



UNIVERSITY OF
OREGON

**School of Planning, Public
Policy and Management**



2026–2029 STRATEGIC PLAN

Approved June 4, 2026

EXECUTIVE SUMMARY

The 2026-2029 PPPM Strategic Plan orients around a central motivating question: how do we leverage engaged research and the PPPM community to deliver positive social impact for Oregon and beyond?

The 2026-2029 Strategic Plan was developed during the 2025-2026 Academic Year using inputs from prior and ongoing PPPM efforts, the PPPM Decennial review, and a review of Strategic Plans for 24 similarly-positioned programs around the country. The Strategic Plan engaged alumni, current students, and faculty in crafting and refining the School's four strategic priorities, which reflect both internal School goals and the University Strategic Plan, *Oregon Rising*:

- Student Learning and Success
- Alumni and Career Engagement
- Research for Positive Social Impact
- Communication and Visibility

Each strategic priority is linked with concrete goals (11 total), action steps, responsible parties, and metrics to evaluate progress. Metrics assist in establishing baseline data and observing trends to inform future decision-making. The purpose of the 2026-2029 Strategic Plan is to create clear, actionable steps to allocate PPPM faculty and staff time and resources to better meet our School's shared vision and goals.

The Plan identifies Year 1 priorities, which focuses on Strategic Priorities 1 (Student Learning and Success) and 4 (Communication and Visibility). Faculty will collaboratively identify Year 2 and 3 priorities during Fall Faculty Retreats based on our evolving understanding of university budget models, leadership, and other contextual factors.

YEAR 1 PRIORITIES AT A GLANCE ARE FOUND ON THE TABLES IN THE FOLLOWING PAGES.

Strategic Priority 1: Student Learning and Success

Action step	Effort	Responsibility	Year 1 priority
Goal 1: Deliver High-Quality Instruction — Align curriculum with student learning outcomes, skills, and knowledge to foster professional success			
1.1 Expand and maintain project-based learning	Scale	Leadership Committee	●
1.2 Ensure high-quality courses	Ongoing	Faculty on-boarding committee, School Head	●
1.3 Ensure rigorous experience for graduate students in mixed 4/500-level courses	Ongoing	TEP Workshop; Scope & Sequence Task Force	●
1.4 Undergraduate course sequencing	New	Scope & Sequence Task Force	●
1.5 Adjust undergraduate Major admissions and curriculum to reflect growth	New	Undergraduate Committee, in consultation with School leadership	●
1.6 Refine graduate curriculum	Ongoing	Program heads, Leadership Committee	●
Goal 2: Recruit and Support Students — Attract students, provide robust advising, and financially support students			
2.1 Strengthen undergraduate student advising	New	School Head, UG Program Director	
2.2 Increase access to paid internships	Scale	Career Services	
2.3 Student financial support	Ongoing	Scholarship Committee; Career Services; GE Committee	
2.4 Support & recruit students underrepresented in our fields	Ongoing	Recruitment Task Force, Equity Initiative Representative	
2.5 Join the Western Regional Graduate Program (WRGP)	New	School Head (decision by Dean of College of Design)	
2.6 Increase graduate and maintain undergraduate and PhD applications and enrollment	Ongoing	Program directors, Recruitment Task Force, Communications Committee	

● = Year 1 priority action step

Strategic Priority 2: Alumni and Career Engagement

Action step	Effort	Responsibility	Year 1 priority
Goal 3: Develop Future Alumni — Create infrastructure and activities to develop cohort-based identity across degree programs			
3.1 Create student identity and activities	New	Undergraduate Committee, in consultation with School leadership	
Goal 4: Engage with Alumni — Foster and cultivate alumni purpose, connectedness, and support systems			
4.1 Create an Alumni Engagement Task Force	New	School Head	
4.2 Identify an Alumni Relations Lead	New	School Head, Alumni Engagement Task Force, Career Services	
4.3 Create a PPPM Alumni Association	New	School Head, Alumni Engagement Task Force	
4.4 Invest in an Alumni Database	New	School Head, Alumni Engagement Task Force	
4.5 Maintain Alumni Database	New	Alumni Relations Lead	
4.6 Record alumni class engagement	New	Alumni Relations Lead	
4.7 Highlight internships	Scale	Communications Committee, Career Services	
4.8 Identify alumni hotspots and events	New	Program directors and Alumni Relations Lead	
4.9 Re-structure the PPPM Awards Ceremony to include Alumni Reunion	New	School Head, Alumni Engagement Task Force, Events-Awards Committee	
4.10 Launch an Alumni Mentoring Program	New	Alumni Engagement Task Force	
4.11 Connect with professional organizations	Scale	School Director, Program Heads	

● = Year 1 priority action step

Strategic Priority 3: Research for Positive Social Impact

Action step	Effort	Responsibility	Year 1 priority
Goal 5: Support Problem-Driven and Partner-Engaged Research Projects			
5.1 Research that supports positive social change	Ongoing	Faculty, IPRE, SCI	
5.2 Engage in partnered research	Ongoing	School Head, IPRE, SCI, faculty researchers	
5.3 Increase faculty-student collaboration within research	Scale	Leadership Committee, School Head, IPRE, SCI	
Goal 6: Strengthen Research Engagement Within UO and with External Partners			
6.1 Strengthen partner networks that support student learning	Scale	Leadership Committee, School Head, IPRE, SCYP	
6.2 Communicate research impact	Scale	Communications Committee	
6.3 Encourage faculty research sharing and collaboration	Ongoing	Communications Committee, IPRE, PhD program director	
6.4 Strengthen intra-UO partnerships	Scale	School Head, Program Heads, IPRE, SCI, Faculty	

● = Year 1 priority action step

Strategic Priority 4: Communication and Visibility

Action step	Effort	Responsibility	Year 1 priority
Goal 7: Foster Internal Communication with Students, Faculty, and Staff			
7.1 Empower Communications Committee and Working Group	Ongoing	Communications Committee, School Director, Program Directors, Administrative Manager	●
7.2 Create annual communication schedules	New	Communications Committee with Program Directors	●
7.3 Engage students to support internal communications	Ongoing	School Director, Communications Committee	●
7.4 Create a quarterly student-focused newsletter	New	Communications Committee; Student Services Coordinator	●
7.5 Job and internship communications	Ongoing	Communications Committee; Career Services	●
Goal 8: Bolster External Communication to Alumni, Partners, and the Public			
8.1 Regularize a quarterly external e-newsletter	Scale	School Director, Administrative Manager, Communications Committee with Alumni Relations Lead	●
8.2 Support events to connect to external partners and professionals	Scale	Professional Development Coordinators, Program Directors, Events Committee, Alumni Relations Lead	
8.3 Engage students to support external communications	Ongoing	School Director, Communications Committee	●
Goal 9: Increase Visibility, Branding, and Storytelling			
9.1 Identify capacity needs	New	Communications Committee and School Head	●
9.2 Refresh/create visual identity and templates	New	Communications Committee	●
9.3 Develop student recruiting strategy	New	Recruitment Committee, Program Directors, Communications Committee	●
9.4 Develop a storytelling strategy highlighting research and student success	New	Communications Committee, Recruitment Committee, Faculty research leads	●
9.5 Coordinate with government relations team on legislative storytelling	New	School Director with UO Government Relations Office	
9.6 Increase PPPM visibility across campus and the state	New	School Director and the Leadership Committee	●
Goal 10: Share Research Impact and Value to Community			
10.1 Translate PPPM/IPRE research products for busy readers	New	Research Communications Subcommittee; IPRE Director; Communications Committee	
10.2 Publish impact stories	Scale	Communications Committee; IPRE Communications Lead; Faculty PIs	
10.3 Share stories regularly with UO communications professionals	Scale	School Director; Communications Committee Chair	
Goal 11: Develop Communication Tools that Support Belonging and Clarity			
11.1 Improve access to collaborative platforms	Ongoing	Administrative team; Communications Committee with AHPR	
11.2 Provide training for faculty/staff on effective communication	New	TBD (outside consultant, campus trainings, or School-specific training)	
11.3 Develop guidelines for inclusive language and accessibility	New	Communications Committee; Equity Initiative Representative	

● = Year 1 priority action step

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1. INTRODUCTION

The 2026-2029 PPPM Strategic Plan orients around a central motivating question: how do we leverage engaged research and the PPPM community to deliver positive social impact for Oregon and beyond?

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Each strategic priority is linked with concrete goals (11 total), action steps, responsible parties, and metrics to evaluate progress. Metrics assist in establishing baseline data and observing trends to inform future decision-making. The purpose of this structure is to create clear, actionable steps to allocate PPPM faculty and staff time and resources to better meet our School's shared vision and goals. All metrics for tracking PPPM progress on Strategic Priorities are collated in Appendix C.

1.1 About PPPM

The School of Planning, Public Policy and Management (PPPM) at the University of Oregon was established in 1982 through the merger of the Wallace School of Community Service and Public Affairs and the Department of Urban and Regional Planning. PPPM brings together the complementary disciplines of planning, public policy, and public and nonprofit management to prepare students for leadership in public, nonprofit, private, and community-based sectors. In 2018, PPPM became a School within the College of Design.

PPPM is known for its interdisciplinary approach, combining academic rigor with applied, experiential learning. Faculty maintain strong disciplinary identities while collaborating across programs. Students are encouraged to engage across the School's full range of coursework, research, and professional mentorship opportunities.

PPPM offers undergraduate, graduate, and doctoral programs designed to connect theory, research, and practice:

- Master of Public Administration (MPA): 1-year, accredited
- Master of Community and Regional Planning (MCRP): 2-year, accredited
- Master of Nonprofit Management (MNM): 1-year, non-accredited
- Graduate Certificate in Nonprofit Management
- PhD in Planning and Public Affairs
- Bachelor of Science or Arts in Planning, Public Policy and Management: 4-year, non-accredited

PPPM is deeply engaged with communities across Oregon and beyond through applied research, partnerships, and experiential learning. PPPM is home to the Institute for Policy Research and Engagement (IPRE), which collaborates with public agencies, nonprofit organizations, and community partners on projects related to policy analysis, natural resource and environmental systems management, community engagement, economic development, housing, resilience, nonprofit management, and program evaluation. Faculty and students regularly work with partners at the local, regional, and state levels and integrate real-world challenges into teaching and research.

PPPM also hosts the Sustainable Cities Institute, which operates the Sustainable City Year Program (SCYP) and the Urbanism Next Center. Through year-long partnerships, the Sustainable City Year Program (SCYP) helps Oregon communities solve the problems of today and lay the groundwork for a sustainable, livable future—all while helping students from across UO's campus prepare for the workforce through applied learning. The Urbanism Next Center engages in collaborative research on the potential impacts of emerging technologies—shared mobility, autonomous vehicles, e-commerce and the sharing economy—on city development, form, and design and the implications of these technologies for sustainability, resiliency, equity, the economy, and quality of life.

1.2 School of PPPM Mission

The School of Planning, Public Policy and Management prepares future public, nonprofit, and private-sector leaders, fosters an inclusive culture, and engages students and faculty in rigorous research to generate positive social impact in Oregon and beyond. The School partners with

national, state, and local governments, nonprofit organizations, and businesses on collaborative research and classroom projects to accelerate the University of Oregon's impact.

1.3 Program Mission Statements

Bachelor of Arts/Science in PPPM

The bachelor's degree in Planning, Public Policy and Management equips students with a broad professional foundation to address real-world challenges and make meaningful contributions to their communities. Through applied learning and interdisciplinary coursework, students develop the skills to analyze complex issues, design effective solutions, and pursue impactful careers in public service, nonprofit organizations, and community-based initiatives.

Master of Community and Regional Planning

The Master of Community and Regional Planning (MCRP) program prepares public and private-sector leaders through a challenging, applied curriculum and inclusive learning environment. Using evidence-based research and innovative and applied instruction, we focus on creating positive social impacts. We collaboratively engage in intensive partnerships to solve communities' pressing economic, environmental, and social issues.

Master of Public Administration

The purpose of the Master of Public Administration (MPA) program is to promote, educate, and train the next generation of policymakers and public and nonprofit servants to improve outcomes for the community.

Master of Nonprofit Management

The purpose of the Master of Nonprofit Management (MNM) program is to promote evidence-based decision making and the efficient and ethical stewardship of nonprofit organizations. The program fosters nonprofit leadership for the rapidly evolving nonprofit and philanthropic sectors in the United States and around the world. We believe that effective nonprofit management requires a hands-on education that teaches vital skills and allows students to practice those skills in the context of real organizations. To best prepare future leaders, we provide a rigorous curriculum tailored to meet the distinct needs of communities across public, nonprofit, and private organizations.

PhD in Planning and Public Affairs

The PhD program in Planning and Public Affairs prepares students to discover new knowledge about public service, so that they become leaders in academic, nonprofit, or public sector organizations. Through the program's flexible curriculum, our students are trained to conduct rigorous, original research that speaks across academic disciplines and helps inform policy and practice. We aim to create a community of support for all students, as the program's small cohort size and co-advising model demonstrates. Ultimately, our program aims for graduates to be critically engaged and applied scholars who utilize interdisciplinary research and teaching to positively impact communities, organizations, and the public sector at large.

2. STRATEGIC PLAN DEVELOPMENT

2.1 Informed by Past Efforts & Ongoing Trends

Previous Strategic Plans (2015; updated in 2016, 2017, 2018, and 2021) identified five strategic areas including:

- Rigorous and high-quality academic program
- Evidence-based, socially impactful research
- Innovative applied instruction (including capstones, IPRE partnerships, and experiential learning)
- National-level intellectual leadership
- A school climate centered on diversity, equity, and inclusion.

Previous plans also identified three core research areas (Access and Equity; Sustainable Transportation & Cities; and Nonprofit, Philanthropic, and Social Enterprise), which were supported through additional tenure-track faculty lines and the launch of a PhD program in Planning and Public Affairs.

In addition to previous Strategic Plans, the 2026-2029 Strategic Plan builds on efforts across school-wide task forces and reflects changing program structures and student enrollment trends.

2.1.1. 2022 Academic Task Force

The 2022 Academic Task Force identified four core recommendations:

- Support graduate students while shifting resources to the undergraduate program to align with student needs and enrollment statistics
- Future School directions will be supported by:
- Curriculum committee: academic year course schedule, adapting long-term vision
- Teaching and learning committee: strategy and long-term vision of curriculum, requires coordination between committees

- Eliminate overlapping and low-demand courses and address gaps in the scope and sequence of field areas
- Share recruitment efforts and balance other service requirements across faculty; adopt a recruitment mentality

2.1.2. 2023-25 Methods Realignment Task Force

The 2023-25 Methods Realignment Task Force focused on the curricular gaps and challenges identified in 2022, specifically for methods courses. The Task Force sought feedback from professionals across PPPM disciplines to sync methods courses across master's degree programs and align PPPM education with professional skill expectations. The redesigned methods sequence will launch in Fall 2026.

2.1.3. 2025 Decennial Review

The Decennial Review in 2025 produced several recommendations for PPPM's future. The External Review Committee found that PPPM is missionaligned, impactful, and nationally credible, but structurally overextended. Rapid undergraduate growth, a complex constellation of small graduate programs, and overlapping faculty and staff roles have strained capacity and created risks to program quality, research productivity, and longterm sustainability. Most challenges are structural rather than cultural, and the report emphasized that future success depends on reconfiguring programs, workload, and organizational placement—not asking faculty and staff to do more with the same resources. Specific recommendations from the Decennial Review include:

- **Recommendation 1:** Reevaluate PPPM Degree Program Configuration. Given the constellation of PPPM degree programs, faculty capacity, and enrollment trends, we provide a menu of options to more effectively sustain PPPM degree programs.
- **Recommendation 2:** Consider the sustainability and value of the PPPM doctoral program. PPPM should evaluate the benefits and drawbacks of the PhD program.
- **Recommendation 3:** Consider alternative organizational location of PPPM. There are examples of policy focused, applied teaching and research units that foster interdisciplinary scholarship and curriculum that address economic, environmental, and social needs of communities and public service. There are strategic advantages to be paired with other social science units across campus to raise the reputation and visibility of PPPM scholarship and impact.

2.1.4. Restructured Graduate Degree Programs

Since the 2015-2021 Strategic Plans, PPPM has substantially altered the structure of its graduate degree programs. The PhD in Planning and Public Affairs enrolled its first doctoral students in Fall 2020. Starting in Fall 2026, the MPA and MNM programs will shift from two-year (6-term) to one-year (4-term) programs. PPPM also now offers two Accelerated Master's programs that allow undergraduate PPPM majors to complete their Bachelor's and Master's degrees within five years. The Accelerated MNM degree admitted its first students in Fall 2022. The Accelerated MCRP will matriculate its first students in Fall 2026.

2.1.5. Evolving Student Enrollment

Evolving student enrollment patterns within PPPM also inform the 2026-2029 Strategic Plan, including rising undergraduate enrollment alongside steady or declining graduate enrollment. Since 2015, undergraduate courses have enrolled more than 11,000 students, with steady growth in declared PPPM majors and pre-majors.

As of Winter 2026, 407 undergraduates had declared for one of PPPM's four undergraduate degrees including:

- 121 PPPM majors
- 122 Pre-majors
- 118 PPPM minors
- 41 Nonprofit Administration minors

Since 2015, PPPM has awarded 517 graduate degrees. From 2015 to 2019, PPPM awarded 40-53 graduate degrees annually. Degree production peaked at 59 degrees awarded in 2020, followed by 51 in 2021 before experiencing a precipitous decline to 34 degrees in 2022. Since then, graduate degree enrollment has fluctuated (54 degrees in 2023; 42 degrees in 2024; 39 in 2025). Graduate applications for Fall 2026 enrollment were below previous years, suggesting continued challenges for master's-level enrollment.

The PhD program has enrolled seven students and graduated two since its launch in 2020. One student exited the program, while one took a one year leave of absence.

Given the curricular, program, and enrollment changes that have reshaped PPPM over the past several years, the 2026-2029 Strategic Plan offers a timely roadmap to align School resources and energies with our School and program missions.

2.1.6. Alumni Survey

An alumni survey sought feedback from graduates across degree programs about PPPM's applied programs, the balance of knowledge and skill development in instruction, and current/potential future methods of alumni engagement. Approximately 350 alumni completed the survey. While the sample of survey respondents is not representative, we reference key survey trends throughout the Strategic Plan to contextualize the priorities and recommendations.

2.1.7. Engagement with Current PPPM Students

Current students across undergraduate, master's, and doctoral programs were engaged in small-group settings to seek feedback related to the PPPM curriculum, career preparation and readiness, and interest in interacting with and becoming engaged PPPM alumni. Student feedback is included as context for action items throughout the Strategic Plan.

2.1.8. PPPM Alignment with Oregon Rising

Finally, as Figure 1 demonstrates, the 2026-2029 Strategic Plan is structured to reinforce the university's strategic plan, Oregon Rising, at every level. Prioritizing *student learning and success* supports three Oregon Rising goals: enhancing pathways to timely graduation, becoming a leader in career preparation, and creating a flourishing world. Enhancing *alumni and career engagement* most directly dovetails with Oregon Rising's goal of creating a flourishing community. Our focus on *communication and visibility* and *research for positive social impact* help accelerate the University of Oregon's impact on the world, particularly considering PPPM faculty expertise on environmental resilience. The 2026-2029 Strategic Plan also considers how to leverage existing PPPM programs and centers, including the Institute for Policy Research and Engagement and Sustainable Cities Institute, to support Oregon Rising objectives.



Figure 1: How the 2026–2029 PPPM Strategic Plan Supports Oregon Rising

2.2. Strategic Plan Development & Timeline

Figure 2 shows the PPPM community and activities create positive social impact. Each PPPM community group (faculty, students, alumni, community partner) includes interactions among them to foster a collaborative and supportive community that achieves our collective vision. Together our community engages in research and high-quality instruction to create positive social impact. Appendix A further details the current or anticipated connections between these elements.

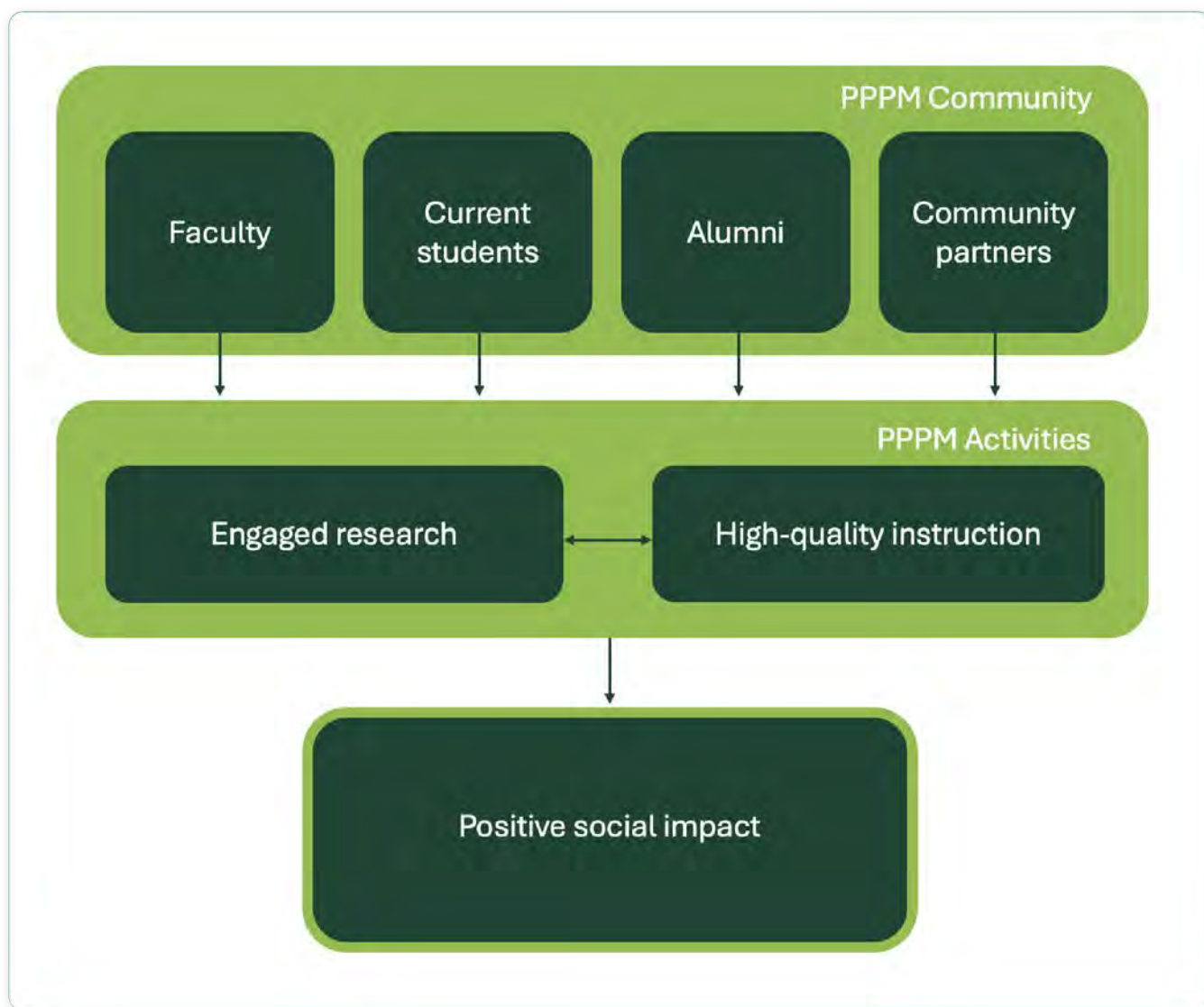


Figure 2: PPPM Community and Activities to Deliver Positive Social Impact

The 2026-2029 Strategic Plan is grounded in School-wide discussions at the Fall 2025 Faculty Retreat. It is further supported by external and internal data, as well as engagement with alumni and current students from across PPPM's multiple degree programs (BA/BS, MCRP, MNM, MPA, PhD).

Figure 3 shows the data and groups who informed the Strategic Plan, and Figure 4 shows the Plan development timeline during the 2025-2026 Academic Year.

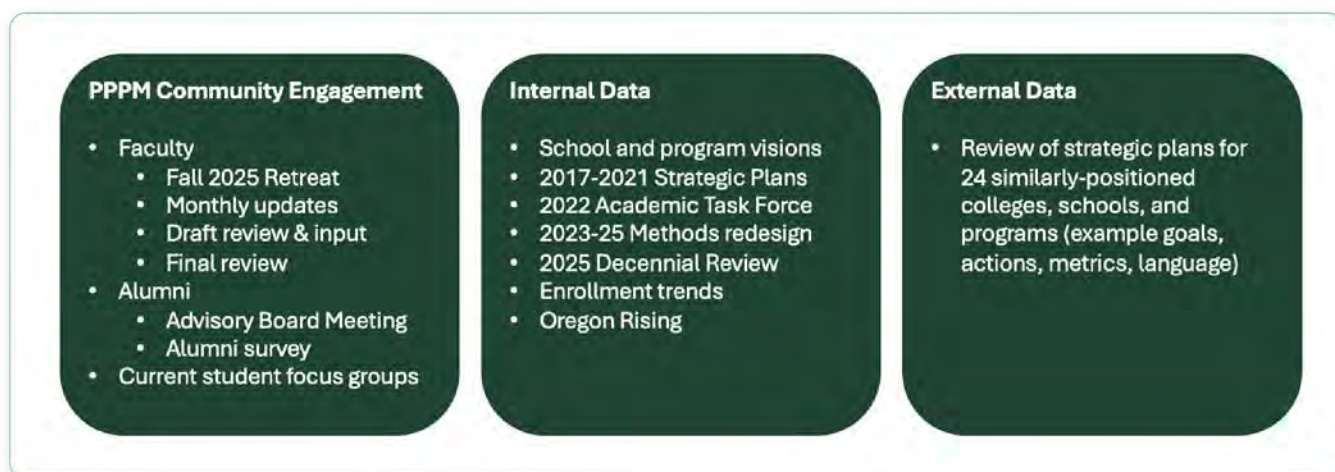


Figure 3: Strategic Plan Inputs



Figure 4: Strategic Plan Timeline

3. STRATEGIC PRIORITY 1: STUDENT LEARNING AND SUCCESS

The Student Learning and Success Strategic Priority aims to equip PPPM undergraduate and graduate students with the skills and knowledge to foster professional success and address real-world challenges, driving positive social change. The Priority outlines two goals:

Goal 1: Deliver high-quality instruction

Goal 2: Recruit and support students

The goals address curricular approaches to develop the skills, knowledge, and experiences that foster professional success, deliver high-quality courses, and establish strong knowledge and skill foundations upon which students build project-based learning experiences. They also address the tools needed to support professional development, support students financially, and recruit students underrepresented in our fields. Specific action items link to Strategic Priority 2: Alumni & Career Engagement, to foster an interdisciplinary and collaborative student culture that will carry forward into engaged, connected alumni.

These goals map onto three *Oregon Rising* objectives: 1) enhance timely pathways to graduation; 2) become a leader in career preparation; and 3) create a flourishing community.

3.1 Action Steps & Indicators

Goal 1: Deliver High-Quality Instruction

Align curriculum with student learning outcomes, skills, and knowledge to foster professional success.

ACTION STEPS

Goal 1.1 Expand and maintain project-based learning. Expand undergraduate and maintain graduate high-impact, project-based learning opportunities (e.g., capstones, consultancy, CPW, studios, SCYP, Local Solutions Studio, class projects).

RESPONSIBILITY Leadership Committee

METRIC

- # of courses with project-based components offered annually
- % of courses with project-based components offered annually
- % of graduate students completing at least one project-based learning opportunity
- % of undergraduate students completing at least one project-based learning opportunity

CONSIDERATIONS

- Data from the alumni survey suggest that PPPM undergraduates, relative to students in all other degree programs, are the least likely to participate in the school's various project-based learning opportunities despite overwhelmingly reporting satisfaction with these opportunities. See Figures B1 and B2 in Appendix B.
- Students note mixed experiences with group work. Undergraduate focus group participants recognized the value of group work in PPPM fields, but observed wide ranges in project output quality and experiences.
- PPPM faculty have discussed how heavy reliance on course group work may inflate students' grades, masking academic struggles and creating challenges when middling grades obscure academic struggles. Adjustments could include reducing the weight of groupwork in each course's term grade; however, this is in tension with growing class sizes and waning instructor support (e.g., fewer GEs over time).
- Most master's students found applied/client-driven work valuable and often sought out more opportunities within the curriculum. MCRP students suggested that applied projects are most successful when: 1) the client or point person is engaged and cares about the student project and output; 2) projects are transparent about how student work will be used, even if just for idea-generating; and 3) if follow-up information could be provided afterwards like how the client used or plans to use the output. Some noted wanting to engage more directly with clients and that PPPM consider expanding projects that engage with Oregon Tribes.
- PhD students suggested that PPPM create a regular way to learn about the research projects IPRE is engaged in and active partnerships.

Goal 1.2 Ensure high-quality courses. Ensure high-quality courses that demonstrate professional, inclusive, engaged, and research-informed teaching.

RESPONSIBILITY Faculty on-boarding committee or Teaching Committee, School Director (course reviews)

METRIC

- % of students responding that course elements are “beneficial to my learning” across PPPM courses
- % of students responding “the inclusiveness of this course...the support from the instructor...the feedback provided”
- # of faculty participating in training (PPPM/Teaching Support Group/UO/TEP) workshops per year
- % of new faculty, including pro tem, participating in onboarding training

CONSIDERATIONS Students report varied pro tem instructor experiences, noting that many have less experience teaching relative to longer-term faculty. Pro tem instructors may benefit from additional support. Ongoing review of teaching and course design should be regularized rather than ad hoc.

Goal 1.3 Ensure rigorous and high-quality experience for graduate students enrolled in mixed 4/500-level courses.

RESPONSIBILITY

- 2026-2027: to support undergraduate sequencing efforts, TEP will offer a Fall workshop. The Scope & Sequence Task Force will work with faculty to revise syllabi to match adjusted sequencing.
- Ongoing support: Teaching Committee, faculty, program directors, School Director

METRIC

- Comparison of student course evaluations by undergraduate versus graduate students in 4/500 level course, e.g.:
- % of undergraduate students who ranked a course as “beneficial to my learning”
- % of graduate students who ranked a course as “beneficial to my learning”
- Limitation: student feedback is only shared when at least five students participate.

CONSIDERATIONS Graduate student focus groups reported mixed experiences in 4/500-level courses. Classes viewed as less successful were those composed of predominantly undergraduate students, where discussions felt rudimentary and graduate students were expected to complete additional assignments; often, these additional assignments were viewed as detached from the rest of the class or as “disappear[ing] into the ether.” More successful classes were perceived to expect undergraduate students to perform graduate-level work, and/or created meaningful assignments that required deeper engagement with work, high-level research, etc. This is particularly true for PhD students, where further policy guidelines should explain how to differentiate between the learning outcome needs of master’s and PhD students. In other words, assignments that demanded more rigor, not just more work. Graduate students expressed a desire for leadership experience in class, although this is in odds with graduate school policy. Planning for Growth & Housing and Sustainable Urbanism were held up as particularly successful examples of mixed-level courses.

Goal 1.4. Undergraduate course sequencing. Complete course sequencing for undergraduate curriculum similar to the current sequencing of master's programs, which builds strong foundations in knowledge before applying understanding through project-based learning experiences. Course sequencing efforts would identify opportunities across the curriculum best suited for applied/partnered work to deliver both impactful student experiences and high-quality products for partners. System-wide scope and sequencing across the curriculum would also begin to address some of the challenges identified in relation to mixed-level classes, since in theory, undergraduate students taking 400-level classes would have more content knowledge and have senior standing.

RESPONSIBILITY Scope and Sequence Task Force

METRIC

- # of upper-division courses considered in scope and sequence effort
- Mean student satisfaction via focus groups or student exit surveys

CONSIDERATIONS

- Consider building out the NACE Career Competencies within the course sequencing to align with the UO Strategic Plan, and career readiness course alignment work in CAS and COB.
- Undergraduate students who participated in focus groups did not want to be required to take Local Solutions Studio; they worried that it would dilute the planning focus, that people could not take it more than once, and that people not interested in it would enroll, degrading the experience. This concern has been echoed by PPPM faculty.
- Additional undergraduate hands-on learning opportunities include the Holden Center and engagement in courses participating in SCYP or other client-based projects within existing courses.
- The 2022 Academic Task Force previously identified several course bottlenecks for undergraduate majors. These should be reevaluated as part of the course sequencing discussion.
- Undergraduate students prefer to see required courses offered every term, or, at a minimum, to have the academic-year course schedule clearly communicated in advance so they may plan accordingly.
- Focus group participants noted that they wished they had taken 415 earlier in their major, as it helped greatly with memo writing. Students also noticed disparities in course difficulty, with 200-level courses being flagged as sometimes more difficult than 300- or 400-level courses. This may be addressed through the Scope and Sequencing Task Force in AY26-27.

- A standard memo template could be created and used across PPPM classes. IPRE has developed a memo that has already been adopted in the MCRP program and could be used or adapted elsewhere in the curriculum.

Goal 1.5. Adjust undergraduate Major admissions and curriculum to reflect growth in Major.

RESPONSIBILITY Undergraduate Committee, in consultation with the School leadership

METRIC

- Consider changes in admissions timelines and/or requirements (considered, yes/no)
- Consider requiring students to earn B- (instead of C-) in required courses (considered, yes/no)

CONSIDERATIONS

- Undergraduate student focus group participants cautioned against implementing a hard cutoff for when students could be admitted into the PPPM major noting that many people find PPPM late and switch into it; they noted that PPPM minors often later transition to majoring in it. Although they noted that better advertising about PPPM could accelerate the timeline for when people apply to the major, thus alleviating concerns related to admissions cutoffs.

Goal 1.6. Refine graduate curriculum. Refine graduate curriculum following major curricular shifts to reflect student experiences with adjusted curricula. Refinements may also reflect shifting professional expectations for graduates.

RESPONSIBILITY Program heads, Leadership Committee

METRIC

- Mean student satisfaction with curricular changes from exit surveys and student focus groups

CONSIDERATIONS

- Alumni surveys suggest that the skills and knowledge delivered within the PPPM curriculum—particularly among alumni who graduated in the past 10 years—currently align with expectations for entry-level positions. See Figures B5 and B6 in Appendix B.
- MPA student focus groups suggest some frustration with one-year program course sequencing, including overlap (e.g., Public Sector Economics and Intro to Policy Analysis) and courses that require application before courses that provide a knowledge foundation (e.g., budget management followed by a capstone for this cohort). While this particular sequencing issue is anticipated to resolve with course sequencing starting in AY26-27, the issues are indicative of sequencing issues that have been identified across the school. Some students felt that core classes, while foundational, did not prepare them for policy areas critical for their career development. Students praised elective offerings but noted that they missed many electives offered in spring due to course sequencing.
- MCRP students were interested in having PPPM develop a list of “pilot electives” to test topics that could be attractive to students, such as street design or food systems courses. Students also wanted better connections to Architecture, Landscape Architecture, and Journalism, noting that while many classes seem appropriate for MCRP degrees, they are either offered in Portland or have substantial prerequisites that make enrollment difficult.

Goal 2: Recruit and Support Students

Attract students to PPPM undergraduate and graduate degree programs, provide robust advising, and financially support students through paid internships, scholarships, GEs, research, or other positions.

ACTION STEPS

Goal 2.1. Strengthen undergraduate student advising. Strengthen undergraduate advising by moving advising support back to PPPM.

RESPONSIBILITY School Director, UG Program Director

METRIC % of undergraduate students expressing satisfaction with advising (survey)

CONSIDERATIONS A 2025 PPPM student advising survey identified strong levels of dissatisfaction among undergraduate students with current College of Design advising. Student comments highlighted (1) a lack of knowledge about the PPPM program beyond what is provided on the school's website; (2) unprofessional advising experiences; (3) a lack of proactive or personalized support that did not help with term-by-term planning, dual majors, or students' long-term goals. Undergraduate focus groups echoed similar themes, with observations that PPPM advisors are "really rough", not helpful, do not know people's names, and would deter people from majoring in PPPM if they needed to rely on College advising. Most students reported wanting to see PPPM advising moved back within the School.

Goal 2.2 Increase access to paid internships.

RESPONSIBILITY Career services

METRIC # of paid internships posted via PPPM Jobline listserv, Canvas pages, and/or Handshake

CONSIDERATIONS current budget challenges across local governments and nonprofits have limited the number of paid internships available. This goal is subject to external funding capacity or ability of PPPM, College of Design, or UO to help pay students for their internships.

Goal 2.3 Student financial support. Financially support students through scholarships, work, and research engagement.

RESPONSIBILITY Scholarship Committee will screen and match applicants to relevant scholarships; Career Services will support students seeking work and research opportunities; GE Committee will allocate GEs across PhD and master's students.

METRIC

- # of students receiving PPPM or UO scholarships
- # of GE positions offered to master's students within PPPM
- # of terms of GE positions offered to PhD students within PPPM
- # of students engaged in PPPM paid research positions (GEs, hourly). Includes students engaged in Center-based work (e.g., IPRE, SCI).
- # of TTF faculty who hire students (GE or hourly) to engage in research projects

CONSIDERATIONS expanding scholarship, research engagement, and GE positions are subject to external budget conditions that are outside of the control of either the Scholarship Committee, GE Committee, or Career Services.

Goal 2.4 Support & recruit students underrepresented in our fields.

RESPONSIBILITY Recruitment Task Force, Equity Initiative Representative

METRIC

- % of undergraduate students first-generation, Pell Grant recipients, and Students of Color
- % of graduate students first-generation, Pell Grant recipients, and Students of Color
- % of undergraduate on-time graduation rate among first-generation, Pell Grant recipients, and Students of Color
- % of graduate on-time graduation rate among first-generation, Pell Grant recipients, and Students of Color

CONSIDERATIONS Funding from PPPM, College of Design, Graduate Division, UO, and/or external sources will be needed to financially support recruitment efforts.

Goal 2.5 Join the Western Regional Graduate Program. Reduce financial burden and increase recruitment of graduate students from Western states by joining the Western Regional Graduate Program (WRGP). Under WRGP students from select states would pay resident (or up to 150% of resident) tuition rates.

RESPONSIBILITY School Director (decision made by Dean of the College of Design).

METRIC % of graduate students from WRGP states

Goal 2.6 Increase graduate and maintain undergraduate and PhD applications and enrollment. Increase the number of applications and enrollments across master's degree programs while maintaining current enrollment levels in undergraduate and PhD degree programs.

RESPONSIBILITY Program directors, Recruitment Task Force, Communications Committee

METRIC

- # of applications across degree programs, annually
- # of enrolled students across degree programs, annually
- % of admitted students who enroll in master's programs annually

4. STRATEGIC PRIORITY 2: ALUMNI AND CAREER ENGAGEMENT

This priority includes Strategic Plan Goals 3 and 4, which mutually reinforce and build on one another to create infrastructure and activities that enable current students within and across the multiple degrees programs to develop a cohort-based identity:

Goal 3: Create infrastructure and activities within and across degree programs to build a stronger cohort-based identity and PPPM-based identity that keeps students engaged as alumni.

Goal 4: Engage with alumni to foster and cultivate their purpose, connectedness, and support systems for the intent of helping both students and alumni achieve their educational and professional potential.

The first goal focuses on the student experience, by which students, over time, develop their identity as invested PPPM students and future alumni. Attention is focused on creating a cohort experience at the undergraduate level. Under the action steps proposed in this Strategic Plan, students seek opportunities and garner value from engaging with alumni, thereby instilling the value of giving back to PPPM after graduation.

The second goal is to engage with alumni to foster and cultivate their purpose, connectedness, and support systems with the intent of helping both students and alumni achieve their educational and professional potential. This priority includes multiple action steps to centralize an alumni engagement experience that connects current students with alumni, fosters communication, and supports connections between alumni, while encouraging fundraising.

These goals align with two *Oregon Rising* objectives: 1) become a leader in career preparation and 2) create a flourishing community.

4.1 Action Steps & Indicators

Goal 3: Create infrastructure and activities within and across degree programs to build a stronger cohort-based identity and PPPM-based identity that keeps students engaged as alumni.

ACTION STEPS

Goal 3.1 Create student identity and activities. Intentionally identify and create activities for the undergraduate cohort and cross-graduate program connections and networking.

RESPONSIBILITY Undergraduate Committee, in consultation with the School leadership

METRIC

- # of students attending mandatory orientation—including a tour of Hendricks—for all newly admitted undergraduate students and/or as part of the pre-major requirements as determined by the Undergraduate Committee (measured as the number of attendees per quarter).
- # of new activities targeted towards creating cohort connections

CONSIDERATIONS Undergraduate focus group participants were hesitant about cohorts if they meant a more prescriptive curriculum; though it would be good if there was communication between students at different stages of the process to facilitate communication between majors.

Goal 4: Engage with alumni to foster and cultivate their purpose, connectedness, and support systems for the intent of helping both students and alumni achieve their educational and professional potential.

ACTION STEPS

Goal 4.1 Create an Alumni Engagement Task Force. The Task Force will support and prepare action steps outlined in this goal. The Task Force would solidify the processes and resource needs to successfully carry out the action steps outlined under this goal.

RESPONSIBILITY School Director

METRIC Task Force created (yes/no)

CONSIDERATIONS Data from the alumni survey suggest there is substantial demand from alumni to engage in one or several of the following ways: receiving newsletters, mentoring students, partnering with applied projects, guest lecturing, attending speaker series, sharing employment opportunities, and providing temporary housing. There is, however, variation in demand across alumni from different degree programs. See Figures B3 and B4 in Appendix B.

Goal 4.2 Identify an Alumni Relations Lead. The Lead will support alumni engagement efforts. This may include additional FTE, a new faculty service role, and/or an adjusted position description/responsibility for career services staff or other PPPM personnel.

RESPONSIBILITY School Director, Alumni Engagement Task Force, Career Services

METRIC

- # FTE dedicated to alumni engagement
- Alumni relations lead and responsibilities identified (yes/no)

Goal 4.3 Create a PPPM Alumni Association

RESPONSIBILITY School Director, Alumni Engagement Task Force

METRIC

- Create mission and guidelines for the alumni association (yes/no)
- Identify and create a central social site to host the alumni association (e.g., LinkedIn, Facebook) (yes/no)

Goal 4.4 Invest in an Alumni Database. The Database will centralize alumni/faculty/student connections, communications, and activities. The Alumni Database will include all alumni contacts assembled during the 2025-2026 Academic Year as part of the Strategic Planning process.

RESPONSIBILITY School Director, Alumni Engagement Task Force

METRIC

- Identify and establish a database (yes/no)
- # of alumni enrolled in the database
- # of students who join the database
- # of emails planned using the Alumni Database
- # of activities planned using the Alumni Database

CONSIDERATIONS

- Approximately 66 percent of respondents on the alumni survey expressed interest in being included in such a database.
- Undergraduate student focus groups reported interest in both utilizing and later joining an alumni database. They noted that a database that provided place-based information would be helpful.
- Graduate students likewise reported interest in having alumni contact information, noting that finding alumni was currently difficult. They suggested utility in having alumni groups, including topic-area (e.g., nonprofit, housing, food-systems, transportation, city administration) as well as identity groups. PhD students also found value in this, particularly for contacting alumni about challenges related to transitioning into the job market.
- Formal alumni databases are expensive to create, manage, and support and would represent an ongoing cost
- Another alternative would be to build out a PPPM hub within PeopleGrove, which would be available to all students and campus entities. While recommended by a UO Career Ready Task Force, the timeline for implementation remains unclear.

Goal 4.5 Maintain an Alumni Database. Maintain database through annual updates, including adding recent graduates (starting with Spring 2026 graduates).

RESPONSIBILITY Alumni Relations Lead to maintain database, including adding information included in program exit surveys (exit survey point person to be identified by Alumni Engagement Task Force)

METRIC

- % of recent alumni (across degree programs) included in Alumni Database update

Goal 4.6 Record alumni class engagement. Create a central location for faculty to report alumni engaged in their classes and in what capacity (e.g., panel, talk, site visits, etc.).

RESPONSIBILITY Alumni Relations Lead

METRIC At the end of each term, a link is sent to faculty to remind them to update information per term

- # of alumni who participate in panel events
- # of alumni who guest-lecture in classes
- # of alumni participating in site visits
- # of courses with alumni engagement (by 100-300, 4/500, 600-level to understand exposure across UG vs G)

CONSIDERATIONS About one-quarter of alumni are willing to provide guest lectures, suggesting opportunities to expand the guest lecture pool (see Figure B4). Master's students engaged in focus groups noted that alumni panels are valuable and that it's helpful to be able to follow up afterwards. PhD students asked for ways to engage alumni in both formal and informal discussions about their post-graduation experiences, the research being conducted, insights into gaps in their education, and tips for what to keep in mind as one transitions into the workforce.

Goal 4.7 Highlight internships. Highlight the number of internships sponsored by alumni in PPPM internal and external communications, including newsletters.

RESPONSIBILITY Communications Committee, Career Services

METRIC

- # of internships sponsored by alumni
- # of students participating in internships

Goal 4.8 Alumni hotspots and events. Identify alumni hotspots and (co)host alumni events across regions (for school updates, and sustain networking amongst each other).

RESPONSIBILITY Program directors and Alumni Relations Lead

METRIC

- # of reception events (co)hosted during disciplinary conferences
- # of alumni and faculty in attendance at (co) hosted events

CONSIDERATIONS Master's student focus group participants expressed interest in less formal alumni-student mixers, such as bowling nights or coffee shop meetups. PhD students wanted to know what conferences faculty will attend in order to catch up when they are alumni.

Goal 4.9 Re-structure the PPPM Awards Ceremony to include Alumni Reunion.

RESPONSIBILITY School Director, Alumni Engagement Task Force, Events-Awards Committee

METRIC

- # of alumni in attendance at PPPM Awards Ceremony
- # of reunion activities during the PPPM Awards Ceremony week(end) that include alumni, faculty, awardees, and students
- # of student projects presented at the PPPM Awards Ceremony
- # of students attending the PPPM Awards Ceremony

CONSIDERATIONS Undergraduate focus group participants reported mixed interest in attending the Awards Ceremony as alumni. Some viewed it as a good networking opportunity, while others were keener to return to campus if an alumni event were coordinated with broader university programming, such as Homecoming.

Goal 4.10 Launch an Alumni mentoring program.

RESPONSIBILITY Alumni Engagement Task Force

METRIC

- # of students matched with mentors
- % of students matched with mentors
- # of alumni mentors participating

CONSIDERATIONS About one-third of surveyed alumni expressed willingness to mentor current PPPM students (see Figure B4). Undergraduate student focus groups suggest this already happens organically to some extent, but could be expanded. Master's students likewise expressed interest in being mentored by alumni within specific professional fields.

- This capability may be possible with an Alumni Database or the PeopleGrove platform, if implemented (Goal 4.4).
- AAD previously supported a mentorship program in which all incoming graduate students were assigned an alumni mentor. Their first assignment was to do an informational interview—which could be integrated into professional development. Once the match is made, ongoing administrative support is limited.

Goal 4.11 Connect with professional organizations. Better connect current students and recent alumni with professional organization networks (e.g., OAPA).

RESPONSIBILITY School Director, Program Heads

METRIC

- # of PPPM (co)hosted events fostering connections between the professional organization and the UO
- # of current students attending (co)hosted events
- # of alumni attending (co)hosted events

5. STRATEGIC PRIORITY 3: RESEARCH FOR POSITIVE SOCIAL IMPACT

Research for Positive Social Impact Priority includes two Strategic Plan goals:

Goal 5: Support problem-driven and, when appropriate, partner-engaged research projects

Goal 6: Strengthen research engagement both within UO and with external partners

The Priority emphasizes the pursuit of problem-driven research that expands generalizable knowledge and theories and may engage with external partners to realize positive social impact in Oregon and beyond. The Priority emphasizes steps to better communicate and leverage our research value to the university and external actors, encourages faculty collaboration, research sharing, and student involvement in research projects. Where appropriate, PPPM strives to form collaborative research partnerships on campus and across the state.

This priority aligns with the *Oregon Rising* objective of accelerating UO's impact on the world.

5.1 Action Steps & Indicators

Goal 5: Support problem-driven and, when appropriate, partner-engaged research projects

ACTION STEPS

Goal 5.1 Research that supports positive social change. Identify, fund, and conduct research whose results can support positive social change in Oregon and beyond.

RESPONSIBILITY Faculty, IPRE, SCI

METRIC

- # of publications annually, including professional reports, peer-reviewed journal articles, etc.
- # of policy impacts and/or legislation connected back to PPPM research or activities
- # of active research grants
- \$ of active research grants
- # of faculty with active research grants

Goal 5.2 Engage in partnered research. Partnered research can better connect UO with broader Oregon communities and practice.

RESPONSIBILITY School Director, IPRE, SCI, faculty

METRIC

- # of community-partnered research or projects completed annually
- # of faculty engaged in partner-based research projects
- # of students engaged in partner-based research projects
- # of alumni engaged in partner-based research projects

Goal 5.3 Increase faculty-student collaboration within research

RESPONSIBILITY Leadership Committee, School Director, IPRE, SCI, faculty

METRIC

- # of PPPM students engaged in research (hourly + GE)
- # of faculty engaged in research with students
- # of student-faculty co-authored publications

CONSIDERATIONS Undergraduate focus group participants expressed uncertainty about ongoing faculty research or how to engage in research opportunities. Students would welcome opportunities to gain research experience; clearly posting or sending available research positions (note: all positions are now required to be posted to Handshake) and internships would make these opportunities clearer to students. PhD students also wanted a systemic way to learn about active IPRE and faculty research. Collaborating with the Center for Undergraduate Research and Engagement could provide some needed outside support to sustain this goal in the long run.

- PPPM415/615 Foundations of Applied Analysis could be used to advertise research collaboration opportunities.
- Faculty-student collaborations are subject to funding availability for both client-based and research projects.
- Existing College of Design (e.g., Dean's Awards, Kvarsten Award) could be used to support collaborative research efforts. PPPM may also establish a small fund to support faculty-student collaborative research, subject to budget.
- Consider possible collaborations with the Center for Undergraduate Research and Engagement (CURE)

Goal 6: Strengthen research engagement both within UO and with external partners

ACTION STEPS

Goal 6.1 Strengthen partner networks that support student learning.

RESPONSIBILITY Leadership Committee, School Director, IPRE, SCYP

METRIC

- # of current agency, private enterprise, or nonprofit partners
- # of service-learning or applied placements
- # of partner presentations in courses

CONSIDERATIONS Alumni may provide additional connections for applied projects; about one-quarter were interested in partnering with PPPM classes on applied projects (see Figure B4).

Goal 6.2 Communicate research impact. Communicate research and impact outcomes to UO and the broader public.

RESPONSIBILITY Communications Committee

METRIC

- # of policy briefs, reports, or other public-facing outputs (e.g., webinars)

Goal 6.3 Encourage faculty research sharing and collaboration. Encourage faculty research sharing and collaboration to foster an inquisitive and open research environment. Examples of activities include participation in the IPRE Research Seminar, faculty research collaborations, faculty review of grant or paper submissions to support colleagues, and faculty research presentations at the UO.

RESPONSIBILITY Communications Committee, IPRE, PhD program director

METRIC

- # of faculty research collaboration or sharing events (co)hosted by PPPM
- # of attendees per event

Goal 6.4 Strengthen intra-UO partnerships. Strengthen partnerships with other UO departments and programs to foster interdisciplinary faculty and student research opportunities.

RESPONSIBILITY School Director, Program Heads, IPRE, SCI, faculty

METRIC

- # of faculty outside of PPPM engaged in PPPM research projects
- # of departments or centers outside of PPPM engaged in PPPM applied projects

CONSIDERATIONS Housing and Houselessness Hub is a good example of existing collaboration.

6. STRATEGIC PRIORITY 4: COMMUNICATION AND VISIBILITY

The Communication and Visibility Strategic Priority aims to create a more visible presence for PPPM on campus, in the community, and with government, industry, and nonprofit professionals in the state. This Priority includes five goals:

Goal 7: Foster Internal Communication to Students, Faculty, and Staff

Goal 8: Bolster External Communication to Alumni, Partners, and the Public

Goal 9: Increase Visibility, Branding, and Storytelling

Goal 10: Share Research Impact and Value to Community

Goal 11: Develop Communication Tools that Support Belonging and Clarity

These goals advance two *Oregon Rising* objectives: 1) create a flourishing community, and 2) accelerate the UO's impact on the world.

6.1 Action Steps & Indicators

Goal 7: Foster Internal Communication with Students, Faculty, and Staff

Foster clarity, collaboration, and belonging within PPPM by maintaining a consistent, predictable communication cadence.

ACTION STEPS

Goal 7.1 Empower Communications Committee and Communications Working Group.

The Communications Committee and Working Group will work with the School Director, Program Directors, and administrative staff to be the communications hub.

RESPONSIBILITY Communications Committee

METRIC

- # of Communications Committee meetings per year
- Annual review of communication flow and bottlenecks completed (yes/no)
- Mean satisfaction of faculty/staff/students on clarity and consistency of PPPM communications (annual and/or exit year survey)

Goal 7.2 Create annual communications schedule. Create communication schedules for the year and the term with clear goals and products. Coordinate communication schedules annually with programs to reflect their goals, and hold periodic check-ins throughout the year.

RESPONSIBILITY Communications Committee

METRIC

- Annual calendar published by Week 2 each fall (yes/no)
- Term-by-term mini-calendars published at least one week before each term (yes/no)
- Mid-term check-ins documented (yes/no)

CONSIDERATIONS Undergraduate students were split on the types of email communications they wanted to receive. Some expressed wishing for a weekly (or at least monthly) newsletter that overviews all weekly events (e.g., Family & Human Services). Students identified the following existing communications as successful: Thursday undergraduate emails, and undergraduate position postings. Students were split about wanting one email per week overviews all topics versus communications focused on one topic area (e.g., ability to subscribe to emails related to particular interests). Undergraduates said that advertising-related events outside of PPPM students would also be welcome. PhD students use the Hendricks Hearth TV screen to get news. They also wanted a direct channel to share news/accomplishments for distribution.

Goal 7.3 Engage students to support internal communications. Engage with Allen Hall PR (AHPR) or hire student worker(s) to expand the work of the school's limited FTE for this task. The College of Design has limited capacity to amplify PPPM work beyond reposting PPPM social media posts.

RESPONSIBILITY School Director, Communications Committee, Communications Working Group

METRIC

- # of student worker hours on PPPM social media per year
- # of PPPM social media posts

CONSIDERATIONS Undergraduate focus group participants report using Instagram, Facebook, and Discord. However, they expressed that LinkedIn seemed the best opportunity for strategic communications and event coordination messages. They also noted that text-heavy social media posts were not engaging and preferred social media featuring pictures or infographics.

Goal 7.4 Create a quarterly student-focused newsletter.

RESPONSIBILITY Communications Working Group

METRIC

- # of newsletters published annually (goal: four)
- % student open-rate (goal: 45% or higher)

CONSIDERATIONS PhD students requested an internal research newsletter to communicate faculty and center research to foster understanding of PPPM activities and highlight potential student research opportunities.

Goal 7.5 Job and Internship communications. More clearly communicate where students can locate job and internship postings.

RESPONSIBILITY Communications Committee; Career Services

METRIC

- # of students subscribed to Jobline listserv
- # of student comments to career/internship-focused Community Canvas or Teams sites

CONSIDERATIONS Master's student focus group participants (all in their second years) had mixed knowledge of the Jobline listserv. Some were subscribed, but none knew that they could also submit job postings to the listserv, which they thought would be a much more streamlined and useful system than their current ad hoc approach of sending one another postings. Many suggested that they were forgetting to reference the Community Canvas page with internship postings; some suggested that internship postings return to Teams.

- PPPM Undergraduate Community Canvas site is only available to majors (not pre-majors or minors). The undergrad listserv is used to communicate opportunities. This limits the use of tracking communication using Community Canvas engagement metrics.

Goal 8: Bolster External Communication to Alumni, Partners, and the Public

Strengthen alumni ties and showcase PPPM's impact to partners and the public.

ACTION STEPS

Goal 8.1 Regularize quarterly external e-newsletter. Regularize a quarterly e-newsletter sent to PPPM alumni, partners, and public listservs to spotlight faculty, student, and project-based work.

RESPONSIBILITY Communications Working Group

METRIC

- # of newsletters per year
- # of alumni spotlights per year
- # of faculty spotlights per year
- # of student spotlights per year
- % email open and click-through rates (goal: 10% until 50% or higher click-through rate is achieved)

CONSIDERATIONS More than half of surveyed alumni are interested in receiving quarterly PPPM newsletters (see Figure B4 in Appendix B).

Goal 8.2 Support events to connect to external partners and professionals. Develop more frequent networking events and webinars that connect PPPM students and faculty with government, industry, and nonprofit leaders. Net Night is the only regularly scheduled event at this time. Additional programming is needed for formalized undergraduate events. Student groups often hold some events, but they are not coordinated at the School level.

RESPONSIBILITY Professional Development Coordinators, Program Directors, Events Committee, and Alumni Relations Lead

METRIC

- # of alumni events per term [with a goal of 6 in 3 years]
- # of attendees per event (attendance goal customized by event, e.g., students: 25+, partners: 10+)
- # of post-event social media posts highlighting the event

CONSIDERATIONS consider developing subgroups for networking based around topical interests (transportation, fundraising, communications, emergency management, etc.), and identity groups (LGBTQAI+, BIPOC, women, etc.).

Goal 8.3 Engage students to support external communications. Engage with Allen Hall PR (AHP) or hire student worker(s) to expand the work of the school's limited FTE for this task. College of Design likewise has limited capacity to amplify PPPM work beyond reposting PPPM social media posts.

RESPONSIBILITY School Director, Communications Committee, Communications Working Group

METRIC # of student worker hours on external communications per year

Goal 9: Increase Visibility, Branding, and Storytelling

Position PPPM as a leader in public service education and clarify its identity.

ACTION STEPS

Goal 9.1 Identify capacity needs. Additional capacity may be needed to successfully execute Goal 9 action steps. May require expanding the Communications Committee or additional administrative or student worker support.

RESPONSIBILITY Communications Committee

METRIC Capacity needs identified based on yearly priorities (yes/no)

Goal 9.2 Refresh/create visual identity and templates for printed and online materials.

RESPONSIBILITY Communications Working Group, supported by AHP, student workers, and/or Visual Design students

METRIC

- % adoption of new templates for flyers, syllabi, slide decks, newsletters, social media (goal: 100% adoption within one year)

Goal 9.3 Develop student recruiting strategy for undergraduate and graduate programs.

RESPONSIBILITY Recruitment Task Force

METRIC

- Completed unified recruiting plan (yes/no)
- # of applications annually
- % of admitted students who matriculate
- Updated brochures and digital materials (yes/no)

CONSIDERATIONS Identify concrete paths, forms, etc. to recruit students from within & external to campus. Get UGs knowledgeable about PPPM earlier. Pathways between UG and grad. Increase knowledge of grad programs. Communicate about new 1-year programs more consistently throughout year. Develop a plan for how to recruit across grad programs.

Goal 9.4 Develop a storytelling strategy highlighting research and student success.

RESPONSIBILITY Communications Committee

METRIC

- # of stories showcased on the website or in newsletters [goal: one per month]
- Annual impact report published each spring (yes/no)

Goal 9.5 Coordinate with the government relations team to craft legislative storytelling of PPPM impact.

RESPONSIBILITY School Director with UO Government Relations Office

METRIC

- # of annual legislative briefs or one pagers
- # PPPM stories in institutional legislative priorities

Goal 9.6 Increase PPPM visibility across campus and the state. Draft a plan for increasing the visibility of the PPPM brand on campus and around the state. This may include strategizing the best academic home unit for PPPM to realize our goals and articulate the value of the program to campus and state leaders.

RESPONSIBILITY Communications Committee

METRIC

- Campus visibility audit (yes/no)
- New signage/branding installations (yes/no)
- # of partnership events with other on-campus units

CONSIDERATIONS Undergraduate students commented that finding PPPM was difficult as they do not consider planning, public administration, and management related to design (and therefore in the College of Design). They associated PPPM fields more with geography, environmental studies, and political science.

- May include steps such as visibility audit, branding strategy, rollout, and strategic conversations with potential on-campus partners

Goal 10: Share Research Impact and Value to Community

Communicate how PPPM research benefits communities and policy.

ACTION STEPS

Goal 10.1 Translate research products for busy readers. Research briefs for policymakers and partners. Social media and short stories for broader audiences.

RESPONSIBILITY Communications Committee

METRIC

- # of research briefs per year (goal: 6-8)
- # of short summary or social-media stories associated with each brief

CONSIDERATIONS need additional FTE or resources for ongoing support

Goal 10.2 Publish impact stories. Impact stories are published on the website, in newsletters, and on social media outlets like LinkedIn. Set a goal of a targeted story for each new 1) PPPM publication, 2) IPRE project, 3) SCI/Urbanism Next project, and 4) SCYP partnership project completed.

RESPONSIBILITY Communications Committee

METRIC # of stories published on the website, in newsletters, and on social media outlets like LinkedIn

Goal 10.3 Share stories with UO communications professionals. Share stories regularly with UO Communications and UO Government Relations to maintain our visibility with partners that can leverage our work locally and across the country.

RESPONSIBILITY School Director; Communications Committee

METRIC

- # of story submissions to UO Communications
- # of PPPM research included in UO Government Relations briefings

Goal 11: Develop Communication Tools that Support Belonging and Clarity

Ensure internal and external communication and media are accessible, inclusive, and user-friendly.

Action Steps

Goal 11.1 Improve access to the collaborative platforms (MS Teams for social media).

RESPONSIBILITY PPPM staff; Communications Committee

METRIC

- Adoption by all committees' workflows by the end of the first year (yes/no)

Goal 11.2 Provide training for faculty/staff on effective communication.

RESPONSIBILITY TBD, based on discussion by the Communications Committee in conjunction with the School Director. Options include hiring an outside consultant, syncing with existing campus communications trainings, or scheduling School-specific training led by campus communications

METRIC

- # of trainings per year (goal: 2)
- % of faculty/staff participating in each event

Goal 11.3 Develop guidelines for inclusive language and accessibility.

RESPONSIBILITY Communications Committee; Equity Initiative Representative

METRIC

- Communication guidelines published (yes/no)
- % of official communications that reflect guidelines

7. YEAR 1 PRIORITIES

Year 1 (AY26-27) will focus PPPM efforts on Strategic Priorities 1 (Student Learning and Success) and 4 (Communication and Visibility) (see Figure 5). Faculty will collaboratively identify Year 2 and 3 priorities during Fall Faculty Retreats based on our evolving understanding of university budget models, leadership, and other contextual factors. With the exception of work to develop undergraduate course sequencing (Goal 1), Year 1 efforts will begin in Fall 2026.

Strategic Priority 1: Student Learning and Success

	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027
Set Y2-Y3 priorities			At Faculty Retreat		
Goal 1: Deliver High-Quality Instruction					
1.1 Expand and maintain project-based learning					
1.2 Ensure high-quality courses					
1.3 Ensure rigorous and high-quality experience for graduate students in mixed 4/500-level courses			TEP workshop		
1.4 Undergraduate course sequencing	Faculty survey of existing courses. Create Scope & Sequence Task Force	Develop course sequence.	Review proposed sequence at Faculty Retreat. Submit CourseLeaf as appropriate.	Workshops with faculty to revise syllabi to fit into revised sequence.	Finalize outstanding tasks to complete implementation.
1.5 Adjust undergraduate Major admissions and curriculum to reflect growth in Major			UG Committee		
1.6 Refine graduate curriculum					Prog directors evaluate student experiences

Strategic Priority 2: Alumni and Career Engagement

	Fall 2026	Winter 2027	Spring 2027
Goal 2: Recruit and Support Students			
2.1 Strengthen undergraduate student advising			
2.2 Increase access to paid internships			
2.3 Student financial support			
2.4 Support & recruit students underrepresented in our fields			
2.5 Join the Western Regional Graduate Program (WRGP)			
2.6 Increase graduate and maintain undergraduate and PhD applications and enrollment.			
Goal 3: Create Activities & Infrastructure to Develop Stronger Cohort & PPPM Identity for Future Alumni			
3.1 Create student identity and activities			
Goal 4: Engage with Alumni			
4.1 Create an Alumni Engagement Task Force			
4.2 Identify an Alumni Relations Lead			
4.3 Create a PPPM Alumni Association			
4.4 Invest in an Alumni Database			
4.5 Maintain Alumni Database		Record graduates (S26 on) non-UO contact info	
4.6 Record alumni class engagement			
4.7 Highlight internships			
4.8 Identify alumni hotspots and events			
4.9 Re-structure the PPPM Awards Ceremony to include Alumni Reunion			Pilot
4.10 Launch an Alumni Mentoring Program			

	Fall 2026	Winter 2027	Spring 2027
4.11 Connect with professional organizations	Program directors, as necessary		

Strategic Priority 3: Research for Positive Social Impact

	Fall 2026	Winter 2027	Spring 2027
Goal 5: Support Problem-Driven and Partner-Engaged Research Projects			
5.1 Research that supports positive social change			
5.2 Engage in partnered research			
5.3 Increase faculty-student collaboration within research			
Goal 6: Strengthen Research Engagement Both Within UO and with External Partners			
6.1 Strengthen partner networks that support student learning			
6.2 Communicate research impact			
6.3 Encourage faculty research sharing and collaboration			
6.4 Strengthen intra-UO partnerships			
Goal 7: Foster Internal Communication with Students, Faculty, and Staff			
7.1 Empower Communications Committee and Working Group	Create Communications Committee & Working Group		
7.2 Create annual communication schedules	Comm Committee		
7.3 Engage students to support internal communications	Comm WG		
7.4 Create a quarterly student-focused newsletter		Comm WG	
7.5 Job and internship communications		Comm WG	

Strategic Priority 4: Communication and Visibility

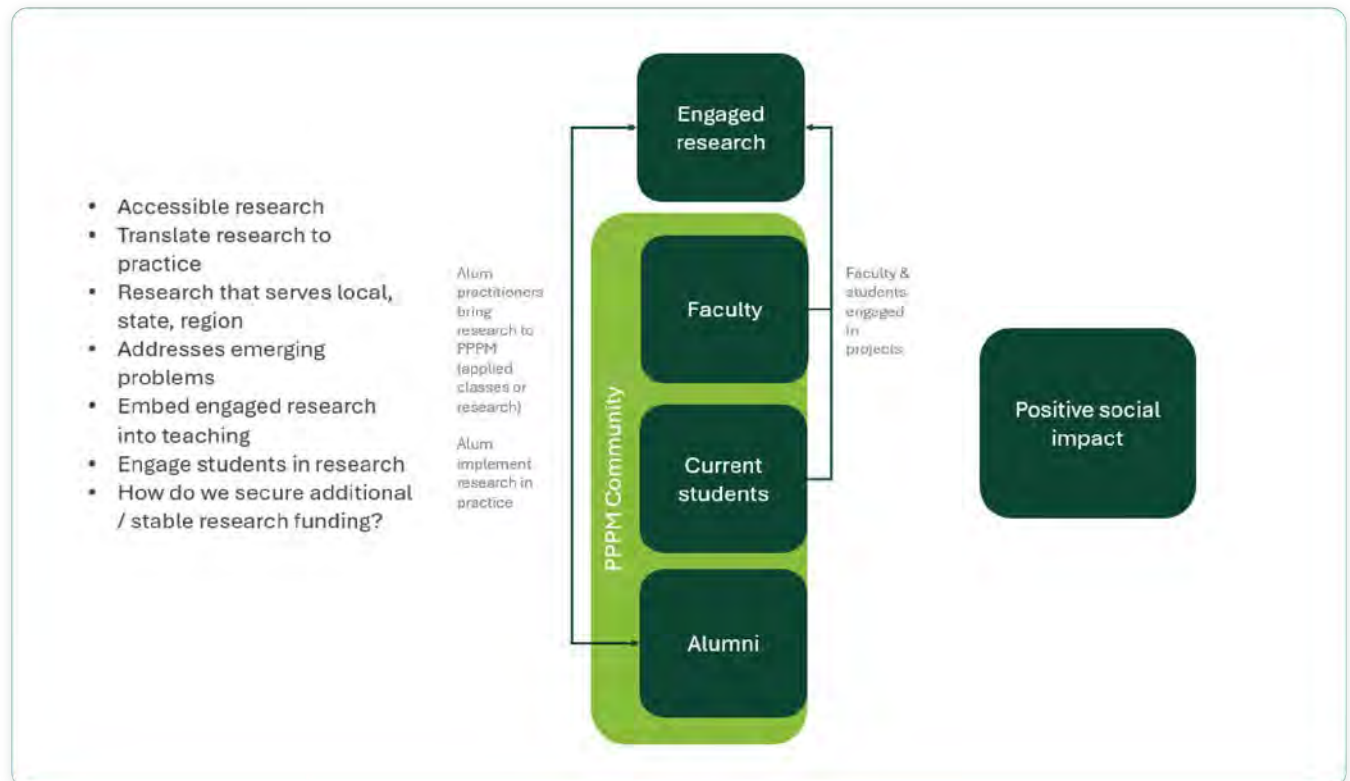
	Fall 2026	Winter 2027	Spring 2027
Goal 8: Bolster External Communication to Alumni, Partners, and the Public			
8.1 Regularize a quarterly external e-newsletter		Comm WG	
8.2 Support events to connect to external partners and professionals			
8.3 Engage students to support external communications	Comm Committee & Comm WG		
Goal 9: Increase Visibility, Branding, and Storytelling			
9.1 Identify capacity needs	Comm Committee		
9.2 Refresh/create visual identity and templates for printed and online materials	Comm WG		
9.3 Develop student recruiting strategy	Create Recruitment Task Force		
9.4 Develop a storytelling strategy highlighting research and student success	Comm Committee		
9.5 Coordinate with the government relations team to craft legislative storytelling of PPPM impact			
9.6 Increase PPPM visibility across campus and the state	Comm Committee		
Goal 10: Share Research Impact and Value to Community			
10.1 Translate PPPM/IPRE research products for busy readers			
10.2 Publish impact stories			
10.3 Share stories regularly with UO communications professionals			
Goal 11: Develop Communication Tools that Support Belonging and Clarity			
11.1 Improve access to collaborative platforms			
11.2 Provide training for faculty/staff on effective communication			
11.3 Develop guidelines for inclusive language and accessibility			

8. ACKNOWLEDGMENTS

The Strategic Plan was created through collaborative efforts across the PPPM community and alumni. Strategic Task Force members included: Anne Brown, Ben Clark, Amanda Ferguson, Patrick Hunnicutt, Ohnmar Khine Min, and José W. Melendez. All PPPM faculty reviewed and provided feedback on the Strategic Plan. The Strategic Plan was informed by discussions with the PPPM Alumni Advisory Board, current PPPM students across all degree programs, and input from nearly 400 PPPM alumni who responded to an alumni survey.

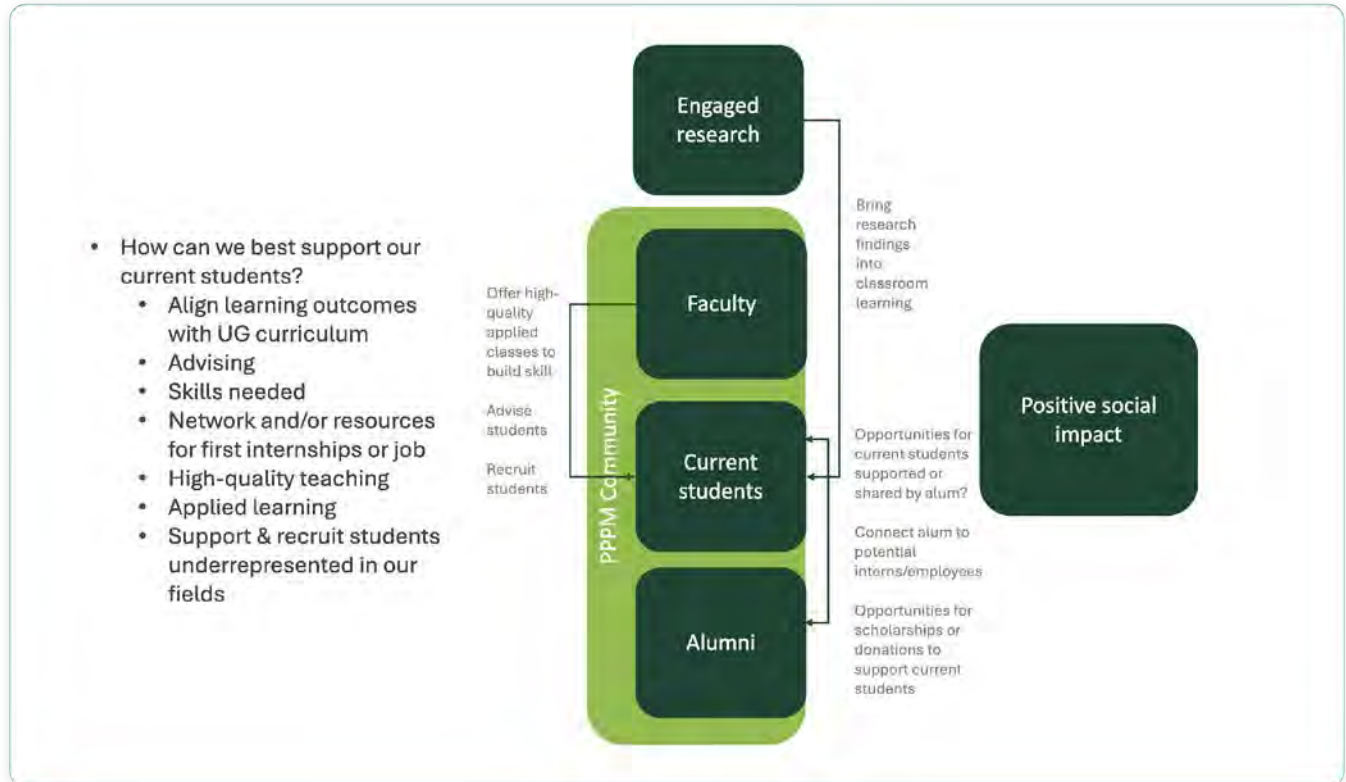
APPENDIX A. STRATEGIC PLAN MOTIVATION: DETAILED CONNECTIONS

Faculty & Engaged Research



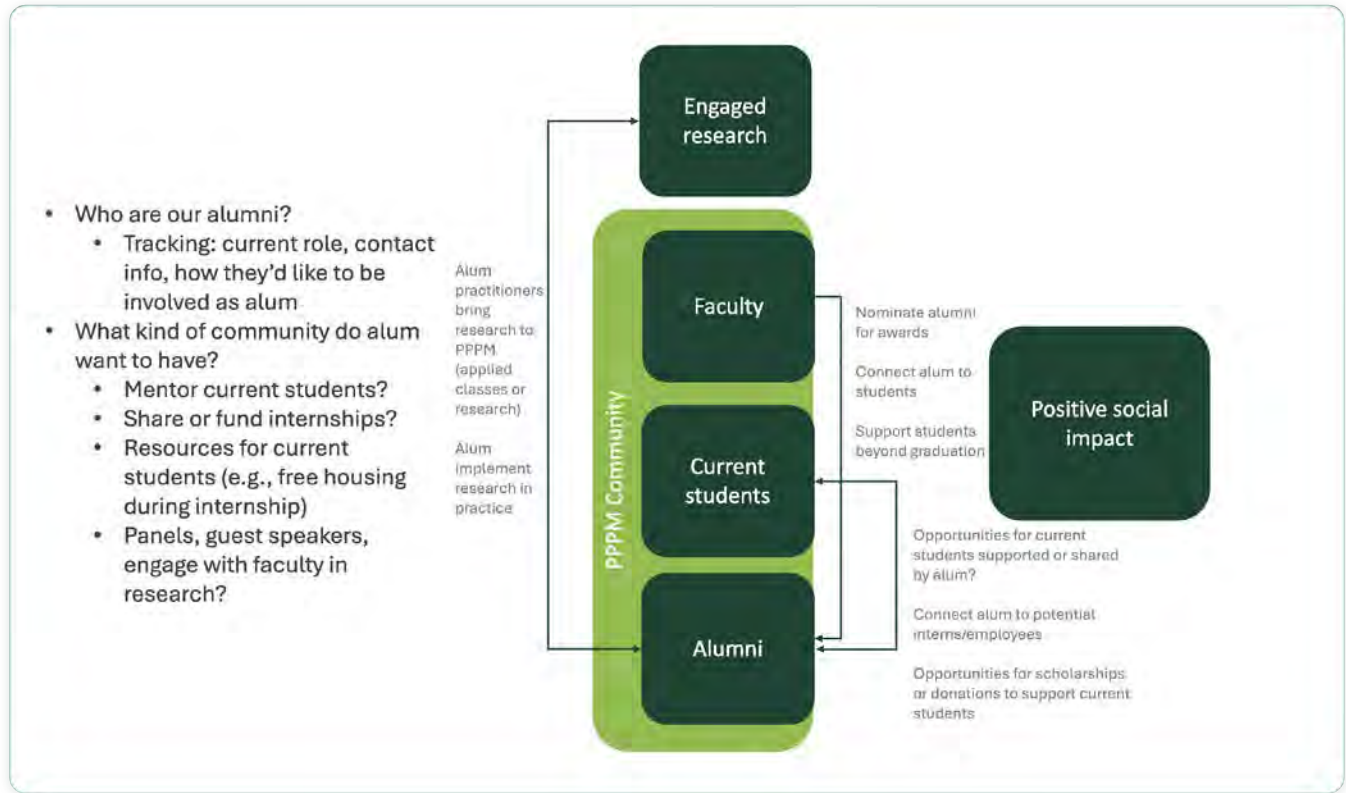
Faculty & Engaged Research connections within the PPPM community

Supporting Current Students



Supporting Current Students connections within the PPPM community

Connecting to Alumni



Connecting to Alumni connections within the PPPM community

APPENDIX B. SELECTED RESULTS FROM PPPM ALUMNI SURVEY

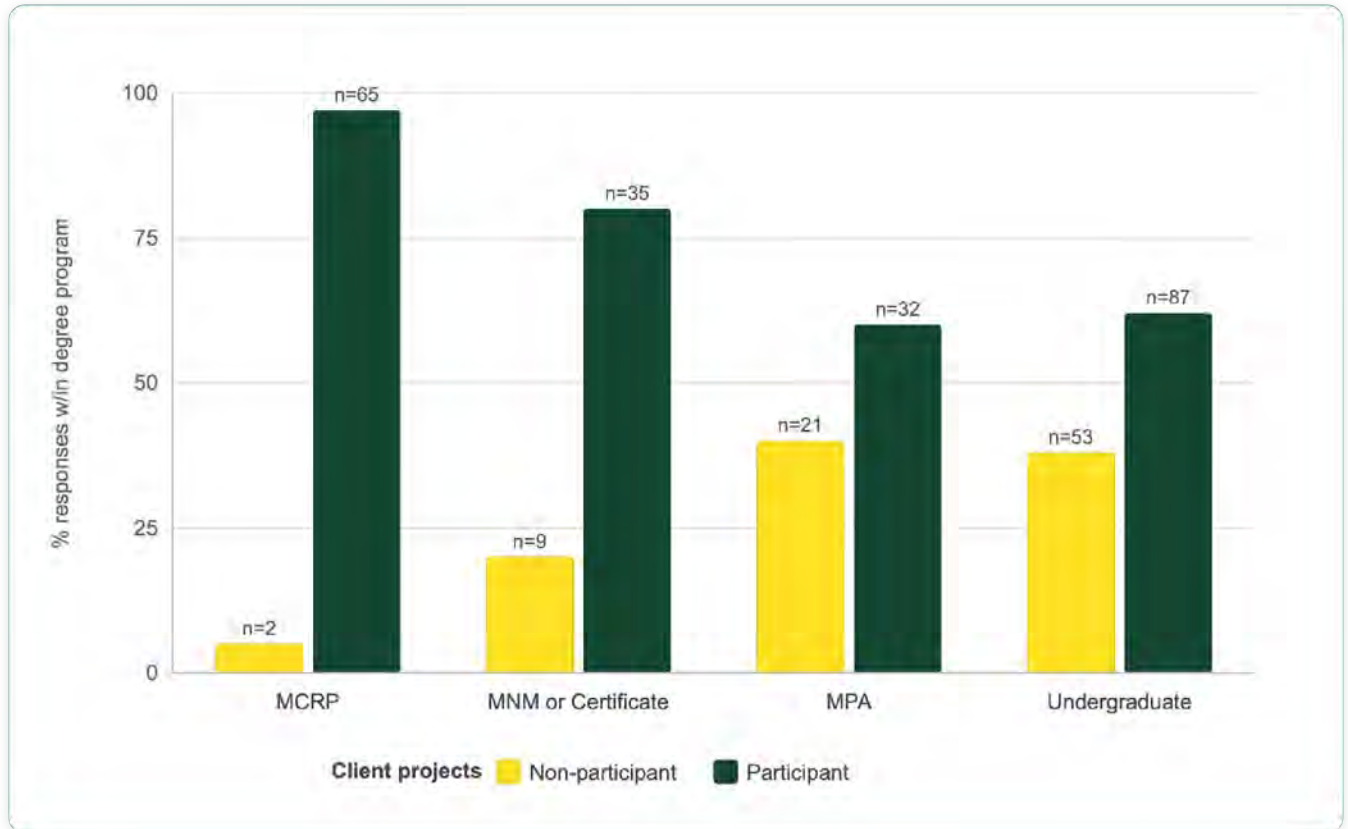


Figure B1. Participation in Client-based Projects by Degree Program

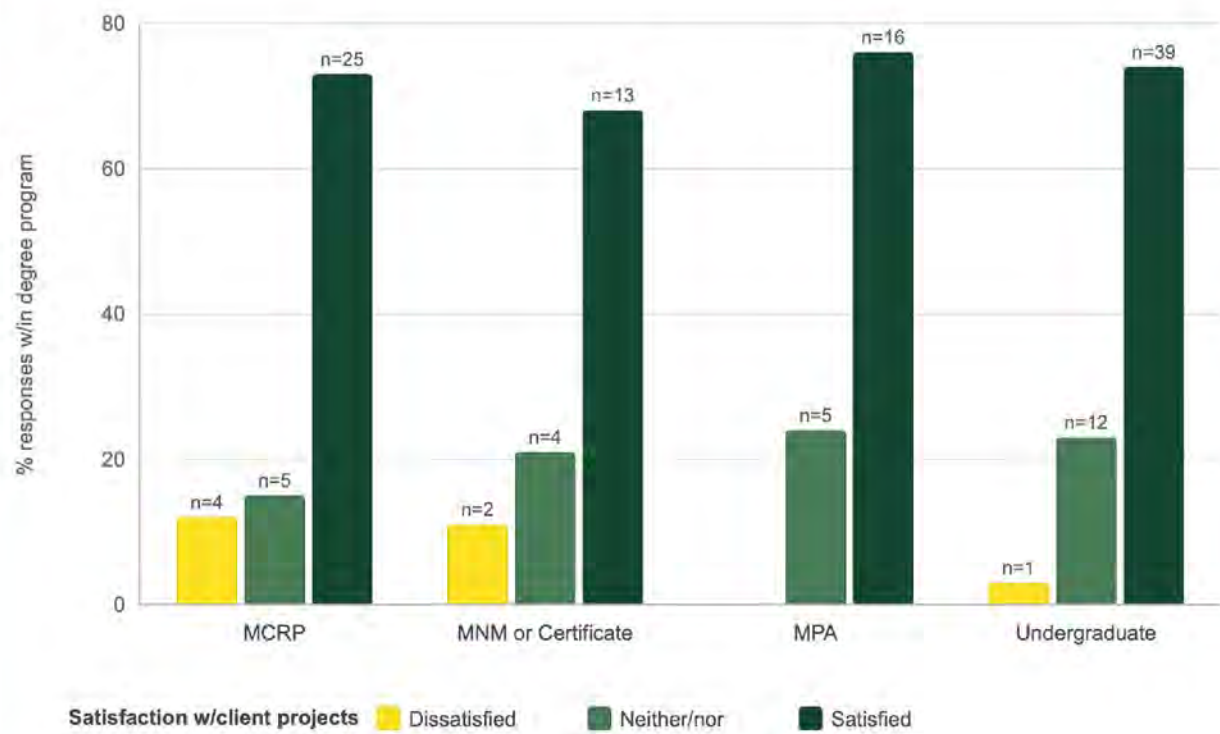


Figure B2. Satisfaction with Client-based Projects by Degree Program

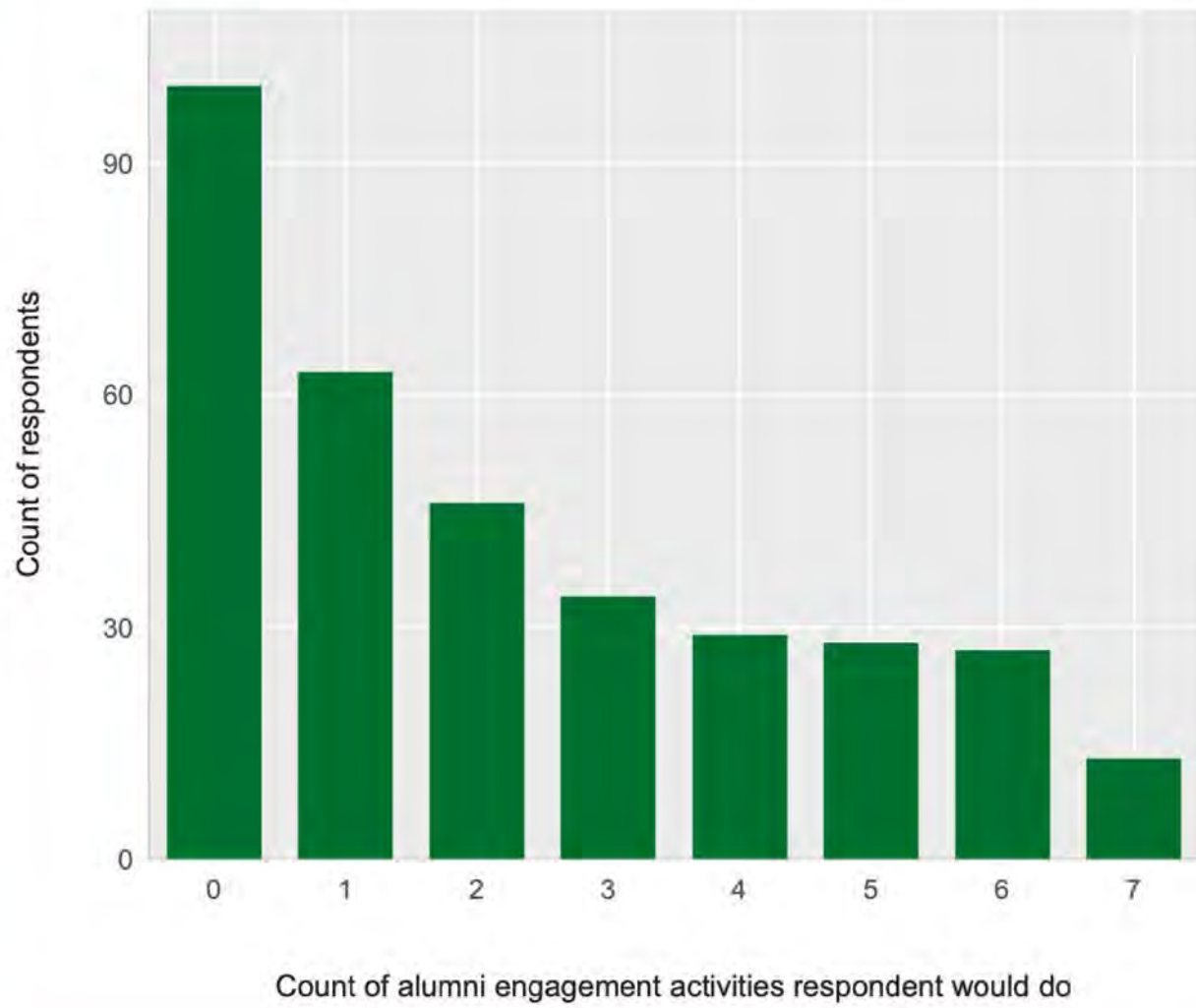


Figure B3. Aggregate Demand for Alumni Engagement

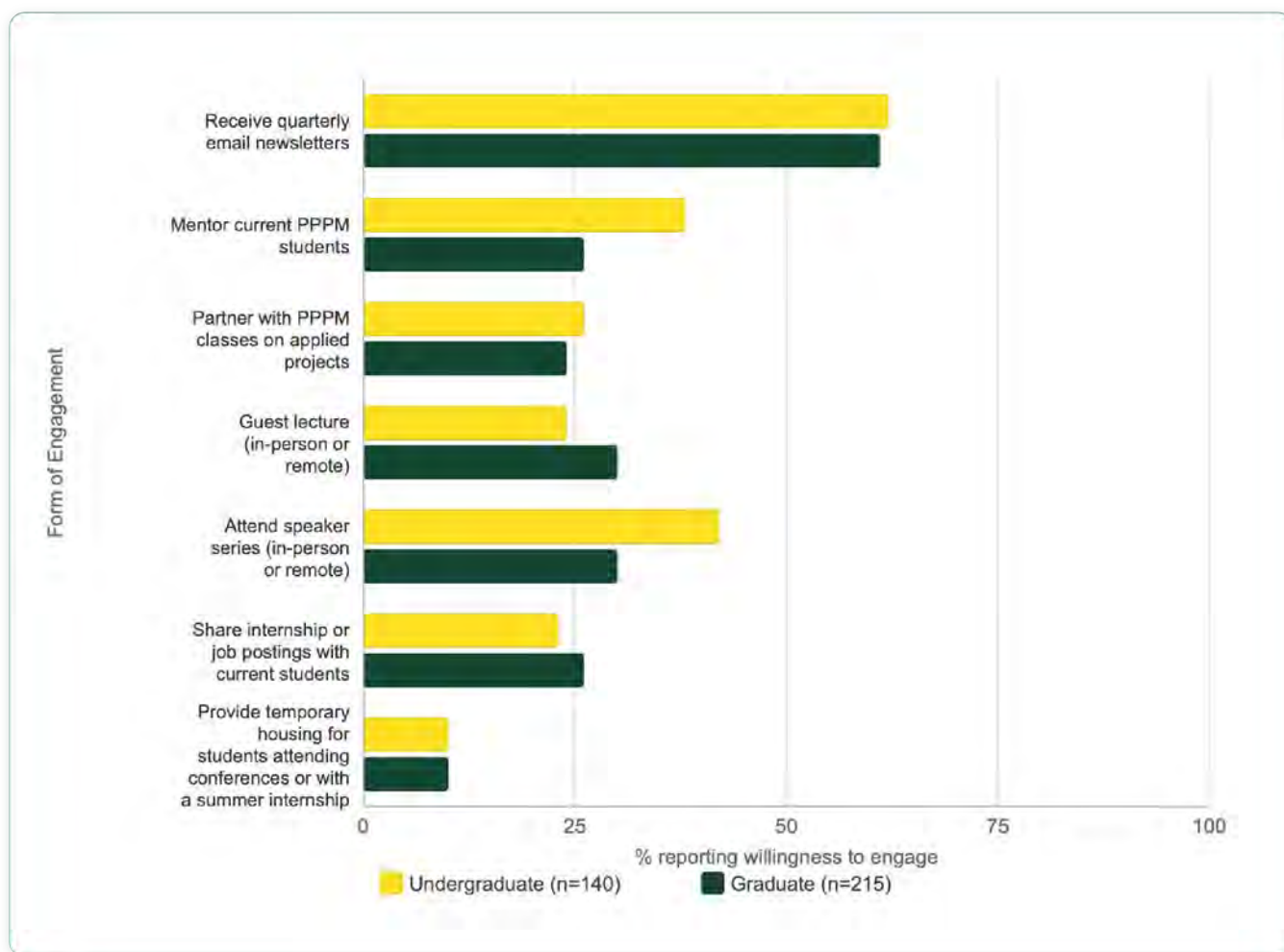


Figure B4. Demand for Alumni Engagement by Degree Program

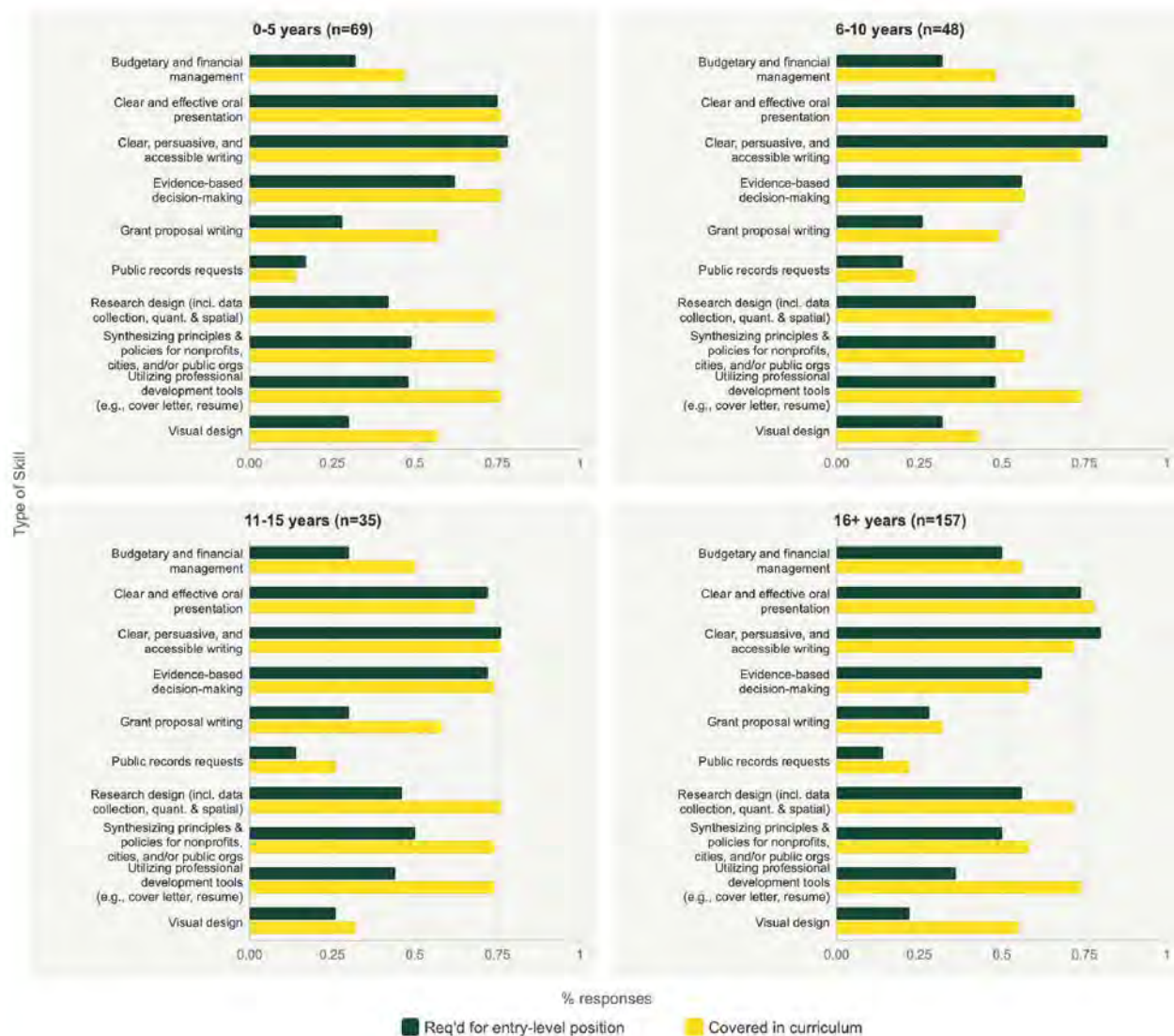


Figure B5. Gap between Skills Required for Entry-Level Positions and Skills Emphasized in the PPPM Curriculum, by Cohort

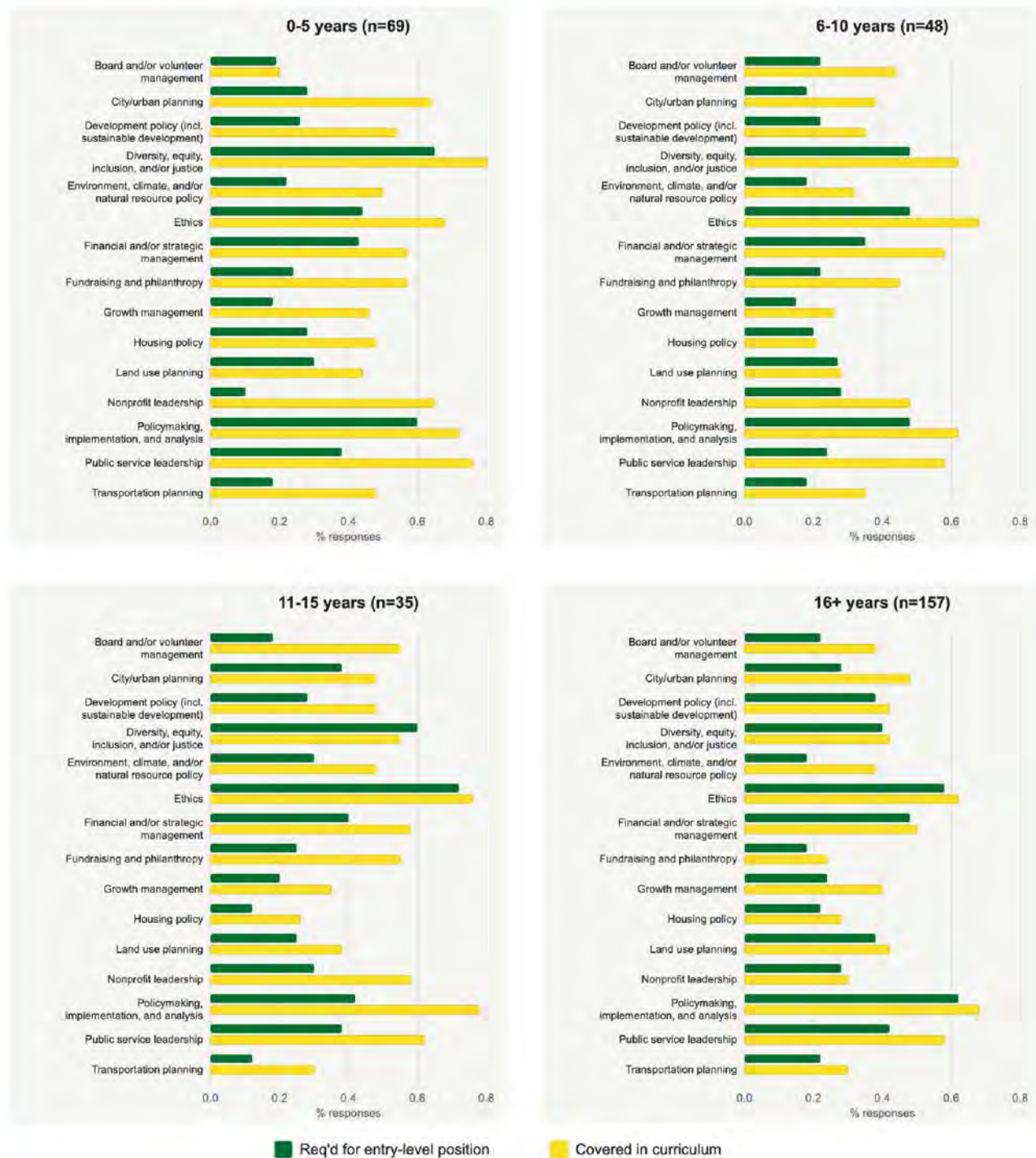


Figure B6. Gap between Knowledge Required for Entry-Level Positions and Knowledge Emphasized in the PPPM Curriculum, by Cohort

APPENDIX C. PPPM STRATEGIC PLAN METRICS

PPPM Strategic Plan — Metrics University of Oregon · Department of Planning, Public Policy & Management	
METRIC	GOAL(S)
Admissions & Recruitment	14 metrics
Consider changes in admissions timelines and/or requirements (considered, yes/no)	1.5
Consider requiring students to earn B- (instead of C-) in required courses (considered, yes/no)	1.5
% of undergraduate first-generation, Pell-Grant, or Students of Color	2.4
% of graduate first-generation, Pell-Grant, or Students of Color	2.4
% of on-time graduation for undergraduate first-generation, Pell-Grant, or Students of Color	2.4
% of on-time graduation for graduate first-generation, Pell-Grant, or Students of Color	2.4
% of graduate students from WRGP states	2.5
# of students attending mandatory orientation	3.1
# of new activities targeted towards cohort connections	3.1
# of applications across degree programs / yr	2.6, 9.3
# of enrolled students across degree programs / yr	2.6, 9.3
% of admitted students who enroll in master's programs / yr	2.6, 9.3
Completed unified recruiting plan (yes/no)	9.3
Updated brochures and digital materials (yes/no)	9.3

Admissions & Recruitment metrics

PPPM Strategic Plan — Metrics

University of Oregon · Department of Planning, Public Policy & Management

METRIC	GOAL(S)
Career & Professional Development	12 metrics
% of undergraduates expressing satisfaction with advising	2.1
# of paid internships posted / yr	2.2
# of students receiving PPPM or UO scholarships / yr	2.3
# of terms of GE positions to master's students in PPPM	2.3
# of terms of GE positions to PhD students in PPPM	2.3
# of internships sponsored by alumni	4.7
# of students participating in internships	4.7
% of students matched with mentors	4.1
# of students matched with mentors	4.1
# of service-learning or applied placements	6.1
# of students subscribed to Jobline listserv	7.5
# of student comments to career/internship-focused Community Canvas or Teams sites	7.5

Career & Professional Development metrics

PPPM Strategic Plan — Metrics

University of Oregon · Department of Planning, Public Policy & Management

METRIC	GOAL(S)
Student Learning & Curriculum	10 metrics
# of courses with project-based components offered annually	1.1
% of courses with project-based components offered annually	1.1
% of graduate students completing project-based component	1.1
% of undergraduate students completing project-based component	1.1
% responding that Course Elements are "beneficial to my learning"	1.2, 1.3
% of students responding on inclusiveness, instructor support, and feedback provided	1.2
# of faculty participating in training workshops / yr	1.2
% of new faculty (incl. pro tem) participating in onboarding training	1.2
# of upper-division course sequences	1.4
Mean student satisfaction via focus groups or student exit surveys	1.4, 1.6

Student Learning & Curriculum metrics

PPPM Strategic Plan — Metrics

University of Oregon · Department of Planning, Public Policy & Management

METRIC	GOAL(S)
Research	20 metrics
# of TTF faculty who hire students to engage in research projects (hourly + GE)	2.3, 5.3
# of students engaged in PPPM paid research positions (incl. IPRE, SCI)	2.3, 5.3
# of student projects presented at the PPPM Awards Ceremony	4.9
# of publications annually	5.1
# of policy impacts / legislation connected back to PPPM activities/research	5.1
# of active research grants	5.1
Amount (\$) of active research grants	5.1
# of faculty with active research grants	5.1
# of community-partnered research or projects completed annually	5.2
# of PPPM faculty engaged in partner-based research projects	5.2
# of students engaged in partner-based research projects	5.2
# of alumni engaged in partner-based research projects	5.2
# of student-faculty co-authored publications	5.3
# of partner presentations in courses	6.1
# of active agency, private enterprise, or nonprofit partners	6.1
# of policy briefs, reports, or other public-facing outputs (e.g., webinars)	6.2
# of faculty research collaboration or sharing events (co)hosted by PPPM	6.3
# of attendees per faculty research collaboration or sharing event	6.3
# of faculty outside of PPPM engaged in PPPM research projects	6.4
# of departments or centers outside of PPPM engaged in PPPM applied projects	6.4

Research metrics

PPPM Strategic Plan — Metrics

University of Oregon · Department of Planning, Public Policy & Management

METRIC	GOAL(S)
Communications	35 metrics
# of Communications Committee meetings per year	7.1
Annual review of communication flow and bottlenecks completed (yes/no)	7.1
Mean satisfaction of faculty/staff/students on clarity and consistency of PPPM communications	7.1
Annual calendar published by Week 2 each fall (yes/no)	7.2
Term-by-term mini-calendars published at least one week before each term (yes/no)	7.2
Mid-term check-ins documented (yes/no)	7.2
# of student worker hours on PPPM social media / yr	7.3
# of PPPM social media posts	7.3
# of student-focused newsletters / yr	7.4
% of opening of student newsletters	7.4
# of external-focused newsletters / yr	8.1
% of opening of external newsletters	8.1
# of alumni spotlights in external newsletters / yr	8.1
# of faculty spotlights in external newsletters / yr	8.1
# of student spotlights in external newsletters / yr	8.1, 9.4
# of post-event social media posts highlighting alumni events	8.2
# of student worker hours on external communication / yr	8.3
Capacity needs identified based on yearly priorities (yes/no)	9.1
% adoption of new templates for flyers, syllabi, slide decks, newsletters, social media	9.2
Annual impact report published each spring (yes/no)	9.4
# of PPPM stories included in institutional legislative priorities	9.5
# of annual legislative briefs or one pagers	9.5
Campus visibility audit (yes/no)	9.6
# of new signs installed / yr	9.6
# of partnership events with campus units / yr	9.6
# of research briefs per year	10.1
# of short summary or social-media stories associated with each brief	10.1
# of stories published on the website, in newsletters, and on social media outlets like LinkedIn	10.2
# of story submissions to UO Communications	10.3
# of PPPM stories included in UO Government Relations briefings	10.3
Adoption by all committees' workflows by end of first year (yes/no)	11.1
% of faculty/staff participating in training on effective communication	11.2
# of trainings on effective communication / yr	11.2
Publish guidelines for inclusive language and accessibility (yes/no)	11.3
% of official communications that reflect guidelines	11.3

Communications metrics

PPPM Strategic Plan — Metrics

University of Oregon · Department of Planning, Public Policy & Management

METRIC	GOAL(S)
Alumni	26 metrics
Creation of Alumni Engagement Task Force (yes/no)	4.1
Development of Alumni Relations Lead position description (yes/no)	4.2
# of FTE dedicated to alumni engagement	4.2
Development of mission and guidelines for Alumni Association (yes/no)	4.3
Creation of social media site for Alumni Association (yes/no)	4.3
Identify and establish Alumni Database (yes/no)	4.4
# of students who join Alumni Database	4.4
# of alumni who join Alumni Database	4.4
# of emails using Alumni Database	4.4
# of activities planned using Alumni Database	4.4
% of recent alumni included in Alumni Database	4.5
# of alumni who participate in panel events	4.6
# of alumni who guest-lecture in classes	4.6
# of alumni participating in site visits	4.6
# of courses with alumni engagement by course level (e.g., 100-300, 4/500, 600)	4.6
# of reception events (co)hosted during disciplinary conferences	4.8
# of alumni and faculty in attendance at (co)hosted events	4.8
# of alumni in attendance at PPPM Awards Ceremony	4.9
# of students in attendance at PPPM Awards Ceremony	4.9
# of reunion activities during the PPPM Awards Ceremony week(end)	4.9
# of alumni mentors participating in Alumni Mentoring Program	4.1
# of events between professional organizations and the UO	4.11
# of current students attending professional organization events	4.11
# of alumni attending (co)hosted events	4.11
# of alumni events / yr	8.2
# of attendees at alumni events (student + alumni)	8.2

Alumni metrics