

UPP 506
Making Plans Workshop
Wednesday 6:00 PM to 9:00 PM
Call Number 26490
Spring 2010

Pre or co-requisite: UPP 502 Planning Skills
Co-requisite: UPP 505 Making Plans

Instructor: Janet Smith
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312-996-5083
UPP Office (for class office hours): Room 240 CUPPA Hall
Office Hours: Tuesday 12-5
Voorhees office (all other days): Suite 2100 ADH, 400 S Peoria.
Please make appointment 24 hours in advance via email.

Objectives: Primary and secondary objectives for UPP 506 are as follows:

- Primary
 - Learn how to **offer practical professional advice** that different individuals, groups and organizational leaders can use to anticipate, cope with, and create changes in complex urban relationships.
 - Be able to **compose professional advice** combining writing, speaking, enumerating, visualizing and computing skills to offer practically relevant and professionally competent products
 - Be able to combine planning knowledge and skills to **compose practical plans and professional advice for real world problems** within real world constraints
 - Be able to lead a discussion and **manage meetings** effectively
 - Be able to **frame research questions** and possess basic skills to conduct research.
 - Be able to **work effectively as members and leaders of planning teams**. The exceptional graduate works as a mediator or negotiator in dispute situations.
 - Values: Graduates should be able to **use ethical norms, knowledge, professional judgment, and democratic skills** to conceive and propose sound plans that are responsive to the often conflicting demands for justice, efficiency and sustainability.

- Secondary
 - Demonstrate knowledge about a range of **secondary data sources**
 - Be able to **apply quantitative reasoning** and appropriate analysis techniques to problem identification, detailing alternatives and selecting among alternatives

Assignment: The full assignment is in Attachment 1. This workshop section will develop a plan for the Riverdale community area in Chicago, and assess its likely regional impact based on the attached assignment. Three other class sections have the same assignment, but with different communities. Each section will present its work to UPP 505 at midterm and to a jury at the end of the semester.

Class Format: The workshop will be run as something of a consulting-firm/class hybrid. Most meetings/class-sessions will have three parts: 1) review/discussion of materials/concepts covered in UPP505 (same week) s they relate to the assignment; 2) work group and team reports and/or activity, and 3) group breakouts with a quick report out to full class at end. In addition, we will have periodic guest lecturers on topical issues relevant to our community assignment.

Individual Roles: Students will take on multiple roles such as group facilitator, recorder, team leader, project manager, graphic designer, writer, data analyst, modeler, forecaster, proofreader, presenter, among others. The instructor will be the Principal for the consulting firm and will delegate many of the project management activities as well as help trouble shoot problems. We will need people in all the following positions determined by end of class in week 3.

Project Manager. Centralize communication and monitor and direct project flow.

Design Director. Lead design team to develop team brand/logo, graphics, and plan and presentation layouts.

Writing Director. Coordinate writing of the final plan, integrate different parts of the plan produced by work groups, and develop consistent style.

Work Group Leader. There will be three sets of three work groups over the course of the semester. Each will have a leader.

Work Groups, Teams and Management Committee: All students will be part of three groups, part of one team, and may be part of the management committee. The work groups have time-limited responsibilities as shown in the table below. The Writing, Design/Presentation Teams and Management Committee will meet throughout the semester beginning in Week 3-4. The Management Committee is comprised of the Principal, Project Manager, Design Director, Writing Director and appropriate work group leaders.

Work Groups, Teams and Management by Quarter

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Work Groups	Community Profile	Preserve Plan	Land Use Assessment	Final plan and presentation
	Environmental Conditions	Innovate Plan	Environmental Impact Assessment	
	Community - Economic Development	Reinvest Plan	Economic Impact Assessment	
Teams	Writing			
	Design			
	Management			

Work plan. A preliminary work plan, which will be finalized by week 2 of the class, will include most if not all the classroom activities for each week shown in Attachment 2. More detailed work plans will be produced by working groups each quarter.

Grading and Assessment: Sixty percent of your grade will be based on the group product (plan and presentation), as assessed by the jury at the end of the course. Forty percent of your grade is based on your individual performance as assessed in the following ways:

- Assessments (self and instructor) of the role and quality of work in completing assigned activities during semester
- Quality and quantity of postings of individual postings and documents on blackboard
- Measures of blackboard activity.
- Complexity/time commitment of roles that you take on.
- Assessment of your contribution by others in the group.

Time Commitment: While there will be time for some individual and group work during the class period, you must find at least six additional hours per week to work on individual or group responsibilities. I suggest that you set aside time on the weekend (e.g. Saturday afternoons) and Tuesday's at 5:00 before UPP 505 as there are no classes then and most students should be free for meetings and other collaborative work. Management committee meetings will probably be scheduled outside of regular class time and may be done as a phone conference.

Workshop Readings: Steiner and Butler, which is used in UPP 505, will be our primary reference book in the workshop.

Recommended: Steiner, Frederick R. and Kent Butler (Eds.). Planning and Urban Design Standards: Student Edition. John Wiley & Sons, Inc.: Hoboken, NJ, 2007. Available at the UIC Bookstore.

Work groups will also research and bring to the class other reference materials as needed during the semester. We will also draw on case materials from 505 as well as others cases posted on Blackboard.

Other Workshop Materials: The specific materials that you need will depend on the roles that you play in the studio. You may need foam-core boards, tracing paper, masking tape, scales, straightedges, DVDs, colored pencils, digital cameras, jump drive and other things.

Accommodation: Any students needing accommodation please contact the UIC Disability Resource Center at: 1200 W. Harrison St. 1190 SSB (MC 321) or email: drc@uic.edu (312) 413-2183 Voice or (312) 413-0123 TTY or (312) 413-7781 FAX
Video Relay Service: Call 1-866-327-8877, when asked, provide the name of the person you are trying to contact and the videophone #312-413-0123.

Studio Space: During the class period, we will have access to the classroom and to the UPP studio space on the second floor of CUPPA hall. We can also make arrangements to use the small conference room (262) and the basement studio space. After-hours, you will have access to the second floor studio (so long as no other studio section is meeting) and key card access to the basement studio.

Please be respectful of others who share the studio space. If you use spray-mount, make sure you shield the furniture and floor from overspray. If you make a mess, clean it up. We want our “firm” to have a good reputation.

Storage: There are lockers in the UPP office suite on the second floor of CUPPA hall, two of which can be claimed for the studio. Electronic storage is available for the course on Blackboard. While the Q: drive may be used, note that anyone can access and delete the material stored there.

Blackboard: Blackboard will be the repository for all electronic materials. Make sure you know how to use it. There are at least two ways to share documents and work collaboratively. First, is the Wiki webpage creation function, which allows all students or a specified group of students to all edit the same documents. Earlier versions of the document can be retrieved. Second, documents can be attached to posting to the discussion page. One student can post a draft. A second can download the draft, revise it and post it as an attachment on the discussion page.

Computer Programs: Microsoft Office will be the standard for shared electronic materials. Word, Excel, PowerPoint, Project and Access are all available in the CUPPA computer lab. If you have a laptop, you may want to bring it. Other computer programs that may be useful include SketchUp, Dreamweaver, Google Earth, SPSS, MindMap, Adobe Photoshop, Adobe Illustrator and ARC GIS. All programs are available in the CUPPA computer lab. In addition, you and work groups can use other networking and sharing software.

Printing and Plotters: You will be able to use the CUPPA printers on the second floor, including the color printer. Please be judicious in printing, particularly with the color printer, for the sake of the environment and our budget. We also have a limited budget for the plotter in the basement in rooms B15 and B-17. You must make an appointment to use the plotter and to consult with any staff in the UPP Urban Data Visualization Lab. This will assure you get access to people and equipment; just showing up will not! You may contact Max Dieber or Nina Savar to make arrangements. While not always possible, the lab will try to accommodate evening schedules and busy times (e.g., when major assignments are due). Please be very judicious in your printing or we will have to institute a procedure for approval.

Here is some additional advice on plotting from Max and Nina:

First, to plot please use the computer labeled MUMBAI. Students may log in as they do in the CUPPA lab. It is easiest to plot from an Adobe PDF because not all software resides on this computer. Second, students, unless authorized by UDVL staff, should NEVER change the paper in the plotter. If it runs out of paper, it is too bad. The plotter costs \$14,300 and we are very careful about taking care of it. Third, on top of the plotter there is a form on a clipboard. Students using the plotter should indicate FOR EACH PLOT, their name, name of file being plotted, the course for which they are making the plot, the date, and they should sign the form. Fourth, the plotter itself tracks use and regular reports are prepared that indicate for each plot the amount of paper and ink used. For the studio classes, UDVL will be costing each linear foot of

output (regardless of width) at \$1.85/foot.¹ This bill will go directly to UPP and will be monitored. Finally, to guarantee that someone is there when you come to plot, please email IN ADVANCE Nina or Max (nsavar@uic.edu or maxdbr@uic.edu) to schedule a time. Max and Nina teach and sometimes go to meetings. They live in B13, so the B15 door may be closed but if there, they can let you in.

Travel: At a minimum, you will have to visit the site at least once with the class on a Saturday. You / your team may then decide to visit again your own.

Experts: No one firm will have all the expertise required for every job, so it is important that you know when you need additional help and seek it proactively.

We will do a survey of student experience and interest at the beginning of the workshop. While it may be tempting to always have the person with graphic design skills do the graphic design, this is a learning experience: Challenge yourself and others to gain expertise in new areas.

I am your main faculty resource, but you may call on other UPP 505/506 instructors including Charlie Hoch (physical planning), Curt Winkle (community development) and Sanjeev Vidyarthi (physical planning) and Tingwei Zhang (physical planning). Do not hesitate to contact other members of the UPP faculty as well.

A few experts may be brought into UPP 505 to serve all studio sections. If you see the need for expert help, seek it out aggressively. Ask me for contacts. There are many practicing planners and alumni who might be willing to help.

¹ Note that plots for other purposes (conferences, research grants, etc) are billed directly to research units, relevant faculty, and, in some cases, the students at a rate of \$4.50 per linear foot. The \$1.85 rate only is for 505/506 class. Please do not misuse this privilege.

**Attachment 1
Draft Assignment**

Plan-Making Workshop
UPP 506
Fall 2010

Each class section of UPP 506 will do the following:

- Develop three alternative concept plans for the community shown in table 1 below for the year 2040, one plan for each of the three Chicago Metropolitan Area Planning Commission (CMAP) scenarios: Reinvest, Innovate and Preserve.

Table 1: Community Assignments by UPP 506 Section

CRN	Day	Time	Instructor	Community
26492	W	03:00 PM - 05:50 PM	Zhang	Lyons, IL
26490	W	06:00 PM - 09:00 PM	Smith	Riverdale Community Area
26491	R	12:00 PM - 02:50 PM	Hoch	Oak Park, IL
28692	R	06:00 PM - 09:00 PM	Winkle	Plano, IL

- Present the three concept plans to UPP 506 on March 2.
- Assess each of the three concept plans based on its regional impact on land consumption and other criteria specific to workshop section.
- Develop a preferred synthesis plan.
- Turn in the plan and present it to a jury and UPP 506 on May 4.

The Region and CMAP

CMAP is developing a 2040 plan. As part of the planning process, it has developed three possible scenarios for the future of the region: Reinvest, Preserve and Innovate. These are described in Table 2 and on the CMAP website.

Table 2: CMAP’s Three Scenarios

Reinvest	Preserve	Innovate
<p><i>What if we reinvest in our existing communities, by rebuilding current infrastructure to support growth and development?</i></p> <p>Instead of developing in areas that have never had development before, we could focus growth in existing communities that already have roads, water and sewer lines to support them. Homes and businesses could be more compact, near to transportation stations, and within walking distance of commercial districts. We could invest in rebuilding and improving our roads, rail lines, and other infrastructure to support growth and overall economic development. These strategies would reduce development pressure on natural and agricultural areas, and encourage sustainable transportation options less harmful to the environment.</p> <p>This future scenario would keep our existing infrastructure and communities strong—but it will also be quite costly, and could change the character of our communities and neighborhoods as they accommodate new growth.</p>	<p><i>What if we preserve the best features of our communities and region for generations to come, trying to accommodate growth without changing what we value in the region?</i></p> <p>Existing suburban and urban communities could look much like they do today, with moderate increases in density. Without dramatically changing the character of our communities quality of life could be improved by aesthetic improvements to our public spaces, streetscaping, and planning for diverse communities. The region’s transportation system could be upgraded to serve more people more efficiently, but without major new projects -- instead, it could use small-scale improvements like the addition of bike lanes, sidewalks, and more transit.</p> <p>This future for our region would preserve our assets -- but it might be difficult to accommodate our region’s growth between now and 2040.</p>	<p><i>What if we rely on innovation and technological improvements to make our region better?</i></p> <p>The region could continue to grow outward, but use clean energy and more efficient homes and vehicles to reduce the impact of development. To reduce the impacts of new construction on the environment and energy use, homes and businesses could use “green” development practices. The use of advanced technology and alternative fuels could allow transportation systems to operate more efficiently and support the use of alternative transportation in lower-density areas.</p> <p>This future for our region would let us continue to grow as we have been -- but it relies on the adoption of advanced technology that may or may not come to pass.</p>

Images were created showing how a number of Chicago area communities might look in 2040 under each of the three scenarios as shown on the CMAP website at: <http://www.goto2040.org/scenarios/>

CMAP has also identified key regional outcome measures associated with the three scenarios as well as indicators associated with local community development:
<http://www.goto2040.org/scenarios/outcomes/comparison/>

The Four Communities

The four communities are briefly described below so that you will have an idea of the range of projects that are addressed in UPP 506 sections.

- **Lyons, Illinois.** Lyons is an inner-ring suburb just west-southwest of Chicago. The 2000 population was 10,255, 87 percent of which was white. The median household income is \$44,306. A large quarry site is being filled and will become Village property within the next four years providing a major opportunity for the Village.
- **Riverdale Community Area.** Riverdale is a Chicago Community area located on the far Southside of Chicago. Riverdale is geographically isolated, bounded on the north by a water treatment plant, on the east side by a highway and dump, and on the south and west sides by the Little Calumet River. There is a large forest preserve along the river. An extension of the CTA red line to Riverdale has been proposed. The population was 9,809 people in 2000, with 96.6% black and a median income of \$13,178.
- **Oak Park, Illinois.** An inner-ring suburb, Oak Park is directly west of Chicago's downtown and shares a border with Chicago. Its population was 52,524 in 2000, with a median household income of \$50,950. It is served by the Eisenhower expressway, two CTA lines and Metra.
- **Plano, Illinois.** Plano is on the fringe of urban development, about 50 miles west-southwest of Chicago. Its population was 5,633 in 2000, with 82 percent white and a median income of \$46,526. Since then, the population has nearly doubled to 11,500 due to rapidly growing subdivisions. Plano has an old downtown area with an Amtrak stop. Metra has proposed extending the BNSF railway into Plano. The proposed Prairie Parkway would go right through Plano. The glass Farnsworth House designed by Mies van der Rohe is just south of Plano on the Fox River.

**Attachment 2
Classroom Activities
(Subject to Change)**

Most meetings/class-sessions have three parts: 1) review/discussion of how materials/concepts covered in UPP505 apply to our assignment (*same week; each student must post a comment AND a question on Blackboard by 5pm Wednesday*); 2) work group, team reports and featured committee report and/or activity (shown in bold), and 3) group breakouts with a quick report out to full class at end.

Class 1 January 13	<ul style="list-style-type: none"> • Introductions • Group, Team and Individual Assignments • Planning Process Overview • Identify Problem—Review Charge • Work group Breakout Meeting (1st quarter groups)
Class 2 January 20	<ul style="list-style-type: none"> • Reports: Work plan for each first quarter work group • Criteria and Evaluation Methods • Work group Breakout Meeting
Saturday January 23	<ul style="list-style-type: none"> • Site Visit • Time to be finalized. Tentative plan: Meet at 11:00 in front of CUPPA Hall and return at 4:00
Class 3 January 27	<ul style="list-style-type: none"> • Reports: Site Visit Review • Planning principles guiding urban development: density, land use & access • Work group Breakouts
Class 4 February 3	<ul style="list-style-type: none"> • Reports: Work group progress • Community Inventory and Analysis • Work group Breakouts
Class 5 February 10	<ul style="list-style-type: none"> • Reports: Key Issues/ Conditions to Address with CMAP Scenarios (each work group) • Composing local alternatives tied to regional ideas • Work group Breakouts (2nd quarter groups)
Class 6 February 17	<ul style="list-style-type: none"> • Reports: Operationalized CMAP Scenarios in Riverdale • Modeling / conceptualizing future states and potential outcomes • Work group Breakouts
Class 7 February 24	<ul style="list-style-type: none"> • Present / Discuss Draft Concept Plans
Tuesday March 2	<ul style="list-style-type: none"> • Present in UPP 505

Class 8 March 3	<ul style="list-style-type: none"> • Reports: group assessment of concept plans • Transforming / adapting concepts into a plan • Work groups (3rd Quarter groups)
Class 9 March 10	<ul style="list-style-type: none"> • Reports: Assessment focus (each group) • Connecting environmental, community and economic development goals: strategies and challenges • Work groups
Class 10 March 17	<ul style="list-style-type: none"> • Reports: Potential conflicts and synergy • Assessing, Refining and Reconciling Alternatives • Work groups
March 25	<ul style="list-style-type: none"> • NO CLASS. SPRING BREAK!
Class 11 March 31	<ul style="list-style-type: none"> • Reports: Plan objectives and draft strategies (each group) • Linking strategies to implementation tools • Work groups
Class 12 April 7	<ul style="list-style-type: none"> • Reports: Proposed implementation tools (each group) • Stakeholder analysis and alternative assessment • Work groups
Class 13 April 14	<ul style="list-style-type: none"> • Reports: Implementation plan • Final Plan Format • Writing and Design Team Meetings
Class 14 April 21	<ul style="list-style-type: none"> • Reports • Presentation Rehearsal • Writing and Design Team Meetings • Final Plan Production
Class 15 April 28	<ul style="list-style-type: none"> • Reports • Presentation Rehearsal • Writing and Design Team Meetings • Final Plan Production
Finals Week Tues. May 4 6:00-9:00 PM	<ul style="list-style-type: none"> ❖ Present Plan to Jury in UPP 505

Attachment 3
1st Quarter Working Groups

Goal: Lay a solid foundation for groups to develop and analyze three concept plans in Second Quarter

Charge: Develop and implement work plan using team efficiently and effectively to fulfill the group's objective. Each group MUST keep a record of activities, key decisions made and log of work completed by each team member.

Due Date: Class presentation February 10; reports and data posted no later than February 12 5pm.

Community profile

Objective: To collect, organize, present and analyze key data about the people and economic conditions in the Riverdale community and as needed, its surrounding communities.

Data needed (but not limited to): Population and socio-economic demographic characteristics; education/schools, crime, housing.

To consider: What is most relevant relative to CMAP scenarios? How far back in time? What are the limits to data? How best to display key data?

Environmental conditions

Objective: To collect, organize, present and analyze key data about the natural and built environment

Data needed (but not limited to): Air, water, land, hazards in the Riverdale community and as needed, its surrounding communities.

To consider: What is most relevant relative to CMAP scenarios? How far back in time? What are the limits to data? How best to display key data?

Community-Economic development potential

Objective: To collect, organize, present and analyze current and potential development opportunities in the Riverdale community and when relevant, it's surrounding communities.

Data needed: Transportation; land use and zoning; local economic conditions (e.g., employment, local businesses, and workforce).

To consider: What is most relevant relative to CMAP scenarios? How far back in time? What are the limits to data? How best to display key data?