[IMAGE 1]

[Report Title]

[Project Subtitle if applicable]

[Student Author, Department]
[Instructor, Title]
[Course Name]
Fall 2015

[SCI Logo]
[University of Oregon Logo]

Acknowledgements

About SCI

The Sustainable Cities Initiative (SCI) is a cross-disciplinary organization at the University of Oregon that promotes education, service, public outreach, and research on the design and development of sustainable cities. We are redefining higher education for the public good and catalyzing community change toward sustainability. Our work addresses sustainability at multiple scales and emerges from the conviction that creating the sustainable city cannot happen within any single discipline. SCI is grounded in cross-disciplinary engagement as the key strategy for improving community sustainability. Our work connects student energy, faculty experience, and community needs to produce innovative, tangible solutions for the creation of a sustainable society.

About SCYP

The Sustainable City Year Program (SCYP) is a year-long partnership between SCI and one city in Oregon, in which students and faculty in courses from across the university collaborate with the partner city on sustainability and livability projects. SCYP faculty and students work in collaboration with staff from the partner city through a variety of studio projects and service-learning courses to provide students with real-world projects to investigate. Students bring energy, enthusiasm, and innovative approaches to difficult, persistent problems. SCYP's primary value derives from collaborations resulting in on-the-ground impact and expanded conversations for a community ready to transition to a more sustainable and livable future. SCY 2011-12 includes courses in Architecture; Arts and Administration; Business; Economics; Journalism; Landscape Architecture; Law; Oregon Leadership in Sustainability; and Planning, Public Policy, and Management.

SCI Directors and Staff

Marc Schlossberg, SCI Co-Director, and Professor of Planning, Public Policy, and Management, University of Oregon

Nico Larco, SCI Co-Director, and Associate Professor of Architecture, University of Oregon

Megan Banks, SCY Program Manager, University of Oregon, 2015 - Present

About Redmond, Oregon

From its inception, Redmond has had its eyes set firmly on the future. Redmond was initially founded in 1905 in anticipation of a canal irrigation project and proposed railway line. Located in Deschutes County, Redmond is on the western side of the High Desert Plateau and on the eastern edge of the Cascade mountain range. Redmond lies in the geographic heart of Oregon. Redmond focuses on its natural beauty, reveling in the outdoor recreational opportunities (camping, hiking, skiing) offered by the cascade mountain range, four seasons climate and 300+ days of sunshine annually.

Redmond has a population of approximately 26,800. The city's administration consists of an elected Mayor and City Council who appoint a City Manager. A number of Citizen Advisory Groups advise the city manager, mayor, and city council. This strong connection between the city and resident can be seen in the city's longstanding partnerships with schools through its policy of including youth liaisons on all city committees and commissions furthermore youth are encouraged to be active participants in the city planning process.

Redmond has been focused on innovative, sustainable growth and revitalization while preserving the city's unique history and culture. In 1995 the City of Redmond began to make critical investments in revitalizing its downtown core. The initial phase of renovations strove strike the balance between growth, livability and historic preservation by rerouting Oregon State Highway 97, improving critical infrastructure as well as improving the facades of over 100 buildings in the historic center. The City of Redmond has worked with local businesses to revitalize retail, job creation and housing.To facilitate private sector buy in Redmond offers innovative incentive programs such as the Façade Rehabilitation and Reimbursement Grant and "Downtown Jumpstart" loan competition as well as Design Assistance.

Often referred to as "The Hub" of Central Oregon, Redmond is situated at the crossroads of US Highway 97 and US Highway 126; is served by the Burlington Northern Sante Fe Railway, Cascades East Transit Regional Public Transportation Service in addition to a state of the art regional airport served by multiple commercial airlines as well as FedEx and UPS. In addition to its geographic location, Redmond views itself as central to business growth in the region. In 2014, Central Oregon Community College opened 34,300 square foot Technology Education Center to recruit businesses to and expand businesses in Central Oregon.

Course Participants

First Name, Last Name, Major (ex: Architecture Undergraduate)

First Name, Last Name, Major (ex: Architecture Undergraduate)

First Name, Last Name, Major (ex: Architecture Undergraduate)

First Name, Last Name, Major (ex: Architecture Undergraduate)

First Name, Last Name, Major (ex: Architecture Undergraduate)

Table of Contents

Executive Summary

A short (about 300-500 words) summary of the entire report. Everything that appears in the Executive Summary should appear somewhere in the report. It should have a statement describing the city's goals for the project, how the class addressed the goals, and a brief set of findings and recommendations that emerged from the class's research. Write this section last, after the rest of the report is done.

Introduction

Somewhere in your introduction, describe the city's goals for the project, the city's initial problem statement, and how the students and faculty worked in partnership with the city ("collaborated with city staff" is a good phrase to use) to explore and expand the scope of inquiry. If you do not have the city's original goals and problem statement in a written form, let us know and we will send you the "scope of work" document that SCI and the city developed for your project. The Introduction may also contain background information about your project site or situation. It should not contain any original work that was done in the class, such as analysis, designs, or recommendations.

[Body Sections]

These two to five sections will vary based on the structure of your course. Take a look at previous reports to get an idea of what people did for classes similar to yours. You, your professor, and I can talk about the best way to structure the body sections of the report. The body sections should include all of the original work that was done in the class, including findings and recommendations. All section headers, including subheadings, should use capitalization for all words except small words (e.g. Section about Important and Meaningful Things).

How to Structure the Body Sections

Figuring out how to synthesize all of the work that was done in your course into a single set of body sections is the main work of the report writer. I can help you with thinking about how the report should be structured, and your professor may have ideas as well.

The first step is to read and review all of the material that was generated in your course, including reports, posters, images, models, and PowerPoint presentations. Keep notes as you go along about common themes and recommendations that emerge from the individual projects. These themes should be included in a Conclusions section and in the Executive Summary, and they can help determine a good structure for the body of the report.

For reports with many proposed design scenarios or solutions to problems, it is better to pick 2-3 different good solutions for a given problem than to include all 16 examples for every item. We want to be concise and provide a brief set of our best recommendations; we do not want to provide a comprehensive set of options that requires the reader to sift through a massive report to find the best ideas.

Notes on Figures

When you are writing your draft in Word, note where you would like figures inserted. Use the image's file name in your Word document to indicate which image you want to use at a given location in the text. It also helps the graphic designer if you indicate approximately how large you think the image should be, e.g. "full page", "half page", "three images in a single row". That will help the graphic designer lay out something that makes sense. It helps our graphic designer if you clearly indicate the pieces of text that are instructions for her. I recommend using square brackets, like this: [Insert image from Group-1-Report.pdf, bottom of page 7. Image should be half page]. Or like this: [Insert Jane Doe First Floor Plan.jpg].

Collect a folder of original image files that you want to use in the document, and make sure the file name in that folder matches the file name that you use in the Word document. That will make it possible for the graphic designer to lay out the document easily.

If you wish to include images in your report that were not generated by students in your class, **make sure to keep track of source information for these images.** We need to provide proper credit for all non-student images used in the reports. Also, try to find images that are high-quality enough to look good in a printed report (for example, a 25KB jpeg file will not look

good if you try to use it at any size larger than a square inch or so). If you are using images from web sites, try to download the highest-quality image that is available.

Figure Captions: Provide captions for all images. They can be brief. Each caption should look like this: "Figure X: View of the project site from the north." Each caption should have a period at the end. Use normal sentence capitalization in figure captions.

Conclusion

This can be brief. Look at previous reports to get an idea of what can be included in the Conclusion. The Conclusion should contain common themes, findings, and recommendations that emerge from the individual or group projects in the course.

Appendix/Appendices (as necessary)

Appendix materials should be referenced in the body of your report. If an appendix is not referenced in the report, consider whether it is really useful to the reader. We can discuss this if you have doubts. If in doubt, keep the material in your report for now, and we'll discuss to figure out where it should go. If you have multiple Appendices, use letters to denote them (e.g. Appendix A, Appendix B).

References

Keep track of all bibliographic references in as full a citation format as you have. In the text, use parenthetical references, like this: (Smith 2007). The References and/or Bibliography will go at the end of the report, not at the end of each section, and not in footnotes. Depending on the structure of your report, it may make sense to have a section in the References for each section of the report. For example, if your report consists of five discrete projects that are described in five discrete sections, it may make sense to split your References section accordingly so that the reader can find the references more easily.

I recommend that you follow the Chicago Manual of Style's author-date format, which is a straightforward system.

http://www.chicagomanualofstyle.org/tools_citationguide.html

Click on the "Author-Date" tab on the above page to see examples of the Author-Date format that you should use in parenthetical references and in a References section at the end of your paper. You may omit page numbers in the parenthetical references. For more details about citing specific kinds of documents, click through the links to Chapters 14 and 15. For these SCYP reports, don't worry about adding information to the references (like page numbers, or "date accessed" for URLs) that you don't already have.