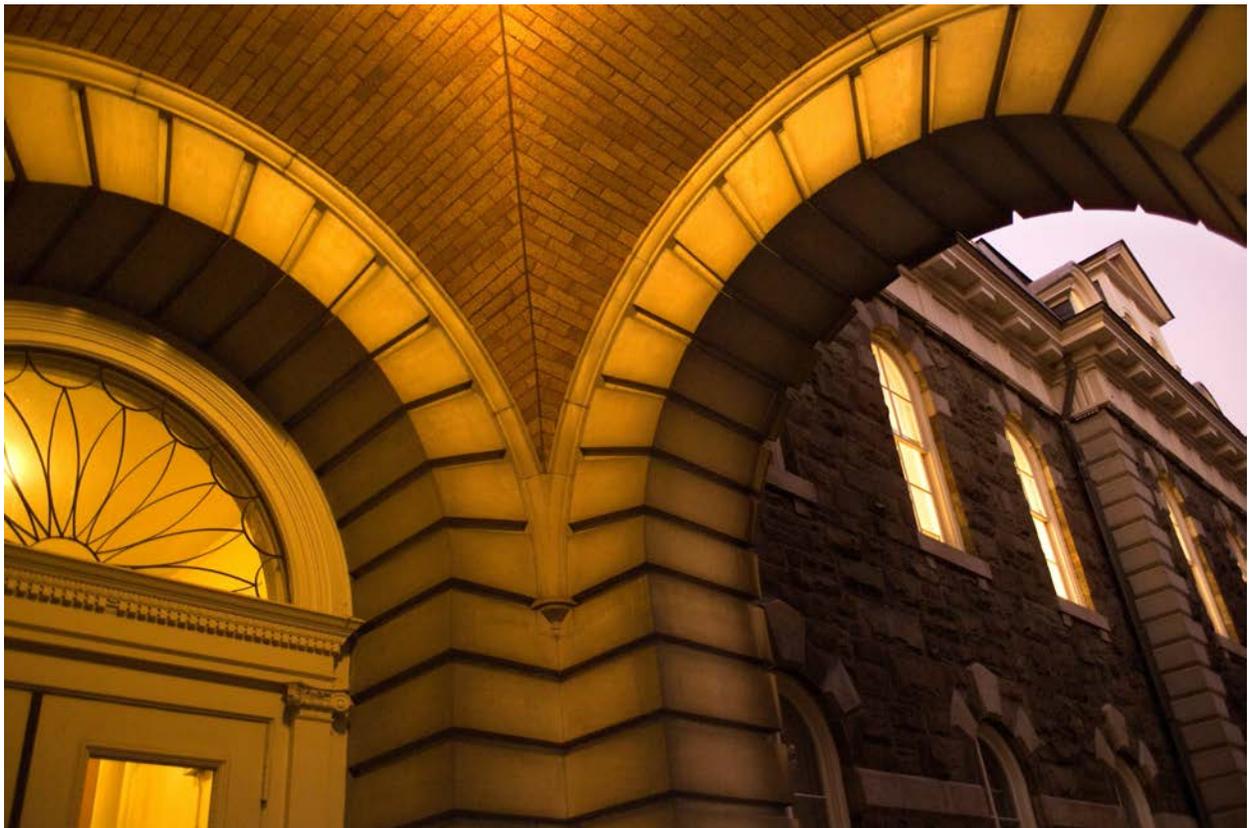


Cornell AAP

Architecture Art Planning

2020 Strategic Plan:
Master of Regional Planning Program
Department of City and Regional Planning



Preamble

Cities and their regions structure our economic and social life. For over 80 years Cornell's urban planners have stood at the forefront of shaping how and where cities grow and innovate. From our New York based campuses, City and Regional Planning (CRP) reaches nearly all corners of the globe—Ithaca to Idappadi. Today our graduates are defining new approaches to planning for climate change, harnessing the urban technological revolution, and inclusively advancing the quality of life for all members of society.

Critical interdisciplinary thinking and enacting positive change are at the core of CRP graduates' professional careers as reflective planning practitioners. Even before graduating, Cornell planners are immersed in a remarkable array of applied urban and regional problems. For example, working in concert with world-class faculty, students are engaged in exciting initiatives to invigorate American rust-belt cities. Others are embedded in Pacific island fieldwork, or absorbed in analyzing proposed real-estate projects. In pursuing this work Cornell planners draw on rigorous methods and firmly rooted principles of justice, actively (re)configuring the built environment, testing new public policy ideas, and improving urban governance. They are inspired, imaginative, and innovative.

The Department of City and Regional Planning's mission stands at the intersection of public policy, geospatial form, and evidence-based social science. In our college, AAP, CRP is unique in the way we combine critique with action; with how we immerse students in policy making, and in public engagement; with how we foster collaborations with the other two departments, Art and Architecture, with Landscape Architecture, and with programs across the Cornell campus. What truly distinguishes planning education at Cornell is the depth of CRP's extensive offerings combined with the breadth of the University's expertise across one-hundred departments.

Beyond Ithaca, our expanding presence in New York City, new offerings in Rome, engagement with the New York City Cornell Tech campus, and strong internship program, give CRP a rich ecosystem of opportunity for students to study and find solutions in and for diverse environments. Taken all together, these formidable strengths transform Cornell's planning students into urban leaders who inspire and develop innovative solutions to address the critical challenges of our time, and to advance the well-being of individuals and communities world-wide.

Developing the Strategic Plan and Planning Process

This strategic plan is a living, evolving document—perhaps more accurately understood as a snapshot in time of an ongoing process. Recognizing the danger of a plan which, once written, is already out-of-date and/or destined for a shelf, CRP has a tradition of continual discussion and debate on its direction, and of testing and implementation upon consensus. Hence, some of the goals and objectives listed in the plan were adopted over the past two years. Nonetheless, strategic planning for the department has involved faculty, students, staff, alumni, professional planners, and members of the local community, as well as the dean's office in our college—Architecture, Art and Planning. Input has come from strategic planning discussions that take place at our annual faculty

retreats and student-organized Town Halls; and from annual surveys of alumni, organized meetings with alumni at ACSP and APA conventions, and surveys of employers of student interns. Additional input came from the student executive committee, which meets regularly with the department chair. In addition, CRP hosted a discussion on planning education at the 2018 Upstate NY APA Conference specifically aimed at generating suggestions for this plan, as well as a full-day workshop that same year on diversity and inclusion, and more recently, a webinar entitled “**Reshaping the Intersection: Living and Learning Difference and Coexistence in the City**” that invited additional suggestions for pedagogy around social justice issues from Black planners.

We have also had extensive discussions on and off campus around the launching of two major initiatives: an engaged practice hub and an urban center, both of which are outgrowths of the strategic planning process. Finally, individual local practitioners from the Ithaca area and the Upstate APA have been asked to provide input and to comment.



Introduction to CRP

The Department of City and Regional Planning offers an undergraduate liberal-arts degree in Urban and Regional Studies; master's degrees in Regional Planning, Historic Preservation Planning, and Regional Science; and PhDs in City and Regional Planning and Regional Science. The department also supports dual-degree programs between the Master of Regional Planning and the Master of Landscape Architecture, and between the Master of Regional Planning and the Master of Professional Studies in Real Estate. Finally, CRP offers graduate minors in Historic Preservation Planning and Regional Planning to students across the university. Each of these programs contributes to the rich intellectual life of the department and connections to other students engaged in spatial planning issues from varied perspectives.

Since Cornell first began offering coursework in planning in 1935, we have built a strong reputation as a progressive and innovative planning department—we believe that our faculty, students, and the profession itself share a responsibility, and the agency, to make the world better. That world includes our own community of Ithaca, our region of upstate New York, and the many communities across the United States and the globe in which our students and faculty study, live, and practice.

The mission of the Department of City and Regional Planning is four-fold: to provide the best possible education to the students in our programs; to support the professions of planning, preservation, urban studies, and regional science, and those who practice them; to create new knowledge, new solutions, and better communities through research and practice; and to engage in research and other activities that promote and support more equitable, sustainable, and nurturing communities locally, nationally, and globally.

Over the years, the coursework offered by CRP, and the research engaged in by students and faculty, has changed to meet the evolving needs of the profession and the challenges of the time. Today, the world is more in need of our skills and talents than ever: confronted with stark challenges: climate change, mass migrations, increasing authoritarianism, and social, economic and racial inequalities. They are, of course, related. And they have implications throughout the full range of planning issues and disciplines. Our students, our profession, and our world demands that we respond.

CRP Vision Statement

In CRP we study, teach, and practice planning as a diverse and integrative, applied, and change-oriented discipline, seeking as we do so a more just and efficient, sustainable, and beautiful world. Planning research and practice must be varied, integrative, and trans-disciplinary so as to better address the complex issues we investigate and the diverse communities we serve. Our research and practice must be applied because environmental, political, and social changes force us to respond appropriately — justly, efficiently, and wisely — in the physical world and to anticipate practically future changes in the social world. Our research and practice must be change-oriented because we find social injustice, environmental degradation, institutionalized spatial neglect, and regulatory dysfunction both unacceptable and demanding practical and ethical response. Our research and practice must be oriented to an increasingly interdependent world of countries with developed and developing economies and great variation in cultural perspectives and institutional environments.

Mandates and Context for the MRP Program

The MRP Program exists within at least five contexts: institutional, geographical, cultural, and temporal, in addition to its national accreditation by PAB.

Institutional

We are bound by the policies, rules and regulations of **Cornell University**, which is both an Ivy League and land-grant institution. The current president, Martha E. Pollack, has reiterated the importance of Cornell's founding commitment — to be a place “where any person can find instruction in any study” — and the idea that the purpose of universities is to “maintain and promote the humane and rational values” that preserve democratic society. President Pollack is committed to meeting this obligation through the pursuit and advancement of four overarching priorities:

Academic Distinction

“We must always aspire to distinction in both senses of the word: we must be distinguished and we must be distinctive.”

Educational Verve

“[Educational verve] is what we must aspire to in education: a vitality that leads our students to a lifetime of discovery, a passion for ideas, and a commitment to seeking truth.”

Civic Responsibility

“Beyond our core work of research and education lies [another] pathway to promoting humane and rational values: ... defending the notion of knowledge and truth; protecting freedom of speech; and creating a truly diverse, inclusive and egalitarian community in which all groups are included in the conversation and all members communicate effectively across difference.”

One Cornell

“‘One Cornell’ we shall be, and we shall be stronger and more distinguished because of ...Cornell's... synergy between the liberal arts and applied fields of study, between its aspiration to be an exemplary research university and its public engagement mission to enhance lives. “

The MRP program generally follows policies and procedures of the **Graduate School**. This includes the distinctive field structure for graduate study, which in the case of CRP generally, but not entirely, overlaps with the department structure. Our graduate field is also known as City and Regional Planning, and the Director of Graduate Studies for the field is the de-facto director of the MRP program. The field can admit faculty from outside the department for the purpose of advising and serving on exit project committees. It currently has two outside members.

Students in the MRP program are admitted into the Graduate School, which also handles their applications for financial aid. The field sets the policies and procedures once students are enrolled, although CRP follows the recommendations of the Graduate School for qualifications for field membership and the structure of exit project committees.

Finally, CRP is one of three departments in the **College of Architecture, Art and Planning**. The college advances the academic and research mission of the college and its departments, programs and centers. The college works with the university and departments to develop academic budgets for its units. Student recruitment and admissions, communications, alumni affairs, internships and job placement services, facilities, IT support, and human resources and tenure and promotion are managed centrally in the college and/or in partnership centrally with the University. As of this writing, the service and support expectations for these offices are set by the university and the dean in consultation with the department chairs. Associate Deans for Research, Academic Affairs, and Design Initiatives work on behalf of the college on initiatives related to research support for faculty, tenure and promotion, and cross college initiatives in design. In January 2019, J. Meejin Yoon became the AAP dean. Since then, she has been engaged in strategic planning for CRP, and in supporting initiatives important to the department, as well as more broadly reconceiving the relationships between the three departments in the college, and between AAP and other units in the university, such as Cornell Tech. The first architecture studio with a planning student contingent is being held in fall 2020, for example.

Dean Yoon's top priorities in 2020 begin with three timely and critical concerns:

- COVID-19 Response
- Sustainability, Financial and Structural
- Equity

Beyond that, the dean has three additional long-term goals:

- Reinforce Academic Scholarship + Critical & Creative Practice
- Lead Urban Expertise: Research + Design (through the new Center for Cities)
- Innovation Across Disciplines in Design + Emerging Technologies (in Ithaca and at Cornell Tech)

All of these are being developed in collaboration with the three departments. The new college Center for Cities, for example, was conceived originally in CRP.

Geographic

The MRP program is primarily situated in Ithaca, NY, a city of 25,000 located in the smallest MSA in the US. (A limited number of students may also opt for a semester in New York City.) The Ithaca campus is 'centrally isolated,' meaning it is a 4-hour drive from a large city, and one or more hours from several medium-sized cities. However, because of the semi-isolation, students and faculty have a wide choice of geographic contexts and scales to study, from rural to small town to medium-sized city nearby; and large US and international cities within hours by land or air. Cornell is the antithesis of a 'commuter school,' which means that students and faculty benefit from intense personal and intellectual interactions and collaborations.

The geographic context helps to define the program's various distinct but overlapping constituencies:

- Located in the land-grant institution for New York, the MRP program has a clear responsibility to serve communities first in Central New York, and then more broadly across the entire state, along with the planners who practice there.
- Located in the region commonly described as 'the Rust-Belt,' coursework in the MRP program focuses on activities and strategies that address economic and social development, and rehabilitation and re-use of natural and cultural resources.

- With students from around the United States and the world, coursework and research in the MRP program looks at critical issues confronting planners everywhere, especially in the global south writ large, and their impacts on the design and management of cities and regions.
- While we recognize the primacy of training US planning practitioners, we also understand that graduates of the MRP program find important and satisfying careers in academia, non-profit organizations (which can operate locally or globally), private firms, and government agencies whose central missions expand upon ideas of traditional planning practice—as well as international planning agencies.

Cultural

CRP is part of the world, and as cities and regions experience rapid changes, our programs, including the MRP, must evolve to address the issues that are arising and assist communities to plan for these changes.

Because of our historic identity as a progressive planning program, we are especially interested in how communities, especially those made up of people of color and other previously underserved and underrepresented minorities, have a voice in, and take ownership of, the planning process. We also have a long tradition of research on policy change.

Finally, many students entering the design professions today view their future roles as broader or more holistic than the traditional disciplinary divisions, and more eager to engage cities and regions through a multi-disciplinary or even trans-disciplinary lens. At the same time as we maintain the rigor of professional training, we need to broaden our pedagogy to support diverse students and communities and to provide the tools and perspectives that acknowledge collaboration and the multi-directional dissemination of knowledge and expertise.

Temporal

The MRP program has a history of curricula evolving to address the needs of a changing society. Over the past few years, our curriculum has been adding or revising coursework to address more fully climate change, racial and ethnic identity and structural racism, and big data, among other concerns; although more should and could be done in these areas. But 2020 has seen extraordinary challenges not only in terms of adapting to a significant upwelling of activism around climate change, economic inequality, and racial justice, but as we had to learn how to deliver pedagogy via on-line and hybrid instruction—along with traditional in-person courses. All this is happening during a period of substantial financial retrenchment because of the global pandemic. This provides major challenges, but significant opportunities. Our response is, and will continue to be for some time, evolving.

We are fortunate to have the resources of a major university backing us. However, there is no question that there are economic uncertainties confronting higher education, from which we are not immune. Before the pandemic, we were facing over a decade of declining applications to two-year graduate programs, including planning programs; an upcoming drop in the college-age population in the US; and increasing concern on the part of potential students about the high costs of graduate education. Adding in the significant costs of responding to the COVID-19 pandemic has

significantly altered the landscape. Therefore, in addition to changing instructional modes, the department—like the rest of the university and higher education in the US—must explore additional and potentially novel means of achieving financial stability.

Planning Accreditation Board

To remain an accredited program, the MRP must demonstrate compliance with the Planning Accreditation Board standards regarding the development or updating of its mission and strategic plan, student diversity and support, faculty quality, diversity, and output, planning curriculum, program governance, assessment, and measurable progress.



The MRP Program

The faculty and administration of the MRP program (and the college within it sits) sees it as the home for important intellectual research into critical issues in the design and planning of communities around the world. It builds on its long history as a progressive planning program to train practitioners to deal with an increasingly interconnected and fraught political and physical global landscape. It maintains close ties to alumni, and to leading planning practitioners and scholars, to help ensure that its curriculum and other programming stays relevant and engaged. And it understands that it must instill in our students both planning skills and knowledge, and the intellectual and ethical capacity to deal with rapid and radical change.

The Strategic Plan for the MRP program is based on the ideas and history noted in the previous text, and on specific discussions and ongoing feedback from students, alumni, and practitioners. In general, practitioners who have gone through our program over the years have remained strongly supportive and appreciative. While we cannot rest on our laurels, the fundamentals of the education provided students in the MRP program have been and remain strong. Still, everyone today recognizes the speed by which the world is changing, and the MRP program needs to stay relevant, and help lead the response to change in communities, cities, and regions.

Core Values and Commitments for the MRP Program

- 1) **Social Justice**
As a long-time, self-affirmed progressive planning program we engage in research and pedagogy that works for social justice and against economic and structural inequality.
- 2) **Sustainability**
We engage in research and pedagogy that addresses climate change, sustainability, and regenerative practices, and the conservation of natural and cultural resources and communities.
- 3) **Professional Practice**
We train thoughtful, skilled, empathetic, and ethical planners who can play leadership roles in the betterment of communities, cities and regions, through both policy and design; and we support the planning professional regionally and internationally.
- 4) **Research**
We conduct cutting-edge research in critical planning issues in localities and regions, to inform our pedagogy, the profession, and communities.
- 5) **Service**
We serve communities locally and across the globe through engaged teaching and scholarship that provides products of utility and value.
- 6) **Flexibility and Openness**
We maintain a flexible, open and diverse program that recognizes the wide-ranging interests and careers of our graduates, and the many nations and cultural and political settings from which our students come, and in which they will work.

Mission Statement

The Mission of Cornell's MRP program is three-fold: 1) To provide future professional planners high-level skills, deep knowledge, and powerful ethical and analytical tools that allow them to make substantive contributions throughout a lifetime of service. 2) To conduct cutting-edge research into critical issues in cities and regions today—especially those around social justice, climate change, and economic inequality—changing the conversation, advancing the state of the profession and our knowledge, and contributing to meaningful change. 3) To serve communities, both regionally and internationally, through engaged practice projects that respond to perceived needs and direct requests, through collaborative research, and through internships.

Strategic Issues

- 1) Social Justice, Diversity and Inclusion
Continue efforts to improve pedagogy, the recruitment of BIPOC faculty and students, and the institutional climate for diverse faculty and students.
- 2) Climate Change, Sustainability, and Regenerative Practices
Continue to build competency in this area, and to develop connections across the college and the university to allied researchers and institutes that will foster leadership in research and pedagogy.
- 3) Professional Training
Strengthen student skills in new technologies, communications, and community practice. Enhance opportunities for students to engage alumni and other practitioners.
- 4) Research
Establish a structure to improve significantly administrative support and national visibility for the urban research conducted by faculty and students. Increase opportunities for students to collaborate with faculty, doctoral students and others on innovative planning research.
- 5) Engagement and Service
Establish a structure to organize and support engaged scholarship and pedagogy in the department, especially over multiple years. Establish long-term partnerships with communities and organizations.
- 6) Educational Breadth
Maintain the flexibility of our program to accommodate myriad professional and research interests, and to take advantage of the resources of the university at large. Use the lecture series, poster competitions, and other programs to share the diverse interests across the department.

7) Operations and Finances

Put the program on a secure financial footing, thus making all other initiatives more achievable—prime among them significantly increasing student financial aid. Work with the college to continue improving communications, admissions, and other joint operations. Continue to provide a high level of service and support to our students.



Strategic Goals, and long, medium and short-term objectives

Goal 1: Ensure that core values of Social Justice, Diversity and Inclusion are adequately supported in both the MRP curriculum and department culture.

LT 1: Continually strive to improve pedagogy around Social Justice, Structural Racism, and related issues

ST 1: Review the MRP curriculum to determine if additional courses are needed to support pedagogy in this area, especially around engagement with diverse communities, and support curricular updating in existing courses to identify and address unconscious bias.

ST 2: Assist faculty through training and other resources to address sensitive issues around structural racism and other issues impacting communities of color, and to create and maintain bias-free environments in classes and other interactions

ST 3: Continue to use the department's lecture series and other special programming to bring diverse voices to students and faculty

MT 1: Efforts should resume to hire a faculty member in community development with a focus on issues of relevance to BIPOC

MT2: Pursue additional hiring that increases our faculty diversity

LT 2: Increase student diversity

MT 3: Develop a broader strategy for outreach to communities of color and first-generation students

MT 4: Explore 'feeder programs:' courses for high school and college students in New York City; relationships with HBCUs and HSIs, and others

MT 5: Work with college development office to increase financial aid

MT 6: Work with international program alumni to increase the diversity of countries and backgrounds from which our international students are drawn.

Goal 2: Ensure that core values of pedagogy about Climate Change Adaptation, Sustainability and Regenerative Practices are adequately supported in the MRP curriculum.

LT 3: Increase student competency on adaptation strategies, energy smart communities, and other techniques for assisting communities to make the necessary transitions for a sustainable future

ST 4: Review the MRP curriculum to strengthen offerings in this area

MT 7: Bolster connections across the college and the university between CRP and researchers and institutes conducting related work

MT 8: Coordinate related research and pedagogy in the Historic Preservation Planning Program, the Clarence Stein Institute, and the Christopherson Community Planning Center through a research hub

Goal 3: Continue to review and improve the professional training of future planners

LT 4: Evaluate and enhance technical and communication skills

ST 5: Offer coursework that furthers skills with 'big data' and urban analytics

ST 6: Strengthen verbal communication skills, especially in report writing

ST 7: Strengthen graphic communication and design skills

- ST 8: Expand the Math Boot Camp to include other fundamentals. Consider having a coordinator for year-round short-term skill classes.
- MT 9: Develop/strengthen community engagement skills, including mediation and conflict resolution
- LT 5: Evaluate and enhance student familiarity with diverse modes of planning practice, practitioners, and professional expectations
 - ST 9: Increase student interactions with program alumni as mentors, employers
 - ST 10: Make the NYC Planning Colloquium accessible to Ithaca students, and tighten focus on pro practice.
 - ST 11: Strengthen student connections to upstate APA, NYS City/County Managers Association and national APA and ICMA conferences.
 - MT 10: Offer an AICP prep course every spring
- LT 6: Evaluate and enhance skills in Research Methods and Exit Projects
 - ST 12: Review methods classes and other coursework to ensure that students undertaking exit projects have all the appropriate tools and strategies.
 - ST 13: Explore strategies to assist students to complete their exit projects on time and well
- LT 7: Review coursework to identify gaps, and responses to emerging trends
 - MT 11: Consider building linkages with Cornell's emerging Public Health program and strengthening linkages with Sustainable Global Enterprise, Global Development and Natural Resource Management.
 - MT 12: Expand coursework and/or identify appropriate classes elsewhere on campus in policy analysis, policy evaluation, and public finance. Collaborate on the proposed new School of Public Policy, and with Cornell Institute for Public Affairs to build opportunities for our students.
- LT 8: Improve advising for students around campus-wide course options, exit projects, concentrations, and opportunities for local organization and government involvement
 - ST 14: Ensure students meet regularly with their faculty advisors.
 - ST 15: Reinforce resources to keep website current and informative
 - ST 16: Support OCP peer-mentorship program
 - ST 17: Collaborate in hosting local and regional meetings with professional planners and city leaders (upstate APA, NYS City County Managers Assoc, and others)
- LT 9: Review the Baker Program in Real Estate BPRE – MRP dual degree and shared governance of the Baker program, and enhance the opportunities for collaborative research, and shared courses and resources
 - ST 18: Regularize “Affordable Housing” course as a joint offering.
 - ST 19: Introduce a course on “Development without Displacement” as a joint offering

Goal 4: Review and strengthen the MRP program's international course offerings, faculty research and opportunities for students

- LT 10: Work with international students to ensure the relevance of the MRP program to their international interests.
- LT 11: Strengthen course offerings, research, and other programming to support international engagement, in Latin America, Europe, Africa and Asia.
- LT 12: Improve search strategies and resources for students seeking to work internationally, including enhanced interactions with international alumni and focused career fairs in international development.

Goal 5: Advance the quality, quantity and visibility of the research undertaken by students and faculty

LT 13: In collaboration with the college, develop a support structure for sponsored research, to assist in locating opportunities, grant writing, financial management, and communication of results.

LT 14: In collaboration with the college, develop a Center for Cities to serve as a visible representation of CRP's important work in urban communities worldwide, along with hubs and labs that identify, support and present faculty research.

ST 20: Invite CRP faculty to identify/create labs that visibly coalesce their research activities.

ST 21: Share faculty research information with MRP students, along with a process for student engagement through classes or paid positions.

Goal 6: Maintain and, where possible, increase service and engagement

LT 15: Establish a structure to support engaged planning pedagogy and research.

MT 13: Convert the Christopherson Community Planning Center into a 501(c)3 capable of receiving grants, signing contracts, and hiring interns and staff.

MT 14: Develop ongoing relationships with communities and organizations to support multi-year projects

LT 16: Clarify and strengthen the role of the Clarence Stein Institute supporting both research and engaged scholarship and practice, with a special commitment to Stein-designed historic sites and issues around climate change and social justice.

Goal 7: Put the department on a sound financial footing, and increase resources for programs and initiatives

LT 17 Move as quickly as possible to a balanced budget

MT 15: Review all department programs for efficiencies and possible cuts

ST 22: Establish a faculty task force to review and make recommendations

LT 18: Increase distance learning and on-line options for reaching new audiences, increasing income.

ST 23: Collaborate with eCornell on an online class for 2021

MT 17: Develop multi-year strategy for producing new online classes

LT 19: Establish an in-person summer course in New York City on Urban Issues for high-school and college students from the region.

(See MT 4 above)

LT 20: Increase enrollments (while maintaining selectivity) in all department programs

(See MT 3 above)

MT 18: Develop clear and compelling marketing strategy for the MRP program

Goal 8: Increase Financial Aid for students in the MRP program

LT 21: Work with college alumni affairs and development to develop a strategy for gifts (see MT 5 above)

ST 24: Increase alumni interactions through lectures and other programming

Goal 9: Improve the physical environment for teaching and working in CRP.

LT 22: Rehabilitate the spaces that CRP occupies, the last remaining un-modernized spaces in the college campus

Goal 10: Strengthen department operations

LT 23: Staff the department at an appropriate level to deliver services and support.

MT 19: Add (at least half-time) staff to manage special events, skills courses offered by students and AAP Connect, the website, department exhibitions, and social media.



Conclusion

The goals and objectives outlined in this plan are intended to support the M.R.P. program as it continues to provide the best possible education to future generations of planners—planners who will be innovative, creative, and committed professionals with the ability and passion to work with their fellow human beings to make a better world.

On the following pages is a spread sheet with the goals and objectives aligned with metrics and benchmarks.

Outcomes Assessment Plan

Goal 1: Ensure that core values of Social Justice, Diversity and Inclusion are supported in both the MRP curriculum and department culture					
Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT1 Continually strive to improve pedagogy around Social Justice, Structural Racism, and related issues	These topics to be addressed in all classes where appropriate. Students and faculty should feel comfortable discussing the topics. Demonstrated record of research and engagement by faculty and students.	ST 1 Review the MRP curriculum to determine if additional courses are needed to support pedagogy around engagement with diverse communities and support curricular updating in existing courses to identify and address unconscious bias.	Ongoing	2019: CRP 5190 (core requirement) re-focused on Urban Theory. 2021: New courses on Queer Space and Development without Displacement. 2021: Affordable Housing course to be taught by regular faculty	Curriculum Committee and D & I committee to conduct annual assessment.
		ST 2 Assist faculty through training and other resources to address sensitive issues around issues impacting communities of color, and to create and maintain bias-free environments in classes and other interactions	Ongoing	2017: Diversity training session at faculty meeting 2018: D & I committee-led Town Hall on diversity issues	Chair and D & I committee to work with dean's office, university resources to develop clearer procedures for reporting bias, faculty training.
		ST 3 Continue to use department's lecture series and other special programming to bring diverse voices to students and faculty	Ongoing	2016 on: At least half of colloquium speakers are POC and/or addressing Social Justice, Structural Racism and related. 2020: Student-organized webinar on Reshaping the Intersection: Living and Learning Difference ... in the City	Faculty programming colloquium and research seminar to continue seeking diverse speakers.
		MT 1 Efforts should resume to hire a faculty member in community development with a focus on issues of relevance to BIPOC	2021-2022	2020: Search ended without hire. New search to resume with CIVIC funding in 2022.	Working with dean's office, continue to seek to fill Community Development faculty line.
		MT2 Pursue additional hiring that increases our faculty diversity	Ongoing	2021: New chair search underway, with possible topical overlap.	Work with dean's office and university to maximize chance for diversity hire.

LT 2 Increase student diversity	Percent of domestic students who self-identify as Black, Latinx, or mixed race	MT 3 Develop a broader strategy for outreach to communities of color and first-generation students	Ongoing	2020: 30% of domestic students self-identify as Black, Latinx, or mixed race. Steady if modest increase.	Work with admissions to reach out to HBCU, HIS, and other institutions with target audiences.
		MT4 Explore 'feeder programs:' courses for high school and college students in New York City	Ongoing	Initial preparations for summer course at AAP/NYC	2021: Offer summer program in NYC (Covid permitting) targeted at inner-city youth
		MT5 Work with college development office to increase financial aid	Ongoing	2020: Two gifts provide ongoing support for 10 students in NYC semester and summer research for an MRP student.	Chair to work with AAD to raise funds for student financial aid.
	Percent of international students who come from countries other than China, India	MT 6 Work with international program alumni to increase diversity of countries and backgrounds from which international students come.	Ongoing	Students come from 15 – 20 countries, but students from China are the majority.	Chair and DGS to strengthen ties with alumni from other countries, encourage recruitment.

Goal 2: Ensure that core values of pedagogy about Climate Change Adaptation, Sustainability and Regenerative Practices are supported in the MRP curriculum.

Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT 3: Increase student competency on techniques for assisting communities to make the necessary transitions to a sustainable future	Relevant material presented in all classes where appropriate. Students demonstrate knowledge.	ST4 Review the MRP curriculum to strengthen offerings in this area	Ongoing	2017: Linda Shi hired to teach in this area 2020: Climate workshop wins national APA award	Curriculum committee to conduct annual review of offerings and competencies
	Interdisciplinary research projects increase	MT 7: Bolster connections across the college and the university between CRP and researchers and institutes conducting related work	Ongoing	Atkinson fellowships for Shi, Klein. Green New Deal project at SCCPC. Minner collaborating with Arch faculty.	Department supports research leaves and fellowships.
		MT8 Coordinate related research and pedagogy in the Historic Preservation Planning Program, the Clarence Stein Institute, and the Christopherson Community Planning Center through a research hub	Ongoing	2020: Eisenberg Gift funds initial Hub grants to faculty	Coordinate with college Center for Cities, individual faculty labs, and existing programs and institutes to develop clear message and enhance research.

Goal 3: Continue to review and improve the professional training of future planners

Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT4 Evaluate and enhance students' technical and communication skills	Quality of written, oral, and graphic presentations. Offerings in urban data and coding.	ST 5: Offer coursework that furthers skills with 'big data' and urban analytics	Ongoing	2019: Urban Data analysis course added to curriculum	Chair to form sub-committee to exam curriculum in these areas, and look to Cornell Tech, and elsewhere for ideas, support.
		ST6 Strengthen verbal communication skills, especially in report writing	Ongoing	2019: 5130 and 5190 (core required classes) coordinate enhanced professional writing assignments	Faculty to monitor exit project writing, provide feedback to curriculum committee
		ST7 Strengthen graphic communication and design skills	Ongoing	2018: Urban Design classes re-introduced. New concentration: Designing the City. Students win APA design competition. Students win ULI Hines competition. 2019: Annual poster competition introduced	Faculty to monitor quality of graphic presentations, provide feedback to curriculum committee
		ST 8: Expand Math Boot Camp to include other fundamentals. Consider having a coordinator for year-round short-term skill classes.	Ongoing	Discussions ongoing with students about possible topics. Methods classes revised, to lessen high-level math.	Faculty to monitor quality of quantitative thinking and skills, provide feedback to curriculum committee
	Regularly offering workshops with a diversity of communities and concerns.	MT 9: Develop/strengthen community engagement skills, including mediation and conflict resolution	Ongoing	Workshops in Tonga, Cleveland, NY, Shanghai, plus Design Connect, provide opportunities for engagement.	As noted elsewhere, pursue Community Development hire. Increased attention to serving diverse communities; and skills needed to bridge difference.
LT5 Evaluate and enhance student familiarity with diverse modes of planning practice, practitioners, and professional expectations	Diverse speakers at colloquium, guest speakers in classes,	ST9 Increase student interactions with program alumni as mentors, employers	Ongoing	Regular alumni panels arranged by AAP Connect, at Open House 2018: APA panel on practice today	Work with AAP Connect and students to maximize opportunities.
		ST10 Make the NYC Planning Colloquium accessible to Ithaca students, and tighten focus on pro practice.	Ongoing	2020: NYC pro-practice colloquium available to Ithaca students	Work with NYC faculty to offer program of value to all MRP students.
	Student attendance at conferences, especially papers and poster presentations	ST11 Strengthen student connections to upstate APA, NYS City/County Managers	Ongoing	Students are supported to attend conference. Assoc. Prof. George Frantz joins APA NY board.	Chair and DGS to continue to support student engagement.

		Association and national APA and ICMA conferences.			
	Students taking AICP exam	MT10 Offer an AICP prep course every spring	Ongoing	2021: AICP prep course introduced	Chair and DGS to work with APA chapter and AAP connect to develop, offer class.
LT6 Evaluate and enhance skills in Research Methods and Exit Projects	Clear and appropriate use of methods in exit projects	ST12 Review methods classes and other coursework to ensure that students undertaking exit projects have appropriate tools and strategies.	Ongoing	2020: Core methods class revised to update methods and enhance concepts	Faculty to monitor quality of student methodological skills, provide feedback to curriculum committee
	Increase in number of students finishing in 2 years	ST13 Explore strategies to assist students to complete their exit projects on time	Ongoing	2020: Review Research Methods class for content, frequency	Faculty and curriculum committee to discuss strategies for getting students to complete on time.
LT7 Review coursework to identify gaps, and responses to emerging trends	Lively, current curriculum. Students able to pursue interests in department and across university.	MT11 Consider building linkages with Cornell's emerging Public Health program and strengthening linkages with Sustainable Global Enterprise, Global Development and Natural Resource Management.	Ongoing	2017: Conversations with Public Health about possible joint hire. Ongoing collaborations and conversations.	Chair, DGS, to meet with appropriate leadership in related programs. Faculty, using research labs, to explore interdisciplinary collaborations.
		MT12 Expand coursework and/or identify appropriate classes elsewhere on campus in policy analysis, policy evaluation, and public finance. Collaborate on the proposed new School of Public Policy, and with Cornell Institute for Public Affairs to build opportunities for our students.	Ongoing	CRP faculty have participated in conversations around proposed School of Public Policy.	Assign GTRS to monitor course offerings across the university, and identify faculty with relevant research interests.
LT8 Improve advising for students around campus-wide course options, exit projects, concentrations, and opportunities for local organization and	Improved 'ratings' at annual Town Hall meetings with students. Greater sense of reassurance that students are getting	ST14 Ensure students meet regularly with their faculty advisors.	Ongoing	-	DGS and Graduate Assistant to propose and monitor regular in-person meetings
		ST15 Reinforce resources to keep website current and informative	Ongoing	Dept Manager and GTRS work closely with College communications on this. 2021: Website redesign underway	Chair and dept staff to meet monthly with Comms staff to review needs, successes

government involvement	the advising support they need.	ST16 Support OCP peer-mentorship program	Ongoing	Regular meetings between chair and OCP to review resources and programming	Chair, DGS and OCP leadership to check in each semester on this
		ST17 Collaborate in hosting local and regional meetings with professional planners and city leaders (upstate APA, NYS City County Managers Assoc, and others)	Ongoing	Conversations underway since 2018 on increased interactions. 2017 on: CRP sponsorship of APA NY	Chair, DGS, and Upstate APA leadership to have annual check-in.
LT9 Review the Baker Program in Real Estate BPRE – MRP dual degree and shared governance of the Baker program, and enhance the opportunities for collaborative research, and shared courses and resources	Clarity in joint ownership of BPRE program. Increased numbers of students in dual degree program and taking minors in each. Refinement of courses serving both programs.	ST18 Regularize “Affordable Housing” course as a joint offering.	Ongoing	2021: Course offered by a regular faculty member teaching in both programs.	The course has moved from an elective offered by a visitor to a regular department offering.
	Significant new focus on equity and justice issues in BPRE program	ST19 Introduce a course on “Development without Displacement” as a joint offering	Ongoing	2021: Course to be offered by alumnus developer and MIT Colab Fellow	This class and other potential offerings add a focus on equity to BPRE.

Goal 4: Review and strengthen the MRP program’s international course offerings, faculty research and opportunities for students

Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT 10: Work with international students to ensure relevance of the MRP program to their international interests.	Clarity in end-use expectations for knowledge, skills and methods in core courses.	-	Ongoing	2019: International workshop regularized in curriculum with Tonga workshop. Repeated (then made virtual) in 2020. Also Shanghai workshop offered in 2019, and expected in 2021.	Curriculum Committee and faculty to review course content and work with ISP students and faculty to enhance relevance. Increase faculty advising around this for international students.
LT11 Strengthen course offerings, research, and other programming to support international engagement, in Latin America, Europe, Africa and Asia.	Increased coursework and/or research opportunities for students interested in global work.	-	Ongoing	2019: Beneria Fund established to support research in Latin America 2021: Offer two Rome courses remotely: European Cities and Contemporary Italian Politics and Migration.	Curriculum Committee to review courses for continued relevance for students working globally.

LT12 Improve search strategies and resources for students seeking to work internationally	Enhanced interactions with international alumni and focused career fairs in international development.	-	Ongoing		Faculty and students to work with AAP Connect to increase international internships and career outreach.
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Goal 5: Advance the quality, quantity and visibility of the research undertaken by students and faculty

Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT13 In collaboration with the college, develop a support structure for sponsored research, to assist in locating opportunities, grant writing, financial management, and communication of results.	25% increase in funded research by 2025.	Change the culture of the college to encourage both design and creative output and social science research.	Ongoing	2019: CRP Prof. Beard appointed Assoc. Dean for Research in college, begins developing college support process for grant activity. 2020: Office of Sponsored Projects formally agrees to staff AAP grants.	Working with dean's office, CRP faculty are creating a research-support ecosystem in the college. Communications is developing a media-relations strategy for faculty to get their research known.
LT14 In collaboration with the college, develop a Center for Cities to serve as a visible representation of CRP's important work in urban communities worldwide, along with hubs and labs that identify, support and present faculty research.	Center launched, individual labs established	ST20 Invite CRP faculty to identify/create labs that visibly coalesce their research activities.	Ongoing	2020: Center for Cities proposal developed. Individual labs structured around faculty research agendas. 2021: Webinar Conf. Launch	Hold ongoing meetings to identify research portfolios and potential collaborations.
	Increased student participation in faculty research	ST21 Share faculty research information with MRP students, along with a process for student engagement through classes or paid positions.	Ongoing	Several faculty members have invited students to 'join' their labs. More faculty accomplishments are being posted on the department blog and read by students. 2020: New gift funds faculty to hire students to do research	Establish a newsletter or other similar mechanism to communicate faculty research opportunities and interests to students.

Goal 6: Maintain and, where possible, increase service and engagement

Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT 15 Establish a structure to support engaged planning pedagogy and research.	Grants and contracts for engaged research pedagogy increase.	MT13 Convert the Christopherson Community Planning Center into a 501(c)3 capable of receiving grants, signing contracts, and hiring interns and staff.	Ongoing	2020: Christopherson Center receives initial grant; and receives 501(c)3 status through the Center for Transformative Action.	Work with faculty and college to direct the center into the most useful mechanism to support engaged work.

	Multi-year contracts and relationships increase	MT 14: Develop ongoing relationships with communities and organizations to support multi-year projects	Ongoing	2016-: Repeat projects in Hudson River Valley Viewsheds 2018 -: Repeat projects in Cleveland	Chair to work with faculty to identify potential long-term clients for deep and substantive work.
LT 16: Clarify and strengthen the role of the Clarence Stein Institute supporting both research and engaged scholarship and practice, with a special commitment to Stein-designed historic sites and issues around climate change and social justice.	Stein Institute resources more effectively targeted to support fundamental goals of the department around equity and sustainability	-	Ongoing	The Institute has supported dozens of students and scholars from Cornell and elsewhere to do cutting-edge research on topics related to Stein and his interests. In 2019, it supported a Post-Doc. In 2019 and 2020, it supported students in the MRP program through financial aid.	The Institute remains a major resource somewhat under-utilized. The faculty board and the college should discuss how to make the endowment more effective.
Goal 7: Put the department on a sound financial footing, and increase resources for programs and initiatives					
Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT17 Move as quickly as possible to a balanced budget	Goal is for income from tuition, endowments and grant activities to equal total expenses incl. salaries and programs.	MT15 Review all department programs for efficiencies and possible cuts	2020-2022	2020: Smaller budget reduces debt by 25%.	While budget cuts can reduce debt, increased income is required for growth.
		ST22 Establish a faculty task force to review and make recommendations	2020-21	Task force identified	All grad and undergrad programs in the department need to be evaluated for costs and efficiencies.
LT 18: Increase distance learning and on-line options for reaching new audiences, increasing income.	New courses available to students, and to the public.	ST23 Collaborate with eCornell on an online class for 2021	Ongoing	2020: First eCornell course in development (Preservation and Sustainability). Stakeholder committee established in the department.	Ongoing discussion about the role of on-line courses in the MRP program, and department.
	New income stream, and broader outreach.	MT17 Develop multi-year strategy for producing new online classes	Ongoing	-	Discussion with APA, alumni, faculty, about balancing needs with program integrity
LT 19: Establish an in-person summer course in New York City on Urban Issues for high-	Outreach, and new income stream.	(See MT4 above)	Ongoing	2020: Course developed (postponed because of Covid-19)	Faculty continue discussion about viability of additional classes for non-CRP/Cornell audiences, in summer or during breaks. .

school and college students in the region					
LT20 Increase enrollments (while maintaining selectivity) in all department programs	Increased numbers of URM students	(See MT3 above)	Ongoing	Numbers have increased slowly over the past 7 years	Chair and DGS to work with Admissions and Communications
	Increase in student applications and yield	MT18 Develop clear and compelling marketing strategy for the MRP program	Ongoing	Total numbers of students applying to, and enrolling in, the MRP program have dropped over the past ten years. Quality has stayed stable.	Chair and DGS to work with Admissions and Communications. New Director of Communications is developing branding ideas.
Goal 8: Increase Financial Aid for students in the MRP program					
Objective	Indicators/Metrics	Short/Medium-Term Goals	Timeframe	Results	Analysis/Action Plan
LT21 Work with college alumni affairs and development to develop a strategy for gifts	Add at least one major gift each year devoted to student support	(see MT 5 above)	Ongoing	2016-2020: Gift funds 3 internships in Cleveland 2020: Two gifts yield ongoing partial support for students 2021: Gift funding diversity student	Chair to work with Development office to increase gifts targeted at student support.
	Increased alumni presence at lecture series, and on campus	ST 24: Increase alumni interactions through lectures and other programming	Ongoing	2021: Alumnus involved in diversity town hall returns to teach and offer aid to students	Chair to work with development office to increase alumni engagement
Goal 9: Improve the physical environment for teaching and working in CRP.					
LT22 Rehabilitate the spaces that CRP occupies, the last remaining un-modernized spaces in the college campus	West Sibley spaces rehabilitated to provide comfortable and functional spaces.	Push appropriate modest upgrades pending major remodel.	Ongoing	2015-2020: Various spaces have received cosmetic fixes and tech upgrades. West Sibley has been studied, and at various times risen as a priority in the university. However, large potential costs keep it from being an easy fix.	Chair and Dean to continue strategizing about how to make a project happen.
Goal 10: Strengthen department operations					
LT23 Staff the department at an appropriate level to deliver services and support.	Services delivered in a timely fashion; staff able to accomplish their tasks and handle fires as they arise.	MT19 Add (at least half-time) staff to manage special events, skills courses offered by students and AAP Connect, the website, department exhibitions, and social media.	2022	2019: A half-time employee was a valuable addition to the department but could not be re-hired due to Covid-19 hiring freeze.	Chair and department manager to work with college to re-fund the position.