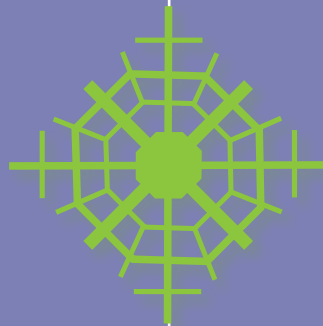


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PRINCIPLES AND PRACTICE OF COMMUNITY PLACEMAKING





Of all the books about community planning and design I've read over the years, I can't think of a single one that presents the principles of community placemaking as clearly, elegantly and persuasively as Steve Grabow's *Principles and Practice of Community Placemaking*. Grabow's well organized, thoughtfully presented and richly illustrated publication—the product of years of personal research and observation—makes the principles of community placemaking come alive.

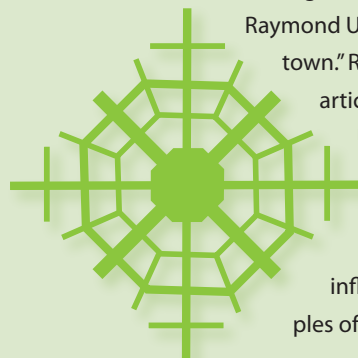
This book fills a major gap in the literature, and will undoubtedly make an important contribution to University of Wisconsin-Extension's mission, by providing community educators with an effective instrument for public education.

*Gene Bunnell, Ph.D., Professor Emeritus
Department of Geography and Planning
University at Albany*

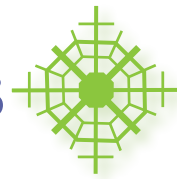


The octagonal symbol used in this publication is based on Raymond Unwin's "theoretical web-shaped plan for a town." Raymond Unwin's planning principles were articulated in *Town Planning in Practice*, 1909.

Unwin was an urban designer/architect for Letchworth and Welwyn Garden City, the world's first garden cities, built outside of London in the early 1900's. His concepts have influenced current planners advocating principles of traditional neighborhood design.



CONTENTS



SECTION 1 Principles and Practice of Community Placemaking

INTRODUCTION AND CONTEXT	1
Welcome and why	1
Purpose of this publication	2
Inspiration	2
Brief description of contents and format	3
Key definitions and concepts	3
Context with other principles and notions	4
Links to notions and sustainability	5
Caveats	5
Accessing presentations and other resources	6

SECTION 2 The Principles of Community Placemaking

FUNCTIONAL AREA I: Effective and functional physical configuration	8
PRINCIPLE 1: Compact communities and clear urban/rural differentiation.	8
PRINCIPLE 2: Strong urban center	9
PRINCIPLE 3: City-centered redevelopment and infill	10
PRINCIPLE 4: Integration of housing and employment	11
PRINCIPLE 5: Vital, distinctive and varied neighborhoods	12
PRINCIPLE 6: Avoidance of low-density residential development on the urban fringe	13
PRINCIPLE 7: A mix of housing types and households with different income levels	14

FUNCTIONAL AREA II: User-friendly and efficient circulation	15
PRINCIPLE 8: Pedestrian- and bike-friendly environments	15
PRINCIPLE 9: High quality and convenient public transit and transportation	16
FUNCTIONAL AREA III: Preserved natural and cultural resources and environment	17
PRINCIPLE 10: Environmental resources and parks: Preserved and consciously integrated into the fabric of the community	17
PRINCIPLE 11: Preserved farmland and related open space	18
PRINCIPLE 12: Historic and cultural resources consciously preserved and integrated into contemporary settings	19
FUNCTIONAL AREA IV: Enhanced local identity and sense of place	20
PRINCIPLE 13: Strong local character, community identity and a sense of place	20
PRINCIPLE 14: Well-designed public buildings and public spaces enlivened by work of art and sculpture	21
FUNCTIONAL AREA V: Attributes to instinctively draw us to places	22
PRINCIPLE 15: Connectivity	22
PRINCIPLE 16: Drama and dignity: Real places	23
PRINCIPLE 17: Variety and whimsy	24
PRINCIPLE 18: Reflection of local values	25
PRINCIPLE 19: Many choices and many things to do with sociable settings	26

SECTION 3 The Practice
of Community Placemaking

Purpose of this section 28

Background on change processes 28

Principles of community placemaking in practice 29

Placemaking activities: An overview 29

Community learning activities 30

A. Learning and general awareness of principles 30

B. Learning and dialogue around the principles 31

C. Learning through tours and site visits 32

D. Creating the foundations for community visioning for place through imagery 33

Community research/assessment activities 34

E. Community assessment in conjunction with learning and light strategy series 34

Community evaluation/assessment activities 35

F. Community evaluation/assessment with principles as criteria 35

Community visioning and planning activities 36

G. Creating a narrative vision for desired community characteristics 36

H. Create participatory concept maps/visions for your community 38

I. Community Design Charrette (extensive and condensed) 40

Combination of purposeful activities 43

J. Combination of purposeful activities to attain higher-level community impacts 43

Examples from UW-Extension practice in Jefferson County and Wisconsin 44

Role of community development professionals 46

Appendix

Bibliography 50

Acknowledgments 52

Contributors and resources 53





INTRODUCTION AND CONTEXT

Welcome and why

In 1999, the Wisconsin Legislature adopted the “Comprehensive Planning Act” which came to be known as the Wisconsin Smart Growth Law.

This new legislation, which amended Wisconsin planning laws, called for citizens to be engaged in planning and shaping their communities. Essentially, the law required communities to develop comprehensive plans, consistent with the legislation by 2010.

From the time that this law was passed, faculty and staff from the UW-Extension were involved in education about comprehensive planning. Their roles included providing insights into various approaches to comprehensive planning; guiding the design of individual community planning processes; and creating resources that laid out the best practice for developing citizen participation plans, and facilitating involvement techniques.

UW-Extension was also involved in on-demand education about many related topics before and during the process. Consultants and planning departments also provided background information and education to steering committees and community participants.

UW-Extension educators considered the community’s level of understanding and knowledge about characteristics and features that help make a community special. What does best practice by scholars, planners and designers suggest are important attributes associated with a quality community?

During the development of local community plans, UW-Extension was both asked and challenged to help “arm community participants” with a better understanding of the elements of successful community places. What seemed to be missing, but recognized as needed, was guidance on the types of features that contribute to quality community places.

There are many scholarly and professional resources that have addressed the topic of quality community design. However, this body of evidence-based, or practice-based knowledge, was primarily in the domain of experts. Certainly, there were and still are many resources that can be accessed that address quality placemaking. But the challenge and opportunity was the need for evidence-based resources that could be integrated into the community planning process; and fundamentally, could be user-friendly for steering committees, agencies and citizenry involved in shaping a community plan.

This need led UW-Extension to develop a package of research-based resources on the principles of community placemaking. These resources could not just be limited to narrative or verbal concepts. To make the principles of community placemaking come alive, the resources needed to be represented through graphic imagery and photographs. So the principles of community placemaking, in this publication, are presented through both narrative description and graphic representation. Both ways of communicating these principles are grounded in a research-based rationale.

How can these principles be used to help shape our communities into better places? A few summary comments are in order.

UW-Extension has been a leader in developing guidebooks and assistance in developing sound protocol for community development, community planning and many forms of “change” processes (Grabow, Hilliker, Moskal, 2006). These guidelines suggest the importance of developing content and processes that integrate community research, community learning, community visioning and comprehensive planning processes (Grabow, October 2004).

Community development professionals and planners have been leaders in advancing the understanding and application of community design resources. Concepts of new urbanism, traditional neighborhood design, community livability, sustainable development and community placemaking have emerged over the past 15-20 years.

An apparent need in the development of community plans is the recognition that good process alone does not guarantee that the community will be guided towards a better quality place to live. While professional planners typically provide important insights and best practice recommendations in the planning processes that they lead, is this enough to move the community toward the special place that it desires? Is there more that can be done to shape our communities to be all they can be?

Considerable effort is now being given to the importance of integrating necessary education about principles of placemaking with sound planning processes so that we can motivate aspiring citizen planners, along with the professional design and development community, to make places special. This is not an easy assignment. We will have to educate and raise the community capacity of literally millions of citizens to keep alive the movement of smart growth, new urbanism, and quality placemaking.

It has become apparent to some professionals that it is important to provide additional assistance to local officials, designers and aspiring citizen planners so that the “characteristics of quality places” can be incorporated into local planning processes and community vitality efforts.

Purpose of this publication

These resources are intended to provide a basic understanding of key principles of community design and placemaking for local officials, planners, community development professionals and aspiring citizen planners involved with community planning, visioning and community vitality initiatives.

It also provides examples for using these principles in community development and planning practice. This publication provides basic guidance for the use of specific methods, techniques and approaches for applying principles of community placemaking in a variety of venues, stakeholder groups and audiences. All of these examples have been tested and used in actual community settings.

Inspiration

These guiding principles were inspired by the book *Making Places Special* by former UW-Extension specialist Gene Bunnell. In addition, Bunnell provided the research outline for the “Characteristics of Quality Places.” Bunnell’s research includes the results of an American Planning Association survey that identified the qualities of special places, as well as a similar survey of Wisconsin planners conducted in 1998 and 1993, respectively. These resources have been organized, adapted and built upon by Steve Grabow with assistance, support and sponsorship of the UW-Extension Community Vitality and Placemaking Team. This team is developing curriculum and resources along with professional development training, around topics aimed at building community capacity throughout Wisconsin.

IS THERE MORE
THAT CAN BE DONE
TO SHAPE OUR
COMMUNITIES TO BE
ALL THEY CAN BE?





Brief description of contents and format

In this publication, the 19 principles of community placemaking are organized into five functional areas. The research-based justification and rationale for each principle is provided.

Approximately 5 to 10 message points are given for each principle. These also help in a deeper understanding and verification of why the principle is important. This document has been used as an educational foundation for community planning groups and formal planning bodies about to begin or already involved with community visioning and comprehensive planning. An earlier version of this section has been available since 2009, as a resource for community development professionals.

A section has been added to provide examples of ways to apply the principles in practice. This provides some very real illustrations on how community placemaking principles have been integrated into community change processes in Wisconsin. For each example, a specific application technique or method is described; the purpose and value of the technique is identified; the typical audience or group is characterized; the length or duration of the presentation or program is estimated; and other practical ways of applying the principles are summarized.

Key definitions and concepts

There are several definitions and concepts related to the notion of placemaking, place identity and community livability. A few of these ideas are explored.

A PLACE IS A GEOGRAPHICAL SPACE THAT IS DEFINED BY MEANINGS, SENTIMENTS AND STORIES.

Place

A place is a geographical space that is defined by meanings, sentiments and stories (Hague, 2005). Places are places (and not just spaces) because they have identity. (Hague, 2005).

Place identity

Place identity represents the values and meaning we give a place based on what others tell us about the place along with our own socialization shaped by age, class, gender, ethnicity, education, etc. (Hague, 2005). Place identities are formed through milieux of feelings, meanings, experiences, memories and actions that, while ultimately personal, are substantially filtered through socialization (Hague, 2005).

Placemaking definitions

- Relates to planning endeavors focused on spatial development, urban design and cityform, public realm, streetscapes and related infrastructure and the general imaging and re-imaging of places (Szold, 2000).
- The process of adding value and meaning to the public realm through community-based revitalization projects rooted in local values, history, culture and natural environment (Zelinka and Harden, 2005).

Planning and placemaking

We see community planning as being about placemaking; that is to say that a key purpose of planning is to create, reproduce or mold the identities of places through manipulation of the activities, feelings, meanings and fabric that combine into place identity (Hague, 2005).

PLACES ARE PLACES (AND NOT JUST SPACES) BECAUSE THEY HAVE IDENTITY.

PLACEMAKING DEFINED: PLANNING ENDEAVORS FOCUSED ON SPATIAL DEVELOPMENT, URBAN DESIGN AND CITY FORM...AND RE-IMAGING OF PLACES.

Placemaking and public places

Creating a vision around the places that citizens view as important to community life and their daily experience based on community needs and aspirations. Placemaking is both an over-arching idea and a hands-on tool for improving a neighborhood, city or region. It has the potential to be one of the most transformative ideas of this century (*Project for Public Spaces* website).

Quality urban design and place Identity

New developments should accentuate the features that people inherently use to navigate their way through their surroundings including paths, nodes, landmarks, districts and edges (Lynch, 1960 in Hague, 2005).

Practical design

Aims at meeting the needs of users of space including: ease of finding one's way around, connections between places, variety and interest, robustness, interest, personalization and visual appropriateness (Bentley, et. al., 1985 in Hague, 2005).

Community vitality

Defined as the community's collective capacity to respond to change with an enhanced level of participation (process or pursuit of) with aspirations for a healthy and productive community (an outcome or shared vision of success). In short, community vitality is the people's pursuit of a shared vision of a place (UW-Extension, Community Vitality and Placemaking Team).



Context with other principles and notions

A "Placemaking Imagery Forum" was held on February 1, 2006 to further describe and test the validity of these placemaking principles (Grabow, et. al., 2006). This forum assembled many of the most prominent community design organizations in Wisconsin. In the follow-up discussions from this forum, it was determined that there are two corollary design principles that are also fundamental to making places special and of high quality. These principles are:

Maintenance and operation. A community must have a commitment to maintaining its character and quality of place. To do this, a community must be a good land steward of peripheral open space; must maintain the streetscape and public viewshed including litter and trash pickup; must insist on property maintenance for commercial, industrial and residential property; advocate for building with low maintenance materials; and must recognize the importance of maintaining a sense of safety and security (Nelessen, 1994). A community can make enormous contribution to achieving sustainability by maintaining control over a discrete number of key management variables such as minimizing the energy, material and land use requirements of the community and its inhabitants (Rees, 1999).

Economic generators. A community must have a strong economic base and economic vitality to support quality places. The synergy of the private sector in concert with the public sector drives community revitalization (Smith, Kennedy, et. al. 1996).

It was determined that these two corollary design principles are actually components of many of the identified principles. They also can be considered as strategies or part of a pattern of policies or actions necessary to support and implement the principles of quality places. For this reason, these are not included in the primary listing of principles, but are certainly embedded in key concepts of placemaking.



Links to notions of sustainability

Most conceptualizations of urban design now include reference to a sustainable dimension (Carmona, 2001). Some argue that planning, and to some extent urban design, have always pursued notions of sustainability. The language of sustainability has been around Europe since the 1700s and 1800s (Davoudi and Layard, 2001). The association of sustainability with planning and placemaking can be traced to the pioneers of the planning movement in the late 1800s and early 1900s with Howard, Geddes and Unwin (Carmona, 2001).

Sustainability frameworks

Many accepted frameworks for sustainable development seek to reconcile the conflicts or balance the concerns of economic development, ecological preservation and social equity (Carmona, 2001; Godschalk, 2004; adapted by Grabow). These frameworks of sustainability containing the three “E’s”: economy, environment and equity, are further enhanced by adding another dimension called “community livability” (Godschalk, 2004). The reference to community livability has gained prominence as part of urban design movements committed to reestablishing the relationship between the art of building and the making of community, through citizen-based participatory planning and design (Godschalk, 2004). An argument can be made that the ultimate outcome or long-term vision for a high quality of life in the future is both sustainable and livable places; sustainable and livable places should reflect a balance among environmental, economic, equity and livability values (Godschalk, 2004).


Direct links between sustainability and community placemaking

There are many linkages between notions of sustainability and community placemaking. To create livable communities, the focus must be on the principles of community placemaking (Bohl, 2002 and Grabow). In addition, there is extensive overlap between the desirable characteristics or criteria for sustainable cities (sustainable community design) and the principles of community placemaking offered in this document (Carmona, 2001, adapted by Grabow). While this is a significant topic to address with limited space, it is important to provide assurance that the principles of community placemaking represent a fundamental dimension and component of sustainable systems.

Caveats

These principles are a reasonable set of characteristics of quality places to which communities can aspire. However, no community has all of these characteristics fully in place. Even cities recognized as the finest in the nation fall short of meeting commonly accepted principles of smart growth (Downs, 2005).

To fully meet all of these “ideal” characteristics is a high standard. In addition, some of the principles are more literally applicable to larger or more urban communities. (Although the general intent of the principles can be considered to all sized communities). Given the relative “newness” of smart growth and new urbanist concepts, along with the ambitious nature of principles of placemaking, experienced planning professionals believe there has been significant progress in moving towards sound principles of development and preservation. This has been characterized as a dynamic national movement that has engaged the atten-



COMMUNITY LIVABILITY HAS GAINED PROMINENCE AS PART OF URBAN DESIGN MOVEMENTS COMMITTED TO REESTABLISHING THE RELATIONSHIP BETWEEN THE ART OF BUILDING AND THE MAKING OF COMMUNITY, THROUGH CITIZEN-BASED PARTICIPATORY PLANNING AND DESIGN.

tion of diverse interest groups. The movement has made an appreciable difference in the last 15 years (Costa, 2005).

A final caveat is in order. It is understood that there are many scholars, planners, designers and design associations that have written extensively on placemaking and urban design. The literature has revealed both short lists and long lists of recommended principles. This study has concluded, through research and testing, that these 19 principles or characteristics of quality places represent an accurate description of sound quality place characteristics.

The fact that an assembly of some of the most prominent planning and design organizations in Wisconsin have corroborated these principles provides further support for the usefulness of this suggested framework.

Accessing presentations and other resources

A set of complementary resources to this document are very useful in integrating these principles of community placemaking. Four PowerPoint slide shows have been developed to explain and illustrate these principles. The PowerPoint presentations include the 19 placemaking principles organized over five functional components or themes areas. Each principle also contains graphic images intended to visually prompt a better understanding of the principle.

These presentations have been given many times throughout Wisconsin to downtown organizations launching planning efforts. They have been used to inform community groups and planning commissions about to begin a planning or visioning initiative. Presentations have served as a way to “inform and inspire the vision” with a high standard of what a community or place could be. This format has been adapted as a “worksheet and prompt sheet” for community tours. The 19-principle framework has also been used as a tool to help assess the quality of “community visioning work.” Specific examples for using these resources are included in Section 3.

The four versions of the PowerPoint on Principles of Community Placemaking are available and accessible online at www.uwex.edu/ces/cty/jefferson/cnred/cnred.htm, and are available on the University of Wisconsin-Extension's Community Vitality and Placemaking Team's blog at: www.blogs.ces.uwex.edu/community/ (draft).





THE PRINCIPLES OF COMMUNITY PLACEMAKING



“Americans
CONTINUE TO YEARN
TO LIVE IN
PLACES THAT
are UNIQUE AND
SPECIAL AND HAVE A
sense OF PLACE.”

—Gene Bunnell,
Making Places Special

FUNCTIONAL area I:

Effective and functional physical configuration

PRINCIPLE 1: COMPACT COMMUNITIES AND CLEAR URBAN/RURAL DIFFERENTIATION

Compact development that doesn't sprawl, enabling urban and rural areas to be clearly differentiated from one another.

Value and importance

Community builders and planners have long been trying to design communities that combine the best of the country and the best of the city (Hall, 1997).

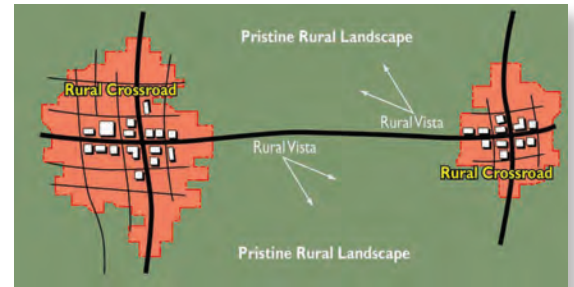
Planners have sought to keep a clear visual distinction between town and country; the "green belt" planning concept is the most important policy for the urban fringe and to define the urban-rural relationship (Hauge, 2005).

Community edge and green belts

Since Ebenezer Howard and his conceptualization of the Garden City and Social City in the late 1800s, there has been recognition of the benefits of "green belts" to define the community edge, and preserve appropriately rural land uses (Hall, 1997, Hague, 2005, adaptations by Grabow).



A clear strong edge defining city from rural shows Fort Atkinson's growth boundary.



A strong model of growth contains the vision of compact urban form while protecting the green spaces of natural areas and working farms around the periphery of the city (Beatley, 2000, adaptations by Grabow).

Farmland preservation

Farmland and nature are as important to the metropolis as the garden is to the house (Urban Design Associates, 2003).

In and near towns and villages, development can occur in urban service areas, and the best soils can still be reserved for agricultural use (Lewis, 1996).

Sustainability

Future development patterns that recognize the clear distinction between the country and the community are positioned for sustainability (Beatley, 2000).

Future development patterns that are more compact and contiguous to existing development make communities more sustainable (Beatley, 2000).

Community preference

Portland's growth containment policies are strongly supported by the public (Beatley, 2000).

Ideal city

The ideal city would offer a wide range of jobs and services in a compact urban form connected to other cities with effective transportation (Hall, 1997, Beatley 2000, adaptations by Grabow).



PRINCIPLE 2: STRONG URBAN CENTER

Urban places with a strong center, where multiple uses and activities are clustered in fairly close proximity (strong village and city centers).

Value and importance

Every community must have a civic or community focus that contains commercial, residential, civic buildings and a green or commons (Nelessen, 1995).

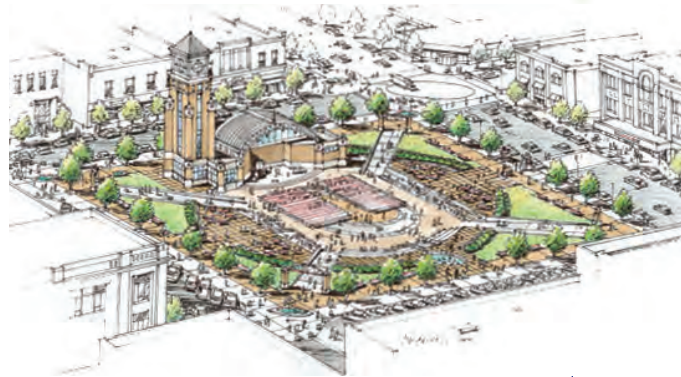
Strong urban centers and downtowns comprise the “heart and soul” of the community and are fundamental to the city’s economic health, heritage and civic pride.

Community preference

Given the choice between compact centers and commercial strips, consumers favor the centers by a wide margin (Bohl, 2002).

Many are convinced that community gathering places are the missing ingredients that people in suburban areas and edge cities are looking for today (Bohl, 2002).

Towns and cities whose social life coalesces around such places (cafes, taverns, squares, greens, etc.) meet the first criteria for people looking for a good place to live today (Bohl, 2002).



Identifiable center

The metropolis is made of multiple centers that are cities, towns and villages, each with its own identifiable center and edges (Urban Design Associates, 2003).



Baltimore’s Inner Harbor bustles at night, which has helped the area blossom into the city’s cultural center.



Downtown Asheville, NC offers multiple uses and activities within close proximity of each other.



Meadowmont Village in Chapel Hill, NC is a destination for working, shopping and relaxing in this city center.

**PRINCIPLE 3: CITY-CENTERED
REDEVELOPMENT AND INFILL**

Value and importance

Infill development within existing urban areas conserves environmental resources, economic interests and the social fabric (Urban Design Associates, 2003).

Infill reclaims marginal and abandoned areas (Urban Design Associates, 2003).

Community preference

Urban villages and town centers are beginning to appear on urban infill sites and in redevelopment areas including brownfield sites often to serve a nearby workforce or residences (Bohl, 2002).

The redevelopment of shopping centers and strip commercial areas into main streets, town centers and urban villages has become increasingly common.



Reuse

A livable city needs diversity in design and building types; thus, the importance of preservation and reuse not only of notable historic buildings, but of ordinary serviceable buildings (Barnett, 2003).



Infill riverfront condominiums in Fort Atkinson, Wisconsin.



Hard Rock Cafe at Baltimore's redeveloped Inner Harbor.



Cottage Grove, Wisconsin boasts a revitalized downtown anchored by a large redevelopment project.



PRINCIPLE 4: INTEGRATION OF HOUSING AND EMPLOYMENT

Integration of housing, employment centers and shopping areas, so that communities contain places to live, work and shop, and contain a full range of facilities.

Value and importance

Design for the human—the community must be a place for people to live, work, play and interact (Nelessen, 1994).

Town center and main street projects are promoted as “live, work, play” settings that offer relief from the totally automobile-dependent lifestyles of “soccer moms,” business commuters and others who feel trapped by suburban sprawl (Bohl, 2002).

Development should be planned for a job/housing balance, not as bedroom suburbs (Urban Design Associates, 2003).

Community preference

Survey research indicates the need for more diverse residential, retail, hotel and office formats (Bohl, 2002).

Mixed use environments offer an appealing alternative for “the new economy worker” tired of the isolation in office and technology parks (Bohl, 2002).



Trends

Urban villages are “a blend of old-fashioned neighborhood living and 21st century technology and convenience” (Bohl, 2002).

Home-based businesses are one of the fastest growing segments of commerce, fueling an interest in live/work buildings (Bohl, 2002).



This multi-use development in Chapel Hill, NC typifies the modern live, work, play setting.



Meadowmont neighborhood in Chapel Hill, NC offers shops and businesses with residential upstairs.



Middleton Hills, Wisconsin incorporates employment and shopping in the center with residential nearby.

PRINCIPLE 5: VITAL, DISTINCTIVE AND VARIED NEIGHBORHOODS

Vital, distinctive and varied neighborhoods in close proximity to the urban center.

Value and importance

Neighborhoods near the urban center can be appealing with their own distinctive characteristics as well as easily accessible to the urban center by foot, bicycle or transit (Grabow).

A key principle of a livable community or workplace is that it should be walkable, and these neighborhoods near the urban center enable this option (Barnett, 2003).

Community preference

Polls of downtown workers show substantial numbers of people who work downtown would like to live downtown or near downtown (Barnett, 2003).

Young people just starting out want to live in a place where there is something always going on (Barnett, 2003).



Large, turn-of-the century homes line a street in a distinctive and established neighborhood in Watertown, Wisconsin.



Distinctive architecture is prominent in this new Chapel Hill, NC neighborhood.



This neighborhood is located in the periphery of the village center in Wauwatosa, Wisconsin.



PRINCIPLE 6: AVOIDANCE OF LOW-DENSITY RESIDENTIAL

Avoidance of low-density residential development on the urban fringe.

Value and importance

New development contiguous to urban boundaries should be organized as neighborhoods and districts, and should be integrated with the existing urban pattern (Urban Design Associates, 2003).

European cities have demonstrated the possibility of achieving compact urban form while protecting the green spaces in and around the city (Beatley, 2000).

More medium density

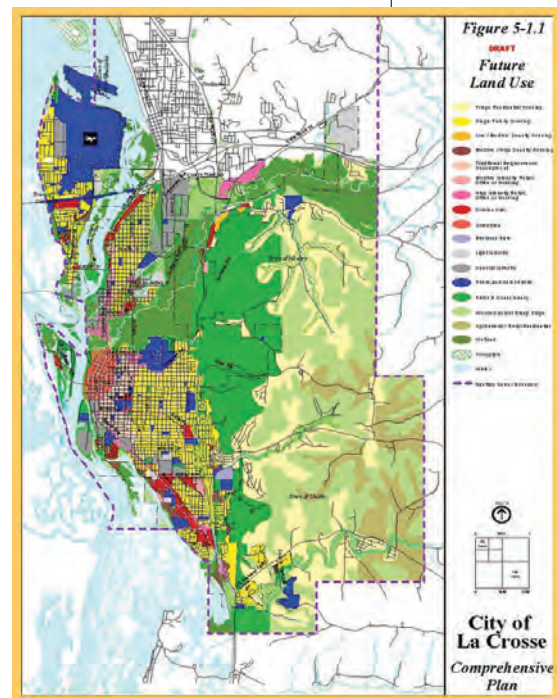
Public land use planning can help to counter the forces of deconcentration at the urban fringe by advocating for more medium density urban forms when contiguous extensions are imminent (Beatley from Hall, 1995, adaptations by Grabow).

Trends

The true neighborhood pattern has been lost in the “uniform housing tracts” that have become the neighborhood norm on the edges and recently annexed areas of communities (Barnett, 2007).



Conceptual plans for the Countryside Farm, Jefferson Wisconsin, with higher density residential.



City of La Crosse’s land use plan calls for dense growth surrounded by greenspace on the urban fringe.



Middleton Hills, Wisconsin has higher density residential development on the fringe of the community.

PRINCIPLE 7: A MIX OF HOUSING TYPES AND HOUSEHOLDS WITH DIFFERENT INCOME LEVELS

Value and importance

Communities should provide a broad spectrum of public and private uses to support a regional economy that benefits people of all incomes (Urban Design Associates, 2003).

Affordable housing should be distributed throughout the region to match job opportunities and to avoid concentrations of poverty (Urban Design Associates, 2003).



Strengthened civic bonds

A broad range of housing types can bring people of diverse ages, races and incomes into daily interaction, strengthening the personal and civic bonds essential to an authentic community (Urban Design Associates, 2003).

Ethical pledge and fairness

In 1949, Congress pledged a decent home and suitable living environments for every American Family (Housing Act of 1949).

Improvements in the community should benefit all the residents at all income levels.

Economic benefits

An adequate supply of housing for the residents who are not economically well off is very much in the community's economic interest, in particular, given the importance of the service sector economy (Bunnell, 2002, adaptations by Grabow).

A mix of land uses, housing, jobs and incomes creates a more balanced community, reduces traffic costs and creates better fiscal balance (Nelessen, 1994).



The CommonBond community in Watertown, Wisconsin offers affordable and market rate senior residences.



Single family residential and an apartment complex side-by-side in Fort Atkinson, Wisconsin.



Cohousing at Pacifica in Carrboro, North Carolina.



FUNCTIONAL area II: User-friendly and efficient circulation



PRINCIPLE 8: PEDESTRIAN- AND BIKE-FRIENDLY ENVIRONMENTS

Pattern of development that supports and encourages sidewalk pedestrian activity and bicycle path travel.

Value and importance

Urban areas exist for human beings and we need to find ways to give our urban areas this human quality or scale (Tibbalds, 1992).

Interconnected networks of streets should be designed to encourage walking, reduce the number and length of automobile trips and conserve energy (Urban Design Associates, 2003).

Walkways and design

An interlinked network of pedestrian walkways is a basic design feature in the creation of communities (Nelessen, 1994).

Design for pedestrian dimensions and distances through compact form, layout and street characteristics (Nelessen, 1994).

Streets and walkways

The streets should be both pleasant for pedestrians as well as efficient for vehicles and transit (Barnett, 2003).



The sidewalks along streets remain the most appropriate places for people to walk, and the street should remain the primary means of communication in cities and towns (Barnett, 2003).

Community livability

One of the primary principles of a livable community is that it should be walkable (Barnett, 2003).

Many activities of daily living should occur within walking distance, allowing independence to those who do not drive, especially the elderly and the young (Charter of the New Urbanism).

Community leaders need to think like pedestrians, cyclists, the old, children and disabled persons, not just like drivers (Tibbalds, 1992, adaptations by Grabow).



Milwaukee's Lakeshore State Park is easily navigable by both bikers and pedestrians.

PRINCIPLE 9: HIGH QUALITY AND CONVENIENT PUBLIC TRANSIT AND TRANSPORTATION

Coordinated with land use and development, concentrated along transit corridors near transit stops.

TRANSIT

Value and importance

Transit corridors, when properly planned and coordinated, can help organize metropolitan structure and revitalize urban centers (Urban Design Associates, 2003).

Mixed use formats based on traditional towns and villages have been embraced, in part, for their potential to create desirable, high-density residential neighborhoods clustered around transit stations—an arrangement that can, in turn, reinforce transit ridership (Bohl, 2002).

Transit and density

Appropriate building densities and land uses should be within walking distance of transit stops, permitting public transit to become a viable alternative to the automobile (Urban Design Associates, 2003).

Community preference

Transit-oriented projects are striking a responsive chord with homebuyers, many of whom are making home purchases based on little more than the promise of future transit service. (Bohl, 2002).



ROADWAYS

Value and importance

The street is the basic organizing feature for the livable community (Barnett, 2003, adaptations by Grabow).

Respect for different modes

In contemporary communities, development must adequately accommodate automobiles, but must do so in ways that respect the pedestrian and the form of public space (Urban Design Associates, 2003).

Transportation experience

It is not deemed enough that a road should serve as a means of communication from one place to another, it is also desired that it should afford some dignity of approach to important places, and be a pleasant way for the passer-by (Bohl, 2002).

Sound circulation system design

The circulation system for a community should be made up of an interconnected network of streets and walkways that form a grid, which provides multiple routes for cars, bikes and pedestrians to move from one block to the next (Bohl, 2002).



The Intermodal Station in Milwaukee, Wisconsin connects travelers through bus, bicycle and train transportation.

A wide variety of transportation modes allow for smooth metropolitan movement in Madison, Wisconsin (right).





FUNCTIONAL area III:

Preserved natural and cultural resources and environment

PRINCIPLE 10: ENVIRONMENTAL RESOURCES AND PARKS: PRESERVED AND CONSCIOUSLY INTEGRATED INTO THE FABRIC OF THE COMMUNITY

Value and importance

Conservation areas and open lands should be used to define and connect different neighborhoods and districts (Urban Design Associates, 2003).

It is important to provide regional green space and natural lands both inside and outside of the growth boundary, including large wedges of green space and nature extending into the city (Beatley, 2000).

Provide for adequate internal and peripheral open space (Nelessen, 1994).

Relationship between the community and natural resources

The metropolis has a necessary and fragile relationship to its agrarian hinterland and natural landscapes; the relationship is environmental, economic and cultural (Urban Design Associates, 2003).

Quality places for many include the ability to live in a vital, urban place while still remaining in touch with nature and being able to appreciate scenic and environmental qualities close at hand (Bunnell, 2002).

The only way to preserve environmental resources and rural areas in the long run is by confronting development head on—by planning, building and maintaining urban communities in which people want to live (Bunnell, 2002).



Parks and community livability

In many successful communities, parks, trails and walkway corridors are the primary organizing elements that shape development, create livability, preserve property values and provide the infrastructure to promote health and fitness (Garvin and Berens, 1997 and Grabow, 2005).

Not only should people live and work close to parks and open space, but they should not be too far from areas of natural or agricultural landscape (Barnett, 2003).

A range of parks, from tot lots and village greens to ball fields and community gardens, should be distributed within neighborhoods (Urban Design Associates, 2003).

Community preference

Research shows that people have a greater sense of well-being if their lives include ready access to the natural environment (Barnett, 2003).



Milwaukee's O'Donnell Park offers visitors a green corridor connecting downtown and Lake Michigan.

PRINCIPLE 11: PRESERVED FARMLAND AND RELATED OPEN SPACE, WILDLIFE HABITATS AND ENVIRONMENTAL CORRIDORS

Value and importance

Farmland and nature are as important to the metropolis as the garden is to the house (Urban Design Associates, 2003).

The land ethic

Aldo Leopold's land ethic suggests that we must have reverence for the land and treat it with respect (Lewis, 1996).

A land ethic reflects the existence of an ecological conscience, and this in turn reflects a conviction of individual responsibility for the health of the land (Lewis, 1996).

Premier farmland

Southern Wisconsin and Jefferson County have been identified in a region with some of the finest soils for farming in the Midwest, and a nationally significant area for food and fiber production (Lewis, 1996).

Jefferson County is part of an upper Midwest region containing an urban ring around rich farmland (the Circle City framework), and there are ample areas to build without destroying key agricultural soils or natural diversity if proper planning and regional design process is made available to our residents (Lewis, 1996).



Framing the challenge of farmland preservation

The challenge for rural areas is to maintain an economic base and agricultural production while preserving and enhancing the aesthetic, ecological and recreational resources of the area (Lewis, 1996).

Environmental corridors as a preservation consideration

Identifying environmental corridors quickly leads us to the most critical lands to preserve, providing a sound basis on which to make basic decisions about where to build, where not to build and how to build (Lewis, 1996).



A preserved farm within the rolling countryside of western Rock Lake, Lake Mills, Wisconsin.



PRINCIPLE 12: HISTORIC AND CULTURAL RESOURCES CONSCIOUSLY PRESERVED AND INTEGRATED INTO CONTEMPORARY SETTINGS

Value and importance

The development and redevelopment of towns and cities should respect historical patterns, precedents and boundaries (Urban Design Associates, 2003).

It is important to preserve and reuse not only notable historic buildings and districts, but ordinary serviceable buildings (Barnett, 2003).

Preservation ethic

A new preservation ethic has evolved which suggests that any old building should be saved unless there are clear economic or design reasons why it has to make room for new development (Barnett, 2003).



Quality of historic buildings

Traditional towns, buildings and landscapes are usually put together far better than new ones. They have a richness, intricacy and user-friendly quality that has evolved from years, even centuries, of adaptation (Tibbalds, 1992).

Contemporary responses

New development should provide a contemporary response which is subtle (Tibbalds, 1992).



Downtown La Crosse, Wisconsin has held onto its rich, historic buildings with its contemporary inhabitants.



Milwaukee's Historic Third Ward integrates new and old buildings seamlessly.

FUNCTIONAL area IV:

Enhanced local identity and sense of place

PRINCIPLE 13: STRONG LOCAL CHARACTER, COMMUNITY IDENTITY AND A SENSE OF PLACE

Value and importance

Quality of life and sense of place are increased if public and private spaces are well designed and reflect the character and needs of the communities in which they occur (Lewis, 1996).

Sense of place reflects our appreciation of the design elements, style, colors, textures, patterns, odors and sounds of a given place (Lewis, 1996).

Stimulating places

Variety in the scale of the spaces we inhabit, spatial diversity, stimulates our imaginations and thus contributes to the quality of our lives (Lewis, 1996).

Streets and squares should be safe, comfortable and interesting to the pedestrian; properly configured, they encourage walking and enable neighbors to know each other and to protect their communities (Urban Design Associates, 2003).



People places

A primary task of all urban architecture and landscape design is the physical definition of streets and public spaces as places of shared use (Urban Design Associates, 2003).

There must be a sufficiently dense concentration for people, for whatever purposes they may be there. This includes dense concentrations in the case of people who are there because of residence (Jane Jacobs in Tibbalds, 1992).

A good environment and an attractive public realm are not just created by professional specialists —architects, town planners, engineers, landscape architects and so on—or even just by the patrons of those professionals. They are created and maintained by the love and care of the people who live and work in a town or city (Tibbalds, 1992).



Harley Davidson has a strong presence in Milwaukee.



Miller Brewing Company continues the beer brewing tradition that Milwaukee is known for.



PRINCIPLE 14: WELL-DESIGNED PUBLIC BUILDINGS AND PUBLIC SPACES ENLIVENED BY WORKS OF ART AND SCULPTURE

Value and importance

The public realm is, in my view, the most important part of our towns and cities. The overriding criterion by which cities and towns should be judged is the nature of their public realm (Tibbalds, 1992).

Distinctive sites and buildings

Civic buildings and public gathering places require important sites to reinforce community identity and the culture of democracy (Urban Design Associates, 2003).

Civic buildings and public gathering places deserve distinct form, because their role is different from that of other buildings and places that constitute the fabric of the city (Urban Design Associates, 2003).

The center for art and culture

One advantage that older city centers have over new suburbs is a long history as a center of art and culture (Barnett, 2003).

As a community became more urban, its gathering places did as well—a shift that was reflected in the construction of buildings that further enclosed and defined the space, and in the addition of walkways, statues, art, monuments, lighting and more formal landscaping in the gathering place itself (Bohl, 2002).



Art and community meaning

Town master plans commonly talk about local character or community uniqueness. People where they live are hungry for meaning. Now, more than ever, [the arts and] councils can be the stewards of meaning for their home places (Maryo Gard Ewell, 2006, adaptations by Grabow).

Art and community interaction

Public art functions as a conversation piece to foster the casual human exchange that is the heart of the city's purpose (Sucher, 1995).

A piece of public art, or an artist's skilled transformation of some otherwise mundane street furniture, gives us something to observe, ponder and mention (Sucher, 1995).



Cravath Lake Park Entrance, Whitewater, Wisconsin was designed and built locally.



FUNCTIONAL area v:

Attributes to instinctively draw us to places

PRINCIPLE 15: CONNECTIVITY

Vehicular, pedestrian and transit connectivity and ease of movement from one part of the community to another.

Value and importance

Good urban areas are legible—all this really means in this context is that it should be easy for people, as pedestrians or drivers, to understand where they are, how the town is arranged and which way to go for the different places, amenities and facilities they require (Tibbalds, 1992).

Corridors as connectors

Corridors are regional connectors of neighborhoods and districts; they range from boulevards and rail lines to rivers and parkways (Urban Design Associates, 2003).

Street connections

The street is the city's major public forum and its careful definition and design is a major element of urban design; we need to reestablish the importance of the street as a key component in the urban fabric (Tibbalds, 1992).

Transit connections

Appropriate building densities and land uses should be within walking distance of transit stops, permitting public transit to become a viable alternative to the automobile (Urban Design Associates, 2003).



Walking connections

Many activities of daily living should occur within walking distance, allowing independence to those who do not drive, especially the elderly and young (Urban Design Associates, 2003).

Most blocks must be short; that is streets and opportunities to turn corners must be frequent (Jane Jacobs in Tibbalds, 1992).



Bike routes in Jefferson, Wisconsin link to almost all areas of the city, including the downtown.



Wayfinding signage in Lake Mills, Wisconsin helps people navigate to desired destinations within the city.



Bikes, trains, trams and buses all converge at the Heidelberg, Germany train station.



**PRINCIPLE 16: DRAMA AND DIGNITY:
REAL PLACES**

Landmarks and building façades providing evidence that it is a real place, not just superficial.

Value and importance

Interesting and memorable buildings or features contribute to the image people form of a place and the image that they can take away with them (Tibbalds, 1992).

Structure and landmarks

Public and civic buildings should be located to structure the town or the city center, to form memorable parts of the center and to provide landmarks at the end of key view corridors (Tibbalds, 1992).

Make the most of gateways, landmarks, topographical variation, the nighttime appearance and the definition of areas of different character (Tibbalds, 1992).

Design vocabulary and visual rhythm

Buildings also do much more than house people and shops; they establish the design vocabulary of places and the visual rhythm of streetscapes (Bohl, 2002).



The first architectural Washington Monument dominates the center of this Baltimore neighborhood.



The dramatic approach to Madison, the state Capitol building, and Monona Terrace.

PRINCIPLE 17: VARIETY AND WHIMSY

Expressed in architectural forms and design details.

Value and importance

Variation within the design conformity creates the most visually positive communities (Nelessen, 1994).

Throughout urban history, colorful, decorative, and even fanciful architecture has given life and visual interest to the streets of cities (Ford, 2003).

Variety and complexity

Variations on basic patterns must be encouraged in order to prevent a same dullness (Nelessen, 1994).

We must be careful not to make everything too prescriptive—too neat and tidy. Urban areas are messy and complex, rich and muddled (Tibbalds, 1992).



The district must mingle buildings that vary in age and condition, including a good proportion of old ones so that they vary in the economic yield that they must produce. This mingling must be fairly close-grained (Jane Jacobs in Tibbalds, 1992).



The Pineapple Fountain reflects the friendly hospitality of the people of Charleston, SC.



The Milwaukee Art Museum's Burke Brise Soleil is a moveable, wing-like sunscreen along Lake Michigan.



An Asheville landmark, the giant iron directs visitors to the 1926 Flat Iron Building.



PRINCIPLE 18: REFLECTION OF LOCAL VALUES

Appropriate architectural styles, materials and vegetation

Value and importance

Above all, buildings and development must be appropriate to and unique to the particular town or city in which they are located (Tibbalds, 1992).

Architecture and landscape design should grow from the local climate, topography, history and building practice (Urban Design Associates, 2003).

Capturing the unique sense-of-place qualities of each landscape personality enables the designer to create palates to harmonize future development with their regional qualities (Lewis, 1996).

New buildings must be imaginative and of high quality and, while being firmly rooted in or respecting their historical context, they must be obviously of their age (Tibbalds, 1992).



Integration with surroundings

Individual architectural projects should be seamlessly linked to their surroundings (Urban Design Associates, 2003).

The landscaping framework can be part of the organizational structure of the city, provided it is well integrated with the built fabric (Tibbalds, 1992).

Preservation and renewal of historic buildings, districts and landscapes affirm the continuity and evolution of urban society (Urban Design Associates, 2003).



The glacial fieldstone wall at Riverside Park in Watertown, Wisconsin uses natural, local stone.



Mullen's Dairy Bar mural in Watertown, Wisconsin reflects the small town and agricultural values of Jefferson County.



The Elias Inn in Watertown reflects the architecture of the German immigrants who first settled the city.

**PRINCIPLE 19: MANY CHOICES
AND MANY THINGS TO DO WITH
SOCIABLE SETTINGS**

More than consumerism and shopping; not just a workplace or a bedroom community.

Value and importance

Successful and attractive cities are characterized by a variety and mix of uses and activities in any one area (Tibbalds, 1992).

The mixing of the public and private, the special and the everyday, in a natural way, has led to cities and towns which people both love and enjoy using (Tibbalds, 1992).

Vibrant mixed uses

The overall objective must be the creation of a rich, vibrant, mixed use environment that does not die at night or weekends and is visually stimulating and attractive to residents and visitors alike (Tibbalds, 1992).

Multiple functions

But on the whole, the majority of the uses and activities that make up the town or city—housing, employment, shopping, culture, entertainment, administration, public services and recreation—can exist cheek by jowl and the public urban environment will be the richer for it (Tibbalds, 1992).

The district, and indeed as many of its internal parts as possible, must serve more than one primary function; preferably more than two. These must ensure the presence of people who go outdoors on different schedules and are in the place for different purposes, but who are able to use many facilities in common (Jane Jacobs in Tibbalds, 1992).



Value and importance

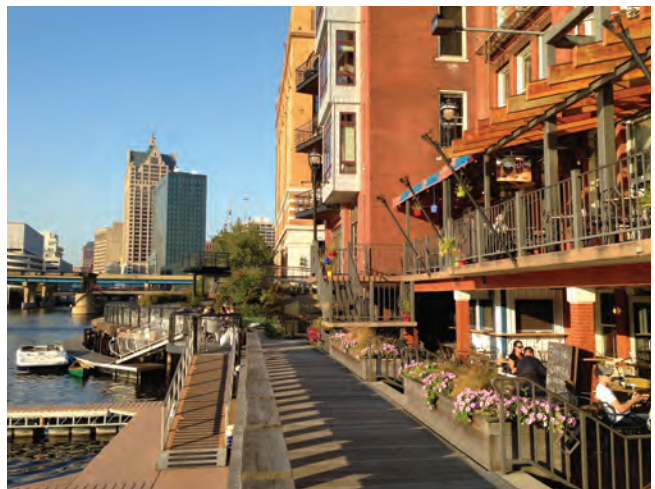
Throughout urban history, public plazas, village greens, and town squares have been the focal points of town and town centers, providing a public realm for everyday social life (Bohl, 2002).

There is a need to reestablish public spaces in our towns and cities where people can “meet and talk” and that creates a sense of place (William Whyte in Bohl, 2002).

A feature in successful communities

Many major European cities enjoy a wonderful legacy of urban parks, planted squares and tree-lined boulevards (Tibbalds, 1992).

One of the key features of successful town centers, past and present, is the variety of attractive public gathering places they contain (Bohl, 2002.)



The riverwalk connecting restaurants, shops, festivals and downtown Milwaukee, Wisconsin.



THE PRACTICE OF COMMUNITY PLACEMAKING



PLANNING MATTERS—
TAKING THE TIME TO THINK
THROUGH AND ENVISION
THE KIND OF PLACES WE
WANT OUR COMMUNITIES
TO BE IN THE FUTURE
IS IMPORTANT,
AND TIME SPENT
DEVELOPING PLANS
AIMED AT FULFILLING
OUR DEEPEST ASPIRATIONS
IS NOT WASTED.”



—Gene Bunnell, *Making Places Special*

Purpose of this section

This section provides examples of ways to use and apply the principles in practice. There are many practical ways for both community development professionals and community enthusiasts to do real work and projects aimed at reshaping their community.

Ten different examples of interactive activities are included to illustrate how community placemaking principles have been integrated into community change processes in Wisconsin.

For each of the ten examples, a specific application technique or method is described, the purpose and value of the technique is identified, the typical audience or group is characterized, the length or duration of the presentation or program is estimated and other practical ways of applying these principles are summarized. Also provided are illustrations, technique instructions, tools and technique examples, photos of processes in action and images representing output.

Background on change processes

As a resource in providing assistance to community organizations and groups interested in positive community change, UW-Extension applies well-tested and research-based approaches and protocol for helping a community to take meaningful action. Using processes tailored to specific needs enables the “change agent” to be very targeted in using the most effective process.

Research on community capacity building describes the importance of providing a framework for successful ways to lead change. A model for building community capacity recognizes “purpose based actions” as a framework for organizing and describing the approaches, strategies, skills, tools, and roles required in taking action and achieving results (Hinds, 2008).

Hinds identifies five primary purpose-based processes in leading purpose-based action and change. While an effective change agent and facilitator uses many different processes, these five fundamental purposeful activities or purpose-based actions have been adapted to guide and frame possible placemaking initiatives.

They include: learning, research, planning and design, operating and supervising and evaluation. Knowledge of these five approaches and associated skills, tools and roles bolsters the effectiveness of change agents and ultimately helps communities achieve their intended purposes. Each of the five purposeful activities has a distinct process methodology or approach (Hinds, 2008).

RESEARCH ON COMMUNITY CAPACITY BUILDING DESCRIBES THE IMPORTANCE OF PROVIDING A FRAMEWORK FOR SUCCESSFUL WAYS TO LEAD CHANGE.

In summary, complex community transformation (called Transformational Education by UW-Extension) requires the integration of high end process (purposeful activities or purpose-based actions) and high end content and community knowledge. These powerful framework ideas have been adapted as a way to organize and describe ways to lead placemaking initiatives. The application and examples of placemaking activities are summarized as:

- Community learning activities
- Community research/assessment activities
- Community evaluation/assessment activities
- Community visioning and planning activities
- Combination of activities

It should be noted that the purposeful activity of “Operating and Supervising” is not explicitly referenced in this framework. However, operations and management skills and techniques are involved in the execution of all of the above activities during the implementation of the various processes. The theory will become more apparent in the following section as we further explore application of the principles of community placemaking.



Principles of community placemaking in practice

This section provides examples of how these principles can be used in the purposeful activities described above in the “background on change processes” section. If the purposeful activity is primarily “community learning,” application examples are provided. Examples are also provided for the other purposeful activities including community research/assessment, community evaluation/assessment, and community visioning and planning. It is recognized and even recommended that the purpose-based actions of community placemaking can be applied as a combination of activities.

These examples are meant to be “illustrative” and “practical”—not prescriptive. There are many ways to learn, do community research, do community evaluation/assessment and do community visioning and planning.

There are various intended audiences that have an interest in placemaking. They may include wide-ranging members of the community (including the aspiring citizen planner), leaders in the community and community development professionals providing assistance to the community members and leaders.

Some of the application examples may be more suited to a particular audience. Some of the application examples are drawn from in-service trainings, and may have more applicability to community development professionals. Other applications are more directed to community leaders and community members.

The following section presents 10 specific placemaking activities organized around learning, research/assessment, evaluation/assessment, visioning and planning and a combination of activities.

Placemaking activities: An overview

Community learning activities

- a. Learning and general awareness of principles
- b. Learning and dialogue around the principles
- c. Learning through tours and site visits
- d. Creating the foundations for community visioning for place through imagery

Community research/assessment activities

- e. Community assessment in conjunction with learning and light strategy series

Community evaluation/assessment activities

- f. Community evaluation/assessment with principles as criteria

Community visioning and planning activities

- g. Narrative visioning: creating a narrative vision for desired community characteristics
- h. Image and visual preferences: creating participatory concept maps/visions for your community
- i. Community design charrette (extensive and abbreviated)

Combination of activities

- j. Combination of purposeful activities to attain higher-level community impacts

Community learning activities

A. Learning and general awareness of principles

Purpose and value

- To provide basic understanding and overview of these principles, and to enable meaningful engagement in potential follow-up placemaking initiatives.

Techniques

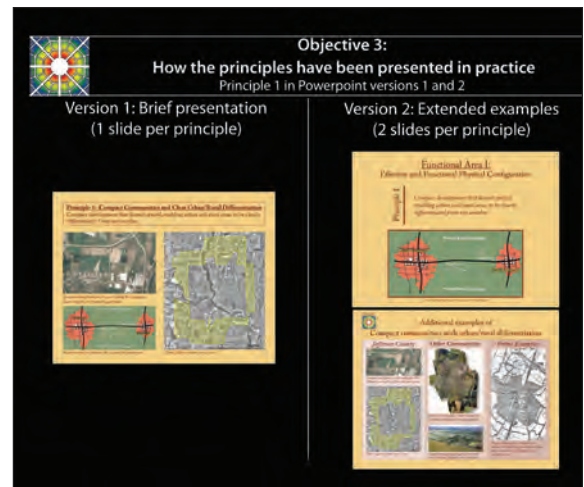
- Present PowerPoint overviews of the 19 principles organized over 5 functional components or theme areas.
- Deliver to one group/assembly.
- Each principle also contains graphic images intended to visually prompt a better understanding of the principle.
- Four different versions of this PowerPoint have been developed and are available.

Audience

- Community development professionals, community leaders*, community members. (*denotes more typical audience)

Length of presentation/program:

- Can vary from 45 minutes to 1½ hours.



A slide from a PowerPoint presentation.



PowerPoint slides illustrating principles of placemaking.



B. Learning and dialogue around the principles

Purpose and value

- To provide a basic understanding and sharing of perspectives about these principles, and to enable effective engagement in potential follow-up placemaking initiatives.

Techniques

- Present PowerPoint for functions I and II (deliver in one group/assembly).
- Use break-out groups prompted with exercise instructions and suggested dialogue questions.
- Present PowerPoint for functions III, IV and V (deliver in one group/assembly).
- Use break-out groups prompted with exercise instructions and suggested dialogue questions.
- See Activity A above for template versions.

Audience

- Community development professionals,* community leaders, community members (*denotes more typical audience).

Length of presentation/program

- 1½ hours for each break-out; so this will require a block of time of 3 hours or more.

Lecture exercise dialogue questions

- What are the key rationales that support each principle? (Discuss why these are important principles.)
- What are the practical implications of this set of principles to shaping a community?
- What examples from your community best illustrate one or more of the principles? Use photos or electronic/digital images from home communities to illustrate. (If your breakout group does not have hometown pictures, please describe and discuss examples of where these principles are evident.)



Participants in breakout groups.



C Learning through tours and site visits

Purpose and value

- To provide an experiential way to collectively learn about these principles, and broadly mobilize engagement in potential follow-up placemaking initiatives.

Techniques

- Adapt principles into a “Worksheet” to be used by participants during a tour.
- Instructions are written into the worksheet as well as summarized by the facilitator/tour guide prior to the tour.
- Throughout the tour, participants note which principle a particular place best relates to, and a brief note or rationale is provided on the worksheet.
- Dialogue at the conclusion of the tour provides an opportunity to share observations from the worksheet.

Audience

- Community development professionals,* community leaders,* community members* (*denotes more typical audience)

Length of presentation/program

- Likely time of tour will vary, but may take 4 to 8 hours depending on the scale of the community or tour; neighborhoods or smaller communities may take less time.



Walking tour of the Atwood neighborhood, Madison, Wisconsin.



Walking tour of Middleton Hills, Middleton, Wisconsin.





D. Creating the foundations for community visioning for place through imagery

Purpose and value

To provide an interactive way to collectively learn about these principles, and lay the foundation for a customized, community vision along with potential other follow-up placemaking initiatives.

Techniques

- There are many resources and ways to integrate visual preference determinations; the method described here uses one customized method.
- Dialogue and select a “short-list” of principles to emphasize or feature in your community (4 or 5 principles).
- Use the UW-Extension “Graphic Image Library” to consider candidate images that best represent the visual image of desirable characteristics for your community (2 or 3 images for each principle selected—you will do this for each of the 4 or 5 principles that you have selected to emphasize).
- Assemble the preferred images for each principle.
- The assembly can be done by posting on flip chart paper sheets or on mounting boards (hard copy image use); the assembly can also be done by using an electronic template created by UW-Extension. (See Version 4 of the PowerPoint templates).
- This can be done as an assembled group, but is more likely to succeed with smaller break-out groups.

Audience

- Community development professionals,* community leaders,* community members* (*denotes more typical audience)

Length of presentation/program

- Likely time of 4 to 8 hours depending on the group and the number of principles selected for emphasis.

Workshop image selection instructions

- Review packet of pictures or a digital selection from the electronic file.
- Select one or more photos that best illustrate principles that you would like to see in your community.
- Organize by as many principles as you would like to feature in your community. Assume that you will have time to feature 4-5 principles.
- Organize photos on flip chart along with post-it note label with the principle you are working under or develop a digital system to select preferred images. An electronic template is available.



Participants discuss images of ideal principles they would like to see in their communities.

Community research/assessment activities

E. Community assessment in conjunction with learning and light strategy series

Purpose and value

- To enhance the “First Impressions Community Assessment Program” with pre-assessment learning and post-assessment strategy development; enable knowledgeable and effective volunteers to lead program execution and mobilize a community for practical and meaningful strategy responses.

Techniques

- Presentation of principles (See Activity A on pg 30) as part of program orientation.
- Follow the guidelines of the UW-Extension “First Impressions Community Assessment Program.” The UW-Extension Center for Community Economic and Development has extensive resources and templates for operating this foundational program: <http://cced.ces.uwex.edu/2012/08/04/first-impressions-program-2/>
- The “First Impressions” tool was developed in 1991, and since that time, hundreds of communities in Wisconsin and across the U.S. and Canada have found value in the program. The notion of using community exchange teams (commonly referred to as the “secret shopper” approach) helps communities assess

community development opportunities and develop responses for community improvement.

- Build on the recommended “action planning” step with a facilitated community response and strategy setting workshop.

Audience

- Community development professionals,* community leaders,* community members* (*denotes more typical audience)

Length of presentation/program

This series typically takes several months to execute, including lead-time needed to assemble community leadership, resource assistance (UW-Extension), volunteer recruitment, orientation workshop for volunteers (typically 2 hours), site visit (full day with or without overnight stay), assembling of assessment report, community presentation workshop (typically 2 hours), strategy-setting workshop (2 hours) and assembly of final report with principles of community placemaking, assessment findings, and strategy recommendations.

First Impressions orientation workshop

City-to-city exchange agenda

- Overview of “First Impressions” program
- Presentation on principles of community placemaking
- Review “First Impressions Program” manual
- Questions and answers on process
- Set date for site visit
- Light discussion on follow-up/use of findings

First Impressions facilitated community session

Findings and strategy agenda

- Welcome by community coordinator
- Presentation on context and placemaking
- Presentation of report:
 - Five minute impression
 - Community entrances
 - Downtown and business areas
 - Government, education and health
 - Recreation and tourism
 - Wrap-up summary of “Positives,” “Opportunities,” ideas to borrow
 - Facilitated strategy session: Areas to continue community emphasis, areas to improve or address, and areas to “follow up” on by the community



Community evaluation/assessment activities

F. Community evaluation/assessment with principles as criteria

Purpose and value

- To evaluate the extent to which each of the principles of community placemaking is evident in a particular community; the evaluation informs community members about their perceived performance levels around each principle and may stimulate community energy to build on areas of strength or respond to areas rated low.

Techniques

- Apply at least one prerequisite learning or foundations session such as Activity A or D on page 30 or 33.
- Use the 19 principles of community placemaking as an assessment tool. (UW-Extension has developed a simple assessment tool).
- As with most all community development assessment tools, the tool can be used individually or as a facilitated group project (or as a combination of individual homework and facilitated workshop).
- Instructions for use of the tool would guide participants in responding to: the extent to which the principle is evident in your community (rate on a scale of 1-5 the extent to which this principle is evident in your community; 1=not evident to 5=strongly evident).
- Dialogue around the findings can lead to a summary of the existing community condition, which can then be used in follow-up visioning or planning activities.

Audience

- Community development professionals,* community leaders,* community members* (*denotes more typical audience)

Length of presentation/program

- Likely time for the completion of this exercise is from 2 to 4 hours.

Evaluation tool instructions

- Review the 19 principles.
- For each principle, rate the extent to which the principle is evident in your community.
- Rate on a scale of 1-5 where:
 - 1= not evident
 - 2= barely evident
 - 3= somewhat evident
 - 4= evident
 - 5= strongly evident

Evaluation tool example format

(Note: actual tool would include all 19 principles)

Principle 1

Compact communities and clear urban/rural differentiation

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principle 7

A mix of housing types and households with different income levels

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principle 16

Drama and dignity: Real places

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other observations

Community visioning and planning activities

G Narrative visioning: Creating a narrative vision for desired community characteristics

Purpose and value

- To develop a narrative vision which describes what a desired community would look like in the future; this vision of success provides the target for actions and strategies which, when implemented, would move the community toward its vision.

Techniques

- Apply at least one prerequisite learning or foundations session such as Activity A or D.
- Facilitator describes the exercise and provides prompting concepts.
- Facilitator asks participants to: Describe what you hope your “ideal community” would look like in the future. (Note: If this session follows a visual preference activity, like Activity D on page 33, these vision ideas can support the rationale for image selection.)
- Facilitator captures each idea on a flip chart or larger post-it note (taking care to carefully document each word and phrase as closely as possible—values are embedded in the chosen words).
- Facilitator leads group in organizing the generated vision ideas/statements into the specific principle that best represents the idea.
- Facilitator leads the application of the “We-Agree” technique/tool to determine the extent of agreement or consensus on each vision idea. (See instructions for We-Agree tool on page 37.)
- The outcome from this exercise is a set of consensus vision statements organized by a selection of important principles of community placemaking.

Facilitated workshop: Vision statement development instructions

- Choose one facilitator to capture vision statements from the group.
- Write down your suggested vision statements as a description of what you hope your ideal community will look like in the future. These statements can help support the rationale for your photo selection or they may be thoughts that are better represented in narrative, rather than graphic form. (Use Sharpie on post-it notes, one complete vision idea per post-it note)
- Organize vision statements by individual principle on the flip chart.
- Have the facilitator apply the “We agree” tool. (See detailed instructions on next page.)

Audience

- Community development professionals,* community leaders,* community members* (*denotes more typical audience)

Length of presentation/program

- Likely time for the development of consensus vision statements is from 2 to 4 hours



VISIONING:

A process resulting in “a description of a desired and future end-state.”

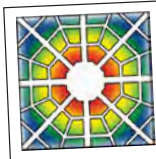


NARRATIVE VISIONING:

The interactive development of an agreed upon set of vision statements that describes hopes for an “ideal community.”



Workshop participants using the “We Agree” technique tool on vision statements



We Agree™ Technique

1. Organize the group
2. A generated list of possible vision statements have been arranged on the flip chart. (Label each post-it not a., b., c., d., etc.)
3. Facilitator reads each vision statement, one at a time.
4. Facilitator asks if everyone agrees with the vision statement as written.
5. If yes, the facilitator moves to the next vision statement.
6. If someone says no, the facilitator asks for the reason and writes the reason on a post-it note next to the vision statement.
7. Proceed to the next statement and repeat steps 5 and 6.
8. The facilitator repeats this until all vision statements have been considered.
9. At the conclusion, those vision statements without a "Tag of Objection/Concern" are considered "Consensus Vision Statements" since all agree.
10. The remaining statements are with out agreement/without consensus.
11. Each statement without agreement/consensus will then be reconsidered. The facilitator will read the concern/reason/rationale as to why there was not agreement.
12. For each statement without agreement, the facilitator will lead a discussion aimed at rewording into a vision statement with agreement/consensus.

PRINCIPLES OF COMMUNITY
PLACEMAKING INSERVICE



Vision statements of four selected principles with tags of objection/concern.

Example narrative vision statements

Principle 8:

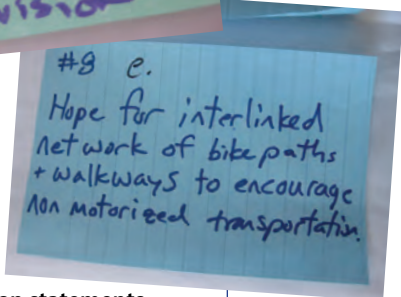
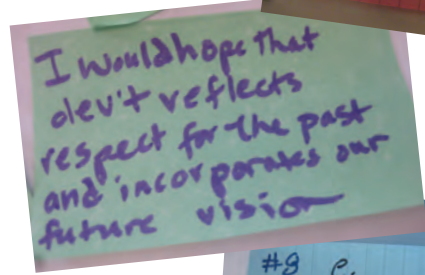
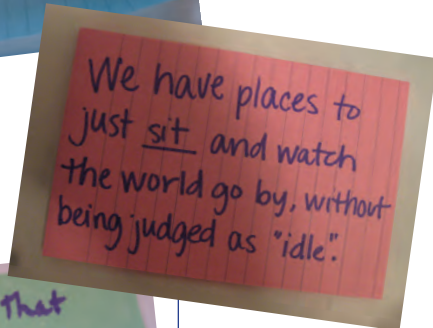
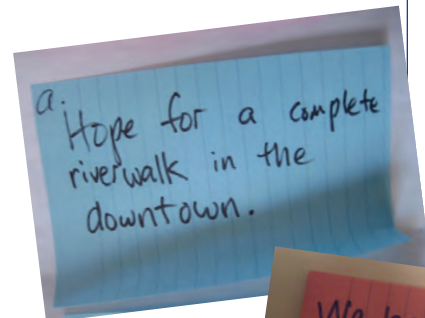
- Pedestrian and bike friendly environments
 - Hope to have a joint bike/ped trail that circuits the community with stopping off points.

Principle 12

- Historic and cultural resources consciously preserved and integrated into contemporary settings.
 - Hope historic facilities and resources will be preserved, maintained, repurposed and highlighted.

Principle 13:

- Strong local character, community identity and a sense of place
 - Authenticity must be preserved.



Individual vision statements



IMAGE AND VISUAL PREFERENCES:

A participatory graphic and image-oriented vision activity which involves the development of maps and visual representation of what the community hopes to look like in the future.

H. Image and visual preferences: Creating participatory concept maps/visions for your community

Purpose and value

- Develop a participatory graphic and image-oriented vision activity which involves the development of maps and visual representation of what the community hopes to look like in the future. This vision of success provides a graphic and tangible target for actions and strategies which, when implemented, would move the community toward its vision.

Techniques

- This process for a participatory mapping/vision development event will require at least one prerequisite learning or foundations session such as Activity A or D on page 30 or 33. It will also require significant background community research, instructions and process guideline preparation, facilitator training for break-out groups and base map/aerial photo preparation. (Examples from a UW-Extension in-service are provided as figures including: “Your Town” Narrative for Fort Atkinson, base maps/aerial photos for the Fort Atkinson community and the Fort Atkinson downtown area, workshop instructions, facilitator’s prompting guide, and the symbol and mapping key.) See page 39.
- This format is based on the National Endowments for the Arts “Your Town” Program.
- Facilitator distributes resource materials for orientation to invited participants prior to the facilitated event.
- Facilitator arranges for necessary workshop resource materials (including markers, maps/aerials, background packets, flip-charts, etc.) necessary for this participatory workshop.
- Facilitator describes the exercise and summarizes key resource materials.
- The outcomes will be alternative concept maps/footprint visions (from each break-out group) for desired community places, functions and relationships represented spatially on maps/aerials.

- Typical participatory processes will include an opportunity for all or a selection of break-out groups to share their group concepts with the assembly.
- Follow-up activities should be designed into an overall process to assure that this community work gets integrated into more formal and recommended community plans (Note: An example would be to have an established “planning body” or steering committee consider these alternative concept maps, and develop/select a preferred concept.)

Audience

- Community development professionals,* community leaders,* community members* (*denotes more typical audience)

Length of presentation/program

- This program requires extensive preparation time to develop resource materials and arrange the event. Depending on resource availability, this could take weeks or months. Likely time for the “stand-alone” participatory event is 4 to 8 hours.

Mapping workshop instructions

- Familiarize yourselves with the aerial photos of existing land use.
- Use colored pens to mark dots on the aerial photos where no land use is identified.
- The first ideas to be mapped are the red dots for “Special Places.” Place red dots on those areas you believe are special according to the principles.
- Place yellow dots for “Opportunities for Improvement.” List suggested opportunities below each yellow dot.
- Start sharing your ideas about other mapped features (those identified icons on your key).
- In areas of general agreement, start coloring with the designated colored marker.
- Use the colors shown on the “Symbol and Mapping Key-Version 1.” (See key on the next page.)



Output board mapped by workshop participants using the key provided.

Workshop Segment A- Context
An Introduction to Fort Atkinson, Wisconsin

The focus of your small group deliberations during this workshop is Fort Atkinson, Wisconsin, a medium sized city of approximately 12,000 persons in southeastern Wisconsin. In 1996, Money Magazine named Fort Atkinson "one of America's Hottest Little Towns". The city has an established downtown that runs north to south and is bisected by the Rock River. This business district is generally one block wide on either side of Main Street, with the exception of a few intersections. At one time, Main Street carried Hwy 26 traffic through Fort Atkinson's downtown. Although Highway 26 now bypasses the city to the west and north, Main Street still supports a number of businesses. Today's downtown is thriving with a variety of businesses including a florist, a pharmacist, a cell phone provider, a law firm, tax preparation, an architectural firm, a bank, a grocery store, a fitness center and many unique specialty shops and dining experiences. Many of the businesses are centered around the Main Street area, with a few newer developments on the cities fringe, most notably development on the city's western edge where the Highway 26 bypass intersects Highway 12 and at the cities southern end at the business park along Hwy 90. The highway 26 bypass forms the current growth boundary on the west and north sides of town.

Physically and structurally, Fort Atkinson's downtown is vital to the city. Recent improvements to the downtown include: a new downtown bridge crossing the Rock River with new main street traffic flow, redesigned streetscape and well thought out wayfinding, a new riverwalk, new retail, dining and downtown housing along the river, a library expansion, and a major renovation to the city hall, fire and police stations. The city's chamber of commerce is active with revitalizing the downtown, abandoned rail line along with bikeway connections through the entire city.

Residential development has occurred primarily on the city's north, northwest and south sides.

Fort Atkinson has a promising future. With its location half way between the metropolitan areas of Milwaukee and Madison and within 2 hours of the Chicago area, Fort Atkinson is home to many and is the backyard to many more.

"Your Town" narrative for Fort Atkinson, Wisconsin. Narratives consist of introductory and key background descriptors about the community.

FACILITATOR'S PROMPTING GUIDE
Principles of Community Placemaking Inservice
 Thursday, May 6th, 2010

- Have participants sign the "Participant List" at their table.
- Review Key Purposes of the Exercise**
 - To provide workshop participants with an opportunity to graphically identify their preferred long-term
 - To enable citizens to be
- Explain some process guidelines**
 - All ideas are welcome
 - There are no right or wrong
 - Be respectful of each other
 - Participate fully and
 - Try to make the process
 - Remember that visual
 - Have fun!
- Describe the desired future**
 - A colored drawing
 - gathering places
 - recreation corridors
- Instructions (Not for the group, but the to the group moving forward)**
 - Tell participants to base air photo on "Version 1"
 - Tell participants to
 - After 5 or 10 minutes and dots participants

Principles of Community Placemaking Inservice
SYMBOL AND MAPPING KEY- Version 1

Special Places..... (Red circle)

Opportunities for Improvement (general)..... (Yellow circle)

Note: List suggested opportunities below dot

- Underutilized Building..... (Yellow circle with 'U')
- Historic Building for Restoration..... (Yellow circle with 'H')

Gathering Place or Focal Point Destinations..... (Green star)

Recreation or Open Space Enhancement..... (Green blob)

Linkages..... (Blue double-headed arrow)

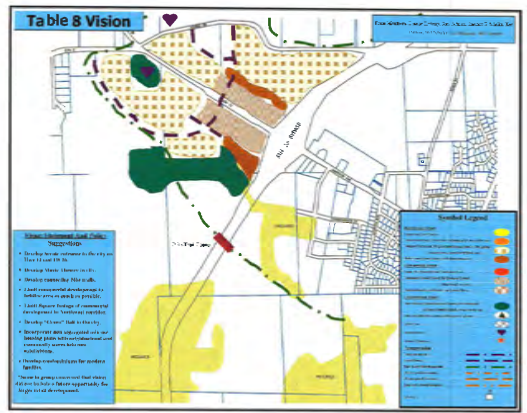
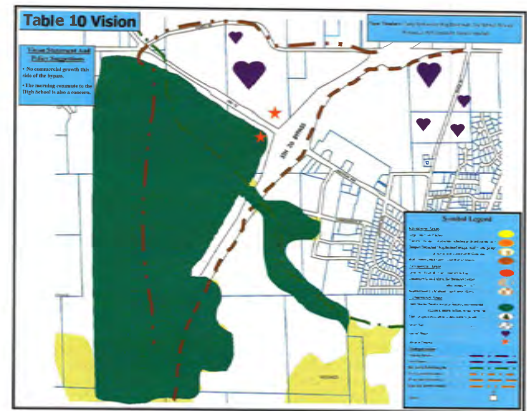
Pedestrian or Recreation Corridor..... (Blue line of dots)

Streetscape Enhancement Corridor..... (Yellow line of dots)

(Place a bracket on the limits or edges of the segment you wish to emphasise)

Other Ideas or Feelings Related to Views, Noise, Perceptions..... (Write or draw these on the photo (any color))

Facilitator's prompting guide, and symbol and mapping key used in mapping workshops.



Two very different visions for the community of Fort Atkinson from different breakout groups.

Community Design Charrette (extensive and condensed)

General description of community design charrette

This section illustrates a specific method of community placemaking.

- UW-Extension is developing a curriculum based on the “Theory and Practice of Community Design Charrette” (Lennertz and Lutzenhiser, 2006). Community Design Charrettes are high-energy community planning activities that concentrate public involvement into a 3-day period (the charrette) that generates energy and momentum needed for implementation.
- The extensive approach to Community Design Charrette is based on the Minnesota Design Team model that since 1983, has helped more than 120 rural communities discover their shared visions for the future (American Institute of Architects- Minnesota, 1983 and Mehrhoff, 1999). During the three-day charrette, a team of 12-20 volunteer planning and design professionals live and work with a community to collaboratively develop short-, medium-, and long-term visions.
- A “workbook” is used to help guide the community 6-8 months prior to the charrette with planning and logistical activities designed to prepare the community for the charrette and for implementation.

- The community design charrette approach concentrates public engagement into a 3-day event. The event or “visit” consists of a flurry of interactive activities that encourage the exchange of ideas while generating the energy needed for implementation. Like a traditional planning process, the community design charrette involves months of preparation and deliberation involving key stakeholders. Contrary to public opinion, the community design charrette process involves just as much time and effort as a traditional process and merely projects the illusion that it is quick, fun, and simple. This illusion is by design and is critical to successful public participation and implementation.
- A condensed approach to community design charrette has also been piloted by UW-Extension, and examples of the adapted process and case results from Jefferson County, Wisconsin have been summarized (Grabow “The Power of the Design Charrette Method,” 2015).

In Jefferson County, this condensed or intensive application of the design charrette process has been particularly effective for targeted site plans such as park master plans. The volunteer involvement of planning and design professionals is a fundamental component of this type of process (see image on page 42).

Community Design Charrette UW Extension Community Vitality & Placemaking Team





Community Design Charrette

A Method for Building Community Capacity & Vitality

Todd Johnson, CNRED Educator, Grant County
Nathan Sandwick, CNRED Educator, Portage County
Community Vitality and Placemaking Team (CVP Team)

Background

Grantsburg is a small rural community (pop. 1,341) in northwestern Wisconsin searching for direction. The community lacks the expertise and funding to develop long-range plans without assistance. The UW Extension Community Vitality & Placemaking (CVP) Team was invited to partner with community leaders, the National Park Service, the University of Minnesota's Center for Rural Design and the American Institute of Architects' Minnesota Design Team in order to arrange and pilot a community design team "charrette" project for Grantsburg this past April 2014.

Intended Outcomes and Research Objectives

At the heart of the design charrette technique is the "Visit"--- a three-day event during which a team of 12-20 volunteer planning and design professionals (we had 18) live and work with a community to collaboratively develop narrative and graphic visions for their future. The research objective was for the CVP Team with to experience and adapt the Minnesota Design Team research-based approach to interactive and dynamic community design using the design charrette process.

Program Outcomes-Impacts

A videographer documented the entire visit, including pre-program interviews with community leaders; community presentations; community working lunches; bus and walking tour; community potluck/workshop; post workshop interviews; design team visioning; final presentation; and post-program interviews with community members. Program outcomes include (25) presentation boards assembled into a slideshow. Evaluations found the process to be very effective in bringing the community together (two evening workshops drew over 200 people each) to share and explore ideas that could be expressed in drawings. The plans have inspired the community to take immediate action towards realizing its shared vision. A leadership structure has begun implementation of near-term "boots on the ground" ideas. Regarding large scale impacts, a banker and the school superintendent have agreed to purchase a closed-down hardware store to create a teen center and community facility at a key location.

Implication to UWEX / CES

This presentation will share CVP Team efforts to build institutional capacity and process skills around community vitality and design. The Grantsburg pilot will introduce colleagues to a new, UWEX adaptation of the community design team "charrette" process. Extensive video documentation will bring this process "alive" for our colleagues.

Relevancy to the broad fields of Community Resource Development and Family Living

The CVP Team intends to further involve and train county educators, specialists, private sector planner/designers and others in order to build their capacity in these new process adaptations, and move us towards "Community Vitality: The Wisconsin Way!"



A descriptive summary of impacts from a three-day design charrette.

A three day charrette design workshop brought together design professionals, aspiring planners and community members.





UW-Extension design charette for a park master plan.



Images from the Carnes Park Charette process in action.





Combination of purposeful activities

J. Combination of purposeful activities to attain higher-level community impacts

General description of a combination of purposeful activities.

This section introduces ways to combine multiple purposeful placemaking activities

- Context: Higher-impact community development programming typically requires an integration or blending of fundamental purposeful activities. UW-Extension research on “change processes” and “community transformation activities” suggests that positive change will likely entail longer-term, well designed processes that include “careful diagnosis” of the community readiness, community energy, community resources, community leadership situation, likely community commitment, community capabilities and other indicators of the community’s capacity to take on a placemaking initiative.
- Describe the continuum of purposeful activities from basic awareness raising and base understanding of principles (see Activity A, B, C and D); more active interest in evaluation and assessing the current condition (see Activity E and F); positioning the community for incorporating certain principles into a future community vision such as developing an agreed-upon narrative vision for the ideal and desired characteristics of their community (see Activity G); developing a spatial concept map for key community functions and places (see Activity H).

- As indicated within each activity, prerequisite learning is suggested for some of the higher order change processes that involve visioning and planning; this is necessary to have ideas, through learning, about what “best practice,” “quality,” or “ideal” looks like.
- The community design charrette (see Activity I) combines community learning, research, and visioning and planning. UW-Extension is still refining its approach to community design charrette.
- Since this practice guide is not intended to be prescriptive, no recommended “approach” for a particular process is suggested here; but some combination or integration of learning and planning holds promise for nudging positive change forward.



Examples from UW-Extension practice in Jefferson County and Wisconsin

This section provides examples of how these principles have been used in programming throughout Jefferson County and its communities. Examples from other practices in Wisconsin are also included. And finally, how these principles have been introduced as a part of professional development is included. For each initiative, the various purposeful activities are generalized.

Initiatives and purposes

This section lists and summarizes some of the actual projects and programs in which the principles of placemaking and placemaking initiatives have been applied in Jefferson County, other communities in Wisconsin and in other more general applications.

Jefferson County and other communities

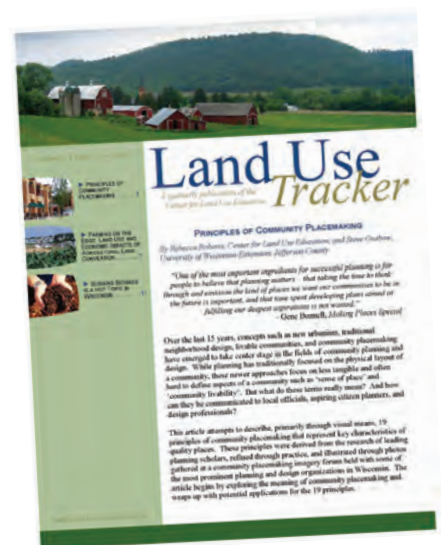
- Downtown Initiatives—Principles used for raising awareness, basic learning, community energizing, community inspiration, leadership development.
- Comprehensive planning steering committees—Used upfront to raise awareness, basic learning, grounding on best practice, leadership development, prerequisite to planning process, as part of a tour.
- Community evaluation and assessment—Principles used for basic learning, assess current status of community, determine promising areas to build on, and areas to possibly address with weaknesses, evaluate “substance” of plan content.
- Community evaluation and assessment (as a part of the “First Impressions” Program)—Principles used for orientation of assessment teams, organized photos around principles.
- Town visioning and planning—Principles used upfront for raising awareness and learning, integrated with visioning in development of community plan (used during vision development step).

Community Design Charrette (pilot in Grantsburg, Wisconsin)

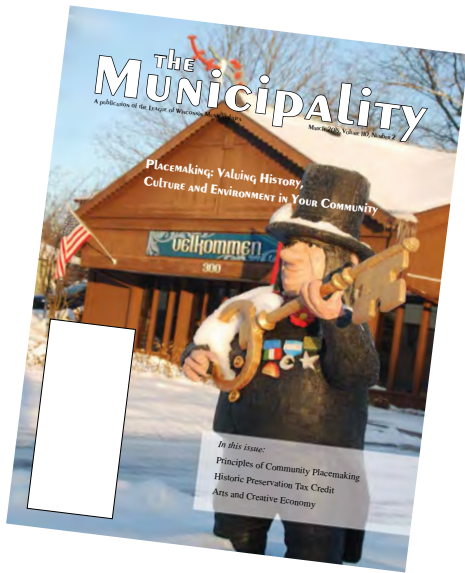
- In April of 2014, UW-Extension partnered with the National Park Service, the University of Minnesota Center for Rural Design, and the Minnesota Design Team of the Minnesota Chapter of the American Institute of Architects to conduct a Community Design Charrette in Grantsburg, Wisconsin. The team included architects, landscape architects and planners from Wisconsin and Minnesota along with community resource development educators from the UW-Extension’s Community Vitality and Placemaking Team. This three-day event is reviewed in an earlier section (see pages 40 and 41).

Other Wisconsin examples

- Newsletters—Placemaking resources have been included in community newsletters.
- Professional publications: Placemaking resources have been integrated into various publications.
- Neighborhood planning: Placemaking resources have been adapted to urban neighborhood planning.
- Community Design Charrette (Minnesota Design Team and UW-Extension collaboration): Placemaking resources will be integrated into this emerging collaboration.



Newsletter from the UW-Extension Center for Land Use Education (CLUE).



A featured article on the Principles of Community Placemaking in a statewide publication.

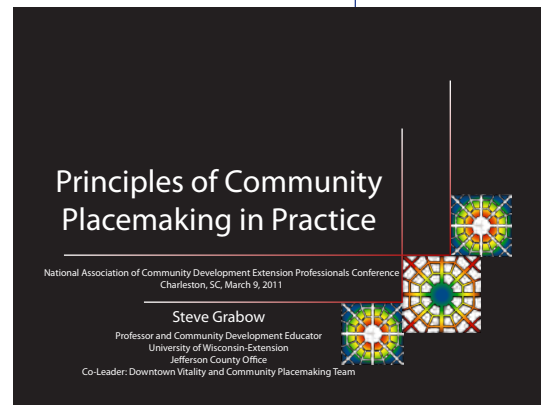
Professional development

The principles of community placemaking have been presented or shared through a variety of professional development resources.

- District inservice training for UW-Extension community development professionals.
- Statewide training in Practice Development for UW-Extension community development professionals.
- Statewide conferences for a variety of professional associations.
- Presentation of Community Placemaking Principles and Practice at national conferences.
- Initial website development and resource sharing (Wordpress blog) for resources and curriculum of the UW-Extension Community Vitality and Placemaking (CV&P) Team. www.blogs.ces.uwex.edu/community/.
- Inservice trainings on Community Capacity Building and Placemaking.



Community Vitality and Placemaking blog



PowerPoint presentation from a national conference.



An online PowerPoint slide for the CV&P Team

Role of community development professionals in placemaking

This section outlines some of the key roles that community development professionals fulfill in community placemaking initiatives. A role refers to performing a set of functions through a collection of appropriate connected behaviors.

During the course of any community development program or project, the professional will likely play a variety of roles that may include diagnostician, teacher, content expert, applied researcher, evaluator, planner, project manager, team leader, conflict resolver, facilitator and more. In dynamic community development, the particular roles may also be played by members of the community. The ten placemaking activities are used to illustrate potential primary roles of the community development professional. In addition, secondary or supportive roles in community development and placemaking are described. The framework ideas in this section draw on models and concepts of community capacity building (Hinds, 2008).

Roles associated with community learning activities (A-D)

Educator: The primary role of the community development professional for these activities is as an educator. The educator shares information and identifies content information needs. This may involve teaching (creating opportunities for others to know and apply something), training, coaching or facilitating learning. A facilitator plays a significant role in guiding the four placemaking learning activities:

- Presentations about the principles.
- Dialogue sessions for further sharing and understanding the principles.
- Tours to see examples of the principles in the community setting.
- Visual exercises to help learners connect images with descriptors of the principles.

Roles associated with community research/assessment activities (E)

Applied researcher: The primary role for the researcher is to search for causes and make generalizations. The applied researcher or community-based researcher studies and assesses local conditions to build local knowledge aimed at informing about community change options and potential response strategies. Another community research role can involve the acquisition and sharing of data and information. The “First Impressions Community Assessment” program, described as a community research/assessment method, includes important research roles for both the community development professional and community members.

Roles associated with community evaluation/assessment activities (F)

Evaluator: The primary role of the evaluator is to review, assess and evaluate outcomes of current or ongoing community situations. In community work, the community development professional may become an evaluation facilitator that enables the active participation of community members in an evaluation activity. The community evaluation Activity F illustrates the use of an evaluation tool. Guided by the evaluation facilitator, community members review or assess the extent to which principles of community placemaking are perceived to be evident in their community.

Roles associated with visioning and planning activities (G-I)

Planner and planning facilitator: The primary role of the planner is to provide assistance to people and organizations who seek to create a new situation or modify an existing one. The planning facilitator guides and enables the pursuit of a planning and design approach. In placemaking, this role helps create the communities vision for the places that are important to community life based on community aspirations. While planning is the primary purpose, other concurrent processes and other roles typically occur during the



planning phase as is illustrated in the three methods used as examples. Since visioning and planning activities require multiple group process tools for generating ideas, organizing concepts and making determinations, the role as an effective planning facilitator is important in leading these placemaking activities. Careful design of community engagement workshops can help maximize the effectiveness of the recommended solutions.

Other roles

The combination of purposeful activities (J), as an effective way to attain higher-level community impacts, further illustrates the many roles involved in placemaking and community development. The more complicated and longer-term placemaking activities require mention of roles related to the fifth primary purposeful activity—operating and supervising. This activity was only briefly mentioned in earlier background comments on “change processes.” While this may not be central to the role of the community development professional, complex projects require a sharing of important roles as leader, program manager, project manager and organizational developer. These roles may not always be explicitly identified, but the community development professional should recognize that these functions are a part of high impact community change processes.

In addition to primary roles, additional support roles are frequently needed in community development and placemaking activities. The community development professionals are not expected to play all these roles, although at times they may be involved. Members of the community may step-up to handle important roles as needs arise for advocates, activists, conflict resolvers, conveners, promoters, innovators and other roles in positioning the community for positive change.

Most often, the community development professional will be responsible for performing the primary roles associated with each placemaking activity. In a capacity building role, the professional may assist the community in identifying supportive roles that can be filled by community members. A more extensive review of the roles is included in the curriculum currently under development by the UW-Extension Community Vitality and Placemaking Team. Again, this is grounded in concepts around building community capacity (Hinds, 2008).

Conclusion

The planning and community development profession has come a long way during the past 20 years. Wide ranging resources are available to help the design community and our citizens understand concepts like new urbanism, traditional neighborhood design and livable communities. Community placemaking has also emerged as a useful set of principles and processes as we focus on often hard-to-define aspects of a community such as sense of place and community vitality. Regardless of the approach or label, those who care about communities are looking for ways to create vital and quality places and improved communities. This publication represents another perspective for adding meaning to the terms and concepts around community placemaking. What this publication is really doing is attempting to answer two questions:

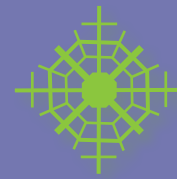
1. How can we take the rigor of the professional and academic design community and communicate the principles of community placemaking to and among local officials, aspiring citizen planners, design professionals and people who care? (In other words, what are the research-based principles of community placemaking?); and
2. How can these principles and concepts related to community placemaking be applied in the community? (Or, how do we “do” placemaking?)

This publication describes, with the assistance of photos and images, 19 principles of community placemaking. The sources used were derived from the research of leading planning scholars, refined from accomplished practitioners and affirmed by leading design professionals from Wisconsin. It is understood that there are many who are making important contributions about placemaking and urban design. The formal literature and dynamic social media reveals both short and long lists of recommended principles of placemaking. The 19 principles or features of quality places in this document represent a comprehensive description of meaningful placemaking elements. Care has been taken to document and reference the sources (See the extensive bibliography.)

The principles of community placemaking have many applications related to community planning, economic development, downtown redevelopment and design. The principles have been tested and used extensively in Wisconsin communities. They have been used with planning commissions, community and economic development groups, downtown organizations and other citizens involved in planning and visioning efforts. They have been used to inform and inspire detailed vision ideas for what a community or place could be. The principles have been applied as an assessment tool for evaluating existing community characteristics. They have also been adapted as background materials, orientation resources and guides for building the capacity of community members involved in community assessment programs.

This publication provides a clear framework for applying these principles. The framework is grounded in the fundamentals of community capacity building with emphasis on activities around community learning, community research and assessment, community evaluation and community visioning and planning. The application methods represent ways that can “prompt” unique and customized responses to communities ready to implement placemaking activities.

The UW-Extension Community Vitality and Placemaking Team recognizes that the emerging topic of community placemaking is a “big tent” that can benefit from many professionals now involved with placemaking efforts. Increased attention is being given to placemaking by governmental agencies, nonprofit organizations, professional associations, professional design firms and consultants. All are making important contributions and are valuable partners. The UW-Extension intends to continue with its research-based niche and community-based applications. The Community Vitality and Placemaking Team has developed a website on which additional resources can be accessed by other community development professionals or aspiring citizen planners. Additional pilot programs for community design charrette approaches are underway. UW-Extension hopes to use its extensive network of county-based community development professionals to further the effectiveness of placemaking activities in Wisconsin and beyond.



THE PRINCIPLES OF COMMUNITY PLACEMAKING



“IT IS POSSIBLE
TO MAKE PLACES
BETTER, AND
PRESERVE AND
STRENGTHEN
THE QUALITIES THAT
MAKE PLACES SPECIAL
BY PLANNING.”

—Gene Bunnell,
Making Places Special

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Contributors and resources

The “Placemaking Imagery Forum” conducted in 2006, included presentations by five prominent community design firms from Wisconsin. Each organization prepared a graphic and image-oriented presentation to depict 19 principles of quality placemaking developed by Steve Grabow. The organizations and their lead presenters included:

Planning and Design Institute (PDI), Milwaukee.

Larry Witzling
(Now GRAEF, Milwaukee)
www.graef-usa.com/

Schreiber/Anderson Associates (SAA Design Group), Madison

Gil Jevne and Jon Hoffman.
(Now Ayers Associates, Madison)
www.saa-madison.com

Ken Saiki Design, Madison.

Ken Saiki
www.ksd-la.com

Vierbicher and Associates, Madison

Gary Becker and David Marquardt
www.vierbicher.com

City of La Crosse Planning Department

Larry Kirch
www.cityoflacrosse.org/index.aspx?NID=17

Another prominent community design firm who has reviewed and commented on the 19 principles is:

Vandewalle and Associates, Madison

Mike Slavney
www.vandewalle.com

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inside front cover, p. ii, p. 6, p. 7, left p. 10,
top and bottom left p. 14, top p. 15, top p. 17,
top p. 18, top p. 20, p. 21, top p. 22, top p. 24,
left p. 25, p. 49

graphic p. 8, top p. 12

City of LaCrosse Planning Department

top p. 11, graphic bottom right p. 13

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graphic bottom left p. 13

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p. 4, p. 9, right (2) p.10, center and bottom (2)
p. 11, bottom (3) p. 12, top left and bottom
right p. 14, bottom p. 15, bottom left p. 16,
bottom right p. 17, bottom left and right p. 19,
bottom left and right p. 20, bottom left and
right p. 22, center and bottom p. 23, bottom
left and right p. 24, center right p. 25, bottom
p. 26, center right p. 22

Dr. Maggie Grabow

bottom right p. 16

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top p. 25

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top p. 42

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p. 54

Rebecca Mehringer

bottom p. 18, center p. 24, bottom right p. 25,
PowerPoint slides p. 30, p. 31, center left and
bottom p. 32, p. 33, p. 36, p. 37, p. 39, center
left p. 42

Planning and Design Institute (now GRAEF)

top p. 13, top p. 16

SAA Design Group (now Ayers Associates)

graphic p. 9 and 10, top p. 19, top p. 22

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p. 27, p. 40, p. 41

Kevin Wiesmann

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Placemaking in Paris



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