



AALBORG UNIVERSITET

**Consultative Advisory Board Meeting for Department of Planning
Study Board of Planning, Geography and Surveying
Consultative Advisory Board for Urban Planning
Wednesday, October 2, 2019, at 16:15 to 20:15
Room 4.307, Aalborg University, Rendsburggade 14, 2nd floor, Level 3, 9000 Aalborg**

AAU Meeting Leaders (AAU/ML): Enza Lissandrello and Rasmus Nedergård Steffansen
Minutes collected by: Sara Diana Fayed

Participants: Enza Lissandrello, AAU, Rasmus N. Steffansen, AAU, Jon Peder Bredahl, MsC student in Urban Planning at AAU, Sara Diana Fayed, student at AAU, Gustav Friis, Aarhus Municipality, Anne Bach, Midttrafik, Annette Rosenbæk, Stigsborg P/S, Kirstine Tommerup, Odense Municipality (via Skype).

Cancellation: Anne Marie Lautrup Nielsen, Rambøll.

Agenda:

1. Approval of the agenda

2. Background: Review of agenda and approval
3. Treatment: Approval
4. Conclusion:
Agenda approved.

2. News from the education

2.1. Background: news from the education

AAU/ML present point 2.1. a and 2.1.b

2.1.a – General orientation of the academic education BEM/UPM and intake of students in progression

There will be a major revision of the curricula in the next future, which is why now just minor changes are made to the curricula. The first two semesters of the bachelor (BEM) are general and introduce basic knowledge of planning. Subsequently, the semesters are divided into diverse specializations respectively in urban, energy and environmental planning. The semester projects by the students run therefore in a different way in relation to the diverse specializations. In BEM BEM/AAL 37, BEM/KBH: 39; the drop-out rate may be due to the students choosing other apparently (similar) studies at AAU.

The Master in Urban Planning and Management (UPM) is taught in English, it is attended regularly by international students and guest students from foreign universities. The semester titles are unchanged from the original curriculum in urban planning and management at Aalborg University as the consultative advisory board knows about it. But in the last years, a great work has been done in the structuration of the semesters and the courses. The first year of study is articulated in two



semesters (7th and 8th semesters) with a specific theme on the complex city (7th) and power in planning (8th). At the first semester (7th) three courses are offered: 1) a new course titled Sustainable Urban Planning (SUP from 2016) that focuses on applied theories with a studio-teaching style (nowadays it is a course shared with the MSc Cities and Sustainability specialization); 2) a course titled Planning History and Urban Theory (PHUT) that is more theoretical and 3) a shared course among the diverse specializations respectively in urban, energy and environmental planning that is Theory of Science and Research Design (TSRD). For this last course, in the last years specific lectures have been designed for the UPM curriculum. At the second semester (8th) the same model of the three courses is followed with 1) The Deliberative Planner (DP) on applied theories; 2) Planning Theory, a theoretical course and; 3) a shared course among the diverse specializations respectively in urban, energy and environmental planning that is Socio-Technical Analysis of planning (STA). The third semester (9th) is about the professional development; more and more students are interested in practical internships and apply to municipalities and companies for this semester. The last semester (10th) is about the writing of the thesis and includes supervision, status seminars and writing seminars.

2018 UPM: 15 students; 5 BEM/AAL, 2 BEM/KBH, 2 GEO, 5 international students

2019 UPM: 15 students, 3 from BEM/AAL, 2 BEM/KBH, 7 international students, 3 guest students. Some work can be done to uptake more Danish students.

UPM also leads courses adopted by the Master in Cities and Sustainability (CiSU), this expands a potential international perspective on students joining UPM. In the third semester (9th), students seek for internships all around in DK or elsewhere; outside the large municipalities / smaller companies. The main difficulty comes when international students want to take an internship in small municipalities in Jutland; It is easier for international students to find internships in the greater Copenhagen area. Some international students also return to their home country for an internship and more and more students are interested to spend their internships abroad to do a diverse experience elsewhere. Internships often represent great opportunities for future jobs and for expanding networks. Graduates in 2018 and 2019 have been most employed in municipalities, and private companies. On average, unemployment at UPM is 5 months after graduation, that is quite good. This overage does not include all the information from all the candidates often AAU leaders remain in contact with ex-alumni.

The high academic level is recognisable in UPM students. In this sense, students are able to frame problems rather than to jump on conclusions, this is a value of the study. In UPM, students work with real issues too and are exposed to analyze specific problem situations / cases, attend lectures and interact in workshops with planner practitioners and other professionals who work with several contemporary issues as tools for dialogue, citizen involvement, climate change issues, future technologies, etc. UPM themes are in constant evolution to develop future oriented competencies in combination with updated research.

2.1.b – News from staff and organizational changes

The Urban Planning teaching team (BEM/UPM) is now part of a wider and larger research group (LAND). The geography program is transferred to Construction and Civil Engineering (the program has not been able to run financially on PLAN).

News in the staff is that Malene Freudendal-Pedersen has been appointed full professor in urban planning from January 2019. Her research focuses on mobilities and interactions; she is taking part



of lectures in various courses on BEM AAL/KHP and in UPM/AAL as semester coordinator of the 7th semester this year. Daniel Galland is employed 20% and he is course responsible on Planning History and Urban Theory (PHUT), at 7th semester (UPM1). Rasmus Steffansen is a Post-Doc, doing research on sustainability and urban development; since one year he is involved in various responsibilities on BEM and UPM also for shared courses across the master courses in urban, energy and environmental planning as the Theory of Science and Research Design (TSRD) course.

The other staff fully involved in the program (no news) is Kristian Olesen doing research on planning and neoliberalism, he is the program coordinator of BEM and UPM, semester coordinator at 8th semester (UPM2) and course responsible on planning theory. Enza Lissandrello is doing research on planning practice, governance of sustainability, urban mobility and deliberation; she coordinates two semesters at UPM (9th and 10th) and she is course responsible of two courses: Sustainable Urban Planning (7th semester) that is also shared with CiSu Master program and The Deliberative Planner (8th Semester). She also teaches in shared courses across the master courses in urban, energy and environmental planning in the theory of science and the socio-technical analysis of planning (8th semester).

AAU has also initiated a new initiative this autumn 2019, the MEGA projects. <https://www.en.inside.aau.dk/newslists/en-aau-dk-news/news/global-challenges-should-be-solved-through-megaprojects.cid410141> working together with Aalborg Municipality and across studies / faculties. The MEGA projects are an exciting task for the students - they learn to work in practical way on SDGs.

2.2. Treatment: Orientation

Interesting initiatives are taking off through the courses with more collaborations between research and practice.

2.3. Conclusion:

The consultative advisory board is updated on the news and the initiatives taking off in teaching BEM/UPM as well as challenges on raising the students' intake.

3. Trends and opportunities from the consultative advisory board for competence-raising among candidates

3.1. Background: Input from the consultative advisory board members

Suggestion is to develop new frames on how urban development and socio-economic development are becoming more integrated in practice. Some new skills are required by planners as to mediate and engage in dialogue with developers/investors when plans are to be realized. Interesting skills for urban planners can be developed on how to find solutions that can benefit both the developer and citizens on the use of an urban area on a daily basis.

The CityPlanLab <https://www.byplanlab.dk> can also be a good partner to involve with some synergies in teaching urban planning.

3.2. Treatment: Discussion

Future topics to develop in education that are becoming important for the urban planning professionals are:

- The collaboration between old and new institutions as well as start-ups; this can be a topic to explore further for students; it can bring a new point of view and can be also exciting.



- Politicians should be invited to give talks during lectures and to discuss the considerations behind the decisions.
- Developers can also be invited to tell about how the planning process work from their point of view.
- Digitalisation is probably a topic that can be integrated further in the education but considering also in a critical way, also in terms of social sustainability (demographic groups can be excluded via digitalisation? (65+)).

3.3. Conclusion:

AAU/LM take into account all the suggestions to report to the diverse course coordinators. Some of the suggestions can be implemented in the Spring 2020, especially in applied courses already pre-defined to accommodate lectures from the outside world.

4. Draft of the revised curriculum for the undergraduate program in Urban, Energy and Environmental Planning

4.1. Background: It was introduced by AAU/LM the changes in the curriculum with the progressive PBL learning objectives

4.2. Treatment: Discussion

The programs incorporate more explicitly progressive PBL learning objectives into all curricula / semester descriptions, with some additions in their reformulations. This is a requirement from the AAU management that all courses will make explicit PBL objectives in their curriculums. This will place emphases on the way teachers actually work along the education. With the change in the formulation of the objectives, it would be much more evident to all students the PBL method also to those students coming also from elsewhere, for a future international perspective on PBL.

4.3. Conclusion:

The consultative advisory board underlines that the focus of the PBL objectives to turn to both experts and non-experts is an important one and agrees to change the formulation of the objectives as suggested in the draft to support PBL learning objectives and integrate them explicitly in the curriculum. There are no other specific comments on the changes.

5. Draft revised curriculum for the Master's program in Urban, Energy and Environmental Planning

5.1. Background: Review of the draft of the new curriculum for the Master's program. The curriculum must be revised primarily in relation to PBL learning objectives. The new curriculum must enter into force by 09/01/20

5.2. Treatment: Orientation and discussion of draft new curriculum

AAU/LM shows the main changes in the curriculum (in appendix) to the consultative advisory board.

5.3. Appendix: Draft of the new curriculum with integration of the PBL objectives

5.4. Conclusion:

In the Master's program, PBL is integrated in a way that students can improve their project management skills through teamwork with multidisciplinary problems. The consultative advisory board underlines the importance for students to work on problem-framing and problem-solving to become ready for assuming future competences as planners and managers. It was also underlined that both Danish students and international students benefit on common PBL objectives and that the learning value of the educational approach would be not underestimated. The consultative advisory board agrees to the change of the formulation of the objectives as suggested in the new draft to support



PBL learning objectives and integrate them explicitly in the curriculum. There are no other specific comments on the changes.

6. Sustainable Development Goals (SDGs)

6.1. Background: AAU/LM proposed a discussion on how the SDGs goals can be enhanced within the BEM/UPM program, seeing the reliance that they are assuming in several documents and levels of competence.

6.2. Treatment: Orientation/discussion on how both the program coordinators and the consultative advisory board are working on the SDGs.

AAU management is in general interested in SDGs. The 11th SDG goal is related to make more inclusive, safe, resilient and sustainable cities; this is an important objective for future urban planning and management; cities and urban settlements are often seen as drivers of systemic changes that related to the most of the SDGs. It was discussed how actually the SDGs are already integrated in the work of planners and managers among the members of the consultative advisory board and how this integration will perhaps require specific future competencies to planners and managers.

o [AR] The Stigsborg project is an example of innovative way of planning with business communities. We use the SDGs to set a dialogue on sustainability-thinking in urban development. Furthermore, the SDGs has been integrated in a catalogue to indicate how diverse projects can correspond to relevant SDGs. This has a twofold objective: the first is to meet a political commitment to show that Stigsborg Brygge is committed to sustainable goals and the second is to utilize SDGs as a tool to engage stakeholders in a positive sustainable future.

o [GF] The SDGs are not yet reflected concretely in local plans and we are not yet actively working with them

o [AB] We are not actively working with them either, but SDGs are included in collaborative plans when a dialogue with stakeholders is important. The political desire for the SDGs is emerging and needs to be articulated; at the moment the SDGs are used indirectly in several focus areas, but without a particular pathway to follow. Sometimes, the SDGs are integrated in business models to underline the diverse tools at use to pursue specific goals.

o [KT] SDGs have been discussed in the city council, but no active work is yet done either. No references to them are yet in place, but the SDGs provide generally to become a good tool for a dialogue about urban sustainability in a broad future perspective.

6.3. Conclusions:

The SDGs provide a potential framework for working with sustainability issues relevant to BEM/UPM educations. However, from the urban and local management there is no yet a roadmap to follow regarding competencies that the SDGs entail. If the students will learn on how to work in-depth with the SDGs, their competencies may will improve future understanding of planning in a sustainable perspective. Exciting discussions can emerge from the SDGs on many levels. Through the education, the SDGs can become drivers for a change of urban planning and management in a sustainable perspective for future work and competencies.

7. AoB

- The consultative advisory board members are part of large municipalities; this can be a major disadvantage for closer and more intensive collaborations with students that maybe would be more efficient in smaller municipalities. Smaller municipalities often work with the students and can give



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students more opportunities. A suggestion can be that the education provides examples and cases studies related to smaller municipalities and cities.

- The consultative advisory board suggests the creation of a platform of former students that could sustain and make it easier for students to get in touch with collaborators and collaborations from within existing institutions.