New York Upstate APA – 2019 Chapter Conference

The Role of Design Charrettes and Community Engagement

October 3, 2019
AGENDA

Session Introduction
• Nana-Yaw Andoh, Rochester Institute of Technology

The Role of Design Charrettes & Community Engagement
• Julius Chiavaroli, Rochester Institute of Technology
• Maria Furgiuele, Community Design Center Rochester
• André Primus, Highland Planning
• Marine Mukashambo, LaBella Associates
• Donald Naetzker, SWBR

Panel Discussion

Q & A
Step 1: Community Engagement
- Start by listening to the experts
- Make a list of desired outcomes
- Have the experts draw or show images of hopes and dreams

Step 2: Design Charrette
- A short design exploration to graphically express the outcomes of the community engagement
- Step 1 & 2 can be done simultaneously

Step 3: Communication
- Design is a process and we ensure that we maintain constant communication with the community experts
- We encourage participation and constant feedback from the community throughout the design process

Nana-Yaw Andoh, Assoc. AIA, CNU
Assistant Professor of Architecture
Email: naagis@rit.edu
Twitter: @Professor_Andoh
Step 4: Advocate

• You must be willing to advocate for those who do not have a seat at the table
Step 5: Sell the ideas with passion

- Generate empathy for the community and why the proposal will improve the quality of life in the community
The Role of Design Charrettes and Community Engagement

Professor Julius J. Chiavaroli, AIA, NCARB, LEED-AP
Rochester Institute of Technology
Categories of “Scholarship” at RIT from Earnest L. Boyer

1. **Scholarship of discovery**: When faculty use their professional expertise to discover knowledge, invent, or create original material.

2. **Scholarship of teaching/pedagogy**: When faculty engage in the scholarship of teaching practice through peer-reviewed activities to improve pedagogy.

3. **Scholarship of integration**: When faculty use their professional expertise to connect, integrate, and synthesize knowledge.

4. **Scholarship of application**: When faculty use their professional expertise to engage in applied research, consultation, technical assistance, policy analysis, program evaluation, or similar activities to solve problems.

5. **Scholarship of engagement**: When faculty engage in scholarship that combines rigorous academic standards in any of the four other dimensions of scholarship, and is developed in the context of reciprocal and collaborative community partnerships.

From RIT Policy E04.0 FACULTY EMPLOYMENT POLICIES
Scholarship of Engagement

A community engaged research and design collaborative between faculty, students, and community partners that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline while strengthening the well-being of the community.

Professor Julius J. Chiavaroli, AIA, NCARB, LEED-AP

Programming for Healthy Housing

Students conduct pre-design work as a prelude to the design process. The research team uncovers the dynamics of and trends in affordable housing in a general sense. They then study and apply these data to the specifics of the Hudson Avenue Neighborhood resulting in recommendations as to the mix of housing types.

Graduate Scholarship: Spring 2017

High Falls Boutique Hotel Design

Adding to the Roc the Riverway initiative, students make bold proposals to capitalize on an underutilized park.

Graduate Scholarship: Spring 2018

Integration Design: Spring 2018

Research and Design Development

Six students produce design development drawings as a followup to their previous designs. Five students conduct research on delivery methods for affordable housing, selecting housing types, cost reduction techniques, and energy performance analysis.

Graduate Scholarship: Spring 2018

Housing Schematic Designs

Sixteen students produce residential designs ranging from single family homes to co-housing to multi-family apartments.

Graduate Scholarship: Fall 2017

Health Center Programming

Partner with the Anthony L. Jordan Health Center to quantify and qualify space needs for a new, relocated, or renovated health center located in the Lyell Avenue neighborhood of Rochester.

Graduate Scholarship: Fall 2018

Missing Middle Housing

Students work to answer the research question: Given national trends, and the specific context of the Hudson Avenue neighborhood in Rochester, what would be the recommended mix/configuration of "missing middle housing" and what would be the opportunities and constraints of achieving this mix.

Graduate Scholarship: Fall 2019

Research Under the direction of Dr. Vanda Bazdan, students at RIT Croatia conduct research to see if perceptions among community stakeholders vary.

Graduate Scholarship: Fall 2018

CONEA

Health Center Programming

Partner with the Anthony L. Jordan Health Center to quantify and qualify space needs for a new, relocated, or renovated health center located in the Lyell Avenue neighborhood of Rochester.

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Graduate Scholarship: Fall 2019

Claire Kemal
Programming for Healthy Housing

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Susan
Ronald
Ria
Thomas

Graduate Scholarship: Spring 2017
Housing Schematic Designs
Sixteen students produce residential designs ranging from single family homes to co-housing to multi-family apartments.

Andrea Claire Diana Hatan
Jessica Jim Khalid XL
Leah Lorrain Quinn Rob
Doug Yao Lily Madi

Graduate Scholarship: Fall 2017
Research and Design Development

Six students produce design development drawings as a followup to their previous designs. Five students conduct research on delivery methods for affordable housing, selecting housing types, cost reduction techniques, and energy performance analysis.

Madi
Jim
Khaled
Jessica
Yao
Claire

Lorrain
Victoria
Xingyan
Jimmy
David

Senior Capstone: Spring 2018

Research
Under the direction of Dr. Vanda Bazdan, students at RIT Croatia conduct research to see if perceptions among community stakeholders vary.

Jelena
Margareta
**High Falls Boutique Hotel Design**

Adding to the Roc the Riverway initiative, students make bold proposals to capitalize on an underutilized park.

Jimmy  Xingyan  Blair

Madi  Doug  Yao

David  Chris  Fangyuan  Victoria  Lily
Health Center Programming

Partner with the Anthony L. Jordan Health Center to quantify and qualify space needs for a new, relocated, or renovated health center located in the Lyell Avenue neighborhood of Rochester.
**Missing Middle Housing**

Students work to answer the research question:

*Given national trends, and the specific context of the Hudson Avenue neighborhood in Rochester, what would be the recommended mix/configuration of “missing middle housing” and what would be the opportunities and constraints of achieving this mix.*

Claire  
Kemal
The Role of Design Charrettes and Community Engagement

Maria Furgiuele, Executive Director
Community Design Center Rochester
Founded 2003

Led by Design Professionals

100+ Volunteers

$3,000,000+ in pro bono services and grants have benefited area communities and the city as a direct result of our projects and activities.
“Community Design Centers (CDCs) emerged in the context of the US civil rights movement and the women's liberation movement of the 1950s and 1960s, generally providing technical and design advice to communities who could otherwise not afford it.”

“Over the last forty years, CDCs have been effective in providing a broad range of services to economically distressed communities.”

““ For the design and planning professions, community design centers have been the equivalent of what health clinics are to medicine and what legal aid is to law.”
What is a Charrette?

Port of Rochester & Charlotte Community Charrette
Neighborhood Organizations

Residents

Social Clubs

Business Owners & Associations

Community Leaders

Design Professionals

Emergency Services

Historical Societies

Public Services
Study Area
Focus Areas

- These include goals, concerns to address and strategies to develop within the Study Area.

- Focus Areas can be defined by, but not limited to, business, transportation, or land use corridors and gateways.

- Focus areas may be applicable to the entire Study Area in which a physical area is defined as an example.
<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:30 am to 9:00 am</td>
<td>Welcome Breakfast and Registration</td>
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<td>9:00 am to 9:15 am</td>
<td>Keynote Speakers</td>
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<td>Lovely Warren, Mayor, City of Rochester</td>
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<td>Joseph Morelle, NYS Assemblyman/Majority Leader</td>
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<td>Joseph Robach, NYS Senator</td>
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<td>Community History - Michael May, Lighthouse Society</td>
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<td>Community Today - Community Design Center Rochester</td>
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<td>Design Principles and Tools - Community Design Center</td>
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<td>Rochester</td>
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<td>Breakout into Focus Groups/Walking Tour</td>
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<td>11:45 am to 12:00 pm</td>
<td>Break</td>
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<td>12:00 pm to 3:00 pm</td>
<td>Working Lunch, Visioning &amp; Documentation of Ideas</td>
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<td>3:00 pm to 4:30 pm</td>
<td>Focus Group Team Presentations</td>
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<td>4:30 pm to 4:40 pm</td>
<td>Wrap up and Next Steps</td>
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Coordination and Planning

Modes of transportation:
- City Bus
- Car (parking)
- Boat
- Bike (bikeway)
- Train (potentially)
- Walking & Bicycle Linkages
- Trolley (Jitney)
- Fun Road Trippers
- Water Taxi
- Yacht Club
- Harbour Bus

Multi-mode Terminal:
- Old train Depot
- Field off Estes St.
- Bay Street Bike Rental
- Boat & taxi rentals
- City Bus-Shuttle
- Trolley-Circular Loop
- Outdoor Cinema

Goals & Values:
- Connectivity & Connectivity
- Ease & More Accessing to Pedestrian Altitudes
- Easy Options
- Better Civilization, Less Congestion

Additional Interpretative and Educational Center at Breakwater

Port of Rochester & Charlotte Community Charrette
Charrette Findings

Port of Rochester & Charlotte Community Charrette
Charrette: Focus Area #2 Workgroup 2B
Year-Round Activities / Maximizing Underutilized Spaces

Port of Rochester & Charlotte Community Charrette
Thank You!

maria@cdcrocheter.org

www.CDCRochester.org
The Role of Design Charrettes and Community Engagement

M. André Primus, Planner
Highland Planning
Empowering People to Engage Their Own Communities
What is Meeting in a box?

• Meeting in a box is a toolkit, usually in the form of a .pdf file, that includes instructions on how to run a meeting to gather input on a planning project, and how to send the input collected back to the project team.
Why empower people to engage their communities?

• Better answers to the same questions.
  • Generally our we design different techniques to gather the same data in the same phase, a Meeting in a Box won’t ask any that an Online Survey wouldn’t. But MiaBs have more diverse respondents, and they get to answer from within their community context, allowing for richer, more nuanced responses.

• Smoother Project Implementation.
  • By empowering community members to discuss the project in their own context, you create a sense of ownership of the project, which is vital for project implementation.
Off the shelf MiaB

• Our first MiaB was a simple one we based off of a template we found online.

• We asked participants to discuss basic questions:
  • Strengths/Weaknesses
  • Vision/Recommendations
Custom MiaB

• For Reimagine RTS, we wanted to create more informed participants:
  • We included a FAQ
  • We included a more dynamic prioritization/budgeting exercise.
• Participants were often focused on day-to-day concerns rather than the vision for a new system.
Pop-up in a Box

• For CAMP, we designed a more hands-on approach that disposed of the meeting in favor of pop-up engagement.
  • We addressed the off-topic answers by holding a training for the volunteers.
  • We created an online form for volunteers to submit meeting results
  • We provided boards, easels, and other materials
For the Climate Change Resilience Plan we combined the Meeting in a Box and the Pop-Up in a Box.

- Allowed Pop-Ups to be held while eliminating the need for us to coordinate printing and material distribution
- Shared the volunteer training as a webcast to allow more scheduling flexibility.
- Included a presentation on the background of the project
What did we learn?

• Balancing trust and guidance
  • Better boundaries enable more trust.

• You need champions
  • Find them or create them, don’t just hope for them.
  • You need both a wide net and a narrow focus.

• Iteration helps you understand why a technique is effective.
  • Comparing changes in format to changes in effectiveness helps you dial in your techniques.
Project Ambassador Toolkit™ (in development)

- Combines the flexibility of the climate PUiaB/MiaB with the hands on guidance of the CAMP Pop-Ups
- Digital and physical elements work in concert.
- Extends across phases, rather than phase-by-phase
- Can be iterated on during the project with ambassador feedback.
- Creates a framework for working with the community through implementation.
M. André Primus
585-642-9007
andre@highland-planning.com
www.highland-planning.com
The Role of Design Charrettes and Community Engagement

Marine Mukashambo, Assoc. AIA
LaBella Associates
Community Engagement

Planning K-12 Education Projects

- Board Meetings - Open to the public and scheduled time for public comments or questions
- Review school budgets

Achieve Strategic Initiatives

- Educational Programming
- Facilities Planning
- Fiscal Sustainability

Maximize State Building Aid Through Project Phasing
Minimize and Manage Impact on Teaching and Learning
Planning Phase

K-12 Education Projects

District Advisory Council (DAC) – 300 volunteers

Educational Programming

Facilities Planning

Fiscal Sustainability

- Enhancing educational programming and opportunities for students
- Flexible Learning Spaces
- Curricular Coherence

- Improve Building Safety
  - Ensuring/enhancing the safety of all students and staff

- Technology
  - Supporting/increasing technology integration

- Professional Development
  - Supporting/increasing support for professional learning for teachers and staff

- Facilities
  - Enhancing educational facilities of the school district
## Priority Areas as Rated by Respondents

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<th>Area</th>
<th>Most Important</th>
<th>Highly Important</th>
<th>Important</th>
<th>Less Important</th>
<th>Least Important</th>
<th>Average rating</th>
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<td>Educational Programming (98%)</td>
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<td>16%</td>
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<td>Technology (88%)</td>
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<td>Facilities (81%)</td>
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<td>22%</td>
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<td>25%</td>
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Scope
Addition, Renovations and Space Improvements

- **Classroom Remodel**
  - Reconstruct existing Faculty Work Room and 2 existing classrooms into 3 new Classrooms

- **Library Remodel**
  - Reconstruct Existing Library w/ Teacher Workrooms

- **Science Classroom Renovation**
  - Modernize Existing Science Labs and Classrooms
  - Larger Safer Science Classrooms
Considerations
- Protecting your investment
- Maintaining your infrastructure

• This needs to happen regardless of a potential merger to achieve DAC initiatives

Building Condition Survey

- Technology Space Remodel
- Team Rooms Renovation
- Athletics Renovation
- Gym and Pool Improvements
- Cafeteria | Kitchen Reconstruction
- Science Classroom Reconstruction
- LGI in Cafeteria
Considerations

- Safety and Security benefits.
- Address the need for flexible learning environments.
- Creates a “hub” of modern teacher work rooms.
- Start Time Aligned to Research

2019 Capital Improvement Project

Master Plan | Phase 1

This needs to happen regardless of a potential merger

- Science CR Reconstruction (15-16)
- Cafeteria | Kitchen Reconstruction
- Faculty Room Reconstruction
- Team Room Reconstruction
- Gymnasium Improvements
- Turf Field Reconstruction
- LGI in Cafeteria
- BCS work
Considerations

- Safety and Security benefits.
- Address the need for flexible learning environments.
- Creates a “hub” of modern teacher work rooms.
- Accommodate added student and teacher population comfortably.

**Potential Project Completion and Merger 2025-26**

2022 Capital Improvement Project
End Users given the opportunity to inform the design and address any potential issues

Engaging the end user at the appropriate stage of the project

Planned meetings with students and staff to review the project scope
The Role of Design Charrettes and Community Engagement

Donald P. Naetzker II, RLA
SWBR
PARTICIPATION

CASE #1
Education
Accessibility
Outcome

CASE #2
Collaboration
Inclusion
Trust
CASE STUDY: ELMIRA COMP PLAN

- Accessible Information & Workshops
- Education Program
- Project Adoption
Community Vision

Healthy & Safe
• With no concerning drug problems
• Safe streets to live, play and walk on
• Healthy people eating right and exercising
• Access to health care for all residents

Sustainable
• Economically – for both the City and its residents
• Socially – with equity and fairness
• Environmentally – with green practices

Vibrant
• People working downtown and in neighborhoods
• Downtown as a bustling urban neighborhood
• Neighborhoods thriving with investment
• Activities through-out the City 24/7/365

Culturally Rich and Diverse
• College and higher education as staples of the community
• Theater and arts thriving in great locations
• Sports & entertainment abundantly available

With Energized Human Capital
• Home for entrepreneurship
• Leaders evolving at all levels
• Caring and philanthropic citizens
• Self-reliant culture
• Proud Elmirans

Be known by a Differentiated Brand
• A College-town
• A “Hip” and Cool History – remembering Mark Twain
• An Iconic Riverfront with Special Bridges
• Great Downtown Design
DAILY 1 | OCTOBER 26th:

WALKING TOURS:
Participants were divided into 5 walking tour groups, each focusing on a different location in Elmira. Each group was asked to summarize the existing conditions, what could be improved, and what opportunities they saw. Below is a list summarizing overall findings.
PUBLIC “HANDS-ON” VISION WORKSHOP:
6:00 – 8:30 pm @ Community Arts of Elmira
68 Participants

Don Naetzker, Planning Manager at SWBR Architects, gave an overview of the project and workshop agenda. Don then presented the Community Survey, first public meeting, and market characteristic results. From there participants were broken up into 6 groups that each focused on a different theme. Each group was asked to create a “Neighborhood & District Map”, and propose new concepts, recommendations and/or projects related to each theme. Below are a summary of the results from each group.

NEIGHBORHOOD & DISTRICT MAPS:

Each group came up with their own neighborhood and district map that consisted of place names (historic, current or desired) and main destination spots throughout the city.

DAY 2 | OCTOBER 27TH:

Stakeholder meetings were held throughout the day as the design team worked on concept alternatives generated from input from the vision workshop. Meetings were held with the following groups of stakeholders:

Housing: Several persons representing housing developers and realtors came by the office. The focus of discussion was on existing housing conditions, and potential markets to address if new or rehabbed housing was constructed.

Education: Representatives from Elmira College and Corning Community College reviewed work to date, including the reporting of the Education Breakout Group from Day 1. An emphasis on workforce development, middle skills training, and life-long learning was confirmed, as was better connecting the Colleges to the community.

Business: Approximately 10 representatives from the business community and economic development organizations participated in a spirited and focused discussion that resulted in specific action items. One item was to explore the potential of an Elmira Land Bank, and the other to immediately begin an initiative aimed at housing LECOM students and professors, within a time frame of approximately 18 months. A long list of housing issues and quick wins were generated.

Arts & Culture: A group of approximately 8 persons reviewed the recommendations of the Arts & Culture Breakout Group from Day 1. There was support for the concept of a “Cultural Corridor” that would run through Elmira linking historic and cultural points of interest. A suggested focus on the downtown cultural district as a starting point, working its way north and south. Southern Tier Arts Council presented a research project that should provide valuable data, issues involving the Clemens Center were discussed and the development of a “Creative Community Plan” as a chapter of the Master Plan was suggested.

Non-Profits & Agencies: Several non-profits and regional agencies convened to listen to planning directions and share group interests. Diverse discussion was held regarding housing, homesteading, thematic history, complete streets, transit, health, policing and energy. The Chemung County Age-Friendly Community Action Plan was shared.

NYSERDA: A meeting was held with NYSERDA’s Regional Outreach Contractor to discuss energy and sustainability input to date. The Working Vision Statement was shared, and a promise of more to come was made.
AFTERSCHOOL YOUTH WORKSHOP:

3:30 – 5:00pm @ Southside Community Center, Ernie Davis Community Center, Frontline Community Center
30-40 Children

Three afterschool youth workshops were held at Southside Community Center, Ernie Davis Community Center, and Frontline Community Center to engage children in the planning process. They were asked to draw what they liked and what they didn’t like in their community. Many chose the local parks as a place they liked.
NATIONAL EXPERTS ON MARKET TRENDS, FORM-BASED CODES AND STREET DESIGN
DAY 3 | OCTOBER 28th:

Stakeholder meetings continued as the design team worked on production drawings for the evening open house.

PUBLIC OPEN HOUSE AND COMMUNITY DISCUSSION:
4:00 – 8:00 pm @ 313 East Water Street
Approximately 100 persons stopped by.

The public was invited to the studio at 313 East Water Street to review the work completed thus far. The drawings focused on feedback generated from the 3 day Charrette. Below are photos from the event.

OPEN FOR BUSINESS:
313 EAST WATER ST.

& COMMUNITY DISCUSSION
Plan unanimously adopted by The City of Elmira on November 28, 2016
CASE STUDY: CORNING COMMUNITY COLLEGE MASTER PLAN

- Collaboration
- Inclusion
- Trust
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<th>ACTIVITY</th>
<th>PLAN START</th>
<th>PLAN DURATION</th>
<th>September</th>
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<th>November</th>
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**WORKSHOP #1 (OF 3):**

**THREE DAYS**

**TWO NIGHTS**

**12 MEETINGS**

**7 STAKEHOLDER GROUPS**
The creation of a successful plan requires a clear vision, a rigorous methodology based on the fundamentals of collaboration and inclusion, and trust in the integrity of the study process. All of these were embedded in the richly interactive and collaborative undertaking facilitated by our planning team. Hundreds of campus and community participants informed this study contributing to its recommendations. Together, we developed a set of recommendations and planning guidelines we are confident will inform our decisions to create a richer learning environment. Our College, and future generations of our students, will be well served as a result.

Sincerely,

Katherine P. Douglas, Ed.D.
President
The most successful projects begin with a great conversation…