August 31, 2010

ROBERT POWELL, Chair
Davis Division of the Academic Senate

Dear Bob,

The Executive Committee of the College of Agricultural and Environmental Sciences (CA&ES) is submitting to the Davis Division of the Academic Senate a formal proposal (attached) from the Department of Human and Community Development (HCD) and the Department of Environmental Design (ED) to consolidate into one academic unit. The CA&ES Executive Committee supports the proposal from the faculty within the Department of Human and Community Development and the Department of Environmental Design to consolidate into one academic unit.

The decision of the faculty from these two departments to consolidate evolved over the past two years during the academic planning process within the CA&ES, in which the Executive Committee was an active participant. The Executive Committee met with representatives from both departments to discuss the planned merger. Our committee voted to support the wishes and decisions of the HCD and ED faculty, and believe that the decision to consolidate into one academic unit will be beneficial to both academic programs.

The Executive Committee asks that this proposal be considered by the UC Davis Division of the Academic Senate.

Sincerely,

Edward J. DePeters, Chair
CA&ES Executive Committee

Stephanie Dungan, Vice Chair
CA&ES Executive Committee

sb

cc: Neal K. Van Alfen
Proposal for the Consolidation of the Departments of

Human & Community Development,

and Environmental Design

into

the Department of Human & Community Development and Design

(provisional name)

Department of Human & Community Development,
Department of Environmental Design.

August 2010
Introduction

A consolidation of three academic programs based in two departments – Community Studies and Development Program and Human Development and Family Studies Program in Human & Community Development (HCD) and Landscape Architecture in Environmental Design (ED), in the College of Agricultural and Environmental Science (CAES) is proposed. Following the College Planning Committee report (March 31, 2010) and the College’s Academic Prioritization Committee report (July 31, 2009), which addressed the “resource-limited environment” within CAES and recommended the elimination and consolidation of departments within the College, the Dean’s office has advocated the consolidation of HCD and ED into one department. This proposed consolidation has been under discussion by the faculty in the two departments and the CAES administration for the past year. Key goals of this consolidation will be to maintain academic excellence, facilitate the execution of a joint academic plan of the faculties, improve teaching commitments, enhance research synergies, enhance our fulfillment of the outreach mission of the University and increase efficiencies in the departmental administration and operations. The new department is provisionally named Department of Human and Community Development and Design (HCDD). The definitive name will be determined at the end of the 2010-2011 academic year when the strategic plan for this new department is completed.

A. Justification

1. Objectives

The overarching objective of the consolidation of these two departments is to promote and enhance the ability of the faculty to engage in interdisciplinary collaborative research, teaching and outreach, while maintaining, strengthening and supporting individual disciplines within the new department. We believe that the breadth of what the combined faculty can cover is greater than what the current, smaller groups of faculty can cover; in other words “the whole will be greater than the sum of its parts.” In anticipation of continued budget constraints, reduced FTE faculty allocation, and the desire to increase efficiencies within the departments, this consolidation will enable us to develop shared faculty positions in order to have continued success with our research programs, undergraduate and graduate curricula, and outreach activities. The academic domain of this new department is similar to departments (or schools/colleges) of human ecology in other land-grant universities (e.g., Cornell University; University of Texas, Austin; University of Wisconsin, Madison). While these colleges include design study related to human factors, our department will include a more holistic study of design including a professional, accredited design program (i.e. landscape architecture). Thus, the new department will be united around the interdisciplinary study of the relationship between humans and their social, natural and built environments.

Teaching
The three academic programs house and support four undergraduate majors, three master’s, and two Ph.D. programs. While diverse in their specific areas of emphasis and focus, the
undergraduate programs share significant areas of common concern and have many disciplinary synergies. This is due to the applied research orientation of the three programs and their distinctive focus on, respectively, individual, family, and community well-being in relation to the social, natural, and built environment at different geographical scales. The Community Studies and Development (CSD) program houses the Community and Regional Development (CRD) and the International Agricultural Development (IAD) majors and the community development MS graduate group; the Human Development and Family Studies (HDFS) program houses the Human Development (HDE) major, child development MS program and human development Ph.D. graduate group, while Environmental Design houses the Landscape Architecture (LDA) major, geography MS program, and (jointly with CSD) the geography Ph.D. graduate group.

For largely historical reasons, there has been little explicit, but much implicit, cooperation and coordination between the faculty in the three majors. Despite this lack of explicit coordination, students in CRD, HDE, and LDA often take classes in the other majors as part of their elective courses or to partly fulfill areas of specialization requirements. The consolidation of the three programs into a single department will enhance the existing academic synergies between the majors, including formal cross-listing of courses and exploring the likely possibility of offering common courses in areas such as research methods and general social theory. This approach seeks to both strengthen existing synergies, maximizing the efficient use of scarce resources, while maintaining the distinctiveness and high quality of each major. An exception to this trend, however, is the IAD major, which, due to its unique focus and recent faculty reductions, is planned to be suspended for admissions and eventually disbanded. Preparing for this eventuality, the CRD major is planning to create a new track (area of specialization) in international development.

**Research**

The research objective of the consolidation is to enhance the overall success of the research enterprise that our faculty members (as well as their graduate students and postdoc trainees) are engaged in. More specifically, we anticipate that increased synergy among faculty in CSD, HDFS, and LDA will result in: (a) additional, interdisciplinary, extramurally-funding research projects; (b) an increased number of publications co-authored by faculty (and trainees) from across two or three of the current academic programs; and (c) increased cross-program involvement in, and support of, the following existing research centers: Center for Child and Family Studies, 4-H Center for Youth Development, Center for Regional Change, and Agricultural Sustainability Institute. An example of extant research synergy between HDFS and CSD, that could very easily expand to include LDA, is the research on youth development in the community context. One of the important community contexts for youth is public spaces, including parks and gardens; research on how the design and accessibility of these public, landscaped areas affects youth development (e.g., positive versus negative trajectories) could easily involve faculty from all three programs.

**Outreach**

The academic senate faculty and CE Specialists from these departments/programs share many research interests and areas of specialization, and the consolidation thus allows for better collaboration and more vigorous outreach activities. In particular, the proposed consolidated department is well-poised to significantly contribute to the Healthy Families and Communities
strategic initiative of UC ANR. These departments and their faculty members share a focus on youth, families and communities and have complementary programs that can strengthen future departmental efforts to conduct research and extension activities aimed at the healthy and sustainable development of individuals, families, communities and environments. The combined strengths of the three programs make them well suited to provide faculty leadership in applied research and for extension projects associated with the new initiative. In addition, we see opportunities for collaborations on outreach efforts focused more fully on natural environment issues and those possibly related to the Sustainable Natural Ecosystems strategic initiative.

2. Budgetary Impact and Space

As the proposed action is a consolidation of two existing departments, the possible impact on cost and benefits to the campus at large or on the budget is expected to be neutral. Requirement for space, research and administrative, will be met by the current space allocation to the two departments. The new programs will retain control and assignment of their current space allotments as indicated in the space inventory in effect at the time of this proposal. In addition, in the collaborative spirit of this department consolidation and in keeping with current practice, the programs will make space available to one another as warranted.

3. Administrative Staffing in the New Consolidated Department

This proposed departmental consolidation follows a recently instituted administrative clustering within the College. This administrative clustering addresses many of the staffing issues associated with the proposed consolidation. Specifically, a Chief Administrative Officer will oversee the administration of this new department along with two other departments, i.e., the Department of Environmental Sciences and Policy and the Department of Agricultural and Resource Economics. Personnel, contracts and grants, and business functions will be served by shared staff. The reorganization of administrative staff will also provide a better separation of duties than was achieved in the departments as separate programs.

Staff functions that will remain within the department are advising and information technology. The staff advisors will be assigned to majors (i.e. LDA, HDE, CRD, IAD) and graduate groups and will remain under the discretion of individual programs or graduate groups. The programs will determine if combining or sharing these positions will lead to better overall service. Likewise, the IT functions will be examined for opportunities for consolidation in order to provide better overall service within the new department. Other existing staff positions currently held by the two departments such as classroom support, research center staff, etc. will remain under the control of the individual programs within the new department.

4. Instructional Programs

The intent of this merger is to maximize the multiple synergies and common areas of instruction shared by the different undergraduate majors. The CRD, HDE, and LDA majors will be housed
in the new department. As stated earlier, it is expected that the IAD major would be suspended and eventually disbanded. The faculty will explore establishing a major focused on sustainable environmental design that would have the potential for further integrating the expertise and interests of the three programs.

No immediate changes are foreseen in the overall graduate program. However, the faculty will explore the development of a Master’s and/or Ph.D. program in Landscape Architecture. Members of the new department will play a significant role in developing and supporting such programs.

Responsibility for these programs will be consolidated under the leadership of the HCDD Executive Council in coordination with the Department Chair and the Program Chairs as described in the Memorandum of Understanding approved by the faculty of the three programs. The Department Chair and the Program Chairs will work with the faculty to develop teaching opportunities.

A joint committee of undergraduate instruction formed by faculty from the three programs is already working on a common plan to coordinate the formalization of curricular coordination, course cross-listing, common course offerings, and further improvements to create efficiencies and new opportunities for all the majors in CRD, HDE, and LDA, respectively. While curricular revisions will be vigorously pursued, the requirements for professional accreditation in the LDA major will also be maintained. Initial steps have already being taken in establishing shared courses, including allowing students in the three majors to be included in Pass I for all upper division courses with high enrollments and to include among acceptable courses those often taken by our students from the other majors.

Our intent is to maintain competitive, highly visible, and appealing programs that meet the current needs of their potential client bases and professions. One way in which all three programs strive to meet this goal is the inclusion of internships. All CRD and HDE majors are required to become actively engaged in the community through internships and must complete at least one internship before graduation. LDA students are encouraged to engage in internships and can receive up to 12 units for their work. HDE has specific “practicum” course requirements such as HDE 141 or 143 that have a fieldwork component in community sites, and one additional internship (HDE 192) that can be used toward the restricted electives. Thus each year approximately 350 CRD and HDE undergraduate students complete an internship for units towards their major. Many landscape architecture studio courses include a community outreach component. Students often have real-world clients and produce designs to address current issues and demands.

More than forty percent of CRD and HDE students complete internships in the same organizations. Most of the HDE majors and a significant number of the CRD majors perform internships involving working with youth either in schools (as tutors, mentors, or teacher's assistants, or school counselors), in sports and recreation programs, and in housing, city, and regional planning agencies. Landscape architecture students typically find internships in professional settings including private offices, public agencies and nonprofit organizations.
B. Phase-out plan

The issue of providing a phasing-out plan is not of relevance here as no-phase out is requested.

C. Implementation of the consolidation (see Timetable attached Appendix A)

The faculties of the three programs have taken several steps in order to allow for the consolidation process to move smoothly and efficiently. In addition to the process of consultation described below, four faculty committees to address substantive issues regarding common areas of interest and priorities in research, undergraduate teaching, graduate instruction, and extension and outreach have been created. The recommendations of these committees, along with further faculty deliberations, will provide the basis for the construction of a singular departmental academic plan. These committees include representatives of each of the three programs. The final committee reports will be completed by the end of winter quarter 2011 and the new academic plan will be finalized by the end of spring 2011.

During this first academic year (2010-2011), we plan on finalizing a full revision of the undergraduate curricula and advising structure seeking to take advantage of existing synergies and complementary functions. We also expect to be able to implement fully a curricular overhaul of the Geography Graduate Group (GGG) as recently proposed by HCD and LDA faculty (along with other GGG group members) and approved by the Graduate Council of the Faculty Senate. In addition, we will start the process of exploring and proposing the new programs described earlier.

Guided by the general principles of governance established by the faculty-approved MOU, a transition system of governance will operate during the 2010-2011 academic year. It is expected that at the end of this academic year, the CAES dean will be able to appoint a single department chair, as well as the program chairs.

**Time Table:**

1. June 2010: MOU for the consolidation of the three academic programs into a single department is voted on by the three faculties.
2. July 2010: The dean of the College of Agricultural and Environmental Sciences submitted the MOU to the college’s Executive Committee for consideration and approval.
3. August 2010: Proposal to consolidate the three programs voted on by the faculties and submitted to the dean of the College of Agricultural and Environmental Sciences.
4. Summer 2010: Receive consultation from the College Executive Committee on proposed departmental consolidation.
5. Fall 2010: Proposal to consolidate the three programs submitted to the Provost with comments from the Executive Committee.
7. Winter 2010/11/Spring 2011: Proposal to consolidate the three programs submitted by the Provost to the Chancellor for final approval.
D. Method of Consultation

Methods of consultation varied widely in type and in timing, but throughout the entire process, between October 2009 and early August 2010, there has been regular communication and planning between the three programs. During this period, the chairs of the respective programs met formally 16 times, including two meetings at which the MSOs of the two departments were also invited. The chairs also met several times with the CAES Dean and Associate Deans. Direct faculty input and planning was achieved through monthly departmental faculty meetings of all three programs and through several joint faculty meetings and a full-day, off-campus retreat. In total, there have been four joint CD-HD faculty meetings, two CD-HD-LDA faculty meetings, and one meeting between the CD and HD chairs with the LDA faculty. In addition, there were meetings of joint faculty committees on research, teaching and outreach/extension that identified synergies, potential opportunities, and constraints to a proposed department consolidation. The faculties from the three programs had social gatherings on three occasions.

The Environmental Design Department, as an accredited program, also discussed the potential consolidation with the landscape architecture program’s Advisory Board at two meetings and received helpful feedback from this group representing the profession. This local board is made up of leaders in government, finance, planning, development and design and their guidance was essential. In addition, LDA sought outside consultation with LAAB, the national accreditation authority for Landscape Architecture.

There were several faculty polls asking for input and feedback to preliminary ideas about governance, budget and promotion, in addition to the research, teaching and outreach discussions of the committees. There was a final faculty vote on the MOU by the faculties on June 25, 2010. Results supported the continuation of efforts to consolidate the three academic programs into one department. Faculty comments were also assembled and forwarded with the results of this official voting to the Dean’s Office.

Accompanying all of this communication and planning were innumerable e-mails, phone conversations and discussions among colleagues and personal meetings between the chairs and individual faculty members. In addition, many alumni and student comments have been received by the departments and individual faculty and staff and these have been taken into account where relevant.

Following the faculty vote on the MOU and discussion and support of the College’s Executive Committee, this proposal for consolidation was developed. The faculty of the three programs involved in the consolidation, Community Studies and Development, Human Development and Family Studies in the Department of Human and Community Development and the Department of Environmental Design, held an anonymous vote addressing the issue of the departmental consolidation. The ballot contained the following question, adjusted for each program:

_____ I support the consolidation of the department of Environmental Design and the department of Human & Community Development into a single department provisionally named Department of Human and Community Development and Design.
I do not support the consolidation of the department of Environmental Design and the department of Human & Community Development into a single department provisionally named Department of Human and Community Development and Design.

I abstain.

If you wish, please provide comments here below.

The outcome of the vote was as follows:

**Academic Senate Faculty and Academic Federation Faculty voting results:**

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<thead>
<tr>
<th>Department/Program</th>
<th>In favor</th>
<th>Opposed</th>
<th>Abstain</th>
<th>Subtotal</th>
<th>Total</th>
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<td>6 (1)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>6 (1)</td>
<td>7</td>
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<tr>
<td>Human Development &amp; Family Studies</td>
<td>8 (1)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>8 (0)</td>
<td>9</td>
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<tr>
<td>Environmental Design</td>
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<td>1 (0)</td>
<td>1 (0)</td>
<td>7 (1)</td>
<td>8</td>
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<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>20</strong></td>
<td><strong>24</strong></td>
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- Academic Federation Faculty votes in parentheses
- Total eligible votes, CD: 9(1), HD: 10(1), ED: 7(1).
E. Appendices

Appendix A. CSD/HDFS/LDA Consolidation Time Table:

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009-2010</th>
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<td>STRATEGIC PLANNING</td>
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<td>STRATEGIC PLAN</td>
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<td>UNDERGRAD PROGRAM</td>
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<td>CURRICULA RECONFIGURATION</td>
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<td>SUSPENDING IAD**</td>
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<tr>
<td>CREATING UNDERGRAD CLUSTER***</td>
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<td>GRADUATE PROGRAM</td>
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<td>PLANNING NEW MLA*</td>
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<td>RECONFIGURATION GGG****</td>
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<td>EXTENSION &amp; OUTREACH</td>
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<td>PLANNING</td>
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<td>IMPLEMENTATION</td>
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<td>DEFINING FTE TARGETS</td>
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<td>SELECTING CHAIRS</td>
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* MLA: Master in Landscape Architecture
** IAD Major: International Agricultural Development. CD had planned to rename this major as International Development (IDE). This initiative was approved at the college level but not by the Senate Undergraduate Council. In the face of reduced FTE allocation and substantive programmatic priorities we cannot sustain IAD anymore. Admissions to the major will be suspended. Alternatively, a new track on International Development could be created as part of the CRD major.
*** The Undergraduate Cluster in Sustainability, Development, and Globalization will be formed by the three programs’ majors (HDE, CRD, LDA [CDP]) and possibly by the new Sustainable Agriculture and Food Systems major (SAPS). In addition to the substantive common focus, the cluster will be distinguished by the promotion and support of undergraduate research.
**** GGG: Geography Graduate Group. This graduate group, currently housed by Environmental Design, is being substantially restructured under the leadership of several HCD and ED faculty.
Appendix B. Comments made by the faculty during the voting process are reported *ad verbatim*.

1) The success of this effort will depend on the ability of the faculty and students to see the essential "ecological" relationships between the three different programmatic approaches and build a network of expertise and a research capacity effective enough to solve the incredible real world problems facing humans on this planet.

   This is a good blueprint for the future of the departments and it provides for a process to follow to further refine curriculum, research, outreach and departmental management.

2) While I believe the consolidation of these departments has great potential for teaching and research synergies, I also have deep concerns regarding the long-term implications for maintaining the high quality of the teaching program in landscape architecture. Continued recognition and support of the professional design focus of this department, particularly from the Dean’s office, is essential to make this new alignment of departments successful.

3) I support this merger and thank the chairs and others for their work thus far.

   This process will be a big challenge for all of us to put aside our disciplinary blinders and develop new, more interdisciplinary ways of conceptualizing individual, social, and ecological welfare. Some of what we do currently will need to be maintained for the foreseeable future, for example our existing accredited degree programs, although I suspect that there are ways of making even these more interdisciplinary and cutting-edge. But in other areas I think there’s a great deal of room for creative rethinking of our offerings, at the undergraduate level especially. I hope my colleagues will engage in this process with a spirit of openness and cooperation.

   I do think we need a better name than "Department of Human and Community Development and Design." The fact that we have such an awkward moniker speaks to people’s unwillingness to step out of existing silos. I support “Human Ecology,” which is a short title that I think we can define ourselves in a way that includes our current disciplines and concerns. The current names could continue to exist at the program level.

4) Although the initial consolidation recommendations came following evaluation by the College Planning Committee and the College’s Academic Prioritization Committee report, I believe the recognition of this consolidated department’s efforts to achieve academic excellence through research synergies and revised curricula should be noted. Aside from creatively addressing FTE and administration setbacks, this proposed consolidation strives to also to meet the CAES goals “towards environmentally sustainable agricultural food systems, natural resources, and communities in a changing world.” These efforts have been approached with optimism by faculty members, and great efforts at coordination have been undertaken towards research and teaching opportunities collaboration.
5) The new department offers many possibilities for expanding our current research horizons through interdisciplinary, collaborative research, innovative grad and undergrad instruction, and integrated outreach and extension programs.

6) I do have some concerns about this consolidation. If it were not for the CAES Dean requiring this consolidation as a condition for keeping the three units (HD, CD, LDA) and their associated undergraduate and graduate programs intact (while merging the faculty FTE allotment, across three units), then this consolidation would not be taking place. There are some synergies between LDA and CD; moreover, there are a limited number of synergies between CD and HD. However, it’s going to be difficult to create synergies among all three units. In my view, this is a “shotgun” (based on the budget crisis) marriage of the three academic units; however, the faculty seem willing to do their best to make it all work.

7) Combining these departments is fine, but the name of the department must be seen as tentative. Every colleague I have talked to has simply laughed at this department title, and I cringe every time I use it. We must come up with something that is shorter and yet inclusive of all areas. The content of the various areas will be clear in the department websites and each area will attract students in that fashion.

8) There is no teaching, research, or disciplinary basis for a merger between landscape architecture and human development. If consolidation between these two distinct disciplines is approved, this will pose significant on-going challenges regarding joint faculty hires and curricular integration. In addition, the prospects for joint research are minimal at best. Of the 67 landscape architecture programs in the United States, none are aligned with any human behavioral science. In the few instances when landscape architecture is part of a larger department, planning is the primary discipline aligned with landscape architecture. Therefore, the only consolidation worth considering is between landscape architecture and community development, with a core focus on community and regional planning, geography, and the design of sustainable places.

9) I support the consolidation. I am not sure there will be economic savings due to the consolidation, but I think that there will be other advantages. I think that the combination of the departments will lead to greater opportunities for teaching a research. I already see them for my research program. There also may be better service to faculty provided by the support staff because of a more diverse body of experience due to the larger number of individuals providing services.

10) I will be as supportive as possible during this one-year trial merger of these three units. I understand the budgetary impetus for such a move. However, it is not a comfortable fit and the three units do not easily co-exist; no matter how much people would like that to be true. I do hope that some of the proposed synergies around Healthy Families and Communities can bring a lot of people together. Also, I hope we can survive this first year without losing anymore of our well trained, effective staff than we already have in the past 2 months. The name needs to be jettisoned as soon as possible; anytime you have
to spend 5 minutes explaining the name (after people stop laughing) then you know it is not an effective representation of the department.
Appendix C. The Memorandum of Understanding voted on by faculty in June 2010.

MEMORANDUM OF UNDERSTANDING
Between
Human Development, Community, Development, and Environmental
Design/Landscape Architecture

The faculty of the Department of Human and Community Development and the
Department of Environmental Design - Landscape Architecture, both in the College of
Agricultural and Environmental Sciences, agree on disbanding these two individual
departments and establishing a three-program (Community Development, Human
Development and Family Studies, and Landscape Architecture) department. The newly
established department will develop an integrated academic plan in this coming year of
transition.

This Memorandum of Understanding is entered into by and among the three
units/departments: the Community Development Unit, Human Development and Family
Studies Unit (of the Department of Human and Community Development) and the
Department of Environmental Design - Landscape Architecture.

A. Department Name:

Human & Community Development & Design (HCDD)

B. Departmental Organization:

The department’s governance will be formed by a Department Executive Council (DEC),
which will be formed by three program chairs, one of whom will serve as Department
Chair.

The Department Chair also serves as chair of his/her own program.

The Department Chair and the program chairs each serve three-year terms. The
position of Department Chair shall be rotated every three years.

Department Executive Council:

The DEC is charged with developing a strategic vision, determining programmatic
priorities, and formulating departmental policies regarding the management and
 equitable and efficient allocation of resources. The DEC will consult with and advise the
Department Chair on the implementation of all policy decisions. The DEC will be
chaired by the Department Chair. The Department Chair will convene the DEC
regularly, typically once every other week, but it could meet more frequently as required. The DEC is specifically charged with:

1) Developing and revising the department’s academic plan in consultation with the department’s faculty;
2) Coordinating with Graduate Group Chairs;
3) Formulating department policy on teaching, budget, space and resource allocations, and academic and staff personnel;
4) Consulting with and advising the Department Chair on implementation of all policy decisions.
5) Establishing, in coordination with the Department Chair, research, outreach, and teaching planning; and
6) Establishing and coordinating committees as required by the strategic vision, plans, and needs of the department.

Department Chair:

The primary responsibilities, in consultation with the Executive Council, are:

1) To administer the department budget;
2) To assign space;
3) To assign teaching;
4) To implement programmatic initiatives to further the teaching, research and outreach missions of the department;
5) To provide guidance to and seek consultation from Program Chairs on merit and promotion procedures and policy;
6) To support, oversee, and administer, in consultation with the DEC, special facilities and assigned spaces associated with the department;
7) To work directly with the Administrative Cluster’s CAO to ensure staff support is provided equitably across the cluster;
8) To chair the DEC and follow its recommendations;
9) To represent the department in the college and campus administration.

Program Chairs:

Their primary responsibilities are:

1) To coordinate research and outreach initiatives within their Program;
2) To initiate faculty personnel actions and write the letters for merit and promotion actions for academic senate and academic federation personnel in their Program;
3) To set priorities and recommend to the DC the space, equipment (both inventoried and non-inventoried), facilities and faculty development needs of their Program;
4) To recommend faculty teaching assignments and TA and Reader assignments for their Program to the Department Chair;
5) To serve on the department Executive Council.

C. Peer/Voting Groups:

Each Program (Community Development, Human Development, and Landscape Architecture) shall form a peer/voting group for faculty personnel actions. In general, all program members will vote on all merit, promotion and high-level merit (CAP-level actions) packages within the program and in accordance with Senate and Federation eligibility and voting rules. However, based on disciplinary affinities and specializations, each program is free to invite faculty from the other programs to be part of its own voting group. The department will work toward expanding the peer groups beyond the individual academic programs, encouraging membership across all three programs.

The department will hold regular departmental faculty meetings as well as program faculty meetings.

D. Target FTE:

The Dean’s office sets target FTE for the department. The department assigns new faculty positions to programs.

Process: Faculty consultation and Executive Council approval.
Principles: During the transition period, the allocation of new faculty positions will be based on 1) the joint strategic plan, 2) the 2004 target FTE for each program, and 3) critical substantive academic and teaching needs.

E. Budget:

The Dean’s office assigns a single budget for the department. Unit 18 and TA positions are assigned by the Dean’s Office, outside the RAC formula, based on specific program needs.

The DEC will formulate department policy on teaching, budget, space, resource allocations, and academic and staff personnel.

Each program shall maintain a program account for the program’s specific indirect costs returns, gifts, endowments, and other funds specifically donated or assigned to the program by external donors. Each program shall carry-forward any unexpended funds still remaining in their own program account.
F. Timeline and milestones:

**September 1, 2010:**
The new department structure will start operating while awaiting official approval of the new department by campus and university administration and Faculty Senate. To facilitate the transition process, the current, or newly designated, program chairs will serve as interim chairs and members of the DEC, for the 2010-2011 academic year.

Peer voting groups will be formed and start operating.

The Dean’s Office will allocate a single budget to the department.

New, separate program accounts will be created.

**July 1, 2011:**
The college Dean will appoint the Department Chair in consultation with the faculty of the department. Faculty from each Program will select their own Program Chair for a three-year period (2011-2014).

The first Departmental Strategic Plan for 2011-2014, including setting program target FTE, substantive priority areas, undergraduate and graduate instruction planning, and common programmatic objectives, will be completed.

**September 1, 2011:**
This MOU will be reconsidered and revised in consultation with the entire faculty and approved by the DEC.