the Executive Committee and/or regular participation in Section events
- 6c: Offer and publicize planning-related events, activities, and programs, including speakers (e.g., Norm Krumholz Lecture Series) and other School events
- Provide support, as needed, to Levin School programs focused on planning and related-issues
 - Collaborate with the Cleveland Section of the APA to offer AICP CM credits for Levin programs, when applicable
 - Collaborate with the Cleveland Section of the APA, Ohio APA, and the MUPD Advisory Board to promote planning-related events and programming taking place at the Levin School
 - Communicate information about external events related to planning to MUPD students and faculty, including events organized or led by the MUPD Advisory board
- 6d: Incorporate engagement with practitioners through coursework, including critiques, speakers, mentoring, shadowing, etc

Metrics: *summary of CSU-APA activities, faculty member participation in APA Ohio and Cleveland Section of the APA*

GOAL 7: Encourage student participation in MUPD governance

Objectives:

- 7a: Engage MUPD students in faculty meetings and through regular communications about program activities.

- Invite the CSU-APA President to participate in MUPD faculty meetings, as appropriate
- Communicate information about program opportunities, curricular changes, and other activities on a regular basis

7b: Provide opportunities for student input on curriculum and overall program performance

- Obtain student feedback through an exit survey of graduating students
- Offer opportunities for targeted student input during faculty reviews of curriculum
- Offer students a chance to review and comment on the MUPD strategic plan

Metrics: summary of exit survey results, descriptive summary of other student participation activities

MUPD Faculty

GOAL 8: Recruit and maintain a high-quality and well-rounded full-time faculty to meet the teaching, research, and service needs of the program

Objectives:

8a: Recruit and retain faculty with expertise needed to fulfill the program's mission, teach within the required core curriculum, and enhance the research profile of the MUPD program.

- Advocate for the replacement of faculty who retire or otherwise leave the MUPD program
- Ensure MUPD faculty participation on planning-related faculty search committees

8b: Draw on the professional networks of existing faculty members, search committee members, and college administration to recruit candidates for full-time positions

8c: Guide junior faculty through the tenure process.

- Support the School Director's efforts to mentor tenure-track planning faculty, particularly with regards to the tenure process and expectations
- Ensure MUPD faculty representation on promotion and tenure review committees at the School level when MUPD faculty are being reviewed

Metrics: composition of relevant tenure and promotion review committees

GOAL 9: Promote excellence in MUPD core and/or elective courses through focused hiring of part-time instructors and use of guest speakers

Objectives:

- 9a: Collaborate with School Director and/or Associate Director with regards to hiring of part-time instructors for MUPD classes, with a particular emphasis on hiring candidates with relevant professional experience and a proven track record of professionally representing the diverse communities of northeast Ohio
- Develop a list of professionals who could teach and have expressed interest in teaching MUPD core and elective courses, including alumni and members of the MUPD Advisory Board
 - Offer input to the School Director regarding part-time instructors for MUPD core and elective courses
- 9b: Expand the pool of guest speakers and other guests who interact with students on an ad-hoc basis
- Maintain and circulate a “guest speaker list”
 - Invite MUPD Advisory Board members to serve as guest speakers, critics or panelists for student presentations, and organizers of field trips
 - Draw on the expertise and connections of the MUPD Advisory Board and MUPD alumni to develop additional strategies for identifying guest speakers and other invited guests (i.e. review panels for final projects)

Metrics: *number of guest speakers in core classes, PD assessment of part-time instructor student course evaluations*

GOAL 10: Produce high-quality research that enhances the profile of the School and MUPD program

Objectives:

- 10a: Encourage faculty to conduct high-quality research that addresses key issues and challenges in the planning profession.
- Publish high-quality peer-reviewed research via academic journals, book chapters, and books
 - Improve collaborations with the College’s research centers, which can potentially create opportunities for faculty, students and staff to engage with Northeast Ohio communities through research
- 10b: Disseminate MUPD faculty research to a wide audience, including the planning academy and profession.
- Present faculty research at relevant academic conferences
 - Facilitate and encourage faculty appearances in the media
 - Expand program and School autonomy in and capacity to promote research news via social media and to alumni networks

- Where practical, share faculty research with students and alumni
- 10c: Encourage faculty to apply to relevant internal and external funding opportunities and training.
- Ensure faculty are aware of internal funding opportunities
 - Secure external funding to support faculty research

Metrics: number of faculty publications by type, number of faculty presentations at regional and national conferences

GOAL 11: Provide high-quality teaching of MUPD core and elective courses

Objectives:

- 11a: Encourage continuous improvement of teaching for full-time faculty
- Participate in university/college/School programs aimed at improving teaching (i.e. Center for Faculty Excellence, Center for E-Learning, teaching brown bags)
 - Provide peer evaluations of teaching for MUPD faculty
 - Review defined student learning outcomes for each MUPD core course and ensure that they are included in course syllabi
 - Encourage faculty to attend local, regional, state, and/or national APA conferences to ensure contemporary relevance within the curriculum and specific course materials
 - Encourage faculty engagement in service to the profession, such as serving on boards and committees germane to planning practice, to ensure contemporary relevance within the curriculum and specific course materials

- 11b: Support the engagement of high-quality part-time instructors

Metrics: descriptive summary of participation in teaching improvement programs, completion of annual core courses syllabi review, faculty engagement in Ohio chapter and Cleveland section of the APA

GOAL 12: Actively engage in community and professional service.

Objectives:

- 12a: Encourage faculty engagement in service to the planning academy
- Serve in leadership roles, on committees, and otherwise support relevant academic planning organizations
 - Serve as peer reviewers for relevant journals, academic presses, conferences, and grant proposals
 - Serve the planning academy through mentoring, external dossier reviews, and other supportive functions

- 12b: Encourage faculty engagement to the planning profession and greater Northeast Ohio community
- Serve the broader needs of the planning profession and the communities of Northeast Ohio through community service efforts and participation on relevant boards and commissions
 - Encourage faculty to speak at local or state planning conferences to engage with planning and zoning professionals within Ohio
 - Encourage faculty to write articles for *Ohio Planners News*, published by APA Ohio, regarding their research, classes/student work, or other engagement activities

Metrics: percent of tenured/tenure-track faculty engaging in peer reviews for journals, percent of faculty serving on boards and commissions relevant to the profession

MUPD Program Governance

GOAL 13: Govern the MUPD program with transparent, inclusive, and autonomous processes, to the greatest extent possible.

Objectives:

- 13a: Maintain and improve transparency and inclusivity in MUPD program decision-making
- Hold regular MUPD program meetings to discuss curriculum, ongoing initiatives, special programs, and other MUPD-related business
 - Involve staff and students, in addition to faculty, in MUPD decision-making, when appropriate
- 13b: Maintain an active MUPD Advisory Board comprised of practitioners, including alumni
- Hold regular (i.e. once or twice per year) Advisory Board meetings either at the Levin School or at a host location
 - Explore possible Advisory Board subcommittees such as professional development, curriculum, engaged learning, and/or fundraising
 - Ensure that the Advisory Board is well-rounded in terms of professional seniority, specialization, community type, and other factors relevant for the promotion of excellence in planning education.
 - Engage MUPD Advisory Board members through college events, receptions, student presentations, alumni engagement events, and other activities
- 13c: Strive for program autonomy, within the structures of the MGLSUA and broader Levin College
- Maintain program autonomy over decision-making for the MUPD curriculum
 - Maintain program control over the admission and evaluation of students

- Encourage MUPD faculty to serve on the School Peer Review Committee, particularly in years when a MUPD faculty member is seeking tenure and/or promotion
- Ensure that planning faculty serve on search committees for related faculty hires
- Collaborate with other Program Directors and the School Director on issues that impact the MUPD program
- Ensure the MUPD Program Director and faculty, as necessary, respond to substantive issues regarding any aspect of the MUPD program raised by students, faculty or others, as appropriate and within the bounds of University policies

Metrics: composition of relevant tenure and promotion review committees, frequency and schedule of MUPD faculty meetings, descriptive summary of staff and student participation in program governance

GOAL 14: Fulfill the MUPD program’s mission, student learning outcomes, and the goals and objectives detailed in this plan.

Objectives:

14a: Secure adequate resources and support for MUPD program governance

- Maintain an appropriately compensated MUPD Program Director position
- Reiterate School expectations, as set forth in bylaws, that faculty actively engage in program governance for at least one graduate program.
- Secure a MUPD budget with the School Director and Levin College Dean that includes resources for accreditation, ACSP membership, and other programmatic needs

14b: Regularly engage in program and student learning outcome evaluations, review, and improvement

- Review progress towards meeting the goals and objectives of this strategic plan and summarize in the CSU assessment report
- Review student learning outcome assessment results and modify/update curriculum and course content, as needed
- Incorporate feedback from annual CSU assessment peer evaluations and PAB accreditation reviews in revisions to this strategic plan, the MUPD curriculum and student learning outcomes, strategies for recruiting and maintaining a holistic student and faculty body, and program governance

14c: Promote MUPD program achievements and successes

- Develop the capacity and autonomy of the School to promote the achievements of students, faculty, and programs through alumni networks, social media strategies, and other outlets.
- Highlight student, alumni, and Advisory Board projects on social media and via other School and College communications

Metrics: program director compensation, continuous membership in ACSP, satisfaction of accreditation-related expenses, assessment data, School autonomy to promote achievements