# **Department Meeting Minutes**

**March 12, 2019**

**Noon – 1:20 Gould 100**

# **Agenda items**

|  |  |  |
| --- | --- | --- |
| 12:00- 12:05 | **Feb 26 minutes - VOTE** | Campbell |
| 12:05 - 12:10 | **Dr. J-K Kim visiting professor application - VOTE** | Bae |
| 12:10 -12:15  | **Planetizen Rankings – Stay or Go?** | Purcell |
| 12:15 -12:45  | **Core Curriculum Updates – History, Ethics, Form, Theory** | HEFT |
| 12:45 – 1:00 | **Core Curriculum - Open discussion** | Open |
| 1:00 – 1:20 | **Thesis/Professional Project/Capstone Ideas** | Campbell |

**Present:** Jan Whittington, Sofia Dermisi, Phil Hurvitz, Christopher Campbell, Branden Born, Christine Bae, Marina Alberti, Mark Purcell, Manish Chalana

**Absent:** Himanshu Grover, Dan Abramson, Bob Mugerauer, Rachel Berney

**Vote to approve 2/26 Meeting Minutes**

Moved, Seconded 10 yes, 0 no, 0 abstention

**Vote on Visiting scholar Joon-Ki Kim**

Moved, seconded 10 yes, 0 no, 0 abstention

**Planetizen:**

Mark saw on an academic planning list serve that a “number” of institutions have voted to leave the Planetizen ranking system.

Discussion:

Rankings will exist whether or not we participate

Especially for international students, rankings do matter

Many students who apply to the MUP program note that they heard about our program from Planetizen

General sense is that UDP will continue to be included in Planetizen ranking

**HEFT ( History, Ethics, Form and Theory) Curriculum Group**

We do not want to lose Urban Form so the content of this course will be rolled into the first and second heft

First HEFT will engage 3 time periods

History in 3 steps: Indigenous, imperial then walking AUT 3 credits

Second Heft

Industrial, postindustrial then the global city WIN 3 credits

Third Heft

Theory and ethics heavy

Contemporary Planning theory Dr. Bob is working on syllabus for this SPR 3 credits

One issue is who will teach these courses? When we revise the curriculum, we will also have to revise teaching.

Why did we want to look at revising the curriculum in the first place?

Keeping up with the times, making it fresh

Feedback from students

First step in this process is to look at the core

As the new structure becomes clearer, people will start identifying who would be best to teach what

Do personal inconveniences take over necessary changes?

Overall concern is teaching load that comes with teaching a brand-new course.

The department can bring in resources to support faculty with the workload that comes with this

**Capstone/Thesis Potential Scenarios – DRAFT 3/12/19**

* Synthesize previous learning and experiences and apply these lessons to a new context.
* Gain deeper knowledge of a specialized topic.
* Design and complete a significant independent project which has significance for planning.
* Strengthen and demonstrate competence in framing questions, designing a process for answering questions, and interpreting the meaning and implications of findings.
* Produce a document suitable for showing to prospective employers or clients.

**Scenario 1: Maintain but clarify current requirements/options**

|  |  |  |
| --- | --- | --- |
| **Type** | **Focus** | **Committee** |
| Master’s thesis | Develop & answer an original research question. Typically includes literature review, methods, data, findings, implications.Especially suitable for students considering PhD. | 2 FT faculty (chair must be UDP), note: could be student or faculty defined? This has included “design thesis,” LCY projects are eligible |
| Professional Project | Address a real-world policy or planning problem; demonstrate competence in a sub-field of planning.Often in response to client needs or developed out of internship work. | 2 FT faculty (chair must be UDP), 1 client or topic representative who helps scope project.LCY projects are eligible |

**Scenario 2: The Master’s Capstone (capstone used as an “umbrella” term for several different options)**

* Common term gives all MUPs a similar experience, regardless of focus or specialization
* Supports our joint program students who have a thesis or capstone requirement

|  |  |  |
| --- | --- | --- |
| **Type** | **Focus** | **Committee** |
| Academic (traditional) capstone | Develop & answer an original research question. Typically includes literature review, methods, data, findings, implications. Original work developed in concert with committee.Especially suitable for students considering PhD. | 2 FT faculty (chair must be UDP), note: could be student or faculty defined? This has included “design thesis,” LCY projects are eligible |
| Client-based capstone | Focuses on addressing a professional planning problem. Can be developed in concert with outside client/sponsor involvement | 2 FT faculty (chair must be UDP), 1 client or topic representative who helps scope project. |
| Design Research Capstone | Option A – Student’s thesis is a set of analytical drawings based on research of a physical design issue accompanied by equal written component. Breakdown is approximately 50% analytic drawings and representation/50% written.Option B – Student’s thesis is a design project that is fully articulated in a series of design drawings, and discussed in an accompanying brief written component (under 3000 words). Breakdown is approximately 75% drawing/25% written. | 2 FT faculty (chair must be UDP), note: could be student or faculty defined? This has included “design thesis,” LCY projects are eligible.Could also include an outside representative/practitioner.  |

**Other Options to Consider:**

|  |  |  |
| --- | --- | --- |
| **Type** | **Focus** | **Committee** |
| Client report | Undertaken for an outside client or agency and aims to satisfy the needs of the focus institution. (More similar to Public Health capstone). | 2 FT faculty (chair must be UDP), 1 client or topic representative who scopes project |
| Capstone studio | In-depth examination of real-world planning or design problems via a design process. (Similar to Landscape Architecture model) | 1 FT faculty with regular “crits” from reviewers? LCY might provide projects on an individual basis? |
| Capstone Reading seminar (winter) and studio (spring) | Proposed as the primary capstone experienceStudio focus is thematic/idea-driven and changes yearly – the theme or guiding idea is broad enough to engage students across our specializations A mix of students from different specializations is encouragedGives students the opportunities to engage in the studio with more advanced competencies in their specialization (i.e. when they take 507, they’re just starting to explore their specializations)With approval, students could opt-out to do an individual project/thesis | Based on enrollment, studio is facilitated by 1-2 faculty members; they are supported by internal and external reviewers coming into class on a regular basisGets professionals more involved in the capstone experience |

**Options not being considered/recommended**

|  |  |  |
| --- | --- | --- |
| **Type** | **Form** | **Committee** |
| Comprehensive Exam | Focus could be on curriculum or professional accreditation. | Course supporting exam preparation. |
| No Capstone | Capstone requirement replaced by additional (9 credits) course work. | Potential need for additional electives. |

\*\*\*\* Comments on thesis:

There is so much time that the faculty spend each year supporting students

How can we use all the work the students are doing to produce a publishable paper…faculty could also be named on these papers?