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# STRATEGIC PLAN, 2014-2019

Graduate Program in City and Regional Planning  
Department of Graduate Built Environment Studies  
School of Architecture + Planning  
Morgan State University



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### **History and Background**

The Graduate Program in City and Regional Planning is part of the Department of Graduate Built Environment Studies in the School of Architecture + Planning (SA+P). The development of the graduate built environment studies at Morgan State University began with the establishment of the Urban Research Institute in 1963 (not to be confused with the Institute for Urban Research), legislatively established in 1978 by the State of Maryland. In 1970, the Urban Research Institute became the Center for Urban Affairs offering an undergraduate degree in Urban Studies and Community Services, and a graduate degree in Urban Planning and Policy Analysis, in addition to other ancillary community service programs. The Institute was legislatively established in 1978, by the State of Maryland. The graduate program was the first graduate planning program in the State of Maryland and the first such program at Historically Black College/University (HBCU).

During the early years the graduate program in planning attracted a diverse group of working professionals, politicians, and planning consultants. The program has maintained its diverse student body. The program has long been an important source of planners for Baltimore city and Baltimore County's respective planning departments and other planning agencies in the state as it was the only planning program in the Baltimore metropolitan region.

The program maintained strong relationships with professional organizations such as the American Planning Association (APA), American Institute of Certified Planners (AICP), American Institute of Planners (AIP), the American Society of Planning Officials (ASPO), and the Association of Collegiate Schools of Planning (ACSP). The program's reputation spread rapidly, and in 1974 it became the first planning program at an HBCU to receive degree recognition (the forerunner of accreditation) from AIP.

In 1975, the Center for Urban Affairs became the School of Urban Affairs and Human Development and several other degree programs were added. Morgan State gained university status in 1975 and thus came a new mandate: the responsibility for addressing and resolving urban problems. The mandate resulted in the creation of five new urban-oriented programs including the Department of Built Environment Studies (BES). The implementation of BES led to: a name change in the graduate degree from a Master of Arts (M.A.) in Urban Planning and Policy Analysis to Master of City and Regional Planning (M.C.R.P.); advanced and first professional graduate degrees in the disciplines of Architecture and Landscape Architecture; and an inter-disciplinary graduate degree in Urban Design.

In 1986, the Planning Accreditation Board (PAB) accredited the program and it became the first PAB accredited program at an HBCU. Since then it has been continuously accredited and today is among the only four accredited programs at HBCUs and among two such programs in the State. The BES Department was re-designated as the Institute of Architecture and Planning in January 1991. In Fall 2008, the Institute of Architecture and Planning became the School of Architecture + Planning (SA+P) in Fall 2008 and the program attained a departmental status at that time. In

Fall of 2014, the Department became a program under a larger Department of Graduate Built Environment Studies, which also houses the Graduate Programs in Architecture and Landscape Architecture. SA+P restructured its academic unit in hopes to achieve the following goals: to increase efficiencies and streamline activities among the various academic programs; to tap the intellectual synergies of disciplines to foster transdisciplinary and collaborative engagements that benefit students and faculty; and to utilize the lean and more organized structure to address recruitment, academic programming quality, student success, and research funding. The program, however, maintains its autonomy in the new organizational structure. SA+P also has undergraduate programs in Architecture and Environmental Design, and in Construction Management under the Department of Undergraduate Design and Construction. The Planning Program has also initiated a 3+2 year accelerated Bachelor of Science in Architecture and Environmental Design (BSAED)/MCRP that is a unique program in the State.

The program has a history of community engagement and has served communities in Baltimore and Maryland through service learning projects and faculty research. Most recently, it has been involved in an University's initiative known as the Morgan Community Mile. This project is part of Morgan's 2011 to 2021 Strategic Plan, *Growing the Future, Leading the World*. The Morgan Community Mile is the foundation for a university-community partnership working towards identifying and implementing projects that will improve and sustain the quality of life in Northeast Baltimore

The City and Regional Planning program enrolls between a diverse body of 30 to 50 of students and has a diverse faculty consisting of five fulltime faculty members including the Dean and the Interim Assistant Dean of the School. Additionally, the program draws support from local area professionals and related disciplines within the school such as architecture and landscape architecture, as well as the graduate transportation program in the School of Engineering for its course offerings.

**Vision:** The Program's vision is to be the leading planning program on the east coast by educating and graduating the next generation of innovative, forward-thinking African American and other underrepresented leaders in the planning profession; producing cutting-edge research that transforms disinvested communities and regions; and becoming an anchor partner with community groups to lift up the Northeast Baltimore area and mid-Atlantic region.

**Mission:** Our mission is to educate diverse and underrepresented student groups in the planning profession and related fields for careers in public, private, and non-profit sectors, conduct cutting edge research on urban planning, and develop leaders in the field. Building on the tradition of providing professional education for African Americans students at an HBCU, and the University's urban mission, the faculty and students will make meaningful contributions to the urban communities. The Program is committed to improving urban communities in Baltimore region, the State of Maryland, and the mid-Atlantic region and serves as the leading partner for the University's Morgan Community Mile initiative, which aims to improve the quality of life for neighborhoods in Northeast Baltimore. We also use the greater Baltimore and Washington regions as a laboratory for applied research and student projects.

- **Goal One:** To train African American and underrepresented graduate students for careers as professional city and regional planners and related fields.
- **Goal Two:** To expand the program enrollment and build upon the program's excellence and academic reputation.
- **Goal Three:** To be an advocate for progressive planning practices within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region.

- **Goal Four:** To create knowledge and foster discourses that will inspire planning professionals, scholars, students, citizens, local and state governments, and planning organizations within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic.

**Objectives for Goal One:** To train African American and underrepresented graduate students for careers as professional city and regional planners and related fields.

- To provide students with skills for professional practice.
- To engage planning practitioners in the program's curriculum and the social network of students and alumni.
- To encourage our students to understand local, regional, and community needs from a national and global perspective, and provide service to the planning profession.
- To provide opportunities for students who cannot attend courses on a full-time basis or during traditional academic hours.

**Objectives for Goal Two:** To expand the program enrollment and build upon the program's excellence and academic reputation.

- To expand the program enrollment by active recruitment and outreach to regional colleges and universities.
- To recruit actively from Morgan's B.S.A.E.D program in SA+P.
- To increase program graduation rates.

**Objectives for Goal Three:** To be an advocate for progressive planning practices within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region.

- To champion the needs of disadvantaged and disfranchised communities throughout the Baltimore-Washington region by facilitating and actively participating in urban projects, community outreach, and academic research designed to highlight and remedy modern urban issues and challenges.
- To promote progressive planning ethics, values and practices, through service learning, applied research, and community partnerships throughout the city and region.
- To facilitate the improvement of the neighborhoods in Northeast Baltimore through the Morgan Community Mile and similar initiatives.
- To provide students with the skills to engage and empower citizens and community groups.

**Objectives for Goal Four:** To create knowledge and foster discourses that will inspire planning professionals, scholars, students, citizens, local and state governments, and regional organizations within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region.

- To conduct theoretical and applied research in city and regional planning and related fields.
- To disseminate planning knowledge to researchers, the professional planning, community and citizens, local and state governments, and nonprofit organizations.
- To provide useful knowledge for the creation and maintenance of sustainable, prosperous, just, and resilient, communities and cities across the world.
- To develop influential and visionary leaders who work toward regional sustainability and resilience in Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region

## Assessment Plan

Goals, Objectives, Performance Indicators and Measurement Tools	Descriptions
<b>GOAL #1</b>	<b>To train African American and underrepresented graduate students for careers as professional city and regional planners and related fields.</b>
<b>Objective 1</b>	<ul style="list-style-type: none"> <li>To provide students with skills for professional practice.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>Number of courses that include planning skills content</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>6.D. Curriculum Map of the Accreditation Criteria</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>Number of professional presentations made by students</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>Record of student presentations at school juries, public, and professional events</li> </ul>
Performance indicator c:	<ul style="list-style-type: none"> <li>Level of satisfaction from skills taught by the program</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>Exit and alumni surveys</li> </ul>
<b>Objective 2</b>	<ul style="list-style-type: none"> <li>To engage planning practitioners in the program's curriculum and the social network of students and alumni</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>Number of professionals participating in program development and activities</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>Record of meeting minutes from of PAC, jury attendance, electronic communications and records with professionals, number of members from the professional community that are participants in Morgan Planning Network, guest lectures by professionals, and exhibits hosted</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>Number of events and meetings with planning professionals</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>Record of events and meeting that expose our students to planning professionals.</li> </ul>
Performance indicator c:	<ul style="list-style-type: none"> <li>Students survey responses to the quality of their service-learning and internship experiences</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>Student exit survey</li> </ul>

Performance indicator d:	<ul style="list-style-type: none"> <li>• Rating by professional planners at our Departmental Super Jury</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Evaluations submitted by professional planners of our students presentations</li> </ul>
Performance indicator e:	<ul style="list-style-type: none"> <li>• Number of internships secured by students</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Program Record of such internships</li> </ul>
<b>Objective 3</b>	<ul style="list-style-type: none"> <li>• To encourage our students to understand local, regional, and community needs from a national and global perspective, and provide service to the planning profession.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of students serving with the MDPA chapter</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Departmental record of students that have served in the recent years.</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>• Number of professional development activities organized by students</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Record of such activities</li> </ul>
Performance indicator c:	<ul style="list-style-type: none"> <li>• Number of informal and formal mentoring relationships students develop with planning professionals</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Exit survey</li> </ul>
Performance indicator d:	<ul style="list-style-type: none"> <li>• Number of faculty and students involved in client/community based projects</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• List and description of community projects with student/faculty involvement</li> </ul>
Performance indicator e:	<ul style="list-style-type: none"> <li>• Development of student/community project portfolios</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Included in the project portfolios are and evaluation of overall class performance by lead community organization and a reflection by the student</li> </ul>
Performance indicator f:	<ul style="list-style-type: none"> <li>• Number of courses with global dimensions of planning</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• 6.D. Curriculum Map of the Accreditation Criteria</li> </ul>

Performance indicator g:	<ul style="list-style-type: none"> <li>• Number of international student projects</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Record of international master's projects/theses</li> </ul>
Performance indicator h:	<ul style="list-style-type: none"> <li>• Faculty research with international content and faculty presentations at international conferences</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Faculty annual report</li> </ul>
<b>Objective 4</b>	To provide opportunities for students who cannot attend courses on a full-time basis or during traditional academic hours
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of courses offered during nontraditional hours and number of hybrid or online courses</li> </ul>
Measurement Tools:	<ul style="list-style-type: none"> <li>• Course schedule showing alternative times and days</li> <li>• Course schedule showing hybrid or online courses</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>• Number of students attending the program on a part time basis</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Table 4.A.1. Student Enrollment Data of the Accreditation Criteria</li> </ul>
Performance indicator c:	<ul style="list-style-type: none"> <li>• Success rates by demographic attributes</li> </ul>
Measurement Tools:	<ul style="list-style-type: none"> <li>• Student enrollment data and set</li> <li>• Alumni Survey</li> </ul>
<b>GOAL #2</b>	<b>To expand the program enrollment and build upon the program's excellence and academic reputation.</b>
<b>Objective 1</b>	<ul style="list-style-type: none"> <li>• To expand the program enrollment by active recruitment and outreach to regional colleges and universities.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of recruitment and outreach activities</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Record of recruitment and outreach activities</li> </ul>
<b>Objective 2</b>	<ul style="list-style-type: none"> <li>• To recruit actively from Morgan's B.S.A.E.D program in SA+P.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of students from the B.S.A.E.D program</li> </ul>

Measurement Tool:	<ul style="list-style-type: none"> <li>• Departmental Student Record</li> </ul>
<b>Objective 3</b>	<ul style="list-style-type: none"> <li>• To increase program graduation rates.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Increase ultimate graduation rates to 70% in five years</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Student enrollment and graduation data set</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>• Increase four year graduation rate to 50% in five years</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Table 4.A.3. Graduate Student Graduation rates of the Accreditation Criteria</li> </ul>
<b>GOAL #3</b>	<b>To be an advocate for progressive planning practices within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region</b>
<b>Objective 1</b>	<ul style="list-style-type: none"> <li>• To champion the needs of disadvantaged and disfranchised communities throughout the Baltimore-Washington region by facilitating and actively participating in urban projects, community outreach, and academic research designed to highlight and remedy modern urban issues and challenges</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of faculty service initiatives</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• List and documentation of service learning/outreach projects and faculty service initiatives.</li> </ul>
<b>Objective 2</b>	<ul style="list-style-type: none"> <li>• To promote progressive planning ethics, values and practices, through service learning, applied research, and community partnerships throughout the city and region.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of classes covering values and ethics</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• 6.D. Curriculum Map of the Accreditation Criteria</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>• Number of faculty research project, papers, and presentation adhering to this objective.</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Annual faculty report</li> </ul>
Performance indicator c:	<ul style="list-style-type: none"> <li>• Number of student theses/projects adhering to this objective.</li> </ul>

Measurement Tool:	<ul style="list-style-type: none"> <li>• Departmental records of theses/projects topics</li> </ul>
<b>Objective 3</b>	<ul style="list-style-type: none"> <li>• To facilitate the improvement of the neighborhoods in Northeast Baltimore through the Morgan Community Mile and similar initiatives.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of MCM initiatives led by planning faculty</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• List and description of such partnerships</li> </ul>
<b>Objective 4</b>	<ul style="list-style-type: none"> <li>• To provide students with the skills to engage and empower urban citizens and community groups</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Level of satisfaction from such skills taught by the program</li> </ul>
Measurement Tools:	<ul style="list-style-type: none"> <li>• Exit and Alumni Survey</li> </ul>
<b>GOAL #4</b>	<b>To create knowledge and foster discourses that will inspire planning professionals, scholars, students, citizens, local and state governments, and regional organizations within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region.</b>
<b>Objective 1</b>	<ul style="list-style-type: none"> <li>• To conduct theoretical and applied research in city and regional planning and related fields.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• A list of publications, professional reports, grants, and conference presentations of faculty.</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Faculty Individual Annual Report</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>• Guest speakers engaging students in dialogue on current planning issues</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Annual SA+P report and School Assessment Data</li> </ul>
Performance indicator c:	<ul style="list-style-type: none"> <li>• Number of hits on Morgan Planning Network Facebook page about planning issues</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Morgan Planning Network Facebook page</li> </ul>
<b>Objective 2</b>	<ul style="list-style-type: none"> <li>• To disseminate planning knowledge to researchers, the professional planning, community and citizens, local and state</li> </ul>

	governments, and nonprofit organizations.
Performance indicator a:	<ul style="list-style-type: none"> <li>• Number of peer reviewed articles, conference presentation, and popular writing.</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Individual Annual Faculty Report</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Record of student presentations at professional conferences</li> </ul>
Performance indicator b:	<ul style="list-style-type: none"> <li>• Number of guest lectures, forums, exhibits, and symposia hosted in recent years.</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Annual SA+P report and School Assessment Data</li> </ul>
<b>Objective 3</b>	<ul style="list-style-type: none"> <li>• To provide useful knowledge for the creation and maintenance of sustainable, prosperous, just, and resilient, communities and cities across the world.</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Faculty Research Productivity in the above areas</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Individual Annual Faculty Report</li> </ul>
<b>Objective 4</b>	<ul style="list-style-type: none"> <li>• To develop influential and visionary leaders who work toward regional sustainability and resilience in Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region</li> </ul>
Performance indicator a:	<ul style="list-style-type: none"> <li>• Profile of alumni that have taken on leading professional or academic roles in these areas</li> </ul>
Measurement Tool:	<ul style="list-style-type: none"> <li>• Qualitative data on alumni</li> </ul>

**Financial Analysis**

The Program is actively pursuing additional needed resources from the University and the planning professional communities, particularly the Maryland Chapter of the American Planning Association. However, given the budget shortfall of the State of Maryland and recent fiscal tightening, additional State subvention, allocation is unlikely to be obtained in near future. We have been successful in obtaining outside support only from the Maryland Chapter of the American Planning Association. The Dean is actively pursuing fundraising to supplement the School’s revenues. However, the MD HBCU lawsuit settlement case may change the entire scenario as attempts are being made to remedy the disparities between Maryland’s HBCUs and its Traditionally White Institutions (TWIs).

## **SWOT Analysis**

### **Strengths**

The program is fully accredited and is among only two such programs in the State of Maryland. It is the only planning program in the Baltimore region. It is also one of the few programs nationally in a traditional design school with Graduate Programs in Architecture and Landscape Architecture. It has outstanding faculty in terms of their experience, background, and education. While faculty is actively engaged in research and scholarly publication, they are still able to provide a curriculum that is both practical and proficient. The Program is involved in grants with other Institutions of Higher Education. For example, it is currently funded as a University Center by the Economic Development Agency jointly with the University of Maryland's Urban Studies and Planning Program, and has two other grants from Environmental Protection Agency on green infrastructure with Temple University and Villanova University. And, faculty have conducted research funded by the University Transportation Centers program of the Research and Innovative Technology Administration of the U.S. Department of Transportation, Maryland State Highway Administration, Maryland Department of Transportation, Smart Family Foundation, and the National Endowment for the Arts. The program has mature students with diverse backgrounds and experiences. It is a LEED Gold Certified building with state-of-the-art computing facilities. The Program has excellent connections with Maryland Chapter of the APA, and the professional communities including its exemplary alumni. Means of communication with our current students, alumni and the professional community has been vastly improved since the establishment of our Facebook page for the Morgan Planning Network (link <https://www.facebook.com/groups/138721193546/?fref=ts>). The Program has strong relationships with community development and faith-based organizations and incorporates extensive service learning in its coursework with the collaborating organizations as clients. Moreover, it has a strong studio culture. The tuition is affordable and is accessible to working students due to the convenient offering of evening classes. Furthermore, the program has strong collegiality and strong student-faculty relationships and has a long tradition of mentoring and nurturing.

### **Weakness**

The Program's major weaknesses are the faculty teaching load consisting of three courses per semester, lack of internal research support in the form of research assistants, and relative lack of administrative support. The entire School has one dedicated full time administrative staff that comes out of the university's budget. The two other part time administrative positions are funded from the School's limited budget

### **Opportunities**

The Program is located in Northeast Baltimore with a newly constructed LEED Gold Certified building with state-of-the-art facilities to attract high caliber students. The Program's key role in the Morgan Community Mile project envisioned by the President in the University Strategic Plan improves the Department's visibility in the University, the community as well as the region. Within the building, the Departments of Civil Engineering and Transportation and Urban Infrastructure, and Programs in Architecture, Landscape Architecture, Construction Management, and Bachelors of Science in Built Environmental Studies provide opportunities for synergies around research and teaching. With the installment of a new Vice-President for

Research and Economic Development there are new opportunities for revamping research support and increasing active grant seeking.

### **Threats**

The Program's fluctuation in enrollment is its biggest threat. The perception of crime, lack of financial aid as a recruiting tool, as well as the lack of direct and frequent transit to connect the program to students without cars from locations throughout the region is, perhaps, a deterrent to enrollment. Salary compression is another threat to the Program as it may result in faculty turnover. In addition, new PAB criteria for outcomes assessment require additional financial and administrative resources such as long term administrative support that the Program does not currently have.

Elements identified as necessary to carry out the plan

**Initiatives for Goal One:** To train African American and underrepresented graduate students for careers as professional city and regional planners and related fields.

Within the next academic year, we are committed to the following initiatives:

#### Short-term initiatives

- To continue to mentor African American and underrepresented students
- To continue to recruit African American and underrepresented populations.

#### Long-term initiatives

- To continue to build on the program's alumni network with a sharp focus to enhance opportunities for fundraising, internships, and more networking opportunities for students and graduates.
- Identifying financial resources so as to increase African American and underrepresented student recruitment, retention, and graduation.
- Partner with professional services contractors that have HBCU subcontracting requirements for State or Federal contracts.
- Develop an alumnus-based mentoring program.
- Developing a mentor program for student exchange with a professionals in the field
- Provide students with internship opportunities by proactively reaching out or establishing partnerships with various state and local agencies, and MPOs, including Department of Housing and Development, Maryland Department of Planning, Maryland Department of Transportation Department of Natural Resources, Baltimore Metropolitan Council, , and Maryland Department of Environment etc.

**Initiatives for Goal Two:** To expand the program enrollment and build upon the program's excellence and academic reputation..

Within the next academic year, we are committed to the following initiatives:

- Increase program web presence.
- Design and disseminate a postcard mailer to prospective students for increasing enrollment.
- Reach out to local universities including other schools and departments within Morgan to recruit students for our Master's program.
- Develop an alumni based recruitment strategy.

- Expose undergraduate students to urban planning by graduate faculty in urban planning teaching undergraduate courses in the BSAED program.
- Hosting Maryland Chapter APA events and other Maryland planning agency events in CBEIS.
- Expand Super Jury to incorporate more practitioners and scholars in the Baltimore region.
- Initiate an annual curriculum review process in order to ensure that the needs of our students and field are met.

#### Long-term initiatives

- Define the program's "market niche" in the State and the larger region. What is that niche today? What do we want it to be? What students are being captured now? Who is deciding not to attend, and why? How can we add programs or faculty to attract higher caliber students to the program?
- Leverage additional resources from Maryland's APA and local planning firms.
- Increase the number of internships/service-learning for students through the Morgan Community Mile and other initiatives.
- Collaborate with Maryland's APA and other professional organizations.
- Admit students to 3+2 program to facilitate the recruitment of outstanding MSU undergraduates.
- Make a case for why the School should hire its own development officer to pursue funding opportunities that could increase the quality and types of programs offered.
- Hire outstanding practitioners from the Baltimore region to serve as adjunct faculty.
  - Explore joint degree options and specializations with other programs in CBESIS. A collaborative effort with Landscape Architecture and Architecture can focus on the emerging field of "Sustainability," while one with Transportation and Infrastructure studies can focus on Land Use/Transportation Modeling.

**Initiatives for Goal Three:** To be an advocate for progressive planning practices within the Baltimore-Washington region, the State of Maryland, and the mid Atlantic-Region.

Within the next academic year, we are committed to the following initiatives:

#### Short-term initiatives

- Complete the Morgan Community Mile Comprehensive Economic Development Strategy (CEDS) plan.
- Establish an annual student advocacy planning award for a student who addresses the subject in their studies.
- Work with Temple University and Villanova University to examine storm water management in Philadelphia.
- Continue on-going relationship with the Maryland State Highway Administration to support transportation safety studies.
- Explore ways to do press releases or media outreach for these initiatives

#### Long-term initiatives

- Continue to address critical regional issues in all courses throughout the curriculum.
  - Initiate implementation strategies for the Morgan Comprehensive Economic Development Strategy (CEDS) plan.
  - Grow strategic partnerships with organizations involved in the Morgan Community Mile.

- Initiate downtown Baltimore as a priority area of study and explore strategic partnerships with core planning organizations.
- Carry out a study of storm water management in Philadelphia with partner institutions.
- Continue relationship with the National Transportation Center.
- Build upon growing relationship with Maryland APA.
- Link SA+P program to efforts of outreach that exist on campus.
- Develop partnerships with arts and cultural t organizations.
- Develop partnerships with placemaking institutions such as Urban Land Institute and Project for Public Spaces
- Explore ways to do press releases or media outreach for these initiatives.

**Initiatives for Goal Four:** To create knowledge and foster discourses that will inspire planning professionals, scholars, students, citizens, local and state governments, and regional organizations within the Baltimore-Washington region, the State of Maryland, and the mid-Atlantic region.

Within the next academic year, we are committed to the following initiatives:

#### Short-term initiatives

- Initiate junior faculty mentorship program.
- Revise promotion and tenure standards in collaboration with colleagues in other SA+P departments.
- Continuing to hold events that expose our students to contemporary practices and crucial issues that inform our profession.

#### Long-term initiatives

- Establish planner's speaker's series.
- Increase our faculty research output.
- Identifying and create resources to support faculty scholarly activity.
- Explore ways to reduce instructional load of faculty to facilitate scholarly productivity.