

USP 558 Planning Workshop
Winter/Spring, 2012
Mondays and Wednesdays, 4:00 - 6:30
Urban Center 270

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Office Hours by appointment

Prerequisites and requirements:

Successful completion of ALL core courses required for the MURP degree except the internship.
No exceptions.

Course Description:

This workshop, taking place in the winter and spring terms, is intended to serve four purposes:

- It is the capstone for the MURP program and provides an opportunity for students to integrate the skills and perspectives of the core courses with individual interests and concerns of the field;
- It offers students the opportunity to experience a planning project from beginning to final product;
- It offers students the opportunity to serve and clarify their personal interests in planning through the definition and development of the planning projects pursued in Planning Workshop; and
- The workshop provides an opportunity to bring to life the AICP Code of Ethics (<http://www.planning.org/ethics/conduct.>). In particular, we will examine what it means for a planner to demonstrate responsibility to the public, to clients and employers and to our profession and colleagues.

Workshop will be guided by three central principles:

Product is essential. Planning efforts always include products, and this workshop is no different in its expectations. Each student will be expected to make significant contributions towards the development of a final, high quality product by the conclusion of the spring term. We are unyielding in our expectations for the quality and elegance of the products to emerge from this workshop, and for the responsibility that each student, each group, and the faculty play in making those products a reality. The seriousness of this task cannot be underestimated. Please plan accordingly.

The Planning Process has reflection at its core. On occasion, planning projects proceed via a predictable, linear path. Frequently, things happen that jog planners and their processes out of the comforts of those predictable, linear confines. The planner's salvation is reflection, the continual assessment of how things are going and whether it's safe to keep going as if the previous activities, present conditions, and likely future conditions are connected. Evidence of serious and careful "reflection on the fly" will be a central part of what will be expected of every student.

The mission for Planning Workshop is to develop planning products that will contribute to achieving local and regional goals for sustainability, quality of life, and social justice. Accordingly, projects are intended to be participatory, community-based, and regionally responsible. The Portland-Vancouver metropolitan region is our home and the context for Workshop projects. All projects will take on planning issues in the six-county Portland-Vancouver metropolitan area. General information about the region can be found on the websites for the Institute of Portland Metropolitan Studies (<http://www.pdx.edu/ims/>) and for Metro (<http://www.oregonmetro.gov>). On occasion we will consider projects elsewhere in Oregon or SW Washington, though students need to anticipate the logistical issues associated with going much beyond the Portland-Vancouver metropolitan area.

Every project must have a client. Group size can be no fewer than four and no more than six. Workshop-client relationships and expectations will be made explicit through the use of a work plan **due no later than January 26th**. Work plans will be formally presented to the Planning Workshop and clients during the 5th week of winter term. Teams should be interdisciplinary and multi-talented. In particular, teams should attempt to represent a range of specializations or fields.

The final workshop product will be due at the end of spring term, according to the schedule, below.

What makes a good workshop project? Workshop projects should:

- Address issues and conditions specific to this metropolitan area and its communities.
- Produce new insights through the thinking, analysis, and process used to complete them.
Note: this is not merely a research project or a data gathering exercise.
- Clearly link findings and recommendations to field research and/or secondary data.
- Integrate core course theory and methods.
- Meet unmet needs.
- Have a scope and scale that is appropriate to the nature of this course and the time available.

Course Mechanics:

Responsibility for this course is shared by the faculty and Workshop participants. We will organize our work through a combination of voluntary standing and ad hoc committees.

- Room Maintenance Committee: We will have nearly exclusive use of the Urban Center room 270 during the two terms. The walls are ours to use. The furniture is ours to configure. The mess is ours to manage. The Room Maintenance Committee will take the lead in keeping our space comfortable and clean.
- Sustenance Committee: Since Workshop meets over the dinner hour and we will take one 10-minute break during each class meeting, the Sustenance Committee will coordinate volunteers to bring refreshments to each session. The instructors will provide refreshments for the first and last classes in each term.
- Technology and Communications Committee: The Technology Committee will attend to the various computer needs that arise during the two terms including establishing a Workshop listserv and arranging software training. Create and maintain a workshop email list, wiki, “Google group,” or web site. The committee will be responsible for inviting all faculty members to participate in reviews and presentations.
- Ad hoc Committees: Class members will volunteer to design and lead occasional sessions in

response to needs defined as the course progresses and to accomplish other tasks needed to make students and the course successful.

Please contact either instructor should you have a documented disability requiring accommodation.

Winter Term Class Meeting Schedule:

Week 1: Jan 9	Introduction to Planning Workshop and the syllabus; the workshop in the MURP degree program; AICP Code of Ethics; Committee formation (see above); Faculty expectations; “clients”- client, stakeholders and public; review/update current project ideas; and work plans and managing projects
Week 1: Jan 11	Expectations—Client and Consultant Perspectives Lecture: “What makes a good client?” – Deb Meihoff, Communitas LLC Lecture: “What makes a good consultant?” – Joe Zehnder, BPS
Week 2: Jan 16	NO CLASS January 16, MLK’s Birthday
Week 2: Jan 18	Rough Draft: Groups and Projects
Week 3: Jan 23	Workplan and MOU contents and form; Communication in Public Settings; Project Selection; Team meetings (faculty consultation)
Week 3: Jan 25	Community Participation and Public Involvement Techniques ; Team updates (teams meet individually with instructors on MOU and work plan development
Week 4: Jan 30/Feb 1	Draft work program presentation; Draft MOUs and work plans due on Jan 30.
Week 5: Feb 6/Feb 8	Team meetings to finalize work plans and draft MOUs (Ethan gone)
Week 6: Feb13	Present work plan to class and client (constructive criticism/feedback session); students must invite client to class
Week 6: Feb 15	Revise work plans and MOUs; start projects (Gil gone)
Weeks 7-8	Complete work plan/MOU revisions; Continue project work; schedule meeting times with faculty during class period as need be; Optional site visits to field sites with instructors
Week 9: Mar 5/Mar 7	Continue project work; schedule meeting times with faculty during class period as need be
Week 10: March 12/14	First work plan assessment/progress report due; Discussion: Challenges

and Issues Arising (group feedback to instructors)

Week 11 Mar 19/21 (Exam week) Self assessment and peer assessments due; First Term Debrief Meetings with faculty

Spring Term Class Meeting Schedule:

Weeks 1-5 Continue work on projects. Weekly team check-ins with faculty about the work plan, ethical issues, client relations, etc.

Week 6: May 7/9 Develop draft reports/ meetings with faculty

Week 7: May 14 Draft reports due to faculty/May 16 – Faculty Feedback

Week 8: May 21/23 Class Presentations (for feedback as prep for May 25th public presentations)

Week 9: May 28/30 May 28 NO CLASS, Memorial Day; May 30th - university presentations

Week 10: June 4/6 Revise reports

Week 11: June 11/13 (Exam week) Second work plan assessment due; Debriefing meetings with faculty (opportunity for final reflections on the workshop experience); Final Reports due June 11th

Performance Evaluation:

Assessment of performance in courses such as this workshop is considerably more challenging than courses in which exams are administered. Nonetheless, the intimacy at which we will be interacting will allow all of us to come to appreciate one another's strengths, weaknesses, and opportunities for growth. **Completion of all work as scheduled at a standard deemed acceptable by the faculty will receive a 'P' for passing. Individual and group work that is below this standard will be given a 'NP' for not passing.**

At the end of the winter quarter you will receive a note from us indicating our assessment of your performance up to that point and an "IP" ("In Progress") grade on your transcript. This will be changed to a P/NP grade in June. The three-credit winter grade will reflect individual performance. The six-credit spring grade will reflect group performance and products.

Among the factors which will be considered for individual assessments are:

Class and project group participation, commitment and leadership: This is reflected in regular and timely attendance, volunteering for work that needs to be done, active and productive engagement in class and project group discussions, and helping to clarify and meet the collective needs of the Workshop and project group.

Peer and Self-Assessment: Workshop activities are by necessity group activities. To assist us with our understanding of group process and progress, all students will be assessed both by their group

members and by themselves at the end of Winter and Spring terms. Forms will be provided for this purpose.

Written assignments: The quality and timeliness of submissions will provide documentation of individual performance and effort.

Group assessments will be based on the following considerations:

Written submissions/products: There will be three group written products of both the winter and spring terms:

- 1) Work plan – A work plan for the final product, discussed with and approved by the client. The nature of what constitutes a good work plan will be discussed during the term. In general, excellent writing, presentation, and elegance with respect to addressing the issues underlying the project are minimum characteristics of a good work plan. Work plans should identify a range of activities including public involvement opportunities, a class field trip/site visit, presentations, product design and production, etc. A good work plan tells the story of how something will be done, and what can be expected in the form of the process, the product(s), and the relationship. This can be submitted at anytime, but no later than Jan. 27
- 2) Work Plan Assessment Evaluation – At the end of each quarter each group will be asked to evaluate their work plan. What we are interested in here is having you evaluate what worked and what did not in your project planning; to this end you should keep a log of important decisions made during the course of both terms, as well as identifying unanticipated events/actions that happened, how you responded to them and what you learned in the process. This is what is called “reflective practice.” Your work plan, critical choices made, and outcomes, will become the basis for group discussions with the instructors during both terms. Key issues to keep track of include (but are not limited to) scope and schedule, client relations, public involvement, work assignments, and ethical judgments.
- 3) Final Product – The final workshop product must, at a minimum, respond to the following criteria:

Innovativeness and analysis: We are looking for plans, analyses, and processes that explore territory beyond conventional boundaries. Planning should challenge decision makers to understand the larger context of their initiatives. Arguments should be fully developed integrating appropriate data and analytical methods. Your recommendations should be clearly understood and factually supported, and the information/analysis you provide should be sufficient for decision making, program development or other relevant follow-up actions.

Group presentations: These should be well organized, substantive, interesting, entertaining and useful to the target audience. Preparation must not be relegated to the back burner because of the effort given to the written products.

Group process: Working in groups inevitably presents certain types of challenges. Managing the internal dynamics of group processes, including conflict resolution, is an invaluable skill for planners. Self-awareness is a key to understanding and appreciating your group dynamics.

Communication with faculty: At various times, we will play the role of consultant and colleagues and, to a more limited extent, teachers. You have a responsibility to take constructive advantage of our assistance. Keep us apprised of the problems you are having in all facets of the planning process. Let us know up front if you will be making changes in the products you are developing or the processes you are using. Don't surprise us!

Client relationship: This is likely to be the most challenging aspect of the Workshop. You will need to find a way to deal effectively with whatever issues emerge. It is particularly important that you develop the capacity to effectively process client input, both negative and positive. You need to ensure that the client holds high expectations for good quality planning processes and products.