Communities all over the U.S. face challenges with efforts to become more sustainable. Large cities such as Columbus fight to keep residential population, struggle with poverty and access to education and services, and try to incorporate green elements into the urbscape.

The oft overlooked neighborhood of Milo-Grogan has a long history dating back to the 1870s steeped in industry (Dunham 2010). Originally, there were two separate communities of Milo and Grogan: “Milo” was named after Milo Streets who owned a brick yard at the corner of St. Clair and Third Avenue where “Grogan” referred to John Patrick Grogan who opened a grocery store and post office on Cleveland Avenue (Dunham 2010). The original Milo neighborhood ran north from First Avenue, bounded by Cleveland Avenue to the east the railroad tracks to the west. Grogan was east of Milo and extended north to Eleventh Avenue on both sides of Cleveland Avenue. The area prospered for nearly a century due to a number of large scale industries in the area, most notable of which was Jeffery Manufacturing. The combination of industry closures and highway intrusion meant major loss of population and jobs from which the community continues to try to recover.

There have been a number of recent planning efforts in the community upon which this studio will build. In 2007, the City of Columbus adopted an area plan for the neighborhood. In 2009, Dr. Jesus Lara’s combined LARCH/CRP studio focused on renewing the community. Finally, in fall of 2014, Dr. Jack Nasar’s studio developed an updated community plan. Each of these efforts offers this studio insight – we are not setting forth to do something new, but to extend the reach of these works in a sustainable manner.

Course Goals

- To familiarize students with the concept of sustainable development, its major components and major critiques;
- To provide students with a practical application for moving a community towards sustainability and to work with principle stakeholders and the general public;
- To provide students with a level of understanding from which to be able to examine land use related activities based on sustainability considerations and to propose actions to guide communities toward a sustainable future;
- To expose students to the variety of digital resources available to them for enhancing their overall learning experience on sustainable development in general and Milo-Grogan specifically.
- To build upon students’ analytical writing and presentation experience.

Course Focus

While the class will consider and discuss the full range of dimensions on which Milo-Grogan is or could be a Sustainable Community, teams will focus their analysis and work in three key areas:
1. Economic Development and Social Equity
2. Energy and Waste Reduction
3. Land Use and Urban Ecology
4. Transportation and Mobility

As noted above, in the fall semester, Dr. Jack Nasar completed a studio class focused on the neighborhood and developed a plan which will serve as a primary resource for the class; the plan and supporting materials are available as resources. Each of these key areas will be assessed in detail by student teams. The class as a whole will determine a working definition of sustainability as it relates to the community through readings, videos, and discussions. Many of these discussions will take place online through chat sessions. Details on the digital element of this course are found later in the syllabus. The definition will guide development of our vision statements, indicators, and analyses. Each team will formulate a vision for what a sustainable Milo-Grogan would “look like” in terms of their topic, assess how current practices support or undermine the vision using indicators, and finally formulate a sustainability plan to progress toward the vision.

**Accreditation Criteria Met:** This studio provides students with hands-on experience applying a variety of planning knowledge and skills. Below is a list of the accreditation criteria met through this studio.

**General planning knowledge:** The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.

  a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
  b) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
  c) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

**Planning skills:** The use and application of knowledge to perform specific tasks required in the practice of planning.

  a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
  b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
  c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
  d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
  f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

**Values and ethics:** Values inform ethical and normative principles used to guide planning in a democratic society.

  a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation.
(including principles of the AICP Code of Ethics).

b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.

c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.

e) Social Justice: appreciation of equity concerns in planning.

Analysis

Analyses will be conducted by the teams with guidance by the instructor. The potential scope of analysis is well beyond possible coverage in a semester long course. Therefore, teams will necessarily select one to three issues to analyze in detail. We will help determine team scope based on preliminary discussions with stakeholders as well as in our first public meeting. However, some of the following questions for teams to consider may help refine their selection:

Land Use and Urban Ecology

- What does the existing building and zoning code / general plan set out for the community?
- What incentives if any are there for “green” buildings?
- What are the current landscaping practices? How expensive are they?
- Is xeriscaping considered as a planting option? How about no mow grass?
- What opportunities exist for community gardens?
- What sorts of protection exists for the environmental assets?

Energy and Waste Reduction

- What alternatives exist for diversification of energy sources into nontraditional areas such as solar, wind, or geothermal in the community?
- How can residents increase home heating and cooling efficiencies?
- How much waste does the Milo-Grogan generate? What is the primary category of waste? What can be done to reduce waste?
- What is the level of recycling in Milo-Grogan?
- What is the impact of the waste transfer stations in the community? What alternatives exist?

Economic Development and Social Equity

- What are the primary economic drivers of the community?
- What affordability issues exist in the community?
- What is the economic market mix for Milo-Grogan?
- Is there a market for “sustainable” industries? Can they be strategically located?
- How physically accessible is the community to all of its members?
- What social/housing services exist to meet community needs?

Transportation and Mobility

- What are the conditions for walking in the community?
- How do the bus stops/routes serve community needs?
- Is there bicycling infrastructure in the community?
- What are primary destinations in the community and what are the conditions getting there by various modes?
Final Products
There are five primary deliverables for this course. First, students will work with the community to help define sustainability based on what it means for Milo-Grogan. Second, students will prepare a vision for their team in terms of a goal oriented sustainable future for their area. Third, based on the vision, students will develop key indicators to measure progress toward that vision. Indicators may or may not be based on existing available data, but needed data must be identified as part of the measure. More details about indicator development will be discussed in class. Fourth, teams will complete a written strategic action plan for Milo-Grogan to become a sustainable community. The plan is of professional quality and based on the opportunity and sustainability analyses conducted during the quarter. The written assessment will highlight the opportunities that exist and steps that can be taken to create a sustainable Milo-Grogan; creativity is encouraged in this assessment as students should get beyond what is “politically feasible” to what is “possible.” It is the intent is to provide a practical guide which serves as a resource for future activities. The final product is a public presentation to the area commission and other stakeholders. The presentation provides an opportunity to convey results and to solicit feedback on our analyses. It is a professional presentation and meeting, and students will be held to corresponding standards.

In addition to the primary deliverables, there are additional assignments that will contribute to those deliverables as well as to participation in the class. These assignments include draft requirements and billable hours logs which are designed to ensure progress and quality.

Course Format and Digital Elements
Students will work in teams in this studio. The instructor or guest presenter (when available) will conduct a foundation lecture and discussion sessions on methodological and substantive issues. In addition, working sessions will allow students to address ongoing planning activities and present progress reports by teams to the class and instructor for critique and advice. Several working sessions will include formal presentations of project work. Field work may consist of activities such as client contact, data collection, reading, analysis, and plan formulation. There will also be at least 3 meetings held in the community which all students are expected to attend. Unlike a traditional lecture course, my role is as an organizer, facilitator, checker, guide, mentor, resource person, as well as student in the interactive learning process.

In addition to their team content obligations, each student will also hold a second (but not secondary) role focused on procedural elements of the class. This procedural role will be determined based on the skill sets found in the class members.

This course will also make extensive use of our library and digital media. Due to the limitations of time, we will rely heavily on online information availability. Students will be expected to conduct much of the background research on Milo-Grogan specifically, as well as foundation work on sustainable development on their own time using digital resources available from the OSU Libraries web site and the OhioLINK web site. The Digital Media Center from OhioLINK will be especially useful for its video collection, Sanborn maps and Landsat satellite images. Additionally, we will have an online publicly accessible site in which we can interact with members of the community. Digital photos taken during the term of the study area will be made available online through Basecamp to share with the class.

Course Evaluation
Students will be evaluated based upon participation which includes billable hours log (20%), team final report (30%), team poster and presentation (15%), peer evaluations (15% - 5 mid, 10 final), and
individual process job (20%). You cannot free ride in this class. Additionally, I reserve the right to allocate up to 5 additional bonus points for consistent extra effort throughout the quarter, as well as for students taking on responsibilities over and above their group and individual jobs.

Transformation of numerical grade to letter grade will be according to the schedule summarized below:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.9</td>
<td>C-</td>
</tr>
<tr>
<td>70-72.9</td>
<td>D+</td>
</tr>
<tr>
<td>67-69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>E</td>
</tr>
</tbody>
</table>

**Participation**

Participation is a multifaceted and critical component of this studio. This studio is expected to be a major focus of your effort for the term. That means, among other things, being prepared, attending class (and other activities that we schedule), participating constructively in class discussions, volunteering for tasks that will need to be done during the term, being flexible, helping out wherever help is needed, and so on. Attendance will be taken during each class. Unexcused absences are never acceptable and two unexcused absences will result in an automatic an “E” grade for the course. (Imagine missing a week of work. You would be fired!). The jobs that need to be done during the term will cover a range of skills and will also range from large to very small, so there should be plenty of options for everyone to volunteer.

Some examples of the kinds of tasks above and beyond the described studio jobs might include:

- Making phone calls to stakeholders
- Helping with logistics for meetings and field work
- Helping with logistics for the client presentation
- Running errands
- Gathering information
- Collaborating on surprise needs for study and reporting

Keep track of what you contributions you have made (I may not realize all the things you've done or forget in the rush of other things going on) and include the list as a separate page at the end of the term. In addition, any behavior during the studio that infringes on the ability of other students to benefit from the studio will not be tolerated and will be reflected in your grade. You will be guests in locations outside of Knowlton and should act in a way so that you will be considered good representatives of OSU.

You are also expected to participate by completing the following:

- Attendance at the interim meetings, currently set as updates at the AC meetings on February 10th and March 10th, is expected. Students who miss meetings without prior clearance from me will receive a severe participation penalty. Everyone is expected to attend the final presentation, tentatively scheduled for Tuesday evening, April 28th. All meetings are tentatively set for 7pm at the MG Recreation Center.
- In-person and/or telephone interviews with key stakeholders from the community; general public surveys are also possible, though the community has recently completed one that we will use. Each team will be responsible for conducting field interviews pertaining to their area of analysis.
- Finally, all students are expected to participate fully in their group and in class. Each week a portion of the class time will be allocated to discussing your experiences.
Billable Hours
As a project consultant you would be responsible for billable hours on a project. A billable hour is the amount of time that can be charged to a project based on effort. This is in increments of 15 minutes. Students are expected to spend 2-3 hours each week outside of class for every credit hour of classwork. For a six credit hour studio, you would be expected to spend 12-18 hours per week outside of studio on billable hours, in addition to the 6 hours of in studio billable hours. The 6 hours of in studio time is considered project management time where the team meets to learn about their assigned tasks, generate ideas, engage in discussion and work in collaboration. This will be highly variable by week based on the activities in the studio. This means by the end of the 14 week semester you will have “billed” approximately 252 to 336 hours.

You are required to keep track of your “billable hours” each week utilizing Team Member Logs. Logs are your record of billable hours for each week. Please note, the template for each team’s log is found on Basecamp (files) as an excel file. Team members update their individual tabs weekly; leads update the team tab approximately every other week.

TEAM MEMBER LOGS:
Format for logs of “billable hours” from each team member to your team lead.

Student Name is indicated at tab on bottom of team spreadsheet.

<table>
<thead>
<tr>
<th>Date</th>
<th># of Hours</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date 4 gathering base maps</td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td>Date 6 gathering demographic data</td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td>Date 2 team meeting</td>
</tr>
</tbody>
</table>

TEAM LEAD SUMMARY OF TEAM WORK:
Format for Summary of Logs (these are summaries for each team member, not detailed dates for each team member)

Team Name should be the file name (e.g., LUUE billable hours log)

<table>
<thead>
<tr>
<th>Person</th>
<th>Total # of Hours per person</th>
<th>Variety of tasks they worked on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe</td>
<td>34</td>
<td>data research, base maps</td>
</tr>
<tr>
<td>Mary</td>
<td>25</td>
<td>questionnaire draft</td>
</tr>
<tr>
<td>Steve</td>
<td>30</td>
<td>case study research, site visit</td>
</tr>
</tbody>
</table>

Final Report
Opportunity Assessment and Indicator Development
Student teams will conduct this analysis using visual surveys, Sanborn and Landsat maps and documentation (e.g., neighborhood plan, zoning guide, policy statements, plans) to assess the status of Milo-Grogan in pursuing a sustainable vision. Teams will examine efforts that currently exist pertaining to their area. Teams will assess both where the community is doing well in pursuit of the vision, and what opportunities exist for improvement. This assessment will necessarily include interviews with key persons and possibly sample surveys of community stakeholders.
Student teams will also use this period to develop indicators of sustainability with respect to their study area. These indicators should be derived with input from relevant community persons as well as the general citizenry where possible, and must acknowledge whether data for indicator measurement currently exists – and if so, where and who is responsible for it. If data do not currently exist, students must determine how such data can be gathered and who should be responsible for gathering the data in the future.

**Sustainability Analysis**

Student teams will prepare a sustainability analysis based on the background information obtained in their area as well as on meetings with stakeholders. Teams will make recommendations for immediate/short (<2 years), medium (3-5 years), and long (beyond 5 year) time frame.

**Recommendations MUST include a fiscal component wherever possible; this is especially critical for short-medium term recommendations.** The analysis MUST include relevant examples / cases from other communities found through student research. Your readings should provide valuable insight as well. As with all aspects of the final report, all examples should be properly referenced throughout. Sustainability analyses must be driven by the vision developed by the teams; recommendations are to advance the community toward the vision. Additionally, the analysis will necessarily incorporate the indicators developed by the teams; recommendations are to advance measurable progress toward improving indicator standing.

**Final Report and Presentation**

Students will present results of their opportunity assessment and sustainability analysis to our primary clients and the community at large. The class will be responsible for developing a final report that summarizes both the assessment and analysis. The report is a *unified* document bringing together visions, indicators, assessments, analysis and conclusions. I will select team and overall editors responsible for coordinating the document. The class will also be responsible for preparing posters for each analysis area, as well as a summary poster, that will be used to illustrate the opportunities and recommendations. *All students are expected to attend the final presentation.*

**Course Policies**

This course is multifaceted, relying on lectures, discussions, and group work. As previously stated, there is an expectation of team and class meetings outside of the scheduled course time period. This is necessary given the shortened scheduled class meeting time and the level of work needed for the studio. It is a planning studio and works with stakeholders. Those who present to our class are both client and our main resource and therefore must always be treated professionally. Our final report will be submitted to the Chair of the Milo-Grogan Area Commission (Mr. Robert Barksdale) as well as the City of Columbus.

**Group work**

Group work requires students to interact with each other as well as with external resources. All groups will likely have some interpersonal conflicts during the term. If there is an intractable dispute within a group, students are expected to first attempt resolution on their own. Should such efforts prove unsuccessful, students should contact me for mediation efforts; issues made known after February 10th will not be considered for mediation/grade implication. This class relies on participation in the form of class discussion, investigations, presentations, and the like. Alternative participation options can be made available to students with special needs. Please contact me for discussion on a case by case basis.
Peer evaluations will be conducted twice during the quarter to assess the participation and input of all team members; there will be a mid-quarter evaluation (5%) and final evaluation (10%). Through the process, you’ll be asked to evaluate your teammates on the following factors:

1. Contributing to the team’s work
2. Interacting with teammates (meetings, updates, etc)
3. Keeping the team on track (timeliness)
4. Expecting quality
5. Having relevant knowledge skills and abilities

Each evaluation graded as an average of those submitted by the team members; anyone wishing to give a teammate a score below a passing grade (60% of the points) must contact me in advance to explain the problem, otherwise the score will not be included in the average. I cannot stress enough the fact that this is a TEAM project. Decisions you make regarding your attendance and effort are not just reflected on you, but also on your team and, as far as its impact on the final work, the class as a whole.

Grading

All grading will be done as fairly and as consistently as is reasonably possible. I have major milestones set due to printing and other similar considerations; we decide as a class the interim milestones. We have a very tight schedule and must adhere to it. In some cases there are extenuating circumstances that lead to a late assignment. In such cases, I will consider requests on a case-by-case basis

MISCONDUCT: Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job prospects.

Any forms of sexual harassment or intimidation will not be tolerated. The University’s Code of Student Conduct and Sexual Harassment Policy are available on the OSU web page. Sexual harassment includes inappropriate behavior among two or more students; between students and faculty; and among faculty. The actions can take place in physical, verbal, or written forms. When a complaint is received, the situation will be investigated by the academic department and possibly by the police even if the harassment was done anonymously or possibly as a jest. Being found guilty of harassment can be professionally damaging.

Attitude: In high demand studio settings, we expect you to have a professional attitude. Negative attitudes, including trouble making, inflexibility, “drama,” and not following through will not be tolerated. We all have days where we get frustrated. Keep your frustration to yourself. It is not professional to bad-mouth other members of the studio. Studio time is intended to produce positive results

Texting: You are prohibited from texting in class during presentations and discussions. During work time I am more lenient, but expect only brief “breaks”.

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Phone Use: You may not answer your phone in class. Please turn your ringers off. If you have an emergency please let us know and you may be able to take the call outside. Otherwise you will be courteous by not talking on your phone.

In-Studio Computer Use: In studio you will be using your computer. During the lecture portion of the studio you may use your computer to take notes. It should not be used for social media, browsing the internet etc. During the non-lecture portion of the class you will be expected to be actively engaged, this may include use of the computer for project purposes only.

Plagiarism: Plagiarism will not be tolerated in the classroom. Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487). If you do not know proper citation procedures, contact the University Center for Study and Teaching of Writing (http://www.cstw.ohio-state.edu/writingcenter.html) or see me during office hours.

ADA Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307.

Course Communication
This course will use Carmen and BaseCamp to enhance instructor-student communication, as well as student-student communication. All course related issues (e.g., grades, administrative issues) will be based in Carmen.

All project related materials and discussions will be on BaseCamp. You will receive an invitation from Basecamp to your OSU email address inviting you to create an account. To log onto the class website go to https://basecamp.com/2831976/projects/8026453. Your username and password is set by you. Your team leads will be sending e-mail notifications, asking for students to sign up for tasks etc. The studio website includes to-do lists, discussions, documents, and messages. You should log into Carmen and/or Basecamp no less than two (2) times per week. Documents will be edited via BaseCamp with an established protocol.

Please note as well, you can expect to reach me and get a response from me during regular business hours: 8:30am-5pm. I am typically online during evenings and weekends, but do not count on my being able to respond to a situation outside of regular hours. I will provide you all with my mobile number for emergencies.

Course Readings
There are no assigned texts for the class. While we will discuss sustainability and sustainable development, much of your learning will be done by doing. We’ll make extensive use of internet resources to find best practices and such things. There are a variety of resource texts which are on reserve at the KSA library, including: Dunham, Columbus's industrial communities: Olentangy, Milo-Grogan; Wheeler and Beatley (Eds.), The Sustainable Urban Development Reader; and, Roseland, Toward Sustainable Communities. The course will also make extensive use of online and library digital media to enhance your foundation knowledge on sustainable development and Milo-Grogan. Additionally, throughout the course, there will be supplemental readings available for specific topics; readings will be distributed in class, put on reserve at the Architecture Library, or made available in the readings folder on Carmen. We will not discuss these as we would in a traditional class, but they are for your reference as you search best practices and other insights. I will post other items as relevant.

**Class Schedule**
The class schedule as written is somewhat flexible, depending upon the needs of the groups as well as the availability of speakers’ schedules. There are four project phases to be completed during the quarter: opportunity assessment and indicator development, sustainability analysis, and final project preparation. Teams will necessarily delineate their own timelines within the overall class schedule. The preliminary schedule that follows is modifiable to some extent but students must understand that deadlines associated with presentations and final portions of the document are hard deadlines. Days for which there is no designated assignment are currently held as potential work days (no formal class meeting) or meeting days with Milo stakeholders. More of those dates will be flushed out in the next week or so.

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>PHASE</th>
<th>TOPIC/ACTIVITY</th>
<th>DELIVERABLE(S)</th>
</tr>
</thead>
</table>
| 1/14 (W)  | Process Overview / Project Scope | Introduction to planning for sustainable development | • Info Cards  
  ○ Studio job request  
  ○ Team priority request  
  • Skills assessment  
  *Due at end of class* |
| 1/16 (F)  | Working in teams discussion | Planning ethics discussion  
  Community outreach strategy discussion  
  • Stakeholder interviews  
  • Community groups  
  • Public meetings  
  OA overview |

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### Week 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Discussion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21 (W)</td>
<td>Charity Assessment and Indicator Development</td>
<td>Discussion of visioning and indices of performance.</td>
<td>Review of all background materials due by start of class</td>
</tr>
<tr>
<td>1/23 (F)</td>
<td>(tentative) Tour of Milo-Grogan area</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28 (W)</td>
<td>Indicator idea generation</td>
<td>Sustainability definition draft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team vision draft</td>
</tr>
<tr>
<td>1/30 (F)</td>
<td>(tentative) Meeting with Mr. Robert Barksdale, MG AC commission chair.</td>
<td>Indicators draft Stakeholder questions draft</td>
</tr>
</tbody>
</table>

### Week 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4 (W)</td>
<td>Goals discussion</td>
<td>Draft base mapping OA preliminary outline</td>
</tr>
<tr>
<td>2/6 (F)</td>
<td></td>
<td>Status update run through Definition Vision Indicators Stakeholder questions final</td>
</tr>
</tbody>
</table>

### Week 5

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10 (T)</td>
<td>Public Presentation Area Commission Meeting 7pm. MG Rec Center (862 East 2nd Ave) – note: Maria unlikely to be there</td>
<td>Status update – feedback effort</td>
</tr>
<tr>
<td>2/11 (W)</td>
<td>Sustainability Analysis</td>
<td>Debriefing of AC meeting feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sustainability Analysis discussion</td>
</tr>
<tr>
<td>2/13 (F)</td>
<td></td>
<td>Final definition Final vision (team) Final indicators (to chapter writers)  - By the end of class</td>
</tr>
</tbody>
</table>

### Week 6

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18 (W)</td>
<td>Project status discussion</td>
<td>MidPeer Evaluation due</td>
</tr>
<tr>
<td></td>
<td>- Concerns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Directions</td>
<td></td>
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<tr>
<td>2/20 (F)</td>
<td></td>
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</table>

### Week 7

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/25 (W)</td>
<td>Sustainability Analysis status check and discussion</td>
<td>SA preliminary outline</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
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<tr>
<td>2/27 (F)</td>
<td>Week 8</td>
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<tr>
<td>3/4 (W)</td>
<td>Best practices discussion SA preliminary direction / draft</td>
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<tr>
<td>3/6 (F)</td>
<td>Student presentations Status update run through</td>
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<tr>
<td>3/10 (T)</td>
<td><strong>Public Presentation</strong> Area Commission Meeting 7pm. MG Rec Center (862 East 2nd Ave) Status update – feedback effort - OA overview - SA direction - Q&amp;A – suggestions</td>
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<tr>
<td>3/11 (W)</td>
<td>Debriefing of AC meeting feedback</td>
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<tr>
<td>3/13 (F)</td>
<td>OA Final SA Draft</td>
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<tr>
<td>3/18 (W)</td>
<td>SPRING BREAK – No Classes</td>
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<td>3/20 (F)</td>
<td>Week 10</td>
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<td>3/25 (W)</td>
<td>Draft plan and fiscal review Fiscal review discussion</td>
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<td>3/27 (F)</td>
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<tr>
<td>4/1 (W)</td>
<td>Week 11</td>
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<tr>
<td>4/3 (F)</td>
<td>Progress update Conclusions discussion</td>
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<tr>
<td>4/8 (W)</td>
<td>Plan Revise and Representation</td>
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<td>4/11 (F)</td>
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<tr>
<td>4/15 (W)</td>
<td>Week 12</td>
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<tr>
<td>4/17 (F) – APA</td>
<td>Plan Reporting Presentation planning</td>
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<td>4/22 (W) – APA</td>
<td>In-studio group work day Revised Planning Report Draft presentation materials</td>
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<td>4/24 (F)</td>
<td>Presentation Run-through Revised presentation materials</td>
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<tr>
<td>4/28 (T)</td>
<td>Week 15</td>
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<tr>
<td>4/29 (W)</td>
<td>No class meeting</td>
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<tr>
<td>4/28 (T)</td>
<td>Public Presentation (tentative) 7pm. MG Rec Center (862 East 2nd Ave) Final Presentation – poster Final Plan due</td>
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<tr>
<td>4/29 (W)</td>
<td>Final Peer Evaluation due</td>
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PROPOSED FINAL REPORT FORMAT
TO BE MODIFIED/CONFIRMED BY EDITORIAL TEAM

All texts in italics are my comments to you all on either what belongs there or who is responsible for the section. Please be aware of the following:

- **Individual team members** are responsible for the content and conformance of their assigned section(s). That means they are responsible for: 1. providing context and insight based on their research/fact-finding over the quarter, 2. the validity of the information contained (that it is accurate), 3. properly referencing/citations, and 4. making sure their section is in conformance with the format depicted below.

- **Managing editor** is responsible for: 1. reviewing sections for conformance – and remanding sections back to writers if they are not; 2. fixing minor editorial issues (e.g., occasional typos); 3. assuring a flow within the group effort and report as a whole; 4. creating a table of contents for the final group work; and 5. writing non-group report sections. Editor **DOES NOT** write sections, find references, or other elements that are the responsibility of the section writers. Editor **DOES** inform section writers / teams of deficiencies and provide deadlines for revising the sections.

- **Layout person** is responsible for translating Word documents into InDesign or other final production documents. Layout person **DOES NOT** edit text and should inform editors of found errors.

The plan will have an Executive Summary (editor), Table of Contents (layout), List of figures and tables (layout and editors), and Acknowledgements (editors with team) that precede the Introduction. Please be aware that the format/style shown below is the expected format (e.g., all caps 14 pt bold Times for primary heading).

INTRODUCTION (Intro chapter writer)

**General background**
This includes a brief general overview of sustainability and the movement of the concept across the U.S. and the world. It may include, for example, why it is important as well as an indication of the timing of major events.

**Study purpose and scope**
This includes why this study was undertaken (not just because you signed up for the class but the need for it) as well as the subscribed to working definition of sustainable development. The scope refers to the geographic setting of the study (e.g., community boundaries), as well as the limitations of study topics due to quarter-constraints.

**Study methodology**
Methodology includes the process by which the evaluations were conducted – definition and vision, indicators, opportunity assessment and what that entailed generally, and sustainability analysis and what that entailed generally. Include how and from where information was obtained (lectures, readings, interviews, etc). Also noting public meetings and related outcomes.

**Report overview**
The sections in the report.

INDICATORS (each group plus indicator chapter writer who does overview and synthesizes)

**Overview**
Provides information on what indicators are, their function, and the purpose of them as part of this work. Remember: These indicators should be derived with input from relevant community persons, and must acknowledge whether data for indicator measurement currently exists – and if so, where and who is responsible for it. If data does not currently exist, students must determine how such data can be gathered and who should be responsible for gathering the data in the future.
Indicators

Background

Context for the indicator. Why is this an important issue to consider in terms of the community specifically or more otherwise? What is the status of the situation related to the indicator? Tables and figures are expected for each indicator that has associated existing data either as background or description.

Measure

What does this indicator measure? (and if relevant, what doesn’t it measure). Where does the data exist and who is responsible for it?

Description

Provide more details on the measure including how it is measured, previous years’ measures if the data exists, and other specific relevant context. Also, if data does not currently exist, what needs to be done to get it (not just who gets it).

GROUP (e.g., LAND USE and URBAN ECOLOGY)

Introduction

Group topic introduction.

Vision

Each group’s section should start with the Vision statement. This does not require any additional context and can be set off as a paragraph with goals that follow.

Goals

Goals should note that they are derived based on the vision and serve as the touch-points for future recommendations.

Opportunity Assessment

Student teams will conduct this analysis using community maps and documentation (e.g., policy statements, plans, and course listings) to assess the status of the community in pursuing sustainability as we’ve defined it. Teams will examine efforts that currently exist in the community pertaining to their area. Teams will assess both where the community is doing well in pursuit of sustainability, and what opportunities exist for improvement. This assessment will necessarily include interviews with key persons and sample surveys of citizens. Opportunity assessment is the broad assessment of the status of the community with regard to your topic area. It highlights existing conditions in terms of activities, policies, buildings, landscapes which support the sustainability definition as well as areas which fall short. There is no way for teams in this class to be comprehensive here, but the idea is to highlight key successes and shortcomings as possible.

Opportunity assessments should begin with a brief introductory paragraph giving an overview of the community with respect to the group topic (e.g., land use and urban ecology) – major issues/plans/directions/costs (not what will be in the details to follow, just a couple of sentences which give an overview.) That intro paragraph should also note the subsections that exist within the analysis (e.g., landscaping).

The opportunity assessment then gets into each of the subsections. Each subsection should detail why it is an important component of the community sustainability operations, and the status of the operations. Status includes current procedures, for example, and costs/other relevant measures. This is where individual research/fact-finding/interview information comes into play. Subsections should highlight
obstacles that exist as well as plans for the future that are / are not in keeping with sustainability. Remember, the idea is to identify opportunities – either to improve or to keep progressing in a positive direction. Relevant tables and images should be included here as well.

Sustainability Analysis
Student teams will prepare a sustainability analysis based on the background information obtained in their area as well as on meetings with stakeholders. Teams will make recommendations for short (1-2 years), medium (3-5 years), and long (beyond 5 year) timeframe. **Recommendations should include a fiscal component wherever possible.** Sustainability analyses **must be driven by the vision** developed by the teams; recommendations are to advance the community toward the vision. Additionally, the **analysis will necessarily incorporate the indicators developed by the teams; recommendations are to advance measurable progress toward improving indicator standing.**

This section does not necessarily have to have an introductory paragraph since there is no status to reflect. However, an overview that provides context for what the sustainability analysis focused on would not be inappropriate. Beyond that, the subsections of the sustainability analysis should correspond directly to the subsections of the opportunity assessment. These subsections should have preliminary text highlighting / summarizing opportunity assessment findings as well as incorporating the relevant goals that portion of the sustainability analysis addresses. As noted in the above paragraph, indicators must be accounted for in the recommendations, though there can be more recommendations than indicators. The recommendations must have a time frame, action/process description – how is it to happen, and responsibilities (who will do it). Details are key here as this is to be a working document for end users. Examples, which can be invaluable to elucidate your point, are encouraged as side bar text and should be referenced in the main text.

CONCLUSIONS and RECOMMENDATIONS (Conclusion writer)

Conclusions
Discussion of overall findings and themes from the report.

Recommendations
Summarize team findings with time frames and responsibilities. Include areas of future work.

APPENDICES
- Economic Development and Social Equity
- Energy and Waste Reduction
- Land Use and Urban Ecology
- Transportation and Mobility
- Grants/Funding

REFERENCES
- Economic Development and Social Equity
- Energy and Waste Reduction
- Land Use and Urban Ecology
- Transportation and Mobility
- Grants/Funding

**NOTE:** Reference and citation format must conform to either Chicago Manual of Style 14 (same as what Journal of Planning Literature uses) -- here is one good reference of the format: [http://www.libs.uga.edu/ref/chicago.html](http://www.libs.uga.edu/ref/chicago.html), or APA. The decision is left to the editor – but EACH PERSON IS RESPONSIBLE FOR ASSURING THEIR WORK IS PROPERLY CITED!!!!!