

MRP Strategic Plan

Approved April 2014

A. Values

Advocacy: We believe that our students, faculty and alums must be change agents who are politically sophisticated and dedicated to improving the lives of our constituents.

Outreach and Engagement: We are committed to the University's Land Grant Mission and believe that our students and faculty should have a strong connection to our state, the nation and the globe through academic, professional and research relationships.

Professional and Scholarly Collaboration: While we believe in the core mission of planning education, professionalism and research, we acknowledge the need for planners to serve as collaborators with other disciplines who have a mutual mission of improving the quality of life of our communities.

Protecting the Planet and Environment: We focus our teaching, research and outreach on the critical environmental issues of the globe and our students have an extensive understanding of the need for sustainability and the planning tools that will help to ensure a healthy living climate.

Social Equity and Equality: We believe it is essential to insure that we understand the impacts of poverty, classism and prejudice on creating viable communities, and the many benefits of diversity in our professional lives and the life of communities. In our professional work, outreach and research activities, it is essential that we support those communities with the greatest need with the intent of assisting them to improve their quality of life. We embrace the ideal of cultural uniqueness, and strive to respect that those working and living in each community are quite different and approach the solutions to their issues in often unique ways. It is up to our faculty and students to understand the means and methods to meet their needs given their particular cultural values.

Sustainability: One of our key strengths is that we share a core commitment to sustainability through all the 'E's – economy, equity/engagement, and environment, and we provide

coursework and research across all these. Our design work means we can add another element to the three Es – Delight, as built environments add joy and community to human daily life.

B. Our Geographic Context

We are located in Western Massachusetts in the Valley of the Connecticut River. Our region is rich in political, cultural, literary and economic history. It is here that America's first post-Revolutionary War protests began (Shays Rebellion), where America's most famous utopian novel was written (Edward Bellamy's "Looking Backward"), home to one of Americas most famed feminist speakers who shocked the nation with her "Ain't I a Women" speech (the former slave Sojourner Truth), where Emily Dickinson and Robert Frost penned many of their poetic verses that have been part of the nation's most popular writings and where the American system of manufacturing began (the Springfield Arsenal).

We are also located in the Five College Consortium Region where the University of Massachusetts, along with Amherst College, Hampshire College, Mount Holyoke College and Smith College together create what many believe is the most successful inter-institutional collaborative in the United States.

UMass Amherst is the flagship campus of our Carnegie 1 institution. We are the only land grant university in New England that is professional accredited by the Planning Accreditation Board. What's more, the University is located within four hours of Boston, New York City and six state capitals. In our region there are communities of virtually every size and type that can be found in America. One can find the very rich and the very poor, thriving cities and towns as well as legacy communities recovering from disinvestment. One can find those that are polluted, polluting and recovering from environmental degradation. One can find places resistant to change and cities that regularly transform themselves to meet emerging needs. It is a

wonderful place to learn, to gain professional experiences and to undertake research. We are quite fortunate.

Our campus is also located in the middle of one of America's greatest concentrations of planning education. Within the small state of Massachusetts alone there are now four accredited planning programs with two more about to begin accreditation review. Eight additional accredited programs lie within 300 miles of our campus.

We view this wide coverage of planning education as a challenge that we embrace: It stimulates us to constantly improve, to ensure that our students are well placed and that we are academically and professionally relevant to our region. It also requires that we carefully craft our mission; we do not need to be all things to all students, and instead can offer a more targeted approach that still recognizes the breadth of planning practice and scholarship.

C. MRP's Vision Statement

Our particular expertise is in educating students to become outstanding planning practitioners in the Northeast and beyond, and our program will be among the most valued and innovative graduate programs in the Nation for this. We provide the skills and critical thinking students will need for their introductory as well as their eventual senior positions with a core commitment to sustainability. We train students to think through planning issues at the range of scales from the site to the neighborhood, the city, and the region. Our students will be comfortable in handling the quantitative and qualitative issues of the day in a manner which respects culture and the need to grasp demographic, social, environmental, and fiscal realities. Our faculty are nationally and internationally-recognized scholars in our chosen areas of excellence. Together, faculty and students will become valued citizens of our planet.

D. MRP's Mission Statement

Through our instruction, applied and theoretical research, creative plan making and community engagement work, we endeavor to educate our students such that they can be accomplished, innovative and reflective planning professionals. Our obligation is to ensure that the students are capable of both abstract thought and have an understanding of the tools and techniques required to guide communities into prosperous, equitable and healthy futures. Our research focus is dedicated to both quantitative and qualitative studies that are designed to advance planning as a rigorous academic discipline. Moreover, as a land grant institution, we are quite committed to meeting the pragmatic needs of the citizens of the Commonwealth, Nation and beyond. If our alumni and our research advances the profession and discipline and our outreach contributes to the improvement of communities, than we will be accomplishing our mission.

E. Areas of Excellence and Concentrations

The overall department has six areas of excellence; of those, the MRP Program has identified four specific areas of excellence that are intended to guide our future in terms of research, teaching and community engagement. Our MRP concentrations as of 2014 align with these. The areas of excellence and their related concentrations are:

1. Community Engagement

Plans and designs have little meaning unless they represent the needs, dreams, values, and goals of those who will use them. Questions of justice in the distribution of costs and benefits and power and privilege are central to all policy and planning. Research in this theme explores the interconnections between engagement, justice, and multiple and diverse publics in policy and planning.

Concentration: Equity and Cultural Planning

2. Economic Development

Sustaining communities and places requires integrating new and existing modes of production in communities. Our faculty are leaders in investigating entrepreneurship, development and redevelopment, technological change, and the reuse of industrial space to meet new social and economic needs.

Concentration: Economic and Regional Development Planning

3. Culture, Heritage and Society

The management of cultural landscapes – from historic urban centers, changing suburban communities to rural countryside's – integrates culture, nature and history, and is increasingly important in planning. MRP faculty have expertise in both theory and practice in the field. Their research investigates policy and planning, issues in the identification, interpretation, and conservation of the living heritage of cultural landscapes.

Concentration: Equity and Cultural Planning

4. Regenerative Urbanism

This theme connects emerging best practices in built form to the municipal, state, national and international policies and processes that are required to achieve them. Research addresses climate change, resilience, sustainable and low impact policy and settlement design practices in small towns, suburbs, cities, and global metropolitan regions.

Concentration: Land Use and Environmental Planning

G. MRP Program Goals, Objectives, Strategies, Responsibilities and Indicators

Goal One: Maintain and Improve External Perceptions of UMass Regional Planning Quality

- a) Gain full Planning Accreditation Board accreditation in 2014 and thereafter.
- b) Continue to have at least three RP alums participate on a revitalized Alumni Board.
- c) Create the Earl Draper Award to be given to one or two top regional planners who are alums each year at a distinguished event or graduation
- d) Encourage faculty and students to attend and present at CPTC, APA state, regional, or national conferences
- e) Encourage one or two faculty to become AICP-certified as a model for students and alumni.

Goal Two: Build on Areas of Excellence to Ensure Broad Recognition of Our Expertise

- a) Encourage Faculty to submit class work for APA and APA-MA awards and recognition: Our objective should be at least one submission per year.
- b) Identify excellent practicum/studio projects.
- c) Employ Zube Funds to create one nationally oriented planning symposium every other year as fiscally possible.
- d) Motivate all faculty members to participate in Scholarworks.
- e) Enliven 'Areas of Excellence'.

Goal Three: Improve/Increase recruitment of Students

- a) Use new Springfield satellite campus to recruit high achieving students.
- b) Send out personal letters to academic colleagues in undergraduate institutions across New England asking them to identify a candidate for the MRP program
- c) Develop marketing material for MRP program recruitment.
- d) Prepare focused newsletter that celebrates the accomplishments of our program, faculty, and graduates and update it bi-annually.

Goal Four: Enhance the Student Experience during and after matriculation

- a) Review course content every three and assure that it meets PAB accreditation needs.
- b) Every two years undertake a survey of recent graduates to determine how well they were prepared for their professional work.
- c) Offer an annual or bi-annual in-house (live or on-line) workshop introducing students to the APA and AICP examination, potentially in collaboration with APA-MA and other planning programs.
- d) Develop and publicize an affiliated faculty list and include faculty from other departments with an affinity to RP.
- e) Encourage students to attend Graduate School professional development courses in technical writing, public speaking, meeting management, and professional ethics.
- f) Along with the PSO, ensure that the orientation is a community-building experience. It should include academic, social and bonding events.
- g) Experiment with having Alumni Board provide a 'mentoring night' with students; if successful, repeat annually.
- h) Increase the role of concentration advisors in mentoring/advising their students.
- i) Hold program meetings each semester.
- j) Develop one or more elective studios for spring semester to support students in 3-course option

Goal Five: Increase the diversity of our student body and faculty and support for diverse students once enrolled, to advance departmental and professional missions

- a) Meet with diversity representatives in university to identify progress and performance of retention and recruitment and any available resources to improve both.
- b) Identify and request the assistance of willing graduates in serving as mentor/advisors to MRP diversity students prior to matriculation

- c) Seek funding financial aid for enrolled diversity students.
- d) Actively recruit, eventually with a fund that offers fellowships, three diversity students
- e) Continue to work with Springfield and Holyoke in organizing studios, practica and field experiences that focus on diversity needs

Goal Six: Ensure that the LARP revenue streams grow

- a) Encourage MRP faculty and/or doctoral students to become CPE fellows to develop three new on-line courses in the next three years.
- b) Explore Developing a one year Planning and Development Degree or certificate for the Chinese market.
- c) Create and market one to two certificate programs that will encourage enrollment in LARP classes.
- d) Develop a maximum benchmark of 50% tuition waived for incoming students.
- e) Work with Alumni Relations to identify five high potential donors who will contribute funds that can benefit students with financial need.

Goal Seven: Continue to have a collegial, collaborative, yet autonomous, program that supports the success of the faculty across research, teaching and service-outreach

- a) Ensure that mentoring of junior faculty provides support for both research and teaching and appropriate, targeted levels of service.
- b) Ensure a regular schedule of RP faculty meetings and when possible allow time at departmental retreats for program work.
- c) Host one MRP faculty social event each year (lunch, dinner, or evening refreshments).

Goal Eight: Identify how the new Integrated Design Building (opening fall 2016) can create new opportunities for teaching, studio, research, and social collaborations with other affiliated

design disciplines (Landscape Architecture, Architecture, Building and Construction Technology).

- a) Collaborate in consideration of development of core shared classes in sustainability principles and design principles.
- b) Design building to maximize interaction between disciplines while maintaining a sense of ownership of each program in their own space.
- c) Support efforts to have the new building be as innovative and sustainable as fiscally possible.

Goal Nine: Develop an annual review process that would implement the strategic plan

- a) Revise this plan after outcome of PAB accreditation to address any needs identified by site visit report.
- b) Program director annually reviews the implementation of the strategic plan and prepares a brief annual report to be given to the MRP faculty at the first program meeting of the academic year.

H. MRP Implementation Matrix

Goal One: Maintain and Improve External Perceptions of UMass MRP Quality

Objective 1a: Gain Full Planning Board Accreditation in 2014 and thereafter

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing	Indicators achieved
Begin working on accreditation documents at least 6 months in advance of site visit and 4 months in advance of SSR due date	DH; Staff support (Crystal) at least 1/3 time	Work on SSR begun by January 2014	Staff hired in November, work begun in earnest in January
After SSR completion, identify information that should be collected annually toward next accreditation	DH, Support staff	Plan in place for data collection by January 2015	

Objective 1b: Continue to have at least three RP alums participate on a revitalized Alumni Board.

Strategies	Responsible Party &	Indicators &	
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	Resource Needs	Planned Timing	Indicators achieved
Place Three Distinguished MRP Alums on Alumni Board	HD obtains Input from MRP Faculty	Three members placed beginning in 2013 -2014	1 st meeting, Fall 2013

Objective 1c: Create the Draper award to be given to one to two distinguished MRP alums annually at a distinguished event or graduation

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Develop Award Criteria and Pragmatic Plan	MH and JM	Plan for Draper award developed by October, 2014; first awards given in 2015
	Funds provided by Development	

Objective 1d: Encourage faculty and students to attend and present at CPTC, APA, state, regional or national conferences

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
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Identify in position descriptions faculty for whom local/practice-based presentations are expected	DH and faculty member	At least one faculty member has included in detailed position description an expectation that he/she will present at practice-oriented conferences
Publicize the CPTC and New England APA conferences to students and faculty	APA liaison on faculty and PSO	Early and reminder emails are sent each year for CPTC and regional APA conferences; timing varies to match conference timing
Cover incidental expenses for students preparing posters for conferences competitions	DH	One to four students/student groups apply to show posters

Objective 1e: Encourage one or two faculty to become AICP-certified as a model for students and alumni

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing

Pay for fees for exam and preparation materials. If possible, offer one week of salary to pay for study time.	DH, between \$2000 and \$6000	2 faculty take AICP exam by 2016
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Goal Two: Build on Areas of Excellence to Ensure Broad Recognition of our Expertise

Objective 2a: Encourage Faculty to submit classwork for APA, AICP and MassAPA awards

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Provide staff support and cover incidental expenses for faculty preparing materials for regional or national competitions.	Faculty, especially Studio instructors, and DH	One project or student report submitted annually beginning in fall 2014

Objective 2b: Identify excellent practicum/studio projects

Strategies	Responsible Party &	Indicators &
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	Resource Needs	Planned Timing
Work with Alumni Board and other local contacts to identify likely supporters	Studio instructor(s) and others running practica	One to three funded projects per year serving communities
Work with RPAs to identify likely projects/communities	Same	Same

Objective 2c: Employ Zube Funds to raise department profile

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Offer one major symposium per year as fiscally possible (may alternate years of LA/MRP major focus)	One year in advance, faculty member is identified to design and coordinate the symposium for that year	Symposium will be run each Spring beginning in 2015
Continue to promote weekly Zube lectures during the semester	Zube coordinator; hourly or RA assistance paid through Zube fund	Zube lectures on all (or almost all) appropriate weeks of the semester
Invite several outstanding alumni to give Zube talks each year	Zube coordinator; hourly or RA assistance paid through Zube fund	One or two lectures by alumni each year

Objective 2d: Motivate all faculty members to participate in Scholarworks

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Offer assistance over summer to all faculty	DH and admin staff	Summer 2014 for initial lists, each summer after for updates
Hold contest for number of downloads each year; winner gets appropriate gift	DH; \$250?	Measure and award at graduation

Objective 2e: Enliven 'Areas of Excellence'

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Offer brownbag lunches for faculty and students in each area of excellence each fall	DH + staff to organize; \$400 for desserts	Lunches by area of excellence held each year
Assure that areas of excellence relevant to MRP have faculty, or replace with new hiring if needed	DH; faculty lines available upon retirements	Areas of excellence have identified MRP faculty

Ask faculty in each area of excellence to send in news to put on website for that group	DH and all faculty	By January 2015 the areas are regularly updated with new news
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Goal Three: Improve/Increase Recruitment of Students

Objective 3a: Use new Springfield satellite campus to recruit high achieving students

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
MPR director works with new director there to identify ways to connect	MRP director, Individual Faculty members, staff assistance in outreach	On-going connections and annual visits that can enable increased enrolment

Objective 3b: Send out personal letters to academic colleagues in undergraduate institutions across New England asking them to identify a candidate for the MRP program

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
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MRP director works with faculty members to identify professors	MRP director writes form letter, faculty embellishes, staff processes	Increase Applicant Pool by 30 regional applicants
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Objective 3c: Develop marketing material for MRP program recruitment

Strategies	Responsible Party & Resource Needs	Indicators &
Develop quality printed brochure for program	Department admin staff works with MRP director	Brochures printed Fall 2014
Mail out posters to regional or national likely sources of candidates based on same design	DH with admin staff	Posters mailed Winter 2015

Objective 3d: Prepare focused newsletter that celebrates the accomplishments of our program, faculty, and graduates and update it bi-annually

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
D.H. gains printing funds and editorial	P.D. Professors Fabos and Mullin	emailed or mailed to alumni and to local institutions likely to

assistance funds from the Dean Fabos and Mullin identify noted alums, contact them and write script	Printing/Editorial costs Staff places on website	have good candidates for MRP
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Goal Four: Enhance the MRP student experience during and after matriculation

Objective 4a: Review course content every three years and assure that it meets PAB accreditation needs

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
P.D. circulates PAB requirements	P.D.	Review in spring 2014, 2017, and 2020
Faculty fill in matrix from PAB and make notes about emerging topics or issues to be discussed	Faculty members	Prior to spring retreat for noted years
Faculty meet to discuss gaps and double-coverage	PD organizes and records results	At spring faculty retreat of noted years
Course content and/or course offerings change	Faculty members change syllabi; PD submits curriculum	Academic year following the spring retreat

to address needs identified in review	changes to Faculty Senate; DH considers resources and if possible rearranges course offerings to meet identified needs	
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Objective 4b: Undertake a survey every two years of recent graduates to determine how well they were prepared for their professional work

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
P.D. obtains model surveys from other schools	D.H.	30% return of surveys
P.D. and faculty tailor the survey to MRP	P.D.	Implemented in spring 2014
D.H. obtains alum list, APA list and personal contact list from faculty	Alumni Affairs	

Objective 4c: Offer an annual or bi-annual in-house (live or on-line) workshop introducing students to the APA and AICP examination, potentially in collaboration with APA-MA and other planning programs

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing

P.D. reaches out to MassAPA/Alums for assistance	D.H. gains funds (\$100 for pizza for students) P.D. coordinates	School year 2014, 2016, 2018 etc.

Objective 4d: Develop and publicize an affiliated faculty list and include faculty from other departments with an affinity to RP

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Faculty defines purpose Faculty prepares list D.H. offers the honor	P.D. coordinates	Affiliated faculty list on website. Implemented for school year 2015

Objective 4e: Encourage students to attend graduate Graduate School professional development courses in technical writing, public speaking, meeting management, and professional ethics

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Get a listing from GS of workshops and post	PD and admin staff	Students attend workshops; As available from GS

Send emails to students to alert them of opportunities	PD and admin staff	Students attend workshops; As relevant
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Objective 4f: Along with the PSO, ensure that the orientation is a community building experience. It should include academic, social and bonding events

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Department provides funds D.H. creates committee with PSO Faculty scripts academic side PSO plans social side P.D. sends out invitations	D.H. PD. Faculty PSA Staff	Implemented in fall 2015

Objective 4g: Experiment with having Alumni Board provide a 'mentoring night' with students; if successful, repeat annually

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Invite alumni board members to meet with students after one	DH	Event organized. Spring 2014

Board meeting for 'speed advising' session		
Survey/discuss with students and Board members their perceptions of success and whether it should be done each year	DH	directly after mentoring night
Hold each year if success merits	DH; pizza for students	

Objective 4h: Increase the role of concentration advisors in mentoring/advising their students

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Develop clear lists of students by concentration area	PD	Each spring and fall
At orientation, have students meet with concentration advisor	PD and concentration advisors	Meetings held by concentration at orientation; Fall 2014 and thereafter
Hold second meeting during spring semester to discuss courses for next year and/or graduation etc.	Concentration advisors	Spring 2014 and thereafter

Objective 4i: Hold program meetings each semester

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
PSO organizes meeting, PD runs it, discuss general feelings about how the program is serving the students, identify any concerns or areas for improvement	PSO and PD; DH attends	End of each semester

Objective 4j: Develop one or more elective studios for spring semester to support students in 3-course option

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Hire new Extension Educator and assign him/her responsibility for creating new spring studio	DH and search committee; resources needed are already available	New MRP studio offering in spring 2015 (may be cross-listed with LA or Arch)

Goal Five: Increase the Diversity of our MRP student body and faculty and, once enrolled, ensure retention of diverse students

Objective 5a: Meet with diversity representatives in university to identify progress and performance of retention and recruitment and any available resources to improve both

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Identified faculty on diversity committee reach out to university officials	P.D. and Diversity Committee chair	Improved climate for diverse members of the MRP program
Diversity committee chair follows through on available resources or ideas for improvement	P.D. and Diversity Committee chair and DH	Spring 2015, spring 2017 and so on.

Objective 5b: Identify and request the assistance of willing graduates in serving as mentor/advisors to MRP diversity students prior to matriculation

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
P.D. identifies likely graduates and requests their assistance	P.D.	Improved climate

<p>P.D. asks diversity students if they would like to have an external mentor/advisor</p> <p>P.D. matches students and mentors</p> <p>D.H. provides funds for travel and meals</p> <p>Annual check-in with mentors and students on how the program is working</p>	<p>DH; \$300 per year from alumni fund</p> <p>PD and DH</p>	<p>Assessment of program and improvement as needed</p>
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Objective 5c: Become strongly pro-active in finding financial aid for enrolled diversity students

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
<p>D.H. works with graduate dean to identify funding opportunities</p> <p>D.H. designates overhead funds for diversity students</p>	<p>D.H.</p>	<p>Three Diversity Students enroll annually in MRP</p>

Objective 5d: Actively recruit, eventually with a fund that offers a fellowship, three diversity students

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Reach out to Urban Leagues of Boston, Worcester or Springfield for student recommendations for recruitment	P.D.	2 to 3 more diversity student applicants per year than average from 2010-2014
Work with regional colleges to identify likely candidates	PD	
Work with Alumni Relations toward donations for a dedicated fund	DH	

Objective 5e: Continue to work with Springfield and Holyoke in organizing studios, practica and field experiences that focus on diversity needs

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
	P.D. Faculty	Increased Diversity Content

Goal Six: Ensure that the LARP Revenue Streams Grow

Objective 6a: Develop new on-line and CPE classes of interest to students and practitioners

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Constitute ad-hoc committee on on-line course development and marketing	DH and MRP faculty	Committee formed by December 2014
Meet with current providers of on-line continuing ed for planners	Members meet with Lincoln Institute, HR or DH talks with MassAPA or APA national about opportunities	Meetings held by March, 2015
Meet with UMass CPE and College reps about how to market on-line classes	Committee members	Meetings held by March, 2014
Develop plan for increasing on-line marketing	DH and committee members	Plan written and approved by April, 2015
Implement plan	DH and committee members	Initial marketing/course offerings for summer, 2015

Objective 6b: Explore developing a one year Planning and Development Degree or certificate for the Chinese market

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
D.H. gains support of Deans P.D. appoints curriculum committee Faculty write curriculum D.H. gains administrative support P.D. promotes the program	D.H. Continuing Education Faculty Startup funds will be required	Applications begin in 2015 Instruction begins in 2016

Objective 6c: Create and market one to two certificate programs that will encourage enrollment in LARP classes

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Faculty identifies likely areas for certificate programs and certificate content Program submitted & approved through admin. procedures	DH and faculty. DH and faculty	Certificates offered in Fall 2015 and on – going from there Faculty Senate approves 1 or 2 certificate programs

Develop and mail print and electronic marketing material for certificate programs	DH and admin staff	Brochures mailed/mailed to programs and students
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Objective 6d: Develop a maximum benchmark 50% tuition waived for incoming students

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
D.H. proposes the idea to PD and faculty Faculty reviews, revises and approves Develop process for reviewing and assuring that program does not exceed that mark	D.H. P.D. PD and DH	Effort begins with entering class of 2015 Process in place for reviewing how many students are on tuition-waiver and agreeing on appropriate number of externships in addition to TA/RA

Objective 6e: Work with Alumni Relations to identify five high potential donors who will contribute funds that can benefit students with financial need

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
D.H. approaches Advancement	D.H.	Clear work plan summer 2015

D.H. and Advancement meet with donors	DH and College Advancement team	5 lunches/dinners in 2016
Fund established	DH and College Advancement team	2016

Goal Seven: Continue to maintain a collegial, collaborative, yet autonomous program that supports the success of the faculty across research, teaching and service-outreach

Objective 7a: Ensure that mentoring of junior faculty provides support for both research and teaching and appropriate, targeted levels of service

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Tenure-track faculty are assigned mentors inside or outside the department	DH and College	Each tenure-track faculty can identify their 'mentor' by fall 2015
DH has meeting each semester with tenure-track faculty to review progress, assignments, etc.	DH and tenure-track faculty	TT faculty express sense of knowing what is expected and that service load is appropriate – annually.

Objective 7b: Ensure a regular schedule of RP faculty meetings and when possible allow time at departmental retreats for program work

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Schedule MRP meetings for once per month	DH and PD	Meetings scheduled
Retreats each include significant time for MRP to meet (topics for the retreat allowing)	DH and PD	Time at retreats identified on agendas

Objective 7c: Host one MRP faculty social event each year (lunch, dinner, or evening refreshments)

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
PD identifies one social opportunity per year and invites RP faculty	PD; Dh for funding	annually

Goal Eight: Identify how the new Integrated Design Building (opening fall 2016) can create new opportunities for teaching, studio, research, and social collaborations with other affiliated

design disciplines (Landscape Architecture, Architecture, Building and Construction Technology)

Objective 8a: Collaborate in consideration of development of core shared classes in sustainability principles and design principles

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Work with IDB curriculum team on issue	DH with PD and MRP faculty advice	Basic agreement by fall 2014
Revise MRP curriculum if needed to meet this goal	PD with MRP faculty advice	Curriculum revision sent to Faculty Senate by 2015 in preparation for 2016

Objective 8b: Design building to maximize interaction between disciplines while maintaining a sense of ownership of each program in their own space

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Ensure that there is common space in building where casual interaction can occur	DH	Lobby atrium/cafe or similar is included in design; 2016

Objective 8c: Support efforts to have the new building be as innovative and sustainable as fiscally possible

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
Attend all IDB meetings and push forward sustainability agenda	DH	LEEDs certification for building and movement toward net-zero energy

Goal Nine: Develop an annual review process that would implement the strategic plan

Objective 9a: Revise this plan after outcome of PAB accreditation to address any needs identified by site visit report

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
After receiving PAB report, prepare revision to this plan	PD and DH and faculty	Revisions to plan if needed by summer 2016

Objective 9b: Program director annually reviews the implementation of the strategic plan and prepares a brief annual report to be given to the MRP faculty at the first program meeting of the academic year

Strategies	Responsible Party & Resource Needs	Indicators & Planned Timing
PD reviews plan progress with RP faculty at first RP meeting each year	PD	Check-list of progress on items in plan is given to faculty at first meeting of the year; each year