PLACE Program:

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IOWA STATE UNIVERSITY
Extension and Outreach

PLACE PROGRAM: Twenty years of community outreach

Abstract

The PLACE program (Partnering Learning and Community Engagement) has been a part of programming from Iowa State University's College of Design for more than twenty years. This program has facilitated partnerships between Iowa communities and ISU faculty, has impacted the academic experiences of thousands of students and has impacted development in Iowa communities. Coordination of the program has been possible due to staffing support from ISU Extension and Outreach Community and Economic Development. With several personnel changes at the end of the 2021-2022 academic year, duties for program coordination are being reassigned. This is an advantageous time to consider the benefits and costs of the program and how it should or should not be supported and promoted in the future.

Executive summary

The PLACE program was begun in August 2000. Its goals of enhancing and promoting the quality and character of Iowa's communities while supporting and enhancing the academic experiences of COD (College of Design) students are lofty goals indeed. Twenty-two years later good progress toward those goals has been achieved, and some other benefits of the program have been realized.

Research agrees that students tend to be more engaged in their academic experience when involved in outreach and engagement projects of the type that have been facilitated by the PLACE program. In addition, by engaging in outreach and engagement work, faculty have different ways to explore new areas of scholarship, address social justice issues, and create networks around the state or around the world.

Partnering with the PLACE program has also been shown to be beneficial to Iowa communities, by increasing social capital and through addressing community and economic development projects suggested by COD studio classes. Students and community members alike report enhanced relationships with the college and with the university through their involvement with the PLACE program.

Over twenty years the PLACE program has developed well-structured processes and an infrastructure is in place that allows the program to be run smoothly. However, it must be noted that there have been some challenges over the years. Like economies everywhere, the program has suffered in recent years from an imbalance of supply and demand—the supply of studio instructors willing to address inquiries from Iowa communities does not align with the demand from Iowa communities for assistance with design-related community development needs. At various junctures over the years, local design professionals (many of them our alumni) have questioned COD involvement in outreach projects; they may perceive COD involvement as taking work away from private sector professionals. In addition, participating in outreach studio projects is of interest to some instructors but they hesitate to become involved, due to their perception that an outreach studio project involves too much extra time on the part of the instructor. These and other challenges should be addressed by COD decision-makers.

July 1, 2022 brings several personnel changes to the COD. A new Associate Dean for Extension is being sought. Office space for a PLACE program coordinator has been eliminated. A new Director of IDRO will be named soon.   This time of personnel changes offers a golden opportunity to address challenges of the PLACE program and to decide on the importance and priority of outreach and engagement work from the College of Design.

Program origin

Inspired by its land-grant mission, Iowa State University has chosen to invest its intellectual and organizational capital in support of the sustained development of its home state. In support of this investment, ISU's College of Design initiated the PLACE program in August 2000. The PLACE program (Partnering Learning and Community Engagement) aims to enhance and promote the quality and character of Iowa's communities. This engagement with Iowa communities in collaborative efforts to understand, envision, and promote fundamental enhancements of Iowa environments has been viewed as an important way to attract and retain a new group of talented and energetic citizens for Iowa's future.

A few words from the Program Coordinator

Over the years from 2001 to 2022 it has been a great pleasure to watch this program grow from a nascent idea to a college-wide program that has served departments, their faculty, and students well. The partnership between College of Design and ISU Extension and Outreach has been beneficial to both parties, as Extension staff have provided entrée into community settings for faculty, as well as using the 100 county offices, Extension newsletters and other forms of media presence to share the positive ways that design can affect communities all across the state of Iowa.

Engaging with the PLACE program has been instrumental in helping some new faculty to home in on their area of discipline-specific interest and scholarship, to find audiences for their scholarship (conferences and publishing opportunities), and in finding and receiving mentoring related to the scholarship of community engagement. Through the PLACE program, several faculty and staff were selected to participate in the Emerging Engagement Scholars Workshop, an annual national competitive opportunity for those wanting to pursue scholarly inquiry into community engagement.

The best part about the past twenty years of the PLACE program, though, has been the engagement between community members and students. PLACE has offered students a rare opportunity to see small Iowa communities up close and personal, and perhaps consider staying in Iowa to work in their chosen professions. Community members, likewise, have routinely enjoyed the fresh eyes, new ideas, and design abilities of COD students. Community decision-makers report that design ideas provided by students have been instrumental in preparing their communities for bigger and better projects in their towns.

As I leave the PLACE Program Coordinator position to focus on duties with Community and Economic Development Extension and Outreach, my hope is that the College of Design will take a new look at offering an organized program of outreach and engagement that will serve students, faculty, and Iowa communities in mutually beneficial partnerships.

Susan Erickson

PLACE Program: an introduction

The College of Design (COD), through its Institute for Design Research and Outreach (IDRO), along with Community and Economic Development Extension and Outreach, sponsors the PLACE (Partnering Learning and Community Engagement) program. Through this program, community needs are addressed by design students in classroom settings or in research settings.

Objectives of the PLACE program as stated by the College of Design are:

- Provide learning experiences for students outside the classroom;
- Help applicants explore enhancement options,
- Learn how design positively affects change,
- Create an environment in which communities and organizations may work more effectively with design practitioners, and
- Assist applicants in establishing and refining goals and expectations.

Although the program was formally begun in August 2000, activity did not begin in earnest until a program coordinator was assigned to operate the program in 2001, with funding from ISU Extension and Outreach Community and Economic Development. The first official outreach projects were recorded in the 2002-2003 academic year, when 11 projects were addressed, involving 11 faculty from 4 different academic departments and providing experiential learning opportunities to 129 students.

Over twenty years, the PLACE program facilitated 208 projects, provided 2,791 students with experiential learning opportunities, and brought in over $480,000 in project fees to the College of Design. Staff and faculty have given numerous conference presentations at local, state, regional, and national conferences from many disciplines about experiences of students, faculty, and communities resulting from their interaction with PLACE. The PLACE program has also been featured in news articles, academic papers, and book chapters.

Benefits of the PLACE program

Many benefits accrue to the college and the university through the PLACE program. First and foremost, students experience enhanced learning and engagement with the curriculum in applied ways. Faculty have opportunities for scholarly activity related to community engagement, as well as in pedagogy of this style of educational experience. Faculty also find opportunities to engage with stakeholders and community development needs related to their scholarly area of expertise.

The College and University also benefit in a number of ways. The program coordinator is a point of contact for inquiries from constituents who request community development assistance. Even if assistance is not available from the college, the program coordinator can direct communities to other sources of assistance. Community stakeholders with inquiries have experienced a sense of satisfaction rather than frustration when they have been able to reach a personal contact from the College and have received an answer to their question about finding assistance for their community development need.

Another benefit to the College lies in the collection of studio project reports in an archive. It is not unusual for a community to contact the College five or even ten years after a project's completion, asking for a copy of the work that students prepared for them. The project archive, again, allows community stakeholders to experience a sense of satisfaction rather than frustration after contacting the College. In addition to studio project reports, the archive also contains a collection of planning documents from Iowa cities and counties, and is the only known collection of such documents in the state. This archive is a valuable source of reference documents for students and faculty who may want to research what projects COD has already done in a community, or to look at examples of planning documents. Due to space constraints identified in Spring 2022, this project archive was moved to the 3rd floor planning studio. College officials should carefully consider if this is the optimal location for this valuable resource. A digital archive of projects is also available from the IDRO CyBox file as mentioned in the Appendix.

Student and faculty interaction with communities lends enhanced public value to the College and to the university in the eyes of tax-paying and value-conscious public citizens. As students work in communities to provide direction and guidance with community development needs, they share their knowledge with communities. The interaction becomes a mutually beneficial relationship. This links directly with the recommendations of the Kellogg Commission report on "The Engaged University", whereby universities are encouraged to create and maintain exactly this type of relationship with constituent communities.

There are other, more far-reaching benefits of the program as well. These apply directly to students and faculty. When there are direct costs involved with a PLACE project, communities pay a fee to cover the costs. These fees are typically in the $2,000 to $5,000 range and usually pay for transportation to and from the project site, supplies, and report creation and printing. Not only do students receive the benefit of working on a real-world problem related to their area of study, but the costs to the students of these projects is covered by communities who receive the benefit of the students' design work. In times of tight budgets, this opportunity to reduce fees for students is one additional benefit of the PLACE program. As a result of trips to visit project sites, ISU students have the opportunity to experience a small Iowa town and talk to residents and local leaders—mayors, planning directors, public works directors, and community volunteers. One memorable example was a Landscape Architecture graduate studio in 2016 that worked on concept plans for a park in Baxter, Iowa (population 962). Most of the students were from cities in China with populations of several million. The potential impacts of introducing students to rural Iowa during their time at ISU must not be overlooked, who knows how it may affect their education and future career choices?

Another practical benefit of involvement with the PLACE program accrues to faculty, particularly new junior faculty from out of state. In several instances the PLACE program coordinator or one of the CED Extension field specialists were able to help a new junior faculty member navigate the culture of small town Iowa and provide entrée for them as they were seeking to partner with a community for personal research and/or an outreach project. It can

be entirely too easy for junior faculty to look only locally at the Ames community and neglect scholarly opportunities in outlying areas of the state.

And finally, how does the PLACE program benefit the communities where projects occur? Research into PLACE program impacts revealed that interactions with ISU students were valuable to communities in several ways:

- Student design work opened the eyes of community members and helped them think in new and more creative ways about projects in their town.
- Communities use the printed project reports to guide improvements in the community.
- The illustrative nature of the student work is valuable to help community members capture the vision of future projects.
- Having worked with ISU gives a community project enhanced legitimacy in the eyes of project developers and grant funding programs.
- Communities felt a stronger relationship with the university after engaging with the PLACE program. One community stakeholder put it this way: *The most important thing* (about the PLACE program experience) *was…."Building the partnership with Iowa State! The results were great, and everything else was wonderful, but becoming aware of the resources at Iowa State and thinking of Iowa State as a partner in our Community and Economic Development was the best part. It made us more aware and more appreciative of what we have here, so that was super."*

This community stakeholder articulates an important but easily overlooked impact of the PLACE program. PLACE has promoted high regard for Iowa State University and for the College of Design in its community interactions. In an increasingly disconnected world, this program has provided a valuable opportunity for making connections between the College of Design, its faculty, and students and Iowans and Iowa communities.

How the PLACE program works

> *The PLACE program (Partnering Learning and Community Engagement) aims to enhance and promote the quality and character of Iowa's landscapes and communities. The College of Design will engage with communities in collaborative efforts to understand, envision, and promote a fundamental enhancement of their physical environment.* (College of Design website, 6/1/2022)

Project application. The life cycle of a PLACE project likely begins with a project application, which is posted on the PLACE website: https://www.design.iastate.edu/outreach/college-outreach-programs/PLACE-program/. A copy of the application is provided in the appendix.

The project application has several purposes. First, it is a vehicle for gathering basic information such as contact information and a basic idea of the project the community is proposing. A secondary purpose of the application is to identify spurious project inquiries. It is not unusual for a lone resident to have an idea for a great project in their town, which they may

or may not have shared with others. Some enterprising individuals make the next step to start calling offices at the university, to see if they can find helpful resources to solve their problem. While this approach is effective for simple questions, like trying to find out where the emerald ash borer has been found in Iowa, it is not an effective approach for designing a new housing development on a 2 acre parcel of land in your town. The latter type of inquiry requires a group of community stakeholders rather than a single interested individual with a brainstorm.

The PLACE application communicates basic information about the program and helps people determine if this may be a suitable direction for the development their town is looking for. Some people who contact the program are looking for a quick fix and find that the act of filling out the application is too cumbersome. These types of project inquiries are unlikely to have the capacity to work with a class and their professor, or to move their project forward. ISU students can use their talents more effectively with a community group of enhanced capacity.

Balancing supply (outreach studio classes) and demand (community requests). The next component of the PLACE program is less structured but still important. There is a delicate balance to be achieved between supply and demand. The supply of outreach studio classes and demand (community applications for assistance) must be in balance for the program to operate in a sustainable fashion. Supply and demand are affected by program marketing, the degree of interaction with ISU Extension and Outreach, and the amount of support for the program from COD administration and faculty. Some lessons can be learned from the first twenty years of the PLACE program.

In its initial stages, a program application was created but there was no staff assigned to process the applications. The result was too much demand for the program. A dozen project applications had been received but there was no supply of studio classes willing to address the project requests. Supply began to be available with the addition of a program coordinator who began to forge connections with COD faculty, department chairs, and administrators to market the program internally. As the program became well known among COD faculty and around the state of Iowa a good balance was achieved between supply and demand. However, after several years and several leadership changes the support for the program faltered. Some new department chairs resisted even learning about the program and halted ongoing projects that were very popular with communities around the state. New faculty were not encouraged to participate in the program by their new department chairs and once again the demand (community requests) began to outpace supply of outreach studio classes. In recent years the program has functioned on a very basic level but achieving a true culture of community engagement within the College of Design will require more attention to balance of supply and demand.

Making a match. It is crucial when talking with community members who are considering a PLACE project application that they understand some underlying principles of the program. A COD program representative must make sure these principles are understood by the community applicant before a match is made between the professor of a studio outreach class and a community.

These principles include the following points:

- PLACE projects must align with academic objectives of COD courses. This is the reason our students are enrolled in our classes and our first duty is to respect their learning outcomes.
- PLACE projects are not a substitute for professional design services. Our students are not finished with their education yet and their studio project results will not deliver construction drawings of a ready-to-build project. Their studio project results can reliably produce ideas that are well illustrated and represent outside-the-box thinking. Community stakeholders will be able to use those illustrations to help residents visualize a project and to demonstrate to grant funders the legitimacy of their project and provide a good faith showing of effort the community has already invested in the project.
- Participating in a PLACE project may prepare a community to engage with professional design services and may result in community members being more ready to engage efficiently with professional designers. Community stakeholders may often think of engaging with PLACE as "pre-design" services.
- Communities are expected to pay a fee to participate in a PLACE project. The fee typically runs $2,000 to $5,000 and covers our direct costs—transportation, printing, and supplies.
- Our projects are tied to the academic calendar. Most projects are completed within one semester's time.
- At the end of the project period a community will receive several copies of the project report, usually a printed and bound document, as well as a digital copy for their use.

Letter of agreement. PLACE projects are defined by ISU as a fee-for-service project and are administratively run through IDRO. As part of the IDRO administration, a formal letter of agreement (LOA) is written for each PLACE project, and signed by the community organization and by the IDRO supervisor. A template of this document has been approved in advance by university counsel. It is stored in a CyBox folder, <IDRO SHARED FILES> https://iastate.app.box.com/folder/52675571240?s=2d5balbc3b0bujos4jkdpzmxbhi7ky79 and is also provided in the appendix.

The purpose of the LOA is to make sure both parties—the professor and the community partner-- are sharing the same expectations for the project. It is extremely valuable to have these expectations in writing as it helps to avoid mission creep as the studio class navigates the project during the semester. In addition, both parties have agreed to the fee and to the timing of invoices.

PLACE program deliverables. Almost all PLACE projects result in some kind of written and illustrated document. The community organization usually receives at least 3 copies of the report, printed by ISU Printing Services so that we are confident of the quality of the report printing. A digital copy of the report is also shared with the community partner.

It is the responsibility of the professor to determine how the report is created. In some classes, creation of the report is considered part of the educational objectives of the class and students are strongly connected to the process. For other classes, the professor prefers to oversee report creation and production. See the appendix for some details about suggested processes for report production.

It is recommended that copies of the report be archived as well. Two copies may be saved in the IDRO archive files. These files are scheduled to be moved to the CRP Planning Studio in summer 2022. A digital copy should also be saved in the IDRO Shared Files folder in CyBox. (https://iastate.app.box.com/folder/52675571240?s=2d5balbc3b0bujos4jkdpzmxbhi7ky79).

PLACE program outcomes, 2002-2022

As mentioned previously, over twenty years the PLACE program facilitated 208 projects, provided 2,791 students with experiential learning opportunities, and brought in over $480,000 in project fees to the College of Design. Staff and faculty have given numerous conference presentations at state, regional, and national conferences from many disciplines about experiences of students, faculty, and communities resulting from their interaction with PLACE. The PLACE program has also been featured in news articles, academic papers, and book chapters. There have been indirect outcomes as well.

Ties with CED. There are some other program outcomes that should be noted. Several studio projects were carried out that included formal ties with Community and Economic Development Extension and Outreach. Extension field staff have on occasion worked in tandem with classes to provide deeper insights into community needs when the levels of community engagement required more intensive interactions than was possible for student involvement. This occurred according to individual project needs and may have involved work before, during, or after the COD studio class was involved. There were other occasions when CED staff was working on a multi-year community project and a studio class project was one part of the longer-term project.

This newsletter story features a unique interaction between CED staff and a CRP studio class, looking at past project impacts in Red Oak: https://www.extension.iastate.edu/communities/files/newsletter/files/vol2issue4.pdf

Interdisciplinary collaboration. COD spring option studios for upper class students have provided opportunities for interdisciplinary collaboration to address unique community development issues. This newsletter story features an interdisciplinary outreach project called Retail-scapes that worked in northwest Iowa to enhance small businesses, local tourism, and quality of life: https://www.extension.iastate.edu/communities/retail-scapes-studio-helps-lyon-county-residents-dream-big

Faculty expertise development and exploration. Some PLACE projects have been useful for faculty to explore new areas of scholarship. Heidi Hohmann, associate professor of Landscape Architecture, was considering developing expertise in the arena of therapeutic gardens and health benefits of contact with nature. She developed an experimental course in spring 2008, related to the topic (LA 478), taught the course with some assistance from the PLACE program coordinator, and left a lasting benefit to two community facilities. In the end Hohmann decided this was not an area for professional exploration but the experimental course provided an opportunity to explore the topic.

In another example, Julie Stevens, associate professor of Landscape Architecture, was offered an opportunity to work with the Iowa Correctional Institution for Women in Mitchellville when new facilities were being planned in early 2012. She was young in her faculty career but the opportunity addressed several areas of professional interest and curiosity for her. This opportunity was a crucial professional springboard for her to develop expertise in trauma-informed environmental design. Since beginning this area of scholarly inquiry, Stevens has become a nationally and internationally recognized expert in the field and has published multiple journal articles and book chapters within and beyond the design disciplines. She has presented at many conferences and delivered several invited lectures both within her field of landscape architecture but also but also within the fields of corrections, health, and education. She has also built cross-disciplinary bridges and collaborations with experts in occupational therapy, environmental psychology, and restorative justice. Stevens has also been recognized for her leadership in this field and is currently serving on the board of directors for EDRA (Environmental Design Research Association).

Benefits of recurring projects. A few projects have been notably beneficial for keeping COD in the public eye, largely because the same type of project was repeated year after year, resulting in widespread public awareness about the program and perceptions of its value in Iowa communities. The Graphic Design department offered two classes in previous years that addressed recurring projects, they were very popular in Iowa communities and resulted in many inquiries to the College of Design. The two classes were very different, one involved designing a brand for a local retail store and then proposing a new storefront that communicated the store's brand. The second class was operated like a practicum, and gave students the opportunity to work on multiple projects of varying types through the semester. This one addressed many different scales of projects and was also very popular through the state. Faculty who participated in these projects made valuable networking connections around the state and found opportunities to make presentations at professional conferences.

One of the first-year Landscape Architecture classes (LA 202) has participated in a park design project for many years as well. Over the years instructors report the project becomes a better and better learning activity as they learn what types of projects work best for the students' learning outcomes. Their pedagogy is constantly refined and they have been able to discern what kinds of activities work best for individual work, partner work, small group work, and even whole class work. One project in particular stands out, the development of a whitewater park in Charles City. LA 202 students were instrumental in helping the city council begin to imagine

this possibility years before the park was built. This newsletter article sings the praises of the park's development: https://www.thegazette.com/sports/a-look-at-iowas-popular-whitewater-courses/?amp=1.

The Community and Regional Planning Department has consistently worked with small communities to update their Comprehensive Plans.   These communities are small enough that they do not have financial resources to hire a planning firm to complete a comprehensive plan. The department has done thirty-eight of these plans over twenty years. This has been a valuable service to low resource towns, and has provided them with valuable information to use in guiding development of their towns. One other benefit of this practice by the planning department is that it keeps their alumni engaged. Many of the projects completed by the planning department are prompted by alumni who refer towns to the CRP department for planning needs. The value of keeping alumni engaged with the department, the college, and the university must not be neglected.

The recurring nature of these projects enhanced the visibility of the College of Design across the state; communities who participated routinely shared their experiences with neighboring communities or in group-sharing contexts such as Iowa Clerks Net. This type of sharing, as well as sharing via the College of Design outreach newsletter and the CED newsletter (as described above) resulted in PLACE becoming known as a valuable resource across the state.

Benefits to Communities of the PLACE program. Research into community impacts of PLACE projects indicates that College of Design involvement through the PLACE program provided valuable assistance to communities, as well as to students and faculty. The study revealed that most communities indicated that university involvement was helpful. Most planning-related reports were used in some way by cities, and were often officially adopted by their councils. One project in particular moved forward fairly quickly:

> *The plan was officially adopted…We are now in the process of finishing Design Guidelines, probably this month. After that we will revise our Zoning Ordinance for the downtown area, to allow for different uses that were proposed….we are still referring back to the action steps the students outlined in their plan.*

Some projects addressed physical improvements in the community; parks were developed, Main Street storefronts were changed, and streetscapes were enhanced. Final reports from studio courses were valued by community partners as helpful in moving projects forward and in subsequent engagement with private design firms. The reports were also valued as part of grant submissions—the partnership with Iowa State University's College of Design was viewed as enhancing project legitimacy, both within the community and with external funding agencies.

Another tangible community impact of PLACE program involvement was expanded local capacity. Many stakeholders reported expanded community capacity in the form of increased local dialogue, progress on other community activities or projects, and enhanced creative capacity within the community.

Project results were not the most valued component of PLACE projects for communities, however. Research participants were most vocal about their relationship with the university, and their comments were overwhelmingly positive.

> *Iowa State is a good partner for this type of thing. We take advantage of this resource whenever we can, and like to strengthen ties there whenever we can.*

> *[This project] confirmed my positive attitude about what ISU is doing with their design college and the planning department.*

The positive impacts of building positive relationships with community partners should not be overlooked by the College of Design or by Iowa State.

> *The most important thing (about our PLACE program experience) was…."Building the partnership with Iowa State! The results were great, and everything else was wonderful, but becoming aware of the resources at Iowa State and thinking of Iowa State as a partner in our Community and Economic Development was the best part. It made us more aware and more appreciative of what we have here, so that was super."* –community stakeholder

Where do we go from here?

As a new academic year begins in July 2022, the College of Design is entering a period of change in personnel. Associate Dean for Research and Outreach Kevin Kane and Director of Community and Economic Development Extension and Outreach Gary Taylor have stepped back from their leadership positions and new leadership will be coming forward. At this time new decisions can be made about the value of a formal program of community engagement within the College.

It is important that some type of structured program be available to handle project agreements between communities and faculty, as well as to handle internal questions of fees, budgets, etc. A program coordinator is no longer housed in the college. A temporary re-distribution of duties has been arranged but a long-term solution should be identified.

This time of personnel change offers an opportunity to decide upon goals and objectives for community engagement from the College of Design. It is an ideal time to design the infrastructure and personnel support the College will offer to its faculty, students, and constituents across the state of Iowa.

Appendices

Appendix A. Recommendations: Logistics

- o Fall semester projects: a site visit early in the semester and/or at the beginning of a project works best. Avoid site visits in November/December as bad weather is a possibility.
- o Spring semester projects: build flexibility into the syllabus in case of bad weather on the day of a planned site visit. (These site visits are often scheduled early in the semester.) If appropriate, the professor should visit the site in the fall before the spring semester class to photo-document the site with no snow on the ground if at all possible. This will help students visualize the site in a different way.
- o Try to avoid a final presentation in the partner community during exam prep week or finals week. Students are busy and not at their best if they need to invest extra time in traveling to their partner community. Invite community to campus for final reviews. This saves travel time for your students and is a big honor for many community members. Gear up for some school spirit and enthusiasm.

Appendix B. Logistics for PLACE (on following pages)

1. PLACE application
2. Instructor's checklist for a studio outreach project
3. PLACE report finishing instructions
4. CRP 432 studio report guide. In IDRO Shared Files>PLACE report assistance

Appendix B.1 PLACE application (2 pages)

REQUEST FOR ASSISTANCE   **PLaCE**

Date _____

1. **Applicant/organization name**

   _____

2. **Have you discussed your proposal with someone at Iowa State University or Iowa State University Extension?**

   ☐ Yes   ☐ No   If yes, with whom have you spoken? _____

3. **Type of organization (of the primary applicant)**
   ☐ Local government
   ☐ Nonprofit
   ☐ Other _____

4. a. **Primary contact information**
   Name: _____
   Address: _____
               Street   City   Zip
   Phone: _____ Fax: _____
   E-mail: _____

   b. **Additional contacts' information**
   Name: _____
   Relationship to the applicant: _____
   Address: _____
               Street   City   Zip
   Phone: _____ Fax: _____
   E-mail: _____

   Name: _____
   Relationship to the applicant: _____
   Address: _____
               Street   City   Zip
   Phone: _____ Fax: _____
   E-mail: _____

5. **Provide narrative descriptions for each of the following items. Attach an additional sheet if necessary.**

   (a) Describe the applicant organization and your relationship/role to it.
   (Please limit your response to fewer than 150 words.)

   (b) Describe the need. (Please limit your response to fewer than 200 words.)

   (c) Describe the project as you see it. (Please limit your response to fewer than 200 words.)

   (d) Describe the abilities, offices, financial resources, local expertise, services that can be offered,
   etc., reflecting the local organizational strength available to assist in leading to successful
   implementation of the proposed project(s). (Please limit your response to fewer than 250 words.)

6. **Attach a letter of support for your PLaCE proposal from your local county extension
   education director and/or area extension community development specialist.**

Please return this application to:
PLaCE Program
Institute for Design Research and Outreach
Iowa State University
126 College of Design
Ames, IA 50011-3091

Email Completed Form

Appendix B.2. Instructor's checklist for an IDRO studio outreach project
(4 pages)

Please remember, when you are working on an outreach project, you are representing your department, the College of Design, and Iowa State University. When you sign a letter of agreement, you are making a professional commitment to fulfill the terms of the agreement.

_____ Schedule a meeting with Susan Erickson as early as possible and identify your project.

_____ Write a one-paragraph scope statement for the project

_____ Know the source of project funding

_____ Figure your project budget

_____ Work with Susan to finalize a Letter of Agreement and sign it

_____ Meet with Heather Sauer to craft a course timeline and to strategize report creation

_____ Create your course syllabus with finalizing the project report in mind.

_____ Enjoy the project, adhere to your course timeline, enjoy teaching the students

_____ Create report, print copies for the community, IDRO, and yourself (if you want)

_____ Share a digital copy of the report with your students, the community, and IDRO.

There are two ways to structure an outreach project. One is through the Office of Sponsored Programs (OSPA) https://www.ospa.iastate.edu , and the second way is as a fee for service through IDRO. The Office of Sponsored Programs supports and administers research and sponsored programs for ISU. All projects with more than $20,000 of funding must route through this office. Many studio projects are structured as fee for service through IDRO. This is a simpler and quicker process. The choice is up to you--talk with your department chair, Kevin Kane, (Associate Dean for Research and Outreach) or Susan Erickson to understand the finer points of this choice.

Susan Erickson, 326 COD, coordinates the PLACE (Partnering Learning and Community Engagement) program https://www.design.iastate.edu/outreach/college-outreach-programs/place-program/ and she can help you with:
- organizing the logistics of an outreach project,
- figuring a budget for your project,
- understanding best practices for engaging with communities,
- exploring ways to translate outreach project experiences into scholastic expressions—conference presentations, academic papers, research projects, etc.

Schedule a meeting with Susan as early as possible to start working on structuring your project. She often has a list of project requests from communities. If you are searching for a particular type of project be sure

to check with her to see if she has a project that meets the academic needs of your class. Contact info: (susaneri@iastate.edu, or 515-294-1790)

Project Funding: Will your project require funding to cover costs of transportation, printing posters, final reports, or other supplies? Typically a community pays a fee to IDRO to cover these costs. Susan can help you create a budget. Sometimes professors choose to include these costs in course fees. There is also a grant program through IDRO that can fund outreach project costs: https://www.design.iastate.edu/outreach/college-outreach-support/outreach-grants/. Be aware there is an application deadline of November 1, for projects in the following calendar year.

Letter of Agreement: Every outreach project from COD needs to have a formal Letter of Agreement. Susan maintains an approved LOA template and she can help you create a Letter of Agreement for your project. You and your community partner will sign the document to signify your commitment to fulfill your part of the agreement. Be aware that you are signing as a representative of the university, and your signature indicates a commitment to fulfill the terms of the agreement.

Once the LOA is signed, you can work on organizing the details of your outreach project.
- Transportation (usually 15 passenger vans) is arranged through ISU Transportation Services: https://www.transportation.iastate.edu.
- Printing of posters and other things are done through the COD Output Center: https://www.design.iastate.edu/digital-technologies/output-center/output-information/traditional-printing/
- Printing of reports is usually done through ISU Printing Services: https://www.print.iastate.edu

Final Report: This part of the project can be accomplished within the semester timeline IF YOU PLAN AHEAD. However, there are common stumbling blocks that can easily trip you up and extend the report preparation for weeks or even months. You can be pro-active and avoid these common stumbling blocks if you choose to learn from those who have gone before you. Outreach projects almost always have some kind of printed report that is given to the community partner, usually a report at 8.5" x 11". The cost of printing this report is figured into the project fee. The community partner receives a number of copies and IDRO keeps two copies. If you want a copy for your own files that can be arranged as well. Remember that creating a project report is a valuable skill, especially for upper level students. Building this step into the class syllabus provides a learning experience for students that is valuable when they go out into the workforce.

Heather Sauer https://www.design.iastate.edu/faculty/hsauer/ is the COD Communications Specialist and has many years of knowledge about the ups and downs of preparing studio reports. You should schedule a meeting with her before classes start to explore ways she can help the report writing go smoothly and professionally for your students. She has communication guidelines to share with your students and if you wish she is often available to visit your class as a guest speaker to help your students understand what they need to do to create a quality report.

At the end of the semester most professors schedule a final presentation for the class to share their findings with community partners. Students are extremely busy at this time of year so you may wish to schedule this presentation on campus—community members often appreciate an invitation to visit ISU in person.

Print the final report—remembering to print 2 copies for IDRO and one for yourself if you wish. Some professors deliver them to the community in person, or deliver them to IDRO/Susan and we will mail them out for you. Share digital copies with your students, the community, and IDRO.

July 2017

Appendix B.3 PLACE Reports: finishing instructions
(2 pages, intended as assistance for course instructor)

Please include these elements in your report:

Outside Cover
- Project Title
- A related graphic image
- Course number and Name, Professor's name
- Department
- College of Design Institute for Design Research and Outreach
- Community and Economic Development Extension and Outreach
- Iowa State University
- Prepared for: Client name and city
- Semester/year—ex. Spring 2020

Inside Cover

<u>Course information:</u> repeating information from the cover, as well as a listing of faculty and their contact information.

<u>PLACE Program:</u> The PLACE program was initiated in August 2000 with goals of enhancing and promoting the quality and character of Iowa's landscapes and communities. PLACE projects are conceptual in nature and intended to give communities and organizations ideas, concepts, and theories for development. Construction documents and project implementation are intended to be carried out by private businesses and community efforts. Projects selected for the PLACE program must have potential for transfer to other sites in Iowa.

<u>Non-Discrimination statement:</u> This can be as small as 7 point font if you need space. Copy exactly:

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.) Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at 202-720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at 800-877-8339. To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at https://www.ocio.usda.gov/document/ad-3027, from any USDA office, by calling 866-632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or (2) Fax: 833-256-1665 or 202-690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

You may wish to include:

<u>Acknowledgements</u> of people who helped you in the partner community, or people in the College who were helpful to your project.

<u>Listing of student names</u> who worked on the project

Some reports include a page or two that tells about background of the project and focus of the students' work.

Printing your studio report: usually done by the course Instructor.

Your studio class has finished their report, you have successfully exported it into a .pdf file, it looks great-- and now you are ready to print the report. Congratulations!

Printing should be done through ISU Printing and Copy Services. What's great is, you don't even have to leave the COD! You can upload your pdf file here: https://www.print.iastate.edu/UploadFiles.aspx. You will need a Worktag for the printing cost; you can get that from Dawn Krause in 126 COD.

You'll have several selections to make so be ready ahead of time. The Letter of Agreement you signed before the project began states how many copies of a printed report we have promised to the community. Please print that many copies, plus two for IDRO, and one for yourself if you want one. (We make allowance for this printing cost in the budget.)

You'll have the option to select which center will receive the file. I usually send it to the Union Drive Copy Center (UDCC) because I have some contacts there. After you upload your file, you'll have the opportunity to leave instructions in a box. You may wish to make a note if your report is designed to have certain pages facing, for example you might say, "page 1 is on the right side and when you turn the page, pages 2 and 3 should be facing". THIS IS A COMMON ERROR YOU WANT TO AVOID!

In general, most PLACE reports are printed this way: double-sided, coil binding, front cover of clear acetate and back cover of black Kroyden. Stop in to the IDRO office at 326 COD any time if you want to see examples of these.

You'll be able to instruct the Printing Service to deliver the reports to COD—if you're not going to be around, you can have them delivered to the IDRO office, 126 COD. Please take a look and make sure they look as you intended.

If you are planning to touch base with the community again and you want to deliver the reports in person, leave the two reports for IDRO in Susan Erickson's mailbox in 126 COD. Or, if you prefer that we mail the reports, please follow these easy steps:
- Send an email to Kevin Kane (kkane@iastate.edu) and Susan Erickson (susaneri@iastate.edu) to let us know that the reports have been printed and delivered to 126 COD.
- Send an email or call the community and let them know your class has finished their work and their reports will be sent soon. Also send them a pdf copy of their report. Thank them for their participation in your studio and for their contribution to their students' ISU experience.
- That's all, IDRO staff will take care of mailing the reports and invoicing for the balance of the fee.

July 2017

This file of Studio Report Guidelines was prepared for a CRP class but most of the recommendations are applicable to all outreach studio reports.

Outreach Studio Report Guidelines

CRP 432 Community Planning Studio II
Spring 2007

Capitol Park Neighborhood – Conceptual Master Plan

An outreach studio is a unique opportunity to work on a real project with real clients. This type of project offers tremendous benefits both to you as students and to the community leaders with whom you will work. A particularly exciting aspect is the likelihood that the Capitol Park Neighborhood Association board will follow up on your development proposals and make at least some of your suggestions a reality. This set of guidelines for preparing a final outreach studio report has evolved over a period of several years as other classes like yours have completed similar projects.

The report and its purpose

The final report is an important component of the studio project. It provides you with the opportunity to pull together and **synthesize** all of your research, survey results, analysis, and recommendations into a single product. It is a way to **organize** all of the information you collect throughout the project, and, by preparing different portions of the report as the project progresses, you will save yourself a lot of time (and frustration!) at the end.

Ideally, assembling the report should help you **prepare** for your presentations to or meetings with your clients, who in this case will be members of the Capitol Park Neighborhood Association board. Also, you will have a **tangible product** to take with you when the class ends; done well, the report can be an excellent addition to your design portfolio.

These are just some of the report's benefits to you as students. However, the real focus of the report is to leave the neighborhood association with something it can refer to and follow in the future. This means you should include as much **detail** as possible, because your clients are unlikely to remember everything you say during your meetings and presentations. Also, some of the recommendations you make may require years to complete, community leaders (neighborhood volunteers as well as elected officials) likely will change, and local businesses relevant to your proposals also may change hands during that time. Thus, you will need to be very **specific** to make the report useful to future audiences.

Remember that the report is *not* an option; it is a required product of any studio outreach project. It is not a class exercise done only for a grade. The community or clients may use this document long after you have completed this class and graduated from Iowa State. The College of Design's Institute for Design Research and Outreach (IDRO) also will keep copies of the report to document the kinds of projects done here. Please take some pride in your work and produce a high-quality publication.

When and how to start working on the report

You should begin gathering information for the report right away. As you carry out research and gather materials related to this project, be sure to write down a description of:

- any meetings or presentations you hold or participate in
  (including when, where, and why they took place and who was involved),
- any field trips/neighborhood visits you make,
- any interviews you conduct, and
- any other observations you make about the neighborhood, its past and its future
  as it pertains to the scope of your project.

Research is critical to your project; it will allow you to back up your recommendations with the latest information on topics such as historical preservation/restoration, architectural and environmental graphics/signage, branding/image, marketing/sales strategies, planning policies and regulations, pedestrian-friendly features, accessibility issues, sustainable design, and so forth (whatever is appropriate to your project). Make sure you **document** where you found the information (including class presentations, course reserve materials, Web sources, personal interviews, existing maps and plans, etc.) so you can give proper credit in the report (absolutely **no plagiarism!**) and also include the source in your list of **references**.

In addition, you should find something out about the neighborhood's **size**, **history**, and **current conditions**, as well as any **past design/development projects** conducted there. When were this community and neighborhood association founded? Where is the neighborhood located (boundaries, relationship to significant traffic corridors, landmarks, etc.)? What is the population? Were most of the buildings (residential as well as commercial) constructed at the same time? What modifications have been made over the years? What were the original amenities, services, landscape, etc., and how has that changed?

Does the neighborhood have a unified image, or does it want to have one? How can your project assist the members of the neighborhood association, local business owners and/or government leaders in creating or solidifying such an image? How can you persuade them that this is an important and valuable path to follow? How will you address issues of historic preservation/ restoration, zoning issues, traffic and parking considerations, sidewalks, etc.—whatever fits within the scope of your particular project? What are the existing infrastructure and development challenges and needs?

Finding something out about the community and its history will not only help you lay the **groundwork** for your project, it will also help you understand your clients better and allow you to build a **relationship** with them. Including this type of information in the report will provide a **context** for your design/development proposals, especially for future readers who may not have been involved in this studio project.

If you conduct a survey or interview with the clients or others involved in the project, such as local government officials, it may be useful to include the list(s) of questions asked as an appendix to the report. Remember that it is also necessary to determine *before you begin the project* whether you need to complete the university's **human subjects review** for any survey you may administer or focus-group sessions you may conduct.

What to include in the report

Because you likely will be working either individually or in small groups to formulate recommendations for different components of the project, it will be important to create a **standardized format** for compiling information and writing your portion of the report.

It is often a good idea to start with **general information** and move toward the **specifics** for each individual site or issue. You may want to assign a particular person or group to prepare each item to avoid duplication of effort or the possibility that a certain item will be overlooked.

- Provide an **introduction** to the project. Explain briefly how your class became involved with the neighborhood association and what the purpose of your project is.

- Give an **overview** of the history of the neighborhood and its residential/commercial/ retail/industrial areas, its growth and development, as well as the specific issues/areas you are going to focus on. Be honest about current conditions, but if there are serious problems with certain aspects of the community, present them in a **sensitive** way. Your role is to identify areas of concern as well as of opportunity and make recommendations to help the neighborhood mitigate the concerns and capitalize on the opportunities.

- Be sure to **explain** or **define** any procedures or terminology that readers may find unfamiliar or confusing. This can be done on first reference in the text and/or in a separate **glossary** of terms. Don't assume readers know what you're talking about.

- Explain the **process** you went through to develop your proposals/recommendations. This is where the information on research, public meetings and so forth should be included—not a complete description of findings but merely the fact that you did precedent studies, administered a survey, held meetings, etc.

- Present a list of **goals/objectives** you (on behalf of the neighborhood association board and larger neighborhood community) want to achieve with your proposals.

- Provide **overall guidelines** and/or **direct recommendations** for issues and elements appropriate to your project (historic preservation/restoration, growth/development patterns, transportation corridors, cultural and landscape features, pedestrian access, services and amenities, etc.). Again, be sure to give credit to your sources in these sections and try to use jargon-free language so that everyone who might read the report will understand.

    1. **Describe** the feature you're working on. **Explain** in *tactful* terms what is "wrong" with the current situation, or what is already "right" but can be improved upon. It is better to describe a problem as a "challenge" or "need" and focus more on existing positive points as well as what can be done to enhance or improve the negative ones.

        Including **pictures** of the existing conditions in the report will provide readers with a "before" image illustrating the things that could/should be changed; your design proposals, maps and drawings will become the "after" images showing your suggested changes. It may be helpful to include photos of the existing

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feature(s) **in context**, i.e., showing a larger segment of the area where the building or landscape or road/intersection is located so readers can see what is on either side or perhaps adjacent or across the street. If photos can't convey the site issues effectively, a simple labeled map may be appropriate.

2. Present a list of **goals/objectives** you want to achieve with your design/ development proposal(s).

3. Describe your **proposal(s)** in detail. It may be helpful to address each objective separately. Explain precisely how your client can/should work to change various elements and why. **Cite your research** to provide credibility for your recommendations. This is where specific precedents, survey responses, or community feedback can be included in more detail.

4. Often, it is a good idea to present your "ideal" proposal and then a "practical" proposal taking into account limited budgets and other constraints. The "practical" proposal could provide a **phasing** process the client could follow to implement changes in stages or gradually over a long period of time if the client procures the funding necessary and/or the community buy-in to implement all of your design ideas. You may also need to consider zoning issues or design ordinances affecting your proposals.

5. You may wish to suggest potential funding streams, development and planning resources (human as well as financial) that could help the community follow up with your proposals.

- Prepare a **conclusion** to the report that summarizes the project and final recommendations, especially any that concern the overall neighborhood area (as opposed to only individual features). This is where you may also describe the project's benefits for you as a class and for the community/clients.

- It is often a good idea to include an **acknowledgements** section, either at the beginning or the end of the report, thanking people both at Iowa State and in the community (and others as appropriate) for their assistance with the studio project. This should be separate from the list of project participants.

In addition to the main body, the report should include the following:

- a **cover**;
- a list of **project participants**, including a complete class/instructor list, neighborhood association members involved, merchants involved (both business name and name of owner or the person whom the class dealt with for each business) if applicable, names of government officials/community leaders and their titles if applicable, name of county extension specialist and his/her title if applicable, and any other folks whose names should be included;
- a **table of contents**;
- a **table of figures** (if applicable);
- an **executive summary** if the report is long or if this is customary for your type of project/report;

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- an **appendix** (if applicable), which could include a copy of the **survey instrument** (such as a questionnaire) (also only if applicable); and
- a **reference section**, including a complete bibliography of all works cited within the text as well as any additional sources you may have consulted or found without directly using them in the report.

The cover should include either the **College of Design "D"** or the **Institute for Design Research and Outreach (IDRO) logo** (graphics that can be obtained through the college's communications specialist) and the official **Iowa State University nameplate** (available for download from the ISU Printing Services Web site, www.print.iastate.edu), as well as the **course number** and **title**, the **date** (semester and year are fine), and a **project title**. A photo or drawing (or several) on the cover is a nice touch, too.

How to format the report

To achieve **consistent punctuation** and **citation styles** throughout the report, it is often easiest to follow an existing style manual such as the Chicago Manual of Style, the MLA (Modern Language Association) Handbook, or the Associated Press Stylebook. These style guides are available in hard copy in the library and bookstore, and some of them are also online. Your instructor may have a preference and may assign a particular style. The Chicago Manual is probably the most widely used in an academic setting.

The studio class should decide as a whole how to format the report in terms of headlines, subheads, bulleted or numbered lists, etc. Determine a **hierarchy** of both style and content. That way, each student's or team's portion of the report will fit stylistically with the rest of the report. Or, if one student or team is responsible for formatting the entire report, he/she/they will be able to make all parts internally consistent.

Generally, it is a good idea to do headlines and subheads in a **sans serif** font such as Arial, Helvetica, Univers, etc. Choose a font that is readily available on all the computers and printers you may be working with to avoid difficulty in reproducing the report (this is less of an issue if one person or team is responsible for preparing/formatting the report). In addition, decide what **type size** you want to use for various headlines and subheads and whether you want to underline, bold, italicize, etc. Your text font (for the main body of the report) should then be a **serif** font such as Times New Roman, Berkeley, Palatino, etc. With these fonts, the text should be set at **11 or 12 point**. Using different fonts and type sizes for text and headlines provides contrast and helps the reader figure out how the report is organized; however, keep font usage to two or three different fonts at most. Please **avoid text in ALL CAPS** as this is extremely difficult to read. Large blocks of text in italics also can be difficult to read. *Use italics sparingly* as a way to highlight particular terms or points you want to make.

You may either indent the first line of a paragraph or put an extra space between paragraphs, but please do something to indicate the start of a new paragraph. Remember that you need to help **guide the reader** through the report and make him or her comfortable using it. Think of formatting as "signage" that provides visual and verbal cues to help readers navigate through the report.

The report will benefit greatly if you include **photos, maps and drawings** as appropriate, but these should be **useful** to the reader. Don't create a map, plan or graph that doesn't add something valuable to the text or make the written information easier to understand. It is also

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important to remember to write detailed **captions** or descriptors for each image. Include the names of any people or businesses, streets or other important features pictured. When writing a caption for a plan or drawing, try to include detailed information about design, or growth patterns, natural features, street standards, intended use, etc. Captions should be a different font and/or type size from the main text.

The **quality** of the images is also important. If you use a digital camera to take photographs, the images need to be taken at the highest resolution the camera allows. Then, they should be saved at **no lower than 300 dpi** for reproduction in a publication, and they should be saved as **.tif** rather than **.jpg** files. If you scan prints, logos, maps, etc., be sure to both **scan** and **save** these as tiffs at no fewer than 300 dpi. An even higher resolution may be necessary if you want to enlarge the image (e.g., for use on the cover or to reproduce a detailed map or presentation board). Be sure to **retain these original files** on a CD or flash drive so that they are accessible even if you manipulate the images for use in the report.

A word of caution: Large images (with correspondingly large file sizes) such as maps can cause problems when inserted into a Microsoft Word file. The most common problem is that the images may not display or print properly. Additionally, Word has difficulty supporting maps, plans and graphs produced using incompatible software such as AutoCAD or ArcGIS. To avoid these problems, if you are using Word, you may want to create and print the final report in separate sections (rather than inserting large graphics and merging the entire document). Just be sure to use **consistent numbering** so that when the sections are printed and bound together, the page numbers flow properly without interruption throughout the report.

Ideally, however, an image-heavy design document, such as this studio report is likely to be, really should be created in a desktop publishing program such as **Adobe InDesign**, which is designed to handle large image files and a variety of software programs used to create the images. The class as a whole must decide which software program to use so that everyone is working in the same program and format. (If only one student or team is producing the report, he/she/they can decide what program to use. Other students can provide text as a Word file and images, maps, etc., in their original formats to the person or team doing the report.) When you are ready to assemble the report, you will be able to pull pieces from Word, Photoshop, Illustrator, etc., into InDesign. Please **do not design the report in Illustrator**, or import large portions of text from Illustrator into InDesign, as this causes headaches for editing/proofing and printing or reprinting the report later.

Another key issue is **color**. While it may be desirable to create your original maps, drawings and photos in color—especially if you are going to enlarge and use them on presentation boards— you will need to create a black-and-white version of each to include in the report, unless it is determined that color is essential to convey meaning and that your studio has enough money to print the report in color. (Also consider whether the client/community may want to make copies of the entire report or portions of the report and whether they will do so in color or black and white.) Printing a color map or scanning a color drawing in black and white typically will not work, as the distinctions between colors will disappear and some (particularly yellow) may not show up at all. It is better to use highly contrasted shading, dots, dashes, thick and thin lines, etc., to distinguish between different areas on a drawing or map if the report will be reproduced in black and white.

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When you design the report **layout**, think about how it is going to be printed and viewed. The college discourages the creation of odd- or over-sized reports that are difficult to file, copy and use on a regular basis. Typically, studio reports should be laid out in **8.5 x 11** portrait or landscape format (please avoid 11 x 17 if at all possible). If you are going to include a large number of maps or plans in the report, you may want to use landscape format so that the reader doesn't have to turn the document sideways to view the map/plan and then turn it back to read the text. If you need to include a map or drawing that is best reproduced larger than 8.5 x 11, you may put the item on an 11 x 17 page and have it unfold from the report. If all or nearly all of the pages then would fold out, however, it may be better to produce the entire report in 11 x 17 format.

Remember that to save money and reduce the size of the report, the pages are almost always **backed** and bound with a plastic **coil binding** to allow the report to lie flat when opened. Thus, you must consider where the pages will be bound (for portrait, right and left sides; for landscape, top and bottom) and determine appropriate margins to allow for the binding and to look aesthetically correct regardless of which side of the page you are reading or viewing. Also, remember to leave blank pages in the layout if you want the back side of a page to be blank when printed (e.g., the table of contents). If you are not backing the report, these issues are not a concern.

Timetable

If you compile your materials and write the report in small portions as the project progresses, you will not have to scramble to put everything together in the last week or two.

You should be able to complete the list of participants, the introduction and the overview in the first couple of weeks of the project. Then you will want to write about your first meeting with community leaders and your initial design/development ideas, field trips you take, interim meetings or conference calls, observations you make about the neighborhood overall and/or individual business or issues, revisions you make to your proposals and why, your final design proposals/recommendations, and concluding remarks.

Create your references section as you go, giving it a final tweak when the report is complete. When everything in the report has been standardized, revise your table of contents as necessary.

Finally, use the **spellchecker** on your computer, **proofread** the report, and definitely make sure all the names of people and places in the report are spelled correctly. Obvious grammar and spelling errors decrease the professionalism and credibility of the report. Try to catch these before the report is designed/laid out in its final format. It's also a good idea to print one "proof" copy of the completed report in its entirety to review prior to printing multiple copies.

Contact

For questions or assistance regarding your outreach studio report, contact:

Heather Sauer
164 Design
(515) 294-9289
hsauer@iastate.edu

Appendix C. Helpful references and resources

These books have chapters about the PLACE program:
Butler, Peter, and Susan Erickson. "Potential and Limits of the PLaCE Program's Design Extension Studio Model." Service-Learning in Design and Planning: educating at the boundaries, edited by: Tom Angotti, Cheryl Doble, and Paula Horrigan. 2011. New Village Press: Oakland CA.

Erickson, Susan. "Reaching out and reaching in: Investigating community impacts of a university outreach program." Community Matters: Service-learning in engaged design and planning, edited by: Mallika Bose, Paula Horrigan, Cheryl Doble, and Sigmund C. Shipp. 2014. Routledge: London and New York.

These books have been particularly helpful in guiding program development and research of the PLACE program:
The Community Engagement Professional in Higher Education: a competency model for an emerging field, Lina Dostilio, ed. Stulus Publishing, LLC: Boston. 2017
Dostilio, Lina.

Stoeker, R. & Tryon E. (2009). The unheard voices: Community organizations and service learning. Philadelphia: Temple University Press.

The Emerging Engagement Scholarship Workshop is a preconference event of the Engagement Scholarship Consortium Annual Conference. This intensive professional development program provides advanced doctoral students and early career faculty with background literature, facilitated discussion, mentoring, and presentations designed to increase their knowledge and enhance their practice of community-engaged scholarship. Participation in the Emerging Engagement Scholars Workshop (EESW) is limited, and interested applicants must be nominated to be considered for this workshop. https://engagementscholarship.org/about/esc-partner-programs/emerging-engagement-scholars-workshop

The Engagement Scholarship Consortium's annual conference is a valuable venue for learning and sharing about the scholarship of community engagement: https://engagementscholarship.org/meetings/esc-2022-meeting.

Investigating community impacts of a university outreach program through the lens of service-learning and community engagement. Thesis by Mary Susan Erickson, 2010. https://dr.lib.iastate.edu/handle/20.500.12876/26081

Appendix D. Master PLACE list—from IDRO Shared Files

The following pages contain a comprehensive list of PLACE projects from Fall semester 2002 through Spring semester 2022. Departments participating in the program varied over the years and numbers of projects varied over the years. Some faculty participated regularly and others took on projects sporadically as opportunities arose that were of professional interest.

Master PLACE List
8/25/22

project #	project name	Sem	faculty	dept	students	contract amt
Year 1	**2002-2003 AY PLACE projects**	**sem.**				
1	Mount Ayr Town Square	2002 F	Englebrecht, Borich, Bassler, Dolan	Arch	6	7,500.00
2	Future of a Small Town (Lake Mills)	2002 F	Shinn	CRP	15	
3	Roadside Development (Tama/Meskwaki)	2002 F	Shinn	CRP	15	1,500.00
4	Grundy CO Comp Plan	2002 F	Jeske	CRP	6	5,000.00
5	Lake Park Plan	2003 SS	Jeske	CRP	9	2,500.00
6	Story CO Fringe areas	2002 F	Jeske	CRP	6	500.00
7	Council Bluffs Indicator Study	2003 SP	Mahayni	CRP	12	
8	Ft. Dodge Retail Design	2002 F	Fowles	ART ID	20	1,100.00
9	New Virginia Park	2003 SP	Hohmann, Engler	LA 202	38	400.00
10	Christ Lutheran Church	2003 SP	Erickson	LA	1	1,000.00
11	Franklin General Hospital	2003 SP	Erickson	LA	1	3,000.00
	2002-2003 totals	**11**			129	**$ 22,500.00**
Year 2	**2003-2004 AY PLaCE projects**	**sem.**	faculty	dept	students	contract amt
12	Ioway Trail Plan	2003 F	Bradbury, Butler, Erickson	LA 401, CRP	34	4,600.00
13	Future Vision for Sergeant Bluff	2003 F	Grant	CRP	12	2,997.00
14	McCallsurg Comp Plan	2003 F	Knox	CRP	18	4,020.00
15	Green Hills (Ames)	2004 SP	Erickson	LA	1	300.00
16	Earlville Park	2004 SP	Hohmann, Butler, Kyber	LA 202	38	1,500.00
17	Humboldt HS CC	2004 SP	Erickson	LA	1	600.00
18	Hospice garden plan (Mason City)	2004 SP	Erickson	LA	1	800.00
	2003-2004 total	**7**			105	**$ 14,817.00**
	total over time	**18**	**0**	**0**	234	**$ 37,317.00**

Master PLACE List
8/25/22

Year 3	2004-2005 AY PLaCE projects	sem.	faculty	dept	students	contract amt
19	City of LeClaire Comp Plan	2004 F	Grant	CRP	12	4,100.00
20	Mitchell CO Equestrian Campground	2005 SP	Seeger	LA	1	1,500.00
21	Greene CO EXT bldg plan	2005 SP	Seeger	LA	1	220.00
22	Greene CO Fairgrounds entry	2005 SP	Seeger	LA	1	150.00
23	Worth CO Fairgrounds	2005 SP	Seeger	LA	1	3,000.00
24	Ringland-Smeltzer house (Fort Dodge)	2005 SS	Torres	ART	1	15,000.00
25	Murphy Calendar Company (Red Oak)	2005 SP	Iasevoli	ART ID	0	Unfunded
26	Murphy Calendar Company	2005 SP	Warme, Erickson	IDRO	0	Unfunded
27	Mount Pleasant planning	2005 SP		IDRO	2	14,640.00
28	Elkhart comp plan	2005 SP		CRP	15	3,000.00
29	Roland sign	2005 SP	Erickson	ART GR	1	Unfunded
	2004-2005 total	11			35	41,610.00
	total over time	29			269	78,927.00
Year 4	2005-2006 AY PLaCE projects	sem.	faculty	dept	students	contract amt
30	Wild Prairie Development (west Liberty)	2005 F	Hohmann, Rogers	LA 301	36	900.00
31	DeSoto comp plan	2005 F	Trabalzi, Owens	CRP	12	5,792.00
32	Henry CO Comp plan	2005 F	Taylor	CRP 432	12	7,517.00
33	Jefferson Downtown	2005 F	Fontaine	ART GR	20	1,000.00
34	Murphy Calendar CO	2006 SP	Warme	ART	1	6,000.00
35	Charles City Plans	2006 SP	Hohmann, Trabalzi	LA 202, CRP	38	3,000.00
36	Lindahl Salvage Yard (Boone)	2006 SP	Trabalzi	CRP	18	500.00
37	Mount Pleasant planning	2005 SP		IDRO	20	14,640.00
38	Franklin TWP Cemetery (Cooper)	2006 SP	Hohmann, Erickson	LA	1	650.00
	2005-2006 total	9			158	39,999.00
	total over time	38			427	118,926.00

	2006-2007 AY PLaCE projects	sem.	faculty	dept	students	contract amt
Year 5						
39	Pocahontas Main St.	2006 F	Trabalzi	CRP	21	1,750.00
40	Pocahontas Main St.	2006 F	Fontaine	ART GR	25	1,750.00
41	Arnolds Park Entertainment & Culture District	2006 F	Trabalzi	CRP	7	2,500.00
42	Pet Care Product Design (Council Bluffs)	2006 F	Baer	ART GR	8	8,979.00
43	Alleman Comp Plan	2006 F	Grant	CRP	13	3,000.00
44	Mitchellville Comp Plan	2006 F	Grant	CRP	13	4,500.00
45	Des Moines Neighborhood Plans	2006 F	Wilcox	LA	13	1,595.00
46	Stacyville campground	2007 SP	Seeger	LA EXT	1	2,000.00
47	Eagle Grove	2007 SP	Seeger	LA EXT	1	5,250.00
48	Kent Park (Iowa City)	2007 SP	Seeger	LA EXT	1	1,600.00
49	Corning-Johnny Carson Birthplace	2007 SP	Erickson	IDRO	2	2,000.00
50	Mercy Capitol (Des Moines)	2007 SP	Erickson	IDRO	1	100.00
	2006-2007 total	**12**			**106**	**35,024.00**
	total over time	**50**			**533**	**153,950.00**
	2007-2008 AY PLaCE projects	sem.	faculty	dept	students	contract amt
Year 6						
51	Mount Pleasant planning	2005 SP		IDRO	2	14,640.00
52	New Homestead garden (Guthrie Center)	2008 SP	Hohmann, Erickson	LA 478	13	500.00
53	Aspen House Garden (Ames)	2008 SP	Hohmann, Erickson	LA 478	3	unf
54	Ashland, WI graphic des	2007 F	Fontaine	ART GR	20	775.00
55	Wilder Park Design (Allison)	2008 SP	Butler, Martin, Bell	LA 202	40	1,200.00
56	NE IA Wellness Initiative	2008 SP	Seeger	LA EXT	2	6,750.00
57	Elder Friendly Community Design	2008 SS	Butler, Erickson	IDRO	2	TownCraft
58	Elder Friendly Community Design	2008 SS	Butler, Erickson	IDRO	2	TownCraft
59	Roland Comprehensive Plan	2007 F	Bradbury	CRP	12	3,850.00
	2007-2008 total	**9**			**96**	**27,715.00**
	total over time	**59**			**629**	**181,665.00**

	2008-2009 AY PLaCE projects	sem.	faculty	dept	students	contract amt
Year 7						
	Multicultural Perry	2008 F	Sandoval	CRP		
60	DMACC Urban Campus	2008 F	Clapp	CRP	9	600.00
61	DMACC Urban Campus	2008 F	Belkacemi	LA 401	20	600.00
62	Prairie City	2008 F	Basmadjian	CRP	15	4,000.00
63	Story City Main Street	2008 F	Bradbury	CRP	12	1,200.00
64	Atlantic storefront design	2008 F	Fontaine	ART GR	20	1,200.00
65	Waukee city center	2008 F	Haddad	CRP	9	4,654.00
66	Bloomfield Park design	2008 F	Johnston	LA	1	4,600.00
67	Woodbury County Courthouse-graphic design	2008 F	fontaine	ARTGR	20	unf.
68	Roland Community Center	2009 SP	Warme	ART EXT	2	600.00
69	Hamlin Park	2009 SP	Martin, Neppl	LA 202	40	1,500.00
70	Onawa Main Street	2009 SP	Johnston	CRP	1	4,312.25
71	Collins-Maxwell comp plan	2009 SP	Bradbury	CRP	16	4,500.00
72	Childrens Museum1- Clinton		Fontaine	ARTGR	1	300.00
	2008-2009 total	13			166	**28,066.25**
	total over time	72			795	**209,731.25**
	2009-2010 AY PLaCE projects	sem.	faculty	dept	students	contract amt
Year 8						
73	Grinnell Main Street Designs	2009 F	Fontaine	ARTGR	20	1,200.00
74	Colo-NESCO school/community plan	2010 SP	Bradbury	CRP	12	6,000.00
75	Sioux City Museum	2010 SP	Song	ARTID	12	1,250.00
76	LeMars West Floyd Park	2010 SP	Hohmann, Martin	LA	38	1,900.00
77	Corning The Iowa House	2010 SP	Anderson	ARCH	12	2,000.00
78	Eldora Courthouse Charette	2010 SP	Seeger, Erickson	LA	6	500.00
	2009-2010 total	6			100	**12,850.00**
	total over time	78			895	**222,581.25**

Year 9	2010-2011 AY PLaCE projects	sem.	faculty	dept	students	contract amt
79	Marshalltown Storefront Designs	2010 F	Fontaine	ART GR	21	325.00
80	Valley Junction Storefront Designs	2010 F	Quam	ART GR	20	310.00
81	Colo-NESCO school/community plan	2010 F	Bradbury	CRP	15	0.00
82	Fairfield Sustainability Planning	2010 F	Basmadjian	CRP	15	2,950.00
83	Corning-French Icaria Historic Kitchen	2010 F	Zarecor	ARCH	15	500.00
84	Dallas County Fairgrounds GR DES	2010 F	Satterfield	ART GR	5	325.00
85	Dallas County Fairgrounds IDRO	2010 F	Erickson	IDRO	1	1,500.00
86	Eagle Grove GR DES	2010 F	Satterfield	ART GR	4	250.00
87	Dallas County Trail counters	2010 F	Seeger	LA EXT	1	600.00
88	Elkhorn-Danish Villages Graphic Design	2010 F	Satterfield	ART GR	5	600.00
89	ICIW Mitchellville Prison Grounds Plan	2011 SP	Hohmann, Stevens	LA	8	24,928.00
90	Perry Parks Planning	2011 SP	Rogers, Stevens	LA	38	1,750.00
91	Perry Events Center	2011 SP	Hohmann, Stevens	IDRO	3	4,000.00
92	Urbandale-St. Stevens	2011 SP	Hohmann, Stevens	IDRO	2	500.00
93	Perry-Common Thread Group	2011 SP	Ure	ART GR	15	500.00
	2010-2011 total	**15**			**168**	**39,038.00**
	total over time	**93**			**1063**	**261,619.25**

Year 10	2011-2012 AY PLaCE projects	sem.	faculty	dept	students	contract amt
94	Reiman Gardens	2011 SS	Fontaine	GR DES	0	3,700.00
95	Seed Savers Exchange	2011 F	Stevens Rogers	LA	2	4,990.00
96	Des Moines NBSD Program Eval	2011 F	Rongerude	CRP	9	6,743.00
97	Storm Lake	2011 F	Jensen / Wilwerding	CRP	11	2,300.00
98	VA Hospital	2011 F	Erickson	LA	1	1,000.00
99	Perry Entryway Planning	2011 F	Balassiano	CRP	9	600.00
100	Sioux City Boys and Girls Club	2011 F	Satterfield	GR DES	6	437.00
101	ICIW	2012 SP	Stevens	LA	12	cont.
102	Adair County Comp Planning	2012 SP	Basmajian	CRP	12	5,357.00
103	Perry City Hall Wayfinding Plan	2012 SP	Song	Int Des	12	500.00
104	Red Rock Hydroelectric Dam Model	2012 SP	Ringholz	IND DES	3	7,500.00
105	Farm Progress Show 2012	2012 SP	Ure	GR DES	6	5,000.00
106	Future Choices identity design	2012 SP	Ure	GR DES	8	0.00
107	Clive Trail Counters		Seeger	LA EXT	1	1,250.00
	2011-2012 totals	14	14 faculty		92	39,377.00
	total over time	107			1155	300,996.25

Year 11	2012-2013 AY PLaCE projects	sem.	faculty	dept	students	contract amt
108	St. Edmond Catholic Schools	2012 F	Neppl	B DES	12	$750.00
109	Dubuque Main Street Storefronts	2012 F	Fontaine	GR DES	20	$1,850.00
110	Ottumwa Main Street Storefronts	2012 F	Fontaine	GR DES	20	$1,500.00
111	Maquoketa Main Street Storefronts	2012 F	Fontaine	GR DES	20	$1,800.00
112	Ottumwa Main Street Wayfinding	2013 SP	Song	Int Des	9	$2,000.00
113	Ottumwa Housing study	2013 SP	Bradbury	CRP	19	$5,000.00
114	Des Moines NBSD, Beaverdale, Woodland Heights	2013 SP	Rongerude	CRP 532	2	$11,496.00
115	Wayne County Courthouse Master Plan	2013 SP	Spiller/ Van Meeteren	B DES	1	$750.00
116	Perry Kiosk Design at RRV Trail	2013 SP	Spiller/ McVey	B DES	1	$350.00
117	Cerro Gordo County EXT Ofc Redesign	2013 SP	Spiller/ Lloyd	B DES	1	$200.00
118	House of Hope	2013 SP	Bates, Neppl	INT Des, LA	60	$0.00
	2012-2013 totals	11	11 faculty		165	$25,696.00
	total over time	118			1320	$326,692.25

Year 12	2013-2014 AY PLaCE projects					
project #	project name	sem.	faculty	dept	students	contract amt
119	Pilgrm Heights camp near Montour MP	2013 F	Neppl	B DES	13	$650.00
120	Willis Dady Shelter Memorial Design	2013 F	Hohmann	LA	2	$0.00
121	Waukon Retail Designs	2013 F	Bates	INT DES	28	$0.00
122	Webster City Storefront Designs	2013 F	Curran	ARTGR 470	21	$1,200.00
123	Manning Storefront Designs	2013 F	Krumm	ARTGR 470	22	$1,400.00
124	Monona CO Public Health	2013 F	Badenhope / Rogers	LA 401	36	$0.00
125	Mason City Survey	2013 F	Haddad	CRP	12	$0.00
126	Story County EXT Office redesign	2013 F	Akkurt, Suh, Bruner	INT DES	60	$0.00
127	Manning Branding Study	2014 SP	Ure	GRDES	5	$225.00
128	Red Oak Retail=Scapes	2014 SP	Bates/Neppl	LA/INT DES	13	$1,450.00
129	Shenandoah Retail-Scapes	2014 SP	Bates/Neppl	LA/INT DES	13	$1,450.00
130	Clarinda Retail-Scapes	2014 SP	Bates/Neppl	LA/INT DES	14	$1,450.00
131	Southwest Iowa Learning Center	2014 SP	Ure	GRDES	5	$0.00
132	Slater Fourth of July Design	2014 SP	Ure	GRDES	5	$0.00
133	Manning Recreation Center Wayfinding	2014 SP	Song	INT DES	12	$500.00
134	Muscatine Dog Park	2014 SP	Gordy	LA	4	$850.00
135	Boone Bell Park	2014 SP	Martin/Gordy /Westort	LA 202	40	$1,960.00
totals	17 projects	17	17 faculty	5 depts	305	11,135.00
	total over time	135			1625	337,827.25

Year 13	2014-2015 AY PLaCE projects	sem.	faculty	dept	# stud	fees
136	MacKay 101 redesign	2014 F	Stone/Akkurt / Suh	INT DES	60	NF
137	Storm Lake Retail Designs	2014 F	Bates/Mikovec	INT DES	30	500.00
138	Small Town Vacant Lots-Panora	2014 F	Bradbury	CRP	3	400.00
139	Small Town Vacant Lots-Perry	2014 F	Bradbury	CRP	3	400.00
140	Small Town Vacant Lots-Holstein	2014 F	Bradbury	CRP	4	400.00
141	Small Town Vacant Lots-Rock Rapids	2014 F	Bradbury	CRP	4	400.00
142	Elkhart Comp Plan Update	2014 F	Wilwerdiing	CRP	15	3,500.00
143	Boone County Identity Design	2014 F	Fontaine, Krumm	GR DES	40	1,200.00
144	Sigourney Library	2014 F	Alshihabi	INT DES	22	600.00
145	Manning, Graphic Design TBD	2014 F	Keo…	GR DES	5	NF
146	Decorah Graphic Design/IISC/Decorah	2014 F	Keo		5	NF
147	Corning Day Care Wayfinding	2015 SP	Song	INT DES	15	600.00
148	Lyon County Retail-Scapes	2015 SP	Bates/Neppl	DSN ST	30	2,150.00
149	Design West Branding (Drinkwater)	2015 SP	Ure	GRDES	2	NF
150	Art Night (DW)	2015 SP	Ure	GRDES	2	NF
151	Johnston group (L. Adams, L. Wanderscheid)	2015 SP	Ure	GRDES	2	100.00
152	MINK (Lynn Adams)	2015 SP	Ure	GRDES	2	100.00
153	Prison something research group (Stevens)	2015 SP	Ure	GRDES	2	NF
154	Anthon logo, branding	2015 SP	Ure	GRDES	2	100.00
155	Adel Sweet Corn Days	2015 SP	Ure	GRDES	2	100.00
156	Cedar County Branding (Rod Ness)	2015 SP	Ure	GRDES	2	100.00
157	Manning-trail signage	2015 SP	Ure	GRDES	2	100.00
158	Keokuk Bank Building	2015 SP	Ure	GRDES	2	100.00
159	SE IA Planning	2015 SP	Ure	GRDES	2	100.00
160	Ogden: housing planning	2015 SP	Donovan Olson	CRP	6	1,000.00
161	Boone: Crawford House Shelter	2015 SP	Westort/Gordy	LA 202	38	200.00
totals	26 projects	26	17 faculty	5 depts	304	12,250.00
	total over time	161			1929	350,077.25

Year 14	2015-2016 AY PLaCE projects	sem.	faculty	dept	# stud	fees
162	Marshalltown Retail Design	2015 F	Bates, Wolseth	INT DES	34	$ 700.00
163	Sheldon	2015 F	Fontaine, Krumm, Ure	GR DES	20	CEDEO
164	Newton	2015 F	Fontaine, Krumm, Ure	GR DES	12	$ 1,750.00
165	West Liberty	2015 F	Fontaine, Krumm, Ure	GR DES	20	$ 1,750.00
166	Ames Planning Study: AEDC	2015 F	Jensen, Wilwerding	CRP	11	$ 1,000.00
167	Retail-Scapes Jefferson	2016 SP	Bates, Neppl	DSN ST	30	$ 3,000.00
168	Baxter Park Planning	2016 SP	Hohmann	LA	10	$ 500.00
169	Stockman House	2016 SP	Alshihabi	INT DES	3	$ 500.00
170	Slater Public Input	2016 SP	Borich	CRP 437X	21	$ -
171	Winterset Public Library Art Competition	2016 SP	Zarecor	DSN ST 232	15	$ 1,100.00
172	Schaupp Cottage	2016 SP	Alshihabi	INT DES	1	450.00
	11 projects	11	12 faculty	5 depts.	177	10,750.00
tally	to date (14 years)	172			2,106	$ 360,827.25

Year 15	2016-2017 AY PLACE projects	sem.	faculty	dept	#stud	fees
173	Manning Public Art	2016 F	Correa	232	38	$ 1,250.00
174	Newton MP/Westort	2016 F	Westort	LA 404	11	$ 950.00
175	Humboldt Elder Friendly Community	2016 F	Borich	CRP	15	CED
176	Sheldon Elder Friendly community	2016 F	Borich	CRP	5	CED
177	Ottumwa Data Report	2017 SP	Hamideh	CRP301	13	CRP
178	Fort Dodge Data Report	2017 SP	Hamideh	CRP301	13	CRP
179	Johnston Data Report	2017 SP	Hamideh	CRP 301	13	CRP
180	Ackley Community Initiatives	2017 SP	Borich	CRP 437X	24	$ 250.00
181	Pocahontas entry park	2017 SP	Martin, Douglas	LA 202	29	$ 1,200.00
182	Ames Hospice	2017 SP	Stevens, Neppl	LA 222	35	$ 200.00
tally-AY	10 projects	10	8 faculty	4 depts	196	$ 3,850.00
tally	to date (15 years)	182	171 faculty		2,302	$ 364,677.25

Year 16	**2017-2018 AY PLACE projects**	sem.	**faculty**	**dept**	**# stud**	**fees**
183	Mitchellville	2017 F	Borich	CRP	20	$ 7,000.00
184	Des Moines	2017 F	Rongerude	CRP	20	$ 15,000.00
185	Colfax Comprehensive Plan Update	2018 SF	Jensen, Wilwerding	CRP	18	$ 4,000.00
186	Britt Hotel Historic Redesign	2018 SF	Alshihabi	INT DES	3	$ 500.00
187	Amana & Price Creek Watershed Study	2018 SF	Neppl, Shukert	LA	15	$ 750.00
188	Brooklyn Holiday Park Community Center	2018 SF	Martin, Schunk	LA	30	$ 500.00
189	McFarland Park Wayfinding Design	2018 SF	Fontaine	GR DES	15	$ 200.00
tally-AY		**7**	**10 faculty**		**121**	$ **27,950.00**
tally	**to date (16 years)**	**189**	**181 faculty**		**2,423**	$ **392,627.25**
Year 17	**2018-2019 AY PLACE projects**	sem.	faculty	dept	# stud	fees
190	Camp Dodge Historic Documentation	2017, 2018 SS	Ted Grevstad-Nordbrock	CRP	2	$ 4,999.00
191	Perry Parks Master Plan	2018 F	Wilwerding	CRP	18	$ 3,500.00
192	Huxley Comp Plan Update	2018 F	Bradbury	CRP	15	$ 4,500.00
193	Conrad Comp Plan	sp	Basmajian	CRP	23	$ 4,000.00
194	Learning Center for IA Judicial Branch	2019 sp	Campbell	DSN ST	32	$ 11,000.00
195	Story County Housing Research	sp	Rongerude	CRP	1	$ 1,200.00
196	Urbandale Outdoor Plan	sp	Martin	LA	32	$ 1,500.00
197	Public Input in Ottumwa	sp	Borich	CRP	17	$ 1,000.00
tally-AY		**8**	**8 faculty**	**3 depts**	**140**	$ **31,699.00**
tally	**to date (17 years)**	**197**			**2,563**	$ **424,326.25**

Year 18	**2019-2020 AY PLACE projects**	sem.	faculty	dept	# stud	fees
198	Adel	2019 F	Haddad	CRP	11	6,000.00
199	Monroe comp plan	2019 F	Shenge/Owusu	CRP	12	3,500.00
200	Grand Junction recreation plan	2019 F	Bradbury	CRP	21	900.00
201	City of Alleman	2020 SP	Borich	CRP x 2	37	3,500.00
202	LSI/Beloit Courtyard Garden	2020 SP	Stevens	LA	15	2,000.00
tally-AY		5	4 faculty	2 dept	96	$ 15,900.00
tally	to date (18 years)	202			2,659	$ 440,226.25
Year 19	**2020-2021 AY PLACE projects**	sem.	faculty	dept	# stud	fees
203	Grand Junction	2021 sp	Robison	CRP	18	950.00
204	Willis Dady Shelter CR	2021 sp	Stevens	LA	6	0.00
tally-AY		2	2 faculty	2 dept	24 stud.	$ 950.00
tally-AY	to date, 19 years	204			2683	$ 441,176.25
	informal projects, details unknown	sem.				
	(Alenka) City of Ames	F 2020	**Poplin**	**CRP**		
	Northcrest 20 acre MP	F 2020	**Klein, Wagner**	**LA**		

Year 20	2021-2022 AY PLACE projects	sem.	faculty	dept	# stud		fees
205	1500 Grand DSM. Krause+	2021 F	Klein-Hewitt, Jost	LA	30	$	1,900.00
206	Prairie View Industrial Ctr/visioning	2021 F	Robison	CRP	15	$	11,500.00
207	Homeward Iowa	2021 F	Rongerude	CRP	1	$	19,886.00
208	Roland Comprehensive Plan	2022 Sp	Bradbury	CRP	30	$	4,200.00
209	Wilton Westview Park	2022 Sp	Hohmann, Martin, ?	LA	32	$	1,900.00
tally-AY		4	4	2 dept	108	$	39,386.00
	to date, 20 years	208			2791	$	480,562.25
NOTES	project inquiry for F2022						
	City of Auburn (comp plan)						
	Tammy Nuckolls, City Clerk						
	PO BOX 238						
	Auburn IA ;51433						
	tnuckolls@auburnia.net						
	712-830-7226 712-660=1171						
	Livermore-- Julie Robison						
	Fort Madison riverfront design						
	Matt Morfeld City Mayor						
	Martensdale comp plan						
	Donna Bahun, city clerk						
	380 Iowa Ave., P.O. Box 109						
	Martensdale, IA 50160						
	+1 641.764.2622						
	cityofmartensdale@gmail.com						