Introduction

Department Background

The Department of Planning, Public Policy & Management (PPPM) was established in 1982 through the merger of the Wallace School of Community Service and Public Affairs (CSPA) and the Department of Urban and Regional Planning. The new PPPM Department was located in the School of Architecture and Allied Arts. The synergy created by bringing together faculty and students from planning and public affairs has been a vitalizing force for PPPM. Although faculty members are primarily identified with one program or the other, their backgrounds and interests are highly complementary. Students from both graduate programs, as well as the undergraduate program, are encouraged to take courses across the department's offerings and to make use of the entire faculty for academic and professional advice.

The department continues to develop and evolve. In 1994 the Resource Assistance for Rural Environments (RARE) program was established. In 1996 the name of the public affairs program was changed to public policy and management, to give more clarity to the program title. In 2001 the degree for the Public Policy & Management Program was changed from an M.A. or M.S. in Public Affairs to a Master of Public Administration (MPA). Also in 2001, the department was granted approval from the Oregon University System to offer a one-year graduate certificate program in Not-for-Profit Management. In 2011, the department launched its Master of Nonprofit Management (MNM) Program.

In addition to its graduate programs, the Department continues to offer an undergraduate non-accredited major in Planning, Public Policy and Management. The major is designed for upper division students with a broad social science background. Students must apply to the program, and there is a strong emphasis on experiential learning, internships and professional skills.

Strategic Planning

The Department’s overall direction is guided by a strategic plan. The plan is typically reviewed and updated at the Department’s fall retreat. Several sections have been added and amended to address specific issues. The history of strategic plan updates includes:

- 2006: Strategic plan developed
- 2008: Curriculum review
- 2009: Review and adjustment to undergraduate curriculum
- 2011: Plan review and update; development of department-wide initiatives
- 2013: Plan review and update; Program goals, peer comparators, elective offerings
- 2014: Plan review and update; Faculty hiring priorities; Cross program elective review
- 2015: Plan review and update; Review of Equity and Inclusion Initiative Strategies

The goal of this document is for it to be an active, working document that will guide faculty and department head decisions over the next several years.
Department Vision
The Department of Planning, Public Policy and Management will be a national leader known for academic rigor, intellectual leadership, stellar evidence-based research, innovative applied instruction and its inclusive and equitable climate.

Equitable and Inclusive Environment (section under development)
The Department launched an Equity and Inclusion Initiative in spring 2015 to address issues related to department climate, recruitment, and curriculum. The EII is working on language to define this for the Department and coordinating a range of strategies and action items.

Mission Statement: Public Administration
The purpose of the Master of Public Administration (MPA) program at the University of Oregon is to promote evidence-based decision making and the efficient and ethical stewardship of societal and environmental resources by professionals in the public and nonprofit sectors. We support this purpose by training a diverse cohort of students from the US and abroad to be effective administrators, analysts and advocates in their communities. The MPA provides a curriculum that values students who are committed to public service, offering a close connection between multi-disciplinary policy-oriented research and opportunities for real world applications. Students are supported in creating a customized course plan that allows for the most effective use of their time as full-time or part-time students. Our program combines a rigorous academic approach in the development of analytical and managerial skills with highly experiential opportunities such as the 48-hour policy project and a client centered capstone research project.

Mission Statement: Community and Regional Planning
The Community and Regional Planning program prepares innovative public leaders through a challenging, applied curriculum and inclusive and equitable climate. Program faculty and students creates and disseminates new knowledge, and engages in intensive partnerships to solve society's most pressing economic, environmental and social issues.

Mission Statement: Nonprofit Management
The Master of Nonprofit Management program at the University of Oregon fosters nonprofit executive leadership for the rapidly evolving nonprofit/NGO sector. We believe that the most effective nonprofit management requires a practical, experiential education that teaches vital skills and allows students to practice those skills in administrative service to regional organizations. To best prepare future nonprofit executives, we provide a rigorous curriculum tailored to meet the distinct needs of nonprofit and philanthropic organizations.

Learning Objective: Undergraduate Major
The objective of the Bachelor's Degree Program in Planning, Public Policy & Management is to provide students with a broad professional background as well as a sound basis for graduate study in fields such as planning, public policy and management, business, law, journalism, and
social welfare. In addition, graduates are prepared for entry-level positions in a variety of public service agencies and organizations.

Substantive Areas

Note: developed during 2011 retreat, the purpose of identifying these substantive areas is to consider research clusters and potential for future focal areas

Substantively, PPPM will continue to focus research and teaching in the following areas:

- Community and economic development
- Environmental planning and policy
- Land use and built environment
- Social and health policy
- Sustainable cities

Future areas of emphasis could include:

- Transportation
- Energy
- Hazards
- Health
- Education
- Housing
**Key Goals and Objectives**

The PPPM Department will pursue a range of high priority strategies to support the Department Vision. These strategies will be used to guide policy, resources, and partnership efforts. The PPPM Department will pursue a range of high priority strategies to support the Department Vision. These strategies will be used to guide department policy, resources and time, and be used to solicit UO and external partnerships.

**Goals and Objectives**

**A. Foster Rigorous Academic Programs**

1. Increase the number of graduate fellowships and assistantships
2. Increase support for undergraduate students
3. Increase visibility of programs through publicity and outreach
4. Support and facilitate concurrent degree opportunities across campus
5. Improve the quality of instruction through PPPM sponsored teaching seminars, awards and other initiatives
6. Increase the diversity of graduate enrollment to ensure a learning environment that reflects the diversity of communities that our graduates serve
7. Enhance the curriculum to better addresses issues of diversity, equity and inclusion
8. Promote resources, training and workshops to improve the ability of instructors to address issues of bias, diversity, equity and inclusion
9. Continue to grow the three grad and undergrad programs commensurate with resources
10. Recruit and retain high quality students across both grad and UG program
11. Increase number of tenure track faculty and career non-tenure track faculty
12. Increase diversity of applicants for tenure track faculty and career non-tenure track faculty

**B. Achieve National Level Intellectual Leadership**

13. Continue to support public leadership efforts through the Community Service Center and the Sustainable Cities Initiative
14. Provide forums for deliberating and discussing important public issues in Eugene-Springfield, Salem, Portland and other locations
15. Increase public and professional visibility of faculty research, leadership and student work

**C. Develop Stellar, Evidence-Based Research**

16. Fund exploratory research led by PPPM faculty that will increase external funding possibilities
17. Promote collaboration, collegial support of scholarship, and constructive criticism that will lead to improved research

**D. Become Nationally Known for Innovative Applied Instruction**

18. Strengthen the relationship with the Community Service Center to provide critical applied learning opportunities
19. Expand the 48-hour and Capstone programs into new substantive areas and new clients
20. Develop new partnership and funding opportunities for the Nonprofit Masters program
21. Support the partnership with the Sustainable Cities Initiative, including opportunities for interdisciplinary courses and forums
22. Promote and encourage applied instruction across the full range of PPPM course work
E. Create a Department Climate that is inclusive, equitable and supportive for learning

23. Maintain an Equity and Inclusion Initiative composed of faculty and students to coordinate monitoring, events, strategies and actions
24. Ensure an inclusive, equitable and safe environment for all students to learn, work and conduct research
25. Ensure students have input into department matters and can safely voice concerns
26. Enhance the undergrad community
27. Improve facilities to ensure high quality space for teaching, learning and research

2014-15 Action Plan

Notes
• Continue ongoing actions from 2013-14
• PPPM faculty identified four objectives requiring significant emphasis

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<thead>
<tr>
<th>Category</th>
<th>Action</th>
<th>Lead</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>A. 2: Graduate Program visibility</td>
<td>Recruitment efforts using funding from Academic Affairs</td>
<td>Bob Choquette</td>
<td>In progress. Remaining carry over funds being spent in 2015-15</td>
</tr>
<tr>
<td>B. 10: Public leadership efforts</td>
<td>Utilize CSC to support Capstone Project</td>
<td>Stephen Lindner Renee Irvin Bethany Johnson</td>
<td>Completed. Exploring joint arrangements for 2015-16</td>
</tr>
<tr>
<td>C. 13 Fund exploratory research</td>
<td>Kvarsten Grant for Oregon based PPPM Research</td>
<td>Renee Irvin Rich Margerum</td>
<td>Grant advertised and funded</td>
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**2015-16 Action Plan**

Notes:
- Major review and update of Strategic Plan and incorporation of strategic issues and actions identified by the Equity and Inclusion Initiative
- Update developed at PPPM Faculty retreat and reviewed at October Department meeting
- Reviewed by Equity and Inclusion Initiative & Student Advisory Board

<table>
<thead>
<tr>
<th>Goals and Objectives</th>
<th>Strategic Actions for 2015-16 (Underway or Planned)</th>
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<tbody>
<tr>
<td><strong>A. Foster Rigorous Academic Programs</strong></td>
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</table>
| 1. Increase the number of graduate fellowships and assistantships | • Propose increase in GTF allocation to Dean (Rich)  
• Ask student advisory board to study issue and develop a proposal for GTF allocations (Rich and SAB) |
| 2. Increase support for undergraduate students | • Undergrad capstone experience: review and publicize; consider partnerships with City and UO (Bob, Bethany, Rebecca to explore) |
| 3. Increase visibility of programs through publicity and outreach | • Create pool of students to support visits |
| 4. Support and facilitate concurrent degree opportunities across campus | • ONGOING |
| 5. Improve the quality of instruction through PPPM sponsored teaching seminars, awards and other initiatives | • Bob C. to lead efforts  
• Integrate into Dept meetings when possible |
| 6. Increase the diversity of graduate enrollment to ensure a learning environment that reflects the diversity of communities that our graduates serve | PRIORITY AREA  
• Capture list of campus GTFs (Bob C)  
• Student hosting of visitors and consider travel $ (Bob C) |
| 7. Enhance the curriculum to better addresses issues of diversity, equity and inclusion | • Additional training and resources for faculty (NTTF, TTF and adjunct) (Program Heads and E&I Initiative)  
• Outreach to adjunct faculty, specifically (EI)  
• GTF trainings (EI) |
| 8. Promote resources, training and workshops to improve the ability of instructors to address issues of bias, diversity, equity and inclusion | • Outreach to adjunct faculty, specifically (EI)  
• GTF trainings (EI) |
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<th>• ONGOING</th>
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| 10. | Recruit and retain high quality students across both grad and UG program | • Track reasons for coming / non coming to UO (Bob C)  
• Review and assess social media outreach (Bob C)  
• Collect drops/repeats, etc. through Registrar (Bob C? EI) |
| 11. | Increase number of tenure track faculty and career non-tenure track faculty | • Work with Dean to pursue tenure track hire in Natural Resources area (Rich) |
| 12. NEW: | Increase diversity of applicants for tenure track faculty and career non-tenure track faculty | • Implement hiring best practices for MNM hire (Renee) |

**B. Achieve National Level Intellectual Leadership**

| 1. | Continue to support public leadership efforts through the Community Service Center and the Sustainable Cities Initiative | • Bob Parker to develop |
| 2. | Provide forums for deliberating and discussing important public issues in Eugene-Springfield, Salem, Portland and other locations | • ONGOING |
| 3. | Increase public and professional visibility of faculty research, leadership and student work | • Rich to review potential Resilience Symposium with Josh Bruce, Bob Parker and Others |

**C. Develop Stellar, Evidence-Based Research**

| 1. | Fund exploratory research led by PPPM faculty that will increase external funding possibilities | • ONGOING |
| 2. | Promote collaboration, collegial support of scholarship, and constructive criticism that will lead to improved research | • Initiate regular talks or lunch seminars to get feedback and/or collaborate on papers |

**D. Become Nationally Known for Innovative Applied Instruction**

| 1. | Strengthen the relationship with the Community Service Center to provide critical applied learning opportunities | • Identify potential awards and competitions  
• Seek publicity through UO Communications |
| 2. | Expand the 48-hour and Capstone programs into new substantive areas and new clients | • Identify potential awards and competitions  
• Seek publicity through UO Communications |
|   | Develop new partnership and funding opportunities for the Nonprofit Masters program | Identify potential awards and competitions  
Seek publicity through UO Communications |
|---|---|---|
|   | Support the partnership with the Sustainable Cities Initiative, including opportunities for interdisciplinary courses and forums | Identify potential awards and competitions  
Seek publicity through UO Communications |
|   | Promote and encourage applied instruction across the full range of PPPM course work | Identify potential awards and competitions  
Seek publicity through UO Communications |

### E. Create a Department Climate that is inclusive, equitable and supportive for learning

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<td>Ensure an inclusive, equitable and safe environment for all students to learn, work and conduct research</td>
<td>PRIORITY: led by E&amp;I initiative</td>
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|   | Ensure students have input into department matters and can safely voice concerns | Initiate new Student Advisory Board (Rich and Bob C.)  
Identify anonymous reporting/feedback device for PPPM community (EI) |
|   | Enhance the undergrad community | Encourage UG participation in student groups (Jessica)  
Support outreach and community building efforts (Jessica and Rich)  
GTF trainings and resources on EI issues (EI) |
|   | Improve facilities to ensure high quality space for teaching, learning and research | Better define what “high quality” space is, regarding ADA compliance, universal design, undergraduate, graduate needs  
Secure ongoing use of space in Campbell Hall (Rich)  
Seek additional space when available on 2nd floor of Hendricks (Rich) |
**Investment Priorities**

Note: Developed during 2006 retreat and refined during 2008 retreat. The issue was how the Department would prioritize future additional to Department resources.

Based on a scenario of future strategic funding through enrollment growth, new resources and potential gifts. The goal of this process was not to pin down exact numbers, but reflect a general sense of priorities.

**PPPM Strategic Priorities**

![Pie chart showing distribution of strategic priorities]

**Faculty Lines, Research and Travel**

New faculty lines were the highest priority. It reflects a need to further diversify the Department and develop a program with more offerings. Funding for research was seen as an opportunity for developing future external grants, improve scholarship, and increase student support through research assistantships.

**Updates**

- 2013: Faculty FTE increased from 10.5 to 11.0
- 2016: Faculty FTE will increase to 12.0 with new UO strategic hire

**Student Support and Other**

Student support through fellowships and scholarships was noted as essential for the quality, diversity and size of the graduate programs. Other suggestions for strategic allocation included:

- Speaker series
- Recruitment

**Updates**

- No regular speaker series to date
- New funding allocated:
  - Tuition discounts for top applicants
  - Graduate School Promising Scholars award applications
  - Funding from Academic Affairs to trial outreach strategies
  - New graduate program brochures
**Administrative Staff**

For administrative staff, participants were asked to allocate percentages under: general need, a graduate program coordinator, or another nominated position. The top priorities were

- Administrative—Unspecified
- Administrative—Graduate Program Coordinator
- More support for internships, professional skills training, and job skills

Several points were raised in the discussion about administrative support:

- As we increase enrollment there will be new demands on administrative time
- We will need to provide more support for student services
- We will need to increase support for the internship program
- We should consider developing grant support capacity within the Department

**Updates**

- FTE of Internship director increased
- Undergraduate Internship director hired
- FTE of Undergraduate internship director increased to assume responsibility for coordinating undergraduate program
- Graduate Program Coordinator position added
New Faculty Priorities

Over the past several years, the PPPM Department has reviewed teaching and research needs in relation to faculty hiring. To provide a more strategic approach to future hiring, the faculty have engaged in several workshops to identify potential new hiring needs.

Strategic Hiring Needs Identification (2011)

In 2011, the PPPM faculty brainstormed a list of potential areas for new faculty hires. Each of these areas was discussed and consolidated into a shorter list. The goal of this process was not to make a specific hiring decision, but to identify some of the top faculty needs. Some positions could fill multiple needs and some positions could be joint with other departments.

- **Accessible Cities**: The ability of regions to offer transportation options and be accessible to a wide range of people, including those utilizing transit, walking and biking. Potential links: Oregon Transportation Research and Education Consortium (OTREC) and architecture.
- **Education Policy**: Potential to train policy researchers at the state and federal level. Compliment to current research on workforce training, economic development and income inequality. Potential links: Education School.
- **Energy**: Energy policy, human behavior related to energy use, policies affecting energy use in urban areas. Potential to links with alumni network, Pacific Northwest innovations and build on existing work in PPPM. Potential links: economics, architecture and business.
- **Health Policy / Healthy Cities**: Policies and programs to support health care and healthy cities, including cost containment, inequality, state policy reform, human behavior. Potential links: Oregon Health Sciences University and other health fields.
- **Housing**: Federal and state housing policy, link with existing research around social equity and urban planning. Potential links: architecture and land development.
- **Land Development / Real Estate**: Potential to develop programs around sustainable land development that would compliment other built environment programs and link to SCI and other programs.
- **Nonprofit Management**: Build faculty capacity in the nonprofit sector and add to existing expertise. This position could also be a part of several of the positions listed above, including housing, education and economic development.
- **Spatial and Urban Economics**: Potential to compliment existing urban policy research and serve planning, public policy, design, economics and business students. Potential link with land development and Economics Department.
- **Urban Design**: Potential to expand work related to transportation, livability, urban form and other issues from a planning research standpoint. Potential links with architecture, landscape architecture and Sustainable Cities Initiative.
Strategic Initiative Proposal (2015)

In response to the external review of the PPPM Department, the PPPM faculty reviewed program niches, compared academic programs to competitor programs, examined concentration and elective needs across programs and identified four priority areas for faculty hiring. This Fall 2014 workshop led to a proposal to hire four new faculty over four years in the following areas:

1. Nonprofit Management
2. Natural Resources Management
3. Sustainable Real Estate
4. Public Administration

In January 2015 this proposal was put forward through the University of Oregon strategic initiative proposal process and because of funding limits for this process was narrowed down to three positions. The rational and justification for the hiring included:

- Program growth at graduate and undergraduate levels
- High dependence on non-tenure-track faculty for teaching across all programs
- Opportunities to improve graduate instruction through tenure track instruction
- Opportunities to increase research output

Priority 1: Nonprofit Management

- Increase offering of high demand undergraduate Nonprofit classes and allow more students to take the major (limited due to Intro class being offered once per year)
- Ensure a rigorous graduate program that balances applied and theoretical dimensions

Priority 2: Natural Resources Management

- Increase offerings in high demand courses that serve PPPM majors and other majors across campus, including: natural resources policy, water policy, endangered species policy, western land management, environmental management, impact assessment
- Increase stability and quality of instruction by moving instruction from ad hoc adjunct positions to tenure track faculty positions

Priority 3: Sustainable Real Estate and Housing

- Combine current offerings related to real estate development into an undergraduate minor and possibly a graduate certificate
- Increase coursework related to real estate, infrastructure finance, housing and urban development to attract new students to the planning and public administration programs

Priority 4: Public Administration

- Increased interest in management across graduate programs creates an opportunity to increase course work in management, organizational development, and human resources
- Potential to build additional research clusters across programs
Program Size and Doctoral Program

In 2006 and 2008, participants in the Department retreats were asked to indicate the optimal size of the undergraduate and graduate programs, which generated a range of responses. There was a general consensus that there is room for growth in all of our programs. The undergraduate program has the most potential for increased enrollment. The graduate programs would require additional faculty and resources to increase enrollment substantially.

- **Undergraduate Program**: Current enrollment in the graduate program is approximately 40 students per year. Most faculty believed this could be larger, with yearly enrollments of in the 80-150 range. Increasing enrollments to this number would require additional sections of many core classes and additional resources to teach labs or other courses with special facility needs. This increase in program size would also require more resources to support undergraduate advising and the internship program.

- **Graduate programs**: Current yearly enrollments in the graduate programs are approximately 20-25 per program for CRP, MPA and NMN. About half of the faculty believed that yearly enrollments of 25-35 were appropriate. The other half believed yearly enrollments could increase to the 40-50 range. Everyone agreed there was room for growth in the new Nonprofit Masters program. There are some key “pinch points” that will require additional resources or adjustments in the program, including: Community Planning Workshop, lab-based classes, Capstone and the Internship Program.

**PhD PROGRAM**

In 2006 and 2008, the faculty discussed the pros and cons of a PhD program. There was consensus that PPPM would not launch a program without additional faculty, administrative support and resources. There was consensus it needed to be a high quality program that would be of net benefit to the department and not create a significant new burden on faculty nor detract from the Masters programs. It was also important to think about the market for graduates and consider whether there would be adequate job demand, whether in academia or professional settings. Some of the discussion points included:

- The optimum size of a PhD program
- Whether the program would have its own PhD and methods curriculum or whether it would utilize advanced methods classes taught in other Departments
- Whether it would be program focused (e.g., public policy); PPPM focused (e.g., public policy and planning); or interdisciplinary (e.g., joint with departments like Economics, Political Science, Environmental Studies or Landscape Architecture).
- Is there a market for PhD graduates? Would we be training students only for an academic career or other career tracks?
- What is the international market, and would our emerging partnerships in China and Australia lead to doctoral student opportunities?