Community Development & Revitalization Techniques (PLAN 764/PUBA 734)
School of Government (Knapp-Sanders) Room 3108
Thursdays 2:00pm-4:45 pm
Fall 2023

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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
Any remaining time made available for Student Team coordination	

Prerequisite Spreadsheet (Microsoft Excel) Skills: Comfort with Microsoft Excel spreadsheet operations and formulas will be necessary for full participation in the course. Students must enter the course with proficiency in the following skills in order to complete assigned work and follow course instruction: *pivot table construction, turning on iterative calculations, data tables / what-if scenario tables, cell formatting, IF statements, SUMIF, SUMPRODUCT, SUM, IRR, cell comments, and comfort with calculations using cell referencing.* These skills are not taught in the course, and no instructor time inside or outside of class will be devoted to teaching those skills. However, the University Library offers excellent training (in person and online) for students who wish to improve their spreadsheet skills. For example, see the UNC Libraries Research Hub video series on Excel Basics. Other video resources are available through the University's partnership with LinkedIn Learning.

Required Readings: Required readings are located on the course Canvas site: https://sogunc.instructure.com/. Some url links also appear on the course syllabus.

Graded Assignments: 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.

    In order to guide the work of students on "student-led" projects, student teams will perform a series of assignments to be completed over the course of the semester. Teams will work closely with representatives of a North Carolina community, and course assignments will direct students to undertake specific predevelopment tasks and planning processes to understand project feasibility. 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. 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.

    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**. Each student will be assigned to work with a representative of the School of Government's Development Finance Initiative (DFI) to perform a task related to a DFI project (typically redundant of work already performed by DFI and undertaken by a student for educational purposes only). The DFI representative may be a full-time professional, current student research fellow, 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).

    At the conclusion of the semester, students will submit a portfolio of work product they were 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.

DFI is 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 through performance of professional-led tasks, but student work is performed for educational purposes and is not submitted to government officials. <u>Students must remain mindful that while they are given the opportunity to observe DFI projects and submit work related to DFI projects, they are not DFI staff and should not represent themselves as being associated with DFI.</u>

Occasionally, returning or experienced students taking the course for credit will not be assigned to a student-led project team due to ongoing work with more complex professional-led projects. In such cases, with approval of faculty, these students may submit a portfolio of work with more substantial 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. Regardless, students who have already taken PLAN/PUBA 735 must (1) be assigned to a student-led project in a community that is different from any previous community assignment, (2) be assigned to a different type of professional-led project (e.g., if the student performed a parcel analysis in a prior course, then the student will not receive credit toward the professional-led assignment for another parcel analysis), and (3) perform and report mentorship activities that demonstrate mastery of the content in at least one of the Unit Assignments (Units 1 through 4)

<u>Grading</u>

"Student-led" Community Revitalization Project	40%
Portfolio of Work Product for "Professional-led" Projects	30%
Professionalism and collaboration	30%

- 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, attending all classes in person, and actively engaging in 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. 24	- 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**: - Private Real Estate Development Process and Role of Local Governments - Community Development Overview - DFI professional-led projects discussion
Required Reading	- Peca, Stephen (2009). *Real Estate Development and Investment: A Comprehensive Approach*. John Wiley & Sons. (p.15-20) - Peiser, Richard and David Hamilton (2012). *Professional Real Estate Development: The ULI Guide to the Business*, Third Edition. Urban Land Institute. (pp. 14-29) - Roulac, Stephen (1996). "The Strategic Real Estate Framework: Processing, Linkages, Decisions," *The Journal of Real Estate Research*, 12:3. (p.334)
Optional resources	- Miles, Mike, Gayle Berens, Mark Eppli, and Marc Weiss (2007). *Real Estate Development: Principles and Process*. 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," *The Journal of Real Estate Research*, 12:3, 323-346.

UNIT 1: Community Assessment & Scan; GIS Introduction

WEEK 2

Aug. 31	• Completed student skills assessments distributed to student teams (teams assigned earlier in week)
	• **Lecture 2**:
	    ○ 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

Required Reading	• Pamphlet: Securing Data for your Parcel Analysis: Tax & GIS Data Overview • Green, Gary Paul and Anna Haines. *Asset Building and Community Development.* Chapter 5, 6 & 7: pp. 85-142. Sage Publications. • Haines, Anna. "Asset-based Community Development" in Phillips, Rhonda and Robert H. Pittman (eds.) An Introduction to Community Development, pp. 38-46. New York, NY: Routledge. • Kimble, John. *Insuring Inequality: The Role of the Federal Housing Administration in the Urban Ghettoization of African Americans*, Law & Social Inquiry, Spring, 2007, Vol. 32, No. 2 (Spring 2007), pp. 399-434. • Kingsley, T. Neighborhood Indicators: Taking Advantage of the New Potential. American Planning Association: Working Smart Working Paper. 1998. Pp. 1-21
Optional resources	• Kretzmann, John P. & John L. McKnight (1993), *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. ACTA Publications. Pp. 1-28, 109-119, 171-74. • Tyler Mulligan & Lisa Stifler. Building Assets for the Rural Future: A Guide to Promising Asset-Building Programs. https://www.sog.unc.edu/resources/microsites/building-assets-rural-future/.

UNIT 2: Parcel Analysis of Study Area

WEEK 3

Sept. 7	**Student Teams Update (10 mins each)**: Proposed study area and justification. **Lecture 3**: - 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
Required Reading	**View *GIS Tutorial* by Eric Thomas (Panopto video on Canvas)** - Miles *et al*. (278-82) - West End Urban Redevelopment Plan
Optional resources	Slide deck: Hetrick, "Revitalization with Roots"

UNIT 3: Market Analysis and Program

WEEK 4

Sept. 14	**Unit 1 Assignment Presentations (10 mins each):** Community assessment and scan with presentation of final study area **Lecture 4/ Workshop:** - Introduction to feasibility analysis/ pro forma inputs and role of market analysis - DFI professional-led projects discussion
Required Reading	- Miles *et al*. (Ch. 8, p. 177-201) - Miles *et al*. (Ch. 9, p. 203-32) - Peiser & Hamilton (p. 168-190)
Optional resources	Intro to Pro Forma Financials (Panopto video on Canvas)
Due	**Unit 1 Assignment due Fri. 9/15 - upload to Canvas Assignments**

WEEK 5

Sept. 21	**Student Teams Update (upload to Canvas assignments):** Five base maps and key findings (2 per map, 10 total) **Lecture 5**: - 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
Required Reading	• Miles *et al.* (p. 395-96) • Peca (p. 58-62)
Optional resources	• Peca (p. 52-58, 63-68)

WEEK 6

Sept. 28	• **Student Teams Update (10 mins each)**: Proposed market areas and comparables
	• **Lecture 6**:
	    ○ 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

Required Reading	• Peca (p. 69-73) • Miles *et al.* (p. 15-17) • R. Lee Harris, *Developer: Market Studies Can Make or Break a Project*, Affordable Housing Finance (July 2016). Download available at http://www.housingfinance.com/management-operations/diamonds-are-forever_o
Optional resources	• Peiser & Hamilton (p. 191-202, 251-60, 347-55)

UNIT 4: Feasibility Analysis & Pro Forma Financials

WEEK 7

Oct. 5	• **Unit 2 Assignment Presentations (15 mins each)**: Parcel Analysis • **Lecture 7/ Workshop:** ○ Intro to pro forma (shortened due to presentations) • DFI professional-led projects discussion
Required Reading	• Miles *et al.* (p. 149-56, 531)
Due	**Due Fri. 10/6:** **- Unit 2 Assignment - upload to Canvas Assignments** **- Mid-term Self and Peer Evaluations - email to instructor**

WEEK 8: LATE START – COMMENCE AT END OF UNIVERSITY DAY EVENT

Oct. 12	• **Lecture 8**: ○ Valuation/tax credits/feasibility

	o **Workshop**: Pro forma case • DFI professional-led projects discussion
Required Reading	• Review Lecture 4 readings

WEEK 9

Oct. 19	FALL BREAK – no class
Due	**Mid-term Self and Peer Evaluations - email to instructor**

WEEK 10

Oct. 26	• **Unit 3 Asgmnt Presentations (15 mins each)**: Market Analysis • **Lecture 9/ Workshop (time permitting)**: o Local government development activities and NC law • DFI professional-led projects discussion
Required Reading/Viewing	• **View *P3 Tools for Economic Development* module by Tyler Mulligan (Panopto video on Canvas)** • Mulligan, Tyler. *Financing and Public-Private Partnerships for Community Economic Development*, in Introduction to Local Government Finance (Millonzi, 4th ed.) SOG 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. 2017. Legal and Business Reasons Why Downtown Development Programs Should Involve Secured Loans—Not Grants. Download available at: https://ced.sog.unc.edu/2017/09/legal-and-business-reasons-why-downtown-development-programs-should-involve-secured-loans-not-grants/.
Optional resources	• Mulligan, C. Tyler, *Economic Development Incentives Must Be "Necessary": A Framework for Evaluating the Constitutionality of Public Aid for Private Development Projects*, 11 Harvard Law & Policy Review S13 (2017). Download available at: http://harvardlpr.com/wp-content/uploads/2013/11/Mulligan-HLPR-Essay-2017.pdf. • Miles *et al*. (p. 339-45) • Economic Development Partnership of North Carolina. Incentives. Download available at: https://edpnc.com/why-

	north-carolina/incentives/.
	• Daley, Rick, *The Ten Stages of A Real Estate Development Project*, Practical Real Estate Lawyer (Nov. 2011).
Due	**Unit 3 Assignment on Fri. 10/27 - upload to Canvas Assignments**

WEEK 11

Nov. 2	• **Student Teams Update (15 mins each)**: Base case pro forma
	• **Lecture 10:**
	  o Strategies to improve feasibility
	  o Using pro forma to present options to local governments
	  o **Illustration:** DFI Projects
	  o **Workshop**: Pro forma Q&A
	• DFI professional-led projects discussion

Required Reading	• Jones, Jordan A. 2021. Crowdfunding for Historic Redevelopment. Download available at: https://ced.sog.unc.edu/2021/10/crowdfunding-for-historic-redevelopment/

UNIT 5: Recommendations for Local Governments

WEEK 12

Nov. 9	• **Student Teams Update (10 mins each)**: Preliminary recommendations
	• **Workshop:**
	  o Pro forma and legal authority Q&A
	• **Lecture 11:**
	  o Site and Design Considerations
	• DFI professional-led projects discussion

Required Reading	• Miles *et al.* (p. 278-84) • Peiser & Hamilton (p. 73-78)
Due	**Due Fri. 11/10:** **- Final version of individual professional-led project submitted to professional (reminder: full portfolio due at semester end).**

WEEK 13

Nov. 16	**Unit 4 Assignment Presentations (20 mins each)**: Financial Feasibility (Pro Forma Financials) with Recommendations • **Lecture 12/ Workshop:** o Public goals and community engagement for revitalization projects • DFI professional-led projects discussion
Required Readings	• 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/
Optional resources	• 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.
Due	**Unit 4 Assignment due Fri. 11/17 - upload to Canvas Assignments**

WEEK 14

Nov. 23	THANKSGIVING HOLIDAY – no class

WEEK 15

Nov. 30	**Final Presentation of Student-Led Projects to Clients (Professional Attire)**

FINAL REPORT AND INDIVIDUAL PORTFOLIO

Due 12/7	• **Final Student-Led Project Report and Individual Portfolio of Work Product for Professional-Led Projects Due - upload to Canvas Assignments** • **End-of-Semester Self and Peer Evaluations Due – upload to Canvas with individual portfolio**

OTHER ACADEMIC BUSINESS

The Honor Code:
All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult studentconduct.unc.edu.

Syllabus Changes:
The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

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. **Your coach is your first resource for your questions because they have been in your position as a student and understand the demands of the course. Start with the coach, and if it is necessary to reach out to instructors, then always include your coach on any correspondence with instructors**. 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.

University Class Attendance Policy:
As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:
1. Authorized University activities: University Approved Absence Office (UAAO) website provides information and FAQs for students and FAQs for faculty related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

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 purposes. You must turn off all other programs including web browsers, emails, instant messaging, etc. If laptops are used for anything other than classroom purposes, we will politely ask you stop using your laptop during class time.

Accessibility Resources and Services:
ARS (ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to reach out to ARS to discuss.

Counseling & Psychological Services (CAPS):
UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Other Resources:
- The Writing Center: For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit http://writingcenter.unc.edu.
- Learning Center: Want to get the most out of this course or others this semester? Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Generative Artificial Intelligence

Generative AI is extremely useful; however, it has the following limitations:
- how output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.
- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.
- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines for an assignment, you should follow these guidelines.**

Usage Philosophy:
Use of generative AI in your coursework is based on the following principles:
1. **AI should help you think. Not think for you.**
   Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.
2. **Engage with AI Responsibly and Ethically**: Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
3. **You are 100% responsible for your final product.**
   You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about *any item in the output* is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. **The use of AI must be open and documented.**
   The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.
5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam.** It is your responsibility to ensure you are following the correct guidelines.
6. **Data that are confidential or personal should not be entered into generative AI tools.**

Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

<u>**Guideline Specifics:**</u>
Not following these guidelines may be a reportable violation to the UNC Honor Court.

Assignments

- ***Writing and Presentation:*** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

- ***Multimedia Submissions:*** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

- ***Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.:*** Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.

- ***Readings and Discussions:*** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.

- ***Research:*** If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.

- ***Simulations***: In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.

- ***Group Work***: Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).

- ***In-Class Activities***: Instructions on the appropriate use of AI for in-class activities will be provided by me.

- ***Written & Oral Exams and Presentations***: Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

<u>**Sourcing Use of AI**</u>

- ***Accuracy***: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.

- ***Attribution***: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
  - (1) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online).

If you are not able to locate the source, delete that content.
- o (2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
  - ▪ "I attest that this project did not use AI at any stage in its development or in the creation of any of its components."
  - ▪ "I attest that this project made use of AI in the following ways:"
    You must then use the following form to document your usage. *

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (If available)
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

Note that such attribution is not a valid source for facts, only for the output itself.

Frequently Asked Questions

Do students work for DFI?
No. Students enrolled in the course are given the opportunity to observe DFI discussions and DFI professional work, but student work is performed for educational purposes and is not submitted to government officials. Students 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.