

Department Meeting

March 27, 2018

Noon – 1:20 Gould 440

Agenda items

12:00 – 12:05	Approval of February 20 minutes	Campbell
12:05 — 12:50	Curriculum Committee group discussion	Campbell
12:50 — 1:20	10 year review site visit report: Discussion	Campbell

Present: Dan Abramson, Rachel Berney, Sofia Dermisi, Phil Hurvitz, Diana Siembor, Christopher Campbell, Larissa Maziak, Bob Mugerauer, Mark Purcell, Qing Shen, Branden Born

Approval of the minutes Feb 20:

Bob move

Mark second

1 abstain

7 yes

0 No

Curriculum Committee group discussion:

We want to look closer at our core

We want to solidify race and equity...we thought it would be good to bring that in our core

In our Draft new core sequence model there were still questions about methods and in general there was a lot of feedback around the methods portion

There was a suggestion to look at other colleges so people submitted some colleges they thought had strong planning programs. Diana viewed their curriculum and provided a lay out of their core courses. Side note...none of the other schools are offering race and social justice courses as their core.

Also included in the curriculum packet is the PAB criteria for quantitative and qualitative methods.

Curriculum Comparisons Link to documents to view below:

https://drive.google.com/file/d/1YzPAdAg9f_XlSdMBCQaB_LZCA6Qnzslg/view?usp=sharing

Faculty split into two groups where I tried to draw out pieces of their conversation:

Group one: Berney, Abramson, Shen, Mugerauer, Siembor

Regarding the Ten-year review: They focused a lot on students who focused on not wanting a heavy core load

There are also students who come in and have no idea what they want or they change their mind

In review UDP is positioned in the high middle but we do want to find a way so that students can get their first elective earlier

It's important to be informed and not that we need to adopt other school's programs but it is important to compare and understand HOW we are different.

We as a faculty have very diverse ideas on what a methods course means

We're talking about *all methods*...that means, intro, more advanced methods as electives and maybe a tertiary level via assignments in topic classes where we offer a bonus, methods track?

There is also a distinction between quarter and semester system. They are very different so in one way it's hard to make comparisons

One hazard of a quarter system is that it's hard to make that transition in one course to go from basic to an advanced level due to time constraints

If some students need more assistance...we've got the basic package that is the core

For those more focused, we offer more alternatives

Berkeley is good about saying everyone does the common core for cohort building and then they have these other smaller, specializations that build and work together

It's better to have a clean model.

MIT has students test out of courses for students who want to opt out

The field should define what is essential to be a planner and not students.

Berkley and MIT are moving away in that everyone used to take Qual and Quant and if you want to take more methods beyond that in your specific focus. They are moving to a "gateway" which is a combo of quant, qual and visual communication and sets them up for GIS, advanced statistics.

How is something like that taught? Who in our program could teach that?

At Berkely, in the first semester there is data collection, analysis and planning, problem solving, sequence building blocks

Second semester...more GIS, engaging community

Group two: Campbell, Dermisi, Hurvitz, Purcell, Born

Studio prep (506)was designed for first year students...they needed to figure out basics and to get more efficient when working on a project. It's meant to leverage knowledge to extend the 506 experiences into 507. ...that's not really happening any more

Can we look at grouping some of the basic skills classes together, like take 506 and fold in memo writing section and ??

Methods issue:

So these basic, practice methods...could be folded into public participation and ??

What are the universal practice methods? Or are they specialization specific?

Once they've had history theory in fall and in that course, it introduces all the different radical set of methods, will students then say, where's my communication method etc? Theoretically, could there be a class in winter where they could then follow up with all these methods and go in depth? Like History and theory part two?

What if we got rid of class names? Start with history and theory...then you have methods, then you have a skills class like GIS..What are the things we want to highlight?

Whatever methods they THINK they want to focus on...that's just one way.

How about First year we have a History Theory Methods, Double course autumn and winter then in the spring you would apply these skills

Second year autumn..GIS, professional Practice..Winter?? Spring??

Some people think we should not have comp planning at all

Our courses are not that exciting...wouldn't it be interesting if we could offer the chance to question what they are learning. Are we training students to think critically?

Classes are student dependent...some classes are comprised of students who have a lot of experience and then you have some classes that don't have any experience

If there are these two populations...we do a disservice to the 20 who are lets change the world.

Who are the 80? They want to change the world on some level...

Can we provide a very structured, old curriculum vs. the students who want radical...change making curriculum?

The intro to methods...can we look at what's in that?

Like, how would you abbreviate 520 stats class?

How about this for intro to Methods? Two orders of methods ; quant, qual and include GIS. Required course and no opting out

Conflict resolution? Mediation? Could that go in a cluster?

Qualitative= focus groups. Observation, communication,

One thing that reviewers said was you don't have to do everything up front.

How about GIS will be something that you use when your analyzing statistics...then you communicate that

10-year review report:

Over all the feedback from the committee was very positive. The things they recommended working on such as addressing Race and Equity in the curriculum, the curriculum in general, we as a department are already working on. Christopher will draft a response to return to the committee on April 13.

Link to report to view below:

<https://drive.google.com/file/d/1Vwk4EHPV0n5A6sY1jzYtc7lqwTqZ2lqQ/view?usp=sharing>