

Community Development & Revitalization Techniques (PLAN 764/PUBA 734)
School of Government (Knapp-Sanders) Room 3108
2:00pm-4:45 pm
Fall 2021

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Course Introduction: Community revitalization requires mastery of community development methods, the real estate development process, and public-private partnerships. Techniques include demographic trend analysis, stakeholder identification, government entitlement review, area and parcel analysis, market research, and pro forma financial analysis. Techniques will be reinforced by assisting North Carolina communities with actual revitalization projects. Community revitalization work is interdisciplinary in nature, requiring teams of professionals with backgrounds in business, finance, law, planning, and public administration, among others. Therefore, graduate and professional students from varied backgrounds are welcomed in this course.

Course Objective: The two key objectives of this course: 1) introduce students to an essential set of community and economic development skills and techniques that are applicable to contemporary issues facing local jurisdictions and 2) educate students about innovative community economic development (CED) finance tools used for revitalization. The topics and methods discussed in this course will provide students with practical applications to real world CED problems.

Class Format:

Lecture	2:00 – 3:45
Breaks	One 10-15 minute break
Workshop (if any) or DFI project discussion	4:00 – 4:45
<i>Any remaining time made available for Student Team coordination</i>	

DFI is the Development Finance Initiative, a program of the UNC School of Government that works closely with local governments and their partners to accomplish their community and economic development goals by providing specialized finance and development expertise. Students will have the opportunity to learn about DFI projects and may contribute to them through professional-led tasks. Students must remain mindful, however, that while they are given the opportunity to observe DFI discussions and submit work related to DFI projects, they are not DFI staff and should not represent themselves as being associated with DFI.

Required Readings: Most required readings are located on the course Sakai site: sakai.unc.edu. Alternatively, url links to readings will be supplied on the course syllabus.

Project Work: Students will complete work that falls into two broad categories:

1. **As part of a student team of 2-5 students, complete a single “student-led” project** related to community revitalization under the guidance of faculty and staff. Student teams will interact directly with community representatives. While each team’s goal is to learn how to provide professional-quality analysis of a community revitalization project, it must be emphasized with community representatives that student-led projects are performed entirely by students as class projects and do not involve the work of professionals. *Reports and other work product should be clearly labeled as student work as follows:* “Prepared in fulfillment of requirements for PLAN 764/PUBA 734 Community Development & Revitalization Techniques. Instructor: Tyler Mulligan. Fall 20__.”
2. **As an individual, complete various tasks related to “professional-led” projects**, which are projects for which a community has engaged the services of the School of Government’s Development Finance Initiative (DFI). Each student will be assigned to assist a DFI representative with tasks related to DFI. The DFI representative (often a DFI Fellow) is typically a current student or recent graduate with prior experience with community revitalization (usually through completing an earlier version of this course or working with DFI in the past). Professional-led projects and tasks will occasionally be the topic of discussion in class. Please be flexible as we work to assign students where the work takes us, keeping in mind that these are real projects with work that ebbs and flows beyond our control.

DFI is a program of the UNC School of Government that works closely with local governments and other stakeholders to accomplish the public’s community and economic development goals by providing specialized finance and development expertise. Students will have the opportunity to learn about DFI projects and may contribute to them through professional-led tasks. Students must remain mindful, however, that while they are given the opportunity to observe DFI discussions and assist DFI with some project work, they are not DFI staff and should not represent themselves as being associated with DFI.

Graded Assignments: Students are expected to submit assignments related to the projects on which they work. Each student shall submit two types of assignments:

1. ***Student-Led Project Assignments:*** In order to guide the work of students on student-led projects, students will perform a series of assignments to be completed over the course of the semester. As teams work closely with representatives of a North Carolina community to determine the community’s CED priorities, the assignments will direct students to undertake specific predevelopment tasks and planning processes to understand project feasibility, and it may require students to identify finance tools that could help the community reach their goals. Each group will be assigned a community, will establish communications with the assigned community’s representative, and will directly assist the assigned community with assessing and understanding its community revitalization goals with respect to a particular project. Student-led projects are not associated with DFI, but a DFI Fellow/Coach will be assigned to each student team to

provide light coaching over the course of the semester. Competencies to be developed: asset and capacity mapping, demographic trend analysis, area and parcel analysis, market studies, financial feasibility analysis (investor/lender pro forma and sensitivity analysis), evaluation of applicable development finance tools, communication and collaboration with clients, and project management.

2. ***Portfolio of Work Product for Professional-Led Projects:*** Over the course of the semester, individual students or small student teams will accomplish tasks associated with active professional-led/ DFI projects, such as “perform market analysis for residential development in the study area.” At the conclusion of the semester, each student will submit a portfolio of work product he or she was involved in generating for professional-led projects. A short description of the student’s role and specific work performed for each item in the portfolio should be included.

Occasionally, returning students and DFI Fellows taking the course for credit will not be assigned to a student-led project team due to ongoing work or commitments with professional-led projects. In such cases, with approval of faculty, these students may submit a more substantial portfolio of work related to professional-led projects in lieu of student-led project assignments. In other instances, returning students will be asked to participate in an additional student-led project rather than working with professional-led projects, and with approval of faculty those students may submit an extra set of student-led project assignments in lieu of submitting a portfolio of professional-led project work.

Grading

“Student-led” Community Revitalization Project	40%
Portfolio of Work Product for “Professional-led” Projects	30%
Professionalism and collaboration	30%
<ul style="list-style-type: none"> • Involves completing all assigned work in timely manner, successfully collaborating with others, carrying appropriate share of the load, demonstrating initiative and willingly accepting tasks, self-starting projects and research, and actively engaging in both professional-led (DFI) class discussions as well as discussions of student-led projects. • Involves communicating clearly and regularly about work completed and anticipated next steps. • Students will receive mid-semester and end-of-semester evaluations by team leaders and group members in regard to their professionalism and collaboration. 	
Total:	100%

CLASS SCHEDULE

Introduction

WEEK 1

Aug. 19	<ul style="list-style-type: none"> • Collect student skills assessments • Staff & Student Introductions • Syllabus, Assignments, first steps for student-led projects • Role of DFI and Fellows (Coaches) for student-led community projects • Role of DFI for professional-led projects • Discussion: Ethical issues, conflicts of interest, and working with clients • Lecture 1: <ul style="list-style-type: none"> ○ Private Real Estate Development Process and Role of Local Governments ○ Community Development Overview • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Peca, Stephen (2009). <i>Real Estate Development and Investment: A Comprehensive Approach</i>. John Wiley & Sons. (p.15-20) • Peiser, Richard and David Hamilton (2012). <i>Professional Real Estate Development: The ULI Guide to the Business</i>, Third Edition. Urban Land Institute. (pp. 14-29) • Roulac, Stephen (1996). “The Strategic Real Estate Framework: Processing, Linkages, Decisions,” <i>The Journal of Real Estate Research</i>, 12:3. (p.334)
<i>Optional resources</i>	<ul style="list-style-type: none"> • Miles, Mike, Gayle Berens, Mark Eppli, and Marc Weiss (2007). <i>Real Estate Development: Principles and Process</i>. Fourth Edition. Urban Land Institute. (p. 235-96, 336) • Peca (p. 51-73, 81-86, 91-95, 105-07, 164-70) • Peiser & Hamilton (pp. 147-191, 308-314) • Roulac, Stephen (1996). “The Strategic Real Estate Framework: Processing, Linkages, Decisions,” <i>The Journal of Real Estate Research</i>, 12:3, 323-346.

UNIT 1: Community Assessment & Scan; GIS Introduction

WEEK 2

Aug. 26	<ul style="list-style-type: none"> • Completed student skills assessments distributed to student teams (teams assigned earlier in week) • Lecture 2: <ul style="list-style-type: none"> ○ Creating a community profile: existing plans and statutory districts, data sources, and key metrics for analysis, methods for collection/ analysis, GIS spatial analysis, applications of findings, community capacity, stakeholder identification, outreach/engagement to support research, Q&A for Unit 1 Assignment ○ Illustration: DFI Projects ○ Workshop: Data sources and ArcGIS loaded • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Pamphlet: Securing Data for your Parcel Analysis: Tax & GIS Data Overview • Green, Gary Paul and Anna Haines. <i>Asset Building and Community Development</i>. Chapter 5, 6 & 7: pp. 85-142. Sage Publications. • Haines, Anna. “Asset-based Community Development” in Phillips, Rhonda and Robert H. Pittman (eds.) <i>An Introduction to Community Development</i>, pp. 38-46. New York, NY: Routledge. • Kimble, John. <i>Insuring Inequality: The Role of the Federal Housing Administration in the Urban Ghettoization of African Americans</i>, <i>Law & Social Inquiry</i>, Spring, 2007, Vol. 32, No. 2 (Spring 2007), pp. 399-434. • Kingsley, T. <i>Neighborhood Indicators: Taking Advantage of the New Potential</i>. American Planning Association: Working Smart Working Paper. 1998. Pp. 1-21
<i>Optional resources</i>	<ul style="list-style-type: none"> • Kretzmann, John P. & John L. McKnight (1993), <i>Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets</i>. ACTA Publications. Pp. 1-28, 109-119, 171-74. • Tyler Mulligan & Lisa Stifler. <i>Building Assets for the Rural Future: A Guide to Promising Asset-Building Programs</i>. https://www.sog.unc.edu/resources/microsites/building-assets-rural-future/.

UNIT 2: Parcel Analysis of Study Area

WEEK 3

Sept. 2	<ul style="list-style-type: none"> • Student Teams Update (10 mins each): Proposed study area and justification. • Lecture 3: <ul style="list-style-type: none"> ○ Selection of study area, conducting parcel analysis within study area (owners, assessed tax value, recent sale prices, uses, zoning, condition of structures, etc.) ○ Illustration/Workshop: GIS and Parcel Analysis Q&A • DFI professional-led projects discussion
<i>Required Reading/Viewing</i>	<ul style="list-style-type: none"> • View <i>GIS Tutorial</i> by Eric Thomas (Panopto video on Sakai) • Miles <i>et al.</i> (278-82) • Cabarrus County Appraisal Manual (Pp. 69-75, <i>skim remainder</i>)

UNIT 3: Market Analysis and Program

WEEK 4

Sept. 9	<ul style="list-style-type: none"> • Unit 1 Assignment Presentations (10 mins each): Community assessment and scan with presentation of final study area • Lecture 4/ Workshop: <ul style="list-style-type: none"> ○ Introduction to feasibility analysis/ pro forma inputs and role of market analysis • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Miles <i>et al.</i> (Ch. 8, p. 177-201) • Miles <i>et al.</i> (Ch. 9, p. 203-32) • Peiser & Hamilton (p. 168-190)
<i>Optional resources</i>	<ul style="list-style-type: none"> • Intro to Pro Forma Financials (see Sakai folder)
<i>Due</i>	Unit 1 Assignment due Fri. 9/10 - upload to Sakai Assignments

WEEK 5

Sept. 16	<ul style="list-style-type: none"> • Student Teams Update (upload to Sakai assignments): Five base maps • Lecture 5: <ul style="list-style-type: none"> ○ Real Estate Markets Overview & Market Indicators: Relationship between market for space and investment capital; supply-demand analysis (defining market areas); pro forma program ○ Illustration/Workshop: ESRI tools and DFI examples • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Miles <i>et al.</i> (p. 395-96) • Peca (p. 58-62)

<i>Optional resources</i>	<ul style="list-style-type: none"> • Peca (p. 52-58, 63-68)
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WEEK 6

Sept. 23	<ul style="list-style-type: none"> • Student Teams Update (10 mins each): Proposed Market Areas • Lecture 6: <ul style="list-style-type: none"> ○ Small Towns Market Research: Alternative data sources, local knowledge and supply-demand indicators, pro forma rent roll and assumptions ○ Illustration/Workshop: DFI small town example, market research/ESRI Q&A session • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Peca (p. 69-73) • Miles <i>et al.</i> (p. 15-17) • R. Lee Harris, <i>Developer: Market Studies Can Make or Break a Project</i>, Affordable Housing Finance (July 2016). Download available at http://www.housingfinance.com/management-operations/diamonds-are-forever_o
<i>Optional resources</i>	<ul style="list-style-type: none"> • Peiser & Hamilton (p. 191-202, 251-60, 347-55)

UNIT 4: Feasibility Analysis & Pro Forma Financials

WEEK 7

Sep. 30	<ul style="list-style-type: none"> • Unit 2 Assignment Presentations (15 mins each): Parcel Analysis • Lecture 7/ Workshop: <ul style="list-style-type: none"> ○ Intro to pro forma (shortened due to presentations) • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Miles <i>et al.</i> (p. 149-56, 531)
<i>Due</i>	Unit 2 Assignment due Fri. 10/1 - upload to Sakai Assignments

WEEK 8

Oct. 7	<ul style="list-style-type: none"> • Lecture 8: <ul style="list-style-type: none"> ○ Valuation/tax credits/feasibility ○ Workshop: Pro forma case • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Review Lecture 4 readings
<i>Due</i>	Mid-term Self and Peer Evaluations due Friday 10/8 - email to instructor

WEEK 9

Oct. 14	<ul style="list-style-type: none"> • Unit 3 Assignment Presentations (15 mins each): Market Analysis • Lecture 9/ Workshop (time permitting): <ul style="list-style-type: none"> ○ Local government development activities and NC legal authority • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • C. Tyler Mulligan, <i>Financing and Public-Private Partnerships for Community Economic Development</i>, in Introduction to Local Government Finance (Millonzi, 4th ed.) Chapel Hill, NC: School of Government 2018. • Mulligan, Tyler. 2013. When May NC Local Governments Pay an Economic Development Incentive? Download available at: http://ced.sog.unc.edu/?p=4730. • Mulligan, Tyler. 2014. How a North Carolina Local Government Can Operate a Land Bank for Redevelopment, Download available at: http://ced.sog.unc.edu/?p=4813 . • Mulligan, Tyler. 2015. Cash Grants for Real Estate Developers without Competition for Jobs—A Constitutional Quandary. Download available at: http://ced.sog.unc.edu/cash-grants-for-real-estate-developers-and-companies-without-competition-for-jobs-a-constitutional-quandary/. • Mulligan, Tyler. 2012. Using a Redevelopment Area to Attract Private Investment, Download available at: http://ced.sog.unc.edu/?p=4340.
<i>Optional resources</i>	<ul style="list-style-type: none"> • Mulligan, C. Tyler, <i>Economic Development Incentives Must Be “Necessary”: A Framework for Evaluating the Constitutionality of Public Aid for Private Development Projects</i>, 11 Harvard Law & Policy Review S13 (2017). Download available at: http://harvardlpr.com/wp-content/uploads/2013/11/Mulligan-HLPR-Essay-2017.pdf. • Miles <i>et al.</i> (p. 339-45) • Economic Development Partnership of North Carolina. Incentives. Download available at: https://edpnc.com/why-north-carolina/incentives/. • Daley, Rick, <i>The Ten Stages of A Real Estate Development Project</i>, Practical Real Estate Lawyer (Nov. 2011).
<i>Due</i>	Unit 3 Assignment due Fri. 10/15 - upload to Sakai Assignments

WEEK 10

Oct. 21	FALL BREAK – no class
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WEEK 11

Oct. 28	<ul style="list-style-type: none"> • Student Teams Update (15 mins each): Base case pro forma • Lecture 10: <ul style="list-style-type: none"> ○ Strategies to improve feasibility ○ Using pro forma to present options to local governments ○ Illustration: DFI Projects ○ Workshop: Pro forma Q&A • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • None (focus on assignments)

UNIT 5: Recommendations for Local Governments**WEEK 12**

Nov. 4	<ul style="list-style-type: none"> • Student Teams Update (10 mins each): Preliminary recommendations • Workshop: <ul style="list-style-type: none"> ○ Pro forma and legal authority Q&A • Lecture 11: <ul style="list-style-type: none"> ○ Site and Design Considerations • DFI professional-led projects discussion
<i>Required Reading</i>	<ul style="list-style-type: none"> • Miles <i>et al.</i> (p. 278-84) • Peiser & Hamilton (p. 73-78)
<i>Due</i>	<p>Due Fri. 11/5: - Final version of individual professional-led project submitted to professional (reminder: full portfolio due at semester end).</p>

WEEK 13

Nov. 11	<p>Unit 4 Assignment Presentations (20 mins each): Financial Feasibility (Pro Forma Financials) with Recommendations</p> <ul style="list-style-type: none"> • Lecture 12/ Workshop: <ul style="list-style-type: none"> ○ Public goals and community engagement for revitalization projects • DFI professional-led projects discussion
<i>Required Readings</i>	<ul style="list-style-type: none"> • IAP2 Spectrum of Community Engagement. • Perritt, Marcia. 2012. Redevelopment Areas in Action: Greenville, NC. Download available at: http://ced.sog.unc.edu/redevelopment-areas-in-action-greenville-nc/

<i>Optional resources</i>	<ul style="list-style-type: none"> • Perritt, Marcia. 2013. Preparing for the Silver Tsunami: Participatory Planning for Aging in Orange County, Download available at http://ced.sog.unc.edu/preparing-for-the-silver-tsunami-participatory-planning-for-aging-in-orange-county-nc/. • “Process” in The African American Music Trail – Kinston Pilot Study (2009). Available at http://issuu.com/kofiboone/docs/aamt_kinston_pilot_design_study-lowres. • Weinstein et al. 2014. Trauma Informed Community Building. Download available at: http://bridgehousing.com/PDFs/TICB.Paper5.14.pdf.
<i>Due</i>	Unit 4 Assignment due Fri. 11/12 - upload to Sakai Assignments

WEEK 14

Nov. 18	Final Presentation of Student-Led Projects to Clients (Professional Attire)
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WEEK 15

Nov. 25	THANKSGIVING HOLIDAY – no class
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FINAL REPORT AND INDIVIDUAL PORTFOLIO

Due 12/2	<ul style="list-style-type: none"> • Final Student-Led Project Report and Individual Portfolio of Work Product for Professional-Led Projects Due - upload to Sakai Assignments • End-of-Semester Self and Peer Evaluations Due – upload to Sakai with individual portfolio
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OTHER ACADEMIC BUSINESS

The Honor Code:

“The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members.”

<http://newstudents.unc.edu/content/view/24/77/>

We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://honor.unc.edu/honor/code.html>. If you have questions it is your responsibility to ask faculty about the Code's application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Contacting instructors:

We recognize that many of the projects in this course are dynamic and may require being flexible. Therefore, you are encouraged to maintain an open line of communication with instructors, staff, and student team coaches. We also encourage you to inform instructors and your student team well in advance if you are unable to attend class or fulfill an assignment. Failure to do so will be reflected in your professionalism and collaboration grade.

Missing Class:

Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see UNC-Chapel Hill's attendance policy below). On the first day of class, each student starts with a 100% for participation. Students are allowed one UNexcused absence without any questions from the instructors. If a student has two UNexcused absences, his or her professionalism and collaboration grade will be affected.

Laptops and cell phones:

Please turn off your cellphones before entering class. If you must have your phone on during class because of an extraordinary circumstance (you are expecting a baby, etc.), please let us know beforehand. Laptops are permissible **only** for classroom blackboard discussion (an instant messaging tool). You must turn off all other programs including web browsers, emails, instant messaging, etc. If laptops are used for anything other than blackboard discussion, we will politely ask you stop using your laptop during class time.

Disability: The University's Accessibility Resources and Service Office (ARS) coordinates all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. Students should visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS requests that students contact them as early in the semester as possible.

Resources: Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- The Writing Center: <http://www.unc.edu/depts/wcweb/>
- Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): <http://www.unc.edu/depts/lds/>
- Learning Center: <http://www.unc.edu/depts/acadserv/learn.html>
- Counseling and Wellness Services: <http://campushealth.unc.edu>
- UNC's Attendance Policy: <http://www.catalog.unc.edu/policies-procedures/attendance-grading-examination/>

Frequently Asked Questions

Do students work for DFI?

No. Students enrolled in the course are given the opportunity to observe DFI discussions and assist DFI with some project work, but they are not DFI staff and should not represent themselves as being associated with DFI.

When students speak with members of a client community, how should they describe their role?

Students should explain that they are students in [degree program] and are taking a course on community development and revitalization that is taught by UNC-Chapel Hill faculty in the Department of City and Regional Planning and School of Government. Occasionally clients may incorrectly believe they are receiving DFI assistance. In such instances, students should explain that student-led projects are not performed by DFI.

Is it acceptable for students to discuss DFI projects with others not enrolled in the course?

Many of DFI's clients consider the information that is shared with DFI to be very sensitive, so DFI works hard to protect information related to its projects. Our ability to offer this course and an array of interesting and important projects could be jeopardized if information about DFI projects was shared with people who are not enrolled in the class. Additionally, students are expected to adhere to professional standards and ethics, and discussing client information in settings outside of class puts communities and community projects in jeopardy and will be treated by faculty as a breach of ethical responsibility. For this and other reasons, it is imperative that students not discuss DFI projects with people who are not currently enrolled in the course.

Student-led projects are not associated with DFI. Is it okay for students to discuss student-led projects with others not enrolled in the course?

The same reasons discussed above for protecting information related to DFI projects applies to student-led projects as well. Our client communities understand that students are working on projects for educational purposes and that project information will be shared in class with other enrolled students, but it could jeopardize our ability to get interesting projects in the future if students fail to safeguard the information they receive from clients. Additionally, as mentioned above, students are expected to adhere to professional standards and ethics, and discussing client information in settings outside of class places communities and community projects in jeopardy and will be treated by faculty as a breach of ethical responsibility.

Communities often become interested in learning more about DFI when the value of student work is demonstrated in connection with student-led projects. If a community member or public official asks about DFI, what should students tell them?

Students may certainly share the name, email, and phone number of DFI staff with community members, but the student should clarify that s/he is not an employee of DFI.