



THE UNIVERSITY
of
WISCONSIN
MADISON

DEPARTMENT OF URBAN & REGIONAL PLANNING

□ POLICIES AND PROCEDURES □

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

TABLE OF CONTENTS

I. Administration of the Department

A. Departmental Faculty 1

 1. **Membership**

 2. **Function**

B. Executive Committee 1

 1. **Membership**

 2. **Function**

 3. **Subcommittees**

 a. Mentor Committee

 i. Membership

 ii. Function

 b. Oversight Committee

 i. Membership

 ii. Function

 c. Faculty Evaluation & Awards Committee

 i. Membership

 ii. Function

C. Chair 2

 1. **Selection**

 2. **Duties**

D. Standing Committees of the Department 2

 1. **Masters Program Committee (MPC)**

 a. Membership

 b. Function

 2. **Committee on Student Performance Evaluation**

 a. Membership

 b. Function

 3. **Ph.D. Program Committee**

 a. Membership

 b. Function

 4. **Curriculum Committee**

 a. Membership

 b. Function

 5. **Extension Committee**

 a. Membership

 b. Function

 6. **Facilities Committee**

 a. Membership

 b. Function

E. URPL Affiliate Faculty Policy 4

II. Degree Programs of the Department

A. Masters Program 5

 1. **Objectives**

 2. **Admissions** 5

 a. Application Forms & Process

 b. Special Students

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

c.	<u>Probation</u>	
3.	Financial Aid	7
4.	Degree Credit	8
a.	<u>Basic Credit</u>	
i.	Core Courses	
ii.	Area of Specialization	
iii.	Electives	
b.	<u>Transfer Credit</u>	
c.	<u>Course Waivers</u>	
d.	<u>Short Course Credits</u>	
5.	Internships	11
a.	<u>Procedural Steps for Internship</u>	
6.	Criteria for Satisfactory Progress in the Master’s Program	12
a.	<u>Grades</u>	
b.	<u>Incompletes</u>	
c.	<u>Grading Appeals</u>	
d.	<u>Work Progress</u>	
7.	Master’s Degree Competency Requirement	14
a.	<u>Master’s Thesis</u>	
b.	<u>Professional Project</u>	
i.	Professional Project Options	
ii.	Overview of Professional Project Process	
iii.	Credits	
8.	Special Masters Programs	19
a.	<u>Double Degrees</u>	
b.	<u>Peace Corps Masters International Program</u>	
i.	Timing	
ii.	Financial Aid	
c.	<u>Interdisciplinary Certificate Programs</u>	
i.	Energy Analysis and Policy	
ii.	Transportation Management and Policy Program	
9.	Student Graduation Awards	21
B.	Ph.D. Program	23
1.	General	23
2.	Admission	23
3.	Requirements for Advancement to Ph.D. Candidacy (ABD Status)	24
a.	<u>Professional Practice Requirement</u>	
b.	<u>Minor Field Requirement</u>	
c.	<u>Required Coursework</u>	
d.	<u>Preliminary Examinations</u>	
e.	<u>Examination Committees</u>	
f.	<u>Warrant</u>	
4.	The Dissertation	29
a.	<u>Designation of the Student’s Ph.D. Committee</u>	
b.	<u>Preparation and Defense of the Dissertation Proposal</u>	
c.	<u>Optional Language Requirement</u>	
d.	<u>Dissertation Defense</u>	
5.	PH.D. Program Administration – General Matters	31
a.	<u>Annual Performance Review</u>	
b.	<u>Pre-Dissertator/Advisory Committee</u>	
6.	Requirements for Ph.D. Minor in Urban and Regional Planning	32

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- Appendix I** Coursework
- Appendix II:** Forms/Filings Required

III. Faculty

- A. Annual Evaluation of Probationary Faculty Members 35**
 - 1. **Mentor Committee**
 - 2. **Annual Performance Evaluation**
 - 3. **Review for Promotion and Tenure**
- B. Tenure Guidelines 36**
 - 1. **Substantive Guidelines 37**
 - a. Teaching
 - b. Research
 - c. Service
 - 2. **Overall Evaluation Criteria 38**
 - 3. **Procedural Guidelines 40**
 - a. Annual Review
 - b. Notification of a Nonrenewal Decision
 - c. Review for Promotion to Tenure
 - 4. **Length of the Probationary Period 41**
 - 5. **Addendum to Tenure Guidelines for Faculty with Extension Appointments. . . 41**
 - a. Materials to Be Submitted to Mentoring Committees
 - b. Language in Tenure Guidelines
- C. Post-Tenure Criteria and Review Procedures 46**
 - 1. **Criteria**
 - 2. **Procedures**
- D. Faculty Teaching Load Policy 47**
- E. Departmental Leave 47**
 - 1. **Criteria used by the department in considering leaves**
 - 2. **Conditions Attached to Leaves of Absence or Other Absences from Teaching**
 - 3. **Procedures for Managing Leaves of Absence**

IV. Department Facilities

- A. Policy for Student Use of Computer Equipment in Music Hall 49**

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

I. Administration of the Department

A. Departmental Faculty

1. **Membership** See Section 5.10, FPP.
2. **Function** See Section 5.11, FPP.

B. Executive Committee

1. **Membership** See Section 5.20, FPP.
2. **Function** See Section 5.21, FPP.
3. **Subcommittees**

- a. Mentor Committee

- i. Membership

The Mentor Committee, appointed by the Department Chair, will include at least one member of the Department's Executive Committee. When no member of the Department's Executive Committee has expertise close to that of the probationary faculty member, the Mentor Committee may also include a tenured faculty member from outside the Department. In cases of joint appointments, the Mentor Committee will include at least one tenured member of each department's faculty. If possible, the membership of the Mentor Committee will remain the same throughout the probationary period, unless the probationary faculty member requests a change.

- ii. Function

Provide guidance for probationary faculty members in accordance with Section 7.05(B), FPP..

- b. Oversight Committee

- i. Membership

The Oversight Committee, appointed by the Department Chair, shall include at least two members of the Department's Executive Committee.

- ii. Function

Responsibility for the probationary faculty member's annual evaluations will be assigned to the Oversight Committee in accordance with Section 7.05(C), FPP.

- c. Faculty Evaluation & Awards Committee

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

iii. Membership

The Department Chair shall appoint at least two members of the executive committee to serve as the Faculty Evaluation & Awards Committee

iv. Function

Provide annual assessment of performance by all individual faculty; conduct post-tenure reviews (exclusive of promotions from associate professor to full professor); evaluate and recommend faculty awards as necessary.

C. Chair

1. **Selection** See Section 5.30, FPP.
2. **Duties** See Section 5.31, FPP.

D. Standing Committees of the Department

The following are standing committees established by the Faculty of the Department. The Chair may also, as necessary, create special committees to conduct specific business of the Department that may arise from time to time.

1. **Masters Program Committee (MPC)**

a. Membership

The MPC will consist of at least three faculty members appointed by the Department Chair (plus the Graduate Admissions Coordinator) who participate actively on matters of admission, the granting of fellowships and scholarships, and other program administration concerns. University policies prohibit students from having access to admissions or student files and therefore cannot serve on the MPC

b. Function

The Master's Program Committee (MPC) has responsibility for the overall function of the Master's Program, including:

- i. Admissions
- ii. Fellowships
- iii. Issues related to transfer of credits, determination of credit equivalency, double degree credit requirements
- iv. Student retention and new student recruitment
- v. Other program administration concerns as necessary

Areas not under jurisdiction of the MPC include:

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- i. Course waivers (substitution) for required courses. Course waivers may only be granted by instructors of required courses.
- ii. Course decisions related to a student's area of specialization. These courses are approved by the student's advisor.
- iii. Issues under the jurisdiction of the Curriculum Committee
- iv. Policies related to the Ph.D. Program. The PhD Program is administered by the Ph.D. Program Committee.

2. **Committee on Student Performance Evaluation**

a. Membership

The Committee on Student Performance Evaluation will consist of at least one faculty member appointed by the Department Chair.

b. Function

The Committee reviews student performance at the end of each semester, using as a guide the criteria on satisfactory progress which have been adopted as Departmental policy.

3. **Ph.D. Program Committee**

a. Membership

The Ph.D. Program Committee will consist of at least two faculty members appointed by the Department Chair.

b. Function

The Committee is fully responsible for administering the program, including: screening applicants, identifying academic sponsors and admitting new students; administering as appropriate the preliminary examinations; keeping track of all information on doctoral students as required in these Policies; hearing requests for any exception to the policies stated herein; monitoring the content and requirements of the Department's Ph.D. program and recommending modifications when deemed appropriate; hearing grievances and reporting to the full faculty on such cases; and administering the Department's Ph.D. minor.

4. **Curriculum Committee**

a. Membership

The Curriculum Committee shall include at least two faculty members and one student member appointed by the Department Chair.

b. Function

The Curriculum Committee is responsible for all matters related to the Master's Program curriculum and course approvals. It is also the responsibility of the

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Curriculum Committee to hear and rule on an appeal of a course grade by a Master's student..

5. **Extension Committee**

a. Membership

The Extension Committee is composed of all departmental faculty with a joint appointment with the University of Wisconsin-Extension. Departmental faculty without a joint appointment with the University of Wisconsin-Extension may be added to the committee at the discretion of the Department Chair.

b. Function

The Extension Committee is responsible for coordinating Departmental programming through the University of Wisconsin-Extension.

6. **Facilities Committee**

a. Membership

The Facilities Committee shall include at least one faculty and one one student representative appointed by the Department Chair.

b. Function

The Facilities Committee is responsible for issues related to building space, equipment, and remodeling.

E. URPL Affiliate Faculty Policy [Adopted April 27, 2001. Amended Nov. 10, 2005]

1. New affiliate faculty should be sponsored by at least two members of the regular URPL faculty.
2. Affiliate faculty terms are renewable every three years.
3. "An affiliation allows a faculty member to be associated with a department without governance rights or a continuing departmental commitment. Affiliations may be granted to probationary and tenured faculty and only for fixed terms." (FPP, 5.13).
4. URPL should invite affiliate faculty to student orientation meetings, Departmental picnics and receptions, job talks for prospective URPL faculty candidates, URPL faculty seminar series, URPL brownbag series and all related and appropriate events.
5. The URPL website will include URPL affiliate faculty links to include research interests, select publications, and picture.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

II. Degree Programs of the Department

- A. **Masters Program** [Adopted May 28, 1980. Amended September 13, 1982; May 6, 1983; March 29, 1985; March 17, 1989; November 13, 1992; December 6, 2007; April 24, 2008; May 8, 2009.]

1. **Objectives**

The objectives of the standard two-year Master of Science Degree in Urban and Regional Planning at the University of Wisconsin – Madison include the following three points:

- a. Prepare students to engage in a planning process that recognizes a complex, pluralistic democratic society. To this end, students develop the capacity to work with a diverse public, across government agencies, and in the private and non-profit sectors. This capacity includes the explicit identification of objectives, design of possible courses of action, and systematic evaluation of alternatives.
- b. Convey a set of planning literacies that will enable students to perform effectively as members of planning staffs in the public, private, or non-profit sectors. These literacies include an understanding of the following knowledge areas:
 - Structure and function of cities and regions
 - History and theory of planning processes and practice
 - Administrative, legal, and political aspects of plan-making
 - Public involvement and dispute resolution techniques
 - Research design and data analysis techniques
 - Written, oral, and graphic communication skills
 - Ethics of professional practice
 - Collaborative approaches to problem solving
- c. Prepare students with the substantive knowledge foundation and tools, methods, and techniques of planning associated with one area of specialization related to urban and regional planning.

2. **Admissions**

The Department seeks students with high academic qualifications and the potential to become qualified professional planners. The Department is especially interested in women and minority applicants.

Since there are relatively few undergraduate planning programs in the country, students come into the field from a wide range of disciplines. In recent years, planning students have generally come from the social sciences, with geography, economics, political science, and sociology the most common undergraduate backgrounds. The range, however, runs from the arts to the sciences. All students are required to have an introductory level course in statistics for admission. This requirement may be met by taking an introductory course, for no graduate credit, during the student's first semester of study.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

a. Application Forms & Process

Application for admission to the Department consists of the following material:

1. Application form which covers basic personal information;
2. Official transcripts of all undergraduate and graduate work;
3. The Graduate Record Exam is not required (except for those applying for financial aid) but is highly recommended.
4. Statement of Purpose. This should be a thoughtful, reflective one- or two-page statement discussing why the student wishes to go into planning;
5. Three letters of reference from people who know the candidate's academic or professional work; and
6. Application fee. See Graduate School website for current fee.

In reviewing applications, the Department gives extra weight to planning-related work, such as Peace Corps or professional planning experience. The Department also considers graduate work (not taken as an undergraduate), even if it is in another field.

Students may apply for admission to the program beginning with either the Fall semester or the Spring semester. As a general policy, however, most students will be admitted for the Fall semester so that they can follow the typical course of study.

Fall Semester Admission

There are two application deadlines for those individuals wishing to begin their studies in the Fall semester: February 1, and April 1. All applicants who wish to be considered for an Advanced Opportunity Fellowship (AOF) or for Department scholarships/fellowships must apply by February 1. For applicants who do not apply by February 1, the application deadline is April 1. Admission is as space allows. Applicants whose complete applications are received after this deadline will be notified that they did not meet the application deadline, but they should consider application for the following Spring semester. Exceptions to the April 1 deadline can be made only for other extenuating circumstances.

Spring Admission

For admission in the Spring semester, applications must be submitted by October 15. Students will be admitted for Spring semester only as space allows.

b. Special Students

Special Students are those not admitted to the Department or to the Graduate School. Sometimes students who wish to enter the program begin as Special Students. Generally, they take a minimum of 9 hours of graduate-level courses before their case is reviewed (independent study and research credits are not acceptable to fulfill this requirement.) Students may begin as Special Students, but this will not guarantee acceptance as regular degree candidates; they could be

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

passed over for more qualified students. Courses taken as a Special Student can be taken in a single semester or cumulatively. They do not count toward graduate residence credit, but may be counted toward degree course credit. The MPC will not accept as transfer credit more than 12 credits of work taken as a Special Student. The MPC does not necessarily guarantee that all credits (up to 12) taken as a Special Student will be accepted as transfer credit. All courses accepted for transfer credit must have a B or better. The decision as to what will be transferred will be made by the MPC on the recommendation of the student's advisor, and must be based on information indicating that the courses for which transfer credit is given fit logically into the student's overall program.

c. Probation

Applicants to the Masters program with an undergraduate GPA of less than 3.0 can only be admitted on probation. In such cases, justification for admission on probation must be made to the Graduate School, which has final authority for admission decisions.

Students admitted on probation can achieve full standing in the department (i.e. be removed from probation) by receiving a GPA of 3.0 or above for the first semester of courses taken as a student in the department, with nine (9) credits constituting the minimum number of credits needed to remove probationary status in reference to part-time students.

To the extent possible, students admitted on probation are encouraged to take core courses as a part of their first semester schedule. In all other matters, students admitted on probation are subject to the same standards and requirements as students admitted in full standing (e.g. residency requirements, satisfactory student performance, minimum grades in core courses [BC], and so forth.

3. **Financial Aid**

Planning students may apply for financial aid from the University of Wisconsin Office of Student Financial Aid (primarily work study and loans); the Graduate School (primarily University Fellowships and Advanced Opportunity Fellowships), URPL (scholarships and fellowships), and national organizations (such as the American Planning Association). Students should consult the websites for URPL, the Graduate School, the Office of Student Financial Aid, and national organizations such as the American Planning Association for current information about applying for financial aid. Unless otherwise indicated, students applying for fellowships and assistantships administered by the Graduate School or the Department should indicate this on the admission application form. Check with the URPL graduate admissions coordinators for deadlines for Graduate School and URPL administered scholarships and fellowships. The Department's Master's Program Committee shall determine eligibility for various scholarships and fellowships.

Project and Research Assistantships. Faculty with research projects hire students to assist them for an academic year or on a semester or Summer basis. Assistants receive a salary based on the time they devote to the project. Students whose work on a faculty research project meets the requirements for a Master's or Doctoral thesis will be appointed as a

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

research assistant. The qualifications for the selection of both research and project assistants are determined by the faculty in charge of the research. Students are not restricted to projects within the Planning Department and are encouraged to apply for assistantships offered by other academic departments and the UW-Extension.

4. Degree Credit

a. Basic Credit

Normally, the Master's Program takes two full years of study: 45 semester credit hours with a maximum of 12 credit hours per semester. An internship with a planning-related organization is also required (with the exception of students in the Peace Corps Master's International Program). Three segments make up a student's academic program: (1.) core courses required of all students; (2.) courses in a student's Area of Specialization; and (3.) elective courses. All courses 300-level and above may be counted for graduate credit.

ii. Core Courses

Students enrolled in the Master's Program are required to successfully complete the following courses (19 credits of core coursework):

- (a) **URPL 721 Methods of Planning Analysis** (3 cr.).
- (b) **URPL 741 Introduction to Planning** (3 cr.).
- (c) **URPL 781 Planning Thought and Practice** (3 cr.).
- (d) **URPL 590 Professional Practice (pre-workshop module)**(1 cr.)
- (e) **URPL 912 Planning Workshop.** (3 cr.).
- (f) **URPL 969 Planning and the Legal System.** (3 cr.)
- (g) **Structure and functions of cities and regions** (3 cr.) Students, in consultation with their advisor, can select one 3 credit course from the following list of relevant courses:

- URPL 601 - Site Planning
- URPL 731 - Introduction to Regional Planning
- URPL 734 - Regional Economic Problem Analysis
- URPL 751 - Introduction to Financial Planning
- URPL 761 - Central City Planning: Issues and Approaches
- URPL 839 - Transportation and Infrastructure Systems Planning
- URPL 841 - Planning the Ecological City
- URPL 844 - Housing and Public Policy

ii. Area of Specialization

Each student, in consultation with their advisor, must identify an area of planning where they develop in-depth skills and knowledge. The area of specialization is commonly used by graduates of the UW-Madison program to communicate areas of special expertise to potential employers and allows the student to concentrate on planning issues of most importance to them. The area of specialization often draws on

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

courses taught by the Department, but often also draws on courses taught in other leading departments available to students at the UW-Madison.

Areas of specialization, while developed individually by each student and their advisor, tend to follow predictable patterns. Each student consults with their advisor in identification of their chosen area of specialization and in selecting the courses that will be used to fulfill the Area of Specialization requirement. This process normally starts during the first semester of study and must be completed by the last semester of study. A minimum of 12 credits is required for the area of specialization.

iii. Electives

Students complete the 45 total credits needed for the Master's degree by taking elective courses on topics of interest to the student. For example, students completing the 19 core credits and completing the minimum 12 credits for their Area of Specialization will need to complete 14 credits as elective courses.

b. Transfer Credit [adopted December 12, 2002; amended March 14, 2003.]

The Master's Program Committee has authority to approve the transfer of credits taken outside the scope of the normal Master's degree program in accordance with the following criteria:

<u>Non-URPL Degree Program</u>	<u>Maximum Credits Allowed</u>	<u>Courses Allowed</u>
Planning (PAB accredited)	21	Related to Planning
All other fields	25% of credits completed up to a maximum of 11 transfer credits	Related to Planning

i. The following special conditions apply to the transfer of credits identified above:

- (1.) All transferred credits must be earned as a graduate student (including University Special students or their equivalent). Any course taken as part of an undergraduate degree (whether required or optional) cannot be transferred.
- (2.) Credits can only be transferred for courses in which a grade of B or better was received.
- (3.) The number of credits transferred will be adjusted into "semester" equivalents for courses taken on a quarter (or non-semester) basis.
- (4.) Credits may be transferred for courses taken as part of an awarded graduate degree, subject to the appropriate maximum

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

credit limitations listed in the section on Double Degrees (e.g., 25% rule or other special arrangement). Courses taken as part of degree programs in UW Professional Colleges (e.g. Law School) are subject to the limitations listed above for “All other fields.”

- (5.) The awarding of a credit transfer request does not affect otherwise existing curriculum requirements. Determination of whether transferred credits can be used to waive required courses must be made by current or past instructors of the respective course (i.e., determination is *not* made by the MPC).
 - (6.) The Master’s Program Committee will determine the appropriate number of credits for transfer based on transcripts, supporting course information, advisor recommendation, or other requested information as needed.
- ii. The process for requesting transfer of previously earned credits is as follows.
- (1.) Student meets with advisor to discuss transfer options and requirements.
 - (2.) Student prepares a detailed request for MPC consideration. This request should include specific course-related information (such as school, degree program, date taken, grade) and should include appropriate supporting documentation (such as transcript, course description, or syllabus). All requests should be sent to the current Chair of the MPC.
 - (3.) Student’s advisor sends an independent assessment of the request to the MPC. This assessment should address the appropriateness of the request vis-a-vis relevance to the URPL Master’s program.
 - (4.) The MPC will notify both the student and the advisor on the number of credits (if any) that may be transferred. At its discretion, the MPC may request additional information concerning the requested transfer as necessary.

c. Course Waivers

Upon entering the program, a student must seek waivers for core courses during the first week of the first semester in which the course is given. Waivers will be granted if the subject matter of the core course duplicates the student’s previous coursework or experience. The instructor of the course at the time that the waiver request is made will have sole responsibility for determining if the request will be granted, and the instructor’s decision will be final. After acting on the waiver request, the instructor will send written notification of the decision to the student, the advisor, and the student’s file.

d. Short Course Credits

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

The MPC will only accept transfer credit for short courses if their academic merit has been carefully documented by the student” (i.e., one-credit short course taken in the Summer either here or at another university).

5. Internships

The objectives of internships are:

- (1.) To give the student a sense of the operation of planning-related organizations,, including:
 - a. The organization’s relationship with the community and other organizations;
 - b. Alternative styles of management;
 - c. Planning approaches and methods used; and
 - d. Effective strategies for influencing public debate and policy.
- (2.) To give students one (or more) experience(s) in analyzing and preparing recommendations on planning problems and issues within the constraints imposed by working for a government, private, or nonprofit planning or planning-related agency.

The first objective suggests that students should be given the broadest possible access to the agency staff, to meetings, to internal communications, and so on. The second suggests that projects assigned be at a professional level, and that they represent as much of a total planning process as is practicable. It is also important that supervision be adequate to clarify the agency policies within which the student is to work, and to aid him/her in making the transition from classroom learning to learning in practice.

The internship is typically taken by Master’s degree students between the first and second years of academic residence. It is normally for 10 weeks of full-time work (400 hours). No formal course credit is given, and students’ work is not graded. The experience of many agencies in the past has indicated that the students’ work is well worth the salary. The Department strongly endorses full-time Summer internships as the best way for students to fulfill the internship requirement for the Master’s degree in Urban and Regional Planning.

The major responsibility for obtaining an internship rests with the student. Students are encouraged to write and/or visit possible employing agencies. Students should also seek counsel from their advisors or other faculty regarding internship possibilities. It should be noted that many agencies are unable to predict the availability of funds for interns until quite late in the Spring semester.

As noted above, the preferred means for meeting the internship requirement is service as an intern with a planning agency or organization during the Summer period between the two academic years of the Master’s degree program. In certain circumstances, however, where the student has tried and failed to obtain an internship, alternatives may be considered, as detailed below.

This requirement may be met in one of the following ways, subject to Master’s Program Committee approval:

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- a. By participating in faculty-directed research as a full-time project or research assistant on a planning-related subject during the Summer;
- b. By participating in faculty-directed research as a project or research assistant on a half-time basis for a full academic year (approximately 780 hours);
- c. By substituting half-time work experience with a planning organization (public, private, community-based, or neighborhood) during a full academic year while enrolled in the URPL program;
- d. By completing three months of work in a planning organization after two years of study;
- e. By substituting comparable experience in a planning organization prior to joining the Department;
- f. By taking 5 or 6 credit hours of course or seminar work in lieu of the internship;
- g. Any other appropriate alternative, as approved by the Master's Program Committee.

Requests to the Master's Program Committee for action on these or similar special exceptions must be made by the student and his/her advisor as early as possible in the student's Master's program.

a. Procedural Steps for Internship

- i. Student must review the acceptability of the proposed internship with his/her advisor before accepting position.
- ii. Upon completion of internship, the student should obtain a letter from his/her employer reviewing the student's performance for inclusion in student's file.
- iii. A copy of any reports prepared by the student as a part of internship experience should be placed in the student's file.
- iv. Student must prepare a brief written critique of the internship experience for the advisor, and subsequently the student's file.
- v. Student must arrange for a summary discussion of the internship experience with his/her advisor.
- vi. Upon completion of the above, the advisor is to prepare and file a memo indicating that the student has successfully completed the internship requirement.

6. **Criteria for Satisfactory Progress in the Master's Program**

a. Grades

The Graduate School requires that students maintain at least a 3.0 GPA. An overall grade point average of 3.0 (not including research credits) is required to graduate. In core courses and all courses in a student's Area of Specialization, a minimum grade of BC is considered satisfactory, i.e., a grade of C or below in a core or area of specialization course is unsatisfactory and thus would not count toward the credits required by the Department for the degree. Grades of C or below are, however, counted in the cumulative GPA. In order to be eligible to receive the Master's degree, a student must compensate for an unsatisfactory grade in a core course or a course in a student's Area of Specialization, by enrolling in URPL 999 and by performing satisfactory extra work in the subject

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

for which the unsatisfactory grade was received. In elective courses, although credits earned with a grade of BC or C are considered below Graduate School standards, a grade of BC or C can be accepted if offset by an equivalent number of credits of A or AB work in regular courses or seminars (not arranged course, research, or special projects). All core courses and all courses in a student's Area of Specialization (other than thesis research credits) must be taken on a graded basis (versus "pass/fail" or other basis).

b. Incompletes

An incomplete will be granted only if a student:

- i. Was unable to complete all the work on time for reasons beyond the student's control (e.g., illness).
- ii. Had performed at least satisfactorily on the completed work; and
- iii. Can remove the incomplete by doing only a limited amount of work (e.g., taking a final exam).

Unless unusual circumstances exist, an incomplete should not be reported for a student who could have and should have completed the work on time; or who had performed unsatisfactorily and/or had been excessively absent; or who cannot remove the incomplete without doing a large amount of make-up work; or who had not requested an incomplete or explained the need for one.

An incomplete must be removed by the end of the semester following the semester in which the incomplete was reported. If a student does not complete the incomplete work and time runs out, the faculty member must give a grade of F. In cases when a student semester-end record shows three or more incomplete grades, the case will be reviewed by the Student Performance Evaluation Committee regardless of how long the incompletes have been on the student's record.

c. Grading Appeals

If a student wants to appeal a grade given in a course, the Department of Urban and Regional Planning will use the following procedure:

If the course is not complete, the student should discuss the grading issue with the instructor. If the issue cannot be resolved at this level, the appeal procedure below may be used.

If the course is completed and final grades have been filed with the Registrar, normally the grades cannot be changed even by the instructor except in the case of a clerical error. The only exception to this is if a recommendation for a grade change submitted to the Dean of the College of Letters and Science (L&S) or the Dean of the College of Agricultural and Life Sciences (CAL S) results from a Departmental appeal procedure.

In URPL, the appeal procedure is as follows:

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Initially, the student with the complaint should write a statement detailing the nature of his or her complaint about the grade. This should be given to and discussed with the instructor of the course. If, after this initial meeting, the student wishes to pursue the appeal further, the written complaint should be submitted to the Departmental Curriculum Committee. This Committee will request information on grading criteria and any other relevant information from the instructor of the course. The members of the Curriculum Committee will make the final determination on the appeal.

Once the decision has been made, the Curriculum Committee will write a report on the decision which will be given to the student, the instructor of the course, and the Department Chair. If the Curriculum Committee recommends that no change be made in that grade, this report will notify the student and the instructor of that recommendation. If the Curriculum Committee recommends that the grade be changed, a copy of their report will be placed in the student's file and another copy will be sent to the L&S Dean or the CALS Dean. The Curriculum Committee will also make a written request to the instructor of the course to change the grade.

d. Work Progress

All requirements for the M.S. degree must be satisfied within five years of the student's last semester of resident work in order that credits previously earned in residence need not be revoked.

Continuing students who are not displaying satisfactory performance for Department guidelines in effect at the time of their admission will be reviewed by the Committee on Student Performance Evaluation for appropriate disposition, including reduction in allowable semester course load and other measures, as necessary to improve student performance.

7. **Master's Degree Competency Requirement [Adopted December 6, 2007]**

To obtain a Master's of Science Degree in Urban and Regional Planning from the University of Wisconsin-Madison, a student must be able to demonstrate a high-level of competency in the theories, methods, applications and ethics of planning. Students need to demonstrate competency over the broad field of planning in general, as well as within an Area of Specialization as defined by the student, in consultation with a faculty advisor.

Competency Requirement Options: Students may exercise two options in fulfillment of the competency requirement: (a) preparation and defense of a Master's thesis; or (b) preparation and presentation of a major Professional Planning Project.

a. Master's Thesis

A Master's thesis is a significant applied or scholarly research effort, resulting in development and defense of a thesis document. General guidelines for a Master's of Science thesis in the Department of Urban and Regional Planning include:

* identify and address an important planning-related question;

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- * develop a reasonable conceptual or theoretical framework for examination of the research question based on a comprehensive review of existing literature;
- * apply appropriate research methods and collect information or data appropriate for the research question;
- * identify defensible conclusions for the research question and awareness of research limitations; and
- * present and defend thesis.

A thesis is presented and defended before a committee of three faculty members and is governed by rules established by the Graduate School. Students may take up to 6 credits of URPL 990 Research and Thesis for purposes of developing a thesis. The thesis option may be of special interest to students wanting to pursue a Ph.D. or wanting to further develop their research skills.

b. Professional Project

The Master's of Science Degree in Urban and Regional Planning is primarily intended to be a *professional* degree. Most students ultimately pursue careers as practicing planners in a variety of situations. Students not selecting the Master's Thesis Option must undertake a Professional Project and develop a Professional Project Report under the supervision of their advisor. This Report is presented and defended before a faculty examination committee composed of the student's advisor and one additional faculty member. The additional faculty member will be determined by the Department Chair. The purpose of the Professional Project Option is to both establish competency of each student and to provide the student with materials that may be useful in interacting with future employers.

i. **Professional Project Options**

Professional Projects need to address a planning-related question or issue. The Professional Project Option consists of both preparation of a Professional Project Report and defense of the Report before an examining committee. To satisfy the Professional Project Option, reports must do more than simply record events. They must prepare specific plans, or analyze or evaluate processes or outcomes and draw conclusions that are relevant to the practice of planning.

Two tracks may be chosen by students in satisfying the Professional Project Option.

Track One: Area of Specialization Project

Students identify issues that reflect their chosen Area of Specialization. Issues could, for example, include:

- * major questions faced or assumptions made by practitioners;
- * analysis of major strategies or programs that have been utilized in the past;

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- * comparison across programs, regions, different income groups, etc.;
- * emerging trends and issues;
- * comparison of different theories of planning;
- * identification of important emerging social or economic trends; or
- * evaluation of planning tools and methods.

Track Two: Case-Oriented Project

Students prepare a report directed toward a specific case or specific place. In this track, students may for example:

- * analyze processes or results;
- * analyze and develop site plans for specific areas;
- * propose appropriate planning practices, policies or actual plans for a specific case; or
- * analyze impacts associated with major changes, plans or policies.

In preparing the Case-Oriented Project, students may want to work for actual clients such as municipal planning departments, neighborhood groups or non-profit organizations and analyze the process or results of this effort. Students may also prepare Case-Oriented Projects without direct sponsorship of actual clients. Case-Oriented Projects may result because of a student's internship, but require more than simply recording the internship experience.

Special Exceptions. In special (rare) circumstances, students may define a project that does not fall within the "standard" tracks identified above, but serves to demonstrate the student's competency in planning. A Special Exception to the standard Professional Project tracks can be granted and must have prior approval of the faculty advisor. A letter from the advisor must be attached to the Professional Planning Project Option Intent Form at the time the form is submitted to the Master's Program Coordinator (see Appendices A and B).

ii. Overview of Professional Project Process

Students work with their advisor to identify and complete Professional Project requirements. The general process that is involved is as follows.

Identify Topic. Each student identifies topics that are of interest to the student and discusses potential topics with their advisor. This should occur as early in the course of study as possible.

Analysis. With consent of the faculty advisor, the student undertakes research, analysis, etc. on the topic selected.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Report Preparation. The student prepares a Professional Project Report that defines the project and presents results. *The maximum length of the report is 10 double-spaced pages (excluding bibliography, tables, graphs, maps, etc.) or equivalent as determined by the student's advisor.* Two copies of the completed report must be submitted to the student's advisor at least 1 week prior to the scheduled presentation.

Report Presentation. The student presents and defends the report to a two-member faculty committee. The student's advisor will serve as the lead member of the examining committee. The student will be expected to demonstrate a coherent and logical presentation, utilization of appropriate presentation methods, and the ability to respond to critical questioning. Similar to a Master's thesis or Doctoral dissertation defense, presentation of the Professional Project Report will be open, public presentations (except committee deliberations).

Evaluation. Both the Report and the presentation of the report will be evaluated individually by each member of the committee using numerical scores for different levels of demonstrated competency. The assessment categories and range of scores to be used by each committee member is shown below and reflect a relative weighting of 60% for the Report and 40% for the presentation.

REPORT SCORES	Fail 1 – 13	Pass 14 – 26	High Pass 27 - 30
PRESENTATION SCORES	Fail 1 – 8	Pass 9 – 17	High Pass 18 - 20

Each member of the examining committee uses the above scale to evaluate the competency demonstrated by both the Report and the presentation. Both independent assessments are then combined to produce an overall evaluation score. A combined score of 27 or above is required to receive a passing evaluation on the Report. A combined score of 17 or above is required to receive a passing evaluation on the presentation. *A STUDENT CAN ONLY SATISFY THE PROFESSIONAL PRACTICE OPTION COMPETENCY REQUIREMENT BY RECEIVING A PASSING EVALUATION FOR BOTH THE REPORT AND THE PRESENTATION.*

The overall assessment for a Professional Project Report and presentation will be made using three categories:

- (1) **Pass.** Student exceeded minimum requirements for *both* the Professional Project Report and the presentation. The student has demonstrated at least an adequate level of competency for a Master's of Science Degree in Urban and Regional Planning.
- (2) **Pass with Distinction.** Student received a combined score of 90 or above. The student has demonstrated a level of competency

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

far beyond the normal level expected of a person with a Master’s of Science Degree in Urban and Regional Planning.

- (3) **Fail.** Student received an inadequate to poor score on either the Professional Project Report or presentation or both. The student needs to address deficiencies to be able to demonstrate competency in urban and regional planning.

Opportunity for Retake. A student not receiving a passing evaluation on either the Professional Project Report or the presentation has 1 additional opportunity before the end of the semester in which the evaluation is made to remedy deficiencies. Students may be required to do additional work on either their Report, their presentation, or both. The table below shows possible remedies under different evaluation outcomes.

		PRESENTATION	
		ADEQUATE combined score 17 or above	INADEQUATE combined score less than 17
REPORT	ADEQUATE combined score 27 or above		* No changes to Report needed * Revise oral presentation
	INADEQUATE combined score less than 27	* Revise Report * Revise oral presentation	* Revise Report * Revise oral presentation

For students receiving an adequate or better evaluation of their Professional Project Report, but a failing evaluation on their presentation, the student may provide an additional oral presentation of the existing Report (without further refinement to the Report).

Students receiving an inadequate evaluation on the Report must provide a revised Report as well as an additional oral presentation to the examining committee.

The examining committee will provide feedback to the student on items found deficient. A student may exercise the Opportunity for Retake up to 3 times (in total) before being removed from the Master’s program.

Appeals. A student may appeal examination committee decisions to the Master’s Program Committee. The student may be asked to provide supporting information to the Master’s Program Committee as necessary. The Master’s Program Committee is limited to 2 decisions: (1) require an additional retake [with or without the existing examining committee or a newly constituted examining committee]; or (2) confirm the decision of the original examining committee.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

iii.. Credits

Students may take up to 2 credits of URPL 999 Independent Work in support of the development and presentation of their Professional Project. URPL 999 must be taken as a “graded course,” with the grade determined by the advisor. These credits will be counted as “electives.”

8. Special Masters Programs

a. Double Degrees [Adopted December 12, 2002.]

At the UW-Madison, it is possible to pursue simultaneously two graduate degree programs. Graduate School policy allows some “double counting” of course work. Normally not more than one-fourth of the credits for the Master’s degree with the smaller number of credits can be used for the requirements of any other Master’s level degree (often referred to as the “25% rule”). Special arrangements have been made between URPL and four other programs on campus. The arrangements with these programs are shown below.

	Non-URPL Degree Credit Requirements	Credits Double- Counted	Double Degree Credit Requirements
Landscape Architecture	34	15 (1/3)	64
Public Policy	42	21 (2/5)	66
Water Resources Management	45	15 (1/3)	75
Geography	22	15 (1/3)	52

Students pursuing a Double Master’s degree in planning and a related field are not exempt from otherwise existing curriculum requirements.

b. Peace Corps Masters International Program

Course requirements. The Master’s International Program (MIP) in Urban and Regional Planning requires 45 credits of course work and Peace Corps experience. The two-year Peace Corps experience counts for 4 credits, meaning MIP students can complete their degree by completing 41 credits as structured courses. The Peace Corps assignment provides the MIP student experience in professional planning practice involving tangible planning knowledge, skills, and values. For this reason, the two-year Peace Corps assignment allows the MIP student to be waived from the URPL 912 Workshop and associated URPL 590 Professional Practice module course. The MIP is a thesis-option degree. Students receiving this degree must either: (A) complete a Master’s Thesis using 6 credits of URPL 990; or (B) develop a creative writing project pertaining to the student’s Peace Corps experience using 6 credits of URPL 999. Thus, a student’s credit requirements include the following:

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

The Planning Core required of all students with the exception of Professional Practice (URPL 590 – 1 credit) and Planning Workshop (URPL 912 – 3 credits); a total of fifteen (15) credits; Planning Specialization (12 credits) determined in consultation with major advisor; and Elective courses covering areas of particular interest selected by the student (12 credits), including the 4 credits for completed Peace Corps service. Thesis or creative writing project (6 credits).

Coursework and Peace Corps service could be sequenced in various ways. One standard sequence would place Peace Corps service between years one and two of the required coursework. This would have the benefit of allowing the student to become familiar with planning methods, context, and practice prior to Peace Corps service. Upon completion of service, the student would then spend two semesters finishing coursework and reflective integration with a focus on development planning thought and practice.

Thesis or creative writing requirement. In addition to coursework, students enrolled in the MIP in Urban and Regional Planning are expected to write either a formal thesis or a detailed reflective statement that integrates academic content of the M.S. coursework with their Peace Corps service. The specific characteristics of this paper remain flexible and are intended to enhance the students understanding of international planning, the U.S. role in global development issues, and the Peace Corps mission. Students working on a formal thesis should be enrolled in 6 credits of URPL 990 while those choosing the creative project option should be enrolled in 6 credits of URPL 999 (Independent Study) under a faculty advisor chosen by the student..

Peace Corps Experience. Peace Corps service provides an integral part of the MIP student curriculum by providing field experience in international planning and grass-roots development. As part of the degree program, Peace Corps service satisfies the internship requirement and the planning workshop (URPL 590 – 1 credit, Professional Practice Module and URPL 912 - 3 credits, Planning Workshop). It also provides the basis for the 6 credits of thesis or independent study.

i. Timing

Peace Corps service and coursework scheduling remain flexible. Again, one ideal sequence involves two semesters of coursework, followed by two years of Peace Corps service, followed by a final two semesters of coursework

ii. Financial Aid

Students in the Masters International Program are eligible to compete for financial aid including research/project assistantships, fellowships, and scholarships.

c. Interdisciplinary Certificate Programs

i. Energy Analysis and Policy

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

The department has joined with other departments and colleges in a curriculum titled "Energy Analysis and Policy"; a program administered by the Nelson Institute for Environmental Studies. Although the degree can be taken in Urban and Regional Planning, the curriculum is tailored to educate students for energy-related professional work with governments, utilities, consulting firms, and other organizations. A certificate is issued to those students who complete the Energy Analysis and Policy curriculum. Students interested in this option should have at least one college level course in biology or chemistry, calculus, computer programming (a short course is sufficient), economics, physics, and politics and government or American history. A core of 19 credits of basic planning courses is normally required in the Professional Master's program. Three "core" planning courses are specifically required:

URPL 741 -Introduction to Planning

URPL 781 -Planning Thought and Practice

URPL 912 - Planning Workshop

Six credits in energy modeling and analytical methods will be substituted for URPL 721. The department's internship will meet the three credit thesis or internship required in the "Energy Analysis and Policy" curriculum.

Details on this program may be obtained by writing to the department or the Nelson Institute for Environmental Studies, 64 Science Hall.

ii. Transportation Management and Policy Program

The Transportation Management and Policy Program (TMP) combines studies of environmentally sensitive transportation planning and development with studies of the economic, political, and social dimensions of transportation development. Graduate students who complete the program receive a certificate in TMP to supplement their graduate degree. The Transportation Management and Policy Program offers a broad perspective on the environmental, economic, political, and societal impacts of the demand for, and development and management of, transportation infrastructure.

9. Student Graduation Awards [Adopted March 13, 2009.]

- a. It shall be the responsibility of the Committee on Student Performance Evaluation (hereafter the "Committee") to communicate to the URPL faculty and to WSPA, each year and in a timely fashion, the standards and nomination process for the 2 URPL May graduation awards.
- b. The Committee shall present recommendations of award winners to the URPL faculty at a faculty meeting. Final determination of award winners shall be based on a vote of the faculty. For purposes of making recommendations to the faculty, the Committee may consult with all faculty members and may, at its discretion, convene a working group of faculty to review nominations and make recommendations.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- c. The AICP Outstanding Student Award shall be awarded with emphasis placed on student GPA. The Committee may also consider, in addition to GPA, the difficulty level of courses taken by students, and/or student participation in research projects or theses and/or student participation in joint or dual degrees or certificate programs. The following process shall be used to make recommendations for winners of the AICP Outstanding Student Award:
 - 1. The Committee shall, with the assistance of URPL staff, compile a list of all graduating students' GPAs and other indicators of academic achievement.
 - 2. The Committee shall provide a recommendation to the URPL faculty including a summary of student academic achievement.
 - 3. There is no need to solicit nominations. All graduating students' academic records will be evaluated by the committee.

- d. The following process shall be used to make recommendations for winners of the Jessica Bullen Community Service award:
 - 1. The Committee shall notify the URPL faculty, students and WSPA of the time period and process available for making nominations for the award. Any URPL faculty, student or staff member may nominate any graduating student for the award. Self-nominations are accepted. Nominations shall consist of a brief letter to the Committee indicating the nature and extent of the student's service.
 - 2. After nominations are received, the Committee shall meet to recommend award recipients to the faculty, and shall provide to the faculty summaries of nominations received.
 - 3. The word "community" in the Jessica Bullen Community Service award be defined in the broadest possible terms to include service to URPL and in the sense of the Wisconsin Idea.

- e. Award eligibility. For awards given at the May graduation of any year, students are eligible who have graduated or will have graduated anytime from September 1st of the previous calendar year until August 31 of the present calendar year.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- B. Ph.D. Program** [Adopted May 28, 1980; Amended September 13, 1982; May 6, 1983; March 29, 1985; March 17, 1989; July, 1983; March 26, 1999; May 05, 2003 (following actions of May 17, 2002, and November 15, 2002); October 13, 2003; August 27, 2008; March 13, 2009.]

1. General

The Ph.D. program is open to a few highly qualified students. According to the Graduate School catalog, the Ph.D. *“is a research degree and is never conferred solely as a result of any prescribed period of study, no matter how faithful. The degree is only granted on evidence of general proficiency, distinctive attainment in a special field, and particularly an ability for independent investigation as demonstrated in a thesis presenting original research or creative scholarship with a high degree of literary skill.”*

In urban and regional planning, the Ph.D. is most appropriate for those who intend to teach and/or to do research in a university, government or independent research agency. Although the Ph.D. degree itself is research oriented, planning is a practice-oriented field. Planning faculty primarily teach in academic institutions in professionally oriented non-doctoral degree programs. Dissertation research, in general, should be of relevance to planning practice.

Students who are considering this degree should also read carefully the statement of the University’s policy and general requirements for it, found in the catalog of the Graduate School. Beyond the minor and thesis requirements set forth there, further specific requirements are those of the Department which, of course, conform closely to the letter and spirit of the general specifications for Ph.D. programs set by the Graduate School.

2. Admission

To be admitted to the Ph.D. program a student must have a Master’s degree in planning or an acceptable substitute. Acceptable substitutes are graduate degrees in planning-related fields combined with evidence of substantial planning-related knowledge. Students with a Master’s degree in a related field can be admitted with deficiencies. Such deficiencies and a timetable for their removal will be specified by the Department’s Ph.D. Program Committee at the time of admission. In some cases where there are significant deficiencies (especially when the Master’s degree is in an unrelated field) a student will be asked to remove the deficiencies before being considered for admission. In such cases a student is typically admitted as a special student (for “special student” status, see section on admissions in the Graduate School Bulletin and contact the Office of Inter-College Programs).

Students are strongly encouraged to, though not required to, submit the scores of the Graduate Record Examination (GRE) as part of their application materials for review by the Ph.D. Program Committee. Experience has shown that GRE scores are a great assistance to the Ph.D. Program Committee in making admissions decisions.

Prospective students whose native language is not English must also provide evidence of English language proficiency. A TOEFL score of 600 (paper-based) or above typically indicates an ability to successfully meet the written and spoken communication requirements of graduate level courses, the Department’s preliminary examinations, and the dissertation.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Since planning is a professional field, the Department expects that each student would ordinarily have completed at least one year of full-time professional planning or planning-related practice prior to admission to the program. The purpose of this requirement is to enable the students to develop advanced programs which meaningfully link planning theory and practice. In exceptional cases, students may be admitted to the Ph.D. program without exposure to professional practice, with the provision that this deficiency will be removed as prescribed in Section 3, *Requirements for Advancement to Ph.D. Candidacy (ABD Status)*.

Before an applicant can be admitted to study, he/she must be sponsored by a member of the regular URPL faculty. A faculty member interested in this role informs the Ph.D. Program Committee of his/her willingness to work closely with the student in the conduct of his/her Ph.D. program during the review process of an application. (A student may actively solicit faculty sponsorship; in addition, the Ph.D. Program Committee independently identifies possible faculty sponsors as part of the review process.) The basis for this working relationship lies in a mutuality of research interests. If a faculty sponsor cannot be found for an otherwise qualified applicant, such applicant will be so informed and will not be admitted to the program.

It should be understood that in some circumstances – changes in interests, faculty retirements or departures, or other reasons – a tutorial relationship may be rendered unworkable. If this should occur, the student takes the initiative to find a replacement. In addition, every effort will be made by the Ph.D. Program Committee to help the student find a satisfactory replacement for the original adviser among the members of the Department. If, however, a new sponsor cannot be found for a student, the student will be required to leave the program.

Fall Semester Admission Deadlines

Applicants who wish to be included in the University's fellowship competition must have their completed application to the Department by November 1. The application deadline for all applicants, including those who wish to be considered for an Advanced Opportunity Fellowship (AOF), is February 1. Late applicants will be reviewed on a space available basis. Applicants who meet the February 1st deadline will be notified no later than March 15.

Spring Semester Admission Deadlines

Applications for commencement of full-time graduate study in the Spring semester shall be made by October 1. Applicants will be notified no later than November 15.

3. **Requirements for Advancement to Ph.D. Candidacy (ABD Status)**

There are two sets of requirements that must be met for advancement to Ph.D. candidacy – those of the Graduate School and those of the Department.

The Graduate School requirements are outlined in the Graduate School Catalog, and on the website at <http://www.wisc.edu/grad/catalog/degreqG.html>.

The Departmental requirements to be met for advancement to Ph.D. candidacy are:

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- (1.) Professional Practice Requirement
- (2.) Minor Field Requirement
- (3.) Required Coursework
- (4.) Preliminary Examinations
- (5.) Warrant

This set of requirements is administered by the Department's Ph.D. Program Committee. The order in which the requirements are met are likely to vary for each student in the program.

a. Professional Practice Requirement

The Department expects that students will meet this requirement by completing a minimum of one year of full-time professional planning or planning-related work experience prior to admission to the program. Satisfaction of this requirement will be determined by Ph.D. Program Committee and recorded upon admission. In exceptional circumstances the Ph.D. Program Committee may admit an applicant who has not fulfilled the practice requirement. In such cases the student's adviser must within one year of initiation of the student's program submit a proposal the Ph.D. Program Committee stating how and when the professional practice requirement will be met. In general this requirement should be satisfied before a student starts working on the dissertation. This proposal is subject to the approval the Ph.D. Program Committee.

b. Minor Field Requirement

Because of the interdisciplinary nature of planning, the Department requires all Ph.D. candidates to fulfill the requirements of a minor field. The purpose of the Minor Field requirement is to supplement and support the student's program of study in the major field. There are two options that can be pursued for the minor. Option A requires a minimum of 10 credits in a single department/major field of study. Selection of this option requires the approval of the minor department under the guidelines of that department and on forms developed for that purpose by the selected department. Option B requires a minimum of 10 credits in one or more departments and can include course work in URPL. Selection of this option requires the approval of the Department's Ph.D. Program Committee. Forms for the filing of Option B minors are available from the Ph.D. Program Committee.

Ph.D. students and their advisers are responsible for filing copies of executed minor agreements with the the Ph.D. Program Committee. The minor field requirement must be satisfied prior to filing the warrant for the Preliminary Examination.

c. Required Coursework

All doctoral students are required to complete three courses (9 credits) on the structure and processes of cities and regions. These courses shall covers the nature of urban and regional development processes over time and the impact of urban and regional development on the social, economic, environmental,

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

institutional, and physical structure of cities and regions. They should also cover the response of federal, state and local governments to the issues and problems generated by such development and the planner's role in developing public policy and programs to deal with those problems and issues.

Courses satisfying the requirement for this component of doctoral studies must be approved by the student's Ph.D. advisor and then by the Ph.D. Program Committee, and shall be recorded on a form provided by the Committee. Courses satisfying this requirement shall be drawn from a list provided by the Ph.D. Program Committee. Courses not on this list may be submitted for approval to the Ph.D. Program Committee by the student and the advisor. *The list as approved is appended to this Policies statement as Appendix I.* The minimum average GPA in courses satisfying this requirement shall be 3.5. If a student does not achieve this GPA in the three courses s/he identifies, they may continue to take courses (within the general departmental Ph.D. program policies of how long a student may be a pre-dissertator) from the list provided until they have three (3) courses where their average GPA is 3.5.

All courses for this requirement must be taken within the doctoral student's first five semesters (i.e., two and one-half academic years) in the Ph.D. program. This coursework requirement must be completed before the student is advanced to candidacy (awarded dissertator, ABD, status).

d. Preliminary Examinations

The Department administers three preliminary field examinations. The purpose of the preliminary examinations is to satisfy the Department that the student is knowledgeable about the central theoretical and methodological perspectives common to the field of planning, and that she/he has sufficient knowledge about the design and conduct of research to undertake the dissertation.

All three preliminary examinations will be administered by examiners appropriate to that examination, as specified below. All preliminary examinations will be written and must be typed. The examining committee may also, at its discretion, ask for an oral follow-up to a written examination. The examinations will be graded as "high pass," "pass," or "fail." The three examination can be taken by the student independently and in any sequence. Examination I and III will be regularly offered twice a year in the break between semesters, the exact timing to be determined by the Ph.D. Program Committee; as noted below Examination II is offered on a schedule negotiated by the student with his/her advisor and pre-dissertation/advisory committee. One week each will be allotted for Preliminary Examinations I and II, and one day for Preliminary Examination III. Examiner copies of all examination documents will not be returned to individual students. Examiners will provide a general explanation to the Ph.D. Program Committee of the rationale for any failing grade. Results of Preliminary Examinations I and III will be communicated to students only through the Ph.D. Program Committee; results of Preliminary Examination II will be communicated to students through their advisor.

A student whose native language is not English may choose to retain an editor to edit her or his written preliminary exam for grammar only (not for substantive

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

content, or writing style purposes). If the student chooses this course, s/he would submit two versions of the written exam paper to the Department Administrator (or their designee) on the date the exam is due: (1) an edited copy clearly showing the proofreader's marks on the student's own written exam, and (2) a final version that incorporates the proofreader's edits into the text of the written exam paper.

Two general requirements govern the taking of preliminary examinations: (1) each student must take all three preliminary examinations within five regular semesters, i.e., two and one-half academic years, of program entry (not counting summer sessions), and (2) each examination may only be taken twice in this five semester period, i.e., a failed examination may only be retaken once.

The preliminary examination is conducted by requiring students to prepare three papers.

I. The focus of **Paper I concerns Planning Theory and its relationship to planning practice**. The paper focuses on theoretical rationales for doing planning, as well as on the development of planning in particular times and places. It also covers theories concerning the nature of the planning process and the political and organizational context in which planning is done.

The basic material dealt with in Paper I is covered in: URPL 781– Planning Thought and Practice. Other relevant courses include URPL 741–Introduction to Planning, URPL 812–Strategies for Planning Effectiveness, and URPL 943 – Ethics in Planning and the Public Policy Professions.

This preliminary examination is administered by the Preliminary Examination I exam committee; this committee consists of those URPL faculty with expertise and interest in planning theory. This committee is responsible for writing a set of questions (required and optional), and providing two graders for each question. The time available for taking this examination is one week (7 days).

II. The **focus and title of Paper II is Research Specialization**. Its intent is to assist students in focusing on their proposed research, and to test them in their knowledge of the substantive literature that makes up their proposed research area.

Prior to taking this examination, a student is required to prepare and have approved an annotated bibliography on the subject of the examination. The intent of this bibliography is to identify the key literature in the student's proposed field of research (additional specifications on the bibliography may be provided by the student's pre-dissertation/advisory committee; see Section 5.b., *Pre-Dissertator/Advisory Committee*. The Journal of Planning Literature and the Council of Planning Librarians provide one set of models for the construction of such a bibliography. The approval of this bibliography must be by the student's pre-

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

dissertator/advisory committee. Notice of this approval must be provided by the student's advisor to the Ph.D. Program Committee.

The student's pre-dissertator or advisory committee will select the exam questions(s) for the student. The pre-dissertator/advisory committee will evaluate the student's exam. The time allowed for the Examination shall be one week (7 days). The period of the academic year a student takes this examination shall be negotiated between the student and their pre-dissertator/advisory committee. The student's advisor shall notify the Ph.D. Program Committee of (a) when an examination is scheduled for a student, and (b) the outcome of an examination.

III. Paper III pertains to Research Design and the application of basic statistical methods. Material covered under research design includes problem identification, hypothesis generation, logic development, typologies of sampling design, and major issues and concepts encountered in conducting inferential research. Paper III also covers applications of basic statistical methods, including multivariate techniques through multiple regression analysis. Advanced multivariate techniques such as factor analysis, discriminant analysis and generalized least squares are not included in Paper III. Material included in Paper III is covered in URPL 721–Methods of Planning Analysis and URPL 955–Practical Research Design and Empirical Methods of Inquiry. Other relevant courses include but are not limited to URPL 734–Regional Economic Problem Analysis and Agricultural and Applied Economics 636–Applied Econometric Analysis.

In addition to preparation for Paper III, students are expected to undertake course work on specific methods of analysis in support of their dissertation research. Such methods could include quantitative methods in economic analysis, systems methods and modeling, decision analysis, risk analysis, survey research, and qualitative methods, as well as analytical techniques particular to specific substantive areas.

A bibliography will be made available to students, specifying the material to be covered for each examination. Taking the courses cited for each examination is strongly recommended, but they are not required; each student should work out with his/her adviser which specific courses would be most useful for preparing for the preliminary examinations. A file of past questions for each examination is available for student review in the departmental office. However, students' answers to previous examinations are not public information.

e. Examination committees

The Ph.D. Committee shall identify all faculty that are *qualified* and *willing* to serve as Examiners for Prelims I and III. Identified faculty for each exam shall constitute the Prelim I and Prelim III "Roster." Individual faculty may serve on more than one Roster.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

The Ph.D. Committee shall create a “rolling” schedule of examiners for each exam for the current and two subsequent examination periods. Each set of two examiners constitutes a “panel.” For example:

<u>Panel 1</u>	<u>Panel 2</u>	<u>Panel 3</u>
Professor A	Professor C	Professor A
Professor B	Professor D	Professor D

Students will be notified each term of the Panel schedule for the three upcoming examination periods. This notification will occur at the time Ph.D. students are informed by the Ph.D. Committee of the upcoming examination period.

The Ph.D. Committee shall update the faculty on the structure and sequencing of the panels for each roster at the second faculty meeting of each new academic year. The current panel schedule will be used in the next subsequent examination period if no exam is given in the current examination period (i.e. the panel schedule remains unchanged until Panel 1 administers an exam). Panels may be re-constituted for any given examination period as necessary (e.g., sabbatical leaves).

f. Warrant

As an administrative matter the Graduate School issues a warrant when the student begins to take the Preliminary Examinations. For URPL’s purposes, this warrant certifies that the student has successfully completed items a-d in Section 3 (*Professional Practice Requirement; Minor Field Requirement; Required Coursework; Preliminary Examinations*) and has no outstanding incompletes. It also states the general area of the dissertation topic. Once issued, it is simply kept in the student’s file until the requirements noted in Section 3.a. - 3.d have all be met. The warrant will be signed by the student’s adviser (major professor) and by the appropriate members of Ph.D. Program Committee. When all the requirements have been met, the warrant is submitted to the Graduate School and the student is advanced to candidacy (achieves dissertator, ABD, status).

4. **The Dissertation**

Ph.D. Candidates are required to maintain continuous registration (i.e., a minimum of three graduate level credits per semester directly related to their research and thesis topic, usually URPL 990, according to the Graduate School) from the time of their admission to candidacy until all degree requirements have been completed. A candidate who does not successfully complete a final dissertation defense five years after being advanced to candidacy (as explained in Section 3.f. *Warrant* above) is required to take the preliminary examinations again and be admitted to candidacy for a second time (n.b. this is a requirement of the Graduate School). Details about the formal requirements for preparation and filing of the dissertation are available from the Graduate School office.

a. Designation of the Student’s Ph.D. Committee

Each student, with the assistance of his or her sponsor, shall establish a dissertation committee, of which the sponsor is the chairperson. The student is urged to do this while she or he is completing the minor and taking the

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

preliminary examinations. Relatively early in the student's program, the dissertation committee should be consulted by the student – especially when planning future course work and developing the research proposal.

This committee will consist of a minimum of five members. A majority must be members of the Department of Urban and Regional Planning, and at least one must represent a field outside the Department, preferably the minor field. At the time the committee is established, the student's advisor shall notify the Ph.D. Program Committee of the committee's structure (names and departments of committee members). At any time after this committee has been established, the student may, if he or she wishes, restructure the committee. To do so the student must file with the Ph.D. Program Committee the appropriate form, giving the names and signatures of all members of the original and proposed committees.

The student will work closely with this committee to define his or her specific area of specialization and dissertation topic. The committee should also be consulted about coursework related both to the substantive area and methods appropriate to the dissertation. The dissertation committee will conduct an oral review and defense of both the dissertation proposal and the finished dissertation.

b. Preparation and Defense of the Dissertation Proposal

The dissertation proposal defines the nature of the student's dissertation research, and must satisfy the members of the student's dissertation committee that the candidate is capable of undertaking original research appropriate to the field of urban and regional planning. At the discretion of the committee, the proposal defense can also be used to examine the student on a broader substantive area of planning from which the dissertation is being developed.

The dissertation proposal must describe:

- (1.) The rationale for, and the specific aims of, the proposed research;
- (2.) The basic assumptions on which the proposal is based and the hypotheses which are to be developed and/or tested (as this is appropriate, given the methodological structure of the dissertation);
- (3.) The anticipated contribution of the study to the field; and
- (4.) The general design of the research, including the procedures and methods to be used and the techniques to be applied to the analysis of research materials.

In general, the proposal should be prepared in a manner that would meet the submission requirements of extra-mural major research support sources, e.g., NSF, NIH, Ford Foundation, etc.

When the candidate passes the dissertation proposal defense, this fact is recorded on a Departmental form provided by the Ph.D. Program Committee, with the committee members' signatures on it, and kept on file.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

c. Optional Language Requirement

The Department does not require that students develop competency in a foreign language for advancement to candidacy. However, the Department believes that educated persons should have at least reading knowledge of a language other than their own. Students whose dissertation research involves field work in a foreign country will in most instances be required to acquire reading and speaking fluency in the native or official languages of that country or countries.

d. Dissertation Defense

The oral examination covers the dissertation and may also cover the major and minor fields of study. It is administered by the student's full Ph.D. Committee of five or more members. The time and place are negotiated by student with the members of his/her committee, though ultimately the responsibility for the time and place is with the major professor. The final oral defense of the dissertation is an open examination – students, non-dissertation committee faculty, friends and family of the dissertator, and others *may* attend. However, attendance does not allow for participation in the dissertation examination process by anyone other than members of the student's Ph.D. Committee. When the candidate passes the examination, which requires a majority vote of the Committee, this fact is recorded on a warrant provided by the Graduate School.

5. **PH.D. Program Administration – General Matters**

a. Annual Performance Review

By May 1 of each academic year, each student is required to submit to the Ph.D. Program Committee a two-page statement on their accomplishments for the previous year and their work plans for the upcoming year. If deemed necessary the Committee will conduct a meeting with the student and/or his/her advisor.

b. Pre-Dissertator/Advisory Committee

Each doctoral student will be required to appoint an advisory committee before the end of the student's second semester in the program. At least two of these members must be regular or affiliate URPL faculty. The committee membership must be conveyed to the Ph.D. Program Committee, and this information will be placed in the student's file; a form is available for this purpose. The dissertation committee will meet at least once each year to help the student select courses, identify important research topics and questions, and explore potential sources of funding. This Committee ceases to exist when the Student's Ph.D. Committee (see Section 4.a.) is designated.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

TIMETABLE FOR A PH.D. STUDENT IN URBAN AND REGIONAL PLANNING*

<u>Requirements</u>	<u>Status</u>	<u>Duration</u>
1) Satisfy professional practice requirement	Admission to the Program	
2) Form Pre-Dissertator/Advisory Committee 3) Satisfy minor field requirements (Option A or B) 4) Complete required coursework 5) Complete the Graduate School minimum requirements 6) Pass preliminary exams I, II, and III File 1 st warrant (signed by major professor & Ph.D. Program Committee Chair)	Admission to Candidacy	Varies (max. 2.5 yrs)
7) Form Dissertation Committee 8) Defend dissertation proposal File departmental form (signed by dissertation committee) 9) Defend and submit dissertation File 2 nd warrant (signed by dissertation committee)	Dissertator	Varies (max. 5 yrs after prelims)
10)	Ph.D. awarded	

*The maximum time to complete the Ph.D. is 7.5 years. Most URPL Ph.D. students complete the Ph.D. in 3 to 6 years. The Timetable and steps outlined are the “normal” or regular procedures for progress through the Ph.D. program; variation is possible and does occur reflective of the educational and professional background of a student, and as a function of a student’s educational goals and opportunities.

6. Requirements for Ph.D. Minor in Urban and Regional Planning [November 11, 2002.]

The minor in the Department of Urban and Regional Planning shall consist of twelve (12) credits of course work taken in the Department.

Courses shall be taken with those faculty who have some percent of budgeted appointment in the Department (so-called core faculty).

Courses taken shall be at the 600 level and above, excluding 699, and no more than three (3) credits of 999.

The student, in consultation with the Department’s minor advisor (the Ph.D. Program Committee Chair unless otherwise designated), shall select the twelve (12) credits. To the extent possible, the student shall select a set of courses which give him/her a breadth of understanding of the theory and methods of the field of urban and regional planning, and which provide some depth in an area of urban and regional planning concentration. Students should consider consulting with a member of the faculty on the selection of these courses, and if possible should secure a note of endorsement from said faculty member for their course selection.

The student shall execute a minor agreement (on a form to be provided by the Ph.D. Program Committee) specifying the courses which the student will take. On completion of all the agreed-upon courses, the student’s warrant will be signed by the Chair of the Ph.D. Program Committee.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

A 3.5 grade point average shall be required for minor certification. If a student does not achieve this GPA in the four courses she/he identifies, the student may, in consultation with the minor advisor, select additional courses, so that they complete four courses where their average GPA is 3.5.

The Ph.D. Program Committee shall review the merits of individual requests for the application of credits from other institutions toward a minor in the Department of Urban and Regional Planning. The total number of credits which may be accepted in this manner will not exceed six (6).

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Appendix I: Coursework Satisfying 3.c. of the Policies on the Ph.D. Program in Urban and Regional Planning

GEOG/URPL 505	Urban spatial patterns and geography
SOC/RSOC 651	Economic sociology I
SOC 677	Urbanism and urbanization
RSOC/SOC 748	Environmental sociology
RSOC/SOC 636	Comparative urban institutions
RSOC/SOC 666	Population trends and problems
or RSOC/SOC 726	Population and development
RSOC/SOC 676	Applied demography: American demographics
ECON 475	Economics of growth
ECON 641	Housing economics and policy
ECON 712	Economic Theory – Macroeconomics sequence I
REULE/ECON 420	Urban and regional economics
REULE 720	Urban economics
REULE 978	Seminar in urban land economics
AAE 731	Macroeconomics of agricultural development
AAE 520	Community Economics
AAE/URPL 744	Regional Economics
URPL/ECON/LAFOLL 734	Regional economic problem analysis
AAE 745	Local and intergovernmental economics
or URPL 751	Introduction to financial planning
URPL 731	Regional planning
LAFOLL 873	Introduction to policy analysis
LAFOLL 874	Policy making process
IE 516	Introduction to decision analysis
ZOO 565	Principles of Landscape Ecology

Appendix II: Forms/Filings Required Under these Policies

1. Notice of fulfillment of professional practice requirement. (§ 3.a.)
2. Designation of Pre-Dissertator/Advisory Committee (§ 5.b.)
3. Completion of minor field. (§ 3.b.)
 - a. Proposal for, for Option B.
4. Required coursework. (§ 3.c.)
 - a. Proposal for
 - b. Completion of
5. Completion of Preliminary Examination II. (§ 3.d.)
 - a. Annotated bibliography
 - b. Examination
6. Structure of Student’s Ph.D. Committee. (§ 4.a.)
7. Passage of Ph.D. Proposal Defense. (§ 4.b.)

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

III. Faculty

A. **Procedures for the Guidance and Annual Evaluation of Probationary Faculty Members** [Adopted November 1998.]

These procedures represent the minimum level of guidance and support that a probationary faculty member can expect from the Department's Executive Committee. Probationary faculty members are entitled to constructive guidance and fair and objective performance evaluation. The Department's Executive Committee hopes all probationary faculty members will reach their full potential.

At the time of the probationary faculty member's appointment, the Department's Chair will give the probationary faculty member a copy of this document, along with the Faculty Division criteria that will be used in evaluating annual performance and in granting tenure. The Department's criteria for evaluating annual performance and for recommending tenure are consistent with the general criteria in Chapter 7 of the University's *Faculty Policies and Procedures (FPP)* and with the more specific criteria approved by the Executive Committee of the appropriate Faculty Division. Each year of the probationary period, the Chair will provide the probationary faculty member and his/her mentor committee with copies of any newly amended College and University guidelines on promotion and tenure. The Department's Executive Committee shall also ensure that the probationary faculty member is kept informed of any changes in Departmental goals or of other circumstances that might alter the opportunity for his/her promotion with tenure.

1. **Mentor Committee**

At least once a year, the mentor committee shall meet with the probationary faculty member to review his/her progress towards renewal and promotion. The mentor committee shall offer advice on future endeavors, such as identifying and applying for intramural and extramural funding, and, if needed, the committee will make suggestions for improvement. The mentor committee shall also ensure, in consultation with the probationary faculty member, that his/her file contains all material relevant to the effective evaluation of the probationary appointment. The file should include copies of significant publications, teaching evaluations (for candidates with classroom teaching responsibilities), and evidence of service activities for each year.

2. **Annual Performance Evaluation**

The Department Chair will provide timely written notification to the probationary faculty member before the Department's Executive Committee [Oversight Committee?] conducts each annual performance evaluation. Prior to each evaluation, the mentor committee will meet with the probationary faculty member to ensure that a full record of achievement is considered. The mentor committee shall subsequently provide the Department's Executive Committee with an annual written assessment of the probationary faculty member's progress toward tenure. The Department's Executive Committee may modify or amend this assessment, in reporting the results of the annual performance evaluation.

The first annual evaluation will occur approximately twelve months after the initial appointment; subsequent evaluations will occur annually thereafter. In a year in which an appointment renewal is conducted, the annual evaluation will normally be part of that review. Following the evaluation by the Executive Committee, an evaluation letter – as approved by the Executive Committee by a simple majority vote – will be given to the

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

probationary faculty member. The probationary faculty member will have the opportunity to meet with the mentor committee and the Department Chair to discuss the evaluation. He/she may respond to the evaluation in writing or may, upon request, address the Executive Committee.

3. **Review for Promotion and Tenure**

The decision on the timing of a promotion and tenure recommendation is jointly made by the probationary faculty member, the mentor committee, and the Department Chair. No later than the sixth year of the probationary faculty member's appointment, however, the Department Chair shall appoint a tenure review committee that will assemble materials for the tenure review, undertake the review, and make a recommendation on tenure to the Department's full Executive Committee. If a candidate has a joint appointment with another department, this review committee will include members of both departments. For candidates with Extension appointments, the tenure review committee will also seek an evaluation of the candidate's performance from Extension.

Supporting evidence for the tenure review shall be collected and assembled in consultation with the probationary faculty member. In choosing reviewers from outside the Department, the candidate will be asked [referent for "choosing" – the review committee will ask the candidate] to submit a list of distinguished scholars in the candidate's field who she/he thinks would be appropriate reviewers. The committee may choose reviewers from this list, but they may also add other reviewers of their own choosing. The tenure review committee's written report on the candidate's tenure case will be accompanied by supporting materials on teaching, research, and service. The Department's Executive Committee will review the case and vote by signed written ballot. All members of the Department's Executive Committee are eligible to vote. A quorum will be two-thirds of the faculty members in residence. The tenure vote will be decided by a simple majority (more than 50 percent) of the voting members of the Department's Executive Committee.

If the Department's Executive Committee votes to recommend tenure, the tenure review committee will assemble the candidate's tenure dossier for review by the appropriate Dean and by the Executive Committee of the appropriate Faculty Division. The tenure review committee, in consultation with the probationary faculty member, will ensure that the tenure dossier is accurate and complete. The format of both the Chair's cover letter and the tenure dossier will conform with the *Tenure Guidelines* of the appropriate Faculty Division.

B. Tenure Guidelines [Adopted 12/13/91.]

Decisions regarding tenure in the Department of Urban and Regional Planning are governed by the "Statement of Criteria and Evidence for Recommendations Regarding Tenure" by one of the Divisional Committees of the UW-Madison, most commonly the Committee of the Division of the Social Studies. The Department must make an affirmative decision to recommend a candidate for tenure. That recommendation is made to the Dean of the College of Letters and Science (L&S) or to the Dean of the College of Agricultural and Life Sciences (CAL S) and to the relevant Divisional Committee.

Since the Department is a professional one which is integrated between UW-Extension and UW-Madison, these Departmental tenure guidelines provide a supplement to the Divisional

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Committee “Statement of Criteria and Evidence,” in an effort to be explicit about Departmental expectations concerning tenure. In addition, these guidelines specify the procedures to be used in deciding whether a faculty member will be recommended to the Dean and the Divisional Committee for tenure.

1. **Substantive Guidelines**

The primary purpose of the Department of Urban and Regional Planning is to prepare graduate students for professional careers in the field of planning. The Department also provides courses which introduce undergraduates to the field of urban and regional planning. It also trains a small number of Ph.D. students for research-oriented careers in the field. One of the requirements for tenure in the Department, then, is effective teaching. In addition, faculty members should contribute to advancing scholarly knowledge of theory and practice in the field. Finally, in a professional field, faculty must contribute actively to the profession through public and professional service and/or Extension activities. The use of the word “Extension” includes service activity which provides service also to the Department and to the wider University.

As the Divisional Committee “Statement of Criteria and Evidence for Recommendations Regarding Tenure” notes:

The granting of tenure is a long-term commitment of university and state resources which requires the proof of excellence in past performance and performance will continue to be of high quality for many years to come. There is no entitlement to tenure based upon a record that is merely competent and satisfactory.

In principle, the Department weighs the three functions of teaching, research, and service equally and expects probationary faculty to make contributions in all three areas. In practice, however, it [the Department] will review each candidate for tenure in light of their [her or his] expected role in the Department. Faculty with full Campus appointments will be expected to focus particularly on campus teaching and scholarly research activities. Those with partial or full Extension appointments will be expected to focus more on applied research and the extension of that research, through a variety of media, to the residents of the State and beyond. Thus, among individual faculty members the balance between teaching, research, and service may differ, as may the nature of these activities themselves. As the Divisional Committee Criteria indicate:

A recommendation for promotion or appointment with tenure should identify the candidate’s relative balance of responsibilities and accomplishments in research, teaching, and service. Demonstrated excellence in at least two of these areas is normally required....[However,] significant public service contributions may strengthen a case for tenure but, except in the case of faculty with budgeted extension/outreach responsibilities, cannot be the primary basis for a tenure recommendation.

a. Teaching

The Department engages in a wide variety of teaching activities. Courses offered on campus range from fairly large undergraduate courses to smaller, graduate lecture courses and more intimate seminars. Individual work with students in independent studies and thesis work also falls in the realm of teaching. Extension teaching includes short courses which resemble campus teaching

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

except that they serve the broader public. But Extension teaching can also include less formal meetings with officials or members of the public in which information is shared. Individual contact and consultation with Extension agents and citizens can also be a form of teaching.

Given this wide range of kinds of teaching situations, the Divisional Committee Criteria indicate that “no candidate is expected to be equally proficient in all teaching situations; proficiency must be demonstrated in those teaching situations most appropriate to the candidate’s teaching mission and responsibilities.” These guidelines suggest a variety of kinds of evidence which can be used to assess teaching performance:

- Surveys of student opinion;
- Assessment by colleagues based on direct observation;
- Course outlines and other written teaching materials such as exams, exercises, or assignments;
- Assessments by TAs or trainees;
- Client and peer evaluations of Extension programs;
- The record of student advising, consultation, and research supervision.

Depending on the nature of the teaching involved, other forms of evidence might be equally relevant. Development of new or innovative courses, teaching materials, or methods might be considered, for example. It is important to anticipate the need to have evaluations of teaching and to solicit such information throughout the candidate’s probationary period. This is a particular challenge if the teaching is of a “non-traditional” nature. The final evaluation of teaching performance should rely on more than one of these various forms of evidence.

b. Research

The criteria of the Social Science Divisional Committee related to research address the kinds of research that faculty engage in and the various forms of evidence of research activity. These criteria also indicate that candidates with Extension responsibilities must have “significantly contributed to the translation and dissemination of the results of scholarly inquiry for the benefit of society, and that this work has extended the knowledge base of the university to the citizens of the state.”

Clearly, the kind of publications submitted as evidence of performance will vary depending on the kind of appointment held by the probationary faculty member. Those with Campus appointments are expected to publish in academic outlets such as scholarly journals or books, while those with Extension appointments are likely to have more applied reports. This distinction, however, is not a hard and fast one. Academics in an applied profession should be rewarded for work in both scholarly and applied areas.

In general, publications such as articles, books, or reports which have been formally refereed or reviewed by academic peers are considered to be stronger evidence of scholarly quality than are non-refereed publications. Such refereed work has undergone the scrutiny of other scholars and has been judged to be a significant contribution to the planning literature. In addition, candidates should

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

have at least some significant publications which are not jointly authored with others.

Evaluation of research activities should include, but are not necessarily limited to, evaluation of specific publications by outside scholars in the field, evaluation of the quality of the journals or other publication outlets, evaluation of sources of research support, and evidence of use of materials by other scholars or by planning professionals.

c. Service

The Divisional Committee criteria discuss three kinds of service activities: public, University, and professional. Again, depending on the nature of the candidate's appointment, the expected balance between these three kinds of service may differ considerably. Faculty with Campus appointments may focus on University and professional service, although, as with applied research, public service in an applied discipline should be rewarded.

For faculty with Extension appointments, on the other hand, public service is a central aspect of their jobs, and evidence concerning satisfactory performance in this area is a critical element in the evaluation process. The Divisional Committee Guidelines indicate in general that:

[A] tenure recommendation may be made on the basis of significant outreach activities for a candidate with primarily extension/outreach responsibilities. In such cases the evidence must show that the candidate is recognized both within and outside the university in his or her field, and has made significant contributions to outreach through an appropriate balance of teaching, research and public service. The Executive Committee recognizes that translation and dissemination of research results through teaching and service are the most important responsibilities of a faculty member with primarily extension responsibilities.

In relation to public service performance, both by Extension and by Campus faculty, the Divisional Committee specifies the kind of activities which qualify as public service, and [which?] require:

[S]pecific, reliable evidence of productivity, quality, and creativity in public service and outreach activities. Such evidence includes a description of the activities, the nature of the problems and the public served, the objectives sought, the methods employed and the results achieved.

All faculty are expected to do their share of University service, since this is necessary to the maintenance of the institution.

2. **Overall Evaluation Criteria**

As was indicated earlier, the Divisional Committee criteria state that:

A recommendation of promotion or appointment with tenure should identify the candidate's relative balance of responsibilities and accomplishments in research,

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

teaching and service. Demonstrated excellence in at least two of these areas is normally required.

The balance between the various areas can differ depending on the nature of the candidate's appointment. All probationary faculty, however, must have some publications. Moreover, the Department must be clear from the beginning of the candidate's appointment concerning the areas in which he or she must demonstrate excellence.

3. **Procedural Guidelines**

A copy of these guidelines and those of the Divisional Committee will be given to each probationary faculty member when she or he joins the Department.

a. Annual Review

Primary responsibility for the guidance of the probationary faculty member shall be assigned to one or more members of the Department's Executive Committee. Such mentor(s) will provide informal information and support to the candidate and will serve as her or his informal advocate in dealings with the rest of the Departmental faculty. They [The mentor] will keep the candidate informed of any changes in Departmental goals or other circumstances which would alter opportunities for promotion to tenure. If possible, the mentor should remain the same through the probationary period unless the candidate requests a change.

Every year, the Mentor Committee will meet with the candidate to discuss his or her past and anticipated future progress, as well as Departmental expectations concerning progress toward tenure. The candidate will be asked to submit a plan for the work to be accomplished in the coming year. In cases where a faculty member has a joint appointment with another department, the review committee shall include members of that department as well.

The Mentor Committee will provide the Executive Committee with a written annual evaluation of the progress of the candidate. This written evaluation will be discussed and approved by the Executive Committee and will then be provided to the candidate and placed in her or his file. Summaries of teaching evaluations, publications, and evidence related to service activities for each year will also be added to the file. The probationary faculty member may respond to the evaluation in writing or may, upon request, address the Executive Committee regarding the evaluation.

b. Notification of a Nonrenewal Decision

Written notice that a probationary appointment will not be renewed will be given to the probationary faculty member in advance of the expiration of his or her appointment. At the time of this notification, the faculty member shall be given a copy of the guidelines for appeal of a nonrenewal decision prepared by the Committee on Faculty Rights and Responsibilities (see UWS 6.28).

c. Review for Promotion to Tenure

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

In the sixth year of the probationary faculty member's appointment, or sooner if this is appropriate, the Department Chair, with the approval of the Executive Committee, will appoint a committee to assemble the materials for the full tenure review, to undertake such a review, and to make a recommendation on tenure to the full Executive Committee. If a candidate has a joint appointment with another department, this review committee will include members of both departments.

The collection of materials for the tenure review shall be done in consultation with the candidate. In choosing reviewers from outside the Department, the candidate will be asked to submit a list of reviewers which s/he [she or he] thinks would be appropriate. The committee will choose some reviewers from this list and will also add some of their own choosing.

The review committee will make a written report on the candidate to the Executive Committee. This report will be accompanied by the supporting material on teaching, research, and service, which [all of which material] would be submitted to the Dean and the Divisional Committee in [the] case of an affirmative vote. The Executive Committee will discuss the report and vote by written secret ballot. Each faculty member must write some identifying code on his or her ballot in case of later legal challenges to the decision. This may be his or her name, but it may be some other identifier. All members of the Executive Committee who are in residence when the decision is made are eligible to vote. A quorum will be a two-thirds majority of those faculty in residence. The vote will be decided by a simple majority (more than 50 percent) of the members of the Executive Committee.

If the Executive Committee votes to recommend the candidate for tenure, the review committee will make any revisions necessary to the supporting documentation. The Chair will write an accompanying letter of recommendation to the Dean and the Divisional Committee. A copy of these Departmental criteria will be sent to the Divisional Committee with the tenure document, and the Chair's letter shall address how these criteria were applied to the candidate.

4. **Length of the Probationary Period**

If a probationary faculty member goes on leave, the tenure clock will not be stopped if the work he or she does on leave – whether paid or unpaid – would be the same as that faculty member would do on campus – teaching, research, or the kind of service that she or he would normally undertake. If the work is significantly different, the tenure clock may be stopped.

The maximum probationary period may be extended in exceptional cases where the candidate has, for example, had a serious illness or where his or her research or teaching has been significantly affected by circumstances beyond the candidate's control. In such a case, the Departmental Executive Committee must make a recommendation to the Dean of L&S or to the Dean of CALS. The decision is made by the Vice Chancellor for Academic Affairs and Provost, with the approval of the University Committee.

5. **Addendum to Tenure Guidelines for Faculty with Extension Appointments**

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

The tenure criteria and processes for faculty with substantial Extension appointments: (1) are somewhat different from those for faculty not holding Extension appointments; (2) involve an equally high standard of accomplishment with an emphasis on program context and impacts; and (3) are recognized in the documents of all Divisional Committees at UW-Madison. Language in the tenure guidelines of the various Divisional Committees (see below) indicates that the focus of evaluation must be on programs. Extension programs are expected to respond to statewide or sometimes to national needs or problems, to set goals and objectives for dealing with those needs or problems, and to have an impact on the State.

Faculty with major Extension appointments are engaged in a variety of activities, including: applied research; technical assistance; teaching/training; public policy education; analytical capacity development; strategic planning for programming/unit development; partnership/network development; professional development.

These tasks and activities need to be carefully documented. The Extension plans of work, annual plans, impact reports, and other vehicles can supply measures of these activities. The Department needs to make sure, however, that Extension faculty are pursuing “the forest, not the trees,” and that accomplishments and activities are presented and evaluated in the larger context of programs and impacts on societal problems.

a. Materials to Be Submitted to Mentoring [Faculty Mentor and Oversight?] Committees in Relation to Extension Appointments

Statement of overall Extension role of the candidate. This could be an up-to-date, three- to five-year version of the personal statement called for in Section IV.F of the Social Science Divisional Committee’s format of recommendations for appointment or promotion to a tenured position. The candidate should submit a “succinct statement on his or her future research and teaching plans, say, over the next five years. This should not be more than three pages.” The following materials should be submitted:

- Extension multi-year work plan.
- Annual work plan.
- Annual accomplishment report and annual URPL activities report.
- Annual statistical report.
- Direct outputs such as: reports or manuals for clients, newspaper articles related to work, journal and magazine articles (refereed and not refereed), video materials, teaching materials.
- A list of expected products for the coming year.
- Indirect evidence of impact such as plans, programs, or policies developed by agents or other clients such as local governments as a result of research/training by the specialist.
- Description of Extension teaching activities.
- Formal evaluations, if any, of Extension activities.
- Information about important process/networking aspects of Extension work such as committees served on, groups worked with regularly.
- Any other materials that the candidate thinks will shed light on her or his performance.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

b. Language in Tenure Guidelines Related to Evaluation of Faculty with Extension Appointments

Following are excerpts of specific wording relating to the scope of activities, evaluation standards, and kinds of evidence to be used in judging performance of candidates with substantial Extension appointments. These excerpts must be read in the context of the rest of the tenure guidelines, particularly those of the Social Studies Division. These excerpts focus only on the language that pertains to Extension appointments.

i. Social Studies Tenure Guidelines

Research, teaching, and service collectively encompass the diversity of activities essential for all faculty, including those with extension responsibilities in integrated departments and professional schools, and others with specialized missions. The standards to be applied in judging research, teaching, and service, and the role of faculty with budgeted extension responsibilities, are elaborated below.

Research: The candidate should have demonstrated the ability to conduct research that reflects original scholarship and makes a contribution to knowledge and the likelihood of continued quality performance. [Ability in a variety of categories is described.] In evaluating the record of a candidate with extension responsibilities, the evidence must show that the candidate's work has significantly contributed to the translation and dissemination of the results of scholarly inquiry in his or her discipline for the benefit of society, and that this work has extended the knowledge base of the university to the citizens of the state.

Teaching: The candidate should have demonstrated effective teaching abilities. [There are a wide variety of approaches to teaching.] These include lectures, discussion sections, seminary, institutes, workshops, media presentations, lab instruction, clinical teaching, in-service training, media courses, correspondence and distance learning, individual tutorials, advising and consulting, and consultative exchanges with client groups. Specifics about how learners benefitted from teaching should be addressed.

Service: The Executive Committee recognizes that public service is a major, and for many a primary, duty for the faculty with extension responsibilities. The documentation in such cases must clearly demonstrate either how the candidate is meeting the extension program needs of the public through the teaching, coordination and evaluation of outreach programs or how the candidate's work may have aided in shaping public policy. Evidence should be presented showing that a candidate with extension responsibilities has been able to identify program needs, develop and teach programs to address those needs, use new and existing information in program development, skillfully deliver programs to the public, and evaluate those programs. The Executive Committee requires specific, reliable evidence of productivity, quality and creativity in public service and outreach activities. Such evidence includes a description of the activities, the nature of the problems and the public served, the objectives sought, the methods employed, and the results achieved.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

Weighing the Evidence: A tenure recommendation may be made on the basis of significant outreach activities for a candidate with primarily extension/outreach responsibilities. In such cases the evidence must show that the candidate is recognized both within and outside the university in his/her field, and has made significant contributions to outreach through an appropriate balance of teaching, research, and public service...[T]he translation and dissemination of research results through teaching [and outreach] are the most important responsibilities of a faculty member with primarily extension responsibilities.

Demonstrated excellence in at least two of the three areas [of research, teaching, and service] is normally required.

Regarding documentation:

For extension candidates, description of up to three significant extension programs in which the candidate made a major contribution...

1. *Identify problem, the clientele, and the needs assessment procedure.*
 2. *Outline the objectives.*
 3. *Provide details on method of instruction and delivery, innovative teaching methods, materials, aids or approaches, and client evaluation of the program's effectiveness.*
 4. *Document the significance of the program and its relevance to the social problems of the state and nation, and its potential or demonstrated impact on public policy and welfare...*
- B. *Outreach program planning and development [role].*

ii. Biological Sciences Divisional Committee

Extension activities result in the dissemination of information and the application of the results of scholarly inquiry...for the benefit of society. The impact tends to be statewide but may extend to regional, national, or even international clientele. It is therefore necessary that the case documents innovative program developments and applications that have made a continuing and substantial contribution to state, regional or international development. A demonstrated capability to develop an independent, cohesive and integrated extension program is essential....

Evidence of excellence and significant accomplishment must be provided by recognized extension specialists in the candidate's field outside UW-Madison. The candidate must demonstrate that 1) designed and implemented programs are innovative and of high quality, 2) a favorable impact has resulted from these programs, and 3) successful extension research results have been published in an effective manner....

For recommendations based solely on extension, the evidence must demonstrate that the candidate's performance is outstanding and so recognized statewide and regionally, if not nationally. Evidence must be presented to show that the candidate is fully aware of current subject matter and issues in the field and has demonstrated outstanding leadership in initiating innovative...approaches....The impact of these activities must be documented.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

iii. Physical Sciences Divisional Committee

For candidates with major extension/outreach appointments, the principal criterion for promotion is that the candidate has developed and implemented programs of recognized national impact, demonstrating creativity and sustained excellence. Letters of evaluation from nationally recognized experts (clients and peers) in the program area should be provided to assess the candidate’s impact, creativity, and excellence....

[D]ocumentation of the candidate’s major contributions and activities in important programs....Significant educational programs should be outlined, and all extension publications and [other] publications related to significant areas of program development should be listed. Student and peer evaluation of the effectiveness of the professor’s major program contributions and communication and teaching abilities in an extension/outreach setting should be included.

A recommendation may be based primarily on work in extension/outreach. The evidence must show that the candidate is truly outstanding, being professionally recognized both within and outside the University as excelling in the field. The candidate’s work must show the application of research results for the benefits of society, and the ways in which the candidate is meeting the continuing education needs of the public through leadership of statewide and national outreach programs.

Timetable for Non-Tenure Review Procedures

September	1.) Remind Mentoring [Faculty Mentor and Oversight] Committees about which probationary faculty appointments must be reviewed for extension or termination. 2.) Set date for Executive Committee review of probationary faculty. 3.) Give notice to probationary faculty that their appointments will be reviewed. They will be invited to submit supporting materials for their evaluation. They will also be notified of the date of the Executive Committee meeting. This must be done at least 20 days prior to the meeting. The notice shall inform the faculty member of the right to require that the meeting be open.
Fall Semester	If relevant, visits by senior faculty to classes of probationary faculty for teaching evaluation.
Early Spring Semester	Mentoring Committees meet with probationary faculty. Each Mentoring Committee prepares an evaluation of the progress of the junior faculty member and submits it to the members of the Executive Committee.
Not later than March	Executive Committee reviews appointments of probationary faculty and adopts a written evaluation of each. A copy of this evaluation shall be provided to the probationary faculty member who may respond either in person or in writing.
March	Send individual letters to probationary faculty notifying them of the Executive Committee decision. This must be done within five days of the decision. In cases where the Executive Committee votes to renew an appointment, the Department must notify the appropriate Dean, who can accept or reject the decision. The Dean must notify the probationary faculty member of his or her decision within 20 days.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

C. **Post-Tenure Criteria and Review Procedures** [Adopted – March 1, 1994; Revised – April 26, 1994.]

1. **Criteria**

In an integrated department like URPL, with a mixed professional teaching, academic research, and Extension outreach mission, it is desirable to establish flexible guidelines for evaluating the performance of colleagues.

Since the Department places strong emphasis on excellence in teaching, scholarship, and outreach, it expects colleagues with tenure to function at appropriate levels in all areas, reflective of their budgeted appointments. Therefore, tenured faculty are expected to be committed, conscientious, and effective teachers, to be productive and innovative scholars, and to provide leadership through Extension and public service channels in public education and professional development. Furthermore, it is expected that in a small department like ours, tenured faculty will cooperatively shoulder the responsibilities of administration, advising, and other service tasks.

2. **Procedures**

- a. A tenured faculty member who is up for review will submit to the Faculty Evaluation and Awards Committee: a) a full and up-to-date curriculum vitae; b) a statement providing a self assessment of teaching, research, Extension (if applicable), and public service contribution for the last five years; and c) a statement of plans for the next three years.
- b. This material will be reviewed by the Faculty Evaluation and Awards Committee (not including the individual under review). If the faculty member under review formally objects to any individual(s) serving on the review committee, the review committee will be reconstituted to exclude such individual(s).
- c. The Faculty Evaluation and Awards Committee will provide a report to the Executive Committee containing evaluation comments about the individual's past and present contribution to the Department, and if warranted, suggestions for improvement of performance.
- d. If the review committee or the faculty member under review so desire, the review committee will discuss with the faculty member issues concerning her/his contributions to the profession, the Department, and the University.
- e. The review committee's report will be made available to the individual under review. The faculty member under review shall have the opportunity to prepare a written response to the report. A copy of the report and any written response to it shall be given to the Department Chair and shall be placed in the personnel file of the faculty member for uses deemed appropriate by the Executive Committee.
- f. The Executive Committee will take final action on the review committee's report and will transmit its action to the L&S or CALS Dean.

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- g. All documents that played a substantive role in the review will be placed by the Department in the faculty member's personnel file. Any action pursuant to the review, will also be placed in the personnel file of the faculty member.

D. Faculty Teaching Load Policy [Adopted April 6, 2001.]

The normal teaching load for URPL faculty is four courses per academic year. Faculty with CALS-funded appointments may "buy out" one of their courses with specified state Research funds (for conducting Wisconsin-oriented research), just as faculty funded by L&S can "buy out" teaching obligations with research funding. Because we are a bi-college department, we strive for equity and consistency regarding teaching expectations of faculty, regardless of instructional funding source.

URPL's courses are primarily graduate courses. Many are cross-listed and coordinated with other units, including Institute for Environmental Studies, Landscape Architecture, area studies programs, as well as other academic units such as the Business School and the College of Engineering.

The only provision for formal course releases is for the chair, who receives the equivalent of a reduction in teaching load of two courses per academic year.

There are no ad hoc teaching releases presently in effect.

E. Departmental Leave [Adopted October 29, 1979.]

The department strongly encourage professional development and research activities of faculty, recognizing that pursuing these translates into time away from teaching.

1. Criteria used by the department in considering leaves

- a. A critical mass of faculty must be available to offer the instructional curriculum and to sustain our core courses and critical concentration offerings; in meeting this "critical mass" requirement, careful consideration should be given to equitably balancing the leave opportunities and departmental workload among faculty.
- b. The proposed leave of absence or other release from teaching responsibilities must relate to the mission of the Urban and Regional Planning Department, e.g., professional development, student training and research opportunities, publications, etc. (consideration will be given to both the mission and the desires of the individual and the department as a whole).
- c. The department may differentiate between leaves of absence which take the faculty person away from the campus (and thus make the faculty person unavailable for departmental advising, committee work, and other sustenance functions), in contrast to research grants or fellowships which can be pursued while the faculty person is in residence and is supporting the overall mission of the department via non-teaching activities.

2. Conditions Attached to Leaves of Absence or Other Absences from Teaching

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

- a. The faculty member who wishes to take a leave must provide a statement of rationale for the leave to colleagues, as a basis for departmental action regarding the leave.
- b. A viable instructional replacement strategy must accompany any requests for leave and be worked out in advance of leave approval, with the authorization of the Executive Committee.
- c. Upon his/her return, the faculty person may be obligated to teach somewhat different courses than at the time of departure; this would be in response to the department's own adjustments in offering a balanced course mix during the faculty member's absence.
- d. Conditions will be attached to the duration of a leave of absence and the conditions for any possible extension of a leave of absence.

3. Departmental Process/Procedures for Managing Leaves of Absence and Other Absences from Teaching

- a. Institutionalization of a process whereby faculty will provide an early notification with regard to application for grants, fellowships, etc.
- b. The department must have appropriate advance notification (for example, the deadline for taking a leave of absence from teaching in the fall semester might be the 1st of March of the preceding spring, and similarly for a spring semester, the 1st of October of the preceding semester).
- c. We must specify who oversees the process and has the authority to approve leaves (presumably it is the Executive Committee with the Chair acting as their administrative agent).

NAME _____

1.	2.	3.	3.	4.	5.	6.	7.
Research support: source, title, & period requested (list separately as many possibilities as applicable)	Leave of absence for professional development: source of funding & period requested	% of your academic year salary requested Sem I	% of your academic year salary requested Sem II	Date submitted or to be submitted	Estimated date when you will know	Estimated probability of funding	URPL curriculum impacts (what courses that you teach won't be taught?)

DEPARTMENT OF URBAN & REGIONAL PLANNING POLICIES AND PROCEDURES

IV. Department Facilities

A. Policy for Student Use of Computer Equipment in Music Hall

1. Students on funded research, teaching, and Extension projects receive first priority for allocation of Departmental computer equipment and related hardware/software. These students should look first to the project, however, to provide such equipment. Decisions about use of project-funded computing equipment and related hardware are at the discretion of the principal investigator/coordinator of the project. If funds or equipment are unavailable from the project itself, students funded by the project are to be given first priority for Departmental computing equipment and related hardware/software.
2. Ph.D. students not funded under a specific research, teaching, and/or Extension project are given second priority for use of Departmental computing equipment and related hardware/software. (Note: The Department will make every effort to assign Ph.D. students work space in B-8 [Music Hall], with computer.) Students with specific computing needs or those interested in having access to computer equipment and related hardware/software should funnel requests through their major advisor for address with [to be addressed by] the Computer Committee.
3. Departmental computers remain the property of the Department and, as such, are subject to reassignment by the Departmental Computer Committee at any time using the prioritization scheme previously outlined. Even though computers may reside on a desk assigned to the student by the Facilities Committee, the computer equipment and related hardware/software remain under the purview of the Departmental Computer Committee.
4. It is generally understood that computer equipment and related hardware/software purchased using research, teaching, and Extension projects remain under the purview of the principal investigator/coordinator through the duration of the project and up until such a time when the equipment is no longer of use to the faculty member in charge. The Department would appreciate [donations of?] any and all used computer equipment and related hardware/software for allocation to general student use – faculty are encouraged to donate equipment as project needs change.