Executive Summary

A. The Strategic Plan Approach
This Strategic Plan represents the current state of the RCPL program, as well as the program’s future aspiration. It capitalizes on existing programmatic strengths and seeks to raise the level of contributions to the program by College administration, program faculty, student leaders, and program supporters, including the Division’s Board of Visitors. This plan has been vetted with these stakeholders and will be utilized as a 5 year vision for the continued development of the Regional and City Planning Program.

B. An Aspiration/Vision Statement
The primary aspiration of the Regional and City Planning program coincides with the vision statement for the College of Architecture. The RCPL program also seeks to develop leaders prepared to advance the planning profession and to improve communities in the State of Oklahoma and around the world. The program’s success in achieving this aspiration will be measured by the prominence of the faculty in contributions to teaching, research, and service, as well as the placement of program’s graduates.

C. Specific Objectives and Actions
The RCPL Division seeks to grow its student population and provide those attending with opportunities for study that are unique to Oklahoma and the South Central Region. The Division further seeks to cultivate an environment for the development and dissemination of regionally and nationally relevant scholarship that is integrated into teaching and service. Service to communities in the State of Oklahoma which require assistance in planning activities remains at the core of the program’s priorities.

D. Strategic Priorities and Initiatives with Timelines
In the next 5 years, the Division seeks to focus its attention on the following strategic priorities: revising curriculum to reflect trends and faculty resources; increasing enrollments; developing a specialization in planning with indigenous populations; incentivizing the production of scholarship by program faculty; contributing to college study abroad initiatives; developing additional funding for students in the form of scholarships, graduate assistantships, and internships, and providing quality continuing education for planners in partnership with the Institute for Quality Communities.

E. Assessment Approach
The faculty will assess its progress toward completion of the strategic priorities on an annual basis. Each July, the Division Director will meet with program faculty, student leadership, College administrators, the Division’s Board of Visitors, the Executive Board of the Oklahoma Chapter of the American Planning Association to assess the appropriateness of the strategic aspirations, progress made, and barriers to successful completion of such initiatives. These initiatives will be revisited annually to chart progress and needed amendments, as the case may be. Following such assessment, a memorandum will be prepared and attached to the strategic plan that summarizes the Director’s findings and modifications made.
I. Preamble

A. Why Develop a Strategic Plan?

RCPL developed a new strategic plan in January 2013, subsequent to the arrival of a new director and the appointment of a faculty member to the position of Associate Dean in the College of Architecture. This new plan seeks to reflect changes in focus resulting from changes in faculty composition within the program.

B. Strategic Planning for 2013-2018

The RCPL Division’s 2013-2018 strategic plan was drafted with a 5 year timeline in mind. The plan will be revised by the faculty annually to ensure the appropriateness of the goals and the metrics utilized to assess their implementation. The strategic plan is meant to be a “breathing” document. Modifications will be made at the request of faculty and program stakeholders after full consideration and dialogue.

C. Approach to the Task

1. SWOT Analysis

The RCPL faculty, along with the Division’s students, advisory board, and the Oklahoma Chapter of the American Planning Association, conducted a new SWOT analysis in the fall of 2013. The strategic plan and the implementing strategic initiatives were reviewed for conformance with the SWOT.

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<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tr>
<td>• Rich history of planning practice in the State.</td>
<td>• Student numbers</td>
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<td>• Home to three presidents of APA.</td>
<td>• Faculty size</td>
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<td>• Student-faculty ratio fosters one on one learning</td>
<td>• Black mark from accreditation issues</td>
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<td>• Students gain real world experience in many classes and through internships</td>
<td>• Lack of transportation focused professor</td>
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<td>• BOV actively supports and advises program and mentors students</td>
<td>• Lack of full professor</td>
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<td>• University and College administrators are committed to supporting the program and securing needed resources.</td>
<td>• High faculty teaching load</td>
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<td>• Alumni steadfastly support program faculty and students</td>
<td>• Culture of the College/Division regarding research production and dissemination</td>
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<td>• Students graduate with jobs in planning</td>
<td>• Disproportionately heavy committee assignments at University and College for small faculty</td>
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<td>• Graduates hold leadership positions</td>
<td>• Scholarship funds available</td>
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<td>• Faculty serve and build capacity for planning and planning affiliated professions in the State of Oklahoma.</td>
<td>• Core curriculum overlap</td>
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<td>• Not active enough in OKC and Norman planning projects</td>
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<td>• Physical planning courses</td>
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<td>• Concentrations are unorganized</td>
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<td>• Too many core courses</td>
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<td>• More funding needed</td>
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- Faculty engages in practice based research and teaching.
- Strong relationships with other divisions on campus
- Collaboration culture
- Solid curriculum
- Professor of practice program and amazing professor of practice
- Student/faculty mentorship
- Hands on opportunities for study
- Battle stories
- Instruction quality
- Only planning program in the State
- Policy related projects
- Diverse faculty
- Class size is intimate
- Wide range of job opportunities
- Student/professor interactions
- You bring great talent into our communities
- Qualified planners
- Well rounded, talented, energetic faculty
- Facilities! Wow! Remember Carnegie Hall
- Very knowledgable and dedicated staff

**OPPORTUNITIES**

- Better connection to tribes through endowed professorship and research endeavors.
- Study abroad opportunities in Africa and Asia
- IQC and Placemaking focus gives a new strength to the Division’s physical planning track
- BSED as a feeder to the RCPL program and a potential 3 +2 program.
- Dissemination of research about planning practice in the Great Plaines, including the activities on going in OKC.
- Improved relationship with OKAPA-possible scholarship development as well as AICP cram sessions
- Increased professional mentorship opportunities both in groups and on one-on-one basis
- Diverse student backgrounds
- Relationship with working planners
- International planning

**THREATS**

- Accreditation decision and aftermath
- Continued concerns about national competitiveness in an age of limited financial resources.
- Faculty size: small size is always subject to massive fluctuations when change occurs.
- Limited number of substantial student scholarships and research assistantships to recruit out of state and international students.
- New trends in design that devalue planning
- Studio wars in 330
- PAB
- Profession in a time of chance
- Facilities/studio/computers
- Attracting the best students
- Other careers besides planning that win the hearts of students
- Competition for the RCPL programs in TX and KS
- Keeping the awesome staff you have
2. Stakeholder Input Process

The 2013-2018 strategic plan was drafted by the RCPL faculty with consultation from the leadership of the Student Planning Association. Special attention was paid to developing a plan that recognizes the strengths and interests of the current faculty. The draft plan was presented for consideration and comment by program stakeholders, including the Executive Board of the Oklahoma Chapter of the American Planning Association, RCPL’s Board of Visitors, the Division Directors within the College of Architecture, and the Members of the Student Planning Association. Their comments were synthesized and included in the strategic plan.
D. Organization of the Plan

For the purposes of this Strategic Plan, separate objectives, indicators, and targets have been established for: Student Expectations and Composition; Curriculum; and Teaching and Mentorship. The Strategic Plan builds on the metrics contained in the annual Outcomes Assessment tool utilized at the University of Oklahoma.

E. University

The mission of the University of Oklahoma is to provide the best possible educational experience for students through excellence in teaching, research and creative activity, and service to the state and society.

F. College

The mission of the College of Architecture at the University of Oklahoma is to provide its students with a dynamic professional education in architecture, construction science, interior design, landscape architecture and regional and city planning through a variety of undergraduate and graduate programs in an interdisciplinary, collaborative setting emphasizing excellence in education, research, and service to the community.

G. Division

The mission of the Division of Regional and City Planning at the University of Oklahoma is to prepare students for planning practice in the public, private, and nonprofit sectors by engaging them in an educational approach that emphasizes learning by doing and interdisciplinary collaboration. The program seeks to help students develop enhanced problem solving skills that will enable them to adapt to the changing landscape. RCPL faculty and students engage in a wide cross section of service activities in an effort to build the planning capacity for cities and towns in the State. The faculty of the Division seeks to generate and disseminate knowledge that is evidence based and relevant to planning practice. The RCPL faculty is committed to the study issues unique to planning in the South Central region of the U.S. and to translate and transfer that knowledge to the planning community.

II. The Division and Its Environment

A. Student Competencies in a Changing World

Students drawn to the Regional and City Planning program come from a variety of undergraduate majors. This fact complements the diversity of the program and the profession itself. As a result, special effort must be made to level student skills in terms of: research and writing abilities; statistical and spatial analysis; and verbal and visual communication skills. Students with proficiencies in areas are asked to partner with and mentor classmates with less experience.
B. Financial Challenges
The Division of Regional and City Planning is supported by the College of Architecture. The College has been generous to the program, supporting faculty travel, the employment of a professor of practice and other adjuncts, as well as a new hire for the program in 2013. The primary financial limitation for the Division is manifest in the lack of significant funding for graduate students, particularly in the form of research assistantships. While the College has provided some, the financial burden has fallen on individual researchers to support students. These funds have been sporadic. Future efforts to fund raise will be necessary to attract high quality and diverse students to the program.

C. Division’s Strategic Challenges
The Division is presently challenging an April 24, 2013 decision by the Planning Accreditation Board revoking the program's accreditation challenge. This decision provides a strategic challenge for the program as it seeks to grow its student population, as well as developing donor support for the program. This strategic challenge is being embraced as an opportunity to cultivate the resources needed to stabilize and grow the program.

D. Division’s Broad Strategic Directions
The Division is the only planning program in the State of Oklahoma. Its historic focus has been the production of planning leaders in the State. The program’s graduates often find themselves in a leadership role very early in their careers. As such, students are trained in leadership and management skills by the program's professor of practice.

The Division seeks to further cultivate its expertise in issues relevant to Oklahoma and the South Central region of the United States. The program is pursuing an endowment for a professor who specializes in planning for indigenous populations. In addition, new faculty expertise is being cultivated with respect to climate change and regional impacts related to drought, extreme heat, and severe storms. Faculty will build research in these areas by partnering with the South Central Climate Science Center.

In addition, the Division will continue to partner and build relationships with the fellows of the Institute for Quality Communities. The IQC has demonstrated its commitment to the transformation of urban landscapes through placemaking. The Division will work with the IQC to establish an Oklahoma City Design Studio to further facilitate the on-going community university partnership.

E. Faculty Governance Issues
The faculty in the Division of Regional and City Planning is highly engaged in the decision-making for the unit. All major issues, involving budget, curriculum, hiring, and student performance, are brought before the faculty for consideration and discussion. The Division prioritizes reaching
decisions supported by consensus. Where appropriate, the student leaders from the Student Planning Association are consulted in the decision-making processes.

III. Goal Areas: Objectives and Actions

F. Faculty Excellence

Detailed in the research and service sections below.

G. Educational Excellence

Teaching Statement, Objectives, Indicators, and Targets

Teaching is an integral part of the RCPL mission. For the purposes of this Strategic Plan separate objectives, indicators, and targets have been established for: Student Expectations and Composition; Curriculum; and Teaching and Mentorship.

Section 1. Student Expectations and Composition

Objective 1.1 Ensure our students can demonstrate strong planning knowledge and skills based on their coursework and practice-based learning in our program.

1.1.1 Graduates will have a basic understanding of the planning process
Measurement data source: Comprehensive written and oral exam; exit portfolio.

1.1.2 Exhibit the capacity to keep their planning knowledge and skills up to date through continuing education and professional development opportunities, i.e. to be "lifelong learners"
Measurement data source: Alumni survey -: how many are AICP and/or attended continuing education in the past year.

1.1.3 Ensure graduates are meeting professional norms and contributing to the profession
Target: 50% of all graduates will attempt the exam and of those taking the exam (within three-five years of graduation) 75% (aspirational goal) will pass the exam, with a minimum of 50% passing the exam.
Measurement data source: The number of students taking and passing the AICP examination within two attempts.

1.1.4 Graduates will have and be able to demonstrate basic and fundamental knowledge of planning history, skills and values
Target: Students will demonstrate in an exit examination they have acquired baseline knowledge about the planning profession with a minimum of 70% on the written comprehensive exam and successful oral defense of learning portfolio and related questions.
Measurement data source: Exit exam

1.1.5 Graduates will be able to effectively work with diverse citizens, translate citizen desires into plans, programs and physical expressions of development patterns
Target:
- Graduates will demonstrate in RCPL 5525 a capacity to work with citizens of different backgrounds which can be measured through positive letters from the client or reviews from a jury.
- At least 80% of those responding to an Employer Survey will rate RCPL graduates as good or very good in their interpersonal skills
Measurement data source:
- Client/neighborhood letters or jury review forms

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1.1.6 Graduates will be able to present plans and programs graphically, orally and in written form
Target:
- 80% of those responding to an Employer Survey will respond RCPL graduates are "good" or "very good" in their communication skills
- Students will make a minimum of 20% improvement in their oral, written and graphic skills over the course of the program
Measurement data source:
- Employer Survey
- Oral skills: Compare initial skill development from YouTube presentations generated in the first semester Principles of Planning Practice course with exit presentation at comprehensive exam or thesis defense.
- Written skills: Review of initial skill development with Reflective Essays in History and Theory and progress review with capstone course.
- Graphic skills: Review of initial skill development with Subdivision Planning course and progress review with Community Studio project and/or learning portfolio.

1.1.7 Graduates will find RCPL’s planning education adequately prepares them for entry-level planning positions
Target: 80% of respondents to the Alumni Survey will respond RCPL prepared them "well" or "very well" for entry-level planning work
Measurement data source: Alumni Survey

1.1.8 Prepare students to be effective practitioners in a variety of planning settings
Target: 80% of respondents to the Alumni Survey will respond RCPL prepared them "well" or "very well" for entry-level planning work
Measurement data source: Alumni Survey

1.1.9 Students will maintain a successful GPA to demonstrate mastery of materials within the program
Target: Students will average a B or better in order to graduate. No student will exceed two C’s within the program courses without repeating the class.
Measurement data source: Graduate Liaison grade reports and candidate forms

1.1.10 Students choosing to complete a master’s thesis successfully defending within three years of starting the program.
Target: 80% will defend within three years of starting the program.
Measurement data source: Graduate College records; Graduate Liaison records

1.1.11 Student completion of RCPL program
Target: 80% of students enrolled will complete their degree within three years of starting the program.
Measurement data source: Graduate College records; Graduate Liaison records

Objective 1.2 Recruitment of students will target increasing the size, quantity and diversity of the student body, including a balance of domestic and international enrollment. Maintaining a smaller program has been historically a strong attribute of RCPL and therefore respecting a reasonable size to focus on student success should be maintained.

1.2.1 Student enrollment will work to be of a size that balances the quality of personal contact between faculty and students as well as maintain a healthy program.
Target: Enroll 15 to 20 new students each academic year.
Target Aspirational goal is to grow the program to 35-40 students within the two year program (total student body).
Measurement data source: Enrollment numbers annually

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1.2.2 Recruit and target students at OU, at the other Oklahoma colleges and universities, and at common market universities, in fulfillment of state objectives to provide education and employment to Oklahoma residents.

**Measurement data source:**
- Enrollment of Oklahoma residents
- Number of contacts/interactions
  - Examples include: meetings with students, phone calls with students, attending career fairs, classroom visits to other divisions/departments/colleges, emails, applications (complete/incomplete), faculty talks open to students.

1.2.3 Recruit from out-of-state to meet the need for planning in Oklahoma and enhance diversity of perspectives within the student body.

**Measurement data source:**
- Enrollment of students from other states
- Number of contacts/interactions
  - Examples include: meetings with students, phone calls with students, attending career fairs, classroom visits to other divisions/departments/colleges, emails, applications (complete/incomplete), faculty discussions open to students.

1.2.4 Recruit and target underrepresented groups and international students to increase diversity reflective of community population.

**Target:** 10% of applicants accepted into the program shall be from underrepresented groups with a balance of domestic and international enrollment.

**Measurement data source:**
- Enrollment of students from underrepresented groups
- Number of contacts/interactions
  - Examples include: meetings with students, phone calls with students, attending career fairs, classroom visits to other divisions/departments/colleges, emails, applications (complete/incomplete), faculty discussions open to students.

**Objective** 1.3 Increase the number and quality of opportunities for students to participate and gain knowledge in practice-based work through internships, research assistantships, and study abroad in order to expand abilities to apply learning to practice.

1.3.1 Number of students that have successfully completed an internship, practice-based work, or approved out-of-the-state exposure to the planning profession for credit or non-credit.

**Target:** 50% of students have met the requirement upon graduation.

**Measurement data source:** List of internships; letters of completion; letters from supervisors

1.3.2 Number of events outside of the classroom to engage students in broad discussion about the profession including panel discussion, guest speakers, visiting scholars, special seminars, etc.

**Target:** 4-5 special events per year (includes events by College of Architecture, Institute for Quality Communities, and related fields such as Geography seminars).

**Measurement data source:** List of events, seminars, etc. held annually relevant to student planners.

1.3.3 Number of partnerships between faculty (individually or as a division) with professional, non-profit, and similar agencies or organizations as part of classroom activity (funded or non-funded).

**Target:** Minimum of 2 partnerships maintained annually. (APA, City of OKC, City of Norman, ACOG, etc.)

**Measurement data source:** faculty reporting annually to director

**Section 2. Curriculum**

**Objective** 2.1 The RCPL curriculum will reflect the changing nature of the discipline through course content and skill development and prepares graduates for entry-level planning positions in the public and the private sector at the local, state, and federal level.
2.1.1 Ensure students' ability to attain the state-of-the-art knowledge, skills, and sensitivity to values through faculty transfer of knowledge from research and practice.

**Target:**
- 100% of faculty will attend professional conferences or training to maintain relevance within the profession
- Every 2-3 years, faculty will explore what new technology or technique is being used within the planning profession and work to integrate that content within the relevant courses.

**Measurement data source:** Faculty annual reporting of conferences and training performed; review of technology and innovations in profession

2.1.2 Employer survey indicates that students are prepared in the current planning knowledge and skills.

**Target:** 80% or greater of employers indicate students are well prepared with current planning knowledge.

**Measurement data source:** Employer Survey

2.1.3 Student satisfaction with the program and curriculum based on course evaluations and exit surveys.

**Target:** 80% of students they feel are very well or well-prepared.

**Measurement data source:** Exit Survey

2.1.4 Alumni satisfaction with the program and curriculum based upon online surveys.

**Target:** 80% Alumni indicate students are very well or well-prepared.

**Measurement data source:** Alumni survey

2.1.5 Employer satisfaction with the program and curriculum based upon online surveys.

**Target:** 80% of employers indicate students are very well or well-prepared.

**Measurement data source:** Employer survey

**Objective 2.2** Review the curriculum periodically to keep pace with changing professional trends.

2.2.1 Review course content within RCPL division and College of Architecture at least every two years.

2.2.2 Review course content with the RCPL Board of Visitors at least every two years.

2.2.3 Accreditation of the program by the Planning Accreditation Board (PAB)

**Target:** program re-accredited by the PAB

2.2.4 Offer courses/electives that respond to professional and market demands.

**Objective 2.3** Ensure through the curriculum that students gain an appreciation of cultural diversity.

2.3.1 Faculty will provide modules and specific readings that address cultural, social, economic, and global diversity.

**Target:**
- Number of course sessions or readings to address diversity
- Diversity of student body

**Measurement data source:** Faculty syllabi; enrollment

**Objective 2.4** Encourage creativity and experimentation in the teaching of communication skills, interpersonal and group dynamics, and collaborative problem-solving.

2.4.1 Faculty provides modules, activities, and readings that address all types of communication skills, group work and collaboration.

**Target:** number of course sessions, readings or activities that engage students in communication skills, group work or collaboration.

**Measurement data source:** Faculty syllabi and reporting
Section 3. Teaching and Mentorship

3.1 Maximize student participation in faculty research and professional service activities.

3.1.1 Expose students to faculty research through brown-bag lectures on recent publications or projects.

**Target:** 100% of faculty to provide opportunity to discuss research once a year in class or out-of-class.

3.1.2 Include students in employment or volunteer capacity on research or community-based projects through in-class projects, presentations, and assignments.

3.2 Maximize student opportunities to participate in professional activities and attend guest lectures.

**Target:**
- 4-5 special events per year
- 75% Student are dues-paying members in the Student Planning Association (SPA)
- 50% Student participation in state APA (OKAPA) conference over a two year period
- 50% Student participation in national APA conference over a two year period
- 50% of Board of Visitors will give a presentation, panel discussion, web-based talk on issues related to the planning profession and their expertise

**Measurement data source:** SPA records, Graduate Liaison (collects dues and APA membership forms, attends conferences with students).

3.3 Provide regularly scheduled new student orientation in fall semester.

**Target:** 100% completion of annual orientation.

3.4 Assign each student a faculty advisor consistent with their academic interests.

3.5.1 Percentage of students with a faculty advisor assigned to assist the student in meeting education goals.

**Target:** 100% of students will have a specific advisor relevant to their planning education focus

**Measurement data source:** Graduate Liaison records

3.5 Assist students in finding suitable financial support, internships, and job placement.

**Target:**
- 85% of students obtain a planning-related job within 2 years of graduation or enroll in advanced education (e.g. Ph.D.).
- 60% of students obtain some type of financial support or scholarship or assistantship

**Measurement data source:** student records, student reporting

H. Excellence in Research, Scholarship, and Creativity

**Research Statement, Objectives, Indicators, and Targets**

The faculty of the Division of Regional and City Planning seeks to conduct and disseminate planning-relevant, evidence-based, cutting-edge research and creative activities that assist practitioners and academics to meet the ever-changing demands of the profession.

**Objective 1:** Increase the productivity of scholarship and creative activities produced by the RCPL faculty.

**Performance Indicators:**

1. The number and quality of peer-reviewed scholarly works (i.e., articles, books, chapters, monographs, research reports) that are submitted to and published in journals or conference proceedings or in books, measured over a 5-year period and referenced with RCPL faculty annual evaluation and College PTT guidelines (see Appendix XX).

**Target:** One scholarly work submitted for peer reviewed publication per faculty per year

**Measurement data source:** faculty annual review

**Target:** One conference abstract and presentation per faculty per year.

**Measurement data source:** student records, student reporting
Objective 2: Foster the application for funded research or creative activities by the RCPL faculty.

Performance Indicators:
2. The number of research grant/project proposals (internal or external) submitted and the grant/project amount awarded
   **Target:** at least one research grant/project proposal submitted per faculty per year.
   **Measurement data source:** faculty annual review
   **Target:** at least one grant/project award per faculty member per every two years
   **Measurement data source:** faculty annual review/sponsored research office report

Objective 3: Encourage interdisciplinary research and creative activities within the College of Architecture, across the campus of the University of Oklahoma, and with off campus partners or research teams.

Performance Indicators:
3. The number of interdisciplinary efforts, such as submitted or funded grants, projects, competitions, symposia, or publications.
   **Target:** 50% faculty participation rate in an interdisciplinary effort biannually
   **Measurement data source:** faculty annual Reviews/sponsored research office report

I. Excellence in Public Engagement and Outreach

Service Goals
In addition to faculty and student service to various university committees, the Division of Regional and City Planning (RCPL) will provide leadership and service to the planning profession and the public. RCPL faculty are committed to performing service to the profession to enhance the educational experience of our students, to expose students to professional planning practices, norms and values and to utilize the expertise and resources of RCPL faculty and students to improve the practice of community planning across the state and region by providing technical assistance to interested organizations and communities.

Objective 1: Engage RCPL students in faculty sponsored service-learning activities to ground the students’ educational experience in practice

Performance Indicators:
4. Number of courses containing a service-learning component
   **Target:** One core course, where faculty utilize the studio course in support of community planning standards and objectives
   **Measurement data source:** faculty annual review, course syllabi, panel review of projects, letters from the client

Objective 2: Provide continuing education opportunities to those working in community planning and related disciplines

Performance Indicators:
1. The number of planning seminars, workshops and other continuing education opportunities offered by RCPL faculty
   **Target:** One continuing education event that provides continuing education credit for planners offered by RCPL faculty, students and affiliates, or jointly sponsored with the Oklahoma Chapter of the American Planning Association (OKAPA)
   **Measurement data source:** faculty annual reviews, American Planning Association (APA) Certification Maintenance (CM) requests, Program advertisements

2. The number of persons attending planning seminars, workshops and other continuing education opportunities
   **Target:** A total of 150 per year
   **Measurement data source:** Event rosters/sign-in sheets
3. The number of presentations given by RCPL faculty at non-academic national, state and local meetings and conferences
   
   **Target:** One offered every year by RCPL faculty, students and affiliates
   **Measurement data source:** faculty annual review/sponsored research office report, Event program agendas and/or event press coverage

**Objective 3:** Facilitate faculty and student participation in national and state professional planning organizations

**Performance Indicators:**
1. Number of faculty and students belonging to national and state planning organizations
   - **Target:** All faculty and 75% of students are members of the American Planning Association (APA) and the Oklahoma Chapter of the APA
   - **Measurement data source:** faculty annual review, faculty survey, SPA faculty advisor records

2. Number of faculty, students, alumni and members of the Board of Visitors serving as elected or appointed officials of boards and committees for national and state planning organizations including ACSP, APA, AICP and the PAB
   - **Target:** 20% of faculty and at least one student annually
   - **Measurement data source:** faculty annual review, faculty survey, audit of leadership rosters of the various organizations

3. Number of faculty and students attending national and state planning conferences, workshops and symposia
   - **Target:** 50% of students and faculty attend at least one national or state planning conference, workshop and symposia over a two year period
   - **Measurement data source:** SPA faculty advisor records

4. Percentage of students participating as dues-paying members of the Student Planning Association (SPA)
   - **Target:** 75% of students are members of SPA
   - **Measurement data source:** SPA faculty advisor records, SPA membership roles

**IV. Division Strategic Initiatives for 2013-2018**

**Teaching:**

- Increase the average number of students enrolled in the program from 25-40 students in the next 5 years.
- Revise program specializations from 4 to 2: physical planning and policy planning
- Develop an interdisciplinary study abroad opportunity in Africa and Asia for undergraduate and graduate students.
- Develop a two week field trip for graduate students of cities in the South Central Region.
- Develop expertise in planning with indigenous people through an endowment of a chair.
- Work to better integrate multitudes of forms of oral, graphic, and written communication skills into all course work.
- Institute an every semester audit of students enrolled in the program.
- Offer at least one undergraduate course on line.
- Increase the number of courses that take on a client or real world project.
Research:

- Institute an annual course release for one faculty member to incentivize the development of research proposals.
- Allow faculty to buyout of courses to facilitate the production and dissemination of scholarship.
- Develop funds to provide one month of summer research funding for untenured faculty.
- Increase funding for conference travel, particularly for those conferences faculty seek to attend for the sole purposes of learning and/or networking.
- Encourage faculty to publish on pedagogical and applied research.
- Incentivize the publication of research relevant to the South Central Region of the United States.
- Hold faculty accountable in annual review and tenure processes for submitting one article for peer review per year, presenting at one academic conference per year, and attempting to secure funding for one project per year.
- Encourage faculty to develop interdisciplinary teams across campus to support research endeavors.

Service:

- Further cultivate the relationship between RCPL and OKAPA by attending board meetings, participate in and help plan the State conference, and plan a mentor program with OU students and perspective students.
- Encourage faculty to more actively participate in leadership roles with State, national, and international planning organizations.
- Incentivize participation/leadership in College and University Committees.
- Offer at least five credits of continuing education per year, including the institution of an AICP Cram Course.
- Continue to utilize the Community Planning Studio to do planning work for communities requiring technical assistance.
- Work with the Institute to host a biannual planning day event.
- Participate actively in the development of the OKC Design Studio.

V. Financial Resource Needed to Implement the Strategic Plan

The Division requires the assistance of College and University Development officers to facilitate the development of its endowed chair in planning for indigenous people. In addition, the Division requires assistance from the College and RCPL Board of Visitors developing additional scholarship funds for the purpose of developing the diversity of students in the program.

VI. Human Resource Needs

The Division is delighted to welcome a new tenure track faculty member in August 2013. Additional adjuncts will be necessary to carry out the program’s desire to develop its expertise in the areas of planning for indigenous people, placemaking, and climate change. To serve these needs, we will seek the continued endowment of our current planner of practice position, as well as the endowment of a new chair in planning for indigenous people. Additional adjuncts should be employed to offer topical diversity to the program’s offerings.
VII. Physical Facilities and Environment

The Division seeks to participate in the development of the Oklahoma City Design Studio along with its partners in the College of Architecture. The Division will utilize this space to facilitate the development of large and small applied planning projects with the City of Oklahoma City, as well as for the occasional offering of classes and continuing education seminars.

In addition, the Division requires the development of an independent studio room dedicated to use by the Community Planning Studio and outreach activities with Oklahoma tribes. This dedicated space would provide a place where students could work independently or in groups on class and service projects.

VIII. Strategic Information Technology Directions

The Division has a laptop policy to effectuate its goals that students learn to communicate develop through clear writing, spatial analysis, and visual communication skills. The Division seeks to expand its knowledge and ownership of new technologies available it. Faculty will train to utilize Blackboard Collaborate in an effort to facilitate on line learning and continuing education. The Division will offer its first on line continuing education course during the 2013-2014 academic year. Further, the Division will offer at least one on line course at the undergraduate level by the 2014-2015 academic year. In addition, faculty will obtain training on new software to better educate students for its use, including GIS, Community Viz, and Atlas TI.
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<tr>
<td>Increase the average number of students enrolled in the program from 25-40 students in the next 5 years</td>
<td>Target: 25</td>
<td>Target: 28</td>
<td>Target:33</td>
<td>Target: 35</td>
<td>Target: 40</td>
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<td>Revise program specializations from 4 to 2: physical planning and policy planning</td>
<td>Submit Proposal to University</td>
<td>Formalize</td>
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<td>Develop an interdisciplinary study abroad opportunity in Africa and Asia for undergraduate and graduate students.</td>
<td>Work with Drs. Harris and Shen to craft proposals</td>
<td>See COA/University Proposals</td>
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<td>Develop a two week field trip for graduate students of cities in the South Central Region.</td>
<td>Work with Dr. Wieters to craft Proposal and Seek Funding</td>
<td>Implement</td>
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<td>Develop expertise in planning with indigenous people through an endowment of a chair.</td>
<td>Develop proposal with Brad Purcell and Submit to OU Develop</td>
<td>Raise Funds</td>
<td>Raise Funds</td>
<td>Advertise</td>
<td>Hire</td>
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<td>Work to better integrate multitudes of forms of oral, graphic, and written communication skills into all course work.</td>
<td>Develop communication across the curriculum proposal</td>
<td>Assess core cores and revise accordingly</td>
<td>Assess elective courses and revise accordingly</td>
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<td>Institute an every semester audit of students enrolled in the program.</td>
<td>Develop tool, vet with faculty, and implement</td>
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<td>Offer at least one undergraduate course online</td>
<td>Identify Course; begin development</td>
<td>Implement in spring or summer</td>
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<td>Increase the number of courses that take on a real world client</td>
<td>Identify courses and willing faculty; Implement</td>
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<td>Institute an annual course release for one faculty member to incentivize the development of research proposals.</td>
<td><strong>Identify faculty and implement — Wieters/Harris.</strong></td>
<td>Implement</td>
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<td>Allow faculty to buyout of courses to facilitate the production and dissemination of scholarship.</td>
<td><strong>As proposed</strong></td>
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<td>Develop funds to provide one month of summer research funding for untenured faculty.</td>
<td><strong>Secure funds</strong></td>
<td>Implement</td>
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<td>Increase funding for conference travel, particularly for those conferences faculty seek to attend for the sole purposes of learning and/or networking.</td>
<td><strong>Develop discretionary funds</strong></td>
<td><strong>Develop discretionary funds</strong></td>
<td>Implement</td>
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<td>Encourage faculty to publish on pedagogical and applied research.</td>
<td><strong>Develop Policy</strong></td>
<td>Implement</td>
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<td>Hold faculty accountable for meeting publication/presentation/grant funding requirements</td>
<td><strong>Create and agree to policy through strategic planning process</strong></td>
<td>Implement</td>
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<td>Encourage faculty to develop interdisciplinary teams across campus to support research endeavors.</td>
<td><strong>Develop Foundation funds to support financial awards</strong></td>
<td><strong>Give $500 award</strong></td>
<td><strong>Give $500 awards</strong></td>
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<td>Further cultivate the relationship between RCPL and OKAPA</td>
<td>Participate in development of State Conference;</td>
<td>Host OKAPA conference</td>
<td>Develop AICP cram session</td>
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<td>Institute mentor program</td>
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<td>Encourage faculty to more actively participate in leadership roles</td>
<td>Request participation</td>
<td>Assist in securing positions</td>
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<td>with State, national, and international planning organizations</td>
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<td>Offer at least 5 credits of continuing education per year</td>
<td>Sign Webinar Placemaking Conference</td>
<td>OKAPA conference</td>
<td>Work with Institute to Host Placemaking Conference</td>
<td>Work with Institute to Host Placemaking Conference</td>
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<td>Law presentation at OKAPA</td>
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<td>Continue to utilize the Community Planning Studio to do planning</td>
<td>Sulphur (Woodfin/Harris)</td>
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<td>work for communities requiring technical assistance.</td>
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<td>Participate in the Development of the OKC Design Studio</td>
<td>Work with Humphreys and Butzer to identify location.</td>
<td>Offer workshops and mini-studio courses once a year</td>
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<td>Offer workshops and mini-studio courses once a year</td>
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