### UNIVERSITY OF OREGON

July 15, 2016

Bill Molnar Community Development Director City of Ashland 20 East Main St. Ashland, OR 97520

Dear Bill,

The University of Oregon's Sustainable City Year Program, or SCYP, has been helping local governments throughout Oregon since 2009 move forward with a variety of economic, social, and environmental projects and strategic thinking with great results. In any given year, our partners report a variety of implementable ideas and an acceleration of local work plans that would have been unthinkable without engagement in the SCYP partnership. A few of the hundreds of ideas since implemented include:

- Salem: \$1 million annual savings related to city wastewater treatment system
- · Redmond: 16 of 18 recommendations being incorporated into Transportation System Plan
- · Medford: Police Department connecting with minority populations more effectively
- Springfield: Facility planning grant subsequently awarded to downtown public library
- Gresham: Moving forward to close a six-mile gap within the 40-Mile Troutdale to Springwater trail

Planning for each of these partnerships starts one or more years ahead of time and I would love to start exploring future partnership opportunities with you. My goal is to learn about your needs and to explore whether this program might be a good fit. Please let me know if you have some time this summer to meet in person (or if you'd prefer to talk by phone).

I've included recent information that talks more about SCYP, with a particular focus on partnership outcomes. Our students also benefit tremendously, but **the ultimate success and value of the program is that cities or counties and all their appropriate stakeholders are able to move strategic goals forward**, with greater public support, and based on the latest sustainability knowledge. All of our past partners have received tremendous value and we would love to have you as one of our future partners. Please let me know about your summer availability or if there is any other information I can provide that would be helpful.

Thank you,

mayan A Salla

Megan Banks Program Manager, Sustainable City Year Program

> SUSTAINABLE CITY YEAR PROGRAM 6206 University of Oregon, Eugene OR 97403-6206 T 541-346-3582 scl.uoregon.edu/scy

An equal-opportunity, affernative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.



# Join us for the Sustainable City Year 2016-2017 Kick-off Event!

### Thursday, September 29th, 2016

Come learn about, celebrate and launch the partnership between the City of Albany and the University of Oregon for the 2016-2017 school year. Guests will include University of Oregon and Albany leadership, Albany staff, participating faculty from disciplines across campus, students, and more.

**Location:** John E. Jaqua Academic Center for Student Athletes 1st Floor Atrium 1615 E. 13th Ave Eugene, Oregon

Time: 3:30pm-5:30pm

Please RSVP by September 22, 2016 to sci@uoregon.edu Light refreshments and food will be served



# Sustainable Cities Initiative



"One of higher education's most successful and comprehensive service learning programs."

- The Chronicle of Higher Education

### What is SCYP?

The Sustainable City Year Program is SCI's flagship model for catalytic learning partnerships that redefine higher education for the public good.

SCYP is a radically simple model for bridging the gap between universities and communities.

- The projects are **communityEdentified** and driven
- SCYP mixes disciplines and faculty at an unprecedented level
- The **scale** of SCYP magnifies engagement as well as the educational and community-level impacts

### Contact

### Megan Banks

SCYP Program Manager mbanks@uoregon.edu 541.346.6395 Nico Larco, AIA SCI Co-Director nlarco@uoregon.edu

Marc Schlossberg, PhD SCI Co-Director schlossb@uoregon.edu

### Learning that Inspires Action

SCYP matches a multidisciplinary set of courses to a community-identified set of projects over an academic year. Each year SCYP solicits projects from a different community and matches those project ideas with up to 35 university courses, 15–20 faculty, and 500 students across more than 10 disciplines.

SCYP relies on **existing** classes, **existing** instructors, and **existing** curricula and an opt-in, bottom-up university model. The scale of engagement is unprecedented and impact significant for all included.

### A National Model for Replication

The model is **adaptable** to many different types of institutions because it relies on existing resources, but harnessed in a new way.

### The SCYP Model Gives...

- Students what they are desperately seeking (an opportunity to make a difference today)
- Cities what they badly need (new ideas, energy, and political space for new direction)
- Taxpayers and legislatures what they want (universities to be relevant)
- Society what we require (universities to be part of the solutions to our most pressing issues)



# What<br/>people<br/>say about<br/>SCYP

### "The Sustainable Cities Initiative is perhaps the most comprehensive effort by a U.S. university to infuse sustainability into its curricula and community outreach." -- New York Times

Find links to more SCI news at http:// sci.uoregon. edu/press

"It has provided a meaningful and marketable outlet for the energy and talent of hundreds of students in tens of thousands of hours of work per year." -- *The Chronicle of Higher Education* 

# "...Brilliant." -- Financial Times

"Students can stretch, be creative and generate ideas we might not think of to get the discussion going...and we get to take advantage of that brainpower." -- Oregon Daily Emerald

The program "takes city change on at an unprecedented scale." -- *Forbes* 

"It gives an opportunity for students to be involved in government in a realistic context." -- The Oregonian

"Blurring the boundaries between the classroom and the real world." -- *Alaska Airlines Magazine*  "From a citizen engagement point of view, it's the best thing I've seen in the three years I've been on the City Council." -- Gresham Outlook

"The University of Oregon seems to be liberating talent but more importantly empowering capability. The talent is astonishingly prescient about what needs to change and how it can be done." -- *Forbes* 

### "One of higher education's most successful and comprehensive service learning programs."

-- The Chronicle of Higher Education

### Contact

Megan Banks SCYP Manager mbanks@uoregon.edu Nico Larco, AIA SCI Co-Director nlarco@uoregon.edu Marc Schlossberg, Phd SCI Co-Director schlossb@uoregon.edu

# DOWNTOWN ACTIVATION

Term: Fall 2016 Professors: Rich Margerum, Bob Parker, Stacy Rosenberg Discipline: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

This project will help generate ideas and concepts for activating the downtown historic core through analysis and research of catalyst sites, as well as an assessment of data and plans related to downtown. Downtown opportunity site case studies will also be researched. End products could help guide future design, among other outcomes.



cardcow.pe

# EAT, PLAY, SHOP: DOWNTOWN REDEVELOPMENT

Term: Fall 2016 Professors: Joe Moore Discipline: Architecture

# PARKS & RECREATION FUNDING, SDC METHODOLOGY EVALUATION

Term: Fall 2016 Professor: Rebecca Lewis Discipline: Planning, Public Policy, and Management

### PROJECT DESCRIPTION

The project will focus on downtown revitalization through the lens of equity. Three sites in downtown Albany will be examined and three unique architectural programs developed around the concepts of food equity, economic equity, and social equity. Environmental equity will be an umbrella over the entire project. Project outcomes will include illustrative design proposals that reflect an individual site's equity focus.

### **PROJECT DESCRIPTION**

This project will review the Parks and Recreation Department's operating revenue sources and capital expense financing strategies as well as consider updates to the current System Development Charges methodology. Case studies from other cities will be reviewed and evaluated, and students will assess how local jurisdictions influence economic development through taxes and incentives.











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# REMOTE SENSING: MAPPING OF PARKS IN ALBANY

Term: Fall 2016, Winter 2017 Professor: Nick Kohler Discipline: Geography

# STRATEGIES AND TACTICS FOR HISTORIC PRESERVATION OUTREACH

Term: Fall 2016 Professor: Kelli Matthews Discipline: Journalism

### **PROJECT DESCRIPTION**

This project will use digital imagery, acquired by aircraft or satellites, to update maps of selected parks in Albany. Students will use spatial reasoning to interpret parks-related information and content.



### **PROJECT DESCRIPTION**

This project will focus on building awareness of the city's historic preservation program through strategic communications plans. Students will seek ways to gather data about residents' values and priorities while simultaneously providing information and education about the historic richness of the City of Albany. Final strategic communication plans will include measurable objectives, strategies, and tactics to accomplish those objectives.

# WATER RECLAMATION FACILITY BIOSOLIDS ALTERNATIVES MARKET ANALYSIS

Term: Fall 2016 Professor: Joshua Scov Discipline: Business

### **PROJECT DESCRIPTION**

The City of Albany is investigating potential uses for biosolids within the Mid-Willamette Valley region. This project will analyze whether a local market exists for this valuable material, whether it is compost or biosolids cake. Specific local partners, and potential revenues or costs associated with the different options will be identified.











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# IMPROVING CIVIC AND COMMUNITY ENGAGEMENT

Term: Fall 2016 Professor: Bill Flood Discipline: Arts and Administration

# DOWNTOWN ALBANY HOTEL VIABILITY

### **PROJECT DESCRIPTION**

This project will provide an overview of the relationship of the arts and culture to community development, focusing on an understanding of the community of Albany. The class will research cultural inventories models and recommend how to best develop a cultural inventory that focuses on identifying and understanding the people of Albany, the cultures they represent, and their cultural practices, as well as how to better engage people of Albany with community life and the city.



### **PROJECT DESCRIPTION**

This project will investigate the barriers, opportunities, and feasibility of hotel development in downtown Albany, either with the existing St. Francis historic building, or with new construction sites.



Term: Winter 2017 Professor: Doug Wilson Discipline: Business

# PARKS & RECREATION BUSINESS ASSESSMENT AND REVENUE ENHANCEMENT

Term: Winter 2017 Professor: Doug Wilson Discipline: Business

### **PROJECT DESCRIPTION**

This project will assess existing Parks & Recreation Department services and practices; analyze of strengths and weaknesses; and recommend new revenue-producing service opportunities and other potential avenues for revenue enhancement.









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Restore Oregon

# BUSINESS PLAN FOR PARKS & RECREATION FOUNDATION

Term: Winter 2017 Professor: Doug Wilson Discipline: Business

# OLDER ADULT POPULATION STRATEGIC PLAN

**PROJECT DESCRIPTION** 

This class will develop a draft business plan for the new Albany 501(c)(3) Parks & Recreation Foundation. The purpose of the foundation is to financially support programs and projects to serve the parks and recreation needs of Albany.



### **PROJECT DESCRIPTION**

The older adult programs need a redesign and marketing plan to meet current population requirements and desires. This project will help develop an older adult activity strategic plan for the over 75 population as well as the 55-60 age group.



Term: Winter 2017 Professor: Doug Wilson Discipline: Business

# ADVANCED CARTOGRAPHY: PARKS MAPPING IN ALBANY

**PROJECT DESCRIPTION** 

Students will help design and create a finished thematic cartographic map of selected parks in Albany. Final projects will also supporting graphs and text.



Term: Winter 2017 Professor: Jim Meacham Discipline: Geography



# **HISTORIC** PRESERVATION **OUTREACH CAMPAIGN**

Term: Winter 2017 Professor: Margy Parker (tentative) Discipline: Journalism

# **EQUITY AND OPPORTUNITY MAPPING ANALYSIS**

Term: Winter 2017 Professors: Nick Kohler, Chris Bone **Discipline**: Geography

# **MONTEITH AND HACKLEMAN** NATIONAL **HISTORIC** DISTRICTS

Term: Spring 2017 Professor: Liz Carter (tentative) **Discipline:** Historic Preservation

### **PROJECT DESCRIPTION**

Building from fall term's Public Relations and Strategies journalism class focused on historic preservation, students will implement a public relations campaign related to historic preservation.



The purpose of this project is to map selected data of Albany residents in order to help the city analyze access to housing and community amenities. These analytics will help create a common understanding of Albany's demographic distribution and will inform planning needs and investments by the city and area partners.





### **PROJECT DESCRIPTION**

This project will focus on one or potentially both of the Monteith and Hackleman National Register Historic Districts within the City of Albany, potentially resurveying certain properties or improving historic resource data management.









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# PLAN TO DEVELOP CANAL MULTI-USE PATHS

Term: Spring 2017 Professor: Marc Schlossberg Discipline: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

This project will analyze previous plans, and assess constraints and barriers to development around the Santiam-Albany Canal, including FERC requirements, and property ownership. Recommendations could include next steps for development, recommendations for project phasing, and project design details.



Albany Democrat-Hera

# DOWNTOWN CATALYST PROJECT: EAST END/MONTEITH PARK AREA

### **PROJECT DESCRIPTION**

The 2011 Albany Retail Refinement Plan outlined possible locations for a downtown east-end anchor building. This project will look at the potential for development at the east end of downtown and the Monteith Park riverfront.



Term: Spring 2017 Professor: John Rowell Discipline: Architecture

# TARGET INDUSTRIES STRATEGIC PLANNING

Term: Spring 2017 Professor: Tim Duy Discipline: Economics

### **PROJECT DESCRIPTION**

This project will include a review of market data related to target industries to better understand how to attract new businesses and help existing businesses in these sectors to expand. Industries to review may include food processing, specialty metals, and manufacturing.









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# MONTEITH RIVERPARK REFINEMENT/ EXPANSION

Term: Spring 2017 Professor: Rob Ribe Discipline: Landscape Architecture

# SENIOR CENTER FOUNDATION

### **PROJECT DESCRIPTION**

The expansion of the Monteith Riverpark will establish a front door and gateway to the river and destination for families, residents, and visitors. This project will develop conceptual designs and alternatives for spaces in the vicinity of the park.



**PROJECT DESCRIPTION** This project will investigate how the Senior Center Foundation can strategically plan for the future.



**Term**: Spring 2017 **Professor**: Dyana Mason **Discipline**: Planning, Public Policy, and Management

# PARKS & RECREATION FOUNDATION PLANNING AND OUTREACH

**Term**: Spring 2017 **Professor**: Dyana Mason **Discipline**: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

This project will investigate how the new Albany 501(c)(3) Parks & Recreation Foundation can strategically plan for the future, building from the winter term Business class outcomes.









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# ADVANCED GIS ANALYSIS OF ALBANY LAND USES

**Term**: Spring 2017 **Professor**: Yizhao Yang **Discipline**: Planning, Public Policy, and Management

# PARKS & RECREATION OUTREACH CAMPAIGN

Term: Spring 2017 Professor: Margy Parker Discipline: Journalism

### **PROJECT DESCRIPTION**

Geographic Information Systems will be used to collect data within the city to help evaluate undeveloped and under-utilized land available for future development.



### **PROJECT DESCRIPTION**

Building from fall and winter terms' classes in Business and Geography, students will implement an outreach campaign directed at parks and recreation users as part of the Parks and Recreation Comprehensive Plan Update.



Heritage NW Real Estate In



# BICYCLE TRANSPORTATION **& PEDESTRIAN** PLANNING

Term: Spring 2015 Professor: Marc Schlossberg Discipline: Planning, Public Policy, and Management

# REDMOND **NEIGHBORHOOD** REVITALIZATION PLAN

Term: Fall 2015 Professors: Rich Margerum, Bob Parker, Gerardo Sandoval Discipline: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

Students analyzed key hubs and the associated transportation infrastructure to increase walkability and bikeability.

### **Recommendations**

 Vegetated medians and bulb-outs Repaint and increase signage of bike lanes



Student groups developed five visions that evaluated and recommended planning practices needed to address Redmond's Great Neighborhood Planning Principles in Redmond's Midtown neighborhood.

### **Recommendations**

- Build on Redmond's small-business spirit
- Provide a variety of housing types to meet Redmond's needs

Ensure equitable transportation options

# **BUSINESS** MEDICAL DISTRICT **ECONOMIC** IMPROVEMENT DISTRICT **ANALYSIS**

Term: Fall 2015 Professor: Rebecca Lewis **Discipline:** Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

This project examined the viability of an Economic Improvement District (EID) in Redmond's Business Medical District. which would include maintenance, business recruitment, and management of the district. Students analyzed funding strategies and case studies in Oregon to provide recommendations.

### **Recommendations**

 Proposed funding strategy would assess properties based on their assessed value as opposed to square footage



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# STRATEGIC COMMUNICATION PLANS FOR REDMOND WATER UTILITIES

Term: Fall 2015 Professor: Laurie Honda Discipline: Journalism

# SOUTH US 97 CORRIDOR IMPROVEMENT PROJECT

Term: Fall 2015 Professors: Rob Ribe, Jeff Krueger Discipline: Landscape Architecture

**TWENTY MINUTE** 

**NEIGHBORHOOD** 

### Term: Fall 2015 Professor: Nick Kohler Discipline: Geography

### **PROJECT DESCRIPTION**

This project developed tactics and strategies for Redmond Wastewater Division to help educate Redmond elementary, middle, and high school students about water conservation and contamination. Strategies sought to teach students how to avoid flushing fats, oils and greases.

### Recommendations

- •Create logo design competitions
- Develop an internship program at RWD
- •Organize field trips to the RWD

### **PROJECT DESCRIPTION**

This project analyzed the US 97 corridor to illustrate a proposed future multi-way boulevard design. Students used multi-way boulevard concepts, illustrated form-based code recommendations, and produced photo-simulations US 97.

### Recommendations

- Build a multi-way boulevard with form-based code to increase corridor efficiency and safety
- Purchase land to build frontage roads and new cross-access roads
- Allow flexibility for local businesses
   development



Don't send Mr. Bacon down the drain, learn about FOGs and use your brain!



### **PROJECT DESCRIPTION**

This project used GIS to create a "20 Minute Neighborhood," a pedestrian-friendly Redmond that could be walked in 20 minutes. Students analyzed pedestrian infrastructure and existing services for 'walkability' of services, employment, and housing.

### Recommendations

- Increase sidewalk connectivity around points of interest to increase accessibility between locations
- Increase pedestrian ammenities such as benches and street trees



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# REDMOND AREA PARKS AND RECREATION DISTRICT TAX VALUATION

**Term**: Fall 2015 **Professor**: Rebecca Lewis **Discipline**: Planning, Public Policy, and Management

# CIVIC ENGAGEMENT STRATEGIES

Term: Fall 2015 Professor: David Remund Discipline: Journalism

# DOWNTOWN BUSINESS/ ECONOMIC IMPROVEMENT DISTRICT (BID/EID) ANALYSIS

**Term**: Fall 2015 **Professor**: Rebecca Lewis **Discipline**: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

This project reviewed RAPRD's funding structure as well as a General Obligation bond, system development charges, and a permanent levy with a district boundary change to determine what mix of tools could fund a new recreation center.

### **Findings and Results**

- Increase tax boundary to decrease residents' tax burdens
- •A general obligation bond must be a key part of the capital construction strategy



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BAB

### **PROJECT DESCRIPTION**

This project suggested innovative communication tools to help guide city departments with community outreach and media relations targeting families, parents and high school students, and/or Hispanic/Latino(a) populations.

### Findings and Results

- Increase social media posts
- Develop communications internships
- •Plan targeted events and activities

### **PROJECT DESCRIPTION**

This project examined downtown Redmond for the viability of an Economic Improvement District and/ or Business Improvement District (EID/BID) as a funding tool to support operation of a Main Street organization and programmatic support.

### **Findings and Results**

Establish an EID based on the assessed value of commercial property
Initiate an assessment period of three years



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# DOWNTOWN MARKET ANALYSIS

Term: Winter 2016 Professor: Beth Hjelm Discipline: Business

# POLICE STATION EXPANSION

Term: Winter 2016 Professor: Joe Moore Discipline: Architecture

# REDMOND SPORTS COMPLEX FEASIBILITY ANALYSIS

Term: Winter 2016 Professor: Beth Hjelm Discipline: Business

### **PROJECT DESCRIPTION**

This project updated a 2005 Market Analysis by examining retail downtown and conducting consumer surveys. This analysis recommends how downtown businesses can advertise effectively to target customers through types of messaging and types of products to sell.

### **Findings and Results**

Changing the retail mix can allow for growth and development of downtown
Communicate goals with stakeholders

and ensure a common vision

### **PROJECT DESCRIPTION**

Redmond is considering renovating and expanding the current National Guard building. This project provided concepts for the site, taking into account the needs of the Redmond Police Department.

### Recommendations

- Foster a positive community-department relationship through open space inclusion
- Incorporate security through separation of public and private spaces
- Use sustainable elements like bioswales
- Organize design around a central core

### PROJECT DESCRIPTION

This project conducted a feasibility study of a sports complex, including analyzing potential use, return on investment, and researching recreation uses and trends to identify specific facilities and fields needed for a successful complex.

### **Findings and Results**

- The five most feasible sports for tournaments are baseball, softball, paintball, wrestling, and tennis
- •Determine sponsorship tiers and marketing strategy

### Proposed Site for the Sports Complex



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# AIRPORT LANDSCAPE MASTER PLAN

Term: Winter 2016 Professor: Mark Eischeid Discipline: Landscape Architecture

# AIRPORT STRATEGIC BRANDING AND MARKETING PLAN

Term: Winter 2016 Professor: Beth Hjelm Discipline: Business

### PROJECT DESCRIPTION

This project created a Landscape Master Plan for the Redmond Municipal Airport. The primary goal was to provide a consistent look and feel for redevelopment, and help develop Airport Design Guidelines and Standards.

### Recommendations

advertising.

Findings and Results
Implement Rate Card
Include Lamp Posts

utilization and zones

- Use art, trail systems, and park spaces to create cohesive airport space
- Focus on connectivity, energy and natural resources, materiality, and view for design

**PROJECT DESCRIPTION** 

This project developed a strategic branding and marketing program for

the airport to maximize marketing and

• Pursue sponsorship opportunities to increase advertising revenue

Implement improved asset mix





# DEVELOPMENT OF A COMPREHENSIVE INCUBATOR/ ACCELERATOR

Term: Winter 2016 Professor: Beth Hjelm Discipline: Business

### **PROJECT DESCRIPTION**

This project studied the feasibility of a Redmond-based business incubator. The project examined various business models for other incubators, inventoried efforts in the region, and identified potential sources of economic support.

### **Findings and Results**

- Redmond has the capacity to start and sustain an incubator
- Focus on Maker / Manufacturing, but remain open to all industries



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# REDMOND WASTEWATER DIVISION CAMPAIGN

Term: Winter 2016 Professor: Margy Parker **Discipline:** Public Relations

# **POLICY ANALYSIS** FOR AFFORDABLE HOUSING IN REDMOND

Term: Winter 2016 Professor: Ren Thomas Discipline: Planning, Public Policy, and Management

# REDMOND PROFESSIONAL **BUSINESS MEDICAL** DISTRICT CAMPAIGN

Term: Winter 2016 Professor: Wendy Ames Dionísio **Discipline:** Public Relations

### **PROJECT DESCRIPTION**

This project developed a strategic public relations plan and campaign to promote sustainable water disposal practices among household leaders in order to preserve treatment facilities, preserve the water supply, and keep utility costs low for residents.

### Recommendations

- Utilize local radio stations to broadcast key messages
- Develop a Facebook campaign to increase awareness of best disposal practices
- Include educational infographics in billings

### **PROJECT DESCRIPTION**

This project identified policy reform and outreach opportunities to provide more affordable housing options in Redmond. Students conducted stakeholder interviews and performed an analysis of current and potential housing-related policies.

### **Recommendations**

- Provide SDC waivers for affordable units
- Develop an Affordable Housing Trust Fund
- •Redefine dwelling unit in city code to decrease the minimum size requirement, and allow for units with shared amenities

### PROJECT DESCRIPTION

This project created a communications plan and future campaign to advise the City of Redmond on how to effectively raise awareness and draw new business, investors, and developers to the **Professional Business Medical District** (PBMD).

### Recommendations

- ·Share PMBD updates on Redmond's Facebook page with images of development sketches, streetscaping, and overall progress
- Create a LinkedIn page to share PMBD updates and connect with businesses



BUSINESS MEDICAL ISTRIC

REDHONG PROFESSIONAL



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# REDMOND CIVIC ENGAGEMENT CAMPAIGN

Term: Winter 2016 Professor: Wendy Ames Dionísio Discipline: Public Relations

# PLANNING GREAT NEIGHBORHOODS USING GIS ANALYTICS

**Term**: Spring 2016 **Professor**: Yizhao Yang **Discipline**: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

This project implemented a civic engagement campaign based on identified goals, objectives, target audiences, strategies, and tactics that would help increase civic engagement, specifically awareness of city events and engagement online.

### Recommendations

- Implement a program in which a city official visits local schools
- Utilize social media to create and share video blogs and online polls
- •Hire a social media intern

**PROJECT DESCRIPTION** Using the Great Neighborhood

a methodology for assessing neighborhood conditions such as compact walkable areas, and complete

**Recommendations** 

streets.

In progress

Planning Principles, this project used Geographic Information Systems (GIS)

to analyze specific neighborhoods and identify where planning efforts can be

strengthened to improve neighborhood conditions. GIS was used to develop





# ESTABLISHMENT OF A REDMOND COMMUNITY FOUNDATION

**Term**: Spring 2016 **Professor**: Dyana Mason **Discipline**: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

Students evaluated the feasibility of a Community Foundation owned and operated by the City of Redmond. The Redmond Community Foundation would be a centralized location for donors and granting agencies wishing to support various programs and services that benefit Redmond's citizens.

Recommendations

In progress



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# **CREATION OF A REDMOND** HOMELESS SHELTER

Term: Spring 2016 Professor: Dyana Mason Discipline: Planning, Public Policy, and Management

# LEGAL STRATEGIES FOR **SUSTAINABILITY** ORDINANCES

Term: Spring 2016 Professor: Jonathan Rosenbloom Discipline: Law

### **PROJECT DESCRIPTION**

This project worked with a coalition of homeless providers in Redmond to outline a successful non-profit structure and fundraising plan for a potential housing development for homeless families in Redmond. Students reviewed best practices from Nampa, Idaho, and Eugene, Oregon to curate recommendations for Redmond.

**Recommendations** In progress

### **PROJECT DESCRIPTION**

This project created a series of draft ordinances to help enable and bolster sustainable aspects of Redmond's development, such as: Sustainable procurement, encouraging local food production, promoting infill development, creating a plastic bag ban, creating a tiered water fee structure, and allowing xeriscaping.

# **OUTREACH TO MINORITY** COMMUNITIES

Term: Spring 2016 Professor: Gerardo Sandoval, Anabel Lopez Salinas Discipline: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

The city is seeking additional ways to better connect with and engage with the area's growing minority population. This project identifies the most common challenges and barriers faced by minority populations in Redmond, and makes recommendations for future and/or additional actions.

Recommendations In progress









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# ESTABLISHMENT OF THE REDMOND FAMILY JUSTICE CENTER

**Term**: Spring 2016 **Professor**: Dyana Mason **Discipline**: Planning, Public Policy, and Management

### **PROJECT DESCRIPTION**

Redmond is exploring the viability of a Redmond Family Justice Center to provide a one-stop location for domestic violence victim services. This project examined a successful non-profit structure and fundraising plan, and reviewed best practices from Nampa, Idaho, and San Diego, California to synthesize recommendations.

Recommendations

In progress



# DEVELOPMENT OF EVERGREEN CULTURAL ARTS CENTER

**Term**: Spring 2016 **Professor**: Dyana Mason **Discipline**: Planning, Public Policy, and Management

# BIKE WALK ROLL PUBLIC RELATIONS CAMPAIGN

Term: Spring 2016 Professor: Margy Parker Discipline: Public Relations

### **PROJECT DESCRIPTION**

The objective of this project was to develop a non-profit structure and fundraising plan for the Evergreen Cultural Arts Center at the historic Evergreen Gym. Students reviewed best practices from Baker City and Pendleton, Oregon.

Recommendations

In progress



### PROJECT DESCRIPTION

This project developed short-term, midterm, and long-term recommendations to promote biking, walking, and rolling in Redmond.

### Recommendations

- Regularly monitor social media accounts (Facebook, Instagram, and Twitter)
- Connect with PTAs at Sage and John Tuck
   Elementary Schools
- · Consider a social media intern
- Implement PSAs to increase brand awareness



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# Forbes

# Why Universities Need Celebrating from The (City) Rooftops

Haydn Shaugnessy December 10, 2011

Commentators who seek a big fix for society tend to say education, like all those other old institutions, is broken. But education is also fixing itself and sometimes it's doing a fantastic job. Last week I got talking to Nico Larco and Marc Schlossberg of the <u>University of Oregon</u>. Marc and Nico founded the Sustainable Cities Initiative there.

Wait! Wait, you say, another University with a sustainable cities project. And I said the same. What's new? But Nico and Marc have created the Sustainable City Year, SCY, and it is truly different.

SCY focuses the resources and ingenuity of professors and students across 10 - 12 departments on one city for one year, with the aim of addressing and catalyzing change across all issues that impinge on sustainability.

There are two results we need to share and think about. First though the program, in brief.

The program, run last year in <u>Salem</u>, Oregon, takes city change on at an unprecedented scale. In Salem 500 students from 28 courses participated in the year long project along with 20 professors from ten disciplines. All in, they donated a total of 80,000 hours to the city.

"There's nothing like it in the world," Marc told me. "And it's a simple model. We began by asking what if we could ask professors with existing courses to point those at a single city over a single year and address issues that are within the existing curriculum. And do this with a sustainability focus. It turns out that cities are desperate to move into a new sustainability and livability model. But they are schooled in an old model and they are busy. We on the other hand have students who are like an ideas' machine and are being trained in these areas – sustainability and livability."

Cities might want to try the sustainability route but as Marc implies, it is difficult.

"Cities face obstacles," says Nico. "Like, who are the stakeholders? Do they trust the city? Is there capacity for the city to move forward? Is the full realm of possibility understood?"

So the SCY folks help with these issues and develop very concrete plans for the lucky city that get's a bite at it – by the way cities from as far as China and New Zealand want to adopt the model. That means creating new space use plans, or figuring out how to introduce new environmental technologies, or how to adapt the transport system, or even how to design a better building. If it has sustainability, planning, architecture, landscaping, business, journalism, product design, civil engineering, law, economics or other relevant skill needs, SCY will help.

So to the first impact. Clearly this is replicable, across problem-sets beyond sustainability. You could take any challenge that cities face and build out a similar swarm of resources. Also, and this is vitally important, it tells us we do have the resources to effect major change quickly, and they are not even locked away. So no more complaining about the big reset. Let's just get on with it.

The second impact of the program though is on the students and the educational environment. Young people,<u>I've said elsewhere</u>, are extraordinarily capable. They see a set of problems in front of them, caused by financial chaos, poor resource allocation and poor decision making. Heck, they are the ones studying this stuff.

Two things prevent them impacting on society. One is we try to stop them and we do it through the weight of inertia that older cynical generations apply to the challenges of change. The second is we stall their enthusiasm for the years they are studying, the period when they are high energy and fearless.

The University of Oregon seems to me to be liberating talent but more importantly empowering capability. The talent is astonishingly prescient about what needs to change and how it can be done. The capability actually lies within all of us – many, many of us who look out on the world right now and bemoan poor political decisions. We all need empowering at the level we can contribute.

We should be celebrating our Universities for doing that for young people, and handing younger people the keys a whole lot earlier. SCY is a model for how to do just that.

### The New York Eimes



August 23, 2010

# In Oregon, Students Seek Key to a Sustainable City

By MICHAEL BURNHAM of

SALEM, Ore. -- In many cities, the rise of a shopping mall forebodes the fall of a downtown.

A Sears trades Main Street for Mall Drive. Shoppers follow in their cars and so do the automobile dealerships and furniture stores.

But Oregon's capital, which saw its downtown deteriorate when Interstate 5 and strip malls rose to the east in the 1960s, went a different direction: It built a mall downtown. A movie theater, Macy's and dozens of other Salem Center retailers continue to draw shoppers to the corner of Center and Liberty streets.

"The mall definitely helps business," said Lari DeLapp, owner of the Coffee House Café, two blocks south of the mall. "Boy, if that went away, downtown would really be hurting."

Business could be better, DeLapp concedes, but these are not ordinary times. The Great Recession manifests itself here in myriad ways: State workers adjust to "Furlough Fridays," shoppers spend less in downtown stores, and developers build fewer homes and offices.

If Salem's key to economic sustainability in the 20th century was brick-and-mortar buildings such as the mall, then what is the solution for today? Short on tax dollars, this city of 150,000 people is about to be long on ideas -- and perhaps a little paper, glue and elbow grease mixed in.

Roughly 600 University of Oregon students in 25 classes will devote 80,000 hours to Salem during the coming year. The novel program, part of the university's three-year-old Sustainable Cities Initiative, will focus on making Salem more economically, socially and environmentally sustainable.

Students in architecture, planning, law, journalism and business classes will explore how

Salem could nurture green business clusters, reuse industrial byproducts, connect parks with bicycle paths, redevelop brownfields and design energy-efficient municipal buildings, among other things. Just as important, the students will consider market and regulatory barriers to implementing their ideas.

"If there isn't a lot of economic activity and ability to make these kinds of substantive changes in the built environment today, then it's the perfect time to be laying out the ideas and plans for the future," contended Marc Schlossberg, a planning professor and co-director of the Sustainable Cities Initiative. "We like to call this tilling the soil."

### Till today, reap tomorrow

Students will create a strategy for redeveloping land between Salem's central business district and Riverfront City Park, which lines the eastern edge of the Willamette River. The architecture, law and planning students' work will take into account the city's downtown strategic action plan, the framework for urban renewal investments.

Meanwhile, the Salem City Council is weighing whether to loan \$500,000 to a team of developers to finish a high-profile tower with space for residents and retailers. The eight-story Rivers Condominiums building sits adjacent to vacant lots today, but city leaders envision a bustling riverfront neighborhood tomorrow.

"That's a key to keeping downtown vibrant," Salem City Manager Linda Norris said.

In addition to brainstorming ways to spur more downtown development, students will consider how to connect the city's parks with bicycle and pedestrian trails. Potential environmental benefits include less automobile traffic and pollution, city planners contend.

"We have a lot of good data about the number of cars that move through but not much about the bikes," said Courtney Knox, the city's lead staffer on the project.

Students will also be tasked with designing a new home for Salem's police department and redesigning a 1972 civic center as a hub for other municipal workers.

"We're looking for ways to make it more energy efficient, leaving the '70s behind, we hope," Knox explained. "The space is just not configured well for current work habits and culture."

Working on such projects will give students a comprehensive look at how a city really works, said University of Oregon architecture professor and program co-director Nico Larco.

"An architecture student starts to see how important the political process is -- that it's not just about design," Larco added.

The city will chip in about \$345,000 for the university collaboration, dubbed the Sustainable City Year. Last year, students put in about 100,000 hours of work for the Portland suburb of Gresham.

Among the students' paper-and-glue models and glossy reports were plans for an energyefficient city hall and weekday commuter rail parking lot that doubles as an outdoor market and music venue on weekends. Students also explored how this suburb of more than 100,000 people could improve pedestrian activity, redevelop a rock quarry, reduce stormwater runoff and adapt to climate change.

### Greening the ivory tower

The Sustainable Cities Initiative is perhaps the most comprehensive effort by a U.S. university to infuse sustainability into its curricula and community outreach. In recent years, green chemistry, business and design classes have sprouted alongside organic gardens and recycling centers at the Univerity of Oregon's campus in Eugene and at other colleges and universities.

In Annville, Pa., for example, farmers feed their pigs food scraps from Lebanon Valley College's dining and catering services. At Meredith College, in Raleigh, N.C., students and employees buy shares in a farm and receive organic produce.

Higher-education officials contend that the sustainability movement is a new twist on an age-old mission.

"We're putting the public back in public university," said Robert Young, a University of Oregon planning professor and Sustainable Cities Initiative co-director.

"By very definition, sustainability is looking at environmental-, economic- and equity-based public interests," Young explained. "It's the historical role of the public university."

Karen Arabas, a professor of environmental science at Willamette University in downtown Salem, said private schools such as hers share that mission. She points to the 168-year-old institution's motto: "Not unto ourselves alone are we born."

"We have a strong sense of service on campus, and sustainability transcends every field," Arabas added. "When students graduate, these are some of the skills and knowledge they'll need in the world, whether they go into law, business or medicine."

Willamette -- which topped a 2008 National Wildlife Federation ranking of U.S. schools that engage in sustainability activities -- uses its Center for Sustainable Communities to foster campus-community collaboration. The 2,600-student university began hosting regular sustainability retreats for students, faculty and administrators in 2005 and is now working with the U.S. Fish and Wildlife Service to restore habitat in a 300-acre research forest west of Salem.

The school looks at everything from how much locally harvested, organic food it serves to how many tons of greenhouse gases it emits.

Having a small environmental footprint is a big bragging right in these parts.

The Princeton Review and U.S. Green Building Council ranked Willamette, the University of Oregon and four other Oregon universities among the top 286 "green" colleges for 2011, based on the schools' practices, policies and curricula. The mere existence of such a list is evidence that universities, students and prospective employers are paying increasing attention to sustainability issues, said David Soto, the Princeton Review's director of college ratings.

The publisher surveyed 12,000 college applicants and parents earlier this year, and 64 percent of respondents said they would value having information about a school's environmental commitment. Almost a fifth of those respondents said such information would "very much" influence which school they choose.

"A lot of schools are starting to give guidance on green jobs -- what a green job is and how to secure one," Soto added.

### 'One coffee cup at a time'

Jobs are on just about everyone's mind in Salem, where the unemployment rate hovers stubbornly above 10 percent. People here are quick to note that a city that works, must be a city that works.

Coffee House Café owner DeLapp suggested that the municipal government could generate downtown jobs and foot traffic by offering building owners incentives to fill vacant street-level retail spaces. At the same time, existing businesses should buy locally when possible. "One coffee cup at a time, hopefully we can change things," quipped DeLapp, who sells organic coffee roasted in a nearby town.

Christopher Marley, owner of a downtown art gallery called Pheromone, said Salem needs a more effective business-led effort to persuade new companies to move to the city. Salem could improve its prospects of attracting and retaining employers by improving its arts and entertainment options downtown.

"I really do think that if you build it they will come, as clichéd as that sounds," added Marley, who opened his gallery three months ago. "Businesses have to be wooed."

Government is far and away Salem's largest employment sector, so the municipal government is trying to lure clean-technology companies to its new Salem Renewable Energy and Technology Center near the municipal airport and I-5. Among the 80-acre business park's first tenants is Sanyo Electric Co., which opened a factory last fall that produces solar ingots and wafers for photovoltaic cells.

"We're working hard at attracting companies that are good for the environment and related to sustainability," City Manager Norris promised.

In the coming year, Oregon students will explore how Salem could foster such business clusters.

"Sustainability is something we have to pay attention to," said architecture professor Larco. "We're starting to see 'green' translate not only into environmental and human health but into business and dollars."

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# **Oregon** EQuarterly



### HubEofEChange

The UO's Sustainable Cities Initiative is collaborating with leaders across the state to help cities become greener and more livable.

### by Mary Democker

Redmond police chief Dave Tarbet appraised the group of young people, unsure where things were headed. A dozen UO architecture students had just disembarked from a chartered bus for their first meeting with Tarbet, his police department, and Redmond city staff and councilors. The students' task was to render architectural plans for a new police station in a vacated national armory building—and design it sustainably.

Most of them had no familiarity with Redmond or police facilities and hadn't worked with flesh-and-blood architecture clients, much less a uniformed squadron. The police chief, not usually involved with design or students, wasn't sure what to expect either, but he and his department were game for taking part in the Sustainable City Year Program (SCYP). Other officials who had interacted with some of the 28 UO classes unleashed on Redmond had delighted in the presence of students eager to tackle the city's sustainability issues.

In a reversal of the usual youths-and-cops scenario, students questioned police. "What can you tell us about your police station? How do you organize the physical elements? What do you think about when you think about Redmond?"

The officers' concerns—pragmatic ones about where to store evidence or put the intake counter—shifted to reflections on what it's like to work in law enforcement, how that influences social interactions, and what kind of long-term identity they envisioned for their department.

The police chief and many of the officers and staff members at the meeting left that first encounter impressed with the students and eager to see what kind of station they'd design.

"What was exciting," says Lieutenant Mike Kidwell, "was that they actually asked us what we wanted."



Watch a short video featuring collaboraters on this year's SCI project based in Redmond, Oregon. THAT'S THE POINT, according to Marc Schlossberg, codirector of the Sustainable Cities Initiative (SCI), the UO organization that runs SCYP. He notes that there's a long history of universities researching communities and extracting knowledge from them, but such research doesn't necessarily benefit its subjects. "Students get brownie points, faculty members get brownie points, and the community is left with nothing."

Instead, as it has done every year since its inception in 2009, SCYP asks cities to identify existing problems they'd like help with as well as dream projects that the staff and leadership need help bringing to fruition. For the 2015–16 partnership year, SCYP program manager Megan Banks took Redmond's wish list and played matchmaker, finding UO professors to gear classes toward each particular project. In the end, more than 400 students from eight academic departments gave 50,000 hours to a wide range of projects, including a redesign of a highway corridor, a feasibility study for a community art center, outreach to the growing Latino community, and a "Walk, Bike, Roll" marketing campaign.

Other student recommendations may lead one day to a new police station that features a courtyard for shared lunches and community barbeques, and even a public café, store, library, classroom, or fitness room. "The courtyard was one of many ideas exploring the concept that the police station building could actually be a catalyst for change in the community and even have a strong role in the daily urban fabric," said Eugene architect Joseph Moore, BArch '07, who taught SCI's Redmond-project architecture class.



Adell Amos, associate professor in environmental and natural resources law; SCI codirector Marc Schlossberg, professor of planning, public policy and management; SCI codirector Nico Larco, associate professor of architecture; and Heather Brinton, director, Environmental and Natural Resources Law Center. THE PIONEERING COLLABORATIVE MODEL, according to Schlossberg, benefits everyone involved. "Students get value out of doing real-world projects and the faculty gets value because students are totally motivated and doing better work," he says. Cities get expert attention from professors, often leaders in their fields, who help hundreds of young minds churn over countless issues and create proposals to solve them.

Cities pay \$300,000–350,000 to participate in the program—after vying against other cities for the yearlong partnership—and say it's worth every penny.

Heather Richards, Redmond's community development director, says it's been refreshing to watch student innovation move projects forward that had been stagnant for years. "Most of us, especially in management levels, have been in the industry awhile and we get a bit jaded and put into a box. It's been energizing to have young people challenge that box, not only for us, but for city leadership and the community."

Students love it, too. Fifth-year architecture student Dianna Montzka went to the first class of her bicycle transportation course not knowing it was run through SCYP.

Though she'd had many classes in architecture and city planning, this class, for which Professor Schlossberg won a UO Sustainability Award, was, "from the get-go, 10 times better than any experience I'd had. At our first meeting with Redmond, it was clear they were impressed with the knowledge we already had about their city and taken aback at our level of commitment."

Montzka recalls that Richards invited the class to think big and share freely. "She told us, 'We want to hear anything and everything you have. This is up to you guys, really."

The students dove into research and, over the next 10 weeks, sketched, Skyped, scanned, and e-mailed with city staffers as they tinkered with ways to make Redmond's bicycling infrastructure more safe, accessible, and family-friendly. "I put much more energy into my work because I was making a difference in the real world," Montzka says. "I was getting feedback from actual people in the city who care about this info and want to implement it, rather than having a hypothetical client who never gave me feedback." Inspired to literally go the extra mile, Montzka even traveled back to Redmond with three classmates to learn more about its biking culture, interviewing cyclists in cafés and in front of stores.

"Being taken seriously made the work I did much easier to accomplish," she says. "It wasn't, 'Ugh, I have to finish this assignment,' but 'Oh! I want to finish my rendering to change this sad street to an awesome street that's going to work so well for them!"

It doesn't hurt the résumé, either. Classmate Kylie Kopczenski chatted about her bike transportation course with her seatmate on an airplane, unaware that he was a top executive with PFL Spaces, which designs and builds bicycle parking facilities for commercial buildings. "I didn't think I would have much to put on a résumé," she says, "but my experience working with Redmond added a tremendous boost. I was able to turn the encounter into an awesome job."



Nadja Quiroz, a graduate student in landscape architecture, utilized Redmond's nickname as "The Hub" of Central Oregon as design inspiration for her landscape master plan for the Redmond Airport. Locally sourced basalt is used to create landforms that are centered on the intersection of the runways.

SCI BEGAN THE WAY many great ideas do—with a gripe session. Schlossberg and four colleagues, all passionate about a multidisciplinary approach to sustainability, discovered a shared and acute frustration: The climate crisis was driving an urgency for improvements in energy efficiency and livability in urban design, but prospects for on-the-ground change were shrinking with city budgets. Meanwhile, hundreds of UO students were generating innovations in sustainable design that no one but a handful of professors ever saw.

"We have students turning in insightful papers over and over and over again," Schlossberg says. "Most of the analysis and ideas are a nice compromise between being ambitious and smartly realistic in a way I never was at that age."

But once students hand in those final projects, they generally hurry on to the next class, he says. "Ninety-eight percent don't even want feedback. Every professor at every university around the world sees this capacity, talent, and effort being wasted."

What if, the professors wondered, classes work on projects that cities actually want help with? They pitched Gresham's city manager, Erik Kvarsten, BS '82, proposing that each would gear one class toward a sustainability problem in Gresham. The students would try to solve the problem, and the city would give them professional feedback on their proposals.

The professors described city planning and design projects they typically work on in their UO classes and asked, "Does any of this stuff look useful?"

"Much to our surprise," Schlossberg said, "Kvarsten and city staffers went down our list and said, 'We could use help with everything on your list, and here are 10 or 20 more things—do you do that at the UO?" Schlossberg and associate professor of architecture Nico Larco matched the projects with UO professors and in 2009, launched the Sustainable Cities Initiative (SCI), which they now codirect. "Right from the start, it was like drinking from a fire hose," says Larco.

That first year, students in 19 classes dug into multiple projects in Gresham, including a design for a new city hall, redevelopment for a low-income neighborhood, and beautification of a light-rail station. Students offered so many creative and pragmatic solutions that, even in the recession economy, Gresham decided to pay. "The quality of the deliverables justified it," says Kvarsten.

When more cities clamored to be "the next Gresham," SCI instituted an application process and fee, and hired a full-time program manager. "To me, the power of this is that we didn't reinvent the wheel at all," says Schlossberg. "We just harnessed what already exists in universities and within our partner cities and stumbled on a way to squeeze efficiencies out of them. If you think about anything around sustainability, that's where it's at."

News about SCYP's success spread, and Springfield and Medford followed after Salem. After the *New York Times* highlighted SCI as "perhaps the most comprehensive effort by a US university to infuse sustainability into its curricula and community outreach," and the *Chronicle of Higher Education* praised it as "one of higher education's most successful and comprehensive service-learning programs," other universities came calling, wanting to start their own programs. Larco and Schlossberg were eager to share the program's successes, and

in 2011, SCI hosted its first replication conference.

"Now, 25 programs around the country are running the SCYP model or some version of it," Larco says, "everything from small liberal arts colleges to large research-oriented universities." The program has garnered several awards, including one from the Association for the Advancement of Sustainability in Higher Education. It also has a growing international component, with faculty members providing training to colleagues in Israel, Gabon, and China.

Larco has several theories about why SCI is so successful. "We're very entrepreneurial. We think of SCI as a startup, so we're nimble and result-oriented. Instead of trying to make things perfect before we go or thinking about something to death—which, as academics, we tend to do a lot—we say, 'Just start' and make it better as we go."



Graduate student in landscape architecture Kelly Stoecklein (kneeling) points out features of her plan for a commercial area in Redmond, with (clockwise, from left) undergraduate Casey Howard, graduate student Matthew Jorgensen, ODOT's Joel McCarroll, and graduate student Krisztian Megyeri. ANOTHER PART OF SCYP's genius is that participants get to approach problems from a multidisciplinary perspective, incorporating the full range and complexity of modern urban design issues. Students also get experience with a lesser-known but vital aspect of sustainable design and planning: social justice. "When people think of sustainability, they think of the environment, but part of sustainability is the equity component," says Gerardo Sandoval, an assistant professor in the Department of Planning, Public Policy and Management. "For me, equity means making institutional amends for historical oppression, so it includes issues of race and inequality.

"Some people call it the three E's—economy, environment, and equity. They're like three overlapping circles; if you work in that middle space, touching all three things, that's sustainability."

Taking that to heart, city leaders in five of the seven SCYP partnerships have requested help communicating with their growing Latino population. Low-income Latinos in Oregon typically shun traditional public engagement

processes due to language barriers, the difficulty of attending town hall meetings, and, for undocumented community members, fear. Because decision-makers lack in-depth understanding of Latino issues, they struggle to create effective policy.

In Redmond, Sandoval partnered with the Mexican consulate and a Latino support organization headed by UO alumnus Brad Porterfield, MCRP '01, to conduct outreach where Latinos feel safe—at churches, schools, and Latino-owned businesses.

"One of my biggest takeaways overall is, 'Don't Be satisfied with what you've got right now, Don't Get Complacent." —city manager Keith Witcosky

Student research has found that undocumented Latinos often feel unsafe in public parks and that low-income Latinos often experience discrimination while they seek housing. One Mexican teen built a diorama of a soccer field to convey his longing for more access. Students report findings to city officials, who can use them to inform public policy decisions that affect marginalized Latino communities.

In Medford, research highlighted the paucity of Latinos holding elective office. A person acting as a cultural liaison for the UO group later won a seat on the local school board. "One of my goals is to create a buzz around these themes, and empower Latinos to run for office or start their own businesses," notes Sandoval.

THE UO SUPPORTED the growth of SCI in 2011 with a \$50,000 Big Ideas grant. "The university was primed for this kind of work," notes Larco. "I don't think I've found anywhere else that has the depth of people interested in sustainability that we've got here. This is where the UO can actually be a leader nationally and internationally."

Schlossberg agrees that the UO has the potential to be a world leader in integrating research, education, and community change. "We do it for more disciplines than anywhere else on the planet, and in a more effective way. This is the niche the UO can be exploiting to make its mark. We don't do nearly as much as we should to own this space."

SCI also hopes to expand its partnership with the state of Oregon. "Right now, the entirety of the SCYP funding comes from cities," Schlossberg says. "We'd ideally like the cities to put in half and have it be matched by the state. It would be an amazing leverage of city-state-university—all working on pressing societal issues and training the next generation's workforce, serving Oregon. Those are the conversations we're trying to have with the governor."

"We're putting the public back in public universities," Larco says.

Mary DeMocker, BA '92, is a freelance writer in Eugene.

# **SCYP** Sustainable City Year Program

Application Information for the 2017-18 Academic Year

Application Due : January 31, 2017





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## Sustainable City Year Program

### Application Information for the 2017-18 Academic Year

### Summary

The University of Oregon Sustainable Cities Initiative is now accepting proposals from cities, counties, special districts, ports, tribes, and regional partnerships to be the partner for the Sustainable City Year Program (SCYP) for the academic year beginning fall 2017. The successful applicant will benefit from between 40,000 and 80,000 hours of work by University of Oregon students and faculty members, from a variety of disciplines, working to advance the partner's sustainability projects. Prior partners are Redmond, Gresham, Salem, Springfield, and Medford; our current partner is Albany. The partner must support the effort through staff time and the payment of a fee. The selection process is competitive. The deadline for applications is January 31, 2017.



Albany, Oregon, SCYP partner 2016-17

[albanyvisitors.com]

### **Overview of Program**

SCYP is a yearlong partnership between the University of Oregon's Sustainable Cities Initiative (SCI) and one partner in Oregon that engages students and faculty in courses from across the university on sustainability and livability projects in collaboration with the partner. The Sustainable City Year faculty and students work through a variety of studio projects and catalytic 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 forward movement for a community ready to transition to a more sustainable and livable future.

The question of sustainability applies not only to municipalities of all sizes, but also to a broad spectrum of disciplines. SCYP has included courses in Architecture, Arts and Administration; Business Administration, Business Management, Economics, Interior Architecture, Journalism, Landscape Architecture, Law, Planning, Public Administration, Nonprofit Management, Product Design, Geography, Environmental Studies, Digital Arts, and Civil Engineering (at Portland State University). Additional





disciplines may be added, depending on the partner's needs and faculty interest. Many SCYP projects combine multiple disciplines to address problems from diverse perspectives.

Past projects in Redmond, Gresham, Salem, Springfield, and Medford have aligned with a wide array of City Council goals, and have included:

- Designs for a K-8 school, public safety facilities, a city hall, a public library, fire stations, and redeveloped brownfield sites;
- Assessments and recommendations for improving civic engagement with neighborhood groups and minority residents;
- Transportation safety, bicycle planning, and recommendations for street-scale transportation improvements;
- Improved wayfinding capabilities and signage;
- Branding, marketing, strategic communication and outreach plans;
- Conceptual park design and trail planning;
- Economic feasibility and market analysis studies;
- A greenhouse gas inventory and a climate preparedness plan;
- Economic and Business Improvement District feasibility studies;
- And much more (for a complete project list, visit http://sci.uoregon.edu/sustainable-city-year-project-portfolio)



Gresham, Oregon, student presentations, 2009-10

Redmond, Oregon, public workshop, 2015-16

### Benefits of the Sustainable City Year Program

SCYP provides numerous benefits for the partner. The partner can expect:

• Concept plans and designs that can energize staff and community members around projects tied to partner goals. Students can explore and innovate in directions that are sometimes unavailable to partner staff or consultants due to constrained project budgets or political conditions.





- A high rate of return on investment, with 40,000 80,000 hours of student work on projects.
- Increased energy and enthusiasm among residents and partner staff, and greater support from residents for proposed solutions, through student outreach.
- Robust proposals that can spark community and staff discussions, increase the breadth of conversations around projects, as well as help to get "stuck" projects moving.
- Increased publicity in local, state, regional, and national publications (see examples on SCI's website), and an improved reputation as a forward-thinking, sustainable organization. Project results can help you clarify, understand, and apply sustainability and livability principles.
- An interdisciplinary group of faculty experts with first-hand knowledge of innovative research and practices, often nationally and internationally recognized in their field.
- Interested students, with on-the-ground knowledge of your area, who may serve as candidates for future internships and staff positions. Students often turn out to be informal ambassadors for the partner, describing their successful collaborations with the partner in presentations, community meetings, future academic courses, and job interviews.
- An opportunity to attend presentations by a national expert in transportation or another sustainability field, arranged through SCI's Experts-in-Residence program. Recent Experts-in-Residence have been Gabe Klein, Transportation Commissioner for the City of Chicago and previous Director of the Washington, D.C. Department of Transportation; Jonathan Levine, Professor and Chair of the Urban and Regional Planning program in the Taubman College of Architecture and Urban Planning at the University of Michigan; Shelley Poticha, Director, Urban Solutions, Natural Resources Defense Council; and Denny Zane, Executive Director, Move LA.



Multi-way boulevard current condition

Future projection

SCYP: Application Information for the 2017-18 Academic Year





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### **Partner Selection**

An SCYP partner should have the staff and funding capacity to support 15-25 sustainability-related projects. For their SCYP application, partners may want to develop and propose a list of 20-30 projects, since not all projects will be suitable for matching with university courses.

Partners are encouraged to collaborate with other local entities (e.g. cities, counties, watershed councils, transit districts, school districts, nonprofit organizations, business or professional organizations, private funders, or research or educational institutions) to formulate projects and share costs.

### **Identifying Projects**

Partners are encouraged to contact the SCYP Manager during preparation of their application to discuss their proposed sustainability projects. As with much of SCYP, successful development of a project list is a dialogue that includes: (1) the partner proposes a list of projects; (2) SCYP and the partner discuss modifications to the proposed projects to match the projects' scope and scale with availability and interest of University of Oregon courses and faculty; and (3) SCYP suggests additional projects, based on the university's capacity, that could meet the partner's sustainability and livability goals. SCYP's experience has been that conversations between SCYP and partners are helpful in generating project lists that match SCYP's capacity with partners' sustainability goals.

SCI will identify and tentatively match university faculty and courses with proposed projects as part of its review of each partner's application. Project timelines should not exceed nine months, and should ideally be compatible with the University of Oregon's three 11-week academic terms: fall (September-December), winter (January-March), and spring (April-June). The UO Law School operates on a semester schedule; fall runs from August to November, and spring is January to May.



Village commercial current condition

Future projection



### **Timeline for Partner Selection**

**November 2016:** SCYP opens competition for next year's partner and begins accepting applications from potential partners.

**November 2016 – January 2017:** SCYP Manager will be available for phone conferences and in-person meetings to discuss potential projects with partners. SCYP strongly suggests that partners interested in applying for SCYP schedule a phone conference or visit with SCYP staff and faculty.

January 31, 2017: Applications are due to SCYP.

February 2017: SCYP will identify and notify its top choice for the 2017-18 partner.

**April 2017:** SCYP and the partner will coordinate media to announce the selection of the 2017-18 SCYP partner.

**April-June 2017:** SCYP and the partner begin to match proposed projects with academic courses and faculty. SCYP and partner develop and sign contract; partner visits UO to discuss proposed projects with faculty.

### Sustainable City Year Program Timeline

- January 31, 2017: Applications must be submitted to Megan Banks at mbanks@uoregon.edu
- April 2017: Partner announced.
- **April-June 2017:** SCYP and the partner match proposed projects with academic courses and faculty. SCYP and partner develop and sign contract.
- **Summer 2017:** SCYP and partner develop scope of work documents for each project and course. SCYP staff and faculty meet with partner staff and local professionals. Partner staff provides background information and documents for projects. Partner hosts open house.
- Fall 2017: SCYP kick-off event. Fall term classes work on SCYP projects.
- Winter 2018: Winter term classes work on SCYP projects. Fall term written reports delivered to the partner.
- **Spring 2018:** Spring term classes work on SCYP projects. Winter term written reports delivered to the partner.
- May 2018: SCYP 2016-2017 wrap-up celebration.
- Summer 2018: Spring term written reports delivered to the partner.





### Expected Financial Support and Staff Resources

The cost of SCYP will vary based on the number of projects, number of academic courses, and level of student activity in each course. The partner should expect to pay between \$250,000 and \$350,000 to the University of Oregon to coordinate a yearlong program including between 15-25 projects. We recognize that budgets are tight; SCYP is exploring ways to provide financial support to partners. In the past, partners have funded SCYP through a collaboration with other groups, including school and park districts, private developers, business partners, and chambers of commerce.

Services covered by the fee include coordination support from SCYP staff; student and faculty site visits to the partner; compilation, printing, and distribution of high-quality final reports; publicity and hosting of events; student-created materials for display; coordination of contact with media; and electronic versions of coursework produced by students. SCYP works closely with UO Media Relations and UO Libraries to coordinate publicity and the network of resources available to students and the partner.

A key element of a successful SCYP program is staff involvement. The partner must have one or more staff champions for SCYP, preferably a city / county / district manager or another person within the partner who has the ability to direct and motivate staff to participate in the partnership. SCYP projects will be successful only with staff participation. The partner will identify specific staff to serve as points of contact and to collaborate on each project with SCYP faculty and students. Our past partners report that for each project, 1-3 staff spent about one full day every two weeks (about 0.1 to 0.3 FTE for each term that the project is in progress) preparing background materials, accompanying students on site visits, and participating in reviews and presentations of student work. Before the start of the academic year, the partner needs to compile and provide documents, including but not limited to, prior concept plans, vision documents, architectural renderings, computer-aided drawings, GIS maps and layers, community datasets, and aerial photographs.



Redmond, Oregon, SCYP partner 2015-16

[Courtesy of Redmond]

SCYP: Application Information for the 2017-18 Academic Year



UNIVERSITY OF OREGON



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The partner must also identify a staff person who will be the primary program coordinator, serving as a liaison between the partner and SCI. This coordinator should be involved enough in each project to know the staff and faculty involved and to understand the project's scope and current status. Typically, the project coordinator averages 15-20 hours per week for about 15 months to coordinate the 25 courses working on an average of 25 projects. The coordinator's time commitment may vary based upon the number of projects and the coordinator's level of involvement with each project.

Upon selection of the SCYP partner, SCI and the partner will develop a scope of work for each project, detailing the problem statement, potential directions for student exploration, expected outcomes, deliverables, activities, and the estimated financial contribution.

### **Application Components**

Your SCYP application should include the following components:

- Organization Information. Provide the name, city / county / district manager's name, and the name and contact information (e-mail, phone, mailing address, department, and staff role) of the primary contact person for your application. Please include a list of identified or proposed partner organizations and briefly describe their roles in SCYP.
- Project List. Provide a summary listing of your proposed projects. This summary should briefly describe each project in 1-2 paragraphs, including the project's sustainability impacts and the designated staff lead for the project. We encourage cities to contact Megan Banks, the SCYP Manager for help and input in developing their project list.

Example project summary: Plan and design environmentally friendly re-use and redevelopment of a public housing site in a way that integrates an adjacent affordable housing complex, a sustainable stormwater management system, infill development, and the community at large. Sustainability impact: economic development, active transportation, and water quality. Staff contact: Jane Doe, Economic Development Department.

- Details of each Project: Following the project summary listing, provide details for each project. We suggest including a map showing the project site (if applicable), information about the staff involved in the project, potential funding sources, and the role of potential partner organizations. In the past, cities have also tied projects into specific city council goals and department budgets. Also include a narrative description of the project's goals, sustainability issues addressed by the project, specific problems that students may be able to address, and suggested deliverables from the SCYP courses. It may help to refer to the previous partners' SCYP applications, which are available on the SCYP website. (Note that application instructions and criteria for 2017-2018 may be different from those in previous years.)
- Letters of Support. Include letters of support from the city / county / district manager, the partner's elected governing body, identified or proposed partner organizations, and identified or proposed funding entities, where applicable. If you have a sustainability action plan, strategic plan, or other adopted document showing the partner's commitment to sustainability, you may want to include or reference this document in your application.



### Application Evaluation Criteria

SCI will evaluate SCYP applications based on the following criteria:

**Top-Level Support:** City / county / district manager and elected officials indicate willingness to direct staff to provide resources, devote time, and participate in SCYP courses.

**Sustainability:** Projects include specific sustainability goals, which may include reducing greenhouse gas emissions, fostering active transportation, improving social equity, increasing housing density/mix, improving urban form, reducing energy use, or redeveloping existing structures or sites.

**Financial Support:** The partner's cost for SCYP will range from \$250,000 to \$350,000 to support 15 to 25 projects. While we do not ask for a formal commitment of funds at this time, it would be helpful to include a statement in your application indicating expected sources of funding.

**Real Impact:** Projects directly relate to your goals and will have a measurable positive impact on the community. Describe how you will measure the success of SCYP projects and monitor progress after the year is over.

**Academic Calendar and Logistics:** Projects are compatible with UO academic calendar of three 11-week terms. Some projects may be complex enough to involve multiple courses over two or three terms. For partners more than two hours' travel time from Eugene, describe any special arrangements to address issues of collaboration and coordination.

**Faculty Match:** Projects must be within the capability of SCYP faculty and students. SCYP will identify faculty who are able and willing to carry out projects based on curricular and research needs and interests. Coordinating with SCYP as you develop your project list will help ensure a strong faculty match.

**External Organization Support:** Projects that involve other organizations, such as transportation districts, school districts, nonprofit organizations, business or professional organizations, or research or educational institutions, should indicate how these partnerships would function.

### Additional Information

For additional information about SCI, SCYP, and this application process, please refer to SCI's website, at http://sci.uoregon.edu/SCYP-Application. Megan Banks is available to answer any questions about the program. Her contact information is below.





### Contact Information for Springfield, Salem, and Medford:

The Sustainable City Year Program coordinators from Springfield, Salem and Medford have generously offered to answer questions about their experience with the Sustainable City Year Program.

Courtney Griesel Senior Management Analyst City of Springfield cgriesel@springfield-or.gov 541-736-7132

Courtney Knox Busch Strategic Initiatives Manager City of Salem cknox@cityofsalem.net 503-540-2426

Jim Huber Planning Director City of Medford jim.huber@cityofmedford.org 541-774-2381 Bob Richardson Planning Manager City of Albany bob.richardson@cityofalbany.net 541-917-7555

### Please e-mail your completed application to:

Megan Banks Sustainable City Year Program mbanks@uoregon.edu 541-346-6395

### Applications are due no later than January 31, 2017







SCI depends on the hard work of dozens of people across all disciplines. This newsletter, we're introducing our newly assembled team of student staff. Meet the team, and learn more about why they came on board. <u>Read more>></u>





Read more about how SCYP's year in Albany has progressed, and the partnership's future. <u>Read more >></u>

Urbanism Next is up and running! Read the initiative's charter document, and learn what research will be focused on. <u>Read more>></u>



# Academia Shines a Light on Urban Planning

• August 5, 2015



# A University of Oregon program pairs students and real urban planning

"This is why people hate bike lanes," Marc Schlossberg yelled over his shoulder while riding a bike lane on E. 13th Ave., in Eugene. Schlossberg and a city planner from Redmond, Scott Woodford, sandwiched between two lanes of traffic—a lumbering bus to the left, and a pack of sedans vying for territory in a turn lane to their right.

"Only 7 percent of people feel comfortable in a bike lane," remarked Schlossberg, who earned a doctorate in urban, technological and environmental planning from the University of Michigan. He has long advocated safer and more appealing alternatives—such as the spacious two-lane bike thoroughfare that runs along Eugene's Alder Street, replete with a parking strip that protects cyclists from street traffic. Schlossberg's students at the University of Oregon conceived and designed the innovative configuration. In 2009, Schlossberg, architecture professor Nico Larco, and a group of like-minded colleagues formed the Sustainable Cities Initiative (SCI) to bring student ideas into sustainable planning on a massive, indeed, international scale. One street at a time, this multi-disciplinary team of future architects, environmental scientists, engineers, urban planners, geographers and social policy specialists is researching and redesigning a better world.

"In every university around the country, there's this brilliance that never leaves the walls of the classroom," Schlossberg said. He and his colleagues hope to change that.



design by Matt LinnUnder the umbrella of SCI is its Sustainable Cities Year Program (SCYP). As part of the SCYP, University of Oregon classes across diverse disciplines partner with a city to solve problems and improve existing parks, public buildings and communities. Over the course of a year, about 500 students devote tens of thousands of hours to help the city achieve a higher degree of economic, communal and environmental sustainability. In its six year tenure, SCYP has partnered with Salem, Gresham, Medford, Springfield, Lane Transit District, and now, Redmond. Students have designed bike trails and street lamps, re-imagined vacant lots, created development plans to revitalize neighborhoods, and lent their expertise to hundreds of other real world projects. Engaging students in real world projects is, in itself, not a novel idea. What sets SCYP apart is the scope and cohesiveness of the project. Bringing academic expertise across industries into focus on one city promotes interdisciplinary learning that leads to real environmental and economic change. This model can be applied to any school. In fact, twenty institutions, including The Technion Israel Institute of Technology, have modeled programs on SCYP. In educational circles, people have begun calling it "the Oregon plan."



*design by Kevin Young*Woodford and Schlossberg's bike tour of Eugene corresponds with Redmond's first project—improving its pedestrian and bicycle routes. Because Redmond's demographic skews to young families, Redmond planners are particularly interested in designing a safe environment for kids to ride and play outside. As Schlossberg and Woodford continued their bike tour of Eugene, Schlossberg pointed out useful features—and flaws—in Eugene's bike and pedestrian planning. This ride served as a primer for how to make Redmond's streets friendlier, but the real work played out in the classroom. Back in Esslinger Hall, Schlossberg, Woodford, and Redmond community development director Heather Richards convened for a question-and-answer session with students who had been studying Redmond's streets and sidewalks for seven weeks. Across the classroom, maps, videos and aerial views of the city were displayed on laptop computers. As Richards and Woodford addressed students' questions about city codes and funding, elusive real-world context unfolded before these urban planning apprentices.

After the Q&A session, students broke into groups, yet their focus remained intense. Junior Anya Vollstedt and senior Hope Tejedas looked at GoPro video footage of Redmond elementary school students navigating a precarious street curb. Vollstedt and Tejedas hope to create a safer pedestrian route by linking the school to the nearby Dry Canyon Trail.

"If we just had 'traffic calming' on these two sides, it would make crossing to the canyon much safer," Tejedas observed. Schlossberg said the hands-on approach in the program cultivates a high level of engagement. "Students don't get enough of this type of stuff, and they're hungry for it," he said. "They don't want to wait until after they graduate to put their ideas into practice."



*design by Tim Kremer*Students seem to agree. "It makes you want to put more effort into it," Vollstedt said. "At the beginning of this class, Professor Schlossberg told us that he didn't want to see anything but our best work—that we shouldn't turn in anything that we wouldn't be comfortable turning in professionally." SCI co-director Larco has spent his career examining the relationship between building, urbanism and transformation. "We want to make change happen out in the world," Larco said. "We're not only interested in theoretical issues."

Even so, the application of academia brain-trust to public problems has seen its share of public failures. As Schlossberg and Larco write in Public: A Journal of Imagining America, "There is a long history of wellintentioned but destructive efforts of universities working on communities, but not with them, generating benefit to students, faculty, and the institution itself, but leaving little benefit to the community." To avoid this potential pitfall, SCYP works exclusively with municipalities that seek help from the program.

The strategy seems to be working. Planners from Salem and Springfield said that students bring a lot to the table. "Students are approachable," Springfield economic development analyst Courtney Griesel said about an SCYP project that required students to poll Springfield locals. "They have an energy about them, and it was fun for community members to engage with students ... We found out a lot more about what really matters to people."



*design by Courtney Skoog*SCI projects underway in Springfield include a reimagining of the city's bike and pedestrian routes, a proposal for a library redesign, a rain garden of native plants and urban redevelopment proposals. Students devoted 60,000 hours of creative work to these projects. "We ended up with these really innovative first blushes at complicated projects," said Griesel. As much as the program brings tangible ideas to the table, its energy is equally infectious with city employees. "The students are so fresh and lively that it reminds a lot of us why we're in the jobs we're in," said Griesel. "We saw a lot of people get reinvigorated on projects that had been sitting on the shelf for a while and started to seem like a burden." Redmond community development director Heather Richards described how her initial planning session with students gave her a renewed enthusiasm for her work. "I haven't had that in ten years, and I've been doing this for about twenty-five years," she said.



Richards began working with students five years ago, when Redmond city planners realized that no one was representing the youth voice at the table. The city invited teenagers from the community to join committees. Richards said the effect was immediate. Teens made relevant suggestions that shaped the city's approach to a parks planning project. "They bring in this whole new voice and energy," she said. Her department oversees eight committees for the city, and each now has a youth representative. In the upcoming 2015-2016 school year, SCYP students will tackle a diverse list of projects for Redmond, including develop- ment plans for parks, emergency preparedness and a Redmond neighborhood revitalization. Cities considering working with SCI must first apply through a competitive process. Administrators of the year-long program then weigh applications from various municipalities. The final candidate has to be willing to cough up a sum in the range of \$300,000 for the program management and administrative costs. The City of Redmond raised the money via grants and dedicated funds already attached to some of the projects in review. "It's a leap of faith for the city to take those projects that would have been outsourced and put them into this program," Richards said, noting that the benefits far outweigh the costs in the end. "You have access to professors who are nationally and internationally renowned in what they do."

The value students bring to a project also can't be underestimated. For example, when Salem city planners asked students to design a wayfinding system of signs for Minto-Brown Island Park, students returned with a 170-page compendium, which included an assessment of the park's natural resources and recommendations for using those resources to engage the local community in sustainability projects. When students scrutinized the city's wastewater treatment facility, they recommended that the facility begin an industrial byproduct reuse program that now generates one million dollars per year in new revenue.



*design by Jennifer Pecenka*Four years after its SCYP year, the City of Salem continues to consult with the program. Students recently provided research and conceptual design for a proposed undercrossing in West Salem. "Working through the SCI lens and having that opportunity allowed us to complete the work for a lower cost within a shorter time frame, and stimulated community dialogue that may not have otherwise occurred with a private architect," said project manager Annie Gorski.

One problem cities routinely encounter is stagnation from longtime stakeholders. The University of Oregon program taps motivation and creativity that is unfettered by local political agendas and city factions. Students in Robert Ribe's landscape design class at University of Oregon brought an outsider's perspective to an ambitious trail project that has been in dispute since 1903, when landscape architect John Charles Olmsted proposed that Portland build a system of interconnected parks, parkways and trails. The city adopted the plan for a forty-mile loop to circle the city, but work was soon interrupted by funding problems and two World Wars. In the 1980s, the idea was revived and expanded, but sections of the trail remain incomplete.

Ribe's students focused on closing a long-glaring gap on the east side of the loop. Although Olmsted envisioned a trail through natural parks, forest reserves, and abandoned railroad tracks, this stretch is now suburban and lacks a natural course. After in-depth analysis of the landscape, the students recommended potential routes along arterial streets, through parks and schools, and along creeks and unused public rights-of-way. The last mile is now in the hands of the regional government, which will carry it through the arduous process of public meetings, grant proposals, and, if all goes well, construction.

Today, SCI's reputation for guiding large-scale projects has taken it to the doorstep of the world's largestscale environmental issues. In the summer of 2014, Larco traveled to China, where he conducted training on sustainable design with 200 urban planners and designers from China's planning institutes. "The work SCI is doing in research, training, and education is not just happening in and affecting Oregon," Larco said. "It is also being applied, adopted, and adapted throughout the country and the world."

### Felisa Rogers

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