



Department of Graduate Built Environment Studies

## **Graduate Program in City and Regional Planning: Mission Statement and Strategic Plan**

### **Mission Statement**

Revised/Approved: August 12, 2022

To educate diverse and underrepresented student groups in the planning profession and related fields for careers in public, private, and non-profit sectors; nurture the next generation of urban leaders, and conduct advanced research in city planning and related subjects. Building on the Morgan State University's tradition of providing professional education for African Americans and its urban mission, the program also strives to improve and empower the urban communities in the Baltimore region, across Maryland, and in the nation and world. Finally, the program serves as a laboratory for the development and application of city planning ideals and practices; and a forum for vital discourses and diverse perspectives concerning the future of cities and urban development.

### **Strategic Plan: 2021-2029**

Approved: August 12, 2022

Effective: August 24, 2021 – September 1, 2029

#### **I. Increase program enrollment.**

*Rationale: Increasing enrollment ensures the program's long term continuity and vitality, increases its ability to gather resources and robustly deliver its curriculum, and makes the fulfillment of all other strategic goals possible.*

- Work with the university and school to develop and administer a targeted recruitment strategy.
- Revisit the program's 3+2 Bachelor/MCRP – revise recruitment and administrative practices of SA+P undergraduates accordingly.
- Explore and develop relationships with potential feeder undergraduate programs at Morgan and other local/state universities.
- Increase the program's social media and web presence.
- Work with the university and the School of Graduate Studies to streamline the admissions process.

- Identify sources for student scholarships and increase overall funding made available to students through university and external sources.
- Target potential international applicants from university's Africa initiative; Work with Morgan's Office of International Affairs to solve persistent visa issues preventing enrollment of international applicants.

*Key performance measures and targets: Raise enrollment by 25% in five years over AY2015-20, to (approximately 40 students 32 FTEs), by 30% over AY2015-20 in seven years; raise size of entering student classes by 30% in five years (approximately 15 students per year).*

## **II. Increase scholarship and funded research projects.**

*Rationale: The program must substantially contribute to Morgan's designation as Maryland's Urban Research University and advance the university's aspiration to become an R1 Very High Research Institution Carnegie classification.*

- Increase peer reviewed articles and books.
- Increase faculty grants and subcontract awards.
- Engage in partnerships with other institutions to leverage funding opportunities and projects that lead to publications.
- Conduct research and publish scholarship that will increase the vitality of Baltimore city and region.

*Key performance measures and targets: Raise number of peer reviewed publications 20% above average for AY2015-2020 in five years and over 25% in seven years; Raise dollar value of grants and contracts 30% above AY2015-2020 average in five years and 40% in seven years; Author at least one Baltimore- or Maryland-focused scholarly publication or public report every three years.*

## **III. Increase the program's presence and impact in the region, state and country.**

*Rationale: The program, the only accredited planning program in the region, lacks prominence and influence in the affairs of the city and region. The work of its faculty, students and alumni can be better leveraged to drive the program's growth and serve as an engine to address critical issues of the region including inequality and institutionalized racism, climate change, neighborhood decline and population loss, and quality of life matters.*

- Establish downtown satellite location for course meetings, studio space and events.
- Recruit prominent local practitioners and leaders to teach studios and other courses with service learning components or the potential to impact local affairs.
- Work with the university to promote faculty and student accomplishments in multiple forms of media and facilitate media appearances.

- Establish newsletter or regular email blast to promote the program’s accomplishments and events.
- Help advance the careers of recent graduates/alumni through AICP certification and networking and other events.
- Establish partnerships with other universities, institutions and professional groups to address imbalance of resources made available to HBCUs.
- Reinforce the university’s role as an anchor institution through Baltimore-based studio projects and other forms advocacy and service.

*Key performance measures/targets: Increase the number of media appearances or quotations in prominent local and national media by 25% over five years; increase 4-year student graduation rates over by 20% and the number of graduates sitting for and passing AICP exam by 25% over AY 2015-2020 average; establish two long term partnerships with other institutions or agencies over the next five years; conduct at least one impactful Baltimore-based studio or service learning project every year.*

**IV. Enhance the curriculum around urbanism, physical planning and design-based skills to address needs for such skills across the region, and better exploit connections to SA+P sister programs in architecture and landscape architecture.**

*Rationale: The region and state need thoughtful planners who can help local communities to comprehend and participate in urban design and development initiatives and help them develop master and neighborhood-scale plans.*

- Revise curriculum to encourage (or require) students to take more physical planning or design-based courses, GIS and graphics.
- Increase opportunities for cross-listed or multi-disciplinary courses with the architecture and landscape architecture programs, including joint studios.
- Conduct multi-disciplinary public service and sponsored research projects with architecture and landscape architecture faculty and students.
- Establish elective courses in public space studies, placemaking and or writing about cities, potentially led by accomplished practitioners in the field.
- Place greater emphasis on climate change, resilience and environmental practices within the curriculum.
- Offer the program’s own urban design course(s), land use planning, and environmental planning in regular yearly rotation.

*Key performance measures/targets: A modest curriculum update submitted for approval to the Graduate Council in the next three years; conduct regular reviews of the curriculum every three years with corresponding updates submitted for approval as necessary; offer yearly or bi-yearly rotation of the above noted elective courses and establish at least one new elective over the next five years; offer at least one joint studio or project-based course with architecture or landscape architecture over the next five years, and one every other year after that.*

## **V. Globalize the curriculum and provide students with opportunities for international learning experiences.**

*Rationale: It is vital that students understand the global context of urban issues and have experience in diverse, international settings. In concert with the university's strategic goal to increase its international reach and its evolving Africa partnerships, the program seeks to bring the world to its curriculum and its curriculum to the world.*

- Increase the number of courses with substantial global content.
- Work with the university's Division of International Affairs and Office of Strategic Partnerships and Recruitment (Africa) to develop pipeline of African students and opportunities for faculty travel to partnership countries.
- Fund and conduct international studios and courses with international travel.

*Key performance measures and targets: Maintain an enrollment of two or more international students over the next five years, increasing to three students in year six, and four in year seven. Find sponsorship for and administer at least one funded international course trip over the next five years.*