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Pratt CITY AND REGIONAL PLANNING

GRADUATE CENTER FOR PLANNING AND THE ENVIRONMENT

2019 STRATEGIC PLAN

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MISSION STATEMENT

OF THE GRADUATE CENTER FOR PLANNING AND ENVIRONMENT

The mission of the Graduate Center for Planning and the Environment (GCPE) is to provide a professionally-oriented education to a student body with diverse cultural, educational, and professional backgrounds. Using a multidisciplinary approach, GCPE teaches participatory practice as the best way to support and advocate for just, equitable communities. Students graduate equipped with the knowledge of theory, technical capacity, collaborative skills, and radical critical thinking abilities necessary to plan for ethical, healthy, resilient and inclusive communities.

ABOUT

THE GRADUATE CENTER FOR PLANNING AND ENVIRONMENT

The Graduate Center for Planning and the Environment (GCPE) within Pratt's School of Architecture (SOA) is a unique alliance of four graduate-level programs with shared values placed on urban sustainability and community participation. Each of the four masters programs—City and Regional Planning (CRP), Historic Preservation, Sustainable Environmental Systems, and Urban Placemaking and Management—maintains its degree requirements and research expertise. However, GCPE students may attend courses from any of the four programs to explore cross-disciplinary interests. The result is that students are empowered to create unique and multifaceted degree specializations.

Most GCPE students accept an internship or fellowship during their program, often through one of the close alliances GCPE maintains with community-based organizations and municipal agencies. On-campus, we work closely with the Pratt Center for Community Development, which develops innovative strategies toward an equitable and sustainable NYC. The Spatial Analysis and Visualization Initiative (SAVI), another partnership, is a Geographic Information Systems (GIS)-centered research hub that uses mapping, data, and design to understand urban communities and provides GCPE students with educational and professional networking opportunities outside of the classroom.

Another distinct element of the GCPE masters programs is interdisciplinary studio coursework. Studios emphasize teamwork and integrative thinking as a method of acquiring professional skills. Each studio typically involves a real client and culminates in a professional-grade proposal that is evaluated by an array of distinguished practitioners and community leaders. Studios emphasize applied research and students often see an immediate impact on public policy and community action.

Most GCPE courses are designed to allow students time during the day for internships, fellowships, and full-time jobs whenever possible. Additionally, GCPE students have access to courses in the Construction Management, Facilities Management, and Real Estate Practice programs at the Pratt Manhattan campus. CRP students can earn a dual Master of Science / Juris Doctor from the Brooklyn Law School.



50 YEARS OF JUSTICE-BASED, COMMUNITY PLANNING

Since its inception over 50 years ago, the City and Regional Planning Program (CRP) has remained dedicated to an education that emphasizes practice over theory, participatory planning over top-down policy making, creativity over boilerplate, and advocacy over technocracy.

The 60-credit, Planning Accreditation Board-certified MSCRP is the oldest of four affiliated programs within Pratt's Graduate Center for Planning and the Environment (GCPE). We train students as practicing urban planners whose knowledge encompasses communities, cities and regions. The program is one of 11 overall within the design-centered School of Architecture, with a further focus on practice, equity, sustainable development, participatory planning, and social change.

Students take 40 credits of required coursework in skills, economics, law, history and theory, research, methods, studio, and thesis. CRP students are required to take one introductory and two advanced studios. Electives can be taken from CRP's broad range of courses, or from any of the other three GCPE programs, or from sister SOA programs Construction Management, Facilities Management, and Real Estate Practice.

Studios involve real clients facing real challenges, consistent with the CRP's emphasis on participatory planning and equity issues. Past and current studios have taken students to work on plans for historic downtown Havana, Cuba; to collaborate with community stakeholders in Red Hook, Brooklyn on an equity-building, integrated flood protection system; to explore urbanism and urban design in Tokyo, Japan; and to create policy recommendations responding to the Jackson Heights, Queens community goal to transform below-ground residential floor area into safe, affordable housing. The CRP Program offers a unique chance for students to have an immediate impact on policy and decision-making as they complete a first-rate education.

STRATEGIC PLANNING PROCESS FOR THE M.S. CITY AND REGIONAL PLANNING

Chair Eve Baron and Professor Jonathan Martin co-chaired a dedicated strategic planning process with the aid of two CRP graduate assistants between January and May 2019. (These four individuals comprise the coordinating team.) The mission statement of the GCPE serves as the foundation for the CRP program, the strategic planning process and the visioning of Pratt's innovative, community-driven planning education. In January 2019, the strategic plan coordinating team developed a process that centered participation from members of the Pratt CRP community as well as the vision of the new departmental chair. The mission statement and the existing strategic plan (2014-2019) anchored the process that asked these questions: what has been accomplished; what requires further development; what is missing/emergent?

Faculty, alumni, current students, and employers of alumni were identified as stakeholders whose voices were called upon for reflection and assessment. The previous strategic plan was sent to over 400 of these stakeholders via email with an online form for response. While the overall response rate was low, the few who participated were thoughtful, critical, and constructive in responding to the previous plan and in highlighting current trends in planning practice as they pertain to education.

In February, the Chair and Professor Martin identified two faculty members, two alumni, and two current CRP candidates to be part of a strategic planning task force to help assess the previous plan, reflect on past achievements, synthesize data gathered from stakeholder surveys and interviews, and contribute to the conversation of emerging trends and concepts in the field, all of which aided in the creation of the plan that follows. The task force reviewed the 2018 Pratt Institute draft strategic plan and the 2014 School of Architecture strategic plan for reference and alignment.

Three, in-person meetings were held over the course of late February to early May. The first forum in February was designed to offer all CRP students, alumni, and faculty the opportunity to learn about the strategic planning process, the alignment with accreditation, offer feedback on the existing strategic plan, and start the visioning process for the next six years. This group of twenty addressed each goal in small groups before reconvening to identify common themes. Responses were captured and categorized by the existing (2014-2019) goals.

In parallel, the coordinators identified 11 faculty members, chief academic administrators, or employers of alumni to be interviewed by the coordinating team. Each stakeholder was given the existing strategic plan to review in advance of the interview. The interviews were held throughout the month of March and consisted of questions to identify areas in which the program excels, areas that may need improvement or further development, and emergent themes or relationships in the field that should be considered while undertaking a new strategic plan. The responses were categorized and incorporated into themes consistent with the survey and February forum data.

During the next task force meeting, the data and themes were reorganized into four pillars that reflect the composite of Pratt's CRP Program: Students, Faculty, Curriculum, and Institutional Capacity. These four pillars became the framework for policy objectives that are addressed through four aspects: Innovation; Impact; Collaboration; and Diversity, Equity, and Inclusion. Every policy objective in this plan has measurable indicators that will aid in assessment of outcomes and measurements of success.

The final task force meeting in early May consisted of a collective reading of the draft plan with opportunities for clarification and refinement. After this meeting, the draft strategic plan was presented by the Chair at a CRP faculty meeting and sent out via email to CRP faculty and academic coordinators.

While the GCPE mission statement is the foundation of the strategic plan, the vision statement is meant as a clear expression of where the CRP program will be in six years. It includes the priorities of the new chair and connects to where we see ourselves in the future, and is meant to help us to collectively understand the general direction in which we are headed. Each pillar of the strategic plan (Students, Faculty, Curriculum, Institutional Capacity) is couched in an overarching goal and articulated through a set of objectives, which in turn are broken out into policies and indicators, which are intended to be as fully measurable as possible.

Implementation

The chair will be responsible for disseminating and implementing the strategic plan. Opportunities for integration and alignment exist within: weekly administrative meetings, in which the chair meets with GCPE academic coordinators to coordinate interdisciplinary work; work plans developed by the Studio Working Group; faculty and curriculum review meetings; advisory sessions with student groups; and in review of faculty research plans.

The chair will develop personal and administrative work plans in relation to building partnerships for internship and employment opportunities; initiating opportunities for research; data management and tracking; and marketing and recruitment.

The administrative staff will coordinate initiatives within the School of Architecture and institute-wide including the Pratt Institute Office of Institutional Advancement and the Provost's Office, as well as any other Pratt Institute office or initiative that offers additional outlets for funding and alignment of the policies in this plan.

Dissemination

The plan will be disseminated digitally to all faculty members and administrative staff employed by the department. A hard copy of the plan will be publicly available in the Graduate Center for Planning and the Environment main office in the Pratt Institute Brooklyn campus and a digital copy will be available online on the program's website: <https://www.pratt.edu/academics/architecture/city-and-regional-planning/>. A link to the digital copy will be sent out to the CRP community via the E-blast, which includes current students and alumni.

Measurability, Adaptability, and Refreshment

The success of this strategic plan, the CRP program at Pratt Institute, and the planning field in general is reliant on an ability to be nimble, innovative, and revolutionary in theory and practice. The climate crisis and stark inequality require us to constantly evaluate our approach to planning education as well as GCPE as an incubator for changemakers, urban leaders, activist scholars and cutting-edge practitioners. A certain level of self-reflection and debate must be included in our path towards actualization. Our strategies, especially those that have been historically successful, must transmute to address the problems of now and the needs of future generations. The department must look both within its ranks, but also seek input from its network of alumni, alumni employers, and global practitioners to evaluate our relevance in the field.

Survey:

Each spring, the department will conduct a six question survey of current faculty and students to evaluate the progress of the strategic plan. Questions will be based on awareness and implementation of the plan as well as assessment of the four pillars therein. Results will be compiled and analyzed by the chair and an appointed committee over the life of the plan.

Progress Report:

The chair will develop a progress report that will be used to evaluate the progress, success, transcendence or obsolescence of each indicator. This report will be used during the midterm analysis of the strategic plan in the spring of 2022.

Reflection sessions:

The chair will confer an annual, spring strategic plan reflection session with an appointed committee of faculty, current students, and alumni. The team will be tasked with reviewing the strategic plan, evaluating progress and identifying areas for adaptation.

Midterm Refreshment:

Midway through the term of this strategic plan (Spring 2022), the chair will provide a public progress report to the CRP community that outlines the state of the program including trends, adaptations, and any new indicators that are needed to help accomplish what this plan has set out to do.

VISION STATEMENT

Over the course of the next six years, the Masters of Science in City and Regional Planning (MSCRP) program will maintain a student-centered culture; demonstrate the value of and support for faculty research, publication and practice; build a focus on teaching excellence; and establish integrated service learning as a priority across the curriculum. The program will (a) be a model for service learning partnerships that benefit communities and amplify their work while also providing students with foundational experiences in planning; (b) deepen the interdisciplinary exchange with sister programs within the GCPE and within the School of Architecture; (c) incorporate a diversity of historically underrepresented voices and approaches in our understanding of the theory and practice of planning; (d) commit to a focus on climate change resilience through an equity lens and within a framework of public participation; and (e) engage to the maximum extent possible in institutional decisions regarding facility improvements.

STUDENTS

Students are the heart of the MSCRP program. Their educational experience must support development of their unique leadership skills, while challenging them to embrace open exchange and dialogue within a variety of perspectives. While it is our responsibility as an accredited planning program to instill planning knowledge and skills, it is also our responsibility as civic authors to graduate students who can deploy their own sense of agency, thoughtfully and compassionately, and commit to a lifetime of learning.

OBJECTIVE 1.1

CREATE URBAN AND COMMUNITY LEADERS AND ACTIVISTS AT ALL LEVELS OF PLANNING PRACTICE FROM DIRECT ACTION TO METROPOLITAN/REGIONAL POLICY.

POLICY 1.1.1

Engage students in planning practice that uplifts Pratt's legacy of planning innovation and community-based planning while developing professional planning skills.

INDICATOR 1.1.1a - Maintain strong linkages with the Pratt Center – secure at least two CRP student fellowships and four GCPE at-large student fellowships per year at the Pratt Center to offset student tuition.

INDICATOR: 1.1.1b - Offer at least two studios each academic year on behalf of non-profit clients from communities facing social, economic, and environmental justice issues.

INDICATOR 1.1.1c - Create a system to catalogue and evaluate all requests for collaboration between community organizations and CRP faculty or students in order to build a pipeline of projects for studios, practicum, theses, independent studies, and internships.

POLICY 1.1.2

Enable students to gain work experience with highly regarded professionals and community organizations, with an emphasis on social and environmental justice, local communities, and innovative planning and policy design.

INDICATOR 1.1.2a - Create a sharable list of at least 30 fellowships supported by scholarships or stipends, including at least ten with community organizations and institutions that are least able to afford technical assistance/professional planning services.

POLICY 1.1.3

Expose students to planning-related organizations, such as the APA NYC Metro Chapter and Planners Network, that both help them to build a professional network and maintain commitments to the profession over the long-term.

INDICATOR 1.1.3a - Conduct one information session each semester in the to recruit students to professional organizations.

POLICY 1.1.4

Build students' awareness of career opportunities in planning for social justice.

INDICATOR 1.1.4a - Beginning in the second semester of study, include guidance in each semester's advisement sessions about securing employment in organizations who share CRP's mission and values.

OBJECTIVE 1.2

PROVIDE FULL OPPORTUNITY FOR FOCUSED, SPECIALIZED, OR INTERDISCIPLINARY STUDY, RESEARCH, PUBLICATION AND DEGREES.

POLICY 1.2.1: Maintain an open-door policy for electives, shared research / studios, and joint degrees in connection with all programs in the GCPE and other Pratt programs (such as the GIS Certificate, Construction Management, Facilities Management, Real Estate Practice, and Urban Design) in a full variety of current and emerging disciplinary areas.

INDICATOR 1.2.1a - Ensure that at least 80 percent of students enroll in two electives in another (non-CRP) program and one multi-disciplinary studio.

POLICY 1.2.2

Provide maximum opportunity for students to gain exposure to planning practice in other countries.

INDICATOR 1.2.2a - Ensure that at least 50 percent of students enroll in an international studio or excursion class, with tuition support.

OBJECTIVE 1.3

BUILD A STRONG AND SUPPORTIVE CULTURE OF DIVERSITY, INCLUSION AND EQUITY ACROSS THE STUDENT BODY AND ACROSS THE STUDENTS' EXPERIENCE OF THE PROGRAM.

POLICY 1.3.1

Strive to recruit students of diverse backgrounds.

INDICATOR 1.3.1a - The chair will hold one meeting per semester with Director of Pratt's new Center for Diversity, Equity, and Inclusion.

INDICATOR 1.3.1b - Hold annual meeting with students from diverse backgrounds to advise on recruitment and retention practices with an emphasis on gathering perspectives from students of color.

INDICATOR 1.3.1c - Create the Ronald Shiffman Social Justice Scholarship fund and create fundraising plan.

INDICATOR 1.3.1d - Create one new school-to-job pipeline program each academic year, beginning with the Pratt Center for Community Development.

INDICATOR 1.3.1e - Seek out applicants who have work experience in underserved neighborhoods; provide academic credit; and track over time.

INDICATOR 1.3.1f - Require that one advanced studio per year include sustained participation of young people from the community with which the studio is partnering.

POLICY 1.3.2

Foster, support and encourage greater understanding of racial and gender justice among the student body.

INDICATOR 1.3.2a - Offer at least two professionally-facilitated diversity training workshops addressing national, local, international cultural competency/inclusivity to students per year with at least 75 percent student participation.

INDICATOR 1.3.2b - Each studio to include training and/or instructional materials in effective team dynamics for diverse groups.

INDICATOR 1.3.2c - Develop linkages between the student body and the Pratt Office of Diversity, Equity and Inclusion.

POLICY 1.3.3

Support student organizations in building greater capacity around issues of inclusion that they identify as emerging and important.

INDICATOR I.3.3a - Earmark funding for at least one conference every two-years (one per cohort) that is either student organized, led and run, or in which students play a key role in organizing (e.g. APA NYC Metro Chapter Hindsight Conference, or the Planners Network 2019 Conference on Resisting Displacement and Dispossession).

INDICATOR I.3.3b - Establish a multi-disciplinary, GCPE-wide, student organization by 2020 to spearhead interdisciplinary efforts.

INDICATOR I.3.3c - Provide, at orientation, information about all student organizations, including the Diversity Initiatives Group and Black Lives Matter Pratt.

POLICY I.3.4

Honor and share the legacy of Pratt Planning with incoming and graduating students so that they may carry the torch forward.

INDICATOR I.3.4a - Offer one GCPE welcoming (opening) and one GCPE graduating (closing) ceremony per year for all students to honor their role in Pratt's legacy past, present, and in the future.

POLICY I.3.5

Cultivate a strong community and structure of alumni associations, and encourage greater collaboration between current students and alumni.

INDICATOR I.3.5a - Offer at least one student/alumni/faculty social event per semester.

INDICATOR I.3.5b - Fund one alumni to organize the Alumni Mentorship program.

INDICATOR I.3.5c - Market all departmental extracurricular events and programs to alumni.

INDICATOR I.3.5d - Invite one alumni to serve as guest critic in each studio.

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FACULTY

CRP faculty are committed, passionate, collaborative, and caring educators. They are also practitioners and researchers whose contributions should make their way into broader circles of planning discourse. Over the next six years, the CRP program will strive to create an atmosphere that fosters not only practice but also scholarship, leadership, and dissemination of work, while simultaneously strengthening teaching practice. Our faculty and their contributions should also reflect the program's commitment to diversity, equity, and inclusion.

OBJECTIVE 2.1

BUILD A DIVERSE AND INCLUSIVE FACULTY ACROSS ALL RANKS, SUPPORT FACULTY RESEARCH, PRACTICE AND PUBLICATION, AND CULTIVATE TEACHING EXCELLENCE AMONG A PRACTICE-ORIENTED FACULTY.

POLICY 2.1.1

Employ leading practitioners to provide intellectual rigor and practical knowledge of the field.

INDICATOR 2.1.1a - At least 50 percent of faculty should be active planning practitioners, working for community-based, not-for-profit and/or municipal entities that support the CRP mission. Ensure that 80 % of core courses are taught by full-time and key (adjunct status) faculty by supporting their changes in rank and status.

POLICY 2.1.2

Use every vacancy as an opportunity to diversify faculty by race, ethnicity, gender, sexual orientation, religion, and background.

INDICATOR 2.1.2a - For any position opening, circulate announcements to ensure that diverse applicants will be aware of and encouraged to apply. Ad placements should include the ACSP Planners of Color Interest Group, the ACSP Committee on Diversity, the ACSP Faculty Women's Interest Group, the APA Diversity Committee, and Planners Network.

INDICATOR 2.1.2 - (Long Term): At least half of faculty positions (full-time and part-time) are held by people of diverse backgrounds.

INDICATOR 2.1.2c - In one studio per year, hire a community member, preferably someone on the staff of the community-based organization with which the studio is partnered, to be a part of the instructional team.

OBJECTIVE 2.2

CREATE A SOCIAL AND PHYSICAL ENVIRONMENT THAT FOSTERS STUDENT AND FACULTY PARTNERSHIPS AND COLLABORATION ON RESEARCH AND PROFESSIONAL PROJECTS, MINDFUL OF THE CRP'S EMPHASIS ON SERVICE LEARNING, PARTICIPATORY PLANNING, AND INNOVATION.

POLICY 2.2.1

Support and facilitate joint faculty-student research opportunities

INDICATOR 2.2.1a - Produce at least one joint faculty-student research or practice-based project per full-time faculty member per year.

INDICATOR 2.2.1b - Coordinate and host at least one formalized work-sharing event for joint faculty/student research each year.

INDICATOR 2.2.1c - Independent study to be endorsed by academic advisors for up to a maximum of three credits and faculty will be provided with one credit of release time per semester.

INDICATOR 2.2.1d - One (1) professional report or publication per full-time faculty member with shared faculty-student authorship every two years.

INDICATOR 2.2.1e - Dedicate at least one (1) faculty meeting per semester to sharing teaching techniques and best practices.

OBJECTIVE 2.3

BUILD A CULTURE OF TEACHING EXCELLENCE HIGHLIGHTING DIVERSITY, INCLUSION AND EQUITY AND EFFECTIVE TEACHING METHODS FOR INTERDISCIPLINARY LEARNING.

POLICY 2.3.1

Provide faculty and teaching assistants with the support, information and materials to be effective educators.

INDICATOR 2.3.1a - Offer at least three professional development workshops per year. Offer two (2) professionally facilitated workshops on diversity and inclusion in the workplace, classroom and teaching; Offer at least one (1) learning design workshop to provide faculty with new teaching skills and tools to enable them to become better teachers. Utilize weekly faculty bulletin to share resources and information about teaching excellence.

POLICY 2.3.2

Encourage and support faculty excellence in scholarship.

INDICATOR 2.3.2a - All full-time faculty attend at least one (1) national academic or professional planning conference per year.

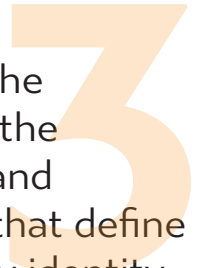
INDICATOR 2.3.2b - All full-time faculty present a paper at a conference (including municipal conferences) every three years.

INDICATOR 2.3.2c - Host at least one academic/planning-related conference to support faculty scholarship every five (5) years.

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CURRICULUM

Mindful that classroom experiences are only one aspect of learning, the CRP program will strive over the next six years to examine and refine the CRP curriculum in light of shifting cultural and environmental norms and expectations, while maintaining its commitments to those principles that define its unique practice-forward, community-engaged, and interdisciplinary identity.



OBJECTIVE 3.1

CONDUCT CRP CURRICULUM REVIEW, TO EVALUATE INTERNAL COHERENCE AND RELEVANCE OF THE CURRICULUM AND AREAS OF FOCUS; IMPLEMENTATION OF THE CURRICULA; APPEAL AND EFFECTIVENESS OF THE CURRICULA; TIME AND COST INVOLVED IN COMPLETING THE CURRICULUM.

POLICY 3.1.1

With broad input from faculty, alumni, employers, and planning professionals, create a new curriculum that is more affordable, allows students to graduate in four semesters, maintains the current curriculum's rigor, enables substantive opportunities for critical thinking, and provides more exit strategies.

INDICATOR 3.1.1a - Obtain School, Institute and State approvals needed to launch new curriculum in Fall 2021.

INDICATOR 3.1.1b - Launch new curriculum in Fall 2021.

INDICATOR 3.1.1c - Assess new curriculum with regard to learning objectives, enrollment, retention, graduation, and employment data in Fall 2023. Track cost of tuition over four-year period in comparison to regional planning programs.

OBJECTIVE 3.2

BUILD STUDENT WRITING SKILLS ACROSS A BROAD SPECTRUM OF FORMATS, INCLUDING THOSE BEYOND THE TRADITIONAL ANALYSIS AND TECHNICAL WRITING, TO IMPROVE WRITTEN COMMUNICATION SKILLS THAT WILL REACH A BROADER AUDIENCE.

POLICY 3.2.I

Expose students to a wide range of writing formats, including policy briefs, social media, grant writing, creative writing, press releases, op-eds, public hearing testimony, resolutions, and client communications.

INDICATOR 3.2.Ia - Dedicate one working session per year with faculty to seek moments where in the curriculum various alternative styles of writing could be incorporated productively. Develop learning objectives around each and incorporate these discussions and outcomes into the upcoming curriculum review (and restructuring).

INDICATOR 3.2.Ib - Hold one panel discussion of alumni and other planning professionals per year to discuss the importance of and keys to crafting various formats of written material, including collaborate practices and the role of social media, based on their professional experience.

OBJECTIVE 3.3

SUPPORT FACULTY RESEARCH, STUDENT RESEARCH, FACULTY-STUDENT RESEARCH COLLABORATIONS, AND DISSEMINATION OF RESEARCH RESULTS.

POLICY 3.3.I

Use curricular and extracurricular opportunities to support the production and dissemination of research.

INDICATOR 3.3.Ia - Create new "research" class to foster joint student-faculty work, including dedicated office space for collaboration.

INDICATOR 3.3.Ib - Support and encourage writing for publication within new, pre-thesis, Research Methods course.

INDICATOR 3.3.Ic - Hold an annual meeting with faculty and Pratt Institute's new Vice President of Research.

INDICATOR 3.3.Id - Make known through meetings with faculty and student leaders that the department encourages and supports travel and /or attendance to conferences at which people are presenting their research.

INDICATOR 3.3.Ie - With help from graduate assistant to the chair, annually, create a list of ways that students can disseminate their research, such as panel discussions, Pratt Center networks, to support testimony of organizations in public hearings, etc.

Indicator 3.3.If - Send at least one participant to Pratt's annual Research Open House to share research.

Indicator 3.3.Ig - Upon annual release of RFP, encourage faculty and student participation in Pratt Center's Taconic fellowship.

OBJECTIVE 3.4

PROVIDE ALL STUDENTS WITH TOOLS, INTERDISCIPLINARY APPROACHES, AND CRITICAL FRAMEWORKS NEEDED TO PLAN FOR AN EVENT HORIZON OF 2100 AND TO MOVE BEYOND NARROWLY-DEFINED CONCEPTS OF URBANISM, TOWARD AND UNDERSTANDING OF THE DIFFERENT GEOGRAPHIC AND GEOPOLITICAL INSTITUTIONS AND SCALES AT WORK IN THIS DYNAMIC FIELD.

POLICY 3.4.1

Prepare students to plan for climate change impacts in collaboration with impacted communities.

INDICATOR 3.4.1 - Ensure that one studio per semester is focused on climate change impacts at the local level, with issues defined by the partnering community organization and/or emanating from principles of climate/environmental justice and Just Transitions.

INDICATOR 3.4.1b - Ensure a course offering that explores the interactions between the built environment, land use, human cultural processes and ecological systems by Fall 2021.

POLICY 3.4.2

Prepare students to consider how emergent technologies (such as artificial intelligence (AI), autonomous vehicles, and the gig economy) are impacting cities.

INDICATOR 3.4.2a - Ensure that transportation-related curriculum, including studio work, includes relevant literature and access to relevant experts.

INDICATOR 3.4.2b - Include relevant literature on AI in the future of work and the attendant impacts on communities and the built environment.

POLICY 3.4.3

Broaden studio offerings to include suburban, regional and rural landscapes of planning – those beyond traditional urban communities.

INDICATOR 3.4.3a - Charge the Studio Working Group to offer at least one non-urban studio per cohort (2-years).

POLICY 3.4.4

Prepare students to consider how emerging economic forms are impacting cities. _____

INDICATOR 3.4.4a - Ensure that curriculum relating to community economic development includes relevant literature and access to relevant experts on topics such as solidarity economy, circular economy, and bit coin.

OBJECTIVE 3.5

INTEGRATE SOCIAL JUSTICE INTO EVERY ASPECT OF THE CURRICULUM AND DECOLONIZE PEDAGOGY.

POLICY 3.5.1

Value diverse perspectives in the curriculum.

INDICATOR 3.5.1a: Review reading assignments in all courses to ensure a diversity of perspectives and readings come from underrepresented/post-colonial western sources.

INDICATOR 3.5.1a - Review reading assignments in all courses to ensure a diversity of perspectives and readings come from underrepresented/post-colonial western sources.

POLICY 3.5.2

Use inclusive modes of instruction.

INDICATOR 3.5.2b - Provide one (1) faculty training workshop per academic year on the topic of using variation in teaching and class discussion formats as well as in the creation of materials and assignments that are cultivated for different learning styles.

POLICY 3.5.3

Elevate marginalized voices in the classroom and in the curriculum.

INDICATOR 3.5.3a - Conduct two (2) faculty workshops per school year on teaching for social justice, creating materials that challenge students to reflect on how their own identities influence their understanding of an issue and its solutions, and creating dialogue in the classroom that emphasizes positionality, as opposed to "right" and "wrong."

INDICATOR 3.5.3b - Create sharable central repository available to faculty of readings from writers who are diverse in terms of gender(s), sexual orientation, race, ethnicity, geography, and belief systems.

OBJECTIVE 3.6

INCREASE IMPACT OF STUDIO AND OTHER ELEMENTS OF OUR PRACTICE-ORIENTED CURRICULUM BY MAKING INDIVIDUAL AND TEAM-BASED STUDENT WORK MORE VISIBLE TO THE PUBLIC.

POLICY 3.6.1

Employ digital platforms to share studio and thesis work.

INDICATOR 3.6.1a - Upload current student theses to Pratt Commons. Digitize five archival print

theses per year to upload. Meet with the Pratt Institute librarian annually to participate in the Institute-wide plan to digitize and upload graduating student work to sharable platform.

POLICY 3.6.2

Increase and manage the pipeline of service learning opportunities.

INDICATOR 3.6.2a - Launch studio visualization map on the Pratt Institute website.

INDICATOR 3.6.2b - By September 2019, create Google team drive dedicated to studio work, to include fillable form(s) for community groups and agencies seeking planning assistance and spreadsheet to document the information and to track past and ongoing collaboration, as well as future opportunities.

OBJECTIVE 3.7

UTILIZE STUDIO AND TEAM LEARNING TO EDUCATE STUDENTS TO THE IMPORTANCE OF COLLABORATION IN AN INTERDISCIPLINARY FIELD.

POLICY 3.7.1

Provide instruction on and exercises in team-building in each studio class.

INDICATOR 3.7.1a - By February, 2020, create on-line repository of best practices for team building with an emphasis on social justice.

INDICATOR 3.7.1b - Charge the Studio Working Group with developing a base literature review and student learning objectives around project management best practices, and creating a standard presentation to be utilized in each studio class.

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INSTITUTIONAL CAPACITY

The CRP program both is an actor within and reflects the broader Pratt Institute environment, which offers benefits and constraints. Over the course of the next six years, the CRP program will seek out and take advantage of ways to better serve and support its students financially, in the classroom, in mentoring and advisement, in administrative service, and in connection to professional and academic opportunities upon graduation and over their career trajectories. This recommendation includes identifying alignment with the Institute-wide Strategic Plan (forthcoming) and opportunities for the work of CRP within the broader context of the Institute.

OBJECTIVE 4.1

SECURE ADEQUATE STAFFING FOR A LEVEL OF RECRUITMENT, ADVISEMENT, SUPPORT, COMFORT, AND ADMINISTRATION CONSISTENT WITH INDIVIDUALIZATION OF STUDENTS. STRUCTURE ADMINISTRATIVE WORK PLANS, COMMITTEE AGENDAS AND ASSIGNMENTS OF INDIVIDUAL COMMITTEE MEMBERS AROUND IMPLEMENTATION OF CRP'S STRATEGIC PLAN.

POLICY 4.1.1

Increase departmental administrative capacity.

INDICATOR 4.1.1a - By 2020, providing budget is available, hire one additional full-time staff member dedicated to enrollment management, communications, student and alumni events, and professional development.

INDICATOR 4.1.1b - By 2020, acquire office space for two additional faculty.

OBJECTIVE 4.2

MAINTAIN A PARTICIPATORY ENVIRONMENT WITHIN THE CRP PROGRAM, AS WELL AS WITHIN THE GCPE AND THE SCHOOL OF ARCHITECTURE IN GENERAL.

POLICY 4.2.1

Create space for research, collaboration, and study within Higgins Hall.

INDICATOR 4.2.1a - By August, 2019, equip HHN 206E with furniture and a GIS-enabled computer, available to GCPE students and adjuncts.

POLICY 4.2.2

Build bridges beyond the four programs within GCPE, more broadly to programs within the School of Architecture and other Pratt programs, such as Interior Design, that maintain a commitment to social justice.

INDICATOR 4.2.2a - By Spring 2021, run one advanced studio that includes students and/or faculty from the Graduate Urban Design program.

INDICATOR 4.2.2b - By Spring 2020, invite cross-critique among faculty in CRP and Interior Design.

OBJECTIVE 4.3

PURSUE STRATEGIES THAT DIVERSIFY THE CRP'S FUNDING OPTIONS.

POLICY 4.3.1

Use the occasion of the CRP's 60th anniversary to raise funds for scholarships, community engagement, and research.

INDICATOR 4.3.1a - Invite 500 people to gala in May, 2020. Achieve contributions to the GCPE fund from at least 25 percent of those invited.

INDICATOR 4.3.1b - Beginning in FY 20/21, request budget to fund community engagement component of studios and practicums.

POLICY 4.3.2

Pursue grants for research that can include departmental support in terms of student funding and faculty course release time.

INDICATOR 4.3.2a - By Fall 2021, secure one grant to support faculty research.

OBJECTIVE 4.4

ENSURE GCPE AND CRP REPRESENTATION IN PRATT INSTITUTE'S GOVERNING BODIES AND DECISION-MAKING PROCESSES, TO ADVOCATE FOR IMPROVED ACCESS TO PRATT RESOURCES AND HIGH-QUALITY, MODERN FACILITIES.

POLICY 4.4.1

Maintain presence on Pratt Board of Trustees

INDICATOR 4.4.1a - Nominate one GCPE staff/faculty every two years to Pratt Institute's Board of Trustees committee on Buildings and Grounds.

POLICY 4.4.2

Maintain presence on Pratt Academic Senate.

INDICATOR 4.4.2a - Nominate one GCPE staff/faculty every two years to Senate.

POLICY 4.4.3

Participate in (to-be-named) committees to implement Pratt Strategic Plan, to create campus Master Plan, to foster community engagement pertaining to the new Art building on main campus.

INDICATOR 4.4.3a - Nominate one GCPE staff/faculty to each (to-be-named) committee to implement Pratt Strategic Plan.

POLICY 4.4.4

Maintain presence on Faculty Development Fund Committee.

INDICATOR 4.4.4a - Nominate one GCPE staff/faculty every two years to Development Fund Committee.

OBJECTIVE 4.5

PROMOTE THE GCPE AND THE CRP'S REGIONAL, NATIONAL, AND INTERNATIONAL REPUTATION FOR ITS COMMITMENT TO THE VALUES OF SUSTAINABILITY, JUSTICE, AND PUBLIC PARTICIPATION AND FOR ITS EXCELLENCE IN DEMONSTRATING TO STUDENTS HOW TO GIVE THAT VALUES SHAPE BOTH IN THE PLAN FORMULATION PROCESS AND THE POLITICAL PROCESS.

POLICY 4.5.1

Maintain regular communication with alumni, both formally and informally, and establish and nurture a stronger alumni culture of participation.

INDICATOR 4.5.1a - Bi-annual update of alumni contact list.

INDICATOR 4.5.1b - Annual distribution of bulletin to alumni with calendar of events for them to participate in, and appeals for updates about career moves and publications.

POLICY 4.5.2

Utilize website and social media to publicly share student and faculty work by creating GCPE Instagram, Facebook, and Twitter accounts. Create marketing plan to routinely share content. Create archive of thesis and studio work on Pratt Commons.

INDICATOR 4.5.2a - Post on all three platforms four times per month.

INDICATOR 4.5.2b - In year one, upload all graduating student thesis work on Pratt Commons.

INDICATOR 4.5.2c - In each successive year, upload at least ten theses from prior terms until all digital content is archived.



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