

Western Washington University

Huxley College of the Environment

Department of Environmental Studies

Program in Urban Planning and Sustainable Development

Degree: B.A. Urban Planning and Sustainable Development

Self-Study Report

for the

Planning Accreditation Board

October 2019



INTRODUCTION

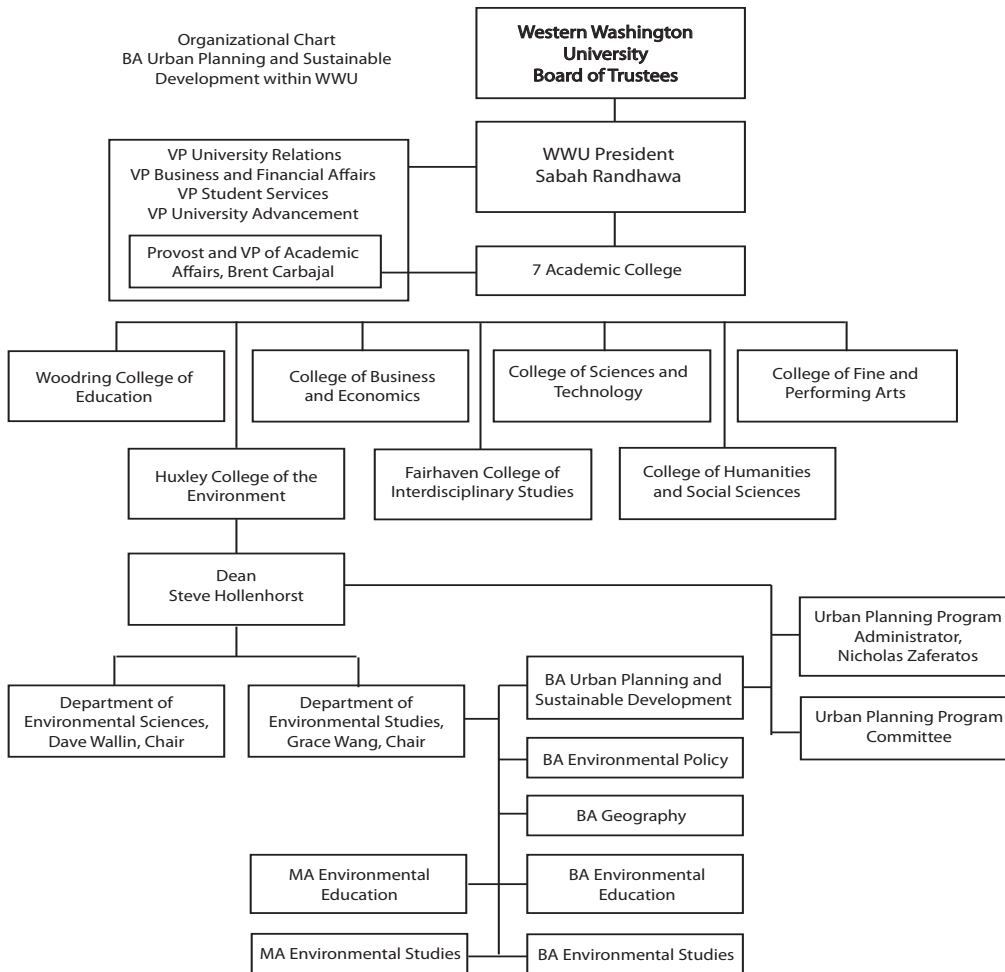
The Self-Study Report (SSR) is the result of a planning program's careful self-analysis in the context of the Planning Accreditation Board's (PAB) preconditions to accreditation, Standards, and Criteria. A program applying for accreditation or candidacy status must demonstrate that it meets the preconditions to accreditation, that it is in substantial compliance with the accreditation Standards and Criteria, and that it expects to continue to be in substantial compliance. The burden of proof for demonstrating compliance rests with the Program. Making the case for compliance involves bringing together effective narrative with supporting evidence. While an SSR is a comprehensive report that addresses all aspects of a Program, it should not allow narrative and data to be obscured by large volumes of marginally relevant information

1. Enter the degree title and name of planning program or unit.

Program Name: **Urban Planning and Sustainable Development**

Degree Title: **Bachelor of Arts, Urban Planning and Sustainable Development**

2. Provide the institution's organizational chart in SSR Evidence. Include the names and titles of administrators in the planning program, in related programs, and in the line of hierarchy through the institution's chief executive officer. Multiple diagrams may be required to provide a visual summary of the Program's place within its School/College and University.



(See Additional Information: Organizational Chart (5))

3. Other Degrees: Provide a brief description of any other degrees (e.g. undergraduate, master's, PhD, joint degrees etc.) offered by the unit in which the Program resides and indicate if they are accredited.

Huxley College comprises two Departments: the Department of Environmental Studies and the Department of Environmental Sciences offering both undergraduate (BA, BS) and graduate degrees (MS, MA, M.Ed). The Urban Planning and Sustainable Development program resides in the Department of Environmental Studies.

Graduate Degrees: Huxley College offers graduate degrees in Environmental Science (MS), Environmental Studies (MA), and Environmental Education (M.Ed). Huxley's M.S. programs require a thesis; the M.A. and M.Ed. offer thesis, field project, and non-thesis options. Huxley is currently applying to participate in the Peace Corps' International Masters Program. A graduate Urban Planning degree is not offered at this time.

Baccalaureate Degrees: The Department of Environmental Studies approaches environmental understanding and problem solving through diverse programs that examine interacting social and natural systems. By placing urban planning, the social sciences, natural sciences, humanities, and environmental studies fields into direct dialogue, the Department's curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially just and environmentally sustainable futures. The Department offers five distinct BA degree programs under the following academic majors: Urban Planning and Sustainable Development, Environmental Studies, Environmental Education, Environmental Policy, and Geography. The Urban Planning and Sustainable Development major is the only professional degree program offered in the Department. Furthermore, the Department of Environmental Studies voted to combine the non-planning majors (Environmental Education, Policy, Environmental Studies, and Geography) into a single BA in Environmental Studies degree. After formal approval of the revision to these majors, anticipated to take effect in AY 2020-2021, the Department will thereafter offer two majors: the BA in Urban Planning and Sustainable Development and the BA in Environmental Studies.

Combined Majors: In conjunction with the College of Business and Economics and Woodring College of Education, The Department of Environmental Studies offers several combined majors: Economics/Environmental Studies, B.A.; Business and Sustainability, B.A.; Geography/Social Studies, B.A.; Environmental Studies - Elementary Education, B.A.E.; Geography - Elementary Education, B.A.E.

Minors: The Department of Environmental Studies offers seven Minors: Disaster Risk Reduction; Environmental Education; Environmental Studies; Environmental Policy; Geography; Environmental and Social Justice, and Geographic Information Systems. The Department of Environmental Sciences offers a Minor in Environmental Science.

Combined Minors: Combined Minors are offered in Energy Policy (in conjunction with the College of Business and Economics and the Institute for Energy Studies) and Sustainable Design (in conjunction with the Department of Industrial Design, College of Sciences and Technology).

Distribution of Students among Department Majors: Within the Department of Environmental Studies, five (5) BA degree programs are currently offered: 1) Urban Planning and Sustainable Development; 2) Geography; 3) Environmental Education; 4) Environmental Policy; and 5) Environmental Studies. Student enrollment in the Department of Environmental Studies averages about 250 students in its combined two-year cohort. Students are relatively equally distributed among the five (5) degree programs with approximately 40-50 students enrolled in each respective degree major.

4. Non-Degree Programs: Provide a brief description of any non-degree programs, such as certificates, etc. offered by the unit in which the Program resides and indicate if they are accredited.

The Department of Environmental Studies offers a certificate in GIS.

5. Program History: Provide a concise summary of the Program's development from inception to the present, highlighting the changes and constant features that have driven the Program (including academic and administrative evolution, milestones, etc). Also indicate the dates and purposes of any non-accreditation related Site Visits within the last five years.

Western Washington University has continuously offered the Bachelor of Arts Degree in planning since the 1960s. The program was initially offered through Western Washington University's Department of Geography as a BA in Urban and Regional Planning. Upon the creation, in 1968, of Western's Huxley College of the Environment, the Planning major was established concurrently as one of its first majors along with the offering of the master degree in Environmental Planning (jointly with the "then" Department of Geography). When the Department of Geography merged with Huxley College in the 1990s, the planning degree programs merged into the BA in Environmental Studies: Planning and Environmental Policy major, offered through the Center of Environmental Studies, which later became the Department of Environmental Studies. In 2012, the Department of Environmental Studies reestablished the undergraduate planning degree program as a separate major, establishing the major as a separate Academic Program, and renaming the BA degree program "Urban Planning and Sustainable Development."

Huxley College is comprised to two Departments: Department of Environmental Sciences and Department of Environmental Studies. The Urban Planning program is housed in the Department of Environmental Studies that offers, in addition to the Urban Planning and Sustainable Development degree, BA degrees in Environmental Policy, Environmental Education, Geography, and Environmental Studies as well as a Masters in Environmental Studies. Together, the two Departments of Huxley College have averaged about 500 students roughly distributed between the two Departments. Of the approximately 250 students enrolled in the Department of Environmental Studies, students are roughly distributed among 5 distinct majors. The Urban Planning major has maintained a consistent enrollment of approximately 50 students; about 25 students in each of the junior and senior years of study.

Huxley's Urban Planning and Sustainable Development program has been continuously refined and expanded over the past decade, with the addition of new courses and faculty enabling the expanded curriculum. Curriculum development over the past decade has carefully emphasized adherence to PAB guidelines for undergraduate planning education. The program was first accredited in 2016 and became the second accredited program in Washington State (along with Eastern Washington University's BA in planning). As Washington State is one of several states that have enacted comprehensive Growth Management legislation (1990) mandating local government growth management planning, there is an increasing demand for educating future planners in our state, and we recognize and value the importance of accreditation for our program. Accredited status is an important indication of the value and quality of Western's program for students and the public. In maintaining accreditation of our program, we are fulfilling an important University mandate for educating students in high demand public and private service work as professional planners. Many of our past graduates have entered professional planning work in the private, civil society, and public sectors of Washington State.

The Urban Planning and Sustainable Development program is one of the most popular degree programs in the Department of Environmental Studies at Huxley College and continues to attract a competitive student body that are committed to pursuing professional planning education with an emphasis in environmental studies. As the program is housed within a College of Environmental Studies and Sciences, our students benefit from a core curriculum that concurrently emphasizes urban planning and environmental management. Our graduates have

been highly successful in entering professional practice upon graduation, and many have pursued advanced degrees in planning and related fields. We aim to maintain the enrollment at about 25 students in each cohort year in order to best accommodate students with our program's available resources.

6. Student and Faculty Composition Data: Complete the Student and Faculty Data excel workbook. Provide any footnotes or clarifications in this section.

Please see the separate Student Faculty Data excel workbook files.

PRECONDITIONS TO THE ACCREDITATION STANDARDS

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions. All programs applying for accreditation review must meet five preconditions.

1. Program Graduates. Programs shall have granted the degree for which accreditation is sought to at least 25 students.

Provide an explanation of how your program meets Precondition 1. Program Graduates:

Huxley College's BA Degree Program in Urban Planning and Sustainable Development, and its predecessor BA programs in environmental planning and urban and regional planning, has continuously operated at Western Washington University for 50 years. Over the course of decades, we estimate that we have granted the BA degree in Planning (under former degree titles including: "urban and regional planning", "environmental planning", and, currently, "urban planning and sustainable development") for which accreditation is sought, to well over 600 students. More than 160 students have been granted the BA degree in Urban Planning over the past eight-year period, 2011-2019.

2. Accreditation Status of the Institution. The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

Provide an explanation of how your program meets Precondition 2. Accreditation Status of the Institution:

The Northwest Commission on Colleges and Universities (NWCCU), which recognizes compliance with its standards of higher education, accredits Western Washington University. NWCCU is the regional accrediting body recognized by the United States Department of Education. To enrich education through diversity, Western Washington University is an equal opportunity/affirmative action employer.

3. Program and Degree Titles. Formal titles of programs and degrees shall contain the word "planning."

Provide an explanation of how your program meets Precondition 3. Program and Degree Titles:

Program Name: Urban Planning and Sustainable Development

Degree Title: Bachelor of Arts, Urban Planning and Sustainable Development

Description of Degree Program: Urban Planning and Sustainable Development, BA

This interdisciplinary program prepares students to enter professional fields concerned with the sustainability of the human and natural environment. The Urban Planning and Sustainable Development program consists of a foundation core, the urban planning core, specialization electives, and a capstone and experiential requirement. The foundation core incorporates interdisciplinary courses of Huxley College's approach to the study of the environment. The urban planning and sustainable development core concentrates studies in the knowledge, methods, skills and processes of planning and decision-making. The specialization elective component of the program focuses in a planning sub field. Huxley's Urban Planning and Sustainable Development major (degree) emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy, and environmental science to provide students with an understanding of the linkages between urban and natural systems and the multidimensional problems in urban development. The program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world. Graduates are prepared for careers in planning agencies, consulting firms, and nonprofit organizations at the local, state, and federal levels of government, as well as advanced graduate study. Students are accepted into the Urban Planning and Sustainable Design major based the completion of prerequisite coursework and the review of their application and portfolio of work demonstrating their affinity to integrate sustainable design, social equality concerns, and environmental systems principles, and on enrollment limits.

4. Length of Program. Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students' presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the standards of an accredited graduate degree.

Guideline: Dual Degrees. Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All standards of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

Provide an explanation of how your program meets Precondition 4. Length of Program:

The BA in Urban Planning and Sustainable Development is a full time, four academic year program. The University requires a total of 180 minimum quarter credits for baccalaureate degrees. In addition to general University requirements, the Urban Planning and Sustainable Development Major requires a minimum of 102 quarter credits that are completed during the junior and senior years of study and distributed among the following parts: 1) Department of Environmental Studies foundation courses; 2) Urban Planning and Sustainable Development major core coursework, 3) required specialization electives, 4) a capstone course, and 5) Experiential service credits earned through internship, international study, or directed research.

Students can declare a major in the Department of Environmental Studies (ENVS) at any time during their freshman or sophomore year. Once declared as a phase I major, students are assigned a faculty advisor based on student interests at the time of declaration. Students then meet with the faculty advisor to discuss which courses to take and when, how to prepare the formal application to the Urban Planning program, discussions about future careers in planning or advanced graduate education, and for assistance navigating through the Huxley curriculum. Phase I student emails are added to an email distribution list for Huxley majors to receive notifications and general announcements, as well as information about jobs, internships, or research opportunities. Students begin the Urban Planning and Sustainable Development major in Phase I, while completing the preparatory classes required for Phase II admission (includes political science, economics, math, and environmental studies prerequisite courses). Admission to Phase II is a competitive process and requires the coursework above and a grade of B- or better in the urban planning environmental studies courses, as well as a satisfactory GPA in all other coursework. Students then submit an application that includes an essay describing reasons for wanting to enter into the Urban Planning major, a portfolio of work, and a plan of study. Urban Planning Phase II applications are accepted in the spring quarters.

Provide an explanation of how your program meets the Residency Guideline:

Urban Planning and Sustainable Development majors meet the required minimum of two academic years, or its equivalent, residency requirement. Planning major courses require a minimum of two residency years to complete, in addition to other University course requirements. All of the required courses are offered at our home campus.

If fast-tracking is offered, provide information that demonstrates the fast-track students receive an equivalent education as the 2-year students.

Fast-tracking programs are currently not offered.

If Dual Degrees are offered, provide evidence that demonstrates the dual-degree students receive an equivalent education as the 2-year graduate students.

Urban planning majors may earn a second degree in another field but must fulfill the requirements for each major. Urban Planning majors are encouraged to minor in several fields of study and their fulfillment of their required minor electives also may serve as their “specializations” in the Urban

Planning course of study. Specializations offered include Hazards Planning and Spatial Analysis. Minors approved for urban planning majors include: 1) geographic information systems, 2) sustainable design; 3) community resiliency; 4) food security; 5) environmental policy; environmental and social justice; and 6) energy and climate policy.

5. Primary Focus. The degree program's primary focus shall be that of preparing students to become practitioners in the planning profession.

Provide an explanation of how your program meets Precondition 5. Primary Focus:

The primary focus of Huxley College's Urban Planning and Sustainable Development Bachelor of Arts degree is the preparation of undergraduate students to become practitioners in the planning profession and requires a minimum of 102 credits. The Urban Planning curriculum emphasizes a dual core of courses: a) *foundation and environmental courses* comprised of 30 credits in economics, quantitative methods, human ecology, sustainability, ethics, environmental studies, urbanization, and environmental sciences; and b) *urban planning core requirements* include a minimum of 62 credits in the urban planning curriculum. In addition to the required urban planning and environmental studies core classes, the program requires: c) experiential service learning (minimum 5 credits of internships, international studies); d) a capstone course (a problem solving, multidisciplinary applied course; and e) elective specializations classes (minimum 10 credits) which serve as a planning specialization. Because our Urban Planning and Sustainable Development program is embedded within Huxley College of the Environment, our planning students receive an emphasis in environmental policy and sciences, which serves as an overarching specialization complementing the Urban Planning major.

STANDARD 1 – STRATEGIC PLANNING AND PROGRESS

The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.

Provide an explanation of how your program meets Standard 1:

In this section we present reflections and responses to our first accreditation review in 2016. All standards that were identified as "partially met" have been thoroughly considered by the UPSD Program committee, students, and the Program's advisory board. Those standards that were found to have been "met" by the Board were further evaluated for program improvement. The strategic plan carefully addresses each standard and provides evidence reflecting the responsiveness of the program to concerns and recommendations raised by the Board as well as by students, alumni, and faculty.

A. Prior Strategic Plan and Accreditation Review: The Program should be engaged in continuous improvement based on ongoing planning activities, and responses to prior accreditation reviews. The Program shall demonstrate progress since the last accreditation review in meeting the goals and objectives articulated in the strategic plan in place at the prior accreditation review, and document progress towards compliance in meeting accreditation standards assessed as partially-met or unmet at the last Site Visit.

Provide an explanation of how your program meets criterion 1A: Provide the prior strategic plan in SSR Evidence.

The following reflects the Program's reflection continuous improvement based on ongoing Program reviews and responses to prior accreditation review.

Standard 1 / Mission and Strategic Plan - Criterion 1A / Strategic plan

The Board, in 2016, has assessed this information as met, based on information in the Program's Post Site Visit Report. The Board, however, found the goals in the 2016 Strategic Plan to lack necessary specificity to the Program. The Board emphasized the importance of a planning program-level strategic plan that focuses on the mission and purpose of the Program, as well as a process for planning that engages all stakeholders. The Board recommended that, in its subsequent Self-Study Report, the Program provide evidence that the plan has been refined to reflect the mission, goals, and objectives of the Program.

Evidence: The Program's Strategic Plan was revised in 2019 to reflect the Program's mission, goals, and objectives more clearly. The revision process incorporated direct involvement of students enrolled in the Program, the Program faculty, alumni, and the Program's professional advisory committee, as discussed further below.

Criterion 1C / Program goals and Criterion

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

Criterion 1D / Measurable Objectives: The Board assessed this criterion as partially met, citing the lack of measurable objectives and benchmarks in the plan which would enable the Program to measure progress toward goal attainment. In its Self-Study Report, the Board recommended the Program provides evidence that measurable objectives have been developed to support strategic goals.

Evidence: The Program's Strategic Plan has been revised to reflect the Program's mission, goals, and measurable objectives more clearly. The revision process incorporated direct involvement of students enrolled in the program, as well as program faculty, alumni, and the program's professional advisory committee, as presented in the SSR.

Standard 2 / Students - Criterion 2B / Student diversity

The Board has assessed this criterion as met. In its Post Site Visit Report and at the November 5 meeting the Program provided evidence the plan has been implemented and is working, including recent diversity-targeted scholarship offers from a local American Indian tribe and Washington State planning directors.

Evidence: The program's diversity plan has been in place since 2016 and measures of achievement have been identified. Student recruitment has shown a substantial increase in diversity over the period since our initial PAB review in 2015 as reflected in Table S-7. Current student enrollment of 51 students include 33% students of color, identified as Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Hispanic or Latino. This compares to WWU's student diversity rate of 27.8%, and the State of Washington diversity rate of 29%. The UPSD program's diversity rate has increased substantially compared to 2015, where students of color represented about 6% of total enrollment.

In addition, in January 2019, WWU recruited and appointed its first Tribal Programs Director and Tribal Government Liaison position in order to promote greater recruitment among tribal members in Washington State and coordinate service learning opportunities with Native tribal governments. As one of the UPSD program's strategic objectives, the university's formal commitment to providing greater service to Native American communities greatly furthers our program's objectives. Coordination is now underway to expand Native American enrollment in our program through a cooperative agreement with Northwest Indian College,

and to expand applied service learning under the UPSD program's Urban Transitions Studio program to extend planning assistance to Native communities. Huxley College has also recruited a Diversity Specialist who assists the UPSD program and the College in advancing its goals for increased student diversity recruitment.

Standard 3 / Faculty - Criterion 3G / Professional development

The Board has assessed this criterion as met. The Program provided additional information in its Post Site Visit Report to document that sabbatical leave as well as funding for faculty professional development is provided by the Department, College, and University and has been utilized by Program faculty.

Evidence: Although this criterion was determined to have been met by the Board, this SSR provides supplemental information concerning several UPSD faculty that had been granted professional leave during this period, funding support for faculty enrollment in professional and academic organizations, eligibility for summer teaching and research grants, and summer teaching and overload teaching opportunities available to the faculty. Professor Stangl was offered professional leave during A2017. Professor Zaferatos was offered professional leave in AY 2019. Professor Melious was offered professional leave in AY 2018. Professors Paci-Green and Kamel are preparing to submit applications for professional leave in AY 2019-2021. Professor Zaferatos received overload teaching contract to offer his Native American Planning course through Huxley's Peninsula program in 2017 and 2019. Professors Kamel, Zaferatos, and Stangl each offer summer field courses compensated through overload contracts.

Standard 4 / Curriculum and Instruction - Criterion 4A1c / Planning Law

The Site Visit Team assessed this curriculum sub-component as partially met, citing insufficient coverage of the knowledge component based on courses where only legal cases are taught. The Board concurred with this assessment, while acknowledging the Program has developed a new course in administrative planning and land use regulations, though it had not yet, at the time, been implemented. In its Self-Study Report the Program should provide evidence that this knowledge area is being adequately presented within the required curriculum.

Evidence: As was proposed in the 2015 SSR, the revised curriculum has been adopted to more fully comply with the criterion. In addition to the dedicated course in land use law, two additional courses have been included in the core-planning curriculum. These courses include ENVS 374, Land Use Law and Technical Writing, and ENVS 475, Community Development and Participatory Methods. Both courses emphasize short range planning knowledge, methods, and skills development. In addition, ENVS 360 Plan Graphics and Methods in Site Design emphasizes form based zoning code interpretation that students employ in site design assignments emphasizing short-range administrative planning knowledge, methods, and skills. These courses each combine to address the legal, regulatory, and administrative functions of planning.

Criterion 4A2a / Research

The Site Visit Team assessed this curriculum sub-component as partially-met, citing alumni and employer comments indicating a need for additional training in research methods such that students could more effectively analyze planning problems. The Board concurs with this assessment, while acknowledging the Program has completed a curriculum revision to an existing planning methods course, though the changes have yet to be implemented. In its Self-Study Report the Program should provide evidence that this knowledge area is being adequately presented within the required curriculum.

Evidence: To ensure that knowledge, methods, and skills in assembling and analyzing ideas and information is adequately incorporated within the required curriculum, curriculum revisions proposed in 2016 were adopted in 2018 to ensure attainment of this criterion. The curriculum revisions include revisions to ENVS 470 Planning Methods that has, in part, been integrated in the studio sequence as "Studio I" to emphasize methods and skills in data collection and analysis supporting a year-long studio investigation in winter Studios II and spring Studio III. Research methods in data analysis and

applications in ENVS 470 include: regional data analysis; population and demographics, socio-economic; housing, transportation, ethnographic, and built form.

The addition of a quantitative methods requirement to the curriculum provides a choice among several class selections to further knowledge in quantitative methods used in planning. These classes include: ENVS 320 GIS I: Introduction to GIS; ENVS 322 Analysis of Spatial Data; ENVS 372 Natural Hazards Planning; and ENVS 442 Regional Environmental and Economic Modeling. These additional courses complement ENVS 470 Planning Methods as well as ENVS 201 Understanding Environmental Data and Information, a foundation course in the curriculum. In addition, the curriculum provides for a required specialization in planning's subfields that further emphasize quantitative methods and analysis. These specialization fields include Geospatial Analysis and Hazards Planning, requiring the completion of a minimum of three courses in either specialization. In addition, methods in qualitative analysis are emphasized in the new core course ENVS 475 Community Development and Participatory Methods.

Criterion 4A2c / Quantitative and Qualitative Methods

The Site Visit Team assessed this curriculum sub-component as partially-met, citing evidence of uneven knowledge of research methods used in modern planning literature and project analysis. The Board concurred with this assessment, while acknowledging the Program has developed a new course on Community Development and has completed a curriculum revision to two existing courses on economic modeling and special data, though changes have yet to be implemented. In its Self-Study Report the Program should provide evidence that this knowledge area is being adequately presented within the required curriculum.

Evidence: As stated above in 4A2a, qualitative and qualitative analysis methods have been incorporated in the curriculum revisions adopted in 2018. In addition to these courses, methods in policy analysis are emphasized in several of the core and foundation courses that include: ENVS 450 Science in the Policy Process; ENVS 456 Environmental Governance; ENVS 457 Environmental Dispute Resolution; and in the Capstone course ENVS/ESCI 493 Environmental Impact Assessment

Standard 4 / Curriculum and Instruction - Criterion 4B1 /Specializations

The Site Visit Team assessed this criterion as partially met, citing confusing marketing materials that promoted 6 specializations while implying a limitless list of individual specializations. The Board concurred with this assessment, while acknowledging the Program's Post Site Visit Report, which provided reasonable definitions for each of the specific specializations. Specializations, while not mandatory, can provide students concentrated mastery in a specific area. The specialization curriculum should be structured to include, at a minimum, a foundation course, a methods course, and an applications course. In its Self-Study Report the Program shall provide evidence that its specializations contain planning content that is true to planning contexts, and that the knowledge, skills, and values gained are of sufficient depth and breadth beyond the required curriculum.

Evidence: The program's specializations have been refined to focus on two planning subfields, which are supported by the particular curriculum depth offered within our Department of Environmental Studies. These specialization fields include Hazards Planning (Disaster Risk Reduction) and Geospatial Analysis (Geographic Information Sciences). To fulfill the specialization requirement, students must select from 3 courses in one of these fields that consist of a foundation course, a methods course, and an applications course. Each of these specializations represents important subfields in planning and therefore emphasizes planning content that is true to planning contexts. While these two specialization fields are emphasized in the program, students may also fulfill their elective specialization requirements, with faculty advisor review and approval, by completing one of the more course-intensive minor offered in the College, including the Minor in Sustainable Design, GIS, Environmental and Social Justice, Energy, and Environmental Policy.

Standard 5 / Governance - Criterion 5 A/ Program autonomy

The Board has assessed this criterion as met. Based on evidence in its Post Site Visit Report the Program and the College in which it resides have provided sufficient documentation that addresses PAB's concerns regarding program autonomy that is reasonable and customary pursuant to policies and procedures at Western Washington University.

Evidence: The UPSD Program Governance Policy had been further updated in 2018 to strengthen the faculty's governance with respect to program planning, curriculum design, faculty evaluation, and other strategic features of program management, fully incorporating the participation of students and the professional community.

Standard 6 / Program Assessment - Criterion 6D / Outcomes

The Site Visit Team assessed this criterion as partially met, citing a lack of evidence the Program had adopted student learning objectives for the entire curriculum or sequences of courses in the required curriculum or specializations. In addition, the SVT expressed its concern that no program graduate had taken the AICP exam within 5 years of graduation. The Board concurs with this assessment. The Program's Self-Study Report and Post Site Visit Report provide very limited student learning outcome measures, as they are "in process," with rubrics to be developed. In its future Self-Study Report the Program should provide evidence of implementation of the assessment plan and data collection.

Evidence: The program's assessment and outcomes has been revised to more fully address this criterion. Several measurement instruments assessing student learning were integrated in the program's assessment plan, including the formulation of rubrics for evaluating student learning in annual reviews of courses; the implementation of a comprehensive entrance and exit examination issued to all incoming juniors and graduating seniors, and the inclusion of student learning outcomes associated with course syllabi. The additional student learning assessment tools complement a series of survey instruments the Program employs to evaluate student learning, the curriculum, and employment upon graduation, Surveys are distributed to students, recent graduates, and alumni of the program.

Standard 7 / Progress - Criterion 7C / Strategic issues for the next 5-7 years

The Site Visit Team assessed this criterion as partially met, citing a list of 6 items in the Self-Study Report that did not reflect mission-specific strategic issues faced by the Program. The Board concurred with this assessment. Issues listed in the SSR are really next steps for the Program to complete rather than strategic issues. The Program may be officially new in terms of accreditation and its official structure, but there are certainly known issues it faces which warrant identification and focus. In its future Self-Study Report, the Program should provide evidence that its strategic plan has been revised to identify longer-term strategic issues.

Evidence: The program's strategic plan was updated in 2018 and adopted in 2019 with a re-evaluation of program goals and mission-specific strategic issues faced by the program. The WWU student urban planners club organized student interviews and review sessions to provide the UPSD Committee with recommendations. The UPSD faculty revised the program's Strategic Plan and provided drafts for review by students in the program as well as to the UPSD professional advisory board. Several meetings among faculty and students resulted in refinement of the plan, which was adopted by the UPSD program committee in March 2019. The strategic issues are presented in the next section.

Standard 7 / Progress - Criterion 7D / Public Information

The Site Visit Team assessed this criterion as partially met, citing outdated and/or incomplete information on the Program's website at the time of the Site Visit. The Board concurred with this assessment, noting the Program had 8 months since the Site Visit to make corrections. Accredited planning programs are expected to publish information that is as current as possible at all times. In its Progress Report the Program should provide evidence that the information on its website is as current and up-to-date as possible.

Evidence: The public information website page is routinely updated to reflect program accomplishments and other pertinent information required for public dissemination.

Reflection and Evaluation of the 2016 UPSD Strategic Plan

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

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

Specific objectives and metrics (benchmarks) were associated with each goal. The 2019 review of the Strategic Plan shows that goals 1, 2, 3, 5, and 6 were fully met or exceeded benchmarks and progress continues to be made. Goals 4 and 7 benchmarks were partially met and progress continues to be made. With respect to PAB assessment of the Strategic Plan, the review pointed out two components that were partially met: Program goals and measurable objectives.

Assessing PAB recommendations and revising the curriculum in 2018 as discussed above achieved goal 1. Goals 2 was achieved by the Program's successful diversity recruitment exceeding university student diversity demographics. Goal 3 was achieved through curricular revisions emphasizing planning methods and refining elective specializations. Goal 4 has been partially achieved by the Program's engagement in the university's Sustainable Communities Partnership program, expanding our service learning programs regionally. Goals 5 was achieved by increasing our Program's participation in statewide and regional APA organizations and activities. Both faculty and students serve on representative APA boards and students have increased their participation in APA workshops and conferences. Goal 6 is in the process of being met through continued Program efforts to develop a graduate program specialization in planning for graduates of Northwest Indian College's (NWIC) BA degree in Tribal Governance. Finally, Goal 7 is in the process of attainment through the Program's drafting of guidelines that further define "applied research" to append the Department's Unit Evaluation Plan for tenure and promotion, that encourages faculty research that directly benefits local and underprivileged communities.

This 2019 Strategic Plan addresses these and other elements of the Program where the 2016 accreditation review indicated a need for further improvement.

Review of the 2016 UPSD Program's Strategic Plan's Alignment With the University's Strategic Plan

In addition to addressing the PAB Board's recommendation, the revised 2019 Strategic Plan was evaluated against the University Strategic Plan, adopted Fall 2018 to ensure alignment. The University Strategic Plan emphasizes the following goals that align with the Program's Strategic Plan:

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

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

Program faculty, students, staff, alumni, and Advisory Board members further informed the evaluation of

the Program's Strategic Plan. The Strategic Plan reflects increased student demand for enrollment in the program. This review found:

- Student enrollment has increased - Applications and admissions to the Program have increased steadily since accreditation. This comes at a time when enrollment in other ENVIS programs has not experienced similar increases. A number of factors can explain such an increase, including:
 - Improved marketing and information about the accredited program;
 - The hiring of a College recruiting and retention specialist;
 - The elimination of rolling admissions; and
 - A streamlined advancement to degree based on clear requirements for progress through a specified progression of courses.
 - Revisions to the curriculum that reduced credit requirements by about 15 credits.
- Student placement and retention remains strong - UPSD students continue to obtain relevant employment in the field of planning, in planning-related fields, non-profits, community-based and advocacy organizations. UPSD graduates that choose to pursue a Master's degree are admitted to competitive programs.
- Student satisfaction remains high - While there has been some minor fluctuation across the years, student satisfaction remains high. In 2018, 87% of students rating the program "very good" to "excellent" in training students for a career in planning, and 77% for preparation for graduate education. Overall, 91% of students rated the program "good" to "excellent."
- Community engagement is expanding - The UPSD program works closely with communities at the local, regional, national, and international level. This is achieved in various ways:
 - A full year of studio classes incorporates applied service learning classes under the UPSD Urban Transitions Studio program and WWU's Sustainable Community Partnership program;
 - Faculty applied research and scholarship that focused on community engagement has increased;
 - Faculty service includes local, regional, national and international organizations, pro-bono consulting, and leading global educational programs; and
 - A 10-year applied international service learning project received the "2017 best student project" award from the American Planning Association WA Chapter and the Planning Association of Washington.
- Student participation in research and internships has increased - In the last 3 years, more than 15 UPSD students were hired as paid research assistants for periods ranging from one to three quarters. The number of students hired in planning and planning-related professional internships continues to increase, constituting approximately 75% of our senior cohort.
- Curriculum coherence - Following recommendations from the 2016 PAB review, the UPSD curriculum was streamlined, specializations were refined and more focused, and several new core courses were included in the core curriculum. Progress continues to be made in assessing curriculum structure, course material, and instruction quality.

Student concerns: The plan review highlighted areas that needed further progress

- University administrators are often perceived as not responsive to student concerns regarding transparency in review of professional staff conduct that can affect student trust and climate;
- Progress on diversity, inclusion, and equity initiatives viewed as slow;
- Career opportunities are not sufficiently supported by the program;

- The curriculum should increase exposure to community-based, advocacy, and non-profit forms of planning in addition to public sector planning;

Faculty concerns: The plan review highlighted areas of faculty concerns.

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

B. Current Strategic Plan: The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment.

The strategic plan must address: the Program’s vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

Provide an explanation of how your program meets Criterion 1B: Provide the current strategic plan in SSR Evidence.

Program Vision

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

Process of strategic plan updates and disseminated, and method for evaluating progress

Huxley’s Urban Planning and Sustainable Development program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy and analysis, and environmental science to provide students with a solid understanding of the linkages between urban and natural systems and the multidimensional problems confronted in urban development. Advanced studio classes are aligned with local governments and non-profit organizations in collaborative studio workshops that examine sustainable development problems

and solutions for communities. Our professional partners, several who are APA and/or AICP members, supplement the teaching faculty as lecturing guest faculty and mentors in our senior level planning studio classes.

As a professional major, graduates are prepared for careers in public planning agencies, consulting firms, and nonprofit civil society organizations at the local, state, and federal levels of government, as well as for graduate study. Students are accepted into the Urban Planning and Sustainable Development major based on a review of their application demonstrating their affinity to integrate sustainable thinking, urban design, social equality concerns, and environmental systems principles, and on enrollment limits.

Process for program review

As a first step in the process of annual program review, the plan emphasizes facilitating student understanding about the program structure and its requirements. This is accomplished through informational handouts, public meetings with the planning student cohort, and website postings. Informational exchange is essential for supporting student recruitment and retention. Student informational material explain how the program application process works, the structure and rationale of the curriculum, and provides disclosure statements regarding program costs and duration, as well as student guidance in scheduling their course selection sequence. We emphasize the development of a strong cohort group of planning majors from the time students are first introduced to their peers in their first quarter of their junior year, and progressively engage in cohort collaboration in senior level planning studios, capstone courses, and other project-based coursework, creating a strong identify for the cohort group. Public information about the Urban Planning program is posted on WWU's Urban Planning Program's website.

The urban planning program committee, comprised of faculty, students, and the College Dean, meets regularly to review and revise, as necessary, the program's strategic plan. The program committee also convenes at least once annually in a retreat format with the student urban planning organization and the program's professional Advisory Board to further evaluate and refine the strategic plan. Review and assessment outcomes from the annual retreat inform subsequent revisions to the strategic plan.

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| 1) <i>Mission Statement:</i> The Program or the Department in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners. |
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Provide an explanation of how your program meets sub-criterion 1) Mission Statement:

Program Mission Statement

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

Huxley College's overarching mission is to be a premier institution for the education of future environmental experts and leaders, both regionally and global. Huxley College's approach to its mission

is through critically addressing today's environmental challenges and preparing tomorrow's interdisciplinary problem solvers. We accomplish this mission by integrating outstanding educational programs, faculty-student collaboration, applied research, and professional and community service – using the teaching, advising, and College structure as an integral resource. Huxley College's disciplinary majors each emphasize particular fields of study to effectively carrying out the Huxley's mission in the education of future environmental leaders and experts. The Urban Planning and Sustainable Development major represents the professional field within the College that directly addresses environmental and community problem solving through urban planning practice.

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

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

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

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

The Urban Planning program further fulfills the broader strategic goals and mission of the College and the University, which include:

- Addressing the critical needs in the State of Washington.
- Providing student access to rigorous and engaging baccalaureate education.
- Fostering and promoting life-long learning and success in an ever-changing world.
- Applying collaborative approaches to scholarship, creativity, and research to strengthen communities beyond the campus.
- Serving as a model for institutional effectiveness, innovation, diversity, and sustainability.

Definition of program mission fulfillment

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

Shaping and refining the Strategic Plan

The Urban Planning faculty, along with Department faculty colleagues, conducted a major reevaluation of its Urban Planning program in AY 2010-11. One of the priorities emerging during the major evaluation work was a recommendation to apply for PAB accreditation, a priority that is achieved through this PAB accreditation review process. The program’s current structure, consisting of the independent Urban Planning major, was revised in 2012. Planning students in the program during the 2010 and 2011 were actively engaged through surveys and a series of discussions and surveys to determine the future directions for the program, and revisions were introduced to the Urban Planning curriculum to 1) strengthen its core program in compliance with PAB curriculum standards, 2) to increase integration with other disciplinary fields within the Department and the College, and 3) to create a more clearly defined program for purposes of program self-administration and maintenance. The program introduced several new courses to the curriculum (including an applied statistics course, methods courses, and a integrated Planning Studio series of classes) where we found that more skills-based knowledge was needed, and we continuously sought to refine the curriculum (for example, a reduction of several prerequisite course and department core requirements in AY 2016-2017 that provided for an expanded urban planning core curriculum to further strengthen the program).

(See Additional Information: UPSD Strategic Plan, AI-24)

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

Table 1: UPSD Strategic Elements & Activities

Strategic element	Activities and Priorities
1. Curriculum	<ul style="list-style-type: none"> ● Assess, evaluate, and enhance curriculum content and administration ● Initiate opportunities for graduate studies in urban planning
2. Experiential Learning	<ul style="list-style-type: none"> ● Expand experiential learning opportunities that benefit underrepresented communities in applied curriculum ● Expand opportunities for service learning experiences serving Native American communities
3. Constituent and Professional Engagement	<ul style="list-style-type: none"> ● Engage faculty, students, alumni, and professional community in strategic planning and program evaluation
4. Diversity	<ul style="list-style-type: none"> ● Increase diversity among faculty and the student body ● Increase enrollment among Native American students ● Initiate communications regarding program climate among faculty, staff and students ● Expand student learning objectives by incorporating equity and inclusionary goals
5. Facilities	<ul style="list-style-type: none"> ● Expand facilities and program resources to meet growing curriculum needs and enrollment

6. Faculty	<ul style="list-style-type: none"> Assess need for expanded tenure track and non tenure track faculty Strengthen policies that encourage greater applied faculty scholarship
7. Extracurricular	<ul style="list-style-type: none"> Support extracurricular learning experiences for students Provide training services to the public and professional community
8. Funding	<ul style="list-style-type: none"> Establish program funding support for accreditation maintenance, program extracurricular activities, scholarships, faculty professional membership, program affiliations, and experiential learning.

2) *Program Goals and Measurable Objectives:* The Program’s strategic plan shall identify goals and measurable objectives that advance the Program’s mission. The goals shall identify the Program’s future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. Goals shall reflect the Program’s intent to achieve and maintain diversity in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

Provide an explanation of how your program meets sub-criterion 2) Program Goals and Measurable Objectives:

UPSD Program Goals

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

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

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

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

While the Program is relatively small, it was able to introduce a number of courses to expand planning domain horizons. In addition, the Program has streamlined its areas of specialization to concentrate in two important planning subfields: Hazards Planning (Disaster Risk Reduction) and

Geospatial Analysis (GIS). The Program anticipates the future offering of two additional urban planning specializations: “Tribal and Indigenous Planning” and “Urban Design.” UPSD faculty and students have helped establish a Department minor in Environmental Justice, which will provide additional courses for UPSD students interested in further emphasizing social equity and environmental justice considerations as part of their planning education.

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

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

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

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

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

While consensus has not been reached on the best way to resolve some of the contentious and potentially disruptive issues that have arisen within the University, College, Department, and Program, faculty and students are continuing to engage in the discussions and processes that will allow us to improve the Program’s learning environment. Divisions and concerns within the Program are a microcosm of society as a whole. As planners, we not only have an obligation to address the diverse needs of the communities we serve, but we also possess the tools to address them through open communication, the identification of common interests, and a commitment to respectful and meaningful involvement of all members of the community.

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

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

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

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

Strategic Plan 2019-2022 Short-Term Goals and Objectives (1-4 years)

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

Objectives

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

Implementation Strategies

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

Benchmark Metrics

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

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

Objectives

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

Implementation Strategies

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

Benchmark Metric

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

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

Objectives:

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

Implementation Strategies

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

Benchmark Metrics

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

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

Objectives

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

Implementation Strategies

- 4.1 Funding for additional FTE is sought to expand the curriculum, in particular, to offer more classes in housing, community development, and Tribal planning.
- 4.2 Additional studio space is provided for increased enrollment and to support technology.
- 4.3 Faculty have access to tailored development and mentoring programs.

- 4.4 The UEP is revised to reflect clearer expectations for faculty promotion and tenure in the areas of scholarship, teaching, and professional activities.
- 4.5 Program director position is supported and rewarded by college and department administration.

Benchmark Metrics

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

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

Objectives

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

Implementation Strategies

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

Benchmark

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

C. Programmatic Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program’s success in

achieving the goals articulated in its strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program's strategic plan.

Provide an explanation of how your program meets Criterion 1C:

Focus of the UPSD Curriculum

The Program consists of an urban planning core, an environmental studies core, and specialization electives, as well as minors. The environmental studies core incorporates the interdisciplinary foundation of Huxley College's approach to the study of the environment and serves as an overarching disciplinary focus for our urban planning students. The urban planning core curriculum concentrates studies in urban planning general knowledge, public policy development, land use and environmental law, methods and processes of planning, decision making, planning history, values, and theory and practicum, designed to meet the PAB curriculum standards. The specialization elective component provides for students to elect an area of specialized interest or a minor in one or more sub fields of planning, or to select from thematically oriented clusters of elective courses, with Faculty advisor approval.

The Program emphasizes a concern for progressive change that is needed to further the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy and analysis, and environmental science to provide students with a solid understanding of the linkages between urban and natural systems and the multidimensional problems confronted in urban development. Advanced studio classes are partnered with local governments and non-profit organizations in collaborative studio workshops that examine sustainable development problems and solutions for communities. Our professional partners, several who are APA and/or AICP members, supplement the teaching faculty as lecturing guest faculty and mentors in our senior level planning studio classes.

As a professional major, graduates are prepared for careers in public planning agencies, consulting firms, and nonprofit civil society organizations at the local, state, and federal levels of government, as well as for graduate study. Within enrollment limits, students are accepted into the UPSD major based on an application that requires them to demonstrate their potential to integrate sustainable thinking, urban design, social equality concerns, and environmental systems principles.

Process for Program Review

As a first step in the process of annual Program review, the Strategic Plan emphasizes facilitating student understanding about the Program structure and its requirements. This is accomplished through informational handouts, public meetings with planning students, and website postings. Information exchange is essential to supporting student recruitment and retention. These informational materials explain how the Program application process works, summarize the structure and rationale of the curriculum, provide guidance in scheduling students' course selection sequence, and provide disclosure statements regarding program costs and duration. We emphasize the development of a strong cohort group of planning majors from the time students are first introduced to their peers in their first quarter of their junior year, and progressively engage in cohort collaboration in senior level planning studios, capstone courses, and other project-based coursework, creating a strong identify for the cohort group. Public information about the Program is posted on the Huxley College UPSD website.

The Program Committee meets regularly to review and revise, as necessary, the Program's strategic plan. The Program Committee also convenes annually in a retreat format with the Western Urban Planners club and the program's professional Advisory Board to further evaluate and refine the Strategic

Plan. Review and assessment outcomes from these meetings inform subsequent revisions to the Strategic Plan.

Student Learning Assessment

Several assessment instruments are used to assess student learning and skills acquisition specific to the goals of the Program. Assessment tools include the evaluation of SLOs, student course evaluations, survey instruments, and a comprehensive entry and graduation exit exam.

Student Learning Objectives Assessment

In the first measurement of evaluation, the Program annually performs internal assessments of SLOs, based on the assessment plan for assessing both PAB and Program specific student learning objectives. To map student progress and mastery of SLOs through the program, the Program Committee identifies junior and senior level courses to assess. In 2018, the program evaluated SLOs in the General Planning Knowledge category. For our assessment, three courses were examined: ENVS 361 – Introduction to Planning (final paper and final exam – multiple choice); ENVS 443 – The Urban Environment (final paper); and ENVS 461 – Land Use Law (final exam). ENVS 361 and 443 were used to map student learning between junior and senior level courses for specified SLOs. To conduct the assessment, two faculty, not associated with the courses, collected the syllabi, reviewed them for assignments, and requested copies of student work from the top (2), middle (2) and bottom (2) tiers in each course for a total of six samples from each course. A rubric is used to assess progress in achieving SLOs.

Studio Evaluation

A second measurement of evaluation examines applied planning studio, experiential, and capstone courses which are evaluated as faculty collaborative efforts. The objectives of these courses include the following:

- Challenging students to produce solutions to complex urban and environmental problems through studio based problem solving classes;
- Developing plan concept formulation skills, aided by critique and assessment;;
- Producing and presenting collaborative creative work;
- Applying knowledge gained in the program;
- Applying academic training in professional settings through internships; and
- Assessing, evaluating, and addressing international community problems through international study.

Studio project development is critiqued throughout the studio experience by Program faculty, alumni, professional planners, and community client representatives, providing students with continuous evaluation and feedback regarding their problem identification skills and solution-making process. Evaluation of student learning occurs in the assessment of final products and in presentations of planning concepts delivered in public meetings.

Student Course Evaluations.

A third measurement of learning objectives achievement is carried out through student course evaluations. Students evaluate each course at the end of the quarter, and the evaluation reports are made available to the faculty and reviewed by the program. The evaluation provides assessment of courses and is valuable in considering revisions to curriculum or changes to the delivery of course material in a timely manner.

WWU Exit Surveys

A fourth measurement of learning objectives achievement is conducted through an exit survey questionnaire for graduating UPSD majors. The University's annual survey of graduating students assesses student-learning outcomes in general University education. Additional questions issued only to UPSD graduates are included in the survey to assess acquisition of the Program's student learning objectives.

Annual UPSD Program Surveys

A fifth measurement of achievement is provided through periodic (usually annual) surveys of current students and alumni to assess achievement in SLOs, evaluation of the Program's structure and content, and, for graduates, success in finding a job in a planning or related field or enrollment in graduate education.

Comprehensive Entrance / Exit Exam

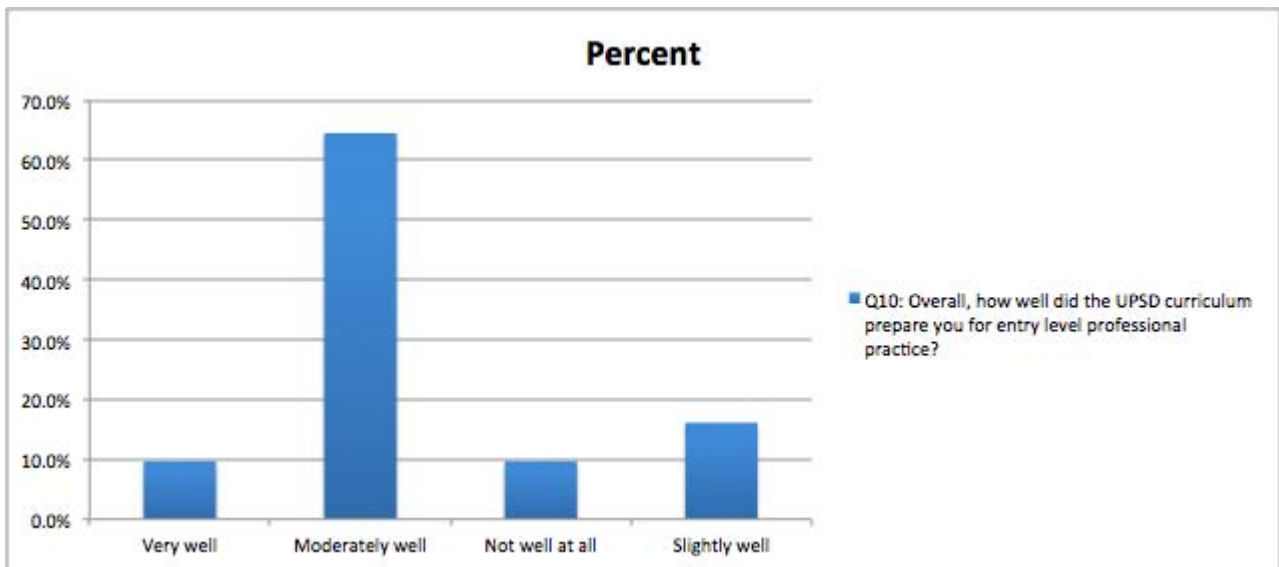
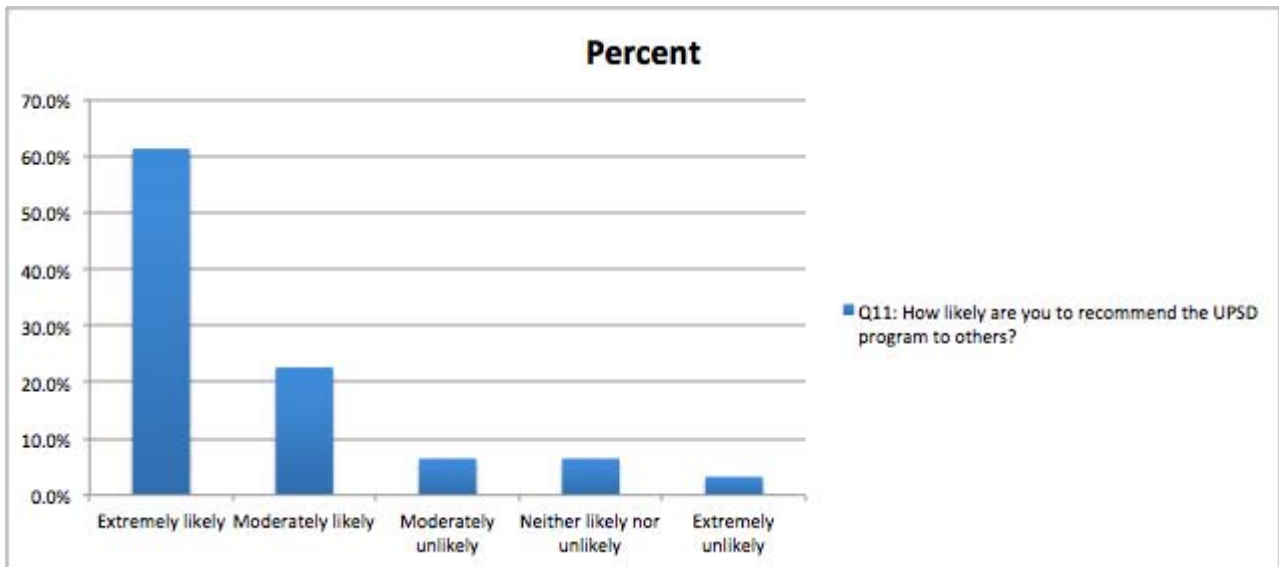
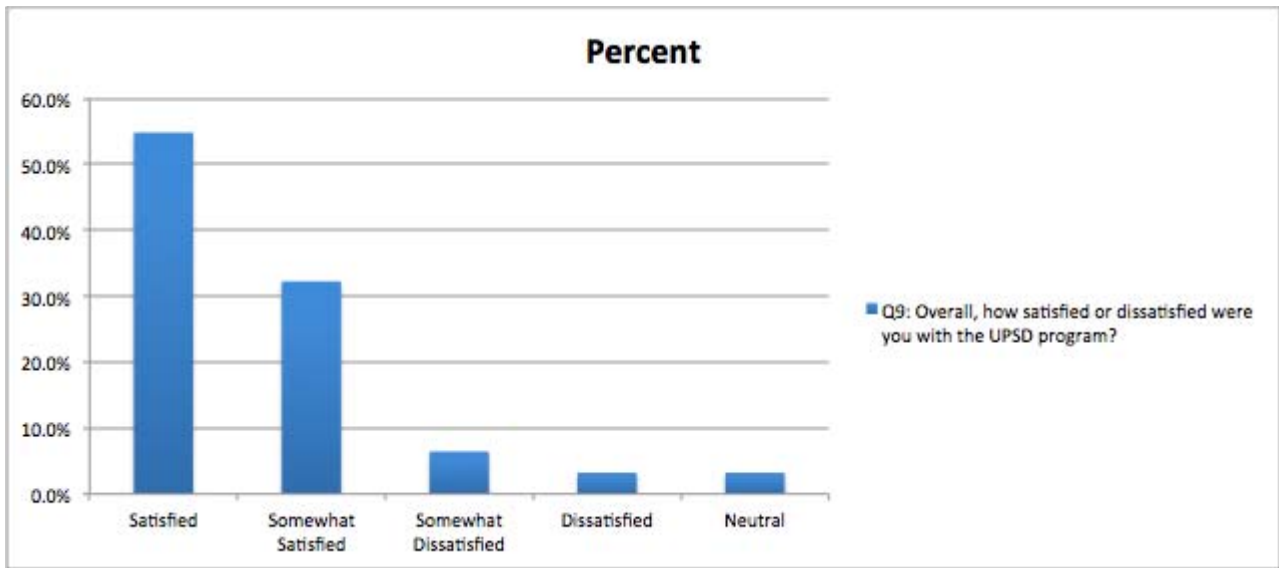
A sixth measure of achievement is the comprehensive entrance and exit examination for juniors entering the Program and seniors about to graduate, in order to test planning knowledge, skills and values obtained prior and post curriculum. The entry / exit exam is intended to provide a baseline for measuring achievements gained over the 2-year curriculum. Questions address "general planning knowledge" regarding the purpose and meaning of planning, planning theory, history, and law, as well as considerations of futures, and the global context of planning. A section on "planning skills" pose questions relating to planning research and technical writing skills, qualitative and quantitative methods, plan making and implementation methods, and leadership skills. A "values and ethics" section include questions addressing professional planning ethics, governance and participation, sustainability principles, environmental quality, growth management, and social justice considerations in planning.

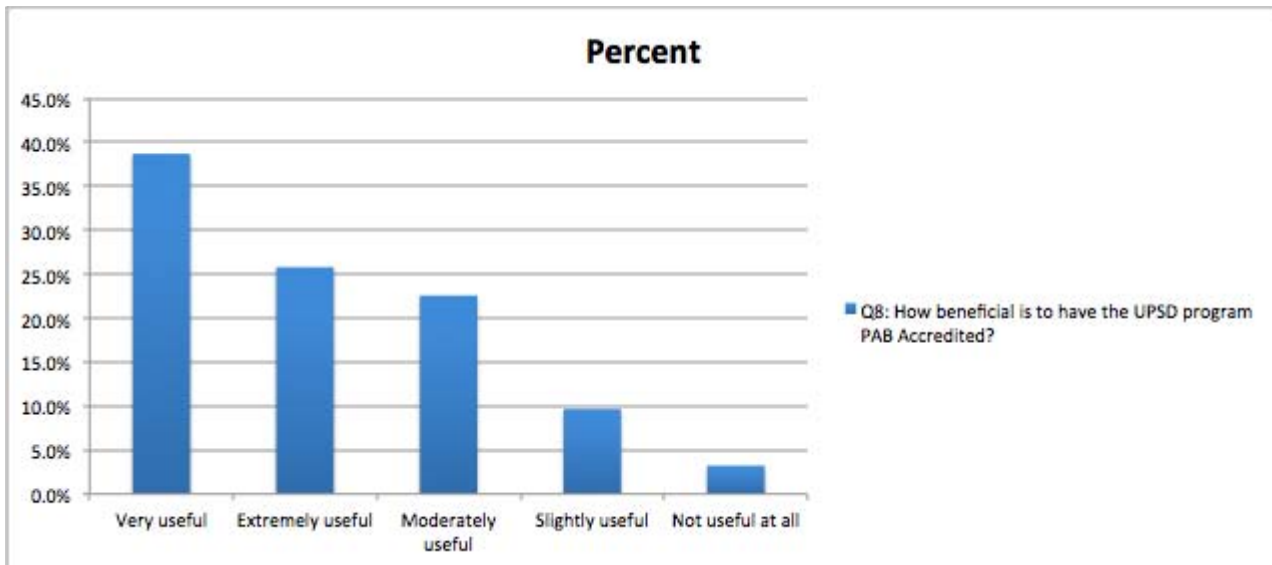
(See Additional Information: UPSD Program Assessment AI-13.

- | |
|--|
| 1) <i>Graduate Satisfaction:</i> The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment. |
|--|

Provide an explanation of how your program meets sub-criterion 1) Graduate Satisfaction:

The Program regularly distributes an online survey to program graduates. The most recent survey conducted in 2019 shows 85% of our graduates indicated an overall satisfaction rating with the Program, and about 80% would recommend the program to others. About 75% of our graduates indicated the program prepared them for professional careers either moderately well or very well. About 80% also felt they benefited from the Program's PAB accreditation.





In a survey conducted in 2018 of Program graduates between 2014-2018, over 95% indicated their satisfaction with the program (good to excellent).

Q4 Customize Export

How satisfied overall were you with your Huxley Planning Program education and experience?

Answered: 59 Skipped: 1

	Excellent	Very good	Good	Fair	Poor	Total	Weighted Average
My satisfaction was:	16.95% 10	54.24% 32	25.42% 15	1.69% 1	1.69% 1	59	2.17

- 2) *Graduate Service to Community and Profession:* The Program shall provide evidence of graduates’ contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

Provide an explanation of how your program meets sub-criterion 2) Graduate Service to Community and Profession:

The Program tracks our graduates’ career path through online surveys as well as follow up communications. Survey responses indicate a wide range of services to communities our graduates serve, as well as to the profession. Our graduates have largely found professional employment in public and private sector planning positions throughout Washington State, and for a smaller percentage of our graduates, in other states. Our graduates serve in a wide array of planning capacities, ranging from planning agency directors or entry-level planners with development and consulting firms. Several

graduates hold elected positions in the Washington Chapter of the American Planning Association and the Northwest Section of APA.

A snapshot of our 2014-2018 graduates that found careers in the service to local communities is illustrated in the table below. The data indicates nearly 70% of graduates found planning or planning related careers in the service to local communities within 1 year of graduation.

Q2 Customize Export ▾

Your employment status after graduation:

Answered: 60 Skipped: 0

Answer Choices ▾	Responses ▾
▾ I found employment within 1 year of graduation in a Professional Planning job	25.0% 15
▾ I found employment after 1 year in a Professional Planning job	11.7% 7
▾ I found employment within 1 year of graduation in a Planning-Related job	16.7% 10
▾ I found employment after 1 year in a Planning-Related job	15.0% 9
▾ My employer is in Washington State	56.7% 34
▾ My employer is outside Washington State	11.7% 7
▾ I did not find a planning or planning-related job within 1 year of graduation	25.0% 15
▾ I am not working in a planning-related field	23.3% 14
▾ I pursued graduate education within 1 year of graduation	6.7% 4
▾ I graduated from a masters program	8.3% 5
Total Respondents: 60	
Comments (8)	

3) *Student Retention and Graduation Rates:* The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to the program enrollment and to targets set by the program.

Provide an explanation of how your program meets sub-criterion 3) Student Retention and Graduation Rates:

The urban planning program maintains a consistent level of student enrollment, retention, and graduation rates. Data over the past 10 years show an increased level in program applications, enrollments, and degrees granted. Enrollments have increased from 2008 from about 30 students (combined 2-year cohort) and 10 degrees granted, to 50 students (combined 2-year cohort) in 2018 with 25 degrees granted. The program has averaged 48 students over the past 7 years, or about 24 students per junior and senior cohort year.

Our retention rates are similarly very solid. We have found, under our Huxley admission procedure that

encourages more freshman and sophomores to declare a Phase I early interest in a Huxley major, overall higher enrollments in our entry level courses, which provides students with an introduction to the Urban Planning major as well as to the nature of Huxley College majors. For example, enrollments in the Introduction in Planning course rose fivefold over the past decade from approximately 30 students per year to approximately 150 students per year (largely due to providing entry to both planning and non planning majors). Only after students have applied and have been accepted into the Urban Planning major can they gain admission the core planning courses. Typically, a small percentage of students may decide that planning is not the right major for them, and thus may elect to select another major. Generally, the urban planning program’s more recent retention rates (7 year period) are nearly 100% for those students granted admission to the program and commencing the program in the fall of their junior year. Students that withdrew from the program after admission over the past decade has typically averaged less than 5%.

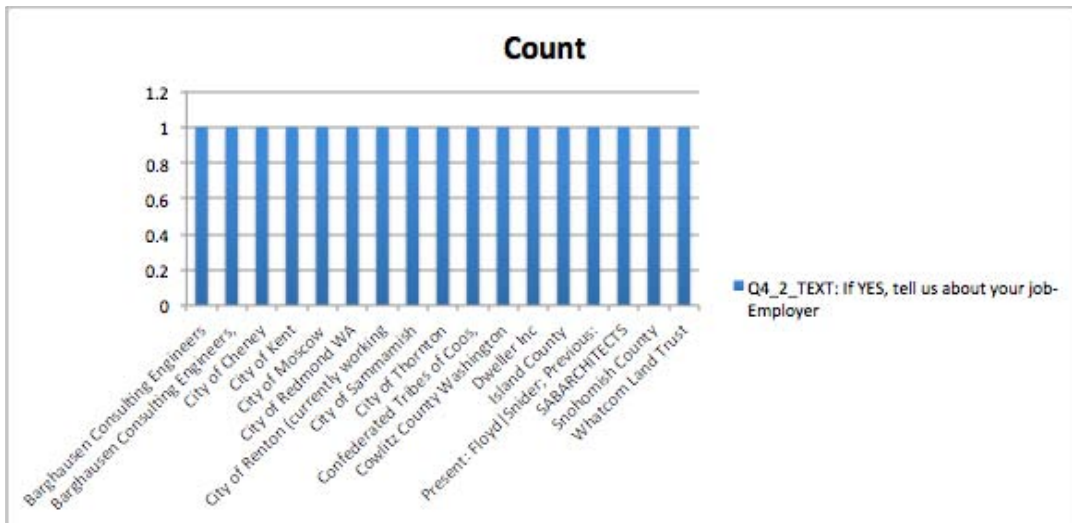
4) *Graduate Employment*: The Program shall document the percentage of fulltime graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.

Provide an explanation of how your program meets sub-criterion 4) Graduate Employment:

The following survey data, generated from a 2019 survey of graduates since 2014, indicated over 50% of our graduates were able to become employed in a planning or planning related field within 1 year of graduation. Virtually all employed graduates found professional jobs in city and county planning agencies or with private consulting firms. Most positions were located in Washington State. The table below from a WWU university survey of graduates shows the percentage of students employed in their fields o study and average starting salaries.

Urban Planning Major	Employed	Further Education	Other	Average Earnings
2016-17	73%	9%	18%	\$34,085
2015-16	72%	0	27%	38,780
2014-15	80%			34,880
2013-14	55%	18%	36%	ND
2012-14	45%	10%	ND	ND

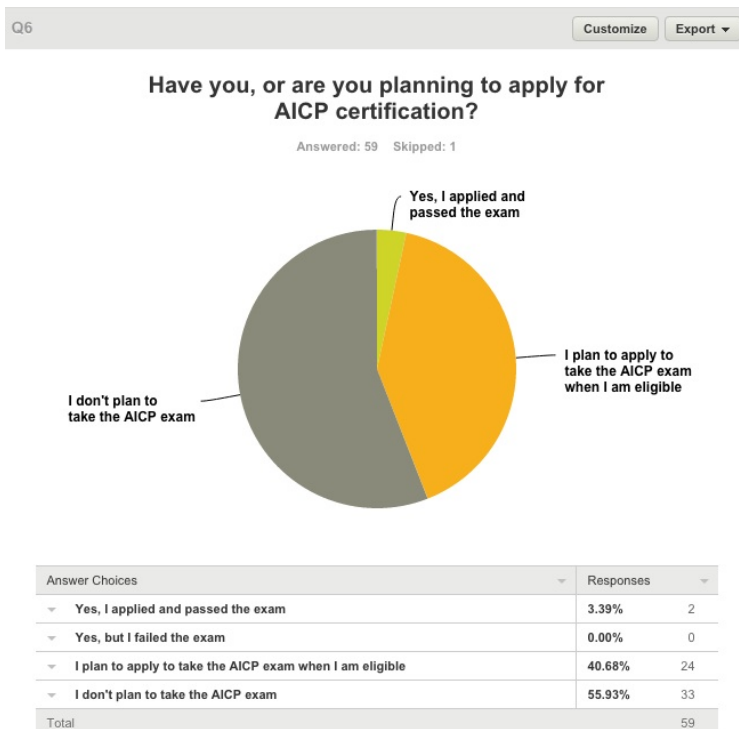
The table below illustrates the range of planning positions offering employment to our graduates (2018 Program survey).



5) **Graduate Certification:** The Program shall document the percentage, based on the number who take it, of master’s graduates who pass the AICP exam within 5 years of graduation, and/or the percentage of bachelor’s graduates who pass the AICP exam within 7 years of graduation. If the program believes that alternative credentials are meaningful to its goals and objectives, the program may supplement its AICP data.

Provide an explanation of how your program meets sub-criterion 5) Graduate Certification:

Since the May 2014 AICP exam date, 20 students have attempted the AICP exam and 17 have passed, and 85% pass rate. In a recent 2019 survey of graduates, nearly 40% of our graduates indicated they intend to apply to take the exam when they become eligible.



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- 6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan.

Provide an explanation of how your program meets sub-criterion 6) Strategic Plan:

The UPSD Program first adopted its strategic plan in 2015, with subsequent revisions adopted in March 2016 and 2019. This 2019 Strategic Plan responds to program needs and to issues identified by the UPSD Program Committee (comprised of Program faculty, student representatives, and the College Dean), the WWU Urban Planners Club, UPSD students, the UPSD Professional Advisory Board (Advisory Board), and the Planning Accreditation Board's 2016 accreditation evaluation, as more fully presented in sections 1A and 1B above.

D. Student Learning Outcomes Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

Provide an explanation of how your program meets Criterion 1D:

1D. Student Learning Outcome Assessment

The Program's measurement and assessment and student learning outcomes has been updated to more fully address this criterion. Several measurement instruments assessing student learning were integrated in the program's assessment plan, including the formulation of rubrics for evaluating student learning in annual reviews of courses; the implementation of a comprehensive entrance and exit examination issued to all incoming juniors and graduating seniors, and the inclusion of student learning outcomes associated with each course. These additional assessment tools complement a series of survey instruments employed to evaluate student learning, the curriculum, and employment placement upon graduation. Surveys target current students, recent graduates, and alumni of the program. Evaluation is essential to determine if the goals for our programs and courses are being met. As a first step to assessment, we identify the attributes of a Huxley graduate. These attributes are the result of achieving expected learner outcomes in coursework and other experiences (such as internships and capstone courses). The Learning Objectives for students in the urban planning program include the following indicators for learning the core knowledge, skills, and values of the profession, as outlined in the Program's Master Assessment Plan. A Student Learning Assessment Committee for the Urban Planning program is comprised of UPSD faculty and other Department faculty members. The student learning indicators include both Department and Urban Planning Program-learning objectives:

Master Assessment Plan: Program: Urban Planning and Sustainable Development

Department Student Learning Objectives (SLO): Upon graduation, Department of Environmental Studies students (in each of our majors) will be able to:

- ENVS 1: Ethically evaluate social priorities and their risks in the context if environmental problem solving.
- ENVS 2: Apply an integrative approach towards understanding human-environment interactions.
- ENVS 3: Work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions.
- ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities.
- ENVS 5: Produce, interpret and apply research to an environmental solution context.

- ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms.

Urban Planning Student Learning Objectives (SLO): Upon graduation, Urban Planning and Sustainable Development majors will be able to:

- UP 1: Produce, interpret and apply research in an urban-solution-oriented context.
- UP 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment.
- UP 3: Meditate the processes of conflict and collaboration among public and private stakeholders in urban planning,
- UP 4: Apply sustainable development methods to achieve greater balance in human and environmental interaction.
- UP 5: Demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk.
- UP 6: Demonstrate effective design and communications skills in preparing plan proposals that improve urban life.

Additional Department-level SLOs from the Department mission statement that could be assessed at program level include:

- Graduates are good communicators
- Graduates possess skills needed to enter professional practice or graduate study.

Three common components of learning reflected in these attributes are of interest across the urban planning curriculum: content knowledge, intellectual development, and problem solving skills. Together these reflect important goals for all of our courses. One example of assessment of these goals is performed for the Huxley core foundation classes as well as the urban planning core classes. In recent years, student achievement of the above learning goals was systematically assessed using a problem solving essay and a knowledge assessment instrument. Content analysis of the essays revealed the use of problem solving steps. The core foundation courses were also professionally scored as the standardized Measure of Intellectual Development (MID) by nationally certified judges, and the UPSD faculty evaluated planning core courses. The Knowledge Assessment measured gains in understanding of concepts and content in the course. The results of the evaluation showed gains in all the courses that were taught. The assessment instrument taps the complexity of thinking about a challenging problem – the results show that the course prompted development away from simplistic thinking about environmental and urban planning problems. The Problem Solving scores and the Knowledge Assessment showed both strong and weak areas across the full range of interdisciplinary content, and were used to improve course design and delivery.

Other assessment of student learning include:

- Evaluation of Capstone courses. The complexity of thinking and depth of course work indicates to what extent the student has been able to integrate study at Huxley into real-world problem solving.
- Evaluation of Internships and final projects. These contain the elements of the entire suite of skills a Huxley graduate should have. Advisors approve the internship reports and final projects in light of the goal statements that the student and internship mentor specifies.
- Development, implementation, and administration of student and alumnae survey. These surveys offer detailed information on the success of our graduates, and strengths or weaknesses of the program, as expressed by the graduates as well as data concerning employment upon

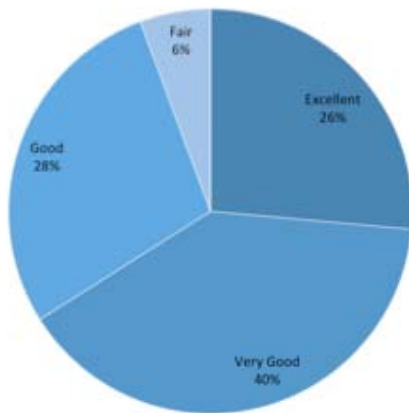
graduation.

- Student entrance and exit comprehensive examinations. An exam delivered via the online Canvas platform, is issued to incoming UPSD majors during the fall quarter of their Junior year, and again during the spring quarter of their senior year. The exam is comprised of 100 questions that reflect content from most of the planning curriculum. The question bank contains over 150 questions and questions are arbitrarily selected at each testing period.
- Use of Urban Planning Program Advisory Board, which counsels on the real-world utility of certain features of our curricula, and the attributes of a successful urban planning graduate.

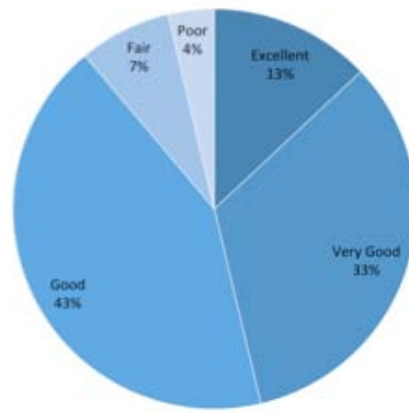
Student Survey Instruments

Survey instruments provide an important measurement of student learning success. The following charts summarize the results of surveys conducted in 2016 - 2018. The survey measured six program Student Learning Objectives regarding gained knowledge and skills in: 1) issues of conflict and collaboration; 2) design skills; 3) theoretical and social justice; 4) writing and communication skills; 5) applying methods and principles; and 6) legal, political, and procedural aspects of planning.

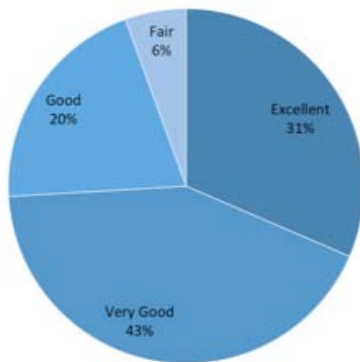
**Student Learning
Issues of Conflict and Collaboration**



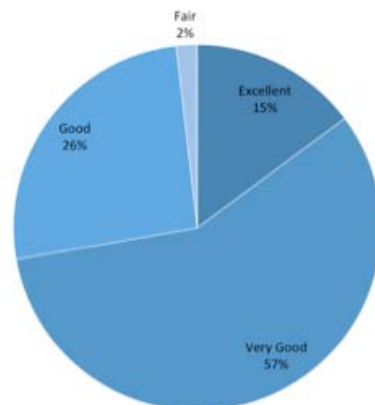
**Student Learning
Design Skills**



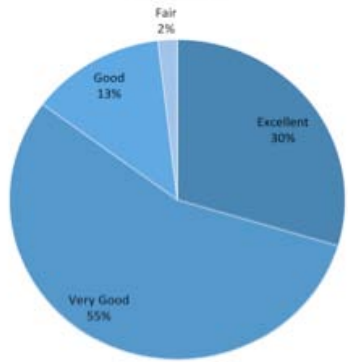
**Student Learning
Understanding and Skills in Theoretical and Social Justice**



**Student Learning
Writing and Communication Skills**



Student Learning
Applying Planning Methods and Sustainable Development Principles



Student Learning
Understanding and Skills in Legal, Political, Procedural Aspects



Student Learning Objectives Assessed:

The urban planning program and the Department annually performs internal assessments of student learning objectives relating to the core-planning curriculum. The following table summarizes the methodology used for assessing the urban planning and environmental studies student learning objectives, and how the information is used to further improve the program.

Measures	SLO's Assessed	Use of the Information
Rubric A-guided rating of major paper in ENV5 305 ¹	UP 1 & ENV5 1	Summaries of student performance, relative to the SLO, are reported to the Chair/assessment coordinator by faculty teaching ENV5 305. The Chair/coordinator summarizes responses for the Department. The faculty will decide the need for, and content of, an improvement plan that responds to the results.
Rubric B-guided rating of student product from ENV5 303; and rating of a program-specific 400-level course product ²	ENV5 2	Students take different courses from among a few options that contribute to this SLO, which should characterize the Department graduates broadly. To determine the pattern of achievement of this SLO the first time it is assessed we will compare a sample of student performance on written products from a Department core course (ENV5 303) with a sample of student performance on at least one program-specific 400 level course using the same Rubric. Summaries of results will be reported to the Chair / assessment coordinator by faculty teaching the courses. These data are summarized, shared, and acted upon, as described for other ENV5 1, above. Information may be used to modify required courses, and/or course content, and future assessment decisions.
Self-report instrument administered to students at conclusion of Capstone courses ³	ENV5 3	Instructors of capstone courses tabulate student responses and summarize main themes for the Chair/assessment coordinator. These data are summarized, shared, and acted upon, as described for ENV5 1, above.
Assessment of experiential application write up ⁴	ENV5 4	Advisors forward to Chair/assessment coordinator all students' responses to standard experiential application report prompt; responses summarized and acted upon as described above. Alumni are asked to self-report adequacy of their skill, knowledge & dispositions provided by their degree, as measured by their job

Alumni survey		performance. These data are summarized, shared and acted upon, as described above.
Assessment of experiential applied learning in ENVS 472. Planning Studio I. Final plan and presentation project	UP 1	Program faculty define program-specific instantiations of this Departmental objectives, construct measures of them, gather data, and summarize student performance. Together with other program-specific learning outcomes enumerated below, these data are shared and discussed with program and Departmental faculty and result in the creation of a program improvement plan.
Assessment of theories and principles in ENVS 462 Planning theory final paper	UP 2	Patterns of student understanding and cogent use of goals, theories, practice & history of urban planning will be summarized by instructor and presented to program faculty. This information will be discussed and acted upon by course and program faculty.
Assessment in Methods and practices in ENVS 457. Dispute Resolution. Exams and/or final project reports	UP 3	Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty.
Assessment of experiential applied learning in ENVS 472. Planning Studio I. Final plan and presentation project	UP 3, 4, 5, 6 ENVS 2, 3, 5	Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty. This studio based problem solving class challenges students to produce comprehensive solutions to complex urban and environmental problems.
Assessment of experiential applied learning in ENVS 473. Planning Studio II. Final plan and presentation project	UP 4, 5, 6 ENVS 2, 3, 5	Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty. This studio based problem solving class challenges students to produce comprehensive solutions to complex urban and environmental problems.
Assessment of principles and theories in ENVS 370. Planning history. Final exam and/or paper	UP 2 ENVS 3	Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty.
Assessment of principles and theories in ENVS 461. Land Use Law. Final Paper	UP 2 ENVS 4	Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty.

Notes:

- Rubric A for assessing student products for ENVS 1
- Rubric B for assessing student products for ENVS 2 will focus on understanding of natural system concepts, understanding of human system concepts, ability to interpret interactions between these systems at different levels of organization and across space and time, and ability to integrate theoretical

- perspectives to produce comprehensive and multi-faceted explanations.
- Rubric C will be generated for use in scoring the items related to a Capstone self-report for ENV53. Questionnaire will tap each student’s self-perceptions of: preparation for teamwork; strengths and weaknesses of team’s work to maintain itself and achieve goals; individual’s ability to understand and work across disciplines and other social perspectives; and ability of the student to define problems in ways that enable effective solutions such as defining the problem in a multi-dimensional fashion, understanding diverse perspectives, generating alternatives, methodically comparing alternatives, foreseeing consequences and defending the option chosen for implementation.
 - Standard prompt included in all instructors’ instructions for experiential application write up: “Compare how your coursework on the one hand, and your experiential application work on the other, have contributed to your understanding of the creation and application of knowledge in your field of study.” This question will be examined to determine whether, how, and to what extent students transferred their academic program knowledge and skills to the real-world context, and how that experience may have affected their conceptions of knowledge and professional performance in their field. Applied to urban planning studio based class assessments.
 - Essays in UP 2, 3, and 4 in Planning Theory, Land Use Law, Planning History classes will be analyzed for patterns of student understanding and cogent synthesis of history, goals, theories, methods and research base of urban planning.
 - *Planning Studio (I and II) and Dispute Resolution projects* will be assessed on dimensions of: experiential pedagogical foundations; accurate and complete socio-ecological knowledge foundations; procedural organization of plan; engaging learners, and ability to work in a cohort team environment. Criteria for each dimension (exemplary/ adequate / inadequate) will be defined by a scoring rubric.
 - *Planning Studio projects (I and II)* will be assessed for use of effective experiential instructional methods & written and graphic presentation and communication techniques. Criteria for each dimension (exemplary/ adequate / inadequate) will be defined by a scoring rubric.

2019 SLOs Assessment Evaluation

The Urban Planning Program annually performs internal assessments of Student Learning Objectives. Table 1 below summarizes the schedule for assessing both PAB and Urban Planning Program student learning objectives, and how the information is used to further improve the program. In AY 20-21, The Program will review the assessment plan, looking at areas for improvement, as well as detailing course adjustments based on assessment findings.

PAB SLO	UPSD SLO	Course(s)	Assessment Year
1. General Planning Knowledge			
a. Purpose & Meaning of Planning	UPSD 2*	ENVS 361 ENVS 443	AY 17-18
b. Planning Theory	UPSD 2	ENVS 361 ENVS 443	AY 17-18
c. Planning Law	UPSD 2	ENVS 461	AY 17-18
d. Human Settlements & History of Planning	UPSD 2	ENVS 361 ENVS 443	AY 17-18

e. The Future	UPSD 4	ENVS 361 ENVS 443	AY 17-18
f. Global Dimensions of Planning		ENVS 443	AY 17-18
2. Planning Skills			
a. Research	UPSD 1		AY18-19
b. Written, Oral and Graphic Communication	UPSD 6		AY18-19
c. Quantitative and Qualitative Methods	UPSD 1		AY18-19
d. Plan Creation and Implementation	UPSD 1 & 6		AY18-19
e. Planning Process Methods	UPSD 3 & 5		AY18-19
f. Leadership	UPSD 5		AY18-19
3. Values and Ethics			
a. Professional Ethics and Responsibility			AY19-20
b. Equity, Diversity and Social Justice			AY19-20
c. Governance and Participation	UPSD 3		AY19-20
d. Sustainability and Environmental Quality	UPSD 4		AY19-20
e. Growth and Development	UPSD 4		AY19-20
f. Health and Built Environment			AY19-20

*UPSD 1: Produce, interpret and apply research in a solution-oriented context

UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment

UPSD 3: Meditate the processes of conflict and collaboration among public and private stakeholders in urban planning

UPSD 4: Apply sustainable development methods to achieve greater balance in human and environmental interaction

UPSD 5: Demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk

UPSD 6: Demonstrate effective design and communications skills in preparing plan proposals that improve urban life

Assessment Approach

To map student progress and mastery of SLOs through the program, we select a junior and senior level course (when applicable). For AY 17-18, we evaluated SLOs in the **General Planning Knowledge** category. For our assessment, we selected three courses:

- ENVS 361 – Introduction to Planning (final paper and final exam – multiple choice)
- ENVS 443 – The Urban Environment (final paper)
- ENVS 461 – Land Use Law (final exam – written)

ENVS 361 and 443 were used to map student learning between junior (361) and senior (443) level courses for SLOs a, b, d, e, and f (see Table X.2). For planning law, we only had one senior level course that we could evaluate SLO c. Planning Law (461).

To conduct the assessment, two faculty, not associated with the courses, collected the syllabi, reviewed them for assignments, and requested copies of student work from the top (2), middle (2) and bottom (2) tiers in each course for a total of six samples from each course. The rubric outlined in Table 2.X was used to assess course materials.

Assessment Rubric for General Planning Knowledge category & Findings:

SLO Area/Course	Neophyte - Unacceptable	Apprentice -- Acceptable	Novice -- Good	Professional -- Exemplary
a. Purpose and Meaning of Planning	<i>Inability to recognize and clearly explain the overall purpose and meaning of planning. Unable to identify and describe more than one planning approach to an issue.</i>	<i>Can identify and explain the overall purpose and meaning of planning. Able to identify two or more approaches to a planning issue.</i>	<i>Demonstrates an ability to compare and contrast different approaches on the overall purpose and meaning of planning.</i>	<i>Demonstrates a professional understanding and presentation of the overall purpose and meaning of planning.</i>
ENVS 361 – paper	1	3	2	
ENVS 443 – paper	1	1	2	2
b. Planning Theory	<i>Unable to recognize the value and role of planning theory</i>	<i>Demonstrates an awareness of the role of planning theory</i>	<i>Demonstrates an effective understanding of the role of planning theory</i>	<i>Employs a highly developed awareness of the value and application of planning theory</i>
ENVS 361 – paper	6			
ENVS 443 – paper	6			

c. Planning Law	<i>Unfamiliar with the basic legal framework for planning</i>	<i>Shows an awareness of the fundamental legal framework involved in urban planning</i>	<i>Assess the various legal foundations used in planning practice</i>	<i>Evaluate and apply appropriate legal techniques to solve complex planning problems</i>
ENVS 461 – exam	1	2	1	2
d. Human Settlements and History of Planning*	<i>Lacks awareness of the history and context of human settlements and planning</i>	<i>Familiarity with the history of human settlements and its role in planning</i>	<i>Effectively uses planning history to inform current practice</i>	<i>Critically examines urban history and applies the knowledge to contemporary planning issues</i>
ENVS 361 – paper	5	1		
ENVS 443 – paper	2	2	2	
e. The Future*	<i>Unable to link planning practice with future conditions</i>	<i>Can recognize trends that may impact the future of planning</i>	<i>Able to analyze and describe trends affecting the planning process</i>	<i>Able to anticipate trends based on empirical research and apply these to future plans</i>
ENVS 361 – paper	1	3	2	
ENVS 443 – paper	3	1	2	
f. Global Dimensions of Planning	<i>Fails to recognize the value of alternate approaches to planning</i>	<i>Identify global approaches to planning</i>	<i>Value and apply global solutions to planning issues</i>	<i>Discriminate among alternative global approaches to planning and translate appropriate techniques for local use</i>
ENVS 443 – paper	2	2	2	

*ENVS 361 – Final Exam had questions that fell into the SLO categories of Human Settlements and History of Planning and The Future. Top, mid and bottom tiered exams were collected. For the Human Settlements and History of Planning questions, 72% of the students got 100% correct. For “The Future” questions, 69% of the students got 100% correct.

Assessment Findings

The above table shows the findings from our AY 17-18 SLO assessment for General Planning Knowledge. We found the following:

- Neither ENVS 361 or 443 are good courses to evaluate b. Planning Theory
- We see improvements in understanding between junior and senior level course work in

- a. Purpose and Meaning of Planning
- d. Human Settlements and History of Planning
- We do now see the same improvement in understandings between ENVS 361 & 443 for e. The Future
- For c. Planning Law, there is room for improvement among planning students in terms of understanding the legal context; the top two exams submitted for review were from non-planning graduate students
- For f. Global Dimensions of Planning, the results show equal distribution between neophyte and novice; there is room for improvement in this area.

Action items resulting from assessment:

- We will request and review course assessment materials from ENVS 462 – Planning Theory to assess b. Planning Theory
- We will make sure all assessment materials received for evaluation is work completed by planning students
- The program will work with faculty to discuss the assessment plan and assessment measures, so that faculty can adjust assignments to in ways that will make them better align with rubrics and SLO goals.

(See Additional Information: Student Satisfaction Surveys AI-16)

E. Strategic Issues for the Next 5-7 Years: The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next accreditation period.

Provide an explanation of how your program meets Criterion 1E:

Strategic Issues - Objectives 5-7 Years (2023-2025)

The following 7 strategic issues were identified as priorities consistent with the UPSD mission to advance its goals during the next accreditation period:

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

F. Public Information: The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.

- 1) *Student Achievement*: student achievement as determined by the program;
- 2) *Cost*: the cost (tuition and fees) for a full-time student for one academic year;
- 3) *Retention and Graduation*: student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students who return in the 2nd year for graduate students, and/or the percentage of students enrolled one year after declaring their major for undergraduate students, the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years;
- 4) *AICP Pass Rate*: the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 7 years of graduation; and
- 5) *Employment*: the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

Provide an explanation of how your program meets Criterion 1F:

Public Information – AY 2018-2019

The Planning Accreditation Board requires this information be posted for the BA Urban Planning and Sustainable Development program UPSD Program Website Address: <https://huxley.wvu.edu/urban-planning-and-sustainable-development-program>

See also Additional Information: UPSD Public Information (14).

Link to UPSD Public Information Page:

http://faculty.wvu.edu/zaferan/UPSD_website/UPSD_Public_Info.pdf

Public Information – AY 2019-2020

The Planning Accreditation Board requires this information be posted for the
BA Urban Planning and Sustainable Development program

Student Achievement					
The degree of satisfaction regarding student-learning outcomes is summarized below:					
<ul style="list-style-type: none"> ▪ 80% respondents rated their understanding and skills in legal, political, and procedural process of planning “good” to “excellent” ▪ 93% respondents rated their understanding of theoretical and social justice considerations in planning “good” to “excellent”. ▪ 95% respondents rated their understanding and skills in issues of conflict and collaboration “good” to “excellent” ▪ 95% respondents rated their skills in applying planning and methods and principles “good” to “excellent” ▪ 100% respondents rated their skills for working collaboratively & involving uncertainty and diversity “good” to “excellent” ▪ 87% respondents rated their skills for working collaboratively & involving uncertainty and diversity “very good” to “excellent”) ▪ 88% respondents rated their design skills as “good” to “excellent” ▪ 98% respondents rated their writing and communications skills as “good” to “excellent” ▪ 98% respondents rated their overall Huxley College satisfaction “good” to “excellent” ▪ 95% respondents rated the program’s preparation for planning careers “good” to excellent” 					
COMPREHENSIVE JUNIOR / SENIOR COHORT COMPREHENSIVE EXAMINATION					
		High Score	Low Score	Average Score	# Questions
Senior Class	Spring 2017	93%	75%	88%	30
	Spring 2018	90%	70%	81%	50
Junior Class	Fall 2017	88%	48%	70%	50
	Spring 2018	84%	50%	66%	50
	Fall 2018	80%	56%	69%	50

2019-20 Tuition and Fees	
In State Residents, per full-time academic year	\$ 8,623
Out of State Residents, per full-time academic year	\$ 24,970

Student Admissions	F2016	W2017	Sp 2017	F 2017	W2018	Sp2018*	Sp2019*
Students applications received	16	7	9	5	9	30	22
Number of students accepted	11	7	9	4	6	26	21
Acceptance rate	68%	100%	100%	80%	66%	86%	95%

**Note: Beginning 2018, applications are only accepted during spring quarter for admission the following fall*

Student Retention Rate	Percent
Percentage of students who began studies in fall 2017 and continued into spring 2018	100%
Number Students Enrolled in Program Fall 2018	62

Student Graduation Rate	Percent
Percentage of students graduating within 4 years, entering class of 2014	100%

Number of Degrees Awarded	
Number of degrees awarded for AY 2017 - 2018	22

AICP Certification	Percent
Percentage of BA graduates taking AICP exam within 7 years who pass, graduating class of 2010	80%

Employment	Percent
Average percentage of graduates obtaining full-time planning or planning-related employment within 12 months of graduation, graduating classes between 2015-2018	51.5%

WWU Urban Planners Student Club Facebook Page: <https://www.facebook.com/groups/wwuplanners/>
 WWU Urban Planners Post Graduate Student Facebook Page: <https://www.facebook.com/groups/278941775613135/>

STANDARD 2 - STUDENTS

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the planning profession's future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.

Provide an explanation of how your program meets Standard 2:

Diversity at Western and in the Urban Planning and Sustainable Development Program

Building diversity among our student body is an important priority at Western. In 1980, only 388 students of color were enrolled at Western Washington University out of 10,616 students (3.7%). In the fall of 2014 the student body was comprised of 3,547 students from ethnic minority groups, in a total student body that numbered 15,060 (23.6%). A total of 28.5% of new freshman and 21.5% of new transfers self reported their racial or ethnic identity as Black/African American, Hispanic/Latino, Asian, American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander. Washington State's 2012 census indicates a White population of 81.6% compared to the national average of 77.9%. The Black and African American population totaled 3.9% against 13.1% nationally.

As more fully reviewed in this SSR and reflected in the student data tables, the Urban Planning program's diversity plan has been in place since 2016 and significant measures of achievement have been identified. Student recruitment has shown a substantial increase in diversity over the period since our initial PAB review in 2016 as reflected in the Data Table S-7. Current student enrollment of 51 urban planning majors include 33% students of color, identified as Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Hispanic or Latino. This compares to WWU's 2018 student diversity rate of 27.8%, and the State of Washington diversity rate of 29%. The UPSD program's diversity rate has increased substantially compared to 2016, where students of color represented only about 6% of our total student enrollment.

In addition, in January 2019, WWU recruited and appointed its first Tribal Programs Director and Tribal Government Liaison position in order to promote greater recruitment among tribal members in Washington State and coordinate service learning support programs with Native tribal governments. As one of the UPSD program's strategic objectives, the university's formal commitment to providing greater service to Native American communities furthers our program's objectives, and coordination is occurring to emphasize applied service learning through the UPSD program's Urban Transitions Studio program and the WWU Sustainable Communities Partnership Program to extend planning assistance to Native communities. Huxley College has also recruited a Diversity Specialist who assists the UPSD program and other College programs in advancing its goals for increased student diversity recruitment. The community of Huxley College fully respects and embraces all identities and experiences and emphasizes the practice of inclusion within and beyond the classroom. We encourage students, staff, and faculty to bring their unique backgrounds and practices to join in our collective College and program mission. We believe that diversity is immensely valuable and we strive to practice inclusion within and beyond the classroom. We are principled through a common practice of social inclusion and advocacy for social and environmental justice.

Commitment to Diversity and Inclusion

The Urban Planning program continues to prepare students to work within an increasingly complex and diverse society. Driving innovation, perseverance, and success, our family of active thinkers and leaders engage in exciting opportunities to develop and shape academic and multicultural identities. From admissions to our College's academic programs to post graduate alumni outreach, valuing diversity excellence, equity, and inclusion are central to our College's mission. Huxley College provides an atmosphere where students, faculty, and staff interact and engage in effective and courageous conversations, modeling a process of social development through civil discourse. To further Huxley College's mission and the University's vision of being a leader in active learning and societal problem solving, the College continues to find new ways to engage with Western students, and in particular, has set forth a plan to target the recruitment of diverse students to its programs.

Huxley College, traditionally an upper-division College, is moving towards direct engagement with freshman and sophomores. Beginning in 2012, Urban Planning students are able to declare a pre-Planning Major and have access to Huxley College advising and community building events during their first two years at Western. To serve these new students, as well as the growing demand for lower division courses throughout campus, Huxley College has committed to a series of lower division preparatory courses. Several of these courses are part of our Environmental Studies core curriculum, and many of our lower division courses are also intended to serve the entire campus community and operate as general University requirements on topics such as sustainability, environmental literacy, urban planning, and clean energy. This approach has increased Huxley program's visibility to freshman and sophomores students, including, and especially, among underrepresented students. Increased student interest in the field of urban planning as well as other Huxley majors has occurred as a result of these recruitment efforts aimed at Western's growing diverse student population.

A. Student Quality: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution's policies and the Program's goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

Provide an explanation of how your program meets Criterion 2A:

Students may declare a major interest in the Urban Planning program (Phase I), but prior to being admitted to the Urban Planning major (Phase II), students must first complete the approximately eight prerequisite courses with either a grade of C or B- or higher depending upon the identified prerequisite courses (sciences, math, economics, political science, environmental studies), and submit an application consisting of the students' academic record and a narrative statement expressing their interest in pursuing a career in urban planning and their aspirations for making a contribution to a more sustainable future. A portfolio of work illustrating skills in writing, research, and design also accompanies the Urban Planning application. The student's narrative statement provides an important indicator of the student's motivation and potential for success in the program and the field of planning. In the application process, students are accepted into the Urban Planning and Sustainable Development major based on the review of their application and portfolio of work demonstrating their affinity to integrate sustainable design, social equality concerns, and environmental systems principles, as well as on enrollment limits. In situations of uncertainty regarding accepting an applicant, a student may be provisionally admitted to the program with the expectation of achieving a minimum B- grade in the

introduction to planning course. Our aim is to maintain enrollment at a cohort size of 22- 25 students in each program year and to encourage the enrollment of a diverse student cohort.

The urban planning faculty committee conducts application reviews during the spring quarter for admission during the following fall quarter. Evidence regarding how our students meet the admission standards is best demonstrated by our near-perfect student retention rate. The advantages the annual application review period include: establishing a cohort group that commences the program during the same quarter; a greater opportunity to evaluate all applications in a single review period; better management of course scheduling, and the clearer sequencing of courses beginning each fall quarter.

(See Additional Information: WWU UPSD admissions policy, AI-1)

B. Student Diversity: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse student population, and are informed by the characteristics of the populations that the Program's graduates generally serve. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

Provide an explanation of how your program meets Criterion 2B:

The Urban Planning program carries forth the University's strong diversity and affirmative action policies that are applied throughout Huxley's hiring and student admissions practices. The Urban Planning program, Department, and College, continues to make concerted efforts in diversifying the student body by providing opportunities for all students to have experiences with diverse social groups. Urban Planning faculty members participate in University committee service to innovate new ways to diversify and Internationalize the University. Huxley's emphasis in diversity has also led to the development of several global learning programs that are offered as faculty-led programs.

Attracting students of diversity to the Urban Planning program from throughout the US and foreign nations are also a priority of our Urban Planning program, and we have formulated recruitment strategies to better market Huxley's programs in broader settings. Recently, our Urban Planning program participated in an international student exchange partnership with Ecole Polytechnique d'Architecture et d'Urbanisme, Algiers, a program sponsored by the U.S. State Department to enroll an Algerian urban planning student in our planning curriculum. We have entered into an agreement with our Algerian university partner to continue a future student exchange relationship on a long-term basis. Another initiative involves current discussions with the Northwest Indian College to support Native American students' studies in tribal governance with a planning specialization provided by our program. Our aim is to provide Native American students with a certificate degree in urban planning and to serve as a specialization to complement their tribal governance majors, and/or to grant the BA degree in urban planning. In the past decade, we have successfully graduated several Native American students who have gone on to assume professional planning positions with tribal nations.

Commitment to Diversity Recruitment in the Urban Planning program

The Urban Planning program recognizes the importance of student diversity as a moral value as well as a commitment to civil rights and democracy. Addressing student diversity in a concerted and deliberate way is directly beneficial to the Urban Planning program because it:

- Supports the mission and core values of the university and college;
- Increases our competitiveness both regionally and nationally by attracting high quality students from a larger pool;
- Improves the competitiveness of our graduating students by providing them with cross-cultural skills needed in increasingly globalized labor markets and diversified work environments; and
- Advances education and scholarship by incorporating and representing diverse world views.

As a result of our adopted student diversity and recruitment strategy, the Urban Planning program, and Huxley College in general, continues to increase its student diversity. The program is committed to a concerted campaign to enhance our student diversity. This is currently accomplished through a phased diversity-recruitment plan with strategies employed throughout the academic year. The diversity recruitment strategy consists of the following elements:

First, courses that market Huxley College's degree programs have been expanded to target students in their freshman and sophomore years in order to introduce these students to urban planning career opportunities. Concurrent efforts targeting freshman and sophomore students include program information to inform students -- and in particular -- students of color, about career opportunities in the field of urban planning. We have identified our University's growing diverse cohort of freshman students as a primary target for recruitment. To facilitate access to freshman and sophomore undergraduate students to Huxley's programs, we established a pre-major enrollment system enabling freshman and sophomore students to declare as "pre-urban planning majors" which affords students access to certain courses previously limited to Huxley College majors. A major marketing campaign targets Western's Associated Student diversity clubs to inform students with diverse backgrounds of career opportunities in the field of urban planning.

Secondly, we will continue to promote and build upon a curriculum that emphasizes diversity throughout our core curriculum, as well as through our several global learning programs. Many of our urban planning courses emphasize multicultural, diversity, and social and environmental justice issues in planning. One example includes a Native American planning course that introduces students to the complex challenges faced by Native Nations in their struggle to establish sustainable approaches of reservation development and self-governance.

The third strategy involves new marketing approaches to reach out to underrepresented students, nationally, internationally, and especially within Washington's more demographically diverse high schools, community colleges, and Native American Indian Reservations. A discussion underway with the Northwest Indian College (NWIC) to create a planning specialization track for Native students helps to meet this strategic priority. The program is envisioned to run concurrent with the urban planning curriculum through a dual enrollment system. Students would continue to receive their degrees through NWIC with a certificate in planning granted through Western Washington University. The program has also entered into an agreement with the Swinomish Indian Tribal Community to establish a scholarship program to attract tribal member enrollment in the program. In addition, WWU currently operates a campus compass outreach program with regional high schools, especially in economically distressed communities. The planning program actively engages in the program and distributes literature and a presentation about careers in urban planning to those participating high schools.

In addition to these efforts, the Urban Planning program is also acutely aware that a concerted multi-

year plan is needed in order to develop meaningful and sustainable results that address student diversity in the Urban Planning program – as well as in the department of Environmental Studies and Huxley College. Moreover, research shows that student diversity is strongly connected to faculty diversity recruitment and retention as well as to incorporating diversity in curricula development. Therefore, the planning program had led a department-wide initiative for increasing diversity in the Environmental Studies department and the College and leading by example. This initiative consists of a two-part approach to engage the diversity effort in a systematic way to address diversity issues in student, faculty, and curricula. (The Urban Planning Program Diversity Recruitment Strategy is presented in the Additional Information section of this SSR).

Part I of the strategy consists of short-term tactical activities to immediately engage diversity in the Urban Planning program as a trailblazing and pilot effort to be extended to the department of Environmental Studies more broadly. The strategy's objectives include the following:

Part 1: Tactical Short-Term Activities

The Urban Planning program identified a series of immediate and short-term “tactical and pilot” actions for improving student diversity in the program. These activities are related to:

- Expanding student recruitment and retention from within Western;
- Expanding student recruitment from the region served by Western;
- Facilitating faculty hires with a commitment to diversity;
- Strengthening diversity in the curricula of the Urban Planning program and the department of Environmental Studies;
- Improving coordination with Western outreach and diversity programs;
- Establishing a department and college commitment to a multi-year diversity plan;
- Incorporating commitment to diversity as criteria for faculty and staff review;
- Setting up a framework and guidelines for the development and implementation of a multi-year diversity plan;
- Identifying financial resources for diversity planning and implementation.

Part 2: A Roadmap for the Development and Implementation of the Department Diversity Plan

The second component of the Urban Planning program approach to diversity is to suggest a framework for developing an integrated plan for improving diversity among student, faculty, and curricula. The objectives of this goal (and document) include:

- Engaging initial partnerships and participants in plan development.
- Identifying phases for developing a diversity plan;
- Developing a timeline for the development of the diversity plan;
- Proposing activities related to the plan.

Attracting students of diverse backgrounds to the Urban Planning program is an important priority of Huxley College and our Urban Planning program, and we have witness tremendous success in recent recruitment efforts. The program will continue to evaluate and employ effective recruitment strategies to increase Huxley's visibility among Western's increasingly diverse student population.

See Additional Information: UPSD Diversity Recruitment Strategy (10).

C. STUDENT ADVISING, SERVICES, AND SUPPORT: The program shall provide students with competent academic advising,

progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the program's strategic goals for a well-qualified and diverse student body. The program shall publish its criteria for the allocation of such financial aid.

Provide an explanation of how your program meets Criterion 2C:

Huxley College's team of student advisers provide direct and continuous support to students with guidance in the selection of course offerings, specializations, internships, and in encouraging students to build strong, interdisciplinary learning experiences and effective career plans. Huxley provides a staff of student advisers that guide students from their earliest inquiry about the urban planning major and continued support through their application process. Faculty advisers are assigned to each student who provides additional guidance on curriculum requirements, career counseling, and advisement for internship opportunities and other requirements and expectations about the program. Students are required to meet with faculty advisers early in their course of study in order to establish a plan of study and to schedule their coursework over a two-year period. Faculty advisers also engage students in discussions about the nature of the field of planning to gain a better insight of the students' particular interests. A student plan of study is outlined upon acceptance to the program, and students meet with faculty advisers to review the overall expectations of the program. Faculty advisers guide and approve the student's selection of specialized electives and evaluate experiential learning experiences, including internships.

The Huxley registrar assists students upon their initial inquiry, facilitating their application into Huxley College, their selection of a major, and the completion of their application to a major. The College registrar and student adviser follows student progress throughout the program through graduation and maintain a continuing relationship with alumni. The College offers special financial assistance program through its various scholarship programs. Scholarships provide financial support to students for attending conferences, supporting individual research activities, and to participate in international learning experiences. The College currently offers assistance to over twenty different scholarship programs, which are identified on the College website at: <https://huxley.wvu.edu/scholarships>. The criteria for each of these financial assistance programs are published on the website.

In addition to general scholarships offered through the College, the Urban Planning Program is also supported by an annual scholarship grant through the APA Washington Chapter, NW Section, whose Board of Directors recently established their annual WWU urban planning scholarship fund. In addition, our program has recently been declared eligible to participate in APA Washington chapter student scholarships along with two other Washington universities offering accredited planning degrees.

Western Washington University makes every effort to provide financial assistance to eligible applicants through grants, scholarships, work-study, loans, or some combination of these student aid programs. Aid is available to help meet educational costs including tuition and fees, books and educational supplies, room and board, transportation and personal expenses. Eligibility for financial aid is determined by completing the Free Application for Federal Student Aid (FAFSA) on an annual basis. The WWU Scholarship Center is available to assist students and their families as they search and apply for scholarships. The Student Employment Center is a free resource for Western students seeking part-time employment to help pay the high costs of college. We strive to provide students with the opportunity to gain experience, explore career options, and to fund their education.

Furthermore, the University provides extensive student services programs including learning disability assistance and counseling services. WWU's Counseling, Health, and Wellness Services assists students in

sustaining good emotional and physical health, providing care, guidance, and resources when needed. Services are available to assist students with psychological obstacles or physical ailments that may arise. The student services staff provides information and assistance about ways to care for a students' health and to maintain overall well being so students may achieve their personal, academic, and career goals. The Counseling Center provides students with a variety of resources designed to assist with academic progress and personal development. Counseling services include individual counseling, group counseling, and mental health services. The Student Health Center provides a broad range of care. A team of physicians, nurse practitioners, nurses, medical assistants, and health counselors staff the Health Center. Prevention and Wellness Services (PWS) offers Western students opportunities to get involved in improving their own health and the health of their community. PWS provides assistance to students who may face specific challenges to their well being such as alcohol and drug concerns or sexual assault, and PWS offers numerous professional and peer-led programs that can help students achieve high-level wellness.

(See Additional Information: Program Brochure, AI-17)

D. Student Engagement in the Profession: The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA's planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

Provide an explanation of how your program meets Criterion 2D:

Huxley College's ability to produce environmental and community problem-solvers is a result of a common culture that highly values interdisciplinary perspectives and engagement in communities. Huxley College cultivates a worldview that highlights the critical connections between humans and their environment, and encourages sustained collegiate engagement of faculty and students across disciplines. Furthermore, the geography of the region lends itself to the study of complex problems with our blend of wilderness, working landscapes, and urban settings. Western's size allows Huxley College to be agile, adjusting curriculum in a changing world. Huxley College's national and international network of alumni provides networking for our students and continuous feedback on our efficacy.

Huxley's Urban Planning program provides several incentives for student engagement in the profession, through its hosting of professional speaker events and guest lecturers on its main campus providing students with engagement with the planning profession, weekly Huxley College speakers series that bring professionals in direct contact with students, and a range of special events that have included the hosting of the Washington State Department of Commerce and the Planning Association of Washington/American Planning Association Washington Chapter's "Short Course on Local Planning" as well as quarterly meetings of the APA WA Northwest Section professional planners group which encourages broad student participation. Huxley College has hosted several conferences, including the 2014 Salish Sea Sustainability Conference. The Urban Planning program has sponsored an accredited AICP legal training workshop as a registered CM provider and plans to schedule future sessions to engage both students and the professional planning community in continuing education. In past years, several student-planning projects received recognition for APA/PAW planning awards, including the "2016 Best Student Planning Study". In addition, we strongly encourage our students to enroll as

student members in APA and the AICP candidate pilot program.

Our students participate as student representatives on the APA WA NW Section Board of Directors. Our urban planning faculty also participates on the APA Washington Chapter Board and the APA NW Section Board as faculty representatives of our program.

Finally, our urban planning students have organized an active student urban planning organization (WWU Urban Planners) as an Associated Student government student club. Our program works closely with the student organization on a variety of activities, including recruiting professional speakers to talk at weekly meetings, organizing conference participation, and involving the organization in the assessment of program accomplishments and the formulating revisions to the program's strategic plan. The WWU Urban Planners club elects their officers, and two member of the club site are appointed by the club to sit on the Urban Planning Program Committee. The students organize several trips each year to visit regional cities (Seattle, Portland, Vancouver) to meet with planning consultants, planning agencies, and university programs in those cities. The student urban planning club meets weekly on Wednesday evenings. The UPSD program hosts an annual potluck and barbeque for all students and faculty at the "Boathouse" – a facility located on the Bellingham waterfront.

In addition to the student urban planning organization, students have also established a Student Green Building Council organization and have been active in promoting speakers, hosting film festivals on campus and in the community, and organized conference activities. The Planning Program annually engages a LEED accredited professional to host a LEED training workshop that is open to our planning students, students enrolled as sustainable design minors, and students affiliated with the Student Green Building Council. Students have also established a Huxley Facebook club for urban planning students, and students participating in Huxley's summer international programs develop a Facebook page to foster exchanges. The student club maintains a Facebook page at: <https://www.facebook.com/groups/wwuplanners/about/>

Huxley College and the UPSD program financially support students to attend national and regional planning conferences and workshops, including the national APA conference. For the past five years, Huxley's Urban Planning program, in cooperation with Sustainable Connections (a local sustainability NGO), have provided financial assistance for planning students to attend an annual sustainable design conference located in Bellingham. The Dean's sustainability fund as well as other College and urban planning program funds provide students opportunities to attend conferences of their choice to further engage with the professional community. In addition, Huxley's Urban Planning program participates in several University-wide and community based workshops and conferences emphasizing sustainable planning and development educational events and Earth day activities.

A centerpiece to Huxley's Urban Planning program's engagement with local communities and planning professionals is represented in the "Urban Transitions Studio" (UTS) program. Urban Transitions Studio is a collaborative partnership between Western Washington University and our UTS partners: Bellingham's Office of Planning and Community Development, Bellingham's Public Works Department, The Port of Bellingham, Whatcom Transportation Authority, Whatcom Futurewise, the Bellingham Downtown Partnership, Sustainable Connections, local neighborhood associations, and other community organizations. Starting in 2009, Huxley's Planning Studio classes focused their applied studio classes in developing new urbanism planning concepts to help transition Bellingham into a more urban and sustainable community. The Planning Studio classes consist of a series of three coordinated class investigations that emphasizes the preparation of the plan/design concepts, with the support of our UTS partners. The classes include Planning Studio I, which emphasizes data collection and analysis, base map development, community engagement, and other preparatory studies, Planning Studio II, which

emphasizes plan development, and Studio II which examines plan implementation strategies. These courses emphasize student direct engagement in the community. Other supporting service learning classes in the curriculum include Sustainable Design Studio, Environmental Impact Assessment and a sustainable business-marketing course. Each of the participating classes further builds on concepts formulated in Planning Studio. The program is designed to expand student learning by concentrating planning studies over the course of an entire year in close coordination with professional and community partners. Projects are selected each year collaboratively with our community partners, and final projects are presented in public forums, including before the Bellingham City Council and neighborhood associations. Several of the students' presentations are video taped and broadcast on Bellingham's public access TV channel. The UTS program was the recipient of the 2011 WWU sustainability award for building community partnerships.

Since 2015, the urban planning program has also played a central role in the university's newly established Sustainable Communities Partnership program that connects university classes in the service of local communities. Several of our classes have participated in each program year. The program is complementary to the Urban Transitions Studio program, however it expands its partnerships throughout the Western Washington State region.

(See Additional Information: UPSD Urban Transitions Studio - WWU News Articles, AI-15).

STANDARD 3 – FACULTY

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.

Provide an explanation of how your program meets Standard 3:

The Urban Planning program faculty is comprised of an engaged and productive faculty representing a range of disciplines, including urban planning, urban design, geography, law, engineering, environmental sciences, environmental policy, and related fields. The collaborative faculty environment of our College, housed within the interdisciplinary Department of Environmental Studies, together with our sister Department of Environmental Sciences, number over 32 full time tenured and tenure track members in addition to part time non-tenure track faculty. Our Urban Planning curriculum is designed to maximize the interdisciplinary learning experience as students engage in required classes in both environmental policy and sciences as they undertake their Urban Planning and Sustainable Development Core Requirements. Additionally, all of our students enroll in a capstone class which is problem solving based, providing students an opportunity to apply planning and design solutions to real life problems from a multidisciplinary perspective. Our Urban Planning faculty number fifteen; five faculty are dedicated full time to teaching and advising duties in the Urban Planning curriculum, ten teach in the Urban Planning program either part time as tenured or tenure track faculty, or as adjunct faculty.

Overview of faculty professional development

The Department and the Program highly values continuous learning, applied scholarship, and scholarly productivity among its faculty. It encourages faculty professional development towards the attainment

of teaching excellence, substantial contributions in scholarship and creative activities, and service that further the College and University's mission, representing the three criteria for faculty evaluation, pursuant to the WWU Collective Bargaining Agreement and the Department's Unit Evaluation Plan.

The Urban Planning program strives to facilitate outstanding learning experiences for all students. It takes a broad view of teaching excellence, reflecting the applied, interdisciplinary and experimental nature of the Department's faculty expertise and curriculum. The Department encourages a teaching approach that values risk-taking, innovation and contribution to knowledge and action in environmental problem solving. The Department relies on a process of peer engagement involving each faculty. The Department chair and program administrators facilitate the engagement of every faculty member in iterative discussion, observation and constructive criticism to foster the improvement of each faculty's teaching performance. All faculty, and especially those in the promotion process, are encouraged to form collaborative and mentoring relationships focused on teaching improvement, drawn from within and outside the Department faculty.

Because of its multidisciplinary approach and applied nature, the Department takes a broad view of scholarship and expects each faculty member to maintain a program of scholarly and creative activity that emphasizes excellence in problem solving. The scholarship program is viewed as an evolving expression of the faculty's intellectual and applied interests. The Department encourages creativity, originality, and significance in contributions to each faculty's disciplinary field. While single authored works clearly demonstrate independent scholarly achievement, the Department equally recognizes the value of collaboration and of applied creative and meaningful endeavors benefiting the public interest. Service includes participation in Program, Departmental, College, and University committees, task forces, and other forms of service that support the mission of the Program, Department, and University. Off-campus service includes service to scholarly and professional associations and community service.

The Urban Planning faculty has provided University-wide leadership in three emerging University initiatives. The first initiative promotes the expansion of sustainability studies throughout the University curriculum through the development of a sustainability strategic plan and the institution of University-wide literacy courses in sustainability, taught primarily by Department faculty. Our Department Chair also serves as the university's academic director for sustainability. The sustainability initiative also developed the sustainability minor, and the Urban Planning program's focus in sustainability represents the University's first major emphasizing sustainable development. The Urban Planning program also instituted the minor in Sustainable Design in 2006.

The second initiative addresses the internationalization of the University, again, with strong leadership from Urban Planning faculty who have developed and directed global learning programs in Greece, Italy, Costa Rica, and other international locations. Our Institute for Disaster Risk Reduction and Resiliency Studies program carries out service learning and research in several international communities. The third initiative is represented by the program's "urban transitions studio" program, a partnership between the urban planning program and local community partners.

The program supports faculty membership and participation in professional planning organizations such as ACSP, APA, AICP, and planning conferences, providing an annual stipend to support faculty travel and conference fees. The university provides faculty development support, ranging from summer teaching and research grants to supporting costs associated with publication fees and copyediting. The program supports faculty travel to participate in ACSP and APA activities.

A. Faculty Quality: The fulltime and adjunct faculty of the program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program’s mission and capable of executing the Program’s goals and objectives, particularly as they pertain to teaching, research, and service.

Provide an explanation of how your program meets Criterion 3A:

The Urban Planning faculty comprises a wide range of professional and scholarly expertise. Faculty has extensive professional experience as lawyers, planners, tribal government executives, government agency directors, organizational managers, and consultants. The program’s adjunct faculty includes working professionals who participate as program and course mentors and lecturers. Faculty scholarship ranges from local and regional applied research and extends to applied research in sustainable community development internationally.

The Urban Planning faculty team represents 6.8 Full Time Equivalent positions. The Urban Planning program faculty is comprised of full and part time Department faculty and supported by adjunct faculty and planning professionals who serve as lecturers. Our Huxley College Dean is a strong supporter of the Urban Planning program and serves on the Urban Planning Program Committee, with over 25 years of experience in developing, implementing and enhancing innovative academic programs. His scholarship focuses in the areas of land use policy and management; land trusts and conservation easements; and environmental leadership. Five faculty members are dedicated as core urban planning faculty members, and include the program administrator. The program administrator has served as the principle architect in the design and development of the urban planning curriculum over the past two decades. His credentials include the Ph.D. in urban design and planning and over 35 years of professional experience as planning director and consultant to local government, tribal nations, and as executive officer in international organizations.

The program administrator holds membership in AICP, and has served over several decades in public service appointments that include local government planning commissions and boards. Other core planning faculty possess doctorate degrees in urban planning, urban geography, engineering, land use law, and community resilience planning, each with substantial professional and public and private service records.

Regular, full time faculty have expertise to teach in each of the core planning courses. Together with our part time Department faculty and adjunct faculty, a broad range of scholarship and teaching expertise supports a robust Urban Planning curriculum. For example, a full professor, who possesses the J.D. and is continuously engaged in a land use law practice, teaches the land use law class while serving as lead attorney in a recent precedent-setting land use case involving water rights and the Washington Growth Management Act. Several other full time faculty members engage students in both regional and international planning research.

Our part-time “category B” faculty bring extensive scholarship and professional expertise and perspectives on current planning practice and environmental studies to the planning core curriculum, mentoring of students undertaking research, and teaching in our program’s specialization electives. Their qualifications include the PhD in planning, geography, engineering, geographic information systems, environmental policy and sciences, and related fields. Our part time adjunct and lecturing “category C” faculty is comprised of local professionals, academics, and staff who contribute to teaching, lecturing, and student mentoring. Their backgrounds include PhDs and Masters degrees in planning,

architecture and related fields, as well as extensive professional experience in planning, sustainable development, transportation planning, geographic information systems, urban design and architecture, and AICP membership. Their contributions play a role in our Urban Transitions Studio partnership program emphasizing applied research advancing public policy in local communities.

B. Faculty Diversity: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program's graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

Provide an explanation of how your program meets Criterion 3B:

The program faculty represents a community of educators from diverse national and international universities, ethnicity, and diversity in scholarly specializations. Faculty composition also represents a balance in terms of gender as well as age (ranging from newly hired tenure track faculty to senior faculty). Huxley endeavors to attract a diversity of faculty to its programs, in compliance with the University's affirmative action policies and the program and College's diversity strategic mission. In the past few years we have hired several new faculty members who join the urban planning faculty as part time and full time members. The program faculty has a balanced gender ratio of males and females (6 male, 9 female), and several faculty members hold dual national citizenship. Our current University and program faculty diversity composition is only slightly above the State's diversity demographics (a non-White population of 18.4% and a Black and African American population of only 3.9% compared to 13.1% nationally) and Huxley College endeavors to achieve greater diversity among our faculty through future recruitments.

The SSR Faculty Data Tables present the diversity of faculty degrees obtained from universities across the nation and internationally, representing a diverse pool of faculty and a broad range of specialized knowledge ranging from disaster mitigation planning in South America, sustainable development planning studies in Mediterranean communities, land use legal research and litigation in California, urban comparative studies across American cities, and an extensive faculty engagement in interdisciplinary research at the regional and local community level. These programs help to promote the internationalization of the planning curriculum.

It is the policy of Western Washington University, as a Federal contractor, to implement Affirmative Action compliance programs in order to assure applicants and employees the right to equal employment opportunities. Pursuant to the University's Policies on Equal Opportunity and Nondiscrimination, implementing our Affirmative Action Program and in accordance with applicable Washington State and federal law, the University will not engage in discriminatory practices against any person employed or seeking employment because of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation and gender expression or identity, and veteran status. Affirmative Action Executive Order 11246 requires Western to undertake proactive steps to achieve a diverse workforce when women and people of color are underutilized with respect to their availability in the labor force. Federal

law also requires proactive outreach to people with disabilities and veterans who may be interested in positions at Western. Before recruitment documents are finalized and the position is advertised, the EO Office conducts a search briefing for all search committee members. At the search briefing, an EO Office staff member discusses nondiscrimination and affirmative action requirements relative to the particular search, offers suggestions regarding the recruitment documents as appropriate and reviews best practices. The EO Office collects and maintains data on behalf of the Urban Planning program to facilitate tracking of diversity issues in faculty recruitment and retention.

Adjunct faculty and special guest speakers in the urban planning core curriculum include a broad range of professionals, academics, and political leaders ranging from professional planners, elected leaders, members of local government planning commissions, staff and leaders of Native American Nations that represents a diverse gender and racial/ethnic representation of the greater regional community.

In the recruitment of faculty, the program works very closely with the Equal Opportunity Office at Western Washington University to ensure compliance with equal opportunity hiring. Faculty sitting on hiring committees receives training from EO personnel on interview techniques. Extensive written notes are assembled following interviews with candidates and assembled as part of the candidate file to ensure the fair evaluation of candidates with EO compliance policies. The EO office maintains diversity data regarding all faculty hiring.

C. Faculty Size: The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

Provide an explanation of how your program meets Criterion 3C:

The Urban Planning program faculty is comprised of 15 members, representing a teaching load of 6.8 FTE. The faculty is comprised of full time, part time, and adjunct faculty. Our ratio of undergraduate student FTE to instructional faculty FTE is approximately 7.5:1, well below the 15:1 threshold for undergraduate programs.

D. Engagement with Students: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

Provide an explanation of how your program meets Criterion 3D:

Students are provided early and continuous advisement from program staff and faculty advisers. Students may apply for early entry to the Urban Planning major as sophomores and are encouraged to meet early with faculty advisers to design their preparatory coursework for Phase I application to the program. Upon completion of their preparatory work, they are eligible to apply for Phase II admission to the program. Students admitted to the program are assigned a faculty advisor and mentor who work with students to discuss the curriculum, identify appropriate elective courses, capstones, and

experiential learning courses to best meet the individual students' specialization interests.

Students participate in research directly with individual faculty and through research assignments in association with the College's research institutes. The faculty advisers supervise student independent research projects (ISPs), oversee and evaluate student internship experiences, and serve as chairs when senior research or thesis options are selected.

Several Program faculty have led national and international applied research programs, including "great cities" courses during summer and academic breaks in San Francisco, Honolulu, New Orleans, as well as more extensive courses internationally, including Greece, Italy, and Costa Rica. In each of these global learning programs, students are continuously engaged with faculty during travel and off campus residencies. These programs, along with our several studio-based classes, have been shown to be highly effective learning models which build strong social and intellectual bonds between students and faculty and, of course, the host communities.

Faculty members provide continuous advice and mentoring to students in career development, identification of appropriate internship opportunities, writing letters of recommendations for employment, graduate school, or scholarships, and providing guidance to students in seeking avenues into the planning profession and advice regarding graduate education. The Faculty maintain regular office hours and are available on an appointment basis to meeting with students when regular office hours are not convenient to students. The culture of Huxley College has traditionally supported warm and close relationships between faculty and students. Several annual and monthly activities are organized by the College and the Program to facilitate faculty-student relationship building including barbecues and monthly "green drinks" hosted by our College and local community organizations.

E. Research, Scholarship and Other Creative Activity: Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

Provide an explanation of how your program meets Criterion 3E:

The program and the Department take a broad view of scholarship and expect each faculty member to maintain a program of scholarly and creative activity that emphasizes excellence in urban planning practice and environmental problem solving. The scholarship program is viewed as an evolving expression of the faculty's intellectual and applied interests. The Department encourages creativity, originality and significance in contributions to the faculty's disciplinary field. While single authored works demonstrate independent scholarly achievement, the Department equally recognizes the value of collaboration and of applied creative endeavors. It is the faculty member's responsibility to explain and present to Department colleagues the nature and significance of his or her scholarship and practice, and the standards that are appropriate in the faculty's particular disciplinary field. The teaching expectations of program faculty include, generally, 5-6 courses each academic year, which provides opportunity for faculty to concurrently concentrate on scholarship.

The collection of scholarly achievements of program faculty is impressive, and incorporates extensive peer reviewed academic publications in journal articles, book chapters, and books, as well as student-faculty authored publications produced from studio-based class experiences. In addition, many faculty

are professionally engaged by contributing to professional planning activities, assessment of planning agencies and programs, writing legal briefs relating to land use and planning issues, and participate in local, regional, statewide, and international public policy service appointments.

In assessing scholarly and creative work, emphasis is placed on evidence of scholarship quality, significance, independent contribution, and continuity of productivity rather than simply a fixed number of publications. Scholarly accomplishments of our faculty are comprised of the following areas of emphasis (See also Faculty Data Tables and the Additional Information Section for evidence and standards for scholarship and creative activity, Department of Environmental Studies Unit Evaluation Plan, June 12, 2009).

- Refereed publications such as articles, chapters, or books. Quality and significance is assessed according to the quality of the product (publication citation rate relative to other works in the field; published reviews of books or other works; awards from professional organizations, or comments on works in external letters), and publisher quality (impact factor, ranking, reputation in the field). Other activities include non-peer refereed journal articles, monographs, book chapters, conference presentations, book reviews, and other productive endeavors.
- Non-refereed urban plans, resources management plans, public policy, legal briefs, community designs, models and exhibitions, curricular innovations, applications of theory, community service learning, community facilitation, policy and technical documents, and other applied works. Such works may qualify as scholarship on the basis of the faculty member's expertise, original intellectual contribution, recognition by professional communities, duration and depth of involvement, or the independence of professional judgment.
- Extramural funding and grant submissions supporting scholarly work are also valued.

F. Professional Involvement and Community Outreach: Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

Provide an explanation of how your program meets Criterion 3F:

Our faculty members are actively engaged in community outreach, University-wide academic programs, and in planning organizations at the state, national, and international levels. Several of our faculty are active in APA, the Planning Association of Washington, Futurewise (a non-profit growth management advocacy organization), and other grass roots and neighborhood-based planning organizations. Our faculty have served on the Board of Directors for Friends of Washington, the citizen-based growth management compliance watchdog organization in the state and guided the formation of Washington State's first professional association of tribal planners that eventually formed an a national APA division. Other faculty members provide continuous professional and legal guidance to non-profit planning organizations advocating for compliance with growth management and environmental laws in Washington State. Faculty members have founded and led international organizations promoting international education in sustainable development planning, one project which was awarded "Best Student Planning Project" recently by APA Washington Chapter and the Planning Association of Washington. Several faculty members have served as visiting faculty in the United Nations University programs in sustainable development in Amman, Jordan. Faculty also chair international conferences

and have organized international conferences on Mediterranean sustainable development at the Bellagio Retreat Center in Italy, at the Hellenic American University in Athens, Greece, and in Tunis, Tunisia.

As discussed more thoroughly in the SSR, our Urban Planning studio course series have been designed to engage with professional planners in local communities settings as applied service learning. These partnership programs have addressed local community planning and development issues throughout our region as well as globally.

Service is also an integral part of faculty activities, and serves to advance the tradition of shared governance at Western. Contribution to the Department, the College, and the University is considered essential. Other contributions to the community and to the profession include: participation in Program governance, our faculty union, campus committees, task forces, forums, academies, and other ad hoc councils; leadership in professional organizations, including development of professional conferences and workshops; service to the community beyond the campus; editorial leadership of scholarly and professional journals; and the review of grant proposals and scholarly contributions to journals. The program has been active in providing community lectures on topics relating to urban planning and environmental policy, and has hosted continuing education presentations for regional planning professionals and the public.

G. Professional Development: Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, and the use of appropriate instructional technology.

Provide an explanation of how your program meets Criterion 3G:

Urban Planning and Sustainable Development (UPSD) Program Faculty members are offered and participate in an array of support services and faculty development resources. The Department and Program maintains data records of faculty professional development awards, sabbaticals, course release, professional development and faculty travel allocations. Support of faculty professional development is documented annually, and includes paid professional leaves, maternity/paternity paid leave, course releases, new faculty start up support, technology support, and summer teaching and research grants. The University Collective Bargaining Agreement (Additional Information Section) provides for annual salary increases, compression compensation, professional development funding, and other faculty benefits. The Department collects and reports data regarding faculty research activities and accomplishments in an annual report to the Provost.

Huxley College and Western provide a wide range of support to enable the planning faculty to improve their skills in teaching, research, and other creative endeavors. Benefits include professional leave and release time to devote to scholarly and creative endeavors. As examples, planning faculty Melious and Zaferatos each were awarded professional leave in AY 2015-16 and AY 2018-19), and Stangl was awarded professional leave in AY 2016-17. Planning faculty Kamel was awarded course releases to pursue the development of Program and College diversity and recruitment strategies in AY 2016 and intends to apply for professional leave in AY 2020-21). Several Planning faculty members also received supplemental Department travel funding to attend conferences, which is in addition to their annual fund allocation for professional development provided for the in CBA (Kamel, Berardi, Green, Zaferatos). Faculty members are entitled to apply for sabbatical leave up to 1 year (3 quarters) for each 6 years of

service. New course development funds are also available to UPSD faculty through WWU's extended education program for developing online course curriculum.

WWU Collective Bargaining Agreement provides for annual funding to support faculty professional development that may be used, at the faculty's discretion, to attendance professional conferences, research activities, development of new teaching approaches and place based learning, professional association memberships (including APA, AICP, and ACSP membership and CM credits), and other forms of continuing education. The Department's Unit Evaluation Plan and Huxley College's Strategic Plan promote faculty professional development and identify strategies to support faculty initiatives to engage in research and professional development (Additional Information Section, ENV5 UEP, Preamble, Section 1.0). Expectations for faculty scholarship, teaching, and service performance are identified in the College and Department Unit Evaluation Plans as well as in the Collective Bargaining Agreement that describe the process for evaluating faculty development and achievement.

University support of faculty development is also provided through the WWU Center for Instructional Innovation and Assessment (CIIA), supporting programs for small group instructional discussions, faculty teaching showcases, undergraduate teaching support, online information and resources, and other resources. Several of our faculty members periodically utilize these support services. CIIA fosters effective teaching practices that contribute to the advancement of student success and engagement. New and continuing faculty work with the CIIA to discuss ideas for classroom facilitation or assessment; brainstorm solutions to classroom problems and innovations; develop a plan for a new class or a new plan for an existing class; attend or participate in workshops or webinars; browse instructional resources; and explore opportunities for collegial interaction. The Small Group Instructional Discussion (SGID) is an open-ended feedback process to provide anonymous mid-course formative feedback to instructors. Planning faculty regularly access these resources to improve their courses and to document teaching assessment as part of their promotion dossiers.

Urban Planning faculty may also participate in the Professional Development Workshop Series exploring issues such as diversity, writing proficiency, active learning, assessment, intellectual development, and instructional strategies. Current and archived events are posted on the CIIA's Workshops & Events web page (Attachment N). The Innovative Teaching Showcase is an online publication to highlight exceptional teaching practices by WWU faculty. The Office of Extended Education also offers faculty support, including financial awards to develop curriculum for hybrid and online courses. UPSD program faculty may receive further support through a range of faculty development opportunities provided through the Provost's Office, which include summer teaching and research awards. Provost Office faculty resources also include assistance in creating course syllabi, writing instruction support, teaching advice, and the faculty code of ethics. Annual Provost awards include: Faculty excellence in teaching awards, research and outstanding scholarship awards, and outstanding leadership awards (Additional Information Section). The Huxley College webpage contains a page dedicated to faculty resources and includes College and Department policies and procedures, strategic plans, and technical support services (<https://huxley.wvu.edu/faculty-staff-resources>).

Finally, the Department and the UPSD Program Committee support the mentoring of faculty, providing classroom evaluation and assistance in the preparation of annual performance reviews, tenure and promotion applications, and post-tenure reviews.

(See Additional Information: WWU Center for Innovation and Assessment (AI-21); Provost Website on Faculty Resources (AI-23); UPSD Faculty Development Awards (AI-18); Huxley College Faculty Resources (6)).

STANDARD 4 – CURRICULUM AND INSTRUCTION

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

The curriculum should demonstrate consistency and coherence in meeting the Program’s mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations and to develop skills necessary to create equitable and inclusive planning processes. Consistent with the Program’s mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

Provide an explanation of how your program meets Standard 4: Curriculum and Instruction: [Curriculum data file](#)

Huxley’s Urban Planning and Sustainable Development program’s mission is to educate generalist planners with a breadth of skills in planning and community development along with a foundation in environmental policy and science that together help to prepare students for effective planning careers. The curriculum is comprised of instruction that provides students with the knowledge, methods, skills, and values that are needed to successfully enter entry-level professional practice and advanced graduate studies. The curricular content emphasizes the responsibilities associated with ethical planning in the public domain.

Once students are admitted to the program, the curriculum is delivered through a sequence of core courses, specialized electives, a capstone and an experiential learning requirement, which provide students with the a core planning education and exposure to specializations in planning practice. The curriculum is comprised of the urban planning core and an environmental policy foundation core. Classes emphasize methods in quantitative and qualitative analysis, policy analysis, planning law, planning methods and principles, with topical exposure to transportation, disaster risk reduction, and Native American planning. Senior level studio classes are sequential, as each course builds upon the next. Our Urban Transitions Planning Studio series coordinates three or more classes to examine a

community development problem in partnership with local communities.

All students in the program participate in either 1) an internship experience in planning agencies, non-profit organizations, or other public interest settings under the supervision of professionals in the field, 2) a Huxley global service learning programs, or 3) a directed research project. Planning's values are emphasized in most of our core classes as well as guest lectures by professional planners and in our Huxley weekly speakers series program.

The following course descriptions demonstrate fulfillment of the knowledge, skills and values requirements under each category of knowledge. Most classes contribute to each of the core knowledge, skills, and values categories. In order to reduce the duplication of course descriptions, class descriptions are provided only in the first instance of a class listing.

Prerequisite knowledge requirements of all Planning Students

Prior to enrolling in the Urban Planning and Sustainable Development degree program, students must complete several prerequisite courses in order to build the necessary foundational skills and breadth of knowledge to succeed in the program. These courses (minimum 30 credits) include:

- **Math 112 - Functions and Algebraic Methods** or suitable math placement score. Pattern recognition and generalization, building mathematical models and problem solving are emphasized. Supporting topics include polynomials, linear and quadratic equations, inequalities, graphs, rational expressions, radicals and functions.
- **ENVS 201 – Understanding Environmental Data and Information.** Introduction to the basic logical, statistical, and analytical tools necessary for broad participation in environmental fields including both physical and social sciences.
- **ENVS 203 – Physical Geography.** Principles and techniques in analysis of areal distribution in the natural environment; landforms, water, climate, soils, vegetation.
- **ENVS 303 – Introduction to Environmental Studies I: Human Ecology and Ethics.** An in-depth look at human and environmental systems interactions. Concepts of environmental ethics and justice.
- **ENVS 305 – Introduction to Environmental Studies II: History and Policy.** Introduces key social-scientific and policy tools that have been developed to understand and address human activities within social-ecological systems. Course materials introduce the application of those insights to post-war case studies in the United States to examine the historical and ideological origins of contemporary environmental dilemmas.
- **ECON 206 – Introduction to Microeconomics.** An overview of the modern market economy as a system for dealing with the problem
- of scarcity. Operation and decision-making of economic units; supply, demand and resource allocation; analysis of various market and industry structures; shortages, controls, social costs and benefits; international trade; comparative systems.
- **ENVS 450 – Science and the Policy Process.** This course uses theory and case studies to explore the roles of science in environmental policy and regulatory processes, paying particular attention to controversies. Topics will include a mixture of current events and historical case studies. OR
- **ENVS 456 – Environmental Governance.** How should societies bring about change to improve social

and environmental conditions? This course treats environmental governance as comprising the structure and activities of the social, political, and economic institutions that define our interactions with the environment. Students will examine several competing approaches to environmental governance.

- **One Environmental Science** 200-300 level course
- **One 300-One 300-400 level upper division natural science** course.

(See Additional Information: UPSD Curriculum 2019-2020, AI-12).

A. Required Knowledge, Skills and Values of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Specifically:

The urban planning curriculum is comprised of foundation courses, core urban planning courses, an elective specialization courses, and a capstone course and experiential course required of all of our majors, as more fully described in this section.

A.1. General Planning Knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields.

- a) Purpose and Meaning of Planning:** why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- b) Planning Theory:** behaviors and structures available to bring about sound planning outcomes.
- c) Planning Law:** legal and institutional contexts within which planning occurs.
- d) Human Settlements and History of Planning:** growth and development of places over time and across space.
- e) The Future:** relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- f) Global Dimensions of Planning:** interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

Provide an explanation of how your program meets 4A1. General Planning Knowledge:

The following provides a summary of the core-planning curriculum required of all planning students (shown in bold) in addition to specializations courses in a subfield that students select (courses in italics shown below). Students also must select one capstone course (italic) and one experiential learning course (italic). These courses address the general planning knowledge requirements that fulfill the learning outcomes for professional planning. As requirements of the major, all planning student enroll in these courses. The following identifies those required courses that primarily address the particular knowledge, skills, and values categories and is not intended as a comprehensive list of all courses that contributes to each knowledge area, as many courses overlap among the knowledge categories.

Provide an explanation of how your program meets 4A1a) Purpose and Meaning of Planning:

The following core required courses are designed to address the 4A1a) Purpose and Meaning of Planning standard:

- **ENVS 343 - Urbanization: Processes and Patterns** – Geographic focus in the development, functions and problems of the modern city with emphasis on American urbanization patterns.
- **ENVS 361 - Introduction to Planning** - Principles and practices in urban development and public planning in the United States. Concepts of planning as a community process and professional activity. Evolution of planning ideas, ethics, and values in response to changing social, economic, and environmental conditions within the American political and legal framework. Survey of the specialized fields in planning practice.
- **ENVS 370 – History of Planning** - Survey of the origins, development and significance of the planning movement in the United States and the profession that emerged from it. The seminal innovators, practices and achievements in American planning.

The following core required courses are designed to address the 4A1b) Planning theory criteria:

- **ENVS 343 - Urbanization: Processes and Patterns** - *See description above*
- **ENVS 470 - Planning Studio I: Methods** - Processes in community goal making, analytic techniques and methods of site planning and urban design.
- **ENVS 462 - Planning Theory** - Survey of the philosophy, methods, critical thinking, and analytical techniques used in public planning. Synthesis of the theories drawn from several disciplines and applied to planning. Emphasis on the application of explanatory concepts in planning decision-making.

Provide an explanation of how your program meets 4A1c) Planning Law:

Planning law is reviewed in many courses in the curriculum and, in particular, the 3 courses listed below. ENVS 461 Land Use Law emphasizes Black Letter Law, with a focus on zoning and subdivision regulations and their exceptions; the context of competing views on the nature of property rights; and the process for establishing precedent in the exercise of police powers. ENVS 374 Land use Regulations and Technical Writing emphasizes short-range administrative planning knowledge and skills, code writing skills, and Washington State's land use regulatory programs and best practices. These courses provide students with exposure to the legal and institutional contexts they will face in planning practice. ENVS 361 also provides an overview of planning's legal system, police powers, and forms of regulations in American planning. In addition to these courses our planning studio course sequence emphasizes the application of Washington State's Growth Management Act's laws, policies and principles.

The following core required courses are designed to address the 4A1c) Planning Law criteria:

- **ENVS 361 - Introduction to Planning** – *See description above*
- **ENVS 374 – Land Use Regulation and Technical Writing** – Applied studies in administrative planning and implementation tools, evaluating and drafting land use codes.

- **ENVS 461 - Land Use Law** - Land use planning is an attempt to reconcile the conflict between individual property rights and collective environmental goals. This course examines the American legal system's role in framing and resolving this dilemma. It provides an understanding of the legal framework that creates our unique 'bottom up' land use regulatory system. It also examines the practical and philosophical implications of federal constitutional restrictions on local government land use authority, including 'takings' and housing discrimination cases.

Provide an explanation of how your program meets 4A1d) Human Settlements and History of Planning:

The following core required courses are designed to address the 4A1d) Human Settlements and History of Planning criteria:

- **ENVS 343 - Urbanization: Processes and Patterns** - *See description above*
- **ENVS 361 - Introduction to Planning** – *See description above*
- **ENVS 370 – History of Planning** - *See description above*
- **ENVS 372 - Natural Hazards Planning** - Emphasizing creation of safer human settlements through application of hazard mitigation strategies in community planning, site selection and layout, infrastructure design, and building design. The course provides a survey of meteorological and geological hazards. It integrates insights from environmental design disciplines for minimizing losses from natural hazards such as global warming, severe storms, wildfires, flooding, earthquakes, and landslides and how hazard mitigation can increase long-term community resilience through pre-disaster and post-disaster recovery planning.

Provide an explanation of how your program meets 4A1e) The Future:

The entire studio sequence emphasizes Washington State's planning mandate to accommodate public growth needs over a twenty-year future planning horizon. Six planning courses are identified that addresses planning's interaction with "the future". Community Resilience and sustainability courses emphasize future impacts associated with community risk, especially facing vulnerable communities. Huxley's overarching goal emphasizes curricula that prepare students to make significant contributions towards the betterment of future societies and environmental conditions. Other courses not identified here also address planning's role in shaping the future. One example is in ENVS 462 "planning theory" that emphasizes readings and discussions concerned with implications of planning actions in future societal situations.

The following core required courses are designed to address the 4A1e) The Future criteria:

- **ENVS 303 – Introduction to Environmental Studies I: Human Ecology and Ethics.**
- **ENVS 361 - Introduction to Planning** – *See description above*
- **ENVS 372 - Natural Hazards Planning** - *See description above*
- **ENVS 470 - Planning Methods** - *See description above*
- **ENVS 472 - Planning Studio I** - Analysis and synthesis of significant socioeconomic biophysical and

cultural resources used in planning; preparation of a land-use or other plan for a selected region.

- **ENVS 473 - Planning Studio II Implement** - This is a methods and applications course in land use planning, engaging students in plan implementation. The course will focus on innovative land use regulations, but will also include work with capital improvements and market-based strategies. New land use regulations will be designed to enable and facilitate the implementation of projects from Studio I. Students will examine the costs of direct public investment required to implement their plans, and the possibility of employing incentive-based strategies or public-private partnerships.
- *Note: Most of Huxley's core environmental and planning core courses address considerations and implications for the future. Only selected courses are listed under this category.*

Provide an explanation of how your program meets 4A1f) Global Dimensions of Planning:

The following core required and elective courses are designed to address the 4A1f) Global Dimensions of Planning criteria:

- *ENVS 331 - Canada: Society and Environment* - This course explores relationships between people and the environment in the territory that has come to be known as Canada; emphasis is placed upon the history of such relationships. Topics include: physical geography, Aboriginal geographies, Native-Newcomer interactions, evolving and contested political boundaries, resource use and ecological crisis, and urban development.
- *ENVS 340 - Developing World* - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.
- **ENVS 343 - Urbanization: Processes and Patterns** - *See description above*
- *ENVS 372 - Natural Hazards Planning* - *See description above*
- *ESCI 392 – Introduction to Global Change* - There are six and a half billion people and we are changing the global environment at a pace unknown to history. We will unravel some of the linkages between biophysical systems, ecological responses, and human activities. We will cover changes to the climate, but also take a step back to appreciate the incredible suite of simultaneous global changes taking place in biotic diversity, hydrologic and chemical cycles, and human assimilation of Earth's energy.
- *ENVS 437P – Sustainable Ithaca: International program in sustainable community development. Ithaca, Greece. Summer program.*
- *ENVS 437O – Urbanization Italy Global Studies: An evaluation of urbanization in Nables and surrounding communities.*
- **ENVS 462 - Planning Theory** - *See description above*

A.2. Planning Skills: The use and application of knowledge to perform specific tasks required in the practice of planning.

-
- a) Research:** tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
 - b) Written, Oral and Graphic Communication:** ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
 - c) Quantitative and Qualitative Methods:** data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
 - d) Plan Creation and Implementation:** integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
 - e) Planning Process Methods:** tools for stakeholder involvement, community engagement, and working with diverse communities.
 - f) Leadership:** tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

Provide an explanation of how your program meets 4A2. Planning Skills:

The following sections provide a summary of the core-planning curriculum required of all planning students (shown in bold) in addition to specializations courses in a subfield that each student selects (courses in italics shown below). These courses address the planning skills requirements to perform planning tasks. The curriculum revision adopted in 2019 includes required courses in qualitative and quantitative methods in addition to a specialization in these fields and a required course in the category of planning and diversity.

Provide an explanation of how your program meets 4A2a) Research:

The following core required courses are designed to address the 4A2 Planning Skills criteria:

- **ENVS 201 - Understanding Environmental Data and Information** - This class helps students navigate the intersection of peer-reviewed scientific literature and the popular news media outlets that often report on environmental research and news. To introduce the basic logical, statistical, and analytical tools necessary for broad participation in environmental fields including urban planning.
- **ENVS 343 - Urbanization: Processes and Patterns** - *See description above*
- **ENVS 373 - Transportation Systems and Planning** - Locational and network analysis and modeling of local, regional and national systems. Investigation of alternatives to traditional transportation modes.
- **ENVS 464 – Pedestrian and Bike Planning** – Locational and network analysis and modeling of biking and pedestrian systems.
- **ESCI 392 - Introduction to Global Change** - *See description above*
- **ENVS 457 - Environmental Dispute Resolution** – Course considers several fact patterns involving disputes over natural resources and environmental issues. Students will study and, in some cases, research the facts and will be assigned roles to represent during dispute resolution sessions. Students have the opportunity to practice a range of dispute resolution techniques, which may include negotiation, mediation, and other dispute resolution techniques.
- **ENVS 461 - Land Use Law** - *See description above*

Provide an explanation of how your program meets 4A2b) Written, Oral and Graphic Communication:

Note: In addition to specified courses, Western's graduation requirements include writing proficiency requirements (WP). In addition, several of the required courses in the planning curriculum meet the University's WP writing intensive criteria .

- **ENVS 360 - Plan Graphics: Methods in Urban Planning Design Graphics** - Introduction to the application of graphic design technology to plan design using computer aided design, publication layout, image presentation, and video editing software. Interpretation of zoning guidelines for site plan analysis and building envelop studies using CAD and presentation tools.
- *ENVS 372 - Natural Hazards Planning - See description above*
- **ENVS 374 – Land Use Regulation and Technical Writing** – Applied studies in administrative planning and implementation tools, evaluating and drafting land use codes.
- **ENVS 457 - Environmental Dispute Resolution** - *See description above*
- **ENVS 461 - Land Use Law** - *See description above*

Provide an explanation of how your program meets 4A2c) Quantitative and Qualitative Methods:

The following core required courses are designed to address the 4A2c) Quantitative and Qualitative Methods criteria:

- *ENVS 372 - Natural Hazards Planning - See description above*
- **ENVS 320 – GIS I: Introduction to GIS** - An introduction to Geographic Information Science concepts and Geographic Information Systems (GIS) technology. Lectures will focus on the nature of spatial data, spatial data sources, and the input, manipulation, analysis, and display of spatial data. Practical experience in GIS applications through lab assignments.
- *ENVS 321 - Cartography* - Map layout, design and production using computer techniques. Methods and limitations of graphic communication are emphasized.
- **ENVS 322 – Analysis of Spatial Data** - *See description above*
- **ENVS 372 – Natural Hazards Planning** - *See description above*
- **ENVS 442 – Regional Environmental and Economic Modeling**- Spatial resource assessment and planning models, including quality of life, shift-share, input-output and linear programming under resource constraints, and demographic projections.
- *ENVS 419 – Applications in GIS - See description above*
- *ENVS 420 – GIS II: Analysis and Modeling* - The use of Geographic Information Systems technology for analysis and modeling of spatial data and processes. Focus on the collection, storage, analysis, and display of spatial data. Introduction to the use of models to automate

geoprocessing tasks. Practical experience in GIS application through lab assignments.

- *ENVS 421 – GIS IV: Advanced GIS Applications* - Analysis and visualization of geospatial data using advanced cartographic methods and Geographic Information Systems techniques. Practical experience in GIS applications through lab assignments.
- *ENVS 422 - Advanced Spatial Analysis* - Advanced techniques for the analysis and visualization of spatial data. Focus on statistical methods and computer tools for identifying spatial patterns and processes, effective communication of results, and professional development for geospatial analysts. Introduction to open source analytical and cartographic software options, including the development of web maps and online professional portfolios. Students will complete an extensive original research project.
- **ENVS 474 – Community Development and Participatory Methods.** This course introduces students to concepts of community development in the context of urban change in the United States. It explores community development goals, organizations, strategies, tools, and planning processes. The theory and practice of urban development, neighborhood change, and community organizing will be discussed, with a particular focus on affordable housing and industrial facility siting. Social, economic, and environmental justice considerations and community empowerment is emphasized in this course.

Provide an explanation of how your program meets 4A2d) Plan Creation and Implementation:

The following core required courses are designed to address the 4A2d) Plan Creation and Implementation criteria:

- *ENVS 437P – Sustainable Ithaca - See description above*
- **ENVS 470 - Planning Studio I: Methods-** *See description above*
- *ENVS 471 - Campus Sustainability Planning Studio* - Introduction to campus sustainability planning as applied to the WWU campus community. Project-based learning and research involving stakeholders across campus. Selected research topics relative to Western’s master planning process pursuit of sustainability.
- **ENVS 472 - Planning Studio II: Plan Development-** *See description above*
- **ENVS 473 - Planning Studio III: Plan Implementation-** *See description above*
- *ENVS 474 - Planning for Sustainable Communities* - Synthesis and application of principles, practices and policies in sustainable development and the design of projects, processes, and products using a systems approach to promote social, economic and environmental sustainability. Students apply sustainable design techniques to local regional and international community problems.
- *ENVS 476 - Disaster Reduction Studio* - The course provides students with an opportunity to apply their knowledge and skills in disaster reduction and emergency planning, with an emphasis on community-based approaches. Students will work in groups with a client (or clients) on a quarter-long project of practical significance. Students will be exposed to best practices through case studies across disaster reduction and emergency planning. Project

management, client interactions, report writing, and communicating technical information to diverse audiences will be emphasized.

- *ENVS 493 - Environmental Impact Assessment* - Environmental Impact Assessment requires a range of professional qualifications and involves a wide spectrum of disciplines and methodologies. This interdisciplinary capstone course involves class preparation of an impact assessment of a local project, summarizing physical, biological and social aspects of a study area. Review of pertinent laws and EIS documents. Also offered as ESCI 436.

Provide an explanation of how your program meets 4A2e) Planning Process Methods:

The following core required courses are designed to address the 4A2e) Planning Process Methods criteria:

- **ENVS 360 - Plan Graphics** - See description above
- **ENVS 372 - Natural Hazards Planning** - See description above
- **ENVS 470 - Planning Studio I: Methods** - See description above
- **ENVS 472 - Planning Studio II: Plan Development** - See description above
- **ENVS 473 - Planning Studio III: Plan Implement** - See description above
- *ENVS 474 - Planning for Sustainable Communities* - See description above
- **ENVS 475 – Community Development and Participatory Methods** - See description above
- *ENVS 476 - Disaster Reduction Studio* - See description above

Provide an explanation of how your program meets 4A2f) Leadership:

The following core required courses are designed to address the 4A2f) Leadership criteria:

- **ENVS 305 - Environmental History and Ethics** - Nature and nation are inextricably connected in American history, but American identification with nature has often led in surprising directions. This course reviews how various human activities have historically depended on and interacted with the natural world. It traces how these interactions have changed places, people, animals and institutions over the last five hundred years in what is now the United States. The focus will be on how culture, science, and politics have mixed in American environmental history.
- **ENVS 456 – Environmental Governance** - How do/should societies bring about change to improve social and environmental conditions? This course treats environmental governance as comprising the structure and activities of the social, political, and economic institutions that define our interactions with the environment. Students will examine several competing approaches to environmental governance, and readings will expose students to both laudatory and critical perspectives of each.
- **ENVS 457 - Environmental Dispute Resolution** - See description above
- **ENVS 472 - Planning Studio II: Plan Development** - See description above

A.3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall incorporate values and ethics into required courses of the curriculum, including:

a) Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

b) Equity, Diversity and Social Justice: key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

c) Governance and Participation: the roles of officials, stakeholders, and community members in planned change.

d) Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.

e) Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.

f) Health and Built Environment: planning's implications on individual and community health in the places where people live, work, play and learn.

Provide an explanation of how your program meets 4A3. Values and Ethics:

The following list of required and elective courses emphasizes the values, ethics, and normative principles guiding planning, with an emphasis in understanding issues of diversity and justice. The curriculum revisions adopted in 2018 include a course requirement in the category of Planning and Diversity.

Provide an explanation of how your program meets 4A3a) Professional Ethics and Responsibility:

The following core required courses are designed to address the 4A3a) Professional Ethics and Responsibility criteria:

- **ENVS 305 - Environmental History and Ethics** - Nature and nation are inextricably connected in American history, but American identification with nature has often led in surprising directions. This course reviews how various human activities have historically depended on and interacted with the natural world. It traces how these interactions have changed places, people, animals and institutions over the last five hundred years in what is now the United States. The focus will be on how culture, science, and politics have mixed in American environmental history.
 - **ENVS 361 - Introduction to Planning** - See description above
 - **ENVS 443 – Urban Environment and the Just City** - See description above
 - **ENVS 462 - Planning Theory** - See description above
 - **ENVS 475 – Community Development and Participatory Methods** - See description above

Provide an explanation of how your program meets 4A3b) Equity, Diversity, and Social Justice:

The following core required courses and elective specialization courses are designed to address the 4A3b) Equity, Diversity, and Social Justice criteria:

- **ENVS 361 - Introduction to Planning** - See description above

- **ENVS 370 – History of Planning** - *See description above*
- **ENVS 457 - Environmental Dispute Resolution** - *See description above*
- **ENVS 462 - Planning Theory** - *See description above*
- *ENVS 414 - Environmental and food justice* – An overview of justice issues surrounding the production, distribution, and consumption of food in the United States.
- **ENVS 443 – Urban Environment and the Just City** - *See description above*
- **ENVS 463 - Native American Planning and Natural Resources Policy** - Survey of political and jurisdictional considerations, treaty rights, and social and environmental conditions facing tribal communities in their pursuit of self-governance and sustainability. Historic federal Indian policy, court rulings and the consideration of off-reservation treaty rights in regional planning.
- **ENVS 475 – Community Development and Participatory Methods** - *See description above*

Provide an explanation of how your program meets 4A3c) Governance and Participation:

The following core required courses and elective specialization courses are designed to address the 4A3c) Governance and Participation criteria:

- **ENVS 305 - Environmental History and Ethics** - *See description above*
- **ENVS 361 - Introduction to Planning** - *See description above*
- *ENVS 362 – U.S. Disaster Policy* - *See description above*
- **ENVS 370 – History of Planning** - *See description above*
- **ENVS 450 - United States Environmental Policy** - Analysis and assessment of environmental policy politics, primarily in the United States. Students examine the actors, institutions, and processes involved in environmental policymaking and develop a solid foundation for understanding how we address our most pressing environmental concerns. The course covers: (1) the major environmental policies and institutions; (2) multiple perspectives that describe and explain the intersections of environmental science and politics; and (3) specific environmental challenges. The course emphasizes societal values and ethical responsibility associated with public environmental policy.
- *ENVS 465 – Disaster Risk Reduction* - *See description above*
- **ENVS 456 - U.S. and Washington State Environmental Regulations** - This course provides a survey and applications of major U.S. and Washington state environmental regulations. Students survey the complex layers of environmental regulation, peel them apart, and then provide a critical narration of those that apply to a major regional environmental issue. The course’s dual focus on content and process is accomplished by dividing the class sessions roughly equally between the study of the readings (which is primarily lecture based) and the examination of the case studies and important research in the field of regulation (which is mostly discussion based).

- **ENVS 461 - Land Use Law** - *See description above*
- **ENVS 463 – Native American Planning and Natural Resources Policy** - Survey of political and jurisdictional considerations, treaty rights, and social and environmental conditions facing tribal communities in their pursuit of self-governance and sustainability. Historic federal Indian policy, court rulings and the consideration of off-reservation treaty rights in regional planning. Approaches to intergovernmental cooperation for sustainable natural resources management.
- **ENVS 476 - Disaster Reduction Studio** – *See description above*

Provide an explanation of how your program meets 4A3d) Sustainability and Environmental Quality:

The following core required courses and elective specialization courses are designed to address the 4A3d) Sustainability and Environmental Quality criteria:

As the nation's oldest environmental studies college, environmental quality and sustainability is a common thread weaved throughout the urban planning and Huxley environmental studies curriculum and is reflected in most courses contained in the urban planning curriculum. Planning majors are required to select 2 environmental science classes from the ESCI listing below.

- **ENVS 303 – Introduction to Environmental Studies I: Human Ecology and Ethics** - *See above*
- **ENVS 305 - Introduction to Environmental Studies II: History and Policy** - *See description above*
- **ENVS 450 - United States Environmental Policy** - *See description above*
- *ESCI 302 - Environmental Pollution - Examination of human-induced environmental perturbations of air, land and water occurring on local, regional and global scales.*
- *ESCI 310 - Environmental Systems - Interaction of biotic systems with Earth's physical systems; principles of ecology and natural systems; ecosystem structure, function and management. Should not be taken by students who have completed or intend to enroll in ESCI 325 or BIOL 325.*
- *ESCI 321 – Oceanography - Principles of oceanography, with emphasis on a description of the marine environment as an entity. Physics, chemistry and biology of the ocean.*
- *ESCI 325 - Fundamentals of Ecology - Investigation of the complex interactions of organisms with each other and with their physical surroundings, explored in the context of populations, communities, ecosystems and landscapes.*
- *ESCI 330 - Natural History of the Pacific Northwest - A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest, with a focus on the biology and the ecology of important organisms.*
- *ESCI 333 - Introduction to Environmental Toxicology - Explore the foundations of how environmental pollutants affect biological health. Topics include source and exposure routes of pollutants, basics of quantitative toxicology, effects of exposures, risk perception, and environmental regulations as they relate to toxicology.*
- *ESCI 361 - Water Quality - Water quality principles, problems, and issues; standard methods of*

assessing water quality; practical approaches in solving water-related problems. Includes laboratory.

- *ESCI 392 - Introduction to Global Change - See description above*
- *ESCI 463 - Wetlands for Wastewater Treatment - This class will begin with brief introductions to conventional wastewater treatment methods (primary, secondary and tertiary) and chemistry as it relates to wetlands and wastewater treatment. Through assigned readings, we will then examine the use of both natural and constructed wetlands for the treatment of municipal wastewater, acid mine drainage, storm water runoff, and agricultural wastewater. Each student will also be responsible for carrying out a research project using the campus storm water wetland as a study site.*
- *ENVS 474 - Planning for Sustainable Communities - See description above*

Provide an explanation of how your program meets 4A3e) Growth and Development:

The following core required courses and elective specialization courses are designed to address the 4A3e) Growth and Development criteria:

- *ENVS 340 - Developing World - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.*
- **ENVS 343 - Urbanization: Processes and Patterns** - *See description above*
- **ENVS 361 - Introduction to Planning** - *See description above*
- **ENVS 370 – History of Planning** - *See description above*
- *ENVS 443 - Urban Environment and the Just City - Comparative patterns and processes of urban-economic change in the industrial and non-industrial world. Emphasis on urban environmental development issues and conflicts.*
- **ENVS 470 – Planning Studio I: Methods** - *See description above*
- **ENVS 472 - Planning Studio II: Plan Development** - *See description above*
- **ENVS 473 - Planning Studio III: Plan Implementation** - *See description above*
- *ENVS 474 - Planning for Sustainable Communities - See description above*
- *ENVS 476 - Disaster Reduction Studio - See description above*

Provide an explanation of how your program meets 4A3f) Health and Built Environment:

The following core required courses and elective specialization courses are designed to address the 4A3f) Health and Built Environment criteria:

- *ENVS 340 - Developing World - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.*

- **ENVS 343 - Urbanization: Processes and Patterns** - *See description above*
- **ENVS 361 - Introduction to Planning** - *See description above*
- **ENVS 370 – History of Planning** - *See description above*
- **ENVS 443 - Urban Environment and the Just City** - Comparative patterns and processes of urban-economic change in the industrial and non-industrial world. Emphasis on urban environmental development issues and conflicts.
- **ENVS 463 – Native American Planning and Natural Resources Policy** - *See description above*
- *ENVS 465 – Disaster Risk Reduction - See description above*
- **ENVS 470 – Planning Studio I: Methods** -*See description above*
- **ENVS 472 - Planning Studio II: Plan Development** -*See description above*
- **ENVS 473 - Planning Studio III: Plan Implementation** - *See description above*
- *ENVS 474 - Planning for Sustainable Communities - See description above*
- *ENVS 476 - Disaster Reduction Studio - See description above*

B. Areas of Specialization and Electives: The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.

B.1. Specializations: When a program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise.

B.2. Electives: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

Provide an explanation of how your program meets Criterion 4B. Areas of Specialization and Electives:

A minimum of 3 required classes provide for specialization as elective courses for Urban Planning Majors. Students may select from the approved list of Urban Planning specializations. Students may elect to concentrate their specializations in geographic information systems (analytic and skills focus) or Hazards Planning (disaster resilience), which reflect to areas of curriculum depth offered within our Department. Students may also elect to fulfill their elective specialization requirement by completing a minor or proposing a specialization in another subfield of planning, with approval by the faculty advisor. Students electing to complete minors are advised of additional credit requirements beyond the specialization minimum requirement. Minors that constitute subfields of planning offered in our Department include: GIS, Disaster Resilience, Sustainable Design, Social and Environmental Justices, and Environmental Policy.

Provide an explanation of how your program meets sub-criterion 4B1. Specializations:

There are two designated fields of specializations in the planning major that fulfill the elective requirement. In addition to the designated specialization fields, students may elect to complete a minor to meet their specialization requirement, or, alternatively, they may propose a self-designed specialization from an approved elective course list relating to one of planning's subfields.

Option 1. Specialization in Spatial Analysis - Geographic Information Sciences

- **ENVS 320 – GIS I: Introduction to GIS** - An introduction to Geographic Information Science concepts and Geographic Information Systems (GIS) technology. Lectures will focus on the nature of spatial data, spatial data sources, and the input, manipulation, analysis, and display of spatial data. Practical experience in GIS applications through lab assignments.
- **ENVS 321 – GIS II: Computer Cartography** - Map layout, design and production using computer techniques. Methods and limitations of graphic communication are emphasized.
- **ENVS 419 - Applications in GIS*** - Applied use of GIS software to existing databases for analysis and final outputs as maps, tables and charts. Mastery of the software will be at the beginner's level, master of GIS techniques will be at the thematic mapping level. Data will be drawn from electronic databases and include tabular, cartographic, and remotely sensed.
- **ENVS 420 – GIS II: Analysis and Modeling** - The use of Geographic Information Systems technology for analysis and modeling of spatial data and processes. Focus on the collection, storage, analysis, and display of spatial data. Introduction to the use of models to automate geoprocessing tasks. Practical experience in GIS application through lab assignments.
- **ENVS 422 - Advanced Spatial Analysis *** - Advanced techniques for the analysis and visualization of spatial data. Focus on statistical methods and computer tools for identifying spatial patterns and processes, effective communication of results, and professional development for geospatial analysts. Introduction to open source analytical and cartographic software options, including the development of web maps and online professional portfolios. Students will complete an extensive original research project.

Option 2. Specialization in Hazards Planning - Disaster Risk Reduction

- **ENVS 362 – U.S. Disaster Policy**
- **ENVS 465 - Disaster Risk Reduction** - This course introduces students to the assessment of disasters, focusing primarily on the social aspects of disasters. The course deals with the question 'What causes a disaster?'
- **ENVS 372 - Natural Hazards Planning** - See description above
- **ENVS 476 - Disaster Reduction Studio** - The course provides students with an opportunity to apply their knowledge and skills in disaster reduction and emergency planning, with an emphasis on community-based approaches. Students will work in groups with a client (or clients) on a quarter-long project of practical significance. Students will be exposed to best

practices through case studies across disaster reduction and emergency planning. Project management, client interactions, report writing, and communicating technical information to diverse audiences will be emphasized.

Provide an explanation of how your program meets sub-criterion 4B2. Electives:

Note: The following list is not exhaustive; rather, it is intended to be illustrative of the breadth of elective courses available to our Urban Planning Majors to substitute for their specialization credit requirements. Students electing this option are required to identify and propose 300 and 400 level courses to serve as their specialization, with program advisor approval.

- *ENVS 331 - Canada: Society and Environment* - This course explores relationships between people and the environment in the territory that has come to be known as Canada; emphasis is placed upon the history of such relationships. Topics include: physical geography, Aboriginal geographies, Native-Newcomer interactions, evolving and contested political boundaries, resource use and ecological crisis, and urban development.
- *ENVS 340 - Developing World* - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.
- *ENVS 368 - Exploring Great Cities* - Field methods course examining great cities. Concepts and themes in human geography and urban planning provide a framework for the analysis of the human environments and the forces and efforts that shape them. Course is repeatable up to 8 credits; course may only be taken once for each destination.
- *ENVS 430 – Borderlands* - Investigation of the geography and issues associated with the growing importance of the United States' border regions, especially our northern border with Canada; selected trans-border environmental, sustainability, economic, and urban topics.
- *ENVS 437P – Sustainable Ithaca*: International program in sustainable community development. Ithaca, Greece. Summer program.
- *PLSC 353 - State and Local Politics* - Politics of states, urban regions and suburbs. Inter-jurisdictional conflict over growth or development. Federal relations, direct democracy and state policymaking.
- *ENVS 466 - Greening Business Applications* - This course is an experiential capstone combining faculty and student teams from the College of Business and Economics and Huxley College of the Environment. Student groups prepare a Green Business Assessment for a community or campus organization and compile, distribute, and present a final report to the campus and the client organizations. Course also offered as MGMT 466.
- *ESCI 470 - Ecological Restoration* - Investigates the theory and practice of ecological restoration, including methods for evaluating the success of restoration projects. Incorporates physical and ecological as well as economic and cultural considerations. Students work in groups on actual restoration projects.
- *ENVS 471 - Campus Sustainability Planning Studio* - Introduction to campus sustainability planning as applied to the WWU campus community. Project-based learning and research

- involving stakeholders across campus. Selected research topics relative to Western's master planning process pursuit of sustainability.
- A studio course emphasizing the application of sustainability principles in campus planning, development and operations.
 - *ENVS 474 - Planning for Sustainable Communities - See description above*
 - *ENVS 493 - Environmental Impact Assessment* - Environmental Impact Assessment requires a range of professional qualifications and involves a wide spectrum of disciplines and methodologies. This interdisciplinary capstone course involves class preparation of an impact assessment of a local project, summarizing physical, biological and social aspects of a study area. Review of pertinent laws and EIS documents. Also offered as ESCI 436.
 - *ENVS 496 - Environmental Stewardship* - A field-oriented capstone course for environmental studies majors nearing graduation. Students work in interdisciplinary teams to apply their knowledge and skills to solve complex problems in real world situations.

C. Instructional Delivery and Scheduling: Courses shall be taught by qualified faculty, and appropriate instructors shall be assigned for required, specialized and elective courses. In general, most required courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

Provide an explanation of how your program meets Criterion 4C:

Qualified faculty members teach all of our core Urban Planning and Environmental Policy courses. The majority of core planning courses are taught by full time, tenured and tenure track, and non-tenure track planning faculty. The majority of environmental core courses are taught by tenured and tenure track and non-tenure track faculty from the Department of Environmental Studies. Several faculty from the Department of Environmental Sciences teach several of the core environmental core and foundation classes. The scheduling sequence of all required courses in the Urban Planning program are reviewed annually to overcome barriers to students' timely completion of program requirements. A program sequencing of courses is provided on the Program website and through student advisement to help guide student selection of courses over the two year curriculum period.

D. Facilities: Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program's mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.

Provide an explanation of how your program meets Criterion 4D:

The Program provides suitable facilities to support the Program's mission. All faculty are provided an office within the Huxley College facilities, housed in the Environmental Studies Center Building and Arntzen Hall, which are used for faculty research and advising sessions with students. A dedicated planning studio classroom (ESC 318) provides sufficient space for current enrolled students and most of our studio-based classes utilize this space. The facility is equipped with computers, software, printers, and projection facilities to support the curriculum. Additional computer aided technology is available in the College's spatial analysis lab which supports GIS instruction and other software and is available for

use by urban planning majors. The Western campus provides a vast variety of facilities supporting the program. At times we may schedule general University computer laboratories to augment classes when enrollments exceed the capacity in the planning studio.

E. Information and Technology: Students, faculty and staff shall have access to sufficient information systems and technology, and technical support, technical equipment and training thereon to achieve the Program's mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

Provide an explanation of how your program meets Criterion 4E:

The program is supported by outstanding University and Department support for student technology – computer labs featuring PCs and Macs, laptops and video production equipment, wireless access across campus, a Help Desk and a Student Technology Center to provide training and support, high-end multimedia classrooms, student email and file storage, and a wide range of other services and tools. A wide variety of equipment is available on campus for student checkout. There are more than 200 laptop computers available at a variety of locations across campus. The Classroom Services loan desk has video and digital still cameras plus auxiliary tripods, microphones and lighting kits, and audio/visual gear supporting student public presentations. The university's library offers extensive in house and interlibrary loan resources.

Computer Labs – Over 2,100 lab computers are available for student use on campus including approximately 1,600 PCs, 320 Macintosh and 185 laptops. About 2/3 of these computers are located in specialized Departmental labs. The others are in general use labs open 24 hours per day and equipped with a wide variety of academic software for composition, presentations, web development, data analysis, graphics, and video production. Scanning and printing are also available in most labs. Software is updated regularly and includes the latest releases of Microsoft Office, Adobe Design Premium, Apple Final Cut Pro, IBM SPSS Statistics, ESRI GIS Desktop, A.D.A.M. Interactive Anatomy, and CAD programs. Urban Planning students can drop-in at the Tech Center to ask for help on software applications and other advanced technologies. The Center offers scanning, color and poster printing, video production, editing and conversion tools as well as online tutorials and manuals.

Online Learning via Canvas, Student Websites and Emails - Most faculty make course materials available online through Canvas Learning Management System. Access online materials including class discussions, assignments and exams by signing into *myWestern*. Each student is provided space on the university web servers to create a personal web site. Professional software tools such as Adobe Design Premium, including Photoshop, Fireworks, and Dreamweaver, are available in the computer labs to help create websites. The Student Technology Center teaches web design classes to help students get started and to advance their website skills. The University's wireless network offers excellent coverage throughout campus. Many buildings have strong signals, and more coverage areas are being continually added. Additionally, students can enjoy this widespread wireless network coverage by checking out laptops for two hour periods. Each registered student receives a myWestern computer account, which includes a student Web-based e-mail (hosted by Microsoft Live account) with 10GB of space. In addition to providing their student email account, it also provides access to Microsoft Web Apps and 25GB of online storage on their Microsoft-hosted SkyDrive. An additional 500MB of network storage is provided by the University.

Huxley Dedicated Facilities - Five specialized institutes affiliated with Huxley College offer our students' additional research support and academic opportunities. Each institute maintains facilities that provide

training in experiment methodology and the use of advanced laboratory equipment. In collaboration with outside institutions and community organizations, these institutes also offer Huxley students access to real-world research projects via a variety of paid and unpaid internship opportunities.

The Spatial Institute is an interdisciplinary center for spatial research in Environmental Sciences, Environmental Studies, Geography, Resilience, urban planning, and related fields. Housed within Huxley College, the Institute provides opportunities for collaboration within Huxley College, across Western Washington University, and with the broader community. The Spatial Institute supports both undergraduate and graduate level research and instruction. Recent and current research projects include GIS, Remote Sensing, GPS, Cartography, and Disaster Response. In addition to affiliated faculty and research projects, the Spatial Institute maintains spatial data servers providing data both on campus and online as well as the Spatial Analysis Lab and related web site which provide students, faculty and the larger academic community with information regarding spatial data resources, tools and other assistance. The WWU Map Collection (a National Map Repository) is considered a major collection in the United States and houses over 250,000 maps and 1,000 atlases.

STANDARD 5 – GOVERNANCE

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program’s faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program’s strategic plan.

Provide an explanation of how your program meets Standard 5: Governance:

Huxley College’s Urban Planning program’s success in maintaining its interdisciplinary research and teaching lies in the autonomy it has as a distinct program within the College, allowing it to be nimble and responsive to rapidly changing needs and priorities. Western has supported Huxley College’s interdisciplinary curricular innovation by granting the College exceptional curricular autonomy.

Western has allowed Huxley College, and its Urban Planning program in particular, to develop curriculum through a four-step process beginning with a) programmatic development of the curriculum by the core urban planning faculty committee (consisting of core planning faculty and student representation), b) an interdisciplinary department review body, c) a College Curriculum Committee review body, and d) a University curriculum review (such university-wide curriculum review is required for all university classes). The freedom from the constraints of a University-wide curriculum has given the Urban Planning program and the College the ability to experiment in teaching and learning. It has also allowed the program to respond rapidly to outside needs. Huxley College’s planning program has been successful because it can innovate interdisciplinary inquiry approaches. Western has also facilitated Huxley College’s interdisciplinary research achievements by supporting its critical mass as a College. The small size and democratic and inclusive structure of the College fosters communication and collaboration in an atmosphere of appreciation and respect for the wide range of intellectual pursuits. College faculty, staff, and students interact frequently and congenially, fostering a strong sense of community and shared values.

Huxley’s Urban Planning Program is constituted as one of five distinct majors in the Department of Environmental Studies. Its program organization, curriculum, strategic planning and operations are conducted with a high degree of transparency, inclusiveness, and relative autonomy of the core-

planning faculty who are associated with the program. The program faculty has relative autonomy in matters relating to curriculum design, evaluation and assessment. The Department's policies provide the authority for the Urban Planning program to primarily manage the planning and operational affairs of the program.

A. Program Autonomy: In accordance with customary university procedures, the planning program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official faculty. The Program shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students. The planning faculty and students shall be involved in the development of the Program's Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.

Provide an explanation of how your program meets Criterion 5A:

The Urban Planning Program has a sufficient degree of autonomy regarding the design and evaluation of the planning curriculum and its ability to initiate modifications as deemed opportune in the interests of students and in response to the ever-changing needs for trained planning professionals. Planning program faculty are in a lead evaluative position where it comes to the appointment, promotion, tenure and evaluation of its faculty, however, the program faculty's role is not exclusive as Department-wide review and approval of curriculum, as well as faculty tenure and promotion, are subject to College and University level review pursuant to the requirements of the Collective Bargaining Agreement. Appointments, promotion, tenure and evaluation of faculty, as well as all curriculum and Program administrative matters, begin at the programmatic level and the Program's recommendations are advanced for College and University review as prescribed in the Collective Bargaining Agreement and College policies. Final decisions regarding promotion and tenure ultimately rest with the University Provost and President.

The Program has been formally established under the authority of the Provost's Office as a university academic program offering the BA Degree in Urban Planning and Sustainable Development. The USPD program is managed under the direction of a program director, appointed by the Dean and the Provost, in accordance with the provisions in the Collective Bargaining Agreement. Furthermore, as evidenced in the Huxley College organizational chart, the program director position for the USPD program is identified as an administrative function within the College's organizational structure.

In a letter from the WWU Provost dated September 30, 2016, and in accordance with the WWU Collective Bargaining Agreement, the Provost affirms WWU's designation of the Urban Planning and Sustainable Development Program as a University Academic Program, and further affirms the Provost's appointment of the USPD program director, evidencing the existence of the Program as a distinct academic program (Additional Information Section 22).

As stated in the Provost's letter:

"...The Collective Bargaining Agreement delineates to the administration the right to plan, establish, modify, reorganize, create, merge or eliminate programs, departments and courses of instruction, the authority to determine academic programs to be offered," . . . "and in the case of academic program directors, determine duties and responsibilities of bargaining unit members, standards of performance evaluation, assignments, responsibilities to be performed. Given this delineation of authority, the

college bylaws are NOT the mechanism we use to establish academic programs, or appoint and evaluate academic program directors. That right is held by me as provost and vice president for academic affairs. The official written record of these approved academic programs is the university catalogue.”

Further, the Provost states:

“In this role, I assure you that the UPSD program has been established as a full academic program unit of the university.” The Department duly enacted a Governance Policy establishing Program governance by creating the UPSD Program Committee and outlining its duties and responsibilities, which includes the long-term operation and maintenance of the program. As a self-governing unit, the Department retains the authority to enact policies regarding the governance of each of its academic programs. Among other provisions, the policy identifies the role, composition, and responsibilities of the UPSD Program Committee, the duties of the Program Director, and the establishment of a Program Advisory Board and a student planning organization. Each of these entities has a participatory role in the formulation of the Program’s Mission and Strategic Plan, curriculum development, and the assessment and evaluation of program accomplishments.

As stated in Section 1 of the UPSD governance policy (Additional Information Section), its purpose is: “to oversee the performance of Huxley College’s BA degree program in urban planning and sustainable development and maintaining the program’s long term compliance with PAB accreditation standards and requirements.” This authority grants the Program the responsibility for managing its long term operation, in compliance with the PAB standards – which we recognize as the “gold standard” for academic planning programs. The Department of Environmental Studies has a long-standing practice of supporting the self-governance of each of its academic programs. Each of our academic programs operate under the leadership of a program administrator (analogous to a program director), and the programmatic faculty in each program major are responsible for the review and admission of students into their majors and the development, maintenance, and assessment of their curriculum. The UPSD Governance Policy expands upon these customary program governance practices by including students and a professional advisory board to participate in program planning and evaluation, and by creating a separate procedure for UPSD program faculty to voice their recommendations regarding the tenure and promotion of its core faculty, in accordance to customary university procedures.

The Urban Planning Program’s governance authority is presented in its Governance Policy as follows:

Urban Planning and Sustainable Development Academic Program Governance Policy

Department of Environmental Studies, Huxley College of the Environment, WWU

Approved: UPSD Committee, November 5, 2018

Approved: Department of Environmental Studies, November 26, 2018.

1. Urban Planning and Sustainable Development (UPSD) Program Committee. There shall be established an “Urban Planning and Sustainable Development Program Committee,” (hereinafter “UPSD Program Committee”) to oversee the performance of Huxley College’s BA degree program in urban planning and sustainable development and maintaining the program’s compliance with PAB accreditation standards and requirements.

a. Urban Planning Program Committee: The Program Committee shall advise the Academic Program Director, the Department Chair, and/or the Dean regarding curriculum and urban planning program related matters.

b. Program Committee Composition: The Program Committee shall be comprised of a) “urban planning

core faculty” (consisting of faculty teaching a minimum of 2 required courses per year in the urban planning curriculum, and other faculty, at their election, who teach in the planning major and approved by the core faculty); b) the College Dean, a non-voting member of the committee; and c) two urban planning students selected by the urban planning student organization to one (1) year terms. The committee’s composition shall be reaffirmed each fall quarter to reflect any changes to the urban planning faculty composition. Members of the Program Committee participate in all Committee deliberations, with the exception of student members in the review of applications to the major. Matters relating to faculty tenure and promotion review are limited to tenured faculty members of the Program Committee.

c. The Program Committee, or any ad hoc subcommittees of the Committee appointed by the Program Director, shall have the following duties:

i. To review and make recommendations to the Department regarding enrollment and application criteria, and to review and approve student applications to the urban planning major;

ii. To develop, assess, and maintain the undergraduate urban planning curriculum consistent with the standards for accreditation, and to make recommendations concerning curricular revisions to the Department for consideration, pursuant to the College Bylaws and Collective Bargaining Agreements;

iii. UPSD tenured core faculty shall convene to discuss applications for appointments to tenured and non-tenured positions relating to the UPSD program, as well as the eDossier application submitted by core planning faculty for tenure and/or promotion. The UPSD core faculty may elect to provide to the applicant an informational letter regarding the application’s merits to be included in the candidate’s eDossier application folder. Tenured faculty members provide their independent evaluation and vote of candidates for appointment, tenure, and/or promotion in accordance with the WWU/UFWW Collective Bargaining Agreement.

iii. To market and promote the urban planning and sustainable development major and to achieve greater diversity in student enrollment and urban planning faculty hiring. Recommendations regarding the program’s marketing strategies and budgeting requests are forwarded to the Chair and the Dean for consideration.

2. Academic Program Director. The Committee shall elect one of its tenured core faculty members to serve as the Academic Program Director, subject to approval by the Dean, to facilitate the performance of tasks necessary to attain and maintain program accreditation, and to serve as the program’s administrator for matters concerning curriculum, scheduling, program promotion, and the continuation of effective working relationships with professional planning agencies and organizations, the Program Professional Advisory Board, student planning organizations, and the Planning Accreditation Board (PAB). The Program Director shall manage all tasks associated with the accreditation application process. The Academic Program Director’s appointment term shall be 2 years.

3. Student Planning Organization. Students in the urban planning and sustainable development major shall be encouraged to form and actively participate in a student-led planning organization established through the WWU Associated Students or other venues to foster continued planning education and student membership in professional planning associations. Said student planning organization shall be encouraged to actively participate in the review and evaluation of curriculum and the program’s performance.

1. Urban Planning Program Professional Advisory Board. The Dean and the Program Director shall establish an Advisory Board jointly. The Board shall be comprised of seven (7) to nine (9) members representing diverse perspectives from alumni, professional planners, the general public, and representatives of the Washington Chapter of the American Planning Association, and shall assist the Program Director and Program Committee to assess the performance of the program. The Advisory Board shall be appointed to a term of two (2) years and shall meet at least once each year to review program performance, and shall make recommendations to the Committee regarding areas for program enhancement.

The following attachments are included in the Additional Information Section: Huxley College Organizational Chart (attachment 5)
Section 18, UFWW, Program Directors (attachment 7) Provost’s Letter regarding the Urban Planning Program’s Autonomy (attachment 22)

Urban Planning and Sustainable Development Program Committee Membership (AY 2018-2019)

	2015 PLANNING FACULTY MEMBER	MEMBERSHIP TYPE	VOTING
1	Kamel, Nabil	Planning Faculty	Yes
2	Laniga, Tammi	Planning Faculty	Yes
3	Melious, Jean	Planning Faculty	Yes
4	Stangl, Paul	Planning Faculty	Yes
5	Zaferatos, Nicholas	Planning Faculty / Program director	Yes
6	Hollenhorst, Steve	Dean	No
7	Student representative A – Nick Schmeck	Student	Yes*
8	Student representative B - Andrew Graminsky	Student	Yes*

*Voting on tenure and promotion of faculty restricted to tenured planning faculty

B. Program Leadership: The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.

Provide an explanation of how your program meets Criterion 5B:

The program administrator position is held by Nicholas Zaferatos, Ph.D., AICP, a tenured faculty member with the rank of Professor. His qualifications include the PhD in urban design and planning, a Masters degree in environmental and urban and regional planning, extensive public service appointments that includes appointments to local planning commissions and boards, and more than 30 years of executive level professional planning experience in local agencies, tribal governments, and international planning organizations. The program administrator is supported by the Department Chair, Professor Grace Wang, and reports directly to the College Dean, Professor Steve Hollenhorst, who also serves as a member of the urban planning program committee. The WWU’s Provosts Office and the College Dean provide funding to support the program administrator position as well as PAB accreditation expenses.

C. Communication: The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program’s goals and objectives and

about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

Provide an explanation of how your program meets Criterion 5C:

The program has increasingly relied on media to improve its effective communication with current and prospective students, as well as with faculty, alumni, and community partners. The College and University have expended considerable resources to improve its website and internet-based platforms with improved accessibility to programs, degree majors, events, and program achievements and activities. Most relevant information concerning the program's curriculum requirements are available online, along with application materials. The Program's website is located at: <https://huxley.wvu.edu/urban-planning-and-sustainable-development-program>

The College and Department maintain user-friendly websites, and individual faculty members are provided website technology support to improve communications with students, colleagues, other stakeholders, and the public. Most courses use the CANVAS learning system platform to facilitate curriculum administration and delivery of course material to students. We annually administer online surveys to measure student and alumni opinions regarding student learning outcomes and achievements as well as to help measure program's achievement of its goals and objectives. An information statement regarding the costs, enrollment, retention rates and related information is linked to the College's main webpage. In addition to media communications, we encourage interactive dialogue and in-person meetings with prospective and continuing students and community stakeholders. We routinely meet and coordinate with community leaders on topics of mutual collaboration. The program's public information and application procedure instructions are located on the Department's website at: <https://huxley.wvu.edu/envs/envs-majors-minors-degrees>.

Additional information is provided on the program website that includes the Program's strategic plan, prior student studio publications, recommended course sequencing, specialization guidance, and other information pertinent to student success. The student planning club "Western Urban Planners" also maintains an active Facebook page for students, alumni, and faculty to communicate current events. The Facebook page is located at: <https://www.facebook.com/groups/wwuplanners/>

D. Faculty and Student Participation: The Program shall provide fulltime and adjunct faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. When interested parties raise substantive issues, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

Provide an explanation of how your program meets Criterion 5D:

All meetings concerning the evaluation of, and revisions to, Huxley College's urban planning major and programs are subject to notification to interested stakeholders who are provided an opportunity to fully and meaningfully participate in administrative decisions. Engagement involves affected faculty, the College Dean, students, the student planning organization, and our community partners. The establishment of the program committee and program advisory board ensures direct and continuous involvement of faculty, students, and professionals in the program's strategic plan. Voting privileges on the program's curriculum and strategic plan is open to faculty and students, as defined in the Huxley

College Bylaws. Huxley students are appointed as members to most College committees, including the College's curriculum committee and planning program committee, and are afforded voting privileges. Department, program, and College meetings are open to the University community and to the general public and minutes for each meeting are recorded on the College's website. The program administrator is designated as the responsible person to ensure faculty, student, and community access to program information.

At the beginning of each year, the Urban Planning faculty committee hosts public forums where students, faculty, and staff in the Urban Planning major review and discuss the program's mission, strategic objectives, curriculum, and related aspects of the program in order to enhance understanding about program requirements and to encourage further improvements to the program. Students are also represented by their own self-governing urban planning organization (WWU Urban Planners) formed as a university supported WWU Associated Students Club. The club meets several times each month and organizes speakers, field trips, and promotes the attendance of its membership in planning conferences, workshops and promotes APA student membership. The club participates as members of the Urban Planning Program Committee on all programmatic matters.

E. Promotion and Tenure: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.

Provide an explanation of how your program meets Criterion 5E:

Within Huxley College, the tenure and promotion process rewards interdisciplinary approaches. Faculty are rewarded for conventional forms of achievement – good student evaluations of teaching, a well-developed research agenda, and scholarly output. However, in addition to these conventional scholarship standards, Huxley College's Urban Planning program (and the Department of Environmental Studies) also rewards faculty for exploring new approaches to teaching about interdisciplinary problem solving and for their applied research and creative endeavors. Furthermore, Huxley College's tenure and promotion process challenges faculty to explore how their diverse trainings and interests might be brought together in instruction and research. During the review process, Department faculty are expected to understand and assess the achievements of their colleagues, usually beyond their special expertise and interest. The very process requires faculty to examine new disciplinary perspectives and methods in ways that educate and foster interdisciplinary exploration. The result has been exceptional interdisciplinary curricular and scholarly innovation. Urban Planning faculty are evaluated pursuant to the Department of Environmental Studies Unit Evaluation Plan, the College Unit Evaluation Plan, and the University's Collective Bargaining Agreement. These promotion and tenure policy and procedures documents are contained in the Additional Information section of this SSR.

The UPSD program governance policy, reviewed above, provides for UPSD core faculty to review and provide comments and recommendations for UPSD faculty members applying for tenure and promotion. The recommendations are provided to the Department and become part of the applicant's Dossier. All tenure and promotion decisions are subject to the WWU Collective Bargaining Agreement.

(See Additional Information: UFWW Collective Bargaining Agreement Section 18 (7), Section 22 (8); Department Unit Evaluation Plan, AI-4).

F. Grievance Procedures: The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

Provide an explanation of how your program meets Criterion 5F:

The Urban Planning program adheres to grievance procedures and policies as established by the University and College. Faculty rights of appeal with respect to promotion and tenure decisions are elaborated in the Faculty Handbook, the College Bylaws and Unit Evaluation Plans, and the Collective Bargaining Agreement. Filed appeals progress from the Program to the Department and a College committee, and then to the Provost and Vice President for Academic Affairs and, finally, to the University President for final action.

Student grievance procedures include appeals procedures that relate to grades, student status, academic dishonesty, discrimination, sexual harassment, and other issues. All course syllabi include reference to the University grievance policy and procedure. The grievance policies and procedures are accessible on the College and University websites. The program maintains a record documenting the number and kinds of grievances it has received and a record of resolution. Student based grievances are most often filed directly with University divisions.

Students are protected protection against arbitrary or capricious actions or decisions by their instructors. Students also have protection against erroneous actions or decisions by academic units. At the same time, students are responsible for achieving and maintaining the standards of academic performance and excellence established by their instructors, as well as for complying with all relevant policies, standards, rules, and requirements formulated by the program, College, and the University. A student wishing to pursue an academic grievance or appeal must use the established procedures. The emphasis of the grievance policy and procedures is on informal resolution. Grievances, which involve hearings before the Student Academic Grievance Board, are rare. For the Academic Grievance and Appeal Policy and Procedures, see Appendix F in the WWU Catalog. Appeal of an instructor's decision on Academic Honesty is provided in Appendix D of the WWU Catalog (<http://catalog.wvu.edu/content.php?catoid=7&navoid=1016>).

(See Additional Information: WWU Academic Grievance Policy, AI-20).

G. Online Integrity: The Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

Provide an explanation of how your program meets Criterion 5G:

All of the required core UPSD planning courses are delivered in the classroom on the Western Washington University campus.

ADDITIONAL INFORMATION

[The following documents are available for download here.](#)

Faculty Abbreviated CVs: Provide the faculty CVs using the PAB template. Abbreviated CVs for all faculty must be provided in alphabetical order, organized by A (full-time in the Program), B (part-time in Program/full-time in the University) and C (adjunct/contract/non-tenure track). One combined PDF document should be submitted. Include a table of contents as a cover sheet.

Course Syllabi: Provide the course syllabi for all courses, organized in increasing course numerical order. Separate the courses into core or required courses and electives. Include a table of contents as a cover sheet.

Other Evidence: Provide all other documentation here. Be sure to reference these documents in the SSR narrative. Include these documents in Part II. Other Evidence of the SSR Evidence document.

Self-Study Report Signature Page: The Signature Page demonstrates the institution's support for the Program's application for accreditation. It also provides contact information for the student association and the local APA chapter. PAB staff will contact both groups to solicit comments in advance of the Site Visit.

PAB Self-Study Report: Student and Faculty Workbook

Institution Name: Western Washington University
Self-Study Report Date: 15-Sep-19

Tables included in this workbook:

Students (Green Tabs)

- Table S1 [Student Enrollment Data](#)
- Table S2 [Graduation Rates](#)
- Table S3 [Student Retention Rates](#)
- Table S4 [Number of Degrees Awarded](#)
- Table S5 [Student Employment Data](#)
- Table S6 [AICP Exam Data](#)
- Table S7 [Student Composition](#)

Faculty (Blue Tabs)

- Table F1 [Faculty Listing](#)
- Table F2 [Teaching Faculty FTE and Student/Fac](#)
- Table F3 [Faculty Composition](#)
- Table F4 [AICP Exam](#)
- Table F5 [Seven Year Summary of Faculty Schol](#)
- Table F6 [Seven-Year Summary of Faculty Profe](#)

Instructions for each table are included within each tab.

If you have any questions, please do not hesitate to contact PAB staff

Updated data should be made available to the Site Visit Team.

Student Data

Much of the requested student data will be available through your university's institutional research or data office. Be aware, however, that IPEDS (Integrated Postsecondary Education Data System) will not necessarily capture fast-track (e.g. 4+1) or dual degree students accurately.

Table S1 - Student Enrollment Data

This table should include admissions data for past 7 academic years. Include the most recent data available. Please provide data as of your institutions' census day

Academic Year / Cohort	Institution's census day						
	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
# of Applications Reviewed for Admission	30	20	22	26	26	28	30
# Applicants Admitted	27	18	22	21	26	24	26
# New Students Admitted who Enrolled	27	18	22	21	26	24	26
# Total Students Enrolled	47	45	40	43	47	50	51

Initial cohort group

Table S2 - Graduation Rates

This table should include graduation data for the past 7 academic years, presented by cohort of new students enrolled. Include the most recent data available.

Academic Year / Cohort	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
# New Students Admitted who Enrolled	27	18	22	21	26	24	26
	0	0	0	0	0	0	0
2 Year Rate		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3 Year Rate			2012-2013	213b-2014	2014-2015	2015-2016	2016-2017
4 Year Rate				2012-2013	2013-2014	2014-2015	2015-2016
5 Year Rate				100%	100%	100%	100%
6 Year Rate					2012-2013	2013-2014	2014-2015
					100%	100%	100%
						2012-2013	2013-2014
						100%	100%

Table S3 - Student Retention Rates

Retention Rate is calculated for graduate students as the percentage of first year students who return in the 2nd year. For example, students entered the program in fall 2002 and returned in fall 2013. Retention Rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

Academic Year	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Retention Rate	100	100%	100%	100%	100%	95%	100%

Table S4 - Total Number of Degrees Awarded for the Academic Year

2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
25	24	26	19	22	19	25

Table S5 - Student Employment Data

This table should include employment data for the past 5 academic years by graduate cohort. The employment rate include all graduates, regardless of part-time and full-time enrollment status, in part-time and full-time planning or planning-related jobs. Include the most recent data available.

Graduation Years Ending		June 1, 2014	June 1, 2015	June 1, 2016	June 1, 2017	June 1, 2018
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	8	6	8	8	4
	Percent	57%	85%	73%	73%	80%
Graduates who pursue further education within 1 year of graduation	Number	2	1	1	1	0
	Percent	14%	15%	9%	9%	0%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	4	0	2	0	1
	Percent	28%	0%	18%	0%	20%
Graduates with unknown employment status	Number	10	19	8	9	14
	Percent	42%	73%	42%	50%	73%
Total	Number	24	26	19	22	19
	Percent	100%	100%	100%	100%	100%

Table S6 - AICP Exam Data

*The table should include 5 years of data, ending with the most recent graduating class eligible to take the exam.
Include the most recent data available.*

Bachelor's program graduates who take the exam within 7 years of graduation

Graduation Years Ending	Jun-07	Jun-08	Jun-09	Jun-10	Jun-11
Number who take exam	4	2	1	2	1
% of takers who pass the exam	3	2	1	2	1

Table S7 - Student Composition Data

This table is the demographic data for the Program's student body for the most recent academic year. Provide a separate table for each degree, if applicable.

	Students - Race and Ethnicity					
	Full-time		Part-time		Total	
	Male	Female	Male	Female		
U.S. Citizens and Permanent Residents Only	White	18	20			38
	Black or African American		2			2
	American Indian or Alaska Native	3	1			4
	Asian	3	3			6
	Native Hawaiian and Other Pacific Islander	1				1
	Some Other Race Alone					0
	Two or More Races					0
	Unknown					0
	Total US Citizens and Permanent Residents Only	25	26	0	0	51
	Foreign Students					
	Total Students	25	26	0	0	51
Ethnicity - US Citizen and Permanent Residents Only						
	Hispanic or Latino	1	3			4
	Not Hispanic or Latino	24	23			47

Table F1 - Faculty Listing

This table lists the planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

List the Program's faculty in alphabetical order within the categories notes. Provide appropriate dates for faculty on leave, and for visiting faculty. This information supplements the abbreviated CV provided in the SSR. For PAB accreditation purposes, faculty are defined as follows: (A) Full-time in Planning Unit are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; (B) Part-time in Planning Unit are tenure track faculty from other academic departments in the University who teach graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; (C) Adjunct/Contract/Non-tenure track are non-tenure track faculty and faculty hired with multi year and annual contracts.

* For the most recent two years: Include the percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program-related release time activities (E.g. administrative duties, research, university service, etc.)

Name	Rank/Tenure	Year Appointed	Degree(s)	Date	Degree Field(s)	Degree Granting Universities	% of Time to	
							Program* 2017 - 2018	Program* 2018 - 2019
Full-time in Planning Unit (A) Faculty								
1 Nabil Kamel	Associate	2013	Ph.D.	2004	Urban Planning	UCLA	80% (Teaching)	80% (Teaching)
2 Tammi Laninga	Assistant	2014	Ph.D., MA	2005	Design and Planning	University of Colorado	60% (Teaching)	80% (Teaching)
3 Jean Mellous	Professor	1995	JD, M. Phil	1984	Law, Urban Regional Planning	Harvard Law School, U Edinburgh	80% (Teaching)	80% (Teaching)
4 Paul Stangi	Associate	2004	Ph.D. MA,	2001	Geography, Urban Planning	U Texas, Rutgers U	0% (Teaching)	100% (Teaching)
5 Nicholas Zafaratos	Professor	1999	Ph.D., MS	1996	Urban Design and Planning	U Washington, Western Washington U	100% (Teaching)	100% (Teaching)
Part-time in Planning Unit (B) Faculty								
6 Berardi, Gigi	Professor	1995	Ph.D., MS	1989	Nat Res, Planning, Policy	Cornell University	10% (teaching)	0% (teaching)
7 Darby, Kate	Associate	2014	Ph.D., MS	2010	Anthropology, Env Science	Arizona State U, U Oregon	20% (teaching)	20% (teaching)
8 Flowers, Aquila	Associate	2013	Ph.D., MS	2013	Geography	U Oregon	50% (teaching)	40% (teaching)
9 Neff, Mark	Associate	2014	Ph.D., MS	2009	Biology, Science, Policy	Arizona State U, U Oregon	20% (teaching)	20% (teaching)
10 Paci-Green, Rebekah	Associate	2007	Ph.D., BS	2005	Structural Engineering	Cornell University, U Washington	50% (teaching)	50% (teaching)
11 Wang, Grace	Professor	2002	Ph.D., MS	1997	Natural Resources Policy	U Minnesota	10% (teaching)	10% (admin)
Adjunct/Contract/Non-tenure track (C) Faculty								
12 Pederson, Mark	Lecturer	2011	M.S., B.Arc	2013	Geography, Architecture	Western Washington U, U Chicago	50% (teaching)	50% (teaching)
13 Lindsey McDonald	Lecturer	2018	M.S.	2006	Environmental Education	Western Washington U	10% (Admin)	20% (teaching)
14 Barbara Coe	Lecturer	2019	Ph.D.	1988	Public Admin, Planning	U Colorado	0% (teaching)	20% (teaching)
15 Kristi Parks	Lecturer	2019	MLA	2001	Landscape Architecture	University of Washington	0% (teaching)	20% (teaching)

Table F2 - Teaching Faculty FTE

This table sets forth an FTE calculation based on teaching loads only for the most recently completed academic year. To calculate the teaching FTE for an individual faculty member, divide the faculty member's credit hours in the accredited program by the program's definition of a full-time teaching load. For programs with two accredited degrees, apportion each faculty member's credited hours between the two accredited degrees. No faculty member should exceed a 1.0 teaching FTE.

Full time A Status faculty are defined as tenure track or tenured faculty who teach a minimum of two required courses in the urban planning degree program as well as in a

	Faculty Member Name	Status (A, B, C)	Teaching FTE
1	Kamel, Nabil	A	0.8
2	Laniga, Tammi	A	0.8
3	Melious, Jean	A	0.8
4	Stangl, Paul	A	1
5	Zaferatos, Nicholas	A	1
6	Berardi, Gigi	B	0
7	Darby, Kate	B	0.2
8	Flowers, Aquila	B	0.4
9	Neff, Mark	B	0.2
10	Paci-Green, Rebekah	B	0.5
11	Wang, Grace	B	0
12	Pederson, Mark	C	0.5
13	Lindsey McDonald	C	0.2
14	Barbara Coe	C	0.2
15	Kristi Parks	C	0.2
		Total Teaching FTEs	6.80

Student/Teaching Faculty Ratio

A	Part-time Student FTE, including calculation (if applicable)	51
B	Student/Teaching Faculty Ratio, including calculation	7.50

A. If the Program has part-time students, provide the formula used to calculate part-time students FTE. If the Program does not track part-time students by credit hours, then use the following formula to calculate part-time students FTE: (Part-time students) (0.5).

B. Divide the total number of students in the Program (total full-time students + FTE part-time students), by the Total Teaching FTE

Table F3 - Faculty Composition Data

This table is the demographic data for the Program's faculty for the most recent academic year. Provide a separate table for each degree, if applicable. This table is intended to count faculty members as individuals (as opposed to teaching FTEs), so it should contain only whole numbers. Be sure to include all faculty, even if they are on leave or not teaching as of the reporting date.

	Enrollment Status and Gender									
	Full-time in Planning Unit (A)		Part-time in Planning Unit (B)		Adjunct/Contract/No n-tenure track (C)		Total			
	Male	Female	Male	Female	Male	Female	Male	Female	Total	
U.S. Citizens and Permanent Residents Only										
Faculty - Race and Ethnicity										
White	3	2	2	3	1	3	1	3	14	
Black or African American									0	
American Indian or Alaska Native									0	
Asian				1					1	
Native Hawaiian and Other Pacific Islander									0	
Some Other Race Alone									0	
Two or More Races									0	
Unknown									0	
Total US Citizens and Permanent Residents Only	3	2	2	4	1	3	1	3	15	
Foreign Faculty										
Total Faculty	3	2	2	4	1	3	1	3	15	
Ethnicity - US Citizen and Permanent Residents Only										
Hispanic or Latino										
Not Hispanic or Latino	3	2	2	4	1	3	1	3	15	

Table F4 - AICP Membership:

Provide the number of teaching faculty in the accredited Program who are members of AICP

Faculty AICP Membership	
Full-time Faculty (A)	2
Part-time in Faculty (B)	0
Adjunct/Contract/Non-tenure track Faculty (C)	0
Total	2

Table F5 - 7-year Summary of Faculty Scholarship

Items with overlap in the next table (Faculty Professional Involvement) should be listed in one table only, not in both tables. Items with involvement by multiple faculty members in the Program should be listed once or pro-rated among the Program faculty members in the program should be listed once or pro-rated among the Program faculty members involved (i.e. each of two faculty members is shown with a 0.5 contribution). Add and/or delete rows as necessary to accommodate all faculty.

Faculty Name	Job Title	Number of Books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences	
Full-time in Planning Unit (A)											
Kamel, Nabil	Associate Professor	0	4	2	6	1	9	2	60000	9	
Lanninga, Tammi	Assistant Professor	0	13	1	0	0	11	13	2,700,000	25	
Melious, Jean	Professor	0	3	1	0	1	0	1	various	17	
Stangl, Paul	Associate Professor	1	6	1	0	0	0	0	0	2	
Zaferatos, Nicholas	Professor	1	2	1	14	2	6	2	\$105,000	21	
Part-time in Planning Unit (B)											
Berardi, Gigi	Professor	0	3	2	4	0	1	2	145,000	9	
Darby, Kate	Associate Professor	0	4	2	0	0	2	1	15,000	14	
Flowers, Aquila	Associate Professor	0	9	1	0	0	3	0	0	14	
Neff, Mark	Associate Professor	0	8	0	0	0	0	1	\$165,000	13	
Paci-Green, Rebekah	Associate Professor	0	7	2	0	0	15	11	240,000	23	
Adjunct/Contract/Non-tenure track (C)											
Pederson, Mark	Lecturer	0	0	0	0	0	0	0	0	0	
Lindsey McDonald	Lecturer/SCP	0	4	0	1	2	8	3	101,000	7	
Barbara Coe	Lecturer	1	1	0	0	4	4	7	0	17	
Kristi Parks	Lecturer	0	0	0	0	0	0	1	5000	1	

Table F6 - 7-year Summary of Faculty Professional Involvement

Items with overlap in the previous table (Faculty Scholarship) should be listed in one table only, not in both tables. Items with involvement by multiple faculty members in the Program should be listed once or pro-rated among the Program faculty members in the program should be listed once or pro-rated among the Program faculty members involved (i.e. each of two faculty members is shown with a 0.5 contribution). Add and/or delete rows as necessary to accommodate all faculty.

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Full-time in Planning Unit (A)						
Kamel, Nabil	Associate Professor	2	2	1	1	0
Lanning, Tammi	Assistant Professor	18	11	2	0	0
Melious, Jean	Professor	25+	17	1	1	0
Stangl, Paul	Associate Professor	3	1	1	0	0
Zaferatos, Nicholas	Professor	12	15	2	1	0
Part-time in Planning Unit (B)						
Berardi, Gigi	Professor	0	3	2	0	1
Darby, Kate	Assistant Professor	0	3	0	1	1
Flowers, Aquila	Associate Professor	0	2	0	0	0
Neff, Mark	Associate Professor	0	2	0	0	0
Paci-Green, Rebekah	Associate Professor	5	14	2	0	0
Wang, Grace	Professor	0	0	0	0	0
Adjunct/Contract/Non-tenure track (C)						
Pederson, Mark	Lecturer	0	0	0	0	0
Lindsey McDonald	Lecturer	0	3	0	0	0
Barbara Coe	Lecturer	2	20	0	1	0
Kristi Parks	Lecturer	0	0	0	0	0

PLANNING ACCREDITATION BOARD – SSR SIGNATURE PAGE

These signatures attest to the validity of the application and to the institution's support for the accreditation of the planning Program. Original hard copy signature page should be mailed to PAB.

Institution Name:
Degree Name:

1. PLANNING PROGRAM ADMINISTRATOR

Name: Nicholas Zaferatos
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Date:
Signature: 

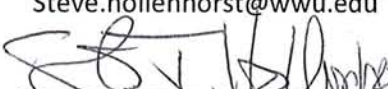
2. PERSON PREPARING APPLICATION (if different from above)

Name:
Title:
Mailing:
Address:

Phone:
Email:
Date:
Signature: _____

3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name: Steve Hollenhorst
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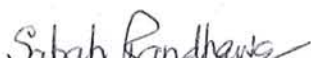
4. INSTITUTION'S CHIEF ACADEMIC OFFICER

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Title: President

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LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name: APA Washington – Northwest Section
Name: Meredith Penny, AICP
Title: President, NW Section, APA WA

Phone: 360-778-7946
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