

10 YEAR DEPARTMENTAL REVIEW

URBAN DESIGN AND PLANNING

SELF-STUDY REPORT
JANUARY 12, 2018



Department of Urban Design and Planning
College of Built Environments
University of Washington, Seattle

Minor in Urban Design and Planning
Major in Community, Environment, and Planning
Master of Urban Planning
Master of Infrastructure Planning and Management (Online)
PhD in Urban Design and Planning

Last Review: 2006 (Partial)

Christopher Campbell, Chair
January 12, 2018

TABLE OF CONTENTS

A. Required Background Information

Section I: Overview of Organization

Part 1: Mission and Organizational Structure	1
Part 2: Budget and Resources	3
Part 3: Academic Unit Diversity	5

Section II: Teaching and Learning

Part 1: Student Learning Goals and Outcomes	7
Part 2: Instructional Effectiveness	11
Part 3: Teaching and Mentoring Outside the Classroom	12

Section III: Scholarly Impact	14
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Section IV: Future Directions	19
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B. Unit-Defined Questions	23
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C. Appendices

**Urban Design and Planning
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**PART A
REQUIRED BACKGROUND INFORMATION FOR REVIEW COMMITTEE**

Section I: Overview of the Department

1. Mission & Organizational Structure

A. Unit Mission.

Our core mission is to develop a community of inquiry, learning, and practice that helps cities and urban regions become more livable, just, economically effective, and environmentally sound through a democratic process of urban design and planning. (From the department Mission Statement – see UDP website <http://urbdp.be.washington.edu/>)

B. Unit Degrees, Certificates, and Enrollments

B.1 Degrees: The department offers five degrees:

- A minor in Urban Design and Planning
- An interdisciplinary major called Community, Environment, and Planning (CEP)
- A Masters in Urban Planning (MUP) – this is an accredited professional degree with five sub-specializations.
- An online Masters in Infrastructure Planning and Management (MIPM) offered through the Continuum College.
- An Interdisciplinary PhD in Urban Planning – this is housed in the Graduate School.

B.2 Dual degrees: The department offers three formal concurrent degree options in the MUP program. These are offered in conjunction with the Department of Landscape Architecture (MUP/LARCH), the Evans School of Public Policy (MUP/MPA), and the School of Public Health (MUP/MPH). Students may also pursue informal dual degrees.

B.3 Certificates: The department participates in three college-wide graduate certificates in Urban Design, Historic Preservation, and Real Estate.

B.4 Other: The department supports the college-wide PhD in the Built Environment.

Enrolment statistics for the 5 primary programs are summarized in Appendix D.

C. Unit Staffing

The lead administrator in the department is the department Chair (Christopher Campbell). The Chair is supported by an Associate Chair (Mark Purcell) whose primary duty is managing department promotion and tenure processes. The Chair is assisted by the Assistant to the Chair (Larissa Maziak). This is the lead professional staff position in the department. With the exception of the PhD program, the degree granting programs are led by the Chair, as faculty lead, and supported by a professional staff person, as follows:

- UDP minor/CEP – Megan Herzog, Program Operations Coordinator
- MUP – Diana Seimbor, Graduate Student Coordinator
- MIPM – Wendy Freitag, Academic Director; Karen Fishler, Program Coordinator
- PhD in Urban Planning – Professor Qing Shen, Director; Jean Rogers, Graduate Student Coordinator

The department also employs one full time staff person (currently open), who serves 60% time as Communications Manager for the department and 40% time as the undergraduate adviser for CEP; and one part-time work study student to assist with departmental tasks.

D. Shared Governance and External Constituents

The department has a long tradition of shared governance. All decisions regarding departmental policy, academic personnel, curriculum, admissions, and strategic planning are discussed by the faculty and, when appropriate, voted on during bi-monthly departmental meetings. These meetings are open to all members of the department, except when university policy demands otherwise. The Chair also sends a bi-monthly email to all departmental faculty and staff with announcements, updates, policy summaries, and agendas for upcoming meetings. These emails are intended to increase communication and transparency within the department and have contributed to more informed and efficient decision making among the faculty. Minutes from the departmental meetings and important policy documents are available on the departmental website.

The CEP, MIPM, and the PhD programs also have their own governance processes to manage decisions internal to those programs. MIPM and the PhD program rely on faculty advisory councils and their respective Directors; CEP practices a more “radical” consensus-based governance process that empowers all members of the major (students, staff, and faculty) to participate in and vote on program policy and processes. This process is integral to the CEP pedagogy and, to our knowledge, is unique on the UW campus.

The MUP program is supported by a Professional's Council consisting of ~50 active and retired planning or planning-related practitioners, about 1/3 of whom are graduates of the MUP program. This group provides mentoring for the MUP students (and some undergraduates), helps with recruiting and orientation, supports an Equity Scholarship through its own fundraising activities, participates in the curriculum as guest speakers, studio jurors, and thesis reviewers, and provides broad feedback on the MUP curriculum, particularly as it relates to the preparation of MUP students for the job market.

Committees: The department has several standing committees including a Curriculum Committee with faculty, staff, and student representation, and a Studio Committee, formed of all studio faculty as well as relevant staff. Both of these committees primarily serve the MUP program but also engage with policy that affects the department overall (such as workload and teaching policies). The department also relies on several ad hoc committees for more limited duties, including for TPMR reviews, faculty or staff hiring, and investigating and advising on special policy issues. Additionally, the department has a standing Diversity Committee that is responsible for the department's Diversity Plan, and a student diversity committee called RE:UP (Race and Equity in Urban Planning). MUP students are also supported by a Student Council, which appoints representatives to the other standing departmental committees.

2. Budget and Resources

A. Budget Outline:

Please see Appendix B for an overview of the department budget.

B. Evaluating Best Use of Resources

The budget is overseen by the Chair. The Chair provides an annual budget report to the faculty outlining departmental revenue and expenses and forecasting future fiscal resources. The budget is managed by the Assistant to the Chair and, at the College level, by the College fiscal specialist (Assistant Dean, Rachel Ward). It is the Chair's responsibility to make day-to-day budget decisions and to assess the appropriateness of expenses. The faculty provides broad guidance on long-term budget policy, including decisions to hire new faculty or, in cases of budget austerity, of where to concentrate cuts.

We believe that our budget is exceptionally lean. Our GOF operating budget is roughly \$40,000 a year, which includes all departmental costs except payroll and student aid. Additionally, we provide faculty with a small amount of travel money (for 2017-18 this was \$2,000 per faculty) that comes from the department's share of research grant indirects. The department also receives a small amount from course fees collected by the College, and some funds from donors and interest on endowments, which we use primarily to support students and fund

small events and special projects. The department also supplements its GOF funds with funds from the fee-based MIPM program. In the last two years, this has added ~\$60,000 a year to the department and is becoming an increasingly important source of department revenue.

Currently, the department has sufficient revenues to support its activities, but barely so and only for the near future. Based on projected cost increases associated with mandatory raises for faculty and TA's, the department is at risk of running a deficit if we do not find ways to further cut costs or raise revenues, neither of which will be easy. To cut costs, the department has few choices: we can offer fewer TA positions (we currently fund on average 19-23 TA quarters a year, the most of any department in our college, costing roughly \$240,000 a year), but to do so risks undermining the department and college PhD programs, which already struggle to find the resources they need to continue attracting the top PhD students. Cutting TA's will also raise the faculty teaching load, which risks undermining research and scholarship productivity. We can also reduce the number of contingent faculty employed by the department, but this number is already small and made up primarily of individuals who bring expertise and connections to the professional world that our regular faculty may lack. In a professional program, contingent faculty also play a vital role in supporting the professional curriculum by exposing students to the professional practices and networks of our region.

It should also be noted that the size of our faculty has been reduced over the past five years, from a high of 13.5 full time tenure or tenure-track FTE at the time of the 2006 review, to the current 10.5 FTE. However, because the salaries of the lost faculty were either cut during the last fiscal crisis or were relatively low to begin with, their departure did not generate sufficient space in our budget for replacements. Instead, the savings have funded annual raises mandated by the university, raises associated with promotions, and a one-time unit adjustment provided to the Associate Professors in 2016-17. Even with this unit adjustment, faculty salaries are roughly 7.5% below the *low end* of our peer average. To replace the missing faculty and raise faculty salaries to the minimum of our peers would require a roughly 23% increase (or ~\$450,000) to our annual budget, plus annual costs of promotions and raises. This does not include the cost of benefits. (See Appendix E, *Provost Report, December 12, 2017*)

In short, while the department has found a way to survive in the current ABB climate, it is not thriving fiscally, and without finding a way to generate additional revenues it could easily fall into a more serious financial situation than it is in now. To bring the department back to full strength will require a significant infusion of new fiscal resources.

C. Advancement, Grants, Contracts

Traditionally, the department has not been actively engaged in fund raising, relying instead on the College advancement services, which have a mandate to serve five departments and the college as a whole. However, since 2016, the department has moved aggressively to build a department-based advancement process. To date, the department has: hired a staff person to focus on advancement (60% time); developed a fundraising plan for the department and a separate plan for CEP; established a Major Donor fundraising committee; established a CEP committee for annual donors; developed new fundraising materials; rebuilt our website to make it more user-friendly for donors; established a new alumni association for the CEP program and is launching a similar program for the MUP program; established three new donor funds; held several fund raising events; and trained our staff and students in the process of fundraising. In short, advancement work has become a core focus of the department, the Chair, and our staff, students, and alumni. The results are just now beginning to bear fruit. In the last year we have raised roughly half a million dollars and while this is clearly a small fraction of what we will require, it is an important start that we are working hard to build on.

Grants and contracts also remain an important source of revenue, particularly for the department's research centers. The Livable City Year (LCY) program, for example, receives an annual contract in the range of \$350,000 from an area city. Other labs routinely receive multiple, smaller grants and contracts. In most cases, resources from these grants and contracts are used to support the research and teaching activities of the faculty PI's and the students working with them. Very little of this money contributes to the operating costs of the department.

3. Academic Unit Diversity

A. Unit Diversity Plans

The department has a diversity and equity plan which informs our curriculum and teaching, hiring decisions, department culture, and advancement work. The plan was developed over three years and, at the time of this writing, is close to being formally endorsed by the department faculty. The development of the plan was coordinated by the Department Diversity Committee and received extensive input from students, faculty, staff, and alumni. (See Appendix F.)

The CEP students also have a Diversity Plan focused specifically on the program and practices of the major. The Diversity Plan was developed by the students, is enacted through the students, and is supported by CEP staff and faculty.

B. Unit Diversity Committees

The department’s Diversity Committee was founded in 2007 and consists of CEP and MUP students, faculty, and staff. Historically, the Diversity Committee focused on building community and creating a more welcoming environment for students from all backgrounds. In the last four years, the Diversity Committee has become more focused on policy and enacting longer term structural and cultural changes within the department. Its efforts have been strongly supported by the Chair and faculty.

In 2016, MUP students also created a student-led diversity and equity committee called RE:UP (Race and Equity in Urban Planning). This continues to be an active student committee which supports the department Diversity Committee as well as broader college and university-wide activities. The two committees have overlapping members which ensures good cross-committee communication and coordination.

C. Diversity of Unit Personnel

Current diversity of tenure/tenure-track unit personnel is summarized below:

Personnel	White	Af Am	Hisp/Lat	Asian Am	SE Asian	Nat Am	Intrntl	Other	M:F	LGBTQ+
Faculty	8	0	0	2	1	0	1*	0	7:4	1
Staff	4	0	0	0	0	0	0	0	0:4	0

*While we have four faculty who come from international backgrounds, they are all US citizens and identify as such. One also identifies as international.

D. Use of UW Resources for Outreach and Recruitment

The Department has close ties with the GO-MAP program and utilizes resources and partnerships to recruit underrepresented minority (URM) students to the MUP program. During the recruitment stage, the department partners with GO-MAP to provide airfare for URM students to travel to our open house. We also partner with GO-MAP to create competitive funding packages that have been the deciding factor in several students’ decision to choose our program. During the academic year, we advertise and promote GO-MAP events and resources to our student body so they can be connected to a larger supportive community beyond the department – a crucial component of student retention – and work with GO-MAP to provide tuition waivers to URM students who need financial assistance during their last quarters of study. Finally, unit staff and faculty have attended GO-MAP-sponsored equity trainings and social/community events.

E. Outreach Strategies for Increasing Student Diversity

Increasing student diversity in the undergraduate and graduate programs is a top priority for the department. At the undergraduate level, we have been focused on increasing the number of under-represented minorities in the CEP program (typically the program is about 2/3 white)

by experimenting with several recruitment methods, including reaching out to registered student organizations that focus on diversity, recruiting from local community colleges that have high percentages of URM students, and offering programs and a curriculum that respond to the needs and interests of a more diverse student body.

At the Masters level we are also following several strategies. We recruit URM students using the National Exchange Database, a national list of students of color interested in graduate school, as well as the spring California Diversity Forum. We also feature student profiles on our website that represent different types of diversity, including women, women of color, students of color, and international students. In our application we provide a “Personal History Statement” that allows students to highlight their particular backgrounds. We have also revised the departmental website to better feature our work on race and equity, including information on our Diversity Plan, degrees that might be attractive to a more diverse student body, and funding opportunities available to students from different backgrounds.

Our undergraduate and graduate programs are either majority female or split roughly 50:50 so we are not actively trying to raise the number of female students in our programs.

F. Unit Initiatives to Support Academic Success of Diverse Students

The CEP program, MUP, and MIPM programs all benefit from active faculty, professional, and student efforts to support the success of URM students, women, students with disabilities, international students, and LGBTQ+ students. For example, the UDP Diversity Committee facilitates connections across programs and cultures through the Buzz Buddy program, which pairs US and international students and supports quarterly potlucks, and took a leadership role in establishing two all-gender bathrooms in Gould Hall. The MIPM advisory group works very closely with students to ensure that they are moving smoothly through the program. And the department has initiated a series of measures – including faculty trainings, new courses, and revisions to establish courses – to ensure that diverse students are well-supported and enjoy an inclusive environment while they are here. The department also provides funding to support RE:UP and CEP activities.

G. Unit Use of UW Resources for Recruitment and Retention of Underrepresented and Women Faculty

We have hired two Assistant Professors in the last five years, one with an international background from India, and the other a woman. Although we sought support from the university to recruit both, in both cases we were unable to attain additional resources.

While the intention of the department is to be more proactive in recruiting women and faculty of color, without additional funding or senior retirements we will remain unable to hire any new faculty.

Section II: Teaching & Learning

1. Student Learning Goals and Outcomes

A. Describe student learning goals and outcomes.

The learning goals of the **UDP minor** are 1) introduce students to the planning profession; 2) provide students with a theoretical and historical overview of cities and urban settlements; 3) introduce students to the tools and practices of applied planning; 4) help students make the intellectual and applied connections between their major and the planning minor.

The learning goals for the **CEP program** (which we call “Core Competencies”) are articulated in the “Plum Manual”, the guiding document of the program. (See Appendix I.) The Core Competencies are derived from the Shared Values contained in the mission statement, and further articulated in each of the core courses. They are regularly reviewed by a standing CEP student committee and were last updated and ratified by the student body in spring 2017.

The goal of the Core Competencies is to help all CEP students answer the following “Essential Questions”, which lie at the center of a CEP education:

1. What are effective ways to organize groups and manage projects on both a small and large scale?
2. What can we learn from, and how do we work with, other disciplines in order to create holistic solutions to modern-day problems?
3. How can the individual be most useful and beneficial to the whole?
4. How can we ensure that all stakeholders (including the natural environment) are represented when considering action and change?
5. How can I, with the skills that I bring, develop as a professional who serves the common good and the future of our built and natural environments?

The learning goals for the **MUP program** are designed to meet the professional standards defined by the Planning Accreditation Board (PAB), and are outlined in detail in the PAB 2014 Self-Study report, Volume II, Section 6, “Curriculum”. In particular, see Tables 6.D.1-6.D.3. (See Appendix G.)

In general, the MUP learning goals are designed to equip students with the skills, knowledge, and habits they need to become successful professionals in urban planning and design or allied fields. They are organized into four broad categories: 1) General Planning Knowledge (history and theory of planning; history and theory of human settlements; planning law; global planning); 2) Planning Skills (research methods; oral, written, and graphic communications; quantitative and qualitative methods; plan creation and implementation; planning process methods; leadership); 3) Values and Ethics (professional ethics; governance and participation; sustainability & environmental quality; growth and development; social justice); and 4) Areas of Specialization.

The Learning goals of the **MIPM program** are to provide students with the skills, knowledge, and habits to be successful professionals in infrastructure management, planning, and emergency response, with particular focus on ensuring that critical infrastructure is designed and built to be more sustainable and resilient.

B. Overview of student learning evaluation.

In the minor, student learning is measured primarily through exams, written assignments, and performance-based work such as professional presentations.

In CEP, student learning is measured through 1) Instructor evaluation of class assignments and exams (core courses); 2) Peer-review of student performance (governance and committee work); 3) Self-evaluations (core courses, committee work, ISP, senior project, senior reflective essay); 4) Jury evaluation (senior projects, core courses); 5) Employee evaluation (internships); 6) Adviser/mentor feedback (ISP, senior project, mentor meetings); 7) Portfolio evaluation. For examples of CEP senior projects, see Appendix J. For examples of CEP Senior Portfolios, see Appendix K.

In the MUP program, student learning is measured through 1) Instructor evaluation of class assignments and exams; 2) Jury evaluation (studios and client-based work); 3) Adviser/mentor feedback (faculty adviser meetings, thesis committee, professional council mentor); and 4) Employee evaluation (internships). A more detailed analysis of how the department assesses student learning in the MUP program can be found in the PAB self-study report. (See Appendix G). For examples of MUP Theses and Professional Projects, please see Appendix L. For examples of MUP thesis posters, see Appendix M.

In the MIPM program, student learning is assessed primarily through on-line assignments and exams, mentor feedback, and professional reviews of significant work such as the required capstone project.

C. Methods used to assess student satisfaction.

We assess student satisfaction with our programs using the following methods:

- UDP Minor –Course evaluations and informal feedback to the program manager.
- CEP – Student satisfaction is monitored throughout the program through course evaluations, one-on-one feedback, group feedback, formal and informal reflection assignments and surveys, and ongoing close relationships with our students. We also regularly survey alumni on the strengths and weaknesses of the program.
- MUP – Student satisfaction is assessed through course evaluations, an annual feedback meeting in spring of the first year for first year students, and an annual survey of alumni. Feedback is also provided by the MUP Planning Student Association, which periodically produces its own surveys. Informal feedback is provided through the program adviser, the department chair, and faculty.
- MIPM – Student satisfaction is assessed through course evaluations, an alumni survey, and informal feedback to the program administration and faculty.

D. Using findings to improve programs, make curricular changes, and allocate resources.

The CEP program is in a constant state of evolution and change in response to student interests, emerging opportunities, and new needs. In the last five years we have strengthened the Senior Project component by requiring a two-quarter research and practice class; added additional design training; re-vamped the internship course to meet current professional practices; restructured and better sequenced the CEP 303 and CEP 460 content; revised the assessment/grading process for all core courses; shifted the governance schedule to better accommodate student schedules and work practices; and added several professional development workshops led by our alumni. The majority of these changes were led by students and all were in response to student need or demand.

The MUP program has also made several changes in response to student feedback. These include: strengthening the studio requirement by better articulating and sequencing the learning goals between intro, first year, and advanced studios; revising core curriculum to eliminate redundancies between first year courses; adding a new race and equity seminar; introducing more material on race and equity in other core courses; revising the student advising process; and increasing and improving professional mentoring and development activities offered through the Professionals Council.

The MIPM program continues to monitor the success of its curriculum and make content changes in response to student interests and feedback. The program has also revised its advising strategy, and updated the online interface of the courses to improve the consistency of the user experience within the program.

For the most part, these curricular and programmatic changes have been revenue neutral. The new courses added to the CEP and MUP program are currently being taught by regular faculty and staff as overloads to their regular teaching or work duties.

E. Learning goals and achievement measures in courses taken by non-majors.

There are three courses regularly taken by undergraduates who may not become part of the CEP major: CEP 200, "Introduction to Community, Environment, and Planning", UDP 200, "Introduction to Urbanization", and UDP 300, "Introduction to Urban Planning". CEP 200 is a lower division course that introduces students to the concepts of CEP and is designed as much for students who eventually enroll in the program as for students who will not. In addition to the substantive topics of the course, the class also introduces students to methods of facilitation; the value of service learning and community participation; and the practice self-directed and reflective education. All of these practices are meant to "travel" with the student regardless of his or her eventual major.

UDP 200 and 300 are the introductory courses to the discipline of planning and the core courses of the minor. They are meant to provide students with the basic theories and approaches to planning and the built environment which, we hope, will not only inform their choice of major, but also make them more informed and more active participants in city life and their communities. Student achievement is measured through the assessment of student work.

2. Instructional Effectiveness

A. Methods used by the unit to evaluate quality of instruction

Our primary method of evaluating the quality of instruction is through the standard university course evaluation form. Additionally, instructors are routinely evaluated by their peers. The results of these evaluations are discussed by the faculty during the annual merit reviews and in subsequent one-on-one reviews with the Chair and Associate Chair. Faculty teaching is also indirectly evaluated through jury reviews of student projects, most commonly in the studio courses. The College also awards an annual Teaching Award, which our faculty have received four times in the past ten years.

B. Opportunities for Instructional Training

The department takes advantage of the services offered by the Center for Teaching and Learning for both its Teaching Assistants and faculty. Incoming junior faculty participate in the faculty fellows program (the department Chair is a regular contributor to this program), and TA's participate in the training sessions provided for graduate students. The department also calls on the CTL for more specialized training. Recently, for example, the faculty asked members

of the CTL to offer a two session workshop on incorporating race and equity in the classroom. The faculty, sometimes with the help of student groups, also regularly updates its own skills during departmental meetings or curricular workgroups. Past topics have focused on veterans in the classroom, international students, and how to respond to mental and emotional crisis. The college has also recently begun offering training sessions for faculty and graduate students, which the department supports and encourages.

That said, instructional training is an area that can be improved upon and will be a department focus over the next two years. This will include more formal trainings for faculty and, we hope, a new training seminar for PhD students.

C. Specific Instructional changes made in response to unit teaching evaluations

Currently, the unit as a whole is focused in particular on how to better incorporate and discuss issues of race and equity in our classrooms.

In the CEP program, the instructors teaching CEP 303 and 460, the two core “Planning” courses in the curriculum, have coordinated their curriculum to better link them as a sequence in response to student concerns, and the instructors for CEP 302, the core “Environment” course, have made several modifications to their syllabus in response to student desire for more participation and applied work.

In the MUP program, studio faculty have made several changes to their teaching practice. In response to student concerns over studio expectations, the faculty created a common set of teaching and learning goals and are developing a common syllabus structure to ensure that all students are receiving similar training. The studio faculty are also finalizing a document on studio culture that will serve as a standard for all studio classes and in the process are making changes to their individual teaching strategies. The instructor teaching the core quantitative methods course (URDP 510) has also made several changes to his lectures in response to requests from students, including re-vamping his slides and adding new examples to his case studies, and the instructor teaching the research design course (URDP 520) has rebuilt the course to be more responsive to the particular challenges that Masters students often face when doing research for the first time.

3. Teaching and Mentoring Outside the Classroom

A. Faculty involvement in undergraduate and graduate student learning outside the classroom

Faculty are involved in undergraduate and graduate learning outside the classroom in many ways. At the undergraduate level, the department Chair regularly participates in the governance committees and meetings as an adviser and coach. He, along with other CEP

faculty, also attend the two annual CEP retreats in the role of adviser, supporter, and facilitator. Department faculty also serve as advisers on CEP Senior Projects, provide feedback on student presentations at Senior Project Night, and advise students on selecting classes and pursuing internships. Some students also do independent research with faculty or participate in one of the department's research labs. Students also accompany faculty on study abroad trips to China, Mexico, India, and various countries in Europe. Several faculty are also regular participants in the Mary Gates Research Symposium. The Chair received the Mary Gates Undergraduate Research Mentor Award in 2015 for his efforts.

At the graduate/MUP level, students work closely with a faculty committee on their thesis or professional project. MUP (and of course PhD) students also work in the department's research labs, particularly the Institute for Hazards Mitigation, the Infrastructure Lab, and the Urban Ecology Lab (for PhD students). MUP students can also undertake independent study research with department faculty.

B. Methods for unit support of academic progress and overall success

The CEP, MUP, and MIPM programs all track student progress closely. This is done primarily by the head staff person for each program but is reviewed and supported by the department chair.

At the undergraduate level, the program manager collects quarterly data on student success in core CEP courses as well as overall academic performance. Students who are struggling are identified and the program manager and department chair then develop a response appropriate to that student's needs. The program also monitors the overall health and mental health of its students through informal discussions, patterns in personal and academic behavior, and reports from other instructors and student peers. When trouble arises, the program manager and department Chair respond quickly and comprehensively. Responses can include regular check-ins, quarterly or annual plans and benchmarks, referrals for professional help, or, in more complex or urgent cases, the assembly of teams to assist the student. At the other end of the spectrum, for students who are thriving, the program manager and Chair will recommend that the student take more challenging classes, apply for awards or fellowships, or recommend other actions that could accelerate or expand their work.

At the MUP and MIPM level, student success is monitored by the program staff, who review quarterly GPAs and bring any struggling students to the attention of the program director or Chair. The Chair and staff then work together to develop an appropriate response, which could include regular check-ins, a formal work plan with benchmarks, referral to professional services, or other measures as the case demands. At the time of enrollment in the MUP program, each student is also assigned a faculty adviser and a professional mentor. Both of these people help

monitor student progress (particularly the faculty adviser) and support the student's interests and professional development.

C. Methods for preparing students for the next phase of their academic or professional career

The department takes pride in its success at closing the gap between a student's academic career and their first professional position. Well over 1/3 of MUP students secure employment before they graduate, and nearly 80% of students who are looking for employment find it within 3 months of graduation. The rate for MIPM students is similar. This is in part because of our strong relationship with area employers who provide excellent internship opportunities for our students and see the program as a reliable source of quality candidates, and in part because of our very active Professionals Council, which provides numerous professional development and networking opportunities for our students throughout their time in the program.

At the undergraduate level, we provide our students with an extensive and very active alumni network covering a wide variety of fields. CEP alumni serve as mentors (all CEP students who want a professional mentor can have one) and help teach career skills workshops. All CEP students must also complete an internship and many complete two. Like the MUP and MIPM programs, area employers see CEP students as a rich source of quality candidates. Typically by mid junior year we have also identified the students who want to enter graduate school and we begin working with them to select the most appropriate courses and other opportunities that will maximize their competitiveness. CEP also holds major-wide discussions on how to select and apply to graduate school.

Section III. Scholarly Impact (+/- 5 pages)

A. Describe the broad impact of faculty members' research and/or creative work. Feel free to note specific individuals and how their work embodies the unit's mission or distinguishes the unit from those at peer institutions.

Among the five departments in the College, the Department of Urban Design and Planning has the most active and most interdisciplinary research record. Since 2013, the faculty has collectively published 20 books, 43 book chapters, nearly 90 peer reviewed articles, and over a dozen professional reports or white papers, and has participated in nearly 200 professional panels and conferences. Our faculty sit on international, national, state, and local advisory boards serving the professional planning field and the academic community, serve as editors or reviewers for nearly 20 academic journals, and manage five active research centers. Several of our faculty are internationally known in their fields. This includes Professor Marina Alberti, whose ground-breaking work in the field of urban ecology and the impacts of urbanization on species evolution has received international attention in scientific circles as well as the popular

press; Professor Qing Shen, who's work on transportation and role as a leading academic in the US and China has helped raise the international profile of the department; Professor Mark Purcell, who has become a leading planning theorist in the areas of democracy, participation, and the role of the state in planning processes; Professor Robert Mugerauer, whose work in phenomenology and qualitative methods has advanced the fields of public health, design, and planning theory; and Professor Emeritus Anne Vernez Moudon, whose urban form lab has helped pioneer the science of urban morphology and human behavior. Our full professors, all leaders in their respective fields, are backed by a generation of Associate and Assistant faculty who are have or are building reputations as leading researchers. These include Associate Professor Jan Whittington, whose work in infrastructure planning and finance for climate change has been funded and promoted by the World Bank, the United Nations, C40 and similar global organizations. For a more detailed record of the faculty's research and scholarship, please see the Annual Reports to the Dean in Appendix O.

B. Describe undergraduate and graduate students' significant awards, noteworthy presentations, or activities that have had an impact on the field while enrolled in the program. At the undergraduate level, CEP students have a history of participation that has a lasting impact on our city and communities. For example, the first underage club in Seattle – called the Vera Project – was started by a CEP student as part of his Senior Project, who then went on to become the Director of the Office of Arts and Culture for the City of Seattle. More recently, a CEP film buff started SCUFF – Seattle College and University Film Festival – the first local international film festival for college students that is now drawing participants from more than a dozen countries. Other students have started businesses (the first “Green” real estate brokerage in the city; the popular Mustard and Co. company), completed widely-cited research, or led transformative community efforts. Current CEP senior Maisha Barnett, for example, was recently recognized by the City of Seattle for her leadership in the development of Barnett Park (named after her grandfather) and the Jimi Hendrix Park in South Seattle.

MUP students have also been partners and leaders in a wide variety of projects that have impacted the planning field and the city more generally. These take several forms, including project reports and recommendations developed in studios, research conducted through labs or independent study, and, perhaps most importantly, thesis and professional projects created for clients. Several students have been recognized for their work by the local American Planning Association and have presented their work at regional APA conferences. For a list of thesis topics and studio reports, please see Appendices L and N

In addition to professional awards, two students have received the UW Husky 100 award: CEP student Veronica Guenther (2016), and MUP student and Ru'a Al-Abweh (2017). One CEP

student was also a finalist for the UW medal in 2015, and one MUP student was the recipient of the Bonderman Fellowship. Numerous CEP students have received Mary Gates Leadership and Research Fellowships.

C. Describe post-doctoral fellow's participation in the research and teaching activities of the unit.

We currently do not have post-doctorates positions within the department of Urban Design and Planning.

D. Describe how program graduates have had an impact on the field either academically or professionally.

Our undergraduate students have had an impact on a wide variety of fields. Several have started successful businesses and organizations. Others have gone on to graduate school, becoming lawyers, doctors, health care providers, teachers, and engineers. Some have become artists and performers. And of course many have gone on to successful careers in urban planning and allied fields. Most have remained local, but CEP graduates are also found in cities and communities across the country and around the world.

MUP and MIPM students have also had a significant impact on their professions. The majority find positions in local firms and departments at the local, county, and state levels, but many move to other parts of the country or around the world (particularly for MIPM students). Prominent MUP graduates include Diane Sigumora, former Director of Seattle's Department of Planning, Dow Constantine, King County Executive, and Jennifer Gregson, Mayor of Mukilteo. Ginger Armbruster, a MIPM graduate, is Seattle's first Chief Privacy Officer. Our graduates are also involved in the leadership of professional planning associations, including the American Planning Association. Other MUP graduates have gone on to complete PhD's and are now prominent academics, including Tridib Banerjee, James Irvine Chair in Urban and Regional Planning at USC; Paul Ong, professor and former Chair of Urban Planning at UCLA; and Linda Dalton, former Vice Provost at California State University, East Bay.

E. Describe the ways in which advances in the field or discipline, changing paradigms, changing funding patterns, new technologies and trends, or other changes influenced research, scholarship, or creative activity of the unit.

The department and its faculty work hard to respond to, and in many cases lead, changes and advances in the field of planning. For example, the department launched the MIPM program in 2010 as a response to the urgent need for well-educated professionals to plan for new infrastructure and resilient communities. It is also the first program in its field to be fully on-line.

Individual faculty research has also responded to new needs and resources. Along with Gundula Proksch (Architecture), Rachel Berney's research has taken advantage of the UW eScience Institute and the Cascadia Urban Analytics Cooperative (sponsored by Microsoft) to develop new ways of modeling urban equity, a priority of Seattle City planning but also an emergent sub-field within the planning discipline. She and others are also at the forefront of defining and advancing "Bicycle Urbanism." This process began with Professor Don Miller's 2013 UW Symposium on Bicycle Urbanism which drew scholars and practitioners from around the world and is further driven by growing interests in bicycle transportation in many American cities. The urban design faculty are also working on theorizing and examining new expressions of global urbanism. Much of their work is in the Global South and is breaking down hierarchies of place-based knowledge and theory as they bring that work into the Global North in the form of transnational comparisons and critiques. This is especially important as cities continue to become more globally connected. Several faculty – Bob Frietag, Himanshu Grover, and Dan Abramson - working in the field of resilience planning, are responding to community needs for new tools and techniques to prepare for and respond to urban hazards. Their innovations have included new ways to share data with local communities, new planning tools that communities can use to identify risk, and new ways to express risk that help lay people make sense of complex data. Jan Whittington is also responding to global trends toward developing more sustainable cities and administrative needs for new tools and process for infrastructure planning. Her methodology for capital investment planning, delivered to chief financial officers of cities in over 25 countries, overcomes the urgent question of how to mainstream climate mitigation and adaptation into city decision-making. Furthermore, her work on Smart Cities is assisting municipalities across the nation in addressing the tension between open data and the public interest in privacy.

F. List any collaborative and/or interdisciplinary efforts between the unit and other units at the University or at other institutions and the positive impacts of these efforts.

Our faculty participate in research teams throughout the university and are currently working on several interdisciplinary research projects. For example, Qing Shen works with colleagues in the Department of Civil and Engineering on several transportation research projects. Marina Alberti regularly collaborates with faculty from Public Affairs, Public Health, Economics, Computer Science, Earth and Space Sciences. She also works with faculty from campuses around the world on research related to urban ecology. Dan Abramson is a member of the M-Research group, as well as the China Studies group. Associate Professor Whittington is an affiliate member of the UW Tech Policy Lab, and the Principal Investigator of the Transportation Data Collaborative, which bring together our unit with the talents of the UW in the College of Engineering, School of Law, and Information School, providing evidence-based policies for

Seattle and other cities to benefit from information technology while protecting privacy. Philip Hurvitz has collaborated with faculty at UW in Public Health Nutrition, Epidemiology, the Cardiac Health Research Institute, Harborview Hospital, as well as with researchers at Seattle Children's Research Institute and several other universities, pioneering in research on the relationship between built environment and health-related behaviors. Several faculty also have adjunct positions in other departments, including Architecture, Landscape Architecture, and International Studies. And all our faculty are members of Urban@UW.

G. Describe the academic unit's established promotion and tenure policies and practices that provide mentoring and support the success of junior faculty.

The department follows the promotion and tenure policies and practices mandated by the University of Washington, the faculty code, and the procedures adopted by the College of Build Environments. In terms of mentoring, the department follows several best practices. These include providing junior faculty with assigned senior mentors; conducting annual reviews by the senior faculty and Chair/Associate Chair to ensure that junior faculty are on track; providing annual written reviews from the Chair/Associate Chair; providing informal mentoring on publishing, teaching, and research; inviting junior faculty to participate on grants or scholarly projects; helping junior faculty network at professional conferences and meetings; providing reduced teaching loads and committee work during critical times in the pre-tenure process; helping junior faculty prepare their tenure materials by providing templates, models, and editorial feedback; and ensuring that junior faculty have easy access to the department's TPRM guidelines and policies, as well to related university documents and policies. The College also provides advice to junior faculty and has assigned an Associate Dean to monitor and support the tenure and promotion of junior faculty. It should also be noted that the department has worked hard to improve the mentoring of junior faculty which, ten years ago, was not nearly as robust or systematic as it is today.

G.1 Describe how these policies and practices support the success of other faculty in the unit.

In general, the focus on junior faculty has improved faculty review standards overall. The review processes developed for junior faculty are also used for senior faculty, which has made faculty performance more transparent, and our own assumptions and expectations for faculty work much clearer.

G.2 Describe the ways in which the expectations are shared with faculty.

The department's promotion and tenure policies are located on the department website. All junior faculty are provided with the guidelines when they begin their service with the department. Additionally, the guidelines are discussed by senior faculty during the promotion and review process. Faculty who are contemplating non-mandatory promotion

are also provided with the guidelines and will meet with the Chair and Associate Chair to discuss them and their own plans for promotion at least one year prior to promotion.

IV. Future Directions

A. Where is the unit headed?

The Department of Urban Design and Planning will continue to be among the leading urban design and planning programs in the nation. Currently, we are the top program in the region, but we believe that with the right strategic investments we could also be among the top 10 programs in the country. To get there, we have built a strategy around four core principles that shape our character as a department and inform our goals for the future:

1. Expand knowledge and create solutions through leading-edge research and innovation:

The department is one of the most interdisciplinary and research-oriented units in the college and is closely connected with other research units across the campus. We have top scholars on our faculty who are doing cutting-edge work in basic urban science, applied research, and urban theory. We attract excellent PhD students who support our research agendas, and we have access to the full resources of the University of Washington, one of the most innovative public research universities in the country and a leading recipient of federal funding. Though the UDP faculty is relatively small, its impact on planning scholarship is already large. However, to move us to the next level, we will need to grow our faculty and invest in an expanded research agenda. Both will require additional resources. New funding is required to attract new junior faculty and provide competitive compensation to our senior faculty; better support our PhD students so that we can continue to attract the best candidates from a global applicant pool; and acquire the new technologies and facilities that will support and enable our research. We will also need to continue to expand our partnerships with other researchers and units on and off campus, particularly as more fields recognize the critical importance of urban settlements and move more aggressively into the traditional space of urban planning practice and research.

2. Serve the public and the planning profession.

As a unit within a professional college and public university, we are committed to serving the public, and in particular the planning profession and allied fields. Our goal is to further strengthen this commitment by expanding our position as a leader within the local and regional planning community. We are able to offer a unique and valuable service to the planning field, functioning as both a “front door” to the planning profession, and as a “third space” for professionals and the public to deliberate, explore, and solve the critical planning issues of our

time. Our goal is to produce the next generation of planning professionals that our cities and communities need, as well as the information and best practices that our region requires to grow and thrive. To these ends, we will continue to closely partner with local communities and municipalities, providing research expertise, expert advice, and a public forum for the cross-pollination of ideas, methods, and practices. Ideally, we would like to be seen as the number one source of local planning talent as well as a critical partner in local and regional efforts to shape the future of our communities, cities and region.

3. Provide a transformative education and student experience.

The department has always been at the forefront of innovative undergraduate education and excellent professional preparation, and our goal is to continue those traditions. At the undergraduate level, the CEP program has provided a unique educational model for 22 years. Indeed, many of its long-standing practices – the use of learning portfolios, individualized study plans, student facilitators, and applied learning models – are now being adopted by the wider campus. While this success is gratifying, if CEP is to remain at the forefront of innovative undergraduate education it must continue to experiment. This will mean encouraging and empowering faculty and students to invent new approaches to teaching and learning that respond to the changing interests and needs of our students and the world they will live in. It will also mean regularly re-examining and “refreshing” our core curriculum; adopting and adapting new technologies; building new community partnerships and providing new opportunities for student exploration; and leveraging the strengths of our expanding network of alumni and supporters. The CEP program is also looking for ways to expand student access to the program in a manner that does not undermine some of the core pedagogical commitments of the major.

For the MUP program (and the MIPM program), continued excellence will also mean an ongoing process of innovation and adaptation in response to the changing conditions and demands of the profession. This could require structural changes to the degree (now being discussed), as well as the development of new techniques and approaches to teaching. The MUP program will continue to draw on the resources of our very strong Professionals Council, turning to them for curricular advice, instructional resources, and professional development activities. We are also taking steps to introduce new curricular components that take advantage of our research specialties and our connections with units across the campus. And finally, we will continue to respond to the desires of students and needs of the profession to provide a more inclusive curricular content that focuses on the emergent needs of our communities and planet.

4. Be the change we seek.

The faculty and staff are committed to ensuring that our department reflects the practices and values that we espouse. This is particularly true in regards to diversity, equity, and inclusion. We are committed to diversifying our curriculum, student body, and our faculty. This means attracting and supporting more under-represented minorities and international students, as well as increasing the number of women and LGBT+ faculty. It also means transforming our culture and curriculum to reflect and support a heterogeneous department and our increasingly diverse communities. Finally, it will mean revisiting key departmental processes – including admissions, hiring, and tenure and promotion guidelines and process – to ensure that we are supporting and rewarding the work that we say is most important to us.

Of course, while these four principles have been presented independently, in practice they are strongest when they overlap. One example of this is the new Livable City Year program, co-led by Associate Professor Branden Born, which builds one year partnerships with local cities and communities to concentrate department and university resources on locally-defined problems and needs. This program combines several of our core principles: it provides a needed and valuable service to our communities; enhances the teaching and learning experience of instructors and students; strengthens our impact locally and regionally; and provides an opportunity for new applied research. It is also revenue positive.

B. What opportunities does the unit wish to pursue and what goals does it wish to reach? How does the unit intend to seize these opportunities and reach these goals?

The department will reach its goals by continuing to make the important, and sometimes difficult, strategic decisions that supports them. This starts with developing a comprehensive fiscal plan that will produce the revenue streams we need to meet our goals. To this end, we are making good progress. In the last five years, the department has raised over 1 million, and now, for the first time in its history, has an advancement infrastructure that will accelerate the pace of giving to the department. We have also revised our MIPM fee-based program, transforming it from a deficit program into a significant source of departmental revenues. And we are in the midst of reviewing our enrollment and curriculum to ensure that we are taking full advantage of ABB revenues. We need to increase revenues from grants and contracts as well, but we also understand that competition for these resources is more intense than ever.

Second, we are focused on developing new partnerships with other campus units and developing new degrees or other academic pathways that will attract the students we are seeking, enhance the educational experience for all students, and encourage and support research opportunities for our faculty. Recently, for example, we finalized a new joint degree with the School of Public Health. This degree has significant potential as a quickly growing sub-field and has already attracted some of our most talented MUP students. However, it also relies

primarily on a single faculty member with appointments in Public Health and Planning, a potential weakness that we must address. We also continue to work with the new Department of Real Estate and their three new faculty who have expertise in the area of housing and public finance and are looking for ways to strengthen the research and instructional relationship between the departments. Finally, we are in the early stages of developing a new focus on urban equity with the School of Social Work. All of these efforts benefit students, catalyze relationships between faculty, enhance the reputation of the department, and serve the needs of our communities. They also have the potential to attract donor support.

Third, the department will invest in particular areas of research expertise and energy. This will mean reinforcing the areas in which the department is already strong and opening new areas that reflect emergent subfields within our discipline.

Fourth, we continue to reach out to the professional community and look for ways to better involve them in the work of the department and training of our students.

D. Describe the unit's current benefit and impact regionally, statewide, nationally, and internationally.

It is hard to quantify the unit's current benefit and impact regionally or internationally, however we would say it is high relative to our size. First, the majority of our MUP and CEP graduates stay in the region and nearly all the MUP students and 1/3 of the CEP students become professional planners, designers or allied professionals. (See Appendix P for a partial list of MUP positions). Clearly, this has impacted the nature of the profession locally and, more importantly, the shape and future of our region. Some of these impacts are discreet and close to home: two CEP graduates have overseen the development of many of the dedicated bicycle lanes built throughout Seattle, for example. Other impacts are broader, implemented through the leadership of MUP alumni like Diane Sugimora, Director of DPD, Dow Constantine, King County Executive, and Jennifer Gregerson, Mayor of Mukilteo. Similarly, our faculty has also made an impact on the region. Associate Professor Branden Born, help establish the King County Food Council and continues to be a leading voice in local food policy discussions. Likewise, Associate Professor Jan Whittington has helped establish new city-wide guidelines on public access to urban data and Associate Professor Manish Chalana continues to advise municipalities on matters related to historic preservation. Other faculty members have applied their research to very real and urgent problems. Dan Abramson, Himanshu Grover, and Bob Freitag have all worked closely with communities and local tribes to develop plans and tools to keep people safe from natural disasters, including the impacts of climate change, earthquakes, forest fires, volcanic eruptions, and tsunamis, or help them recover more quickly when they do occur.

Our faculty are also active nationally and globally. At the national level, all senior faculty serve on important editorial boards. For example, Qing Shen serves on the editorial advisory boards of the *Journal of the American Planning Association* and the *Journal of Planning Education and Research*, two key journals of urban planning. He is also a member of the editorial advisory board of the *Journal of Transport and Land Use*, the official journal of the World Society of Transportation and Land Use Researchers. Jan Whittington is on the advisory board of the Future of Privacy Forum, and her work on climate change is featured in the sub-national programs of the World Bank's Public-Private Infrastructure Advisory Facility. Christine Bae served as a regional representative to the Association of Collegiate Schools of Planning (ACSP).

PART B

UNIT-DEFINED QUESTIONS

Question 1: Diversity

The department is in the third year of a multi-year plan to increase the diversity of its students, staff and faculty, and to create a curriculum that better addresses issues of diversity and equity in our cities and urban populations. Currently, the department has a formal Diversity Committee made up of students, faculty, and staff; and a student-based Race and Equity committee. The department's Professionals Council (a board of professionals in the planning field that supports the department and its mission) also has a Diversity Committee as well as an Equity Scholarship for students in the Master of Urban Planning Program. The department coordinates its diversity-related activities through a Diversity Plan, which at this point is still being finalized (see Appendix F). The department would like feedback on several questions related to these efforts:

A. *Are we doing the right things and are we doing them well?* How does our diversity plan and our activities compare to industry-wide "best practices" for addressing diversity and equity in the curriculum and student body? Are we following current best practices? Are we missing things that we should focus on more? Are we proceeding in the best sequence?

B. *How should we best prepare ourselves* as a department and as instructors for a more diverse student, staff, and faculty environment? How can we best work collectively to meet our goals?

C. *What resources are available to help us reach our diversity goals?* Where can we find these resources, how can we creatively leverage existing resources? What would the most effective use of our resources be?

Question 2. Professional Practice vs. Academic Work

As a department offering a mix of professional and non-professional degrees, we straddle the professional and academic worlds. Although these two worlds should be complimentary, their

particular needs, cultures, and reward structures sometimes come into conflict. The department seeks feedback on how we can better manage and take advantage of these two elements of our mission. Specifically:

A. *Do we have the right professional/academic balance in our curriculum?* What is the best use of faculty talents and interests in the curriculum, and where should we augment the curriculum through the use of practitioners?

B. *As a department, do we successfully integrate professional and academic work?* What opportunities are there for increasing the integration of these aspects of our discipline? What are reasonable expectations for such integration?

C. *Does our faculty reward structure appropriately reflect the academic and professional mission and values of the department?* How should we define, articulate and measure the value of professional work in the promotion and review process? What are best practices at peer institutions?

D. *How can we ensure that our research and academic work is available to the professional community?* Are there ways we can better use our research capacities to support professional needs?

Question 3: Advancement

The department of urban design and planning has a fundraising goal of ~\$1.5 million, and has established a fund raising committee and structure as well as an advancement plan to achieve this goal. Nevertheless, this is a very large goal and it is the first time the department has made a systematic and long term commitment to raising money. With that in mind, we would like advice on the following:

A. *Are our fund raising goals and targets appropriate for our departmental needs?*

B. *Are our processes and strategies for raising money appropriate?* What other strategies should we follow? How should we best deploy our support resources (e.g. staff time, websites, etc.) to support our fundraising efforts? What additional support resources do we need? How can we best leverage advancement work at the college level? How can we best leverage our Professionals Council, alumni, and other departmental activities to support our fund raising goals?

C. *What are current best practices for advancement at the departmental level?*

Question 4: Research Support

Although we offer professional degrees, the faculty of the department of urban design and planning all engage in scholarly research and several manage basic and applied research labs. The research of our faculty is critical to the reputation of the department and its programs and

often helps support other important departmental goals, including supporting graduate students, enhancing teaching and learning, and connecting the department to wider networks and missions on campus and around the world. Nevertheless, we are actively seeking ways to further enhance this research and scholarly work and seek guidance on the following:

A. *How can the department better support basic and applied research? What additional resources do faculty require to support and enhance their research agendas? How can these agendas be accelerated?*

B. *How in particular can interdisciplinary research be supported, enhanced, and promoted?*

C. *How can the department better leverage campus support for research?*

D. *How can the department better support and leverage its research centers? Are centers the best model for the department or are other structures more appropriate?*

Question 5: Department Personnel and Growth

The department of urban design and planning currently has 10.5 tenure or tenure track faculty. This represents a net decline of 3 FTE faculty since 2006. At the same time, student enrollments have remained steady or slightly increased, revenues have remained steady while salaries have gone up, and the staff work of the department has grown. While we have no immediate plans (or resources) to make new tenure-track or new staffing hires in the near future, we nevertheless believe it is important to plan for future replacements or expansion. To this end, we have several questions regarding departmental personnel and growth.

A. *What is the appropriate faculty growth model for the department? Given our current goals and faculty composition, what are the appropriate forms of faculty hiring that we should follow? Is current faculty workload appropriate or should it be re-aligned? Are we adequately supporting and rewarding this work?*

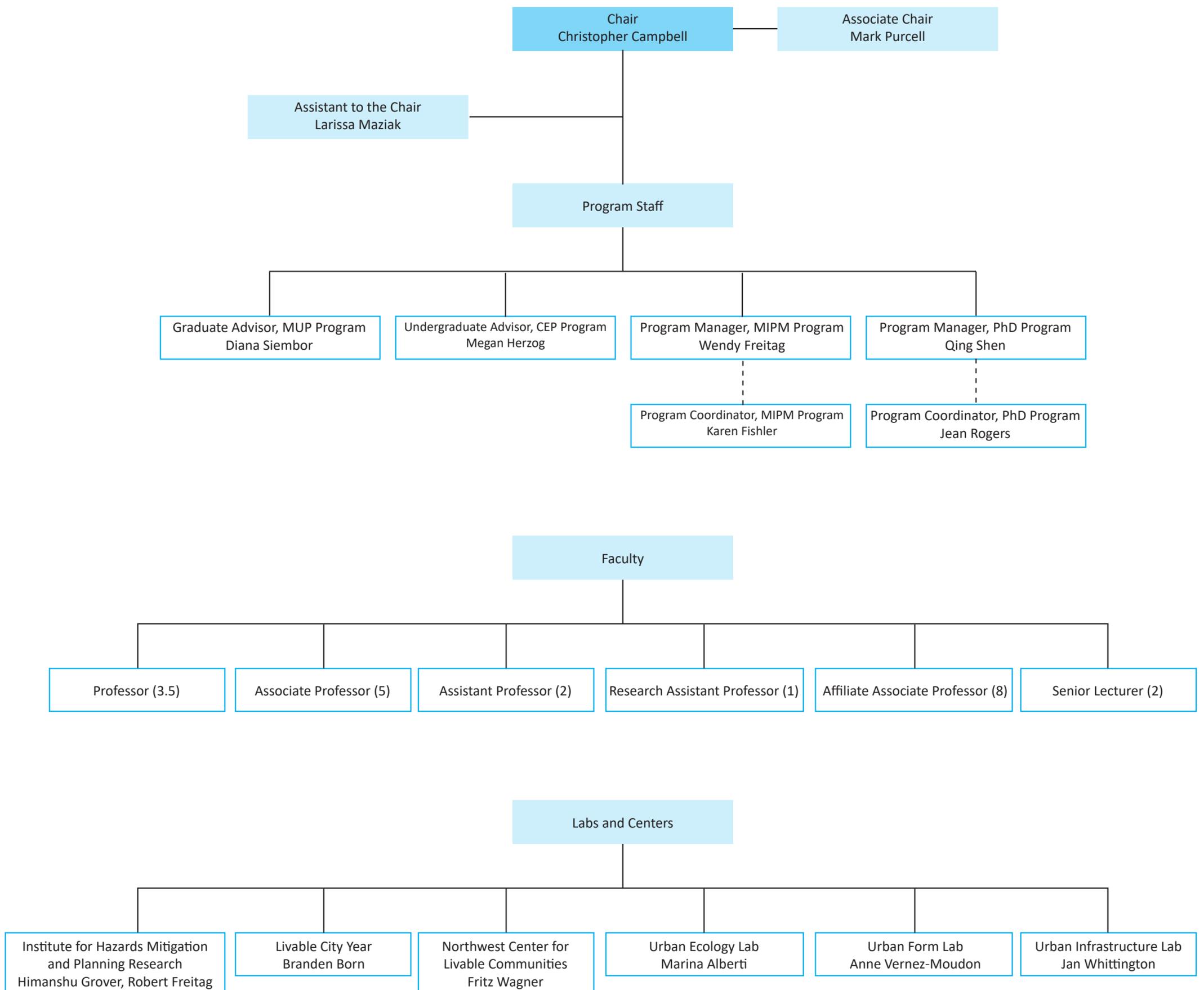
B. *What is the appropriate student growth model for the department? Where should we concentrate growth? What are the pros and cons to growth? What student “markets” should we target?*

C. *What is the appropriate staff growth model for the department? What are our likely staff needs in the next 10 years? How can staff be used to support current and emerging missions and work of the department? Are current staff responsibilities appropriately distributed?*

APPENDICES A - C



DEPARTMENT OF URBAN DESIGN AND PLANNING
COLLEGE OF BUILT ENVIRONMENTS
UNIVERSITY OF WASHINGTON



**DEPARTMENT OF URBAN DESIGN AND PLANNING
BUDGET SUMMARY**

REVENUE	2014/2015	2015/2016	2016/2017	2017/2018
State Funds	\$1,600,593.00	\$1,856,914.00	\$1,838,038.00	\$1,894,228.00
Operating funds	\$0.00	\$40,000.00	\$40,000.00	\$50,000.00
Carry forward funds	\$454,710.00	\$134,509.00	\$130,759.00	\$74,296.00
MIPM net revenue	\$47,153.00	\$24,799.00	\$76,395.00	\$60,000.00
Grant revenue	\$46,315.00	\$54,804.00	\$39,272.00	\$6,879.00
SUB TOTAL	\$2,148,771.00	\$2,111,026.00	\$2,124,464.00	\$2,085,403.00

EXPENSES	2014/2015	2015/2016	2016/2017	2017/2018
Faculty Salary	\$1,384,873.00	\$1,360,339.00	\$1,349,747.00	\$1,413,982.36
Affiliate Salary	\$78,582.00	\$78,134.00	\$117,519.00	\$99,790.00
Staff Salary	\$210,672.00	\$218,304.00	\$286,063.00	\$265,868.00
Work study and hourly	\$16,197.00	\$1,500.00	\$1,500.00	\$1,500.00
CEP GSA	\$22,040.00	\$14,906.00	\$0.00	\$10,000.00
TA and Top Scholar stipends	\$242,942.00	\$224,214.00	\$245,339.00	\$230,787.00
UDP/ CEP Scholarship	\$17,000.00	\$17,000.00	\$20,000.00	\$20,000.00
Operating expenses	\$50,000.00	\$40,000.00	\$30,000.00	\$30,000.00
SUB TOTAL	\$2,022,306.00	\$1,954,397.00	\$2,050,168.00	\$2,071,927.36

**DEPARTMENT OF URBAN DESIGN AND PLANNING
ROSTER OF EMPLOYEES**

FACULTY	RANK	APPOINTMENT TYPE	AFFILIATIONS WITH OTHER UNITS	LINK TO CV
Christopher Campbell	Chair	Senior Lecturer		
Marina Alberti	Professor	Tenured	Director Urban Ecology Research Laboratory, Adjunct in Dept. of Landscape Architecture	Alberti CV
Robert Mugerauer	Professor	Tenured	Ph.D. in the Built Environment & Dept. of Architecture	Mugerauer CV
Mark Purcell	Professor	Tenured		Purcell CV
Qing Shen	Professor	Tenured	Director of Interdisciplinary Ph.D. program of Urban Design and P	Shen CV
Daniel Abramson	Associate Professor	Tenured	Adjunct in Dept. of Architecture and Landscape Architecture; member of the China Studies and Canadian Studies faculty	Abramson CV
Christine Bae	Associate Professor	Tenured		Bae CV
Branden Born	Associate Professor	Tenured		Born CV
Manish Chalana	Associate Professor	Tenured	Adjunct in Dept. of Architecture and Landscape Architecture;	Chalana CV
Jan Whittington	Associate Professor	Tenured	Associate Director of the Center for Information Assurance and Cyber Security, Affiliate Faculty at Tech Policy Lab	Whittington CV
Rachel Berney	Assistant Professor	Tenure Track	Adjunct with Dept. of Landscape Architecture	Berney CV
Himanshu Grover	Assistant Professor	Tenure Track		Grover CV
Philip M Hurvitz	Assistant Research Professor	Research Professor		Hurvitz CV
Robert Freitag	Senior Lecturer/Part Time	Senior Lecturer		Freitag CV
Anne Vernez Moudon	Professor Emeritus	Emeritus		
Fritz Wagner	Research Professor Emeritus	Emeritus		

AFFILIATE FACULTY	RANK	APPOINTMENT TYPE	PROGRAMS TAUGHT IN	LINK TO CV
David Blum	Senior Lecturer/Part Time Competitive Recruitment	Affiliate	CEP, MUP	Blum CV
Marty Curry	Affiliate Assistant Professor	Affiliate	CEP	Curry CV
Andy Dannenberg	Affiliate Professor	Tenured within SPH	MUP	Dannenberg CV
Andrew Markos	Affiliate Instructor		MIPM	Markos CV
Jennifer Meisner	Affiliate Assistant Professor	Affiliate	MUP	Meisner CV
Caitlin Reddy	Affiliate Instructor	Affiliate	CEP	Reddy CV
Jill Sterrett	Affiliate Instructor	Affiliate	MIPM	Sterret CV
Holly Taylor	Affiliate Instructor	Affiliate	MUP	Taylor CV
Charles R. Wolfe	Affiliate Associate Professor	Affiliate	MUP	Wolfe CV

STAFF	TITLE	PROGRAM
Larissa Maziak	Assistant to the Chair	UDP
Diana Seimbor	Counselling Services Coordinator/ Graduate Student Advisor	MUP
Megan Herzog	Interim Program Manager/ Undergraduate Student Advisor	CEP
Karen Fishler	Program Coordinator	MIPM
Jean Rogers	Program Coordinator/ Advisor	Interdisciplinary PhD in Urban Design and Planning Program

REFERENCE LINKS	
UDP Faculty and Staff	http://urbdp.be.washington.edu/people/
UDP Affiliate and Adjunct Faculty	http://urbdp.be.washington.edu/community/affiliate-and-adjunct-faculty/