University of Hawai‘i at Mānoa
Department of Urban and Regional Planning
Plan 751 Crn# 78471 (6 cr.) Planning Practicum Fall 2014
Monday-Friday 9:00 a.m. -11:45 a.m. Instructor: Luciano Minerbi
e-mail luciano@hawaii.edu

Course Description: Practicum involving six or more students and a faculty member engaging in a planning process. Emphasis on dealing with an immediate set of planning issues. Topic varies. Pre 600, 601 and consent. Opportunity to bring together multiple planning elements within the context of a real world-problem. Topic Varies. Four educational objectives: “learning community”, “service learning”, “critical thinking”, and “action oriented participatory research”. Research done by students. Elements of the planning practicum are teamwork, client(s) orientation, and an agreed upon process and product.

Learning Objectives and Output: Capstone experience, learn professional ethics and planning practice, contribute individually and in sub-groups to an overall teamwork, research a pressing planning issue, provides the client(s) with a usable process/product.

Semester Topic: Research in Support of the County of Hawai‘i General Plan (GP) Comprehensive Review

Team’s Background: urban and regional planning, anthropology, architecture and landscape architecture, geography, political science, environmental science and conservation science, sociology.
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Saunders Hall Room 119

Course Description:
Practicum involving six or more students and a faculty member engaging in a planning process. Emphasis on dealing with an immediate set of planning issues. Topic varies. Pre 600, 601 and consent.

The course is restricted to DURP and Planning Certificate only. Each Practicum produces a final report and/or provides specific clients with planning assistance such as analyses, surveys, design and /or evaluation. Each practicum team is involved in bounding a selected problem, setting its objectives, assessing its own resources, determining the work to be performed, allocating its resources, delivering a product and /or service, and evaluating its effectiveness. The practicum provides a student with an opportunity to bring together multiple planning elements within the context of a real world-problem.

Some practicum produces widely disseminated, self-published reports, often for specific clients; others, especially those serving community groups, tend to produce analyses, draft testimony, survey and guides. Topic Varies.

The Practicum in General:
A traditional--yet novel--approach to university classroom education is the group practicum. This classroom experience integrates modern educational objectives: “learning community”, “service learning”, “critical thinking”, and “action oriented participatory research”. It is research done by students as part of their academic program.

The planning practicum teaches the planning process by addressing a variety of topics including environmental management and village planning issues, neighborhood visioning, assessment and planning, indigenous and inter-ethnic resource protection and land issues, among others. They involve and engage the community (grass root groups, neighborhoods, and public agencies) in a variety of ways: using surveys, workshops, focus groups, participatory rural appraisal and participatory mapping. Any discipline or field can have such a practicum, but there are some common aspects to strive for.

Key elements of the planning practicum are teamwork, client(s) orientation, and an agreed upon process and product.
**Modus Operandi**

The basic premise is that the class can be structured as an “expert junior planning team” that can offer valuable service to the community. There are specific conditions for a worthwhile practicum: Match the students’ broad interests (e.g. community planning) and the practicum topic to ensure a degree of compatibility, expertise, and willingness to work effectively. Contacts the students before the semester starts to assist in identifying the client(s) and negotiate the terms of the practicum (scope of work, resource needed, mutual commitments, and collaborative arrangements with the client and with possible funding sources). Integrate the clients’ input in the practicum activities and set up collaborative endeavors such as joint workshops, data collection tasks.

Each practicum is unique, but each one brings --literally--the classroom in the community and in the field, engaging people with their knowledge and students with their technical expertise.

The lessons that emerge have implications for instructional innovation, curriculum development, academic institutional support, impact on the community, partnerships, and networking with the community.

In conclusion, the team practicum meets certain needs of higher education research of the community via service learning, immerses the students in intercultural situations; propels them and community representatives to plan for the future; involves non-university people, youth or adults, in a research partnership; and encourages the university to adjust to community calendars and address societal needs.

The Fall Semester 2014 project description will be explained in class and hand out in the first week of school. Grade is based 50% on individual effort and 50% on group team effort.

**Learning Objectives and Learning Output**

There are several learning objectives:

(a) To be a culminating experience (capstone) for graduating student who contribute their academic, professional, life knowledge and skills to a real planning project.

(b) To learn professional ethics and planning practice by engaging the students in sorting out the needs and the agendas of their clients and of other stakeholders of the project and in attaining the objectives of the AICP Code of Professional Ethics.

(c) To contribute individually and in sub-groups to an overall teamwork effort managed by the students themselves.

(c) To engage in research that addresses a pressing planning issue of a particular society or community, thus transcending mere planning service oriented tasks.

(d) To provides the client(s) with a usable process/product that at the same time meets academic learning requirements and students/faculty learning objectives.
The typical semester work sequence usually is: (a) reconnaissance, (b) data collection, (c) analysis, (d) synthesis and (e) report production to be finalized using the Semester Academic Calendar because management of time in four semester is crucial.

Fall 2014 Semester Topic
Research in Support of the County of Hawai‘i General Plan (GP) Comprehensive Review

Rationale, Genesis and Process for this Practicum.
The process to come up with this research project topic included the following considerations:

(a) The Planning Accrediting Board (PAB) that accredited again our DURP MURP Degree Program in 2013 encouraged us to focus more on plan making and the planning process. (4.A.2.d. Plan Creation and Implementation: “The program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession [including] integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.”)
(b) The DURP Faculty at a recent faculty meeting encouraged the practicum as the master capstone course to focus on plan making and the planning process.
(c) Many jurisdiction, including those in the State of Hawai‘i already have general plans or development plans in place, but what they need are the legislative mandated plan “updating” and “reviews”. A research project related to this would be consistent with plan making. It would also be potentially innovative because long-range planning offers opportunities to explore new horizons and address old problems that day-to-day planning would not.
(d) In Spring 2014 Prof Minerbi pulled the students that enrolled or expressed an interest in the fall practicum, from that survey he compiled a collective profile of the students that reveled background, interest, knowledge and skills as a “junior planning team”. This profile gave some support for possible and doable projects (see below):

(As updated June 28, 2014)

UH DURP Graduate Planning Practicum Team Fall 2014
Group Profile

Academic background: urban and regional planning, anthropology, architecture and landscape architecture, geography, political science, environmental science and conservation science, sociology.

Region of Interest: Hawaii, Continental US (California, Bay area, Pacific West Coast SW USA, and Native American areas), PINs (Micronesia), Asia, South Asia and South-East Asia, Latin America, Less Developed Countries (LDC) island cities and communities.

Capstone or Thesis Individual Topic: Hawaii policy and planning, sustainable growth and urban form, Hawaii historic preservation, indigenous communities, CBED, land use zoning, land use, transportation, design walkability, sense of place, squatters, land tenure and absentee landownership in PINs, implication of importing liquefied natural gas (LNG) to Hawaii, CBED
on the North Shore Oahu, urban rivers and water infrastructures and sustainable urban planning and design.

Knowledge and Skills: policy making plan development, land use, design, evaluation design, planning models, population models, regression, statistics, field work, data research and data bases, interviews, facilitation, paper writing, CBED and NRM, indigenous methodologies, group processes, evaluation, environmental law, water, EIS, NRM, communication, history, bike planning, environmental design, marine coastal planning and LEED, GIS, AutoCAD, adobe, InDesign, Photoshop, google sketch, and goggle earth,

(e) The Long Range Planner of the County of Hawai’i Ron Whitmore, PhD compiled a list of research priority tasks pertinent to long range planning including the GP Comprehensive Review process. He communicated with professor Minerbi in Spring and Summer 2014 and they developed a project proposal selecting six sub-topics. The proposal provides some funding to hire a GRA who would fit in interest and expertise the project. Hopefully by school start the contract for this proposal will be ratified.

Planning Practicum Task

The Fall 2014 Planning Practicum is assisting the Planning Department of the County of Hawai’i with it General Plan (GP) Comprehensive Review that will be initiated in February 2015, with background research to focus on the following preparatory steps:

1. Summary of GP “best practices” related to the planning process (including community engagement), scope, strategies, and performance management, including:
   • How other counties in Hawai’i approach comprehensive planning
   • Office of Planning’s Planner’s Toolbox
   • Award winning comprehensive plans from elsewhere
   • Exemplary examples of comparable scope.

2. Compilation and summary of strategies (e.g., policies, actions) from related federal, state, and county agencies and functional plans.

3. Summary of “what we know” from existing studies and reports about high priority issues (e.g., water resources, affordable housing, transportation, village/town redevelopment, nonconforming subdivisions, rural economic development, climate change adaptation, social equity, etc.).

4. Assembly of data necessary for robust scenario planning using software like Community Viz or Urban Footprint.

5. Proposal for a coordinated outreach and communications plan for the GP Review, possibly including a user-friendly web site, social media, and mobile applications.

6. Other steps necessary to prepare for the February 2015 launch of the comprehensive review process. In all work, collaborate with and support the work of County of Hawai’i planners by using project management and knowledge management systems, including:
• Adding studies, reports, plans, and other related documents to the Hawai‘i Island Planning virtual library
• Adding related summaries, findings, and information, as appropriate, to the Hawai‘i Island Planning Wiki.

To address the above task the practicum team can organize is sub-groups of two students to work to work at each of the six tasks. This practicum is part of a collaborative research project between the County of Hawaii Planning Department and the University of Hawai‘i. Prof. Minerbi is the principal investigator (PI) of the project and will supervise also the graduate research assistant (GRA) in 2014 and in the 2015 continuation. Ron Whitmore, PhD, is the Long Range Planner of the County of Hawai‘i Planning Department and he is the key resource person who has provided this research opportunity to us.

As such this project can be contextualized in an organogram that shows the research topics and tasks and the relationship between the Planning Practicum and the Research Project it supports (page 6).

References.

Planning Practicum Modus Operandi
- AICP/APA Code of Ethics 2005 (previously sent via e-mail).
- Team Work (handout previously sent via e-mail).

Hawaii Island Web Pages
https://hawaiiplanning.wiki.zoho.com/ and
https://www.zotero.org/groups/hawaii_island_planning/items

Guiding Documents

Additional references on this semester project topic will be provided and also generated in class.
UH-DURP Research Support
For the County of Hawaii
General Plan Comprehensive Review
ORGANIGRAM
LM Diagram July 4, 2014

Summary GP "BP" of the Planning Process

Summary Compilation of Policy Action Strategies related to Fed., State, County Functional Plans

PLANNING PRACTICUM REPORT

Summary "What we Know" from Existing Documents on:
* Affordable Housing
* Transportation,
* Village/Town Development
* Nonconforming Subdivision
* Rural Economic Development
* Climate Change Adaptation
* Social Equity

Proposal for GP Review Outreach & Communication Plan Via User-Friendly Tools, like Web, Social Media, Mobiles

Data Assembly for Scenario Planning using Community Viz Or Urban Footprint

Steps Necessary to Help Launch the GP Comprehensive Review Process of 02, 2015

GRAs’ PRACTICUM SUPPORT in 2014 & RESEARCH SUPPORT in 2015

Possibly Begin Work on Other PD Priorities like:
* Public Access Program
* Rural Design Standards
* View Plane Regulation