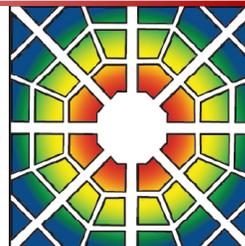
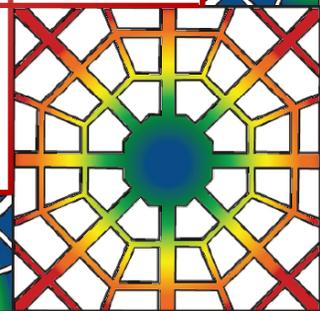
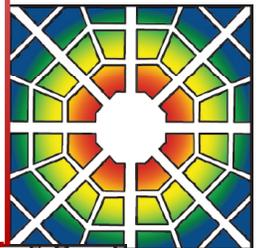


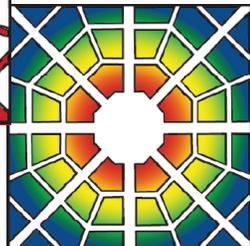
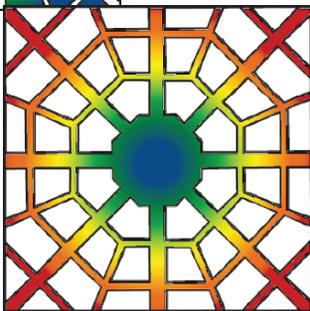
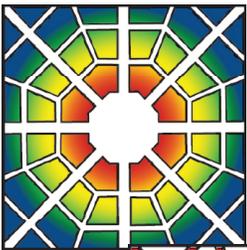
# Principles and Practice of Community Placemaking

Steven H. Grabow

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May 1, 2015  
Version  
(Draft)





The colorful octagonal symbols, used throughout this publication, are based on Raymond Unwin's "theoretical web-shaped plan for a town." Raymond Unwin's planning principles were articulated in his *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.

G4083

# **Principles and Practice of Community Placemaking**

Steven H. Grabow



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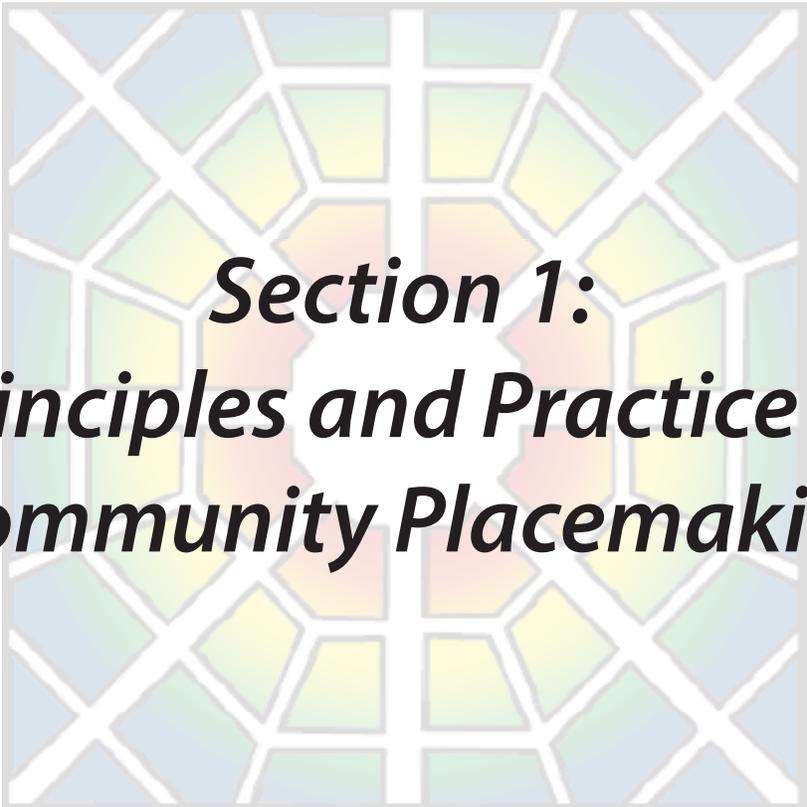
### **Appendix:**

Bibliography

Acknowledgments

Project Contributors

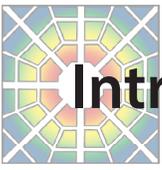
Resources



***Section 1:  
Principles and Practice of  
Community Placemaking***

***“Create places where people want to live and where  
they feel good about living.”***

***-Sir Peter Hall, Good Cities, Better Lives***



# Introduction and Context

## Welcome and Why

In 1999, the Wisconsin Legislature adopted the “Comprehensive Planning Act”. This came to be known as the Wisconsin Smart Growth Law. This new planning 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 this legislation by 2010.

From the time that this law was passed, faculty and staff from the University of Wisconsin Extension became very involved in education about comprehensive planning, provided insights into various approaches to comprehensive planning, guided the design of individual community planning processes, and created resources that laid out the best practice for developing citizen participation plans and facilitating involvement techniques for these required comprehensive plans.

The University of Wisconsin Extension was also involved in up-front and on-demand education about many topics before and during the planning process. Consultants and planning departments also provided background information and education to steering committees and community participants during plan development.

But during these processes, what was the level of understanding and knowledge by community participants about characteristics and features that help make a community special? Or what does best practice by scholars, planners and designers suggest as important attributes that are associated with a quality community?

During the development of local community plans, the University of Wisconsin Extension was both asked and challenged to help “arm the community participants” with a better understanding of what the design community would agree are recognizable descriptors of successful community places. What seemed to be missing, but recognized

as a need, was some informed guidance on the types of features that can contribute to quality community places.

There are many, many scholarly and professional resources that have addressed the topic of quality community design. However, it was concluded that this body of evidence-based, or practice-based knowledge, was primarily or at least significantly held in the domain of experts. Certainly, there were and still are many resources that can be tracked down and accessed that address quality places and placemaking. But the challenge and opportunity, observed by the University of Wisconsin Extension, was the need to provide evidence-based or research-based resources that could be integrated into the community planning process; and fundamentally, could be user-friendly for the plan steering committees, agencies and citizenry involved in shaping a plan for their community.

*There are many, many scholarly and professional resources that have addressed the topic of quality community design.*

*There is a need to provide evidence-based or research-based resources that could be integrated into the community planning process; and fundamentally, could be user-friendly for the plan steering committees, agencies and citizenry involved in shaping a plan for their community.*

This need led to an initiative by University of Wisconsin Extension to develop a package of research-based resources on the principles of community placemaking. It was recognized that 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. And both ways of communicating these principles are grounded in a research-based rationale.

*This need led to an initiative by University of Wisconsin Extension to develop a package of research-based resources on the principles of community placemaking.*

It would be fair to ponder how these principles can be used to help shape our communities into better places. This query could in itself command lengthy discourse. However, a few summary comments are in order.

The University of Wisconsin-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 observable and 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 place or quality place to live. While professional planners typically provide important insights and best practice recommendations into the planning processes that they lead, is this enough to move the community toward the special place that they may desire? 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 the necessary education about principles of placemaking with sound planning processes so that we can “gear-up” 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 is important to provide additional assistance to local officials, designers and aspiring citizen planners so that the accepted principles of quality placemaking or the “characteristics of quality places” can be incorporated into local planning processes and community vitality efforts.

*It is important to provide additional assistance to local officials, designers and aspiring citizen planners so that the accepted principles of quality placemaking or 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.

*These resources are intended to provide a basic understanding of key principles of community design and placemaking*

*It also provides examples for using these principles in community development and planning practice.*

## **Inspiration**

These guiding principles were inspired by a book entitled *Making Places Special* by former University of Wisconsin Extension Specialist Gene Bunnell. In addition, Gene Bunnell provided the research that provides the outline for the “Characteristics of Quality Places.” Gene’s research includes the results of an American Planning Association survey of planners 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 University of Wisconsin 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.

## **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. The specific scholarship is cited.

This document provides a chapter with research-based rationale for each of the 19 principles of community placemaking. Approximately 5 to 10 message points are provided for each principle which further justifies the importance of each of these as a characteristic of a quality or special place. These message points 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, and has been used in community presentations and as a resource for community development

professionals.

A section has been added to provide examples of ways to use 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 these principles are summarized.

*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.*

## **Key Definitions and Concepts**

There are several definitions and concepts related to the notion of placemaking, place identity and community livability. As context for this presentation, a few of these ideas are explored.

- **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 impart on 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**
  - o 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)

o 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 mould the identities of places through manipulation of the activities, feelings, meanings and fabric that combine into place identity. (Hague, 2005)

• **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 overarching 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).

4 • **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-Draft)

## **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) Relatedly, a community can make an enormous contribution to a

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 or "cut across" many of the identified principles. They also can

### **Placemaking definitions**

*o Relates to planning endeavors focused on spatial development, urban design and cityform.*

*o The process of adding value and meaning to the public realm through community-based revitalization.*

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 imbedded in key concepts of placemaking.

### **Linkages with Notions and Sustainability**

Most conceptualizations of urban design now include referenced 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 1700's and 1800's (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 1800's and early 1900's 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

*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.*

*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.*

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 Linkages between Sustainability and Community Placemaking:**

There are many linkages between notions of sustainability and community placemaking. In order 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 (i.e. sustainable community design) and the principles of community placemaking offered in this document. (Carmona, 2001, adapted by

*There are many linkages between notions of sustainability and community placemaking.*

*There is extensive overlap between the desirable characteristics or criteria for sustainable cities (i.e. sustainable community design) and the principles of community placemaking offered in this document.*

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**

Another caveat or cautionary note associated with these principles is that these are a reasonable set of principles or characteristics of quality places that can be aspired toward. However, no community has all of these characteristics fully in place. Even cities recognized as the finest cities 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 to meet. In addition, some of the principles are more literally applicable to the

larger or more urban communities. (Although the general intent of the principles can be considered, with some powers of abstraction to all sized communities). However, given the relative “newness” of smart growth and new urbanist concepts along with the lofty and ambitious nature of principles of placemaking, there are experienced planning professionals who believe that 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 attention of diverse interest groups, and 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 suggested 19 principles or characteristics of quality places represent an accurate description of a sound

6

*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 suggested 19 principles or characteristics of quality places represent an accurate description of a sound “slate” of quality place characteristics.*

“slate” of 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**

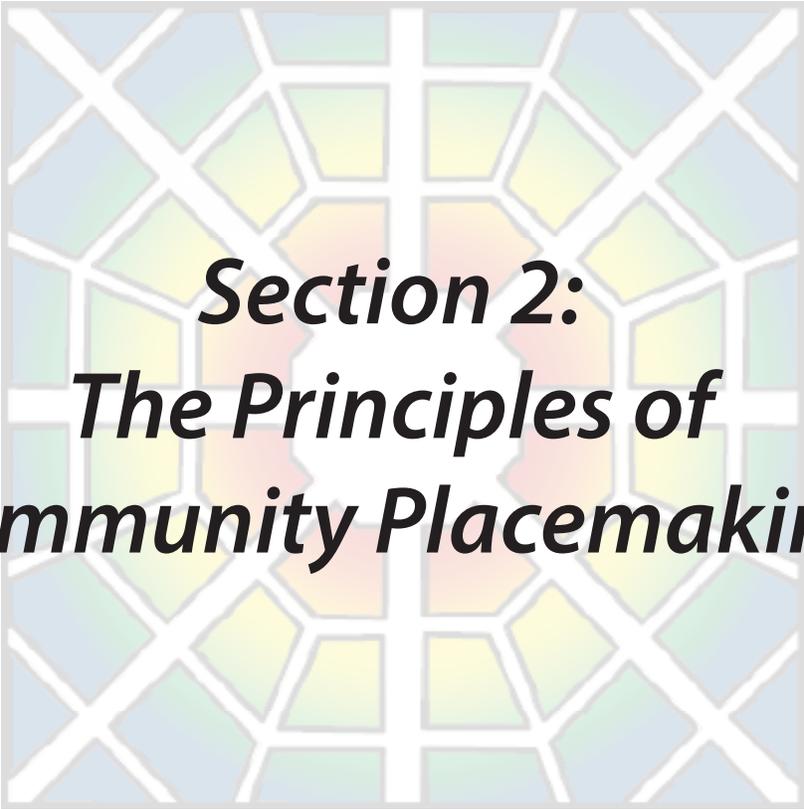
A set of complementary resources to this document are very useful in integrating these principles

of community placemaking. Four PowerPoint slide shows have been developed to explain and illustrate these principles. The four PowerPoint slide show 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. These presentations have been given to downtown organizations to launch 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 is included in Section 1 of this document.

The four versions of the PowerPoint on Principles of Community Placemaking are available and accessible online at: <http://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/](http://www.blogs.ces.uwex.edu/community/) (draft).

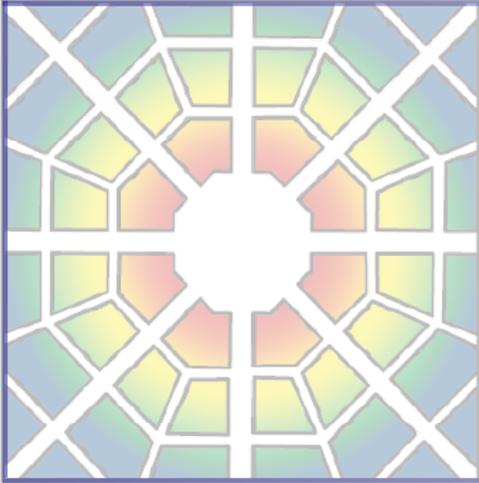
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***Section 2:  
The Principles of  
Community Placemaking***

***“Americans continue to yearn to live in places that are  
unique and special and have a sense of place.”***

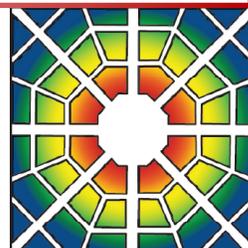
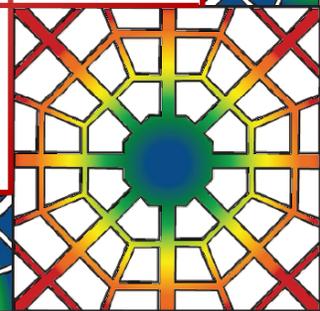
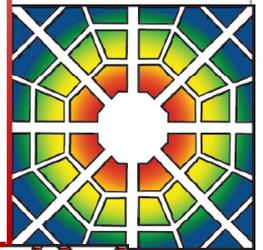
***-Gene Bunnell, Making Places Special***



# Principles and Practice of Community Placemaking

***FUNCTIONAL AREA I***

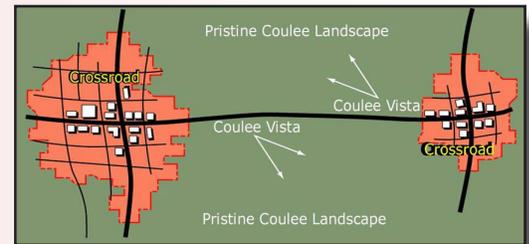
***EFFECTIVE AND FUNCTIONAL  
PHYSICAL CONFIGURATION***



# 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)  
Grabow

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 1800's, there has been recognition of the benefits of "green belts" to define the community edge, and preserve appropriately rural land uses. (Hall, 1997, Hauge, 2005, adaptations by Grabow)

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)



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

### 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)

# Functional Area I: Effective and Functional Physical Configuration

## 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)

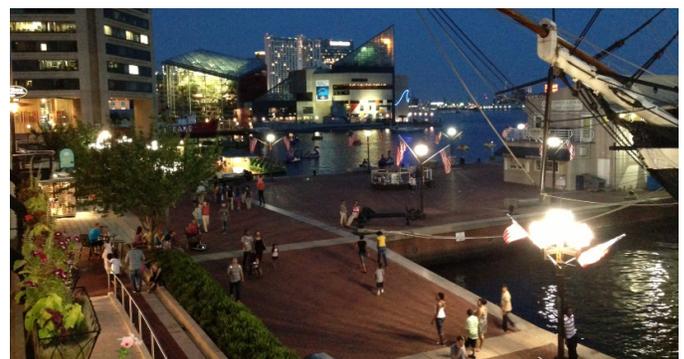
Towns and cities whose social life coalesces around such places (cafes, taverns, squares, greens, etc.) meet the first criteria for people looking for a good place to live today. (Bohl, 2002)

### 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)



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



*Baltimore's Inner Harbor bustles at night which has helped blossom the area into the city's cultural center*



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

# Functional Area I: Effective and Functional Physical Configuration

## Principle 3: City-centered Redevelopment and Infill

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)



*Infill riverfront condominiums in Fort Atkinson, WI*

### 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)



*Hard Rock Cafe at Baltimore's redeveloped Inner Harbor*



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

# Functional Area I: Effective and Functional Physical Configuration

## 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 21<sup>st</sup> century technology and convenience.” (Bohl, 2002)

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



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



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

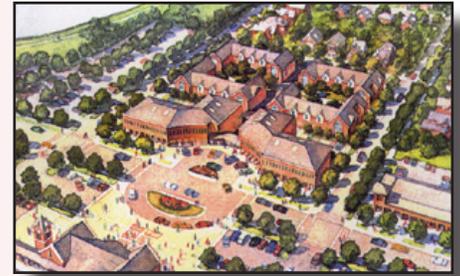


*Middleton Hills, WI incorporates employment and shopping in the center with residential nearby*

# Functional Area I: Effective and Functional Physical Configuration

## 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)



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

### 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)



*Convenient to the downtown, these homes in Chapel Hill, NC are attractive as a walkable neighborhood*



*Large, turn of the century homes line a street in a distinctive and established neighborhood in Watertown, WI*



*This neighborhood is located in the periphery of the village center in Wauwatosa, WI*

# Functional Area I: Effective and Functional Physical Configuration

## Principle 6: Avoidance of Low-density Residential Development on the Urban Fringe

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)

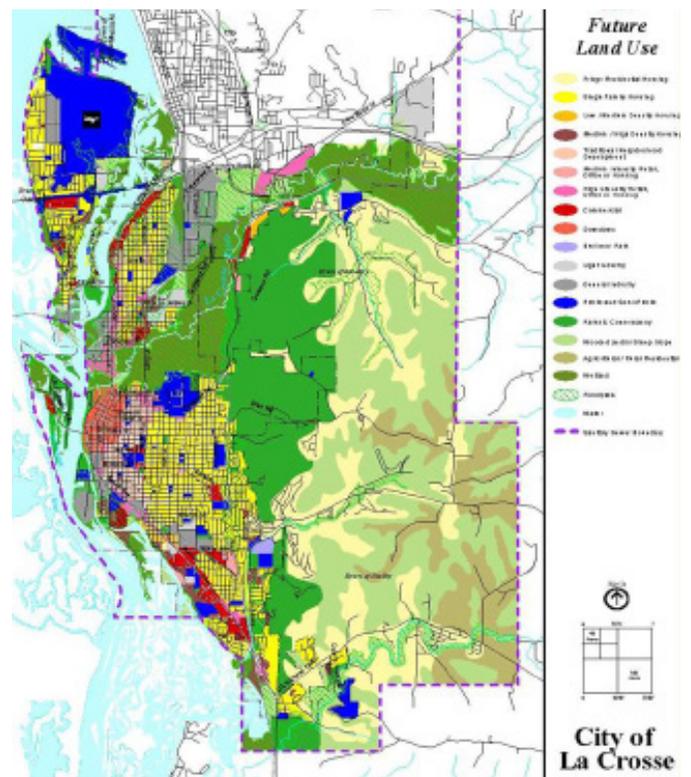


Middleton Hills, WI has higher density residential development on the fringe of the community  
OF COMMUNITY PLACEMAKING



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

15



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

# Functional Area I: Effective and Functional Physical Configuration

## Principle 7: A Mix of Housing Types and Households with Different Income Levels

A mixture of housing types that meets the needs of a variety of 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)



*Single family residential and an apartment complex side by side in Fort Atkinson, WI*

### 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)



*The CommonBond community in Watertown, WI offers affordable and market rate senior residences*

### 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.

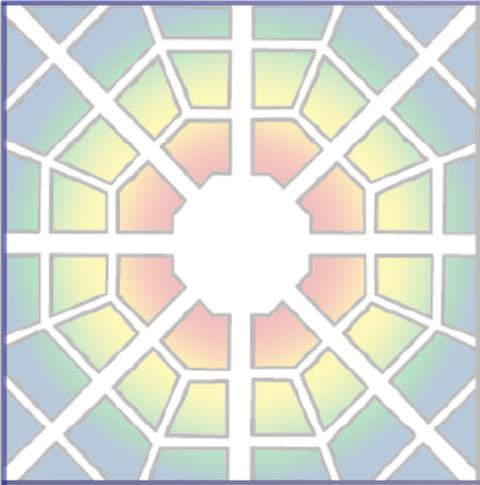
### Economic Benefits

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)



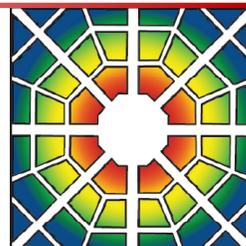
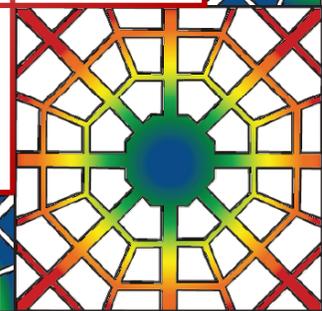
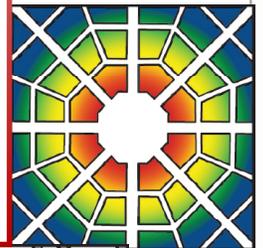
*Cohousing at Pacifica in Carrboro, North Carolina*



# Principles and Practice of Community Placemaking

***FUNCTIONAL AREA II***

***USER-FRIENDLY AND  
EFFICIENT CIRCULATION***



# Functional Area II: User-Friendly and Efficient Circulation

## Principle 8: Pedestrian and Bike Friendly Environments

Pedestrian 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.*

# Functional Area II: User-Friendly and Efficient Circulation

## Principle 9: High Quality and Convenient Public Transit and Transportation

High quality and convenient public transit coordinated with land use and development, and concentrated development along transit corridors and proximity to 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)



*The Intermodal Station in Milwaukee, WI connects travelers through bus, bicycle and train transportation*  
OF COMMUNITY PLACEMAKING

### 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)

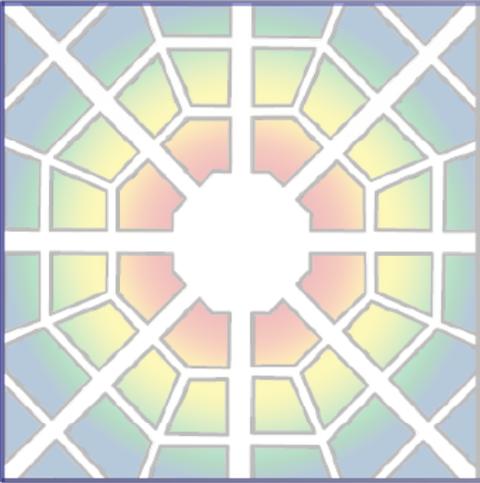
#### Sound Circulation System Design

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)



*A wide variety of modes of transportation allow for smooth metropolitan movement in Madison, WI*

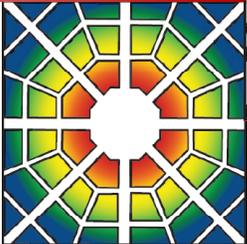
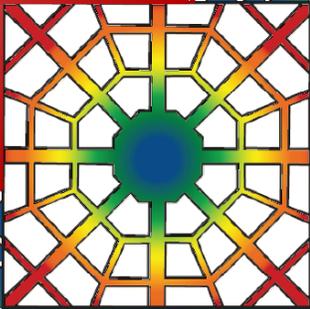
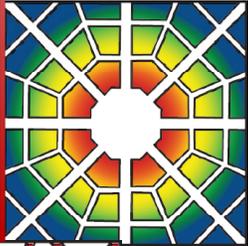




# Principles and Practice of Community Placemaking

## *FUNCTIONAL AREA III*

*PRESERVED NATURAL AND CULTURAL  
RESOURCES AND ENVIRONMENT*



# 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

Environmental resources, natural amenities, scenic qualities, parks, recreation and open space that are preserved and are 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*

# Functional Area III: Preserved Natural and Cultural Resources and Environment

## Principle 11: Preserved Farmland and Related Open Space

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 considered as some of the finest soils for farming in the Midwest, as is 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, WI*

# Functional Area III: Preserved Natural and Cultural Resources and Environment

## Principle 12: Historic and Cultural Resources Consciously Preserved and Integrated into Contemporary Settings

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

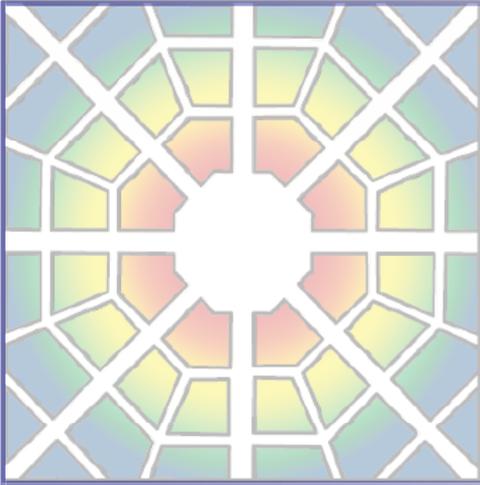
New development should provide a contemporary response which is subtle. (Tibbalds, 1992)



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



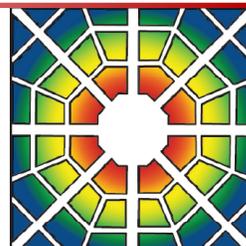
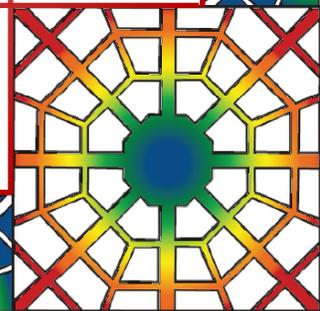
*Downtown La Crosse, WI has held onto its rich, historic buildings with its contemporary habitants*



# Principles and Practice of Community Placemaking

## *FUNCTIONAL AREA IV*

*ENHANCED LOCAL IDENTITY  
AND SENSE OF PLACE*



# Functional Area IV: Enhanced Local Identity and Sense of Place

## Principle 13: Strong Local Character, Community Identity and a Sense of Place

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)



Harley Davidson has a strong presence in Milwaukee

### 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)



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

# Functional Area IV: Enhanced Local Identity and Sense of Place

## Principle 14: Well-designed Public Buildings and Public Spaces Enlivened by Works of Art and Sculpture

Well-designed public buildings and public spaces that strengthen community sense of place, often reinforced and 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

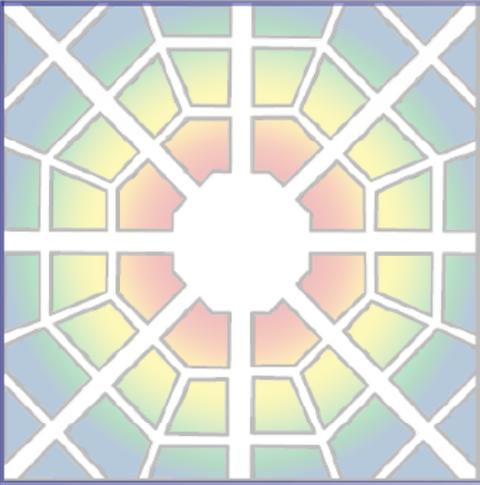
Public art functions as a conversation piece to foster the casual human exchange that is the heart of the city's purpose. (Sucher, 1995)

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, WI was designed and built locally*

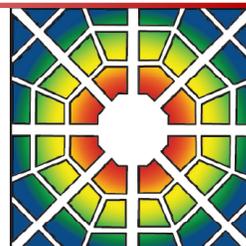
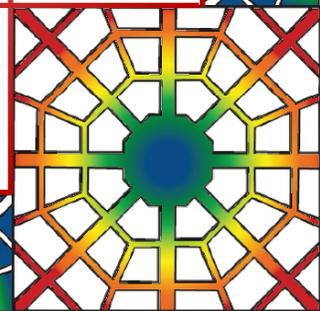
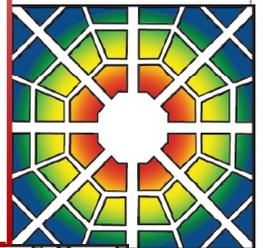




# Principles and Practice of Community Placemaking

***FUNCTIONAL AREA V***

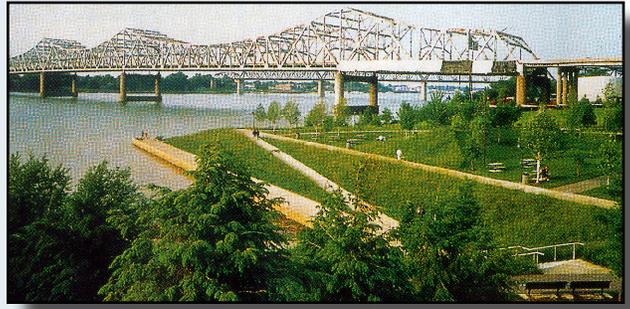
***ATTRIBUTES TO INSTINCTIVELY  
DRAW US TO PLACES***



# 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)



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



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



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

# Functional Area V: Attributes to Instinctively Draw Us to Places

## 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)

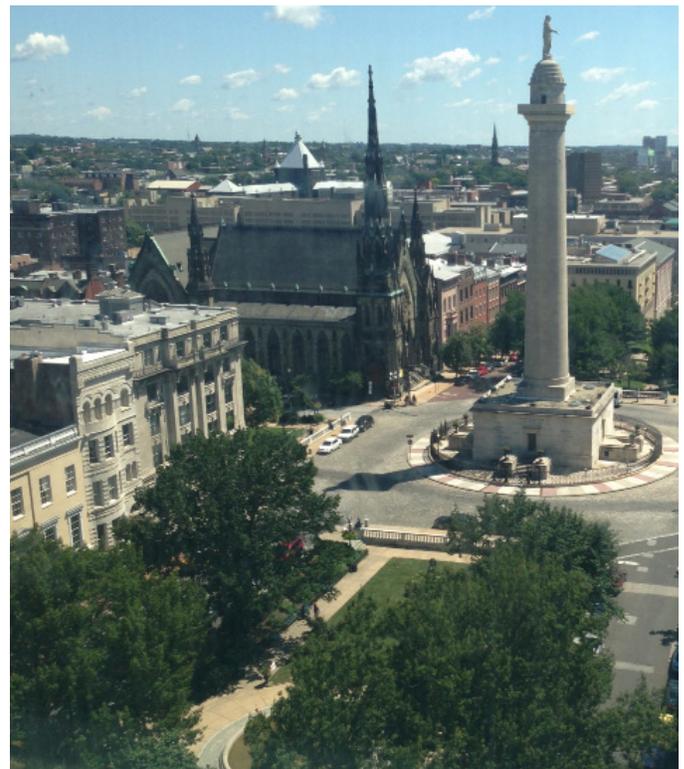
### Design Vocabulary and Visual Rhythm

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 dramatic approach to Madison, the state capitol building, and Monona Terrace*

31



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

# Functional Area V: Attributes to Instinctively Draw Us to Places

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



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



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

# Functional Area V: Attributes to Instinctively Draw Us to Places

## Principle 18: Reflection of Local Values

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 places 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, WI uses the natural, local stone*



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



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

# Functional Area V: Attributes to Instinctively Draw Us to Places

## Principle 19: Many Choices and Many Things to Do with Sociable Settings

Many choices and many things to do with sociable settings; not just 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)

## SOCIABLE SETTINGS

### Value and Importance

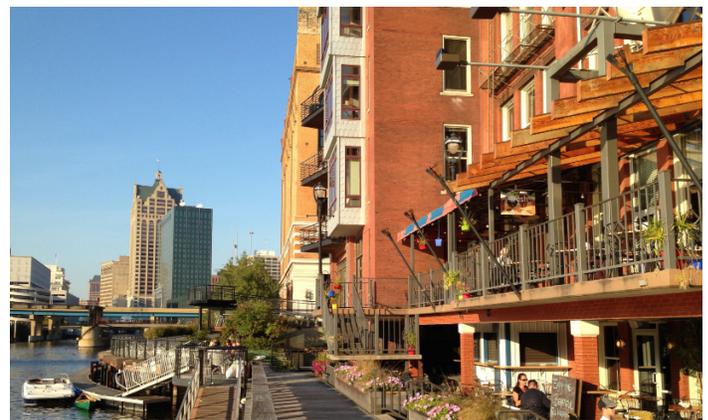
Throughout urban history, public plazas, village greens, and town squares have been the focal points of town and town centers, providing a public realm for everyday social life. (Bohl, 2002)

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)

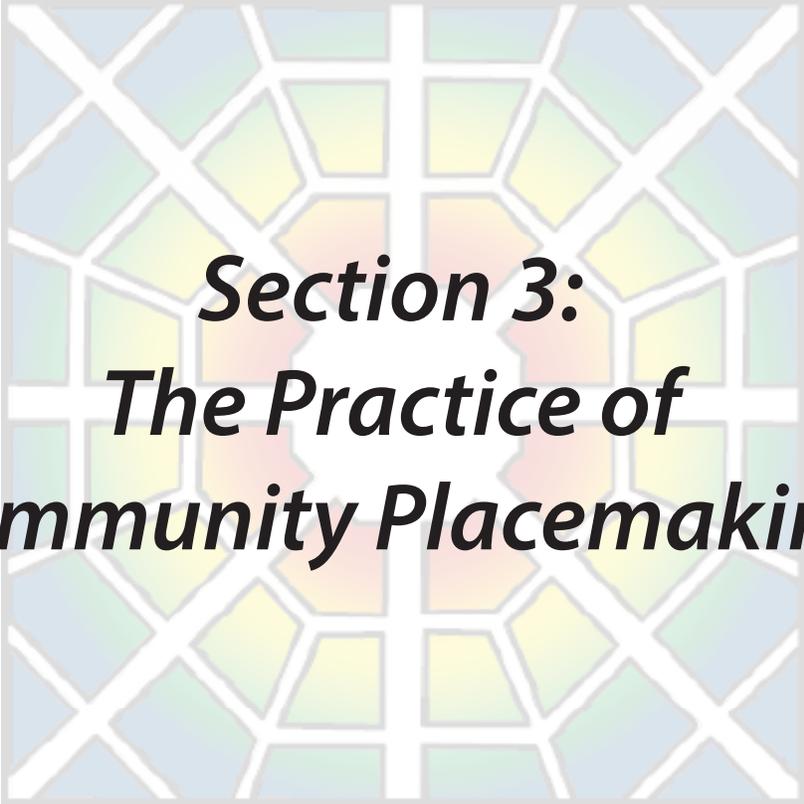
### A Feature in Successful Communities

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)



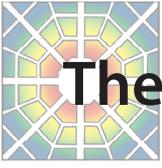
*The riverwalk connecting restaurants, shops, festivals and downtown Milwaukee, WI*



## ***Section 3: The Practice of Community Placemaking***

*“One of the most important ingredients for successful planning is for people to believe that planning matters - that taking the time to think through and envision the kind of places we want our communities to be in the future is important, and that time spent developing plans aimed at fulfilling our deepest aspirations is not wasted.”*

*-Gene Bunnell, Making Places Special*



# The Practice of Community Placemaking

## 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 in order to illustrate how community placemaking principles have been integrated into community change processes in Wisconsin.

*This section provides examples of ways to use and apply the principles in practice.*

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, tool examples, tools and technique examples, photos of processes in action and images representing output.

*For each of the ten examples, a specific application technique or method is described.*

## Background on Change Processes

As a resource in providing assistance to community organizations and groups interested in positive community change, the University of Wisconsin-Extension applies well-tested and research-based approaches and protocol for helping a community to take meaningful action. Using specific processes which are tailored to specific needs enables the “change agent” to be very targeted in using the most effective process in placemaking activities. 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 the conceptualization of “purpose based actions” as a very useful 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 purposed based actions have been adapted to guide and frame possible placemaking initiatives and these include: learning, research, planning and design, operating and supervising and evaluation. Knowledge of these five approaches and associated skills, tools and roles bolster the effectiveness of change agents and ultimately help 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. A model for building community capacity recognizes the conceptualization of “purpose based actions” as a very useful framework.*

*These five fundamental purposeful activities or purposed based actions have been adapted to guide and frame possible placemaking initiatives and these include: learning, research, planning and design, operating and supervising and evaluation.*

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:

- o Community Learning Activities
- o Community Research/Assessment Activities
- o Community Evaluation/Assessment Activities
- o Community Visioning and Planning Activities
- o 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.

### **Application of 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.

It is recognized that there are various intended audiences that have an interest in placemaking. This 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.

Figure 1

### **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

# Placemaking-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:**

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

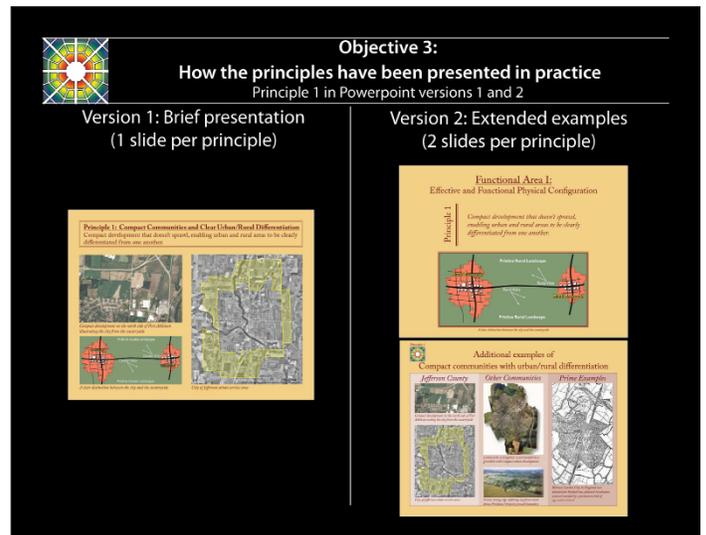
- **Audience:** Community Development Professionals, Community Leaders\*, Community Members.

(\* Denotes more typical audience)

- o **Length of Presentation/Program:** Can vary from 45 minutes to 1 ½ hours.



The principles being taught via Powerpoint



A slide from one of the PowerPoint teachings



An array of slides demonstrating the multitude of graphics used

## 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:
  - o Present PowerPoint for Functions I and II (Deliver in one group/assembly)
  - o Use break-out groups prompted with exercise instructions and suggested dialogue questions.
  - o Present PowerPoint for Functions III, IV and V (Deliver in one group/assembly)
  - o Use break-out groups prompted with exercise instructions and suggested dialogue questions.
  - o See A above for template versions
- Audience: Community Development Professionals\*, Community Leaders, Community Members. (\* Denotes more typical audience)
- o Length of Presentation/Program: Likely time of 1 ½ hours for each break-out so this will require a block of time of 3 hours or more.

Figure 2

### Lecture Exercise Dialogue Questions

- ◆ What are the key rationale 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



Participants in breakout groups



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:**

- o Adapt principles into a “Worksheet” to be used by participants during a tour.
- o Instructions are written into the worksheet as well as summarized by the facilitator/tour guide prior to the tour.
- o Throughout the tour, participants note which principle a particular place best relates to, and a brief note or rationale is provided on the worksheet.
- o 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)

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- **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 Attwood Neighborhood, Madison, WI



Walking tour of Middleton Hills, Middleton, WI

## 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:**
  - o There are many resources and ways to integrated visual preference determinations; the method described here uses one customized method.
  - o Dialogue and select a “short-list” of principles to emphasize or feature in your community (4 or 5 principles).
  - o Use the UWEX “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.).
  - o Assemble the preferred images for each principle.
  - o 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 UWEX. (See Version 4 of the PowerPoint templates).
  - o 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.



OF COMMUNITY PLACEMAKING

Figure 3

### 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.

41



Output image selection boards

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

## Placemaking-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 setting; enables knowledgeable and effective volunteers to lead program execution and mobilizes a community for practical and meaningful strategy responses.

• **Techniques:**

- o Presentation of principles (See A above) as part of program orientation.
- o Follow the guidelines of the UW Extension “First Impressions Community Assessment Program.” The UW Extension Center for Community Economic Development has extensive resources and templates for operating this foundational program:

<http://cced.ces.uwex.edu/2012/08/04/first-impressions-program-2/>

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

• **Audience:** Community Development Professionals\*, Community Leaders\*, Volunteer Exchange Team Members\*, 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 (i.e. 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.

Figure 4

**First Impressions  
Orientation Workshop  
City-to-City Exchange**

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**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

Figure 5

**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

## Placemaking-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 are 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:

- o Apply at least one prerequisite learning or foundations session such as A or D above.
- o Use the 19 principles of community placemaking as an assessment tool. (UW Extension has developed a simple assessment tool)
- o 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).
- o Instructions for use of the tool would guide participants into responding to: the extent to which the principle is evident in your community. (i.e. 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)
- o 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.

Figure 6

### 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

Figure 7

### 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

---

Principle 7: A Mix of Housing Types and Households with Different Income Levels

1 2 3 4 5

---

Principle 16: Drama and Dignity: Real Places

1 2 3 4 5

---

Other observations.....

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## Placemaking-Community Visioning and Planning Activities:

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

### **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:**

o Apply at least one prerequisite learning or foundations session such as A or D above.  
o Facilitator describes the exercise and provides prompting concepts.

o 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 D above, these vision ideas can support the rationale for image selection.)

o Facilitator captures each idea on a flip chart or larger post-it note (taking care to carefully document each word and phrase as close as possible---values are imbedded in the chosen words)

o Facilitator leads group in organizing the generated vision ideas/statements into the specific principle that best represents the idea.  
o Facilitator leads the application of the “We-Agree” technique/tool to determine the extent of agreement or consensus on each vision idea. (Note: Include the We-Agree tool as an Exhibit)  
o The outcome from this exercise is a set of consensus vision statements organized by a selection of important principles of community placemaking.

• **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

Figure 8

### **Facilitated Workshop: Vision Statement Development Instructions**

- ◆ Choose one facilitator to capture up to 10 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 sharpee 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” technique tool. (See detailed instructions on next page.)



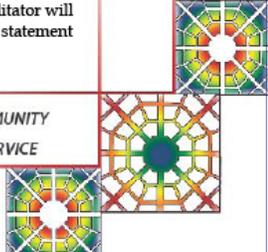
Workshop participants using the “We Agree” technique tool on vision statements

**Narrative Visioning:** The interactive development of an agreed upon set of vision statements that describes hopes for and “ideal community”.

Figure 9

## Instructions for the "We Agree" Technique

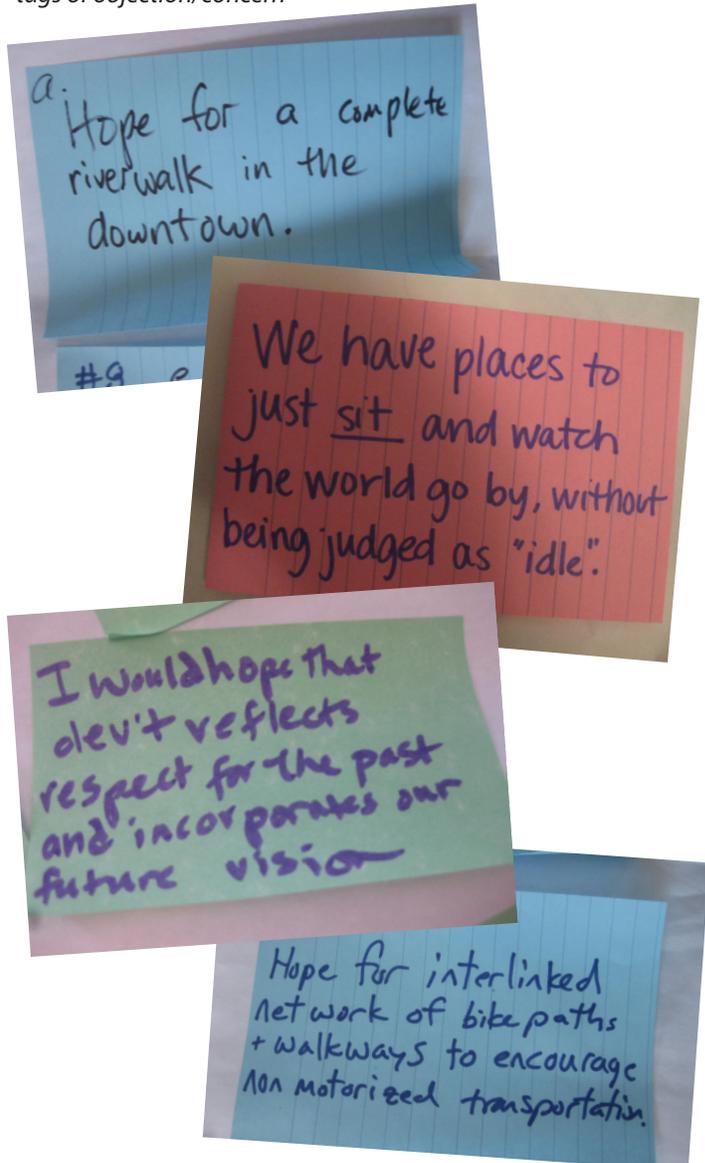
1. Organize the group
2. A generated list of possible vision statements have been arranged on the flip chart. (Label each post-it not a, b, c, d, etc.)
3. Facilitator reads each vision statement, one at a time.
4. Facilitator asks if everyone agrees with the vision statement as written.
5. If yes, the 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 IN SERVICE



Vision statements output board for four selected principles with "tags of objection/concern"



Individual vision statements

Figure 10

## Example Narrative Vision Statements

- ◆ Principle 8: Pedestrian & 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

## H. Image and Visual Preferences: Creating Participatory Concept Maps/Visions for Your Community

**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.

• **Purpose and Value:** To 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:**

o This process for participatory mapping/vision development event will require at least one prerequisite learning or foundations session such as A or D above. 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. (Note: Examples from a UWEX 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.) These are illustrated on the next page.

o This format is based on the National Endowments for the Arts "Your Town" Program.

o Facilitator distributes resource materials for orientation prior to invited participants prior to the facilitated event.

o Facilitator arranges for necessary workshop resource materials (including markers, maps/aerials, background packets, flip-charts, etc.) necessary for this participatory workshop.

o Facilitator describes the exercise and summarizes key resource materials.

o 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.

o Typical participatory processes will include an opportunity for all or a selection of break-out groups to share their group concepts with the assembly.

o 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 actual event. Depending on resource availability, this could take weeks or months. Likely time for the "stand-alone" participatory event is 4 to 8 hours.

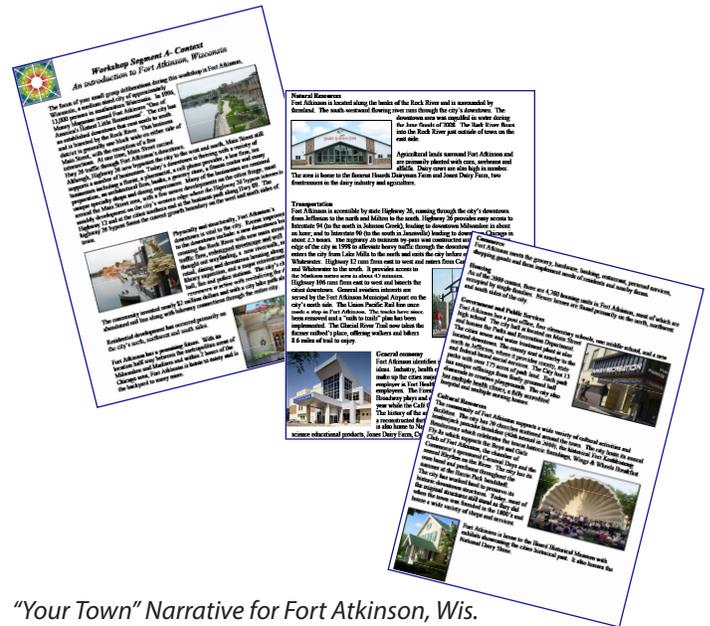
Figure 11

### Mapping Workshop Instructions

- ◆ Take a few minutes to familiarize yourselves with the air photos with existing land use.
- ◆ Start marking with colored pens and dots on the air photos with no land use 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 i.e. 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 by workshop participants using the mapping key provided



"Your Town" Narrative for Fort Atkinson, Wis. (These narratives consist of introductory and key background descriptors about the community.)

**FACILITATOR'S PROMPTING GUIDE**  
Principles of Community Placemaking Exercise  
Thursday, May 6<sup>th</sup>, 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 vision for Fort Atkinson.
  - To enable citizens to be creative and think "outside the box" for the future of the city.
- Explain some process guidelines
  - All ideas are welcome.
  - There are no right or wrong ideas.
  - Be respectful of each other's perspectives.
  - Participate fully and don't be shy about ideas.
  - Try to make the process work (and try to make it fun).
  - Remember that visioning is a "Believing in the Future" exercise.
- Describe the desired end product
  - A colored drawing showing special places, gathering places, recreation and open recreation corridors, streetscape and other ideas.
- Instructions (Notes: Overall facilitator will be moving the group along.)
  - Tell participants to take a few home air photos with the existing "Version 1".
  - Tell participants to also take photos of their own neighborhoods.
  - After 5 or 10 minutes, pair up participants.

**Principles of Community Placemaking Exercise**  
**SYMBOL AND MAPPING KEY - Version 1**

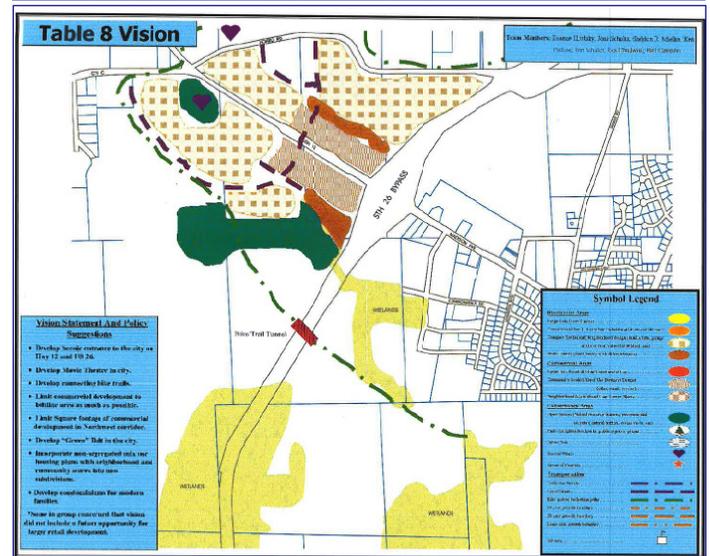
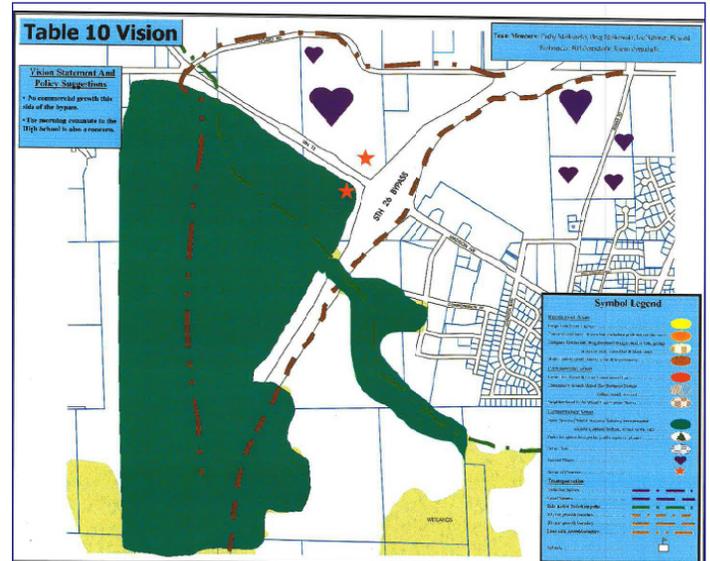
**Special Places**

Opportunities for Improvement (general)  
Note: List suggested opportunities below dot

- Undersized Building
- Historic Building for Restoration designation for the exercise but this is for your future use
- Gathering Place or Focal Point Destinations
- Recreation or Open Space Enhancement
- Linkages
- Pedestrian or Recreation Corridor
- Streetscape Enhancement Corridor (Place a bracket on the limits or edges of the segment you wish to emphasize)
- Other Ideas or Feelings Related to Views, Noise, Perceptions

Write or draw these on the photo (any color)

Facilitators prompting guide and symbol and mapping key used for mapping workshops OF COMMUNITY PLACEMAKING



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

## I. Community Design Charrette (Extensive and Condensed)

### • General description of community design charette

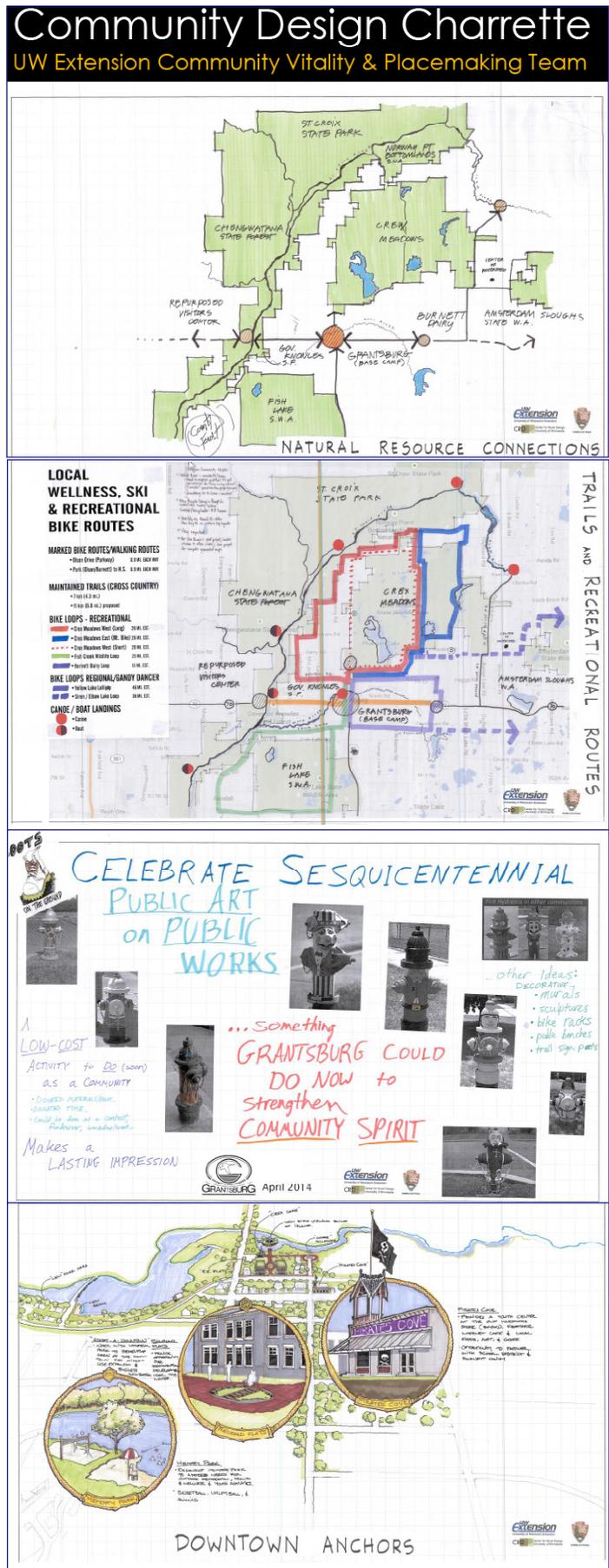
This section illustrates a specific method of community placemaking.

• The University of Wisconsin-Extension is developing a curriculum on the “Theory and Practice of Community Design Charrette” (Lennertz and Lutzenhiser, 2006). Community Design Charettes 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.

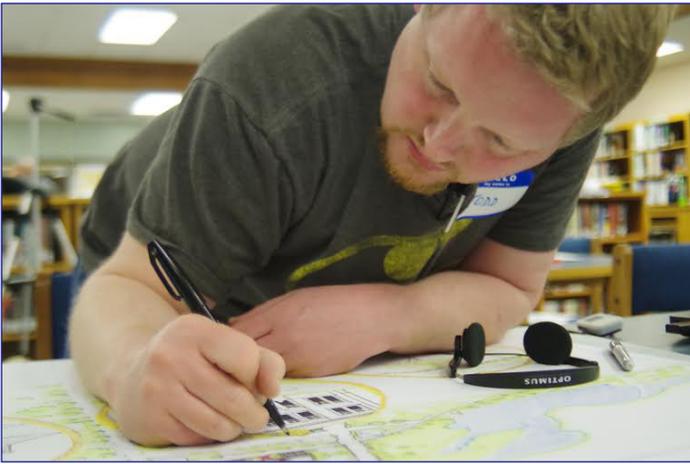
• The extensive approach to Community Design Charrette is based on the Minnesota Design Team model that since 1983, has assisted more than 120 rural communities discover their shared visions for the future (American Institute of Architects-Minnesota, 1983 and Mehrhoff, 1999). During the three-day charrette, 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 strategic 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, WI have been summarized (Grabow “The Power of the Design Charette Method, 2015)



Output graphics from a three day UW Extension design charette event



## Community Design Charrette

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### 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 organize 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 poll/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. Evaluators 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 IWEX / 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, IWEX adaptation of the community design team "charrette" process. Extensive video documentation will bring this process "alive" for our colleagues.

A three day charrette design workshop brought together design professionals, aspiring planners and community citizens  
 OF COMMUNITY PLACEMAKING

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



Output graphic from a condensed UW Extension design charrette for a park master plan



Images from the Carnes Park Charette process in action

## Placemaking-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. UWEX 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 A, B, C and D); more active interest in evaluation and assessing the current condition (see 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 G); developing a spatial concept map for key community functions and places (see H).
- As indicated within each activity, prerequisite learning if suggested for some of the higher order change processes that involve visioning and planning; this is necessary to have an ideas, through learning, about what “best practice”, “quality”, or “ideal” looks like.
- The community design charrette (see I above) 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  
OF COMMUNITY PLACEMAKING

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.

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### Examples from UWEX 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 that the principles of placemaking and placemaking initiatives have been applied in Jefferson County, communities in Jefferson County, other communities in Wisconsin and 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 with strengths 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

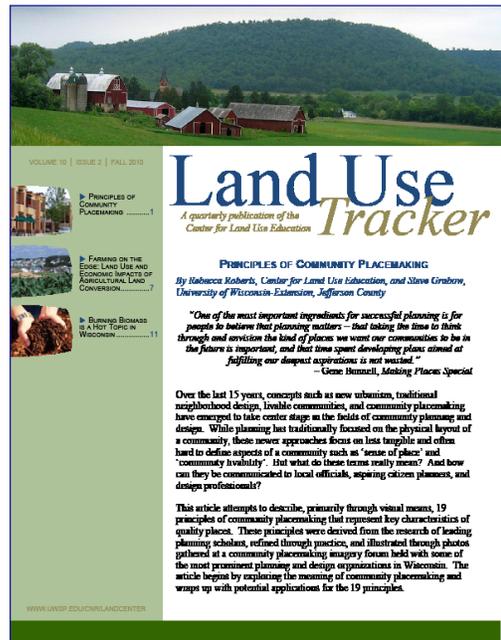
- Town Visioning and Planning-Principles used upfront for raising awareness and learning, integrated with visioning step in development of community plan (used during vision development step).

## Community Design Charrette (Pilot in Grantsburg, Wisconsin)

- In April of 2014, the University of Wisconsin 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 University of Wisconsin Extension’s Community Vitality & Placemaking Team. This three day event is illustrated in an earlier section.

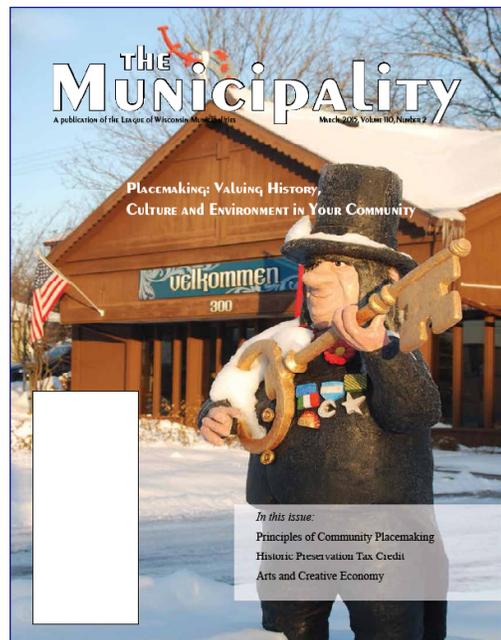
## Other Wisconsin Examples

- Newsletters-Placemaking resources have been included in community newsletters



Example newsletter from the UW Extension Center for Land Use Education (CLUE)

- Professional Publications-Placemaking resources have been integrated into various publications.



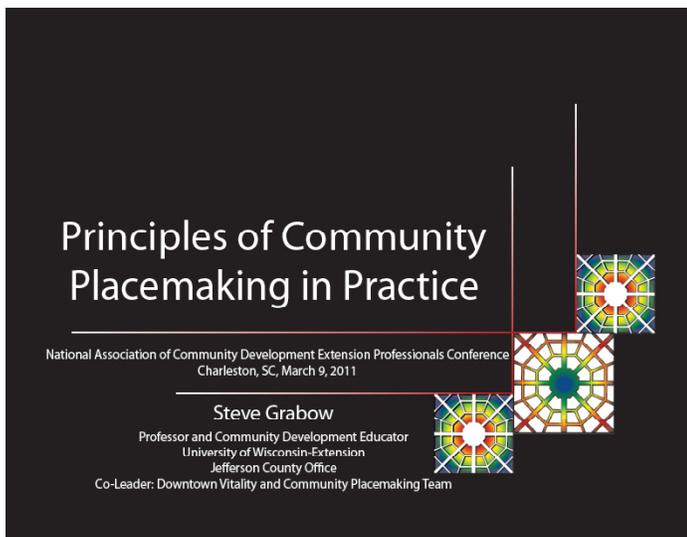
A featured article on the Principles of Community Placemaking in a statewide publication

- Neighborhood Planning-Placemaking resources have been adapted to urban neighborhood planning.
- Community Design Charrette (Minnesota Design Coalition and UW Extension Collaboration): Placemaking resources will be integrated into this emerging collaboration.

Professional Development

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

- District Inservice Training for UWEX Community Development Professionals.
- Statewide Training in Practice Development for UWEX Community Development Professionals.
- Statewide conferences for a variety of professional associations.
- Presentation of Community Placemaking Principles and Practice at National Conferences.



PowerPoint presentation from the NACDEP Conference

- Initial Website Development and Resource Sharing (Wordpress Blog) for resources and curriculum of the UW Extension Community Vitality and Placemaking Team. [www.blogs.ces.uwex.edu/community/](http://www.blogs.ces.uwex.edu/community/) (draft).
- Various Inservice Trainings on Community Capacity Building and Placemaking.

Figure 11

The image shows a screenshot of the "Online Presence" website for the University of Wisconsin-Extension's Community Vitality & Placemaking team. The website header includes the title "Online Presence" and the university name. Below the header is a navigation menu with items such as "Overview & Purposes", "Building Community Capacity", "Five Purposeful Activities", "Building Community Capacity: Diagnosis & Roles", "Systems Planning & Network Analysis", "Principles of Community Vitality", "Asset-based Community Development", "Community Placemaking & Community Design Charrette", and "Your Community Design Team". There are also links for "Save the Date Announcement" and "Inservice Invite for Nov 2014". The main content area features three photographs of people in various settings, likely related to community development activities. Below the website screenshot is a conceptual diagram titled "Community Vitality" represented as a triangle. The vertices of the triangle are labeled "Place" (top), "People" (bottom left), and "Pursuit" (bottom right). The center of the triangle is labeled "Community Vitality". Surrounding the triangle are eight boxes representing key concepts: "Principles of Community Vitality" (top), "Principles & Practice of Community Placemaking" (top right), "Community Diagnosis & Roles" (right), "Purposed-Based Action" (bottom right), "Community Design Charrette" (bottom), "Building Community Capacity" (bottom left), "System Planning & Networks" (left), and "Asset-Based Community Development" (top left). Arrows point from these boxes towards the central triangle. Below the diagram is the caption: "A slide from an online Powerpoint 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 means 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, other 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 learning facilitator leads or guides learning activities which is a significant role in the four placemaking learning activities (i.e. presentations about what comprises the principles, dialogue sessions for further sharing and understanding about the principles, tours to see examples of the principles in the community setting, and 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 method (E) 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 situation. The planning facilitator guides and enables the pursuit of a planning and design approach. In placemaking, this role helps create the community 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. And again, this is grounded in concepts around building community capacity (Hinds, 2008).

## Concluding Comments

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?)

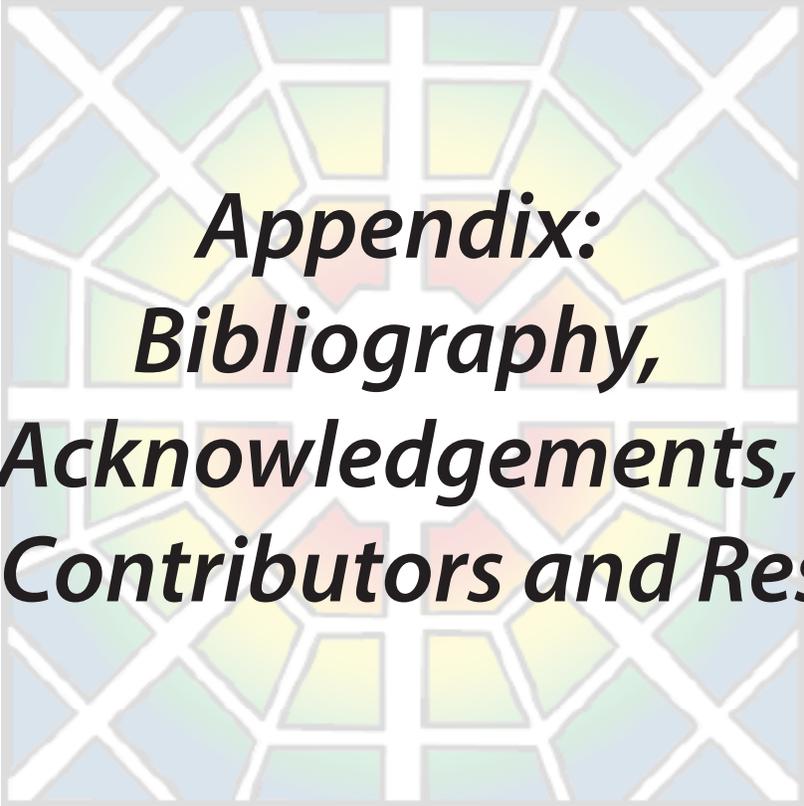
This publication describes, with the assistance of photos and images, 19 principles of community placemaking. The sources used were derived from the research of leading planning scholars, refined from accomplished practitioners and affirmed by leading design professionals from Wisconsin. It is understood 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.



***Appendix:  
Bibliography,  
Acknowledgements,  
Project Contributors and Resources***

***"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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In 2013, the original Team was revamped and renamed the "Community Vitality and Placemaking Team". New members include Todd Johnson from UWEX Grant County, Nathan Sandwick from UWEX Portage County, Joshua Clements from UWEX Walworth County (now with Iowa State University Extension) and Kathy Eisenmann from UWEX Family Living Programs in Jefferson County. Will Andresen has assumed the role of Co-Team Leader and has provided strong leadership.

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Planning at the University of Albany, New York.

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And finally, I thank my wife Peggy for her love, support and partnership all these years.



# Project 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 in an effort to depict 19 principles of quality placemaking developed by Steve Grabow. The organizations and their lead presenters included:

Planning and Design Institute, Milwaukee. Larry Witzling. (Now with GRAEF at [www.graef-usa.com/](http://www.graef-usa.com/))  
Schreiber/Anderson Associates, Madison. Gil Jevne and Jon Hoffman. [www.saa-madison.com](http://www.saa-madison.com)  
Ken Saiki Design, Madison. Ken Saiki. [www.ksd-la.com](http://www.ksd-la.com)  
Vierbicher and Associates, Madison. Gary Becker and David Marquardt. [www.vierbicher.com](http://www.vierbicher.com)  
City of La Crosse Planning Department. Larry Kirch. [www.cityoflacrosse.org/index.asp?nid=17](http://www.cityoflacrosse.org/index.asp?nid=17)

Another prominent community design firm who has reviewed and commented on the 19 principles includes Vandewalle and Associates, Mike Slavney. [www.vandewalle.com](http://www.vandewalle.com)

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