

## Department Meeting

October 16, 2018

Noon - 1:20 **Gould 208J**

### Agenda items

12:00 – 12:05	Review and approve minutes	Campbell
12:05 – 12:35	Review Curriculum Retreat: Feedback and Next Steps	Campbell/Berney
12:35 – 12:45	Committee Assignments	Campbell
12:45 - 1:00	European Network Opportunity	Whittington
1:00 - 1:10	Visiting Scholar -Vote	Shen

**Present:** Larissa Maziak, Rachel Berney, Mark Purcell, Himanshu Grover, Bob Mugerauer, Jan Whittington, Dan Abramson, Marina Alberti, Christopher Campbell, Sofia Dermisi, Qing Shen, Phil Hurvitz, Manish Chalana, Branden Born

**Approve Oct. 2 Minutes:** Jan Move, Rachel 7 yes 1 abstain 0 no

#### Review Curriculum Retreat:

Rachel compiled the comments and notes taken during the retreat, included at the end of minutes:

*\*We will include Marina's input sent to Christopher as well*

### **Explanation of Curriculum Diagram:**

Added notes based on the retreat. 16 credits in Autumn, 10 in winter, 14 in spring (this includes law but law could also be taken in quarter 6) It would be nice to get down to 12-14 per quarter with keeping the majority of the flow.

Floating, within the diagram, we have RSJ and Professional Practice. These are both one credit that students could take at any time... not recommended that first quarter.

### **Discussion:**

Now that we have 3 groups/streams across the quarters, can we discuss within these groups, what the overall goals are?

Let's look at which credits will get "shaved" off

Can we look at moving some of the old core credits into restricted electives which are still useful?

We don't want to overload people

A few things this diagram does:

- Retains the current flexibility

  - Shows flow in building on classes off each other

  - Shows more focus on methods

Can we agree that 16 is not workable that first quarter? Yes

Can we move some of the things in quant over to research and design?

Can one of the 4 credits in quarter one be shifted to quarter four?

The methods class should teach how to tackle methods in general...more critical skills

The current way of teaching methods is often outdated ...students need for example more skills on data mining, data use

Scenario planning...is this considered methods?

Students should be taught how to critically think and use methods to become more sophisticated planners

We talked about research design during the retreat. For example methods 1 would be very basic...intro and then methods 2 would build on this.

To make progress from here, whoever is teaching these first 4 classes should be looking at curriculum specifically

Can we agree that this is the model? Fall seems a little heavy

One idea:

Does law move to quarter 6?

Is research design in the right position? Could this go quarter 4?

Can we preserve an elective winter quarter?

Should we do the history theory sequence in that first year?

Or do we start in winter and teaching planning in context fall of that first year?

Planning in Context course would basically combine 500 and planning as a profession

Can we put PIC in winter?

If we bring History & Theory in the first quarter, that is a great intro

PIC doesn't just have guest speakers so I would argue to keep it in winter

A variety of guest lecturers can be very confusing...especially for new students and students need some kind of framework

Fall seems heavy on methods and tools. Move either M1 or GIS/DP to winter?

What is missing is how you take a problem, analyze it? We need more overall problem analysis

### **How do we move forward?**

We need to develop the syllabi...and what are those steps?

It's better in small groups

Can we break into work groups that are the same at the retreat? The goals of each group may vary but there should be movement forward.

By the end of winter quarter, ideally, we will have syllabi to review and in spring up for approval

Can everybody be in at least one work group?

Branden: One thing for groups to do prior to syllabi is to create a wish list. It would be nice before we get to syllabi to look at some of the constraints. What is the bigger picture and how do these groups work together. What is best case and what would you be willing to get rid of or "shave down"

If you want to meet over lunch? The department would pay for it.

Let's look at our anchor points? Keeping studio and keeping credits under 15?

Can you self-organize? Jan, Branden and Manish will remain the group leaders

What is the task? Can we first look at Branden's idea and maybe sequence?

10 weeks, what are the elements?

When you are looking at syllabi, make sure you are integrating the diversity element. Gender, race, sexuality

A suggestion would be for every other Friday?

Original notes are outside Larissa's office. The written notes can also be posted in the drive?

Can we have a goal of having this completed in 4 weeks?

### **Committee Assignments**

CBE College Council - Dan Abramson

CBE Curriculum Committee - Jan Whittington

UDP Curriculum Committee - Rachel Berney, Himanshu Grover, Marina Alberti

MUP Admissions Committee - Mark Purcell, Christine Bae

Diversity Committee-Christine Bae, Branden Born, Manish Chalana

### **European Network Opportunity: Jan:**

The University of Groningen invited Jan to attend the 20-year anniversary of this network of 7 universities NUERUS. NUERUS is for students who are interested in doing research. Our current agreement with Groningen would not have to change. UW is the first university that they have asked to join in a long time.

The nature of the exchange is that in autumn quarter, students from the UW would go to a host University in Europe. At the same time, students from Europe would come to UW ( or other Universities in NEURUS) All students would be received by a liaison faculty member and get advised on their research. In the spring, a two-day seminar happens where the US and Europe groups get together.

The current exchange that we have does not allow for this kind of research support. This would open our students up for that kind of exchange and not just in Groningen.

The cost would be limited to travel for the liaison? It would not always be Jan and would be nice to see who else is interested?

This is well organized but informal. It expands our offerings for our students

With your vote, Jan would be empowered to establish these kinds of relationships with Vienna and Berlin

### **Comments/Questions**

When the institution is in charge of the spring event for that particular year, what is the cost.

Students are in charge of finding lodging etc. We would be organizing a 2-day seminar for 20 people and dinner out for faculty.

Is there additional cost for students? It would be no different in cost, the added expense would be travel for the 2-day seminar. Some university's raise money to help for these travels

Students would be losing a quarter essentially but there is a way for students to work around that.

There is a worry that it's one more thing that the department is taking on. It would be great if we could fold it into an International cluster.

Equity question...other faculty travel to meet with other universities to discuss research and there is no reimbursement for that

When we have students here, there is the workload of advising additional students.

Students have asked about doing comparative research at Groningen

It's more likely that students will go abroad rather than having international students here.

Can we talk about this in the context of thesis advising?

What is the matching of student to faculty process? There is an application process so faculty could pick who they wanted to come here.

#### **Qing Shen: Visiting Scholar**

Can we send out the visiting scholar requirements for him to review? Also, can Qing send out an invite to the faculty when this person speaks in his class?

Dan moved to invite Professor Lei for one year as a visiting scholar

Manish second

Branden votes yes

13 yes 0 no 0 abstain

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## **UDP Core Curriculum Retreat Notes**

### **Morning Discussion**

#### **UDP Core Curriculum Retreat**

**Friday, October 5<sup>th</sup>, 2018**

**Discussion questions:**

**Q1: What should students learn in the core?**

## Q2: What makes us, us?

### Some key points:

- We want to develop the “intellectual professional”
- We want to/should be highlighting and addressing the creative tension between training and education, knowledge to action, etc.
- Goal - Faculty demonstrate in research/class/on website, etc. what ideas, problems, methodologies, etc. they address at the forefront of planning, including dealing with “wicked problems”/grand challenges
- To address - our distinctiveness is clear in terms of UW, but what about UDP within UW? “Place” is still a unique viewpoint - “place, community, change”
- Bring our strengths forward - interdisciplinary collaboration, international and comparative work

### Notes from the conversation:

David - students as customers; how does what students are learning link to the marketplace?

Marina - we need to focus more on “cities” not just planning

Some thoughts on how we currently talk about cities:

Manish - history course, urban form

Christine - Week 1 500 class; what we really lack is critical understanding of the region and regional issues

Jan - “Tools and rules” for planners, what can students do as planners - subtle issues

Climate change as a grand challenge; what would it mean to teach this to MUPs?

Or smart cities, or...?

BobF - we aren't urban or envi studies program; tools and rules extremely important

For example, we study climate change through resilience/hazards to come up with practical outcomes solutions

Skills change; knowledge/thinking remain

Apply objectives to real situations (= professional planning)

Qing - Building on what David said - the importance of being able to practice, we are a professional program

Marina - how can you effect change if you don't know what is happening? We need to teach how to study/know a city; the problem with planning - very big conversation - why it isn't succeeding - we are forgetting this part

Branden - We're talking about training versus education (Friedmann) - dynamic tension that we hold in our field; our responsibility is the education, the art of communication, education, but also need marketable skills

How do we deliver a broad set of contexts and a broad set of rules that address those contexts and peoples' interests?

Students come in wanting to change the world - need contexts AND tools (Evans vs. UDP)

Our goal isn't to resolve tension but to work with it, allow students to address it

- Rachel - This seems to map onto the conversations we've had and heard from students about the need for hard and soft skills
- Dan - when this profession was established, especially west coast 1950s, it was defined as multi-disciplinary profession that rode on top of a design/liberal education achieved at an undergraduate education. Maybe that basis no longer exists?
- We're still trying to do a lot in just two years - how does Evans do it?
- Qing - on ACSP Diversity Committee...2009-2017, our profession currently has fewer applications, faculty, and students
- Christopher - does this tension belong in the core?
- BobF - Different student groups each lack some piece of knowledge
- Manish - Discussion is "and" not "either/or" we want to produce the "intellectual professional"
- Marina - Branden summed up well; is our task then to take the tension and to make it present in our core?
- David - What makes us us? - Large, impersonal university. What am I doing right here? We need a clearer msg - what is this? Branden summed things up well.
- Jan - Feeling like Hermione Granger...always some students who want to go to planning school in Seattle, there are some upsides to big univ - e.g. large course catalog available > be upfront in helping them navigate that opportunity; whatever is "us" make super upfront in the core > areas of change e.g. climate or tech change, where we can stand up and say we have faculty at the forefront of this...
- Branden - Cribbing from Friedmann > taking knowledge to action; content and epistemology; how to we break this down and teach; we each have different knowledge bases and ways/actions for addressing things
- Qing - Build upon the notion of depth in the university and in the faculty, somewhat unique in incorporating the PC and professionals in the MUP program; UW strong in interdisciplinary collaboration
- Dan - Our distinctiveness is clear in terms of UW, but what about UDP within UW? "Place" is still a unique viewpoint - change/future, given processes of change, how do we address knowledge and action [place, community, change]
- BobF - We need to take the body of knowledge as a dept and what students develop and direct it SOMEWHERE, feedback loop > knowledge to action can be cyclical
- Marina - another piece...among the tools that planners should learn we should start to include science as a tool; part of the intellect of a planner - science; scientific method/approach/understanding? UEL started 20 years ago - very unique; not a lot of planning programs doing science
- Manish - multiple overlapping intersecting things make us; what should make us - UD + UP; losing design over time > moving more into the certificate; do we change the name? Or bring design, physical planning back further into curriculum?
- Jan - We need to be more deliberately interdisciplinary in our work
- Branden - Global nature of plng profession - many of us have international research agendas, huge strength, need to tap into it
- Christine - Are we going to restructure the clusters?
- Phil - Liked what Manish/Branden just said - who we are/what students can expect. For the courses/modules should we explicitly say where it is on the continuum between practice and intellectual framing?

## Methods

### Courses developed at the UDP Core Curriculum Retreat

Friday, October 5<sup>th</sup>, 2018

#### Methods 1 (5 credits)

Year 1, Quarter 1

Course description:

Methods of statistical and mathematical analysis in design and planning. Emphasizes the use of computer packages for analyzing planning data. Understanding commonly used techniques for quantitative analysis, descriptive and inferential statistics, and population projections. Development of valid and reliable indicators.

Course objectives:

1. Understand the use of data for decision making, stakeholder education, and problem representation.
2. Critically evaluate data regarding quality and appropriate use.
3. Understand and generate descriptive statistics for planning data.
4. Understand and conduct inferential statistics to inform decision-making.
5. Understand basic principles of multivariate analysis.
6. Use R to conduct statistical analysis [to what level? Into to Familiarity?]
7. Conduct population projections.
8. Develop valid and reliable indicators.

#### Research Design (3 credits)

Year 1, Quarter 2

Course description:

Planning, designing, and understanding applied research in an urban setting. Framing, critically assessing, managing, and presenting research used in urban planning and design. Conceptual modeling of causal relationships, choice among experimental and quasi-experimental design, and ethical and political implications of research undertakings.

Course objectives:

1. Articulate research terminology.
2. Frame, plan, and design research in planning.
3. Present research in concise oral and poster presentation.
4. Understand basic and intermediate quantitative and qualitative methods and designs.
5. Know how to conduct a literature review.
6. Develop a basic research proposal.



7. Satisfactorily address ethical concerns of research.

Methods 2 (3 credits)

Year 1, Quarter 3

Course description:

Addresses the primary approaches to collecting and analyzing qualitative data for planning purposes. Includes survey development, the use of interviews and focus groups, and common methods for analyzing qualitative data.

Course objectives:

1. Develop basic surveys for use in planning.
2. Understand ethical issues in survey research.
3. Collect data using interviews and focus groups
4. Learn common techniques for analyzing qualitative data.

Where are mixed methods taught?

GIS + Digital Practicum (5 credits)

Year 1, Quarter 1 [Clarify - do this along with Methods 1?]

Course description:

Introduction to the practical use of GIS. Obtaining, managing, analyzing, and displaying spatially referenced data. Using leading desktop GIS software for analysis and mapping of data for planning application.

Need a description for the Digital Practicum

Course objectives:

1. Find and download GIS data sources.
2. Load GIS data as layers.
3. Change drawing order of layers.
4. Change symbology of layers.
5. Classify layers by category and number.
6. Select from single layers by query criteria.
7. Select from layers by spatial characteristics of other layers
8. Conduct spatial analysis (buffer, overlay, summarize)
9. Create and export maps

Starting notes from the group:

Quantitative methods	Descriptive statistics Inferential statistics Multi-var. statistics Software introduction	Mastery Familiarity > mastery Intro > familiarity Intro > familiarity	To cover: pop projections, cohort component analysis, employment
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			projections, indicators, econ base modeling
Qualitative methods	Survey development Interviews Focus groups Content analysis	Familiarity > mastery Familiarity > mastery Familiarity > mastery Familiarity > mastery	
GIS/Digital practicum	GIS - supports mapping, analysis, land capacity, etc.  DP - Adobe Creative Suite	Intro > familiarity?  Familiarity > mastery	Employment and spatial conceptualization (?)
Research design	Element (module) of other parts?		

**Planning in Context and related courses**

**Courses developed at the UDP Core Curriculum Retreat**

**Friday, October 5<sup>th</sup>, 2018**

URBDP 500 Planning in Context (3 credits)

Quarter 1

Course description:

This course introduces planning as a profession and provides an understanding of the institutional environment in which it takes place. Critical to our discipline and practice are grand challenges. Students learn how these challenges serve as context for decision-making in the field of planning.

Course objectives:

- Understand the profession
- Describe grand challenges
- Understand planning's institutional environment

URBDP 501 Comprehensive Planning (3-4 credits)

Quarter 2

Course description:

This course provides students with a full understanding of plan-making, land use, zoning, and plan implementation. The course content includes the main text in this field, and activities foster the development of skills in policy making, spatial planning, the process of zoning, and the evaluation of plans as implemented.

Course objectives:

- Understand plan-making
- Develop zoning and related tools

- Assess plan implementation

### URBDP 507 Planning Studio (5 credits)

Quarter 3

Course description:

In this course you will apply core planning concepts and methods in a collaborative effort to develop a plan in a real-world setting. Students learn practical skills for integrating knowledge from multiple disciplines, to embrace uncertainty and measure trade-offs in plan-making, and to relate today's choices to plausible futures in a rapidly changing environment.

Course objectives:

- Apply core planning concepts and methods
- Collaborate across disciplines (specializations?)
- Embrace uncertainty and change

### URBDP 580 Planning Law (3 credits)

Currently quarter 3 or 6

Course description:

This course introduces the fundamental concepts and cases in planning law. Students gain an understanding of the legal framework for planning as it is developed in policy and adjudicated in a court of law, and practice the development and delivery of planning arguments.

Course objectives:

- Articulate planning's regulatory instruments
- Understand policy development and case law
- Defend a planning position

### **POTENTIAL RESTRICTED ELECTIVE, NOT CORE**

### Public Participation and Conflict Resolution (x credits)

Quarter x

Course objectives:

- Understand the purpose and role of PP+CR in planning
- Design and implement a variety of methods of PP+CR
- Integrate PP+CR into a planning process

**History, Ethics, Form, and Theory of Urban Planning**  
**Courses developed at the UDP Core Curriculum Retreat**  
**Friday, October 5<sup>th</sup>, 2018**

Courses I, II, and III (x credits)

Quarters 1, 2, and 3

Course description:

This course investigates the history, ethics, form, and theory of cities over three quarters. The course proceeds through specific moments of urban planning history from the Native City to the Global City. Students will be introduced to important cases both local and distant that express the social, economic, political, technological, bioregional, and cultural forces that have shaped the city and its planning, and develop a capacity to think critically and creatively about what [the project of] planning has been, what it is becoming, and what it should be.

Course objectives:

- xxx

“Moments” in the class might be delineated as:

Native City

Colonial City?

Walking City

Industrial City

Post-industrial City

Global City

Please see poster sheets from session for additional notes.

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**Some comments on the Core framework draft from Marina:**

Planning history:

-I am wondering why planning history, but not cities in history. What does the history and evolution of cities can teach us about contemporary urban problems and urban planning? I think that understanding the history of urbanization is a significant missing piece of MUP's knowledge.

Methods

-The increasing complexity of urban problems requires that MUP are versed in a variety of methods or perhaps have the capacity and critical skills to learn and apply a variety of methods that best fit the problems they will be addressing. We probably cannot teach all the available methods, but provide the skills to acquire them.

-I am also curious about the extent to which our curriculum provides MUPs with the necessary skills to tackle the changing world of available data (including but not exclusively big data), data accessibility, and analytical tools (e.g., data mining).

-A further element that I'd like to bring to the attention is "scenario planning and strategic foresight." I teach scenario planning in the environmental planning class, but I think this is a core skill for a planner in all fields.

#### Urban form

-I think urban form has played a crucial role in our curriculum and it has been historically an excellent class. But I do have a naïve question. Why do we teach urban form and not urban function, or urban processes, or urban dynamics? I think that the answer is in the history of our discipline and the dominant intellectual focus of our field. Urban form has been seen for a long time as a key determinant of urban health and wellbeing and it has been the focus of planning intervention. But is that still true? Isn't our view of how cities work changed. I am sure all of you would share that a significant shift has occurred in our thinking the city. Should we rethink what course should replace urban form? I think that urban systems or urban complexity could more effectively play that role. Urban form could be part of the way analyze urban systems. Then each specialization could center more specifically on one system dimension and we can have sub-core courses in urban ecology, urban economics, urban infrastructure, urban political processes etc.

#### Planning Theory and Ethics

-I think this a key course and it is placed at the right stage. I wonder whether Planning history could be in part combined with this course, if we would decide to introduce an urban history course in the first year. For example, at Harvard, they teach a course of history and theory of urban interventions.

#### Law

-Another naïve question: Why don't we expand this course and teach urban institutions and governance?

#### GIS/Digital practicum

-I think the GIS requirement should be framed as spatial analysis. And perhaps we could have an intro urban information systems and the geospatial analysis course that I teach in Winter.

#### Some missing core elements

-Space and society: I think we miss a core course on the role of space and society. How social interactions builds community, access to and share of resources, cohesion, and resilience.... We talk about integrating diversity and inclusion in the curriculum, and I think this is a key element mechanism that makes cities a source of innovation.

-Linking science and practice: I think we should more explicitly discuss the tension between knowledge and action and represent in the core curriculum the relationships between the emerging science of cities and the practice of city making.