# **Department Meeting**

**November 26, 2019**

**Noon – 1:20 Gould 102**

**Agenda items**

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| 12:00- 12:10 | **Approve Minutes** | Campbell |
| 12:10 - 12:35 | **Review Core Syllabi** | Campbell/Others |
| 12:35 - 1:10  1:10 – 1:20 | **Cluster Discussion**  **Next Steps** | Campbell  Campbell |

**Present:** Dan Abramson, Rachel Berney, Branden Born, Christopher Campbell, Manish Chalana, Marty Curry, Bob Mugerauer (had to leave early), Yasmeen Perez (student liaison), Mark Purcell, Qing Shen, Diana Siembor

**Absent:** Marina Alberti, Christine Bae, Sofia Dermisi, Himanshu Grover (on leave), Larissa Maziak, Jan Whittington

Christopher Campbell opens meeting at 12:15pm due to technical difficulties.

Announcements (Christopher)

* WRGP tuition has been approved for departments within CBE. This will offer in-state tuition rates to out-of-state master’s students.
  + UDP & other departments will start with 5 students.
  + Process needs to be developed and language developed for website
* RE Chair search ongoing. 2 candidates out of 3 are coming – 1 had to cancel. Christopher will send schedule.
* Arch & CM will be undergoing chair searches in January
* Yasmeen Perez is new MUP student Curriculum/Faculty liaison.

Approve Minutes for both 11/12/2019 and 10/15/2019

* + Branden moves.
  + Dan seconds.
  + 6 approve, 0 abstain, 0 decline

Curriculum (Christopher)

* Objective was to complete course development in Autumn quarter but we are bit behind.
* We’ve developed some syllabi but not all.
  + For some syllabi, they’re in faculty feedback stage
  + Next: Syllabi goes to UDP Diversity Comm. for review & feedback.
  + Also goes to PC and students for feedback
* Update syllabi based on feedback
* Faculty vote to approve
* Send to college for review
* Then it goes to UW for review
* Phase II – Specializations/Clusters
  + Select a model (moving to clusters? If so, need structure)
  + Identify curricular content areas
  + Identify next steps & timeline
  + Develop work groups
  + Develop syllabi needed
* Manish: curriculum sub-group of UDP Diversity Committee will review syllabi. They are developing a lens through which to evaluate new syllabi for EDI.
  + Intended as Guidance 🡪 not a measurement tool, suggestions aren’t mandatory
* Rachel: Will there be a rubric or criteria for evaluation?
* Manish: “HEFT” syllabi (3) - On scale of 1-10, they are between 2-5 in stage of development (Dan A thought it was farther along than that.)
* Next Steps:
  + Send template & completed syllabi to UDP Diversity Comm. (can send to other groups simultaneously, such as the PC and students, rather than sequentially)
  + HEFT to further develop their syllabi through winter. Final drafts available by March.
* Christopher said this could delay process and, because the Grad School likely needs curriculum completed in entirety before they review it, the new curriculum launch may not occur by AY 2021-2022 as planned.
* Manish could try soft launch of HEFT in A20 in 505 Urban Form, as a test. He cannot commit but this is the plan.
* Goals: Specialization/Clusters
  + Chris: at the retreat, faculty decided to move forward with mapping out clusters and identifying content (not committing to clusters, but exploring it in enough detail to be able to make an informed decision)
  + Rachel: Clusters are a smaller, potentially nimbler system of specializations. Allows students to combine 2-3 mini foci into their studies (assuming it does not break our system).
  + Qing: conversation about change begins with discussion of what’s wrong with current situation. How do clusters differ from having no specialization at all?
  + Branden:
    - Problems (with current specializations/clusters):
      * Specialization are dated. Planning has evolved.
      * Some of our specializations are over-loaded, under-loaded, and faculty have changed.
      * Current model is overly siloed.
      * Not reflective of the way the world solves problems.
      * Misses critical themes (climate change, community participation)
    - Possible solutions:
      * Revise specializations, but keep operations the same.
      * Move to cluster model
      * Do nothing
* Clusters & specializations
  + An issue of Semantics. Both have depth, but the change in name signifies that it’s new. But cluster offers more breadth.
  + Flexibility
  + Overlap among content areas to increase course enrollment.
* Challenges:
  + - * Flexibility means more pathways
      * CEP model? Individualized Study Plan
      * Challenge is scheduling with the core classes
      * Clusters could be better for larger MUP class
    - Benefits
      * Better aligned with student interest
* Certificates & Clusters: discussion
  + Qing:
    - Challenges:
      * Short on faculty, under-enrolled classes.
      * Lack of depth
      * In terms of our students, who would have most credible view? Ask our alumni. What did they think they lacked or needed? Their assessment matters.
      * Does this create an advising burden?
  + Marty: Almost no planner goes out into the profession & stays in the same role for 20 years.
    - Desires skills from an employer’s perspective include adaptability, leadership, teamwork, how to work with people in the community, Learning how to learn something new.
  + Rachel: The current Individualized specialization does address students’ need for flexibility to combine different areas. But it does not address current faculty interests, like international planning.
  + Manish/others: what is the enrollment like in the current specializations?
  + Diana: in any given cohort, there is about 1 student in Environmental Planning, 0-1 students in Historic Preservation, ~2 in Real Estate, and the majority of students in Land Use/Infra/Transportation and Urban Design.
  + Manish: we should offer four specializations that have more depth. We Should also “clean house” with our own certificates. We can get rid of the Historic Preservation specialization since we offer the HP certificate and the two are the same.
  + Branden: Increasing “depth” makes it harder to combine them, as in the cluster model
  + Manish: Clusters we develop should reflect planning profession interests, not just faculty interests in case faculty leaves.
  + Qing: Thinks that Splitting LUI & Transportation into 2 tracks within one specialization, as it is now, is working. Georgia Tech has clusters but it is the only one he has seen. They have ~5 specializations and they are going to bring them into 3 clusters.
  + Rachel: A lot of students that she advises are already combining interests in their theses/ professional projects.
  + Dan: If we want flexibility and not overly defining something, let’s look at the Capstone as an outlet for this. The capstone can have more individualized advising based on students’ interests.
    - Get rid of specializations/clusters 🡪 students develop individual plan
  + Marty: from MIPM perspective, even the seasoned professionals who enroll in the MIPM program have no idea what to do for Capstone. Are students coming MUP program actually knowing what they want to do?
  + Qing: Agrees with Marty’s points. In his experience, many students come in with broad interest areas, and this stays the same. Thinks it’s helpful to have specialization areas to identify with

Other announcements (Christopher)

* 1 more faculty meeting during finals week. We’ll have models of clusters to look at. We have this academic year to work on the clusters.
* There is interest in a holiday party at Christopher’s house this year. He will look into dates and let people know.

**Meeting is adjourned at 1:20pm**