

## Spring 2021

M, W 11:00am - 12:15pm  
<https://unc.zoom.us/j/91526460933>  
Department of City and Regional Planning  
University of North Carolina - Chapel Hill

John Tallmadge  
Lecturer, DCRP  
email: [jdtall@email.unc.edu](mailto:jdtall@email.unc.edu)  
office hours: M and W 9-11a; F 10:30-12:30

### PLAN 823 Planning Workshop

CLIENTS: PlanNC (UNC School of Government, American Planning Association - NC, ) and NC Vision Zero Network (led by UNC Injury Prevention Research Center, UNC Highway Safety Research Center, Collaborative Sciences Center for Road Safety, and the NC Institute for Public Health)

#### Course Description

The workshop is a required course for all second-year MCRP students. The objective of the course is to give students experience working for a client and working in a team environment. The Spring 2021 Planning Workshop will have two clients and the students will be assigned to one of the two clients based upon their interests, their skills and experience, and the clients' needs.

#### PlanNC

The client team is a new collaborative project to help small, underserved North Carolina communities establish a vision for their future through local land use planning. PlanNC is coordinated through the UNC School of Government with partners such as the NC Chapter of the American Planning Association and the NC Association of Regional Councils of Government.

North Carolina towns are currently scrambling to meet a state requirement to adopt a land use plan by July 1, 2022, in order to retain authority for zoning regulations (the central tool used by towns to shape their future). But the need is more than a legal mandate. Small communities across North Carolina face an array of development issues: the legacy of inequitable development, the present-day evolution of economics and land uses, and the future of climate-related challenges.

#### NC Vision Zero Network

The client team consists of a partnership between UNC Injury Prevention Research Center, UNC Highway Safety Research Center, Collaborative Sciences Center for Road Safety, and the NC Institute for Public Health, funded by the NC Governor's Highway Safety Program. They are currently partnered with seven (7) communities across the state who are planning to or have begun to implement Vision Zero (VZ), a strategy to eliminate road fatalities by shifting the paradigm in approaches to road safety. While Vision Zero has gained popularity across the US and in NC, implementation has varied, and few positive results have materialized. Their team offers technical assistance to communities, with the goal of applying best practices in implementation and systems-thinking to move Vision Zero communities to a more sustainable and effective model of Vision Zero implementation. The focus of this year's project has been to support NC VZ communities to build more diverse coalitions in order to address road safety as it relates to a variety of interconnected policies and practices (e.g., housing, health, environment).

## ***Work Plan and Scope***

### PlanNC

In order to support those small towns, PlanNC will provide: (1) access to data; (2) a playbook for a streamlined planning process; and (3) training for planning service providers such as volunteer planners, regional planners, and graduate students. For this workshop, student-consultants will create essential planning elements for the PlanNC project, including guidance on gathering data, materials for public engagement, and research on special topics. Student-consultants will create specific quick guides for use by communities in future planning efforts, and student-consultants will test those quick guides with specific case study communities.

Below are additional details about the potential work products.

#### **A. Guide for Gathering Data for Existing Conditions and Future Trends in a Small Town**

- Research best practices and available data for existing conditions and future trends
- Craft a quick guide (document or website) for where and how to compile essential data
- Test the quick guide with case study communities
- Present data to case study communities
- Record brief video explainer on how to use the data resources

#### **B. Guide for Authentic Public Engagement in a Small Town**

- Research best practices and available resources for public engagement plans
- Craft a quick guide (document or website) for authentic public engagement, including materials to facilitate public engagement, such as Planning in a Box and other activities
- Test the quick guide with case study communities
- Present public engagement plan to case study communities
- Record brief video explainer on the quick guide activities

#### **C. Special Topics for Planning in a Small Town**

- Potential Topics (depending on interest from the case study communities)
  - Planning for Prosperity in a Small Town
  - Planning for Resilience in a Small Town
  - Planning for Equity in a Small Town
  - Planning for Housing Opportunity in a Small Town
- Research best practices and available resources for the special topic
- Craft a quick guide (document or website) for principles and practices of the special topic
- Test the quick guide with case study communities (craft a plan element for the community)
- Present the plan element to the case study communities
- Record brief video explainer on the special topic quick guide

### NC Vision Zero Network

The client has chosen to conduct the Community Readiness Assessment (CRA) as a part of this year's evaluation plan in order to gauge knowledge and support for road safety and Vision Zero strategies in each of the communities we are working. They propose a 3-part project for approximately five (5) students to complete during the spring 2021 semester.

- I. Conduct interviews with up to five (5) VZ community partners to assess the background of their VZ initiative, current and planned VZ implementation efforts, and data analyses conducted.
- II. In coordination with our VZ partners, identify participants and complete the Community Readiness Assessment with eight (8) individuals in each community.
- III. Utilizing research data gathered by CSCRS on national Vision Zero efforts and results of the CRA, write a report and set of recommendations for each community. The recommendations should reflect the level of readiness to implement VZ for each community and draw on best practices being implemented by municipalities in the US (e.g., formatted as a case study).

### ***Key Tasks and Products***

- Review, Research and Analysis of Issues Based on the Workplan Proposed by the Client
- Develop Project Management Plan, including Project Charter, Scope of Work, Deliverables, and Timeline
- Four Personal Reflections (including a Pre-course Personal Statement)
- Interim updates and presentations
- Draft Final Report and Presentation
- Final Report
- Final Presentation

### ***Key Learning Objectives***

- Scope project charter with your client in a manner that is clear to both parties and can realistically be completed in the specified time period of a semester.
- Break down deliverables into clearly defined tasks and manage your time professionally.
- Assign tasks to other team members and effectively manage their work.
- Think critically about data and community engagement and racial/economic equity.
- Effectively organize and communicate with your clients and community stakeholders.
- Understand and effectively navigate the political context within which your planning services are offered.
- Co-write and edit a professional report.

### ***Student Responsibilities***

Given class size and the nature of clients' needs, the class will be organized into two teams, a 10-person team working with PlanNC and a 5-person team working with NC Vision Zero Network. While each team will have collective responsibility for their project—with ample opportunities for brainstorming, presentation, feedback, and constructive criticism—each team will have a project manager and the PlanNC team will have a co-manager. (Their additional tasks include acting as the main communications liaison between their team and the client and instructor, ensuring that the work proceeds efficiently, and the interim outputs and draft and final deliverables are produced smoothly and on time.) Each project team will develop a project management plan at the beginning of the semester, deciding how to organize themselves to accomplish required tasks to complete the deliverables on-time.

Students should expect to spend approximately 6-10 hours per week on workshop activities inclusive of class time. Classes will meet regularly for all weeks during the semester. The meetings are for 75 minutes on Mondays and Wednesdays from 11:15am until 12:30pm. Mondays will generally be reserved for 15-30 minute reports with the instructor on the week's progress and of upcoming steps, and discussion of any vexing issues in need of instructor feedback. The remainder of in-class time will be available for groups to carry out their work together and individually on specific tasks. Wednesdays will generally be for project work, with reports to the client occurring every other Wednesday (unless otherwise negotiated with the client).

Each student will be expected to write three short reflections on their experience in the class, in addition to the pre-course personal statement. The due dates for the reflections are February 19, March 26 and May 7. Prompts will be provided by the instructor a week in advance of each due date.

Each team may be asked to lead one or more skills classes (1 hour max.), sharing insights and expertise with the full class (such as on presentations). Speakers and subject matter experts will be invited to class from time to time and one professional in-class workshop will be held on project management.

### ***Faculty Responsibilities***

John Tallmadge will guide and support the student teams throughout the semester and will serve as an intermediary if there are conflicts between the student teams and the clients. He will also meet weekly with the project teams and with the project managers, as needed. In addition, he will arrange, with your help, to bring individuals with expertise in needed skills or substantive areas to provide in-depth instruction. While students are primarily responsible for all workshop analysis and deliverables, students should feel free to view the instructor as a resource and mentor on any aspect of the coursework. To facilitate in-class work time, he will meet with the class on Mondays, reserving Wednesdays for group work at the direction of the project teams and student project managers. Students will meet in Zoom breakout rooms as needed to carry out their group work. On Wednesdays, he will open the meeting, assign the breakout rooms, and then step back, returning in the last 10 minutes to check in. Occasionally and when needed he will drop in to each room to check in and take any questions.

### ***Course Expectations***

- You will **bring your whole self** to each class and to project meetings.
- You will **be fully present** in class and project meetings.
- You will **communicate openly** with me and your team about deadlines, progress, workload, availability, etc. – No surprises!
- You will refrain from behavior or interactions that constitute harassment or discrimination and will notify me immediately if you observe this, including from our clients or external partners.
- You will be transparent with the client and with me about your understanding of project expectations, progress on the workplan, and challenges that you encounter.
- You will be professional in your communications and self-presentation with the clients, external partners and each other.

### ***Student Evaluation***

Students will be graded on the quality of the final product they produce, on the level of client satisfaction with the deliverables, and on their individual contributions to the work process during the semester, carrying their weight and cooperation with peers. To this end, students will also be evaluated by the instructor and their peers on their level of preparedness and professionalism during in-class presentations and group work sessions.

### ***COVID Considerations***

We are in the midst of a pandemic and there are many uncertainties of the current moment. This may impact our usual workshop site visits, and the way in which we carry out group work. We will discuss options in class. But if at any time you feel overwhelmed or otherwise have issues with remote learning, please get in touch with me right away. We are all trying to adapt and so it is to be expected that things will shift and evolve. With your participation and help, I want to make this as fruitful an experience for all of us as I can. Our class is remote. Our work sessions will also be remote. But in the eventuality that you will be on campus, or plan to meet face-to-face for groupwork, please note that you are expected to adhere to the following community standards.

### **Community Standards in Mask Use**

This Spring semester, while we are in the midst of a global pandemic, all enrolled students in an in-person class are required to wear a mask covering your mouth and nose at all times. This requirement is to protect our educational community as we learn together. If you choose not to wear a mask, or wear it improperly, your instructors can ask you to leave immediately, and will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from the course for the protection of our educational community. An exemption to the mask wearing community standard will not typically be considered to be a reasonable accommodation. Individuals with a disability or health condition that prevents them from safely wearing a face mask must seek alternative accommodations through the [Accessibility Resources and Service](#). For additional information, see [Carolina Together](#).

### ***UNC Honor Code***

<https://studentconduct.unc.edu/faculty/honor-syllabus>

### ***Initial Course Schedule***

W 1/20/21	Icebreakers / Introduction to the projects / Discussion of expectations / Assignment to teams
M 1/25/21	Meetings with clients to discuss details of projects / Discuss Team roles
W 1/27/21	Project Management fundamentals with Ben Hitchings (MCRP '97) of Green Heron Planning
M 2/1/21	Working day on project management plans
W 2/3/21	Finalize Project Charters, deliverables and timelines with Clients
M,W 2/8,10/21	
M 2/15/21	Wellness Day - no class
W 2/17/21	Updates with Clients
M,W 2/22, 24/21	
M,W 3/1,3/21	Updates with Clients (Wed)
M,W 3/8,10/21	
M,W 3/15,17/21	Updates with Clients (Wed)
M,W 3/22,24/21	
M,W 3/29,31/21	Updates with Clients (Wed)
M 4/5/21	Wellness Day - no class
W 4/7/21	
M,W 4/12,14/21	Updates with Clients (Wed)
M,W 4/19,21/21	Draft Deliverables
M,W 4/26,28/21	Feedback from Clients
M,W 5/3,5/21	Final Deliverables to Clients / Presentations to communities
M 5/10/21	Debrief and celebration (with clients)