

Department Faculty Meeting

January 12, 2021

Noon – 1:20 Remote: <https://washington.zoom.us/j/99037144551>

Agenda items

12:00-12:10	Welcome & Check in	Campbell
12:10-12:15	Approve 12/1/20 meeting minutes	Campbell
12:15-12:25	MUP admissions: Updates	Siembor
12:25-12:35	Thesis committee update	Berney/Campbell
12:35-12:50	Student Feedback sessions	Campbell/Siembor
12:50-1:05	Winter EDI Week/Plans?	EDI Committee
1:05-1:20	Future Discussions: BE Strat Plan implementation; MUP capstone Requirement; MUP curric finalization; CBE cluster hires; Online courses; CBE budget updates; Leave of absence policies; etc	Campbell

Additional information

Please join us for the Department Lectures Series, sponsored by the UDP Professionals Council:

Lecture 2: Beth Osborne, Director of Transportation for America. January 27th
With Hester Serebrin, De'Sean Quinn, and Paulo Nunes-Ueno as panalists

Lecture 3: Rupal Songhvi, Director of HealthxDesign. April 21

Present: Christopher Campbell, Dr Bob, Sofia Dermisi. Megan Herzog, David Blum, Dan Abramson, Qing Shen, Rachel Berney, Marina Alberti, Diana Siembor, Keith Harris, Manish Chalana, Branden Born, Marty Curry, Jan Whittington, Mark Purcell, Jess Zimbabwe, Larissa Maziak

Absent: Christine Bae, Himanshu Grover

Check in

Inauguration Day

It's not a "partisan activity" so if you want to allow time off to have students participate, that's up to you.

Is there any contingency plan if things get "rowdy" surrounding the inauguration? There is currently no plan

Approve Minutes Dec 1

Jan move, Second

10 yes

0 no

0 abstain

MUP Admission updates

Application update: Increase in applications this year. 126 so far plus 10 students who deferred . Last year at the same time we had 97. Last year we received 80 applications in the last 3 days. International 42 ..down from 47 last year

Review period: For faculty...Diana will have them ready for you to review by early Feb and committee is getting together mid FEB

Reminder about GRE scores: GRE's are not required although some students are still including

Peer application: Student led program run by the PSA> purpose is to recruit and support students (underrepresented) We've had 36 students sign up with 18 MUP to do the reviews. Up from last year with 16 applicants and 13 MUPs

Discussion: It's great that there is such an increase. Across the college there is an increase

Means we have our work cut out for us

Thesis committee updates

Many of us are overloaded with student advising/thesis. We are looking at shifting how we are doing thesis

https://docs.google.com/spreadsheets/d/1qN5BdLT7rOJD6U902omIKTOiAe6iBuxDivEKLi_HnzI/edit#gid=1831975785

This is new so thank you Rachel for creating this spreadsheet...this underscores the need to look at the different work people are doing.

Christopher open to taking a MUP or two if people are overloaded

The number of meetings we are expected to have to discuss thesis...it's too much

Can we be more creative on how we give feedback...in a more collaborative way?

Rachel is organizing some group meetings...there is the introduction of having a buddy system.

Reminder there are MUP cohort meetings and if you have any broadcast messages you'd like to share, please let Rachel or Diana know.

Students need complete draft by early May

Are people using contracts?? Yes..***SEE EXAMPLE CONTRACT BELOW***

MUP Check in

GIS software: People who use GIS (in the planning world) have moved to ARC GIS PRO but we are still using/teaching GIS MAP. ARC Pro is available in the CBE digi but we are not necessarily teaching this

From this we are exploring moving to latest software and how to teach that

R vs python vs data. There are multiple tools and one isn't necessarily better than the other.

Grading curve can be an issue for some students...just make sure messaging is clear.

We do have a new MUP syllabus template. If we simplified things a bit..

Students may not be familiar with your Canvas set up, especially winter starts. Students would like for us all to use the same format for everything. A few things that could help is remembering to organize modules by week or topic...Make sure messaging is clear.

Anything in canvas that you can put in as an assignment...makes things clear

Best practice If you are grading on a curve...

- indicate whether or not canvas is showing accurate info
- Indicate whether or not they ARE grading on a curve and how it's calculated
- Indicate what the mean or median is

EDI

Possibility of having an EDI thread in 507

Are other people planning to have these discussions in the current discussion?

Students would like to see more discussion on current events?

Is there any interest in trying to organize some kind of event this quarter?

College has new EDI webpage

Keith had podcast conversation with Meghan Ming Francis...might be a good guest speaker

Strategic Plan

Depts have been asked to look at sections of the plan and how they would implement in their own work/department

Would planning like to look at a section as a departmental exercise?

YES it will be on the agenda

Moving forward...it would be good to finish curriculum work and then focus on dept strategic plan...

For the dept to find a point in time where we could have a sub committee and participate in this exercise.

The dept has an old strategic plan...and would be good to consider using the college plan as a springboard for our own departmental strategic plan.

We had a failed attempts and have been focusing on smaller topics..

Policy Clarification

Leave of absence?

It would be good to get a clearer sense of when people are wanting to go on leave...in UDP we use the leave more than other depts. We need help from faculty to know what peoples plans/expectations are.

Larissa doing some research of when did people last go on leave and when they expect to go

**** EXAMPLE OF A THESIS CONTRACT BELOW****

DEAR PROSPECTIVE THESIS STUDENT: PLEASE ANSWER THE FOLLOWING AS BEST YOU CAN, ON THIS ONE PAGE (except for the bibliography). THE CLEARER YOUR ANSWERS, THE BETTER I CAN DETERMINE WHETHER/HOW I CAN ADVISE YOU. THANK YOU! Dan Abramson

Student Name: _____

Email Address: _____ Date: _____

What is the primary question you will address? Or what is your preliminary hypothesis?

Why is this question important to you?

What does the literature say about this question? Or what is the significance of this question?

What are the theoretical or professional implications of addressing the question? How will you attempt to advance the field?

What data will you use or develop? Or, for a design thesis, what site will you address?

What methods of data/site analysis will you use?

What is your timetable for:

Complete Literature Review	
Data Development (methodology) / Site Analysis	
Analysis and Findings/Design Development	
Discussion of Findings/Design	

****PLEASE NOTE THAT I REQUIRE A COMPLETE DRAFT OF YOUR THESIS - i.e. a draft that includes all your data (or, for a design thesis, at least two iterations of your design), and that shows how you have addressed each of the four tasks above - AT LEAST ONE MONTH IN ADVANCE OF THE DATE YOU NEED ME TO SIGN THE THESIS! Also, IN ORDER TO RECEIVE THESIS CREDITS DURING THE QUARTER PRIOR TO YOUR DEFENSE QUARTER, you must first complete the chapters presenting your literature review, methodology, site analysis, and reference cases.**

Cursory Bibliography (include on separate sheet):

*This list is not exhaustive; it is a partial compilation of considerations commonly needing attention. However, I will use it to determine whether you will receive thesis credit in each Quarter in which you are registered for thesis credit.

End of quarter prior to final quarter... (i.e. in an initial thesis draft, which demonstrates...)

- You clearly stated and defined your central question, hypothesis, or creative challenge, in terms that can be answered or addressed with your available data, analytical/creative methods, and time
- You identified your audience
- You explained why your question/hypothesis/challenge is important to the world
- You explained why your question/hypothesis/challenge is important to you, personally
- You cited the existing literature and/or practices to summarize what the world already knows about your question/hypothesis/challenge
- You described and analyzed all the relevant case/site/policy/issue context and background
- You described your approach to gathering/generating new information/ideas to answer/(dis)prove/address your question/hypothesis/challenge in your particular case

One month prior to defense... (ie. your complete draft, which demonstrates...)

- You gathered/generated and analyzed all the new information identified above
- You included your conclusions, and described the limitations, implications for practice, lessons learned, and/or recommendations
- Your analysis and presentation of information supports your conclusions
- You presented your information and analysis in a logical sequence
- You made optimal use of graphics and tables to present your information and analysis
 - o E.g. are color images easily readable in black-and-white?
- Your graphics (including text and labeling) are all at a readable size and printable resolution

One week prior to defense...

- The thesis title matches the substance/message of the thesis
- All sentences are complete, and checked for spelling and grammar
- You eliminated passive voice, repetitive statements, vague language and jargon (e.g. write “use” instead of “utilize” except when you mean “to make useful”; instead of writing “impact” as a verb, write “affect,” “influence,” “degrade,” “reduce,” or whatever more precise word is appropriate; etc.)
- You have simplified your statements, e.g. “The justification of not taking interviews in the methods for this study is that the current travel difficulty limits the possibility of conducting interviews in person;” is re-written simply as “Current travel difficulties limit the possibility of conducting interviews in person.”
- The thesis is formatted according to Graduate School guidelines (title page, abstract, etc.)
- You included your bibliography (list of cited references), and all references cited in the body of the thesis or in the sources of figures are included in the bibliography, and vice versa
- All footnotes, endnotes and bibliographic references are complete and properly and consistently formatted, and include page numbers for directly quoted material. For standard formats, see <http://guides.lib.uw.edu/friendly.php?s=research/citations>
- Do not cite Wikipedia (unless you are actually researching how Wikipedia includes and presents information)! For information you find on Wikipedia, cite (and check) the source that Wikipedia uses.
- All references to internet sources include your access date and a permanent URL (e.g. by using the Internet Archive Wayback Machine (<https://help.archive.org/hc/en-us/articles/360001513491-Save->

[Pages-in-the-Wayback-Machine](#)), or other permanent internet referencing tool. Availability of tools changes, so ask the UW library for advice.

- All maps and aerial/satellite images include north arrow and scale, and are adequately labeled.
- All figures and tables have numbered captions with complete sources and dates, and are cited in the text. (Tables and Figures are have separate numbering sequences; table captions are above the table; figure captions are below the figure.)
- Headings, subheadings, main text, captions, etc. are all sequentially and consistently numbered, and in consistent style, color and size of font
- All figures and tables are properly located on the page
- Page breaks are in appropriate places, e.g. no orphaned or widowed headings and paragraphs
- The table of contents, list of figures, and list of tables are all included, including page numbers, and pages are numbered correctly.