

Department Faculty Meeting

January 12, 2016

Noon – 1:20 Gould 208J

Agenda items

12:00 — 12:05	Vote: To approve 12/1/15 meeting minutes	Campbell
12:05 — 12:55	Update and Discussion: Revisions to the MUP curriculum	Abramson & curriculum committee
1:00 — 1:10	Update: Runstad Real Estate faculty hiring process	Dermisi
1:10 — 1:20	Updates: Other business	Campbell/others

Present:

Christopher Campbell, Larissa Maziak, Diana Siembor, Himanshu Grover, Sophia Dermisi, Phil Hurvitz, Kelly Hostetler, Bob Mugerauer, Jan Whittington, Dan Abramson, Branden Born, Rachel Berney, Marina Alberti, Marty Curry, Bob Freitag

PSA Reps: Michelle Yellin, Ariadne Brancatto,

Vote: To approve 12/1/15 meeting minutes

Dan moves to approve minutes, Branden seconds.

10 yes, 0 no, 0 abstain

Update: Runstad Real Estate faculty hiring process

Director Position:

Jeffrey Ochsner is the chair. Sofia Dermisi (represents RE and UDP), Giovanni Migliaccio (represents CM), Peter Orser (acting Director & Board) and Suzanne Cartwright (staff) are on the search committee.

14-15 applicants for the Director's position. Committee came up with duties for the position, which have been approved by Dean. 6 met the qualifications and the committee did 3 Skype interviews so far and 3 next week. The committee will provide the Dean with three or four applicants who will do campus visits.

Research Associate Professor Position (UDP position):

Sofia Dermisi is the chair. Dan Abramson, Phil Hurvitz, and Peter Orser are on the hiring committee

Jan 15 is deadline for applications. Currently 15 candidates have applied. Committee has come up with duties for the position which have been approved by Chair and Dean

Both hires will be moving forward fairly quick.

Research Associate Professor will be voted on/ hired through this department.

It's still unclear which department will vote on the new Director position

The Real Estate program has received a 5 million dollar donation for the establishment of an undergraduate minor in real estate, funding 2 additional hires focusing on this effort.

Update and Discussion: Revisions to the MUP curriculum

Memo distributed * Included below

Studio requirements:

In addition to the potential revision to the curriculum, there is the pending matter of the 1 vs 2 studio requirements.

Initially the dept. went down from 2 to 1 studio requirements. There were a number of variables that contributed to that decision and the idea was to run that for a couple of years to see how that went. And then reevaluate. We are now at the end of those few years and it's time to evaluate how many studios we should require of our MUP's

Discussion:

A second studio that would incorporate a lab...or more of a theory type would be good. Has to be a place where students are challenged to think about observation

Another positive for going back to 2 studio requirements

There is one idea that studios dilutes the credit pool

The PC felt it was important to have two studios over one. The PC also felt that political process is a huge part of planning that includes the community and decision makers

In modelling the 2 studio requirement, do we have a prep course prior required in place...such as GIS or...??

One possibility is that the second studio would have a thematic structure

Updating the specializations to clusters:

The new plan would better integrate what we do as faculty and what applicants are seeing when they apply. Makes things a little more clear for students and gives them more options...if they want to focus on land use AND hazards or many other combination possibilities. It allows faculty to input their research, interests more broadly in this system rather than being confined to the current narrow structure of specializations.

There are two possible redesigns: Below Alternative 1 and 2 in the memo*

Discussion:

There's a need for a more process orientated instruction.

Students need to be able to know how to read data...Cities want that

These alternatives are just the start of a conversation that is looking for more input...they are just "strawdogs"

Possibility to combine 500 and 501 makes sense

Like the idea of bringing theory into the core...provides a good grounding for a long view of what planning aspires to be

The specialization models are going to require more intensive advising

One cluster would be Public Participation and Community Development. Careers are made of this but who is teaching this? It would be great if the department could offer this as a cluster option.

Public participation and global/international were interests that current students would like to see offered as specializations...

There is an issue with the "catch all specialization" One current issue in particular is that there are little offerings for the Transportation Specialization

Next steps:

There are three issues on the table

- Overall proposed structure for curriculum
- Composition of the core
- Question of the second studio

Christopher wants a proposal for the studio requirement from the curriculum committee for feedback before we take a vote

COVER MEMO

To: UDP Curriculum Committee and UDP Faculty

Fr: Dan Abramson, Curriculum Committee Chair

Date: 1/10/16

This is to cover the following memo's distribution to the UDP faculty for discussion at 1/12/16 faculty meeting. I have appended an additional curriculum re-design proposal to the one Branden and Himanshu attached to Branden's memo of December 1, to illustrate various possible scenarios under consideration by the committee and to inspire feedback from faculty.

MEMO

To: UDP Curriculum Committee

Fr: Branden Born

Re: Proposal to update and change the Department of Urban Design and Planning specialization component of the MUP degree.

Date: 12/1/15

This memo is to inform the committee on the rationale and specific proposal for updating the specialization process for the MUP degree. It is proposed that this would be brought to faculty in December, voted upon in January, and be effective for the first-year cohort.

It seems that when examining a departmental curriculum there are several interest groups to account for, in this case including the accrediting body, PAB; the professional field; the students; the department generally, and the faculty specifically. The interests of PAB are met through either of our current or proposed curricula models, and in fact meeting the accreditation requirements has become easier as PAB no longer requires specific courses, just skill sets accommodated by both models.

The interests of the department can likely be summarized by the following:

- 1) Students have a strong core knowledge of planning (we "know" what a MUP is or should understand, regardless of any specialization).
- 2) There is both breadth (represented by the core curriculum) and depth (the specialization) in the student academic experience.
- 3) The content of the curriculum is both meaningful and contemporary, allowing for students to be thoughtful and prepared professionals.
- 4) The curriculum meets student needs and general interests (see 1-3 above).
- 5) The department has appropriate faculty to commit to the areas of instruction (or is prepared to actively seek affiliate faculty or new faculty to fill these needs).

If these are met, the interests of PAB, professionals, students, and faculty would also likely be met simultaneously.

The current proposal seeks to replace a core/specialization model that has become dated and cumbersome for students, faculty, and staff. Some areas have morphed to accommodate multiple interests such that they hardly represent any specialization (here I refer to the Land Use, Infrastructure, and Transportation specialization). We also know that the rigid definitions (though not necessarily the coursework) of the specializations make their currency and appeal cyclic, meaning specializations become popular and then fade, with associated student numbers. This means that we sometimes have courses that are underenrolled, lack a critical mass for intellectual inquiry, and are not a wise use of scarce faculty resources. However, the current model has proved durable, and to some extent still reflects major divisions of planning; these strengths should not be lost.

The Proposal

Himanshu Grover and I have examined the course offerings of the department, mostly through our experience and review of our most recent PAB documentation. We have reflected on what an appropriate core might be, taking into account our understandings of other departments as well as our general opinions of the field. We also are aware that our current core requires students to take so many credits that they rarely have time or schedule flexibility to take courses outside our department, though the faculty often recommend this.

Accordingly, we have narrowed the core by one class, and rearranged the various requirements (like "restricted electives") to be easier to understand for students and easier to advise for faculty. We are suggesting a more flexible type of program, with the ability of reverting for any student to our current specialization pathways, which would be examples to students of possible paths through the academic offerings.

Our proposal still includes 72 credits as a core and specializations, but the latter are to be defined more broadly as clusters of courses that represent particular knowledge areas. Students will be required to chart their own path through the clusters by use of a (currently required) two-year plan, and (following the long-term use in CEP) an individual study plan (ISP). This is to be written by the student and discussed and authorized by their advisor. Students would be able to design a curriculum that had two (or even three) such cluster specializations, but would then be forced to meet the requirements of each, leading to a reduction in unrestricted elective credits.

The proposal requires two studios (unless in rare cases the student, working with an advisor under an approved ISP designs a path with just one). It brings Theory into the core, and strongly associates the thesis with the cluster specialization. The restricted electives (formerly studio, history/theory, advanced methods, and urban dev/econ) are brought into the cluster classes or electives as only two requirements: advanced methods and urban development/economics. The proposal design is presented on the following page.

Proposed MUP Curriculum Design – Alternative 1 (Born and Grover)

Core (7 classes)	Credits (26)	Quarter
1. Survey (500)	4	1st
2. Planning Statistics (520)	4	1st
3. Planning Methods (510)	4	2nd
4. Comprehensive Planning & Implementation (501)	4*	2nd
5. Legal (580)	3	3rd
6. Graphic Communication (503)	4	3rd
7. Theory	3	4th

Studio (3 classes)	Credits (13)	Quarter
Studio Prep/Intro (506)	3	2nd
First Studio (507)	5	3rd+
Second Studio (508)	5	4th+

Cluster Specializations & Thesis Credits (24-36 + 9 thesis)

Developed under student's Individual Study Plan, approved by their advisor.

Single Cluster (2 requirements + 3 electives)	15
Double (2 reqs from each + 3 "shared" electives)	21
Triple (2 reqs from each + 3 "shared" electives)	27

Cluster-related thesis	9
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Unrestricted electives (1-3 classes) Credits (3-9)

Number of classes/credits depends on ISP and cluster specializations.

Total Credits Required for Completion 72

Advising note: Advanced methods class is required, likely to be found in cluster(s). Urban development/economics class is also required, in cluster(s) or unrestricted electives.

Proposed MUP Curriculum Design – Alternative 2 (Abramson)

Note: Differences with Alternative 1 are highlighted in gray.

Core (8 classes)	Credits (26)	Quarter
1. Survey (500), combined with Comprehensive Planning & Implementation (501)	4	1st
2. Planning Statistics (520)	4	1st
3. Urban Form (479)	3	1st
4. Planning Methods (510)	4*	2nd
5. Communication and Analysis (503)	4	2nd
6. Legal (580)	3	3rd
7. Theory	3	4th
8. Research Seminar [thesis prep] (512)	3	4th

Studio (3 classes)	Credits (13)	Quarter
Studio Prep/Intro (506)	3	2nd
First Studio (507)	5	3rd+
Second Studio (508)	5	4th+

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