

Fall 2022: Radical Planning Development Proposal

Fall 2022 Development Vision

Build upon the feedback/materials collected during the summer 2022 course development period and solidify educational/operational materials to ensure smooth facilitation of the radical planning course during the spring 2023 semester.

Our goals for the course are as follows:

Table 1. Radical Planning Course Goals (*Reviewed by Decolonizing SEAS Team*)

Goal	Description
Goal 1: Elevate new diverse voices and perspectives and employ intersectionality	Establish intentionality in the selection of guest speakers/contributors. Invite diverse people and perspectives in the field of radical planning to the conversation. Center BIPOC, LGBTQ+, International, and other underrepresented voices in dialogue and content. Structuring an educational environment and planning field where layers of power and privilege are embedded in the design and thinking process. Incorporate skills and perspectives from related disciplines (e.g. social work, public health, environmental justice, indigenous studies, etc.)
Goal 2: Prioritize skill-building and practice-based planning models	Expose students to new and radical planning models/tools that advance equity in the built environment. This will be accomplished by incorporating guest speakers, round table discussions, case studies, and tactic exploitation.
Goal 3: Enhance existing curriculum with underrepresented topics, tools, voices, and perspectives in planning	Use the radical planning course as a 'kick-start' to advance the general MURP curriculum towards greater discussion of diverse models, theory, tactics, and ideas in planning.
Goal 4: Construct a transferable model for student-led courses in Taubman College and beyond	Create a comprehensive strategy and 'tool-kit' for other students and organizations within Taubman and beyond to create and list new course offerings at UM.

Goal 5: Cultivate a DEI-centric culture of inclusivity at Taubman	Foster a safe learning space for students to discuss, critique, and support one-another in the realm of planning with accordance to DEI frameworks and principles.
Goal 6: Validate student experiences and desires for Taubman curriculum	Build more opportunities for students to teach and learn from one-another. Empower students with diverse and interdisciplinary backgrounds to incorporate their personal and professional experiences into the culture of learning.
Goal 7: Foster a harm reductionary space to acknowledge traumas (planning generated and otherwise)	Build an inclusive, safe space for all students with intentional harm reduction practices. Allow students to draw from personal experience in discussions of identity and harm, validate experience and learn as a community.

Radical Planning Course Continuance Plan

There is much work to be done throughout the fall 2022 semester for the development of the class to be in good shape for the spring 2023 inaugural radical planning course. The summer 2022 course development period was primarily focused on engagement, outreach, and pathways for collaboration. Thus, it is necessary to continue this work and build upon the feedback collected to construct a comprehensive curriculum and syllabus for the radical planning course.

Although the bulk of attention during the fall semester ought to be geared towards logistics and operations, it is imperative that engagement measures continue to ensure the course is representative of student interests and tied to overarching DEI/Anti-Racism frameworks.

Throughout the fall semester, we intend to continue hosting student convenings to discuss the nature, structure, and syllabus for the course. We also hope to host two town hall style events with students, faculty, and relevant collaborators to discuss early progress and have a final course materials review. *This development plan was inspired by the Decolonizing SEAS Initiative (DSI) [proposal](#).*

During the fall semester we hope to accomplish the following:

Craft Mechanisms for Accountability, Commitment, and Continuance

- Creation of an open Student Advisory Board (SAB) to assist with the development of the course during the fall 2022 semester and an elected SAB during the spring 2023 semester.
 - Fall '22 SAB
 - *Format:* Traditional Student Organization Style, Unfunded

- Open to all interested students, monthly meetings (flexible attendance).
- Incentive: professional development, community-building, and leadership avenue for future radical planning course involvement.
- **Role:** Represent students and taubman community interests and priorities in the development and facilitation of the radical planning course.
 - **Actions:**
 - Serve as a liaison between students, faculty, and external collaborators.
 - Ensure the course is representative of the spirit of radical planning, DEI principles, and student priorities.
 - Conduct outreach and collect feedback from students.
 - Advocate for the Radical Planning Course in a public forum.
 - Collaborate with faculty through attendance of meetings, events, and town halls.
 - Provide advice to radical planning course faculty in adherence to the course mission and strategic direction.
 - Propose ideas for the course curriculum.
- Winter '23 SAB
 - **Format:** Core board of 2-4 students, Funded/Credit Hour Opportunity
 - Democratically elected positions, weekly meetings (attendance mandatory)
 - Compensation: 5 paid hours weekly or 1 credit hour awarded
 - **Role:** Represent students and taubman community interests and priorities in the development and facilitation of the radical planning course. Collect student feedback, conduct course evaluation, and begin compiling materials for the fall '23 course development period.
 - **Actions:**
 - Conduct data collection for course feedback.
 - Draft considerations and recommendations for the upcoming year based on course feedback and student engagement.
 - Work alongside the radical planning course faculty and student leads to ensure the course is representative of the core mission and strategic direction.
 - Attend meetings, events, and town halls.
 - Serve as a liaison between students, faculty, and external collaborators.
- Appointment of student radical planning leads for the fall '22 course development period to assist in the development of the course alongside faculty and the student advisory board.
 - **Format Options:** Hourly Pay for Student Leads or appointment of student Graduate Student Research Assistant position
 - Hourly Pay: \$20-25/hr, 15-20 hours per week

- GRSA: standard university GRSA hiring policy
- Appointment of student radical planning leads for the spring '23 Semester to assist in the operations and facilitation of the course and prepare content for the following year alongside faculty and the core student advisory board.
 - *Format Options:* Hourly Pay for Student Leads or appointment of student GSI position
 - Hourly Pay: \$20-25/hr, 15-20 hours per week
 - GSI: standard university GSI hiring policy

Solidify Course Curriculum Content

- Creation of a comprehensive syllabus that is representative of Taubman community's interests and the spirit of radical planning itself.
 - Develop course assignments, readings, and other relevant materials.
- Hold a syllabus review with the Decolonizing SEAS Initiative (DSI) team to ensure course materials adhere to DEI/Anti-Racism pedagogy best practices.
- Secure guest speakers for the spring 2023 semester.
- Solidify student and faculty participation roles for the fall 2022 course development period and the spring 2023 semester.
- Select a faculty member to facilitate the course and work alongside the instructor to refine the course curriculum

Continue Outreach and Engagement to the Taubman Community and Beyond

- Host town hall style meetings with the taubman community and other partners during the syllabus review period.
- Continue hosting radical planning student convenings (student advisory board style) and events.
- Continue meeting with organization partners (DSI, wolverine wellness, UPSA, etc.) to clarify and solidify pathways for collaboration and mutual growth.
- Host weekly radical planning open 'office hours' for students to give feedback.

Summer Course Development Progress Review

Over the summer course development period, we were able to reach many students, faculty, organizations, and external academics/practitioners to help articulate our vision for the radical planning course.

To collect student input, we hosted coffee chats, three student convenings, and a final closing

Table 2. Faculty & Student Course Development Participation Interest (Spring/Summer 2022)

	Participation
Faculty	23
Student (Taubman)	21* (<i>Initial poll, April</i>)

UofM Organization	3
Other	5

Note: This measures participation interest in working on the development team,

see [student outreach spreadsheet](#) and [faculty outreach spreadsheet](#)

**Organization Collaborators: UPSA, Decolonizing SEAS, Wolverine Wellness*

**Other: Dr. Phillip Barnes (University of Delaware), Mike Huggins (City Manager, Eau Claire, WI), LeRoy Harvey (Environmental Coordinator, Meridian Township, MI), Dr. Clare Mouat (Massey University, New Zealand)*

Table 3. Individual Faculty & Student Meetings (Summer 2022)

	Participation
Faculty	6
Student	30
UofM Organization	3
Other	3

**Organization Collaborators: UPSA, Decolonizing SEAS (Bi-weekly meetings), Wolverine Wellness*

**Other: Dr. Phillip Barnes (University of Delaware), Mike Huggins (City Manager, Eau Claire, WI), LeRoy Harvey (Environmental Coordinator, Meridian Township, MI)*

Table 4. Student Group Event Participation (Summer 2022)

	Participation
Radical Planning Kick-off #1 (Virtual)	15
Topics/Themes Student Convening #2 (Virtual)	14
Topics/Themes Student Convening #3 (Virtual)	9
In-Person Rad Planning Event	13

Table 5. Radical Planning Deliverables (Summer 2022)

Deliverable	Purpose
Radical Planning Webpage , Linktree , and Calendar <i>*Living Document- Adjusted to Account for the Addition of New Materials and Events</i>	Provide virtual space for transparent resource sharing, feedback/query submission, event information, past meeting minutes, opportunities for participation, DEI resources, and general course development information.

<u>Course Proposal</u> <i>*Living Document- Adjusted in Accordance to Feedback</i>	Summarizes the general vision, intentions, goals, logistics, operations, and facilitation of the course.
Draft Syllabus (Abbreviated Draft Syllabus), <u>Individual Suggestions</u>, and <u>Collaborative Lesson Plan</u> <i>*Living Document- Adjusted in Accordance to Feedback</i>	Offers a draft syllabus schedule and lesson plan for the facilitation of the radical planning course. The lesson plan was created by students during the second radical planning virtual convening.
<u>Radical Planning Course Logic Model and Goals</u> <i>*Reviewed by DSI team</i>	Provides a problem and target audience statement, logic model, and goals for the course.
<u>CSG Anti-Racism Grant</u>	Grant application for continued funding of Radical Planning events such as coffee chats, student convenings, event promotion.
Student, Faculty, and Cross Department Engagement <u>Documents</u>	Feedback collected from many outreach meetings/events with community members. Created outreach templates and structures for continued engagement. Includes faculty affiliate participation interest list, student outreach tracking, etc.
<u>Summer 2022 Course Development Drive</u> <i>*Living Document- Adjusted to Account for the Addition of New Materials</i>	Contains a plethora of radical planning course development materials including but not limited to: research, collected student/faculty feedback, Anti-Racism/DEI resources, relevant course materials deliverables, presentations, etc.
Student Advisory Board Model and <u>Student Feedback/Suggestion Document</u>	Contains potential models for the student advisory board, document two was generated by students during the third radical planning hybrid meeting.

Challenges and recommended solutions

Facilitation: Topics and Guest Speaker Availability

Issue: The capacity to secure guest speakers for the course in a logical way that aligns with course topics and themes is a challenge due to speaker availability.

Recommended Solutions: Early outreach with built in flexibility and back-up speakers in case of cancellation. This may be best conducted through the faculty lead reaching out to guest speakers to demonstrate legitimacy.

Key Dates and Timeline Considerations

Table 6. Proposed Course Development Schedule

Date	Item
Summer 2022 and Fall 2022	Finalization of faculty roles for course development period
Summer 2022 and Fall 2022	Finalization of funding for fall development and Winter 2023 course operations
Summer 2022 (8/31)	End of summer course development period
Fall 2022	GRSA/GSSA Appointment (or hourly pay)
Fall 2022 (9/1)	Start of fall course development period
Fall 2022	2022-2023 Student Advisory Board Group Creation
Fall 2022	Town Hall Event, Continuous Student/Faculty Outreach, Materials/Curriculum Development
Fall 2022	Finalization of Syllabus/Curriculum, Guest Speaker Schedule, Lesson Plans, Course Materials, etc
Fall 2022	Decolonizing SEAS Initiative final syllabus/curriculum review for course
Fall 2022 and Winter 2023	Evaluation of fall course development materials, Town Hall Event, Continuous Student/Faculty Outreach
Fall 2022 and Winter 2023	Selection of Student Advisory Core Board for Winter 2023-Fall 2023
Fall 2022 (12/19)	End of fall course development period
Winter 2023 (1/5)	Start of radical planning course
Winter 2023	GSI Appointment (or hourly pay)
Winter 2023	Town Hall Event
Winter 2023	Evaluation of Radical Planning Course

Appendix A

Figure 1: *Decolonizing SEAS Recommended Practices for Decolonizing Curriculum*

Recommended Practice
Inclusionary curricula are fundamental to providing SEAS students with different perspectives on environmental change. It is imperative that SEAS courses incorporate more global and marginalized voices in order to inform and better prepare SEAS students to understand how to effectively, ethically and responsibly approach increasingly diverse contexts and clients they will be working in.
Equity-focused Pedagogies should be used as a corrective tool by instructors to challenge and disrupt historical patterns of oppression and erasure. Helping SEAS students recognize the injustices that have shaped their educational experiences will empower students to work towards justice.
Historical Awareness examines how aware is curricular material of historical violence, marginalized peoples and knowledges, the colonial context in which much science was produced and of critical social theories developed amongst marginalized peoples worldwide and from the Global South.
Land Acknowledgements should serve as a critical first step in disrupting patterns of colonialism that are pervasive in the field of environment and sustainability. For the SEAS community, this means first understanding that the land that the University currently occupies was stolen from the Odawa, Ojibwe, Boodewadomi, and Wyandot peoples as a result of the 1817 Treaty of Fort Meigs. We challenge students and faculty to not only recognize this history of our land, but also to reconsider their relationships with the land and the long-lasting impacts of land dispossession.
Student/Faculty Accountability is an essential continuing practice of the program that should be widely adopted across SEAS. Decolonising curricula is an iterative process that requires the active participation of both staff and students. Participation must occur on both sides of the classroom in order to actively question and deconstruct complex environmentally related issues and ideas.

Source: Mia Dozier, Haley Mullen, Jack O'Brien, and Kristen Surla, "Decolonizing Curriculum Initiative at the School for Environment and Sustainability", *The University of Michigan* (2022).

Note: We hope to adopt the Decolonizing SEAS Initiative (DSI) best practices for the development of the radical planning course curriculum. We believe that many of their best

practices are able to be tailored to topics in radical planning and general course development issues.