



More than

# 50 Years of Planning Education at the *University of Wisconsin-Madison*

## A History of the Department of Urban and Regional Planning

Dave Marcouiller\*, Chair  
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### TABLE OF CONTENTS

Introduction	1
Early Development	3
Experimentation and Polarization (1963-1971)	4
Stabilization (1971-1978)	5
Merger and Talk of Merger (1979-1985)	6
Holding On (1985-1995)	8
Cross-college Administration (1996-2005)	9
Rebuilding (2006 to present)	10
Conclusion	10

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\* Acknowledgement and thanks are extended to the many contributors of this historical essay. Much of the historical text contained herein was initially prepared in the early 1990s by Prof. Elizabeth Howe and updated in 2001 by Prof. Stephen Born. Constructive comments, perspectives, and suggestions from numerous Department faculty over the years have been incorporated. In particular, the archival photos and revisions made by Profs. Brian Ohm and Jim LaGro, and the alumni relations expertise brought forward by Ms. Emily Reynolds represent key additions that made this updated essay possible. Building on this wonderful base, I have edited and updated this document to include base data on our roughly 1,200 alumni. I extend appreciation to our current graduate students Maria Holl, Marty Hagedorn, and Jacci Ziebert, who helped pull our alumni connections together. And certainly, I extend thanks to Prof. Ken Genskow for his lead organizational efforts in forwarding this 50<sup>th</sup> Anniversary celebration. We publish this history with the hope that it will provide a rich account of our past and “institutional memory” that helps shape the Department of the future.

## More than 50 Years of Planning Education at the Univ. of Wisconsin – Madison: A History of the Department of Urban and Regional Planning

**In-a-Nutshell.** The Department of Urban and Regional Planning at the University of Wisconsin-Madison was formed in the College of Letters and Science (L&S) during the 1962-63 academic year. In 1985, the Department of Urban and Regional Planning - Extension was merged with the academic Department of Urban and Regional Planning to solidify the *Wisconsin Idea* and become one of two integrated academic and Extension units within the College of Letters and Science. And, in 1998, the Department became a cross-college department, reporting to both L&S and the College of Agricultural and Life Sciences (CAL S), recognizing our central contributions to the *Land Grant* mission. We have roughly 1,200 alumni with M.S. and/or Ph.D. degrees in urban and regional planning. This historical essay is written to celebrate the more than fifty years of planning education at this great institution, describe the many challenges and successes along the way, and act as a placeholder within the continued development of planning education in Wisconsin and throughout the world.

### Introduction

Urban and regional planning has a long and distinguished tradition at the University of Wisconsin-Madison. Consistently accredited by the American Planning Association since its inception in 1962, we have served as the training ground for roughly 1,100 Master's (M.S.) and almost 60 Doctoral (Ph.D.) graduates. These alumni are found throughout the world working with decision-makers for the benefit of individuals, their communities, and for society as a whole.

Planning is a dynamic profession that works to improve the welfare and quality-of-life of people and their communities by creating convenient, equitable, healthy, vibrant, efficient, and attractive places for current residents and future generations. Planning empowers civic leaders and citizens in decision-making that plays a central role in creating communities that enrich people's lives.

Practicing planners research, design, and develop programs; lead public processes; effect social change; perform technical analyses; manage; and educate. Planners most typically begin their career with a master's level graduate degree. This standard degree of the field provides the bulk of our curricular efforts. Individual faculty also engage within our doctoral program intent on training students to pursue careers

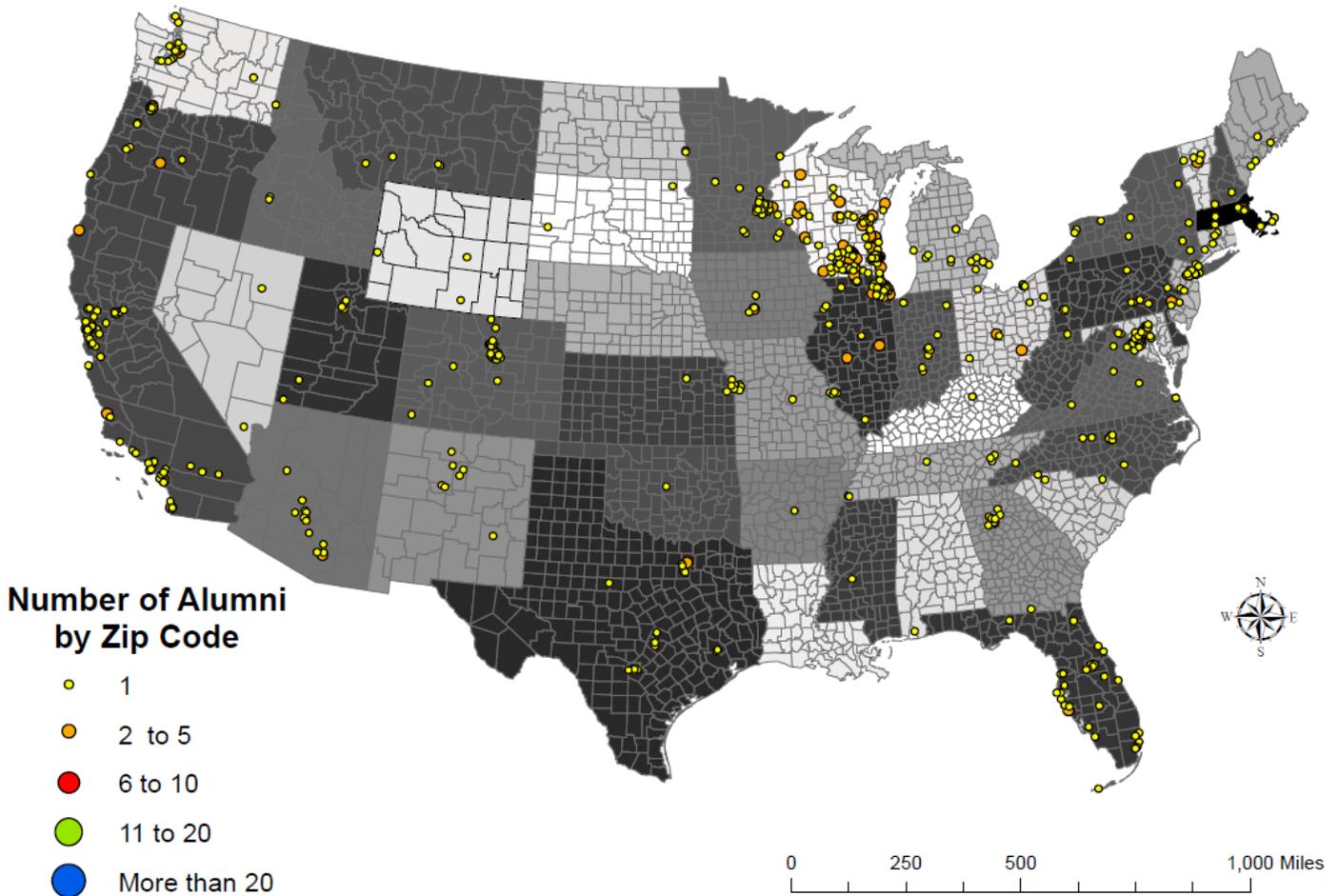
in academia or with research and/or policy institutions.

Planning is a fundamentally inter-disciplinary field of study. During the course of our fifty-year history, we have been active in both generalist and specialized forms of planning education. The research undertaken by doctoral students and faculty represent the breadth of these specializations, which in planning represent specific fields, or disciplines of knowledge. While practicing planners can spend their entire career within a specialization, most move freely between them and find useful combinations that forward progressive and pro-active approaches to enhance decision-making. The most common specializations in planning include:

- Community development
- Land use and regulatory enforcement
- Transportation planning
- Environment and natural resource planning
- Economic development
- Urban form and landscape design
- Planning management and finance
- Housing
- Parks and recreation
- Historic preservation
- Community activism and empowerment

Perhaps the most tangible impact of the program throughout our fifty-year history is reflected in our alumni. Throughout the world, our alumni have been influential in their professional planning practice. In addition to private practice in consultancies and development firms, planning alumni are active in federal, state, and local government agencies and non-profit firms. A spatial presentation of 2013 living alumni by their zip code is summarized in Figure 1. Note from this map that we currently have URPL graduates in 46 of the 50 United States (except Louisiana, Nebraska, Delaware, and Rhode Island).

Further, there are 75 alumni who have had their careers take them outside of the United States, often back to their home of original residence. As compared to our domestic alumni, a much higher proportion of international alumni are Ph.D. level graduates (19 of the 75 international alumni; or over 25 percent). There are 43 alumni in Asia, 13 in Europe, 7 in Africa, 2 in Australia or New Zealand, and 10 elsewhere in the Americas.



**Figure 1.** Spatial distribution of UW-Madison Department of Urban and Regional Planning alumni (2013 data on 907 living alumni of both M.S. and Ph.D. degrees in the Continental U.S.—note that there are 2 in Alaska and 2 in Hawaii). Not shown are 75 alumni who can be found throughout Europe, Asia, Africa, and elsewhere in the Americas.

During our 50 years, the department has had a particularly important influence on enhancing life within our own great state of Wisconsin. In addition to almost half of all current alumni choosing to practice planning in Wisconsin (421 alumni, or 46 percent), Department faculty and staff have been active in

advancing the *Wisconsin Idea*, enhancing planning and public policy by extending University planning resources to every corner of the state.

This historical essay is intended to highlight and celebrate our half century of excellence in planning education. Following this introduction, it is organized

into eight subsequent sections. These sections reflect the department's evolution over the course of the past fifty years. There are seven distinct phases, each with its own administrative and curricular structure. A developmental phase preceded the formal establishment of the department in 1962. Then the early years of the department were characterized by experimentation and polarization, particularly over curriculum, almost leading to the department's dissolution. The third phase was a period of stabilization in which members of the department came to a broad consensus on the department's missions, particularly those related to research and Extension. The fourth phase was a period in which various mergers were considered. The fifth phase was essentially a holding pattern in which the department tried to maintain and improve the quality of the program in a period of resource constraints for the University. The sixth phase, starting in 1996, solidified in 1998 with the establishment of a cross-college (Letters and Science/Agricultural and Life Sciences) department that added faculty and resources and represented a major institutional innovation for the campus. We are now in a seventh phase, currently with eight faculty members, which marks a general rebuilding of the senior faculty. The eighth section provides a summary and set of conclusions with a view to the future.

### Early Development

City planning as a subject was first taught at the University of Wisconsin in 1911 in the Civil Engineering Department, and for many years that department had a dual degree in city planning and civil engineering.

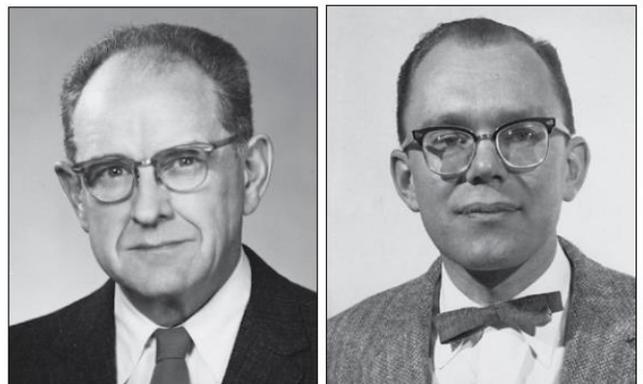
In 1944, the University established an interdisciplinary regional planning program. It was developed by John Gaus, who believed that as the role of government became greater in society, it was necessary to try to improve the quality of public decision-making. One mechanism for doing this was to improve the quality of advice provided to decision-makers by training better staff planners. He viewed the planner as a generalist; and thought that an interdisciplinary program based primarily in the social sciences would be the most suitable training mechanism because staff planners should have a broad view of issues and an understanding of their political, economic, and social contexts. Gaus summarized some of the efforts toward this end:

*"... should we work to create a new type of specialist who is in a sense specially trained in a general, multiple-purpose and multiple agency approach to public policy oriented around the task of looking for the*

*areal, or as I am using the term, regional, aspect of decision-making? ... The Master's Degree course in Regional Studies at the University of Wisconsin, the programs in public administration at several state universities, . . . the program at the University of Chicago Planning Institute, some of the proposals for the new program at Berkeley, the liaison program of the Graduate Schools of Design and Public Administration at Harvard, are straws in the wind. (Gaus, 1951, Education for the Emerging Field of Regional Planning and Development, *Social Forces* 29, 3: 7)*

Gaus left the University in 1947 for Harvard. After his departure, Wisconsin's Regional Planning Program was guided by an interdisciplinary group of faculty from fields including law, business, political science, economics, rural sociology, engineering, geography, and sociology. Many of the people who served on the committee over the years were senior members of their departments, such as Richard Ratcliff, eminent land economist and member of the Business School. For a program with little formal support, it was largely the commitment of these faculty members which kept it going. In 1955 the program was "recognized" by the American Institute of Planners.

In 1957 Coleman Woodbury of the Political Science Department assumed the chairmanship of the committee. In the same year Leo Jakobson joined the University as campus planner and member of the faculty of the Department of Civil Engineering. By this time the idea, originally held by Gaus, that planning should be based in the social sciences, was becoming accepted nationally. Jakobson and Woodbury wanted to see the committee program transformed into a formal department, not in Engineering but in the College of Letters and Science, which included most social science departments. Since Madison has never had a school of architecture, that was not an option. It took a number of years of argument and persuasion, but in 1962, the present Department of Urban and Regional Planning was created within the College of Letters and Science.



**Coleman Woodbury and Leo Jakobson**

### Experimentation and Polarization (1963-1971)

The department began with a core faculty of three people from other departments on campus—Jakobson of Engineering, and Woodbury and Fred Clarenbach from Political Science—along with secretary Irene Schoenewe. Soon after, Ford Foundation urban grant funds were used to hire Henry Fagin, a practicing planner and director of the Penn-Jersey Transportation Study. By 1968, the faculty had grown to nine people.



Fred Clarenbach and Richard Andrews

The full-time faculty retained their commitment to Gaus' idea of an interdisciplinary program which had been embodied in the earlier committee degree. Of the fifteen people who were serving on the committee at the time of the changeover, seven became adjunct faculty members of the new department. They contributed advice, particularly on the curriculum, and offered courses of particular relevance to URPL students. The idea of drawing in faculty from a range of different disciplines is still key to the department's philosophy and structure. At present the department has twelve affiliate faculty members from fields including geography, real estate, community and environmental sociology, agricultural and applied economics, art history, and environmental studies.

At the beginning the curriculum followed a similar model to the one it uses at present—the idea of training generalists with a specialty. Carrying through some of the structure of the older committee degree, the curriculum was divided into two basic tracks, *urban planning* and *regional planning*. During these early years as the faculty grew, the curriculum changed somewhat. By 1968, the core included courses in areas such as planning thought, skills, and the institutional environment of planning. Specializations under urban planning included development and circulation, law and finance, socio-economic analysis and projection, and urban design; the regional planning track specializations were location and transportation, natural resources, regional development in developing

countries, and human resources and social organization. In 1966 the University authorized the department to offer the Ph.D. degree.

By 1968 larger events were beginning to impinge on the department. In the field of planning as a whole, as well as on university campuses, the late 1960s was a time of turbulence, excitement and rejection of the status quo. Riots in major cities linked a sense of crisis to a basic optimism that social and urban problems could be "solved" at least in part through planning. On campuses, the "Age of Aquarius," the anti-war movement, and the black power movement came together in volatile and often violent events. The University of Wisconsin was at the forefront of this turbulence, which culminated in the bombing of Sterling Hall in the early 1970s.

Like planning departments in many other universities, the department was swept up and polarized by these larger movements. The most obvious case was the bitter and public opposition by a minority of the faculty to the department's support of a series of "non-negotiable" demands by black students concerning control over curriculum and faculty hiring related to black studies. These demands resulted in the occupation of the campus by the national guard.

At the same time, some of the reforming energy was being channeled inward to departmental affairs, resulting in a major experiment with the curriculum called the "Omnibus" (Jakobson et al., 1970, *The Wisconsin Omnibus Experiment, Journal of the American Institute of Planners* 36, 4: 253-260.) This effort was supported financially by the College, and resulted from a planning process involving both students and faculty.

In the fall of 1969, instead of the regular five core courses, entering students took only one combined course taught jointly by five faculty members. It included structured lectures and several extensive projects based on a substantial field trip. But the key to the Omnibus was the quintessence of the 1960s—"experiential learning" in which students took a major responsibility for their own educations, using the faculty as a resource but exploring issues on their own and in small groups.

The Omnibus met with mixed reactions among the faculty and students. Of the students, about one third were enthusiastic, one third felt overwhelmed and negative, while the remainder had mixed feelings. Among the faculty the experiment and the related discussions about the curriculum raised issues which divided the department fundamentally along lines which somewhat paralleled those dividing them on larger campus issues such as the black student demands. Outside the department, however, the experiment apparently did have some impact; at least

one other planning program adopted a similar format for their core courses.

Already in the fall of 1969 while the Omnibus was in progress, Chairman Irving Fox began to lay out the groundwork for this debate over the basic nature of planning education by posing two different possible directions the department might take in developing its curriculum after the experimental semester was over. The two alternatives were a generalist curriculum, embodied in the Omnibus, in which all students would take common coursework focusing on the generic characteristics of planning which could apply to any substantive area. Against this model he posed the specialist model, in which the department would develop close ties with a series of other departments offering considerable depth of coursework in a variety of substantive areas—natural resources or education, for example. Students would then focus on developing planning skills keyed to a particular substantive area.

By February of 1970, this issue had developed into what became the “Fox-Jakobson debates”. Fox developed a position paper arguing the specialist side, while Jakobson defended the generalist position. Each operated from a very different idea of the role that planning could play in the political system. Fox saw planners as program specialists working to improve the quality of substantive programs in a decentralized, functionally fragmented administrative system. Jakobson saw the role of planners as generalists, helping high level leaders to design frameworks for synthesizing and coordinating a multiplicity of programs.

This debate served to increase the polarization that already existed among the faculty. While some people were exhilarated by the conflict and confrontation characteristic of the time, others became alienated from the department. By the summer of 1970 the scope of conflict had expanded to include the L&S Dean Steve Kleene and the Vice Chancellor for Academic Affairs, Irving Shain. In December the Vice Chancellor issued an ultimatum that if the department could not pull itself together, it would be dismantled. The urban aspects of the program could be merged with urban affairs at UW-Milwaukee, while the regional ones could be subsumed by the then-new Institute for Environmental Studies. On the other hand, if the department was willing to make the effort to bury old conflicts and focus on providing a more adequate program, the Vice Chancellor would provide funds for hiring a new chairman, whose job it would be to oversee the unification and rebuilding process.

The department did come together. Throughout January the faculty met together and in subcommittees to develop proposals related to all aspects of the program. Ultimately these were assembled into a

departmental “white paper” which went to the Dean and the Vice Chancellor in February 1971.

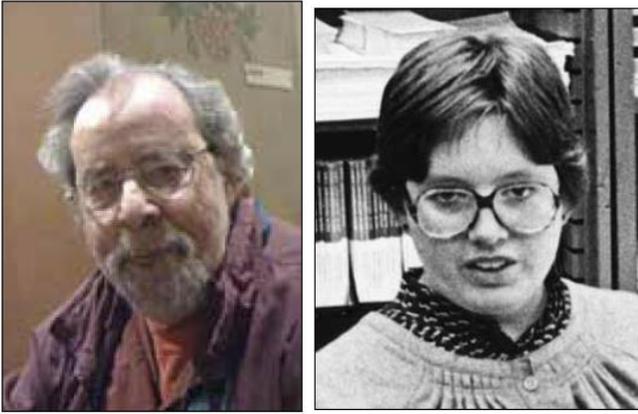
In the curriculum they returned to the idea of training generalists with a specialty, represented by a core of six courses and a flexible system of concentrations which would be tailored to fit each student. By this time it was clear that Fox, the strongest advocate for the idea of specialization, would be leaving the department to take another academic post. His departure also meant that the department had to find a new Chair, preferably someone from outside, as the Vice Chancellor had suggested. The relationship with the adjunct faculty was also changed somewhat. Many of the earlier adjuncts had died or left the University. Under the new model, “associate” faculty would simply be individuals with an interest in planning. They would not represent departments, and they would not be members of the Urban and Regional Planning Departmental Executive Committee, though they would have most other duties and privileges of regular faculty members. Finally, responding to criticism by the Vice Chancellor, the department sought ways to increase its research activities.

On February 9, 1971, the crucial meeting was held between Department faculty, the Dean and the Vice Chancellor. The white paper was accepted and the department was assured of survival. The new chairman would be Carl Runge, a distinguished senior professor in the Law School, with a strong interest in natural resources planning.

### **Stabilization (1971-1978)**

The deep divisions created during this period of conflict were slow to heal. But the social activism and the ideas of “doing your own thing” and learning by immersion in experience had peaked. Freedom began to seem like chaos and the pendulum began to swing back to more order, consensus and structure.

The initial order of business was to revise the curriculum. The Omnibus had been followed by a somewhat reduced version dubbed the “minibus”. Aside from relying on the Omnibus for the core, the curriculum had come to be very individualized, with students working out tailored programs with a faculty advisor. But the intensity had gone out of the Omnibus idea, and the highly individualized system of concentrations also produced dissatisfactions as well. So in the wake of the Fox-Jakobson debates, the department had to agree on a workable new curriculum.



**Jerry Kaufman and Beth Howe**

Over the next few years five new faculty—including Jerry Kaufman, Steve Born, Beth Howe and Jack Huddleston—joined the program. Clarenbach was the first of the founding generation to retire, followed in a few years by Woodbury. Mostly, the new faculty hired were assistant professors and, unlike the founding generation, were required to have Ph.D.'s. Coming from somewhat different backgrounds, and facing the tenure track in a financially constrained environment, they brought a more research-oriented perspective to the faculty mix, which coincided with pressures from outside the department for a stronger research orientation. The addition of people who had not been involved in the earlier forms of the program or its conflicts also helped to create an atmosphere in which a new consensus might form.

In 1971-72, just after Runge had become Chair, the core was revised to include a more systematic approach of quantitative methods, several workshops, and a synthesizing colloquium which would run throughout the student's two years in the program. This core was tried and revised over the next several years until it included four required courses plus an additional methods course. This set of requirements remained in effect until 1995, when it was modified slightly.

Additional discussions focused on the various concentrations. The older framework of having two tracks, urban and regional with several specializations in each, was dropped, and in 1975-76 a simpler and much more structured system of five concentrations was adopted. Four of these took advantage of specializations among the existing faculty, reinforced by new hires—land use, housing and growth management, natural resources and environmental planning, economic and fiscal planning, and social planning. Most had more or less formal ties with faculty in other departments who taught relevant courses and/or were associate members of the department who could add more depth to the concentrations. The fifth "generalist" concentration

moved in the opposite direction along the generalist-specialist continuum. It would allow students who did not wish to specialize to take a broad range of additional coursework.

Over the period from 1971 to 1976 when the process of curriculum revision was completed, a new consensus developed over the department's approach to planning education. By adopting Perloff's (1957, *Education for Planning*, Baltimore, MD: Johns Hopkins) idea of the planner as a generalist with a specialty, it drew on elements from both sides of the Fox-Jakobson debate without the bitter divisiveness that debate had created. The new curriculum provided enough flexibility for student and faculty diversity; and enough structure to provide a sense of unity and direction. While this curriculum was modified in incremental ways in the years after 1976, it and the consensus on which it rested proved effective and durable. In 1995 the Generalist Concentration was eliminated and several of its courses added to an "expanded core" from which students were supposed to choose two. But this did not represent a movement away from the basic idea of training generalists with a specialty.



**Jack Huddleston and Ved Prakash**

The late 1970s and early '80s saw the department reach a size of 12 faculty members. It also brought two additional issues that raised fairly fundamental questions about the nature of planning education. Both involved possible mergers with other units, first with the Center for the Study of Public Policy and Administration and then with URPL Extension. While these could have been as divisive as the Fox-Jakobson debates, they were not. But they did serve to clarify the basic goals of the department in a way that academic or general discussions of goals often do not.

### Merger and Talk of Merger (1979-1985)

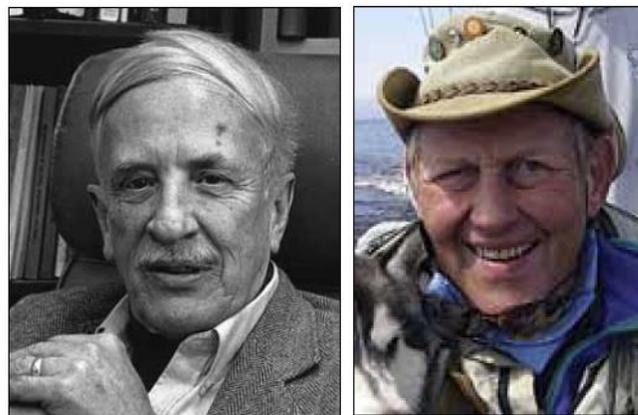
As a small professional department in a large, research-oriented academic college, URPL was somewhat vulnerable, especially as resources began to be tighter in the 1970s. This led the faculty to be receptive to the idea of merger with other units.

The issue of merger with the Center for the Study of Public Policy and Administration was raised in the late 1970s. As at many other universities, public policy grew out of political science, but had much in common with planning. Students especially moved freely between both programs, and a double-degree arrangement was adopted. When Carl Runge finished his term as Chair of URPL in 1973, he was asked to become Director of the Center, thus creating an additional link which suggested the possibility of a merger into the larger Center (now known as the Robert M. LaFollette School of Public Affairs). Within URPL the possible advantages of such a merger were urged most vigorously by members of the economic and social planning concentrations, whose areas overlapped most with the developing field of public policy. Considerable discussion took place within the department along the lines discussed by Alterman and McRae (1983, *Planning and Policy Analysis: Converging or Diverging Trends*, *Journal of the American Planning Association* 49, 2: 200-215.) about the differences in perspective between the two fields and what the costs and benefits of merger might be for planning.

The decision was finally made to seriously explore a merger. This was done, but due to a variety of external circumstances, including the premature retirement of Carl Runge for health reasons in 1981, it never came to pass at that time, though several years later the LaFollette Institute of Public was established by the State Legislature. Then, beginning in 1987, merger with the LaFollette Institute was raised again, though not in any very immediate way. While over the years we have hired joint faculty (Michael Wiseman and Sandra Hoffmann), and have had a cordial, ongoing relationship at both the faculty and student levels, any form of merger has not been part of the dialogue. In the end, over time, in a department whose origins were different from the architecture/physical land use traditions of most planning departments, the discussion of this issue of possible merger with public policy has served to highlight and reinforce some of the distinctive characteristics of planning as a profession.

The idea of merger with URPL Extension raised a different set of issues, but in a similar way. Since Harold Jordahl had joined the department in 1969, most of the natural resources/environmental faculty

had come with joint Madison Campus and Extension appointments. During the 1970s, in keeping with these joint appointments, Jordahl, Steve Born, and Jack Huddleston did active service with the State. Jordahl served on the Board of the Department of Natural Resources, Born was Director of State Planning, and Huddleston was Chief Economist with the Wisconsin Office of State Planning and Energy. Since they served as regular full-time members of URPL—teaching, serving on committees and, in the case of Born and Huddleston, becoming Chair in 1979 and 1987, respectively, merger institutionalized what already existed. On the other hand, the issue of merger did raise fairly fundamental issues, particularly about the relationship or balance between research and service.

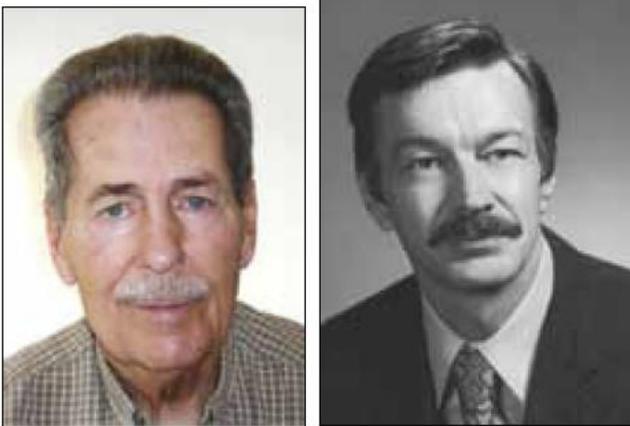


Harold "Bud" Jordahl and Stephen Born

As professional programs, planning departments generally emphasize professional activities and service. Checkoway (1997, *Reinventing the Research University for Public Service*, *Journal of Planning Literature* 11, 3: 307-319) has argued that the new university for the new century will involve an integration of research, teaching, and service and a democratic reciprocal relationship with communities, among other variables. This includes integrating service learning into the curriculum and outreach into essential educational functions. URPL was generally pursuing this approach, but in a research-oriented college of a national research university, strong pressures also existed for more traditional academic research. It is an important factor in the evaluations of both individual faculty and of programs as a whole, and URPL had increasingly felt this pressure since the crisis of 1970-71, both from the College and from some of its junior faculty.

Extension's mission supports research that can be applied. The obvious advantage of a merger would be additional institutional and financial support for such research and its dissemination. The possible drawback could be a further shift in incentives away from more academic research. Again, a series of often heated dis-

cussions were held within the department on the issue. The final outcome was a consensus that such a merger would support the applied research and outreach goals of the department without reducing the capacity of faculty members to be involved in more academic research. Moreover, there would be significant reciprocal benefits to both Extension and the resident department from a merger. Lengthy negotiations over merger specifics were then conducted with Extension Administration and Letters and Science. The issue of URPL was overtaken by a larger integration of Extension functions within the Madison campus; largely as a result of that change, the URPL merger took place in the summer of 1985.



**Richard "Dick" Stauber and John Roberts**

While the late 1970s and early '80s did not see basic changes in the structure of the curriculum, the department branched out in several new directions. The number of international students in the program increased substantially, stimulated in part by a \$1 million U.S.A.I.D. (Agency for International Development) project involving work in both Asia and Africa. This led to the development of a more systematic curriculum dealing with development issues, including two new courses in the core.

### **Holding On (1985-1995)**

In the early 1980s, as the economies of Midwestern states were losing ground to those of the sunbelt, the University as a whole began to experience fiscal stringencies. Low tuition and the last members of the baby boom increased enrollments dramatically, while resources for everything from salaries and supplies to student financial aid did not keep pace. In 1986, the State, faced with a budget deficit, required budget cuts from the University. The College of Letters and Science undertook budget reductions that resulted in the department losing support for TAs, the Research Center, student assistance and supplies. These

remained as permanent reductions in L&S support. For perhaps similar reasons, three non-Extension URPL faculty vacancies remained unfilled through the early 1990s, except for a joint appointment with the LaFollette Institute (Wiseman).

This fiscal situation posed a fundamental issue: the need simply to maintain the department at a viable size. Small departments throughout the University, especially pressed when cuts were required, began to feel pressures for consolidation. As a professional graduate program with Extension ties in a college containing most of the traditional academic social science, humanities, and bench science departments with large undergraduate programs, URPL was easily identified as not fitting the norm.

In 1989 the College of Letters and Science began a significant transition with the retirement of its long-time Dean. New leadership in a time of generally decreasing resources and a College budget deficit resulted in the initiation of a college-wide downsizing and strategic planning process. This produced several years of extreme uncertainty, threatening, at first, the continued existence of URPL and, then, its continuation at a size that would make it eligible for PAB accreditation.

The interaction with successive L&S deans over several evaluative reports and a targeted reduction of one FTE no doubt contributed to a higher profile for and ultimately greater understanding about URPL among College administrators. The 1994 College plan incorporated the plans of the individual departments and set targets, by department, for faculty reductions. The original requirement that URPL reduce its teaching faculty from 5.27 FTE to 4.27 was replaced by a targeted reduction to 5.0 FTE instead, which guided administrative staffing decisions until recently; in 2000, L&S Dean Phil Certain indicated that the 1994 plan for targeted faculty reductions would no longer guide recruitment/replacement decisions.

As noted in the 1993 Strategic Plan, the Extension linkage with the Department is a hallmark of our graduate program. The Department has long recognized that the culture of URPL, the *Wisconsin Idea* tradition of the University, and the very nature of planning argue for a sustained outreach/public policy education/extension role for URPL. While URPL and the L&S administration were struggling over the role of the department in the early 1990s College budget reductions, UW Extension was providing an avenue for maintaining and even increasing the department's capacity for service and outreach. Retirements in URPL and some other Extension units provided new resources, which were not nearly as tight as those for L&S. Extension administration was interested in increasing capacity for growth management, resource

economics, and land use law, and they chose URPL as the institutional home for much of this focus. Between 1992 and 1994 the Department hired three integrated faculty in growth management (Gene Bunnell), tourism economics and planning (Dave Marcouiller) and land use law (Brian Ohm). Such joint L&S/Extension appointments were unusual and raised a variety of administrative and tenure issues which were ultimately of great benefit to the long-term success of the planning program. Two of the three faculty hired at that time (Marcouiller and Ohm) subsequently attained tenure, with Ohm gaining statewide recognition as one of the principal architects of Wisconsin's 1999 comprehensive planning law.

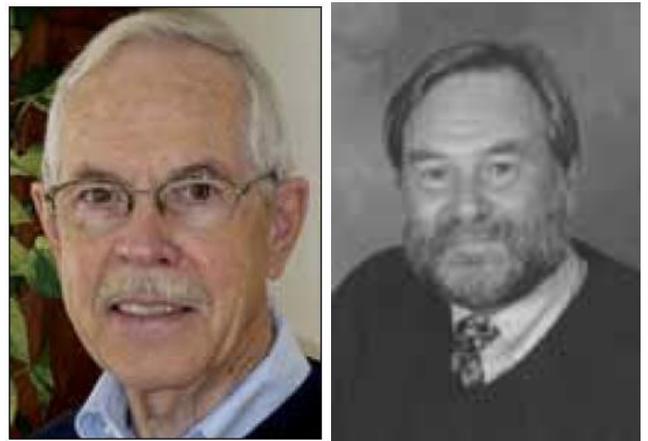
### Cross College Era (1996-2005)

Even in times of constrained resources, the department recognized that numerous opportunities existed to address its needs and strengthen the overall program. URPL's 1993 Strategic Plan identified a number of these opportunities, which existed in part because of the Department's faculty success in dealing with a critical set of public policy and planning issues (e.g., growth management, community development, and land use planning) and our unique integrated structure. In the time period since the 1996 PAB reaccreditation review, the department has aggressively pursued a number of these opportunities.

The most profound change in URPL during the late 1990s was, after two years of intense discussions and negotiation, the establishment of a cross-college department jointly administered by the College of Letters and Science and the College of Agricultural and Life Sciences. The 1993 URPL Strategic Plan noted the closely aligned missions of URPL and several CALS units, including the School of Natural Resources, the Center for Resource Policy, and the Department of Landscape Architecture. The Plan also noted the potential for more formal collaboration with the Department of Landscape Architecture in course offerings, building upon respective strengths. Further, as outlined in the Plan, several faculty from CALS units had approached URPL about the possibility of transferring their appointments to the department. This interest stemmed from both turbulence in their home unit and an attraction to URPL's mission, structure, culture, and reputation.

In spite of the administrative difficulties associated with such transfers, four senior faculty transferred their appointments and tenure to URPL as a result of the formation of the new cross-college relationship (Ben Niemann, Herman Felstehausen, Rick Chenoweth, and Jim LaGro). The ensuing years were devoted to the blending of new colleagues and

acculturation to a "new" URPL - which the department recognized would be essential to realize the many benefits associated with creating the cross-college department. Supplemental administrative and support resources also resulted from the merger.



**Herman Felstehausen and Ben Niemann**

The new faculty expanded the department's capabilities in spatial analysis and geographic information systems (GIS); land resources policy, planning and analysis; and environment-behavior analysis. Beyond these new faculty, there were several examples of symbiotic and positive consequences growing out of the relationship with the College of Agricultural and Life Sciences. Jerry Kaufman and Marcia Caton Campbell were supported by the CALS Food Systems Partnership in their work on food systems planning, which ultimately resulted in new and exciting paradigms for the planning profession as a whole. Harvey Jacobs assumed the directorship of the Land Tenure Center, a venerable UW institution administered by CALS with worldwide experience in land tenure problems, offering graduate student research support and faculty funding opportunities. Similarly, the Program on Agricultural Technology and Society (PATS), which has both a research and extension mission and is housed in CALS, has provided research support and experience to URPL students. The innovative and interdisciplinary community development concentration in URPL was offered jointly by faculty in URPL, and several CALS units including Agricultural and Applied Economics, Rural Sociology, and The School of Human Ecology. Furthermore, additional faculty and student research funding opportunities opened up as a result of the cross-college merger. The merger with CALS also strengthened our linkages to the Land Information and Computer Graphics Facility (LICGF, administered by CALS and directed by Niemann), affording students research and financial support opportunities.

This era also reflected continued linkages with the Real Estate Program of the Business School, the LaFollette School of Public Policy, and the Nelson Institute for Environmental Study. Such cooperative institutional ties have been critical to URPL, as illustrated by our efforts to improve our facilities and capacities related to planning applications of geographic information systems. Working through L&S, an instructional laboratory modernization program allowed URPL to establish a dedicated computer lab for GIS and other computer-related instruction in Old Music Hall.

Between 2001 and 2005, the department's faculty experienced considerable turnover. During these years, the department experienced a significant number of senior faculty retirements (Kaufman, Felstehausen, Niemann, Born, and Chenoweth). For various personal and professional reasons, five junior faculty members hired between 1998 and 2003 subsequently left for positions elsewhere (Jackson Smith to Utah State University, Beard to University of California-Irvine, Lane to University of Adelaide in Australia, Stone to Georgia Tech University, and Caton Campbell to the Center for Resilient Cities and UW-Milwaukee).

### Rebuilding (2005 to present)

Beginning in 2005, the Department was successful in acquiring four new assistant professors. Again, building on the successful *Wisconsin Idea* efforts of faculty and strong needs for GIS expertise and water resource education (brought forward by the State's initiative in Basin Education), Extension, CALS, and the Department collaboratively supported the hiring of Ken Genskow (2005) and Aslı Göçmen (2006). As a result of the Land Use Cluster initiative, Kurt Paulsen joined the Department in 2006. Finally, sociologist Alfonso Morales joined the Department in 2007 on a shortened tenure clock arrangement. Three of these faculty have subsequently attained tenure and are now part of the senior faculty.

Collectively, these personnel changes enabled the Department to not only continue to fulfill its mission, but to position itself to meet the planning challenges of a rapidly changing world. Further, the department also has twelve affiliate faculty members from fields including real estate economics, community and environmental sociology, landscape architecture, art history, geography, agricultural and applied economics, and environmental studies.

We remain a highly multi-disciplinary program. Currently, of the eight regular faculty members, four possess doctoral degrees in urban and regional planning. The other faculty have doctoral degrees in

four different disciplines: agricultural economics, law, natural resource policy, and sociology. All eight faculty members are also members of the Social Studies Division. Four faculty members have CALS appointments and four faculty members have L&S appointments (one faculty member has a split appointment between L&S and the Nelson Institute for Environmental Studies). Given priority needs for research-based programming throughout the state, four faculty members have integrated appointments funded (in part) by UW-Extension

Ongoing discussions among Department faculty about reorganization with allied units focus on strategic directions and synergies to more effectively address our missions that involve research, outreach, and graduate teaching at both the master's and doctoral level. We have regular discussions with the Director of the Robert M. LaFollette School of Public Affairs and the faculty of Landscape Architecture. Any future reorganization needs to generate positive sum outcomes and build on mutual strengths. We recognize that, as a small faculty, we could benefit from linking with allied units, and we will continue to pursue these linkages during the course of the next five years. This said, we have yet to have collective agreement on several important pre-cursor issues to reorganization.

### CONCLUSION

In our five decades of existence, the Department of Urban and Regional Planning has served communities across our region and beyond through professional education, applied research, and service. We have an active, influential, and engaged alumni of roughly 1,150 Master of Science graduates and 60 Ph.D.s. Throughout our 50 year history, URPL faculty (see Table 1) have played prominent and often pioneering roles at the State, regional and national level in significant planning arenas including food systems, natural resources, outdoor recreation planning, land use, international development and fiscal planning, to name a few. Our alumni have achieved remarkable successes following in the footsteps of their teachers and advisors.

The department has surmounted significant challenges throughout its history. The sense of collegiality forged since the conflicts of the 1960s has held, but the nature of the department has changed and continues to change. The merger with CALS has been accomplished and the many anticipated benefits are beginning to be realized. URPL's role as a joint Campus Extension department is supported by both L&S and CALS. The faculty who joined the department in the wake of the Fox-Jakobson debates

became productive, mature scholars and contributors to the national community of planners. The inevitable generational transition from established senior faculty to new junior faculty, to a new senior faculty is being successfully navigated, with an accompanying injection of energy and fresh ideas, laying the foundation for URPL's future.

The Department has been shaped by the convergence of several forces including turbulent outside events, the outstanding university of which it is a part, the expansion and reduction of financial resources, a diverse faculty and an often idealistic and bright group of students. The contentious years have been sandwiched in with years where we worked collaboratively to build a stronger department, in part by capitalizing on the emergence of new opportunities and linkages within the University of Wisconsin. As a result the department has a distinct identity today. Overall, the department has been more practical than theoretical, serving our region and the state through professional education, applied research, and service. We also look beyond the state as active members of the national and international community of planning academics. Our research and service extends actively

to other countries, and URPL students are drawn from across the country and throughout the world.

In the past the department has faced and surmounted major problems. The past five years, not surprisingly, have brought a new round of challenges. The department is increasingly well positioned to capitalize on emerging campus priorities outlined in recent plans and vision statements, including partial refocusing of graduate education toward more interdisciplinary Ph.D. programs and stronger professional Master's programs, amplifying the *Wisconsin Idea* for the 21st Century, and strengthening international programs in response to globalization trends. In short, URPL has continued building on past strengths: excellence in teaching and applied research, publications, new organizational structure, intensive collaborative arrangements with other units to fully take advantage of the academic resources of the entire campus, modern embodiment of the *Wisconsin Idea*, and strong international connections. We look forward to the evolution of Urban and Regional Planning at UW-Madison with optimism and enthusiasm.

**Table 1.** Faculty and Academic Staff Affiliated with the Department of Urban and Regional Planning Since Inception in Roughly Chronological Order (includes adjunct faculty).

1960s	1970s	1990s
<p><b>Initial “Core” Faculty:</b>            Coleman Woodbury 1962-1974            Fred A Clarenbach 1962-1972            Henry Fagin 1962-1967            Leo Jakobson 1962-1986            Jacob H Beuscher 1962-1967            G W Longenecker 1962-1967            Raymond J Penn 1962-1974            Richard U Ratcliff 1962-1968            John W. Alexander 1962-1965            Richard B. Andrews 1962-1981            Leo F Schnore 1962-1971            Max E. Anderson 1964-1966            Maynard E. Meyer 1964-1967            Eric Lampard 1965-1969            Ved Prakash 1965-1998            Kenneth J. Dueker 1966-1969            Irving K. Fox 1966-1975            Peter W. Amato 1967-1984            Harold C. Jordahl, Jr. 1967-1986            Philip H. Lewis Jr. 1967-1978            David C. Ramney 1967-1970            Ernest R. Bonner 1968-1970            Willam A V Clark 1968-1970            Malcolm I Logan 1968-1971            Eugene Smolensky 1968-1974            Thomas H. Logan 1969-1977</p>	<p>Richard J. Glynn 1970-1971            Carlisle R. Runge 1971-1981            William D. Berg 1972-1975            Andre Blum 1972-1973            Jerome L. Kaufman 1972-2001            Stephen M. Born 1972-2005            Janet F. Kline 1972-1978            Walter F. McCanna 1972-1973            Rodney A. Erickson 1973-1977            Patricia G. Bourne 1974-1975            Richard A. Lehmann 1974-1975            Richard L. Stauber 1974-1988            Elizabeth Howe 1975-1998            James W. Phillips 1975-1976            John C. Roberts 1975-1994            Michael J. Wasylenko 1975-1977            Jack R. Huddleston 1977-2011            Barbara J. Robins 1977-1985            Michael J. Enders 1977-1982</p> <p><b>1980s</b></p> <p>Mark E. Hanson 1981-1991            Marian F. Wolfe 1982-1985            Harvey M. Jacobs 1984-present            Rosalind Greenstein 1985-1987            Michael L. Wiseman 1988-1998</p>	<p>Rachelle Alterman 1992-1993            Gene A. Bunnell 1992-1998            David W. Marcouiller 1993-present            Brian W. Ohm 1994-present            Kameshawari Pothukuchi 1996-1998            Sandra Hoffman 1998-2000            Bernard J. Niemann 1998-2001            Herman H. Felstehausen 1998-2002            Richard E. Chenoweth 1998-2002            Marcia Caton Campbell 1998-2005            James A. LaGro, Jr 1998-present            Douglas Jackson-Smith 1999-2001</p> <p><b>2000s</b></p> <p>Victoria Beard 2000-2002            Marcus Lane 2001-2002            Brian Stone 2001-2002            Susana Lastarria-Cornhiel 2002-2012            Ken Genskow 2005-present            Aslıgül Göçmen 2006-present            Kurt Paulsen 2006-present            Alfonso Morales 2007-present            Spencer Black 2011-intermittent            Dave Cieslewicz 2006-intermittent</p>