

Volume 1

# **Self-Study Report Planning Accreditation Board**

**Master of Urban Planning and Policy (MUPP)**

**Urban Planning and Policy Program (UPP)  
College of Urban Planning and Public Affairs  
University of Illinois at Chicago**

**Self-Study Report**

**2004**

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Self-Study Report

**PART I- SIGNATURES**

These signatures attest to the validity of the application and to the support of the institution for the accreditation of the planning program.

1. **PLANNING PROGRAM ADMINISTRATOR**

Name: Curt Winkle Office Phone Number: 312-996-2155  
Title: Associate Professor and Director Fax Number: 312-413-2314  
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60607-7065

Signature: Date:

2. **PERSON PREPARING APPLICATION** (If different from above)

Name: NA Office Phone Number:  
Title: Fax Number:  
Address: Home Phone Number:  
E-mail Address:

Signature: Date:

3. **DEAN OR OTHER HIGHER ADMINISTRATOR**

Name: Robin Hambleton Office Phone Number: 312-993-9973  
Title: Dean Fax Number: 312-413-8095  
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Signature: Date:

4. **INSTITUTION'S CHIEF ACADEMIC OFFICER**

Name: Michael R. Tanner Office Phone Number:  
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Chicago, Illinois E-mail Address: [mtanner@uic.edu](mailto:mtanner@uic.edu)  
60607-7065  
Signature: Date:

5. **INSTITUTION'S CHIEF EXECUTIVE OFFICER**

Name: Sylvia Manning Office Phone Number: 312-413-3350  
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28<sup>th</sup> Floor UH  
Chicago, Illinois E-mail Address: [manning@uic.edu](mailto:manning@uic.edu)  
60607-7065  
Signature: Date:

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Please provide the name and address of the planning student organization's representative who will be invited by the PAB to review and comment on the self-study report and the site visit report. (The student representative will be informed that both reports are confidential and that they are not to be distributed, or referenced, outside of the student review.)

Name: Marcus Davis

Title: President

Name of Planning Student Organization: Urban Planning and Policy Student Organization  
(UPPSA)

Address: 714 N. Elizabeth, Apt. 2  
Chicago, Illinois  
60622-5712  
E-mail Address: [mdavis21@uic.edu](mailto:mdavis21@uic.edu)

## Self-Study Report

### PART II - BACKGROUND INFORMATION

This section of the report provides an overview for the reader. The information should also be incorporated into the relevant portions of the accreditation criteria section of the self-study report.

#### 1. DEGREE FOR WHICH ACCREDITATION IS SOUGHT

- a. **Title:** Master of Urban Planning and Policy
- b. **Year Established:** 1973
- c. **Year First Recognized by American Planning Association:** 1979
- d. **Year First Accredited by PAB:** 1984

#### 2. PROGRAM AND INSTITUTION

- a. **Name of Planning Program or Unit:** Urban Planning and Policy Program
- b. **Institutional Structure:** The Urban Planning and Policy Program is one of two academic units of the College of Urban Planning and Public Affairs. The College is one of 15 Colleges at University of Illinois at Chicago. The Program has its own executive officer. See Attachment 1 (Organizational Charts of University of Illinois at Chicago, College of Urban Planning and Public Affairs and the Urban Planning and Policy Program).

#### 3. OTHER PLANNING PROGRAM OFFERINGS

*See Attachment 2 for a brief description of:*

- a. **Other Degrees**
  - i. Ph.D. in Urban Planning and Policy. Not accredited.
  - ii. Ph.D. in Public Policy Analysis with a Specialization in Planning. Not accredited. This was replaced with the Ph.D. in Urban Planning and Policy in 2001 and is being phased out as students complete the program.
  - iii. Proposed Bachelor of Arts in Urban and Public Affairs. Jointly with the Public Administration Program within the College of Urban Planning and Public Affairs. The proposal has been approved by UIC Senate,

pending funding. The program will not be offered without the half-million dollars in new funding requested.

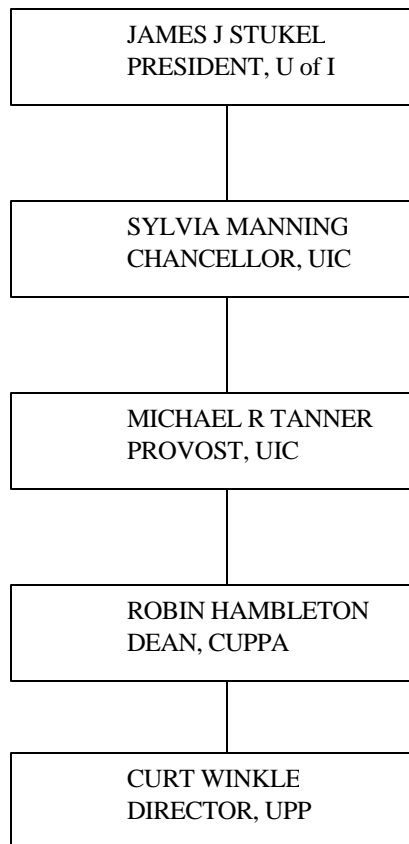
**b. Non-degree Programs**

- i. Certificate in Urban Real-Estate. (Administered within the College of Business Administration with three course contributions from UPP faculty)
- ii. Urban Developers Program. (Joint with Great Cities Institute and Chicago Rehab Network) – suspended since fall of 2003 due to lack of funding.

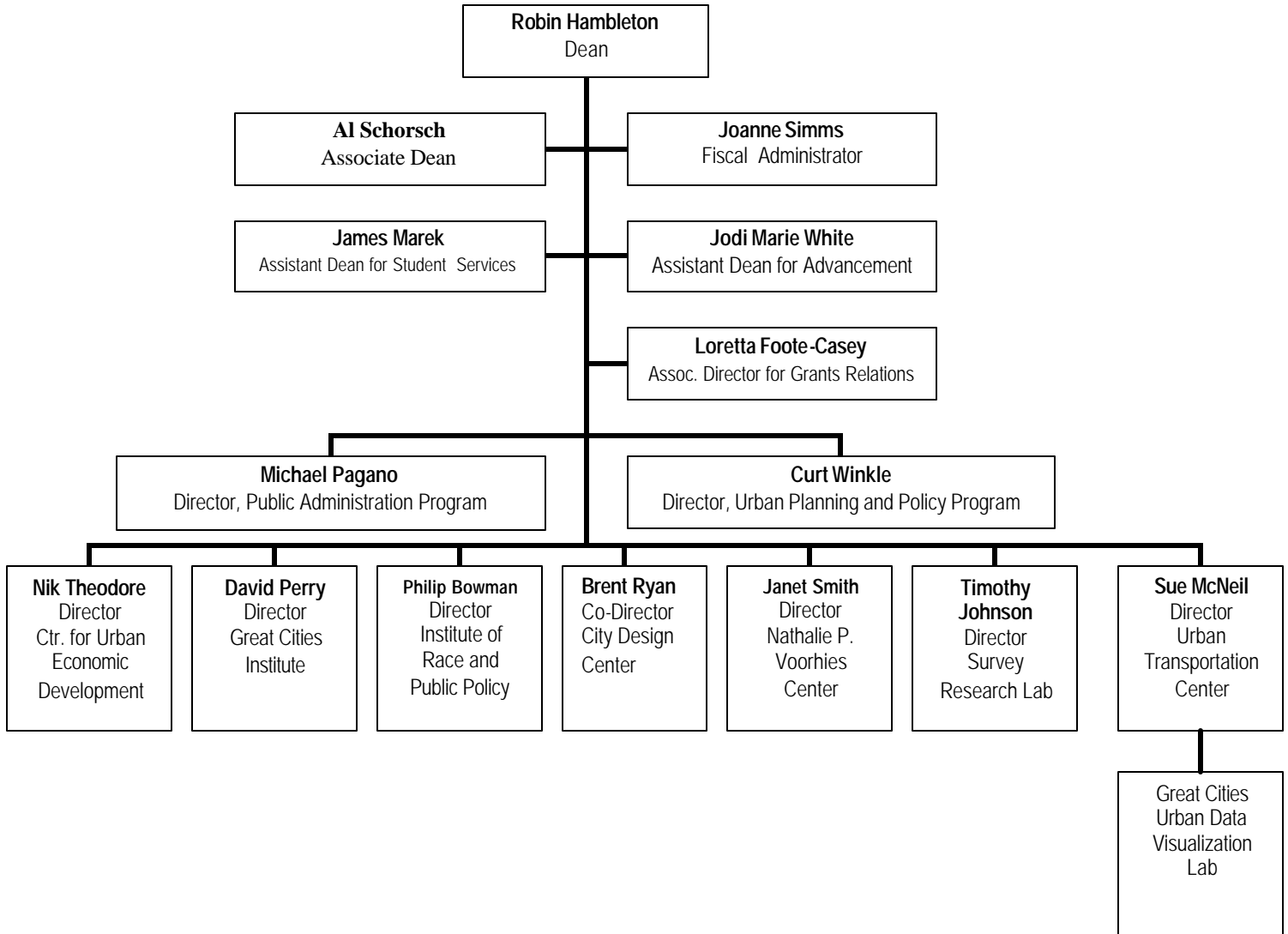
**Attachment 1  
Organizational Charts**

**Urban Planning and Policy Program within the University of Illinois**

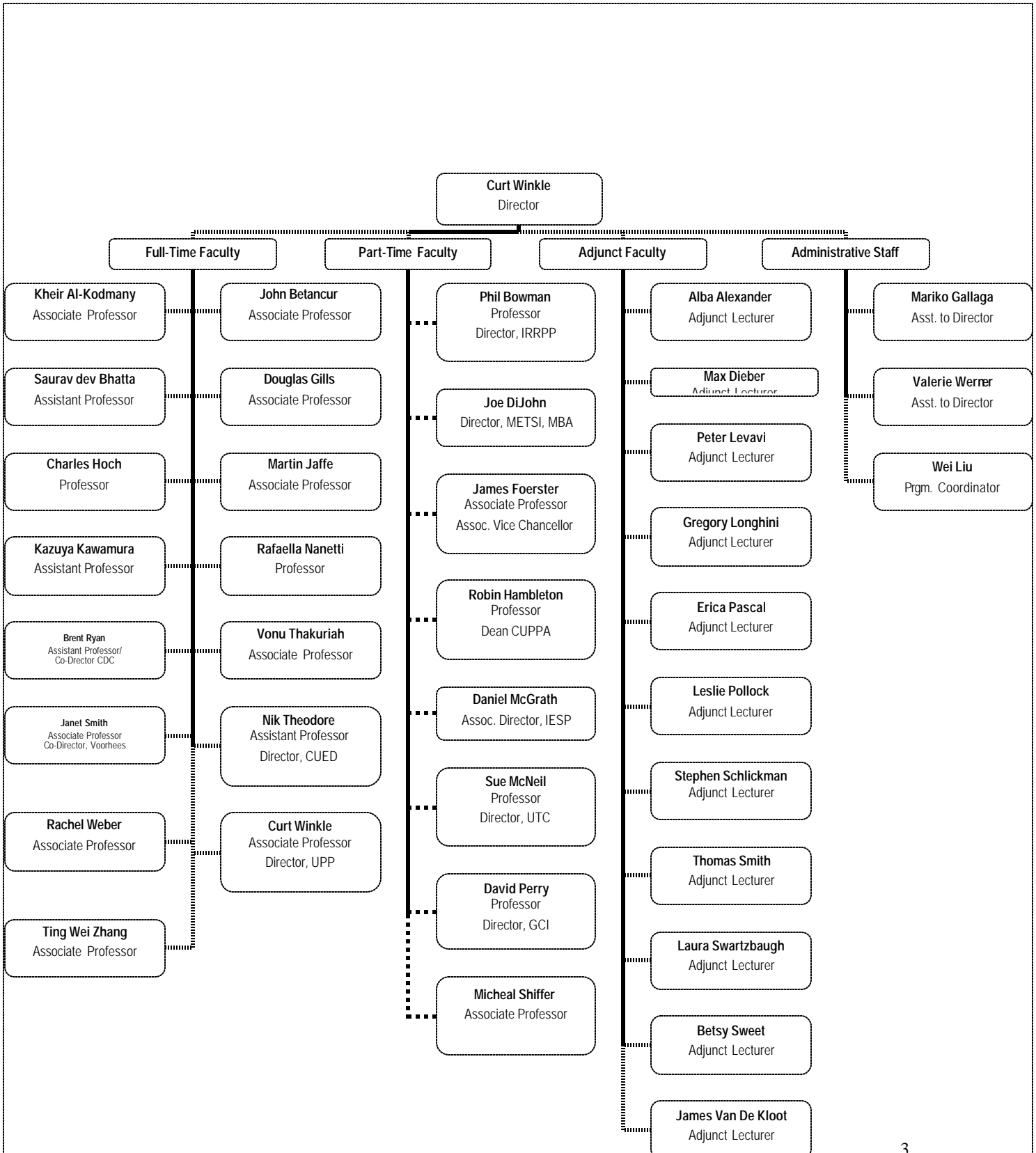
**University of Illinois (UI),  
University of Illinois at Chicago (UIC),  
College of Urban Planning and Public Affairs (CUPPA),  
and Urban Planning and Policy Program (UPP)**



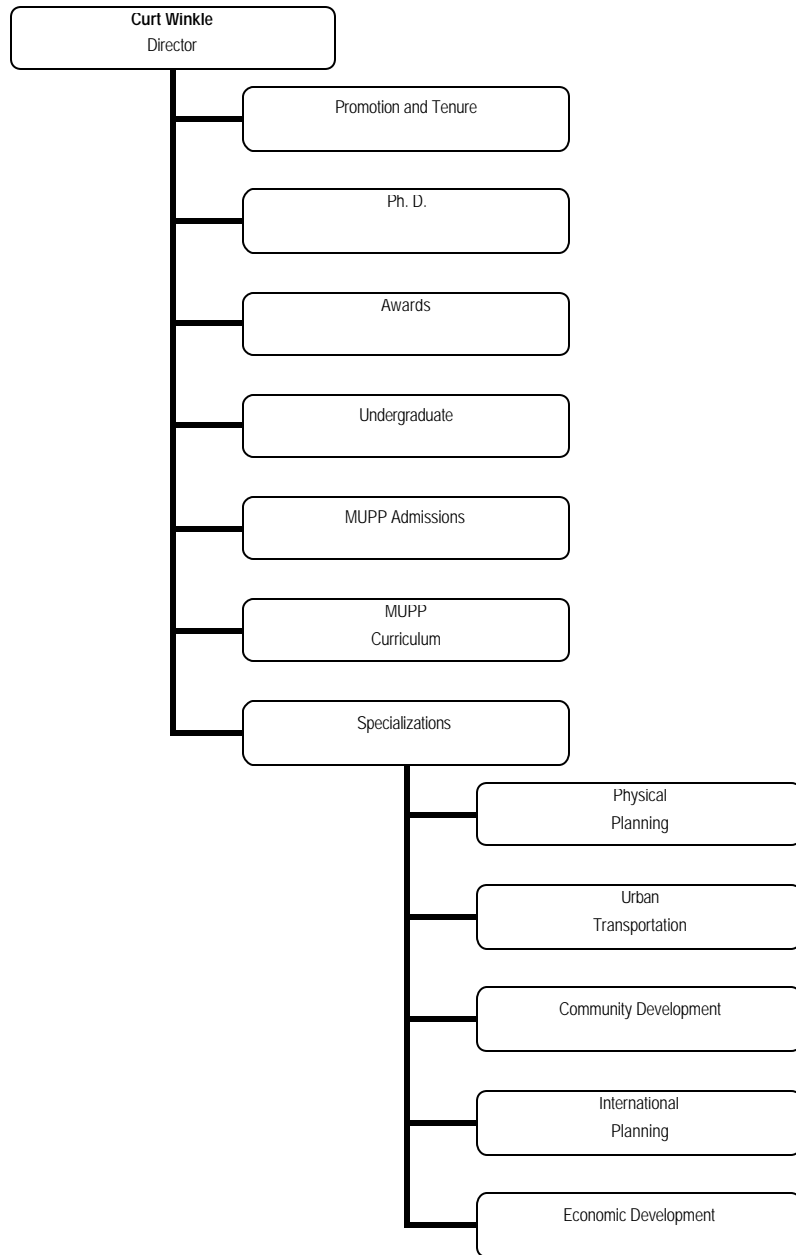
College of Urban Planning and Public Affairs



Attachment : Other Planning Program Offerings  
**Urban Planning and Policy Program**



### Faculty Committees Urban Planning and Policy Program



## Attachment 2 Other Planning Program Offerings

### Degree Programs

#### **Ph.D. in Urban Planning and Policy**

The Ph.D. Program offers advanced study of critical urban development challenges facing cities and metropolitan areas in the 21st century. Blending urban planning and public policy perspectives the Program provides a unique and powerful resource for the advanced study of challenging urban problems and their complex remedies. Students participate in an interdisciplinary learning community of faculty and research staff conducting a mix of applied and theoretical studies. Graduates will leave as scholars well prepared for positions as university professors, professional researchers or leadership roles in the public, private or nonprofit sectors.

Students learn advanced theory, methods and related research literature in one of five areas of specialization: Economic Development, Community Development, International Development, Physical Planning, or Urban Transportation.

General Requirements include a core of 16 semester credits in urban planning, policy and methods; a specialization area of 28 credits where students learn to conduct scholarship in a specialized area of knowledge and at least 20 credits of dissertation research. Degree completion requires a minimum of 96 semester credits beyond the bachelor's degree. Up to 32 semester credits from the master's degree may be granted for relevant course work related to the core requirement or specialization upon approval of the Director of Graduate Studies.

Following are the required Ph.D. program courses:

- UPP503 Data Analysis for Planning and Management (or alternate)
- UPP513 Data Analysis of Planning and Management II (or alternate)
- UPP583 Advanced Planning Theory \*
- UPP584 Methods of Policy Analysis\*

\*Students with little background in planning and economics may also be required to take History and Theory of Urban Planning (UPP 500) and Economic Analysis for Planning and Management (UPP504).

Students must demonstrate competency in urban theory, policy evaluation and economic analysis through previous master's degree or coursework.

Plan of Study: Each student must have a written plan of study approved by an advisory committee.

Specialization Courses: At least 28 hours must be taken in the area of specialization, selected in consultation with a faculty committee. At least 8 hours in advanced research design and methods are required in the area of specialization. Specializations include physical planning, urban transportation, community development, economic development or another faculty approved specialization.

**Ph.D. in Pubic Policy Analysis with a Specialization in Planning.**

Not accredited. This was replaced with the Ph.D. in Urban Panning and Policy in 2001 and is being phased out as students complete the program.

**Masters of Arts in Real Estate:**

The Master of Arts in Real Estate is an interdisciplinary program that combines economics, finance, and urban planning to provide students with a full perspective on the field of real estate. The program takes advantage of UIC's location by emphasizing urban real estate markets and by using metropolitan Chicago as a working laboratory. The program is intended for professionals working either the private or the public sector who must grapple with real estate and real estate development issues.

Students will learn the basic principles of economics, finance, urban planning, and urban land use law that are needed to gain fundamental knowledge of the operation of urban real estate markets, methods of real estate finance, and systems used to plan and regulate urban real estate development. The purpose of the program is to turn students into educated professionals in the field of urban real estate.

Degree Requirements

The MA in Real Estate is offered by the College of Business Administration in collaboration with the College of Urban Planning and Public Affairs. Students in the program can choose a concentration in either business or urban planning. A minimum of 35 semester hours is required for the degree. Students can pursue the degree on either a full-time or part-time basis.

Minimum Semester Hours Required: 35

Coursework:

Degree candidates must present a cumulative grade point average of at least 4.00 (A=5.00) for all course work, including background (foundation) courses

Required Courses: 27 hrs

Economic s 520	Microeconomics for Business Decisions	4 hrs
Economics 571	Urban Real Estate and Land Economics	4 hrs
Econ/Finance 472	Real Estate Finance	3 hrs
Finance 500	Introduction to Corporate Finance	4 hrs
UPP 501	Urban Space, Place, and Institutions	4 hrs

Attachment : Other Planning Program Offerings

UPP 553	Land Use Law	4 hrs
MBA 590	Professional Topics (2 courses)	4 hrs

Areas of Concentration: 8 hrs

Students must declare either a business or urban planning concentration.

Business Concentration

Two courses from the following:

Economics 475	Real Estate Markets and Valuation	4 hrs
Economics 534	Econometrics I	4 hrs
Economics 572	Urban Economics	4 hrs
Economics 575	Economic Analysis of Public Expenditures	4 hrs

Urban Planning Concentration

Two courses from the following:

UPP 530	Economic Development I	4 hrs
UPP 533	Development Finance Analysis	4 hrs
UPP 542	Metropolitan Housing and Planning	4 hrs
UPP 557	Site Planning	4 hrs
UPP 594	Topics in UPP: Visualizing Real Estate	

### **Non-Degree Programs**

#### **Urban Developers Program:**

Co- sponsored with the Great Cities Institute and the Chicago Rehab Network, this twelve-month certificate program emphasizes practical skills needed to successfully plan, finance, develop and manage housing initiatives. Team taught by UIC Urban Planning faculty and experienced development professionals. Convenient weekend schedule. During the 5 years this program was offered, 8 students continued on to pursue a MUPP degree and 1 student entered the PhD program. Most were minority status. Not offered since fall of 2003.

#### **BA in Urban and Public Affairs:**

The College of Urban Planning and Public Affairs (CUPPA) proposes to develop a Bachelor of Arts in Urban and Public Affairs (UPA), which will train pre-professional students to enter urban professions and graduate professional training with knowledge and understanding of the complexity and diversity of the urban environment and of the policy and management processes that can affect it. The program would be jointly offered by the Urban Planning and Policy Program and the Public Administration Program.

4. NUMBER OF GRADUATES

- a. Last Academic Year (2003 - 2004): 44
- b. All Time: 844

5. STUDENTS

- a. Number

(1) Current academic year:

**Total: 164 Full Time: 116 Part-time: 48**

(2) **Trend Data:** Total number of students for the four previous academic years:

**AY 1999: 133 AY 2000: 131 AY 2001: 162 AY 2002: 182 AY 2003: 173**

- b. **Graduate Program Admission Data:** *See Attachment 3 a chart covering the current academic year and the previous four years, showing the number of applications received, the number of applicants offered admission, and the number of those who enrolled in the program.*
- c. **Other Data:** *See the table in Attachment 4 Student Citizenship/Permanent Residency/Ethnicity, Gender and Enrollment Status, 2003-2004.*

**Attachment 3**  
**Graduate Program Admissions Data:**  
**Current Academic Year and Previous Four Academic Years**

<b>Academic Year</b>	<b>Number of Completed Applications Received</b>	<b>Number Offered Admission</b>	<b>Number Enrolled</b>
2003-04	240	114	63
2002-03	178	106	66
2001-02	164	104	66
2000-01	136	84	57
1999-00	129	88	62

**Attachment 4**  
**Student Citizenship/Permanent Residence, Ethnicity, Gender and Enrollment Status, 2004-2005**

STUDENTS IN YOUR PROGRAM	ENROLLMENT STATUS AND GENDER				Total
	Full-Time		Part-Time		
	M	F	M	F	
<b>U.S.</b>					
White	39	41	17	19	116
Black	9	9	1	4	23
Native American	0	0	0	0	0
Asian-American	2	2	0	0	4
Hispanic	5	3	1	4	13
Other	0	2	0	2	4
<b>Foreign</b>	6	7	1	1	15
<b>Total</b>	57	59	19	29	164

M = Male

F = Female

**6. FACULTY**

- a. **Number: Total: 36      Full-Time: 15    Part-Time: 21**
  
- b. **Faculty Characteristics and Teaching Status Gender: See attachment 5, Faculty Nationality, Gender and Teaching Status**
  
- c. **Other Information: See Attachment 6, Faculty Characteristics**
  - Full academic title
  - Degree titles, dates received, and institutions from which received
  - Tenured or other status
  - Date first appointed to planning program
  - Proportion of time devoted to the degree program under review; to other degrees or teaching components of the planning unit; to planning program-related release time activities such as administration, research, or university service; and to outside units.

**Attachment 5  
Faculty Nationality, Gender and Teaching Status**

FACULTY OF YOUR PROGRAM	TEACHING STATUS AND GENDER						
	Full-Time in Planning Unit		Full-Time in Institution Part-Time in Planning Unit		Part-Time in Planning Unit		Total
	M	F	M	F	M	F	
U.S.							
White	6	3	6	1	8	2	26
Black	1		1				2
Native American						1	1
Asian-American	2						2
Hispanic	1						1
Other							
Foreign	1	1	1	1			4
<b>Total</b>	<b>11</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>36</b>

M = Male

F=Female

**Attachment 6  
Faculty Characteristics, 2003-2004**

Name	Rank & Tenure	Proportion of Time 2003-2004	Year First Appointed	Degree	Date	Field	University
<b>Full-time UPP Faculty</b>							
<b>Kheir Al-Kodmany</b>	Assoc. Professor Tenured	100	1995	PhD MArch BArch	1995 1989 1986	Urban Planning and Policy Architectural Design Architecture	University of Illinois at Urbana-Champaign University of Illinois at Urbana-Champaign University of Damascus, Syria
<b>John J. Betancur</b>	Assoc. Professor Tenured	100	1991	PhD MUPP Degree BA	1986 1977 1974 1971	Public Policy Analysis Urban Planning and Policy Sociology Philosophy	University of Illinois at Chicago University of Illinois at Chicago Universidad San Buenaventura, Columbia Universidad San Buenaventura, Columbia
<b>Saurav Dev Bhatta</b>	Asst. Professor	0	2000	PhD MS BS	2000 1993 1990	City and Regional Planning Electrical Engineering Electrical Engineering	Cornell University Massachusetts Institute of Technology Lafayette College
<b>Douglas Gills</b>	Associate Professor Tenured	100	1991	PhD MA BA	1993 1972 1968	Political Science History History	Northwestern University North Carolina University North Carolina University
<b>Charles J. Hoch</b>	Professor Tenured	100	1981	PhD MCP BA	1980 1975 1970	Urban Planning City Planning Psychology and Philosophy	University of California at Los Angeles San Diego State University University of San Diego

Attachment 6: Faculty Characteristics

<b>Martin S. Jaffe</b>	Assoc. Professor Tenured	50 (Great Cities Scholar)	1985	LLM JD BA	1984 1973 1969	Master of Law Juris Doctor Sociology and Anthropology	DePaul School of Law Wayne State Law School Wayne State University
<b>Kazuya Kawamura</b>	Asst. Professor Tenured	100	1999	PhD MS BS	1999 1989 1988	Civil Engineering Civil Engineering Mechanical Engineering	University of California Berkeley University of California Berkeley North Carolina State University
<b>Raffaella Y. Nanetti</b>	Professor Tenured	100	1979	PhD MUP Certificate Laurea	1977 1970 1968 1967	Urban and Regional Planning Urban Planning American Studies Political Science	University of Michigan University of Illinois at Urbana-Champaign Johns Hopkins University University of Milan
<b>Brent D. Ryan</b>	Asst. Professor	50	2002	PhD MArch BS	2002 1994 1991	Urban Design and Planning Master of Architecture Biology	Massachusetts Institute of Technology Columbia University Yale University
<b>Michael Shiffer</b>	Assoc. Professor	10	2001	PhD MUP BA	1991 1987 1985	Regional Planning Urban Planning Geography	University of Illinois at Urbana-Champaign University of Illinois at Urbana-Champaign DePaul University
<b>Janet L. Smith</b>	Associate Professor Tenured	100	1997	PhD MUP BFA	1998 1990 1985	Urban Studies Urban Planning Industrial Design	Cleveland State University University of Illinois at Urbana-Champaign University of Illinois at Urbana-Champaign

Attachment 6: Faculty Characteristics

<b>Piyushimita Thakuriah</b>	Associate Professor Tenured	100	1996	PhD MA BA	1994 1989 1987	Public Policy Analysis- Planning Organizational Behavior Psychology	University of Illinois at Chicago University of Delhi, India University of Delhi, India
<b>Nik Theodore</b>	Asst. Professor	50	1999	PhD MUPP BA	2000 1989 1986	Public Policy Analysis Urban Planning and Policy Urban Studies and Political Science	University of Illinois Chicago University of Illinois Chicago Macalester College
<b>Rachel Weber</b>	Associate Professor Tenured	100	1998	PhD MRP BA	1998 1995 1989	City and Regional Planning City and Regional Planning Development Studies	Cornell University Cornell University Brown University
<b>Curtis R. Winkle</b>	Assoc. Professor Tenured	100 (Program Director)	1986	PhD MCRP BA	1986 1980 1978	Urban Planning and Policy City and Regional Planning Urban Studies	Rutgers University Rutgers University Indiana State University
<b>Tingwei Zhang</b>	Associate Professor Tenured	100	1991	PhD MA BA	1992 1981 1968	Public Policy Analysis- Planning City Planning & Urban Design City Planning & Architecture	University of Illinois at Chicago Tongji University Tongji University
<b>Full-time in Institution Phillip J. Bowman</b>	Professor Tenured	25	2001	PhD MA Ed.S. MA BS	1977 1974 1973 1971 1970	Social Psychology Social Psychology Counseling Psychology Student Affairs in Higher Education Psychology/Industrial	University of Michigan University of Michigan University of Michigan University of Michigan Northern Arizona University

						Technology	
<b>James Foerester</b>	Assoc. Professor	0	1977	PhD	1993	Political Science	University of North Carolina
	Tenured			MA	1972	History	University of North Carolina
				BA	1968	History	Northwestern University
<b>Robin Hambleton</b>	Dean	0	1991	PHD	1988	Town & Regional Planning	Sheffield University
	Professor			MA	1971	Town & Regional Planning	Sheffield University
	Tenured			BA	1968	Social Science	University of Bristol
<b>Sue McNeil</b>	Professor Tenured	25	2000	PhD	1983	Civil Engineering	Carnegie Mellon University
				MS	1981	Civil Engineering	Carnegie Mellon University
				BE	1977	Civil Engineering	University of Newcastle, NSW, Australia
				B.Sc.	1975	Mathematics	University of Newcastle, NSW, Australia
<b>David Perry</b>	Professor Tenured	25 (Director of Great Cities Institute)	1999	PhD	1971	Public Administration	Syracuse University
				MPA	1966	Public Administration	Syracuse University
				BS	1964	Economics	St. John Fisher College
<b>Part-time in UPP</b>							
<b>Alba Alexander</b>	Adjunct Lecturer	25	1998	PhD	1994	Political Science	University of Chicago
				MA	1980	Political Science	University of Chicago
				BA	1976	Political Science and Spanish Literature	New York University
<b>William A. (Max) Dieber</b>	Adjunct Lecturer	25	2004	MS	1972	Economics	University of Illinois at Urbana-Champaign
				BSBA	1970	Business	Northwestern University

Attachment 6: Faculty Characteristics

<b>Joseph DiJohn</b>	Adjunct Lecturer	25	1988	MBA BS	1968 1965	Business Administration Business Administration	DePaul University Marquette University
<b>Peter Levavi</b>	Adjunct Lecturer	25	1997	JD MS BS Gen'l Course Diploma	1988 1988 1984 1983	Juris Doctor Master of Public Policy Industrial and Labor Relations Economics	Harvard University Harvard University Cornell University London School of Economics
<b>Gregory Longhini</b>	Adjunct Lecturer	25	1990	MUPP BA	1979 1973	Urban Planning and Policy History	University of Illinois Chicago Loyola University of Chicago
<b>Daniel McGrath</b>	Adjunct Lecturer	25	1999	PhD MA MBA BA BS	1996 1993 1986 1983 1982	Economics Economics Finance History Mechanical Engineering	University of Illinois at Chicago University of Illinois at Chicago University of Notre Dame University of Notre Dame University of Notre Dame
<b>Erica Pascal</b>	Adjunct Lecturer	25	1997	JD BA	1976 1972	Juris Doctor Urban Affairs	Northwestern School of Law Boston University
<b>Leslie Pollock</b>	Adjunct Lecturer	25	1989	MUP BArch	1968 1966	Urban Planning Bachelor of Architecture	University of Illinois University of Illinois
<b>Stephen Schlickman</b>	Adjunct Lecturer	25	1999	JD AB	1979 1975	Juris Doctor Government	DePaul University Georgetown University
<b>Thomas Smith</b>	Adjunct Lecturer	25		MS MS BA	1996 1980 1975	Finance Urban and Regional Planning Political Science	Illinois Inst. Of Technology Michigan State University University of Michigan

<b>Elizabeth L. Sweet</b>	Adjunct Lecturer	25	2003	PhD MUPP BA	2000 1992 1985	Public Policy Analysis- Planning Urban Planning and Policy Soviet and East European Studies	University of Illinois Chicago University of Illinois Chicago Boston University
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Van De Kloot

7. CURRICULUM

a. Number of Credits Required for Graduation: 60

b. Calendar System (*Check One*):

XX Semester \_\_\_\_\_ Quarter \_\_\_\_\_ Trimester

c. Curriculum Listing:

See Attachment 7, Core Courses and Faculty

**Attachment 7  
Core Courses and Faculty**

**UPP 500. History and Theory of Urban Planning. 4 Hours.** Analysis of the development of the planning field and of the theories that have been developed for planning for change in the urban community. Prerequisite: Graduate standing.

**Nanetti, Hoch, Betancur**

**UPP 501. Urban Space, Place and Institutions. 4 Hours.** Political and economic approaches to urban structure and change. Includes intergovernmental relations, administrative organization and planning initiatives in urban space and institutions. Prerequisite: Graduate standing.

**Smith, Hoch**

**UPP 502. Planning Skills: Computers, Methods and Communication. 4 Hours.** Focus on use of computers to learn methods and communication skills commonly used in planning practice. Prerequisite: Graduate standing.

**Al-Kodmany, Zhang, Winkle**

**UPP 503. Data Analysis for Planning and Management I. 4 Hours.** Basic introduction to data analysis techniques most commonly used in urban planning. Addressed issues of decision-making based on limited or imperfect information. Prerequisite: Consent of the instructor.

**Kawamura, Winkle, Smith**

**UPP 504. Economic Analysis for Planning and Management. 4 Hours.** Basic micro, macro, and welfare economics theory. Economic forces which shape urban areas and affect public policy. Prerequisite: Consent of the instructor.

**Kawamura, McGrath, Bhatta**

**GENERAL MASTERS AND PH.D. COURSES**

**UPP 507. Computer Topics in Urban Planning. 4 Hours.** Hands-on basic computer skills. (1) The Internet and Beyond, Accessing Planning Information; (2) DOS, Windows 3.1, Windows 95, Mac System 7.5; (3) Spreadsheets; (4) Statistics software; (5) Presentation software; (6) Desktop Publishing; and (7) Project Scheduling. **Ramasubramanian, Zhang**

**UPP 508. Geographic Information Systems for Planning. 4 Hours.** Geographic Information Systems using the Arc/Info and Arc View platform.

**Al-Kodmany, Zhang**

**UPP 512. Evaluation Methods. 4 Hours.** Methods used to evaluate policies and programs; quasi-experimental designs, valuation problems, and emerging evaluation methods. Prerequisite: Consent of the instructor.

**Bhatta, Winkle**

**UPP 513. Data Analysis for Planning and Management II. 4 Hours.** Advanced topics in data analysis and model building including specific models used in urban planning. Prerequisite: UPP 503.

**Thakuriah**

**UPP 516. Issues of Class and Race in Planning. 4 Hours.** Critically examines the significant role of race/racism, class, as well as ethnicity/nationality and gender as factors in the field of planning and in public policy formation, implementation and evaluation; emphasis is placed upon a survey of the effects of these factors at the global, national, urban and inter community contexts of planning and policy analysis. Prerequisite: Consent of the instructor.

**Gills**

**UPP 517. Regional and Metropolitan-Wide Planning. 4 Hours.** History of regional planning. Prerequisite: UPP 500.

**Alexander**

**SPECIALIZATION COURSES BY AREA**

**INTERNATIONAL / GLOBALIZATION COURSES**

**UPP 520. International Development I: Theory and Applications. 4 Hours.** Overview of international development theories and their practical applications. Particular emphasis is placed on globalization. Urban versions and applications of these theories are also discussed. Prerequisite: Consent of the instructor.

**Betancur**

**UPP 521. International Development II: Comparative Planning and Policies. 4 Hours.** Policies and practice of public sector planning and development in three regional areas of the world: Europe, South America, and Asia. Prerequisite: Strongly recommended: UPP 520 or consent of the instructor.

**Nanetti, Sweet**

**UPP 525. International Development: Special Topics. 1-4 Hours.** May be repeated for a maximum of 8 hours of credit. Students may register for more than one section per term. Special topics selected for intensive analysis in international development planning.

Prerequisite: Consent of the instructor.

**Zhang, Nanetti**

**ECONOMIC DEVELOPMENT**

**UPP 530. Economic Development I: Analysis. 4 Hours.** Theoretical perspectives, data, data sources and research techniques for analysis of regional, metropolitan and neighborhood economies. Prerequisite: UPP 504.

**Theodore, Weber**

**UPP 531. Economic Development II: Planning. 4 Hours.** Overview of development strategies including financing, business development, industry retention and human resources; implementation and evaluation. Prerequisite: UPP 530.

**Theodore**

**UPP 533. Development Finance Analysis. 4 Hours.** Financial feasibility analysis for residential, commercial, and industrial projects. Financial valuation and accounting principles,

legal interests in real estate, and tax issues affecting cash flow and returns on investment.

Prerequisite: UPP 504.

**Weber, Levavi**

**535. Economic Development: Special Topics. 1-4 Hours.** May be repeated for a maximum of 8 hours of credit. Students may register for more than one section per term. Special topics selected for intensive analysis in economic development. Prerequisite: Consent of the instructor.

**Ryan/Weber, Theodore**

**UPP 536. Urban Employment Planning and Policy. 4 Hours.** The importance of employment as a focus in planning and policy making. History, theories and methodologies of urban markets; labor market analysis methodologies and emergent public policies.

Prerequisite: UPP 504. **Theodore**

**UPP 537. Economic and Environmental Planning. 4 Hours.** Analytical and economic methods for environmental planning and management. Applications to selected problems.

Prerequisite: UPP 504.

**Bhatta, Jaffe**

### **COMMUNITY DEVELOPMENT**

**UPP 540. Community Development I: Theory. 4 Hours.** Critically examines community development as a field of practice, policy intervention, implementation and analysis; emphasis on community and social dynamics of disadvantaged groups. Prerequisite: Consent of the instructor.

**Gills, Betancur**

**UPP 541. Community Development II: Practice. 4 Hours.** Examines the methods and techniques used or adapted in community development as a field of planning practice, analysis and evaluation: emphasis on community based settings, applications and foci. Prerequisite: Consent of the instructor.

**Smith**

**UPP 542. Metropolitan Housing Planning. 4 Hours.** Urban housing market structure and dynamics; impacts of government housing policy on market; development of local housing plans. Prerequisite: UPP 504.

**Smith**

**UPP 543. Planning for Community Based Health and Human Services. 4 Hours.**

Investigates the needs of special populations such as the elderly or mentally ill, the role of the planner in serving these groups and community based strategies to meet needs.

**Winkle**

**UPP 545. Community Development: Special Topics. 1-4 Hours.** May be repeated for a maximum of 8 hours of credit. Students may register for more than one section per term.

Special topics selected for intensive analysis in community development. Prerequisite: Consent of the instructor.

**Betancur, Gills**

**UPP 547. Community Organization Practice. 4 Hours.** Critically examines the context, development, status and contemporary issues and problematics of organizing. Organization practices and the role of planners in various community settings. Focus is on groups within communities of place, conditions and interest at various levels of analysis, relative to public formation, implementation and evaluation. Prerequisite: UPP 540 and UPP 541; consent of the advisor and the instructor.

**Gills**

### **PHYSICAL PLANNING**

**UPP 550. Physical Planning I: Theoretical Foundations. 4 Hours.** Use of social and economic theories of urbanization in urban analysis and planning. Prerequisite: Consent of the instructor.

**Ryan, Ramasubramanian**

**UPP 551. Physical Planning II: Methods. 4 Hours.** Fundamentals of construction and infrastructure of cities and regions. (1) Site engineering and landscape architecture, (2) natural environmental factors, (3) utilities and infrastructure, (4) cost/benefit analysis, (5) context of local government and planning process. Hands-on skills for reading technical and engineering maps. Prerequisite: UPP 550.

**Al-Kodmany**

**UPP 552. Physical Planning III: Studio. 4 Hours.** Analysis, evaluation, and development of land use and urban design plans for selected projects and clients. Prerequisite: UPP 550 and UPP 551.

**Hoch, Ryan**

**UPP 553. Land Use Law. 4 Hours.** Legal constraints on land use control; constitutional and statutory principles and judicial review. Prerequisites: Consent of the instructor.

**Jaffe, Pascal**

**UPP 554. Environmental Planning. 4 Hours.** The relationship of federal and state environmental policies and legislation to urban and regional planning efforts. Prerequisite: UPP 550.

**Jaffe, Van Der Kloot**

**UPP 555. Physical Planning: Special Topics. 1-4 Hours.** May be repeated for a maximum of 8 hours of credit. Students may register for more than one section per term. Special topics selected for intensive analysis in such areas as housing and urban design. Prerequisite: Consent of the instructor.

**Hoch, Pollock**

**UPP 556. Urban Design. 8 Hours.** Methods and tools for analysis, policy making and evaluation of urban spaces. (1) Theoretical approaches and trends, (2) design elements, (3) social and cultural dimensions, (4) research methods, (5) policy formulation and review process, (6) computer applications, and (7) project examples. Prerequisite: Graduate standing or consent of the instructor.

**Ryan, Zhang**

**UPP 557. Site Planning. 4 Hours.** Quantitative and qualitative tools for analysis and evaluation of site plans. (1) Standards of site plans, (2) spreadsheet computer models, (3) elements of site design and landscape architecture, and (4) red penciling site plans. Prerequisite: Graduate standing.

**Al-Kodmany**

**UPP 558. Land Use Planning. 4 Hours.** Urban land use planning strategies and various land use control techniques which can be employed to carry out development policies; social implications of land use policy and practice. Prerequisite: Consent of the instructor.

**Smith**

### **URBAN TRANSPORTATION**

**UPP 560. Urban Transportation I: Introduction. 4 Hours.** Transportation planning and linkages between it and urban land use and regional economic development. Recent trends, traditional problems and merging issues. Prerequisite: Graduate standing.

**Kawamura**

**UPP 561. Urban Transportation II: Policy and Methods. 4 Hours.** Formation and implementation of transportation policy at the national, regional and local levels. Students will prepare an in-depth study of a major policy issue. Prerequisite: 560.

**Thakuriah**

**UPP 562. Urban Transportation III: Laboratory. 4 Hours.** Software packages for Urban Transportation Planning, Transportation GIS and Air Quality Monitoring. Heavy reliance on case studies. Prerequisites: UPP 560 and UPP 561 or consent of instructor.

**Kawamura**

**UPP 563. Transportation Management. 4 Hours.** Transit system planning, scheduling, pricing policy, and management; traffic control techniques and demand management; paratransit alternatives. Prerequisite: UPP 560.

**DiJohn**

**UPP 565. Transportation: Special Topics. 1-4 Hours.** May be repeated for a maximum of 8 hours of credit. Students may register for more than one section per term. Examination of specific and current problems in urban and regional transportation. Topics to be determined at the time the course is offered. Prerequisite: UPP 560 and consent of the instructor.

**Schlickman, Thakuriah, McNeil, Shiffer**

### **GENERAL COURSES**

**UPP 586. Topics in Urban Planning Research. 4 Hours.** May be repeated for credit. Course highlights research activities and opportunities related to research centers.

**UPP 587. Planning and Policy Research Practicum. 4 Hours.** Open only to PhD degree students. PhD students work with faculty member on engaged research related to their discipline. The topic and scope is determined by mutual agreement. Prerequisites: UPP 586 and consent of the instructor.

**UPP 591. Professional Practice Seminar. 4 Hours.** Reviews issues and problems in professional practice; analyzes prerequisites for rational, strategic and ethical planning; considers career options; and defines professional goals. Includes professional experience for students without professional planning experience. Prerequisite: Graduate standing in Urban Planning and Policy and an approved internship agreement or waiver of the internship.

**Nanetti, Hoch, Winkle**

**UPP 593. Independent Research in Urban Planning and Policy. 1-8 Hours.** May be repeated for credit. Students may register for more than one section per term. S/U grade only. Advanced study and analysis of a topic selected by a student under the guidance of a faculty advisor. Prerequisite: Consent of the instructor.

**UPP 594. Topics in Urban Planning and Policy. 1-4 Hours.** May be repeated for a maximum of 12 hours of credit. Students may register for more than one section per term. Intensive analysis of selected planning problems or policy issues. Prerequisite: Consent of the instructor.

**Schorsch, Longhini, Bowman, DeVries, McNeil, Perry, Bruegmann/Ryan, Dieber**

**UPP 596. Independent Study in Urban Planning and Policy. 1-4 Hours.** May be repeated for credit. Students may register for more than one section per term. Advanced study and analysis of topic selected by student under the guidance of faculty adviser. Prerequisite: Consent of the instructor.

**UPP 597. Master's Project Research. 0-4 Hours.** S/U grade only. Preparation of plan, research report, or other document which demonstrates readiness for professional planning responsibility. Prerequisite: Open to degree candidates, upon approval of student's faculty advisor.

**UPP 598. Master's Thesis Research. 0-16 Hours.** S/U grade only. Preparation of a major research paper under the guidance of a faculty committee. Prerequisite: Open to degree candidates, upon consent of the Director of Graduate Studies.

### **COURSES FOR DOCTORAL STUDENTS**

**UPP 583. Advanced Planning Theory. 4 Hours.** Study of theoretical ideas and debates about planning; the rational model and its competitors; critical review of planning methods and practice; composing alternative plans. Prerequisite: Consent of the instructor.

**Weber**

**UPP 584. Methods of Policy Analysis. 4 Hours.** Same as Public Policy Analysis 520. Analytic, allocate and evaluative techniques in public policy analysis. Preparation of case studies in problem analysis and policy recommendation. Prerequisite: Consent of the instructor.

**Winkle, Thakuriah**

**UPP 585. Advanced Data Analysis: Regression Analysis. 4 Hours.** Theory and methods of regression analysis are covered but emphasis placed on applications to different fields-- chosen based on student interest. Prerequisite: UPP 513 or consent of the instructor.

**UPP 599. Ph.D. Thesis Research. 0-16 Hours.** May be repeated for credit. S/U grade only. Prerequisite: Open to degree candidates, upon approval of topic by dissertation committee Individual study and research.

### **UNDERGRADUATE URBAN PLANNING AND POLICY COURSES**

**UPP 101. Introduction to Urban Studies. 3 Hours.** General survey of urban issues and experience using an interdisciplinary approach.  
**Massenburg**

**UPP 202. Planning Great Cities. 3 Hours.** What makes a city great, how cities change, can cities be planned, and how planners plan; characteristics of Great Cities and current urban planning issues.  
**Sherry**

**UPP 302. Great Cities Internship. 6 Hours.** Same as Political Science 302. Provides students an opportunity to apply theoretical knowledge and conduct research in metropolitan organizations through field placements and seminars. Prerequisites: Junior or senior standing and grade point average of 4.00, or consent of the instructor. **Alexander**

**UPP 403. Introduction to Urban Planning. 4 Hours.** Patterns of city growth, physical, socio-economic, and environmental issues. Contemporary planning issues. Future of cities. Prerequisite: Consent of the instructor.  
**Betancur**

**UPP 420. Great Cities: London and Chicago. 1-8 Hours.** Fieldwork required. Comparative investigation of urban, economic, social, and political issues in the two global cities. Includes classes, study, and living in London. Prerequisites: Junior standing or above and selection by the Office of Study Abroad admission committee.  
**Nanetti**

**UPP 470. Cohort Seminar for Urban Developers. 3 Hours.** Application of the financial calculator, use of spreadsheets, and other tools commonly used in real estate -based urban development projects. Prerequisite: Consent of the instructor. **Suspended.**

**UPP 471. Housing and Community Development for Urban Developers. 3 Hours.** Housing policy at federal, state and local levels affecting urban housing markets. Emphasis on assessment of market conditions affecting community development decisions. Prerequisite: UPP 470 or consent of the instructor. **Suspended.**

**UPP 472. Development Finance for Urban Developers. 3 Hours.** Key financial principles of real estate development, particularly those related to the financing of affordable housing. How to develop a real estate pro forma. Prerequisite: Consent of the instructor. **Suspended.**

**UPP 473. Organizational Essentials for Urban Developers. 3 Hours.** Theory and practice of management in public and non-profit settings. Focus on developing communication, leadership and legal skills for each step in development. Prerequisite: Consent of the instructor.

**Suspended.**

**UPP 474. Community Development Process for Urban Developers. 3 Hours.** Developing affordable housing: development team, acquisition strategy, legal issues, construction management and project sustainability, as it pertains to different types of housing developments. Prerequisite: Consent of the instructor. **Suspended.**

**UPP 475. Sustaining the Housing for Urban Developers. 3 Hours.** Introduces students to a range of management issues: property management and maintenance, resident relations and services, and financial/asset management as it relates to sustaining affordable housing. Prerequisite: Consent of the instructor. **Suspended.**

## PROGRAM HISTORY

8. *Provide as Attachment 8 a brief proposal of the history of the program. Include reference to such aspects as academic and administrative evolution, milestones, etc. Also, indicate if any non-accreditation-related site visits have occurred within the last five years, and, if so, their years and auspices.*

### 9. **Other Information**

*After you have completed the self-study report, you, may, if you wish, attach here brief additional information to discuss any important aspects of the program which are not included elsewhere by which would give the PAB and site visitors a better understanding of the program.*

Since the last accreditation, the Urban Planning and Policy Program grew to become one of the largest urban planning programs in the country with a faculty that is ranked fifth in the nation in publications.

Yet, like the rest of the University of Illinois, the College of Urban Planning and Policy has experienced a 23 percent reduction in its state budget due to a state budget crisis. This has taken a heavy toll on the size of the planning faculty through attrition.

We have used a number of piecemeal means to keep the quality of education high. We raised funding to offer additional studio courses, found adjuncts who bring in research dollars to help pay for them to teach classes and proposed the creation of a Bachelor of Urban and Public Affairs Program collaboratively with the Public Administration program as a way to generate funding for additional faculty to further increase the scope of expertise.

Piecemeal solutions will not prove adequate in the future. We have proposed to the Board of the University of Illinois a tuition differential for Master of Urban Planning and Policy Students of approximately \$2000 dollars a semester starting in the summer of 2005. This would generate approximately \$500,000 dollars for the urban planning and policy program per year, or enough for four to five new faculty hires that we hope to announce in fall 2004. This will allow us to reduce class sizes considerably and increase the range of course offerings. Our decision to seek this increase was made after consulting with faculty, students, alumni and members and leadership of the Illinois Chapter of the American Planning Association.

**Attachment 8**

**Program History**

**GROWING UPP TOGETHER**

**A Brief History of the UIC Urban Planning and Policy Program**

**1960 - Present**

**By Virginia Sorrells**

**September 2, 1998**

**In 1998, The Urban Planning and Policy Program (UPP) at the University of Illinois at Chicago celebrates its 25<sup>th</sup> anniversary. Through changes in name and college affiliations, and profound shifts in local and national urban development policy, UPP has maintained its three-pronged commitment to teaching, service, and research, becoming one of the foremost professional planning programs in the United States.**

**1. prologue**

***The University of Illinois at Chicago Circle in the 1960s***

It had been one of Mayor Richard J. Daley's most ambitious dreams: to build a Chicago campus for the University of Illinois that would rival the great land grant university at Champaign. An earlier Chicago campus had been opened in 1946 at Navy Pier to accommodate returning World War II veterans on the GI Bill. But the Mayor's vision was for a brand new campus on the city's near west side. And so it came to pass, in February 1965, that the University of Illinois at Chicago Circle (UICC), so named due to its strategic location at the confluence of three great expressways, opened on the 118-acre site of a vanished Italian and Greek neighborhood. The struggle to build the campus had been long and acrimonious. Hundreds of homes and businesses had been cleared to make way for the Mayor's vision. What would become one of Illinois' great universities rose on one of the nation's great urban renewal battlegrounds.

It would be a great place to start a planning school.

As history would have it, Circle's early years were a time of great political change and social turmoil in the world generally and on university campuses in particular. The civil rights and anti-war movements found their expressions in increased student demands for "academic relevance," for instruction that would allow students to understand and participate in the social struggles they witnessed outside the classroom. Inner-city communities throughout the United States were devastated by outbreaks of violence in the wake of the assassination of Martin Luther King. Urban issues became an important focus for new research centers at universities across the country: Harvard, MIT, Irvine, Case-Western Reserve, Berkeley, and Buffalo all were offering or proposing degree work in policy analysis. Circle had established its own Center for Urban Studies in 1967. Against this backdrop, the campus administration engaged a team of outside consultants, led by John Duba, to examine how best the university could organize its efforts to address urban problems.

### ***The Duba and Keenan Reports***

The Report on Urban Programs (The Duba Report), released in April 1969, declared that the university should not function as "a social service center, but that legitimate learning, by students of all ranks, can take place in ways that have meaning and utility to groups outside the university."

"Accordingly," the report continued,

"...we propose that a new academic unit be created, equal in status with existing colleges, charged with bringing the intellectual resources of the academy into congruence with the service of the urban communities. Its responsibilities would encompass several previously separated academic functions: instruction, research, and community service. Its peculiar style would be the integration of those functions. Such a college would offer formal courses in the policy sciences, in planning, and in an array of substantive fields that touch upon contemporary and forthcoming problems of urban systems and of city systems. To be sure, its substantive boundaries would be vague and clearly overlap those of existing colleges. This open ambiguity would supply a large portion of its academic strength, albeit its political weakness."

The college would operate on the agricultural extension model, with faculty working directly with local government agencies or community groups. This concept went far beyond the then-current "think tank" approach of campus research centers: its main product would be capable, conscientious practitioners, "those who come as do-gooders and learn to become good-doers," in Duba's words. In this model, the existing Center for Urban Studies would play a secondary role to the academic program, which, in turn, would center on community service.

The Duba Report had recommended broad changes to the structure and mission of the university. But were the recommendations appropriate for the fledgling campus? In May 1969, one month after the Duba Report was delivered, the UICC vice-chancellor and Dean of Faculties, Daniel J. McCluney, formed an internal Ad Hoc Committee on Urban Programs to "review the report and recommend the next steps which should be taken." The Committee was given "complete discretion" to accept, reject, or modify the recommendations of the Duba Report. Boyd Keenan, a professor in the Department of Political Science, chaired the eight-member committee, which included faculty from the departments of economics, biology, education, architecture, and engineering.

The Ad Hoc committee deliberated for seven months. "We would start in the early afternoon, go through dinner and often end up at midnight," Boyd Keenan recalls. From the beginning, there was strong support from the committee for the establishment of a College of Urban Sciences. The committee delivered its *Recommendation for Creation of College of Urban Sciences* in January 1970, laying out the general framework for the new college:

"The overriding purpose of the of the College of Urban Sciences would be: (1) to educate students capable of effectively attacking contemporary problems, including those generally embraced by the term 'human ecology,' health and nutrition, housing, and human institutions; (2) to provide a forum for multidisciplinary interaction among faculty, students, and members of the community; and (3) to promote problem-relevant research. Such an approach seems necessary for handling problems of

mounting complexity, which may not be confined to neighborhood, city, or state boundaries."

The committee's lone dissenting opinion came from Professor of Sociology Robert Hall, who disagreed with the proposal to include an undergraduate program in the new college. But even he stated that this dissent was minor, outweighed by the strength of the overall principle. The college also had the strong support of Lyle Lanier. Then provost of the University of Illinois system, Lanier had lobbied for the inclusion of the "human ecology" concept. Professor Keenan believes that the two major catalysts for broader support of the college concept were Lanier's endorsement and Hall's thoughtful dissent. "When it finally got to the Board of Higher Education, the cultivation of Lanier was vital. I think we really shocked a lot of people on both campuses that we got a unanimous vote with one dissent. If Hall had not agreed to the principle, it would never have gotten past the Faculty Senate." Wary academic departments wouldn't need to worry about increased competition for undergraduates.

Even so, the proposal would have a rough time clearing its next hurdle. Students had been lobbying heavily for the college, but many faculty members were less than enthusiastic. Many were concerned that other departments' urban missions would be compromised if there were one "official" urban unit within the university.

The Faculty Senate convened on April 10, 1970 to review the proposal. Three student members voted in favor of the college. It was approved by one vote.

## **2. THE 1970s**

Approved in principle, the concept of the new College of Urban Sciences still was a long way from reality. Over two years of on-campus deliberation followed the Faculty Senate vote and the subsequent lengthy review by the Illinois Board of Higher Education. The search for a new dean began. On February 6, 1973, the Planning Task Force on the College of Urban Sciences delivered *Recommendations for the Organization of the College of Urban Sciences* as a preliminary operating plan for the new dean.

Charles Orlebeke was that new dean, and he had his work cut out for him when he arrived in the spring of 1973. "I was supposed to organize the College administratively as well as get the academic program off the ground," he recalls. "The MUPP program was scheduled to open in fall 1973. It had begun to receive some applications at that time, but it was pretty much crunch time."

The new college would consist of two units: The academic program would lead to the Master of Urban Planning and Policy while the Center for Urban Studies would continue to focus on research and public service activities.

### ***Developing the MUPP Curriculum***

As the newly appointed director of graduate studies, Andy Bavas was responsible for developing an entire academic program in less than three months. "It was like trying to paint a moving train," he recalls. A veteran of large government agencies at the municipal, state, and federal levels, Bavas was still unprepared for the bureaucratic haggling he encountered in meetings with the University's Senate Committee for Academic Programs (SCAP). "It

reminded me of that Paul Douglas quote: 'In academia the fights are so vicious because the stakes are so small.' It was a nasty little battle." Not everyone on campus was prepared to embrace the goals of the Ad Hoc Committee on Urban Programs.

"The associate chancellor at the time was Gene Eidenberg, who warned me we were operating in a hostile environment. Animosities still existed between Champaign and Chicago: the stigma of Navy Pier was still around."

Ashish Sen, now Director of the UIC Urban Transportation Center, agrees that some of the resistance from other colleges and departments stemmed from the new university's quest for academic legitimacy. At the time, he witnessed the debate from his vantage point as a faculty member of the Center for Urban Studies. "Navy Pier was a four-year school. I don't think that UIC was seen as anything more than a four-year school for years and years. But UIC saw itself as a first-rate university. There was this huge dichotomy between how it was being perceived by the State Board of Higher Education, and places like that, and what it thought it was. There may have been excesses, with the university trying to say it was as legitimate as the others." A new college based on service as much as scholarship was viewed by some as antagonistic to their desire to turn Circle Campus into "Harvard on Halsted."

To make matters worse, the entire University of Illinois system was going through a budgetary retrenchment. Many departments on campus saw any new programs as rivals for dwindling dollars, so allocations were jealously guarded. All new academic courses had to be approved by SCAP, which was dominated by departments within the College of Liberal Arts and Sciences (LAS). Proposed courses had to be reviewed by all departments that were even tangentially involved, to avoid "unnecessary overlap" of course content. Was the proposed course "UPP 438 – Majority and Minority Cultural Interaction" too similar to "POLS 306 – Ghetto Politics?" As the Duba Report had predicted, the "open ambiguity" of the program was proving to be an impediment to getting it off the ground.

As the summer drew to a close, the new college's cause was championed by an ally within LAS. "Elmer Hadley would later become Dean of LAS, but he sat on SCAP as the chair of the Biology Department," recalls Andy Bavas. "He was the greatest friend I had there. He put politics aside and focused on what we wanted to accomplish academically." With Professor Hadley's help as a mediator, Bavas was able to secure support from SCAP in time open to the doors for the fall quarter.

Three new faculty members, Calvin Bradford, Pierre de Visé, and Robert Crowson, were added to launch the new program. "We sat down and listed the courses we decided we needed by September," says Bavas. "I shuffled the cards, said 'this is for you, this is for me...' It was almost that random." Additional instructors were recruited from the departments of business, social work, economics, education and political science, and many existing courses were cross-listed. The Urban Planning faculty undertook the development of a field work component and four areas of specialization: Education Planning, Urban Policy Planning, Community Development, and Health Planning. Thirteen of the courses were housed in other departments. The remaining 44 were to be newly developed for the program.

In the beginning, the first two quarters of the master's program concentrated on the basics of contemporary urban policy and planning problems, urban history, urban social organization and analytical and management skills. The next three quarters were devoted to courses in one of the specializations. In the sixth quarter, each student participated in an intensive

multidisciplinary research "omnibus" seminar, organized around a particular urban problem selected by the students. In the final quarter, students completed ten-week internships in professional planning.

Despite the turmoil over setting up the program, Bavas recalls that the enthusiasm and dedication of the students made it all worthwhile. "Overwhelmingly, many were the first members of their family to go to college. They were eager. Elsewhere, students saw graduate school as a rite of passage, not as a true academic endeavor. I remember the first student we graduated at the Chicago Stadium. When he walked across the stage, I kissed him on the cheek."

Pat Wright, now Director of the Nathalie P. Voorhees Center for Neighborhood and Community Improvement, was one of 25 students in that first class. "It was so different from undergrad at UIC, which is so impersonal," she says. "They really made us feel like we were partners in developing this program. At the time, the students were very active and not shy about saying what we liked and didn't like." Students were generally older than the average master's candidate, and many had experience working in neighborhood organizations or the private sector. Among Pat's classmates were community organizers who had worked with her in thinking through alternatives to the Chicago 21 Plan, a City-sponsored downtown mega-project that, on paper, threatened many communities with fresh memories of the UICC urban renewal project.

"This is why I got involved in the program. I remember the catch phrase that Andy Bavas used. We were being trained to be 'change agents.' We thought of ourselves as wanting to change the world, not just accept it the way it is. There was a strong commitment to community development, to community organizing and citizen participation, which is what they called it then instead of 'empowerment.'"

From the beginning, the program used the city as a laboratory, particularly during the omnibus seminars. The omnibus evolved into a two-term program, with the first term devoted to project design and the second to execution. Projects were to result in a professional product that was circulated to the faculty, then presented by the students in a kind of defense. Chuck Orlebeke remembers that the defenses often turned into "trials by fire. Faculty, in particular, were quite aggressive, quite challenging in reviewing these projects."

Bob Giloth was a member of the second MUPP graduating class and recalls being on the firing line. "You had to figure out a group process with analysis, field work. It really simulated what a planning project was like. There was a faculty advisor, but you were pretty much on your own. Joel Wirth, John Betancourt, Greg Longhini, Winston Mercurius and I did this Pilsen commercial study. We were looking at how Pilsen's resources were being drained away." The group worked on the project all night before the presentation, then fortified themselves with shots of Scotch before the faculty review. Things got a little heated.

"Pierre de Visé denounced us as neo-commercialists. People would come out of the omnibus sessions shaken and crying. Which is probably why they cut them out."

### ***Building Relationships***

Shortly after arriving on campus, Chuck Orlebeke paid a call on City Hall. "One of the first things I did was to establish contact with Planning Commissioner Lew Hill, which came somewhat to his surprise. Lew Hill had all the planning and urban renewal work under his

aegis and was considered a very powerful commissioner, very close to Mayor Daley at the time." The Center for Urban Studies, in its role as community advocate, had gained a reputation for having a distinctly anti-City Hall cast. "But I said, 'Look, you're the planning department. We're starting a planning program. We have got to try to establish some sort of interchange, some working relationship.' There was no graduate professional planning program in the city of Chicago, so we came into a professional vacuum." The college intended to serve the City both by training its future professionals and by conducting applied research and technical assistance. (Some of those professionals would come from the college's faculty beginning with Lenora Cartright, who became Mayor Jane Byrne's Commissioner of Human Services.)

"That didn't mean that we were turning our backs on community groups," says Orlebeke. "We wanted to establish a relationship with the powers-that-be at City Hall as well. Hill set up a meeting for me to talk to the entire city planning staff, and we went from there."

The program's involvement with community planning continued undiminished, squarely at the center of the academic program. "We were challenging Daley the First," says Pat Wright. "My internship and my first job out of school was working on the alternative plan for Pilsen to the Chicago 21. I felt there was a great deal of support from faculty." Pat recalls a special class taught by adjunct faculty member Richard Babcock on neighborhood planning and the trend toward fortress cities. "We had very lively debates about the future of the city and what was happening and the real beginning of the de-industrialization and the redevelopment of the service sector."

Students also worked on some of South Shore Bank's earliest development projects, conducting research on homeownership in South Shore. Pat Wright: "There was always this activity where you were involved in implementation and doing work in the community. If there's a theme here, it's that you were learning theory and skills, but you were also out there doing community work. We still do that here at Voorhees where there's the idea of praxis, where you're learning and doing while you're in school."

### ***Research and the Centers***

The research component of Urban Sciences' tripartite mission predated the formation of the college. The Center for Urban Studies had been established in 1967 to conduct applied research on urban problems and to provide technical assistance to Chicago's many neighborhood organizations. William Garrison was the first director. The Center's approach was multi-disciplinary. Professors held joint appointments in systems engineering, psychology, sociology and political science. The Center's early clients were equally diverse, including the Woodlawn Experimental School, the Conservative Vice Lords street gang, and the Hyde Park Industrial Council. Contracts came from the National Science Foundation, Model Cities, and the U.S. Office of Economic Opportunity.

"The Center for Urban Studies had a very dynamic staff in the sense that it was not clear to me how many people there were," Ashish Sen recalls. "Six or seven of us came en masse from Northwestern in the late 60's. Bill Garrison, the first director, had been the director of the Transportation Institute at Northwestern."

As the college became more established, it became more entrepreneurial, seeking new ways to bring in external funds and high-profile faculty. "I tried in the early years to do what I could to put the program on the map nationally and get some big names," says Chuck Orlebeke. "So Dick Babcock - Mr. Zoning - came in and taught land use. Tony Downs taught a couple of times." Chuck considered getting external funding a high priority because that was the key to getting good students. "Ashish Sen and the Urban Transportation Center brought in a ton of transportation money in the late 70s."

The Urban Transportation Center, with a core faculty consisting of Bill Garrison's Northwestern recruits, conducted quantitative analysis on all the major transportation issues: paratransit, mass transit, highway development. They became a major center, with ample funding for graduate research assistants. "We've always been very good at getting research," says Ashish Sen. "In the late 70s the college was getting more research money than anyplace else in the country. We had a whole lot of transportation money and some very good students."

### ***The Center for Urban Economic Development (UICUED)***

#### ***& The Voorhees Center***

Wim Wiewel was a young sociologist when he responded in 1979 to a classified ad in the *Chicago Tribune* for a job at the Center for Urban Economic Development. Now Dean of the new College of Urban Planning and Public Affairs, Wim was among the first four people hired by UICUED director Rob Mier who had arrived at UIC in 1975 to develop a MUPP specialization in urban design. That program never took shape. Instead, UICUED would be his focus. "Rob was hired to do one thing," Chuck Orlebeke recalls. "He ended up doing something even better."

A "program" for Urban Economic Development had been in operation since September 1978 with initial funding from the U.S. Economic Development Administration. Proposals for a Chicago center had been solicited from UICC, the University of Chicago, Roosevelt University, and Loyola University. The UICC proposal was funded by U.S. EDA due to its unique dual focus on urban economic development and neighborhood revitalization. The "program" for Urban Economic Development would become a formal university center in 1980.

The City of Chicago was a UICUED client almost from the start. When Jane Byrne was elected mayor in 1979, UICUED was hired to conduct her community workshops on economic development.

The birth of UICUED heralded the death of the Center for Urban Studies, which had been the outreach and technical assistance arm of the school at the time the program on urban economic development was established. "It didn't have a director and it was really carried as a shell," recalls Chuck Orlebeke. "Bureaucratically, it was there, but it didn't have any institutional vitality after 1978. There was eventually a proposal to abolish it along with making UICUED a full-fledged center."

After graduation, Bob Giloth served as executive director for the Eighteenth Street Development Corporation, where he worked on many joint projects with UICUED. "It was one of the most impressive community economic development centers in the country. There was interplay between the academic and research programs." By the early 1980s, Chicago had thought that manufacturing was dead. "But UICUED worked to demonstrate Chicago's competitive advantage. All those ideas came right in to the Washington Administration."

The Nathalie P. Voorhees Center for Neighborhood and Community Improvement was founded in 1979 to provide technical assistance and research services to community organizations. Alan Voorhees had been dean of the College of Architecture, Art and Urban Sciences. He and his wife endowed the center with a major gift. Over the next 20 years, many of the center's projects would become important components of city and even national policy.

The allied goals of research and community service were united in the projects of both Voorhees and UICUED, which Wim Wiewel credits with helping to propel Chicago's strong community organizing movement into a neighborhood development direction. "Chicago, being a large city, made it possible to have a large infrastructure of places like UICUED and Voorhees, as well as the Chicago Association of Neighborhood Development Organizations (CANDO), the Chicago Workshop on Economic Development (CWED), the Center for Neighborhood Technology (CNT) and the foundations that fund them. All those things together raise everybody up to a level that you can't reach in smaller cities."

### ***The Merger with Architecture***

In its 1976 Report to the Chancellor, the College of Urban Sciences noted that, although it was the UICC college with the lowest level of institutional funding and fewest FTE faculty, it ranked as the third largest master's program among the 32 on campus. The Ph.D. program in Public Policy Analysis had been approved in 1975, offered jointly with the departments of Political Science and Economics, and the College of Education.

A 1975 effort to launch an undergraduate program was less successful. Chuck Orlebeke received the Chancellor's backing for the creation of an undergraduate degree that would include several new courses based on the Urban Sciences graduate catalogue, but would rely heavily on existing courses in other colleges. Chuck "shopped the proposal around campus," and was confident that, this time, SCAP would support the concept. However, it also became clear that the proposal would not pass a Faculty Senate still dominated by LAS. The proposal was withdrawn. The proposal for a UPP undergraduate program would not receive serious attention again until 1998.

As the decade progressed, the nature of the faculty began to change. When Robert Mier arrived to run the Urban Design specialization, he was the first Ph.D. in planning the program had ever hired. April Young held a master's in planning. But at the university level as well as within UPP, discussion had begun which would eventually lead to a shift from a focus on public affairs and policy to an emphasis on developing professional planning skills.

It was campus politics, however, not a philosophical shift in the direction of physical planning, that led to the transfer of urban sciences intact into the College of Architecture and Art. The College of Urban Sciences had been the smallest college at UICC. Some of the more traditional disciplines continued to look askance at such an applied professional program, particularly one that might attract students and money. In 1975, Warren Cheston, the chancellor who presided over the creation of the College of Urban Sciences, was fired. Chuck Orlebeke took a leave of absence to accept an appointment in Washington that summer. The smallest college at UICC may have been too small to defend itself. When the dean of architecture and art left shortly thereafter for another university, the UICC administration decided to fold the two colleges into the College of Architecture, Art and Urban Sciences. For nearly 20 years, the program would remain a unit within architecture and art.

### 3. THE 1980s

Chuck Orlebeke was acting director in 1979 and 1980. In 1979, the school successfully sought recognition as a planning program from the American Planning Association. Having achieved this important milestone, the school was prepared to enter the 1980s as an "official" professional planning program.

George Hemmens was the first planner to be hired as director of the School of Urban Sciences. But when he arrived in 1981, he found severe disagreement among faculty over the future of the school. The factions were sharply divided between traditional academic research on the one hand and community planning and social service on the other. But George's instructions from the provost had been clear: "We would make it as a planning department or not at all. We had a very low completion rate and weren't attracting a lot of students. The saving grace was UICUED because they were bringing in lots of money." Hemmens signaled the school's new focus with a name change. The School of Urban Sciences became the School of Urban Planning and Policy.

"I started pushing the idea that whoever we hired had to have some planning experience, regardless of what their degree was in. We were really involved in putting together a planning program." Marty Jaffe was the first experienced land use planner to join the program.

Charlie Hoch recalls the sense of polarization that existed at the time. "There was a legacy of hostility between physical planning and the other units, including UICUED, which I couldn't understand. They didn't even talk to one another: there was no relationship. Physical planning was perceived of by the College of Urban Sciences as being conservative, focusing on things rather than on social processes and causes. Landscape and all those things are crucial. But when I showed up in 1981, it was not a part of the vocabulary."

Some of the faculty who were more involved in community advocacy saw the emphasis on planning practice as an attempt to move away from the broader definition of urban issues. Wim Wiewel was one of them. "At the time, we saw what George was trying to do as an attempt to narrow, make more academic in a traditional sense what the program was about. In retrospect, that might have been one part of it, but he wanted to make sure that it would really be a recognized professional program."

Wim Wiewel thinks that a lot of the misunderstanding in the early days between the social and physical planners could have been resolved with better communication on both sides, more discussion about what everybody was really about. "I think it was a matter of leadership. Rob, with all his qualities, was also a fairly combative person. Given how good the relationships are now and have been the last several years, it seems to me there was nothing inherent in the interests that stood in the way of the relations being good then. So I have to believe it completely had to do with the ways the personalities clashed and the miscommunications that resulted from that. I think, since then, we've overcome all that."

Hemmens served as director until 1986. Under his leadership, physical planning became part of the Community Development specialization. The program received national accreditation from the newly constituted Planning Accreditation Board. In the mid-80s, the City Lab project became the school's first attempt to do physical planning in collaboration with the College of Architecture. "They were open to the idea that planners might have something to offer," George Hemmens recalls. The City of Chicago was also a City Lab partner. "Liz Hollander, the

Commissioner of the Department of Planning under Mayor Washington, gave us a building downtown that her department owned. We had our studio there." Through City Lab, teams of architecture and planning students would collaborate on urban design projects. "We were supposed to jointly develop a city planning track, but changes in the administration at the School of Architecture changed our relationship." City Lab lasted just two years.

Enrollment was flat in the mid-80s when Chuck Orlebeke was appointed acting director. "I invested a huge percentage of my time in 1986 and the following eight years that I was director in student recruitment, trying to build a national and international base. It took a lot of leg work, a lot of telephoning, making offers, trying to get a cadre of top students." Chuck found that many planning students from the Peoples' Republic of China were eager to study in the United States. "I went there for a conference in 1987 and met Professor Ting Wei Zhang, who wanted to visit the United States. I invited him to come as an adjunct lecturer, but he decided he wanted to go for a doctorate at UIC (and later joined the faculty). Several of his former students at Tongji University enrolled in the MUPP program. Then there was the Chen Zhu connection through another set of contacts. Chen Zhu, a MUPP applicant, traveled three days and two nights to meet me in a remote part of northern China to underline her interest in coming here. I was impressed. Then some of her friends and contacts came over. It just happened."

By the late 1980's the rebuilding efforts of earlier years began to pay off. The program received more national visibility through planning conferences and faculty publication. Annual admissions of new students increased from about 30 to between 40 and 50. The Urban Planning and Policy Student Association was organized. And the CDC movement continued to mature, expanding interest in the program and job prospects for graduates.

"A lot of the conceptualizing and strategizing about CDCs in Chicago, and to some extent, nationally, was going on here," says Chuck Orlebeke. "We were populating this movement with directors, some of whom are still active."

Bob Giloth agrees. "Circle became the feeder school for CDCs as the capacity grew within community organizations. It's amazing how many people that touched. I don't think any other school in Chicago has done so much to enable that, or to enable practitioners to get their credentials."

### ***The City in the 1980s***

When Harold Washington became Chicago's first black mayor in 1983, Chicago's community development advocates finally felt they had an ally in City Hall. The early 1980s had been tough years economically for the city, which suffered under back-to-back recessions. The Washington administration moved economic revitalization to the forefront of its neighborhood agenda. Rob Mier became Mayor Washington's Commissioner of the Department of Economic Development.

Pat Wright worked at UICUED during the Washington administration, and refutes the notion that the School of Urban Planning and Policy developed a cozier relationship with City Hall during those years. "When Rob went to the city he didn't take any of us with him except for Bob Giloth. And many of us wanted to stay outside. We felt like we would be better able to do research and evaluation from the outside." Pat worked on a UICUED study of Chicago's use of Urban Development Action Grants (UDAGs), relying on Giloth for background information.

That report was critical of the Washington administration's use of UDAGs. The staff at UICUED also had limited success in getting either Mier or Liz Hollander to adopt the idea of community planning boards. "So it wasn't like we became an arm of the Washington Administration."

Prior to Harold Washington's mayoralty, UICUED worked closely with CANDO on approaches to expanding and strengthening the city's delegate agency program. This became an important component of the Department of Economic Development, with UICUED continuing to provide technical assistance. Other concepts that were incubated at UICUED were nurtured at City Hall beginning in the Washington years, including the reemergence of the importance of manufacturing. Dave Ranney and other UICUED researchers participated in Mayor Washington's steel and apparel task forces, and provided DED with analyses of the local and national labor force.

Wim Wiewel recalls that working under Harold Washington was a bit of a two-edged sword. "Mier, especially, would at times bend over backwards to not show us favor. It was harder to get money in those years and UICUED did not get any extra money at all. I don't think about the five or so years of Harold Washington's mayoralty as a particularly golden era for Urban Planning or UICUED in terms of the resources that we got." Wim also remembers that the reformist zeal of some City Hall officials often made them less receptive to what scholars at the School of Urban Planning and Policy had to say. "Perhaps under Harold Washington there was a holier-than-thou attitude in the city. They were out to save the world, and anytime you disagreed with them, you were a traitor. There was this 'p.c.' kind of thing."

That all stopped, abruptly, when Mayor Washington died of a heart attack early in his second term in November 1987. In the wake of Harold Washington, a more pragmatic period ensued, but the relationship between SUPP and the City of Chicago would continue to grow.

#### **4. THE 1990s**

The years that the School of Urban Planning and Policy spent in what became the College of Architecture, Art, and Urban Planning (AAUP) were very useful, Chuck Orlebeke recalls. "We had substantial autonomy. All those years we were part of the college, we were producing the research numbers. We were virtually the only grant-producing unit in the college. Although there were some very lean years budgetarily, on balance, I think there was a good association with the college." But despite numerous attempts to link the schools of architecture and urban planning through teaching or research partnerships, the two remained programmatically distinct. Relationships were difficult to maintain due to the units' very different organizational structures.

It was beginning to look as though another move might be in order.

Under the leadership of Chancellor James Stukel in the early 90's, the University of Illinois at Chicago (the "Circle" was dropped in the late '80s), was taking a new look at an old idea. Chancellor Stukel wanted to reexamine UIC's relationship with its urban environment, this time on a metropolitan scale. That was the beginning of the Great Cities Initiative.

By 1994 the faculty of the School of Urban Planning and Policy also were exploring options for the future, debating whether to establish an independent college. Wim Wiewel was developing the Great Cities idea within the Chancellor's office and arranged a meeting between the SUPP faculty, Chancellor Stukel and then-provost David Broski. The Great Cities Initiative was looking for a departmental home, and SUPP was just one of the possibilities. At that meeting,

Charlie Hoch made a strong pitch to faculty to seize the opportunity, Wim Wiewel recalls. "He said, 'Hey, look guys, if we don't do this, we're really missing the train. This train is leaving the station and we can choose to be on board or remain standing on the platform. I, for one, want to be on the train.' Charlie's statement was critical; it brought the mood around and faculty got behind the idea."

Chuck Orlebeke saw Great Cities and the College of Urban Planning and Public Affairs as the realization of the vision for the College of Urban Sciences initially laid out in the Keenan Report of 1970. To him, SUPP's leadership of the new program was the logical next step in its own maturation process. "We had a base. We could say, 'Look: we're ready for this. We've got the students, we've got the doctoral program, mature faculty that are very productive, we're bringing in lots of money, it would be good for the campus.' There was still a certain amount of residual skepticism, though. But with Wim's skills working with the Chancellor and Stukel behind it, the ducks were in a row." Campus politics had changed dramatically since the 1970's.

In 1995, the School of Urban Planning and Policy became the Urban Planning and Policy Program (UPP) in the new College of Urban Planning and Public Affairs (CUPPA). The Voorhees Center, UICUED, and the Urban Transportation Center also joined the new college. Other CUPPA units included the Public Administration Program, the Survey Research Laboratory, the Institute for Research on Race and Public Policy, and the Great Cities Institute. Students could now choose from among five areas of concentration: community development, economic development, international development, physical planning, and urban transportation. Rafaella Nanetti became UPP director, followed by Curt Winkle.

The location of UPP within the same college as the Great Cities Institute gave the program an even greater ability to execute its historic mission of providing professional training, research, and community service. But it was also an acknowledgment of the significant national presence the program had achieved and the increased importance of urban planning as a field of legitimate academic endeavor. Throughout the country, urban planning programs are today influencing their universities in becoming more involved in addressing urban issues. But Wim Wiewel points out that most are not as centrally involved as UPP has been in Chicago. "To have an institution like UIC decide that the Great Cities focus is its central organizing theme for its relationship to the metropolitan area is a major achievement. It's not around health, it's not around research and technology: it's around the urban identification. That comes in part because urban planning was seen as a unit that had these connections."

For all the advantages that UPP receives from being part of CUPPA, George Hemmens believes there may be a few shortcomings. "The big issue in the debate over the new college was over to what extent the college would be 'high-walled' or 'low-walled.'" We adopted the 'low-walled' model, meaning a move to improved integration. That means the program will be less visible, and the college will assume a higher profile. It's possible that planning faculty will push for maintaining their own identity." Hemmens points out that throughout its history, the program has experienced an actual diminution of its organizational status within the university. "We've gone from a college to a school to a program, which is the lowest status in the university structure." George foresees future debate over whether to seek department status.

Nevertheless, George is pleased with CUPPA's accomplishments. "The college has done remarkably well in a short period of time." Planning and Public Administration are both growing

programs, with Public Administration developing its own Ph.D. program. "We've got two decent academic units. But we're still small in a university made of large colleges. Our ability to survive will depend on good, solid academic programs."

## 5. THE FUTURE

Charlie Hoch reflects the high level of faculty optimism over the future of urban planning generally and the Urban Planning and Policy Program in particular. "I think we're right on the edge of being one of the most innovative places in the country if we don't go back to applied social science. We are inventing standards of planning knowledge along with people in other parts of the country. Space is catching up with time as a way of framing thinking about things. We are well positioned in our tradition to think about those relationships."

Wim Wiewel predicts that within five years UIC will be known as one of the best urban planning programs in the country, partly as a result of additions to the program that are still in the planning stage. The program is currently developing an undergraduate specialization in urban studies leading to a Bachelor's in Urban and Public Affairs. "It's ironic that this is what Urban Sciences tried to get through back in the 70's and LAS shot it down. This time we have much greater interest from LAS in supporting it." Also under discussion is a Master's in Real Estate Development. Its forerunner, the Urban Developers Program, is already underway as a certificate program. And CUPPA's expanded mission is being launched from a new home, with consolidated office and meeting spaces and a new computer lab, in the former Alumni Hall South building at 412 South Peoria. For the first time, UIC has an entire building dedicated to urban planning with all related functions under one roof.

Wiewel is less confident about the success of a contemplated specialization in management of not-for-profits, which several other area institutions already offer. "When the next recession hits, I think not-for-profits are going to get hurt because all this money that's around right now is going to dry up. I have a real sense that the kind of shake-out that businesses had in the mid-80's, not-for-profits are long overdue for, and that'll have real consequences for the number of jobs that are available."

"I think once we have these new programs in place, that will set up the Urban Planning and Policy Program for a long time into the future. It will have a somewhat broader array, being tied into all these wonderful research centers that we have like the Great Cities Institute, the Urban Transportation Center, the Institute for Research on Race and Public Policy, the Survey Research Lab. There's an almost unlimited number of research assistantships for students."

Faculty are also involved in attempting to forecast the policy climate in which future graduates will find themselves. Ashish Sen thinks some very important national policy developments are in the offing. "With the end of the deficit era, there's going to be spending. The 'no more tax' era is dying out. I'd watch the census: if sampling comes to census, we'll have the same kind of Congress we had 20 years ago. My guess there's going to be more activism coming. But you talk to the next person and he'll say just the opposite. There's got to be a new agenda because we've lived too long without one. We want to weigh in on that agenda."

He continues: "One of the conversations that one hears in Washington circles is about 'disciplinary agility,' being able to shift quickly. The general feeling is that there is nobody who will be able to do the same thing throughout their careers: that era is gone. You'll have at least five distinct jobs during your lifetime while staying within the same profession. The curriculum

of the future should be very agile. So how much should you teach the way it is, and how much should you train people to abstract and generalize?" Nevertheless, Ashish foresees geographic information systems (GIS) driving planning programs in the future.

Wim Wiewel agrees that technical skills are critical, but sees the program in the future emphasizing many of the 'soft skills' that planners need to know. "We shouldn't lose sight that one of the key things that planners bring is knowledge of process and politics. Knowing how to manage and set up a planning process, how to negotiate, and mediation processes. People are still picking that up too much on the fly. They'd almost rather do statistics and GIS than negotiation skills. They'd rather study zoning than understand how the process works. It is hard to think you really know something when you've studied that."

Although he sees the pool of applicants to the program broadening in the future, he sees UPP's primary allegiance continuing to be to the Chicago region. "I want to draw more students nationally, but I see the focus continuing to be working with government and local community organizations, as well as, increasingly, the private sector. Whether you work for a private developer or the government, the difference doesn't need to be all that great. You need that diversification. But people do need to do it with a global consciousness."

Chuck Orlebeke sees that global consciousness reflected in the careers of the graduates, many of whom have gone through numerous professional incarnations. "Many went from the public sector to the private sector and back. When you've been around for 25 years a lot happens with the students. That's been a very enriching part of the program, that so many students have done so many different things."

Global consciousness combined with local action. Those might well be the watchwords for the *next* 25 years.

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## Addendum to History of the Urban Planning and Policy Program

May 2004

Since the writing of our history at our 25<sup>th</sup>

- **Director.** Curt Winkle served as Director from 1996 to 2000, Charles Hoch from 2000 to 2003, and Curt Winkle from 2002 to the present.
- **Director of Graduate Studies.** During most of that time, the Director also served as Director of Graduate Studies. Beginning fall 2003, the faculty selected a separate Director of Graduate Studies, Douglas Gills, but illness prevented him from completing the year.
- **Dean.** David Perry became Interim Dean of the College of Urban Planning and Public Affairs in 2000, and Robin Hambleton became Dean in 2002.
- **Growth in Student Body** has increased slightly. See Attachment 3
- **Faculty Ranked** number five nationally in publications among planning schools.
- **Ph.D. in Urban Planning.** The new Ph.D program was approved in 2001, beginning the phase out of the Ph.D. in Public Policy Analysis with a Specialization in Planning.
- **Senior faculty hires.** Phil Bowman was hired as Professor of Urban Planning and Policy and Director of the Institute for Research on Race and Public Policy and Sue McNeil was hired as Professor of Urban Planning and Policy and Director of the Urban Transportation Center. Brent Ryan was hired as an Assistant Professor and Co-Director of the City Design Center.
- **Staff Reorganization.** Now have Assistant to the Director for Admissions and Records, Assistant to the Director for Administration, and Program Coordinator who deals with budget and financial issues.
- **Budget Crisis.** The College of Urban Planning and Policy has experienced a 23 percent decrease in state funds between 2001 and 2004.
- **Planned Response to Budget Crisis.** We have a proposed a \$2000.00 per semester tuition differential pending review of the board of trustees. This would generate approximately \$500,000.00 in additional revenue for the UPP Program.

## Self-Study Report

### PART III: CRITERIA

#### Preconditions for Accreditation Review

##### 1. Program Graduates

Programs shall have granted the degree for which accreditation is sought to at least 25 students.

The University of Illinois at Chicago Master of Urban Planning and Policy degree program has conferred 844 Master of Urban Planning and Policy degrees since the inception of the program 1973.

##### 2. Accreditation Status of the Institution

The program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

The University of Illinois at Chicago is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA).

##### 3. Program and Degree Titles

Formal titles of programs and degrees shall contain the word "planning."

Both the program and degree titles contain the word planning. The Urban Planning and Policy Program confers the Masters of Urban Planning and Policy degree.

##### 4. Length of Program

For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

The Master of Urban Planning and Policy degree program requires 60 credit hours. This requires two academic years plus the summer of fulltime study. Full-time students typically take three four-credit hour courses per semester during the academic year (four courses one of the four semesters), plus a 4-credit summer internship in the summer.

##### 5. Primary Focus

The degree program's primary focus shall be that of preparing students to become practitioners in the planning profession.

As published in its Mission Statement (shown in its entirety in the Goals and Objectives section of this report), the UPP program's first priority is to:

"The Urban Planning and Policy Program fosters scholarship about cities, educates people to plan for cities and offers advice to city makers and users."

The primary focus of the Master of Urban Planning and Policy degree program is to train practitioners in the planning profession.

## Accreditation Criteria

### 1. Goals and Objectives

The Self-Study Report and the accreditation review are framed by the program's goals and objectives. A program must articulate its goals and objectives such that they correspond to the full range of the PAB accreditation criteria, as well as to the program's mission. During each accreditation review, an assessment will be made of progress in meeting the program's own goals and toward meeting all criteria that were deemed not met or only partially met by the PAB in the course of the previous review.

The goals must reflect long-range aspirations for the program. Each goal must have shorter-range and concrete objectives for determining goal attainment. Goals must be meaningful in the sense that they aim toward excellence beyond that which may already exist, while taking into account the particular characteristics of a program, including its opportunities and constraints. Goals must be developed in a way that involves the participation of important members of the program's community. Whatever the goals and objectives, they must be stated in terms that are clear and concrete enough to use as a basis for assessing the program.

Central to the mission of academic planning programs is the preparation of students to understand and serve a diverse society. Because of this important role, planning programs must address the diverse needs and perspectives of people, including historically underrepresented groups, in education their students to work in a multicultural society.

### Criteria

- 1.1 Statement:** The goals and objectives shall be clearly defined and stated. They shall reflect both short-range and long-range considerations and shall be clear as to the educational and institutional results expected.

The mission, goals, objectives and strategies for the Urban Planning and Policy Program, as well as the Goals and Objectives for the Master of Urban Planning and Policy Degree are shown in the figure below:

**Figure 1: Mission, Goals, Objectives and Strategies**

**Mission, Goals, Objectives and Strategies**

**Urban Planning and Policy Program**

**University of Illinois at Chicago**

**May 2004**

**1 Mission**

(approved on 1/15/01)

**The Urban Planning and Policy Program fosters scholarship about cities, educates people to plan for cities and offers advice to city makers and users.**

**2 Goals and Objectives**

(approved on 1/15/01)

**Goal 1. Offer graduate professional education for people who want to do city planning, study urban policy and create innovative improvements for human settlements in the region, the nation and abroad.**

1.1 Objectives for each type of program participant are as follows:

- a. Prepare undergraduate students to understand cities and urban problem remedies
- b. Prepare masters students to perform high quality professional planning services
- c. Prepare doctoral students to conduct high quality planning and policy research
- d. Prepare experienced professionals and citizens to improve their knowledge of city problems and specialized knowledge used to help remedy these problems

1.2 Learning objectives for participants are as follows:

- a. Knowledge of forces shaping urban areas, impacts on quality of life and potential remedies.
- b. Competence in techniques and methods needed to conduct good planning analysis.
- c. Skill designing and evaluating alternative projects, policies or plans for diverse clients.
- d. Knowledge of plan and policy implementation.
- e. Practical experience learning from professional on-the-job planning work
- f. Knowledge of ethical and political values guiding city building and planning
- g. Knowledge and experience of collaboration, diversity and democracy in professional practice.
- h. Knowledge and experience conducting urban policy research\*

\*For doctoral students or masters students seeking a thesis

**Goal 2. Create, disseminate, and apply multi-disciplinary knowledge about urban and public affairs.**

- 2.1 Create and sustain scholarship that advances the boundaries of knowledge about cities, their problems and possible remedies for these.
- 2.2 Develop and promote the practical use of critical and relevant scholarship in the conduct of local, regional, national and international urban planning and policy.
- 2.3 Foster mutual collaboration and learning among scholars, practitioners, students and clients to create knowledge and action that expands scholarship as it improves the quality of city life.

**Goal 3. Conduct educational, research and public service activities that improve human settlement, especially in metropolitan regions.**

- 3.1 Create, sponsor and support continuing education and professional development activities for public officials, civic leaders and other citizens seeking knowledge and skills about urban planning.
- 3.2 Create and support research institutions and practices that expand city knowledge while providing both immediate and long term attention to pressing urban problems.

**Goal 4. Receive recognition as one of the top five planning schools in the United States.**  
(Approved on April 16, 2004)

**Strategies**

(Approved on April 16, 2004, except as noted)

1. **Replenish Faculty.** Expand the number of UPP faculty to compensate for recent losses due to attrition, particularly in economic development and sustainability. (Short-term)
2. **Undergraduate Program.** Hire additional faculty and provide a BA in Urban and Public Affairs, in partnership with the Public Administration Program, as a means of helping the university fulfill its Great Cities Commitment and expanding the range of faculty expertise available to all UPP students.
3. **Tuition Supplement.** Create a tuition supplement for Urban Planning and Policy Students to fund additional faculty so that a full range of courses and smaller class sizes will be possible. (Medium-term) (Approved 5/6/2004)
4. **Conference papers.** Encourage faculty and student conference papers through travel funding to increase national reputation of our faculty and program. (Short-term)
5. **Ph.D. Focus.** Expand the reputation of the program by attracting strong, research-oriented Ph.D. students and placing UIC Ph.D. graduates on planning faculties nationally and internationally. (Medium-term)
6. **Visiting scholars.** Attract well-known visiting scholars as a way of expanding our national reputation and insuring that our faculty and students are exposed to a wide range of perspectives. (Short-term)
7. **Graduate Assistantships.** Continue to find graduate assistantship placements for a large number of graduate students as a way to attract the best students nationally. (Short-term)

8. **Urban Environment.** Take advantage of Chicago urban environment in recruiting, placing students, internships and research. (Medium-term)
9. **Great Cities Commitment.** Continue to capitalize of UIC's Great Cities Commitment.
10. **Continued International Focus.** Take advantage of the international diversity of our faculty and development research interests of some of our faculty to provide courses and encourage research on globalization and international development. (Medium-term)
11. **Municipal Finance Center.** Support College plans to create, in partnership with the National League of Cities, a new Municipal Finance Center. (Long-term)
12. **Practitioner Professor.** Explore means of creating continuing relationships with one or more teaching practitioners. (Short-term)
13. **Diversity.** Work to diversity the student, faculty and staff to reflect the composition of the Chicago Metropolitan areas, particularly as it concerns members of underrepresented groups. (Long-Term) Approved May 6, 2004)

### **5 Goals and Objectives of Master of Urban Planning and Policy Degree Program**

(Approved March 5, 2004)

There are ten long-term goals of the Masters of Urban Planning and Policy Program that are intended to provide students with the knowledge, skills and competence to become planning practitioners.

#### **Goal 1: An awareness of the institutional and structural forces that influence the development of urban areas and the lives of urban residents.**

*Objective 1: Unless a waiver is granted, all students must pass UPP 500, History and Theory of Urban Planning, and UPP 501, Urban Space, Place and Institutions as required courses for the MUPP degree.*

*Objective 2: The curricula of UPP 500 and UPP 501 will be designed to minimize redundancy in lecture materials and assigned texts.*

*Objective 3: Students electing to specialize in one or more of the MUPP Program's concentrations must take a policy course within the specialization course sequence addressing the structural and institutional forces influencing that area of planning specialization.*

#### **Goal 2: Competence in state-of-the-art technology used in planning analysis.**

*Objective 1: Unless waived, all students must take UPP 502, Computers, Methods and Communication as a required course for the MUPP degree.*

*Objective 2: Incoming students will be better prepared with respect to technical and computer skills.*

*Objective 3: Specialization courses and electives will offer opportunities for using software packages for analysis, presentation and problem solving.*

#### **Goal 3: The skills necessary to design and evaluate the feasibility, fairness, and potential effectiveness of alternative projects, programs, and policies.**

*Objective 1: Improve students' abilities to design projects and programs by offering a greater range of studio experiences within the specializations.*

*Objective 2: Improve students' ability to evaluate projects, programs, and policies.*

**Goal 4: Knowledge of the processes for implementing public plans and programs, particularly in the chosen area of specialization.**

*Objective 1: Students within each specialization course sequence will take appropriate policy and methods courses within that course sequence.*

*Objective 2: All students will have the opportunity to independently write a major paper, under faculty guidance, addressing an issue of applied planning practice within their area of specialization.*

*Objective 3: Students will have the opportunity to collaboratively develop implementable planning proposals within their specialization sequences.*

*Objective 4: Specialization committees will periodically meet to ensure that implementation knowledge is addressed within each specialization sequence.*

**Goal 5: A comprehensive program offering specializations in community development, economic development, physical planning, transportation planning and global and international planning, as well as the opportunity to develop a user-defined specialization subject to faculty approval.**

**Goal 6: Exposure to the issues of efficiency, equity and social justice.**

*Objective 1: All MUPP students will be exposed to planning theories that address issues of efficiency, equity and social justice.*

*Objective 2: Students will have the opportunity to participate in engaged research involving social justice and equity.*

**Goal 7: Experience in planning through internships, masters' projects, studios or research assistantships.**

*Objective 1: The MUPP Program will continue to work with employers in the region to help provide internship opportunities for students.*

*Objective 2: Faculty will continue to work with students to improve timely completions of masters' projects.*

*Objective 3: MUPP students will have an opportunity to participate in a studio experience within the degree program.*

*Objective 4: The MUPP Program will work with CUPPA's research centers to provide research assistantships for MUPP students.*

**Goal 8: Exposure to practitioners through guest lectures and site visits.**

*Objective 1. Promote more effective use of practitioners in course delivery.*

*Objective 2. Faculty should encourage fieldwork within the specialization curricula so that students better understand physical implications of urban policy and planning recommendations.*

*Objective 3. Promote CUPPA Alumni Association involvement.*

**Goal 9: Exposure to a diverse faculty and student body.**

*Objective 1. All students can have access to CUPPA faculty for academic assistance and advising purposes.*

*Objective 2. Student recruitment should promote a diverse student body.*

*Objective 3. UPP faculty recruitment should promote a diverse faculty.*

**Goal 10: An advanced degree in urban planning and job placement assistance.**

In addition to UPP's mission, goals, objectives and strategies, UPP faculty helped to shape The College of Urban Planning and Policy strategic plan over the course of the 2002-2003. The College faculty approved it in April of 2004. The plan is shown in Volume III, Attachment 12 of this report.

Urban Planning and Policy program strategies, goals, and objectives were revised during this same period and so have many of the same key components including the creation of an undergraduate degree in Urban and Public Affairs, continuing to develop and international focus, and creating a Municipal Finance Center. (Volume III, Attachment 12: CUPPA 2010 Strategic Plan, April, 2004: 13-14.)

- 1.2 Focus:** The goals and objectives shall reflect the program's mission and that of the university. This focus shall include those factors which distinguish the program and its setting in planning education, its geographic orientation and market area of the program and the university, its substantive relationships to other degree programs offered by the planning faculty, and its institutional setting.

Goals, objectives and strategies are directly related to the program's mission of fostering scholarship about cities, educating people to plan for cities and offering advice to city makers and users.

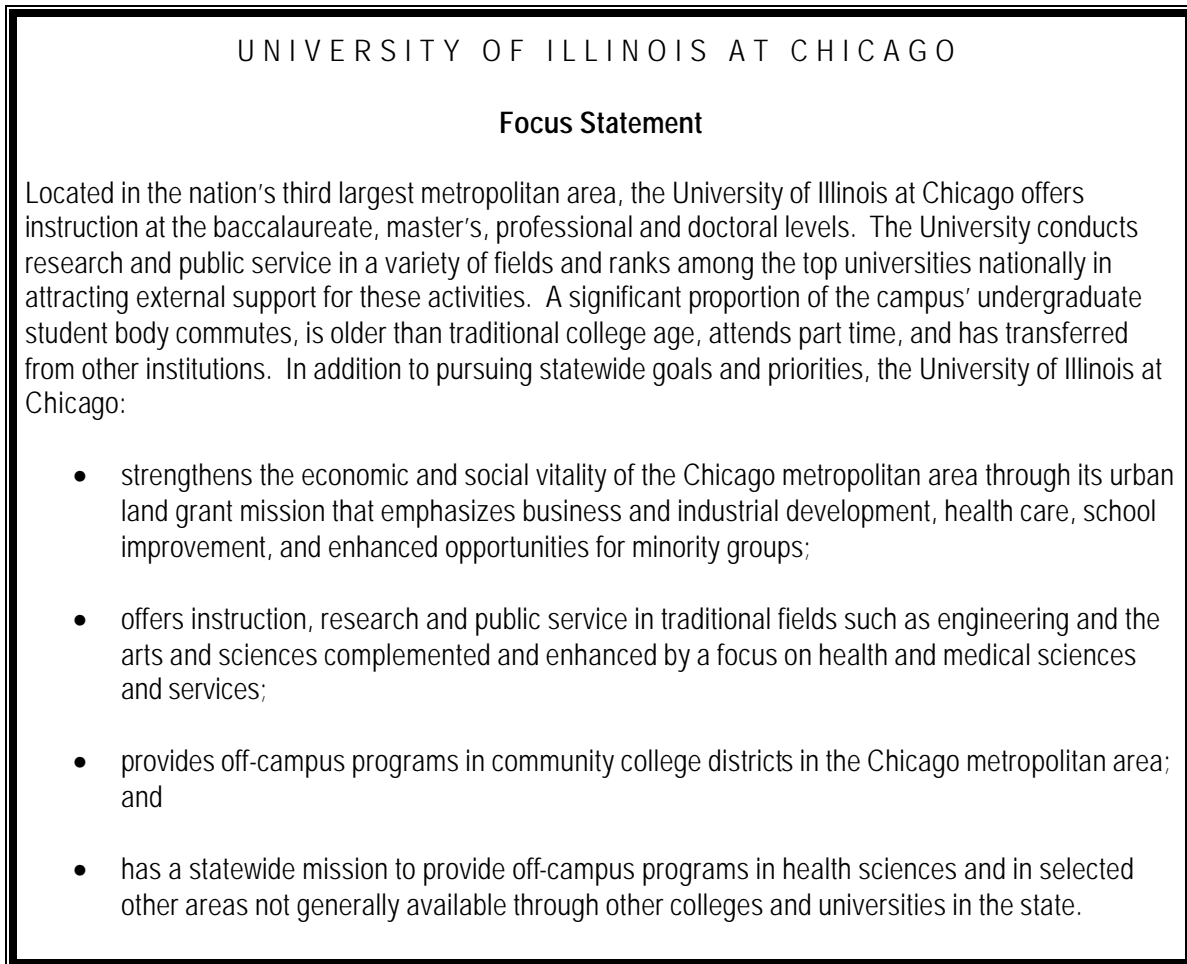
UIC has adopted what it calls The Great Cities Commitment. This puts the engaged nature of urban planning at the center of the mission of the UIC as described by the Chancellor of the University:

Like any great university, the University of Illinois at Chicago serves the city, state and nation through the students it educates and the knowledge it discovers and disseminates. In addition, UIC recognizes a mission to address the challenges and opportunities of metropolitan areas, in Illinois and throughout the world, expressed as its Great Cities Commitment.

Founded in 1993, Great Cities engages UIC's extensive teaching and research resources with civic, community, corporate, governmental and philanthropic partners. This commitment to apply UIC's prowess in research and education to the mitigation or solution of the challenges facing great cities is deep enough and broad enough-it is manifest in every one of UIC's 15 colleges-to form the hallmark of this campus.

Sylvia Manning, Chancellor, University of Illinois at Chicago, Great Cities Commitment Report, The Board of Trustees of the University of Illinois, 2004

The Great Cities Commitment is also reflected in the UIC Focus Statement shown in Figure 2 below:



**Figure 2: UIC Focus Statement**

The University mission, particularly its focus on serving metropolitan areas is directly reflected in our goals of developing and promoting practical use of urban scholarship, and conducting activities that improve human settlement, especially in metropolitan regions (Goals 2 and 3). The strategy of building on the Great Cities Commitment and our unique and rich urban environment are stated as strategies eight and nine. It is also reflected in MUPP Program Goal 7, to provide planning practice experience for master's students.

As the only accredited master of urban planning program in the Chicago area, and given its large size, the UPP program has a responsibility to be a comprehensive program and to offer a range of specializations. Our objectives include providing five specializations in which we have strength as a faculty.

As indicated in Strategy 7, we want to continue to find graduate assistantship placement for a large number of graduate students as a way to attract the best students nationally has been successful in the past, and is possible because of our unique situation within a college that has multiple urban-related research centers.

Our location in a highly diverse metropolitan area makes it important to represent the diversity of the metropolitan area as discussed in section 1.8 below.

- 1.3 Clarity:** The goals and objectives shall be clear and informing with regard to each of the areas of PAB concern (institutional relations, academic autonomy and governance, curriculum, etc.).

**Guideline:** Each program should have specific objectives for guiding its development over the accreditation period. These objectives and the measures for them are determined by the program, but they must be framed in such a way that the site visit team and the PAB can evaluate whether they can be or are being met. Programs will be held accountable for moving toward these objectives in subsequent accreditation reviews.

There are specific unit goals and objectives, unit strategies, or master's program goals and objectives addressing each area of PAB concern, with the exception of academic autonomy and governance in which resource issues have an indirect effect. Goals for academic autonomy are specifically unit and college bylaws as discussed in section 3 of this report.

PAB Area of Concern	Unit Goal with related Objectives	Unit Strategy	Masters Program Goals and Objective	UPP and CUPPA Bylaws
Institutional Relations		2, 7, 9, 10, 11	7	
Academic Autonomy and Governance*				X
Curriculum	1, 4	6, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	
Faculty Resources and Composition		1, 2, 3, 6, 8, 9, 10, 12, 13	8,9	
Teaching, Advising, and Student Services	1, 4	3, 7, 8, 10, 12	9	
Research and Scholarly Activities	2, 4	4, 5, 6, 8, 9, 10, 11		
Public and Professional Service	3, 4	8, 9		
Students		7, 13	9	
Institutional Resources		1, 2, 3, 7, 11		
Administrative and Fair Practices		13	9	X

\*Addressed in Unit and College Bylaws as shown in section 3 of this report.

Figure 3: Goals, Objectives and Strategies by PAB Area of Concern

#### Institutional Relations

UPP Goal 3.1 includes creating and supporting research intuitions and practices including centers on campus.

The most important strategies relating to institutional relationships are to continue to capitalize on UIC's Great Cities Commitment. Other strategies include creation of an undergraduate program to serve the larger urban focus of UIC, and taking advantage of graduate assistantships available though research centers as a means of attracting the best students nationally. The college has taken an international focus, which is served by the international specialization. We support the college in creating a Municipal Finance Center, which will support UPP student assistantships.

MUPP goal 7 specifies that students will work with research centers for assistantships.

#### Academic Autonomy and Governance

The UPP Program bylaws (Volume III, Attachment 4) and the CUPPA bylaws (Volume III, Attachment 3) make the UPP program's autonomy and means of self-governance clear. The UPP mission goals and objectives are distinct from the CUPPA mission and strategic plan, although they are quite compatible and sometimes repetitious of one another.

## **Curriculum**

Curriculum is addressed in our unit goal specifying what we teach and in our goal to be recognized as among the top five planning schools in the country.

Unit strategies of attracting visiting scholars, taking advantage of the urban environment and the Great Cities Commitment and continuing to taking advantage of the international character of our faculty to provide courses all relate to the curriculum

## **Faculty Resources and Composition**

The majority of our strategies relates to increasing faculty resources and shaping its composition, because of three years of deep budget cuts. Replenishing the faculty is clear, the undergraduate program is designed to bring resources so that MUPP students have a wider range of faculty to work with, the proposed tuition supplement is intended to help replenish the faculty, bringing in visiting scholars shapes the faculty, taking advantage of the urban environment includes recruiting of faculty, exploring the possibility of having a practitioner professor would shape the range of faculty available to students, as does increasing diversity of faculty.

MUPP Program goals of exposing students to practitioners and to a diverse faculty also shape our faculty.

## **Teaching, Advising and Student Services**

Our unit goals of teaching and to be recognized as among the top five planning schools in the country have shaped our teaching and advising.

Our strategy of charging a tuition supplement is intended to reduce class sizes, increase the number of advisors, and expand the range of expertise available to students. Providing graduate assistantships helps to insure a highly qualified student body by attracting the best students, which raises the quality of interaction among students. Taking advantage of the urban environment allows us to recruit good, diverse students, and makes internship opportunities available to students. Working towards having a practitioner professor allows an added dimension to student advising.

MUPP Goal of exposing students to a diverse faculty helps insure appropriate advising assistance.

## **Research and Scholarly Activities**

Unit goals of creating, disseminating, and applying multi-disciplinary knowledge about urban and public affairs, plus or goal of being recognized as among the five best planning schools in the country relates directly to scholarly activities of our program.

The strategy of increasing funding for faculty travel of conferences is intended to reverse a sharp decline in the number of papers presented by faculty over the past few years of budgets cuts. The number of publications and other forms of scholarly activity has remained high or increased as will

be discussed in section. 7. Recruiting research-oriented Ph.D. students facilitates faculty research. Attracting visiting scholars may help expose faculty to wide range of perspectives. Taking advantage of our urban environment, the Great Cities Commitment, the international diversity and research of our faculty, and creation of the municipal finance center all serve to facilitate research and scholarly activities.

### **Public and Professional Service**

Unit goal three directly relates to service, as does our goal of being recognized as among the best programs in the country.

Strategies of helping the university fulfill its Great Cities Commitment are directly public service related. While only one strategy, it is among the most important to our unit.

### **Students**

Our goal of being recognized as a top-planning program places student quality and educational quality over number of students.

Our strategy of using research assistantships to attract the best students nationally also helps to insure quality. Our strategy of increasing diversity of students to match that of the metropolitan area also refers to students.

The MUPP goal of exposing students to diverse group of students also directs our actions.

### **Institutional Resources**

Most of our strategies relate to increasing resources for MUPP students, including replenishing faculty, getting funding for an undergraduate program which will allow for additional faculty hires and increase the range of faculty expertise available to students, the tuition supplement makes replenishing faculty possible, promoting graduate assistantships insures support for students, and creation of the Municipal Finance Center should enable faculty to bring in additional funding and create more research assistantships for students.

### **Administrative and Fair Practices**

The strategy of increasing student and faculty diversity, and the MUPP Program goal of exposing students to diversity relate to fair practices. UPP bylaws (Volume II, Attachment 4) and CUPPA bylaws outline required practices. In addition, section 11 of this report will describe additional documents that insure fair administrative practices.

#### **1.4 Academic Excellence:** The goals and objectives shall reflect the program's continuing aspirations toward academic excellence.

Academic excellence is addressed indirectly in almost all goals, objectives in strategies, but is most directly in Goal 4 which is to receive recognition as one of the top five planning programs in the nation and in strategy 7, which seeks to use graduate assistantships to attract the best students nationally.

- 1.5 Progress:** It shall be clearly evident that the program is making progress in achieving its past and present goals and objectives, and that it takes the outcomes of its graduates into consideration in program development. There should be significant progress in satisfying the requirements of the PAB in previous accreditation actions.

The last PAB site visit found no unmet criteria for accreditation. There were six partially met criteria and progress on each is shown below.

### **Goals and Objectives**

Three of the partially-met criteria were for goals and objectives, specifically: 1.3 clarity, 1.7 assessment and participation, and 1.8 diversity.

As described in section 1.3 we now have a unit mission statement, goals and sub-goals for the unit, specific strategies for achieving our goals, and goals and measurable objectives for the Master of Urban Planning and Policy Program itself.

The goals and strategies were developed over a several year period as described in section 1.7 based on assessment of the program and in a process that included faculty, students and alumni. Changes in this past year were based on a detailed assessment of the MUPP program outlined in the section below. It included an alumni focus group, student meetings, a student survey, an open forum on sustainability, a systematic content analysis of syllabi a meta-analysis of other many of the data sources, and a group process during a faculty retreat in February of 2004. Background materials for this retreat are included in Volume III, Attachment 2 and show the extensive nature of the assessment. Formal changes were then proposed by the MUPP committee and brought to the faculty for votes. Specific additional strategies were drafted by the Director in April in order to parallel the CUPPA strategic plan and address needs discussed in the faculty retreat. These were rated and supplemented by faculty individual faculty, and voted on a faculty meeting in April. Students are represented on all relevant faculty committees and at faculty meetings, though they do not attend the faculty retreat.

Our revised goals on diversity as shown in section 1.8 provide a specific, measurable target for diversity of faculty, students and staff: strategy 13 calls for us to reflect the composition of the Chicago Metropolitan area. The definition is consciously left broad to include multiple dimensions, but the strategy goes on to state "particularly as it concerns members of underrepresented groups. MUPP Goal 9 and its related objectives is that students have exposure to a diverse faculty and student body.

In addition, the UPP faculty moved in spring of 2003 to separate the Director and Director of Graduate Studies (DGS) into two positions so that the DGS could develop and implement a minority recruitment plan. Both candidates for the DGS position developed draft platforms based on minority recruitment. Professor Doug Gills was appointed starting in the fall of 2003, but was unable to further develop and implement the minority recruitment plan due to a serious illness. We expect that Professor Gills will return to the Director of Graduate Studies role to complete and implement a plan in fall of 2004.

## **Conservation of Natural Resources**

The fourth partially met criterion was the Conservation of Natural Resources portion of criteria 4.3.13, which also includes exposure to “significant social and cultural heritages embedded in the built environment.”

In response to the last accreditation site visit report, the faculty discussed this issue of conservation of natural resources and reinforced the importance of insuring that every section of core class UPP 501 Space, Place and Intuitions includes this as a component, as was originally intended when the course was created. The faculty also agreed to continue to offer two optional environmental courses on a regular basis including UPP 554. Environmental Planning and UPP 537. Economic and Environmental Planning. It also decided that the faculty did not seek to make environmental planning into strength of the program. We only have one faculty member, Professor Martin Jaffe who has expertise in this area and did not plan to create a specialization in environmental planning since it is well done by our sister program at University of Illinois at Urbana Champaign.

By late spring of 2003, a small group of students called informally for more of a focus on sustainability in the curriculum. The incoming Director included a request for a new hire in economic development and sustainability in his annual report to the Dean in spring of 2003. In fall of 2003, the ad hoc student group met with the Director and with most specialization chairs to discuss ways of integrating sustainability into the curriculum. By January, students prepared written suggestions for integrating principles of sustainability into the MUPP Curriculum. (Volume III, attachment 2, section 2.3.3.)

At the annual faculty retreat in February 2004, faculty did an elaborate assessment of the MUPP program based on a Meta analysis of a focus group of alumni conducted in January 2004, content analysis of student meeting minutes, and a content analysis of syllabi. Of all the PAB required components, the value of conservation of natural resources seemed to be least well covered in our curriculum. Five of the eight focus group participants agreed that, while they had good exposure to values of social and cultural heritages embedded in the built environment, they did not get substantial exposure to values of conservation of natural resources. Students had raised the issue of sustainability in the curriculum regularly at meetings as discussed above. Content analysis of the syllabi and faculty self-reports indicated that conservation of the national resources was always included in the course UPP 501 Space, Place and Intuitions just as the faculty had intended. Though included for all students, faculty drew the conclusions that this was not enough to meet the expectations of some students and alumni.

Based on continued discussions in a faculty meeting, it was decided that UPP 500 History and Theory of Urban Planning should include a component on sustainability to insure that students get more of the values of conservation of natural resources. A follow-up meeting with faculty who teach UPP 501 and UPP 500 was held in late spring of 2004 and all instructors of these courses agreed to include the values of conservation of national resources into these two core classes.

We expect to conduct faculty searches in 2004 – 2005 and have listed expertise in environment and natural resources among other priorities.

## **Diversity**

The fifth partially-met criterion was diversity. The last site visit team requested that minority faculty be targeted in recruitment, and that we seek to hire senior minority faculty members.

Since the last site visit the following tenured or tenure-track faculty have been hired:

- Asian, Male. Saurav Dev Bhatta, Assistant Professor 2000
- White, Female. Sue McNeil, Professor and Director of the Urban Transportation Center, 2000.
- Black, Male. Phillip Bowman, Professor and Director of Institute for Research on Race and Public Policy, 2001.
- White, Male. Michael Shiffer, Associate Professor and Director of the Urban Data Visualization Lab, 2001
- White Male. Brent Ryan, Assistant Professor and Co-Director of the City Design Center, 2002

Significant among these was the search of a Director of the Institute for Research on Race and Public Policy, which targeted senior scholars in race research. Phillip Bowman was hired as a black male, but a full professor. In his role as Director, he has taken a leadership role in mentoring minority faculty not just in UPP, but across the UIC campus. In 2003-2004 he served as Co-Chair of the Chancellor's Committee on the Status of Blacks.

Faculty diversity is discussed in greater detail in section 5.

### Advising

The final partially met criterion was 6.5 advising. The last site visit report said that while appropriate advising services were available to students, there was not a fail-safe mechanism to insure that every student got regular advising.

To correct this problem, students continue to get advising when they are admitted to the program (with very good compliance), continue to get group advising at the new student orientations held in the fall and spring, and must get their advisor's signature on a master's project or thesis approval form before they are permitted to register for the project or thesis. In addition, starting with the fall 2003 class, every student must have a plan of study on file by the fifth week of their second semester or receive an advising hold on registration. Approximately 12 advising holds were placed in spring 2004 for noncompliance with this requirement. The plan of study form is posted on the UPP website and can be seen in Volume III, Attachment 6.

- 1.6 Dissemination:** The goals and objectives shall be disseminated as appropriate to the institution's administration, faculty, students (enrolled and prospective), and public.

The UPP goals and objectives must be visited at the UPP website, <http://www.uic.edu/cuppa/upp> which is our primary way of disseminating information about the program. The webpage brochure is copied and mailed to applicants and others when needed. Goals, objectives and strategies are also published in our annual report to the College.

- 1.7 Assessment and Participation:** The goals and objectives shall be regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, and other pertinent parties. These evaluations shall include reflection on the extent to which the goals and objectives are being met, as well as the identification of any anticipated changes in program direction and aspirations over the accreditation period.

Since our last site visit, goals and objectives have been revised several times. The mission statement and the first three unit goals were approved in January of 2001. MUPP Program Goals and Objectives were revised and approved in March of 2004. Goal 4, and strategies were approved in April and May of 2004.

Revisions made over the course of the 2003-2004 academic year were done, in part as preparation for the Planning Accreditation Board site visit and involved a multistage process.

### **MUPP Goals and Objectives**

The MUPP Committee was charged with reviewing and recommending revisions to the MUPP goals and objectives, with a particular eye to measurability. The MUPP committee includes two student representatives.

During the UPP faculty retreat in February of 2004, extensive data were presented to faculty based on a focus group with eight alumni held on January 22, 2004, an analysis of the degree to which the curriculum covered key components required by the PAB, a content analysis of minutes of the Urban Planning and Policy Student Association, a report from a student ad hoc group on sustainability, and a student administered survey of 21 students. A meta-analysis was presented of the multiple data sources. (See Attachment 2: Reference Material for Faculty Retreat for a transcript of the focus group and other data discussed above.)

In light of discussion arising out of our self-assessment, the MUPP committee made revisions to its proposed MUPP goals and objectives and presented them to the UPP faculty at the March 5, 2004 faculty meeting. The Student Association President has a non-voting seat at the faculty meeting.

Progress is also assessed each fall, during a meeting of the faculty for each of the specializations.

The UPP program director carries out an informal exit interview with all graduating students when they present their request for graduation and periodically reports common themes to the faculty.

The Urban Planning and Policy Student Association has as one of its major purposes the review of the program, and it is the President of UPPSA regularly reports any problems that he or she comes to recognize in a course, the curriculum, faculty or student services, providing a very important route for feedback.

- 1.8 Diversity:** The program's goals and objectives shall reflect the program's intent to achieve and maintain diversity in its student body and faculty and to

incorporate into its curriculum the knowledge and skills needed to serve a diverse society.

Consideration shall be given to a broad definition of diversity including race, ethnicity, sex, origin or background, disability, sexual orientation, economic status, and other factors pertinent to the program's mission. The program shall describe how its diversity goals relate to its mission and to the mission of planning education in general.

As the only accredited Master of Urban Planning program in the Chicago area, it is critically important that we produce a diverse group of professional planners, and that all of our planning students are trained to work effectively in a diverse environment.

Strategy 13 calls for us to work to diversity the student, faculty and staff to reflect the composition of the Chicago Metropolitan area, particularly as it concerns members of underrepresented groups. This strategy takes a broad view of diversity, while recognizing the particular importance of diversity in members of underrepresented groups. MUPP Goal 9 and its related objectives call for students to have exposure to a diverse faculty and student body.

**1.8 Educational Outcomes:** Reports of measurable educational objectives shall include information about the program's graduates.

Data on the programs graduates are obtained through two methods, a focus group of alumni and a survey of graduates.

The Urban Planning and Policy Program conducted a focus group with alumni on January 22, 2004. The protocol is included below as Figure 4 and includes questions on reasons for selecting the UIC program, outcome assessment in terms of job prospects, skills, knowledge and values, affiliation with the planning profession. The results are presented in Volume III of this report, Attachment 2 Reference Material for Faculty Retreat, Section 2.

In addition, since 1973, the University of Illinois has conducted a survey of graduates including measures of student's satisfaction, employment, education experiences and the relationship between their education and subsequent career paths. The study is conducted by the Survey Research Office at the University of Illinois at Springfield, including two follow-up-mailings of the questionnaire. The survey is to an entire graduating class. The overall response rate is approximately 50 percent; however the number of respondents from urban planning has historically been far lower. ([http://www.pb.uillinois.edu/gs/Graduate\\_Survey.html](http://www.pb.uillinois.edu/gs/Graduate_Survey.html))

<b>Focus Group Protocol</b>	
<b>Recent Master of Urban Planning and Policy Program</b>	
<b>University of Illinois at Chicago</b>	
<b>Participants:</b>	10 MUPP Alumni Who Graduated Within the Past Three Years
<b>Facilitator:</b>	Tim Johnson, Director, Survey Research Laboratory
<b>Date:</b>	Thursday, January 22, 2004, from 6:00 to 7:30
<b>Location:</b>	UIC Survey Research Laboratory

### **Program Reputation and Marketing**

- 1) Why did you decide to get a MUPP degree? What were you seeking from the program?
- 2) Did you consider Master of Urban Planning programs at other universities? Why did you choose UIC's MUPP program?
- 3) Does your current employer view the MUPP as valuable?
- 4) What is your perception about how the UIC MUPP program compares to others in the country. (Percentile)

### **Outcome Assessment**

- 5) Has your MUPP degree enhanced your job/career prospects? In what ways?

*I'm going to ask you about some particular types of skills, values and knowledge. For each, I want to know the degree to which you got **SUBSTANTLY ADEQUATE EXPOSURE** to each type of skill, value of knowledge in the MUPP Program.*

- 6) Skills. *Let's talk about particular skills. Think about the range of courses, projects, internships, and other experiences that you had in the Program. To what degree to you think you got substantially adequate exposure to:*
  - a) Written, Oral and Graphic Communications
  - b) Quantitative Analysis and Computers
  - c) Problem Formation, Research Skills and Data Gathering
  - d) Collaborative Problem Solving, Plan-making and Program Design
  - e) Synthesis and application of Knowledge to Practice
- 7) Values
  - a) Respect for diversity of views and ideologies
  - b) Issues of equity, social justice, economic welfare, and efficiency in the use of resources
  - c) The role of government and citizen participation in a democratic society and the balancing of individual and collective rights and interests
- 8) Knowledge Components
  - a) History and Theory of Planning Processes and Practices
  - b) Structure and Functions of Urban Government
  - c) Administrative, Legal and Political Aspects of Plan-Making and Policy Implementation

- d) Familiarity with at least one area of specialized knowledge of a particular subject or set of issues.
  - e) The conservation of natural resources and of the significant social and cultural heritages embedded in the built environment.
  - f) The ethics of professional practice and behavior, including the relationship of clients and the public, and role of citizens in democratic participation.
- 9) We have talked about a range of skills, values and knowledge. Overall, which type of skills, values and knowledge do you think you best developed as a result of the MUPP program?
- 10) Overall, which type of skills, values and knowledge would you have liked to develop better through your participation in the MUPP program?
- 11) Think for a moment about your personal objectives for entering the MUPP program that we discussed at the beginning of the session. To what degree did the program help you meet your objectives?

**Affiliation with the Planning Profession**

- 12) To what degree do you affiliate with the planning profession in general? For example do you belong to American Planning Association, attend conferences? Why or why not?
- 13) Do you have or intend to seek AICP certification? Why or why not?

**Likes and Dislikes about program**

- 14) What did you particularly like about the program? (e.g., core courses, electives, internship, instructors, assistantships)
- 15) What did you not like about the program?
- 16) Overall, was the MUPP curriculum too challenging, about right, or not challenging enough?
- 17) Did you feel that the college and the program provided you with sufficient assistance in finding a job?
- 18) What, if anything, would you change about the program?

**Summary Assessment of Program**

- 19) If you had the decision to do over again, would you attend UIC? Why or why not?
- 20) Would you recommend the program to someone else?

Figure 4: Alumni Focus Group Protocol

## 2. Institutional Relations

The Self-Study Report and the accreditation review define and assess the program's relationships with its department, school, college, and other relevant units within the institution, as well as the relationships among other curricula offered by the program. Specifically, the planning program must ensure that these relationships contribute to the advancement of the overall quality of the program and its goals and objectives.

### Criteria

- 2.1 Opportunities within the Institution:** The program shall take advantage of the opportunities available throughout its institution for enriching the program's quality and the university's quality and furthering their mutual goals and objectives. These opportunities include maintaining active relationships with related disciplines, relevant university centers and institutes, and other programs and services supportive of the faculty, students, and alumni.

Within the College of Urban Planning and Public Affairs the MUPP program benefits from its relationships with the graduate program in Public Administration (PA). MUPP students have the opportunity to take courses in the PA program with the methods sequence courses being very beneficial in developing research skills.

One of the great strengths of our program lies in its relationship with the seven research centers in the College. Most of the centers are directed by UPP faculty or have otherwise strong ties to UPP faculty. This not only allows applied urban research from the centers to be brought into the classroom, but it provides research assistantships for almost one-half of all full-time MUPP students. We feel that this has allowed us to attract many of the Nation's best planning students. We think that this is a strategic advantage for our program and we include the maintenance of continued relationships with the centers among our strategies.

Working within CUPPA research centers allows MUPP students to apply the skills they are learning in the MUPP program and gives them an opportunity to be involved in planning and development in the Chicago Metropolitan area and abroad. The importance of the practical skills that MUPP students are able to develop when doing RAs was expressed during a focus group study with MUPP alumni held in January 2004 in which most of the participants raised them as a particular strength of the program.

Some examples of Research Assistantships for MUPP students during the current 2003 – 2004 academic year are as follows:

- RA with the City Design Center: worked on the Washington Park planning project which consisted of obtaining information, communicating with clients, organizing meetings and assisting in the UPP 552 course logistics.
- RAs with the Urban Data Visualization Lab: worked on an engaged research project funded by the Ford Foundation conducted in collaboration with the UIC Neighborhoods Initiative. They are developing methods and techniques to engage young people to explore and document their neighborhoods using visualization technologies.

- RAs for the Center for Urban and Economic Development: worked on a neighborhood-level strategic planning process with the Latino Organization of the Southwest.  
Conducted an examination of place-based community development projects in four U.S. cities with the Living Cities program.  
Researched entry-level career paths for residents of supportive housing for the Corporation for Supportive Housing.  
Conducted an analysis of corporate tax burden in Illinois for the Illinois Department of Revenue.

Outside of CUPPA the relations UPP has with other departments and programs at UIC is often driven by the Great Cities commitment. Great Cities encourages UPP to work collaboratively with other colleges. UPP has a long-standing relationship with the School of Architecture and Art. A joint studio class, UPP 556, Urban Studio Design, is extremely important to MUPP students specializing in physical planning. UPP 556 provides MUPP students with the opportunity to work with professors and students in the architecture department giving them a better understanding of the role architects play in planning and development. During the fall 2004 semester UPP Professor Zhang and Architecture Professor Feldman will jointly teach UPP 556 as an 8 credit hour course that will provide students with a unique opportunity of spending three weeks in China collecting data and developing design concepts in Shunde City. The students in this Urban Design course will study and document existing conditions, organize this information for analysis with relevant city stakeholders, generate plans and conceptual architectural designs for a new developing area. This rich experience could not be possible for MUPP students without the collaboration between the UPP and Architecture programs. MUPP and Architecture students also benefit from the joint historic preservation classes offered jointly by both programs.

We generally co-offer courses in historic preservation with the Art History Department. Its Chairperson Robert Bruegmann was given a courtesy appointment on the Urban Planning and Policy Program faculty in the 2004 academic year. He delivered a course jointly with UPP's Brent Ryan in Planning for Historic Heritage in the North Lawndale community of Chicago.

MUPP students have benefited from the relationship UPP has with the Geography Program and Anthropology Department in the College of Liberal Arts and Sciences (LAS). MUPP students are able to build their GIS skills by taking classes in the series of GIS courses offered through the Geography Program.

The appointment of UPP Assistant Professor Brent Ryan as co-director of City Design Center at the College of Art and Architecture and UPP Associate Professor Marty Jaffe appointed as Faculty Scholar in UIC's Institute for Environmental Science and Policy for the 2003 – 2004 academic year are other examples of the UPP faculty working with other UIC faculty members.

The joint program in Urban Real Estate sponsored by the College of Business Administration and the Urban Planning and Policy Program Affairs began as a certificate program and grew into a Masters program offered through the College of Business with UPP faculty contributing to the programs curriculum. The UPP 501 course, Urban Space, Place and Institutions, exposes students to a broader range of viewpoints and benefits the urban community by teaching students in urban real estate and public concerns.

**2.2 Contribution to the Institution:** The program shall contribute in as strong a fashion as possible to the mission of the institution as a whole.

As noted in second 1.2, UIC has a mission to serving metropolitan areas that is embodied in the Great Cities Commitment. UPP plays a key role in helping the University fulfill this mission. The mission UPP includes a clear and focused commitment to serving the public need for knowledge and service. The faculty not only provides a mix of theoretical, empirical and practical scholarship, but also creates and uses university based outward focused programs to make and communicate knowledge. The development and deployment of such a diverse assortment of centers is unique.

First, the faculty of UPP helped foster the creation of the Great Cities Initiative and CUPPA from which it emerged. In effect, the faculty of the school of urban planning in 1996 helped stimulate and direct the development and expansion of six research centers: five in CUPPA and one in the College of Arts and Architecture. The faculty played leadership roles in the design of these institutions, which now provide a practical means for bridging the domains of research inquiry and practical need.

**GREAT CITIES INSTITUTE (GCI):** Dean Wiewel spear headed the Great Cities Initiative for then Chancellor Stukel. This required mobilizing support from among UIC faculty, local public officials and a host of civic leaders within the Chicago Metropolitan region. The initiative not only revived and embraced the urban mission for the UIC campus, but created the institute at its center to ensure that scholarship would play the central role guiding university involvement in public affairs. In the early years faculty from UPP participated as scholars in the Institute helping build a reputation for good quality research that would attract the respect of colleagues at UIC and elsewhere, while still attracting the attention of public stakeholders in the region.

**CENTER FOR URBAN ECONOMIC DEVELOPMENT (CUED):** Before he helped build GCI Dean Wiewel managed CUED. Professor Ranney assumed responsibility when Wim stepped down. CUED has a twenty-year track record of local economic development research combining technical assistance targeted to local communities with state of the art research methods. CUED is the only center in CUPPA that came to the new college from UPP.

**SURVEY RESEARCH LAB (SRL):** SRL was looking for a home during a transition in leadership. Located on both campuses of the U of I, SRL found CUPPA a welcome institutional home for the conduct of survey research. UPP faculty not only approved of this arrangement, but have worked to put SRL to good use in the development and conducting of joint research projects.

**URBAN TRANSPORTATION CENTER (UTC):** UPP faculty has long worked with faculty from engineering and, in previous years, with geography to make the urban transportation center and effective research unit. Adding UTC to CUPPA was a natural step because most of the sponsored research through the center involved the efforts of UPP faculty.

**INSTITUTE FOR RESEARCH ON RACE AND PUBLIC POLICY (IRRPP):** The newest research center, IRRPP used the time and talents of several UPP faculty including John Betancur and Douglas Gills to help nurture the formation of a much needed institute in the face of many conflicts. A successful search for a new director attracted Phillip Bowman from

Northwestern University who chose to join the UPP faculty when he took the appointment in the Spring of 99. The Center is only now seeking sponsored research activities.

NATHALIE P. VOORHEES CENTER FOR NEIGHBORHOOD IMPROVEMENT: Originally developed as a research unit in the College of Arts and Architecture, the Voorhees Center was joined with the Center of Urban Economic Development to improve access and coordination of community based research projects. CUED staff work closely with UPP faculty on a wide variety of housing and neighborhood research studies that focus specifically on the problems of affordability and quality of housing for low income people.

CITY DESIGN CENTER (CDC): Faculty from UPP, Architecture and the History of Art and Architecture established CDC in 1995. Located in the College of Architecture and the Arts (A&A) the City Design Center provides a conduit for faculty research and service focused on the physical and spatial development of cities. UPP planning faculty work together with architects, graphic designers and others on multi-disciplinary research projects and joint studios.

### 3. Academic Autonomy and Governance

The Self-Study Report and the accreditation review are directed towards determining that the program has sufficient autonomy, suitable governance, and competent leadership to support and advance the program's goals and objectives, and to enhance the program's overall quality.

#### Criteria

**3.1 Administrative Location:** The planning program shall be located administratively in an academic unit such that the preconditions of accreditation are met and the program is organizationally and managerially capable of fulfilling the goals and objectives. All degree and certificate programs offered by the administrative unit (whether under review for accreditation or not, and/or whether focused on planning or not) should be identified in this section with a brief explanation of their relationship to the planning program(s) under review.

**Guideline:** Normally, the planning program will be located in a department or school of planning.

The Master of Urban Planning and Policy degree is offered by the Urban Planning and Policy Program, which is located within the College of Urban Planning and Public Affairs at the University of Illinois at Chicago as seen in the organizational chart, Part I, Attachment 1. UPP is one of two graduate education programs located in CUPPA as shown in the CUPPA bylaws in Volume II, Attachment 3.

The director of UPP is the representative and chief executive officer of UPP. The Director of Graduate Studies is responsible for advising current students and recruiting potential students. (UPP Bylaws, Volume III, Attachment 4)

UPP has three full-time support staff employees whose educational levels are masters degree and above. Support staff employees are eligible to attend meetings and participate but are not allowed to vote. It also has six part-time student workers who report to UPP full-time support staff members.

The UPP Program administers the following other academic programs as shown below and elaborated in Part II, Attachment 2:

#### 1) Other Degrees

- a) Ph.D. in Urban Planning and Policy. Not accredited. There are some graduate courses exclusively for Ph.D. students, but otherwise Ph.D. and MUPP students take many of the same classes.
- b) Ph.D. in Public Policy Analysis with a Specialization in Planning. Not accredited. This was replaced with the Ph.D. in Urban Planning and Policy in 2001 and is being phased out as students complete the program.

- c) Proposed Bachelor of Arts in Urban and Public Affairs. To be jointly offered by UPP and the Public Administration Program. The UIC Senate has approved the proposal for this undergraduate program, pending funding. The program will not be offered without the half-million dollars in new funding requested. If funding, this program will make a wider range of faculty members available to MUPP students.

## 2) Non-degree Programs

- a) Certificate in Urban Real-Estate. (Administered within the College of Business Administration with three course contributions from UPP faculty)
- b) Urban Developers Program. (Joint with Great Cities Institute and Chicago Rehab Network) – suspended since fall of 2003 due to lack of funding from the U.S. Department of Housing and Urban Development. This program brought a number of very well qualified minority students to apply for the MUPP degree, some who went on to win major honors including becoming Presidential Management Interns.

- 3.2 Program Identity:** The faculty responsible for the planning program shall be clearly identified, and shall be considered to be the faculty of the program for meeting other criteria in the *Document* such as Criteria 5. Faculty Resources and Composition.

The UPP bylaws (Volume III, Attachment 4) show that, "Each person holding a tenured or tenure-track appointment in the Urban Planning and Policy Program (UPP) shall be considered a member of the faculty and shall hold voting privileges . . ."

UPP faculty is made up of 15 full-time faculty who report to the Director, plus three CUPPA Research Center Directors and the Dean who do not report to the director but hold faculty appointments in UPP. According to the College bylaws (Volume III, Attachment 3), faculty who are responsible for the planning program are those "Faculty Members who are tenured in the College must be members (voting or non-voting) of at least one unit within the College (hereafter referred to as "home unit") in conformity with the terms of unit membership as described in the written governance procedures established for each unit."

According to UPP bylaws, nonvoting faculty include each person holding a courtesy, non-teaching appointment or an adjunct professor appointment. These include people with research positions in other units who offer a course as well as adjunct faculty from outside the university. UPP has 21 people in this category.

- 3.3 Program Autonomy:** The planning program shall have sufficient decision-making discretion, within customary university procedures, to govern itself effectively on matters of budget, faculty personnel (appointments, promotion and tenure, salary adjustments, etc.), student admissions, and curriculum.

**Guideline:** The planning program will normally be headed by its own administrator who will report directly to a dean (or equivalent).

**Guideline:** In administrative units with multiple degree programs, the planning program will normally operate as an independent entity with respect to most, if not all, of the administrative responsibilities listed in Criterion 3.3.

The Urban Planning and Policy Program's Director is the chief executive officer of the unit, as shown in the UPP bylaws (Volume III, Attachment 4). The director reports directly to the Dean of the College of Urban Planning and Public Affairs as shown in Part II, Attachment 1.

The Masters of Urban Planning and Policy (MUPP) curriculum is designed within UPP and monitored by a MUPP Curriculum Committee that makes recommendations to the UPP faculty and to the CUPPA Educational Policy Committee, with forwards recommendation to the UIC Senate Educational Policy Committee and the UIC Senate. Although curriculum changes must be approved through upper levels of the University, curriculum proposals are initiated within UPP.

The UPP program controls its own budget and initiates salary recommendations and promotion and tenure cases, subject to the approval of the college and above. The UPP program has its own statement of Promotion and Tenure Criteria (Volume III, Attachment 5).

Although students are formally admitted to the Graduate College, the UPP program develops and maintains its own admissions criteria and sets requirements for graduation.

**3.4 Governance:** The quality of governance, and the governance structure, shall be suitable for fulfilling the goals and objectives. One component of the quality is a basic level of faculty accomplishment and position, which is necessary within the larger institution for the exercise of program development capabilities important to the quality of an accredited program.

**Guideline:** Normally, at least one of the full-time faculty members will have the rank of associate professor or higher.

**Guideline:** Normally, at least an additional two faculty members will have the rank of assistant professor or higher.

The UPP By-laws specify that UPP is governed by its faculty and specify the role of faculty meetings. Bylaws also specify a promotion and tenure committee an elected advisory committee. Faculty meetings are generally held once per month during the academic year, except for the month of January. In addition, UPP faculty had the following committees last year:

- MUPP Curriculum
- MUPP Admissions
- Specialization committees for each of the five MUPP specializations
- Ph.D. Committee
- Undergraduate Committee
- Awards Committee

All faculty committees, except for promotion and tenure include nonvoting students.

UPP faculty includes 19 tenure or tenure-track positions, all with teaching responsibilities. Four faculty members have the rank of professor; eight are associate professors and five are assistant professors. The UPP faculty is distinguished in a variety of urban planning disciplines; each has published extensively in his or her field of concentration and most are actively involved in research (see Attachment 6 in Part II of this report).

UPP faculty members serve regularly on the UIC Senate, the UIC Promotion and Tenure Committee, the Senate Educational Policy Committee and other important university-wide committees.

**3.5 Participation in Governance:** The governance structure shall ensure, as appropriate to the program and institution, meaningful roles for the faculty, individual students, student organization, and any other parties whose participation is appropriate to the program's goals.

**Guideline: Responsiveness:** The program should be demonstrably responsive to substantial concerns which may be raised by each of the participating parties.

According to UPP bylaws a meeting of the faculty can be called by the UPP director at the request of any representative on the advisory committee or any two or more faculty members or ten or more students.

There is an Advisory Committee to the director including elected representation of the faculty, a non-voting staff representative, a MUPP student and a PhD student.

As noted above, every faculty committee includes student representation, except for the Promotion and Tenure Committee.

The Urban Planning Program Student Association (UPPSA) is an active organization that takes part in policy and administrative decision-making and also holds both educational and social events to enhance camaraderie among the student body and between students and faculty. Student concerns and initiatives are brought to the attention of the UPP program through UPPSA. In addition, the MUPP Committee includes student members whose recommendations are considered at the monthly faculty meetings, which also has student representation. The UPP bylaws state, "All students registered in the MUPP and PhD Urban Planning and Policy track degree programs shall be considered members of the UPP student body and are eligible to attend meetings and participate without vote on committees which include student representation."

Here is one example showing the process used to consider a tuition differential that can be used to increase the number of faculty so that the number of classes available to student is increased. The idea was initially brought up at a faculty meeting in April of 2004 in which the president of the Urban Planning and Policy Student Association (UPPSA) participated; it was discussed with several students one-on-one at the National American Planning Association Conference. A faculty committee with representatives of both the outgoing and incoming

UPPSA presidents came up with a recommendation. An open forum was held in early May of 2004 to which students, alumni, faculty and leadership of the Illinois Chapter of the American Planning Association were invited. It then went to a faculty meeting, again with both the incoming and outgoing UPPSA presidents participating in the discussion. A faculty vote adding the tuition differential to UPP strategies was taken and the Director transmitted our proposal to the Dean.

**3.6 Administrator's Qualifications:** The administrator of the program shall; be capable and effective in assisting the program to achieve its goals and objectives, and shall hold the tenured rank of associate professor or higher and a graduate degree in planning or AICP membership.

**Guideline:** The administrator of the program should hold the rank of associate professor or higher and should have tenure.

Curt Winkle, the Director of the UPP program, is a tenured associate professor. He holds an M.C.R.P. and a Ph.D. from Rutgers University, Department of Urban Planning and Policy Development. His fields of expertise include health planning, community development, program evaluation and statistics. He is a member of the American Planning Association. Dr. Winkle has taught in the urban planning program at UIC since 1986. He served as director from 1996 to 2000 and was reappointed as director in 2003.

## 4. Curriculum

The Self-Study Report and the accreditation review are directed to the determination that the program's curriculum successfully implements the goals and objectives and provides students with the knowledge, skills, and values necessary for becoming competent professional planners.

### Criteria

Planning is future-oriented and comprehensive. It seeks to link knowledge and action in ways which improve the quality of public and private development decisions affecting people and places. Because of its future orientation, planning embraces visionary and utopian thinking, yet also recognizes that the implementation of plans requires the reconciliation of present realities to future states. To become effective and ethical practitioners, students must develop a comprehensive understanding of cities and regions, and of the theory and practice of planning. They must also be able to use a variety of important methods in their practice. They must become sensitive to the ways in which planning affects individual and community values, and must be aware of their own roles in this process.

The program requirements for the Master of Urban Planning and Policy (MUPP) degree are shown in the figure below as they appear in the graduate catalogue. Additional descriptions of the program can be found in Volume III, Attachment 9 the MUPP Handbook and Attachment 12, UPP Website material. [www.uic.edu/cuppa/upp](http://www.uic.edu/cuppa/upp). Classes offered are shown in Part II, Attachment 7.

### Degree Requirements

Master of Urban Planning and Policy

**Minimum Semester Hours Required:** 60.

#### **Coursework**

At least 24 hours must be at the 500 level, and at least 16 hours must be in the student's major area, including 12 at the 500 level.

*Required Courses:* UPP 500, 501, 502, 503, and 504.

*Specialization Courses:* Students must complete at least one three-course specialization in a substantive field of planning. Students may select from the following approved specializations or develop their own with faculty approval.

Community Development - UPP 540, UPP 541, and another 540 series or faculty-approved course.

Economic Development - UPP 530, UPP 531, and another 530 series or faculty-approved course.

International Development - UPP 520, UPP 521, and another 520 series or faculty-approved course.

Physical Planning - UPP 550, UPP 551 and UPP 552.

Urban Transportation - UPP 560, UPP 561 and UPP 562.

*Methods Courses:* Students must take at least two methods courses approved by their advisor.

#### **Comprehensive Examination**

None.

#### **Thesis, Project, or Coursework-only options**

Thesis or project. No other options available.

*Thesis:* No more than 16 hours of UPP 598 can be applied to the degree.

*Project:* No more than 4 hours of UPP 597 can be applied to the degree.

**Other Requirements**

*Continuous Registration:* Students who have completed all degree requirements except the thesis/project must register for zero credit hours to maintain continuity of registration.

*Internship:* Students must complete an approved one-term professional internship and register for UPP 591 Professional Practice Experience.

**Figure 5: Degree Requirements from Graduate Catalogue**

- 4.1 Quality:** The program's curriculum shall be of high quality to ensure an up-to-date understanding of the field and the development of state-of-the-art planning skills by its graduates. The program shall offer, either within the program or through other units of the institution, sufficient depth of knowledge and skill for graduates to be competent contributors to professional practice. This knowledge should provide a foundation for increasing expertise throughout a graduate's career.

The Master's of Urban Planning and Policy (MUPP) curriculum is designed to develop students into professional planners with a high degree of both theoretical knowledge and practical experience and skills. The MUPP program's urban setting and close ties to governmental, community development, and research institutions inform these capabilities with the realities of urban life. Through students experiences and interactions with planners working in the field, as well as teaching and research assistantships, MUPP students get a first-hand look at the work that planners do and think and the affects of planning on the community.

The expertise and caliber of UPP faculty assure academic quality. The program's faculty is well known for their contributions and publishing records, as well as their involvement with the University's research centers and their work as advisors to federal, state and local governments and civic organizations. To enhance curriculum quality, faculty often bring in guest speakers who are planning practitioners or doing planning research in the Chicago metropolitan area.

Another indication of the program's quality is its use of adjunct instructors. The UPP program purposefully chooses to use selected adjunct instructors to enhance the curriculum with their particular and practical knowledge. Adjunct instructors such as Stephen E. Schlickman, with experience working for the City of Chicago, the Northeastern Illinois Regional Transportation Authority and the Chicago Transit Authority, and Greg Longhini, with a long career at the City of Chicago's Department of Planning, bring valuable perspectives to the MUPP curriculum, as do academic professionals such as Patricia Wright of the UIC Center for Urban Economic Development.

All students are assigned a faculty advisor with efforts made to match interests of the advisor to the student. Effective advising helps to insure that students get the most out of the curriculum. Students are encouraged, in the MUPP handbook and at student orientations, to see their advisor once per semester and required to see their advisors to complete a plan of study by the fifth week of their second semester, and before registering for a master's project or thesis.

Interactions among students and between faculty and students also contribute to academic quality. The MUPP program's mix of students includes a number of students who are working in the planning profession or in other related and non-related professions, in addition to recent college graduates. The

MUPP student body is split with 65 percent full-time and 35 percent part-time students. This mix of ages and experiences among the students ensures that course content and instruction are continually tested against realities of professional life and that students get the benefit of varying perspectives from each other.

The quality of the curriculum is enhanced by regular review of the MUPP Committee which meets several times each year and the Specialization Committees which meet at least once per year. Both type of committees include students.

Quality is also reflected in survey data of MUPP graduates by the University of Illinois Graduate Survey, which indicates that the MUPP program prepared them for their current jobs and that their current jobs are related to Urban Planning. Unfortunately, the 1997 and 2000 graduate survey results were based on a 14% and 24% response rate respectively, limiting the usefulness of results.

How closely related is your current job to your major?

- 1997 Graduates: 60% very related, 40% related
- 2000 Graduates: 60% very related, 40% related

How well did your degree prepare you for your present job?

- 1997 Graduates: 30% Very well, 30% Well, 40% Adequately
- 2000 Graduates: 40% Well, 60% Adequately

- 4.2 Goals:** The program's curriculum, including its strategy for achieving depth in knowledge and skills, shall be configured consistently with its goals and objectives. If a program offers specializations, it must define what is meant by a specialization as well as the substance and content of each specialization.

The MUPP Curriculum is configured to include five core courses plus a professional practice seminar, which all students must take, a three-course specialization requirement, a methods course requirement, an internship and a masters project or thesis.

We insure that the each student is exposed by every element of knowledge, skills and values covered in our educational goals or in PAP accreditation criteria using the following strategies:

- Most required knowledge, skills and values are covered in required courses taken by all students.
- The specialization goal is covered by the required specialization, which includes three courses. Each specialization has a required first and second course. The Physical Planning and Urban Transportation specializations have a required third course and the other specializations allow students to select their third course from a list of electives in the specialization. Each specialization is fully described on the UPP webpage, including key faculty, required and elective courses, and scheduling of courses (<http://www.uic.edu/cuppa/upp/>).
- Experience in planning is insured for each student through the required internship, and also available to students through masters' projects, studios courses and research assistantships.
- Job placement assistance is offered by the Assistant Dean for Student Services and the use of an email list server, bulletin boards, and a spring internship/job fair.

- Exposure to practitioners is guaranteed through alumni presentations in UPP 591 Professional Practice Studio required for all students and required internships, but also facilitated with guest speakers, the use of a practitioner in residence Max Deiber, practitioner adjuncts, studios and internships.

**4.3 Components:** The program's curriculum shall assure that graduates have substantial exposure to each of the basic subject areas listed below under "knowledge" and "Skills." The choice of suitable course within each of these subject matter areas is dependent on the program's goals and objectives. However, programs shall strive to make those curricular elements listed in the guidelines available through the program's curriculum, or elsewhere in the institution.

The UPP faculty conducted a systematic analysis of the degree to which our students received substantial exposure to each of the PAB-required components at its February, 2004 faculty retreat. Discussion was informed by an analysis of the state of the MUPP program shown in Reference Material for Faculty Retreat shown in Volume III, Attachment 2, Section 2. The course matrix and related tables are also shown in figures at the end of this section for convenience.

The remainder of section 4.3 of the report gives the following for each PAB-required component:

- **Inputs**
  - Which required courses are intended to always include the components.
  - A content analysis of syllabi listing how many and which required courses actually always include the component. (Volume III, Attachment 2, Section 2.2) This also includes an analysis of required specialization courses, though the international specialization is not included in the analysis since it was suspended in 2003-2004, though it is being revitalized in revised form in 2004-2005 as discussed elsewhere in this report
- **Outcomes**
  - To what degree to alumni interviewed in a February, 2004 focus group say they were exposed to the component (Volume III, Attachment 2, Section 2.1)
  - A content analysis of minutes and other documents of the Urban Planning and Policy Student Association to see if problems with the component were brought up in meetings. (Volume III, Attachment 2, Section 2.3)
- **Overall Conclusions** of Faculty at Retreat in February 2004 based on Meta Analysis of the above (Volume III, Attachment 2, Section 2.4) and faculty discussion.

### Knowledge Components

#### 4.3.1 Structure and Functions of Urban Settlements

**Guideline:** This subject area should include knowledge of the city and its regional context--its geography, changing forms, and political, economic, and social structure, including multicultural and gender dimensions--as well as an understanding of urban finance, infrastructure, land use, and social and economic conditions.

- **Inputs**

- UPP 501 Space, Place and Institutions is intended to be the primary course in which students learn about the structure and function of urban settlements. This course includes:
  - History of urbanization
  - Urban spatial organization (e.g., urban models like central place, gravity model)
  - Social relations and urbanization (e.g., immigration, segregation)
  - Political economy of urbanization (e.g., urban politics, theory)
  - Normative city models and designs (e.g., precedents of places at different scales)
  - Attachment to unique qualities of urban locations (e.g., neighborhood identity)
  - Institutions that shape cities and that cities shape (e.g., industrialization, globalize.)
  - Urban planning institutions in the U.S.
  - Government (e.g., planning commissions and zoning)
  - Non profit (e.g., CDCs and other agencies)
  - For profit (e.g., financial and development institutions)
  - Government and Intergovernmental Relations
  - Social movements
- A content analysis of core courses and required specialization courses conducted by the Assistant to the UPP Director for Administration reveals that all five core courses always include this to some degree. At least one of each of the specialization courses in each specialization also includes this. (Volume III, Attachment 2, Section 2.2)
- **Outcomes**
  - Alumni in the focus group reported that the structure and functions of urban settlements was well covered (Volume III, Attachment 2, Section 2.1, and quantitatively summarized in section 2.4 of the Attachment)
  - A content analysis of minutes and other documents of the Urban Planning and Policy Student Association revealed that students in the physical planning specialization felt that this topic was duplicated in UPP 500 History and Theory of Planning, UPP 501 Space, Place and Institutions, and UPP 550 Physical Planning I. (Volume III, Attachment 2, Section 2.3)
- **Overall Conclusions.** At the retreat, the faculty concluded that this was probably the best covered of all components (Volume III, Attachment 2, Section 2.4) and that repetition of material should be further discussed. A follow-up meeting of faculty who teach UPP 500, UPP 501 and UPP 550 plus student representatives was held in April 2004. It was concluded that the material in UPP 500 and UPP 501 was reasonably different. The last offering of UPP 550 which was taught by a research assistant professor in the Urban Data Visualization Lab did indeed inadvertently repeat some material and readings from UPP 501, but that the normal offerings in UPP 550 did not. It was agreed that future offerings of UPP 550 would avoid repeating material from UPP 501.

#### 4.3.2 History and Theory of Planning Processes and Practices

**Guideline:** This subject area should include theory about the manner in which planning and policy-making is, and should be, undertaken; history of city and regional planning, and of planning as a process; and theory of practice; and should explore the history and theory of planning in relation to social and economic structures, including, but not limited to, such characteristics as

income, race, ethnicity, and gender. The subject area typically includes 1) economics theories, theories of government intervention, decision theory, and theories of knowledge in planning, including planning processes and the role of planning in society; and 2) contributions of significant persons, events, publications, projects, organizations, plans, and programs at local, state and national levels to the evolution of planning practice and the profession in America.

- **Inputs**
  - The primary course that covers this material is UPP 500 History and Theory of Planning which includes, among other things,
    - Historical origins of professional planning in the U.S.
    - Description of what planners did: biographies, activities, projects
    - Description of planning institutions, especially role of government
    - Description of ideas about planning and ideas for planning over time
  - Content analysis of syllabi found this component in three core course and that all students got it in at least one of their required specialization courses.
- **Outcomes**
  - Focus group alumni agreed that History and Theory was well covered.
  - Students' documents indicated that some thought that there was too much of this in the curriculum.
- **Overall Conclusions** of Faculty at Retreat in February 2004 based on Meta Analysis of the above (Volume III, Attachment 2, Section 2.4) faculty agreed that History and Theory was well covered. At a follow up meeting of UPP 500, 501 and 550 faculty, it was agreed that some elements of planning practice now in UPP 550 were also covered in the Professional Practice Seminar and that it could be replaced in UPP 500 with more on the values of sustainability and conservation of natural resources.

#### 4.3.4 Administrative, Structure, Legal, and Resource Allocation of Plan-Making and Policy Implementation

**Guideline:** This subject area should include the contexts in which planning takes place, focusing particularly on enabling legislation, agencies conducting planning or employing planners, and the processes by which plans are made and implemented. It includes zoning; general plans, planning law, political and organizational behavior, and public finance principles.

- **Inputs**
  - This material is to be covered in required courses UPP 501 Space Place and Institutions where the role and structure of government, nonprofit and market are discussed generally and then also in UPP 502 Planning Skills where the specifics of planning boards, subdivision regulation, and zoning, among other things is covered.
  - A content analysis of syllabi showed that UPP 501 Space, Place and Intuitions always covered it, but that one instructor did not always cover it in UPP 502 as expected.
- **Outcomes**
  - Alumni in the focus group agreed that this was generally well covered as it applied to Chicago, but that more was needed on national and other units of government.
  - Student documents did not identify this component as a problem

- **Overall Conclusions.** Faculty agreed that this was well covered in the core in theory, but it had been left out of one section of UPP 502 and that this needed to be corrected. UPP 502 faculty meet in April 2003 and reaffirmed that this component would always be included in UPP 502 and agreed that "The Small Town Planning Handbook" which includes the intended material would always be assigned. The Director will review the summer UPP 502 syllabus offered by the faculty member that had not included the material I in the past, now includes the material. Faculty agreed non-Chicago units of government were now better covered than during the period when alumni in the focus group were in courses.

#### 4.3.5 Familiarity with at Least One Area of Specialized Knowledge of a Particular Subject or Set of Issues.

**Guideline:** A program may require that its students develop familiarity with at least one area of specialized knowledge concerning a particular subject or set of issues. If a program offers such specializations, the students should gain sufficient depth to bring a basic level of expertise to their work. Specialization requirements must be clearly described in program material. Typical specialty areas may include but are not limited to housing, land use, economic development, urban design, the environment, and transportation. Wherever appropriate, specialty areas should include consideration of racial, ethnic, income, and gender-related issues.

- **Inputs**

All students are required to complete a specialization. We offer specializations in Community Development, Economic Development, Physical Planning and Urban Transportation, plus students can design unique specializations with the approval of their advisors, though this option is rarely used. Each specialization has at least two required specialization courses, one theory oriented and the other practice oriented. Physical Planning and Urban Transportation have a specific required third course that provides a studio. Community Development and Economic Development allow students to choose their third course from a list of electives within the specialization, though a studio or studio-like course open to students from Community Development and Economic Development is generally available. The UPP web page description of each of the four specializations is shown in the figure below:

#### UPP Web Page Description of Four Specializations

##### **Community Development:**

Learning to foster urban improvements in aging neighborhoods offers demanding challenges for students of community development. The coursework includes the careful review of current theories about local organizing, asset management, citizen participation, ethnic and racial relations, and government development policy. Students learn the arts of political communication, neighborhood planning, equity planning, and consensus building at the grass roots level. Required Courses:

- UPP 540 Community Development I: Theory
- UPP 541 Community Development II: Practice
- UPP 54\_ Community Development Elective

**Economic Development:**

The modern city prospers when the local economy produces a diverse assortment of jobs. But the roller coaster of economic boom and bust often takes a heavy toll on local residents. Plants shut with little warning and the burdens of economic growth fall unevenly across the urban landscape. Cities and regions can take actions to improve the benefits of growth, reduce the costs, and anticipate and counter their uneven distribution. The economic development specialization first teaches students how to analyze the local economy and then use this analysis to formulate effective economic policies. Required Courses:

- UPP 530 Economic Development I: Analysis
- UPP 531 Economic Development II: Planning
- UPP 53\_ Economic Development Elective

**Globalization and International Planning:**

Globalization is an ongoing process, transforming the political economies of nations around the world. It is affecting the spatial and social dimensions of cities and regions of the nature of planning. Students learn about the contested tenets of globalization, regions, and acquire skills in policy formulation and integrated development programming as place-specific responses to changes induced by localization. The specialization courses focus on the following regional blocks: North America, European Union and the Mediterranean, Pacific Rim, and Latin America. Required Courses:

- UPP 520 International Planning I: Globalization and Development Theory
- UPP 521 International Planning II: Comparative Policies and Programs
- UPP 52\_ International Planning Elective

**Physical Planning:**

The built environment provides the physical container for the growth and development of urban settlements. The physical planning specialization takes students through a three-step curriculum. An introductory course introduces students to the language of physical planning at different scales. A methodology course follows, which provides a basic foundation in concepts of visual reasoning, integrating this understanding with quantitative and verbal reasoning skills. Finally, students participate in a capstone studio course. The studio requires students to prepare a physical development plan or project for a real world client. Especially important are electives in site planning, development finance, land use law, and land use planning. Required Courses:

- UPP 550 Physical Planning I: Theoretical Foundations
- UPP 551 Physical Planning II: Methods
- UPP 552 Physical Planning III: Studio

**Urban Transportation:**

The urban transportation specialization prepares students for professional practice in public and private transportation agencies. Emphasis is placed on the role of transportation in urban areas; the definition of transportation problems in terms of accessibility to sites of employment, housing, social services and recreation; the design of analysis for studying the physical, financial, and institutional feasibility of service provision mechanisms; the process of selecting projects for implementation; and system operation management. Required Courses:

- UPP 560 Urban Transportation I: Introduction
- UPP 561 Urban Transportation II: Policy and Methods

- UPP 562 Urban Transportation III: Laboratory

In reviewing the core curriculums for the specialized areas it was found that equity and Respect for Diversity of Views and Ideology are taught in each area of specialization.

**Figure 6: UPP Web Page Description of Four Specializations**

**International Development.** We also have a formal International Development specialization on our catalogue description, which was originally designed to be taken as a second specialization (e.g., in tandem with Community Development or Physical Planning). The International Development specialization was suspended by the faculty and removed from the UPP web page in 2003-2004 because of student complaints that the International Development Specialization did not have as much support, particularly in the form of a research center, as did the other four specializations, and because increasing enrollment in the program made it difficult for us to accommodate students taking two specializations. Though the specialization was suspended, all courses needed for the specialization continued to be offered to accommodate students who had started the specialization the previous year and because the specialization was listed in the Graduate Catalogue.

In 2003-2004, CUPPA and its new Dean took a renewed interest in globalization and international planning issues. CUPPA is hosting a major international conference on cities in the summer of 2004. An initiative called CUPPA International made part of the College strategic plan. More importantly, faculty were creating major opportunities for study.

- Professor Nanetti and Dean Robin Hambleton applied for a FIPSE Consortium grant for 2005-06, which would sponsor a student and faculty exchange programs with the University of Dortmund, University of West England, and Politecnico di Milano, and be linked with Cleveland State and Hunter College.
- Professor Zhang is taking 12 planning and architecture students to China for a three week Urban Design Studio in fall of 2004.
- Professor Betancur is working on strengthening ties with universities in Mexico, Venezuela and Colombia.

In the light of these resources, the faculty voted in May of 2004 to revive the specialization with the new name Globalization and International Planning as a stand-alone specialization intended to be supported fully like the other four. Professors Betancur, Nanetti and Zhang are the core faculty members for the specialization. The specialization has been re-added to the web page with language that helps make it clear what students can expect from the specialization. The specialization name change will go the CUPPA educational Policy and Committee and onto the UIC Senate Educational Policy Committee for formal action in fall of 2004. The new UPP web page description of the Globalization and International Planning Specialization is shown in the figure below:

### Web Page Description of Globalization and International Planning Specialization

#### Globalization and International Planning:

Globalization is an ongoing process, transforming the political economies of nations around the world. It is affecting the spatial and social dimensions of cities and regions of the nature of planning. Students learn about the contested tenets of globalization, regions, and acquire skills in policy formulation and integrated development programming as place-specific responses to changes induced by localization. The specialization courses focus on the following regional blocks: North America, European Union and the Mediterranean, Pacific Rim, and Latin America. Required Courses:

- UPP 520 International Planning I: Globalization and Development Theory
- UPP 521 International Planning II: Comparative Policies and Programs
- UPP 52\_ International Planning Elective

#### Figure 7: Web Page Description of Globalization and International Planning Specialization

- A full range of courses is offered in each of the five specializations.
- **Outcomes**
  - All alumni in the focus group agreed that they had received at least substantially adequate exposure to specialized knowledge.
  - A content analysis of student documents shows no problem in access to specialized knowledge, but a desire on the part of some students to take more classes in other specializations or to take courses that tie specialized knowledge together.
- **Overall Conclusions.** Faculty agreed that all students get specialized knowledge. We reviewed course offering and found that all specializations had courses open to non-specialists as well, and that one course specifically designed and heavily marketed as covering integrating physical planning and transportation planning for non-specialists had to be cancelled in spring of 2004 due to lack of enrollment. A meeting of UPP 502 Planning Skills faculty held in April 2004 formally agreed to make sure that at least some element of each specialization was covered in this core class to help students understand what was covered by each specialization.

### Skills Component

#### 4.3.5 Formulation, Research Skills, and Data Gathering

**Guideline:** This subject area should address the ability to conceptualize problems from complex, real world situations so that the problems are meaningful to clients, and are research-worthy. Sub-areas include the ability to frame research questions and hypotheses; to design and conduct first-hand research; and to gain competence in case study method, survey design, and data-gathering methods such as observation, open-ended interviewing, and the design of questionnaires.

- **Inputs**
  - This component is to be covered in three courses,
    - UPP502 Planning Skills which includes data visualization, identifying and collecting urban data: census and the web, turning data into matrices using numbers: spreadsheets, creating, gathering and organizing images: photos, videos and maps, translating numbers and text into images: tables, charts and graphs, visual representation tools such as electronic slide shows, Analysis, Writing, maps and other techniques.
    - UPP 503 Data Analysis for Planning and Administration I which includes logic of inquiry, descriptive statistics, inferential statistics, use of SPSS and writing up results.
    - UPP 504: Economic Analysis for Planning and Management teaches the economic concepts necessary to interpret data.
  - A content analysis of syllabi shows three courses always include this.
- **Outcomes**
  - Alumni in the focus group agreed that this was well covered.
  - A content analysis of minutes and other documents of the Urban Planning and Policy Student Association revealed that students sometimes got different sets of skills depending on their instructor in UPP 502.
- **Overall Conclusions** of Faculty agreed that this was generally well covered, and that some variation in which skills student got was acceptable so long as a common set was covered in UPP 502. The UPP 502 faculty met and reaffirmed a list of skills to be covered in every section of the course as shown above.

#### 4.3.6 Quantitative Analysis and Computers

**Guideline:** This includes the ability to apply statistical and other analytic techniques, as well as computer methods, to define planning problems, generate alternatives, and evaluate their consequences.

- **Inputs**
  - This is covered primarily in two courses:
    - UPP 503 Data Analysis for Planning and Administration I which includes logic of inquiry, descriptive statistics, inferential statistics, use of SPSS and writing up results. I
    - UPP 503, which includes at least the use of visualization software, spreadsheets, presentation software.
  - A content analysis of syllabi shows two core courses always including this.
- **Outcomes**
  - Alumni in the focus group agreed that they got the basics of data analysis of this in the core courses, but some would have liked to be challenged to use these techniques, particularly alumni in community development.
  - A content analysis of student documents show no problems here, though one UPP 502 instructor was not teaching as full a range of computer software as others, though the instruction was in much greater depth.
- **Overall Conclusions** of Faculty agreed that quantitative analysis was generally well covered and expressed some surprise that alumni wanted more quantitative work in advanced courses. They

discussed ways to increase opportunities for additional quantitative analysis in the community development specialization. The UPP 502 instructors met and reaffirmed that a full range of software would be introduced, though there would continue to be variation among instructors on which software was taught in greatest detail.

#### 4.3.7 Written, Oral, and Graphic Communications

**Guideline:** Students should have the ability to communicate effectively in writing, through public speaking, and by expressing concepts in visual terms.

- **Inputs**

Throughout the curriculum, MUPP classes, including those focusing on evaluative and quantitative techniques, emphasize the importance of written and oral communications skills and require students to write research papers, summaries, memos, letters, and journals, as well as make oral presentations. Increasingly, graphic presentations are part of both written and oral communications; graphical skills are emphasized in a variety of core, specialization, and elective courses.

In the core curriculum, UPP 502: Planning Skills: Computers, Methods and Communication, focuses heavily on professional writing in the urban planning field, emphasizing the importance of clarity and economy in composing reports, letters and memos. Students are also required to give oral presentations at several points in the class. The class also includes an introduction to computer graphical techniques such as GIS systems. Graphical skills are also a part of the core curriculum in UPP 503: Data Analysis for Planning and Management, which includes learning to use statistical software packages.

In other core classes such as UPP 500: History and Theory of Urban Planning and UPP 501: Urban Space, Place and Institutions, extensive written and oral work demonstrates ability to describe theories and their evolution and to communicate theoretical ideas and place them in various historical and environmental contexts. All MUPP specialization courses emphasize the importance of clear and comprehensive written and oral communication. Which required courses are intended to always include the components.

- A content analysis of syllabi shows for core courses including this element.

- **Outcomes**

- Alumni agreed that they had exposure to this, but disagreed about which elements they got the most. One said oral presentations, one said writing, and another said graphic presentations.
- A content analysis of minutes revealed no problems in this area.

- **Overall Conclusions**

- Faculty that this was generally very well covered as there was the sense that almost every class in the program emphasized written, oral and graphic presentation.

### 4.3.8 Collaborative Problem Solving, Plan-making, and Program Design

#### Guidelines:

- Students, especially those without practical planning experience, should have experience in a studio or workshop course directed to plan making and problem solving of real world issues.
- Students should be able to work effectively as members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action. The subject area should also include group processes, as well as mediation and negotiation skills.
- **Inputs**
  - There is no requirement for any core course to include collaborative problem solving, but each specialization does include either a formal studio or other opportunity for collaborative problem solving.
  - A content analysis of syllabi showed that collaborative problem solving was included in the majority of syllabi, but that there was no one core course that always included it. However, every specialization had at least one required course that included collaborative problem solving. This analysis was done prior to reinstating of the international specialization.
- **Outcomes**
  - All alumni stated they got adequate exposure to collaborative problem solving plan making. One Alum wanted more exposure to program design.
  - Students want to make sure that all students have an opportunity to do a studio if they would like to.

**Overall Conclusions** of Faculty discussed this extensively at the retreat: Should every specialization have three required courses including a studio course? Faculty agreed that a large majority of UPP courses included collaborative problem solving in them in the form of group projects and faculty had the sense that it would be all but impossible for a student to leave the program without a strong collaborative problem solving experience. Faculty agreed that there have been sufficient studio opportunities open to all students that all students have the opportunity to do a studio course if they desire. If each specialization had its own studio, it would make it difficult to have students work on studio problems that cross specializations, as many recent studios have done. A number of courses offer studio-like experiences, particularly in community development and economic development, but are not labeled as studio courses. For example, the Regional Planning course in fall of 2003 two clients and applied economic development projects. The Community Development Special Topics course in Gentrification and Redevelopment offered every fall has a studio-based component.

### 4.3.9 Synthesis and Application of Knowledge to Practice

**Guideline:** Students should develop the ability to synthesize their planning knowledge and apply it to actual planning problems. Typically this is demonstrated through a thesis, professional report, or comprehensive exam.

- **Inputs**
  - Synthesis and application of knowledge is integrated into many courses, but is required of all students when they do their masters project or thesis.
  - A content analysis of syllabi shows that synthesis and application of knowledge to practice is included in two core courses and that every specialization has a required class with this component
- **Outcomes**
  - Alumni agreed that they got adequate exposure to synthesis and application of knowledge to practice, but the issue of access to studios in community development and economic development was raised.
  - Student minutes reveal that some students would like more integration across specializations and the ability to take more courses in specializations other than their own.
- **Overall Conclusions.** Faculty at the retreat in February 2004 felt that the masters projects and theses required appropriate synthesis and application of knowledge to practice. As discussed under "specialization" above we reviewed our offering and found that all specializations had courses open to non-specialists as well, and that one course specifically designed and heavily marketed as covering integrating physical planning and transportation planning for non-specialists had to be cancelled in spring of 2004 due to lack of enrollment. A meeting of UPP 502 Planning Skills faculty held in April 2004 formally agreed to make sure that at least some element of each specialization was covered in this core class to help students understand what was covered by each specialization.

#### Values Components

The planning program shall provide students with the basis for becoming ethical practitioners, who are aware of, and responsible for the way their activities affect and promote important values. It is not necessarily expected that program will offer a course in values or ethic. However, it is expected that discussion of these issues will occur within existing courses and in other non-course contexts. While the program may choose to emphasize one or more values (and, if so, that should be reflected in the goals and objectives statement), students shall be made aware of the manner in which each of the important social and human values enters into planning. Students must be able to identify and debate the importance and effects of the following values in relation to actual planning issues:

#### **4.3.10 Issues of equity, social justice, economic welfare, and non-discrimination in the use of resources**

- **Inputs**
  - In many ways, these issues permeate our curriculum. Which required courses are intended to always include the components.
  - A content analysis of syllabi shows this to have been covered in three core courses.
- **Outcomes**
  - Alumni argued that this was very well covered, but that environmental issues were not well covered as will be discussed in another section.
  - A content analysis of minutes and other documents of the Urban Planning and Policy Student Association reveals no problems in the is area.
- **Overall Conclusions** of Faculty agreed that these issues are very well covered in many courses including core courses.

#### 4.3.11 The role of government and citizen participation in a democratic society and the balancing of individual and collective rights and interests

- **Inputs**
  - The role of government and citizen participation is covered in UPP 501 Space, Place and Institutions, which includes the roles and functions of government, the market and the nonprofit sector. It is also covered in UP 500 History and theory, which discusses advocacy planning and the role of the planner.
  - A content analysis of syllabi shows this to be covered in four different core courses.
- **Outcomes**
  - The alumni focus group participants reported that they were less than satisfied in understanding state and federal governmental structures, how government entities relate to one another and the legislative process.
  - Student records do not indicate concerns with the curriculum in this area.
- **Overall Conclusions** Faculty agreed that this was covered and, though UPP 501 does address state and national government issues, it was recognized that some students might not come in with the background in civics that we expect that that UPP 501 must be careful to explain intergovernmental relations. The instructors say they already do this, but will reinforce this in the future.

#### 4.3.12 Respect for diversity of views and ideologies

- **Inputs**
  - This is formally included in the ethics topic of UPP 591 Professional Practice Seminar, which include accompanies the internship, but is also included in many other courses. Four core courses always include components on respect for diversity of views and ideologies.
- **Outcomes**
  - Alumni report that this was well covered generally, but that they would have liked to have a socially conservative viewpoint expressed in the program as well as the more radical and liberal points of view.
  - Students have not reported issues with this.
- **Overall Conclusions** The faculty feels that this is strength of the program. As discussed in the section on faculty composition, the faculty invited participation of a well-respected Libertarian professor who studies sprawl and is Professor and Chair of Art History Department to a courtesy appointment on the UPP faculty. He taught a course for UPP students in the spring of 2004 on Heritage Tourism and did indeed spark disc ussion among student.

#### 4.3.13 The conservation of natural resources and of the significant social and cultural heritages embedded in the built environment

- **Inputs**
  - Faculty have long agreed that conservation of natural resources and heritage is always to be included in the UPP 501 Space, Place and Institutions core course. As will be discussed below, curriculum analysis conducted as preparation for the self-study have motivated us to proscribe its inclusion in UPP 500 History and Theory of Urban Planning in the future as well.
  - Content analysis of syllabi shows that this is always included in two course courses.
- **Outcomes**
  - Alumni argued that social and cultural issues as they relate to the built environment were well covered but that environmental issues were very poorly covered.
  - A group of students has organized to call for a much stronger focus on sustainability throughout the MUPP curriculum. A report of the MUPP Student Body Suggestions for Integrating Principles of Sustainability into the MUPP Curriculum is included in Volume III, Attachment II, Section 2.3.3. 1.1 Conservation of Natural Resources.

**Overall Conclusions.** At the annual faculty retreat in February 2004, faculty did an elaborate assessment of the MUPP program based on a Meta analysis of a focus group of alumni conducted on in January 2004, content analysis of student meeting minutes, and a content analysis of syllabi. Of all the PAB required components, the value of conservation of natural resources seemed to be least well covered in our curriculum. Five of the eight focus group participants agreed that, while they had good exposure to values of social and cultural heritages embedded in the built environment, they did not get substantial exposure to values of conservation of natural resources. Students had raised the issue of sustainability in the curriculum regularly at meetings as discussed above. Content analysis of the syllabi and faculty self-reports indicated that conservation of the national resources was always included in the course UPP 501 Space, Place and Intuitions just as the faculty had intended. Though included for all students, faculty drew the conclusions that this was not enough to meet the expectations of some students and alumni.

Based on continued discussions in a faculty meeting, it was decided that UPP 500 History and Theory of Planning should include a component on sustainability to insure that student get more of the values of conservation of natural resources. A follow-up meeting with faculty who teach UPP 501 and UPP 500 was held in late spring of 2004 and all instructors of these courses agreed to include the values of conservation of national resources into these two core classes.

#### 4.3.14 The ethics of professional practice and behavior, including the relationship to clients and the public, and the role of citizen in democratic participation.

- **Inputs**
  - Ethics of professional practice is formally covered in UPP 591 Professional Practice Seminar, which accompanies the internship. All sections of this class use a textbook on planning ethics as the major the text.
  - A content analysis of syllabi shows planning ethics always covered in two core courses.

- **Outcomes**
  - Four alumni said that this was well covered, one adequately covered and two said it was poorly covered. Alumni speculated that some specializations did not emphasize this as much as others.
- **Overall Conclusions**
  - Faculty see this as always well and explicitly covered in the Professional Practice Seminar.

**4.4 Planning Work Experience:** The program shall assist students in finding planning work opportunities. Students without practical planning experience should be expected to acquire such experience, to the greatest degree possible given the job opportunities within the program's region, prior to graduation.

The Professional Practice Seminar (UPP 591) consists of a one-night-per-week seminar, plus 300 hours of internship. The 300 hours of internship may be waived for students who come to the program with professional planning experience and those currently employed in a planning capacity with a public or private agency. The 300 hours of internship are generally done concurrently with the seminar. It is possible to do the internship one semester prior to the seminar, with approval of the internship coordinator. Students who receive an internship waiver must still participate in UPP 591. The seminar is offered in the spring semester and summer session.

Over the years, students have been actively involved with governments at the city, county, state, and federal levels; with regional planning organizations; with community groups; and with private consulting firms, using their individual and collective skills in actual planning situations. Although most students do their internships in the Chicago region, students may also seek an internship placement in another U.S. location, or occasionally, a foreign country.

The college's Assistant Dean for Student Services, James Marek, is physically housed in the UPP unit. He provides students with daily e-mails having information on compensated internship and regular employment opportunities, as well as financial aid and research grant options. The Office of Student Services coordinates an annual Job Fair, which brings employers from the public, nonprofit and private spheres to the college to interview MUPP students, and works closely throughout the year with the college's Office of Advancement in cultivating alumni assistance with career placement, career counseling, and continuing education activities. MUPP students and graduates are aggressively sought after by a wide variety of organizations in the Chicago area and elsewhere. Generally speaking, there are many more opportunities than students to fill them.

During the 2003-2004 academic year 49% of the student body had research assistantships with one of the college's research centers or in working with a faculty member. These assistantships provide students with experiences in conducting research and assisting community organizations in making practical changes that improve the lives of community members.

<b>PAB Component</b>	<b>Number of Core Courses in which Component is Always Included</b>
Structure and Function	5
Written/Oral & Graphic Comm.	4
Resp. Diversity of Views & Ideology	4
Government & Citizen	4
Prblm/Form./Resc. Skills & Data Gath.	3
Equity	3
Hist./Theory of Planning Proc. & Prac.	3
Synthesis of Knowledge to Practice	2
Conservation of Natural Resources and Heritage	2
Ethics of Process, Practice & Behavior	2
Quantitative Analysis & Computer	2
Administration/Legal/Political	1
Planning Work Experience	1
Collaborative Problem Solving	0
Familiarity with Spec. Knowledge	0

**Figure 8: Number of Core Courses in which Component was included in Syllabus**

<b>PAB Component</b>	<b>Minimum Number of Courses in Which Students are Exposed to the Component</b>
Structure and Function	6
Written/Oral & Graphic Comm.	6
Resp. Diversity of Views & Ideology	5
Hist./Theory of Planning Proc. & Prac.	4
Prblm/Form./Resc. Skills & Data Gath.	4
Government & Citizen	4
Synthesis of Knowledge to Practice	3
Equity	3
Administration/Legal/Political	2
Quantitative Analysis & Computer	2
Conservation of Natural Resources	2
Ethics of Process, Practice & Behavior	2
Familiarity with Spec. Knowledge	1
Collaborative Problem	1
Planning Work Experience	1

**Figure 9: Minimum Number of Core and Required Specialization Courses in Which Students are Exposed to the Component**

PAB Component	Core Courses including Professional Practice Studio	Minimum Number of Courses in Any Specialization	Minimum Number of Courses in Which Students are Exposed to the Component
<b>a) Knowledge</b>			
1. Structure and Function	5	1	6
2. Hist./Theory of Planning Proc. & Prac.	3	1	4
3. Administration/Legal/Political	1*	1	2
4. Familiarity with Spec. Knowledge	0	1	1
<b>b) Skills</b>			
1. Prblm/Form./Resc. Skills & Data Gath.	3**	1	4
2. Quantitative Analysis & Computer	2	0	2
3. Written/Oral & Graphic Comm.	4**	2	6
4. Collaborative Problem	0*	1	1
5. Synthesis of Knowledge to Practice	2**	1	3
<b>c) Values</b>			
1. Equity	3*	0	3
2. Government & Citizen	4	1	4
3. Resp. Diversity of Views & Ideology	4*	1	5
4. Conservation of Natural Resources	2**	0	2
5. Ethics of Process, Practice & Behavior	2*	0	2
d) Planning Work Experience	1	0	1
c) General Education (First bacc. Degree)			
* The component is sometimes offered in one other core course. **This component sometimes offered in two other core courses.			

Figure 10: Summary of the Minimum Number of Courses in which students are exposed to Components broken down by Core and Specialization\

PAB Component	UPP 500. Hist. & Theory of Urban Planning	UPP 501. Urban Space, Place & Institutions	UPP 502. Planning Skills: Computers, Methods & Communication	UPP 503. Data Analysis for Planning & Management	UPP 504. Economic Analysis for Planning and Management*
<b>a) Knowledge</b>					
1. Structure and Function	JB/RN	JS/CH	KA-K/TZ		KK
2. Hist./Theory of Planning Proc. & Prac.	JB/RN	JS/CH	KA-K/TZ		
3. Administration/Legal/Political		CH			
4. Familiarity with Spec. Knowledge					
<b>b) Skills</b>					
1. Prblm/Form./Resc. Skills & Data Gath.	JB	JS/CH	KA-K/TZ	CW/KK	
2. Quantitative Analysis & Computer			KA-K/TZ	CW/KK	
3. Written/Oral & Graphic Comm.	JB	JS/CH	KA-K/TZ	CW	KK
4. Collaborative Problem			TZ		
5. Synthesis of Knowledge to Practice		JS/CH	TZ		
<b>c) Values</b>					
1. Equity	JB/RN	JS/CH			KK
2. Government & Citizen	JB/RN	JS/CH			KK

3. Resp. Diversity of Views & Ideology	JB/RN	JS/CH	KAK/TZ		KK
4. Conservation of Natural Resources	JB/RN	JS/CH	KAK		
5. Ethics of Process, Practice & Behavior	JB/RN	CH			
d) Planning Work Experience					
c) General Education (First bacc. Degree)					

**Figure 11: Components by Core Course** (Initials of Instructors Including Component Shown)

\* Not received, McGrath Fall 2003

PAB Component	Economic Planning Specialization Required Courses	Community Development Specialization Required Courses	Physical Planning Specialization Required Courses	Transportation Specialization Required Courses
<b>a) Knowledge</b>				
1. Structure and Function	2	2	1	3
2. Hist./Theory of Planning Proc. & Prac.	1	2	1	2
3. Administration/Legal/Political	2	2	1	1
4. Familiarity with Spec. Knowledge	2	2	1	2
<b>b) Skills</b>				
1. Prblm/Form./Resc. Skills & Data Gath.	2	2	1	2
2. Quantitative Analysis & Computer	1	0	3	2
3. Written/Oral & Graphic Comm.	2	2	2	2
4. Collaborative Problem	1	1	2	1
5. Synthesis of Knowledge to Practice	1	1	2	3
<b>c) Values</b>				
1. Equity	2	2	0	1
2. Government & Citizen	0	2	1	1
3. Resp. Diversity of Views & Ideology	1*	1	1	2
4. Conservation of Natural Resources	0	2	0	3

5. Ethics of Process, Practice & Behavior	1	1	1	0
d) Planning Work Experience	1	1	1	0
c) General Education (First bacc. Degree)				

**Figure 12: Components by Number of Courses Required in Each Specialization**

\* The component is offered in one other core course sometimes, depending on who teaches it.

PAB Component	UPP 530. Economic Development I: Analysis	UPP 531. Economic Planning II: Methods	UPP 540. Community Development I: Theory	UPP 541. Community Development II: Practice
<b>a) Knowledge</b>				
1. Structure and Function	RW	RB/NT	DG/JB	JS
2. Hist./Theory of Planning Proc. & Prac.		RB/NT	DG/JB	JS
3. Administration/Legal/Political	RW	RB/NT	DG/JB	JS
4. Familiarity with Spec. Knowledge	RW	RB/NT	DG/JB	JS
<b>b) Skills</b>				
1. Prblm/Form./Resc. Skills & Data Gath.	RW	RB/NT	DG/JB	JS
2. Quantitative Analysis & Computer		RB/NT		
3. Written/Oral & Graphic Comm.	RW	RB/NT	DG/JB	JS
4. Collaborative Problem		RB/NT		JS
5. Synthesis of Knowledge to Practice		RB/NT		JS
<b>c) Values</b>				
1. Equity	RW	RB	DG/JB	JS
2. Government & Citizen			DG/JB	JS
3. Resp. Diversity of Views &	RW	RB	DG/JB	

Ideology				
4. Conservation of Natural Resources			DG/JB	JS
5. Ethics of Process, Practice & Behavior	RW		DG/JB	
d) Planning Work Experience		NT		JS
c) General Education (First bacc. Degree)				
	Not Received Theodore, Spring 2003			JS -Spring 2003/2004

Figure 13: Components by Economic Development and Community Development Required Specialization Courses

PAB Component	UPP 550. Physical Planning I: Theoretical Foundations	UPP 551. Physical Planning II: Methods	UPP 552. Physical Planning III: Studio	UPP 560. Urban Transportation I: Introduction	UPP 561. Urban Transportation II: Policy Methods and	UPP 552. Urban Transportation Planning III: Lab
<b>a) Knowledge</b>						
1. Structure and Function	LR			KK	PT	KK
2. Hist./Theory of Planning Proc. & Prac.	LR			KK	PT	
3. Administration/Legal/Political	LR				PT	
4. Familiarity with Spec. Knowledge	LR			KK	PT	
<b>b) Skills</b>						
1. Prblm/Form./Resc. Skills & Data Gath.		KA-K			PT	KK
2. Quantitative Analysis & Computer	LR	KA-K	CH&BR		PT	KK
3. Written/Oral & Graphic Comm.		KA-K	CH&BR		PT	KK
4. Collaborative Problem		KA-K	CH&BR			KK
5. Synthesis of Knowledge to Practice		KA-K	CH&BR	KK	PT	KK
<b>c) Values</b>						
1. Equity					PT	
2. Government & Citizen		KA-K			PT	
3. Resp. Diversity of Views &	LR			KK		KK

Ideology						
4. Conservation of Natural Resources				KK	PT	KK
5. Ethics of Process, Practice & Behavior		KA-K				
d) Planning Work Experience		KA-K				
c) General Education (First bacc. Degree)						
	Laxmi Fall 2002/2003	Al-Kodmany Spring 2003/2004	No syllabi: Ryan Fall 2002	Kazuya 2002/2003 Fall	Vonu 2003/2004 Spring	Kazyua 2003/2004 Spring

Figure 14: Component by Physical Planning and Urban Transportation Required Courses

## 5. Faculty Resources and Composition

The Self-Study Report and the accreditation review are directed to two overriding concerns regarding the program's faculty: the extent to which program goals and objectives are supported and advanced by the quality, composition, and size of the program's faculty; and the quality of the program's curricular, scholarly, and service endeavors as affected by the quality of its faculty.

### Criteria

**5.1 Customary Expectations:** The customary expectations of productivity and the workloads placed on faculty members shall support the program's goals and objectives.

*These customary expectations involve program policy on normal teaching assignments, advising, research activities, external funding, publication, practice, public service, service to the profession, administration (including student recruitment and other non-instructional matters), and service to the institution.*

The general expectation for full-time UPP faculty is that 60 percent of time should be spent teaching and 40 percent on research and service. Faculty can also buy out one or more courses with grants, at the discretion of the director. A full course load is four courses per year. All faculty members are expected to serve as advisors to students.

Because of the high administrative requirements of CUPPA, many faculty members assume administrative responsibilities in addition to teaching and research duties. For example, it is customary for UPP faculty to hold major responsibilities in the CUPPA research centers both administratively and by conducting research. Examples of this are: Nik Theodore is the director of the Center for Urban and Economic Development and has a two course teaching load. Brent Ryan is the director of the City Design Center and teaches two courses with the City Design Center paying 50 percent of his salary to UPP. Other UPP faculty members have their lines in other units of CUPPA, but contribute courses to UPP. David Perry is the director of Great Cities Institute and teaches one course per year. Sue McNeil directs the Urban Transportation Center and has responsibilities for two courses. Phil Bowman is Director of the Institute for Research on Race and Public Policy and has a one course teaching load. Robin Hambleton is the Dean of CUPPA and does not have teaching responsibilities.

UPP administration also brings a reduction in course load. Curt Winkle who directs the UPP Program has a two course teaching load. Doug Gills, as Director of Graduate Studies has a two course teaching load. During the fall 2003 semester Professor Gills became seriously ill and was unable to continue in this role during the spring 2004 semester.

Customary expectations for faculty are shown in the Guidelines for promotion and tenure (Volume III, Attachment 7). According to the following guidelines:

- Positive recommendation on promotion and tenure will be considered only if a candidate has performed adequately in teaching, service and research, and has performed well in two of these areas.
- All faculty members are expected to be good teachers.

- UPP expects each of its faculty members to be productive in communicating ideas, knowledge, and problem-solving techniques beyond the University to a larger community of scholars and professional practitioners. In evaluating research performance, UPP recognizes the following areas of research as being of equal importance: traditional research, applied research, and professional practice.
- Service includes work on, (program, college or campus) committees, administrative activities, service to professional organizations or community groups, service by furthering contact between UPP and the off campus planning community, and overall work in enhancing the quality and reputation of UPP.

**5.2 Qualifications:** The faculty of the program shall be appropriately qualified to serve the program's mission, and shall be capable of executing the program's goals and objectives, particularly as they pertain to teaching, research, and service. The faculty's educational diversity, educational attainment, familiarity with professional practice, and expertise in planning shall be utilized for the successful education and training of planning graduates.

**Guidelines:**

**5.2.1 Educational Diversity:** The faculty's educational degrees should be from a diversity of institutions.

Fifteen different universities are represented in the terminal degrees of UPP faculty members. Both public and private universities are represented, as well as all US regions.

Of the most recent UPP's faculty hires, Brent Ryan received his degree from Massachusetts Institute of Technology, Kazuya Kawamura received his from University of California Berkeley, and Saurav Dev Bhatta from Cornell University. With the UPP being the largest graduate study Urban Planning Program in the country it does, on occasion, choose to hire some of the best and brightest of its graduates. UPP's most recent hire from its own graduating class is Nik Theodore who is both an assistant professor and the director of the Center for Urban and Economic Development.

**5.2.2 Educational Attainment:** In planning, the PAB-accredited master's degree is the professional degree and the Ph.D. is the terminal research degree. In hiring new faculty, the program should seek a mix of individuals whose professional and scholarly qualifications are appropriate to the goals and objectives of the program. These may include individuals with an accredited graduate degree and significant experience in planning, and individuals with a Ph.D. in Planning or a related field. Faculty should be encouraged to be members of APA and to seek membership in AICP.

The UPP program's hiring policy is to require candidates to hold a Ph.D. in planning or a related field, or be at an advanced dissertation stage. The most recent hires have all been Ph.D.s in urban planning or closely related fields.

The following UPP Faculty members of the American Planning Association: Doug Gills, Charles Hoch, Martin Jaffe, David Perry, Laxmi Ramasubramanian, Brent Ryan, and Curt Winkle. Raffaella Nanetti is a member of the APA Global Task Force. Members of AICP include Brent Ryan and James Foester. Martin Jaffe is a former member. Ting-wei Zhang serves on the International Planning Committee of the AICP and Dean Robin Hambleton is a member of the Royal Town Planning Institute, the United Kingdom equivalent.

**5.2.3 Practitioners:** Practitioners who are holders of an accredited graduate degree in planning or membership in AICP should be involved as appropriate in the program as regular tenure track faculty, Planner in Resident, Practice in Residence, Practice Faculty, or in other long term contract faculty roles, consistent with the goals and objectives of the program.

The UPP program has formally adopted a strategy of "Practitioner Professor. Explore means of creating continuing relationships with one or more teaching practitioner." (Figure 1).

The current budget constrains us from making long-term commitments to a practitioner, but we have already begun developing practitioner roles that go beyond traditional adjunct instructor. UPP's most recent practitioner hire, William (Max) Dieber, recently retired from his position as the Director of Research Services at the Northeastern Illinois Planning Commission. Mr. Dieber taught one class during the 2004 spring semester and is contracted to teach another class in the fall. Beyond his teaching assignments Mr. Dieber is playing a larger roll at UPP by bringing in research dollars and employing student research assistants for projects and being generally available to students.

The UPP program had 11 adjunct faculty during the 2003 – 2004 academic year. Strategically, at both the program and college level, hiring practitioners has been placed as a high priority and our urban location provide access to many excellent adjunct faculty members. Current adjunct faculty include, among others, Joseph DiJohn, a former Regional Transportation Authority executive director who has been teaching at UPP since 1988; Greg Longhini, Secretary of the Chicago Transit Board and former Deputy Commissioner of Planning and Development of Chicago who has been teaching at UPP since 1990; Erica Pascal, an attorney and vice president of the Hispanic Housing Development Corporation who has been teaching at UPP since 1997; Stephen E. Schlickman, a public affairs and government relations specialist and former lead Washington lobbyist for Mayor Richard M. Daley who has been teaching at UPP since 1999, Peter Levavi, Senior Vice President at Brinshore Development, and Leslie Pollick, Principal, Camiros, Ltd.

**5.2.4 Visiting Faculty:** The program should strive to host visiting faculty members, and to have its own faculty serve as visiting professors at other institutions to the extent that this does not disrupt the ongoing provision of a full and consistent curriculum.

CUPPA has the Great Cities Institute, which brings in faculty from many of the other UIC colleges who offer seminars and engage with UPP students providing them with access to information from other disciplines that is both practical and theoretical.

UPP has not been able to engage visiting faculty recently from other national and international

institutions due to budget constraints. To maintain the diversity of the teaching staff UPP has chosen to make hiring adjunct professors who have practiced in the Chicago area region and have a wide range of experience a desirable alternative.

**5.2.5 Planning Predominance:** A majority of full-time faculty members in the degree program should have education and experience in the planning field as demonstrated by an accredited graduate degree in planning, experience in the field, or membership in AICP.

Eleven of UPP full-time faculty have Ph.D.s in Urban Planning, 9 have Ph.D.s in related fields including urban studies, public administration, political science, civil engineering, one has a Ph.D. in social psychology, and one has a JD degree. A list of faculty members and their qualifications can be found in Section II, Attachment 6.

There are 6 full professors including Charles Hoch (Ph.D. Urban Planning), Raffaella Nanetti (Ph.D. Urban Planning), Phil Bowman (Ph.D. Social Psychology), Sue McNeil (Civil Engineering), David Perry (Ph.D. Public Administration), and Dean Robin Hambleton (Ph.D. in Social Science with focus on public management).

There are 9 associate professors, Kheir Al-Kodmany (Ph.D. Urban Planning), John Betancur (Ph.D. Public Policy Analysis with Specialization in Urban Planning), Douglas Gills (Ph.D. Political Science), Martin Jaffe (Juris Doctor), Janet Smith (Ph.D. in Urban Studies with an MUP in Urban Planning), Piyushimita Thakuria (Ph.D. Public Policy Analysis with Specialization in Urban Planning), Rachel Weber (Ph.D. City and Regional Planning), Curtis Winkle, (Ph.D. Urban Planning and Policy), Ting-Wei Zhang (Ph.D. Public Policy Analysis with Specialization in Urban Planning).

At least half of the UPP permanent faculty members have substantial experience as planning practitioners, and many are currently active consultant/practitioners involved in planning projects on local, national and international levels. Faculty members also actively seek out practitioners as guest lecturers and seminar leaders to enhance the course content and student interaction with professionals in the field.

**5.3 Faculty Recruitment and Composition:** The program shall undertake creative and appropriate recruitment and retention mechanisms to achieve its aspirations regarding the diversity of its faculty. The program shall strive to attain and sustain its aspirations for diversity in a manner commensurate with the needs and situation of the university. The program shall also document its progress in attaining its goals for a diverse faculty.

### **Recruitment and Retention.**

In 2000, a search for a UPP faculty member and Director of the Institute for Research on Race and Public Policy was initiated which targeted a senior scholar in race research resulting in the hire of Professor Phil Bowman who is an African American full professor.

UIC provides start up packages for new minority faculty to help insure that they get a strong start on their research careers. The diverse nature of the Chicago region and the UPP faculty also serve to help recruit minority faculty. Other elements of the UIC Underrepresented Minority Recruitment Program can be viewed at in Volume III, Attachment 10.

UIC is an equal opportunity employer, a statement included in all published job announcements.

### Composition

The stated strategy of UPP is to “Work to diversity the student, faculty and staff to reflect the composition of the Chicago Metropolitan areas, particularly as it concerns members of underrepresented groups. (Long-Term) (Approved May 6, 2004) See Figure 1 above. Faculty discussion emphasized in that this includes diversity in the broadest sense, though the second phrase in the strategy emphasize underrepresented groups in particular.

There is much diversity among permanent UPP faculty (fulltime UPP faculty plus three center directors with UPP faculty status n=15). Every continent except Antarctica is represented with birth countries including Australia, China, Columbia, India, Italy, Japan and Syria. Religions range from Christen, Jewish, Hindu, Muslim and none at all. Faculty members are male and female, gay and straight. A special topics class on “Contested Cities” by Professor Perry two years in a row uses videoconferencing to link UPP students to faculty and students in Belfast, Ireland and in Jerusalem, Israel giving students even greater exposure to a diverse faculty.

An appreciation for faculty diversity, but with a qualification is voiced by one alum,

I think one of the best qualities of the program was that there was a lot of diversity of people in the program and one of the things that I experienced was the human quality of my classmates and professors, but on the other hand, I think there was not a lot of diversity in approaches to social issues, like—we are all leftists here, and I did see a lot of leftist views in my class, but I would have liked to see the other side presented in the classroom. There were a few rightwing students and they felt like their view was under-represented and discriminated and they were not able to make their points and got strange looks so I think we should do a better job. (Alumni Focus Group Participant, January, 2004).

Two other focus group members agreed that viewpoints that challenge the left would benefit education.

In fall 2003, the UPP faculty invited Professor Robert Bruegmann, Professor and Chair of Art History, and urban scholar who often writes from a Libertarian point of view to join the UPP faculty with a courtesy appointment, in part to increase diversity of ideological view. Professor Bruegmann co-taught a course with us on Historical Heritage Planning in the North Lawndale Chicago Community Area.

Of course, the second portion of our diversity focuses on traditionally under-represented groups, particularly Blacks, Hispanics and women. The Chicago area has very few Native Americans. The figure below compares the distribution of permanent UPP faculty in these groups to those of our target, the Chicago metropolitan area. As can be seen, the UPP faculty over-represents Whites and Asians, and under-represents Blacks by 6 percent and Hispanics by 9 percent. Females are under-represented by 24 percent.

Race/Ethnicity/Sex	UPP Permanent Faculty	Chicago CMSA, 2000
Asian	13.3%	4.2%
Black	13.3	18.6
Hispanic	6.7	16.4
Native American	0.0	0.3
White	73.3	66.8
Female	31.3	51.1

**Figure 15: Permanent Faculty by Race/Ethnicity/Sex vs. Chicago CMSA**

While still short of our long-term goal of matching the Chicago CMSA, we have made progress since our last site visit having hired the following tenured or tenure-track faculty:

- Asian, Male. Saurav Dev Bhatta, Assistant Professor 2000
- White, Female. Sue McNeil, Professor and Director of the Urban Transportation Center, 2000.
- Black, Male. Phillip Bowman, Professor and Director of Institute for Research on Race and Public Policy, 2001.
- White, Male. Michael Shiffer, Associate Professor and Director of the Urban Data Visualization Lab, 2001
- White Male. Brent Ryan, Assistant Professor and Co-Director of the City Design Center, 2002

Phillip Bowman is a full professor. In his position as Director, he has taken a leadership role in mentoring minority faculty and students not just in UPP, but across the UIC campus. In 2003-2004 he served as Co-Chair of the Chancellor's Committee on the Status of Blacks.

- 5.4 Faculty Development:** Faculty members shall be continually engaged in some aspect of scholarly and/or professional productivity, in addition to instruction, in order to keep up-to-date and well-informed.

Eighty percent of faculty report publications within the last two years as shown in Volume III, Attachment 8. All report current scholarly or professional activity in their curriculum vitas shown in Part IV, Appendix A.

- 5.5 Size:** The faculty shall be of a sufficient size to accomplish the program's goals and objectives, to support the students through advising and other functions, to administer the program, and to teach the curriculum.

**Guidelines:**

- Programs offering one degree for which accreditation is sought should have a minimum of five full-time equivalent (FTE) faculty.
- Programs offering two degrees for which accreditation is sought should have a

minimum of seven FTE faculty.

Effectively, the Master of Urban Planning and Policy Program has 18 permanent faculty members plus other 17 other contributors.

The Urban Planning and Policy faculty has 15 full-time members whose lines are in the Urban Planning and Policy Program, 3 senior faculty members whose lines are in the research centers they direct, 1 Dean who is not required to teach in the unit, 5 additional part-time faculty members who have responsibilities in other units on campus and who generally teach as adjuncts, plus 11 adjunct faculty members who are not otherwise affiliated with the University.

- 5.6 Concentration of Resources:** The faculty as a whole shall be sufficiently concentrated in the degree program to assure a critical mass and to meet program goals. The mix of full-time and part-time faculty shall be appropriate to the program's mission, goals, and institutional context. The faculty shall include a sufficient number of individuals whose primary commitment is to the degree program. Programs which rely on a mix of full-time and part-time faculty shall demonstrate that they routinely enjoy sufficient faculty presence to enable adequate student access and effective program governance.

*A primary factor in assessing the adequacy of faculty resources will be the degree to which the non-program courses and other activities of program faculty overlap with, or otherwise support, the program under review.*

As noted above, 15 members of the faculty are full-time in the Urban Planning and Policy Program. Of these, Professor Martin Jaffe regularly buys out two classes to fulfill his role as Director of the Illinois Sea Grant College Program at the Great Cities Institute, and Professor Nik Theodore regularly buys out of two classes per year to serve as Director of the Center for Urban Economic Development.

The additional three senior faculty members who have their lines in the research centers they direct include Sue McNeil who is the director of the Urban Transportation Center, David Perry who is also Associate Chancellor for Great Cities Commitment, and Phil Bowman who is also a professor of African-American Studies. Professors Perry and Bowman each teach one course per year. Professor McNeil is formally committed to teach two courses per year.

- 5.7 Student/Faculty Ratio:** The ratio of students to faculty shall be appropriate to the program's mission, context, and capabilities. This ratio shall be small enough to allow the program to provide substantial individual faculty attention to the students and to facilitate regular student-faculty interaction. The ratio shall foster an effective community of learning and inquiry.

*The determination of the appropriateness of the student/faculty ratio of the program shall take into consideration such issues as the size of teaching and advising loads, average class size, graduate and undergraduate composition in the case of multiple programs, the proportion of a student's program taken within the degree program(s) under review, and other related factors influencing faculty workloads.*

*(Where two degree programs are accredited or under review, faculty effort in each planning program [e.g. undergraduate and graduate] must be explained separately and in relation to the resources and programs of the entire administrative unit in which the program is located.)*

**Guidelines:**

The program should use its university's official definition of what constitutes a teaching FTE and how that FTE is allocated to the program. If no distinction is made among programs, the program faculty and the site team should use what the academic unit considers a full-time teaching load. The percent devoted to the program can be determined by dividing that total by the number of courses taught in the program. For example, if the unit considers four courses per academic year a full-time teaching assignment and a faculty member teaches two courses in the program, then s/he would be a .50 teaching FTE. In an adjunct taught a single course, he/she would be a .25 teaching FTE.

**Graduate Programs:** The ratio of FTE students to FTE faculty should not exceed 10:1. A ratio exceeding this guideline shifts the burden of proof to the program to show explicitly the sufficiency of its faculty relative to the issues identified above.

There are 9.4 FTEMUPP students per FTE faculty member in UPP. This is based on standard UIC resources and performance measures for the fall of 2004, at which time there were 16.7 FTE faculty in the Urban Planning and Policy Program and 157.6 FTE MUPP students. The figure for FTE faculty does not include the two courses offered by Professor McNeil, whose line is in the Urban Transportation Center, the one course offered by Professor Bowman whose line is in the Institute for Research on Race and Public Policy, or the one course offered by Professor Perry, whose line is in the Great Cities Institute.

While the ratio is within PAB standards, we are concerned we may go over the standard if action is not taken. We have experienced increasing demand for our program. We have also lost faculty members due to attrition and been unable to replace them due to the 23 percent reduction over three years experienced by our college. Another reason for concern is that the FTE ratio is 10.55 when Ph.D. students are included. The ratio goes down to 10.1 when we add in the teaching contributions of UPP faculty members whose lines are in the centers they direct. We still feel that action is necessary to improve this ratio.

To this end, faculty have approved (with student, alumni and Illinois APA chapter input as described above) a request to charge a tuition differential of 2000 dollars per semester per full time student and use the revenue to hire additional faculty. The tuition differential is expected to result in an additional 500,000 dollars per year for the UPP program.

## 6. Teaching, Advising, and Student Services

The Self-Study Report and the accreditation review address the manner in which the program's teaching function is oriented, administered, and delivered. Teaching, advising, and the provision of other student services are expected to reflect the program's goals and objectives and to be adapted to the characteristics of the student clientele, whether it includes part-time students, international students, and/or students with differing degrees of prior professional planning experience.

### Criteria

**6.1 Teaching Quality:** The quality of the teaching in the program shall assure that graduates receive a state-of-the-art understanding of, and competence in, the curriculum.

Instructor and course evaluations are completed by students at the end of every course. Seventy-five percent of all courses offered during the 03-04 academic year had an average instructor rating of 4.0 out of 5.0. Within the seventy-five percent, 50 percent had an average evaluation of 4.4 and 25 percent of all courses had an average instructor evaluation of 4.8 out of a 5.

For the course evaluation, 75 percent were higher than 3.7. Within that 75 percent 50 percent higher than 2.3, and 25 percent higher than 4.5.

As noted in section five above, UPP faculty are expected to be good teachers.

**6.2 Faculty Qualifications:** The faculty must be fully qualified to teach in their respective areas of the curriculum.

**Guideline:** Required courses normally should be taught by faculty members with a continuing association with the program.

**Guideline:** Normally, the core curriculum should be taught by several members of the program's faculty.

Instructors of required core courses are almost always permanent faculty members in the Urban Planning and Policy Program. We have scheduled Max Dieber as instructor of UPP 503 Planning Skills for the fall 2004 semester in a conscious effort to insure that many of our students get exposure to him as a practitioner in residence. We have also used an adjunct to teach one of two annual sections of UPP 504 Economic Analysis of Urban Planning and Management due to the leave of absence of Professor Saurav Dev Bhatta.

Each required core course generally has three, and at least two permanent faculty members who teach it as shown below:

- UPP 500. History and Theory of Urban Planning. (Nanetti, Hoch, Betancur)
- UPP 501. Urban Space, Place and Institutions. (Smith, Hoch, Gills)
- UPP 502. Planning Skills: Computers, Methods and Communication. (Al-Kodmany, Zhang, Winkle)

- UPP 503. Data Analysis for Planning and Management I. (Kawamura, Winkle, Smith)
- UPP 504. Economic Analysis for Planning and Management. (Kawamura, Bhatta)
- UPP 591. Professional Practice Seminar. (Nanetti, Hoch, Winkle)

**6.3 Specializations:** The faculty complement and resources shall be adequate to support the specializations advertised and offered.

Each of the five specializations offered have at least three permanent faculty who teach.

- Community Development. (Betancur, Gills, Smith, Winkle)
- Economic Development, (Perry, Theodore, Weber)
- Globalization and International Planning (Betancur, Nanetti, Zhang)
- Physical Planning. (Al-Kodmany, Hoch, Jaffe, Zhang)
- Urban Transportation (Kawamura, McNeil, Thakuriah)

Required specialization courses are almost always taught by permanent faculty members. All specializations have at least three courses offered a year and can be completed the specialization can be completed in a two year period.

The MUPP student handbook published on the UPP webpage and shown in Volume III, Attachment 9, includes a description of each specialization, key faculty and scheduling goals for required courses.

Four of the five specializations have CUPPA or CUPPA administered research centers that roughly parallel specialization focus, providing opportunities for research assistantships, applied studio work and exposure to practitioners: .

- **Community Development**-- Natalie P. Voorhees Center For Neighborhood Improvement, and The Institute For Research On Race And Public Policy (IRRPP)
- **Economic Development** -- Center For Urban Economic Development (CUED)
- **Physical Planning**-- City Design Center (CDC)
- **Urban Transportation**-- Urban Transportation Center (UTC)

The Great Cities Institute (GCI) does work that overlaps with community development, economic development and physical planning.

### **Globalization and International Planning.**

The Globalization and International Planning specialization does not have a CUPPA research center like the others, and, was originally considered a specialization that would be taken in tandem with one of the other four. The UPP faculty is and was so diverse that many regions of the world are represented offering the opportunity to provide an international perspective.

By the year 2001-2002, increasing enrollment made it difficult for students to do two specializations, and students complained that they had expected a stand-alone specialization. They felt that what was then called the International Development Specialization did not have a level of support as did the other specializations.

The faculty moved in 2002 to disband the specialization, but to require all students to take a globalization course. The specialization was removed from the UPP webpage, but not formally withdrawn from the UIC Graduate Catalogue. Many students were advised to take a globalization course, but it was not universally implemented.

In 2003-2004, CUPPA and its new Dean took a renewed interest in globalization and international planning issues. CUPPA is hosting a major international conference on cities in the summer of 2004. An initiative called CUPPA International made part of the College strategic plan. More importantly, the faculty is creating major opportunities for study.

- Professor Nanetti and Dean Robin Hambleton applied for a FIPSE Consortium grant for 2005-06, which would sponsor a student and faculty exchange programs with the University of Dortmund, University of West England, and Politecnico di Milano, and be linked with Cleveland State and Hunter College.
- Professor Zhang is taking 12 planning and architecture students to China for a three week Urban Design Studio in fall of 2004.
- Professor Betancur is working on strengthening ties with universities in Mexico, Venezuela and Colombia.

In the light of these resources, the faculty voted in May of 2004 to revive the specialization with the new name Globalization and International Planning as a stand alone specialization intended to be supported fully like the other four. Professors Betancur, Nanetti and Zhang are the core faculty members for the specialization. The specialization has been re-added to the web page with language that helps make it clear what students can expect from the specialization. The specialization name change will go to the CUPPA educational Policy and Committee and onto the UIC Senate Educational Policy Committee for formal action in fall of 2004.

**6.4 Course Scheduling:** Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

**Guideline:** Courses basic to the program's degree requirements and concentration areas should be offered on a regular and continuing basis.

Core curriculum courses are offered at least twice a year, including once in the evening and once in the day. The Professional Practice Seminar, which is intended to accompany the internship, is offered on Wednesday nights in the summer and in the spring.

Specialization-required courses are generally offered one year during the day and the next year in the evening. There are some exceptions such as the UPP 552 Physical Planning Studio, which is almost always held during the day so that studio participants can work with the appropriate community officials and members and visit sites during the daylight hours. Some three-course specializations start in the fall and others in the spring as described in the student handbook published on the webpage and shown in Volume III, Attachment 9.

The program web-publishes a rolling two-year scheduling plan to aid in academic planning for all students <http://www.uic.edu/cuppa/upp/academic/Pln0406.htm> . The schedule is also presented on our webpage by time-slot and for the current semester.

- 6.5 Advising:** The program shall make available to students competent and continuous program advising, progress appraisal, and career guidance. It shall also assure students' access to competent personal counseling as needed within the institution.

Students are assigned an advisor when admitted to the program and sent a letter with a checklist of things that they need to do before their first semester. Included on the check list is the instruction to contact their advisor. Contact information for several staff members who can do some initial advising is also given since some faculty are hard to reach in the summer. Compliance is excellent. Students are also given group advising at the new student orientations held in the fall and spring. Every student must have a plan of study signed by their advisor on file by the fifth week of their second semester or receive an advising hold on registration. Approximately 12 advising holds were placed in spring 2004 for noncompliance with this requirement. The plan of study form is posted on the UPP website and can be seen in Volume III, Attachment 6. Finally, students must get their advisor's signature on a master's project or thesis proposal form before they are permitted to register for the project or thesis.

Students often maintain a relationship with the same advisor through their academic career, but have the option of selecting another advisor if appropriate.

- 6.6 Placement:** The program and/or its institution shall provide a student placement service adequate to assist students in entering the job market.

The College of Urban and Public Affairs has a full-time Assistant Dean for Student Services James Marek who is housed in the UPP floor. He provides myriad placement services including frequent e-mails to students of internship and job opportunities; a well-maintained bulletin board with job and professional information; and an annual internship fair which brings some 20 employers from the government and private sphere to interview MUPP students for internships and some full-time positions. The experience of the program is that many student internships evolve into full-time work for MUPP students.

In a focus group with alumni conducted in January 2004, participants were asked, "Did you feel the college and the program provided you with sufficient assistance in finding a job?" Five members of the group said yes; 1 said yes, but that the jobs listed were Chicago-centric; one said yes for the first job, but not for jobs latter in one's career; and one said no. (Transcript Volume III, Attachment 2, Section 2.1.1)

All focus group participants were employed in jobs directly related to their degree, except one who was employed in health administration, which is only somewhat related to her training.

A University of Illinois Survey (see section 1) of 2000 MUPP graduates conducted in 2001 shows 83 percent of graduates are working full-time and the remainder are not working and not seeking employment. Sixty percent are in nonprofit organizations and 40 percent in government. Sixty percent say they current jobs are closely related to their degree, 40 percent

say it is related and none report that it unrelated. The survey is sent to the entire 2000 class, but response rate was very low resulting in only 6 responses.

A representative sampling of the organizations where UPP students have been placed includes the following:

- City of Chicago Department of Planning and Development
- City of Chicago Department of Environment
- Chicago Transit Authority
- Chicago Association of Neighborhood Development Organizations (CANDO)
- Northwest Municipal Conference
- Chicago Area Transportation Study of the Illinois Department of Transportation
- Trkla, Pettiegrew, Allen & Payne (Chicago-based consulting firm)
- Landrum & Brown (Chicago-based consulting firm)
- U.S. Department of Housing and Urban Development
- DuPage County Department of Development
- Chicago Economic Development Commission
- Metropolitan Planning Council
- Regional Transportation Authority
- American Planning Association (headquartered in Chicago)
- Chicago Housing Authority
- City of Oak Park, IL
- City of Highland Park, IL

**6.7 Financial Aid:** The number and size of financial aid opportunities shall be supportive of the student body and the program's goals and objectives. The program shall have published criteria for allocating such aid.

In the 2003 academic year, 50 percent of all full time students were employed by the College as research assistants, which come with a tuition and fee waiver. We feel that this is a major strength of the program and have included maintenance of these assistantships as one of our strategies for attracting the nation's best planning students.

In addition, we award approximately six five tuition and fee waivers to MUPP students each year.

The UPP Program has applied for the HUD Community Development Work Study program, which is targeted to minority and economically disadvantaged students and calls for placing a student in a planning or community development agency at no cost to the agency. The Work Study Program provides free tuition, a work stipend comparable to the 40 percent assistantship, and \$1500 for education related expenses.

There are two scholarships available to economically disadvantage and minority students, the Rob Mier Award and the Thelma T. Jackson award. Alumni regularly contribute to theses two awards.

The urban planning and policy program also offers financial support to students who attend the national American Planning Association meetings as a way to help them make connections with their professional association and encourage membership.

## 7. Research and Scholarly Activities

The Self-Study Report and the accreditation review are directed toward assessing the degree to which the program's research supports its mission, goals, and objectives. For programs to remain vital and current in the field, research and scholarly activities appropriate to the program are essential.

### Criteria

**7.1 Policy:** The program shall have an official policy, disseminated to faculty, recommending appropriate research and scholarly activities for the faculty, and the extent to which all or a portion of the faculty are expected to meet these standards.

**Guideline:** This policy should take into account the appointment, promotion, and tenure practices of the institution, as well as the program's own mission.

**Guideline:** This policy should also take into account the instructional load of the program's faculty and the released time and leave opportunities available within the institution.

The UPP program's policy on research and scholarship is spelled out in the Promotion and Tenure criteria, which applies to all faculty members (see figure below).

The standard assignment of faculty time is 60 percent teaching and 40 percent research and service. The standard teaching load is 4 courses per year, so faculty course buyouts for funded research activities are available on a case-by-case basis, generally at 15 percent of salary. This was established in a UPP policy approved by the faculty in 1995. This policy was adopted by the whole college in 2001.

UIC also has a sabbatical leave policy which makes a two-semester leave at 2/3 salary possible after eight years of full-time service, and two semesters at 1/2 salary or one semester at full salary after six years of full-time service. (<http://www.vpaa.uillinois.edu/policies/sabbatical.asp?bch=0>)

### Excerpt on Research from UPP Promotion and Tenure Guidelines

In broad outline, the criteria adopted by UPP are divided into the standard three-part format defined in the University's procedures: teaching, research, and service. However, the Urban Planning and Policy Program, like other academic units with a professional education mission, views the categories "research" and "service" in broader terms than would be typical of more traditional academic disciplines. Usually, a positive recommendation on promotion and tenure will be considered only if a candidate has performed adequately in all three areas listed above, and has performed well in two of these areas. . . .

#### III. Research

UPP expects each of its faculty members to be productive in communicating ideas, knowledge,

and problem-solving techniques beyond the University to a larger community of scholars and professional practitioners. Because of the diversity of the faculty, however, our definition of research includes but also extends beyond the traditional one--publication of books and refereed journal articles. In evaluating research performance, UPP recognizes the following areas of research as being of equal importance: traditional research, applied research, and professional practice. A faculty member recommended for promotion would be expected to contribute in at least two areas, and have a record of significant accomplishment in at least one area.

A. Traditional Research

Books, monographs, and articles published in refereed journals are included in this category. UPP does not prescribe a list of appropriate journals; however, faculty would normally be expected to publish articles that focus on planning theory and practice, policy analysis, research methodology, urban affairs, or research related to one of the areas of specialization. In line with University procedures, UPP will seek the written evaluations of experts and scholars outside the University.

B. Applied Research

Applied research includes research reports, technical bulletins, articles in journals which publish applications-oriented articles, and performance on research grants and contracts. Methods for evaluating are similar to traditional research, augmented by such factors as width of circulation, commentary provided by the granting or contracting agency, and availability through centralized information service such as NTIS.

C. Professional Practice

Examples of significant professional practice activities would include formulating a plan for a public or private agency (including neighborhood organization); leadership or participating in workshops and seminars designed to advance the profession, editorial responsibilities related to professional journals; leadership activities in professional organizations; and consulting at policy-making levels of public or private organizations, including commissions and political campaigns.

The importance of professional practice in a case for promotion will depend on the scope, significance, and originality of the professional record being evaluated. Routine consulting work of the sort done by private consulting firms does not fit these criteria. Evaluation will be based on the extent to which a faculty member has taken a leading role in activities which lead and advance the profession. Such activities are to be subjected to peer review, including written evaluations of experts in the appropriate area. Professional awards and other recognition would also be evidence of accomplishment.

Figure 16: Excerpt on Research from UPP Promotion and Tenure Guidelines

**7.2 Quality:** The program shall sustain a record of contribution to planning scholarship and the evolution of planning practice. Faculty contributions to research and to other aspects of planning scholarship shall be of high quality whether directed at discovery, teaching, integration, or application of knowledge.

The faculty of the UIC Urban Planning and Policy Program ranks fifth among U.S. Planning programs in number of refereed journal articles published between 1998 and 2002, according to, *Faculty Quality at U.S. Planning Schools: An N.R.C. Style Study* by Bruce Stiffler, Deden Rukmana, and Bhuiyan Alam. (<http://www.fsu.edu/~durp/publications/facwork.htm>)

Over ninety publications and reports prepared by UPP faculty members since 2002 are listed in Volume III, attachment 8, along with many more forthcoming publications.

UPP faculty members applied for 8.1 million dollars in research grants and contracts and were awarded over 1.8 million dollars in funding in the 2003-2004 year (compiled from faculty annual reports, 2003-2004).

As can be seen in the figure below, the number of referred articles, technical monographs and reports is holding steady to rising. (Figure compiled from UIC Resource and Performance Measures.) The number of papers presented at conferences has declined since 2000 reflecting cuts in the travel budget. In response, the UPP faculty approved in May 2004 the following strategy: "Conference Papers. Encourage faculty and student conference papers though travel funding to increase the national reputation of our faculty and Program (short term)." In addition the dean's office has made additional funds available to the Urban Planning and Policy Program in 2004-2005

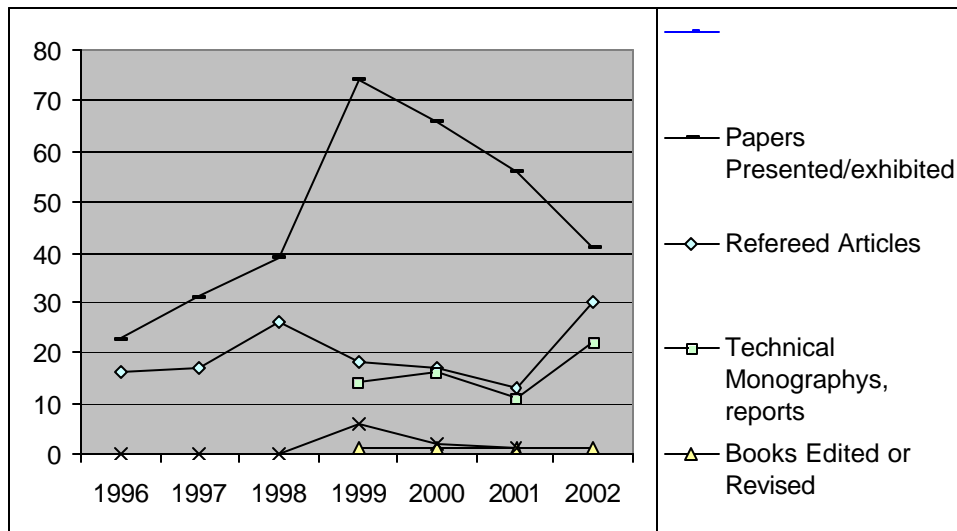


Figure 17: UPP Faculty Scholarly Activity by Year

**Guidelines:**

**7.2.1 Link with Teaching:** Research efforts should, where possible, support the instructional mission of the program.

Much of the research conducted by UPP faculty is conducted through the seven research centers in the College of Urban Planning and Public Affairs and the City Design Center, which is co-directed by a UPP faculty member. Funded projects produce enough research assistantships that 50 percent of full time UPP students generally hold research assistantships within the College. These are important in attracting the nation's best planning students, as shown in UPP strategies in Figure 1. They provide financial assistance for students, including a tuition and fee waiver.

Perhaps most importantly, the many research assistantships available to students provide opportunities for students to conduct engaged research on urban problems under the close direction of faculty and research staff. Alumni report that experience as a research assistant, and linkages of the UPP program to the research centers were very important contributors to quality of education. (The transcript of the January 2004 focus group is in Volume III, Attachment 2, Section 2.1.)

**7.2.2 Link to Practice:** The program's research efforts should include a significant portion directed towards advancing the understanding of urban settlements and the improvement of the practice of planning in local, state, national, or international arenas.

A sample of the many faculty publications and reports shown in Volume III, Attachment 8 is presented in the figure below, demonstrating that almost all faculty research is related to understanding urban settlements and improving the practice of planning.

### Sample of Recent UPP Faculty Publications

- Al-Kodmany. "E-Public Participation: Communicating Planning and Design Graphically using Internet-based Maps." In *Planning Support Systems in Practice*. Edited by Geertman, S. & Stillwell, J. Springer Press, pp. 65-67. 2003.
- Betancur. "The Politics of Gentrification: The Case of West Town in Chicago." *Urban Affairs Review* 37, 6 (July): 780-814. 2003.
- Hoch. With Tracey Lanier. "Homeownership for Low Income Households in Public Housing." In *Good Deeds, Good Design*. Edited by Bryan Bell. Princeton Architectural Press, pp. 165-174. 2003. Jaffe. With O. Al-Jayyousi. "Planning Models for Sustainable Water Resources Management, *Journal of Environmental Planning & Management* 45(3): 309-322. 2002.
- Kawamura. "Perceived Benefits of Congestion Pricing for Trucks." *Transportation Research Record* 1833, Washington, D.C.: Transportation Research Board. 2003.
- McNeil. "Asset Management," in *Highway Engineering Handbook*. Edited by Tien Fwa. Boca Raton, FL: CRC Press. 2004.
- Nanetti. "Institutional Capacity and Reluctant Decentralization in Portugal: Case-Study of the Lisbon and Tagus Valley Region." *Regional and Federal Studies*, August 2004.
- Shiffer, "Community Participation with Multimedia." In *Community Participation and Geographic Information Systems*. Edited by Craig. London: Taylor & Francis. 2002.

- Smith, "How community development education can build capacity: the case of the urban developers program." *Journal of Planning and Education Research* May 2004.
- Theodore. "Political Economies of Day Labor: Regulation and Restructuring of Chicago's Contingent Labor Markets." *Urban Studies* 40(9): 1811-1827. 2003
- Weber. "Equity and Entrepreneurialism: The Impact of Tax Increment Financing on School District Finances." *Urban Affairs Review* 38(5). 2003.
- Zhang. "Urban Development and a Socialist Pro-Growth Coalition in Shanghai." *Urban Affairs Review* 37(4): 475-499. 2002.

**Figure 18: Sample of Recent Faculty Publications**

**7.2.3 Dissemination:** Research findings should be disseminated widely through publication, including refereed journals, conference presentations, and other means.

As reported above, the UIC Urban Planning Program faculty ranks fifth in the nation among planning programs in number of refereed journal articles over a five year period, produces a regular stream of books and monographs, and is active in presenting conference papers.

## 8. Public and Professional Service, Continuing Education

The Self-Study Report and the accreditation review are directed toward assessing the public and professional service component of the planning program. Programs must serve their communities at the pertinent local, state, national, and/or international levels in ways consistent with their goals and objectives. These activities advance faculty competence and maintain the currency of faculty and students relative to practice and changing public concerns.

### Criteria

**8.1 Policy:** The program shall have a policy encouraging faculty involvement in public and professional activities. This policy shall define public and professional service and shall indicate which types of service are commensurate with the program's goals, its institutional setting, and its external environment. This policy shall take into account the appointment, promotion, and tenure practices of the institution, as well as the program's own goals and objectives.

The UPP Promotion and Tenure guidelines identify the types of public and professional services that are consistent as shown the figure below.

**Excerpt on Service from UPP Promotion and Tenure Guidelines**

IV. Service

This includes service on (Program, college or campus) committees, administrative activities, service to professional organizations or community groups, service by furthering contact between UPP and the off campus planning community, and overall work in enhancing the quality and reputation of UPP.

- A. Service on committees should be evaluated not only on the basis of the number and importance of the committees, but also the level, quality and impact of the contribution of the candidate to them.
- B. Administrative activities (particularly those for which teaching load was not reduced) should be recognized where such activities are significant.
- C. Service to professional organizations and community groups should be evaluated as for A. above.
- D. Enhancement of contact between practicing planners and others on the one hand, and UPP faculty and students on the other, is valuable and should be recognized.

Figure 19: Excerpt on Service from UPP Promotion and Tenure Guidelines

**8.2 Quality:** The program shall continually strive to improve its contribution to public and professional service.

**Guidelines:**

**8.2.1 Link with Teaching:** The faculty's instructional efforts (e.g., studio courses) should, where possible, contribute to public service, and the faculty's public service efforts should contribute to the instructional program.

Faculty have made conscious efforts to bring in service-oriented contracts that provide opportunities for training and funding students in the classroom and through research assistantships. One example is the 2002-2003 Oak Park Project in which the Urban Planning and Policy Program and the Urban Data Visualization Center received a large contract to do a business-area plan for the City of Oak Park, Illinois. The project was offered as a studio course with 18 students, many of whom were supported with research assistantships, working on the project. Results of the project can be viewed at <http://www.uic.edu/cuppa/udv/oakpark.htm>

Another example is UPP Special Topics--Revitalizing Business Districts offered in the fall of 2003 by Professor Weber and Ryan. A joint economic development and physical planning studio was based on a contract run through the City Design Center to create a business-district plan for the Village of Worth, Illinois.

In the fall of 2004, Professor Zhang will lead a group of 10 planning and architecture students to do a for-credit design studio in China. Students will spend three weeks in China working on the project, with travel expenses paid by the research contract.

**8.2.2 Link to Professional and Scholarly Communities:**

Program faculty should serve professional Organizations, including APA and AICP, and scholarly organizations including ACSP, and the program should otherwise strengthen its ties to these organizations including fostering APA students planning organizations.

**APA**

**National**

- The following UPP Faculty members of the American Planning Association: Doug Gills, Charles Hoch, Martin Jaffe, David Perry, Laxmi Ramasubramanian, Brent Ryan, and Curt Winkle. Raffaella Nanetti is a member of the APA Global Task Force.
- The UPP program had 25 MUPP students who attended the National APA conference in Washington, DC. in spring of 2004. The Program helped subsidize the cost of the trip for students.
- The UPP cosponsored a reception at the National APA conference in Washington, DC in spring of 2004.
- Stuart Meck, Senior Research Fellow with the American Planning Association addressed the UPP 591 Professional Practice Seminar in the summer off 2003 to encourage students to link with the APA and the Profession.

- The American Planning Association provides financial support to the Urban Planning and Policy Student Association.
- The UPP program places two to three research assistants and several interns with the offices of the APA.

#### **State and Metro Section**

- Curt Winkle and Charles Hoch serve as faculty liaisons with the board of the Illinois Chapter of the APA.
- The Illinois Chapter APA and the two universities are working to develop a mentoring program for students where by students are lined up with practicing planners.
- Michael Blue, President of the Illinois Chapter addressed the incoming class of MUPP students in fall of 2003 and will be invited to address the incoming fall 2004 class.
- The Illinois Chapter newsletter announces availability of MUPP students to work on projects as part of their master's project requirement.

#### **ACSP**

John Betancur serves as chairperson of the ACSP Diversity Committee. Curt Winkle serves on the ACSP Committee on the Academy and the Profession and is running for regional representative. Charles Hoch is preparing a special session at ACSP on the Academy and the Profession and has served as the elected regional representative on the board. Wim Weiwel, who left UPP and CUPPA to become Dean of the College of Business Administration, is the immediate past president of ACSP. UIC hosted the Planning Administrators' Conference five years ago.

#### **AICP**

Members of AICP include Brent Ryan and James Foester. Martin Jaffe is a former member. Ting-wei Zhang serves on the International Planning Committee of the AICP and Dean Robin Hambleton is a member of the Royal Town Planning Institute, the United Kingdom equivalent.

#### **PAB**

Charles Hoch, David Perry and Curt Winkle are members of the APA site visitor pool and Charles Hoch was on a site visit team of Pratt in 2003-4.

#### **TRB**

- Sue McNeil and Vonu Thakuria are members of the Transportation Research Board. Sue McNeil serves on the Executive Board.
- The UPP program had 20 MUPP students who attended the National TRB conference in Washington, DC. in January 2004.

## Other

UPP Faculty members serve on the board of the Urban Affairs Association and on committees of the International Sociological Association and the American Political Science Association.

### **8.3 Continuing Education for Practitioners:**

The program shall have a policy on continuing education appropriate to its goals and objectives, local market, and other factors. It shall take appropriate responsibility for helping to improve the skills and knowledge of practicing planners.

The UPP program has as Goal 3.1 to “Create, sponsor and support continuing education and professional development activities for public officials, civic leaders and other citizens seeking knowledge and skills about urban planning.” (Figure 1 above).

The UPP program also admits students who are not seeking a degree but need to build professional skills as non-degree students. The following policy governs the admission: “Non-degree admission is appropriate for individuals who would like to take a course or group of courses for professional reasons.” ([http://www.uic.edu/cuppa/upp/admission/nd\\_admit.html](http://www.uic.edu/cuppa/upp/admission/nd_admit.html))

Professional education programs in the College of Urban Planning and Public Affairs are centered in the Great Cities Institute (GCI). The Great Cities Institute currently offers five certificate programs for working professionals seeking to enhance their skills.

#### **Online Certificate in Nonprofit Management (CNM)**

The anywhere, anytime professional education program for today’s nonprofit managers. Network with nonprofit practitioners nationwide at times that fit your busy schedule. Six highly interactive, instructor-led courses offered on a year round basis; strategic management, governance, operations, finance, fundraising and marketing. Customized cohorts can be arranged to meet the needs of a specific group or community.

#### **Urban Developers Certificate Program (UDP)**

Co-sponsored with the Chicago Rehab Network, this twelve-month certificate program emphasizes practical skills needed to successfully plan, finance, develop and manage housing initiatives. Team taught by UIC Urban Planning faculty and experience development professionals. Convenient weekend schedule.

#### **Renewing Public Housing Certificate Program: Private Sector Principles for the New Millennium (RPH)**

Online professional development training targeted to public housing agency professionals. Four six-week courses offered on a year round basis. Come learn about the new public housing paradigm, how to plan and develop mixed-finance, mixed-income development projects, property and asset management, and more.

#### **Planning Commissioner Online (PCO)**

Learn the fundamental roles and responsibilities of the planning commissioner in this highly interactive four-week certificate program. Dialogue with planning experts and course participants as you learn how to prepare for the challenge of meeting the diverse needs and interests of your community.

Of these programs, the UPP has been particularly instrumental in two: the Urban Developers Program (UDP) and Planning Commissioner Online (PDO).

The Urban Developers program is described in the figure below. The Urban Developers Certificate Program, a well-crafted series of continuing education course that has trained over 80 professional in the field of low and moderate income housing development. These professionals have been critical of the development of hundreds of low and moderate - income housing units in the Chicago region. It is innovative as a program collaboratively offered by UPP, The Great Cities Institute and the Chicago Rehab Network. Graduate level courses are offered for non-degree credit by the UPP on a continuing education basis by a combination of UPP faculty and community practitioners. Graduates of the certificate program can apply to the MUPP program and if accepted have their UPP-sponsored UDP courses count toward their MUPP degree. We have recruited many well-qualified minority students in the UPP program though this mechanism. This program was offered for six years. It was suspended in the 2003-2004 when the U.S. Department of Housing and Urban Development de-funded the programs that sponsored students in the program.

## **Professional Education**

### **Urban Developers Program (UDP)**

#### **Overview**

The Urban Developers Program (UDP) is a one-year graduate level certificate program designed to build the capacity of community-based development practitioners engaged in the development of affordable housing. The [Chicago Rehab Network](#), a citywide coalition of affordable housing development organizations, and the [College of Urban Planning and Public Affairs](#) jointly sponsor the program at the [University of Illinois at Chicago](#).

Designed specifically for adult learners, UDP offers knowledge needed to excel in the technical, financial and leadership aspects of affordable housing development. Six courses covering a comprehensive curriculum are offered approximately every third weekend over a one-year period (August-July). The courses are:

- Cohort Seminar
- Real Estate Finance
- Housing Policy
- Management Essentials
- The Development Process
- Sustaining the Housing

Each course is taught by a diverse team of instructors who bring both theoretical and practical expertise. Instructors include senior community development practitioners, UIC faculty from the Urban Planning and Policy Program, and professional staff from the Great Cities Institute and Nathalie P. Voorhees Neighborhood Center.

### General Information concerning the 2003-2004 Academic Year

#### College of Urban Planning and Public Affairs

Great Cities Institute – MC 107  
University of Illinois at Chicago  
412 S. Peoria, Ste 400  
Chicago, IL 60607  
(312) 996-5167

#### The Chicago Rehab Network

53 W. Jackson, Ste. 740  
Chicago, IL 60604  
(312) 663-3936

#### Eligibility and Admissions

Admission to the Urban Developers Program is based on submittal of a complete application package. Each application is individually assessed by an admissions committee comprised of representatives of the Chicago Rehab Network and the College of Urban Planning and Public Affairs.

Admission Criteria include:

- Employment / involvement in the field of community development
- Likelihood of completing the Certificate Program
- Capability to do graduate work successfully

Students will receive a Certificate in Urban Development upon successful completion of the program. Students who enter the program with at least two years of college and a B grade point average may be able to take the course for credit at the University of Illinois at Chicago. Students who enter the program with a bachelor's degree may be able to apply for course credit from the program towards the requirements of a Masters of Urban Planning and Policy Degree at UIC, subject to the rules of the University. To further discuss eligibility for the UDP certificate, contact Michael Clark at 312/996-8078.

Waivers may be granted for those without current employment in the field of community development.

In a review of the program after three years, the Fannie Mae Foundation considered UDP a "promising practice" for community development.

#### Required Courses

<i>UDP Cohort Seminar (One week intensive seminar)</i>	<i>4 credit hours</i>
<i>Housing and Community Development Policy</i>	<i>4 credit hours</i>
<i>Development Finance</i>	<i>4 credit hours</i>
<i>Organizational Essentials for Community-based Development</i>	<i>4 credit hours</i>
<i>The Development Process</i>	<i>4 credit hours</i>
<i>Sustaining the Housing: Property Management, Asset Management and Resident Issues</i>	<i>4 credit hours</i>
<b><i>Total hours for the Certificate</i></b>	<b><i>24 credit hours</i></b>

Figure 20: Urban Developers Program

The other professional development program that UPP faculty helped create is Planning Commissioner Online, a four-week certificate program taught by UPP faculty and planning practitioners and offered with support of the Urban Land Institute—Chicago, Lake County Department of Planning, Building and Development, Northeastern Illinois Planning Commission, and the College of Lake county, Public Services Institute. The cost was \$475 and it had both one line and in person components. This program was suspended in 2003 due to lack of enrollment. See figure below.

### **Planning Commissioner Online**

Planning Commissioner Online is a four-week certificate program. Go to class wherever you have Internet access.

#### **What You Will Learn**

As a PCO course participant, you will learn how to ask the right questions about development proposals presented to your local planning commission.

The program includes four one-week modules. Each module offers a digital presentation by an experienced planning expert, a set of interactive learning activities, and links to useful web sites. Through dialogue with your instructor-facilitator and other course participants nationwide, you will engage in a highly interactive, continuous learning process over four weeks. Sample topics and activities include:

- Explore Why Planning Commissions Matter
- Examine How Plan Commissioners Balance Authority and Responsibility: The Role of the Planning Commissioner
- Discuss the Art of Planning: Balancing the Public Good and Private Interests
- Learn How to Make Meetings Work: The Deliberative Process

Log on to your password-protected course web site four to five days a week at your convenience. Night or day, dialogue and networking with other plan commissioners awaits you each time you log on.

You will explore real-life case studies about challenges facing today's plan commissioner: transportation, economic development, housing, historic preservation, zoning and much more.

#### **WHAT PCO PARTICIPANTS ARE SAYING ABOUT THEIR ONLINE LEARNING EXPERIENCE**

"Overall, I am glad I had the opportunity to take this course. The content was good and practical. I look forward to using this material in future work."

"This course should be required for all new plan commission members."

"I think this information will benefit me and others as we continue to serve as Plan

Commissioners. Being made aware of the myriad of issues involved in a "proposed development was enlightening. I would recommend this course to any Plan Commissioner."

--Comments from Lake County, IL planning commissioners who earned the Certificate in October 2002

**Figure 21: Planning Commissioner Online**

## 9. Students

The Self-Study Report and the accreditation review promote standards of quality and equity in the student composition of planning programs. Programs are expected to make every effort to attract the highest possible quality of students. Programs are also expected to strive for diversity in their student bodies, and particularly for the inclusion of underrepresented groups.

### Criteria

**9.1 Quality:** The program shall strive to maintain high standards in the quality of its student body.

Students must maintain a B average or are put on academic probation, in which case that have one semester in which to raise their average to B or they are dismissed from the program. Every student has an assigned advisor who is informed if a student enters probation.

Student recommended for admission to the program have a mean minimum undergraduate GPA on their last 60 hours of credit of 3.0, a maximum of 4.0, and a mean of 3.58. Seventy-five percent have GPAs of over 3.4.

The impression of UPP faculty is that the quality of students has been going up as UPP attracts more of its students from a nationwide base.

**9.2 Admission Standards:** The program's requirements for admission shall reflect standards indicative of potential for success in studies and in professional practice, while also reflecting institution-wide policies and the program's goals and objectives.

**Guideline:** Admission standards should address previous educational performance, standardized test results, work experience, individual maturity, motivation, and interest in planning.

Applicants to the Master of Urban Planning and Policy Program are considered on an individual basis. The successful applicant will have a baccalaureate from an accredited college or university with a grade point average of at least 3.00 (A = 4.00) for the final 60 semester hours of undergraduate study. Applicants must also submit:

1. Three letters of reference from instructors familiar with their academic training or supervisors who are familiar with their professional experience.
2. A personal statement, including the applicant's educational and career goals, and detailing relevant academic experience and part- and full-time employment.
3. A recent paper, essay, or project of which they are the sole author or designer. This submission may be of an academic, professional, or personal nature, and must be at least 1,000 words in length.
4. International applicants must submit scores from the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550.

Although not required for admission, all applicants, especially those seeking merit-based financial assistance or those having degrees from institutions outside the U.S., are strongly encouraged to submit GRE scores (general test only).

**9.3 Size:** The number of students enrolled shall be sufficient to provide a community of inquiry to facilitate the maximum possible development of each student in both educational and professional terms.

The MUPP program is one of the largest planning programs in the county with 167 students and 44 graduates in the 2003-2004 academic year. Sixty-five percent of our students are full-time, and one-half of these have research assistantships within the college creating a critical mass of students in CUPPA hall.

When asked what they particularly liked about the MUPP program in the January 2004 focus group, one alum said, "CUPPA Hall—all the institutes, always lunches going on." And another said, "CUPPA is not just a building, it's a community—everyone knows everyone and that made a big difference in the program—one of the best things. (Volume III, Attachment 2, Section 2.1).

With 844 graduates from the program since its inception, our students find a large community of MUPP alumni once they leave UPP. Twenty or so alumni are invited back to talk with our students to talk about their careers in UPP 591 Professional Practice Seminar, which accompanies student internships. A common refrain is that students will encounter MUPP alumni everywhere they go and will usually find a helping hand.

**9.4 Recruitment and Composition:** The program shall undertake creative and appropriate recruitment and retention mechanisms to achieve its aspirations regarding student composition. The program shall document its progress in reaching its aspirations for the quantity, quality and diversity of its student body.

Our major recruitment mechanism is our web page at <http://www.uic.edu/cuppa/upp/>. We occasionally get and fulfill requests for hard copies of our materials. We hold open houses three times per year, generally with attendance between 25 and 65. We also post our program in Peterson's Guide and the Guide to Graduate Education in Urban and Regional Planning.

In spring of 2004, the faculty voted to create the position of Director of Graduate Studies separate from the director of the program, with the primary goal to allow additional administrative time to recruitment and retention of underrepresented minority students. Professor Doug Gills developed a minority recruitment plan and was appointed as DGS in Fall 2003. He became seriously ill in fall 2003 and so was unable to further develop his plan and implement it. We expect that he will return in this role in the fall of 2004 to complete and implement the plan.

One recruitment strategy that is being implemented for the 2004-2005 academic year is that UPP is applying for HUD Community Development Work Study Program scholarships which support minority and economically disadvantaged students. While the program has received this in past years, it has not received it in the past three years. This corresponds with the period during which minority enrollment has declined.

We will also be awarding the Thelma T. Jackson Award in fall of 2004, a new scholarship for a minority or economically disadvantaged student.

### Quality

As noted above, student recommended for admission to the program have a mean minimum undergraduate GPA on their last 60 hours of credit of 3.0, a maximum of 4.0, and a mean of 3.58. Seventy-five percent have GPAs of over 3.4.

The percentage of MUPP applicants denied has risen from 25 percent to 45 percent over the past three years as shown in the figure below. The denial rate was 64 percent in spring of 2004 and 42 percent in fall of 2004.

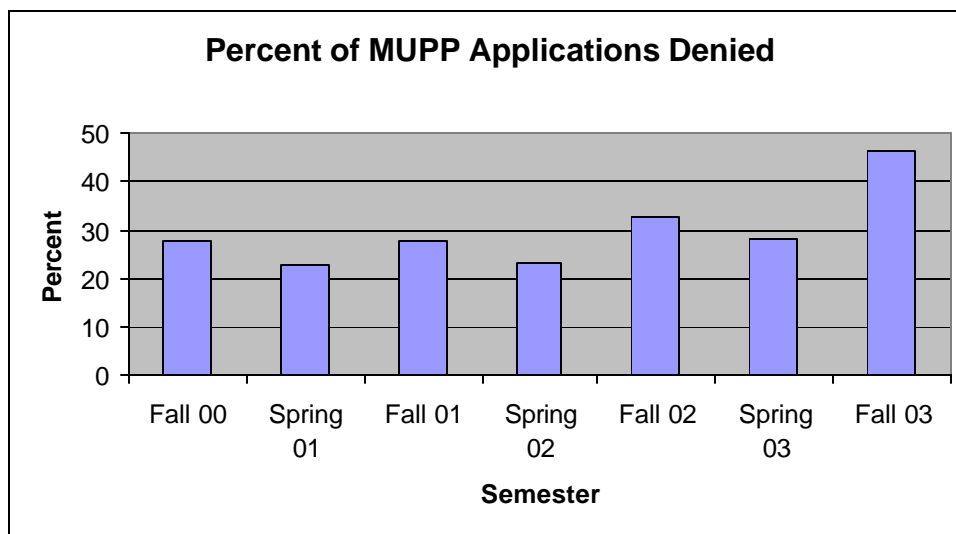


Figure 22: Percent of MUPP Applications Denied by Semester

An increasing percentage of our applicants are from out of state. Of fall 2004 applicants processed by May 1 2004, 44 percent of applicants were from out-of-state. This is up from 33 percent four years ago. Of students who attend, many of those who apply from out of state get residency status, but still, as shown in the figure below, an increasing percentage of students are paying out-of-state tuition.

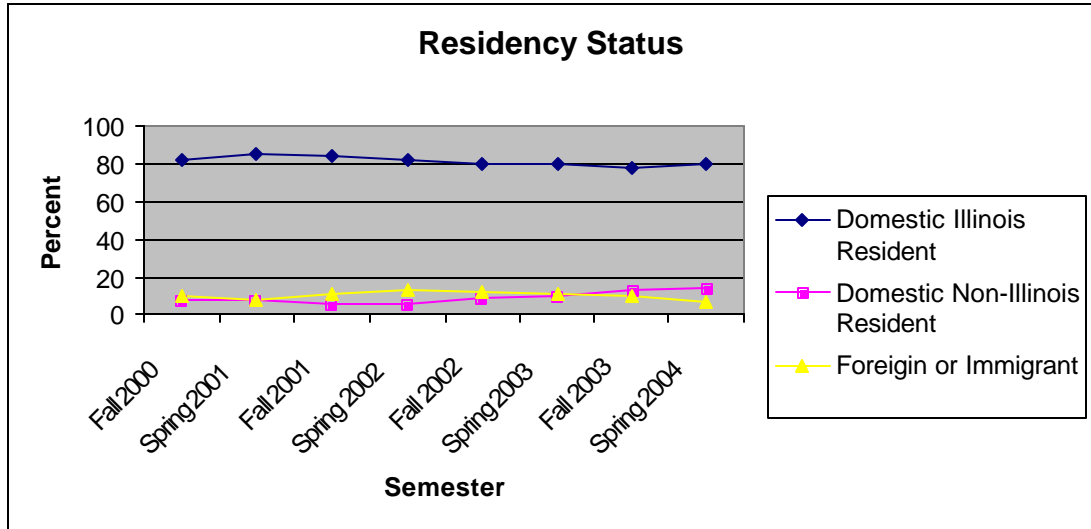


Figure 23: Residency Status of Students by Semester

**Quantity**

The MUPP Program had 173 students enrolled in fall of 2004. The number of students enrolled as been increasing over the past five years. Three years of budget cuts and faculty attrition have put us at the limit on number of students with a FTE student to FTE faculty ratio approaching 10.0. We have sought to reduce slightly the number of students admitted for fall 2004. We also seek to increase the number of faculty available starting in fall of 2005 by implementing a tuition differential for MUPP students of \$2000 per semester for a full time students which should create additional review of approximately \$500,000 per year.

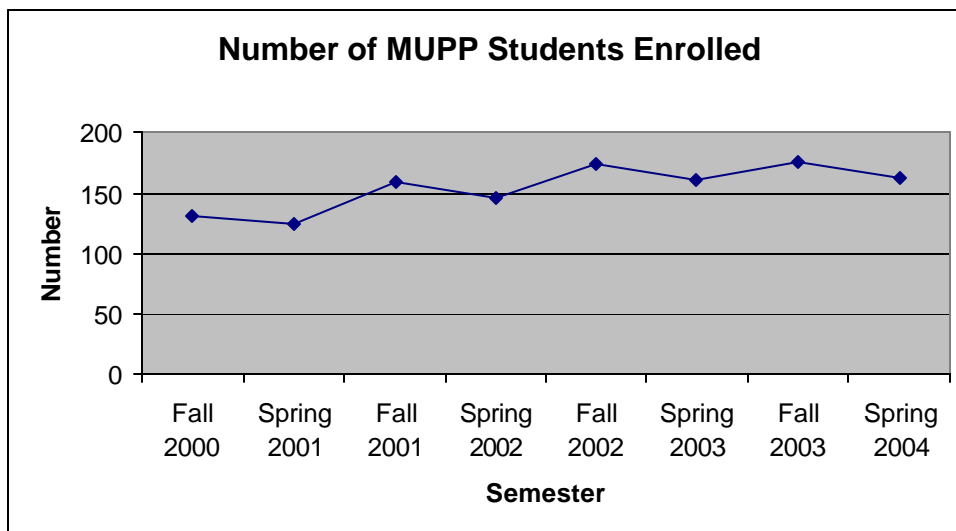


Figure 24: Number of MUPP Student Enrolled by Semester

**Diversity**

The UPP strategy on diversity is to “Work to diversity the student, faculty and staff to reflect the composition of the Chicago Metropolitan area, particularly as it concerns members of underrepresented groups. (Medium-Term) Approved May 6, 2004)”. The figure below compares the composition of racial/ethnic/gender characteristics of MUPP students in fall of 2003. As can be seen, MUPP students come somewhat close to matching the Chicago CMSA, except for the percentage Hispanic. The percent of MUPP students that are Asian is about the same as in the CMSA, the percent Black is 4.6 percent lower and the percent Hispanic is 9.5 percent lower. The percentage of MUPP students female is 6 percent higher than in the CMSA.

Race	MUPP Students, Fall 2004	Chicago CMSA, 2000
Asian	4.9 %	4.2%
Black	14.0	18.6
Hispanic	7.9	16.4
Native American	0	0.3
White	70.7	66.8
Female	53.7	51.1

SOURCE: U.S. Census, 2000 and UIC 10<sup>th</sup> Day Verification List fall 2003.

**Figure 25: Race/Ethnicity/Gender of MUPP Students vs. Chicago CMSA**

Race/Ethnicity/Sex	MUPP Admissions Fall 2004	Chicago CMSA, 2000
Asian	4%	4%
Black	19	19
Hispanic	4	16
Native American	0	0
White	73	67
Female	56	51

**Figure 26: MUPP Admissions 2004 by Race/Ethnicity Compared to Target from UPP Strategies**

Fall 2004 Admissions shown in the figure above come closer to matching the Chicago CMSA, but Hispanics are still under-represented.

At our Faculty Retreat in February 2004, faculty reviewed trends in the ethnic status of MUPP students and concluded that additional work was needed to recruit Hispanic and Black students. We expect the position of Director of Graduate Studies, which Professor Gills was unable to fill for much of the year due to serious illness, will be filled in the fall with a DGS who will continue to develop the recruitment plan started by Professor Gills and implement the plan.

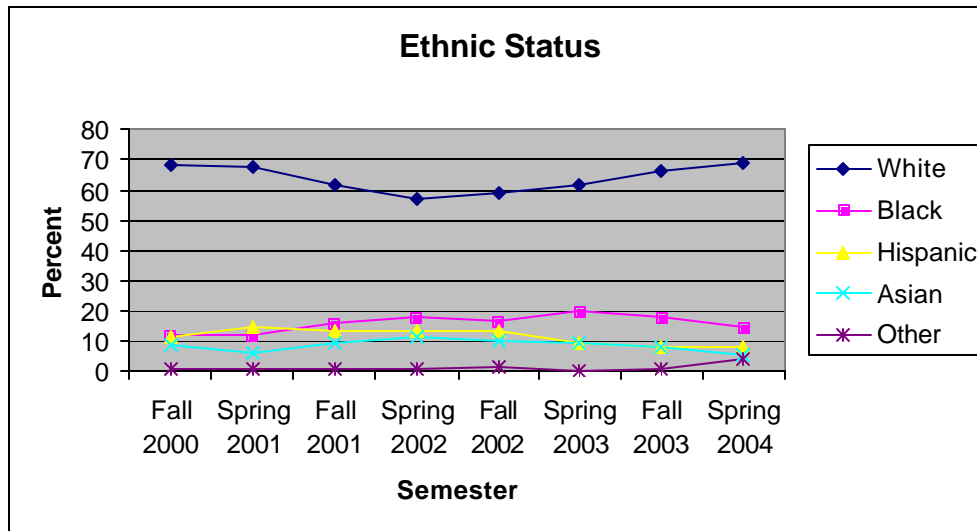


Figure 27: Ethnic Status of Students by Semester

## 10. Institutional Resources

The Self-Study Report and the accreditation review are directed toward determining that the program has sufficient resources to support and advance its goals and objectives and to ensure that the criteria of the PAB are met. Thus, planning programs are expected to provide adequate organizational and physical resources in order to deliver an accreditation-worthy program. They are expected to strive to make efficient use of the resources provided by the institution and to generate resources external to the program and larger institution. Available resources shall be adequate for fulfilling the goals and objectives of the planning program and for meeting the criteria for accreditation. These resources shall reflect the program's emphases and the expectations of faculty and students and shall encourage academic endeavors and institutional responsibilities appropriate to the program.

### Criteria

**10.1 Library and Information Services:** Library services shall meet the informational needs of the program for instruction and research based on monographs, serials/periodicals, electronic materials and data, and special collections; student and faculty access to services including interlibrary loan and electronic services; availability of bibliographic instruction and reference assistance for faculty and students; and program interaction with librarians in support of the program mission.

The UIC main library is a comprehensive facility containing 1.98 million volumes and 15,500 periodical subscriptions. The Library houses a large collection of comprehensive planning documents and publications and the Great Cities Institute Working Paper series, as well as being an official repository for U.S. Government documents. Within the next two years, it will become a repository of Cook County Documents as well. The library includes all urban planning and policy master's projects and theses.

The library provides reference assistance to faculty and students. The UPP faculty makes annual requests to the library for books and periodicals that are needed to support teaching and research. Through ILNET ONLINE, students have access to the Illinois Library Computer Systems Organization (ILCSO) which is a consortium of sixty-five Illinois libraries that share an online union catalog. ILCSO membership includes the libraries of each state-supported university, thirty-six private colleges and universities, thirteen community colleges, the Illinois Mathematics and Science Academy, the Newberry Library, and the Illinois State Library. In addition, students have access to interlibrary loan. The library also has U.S. census data and tiger files.

The Chicago Public Library's Harold Washington Center, less than a mile from the UIC campus, the City of Chicago's Municipal Reference Library is an excellent resource for plans, reports, budgets and other documents related to Chicago and other metropolitan and state governments. Students and faculty also have access to the Merriam Center Library of the American Planning Association at the Association's national headquarters in downtown Chicago. The Merriam Center is one of the largest single non-governmental repositories of planning documents in the U.S.

- 10.2 Physical Facilities:** Physical facilities--including classrooms, instructional laboratories, and faculty offices--shall be adequate to support the goals and objectives of the program.

CUPPA Hall, which officially opened in 1998, includes a full floor of space for the UPP program, with enough faculty and staff offices, two conference rooms, Ph.D. student offices, research assistant workspaces, a lounge, office support equipment, and a state-of-the-art computer lab for UPP students. In fall 2004, there will be three new classrooms available to the UPP Program built out in a building adjacent to CUPPA Hall, further integrating the academic, research, administrative and student networking capabilities of the program. Each classroom will be equipped with up-to-date audio-visual and computer equipment for presentations. The program continues to have access to the University's lecture halls, classrooms and other facilities, including high-tech equipped media rooms. The facilities of other University academic units are also utilized; for example, architecture studios are often used for joint planning-architecture studio courses.

- 10.3 Computer Capabilities:** Computer and information technology--including hardware and software, presentation technology, access to the internet, and access to electronic data--shall be adequate to support the goals and objectives of the program.

CUPPA has a student computer laboratory on the second floor of CUPPA hall equipped with 20 workstations that include a full-range of soft-ware including GIS, CAD, statistical software, Microsoft and Corel office suites, Adobe Photo Shop, and web-authoring tools. Black and white as well as color printers are available to students. The computer lab is used by Masters and Ph.D. students in planning, plus masters and Ph.D. students in Public Administration. Almost all Public Administration students are part-time students, so they rarely use the computer lab. There is a College staff called CUPPATEC responsible for maintaining and updating equipment in the computer lab.

Computer courses cannot be held in the lab because of the wood frame of the building. Computer teaching facilities with appropriate software are available in the Science and Engineering building on the UIC campus. We have applied to the Provost for permission to create an additional teaching computer lab in the building adjacent to CUPPA hall and directly accessible from the second floor facilities of UPP.

The UPP portion of CUPPA Hall has WiFi wireless access available to all faculty, staff and students.

There are additional computer facilities located in the basement of CUPPA hall dedicated to advanced urban data visualization technologies that are available for special uses, mainframe facilities on campus and access to a CRAY supercomputer available for special requests.

- 10.4 Financial Resources:** Budgets for faculty, support staff, operating expenses, and equipment shall be adequate to support the goals of the program.

**Guidelines:**

- The program should develop external resources to support faculty research and scholarly activities, and the financial support of students, which it matriculates.
- The program should maintain regular contacts with its alumni; and should periodically assess the planning market in its service area, along with alumni

placement trends, and utilize the results of such information in program development.

## **Budget**

The UPP budget is over just one-million dollars, supporting an FTE faculty of 16.7, which results in a MUPP Student FTE to faculty FT E ratio of 9.4 to 1. The UPP budget supports three full-time masters' level administrative assistants, including an Assistant to the Director for Admissions and Records, an Assistant to the Director for Administration, and a Program Coordinator who handles financial affairs for the program. The budget supports two part-time work-study student receptionists, two part-time graduate assistants who work on computer databases and webpage support, and a part time graduate assistant for the Program Coordinator. The budget covers appropriate support services including phone, copying and supplied. Computer support, the Assistant Dean for Student Services who the College covers handles job placement.

Yet, like the rest of the University of Illinois, the College of Urban Planning and Policy has experienced a 23 percent reduction in its state budget due to a state budget crisis. As the figure below shows, the percentage of our budget coming from the state has decreased. This has taken a heavy toll on the size of the planning faculty though attrition.

We have used a number of piecemeal means to keep the quality of education high. We have raised funding to offer additional studio courses, we have brought in adjuncts who bring in their own research dollars which help pay for the course and we have and proposed the creation of a Bachelor of Urban and Public Affairs Program collaboratively with the Public Administration program as a way to generate funding for additional faculty to further increase the scope of expertise available to MUPP students.

Piecemeal solutions are unlikely to prove adequate in the future if state budget trends continue. We have proposed to the Board of the University of Illinois a tuition differential for Master of Urban Planning and Policy Students of approximately \$1000 dollars a semester starting in the summer of 2005. This would generate approximately \$300,000 dollars for the urban planning and policy program per year, or enough for about four to five new faculty hires for whom we hope to begin searches in fall 2004. This will allow us to reduce class sizes considerably and increase the range of course offerings. Our decision to seek this increase was made after consulting with faculty, students, alumni and members leadership of the Illinois Chapter of the American Planning Association.

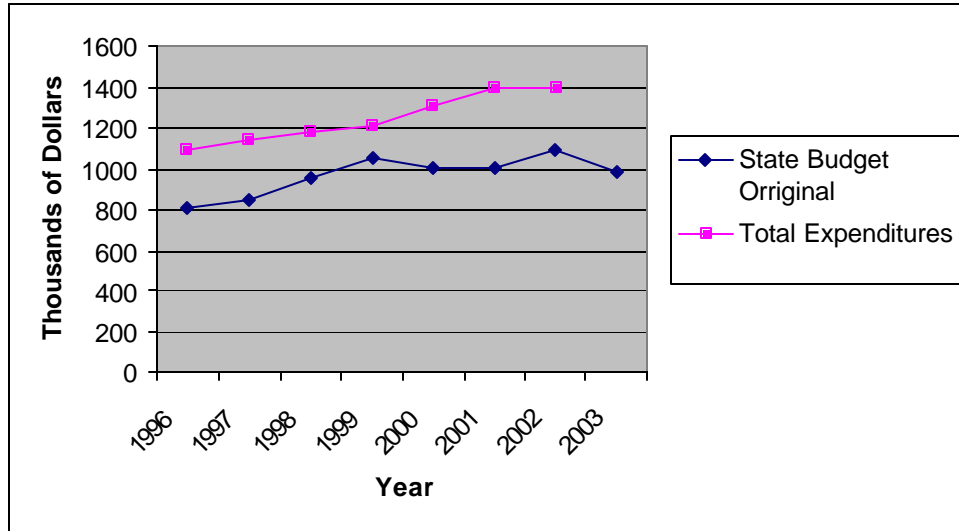
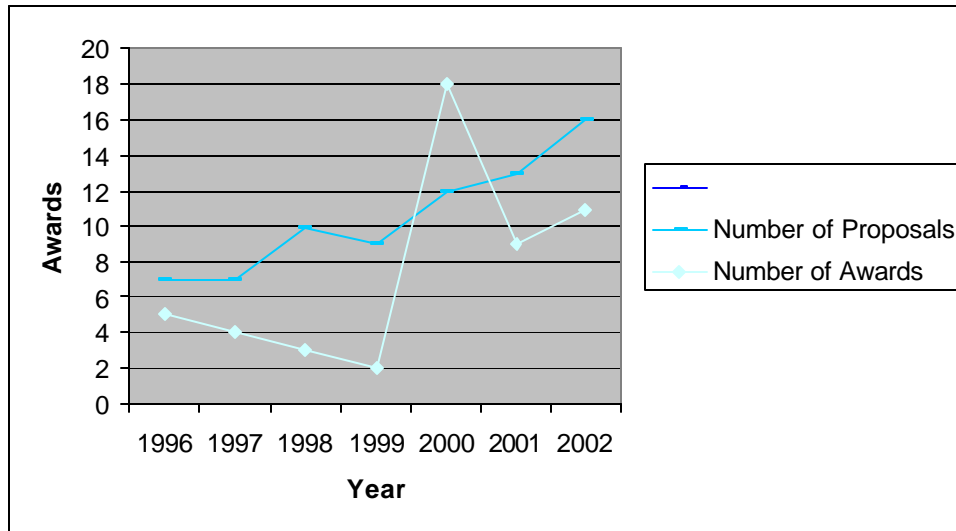


Figure 28: State Budget and Total Expenditures by Year

### External Resources

UPP faculty members applied for 8.1 million dollars in research grants and contracts and were awarded over 1.8 million dollars in funding in the 2003-2004 year (compiled from faculty annual reports, 2003-2004). Not all of this is reflected in the UPP budget however, as our faculty take most of their funded grants through research centers in the College. The number of proposals and awards administered through the Urban Planning and Policy Program is shown in the figure below. These trends mean little in terms of overall grant and contract productivity of faculty since they do not include those administered in CUPPA research centers.

As noted above, UPP faculty and the CUPPA research centers raise enough funds per year to employ  $\frac{1}{2}$  of all full-time MUPP students as research assistants.



**Figure 29: Number of Proposals and Awards within UPP (Does not Include UPP Faculty Awards and Proposals in CUPPA Research Centers)**

### Alumni and Market Assessment

The College of Urban Planning and Public Affairs has an Assistant Dean for Advancement and an Associate Director of Advancement, both of whom support the alumni. They maintain a webpage for the Alumni Association (<http://www.uic.edu/cuppa/alum.html>) and staff Alumni Association Meetings. The Alumni Association includes alumni from both Urban Planning and Policy and Public Administration Programs, though 21 of its 26 board members are MUPP alumni. The association holds an annual spring speakers series with four or five sessions per year. Representatives of the Alumni Association speak at the UPP fall student orientation and at commencement. UPP co-hosts a reception for alumni at the APA annual meeting.

CUPPA produces a glossy magazine, which is distributed to all alumni several times per year. There is also a list server of alumni.

Data on the programs graduates are obtained through two methods, a focus group of alumni and a survey of graduates.

The Urban Planning and Policy Program consults with alumni as it makes adjustments to its program. Alumni were invited to an open forum in May 2004 to discuss a possible tuition differential. We conducted a focus group with alumni on January 22, 2004. The protocol is included below as Figure 4 and includes questions on reasons for selecting the UIC program, outcome assessment in terms of job prospects, skills, knowledge and values, and affiliation with the planning profession. The results are presented in Volume III of this report, Attachment 2 Reference Material for Faculty Retreat, Section 2. Faculty did a formal assessment of the MUPP program based on this data during a faculty retreat in February of 2004.

In addition, since 1973, the University of Illinois has conducted a survey of graduates including measures of student's satisfaction, employment, education experiences and the relationship between their education and subsequent career paths. The study is conducted by the Survey Research Office

at the University of Illinois at Springfield, including two follow-up-mailings of the questionnaire. The survey is to an entire graduating class. The overall response rate is approximately 50 percent; however the number of respondents from urban planning has historically been far lower. ([http://www.pb.uillinois.edu/gs/Graduate\\_Survey.html](http://www.pb.uillinois.edu/gs/Graduate_Survey.html))

## 11. Administrative and Fair Practices

The Self-Study Report and the accreditation review are directed toward determining that the program has in place the appropriate administrative and fair practices and policies commensurate with an accreditation-worthy program. Such practices concern student grievances, non-discrimination and inclusively, program information, confidentiality of student records, and ongoing monitoring and evaluation of administrative policies and procedures. The PAB recognizes that the planning profession, serving as it does the public interest, has a special obligation to advance the participation of minorities and women in society, the protection of individual rights, and the promulgation of fair and honest treatment of all individuals affected by, or associated with, the profession.

### Criteria

**11.1 Student and Faculty Grievance Procedures:** Programs shall have policies and procedures for the accommodation of student and faculty grievances, and/or the programs shall rely on procedures available in the larger institution. Such policies and procedures shall be appropriately disseminated to faculty and to students in the program.

Student and faculty grievances are dealt with through procedures established by the University and available to all students and faculty. See Volume III, Attachment 11 UIC Academic Grievance Policy. All students receive information about these procedures through the Graduate Catalog and web site <http://www.uic.edu/depts/hr/quicklinks/policies/HRPP1100/1101.PDF>. Faculty receives information about this in the Faculty Handbook.

**11.2 Non-discrimination:** Programs shall be non-discriminatory in their policies, procedures, and activities. Such policies shall be based on appropriate and equitable criteria and shall conform to applicable laws with respect to race, color, creed, national origin, sex, age, handicap, and marital status.

The Urban Planning and Policy Program complies with the UIC nondiscrimination policy shown in the figure below.

#### **Nondiscrimination Policy**

The commitment of the University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University of Illinois not to engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. The nondiscrimination policy applies to admissions, employment, and access to and treatment in the university programs and activities. Complaints of invidious discrimination prohibited by university policy are to be resolved within existing university procedures.



**Figure 30: UIC Nondiscrimination Policy**

- 11.3 Inclusively:** Programs shall have evident strategies that seek to achieve the diversity of their faculty and of their student body, in accord with their program goals. Programs shall demonstrate their progress in implementing these strategies. Programs shall document the constraints applicable to such progress.

The UPP program is committed to continuing to develop and maintaining a diverse faculty and student body as shown in UPP Strategy 13 which calls for us to work to diversify the student, faculty and staff to reflect the composition of the Chicago Metropolitan area, particularly as it concerns members of underrepresented groups. This strategy takes a broad view of diversity, while recognizing the particular importance of diversity in members of underrepresented groups. MUPP Goal 9 and its related objectives call for students to have exposure to a diverse faculty and student body.

The UPP faculty voted to separate the Director of Graduate Studies role from the Director, in part, so that there would be sufficient administrative attention to the recruitment and retention of underrepresented minority students. Professor Gills was recommended by the faculty for the DGS role beginning in fall 2003, based on his stated plan for recruitment and retention. He was appointed by the Dean and Director for the 2003-2004 year, but became seriously ill late in the fall semester and throughout the spring semester making it impossible for him to implement the plan. We expect Professor Gills to return to the DGS role in the fall of 2004 and to continue the development and implementation of a diversity-oriented recruitment and retention plan.

Targeted efforts to recruit and retain a diverse faculty were reported in section 5.3.

- 11.4 Accurate and Comprehensive Information:** Programs shall provide accurate and comprehensive information to prospective and enrolled students. Such information includes, but is not limited to: career information; program requirements and prerequisites; admission processes and procedures; cost of tuition, course registration, housing, and affiliated matters; student financial aid; enrollment, matriculation, tuition reimbursement, withdrawal, and dismissal policies and procedures; academic facilities; health, advising, and counseling services; and the accreditation status of the institution and program.

Information on the UPP Program is presented to students in the UIC Graduate Catalogue reproduced in Volume III, Attachment I, on the UPP Website at <http://www.uic.edu/cuppa/upp/>, and at the Graduate College website at <http://www.uic.edu/depts/grad/>.

- 11.5 Confidentiality of Student Records:** Programs shall have appropriate policies and procedures for the maintenance of the confidentiality of student records. Such policies shall be in conformance with applicable law.

UPP complies with the UIC policy on confidentiality of student records as shown in the figure below. Student records are maintained in files located in the Assistant to the Director for Admissions and

Record's office, which is kept secure. Access to these files is limited to faculty and administrative staff with specific responsibility for admissions decisions and student progress monitoring.

**Confidentiality of Records**

As custodian of student records, the University assumes an implicit trust and, accordingly, uses extreme care and concern in recording and disseminating information about students. The University policy is in compliance with the Family Educational Rights and Privacy Act.

The Office of Admissions and Records issues transcripts of official records only at the written request of the student and payment of the transcript fee (see [Tuition, Fees, and Other Charges](#)). The same holds true for academic information needed for financial assistance or honors recognition. Class schedules are not released to unauthorized persons. UIC Student Records policy governs record keeping and release.

**Figure 31: UIC Policy on Confidentiality of Records**

**11.6 Ongoing Monitoring and Evaluation:** Programs shall have in place an appropriate process or mechanism for the purpose of monitoring and evaluating the program's administrative procedures and practices.

Ongoing monitoring and evaluation is provided through the Advisory Committee and regular faculty meetings, with oversight from the CUPPA administration, the Graduate College, and the Chancellor's office. The UPP program reviews its policies on a regular basis, including those covering admissions, specializations, curriculum, and budgeting. Students file evaluations of courses and instructors on a per-course basis. In addition, the Director of the UPP program conducts exit interviews with graduating, transferring, or otherwise exiting students.