Educational Partnership for Innovation in Communities Workshop
as part of
Regional Training Workshop on Building Cities' Resilience to Climate and Disaster Risks

Bangkok, Thailand
February 24-28, 2020

Workshop Agenda

DAY 1

10:45	Introduction to the EPIC Model
12:30	*Lunch*
13:30	A view from cities: Project examples and outcomes
14:30	*Coffee break*
14:45	Launching a program: *Just start!*

DAY 2

9:00	Recap on Day 1
9:15	Finding key personnel, budgeting, and key elements for high quality/high impact partnerships
10:15	*Coffee break*
10:30	*Just start!* work session continued
11:30	Public announcement of next steps from each team
12:00	Closing remarks and certificates of completion

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EPIC Network Trainer Bios

Marc Schlossberg is professor and co-director of the Sustainable Cities Institute at University of Oregon. In addition to co-creating the program upon which the EPIC Model is based, Professor Schlossberg's expertise is in sustainable transportation, livable community design, and the processes that can accelerate implementation of more sustainable policy and practice. He is a two-time distinguished Fulbright Scholar awardee, carrying out those awards in 2009-10 in the United Kingdom and 2015-16 in Israel. Prior to academia, Marc worked in the nonprofit sector and was a U.S Peace Corps volunteer in Fiji. He is a founding board member and serves as President of the EPIC Network.

Jessica Barlow is a professor in the School of Speech, Language and Hearing at San Diego State University, and she is the executive director of the university's Center for Regional Sustainability. Within the Center, Barlow founded and directs the Sage Project, which is based on the EPIC Model and focuses on the greater San Diego-Tijuana region. Prior to her work as director of the Sage Project, Barlow led curricular workshops to help faculty in higher education across the US to incorporate concepts of sustainability into their courses. Barlow also serves on her university's climate action planning council and senate sustainability committee, and she co-leads a study abroad program in Finland that focuses on sustainability and culture. She is a founding board member and serves as Vice President of the EPIC Network.

Courtney Griesel, University of Oregon Distinguished Recent Alumna award recipient, is the City of Springfield, Oregon (USA) Economic Development Director. She has a Masters of Organizational Leadership from Gonzaga University and Bachelor of Science in Planning, Public Policy & Management from the University of Oregon. She manages two urban renewal areas, city-wide business development incentive programs and citywide economic development, including business retention, expansion and recruitment. Her project focus areas range from guiding and managing projects aimed at increasing tourism in the community to exploring and securing public private partnerships for moving planning vision into economically feasible redevelopment activities. Griesel has tackled a wide range of public policy issues including work as lead staff to a Governor's Office Oregon Solutions designated project focused on providing resources to sensitive neighborhoods and residents impacted by emergency displacement. Griesel has managed multiple EPIC-Model City-University Partnership years and been an ongoing partner in supporting and advising efforts to increase municipal capacity through the EPIC-Model in other communities across the globe. She is a founding board member for the EPIC Network.

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Educational Partnerships for Innovation in Communities (EPIC) Workshop

Marc Schlossberg	University of Oregon
Jessica Barlow	San Diego State University
Courtney Griesel	City of Springfield, Oregon

The EPIC Network | www.epicn.org

EPIC Workshop Outline: Day 1

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Introduction to the EPIC Model

EPIC-N
### Educational Partnerships for Innovation in Communities Network

EPIC Model
Unique, large scale matching of local issues and existing courses

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Purpose/Outcomes of this workshop

- **Knowledge of EPIC Model fundamentals**
- **Context of the EPIC Model within the context of your university, municipality, and partners**
- **Strategic plan and first steps for model implementation**

Who is the EPIC Network?

Who's in the Network
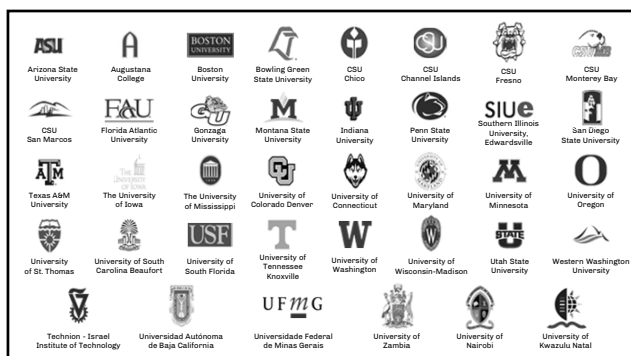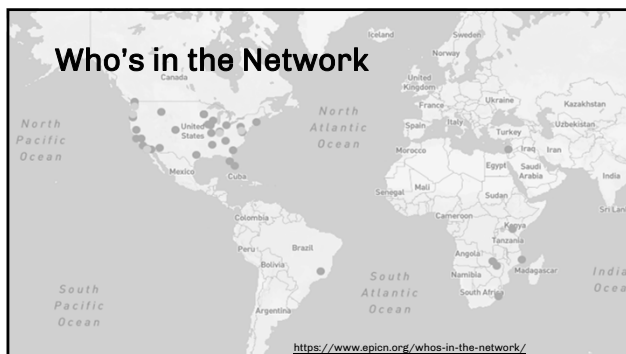
https://www.epicn.org/whos-in-the-network/

The EPIC Model's 5 Tenets

- Respects Existing administrative structures & incentives on both sides
- A genuine Partnership
- Intentionally aims at high-road development
- Projects are Community-identified and -driven and evaluated on contribution to community
- Multi-discipline and large Numbers (courses, students, hours)

The EPIC Model
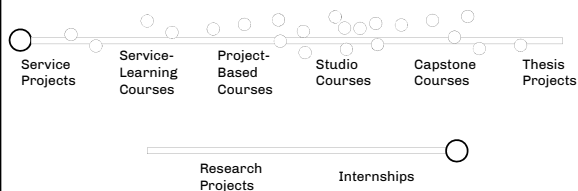epic-network

The EPIC Question

What if we could connect *existing university courses* to a single city over an academic year to work on *existing adaptation goals* identified by city staff and do so at a scale that *magnifies value for all*?

Origin of
the EPIC Model

Universities & Communities Already Work Together

Service Projects

Service-Learning Courses

Project-Based Courses

Studio Courses

Capstone Courses

Thesis Projects

Research Projects

Internships

What's Missing?
Regular Classes, Scale, Community-Defined Projects

This is how the EPIC Model is different.

How EPIC is Different

Massive scale

Existing core courses and no new curricula

Community-identified projects

Inter- and multi-disciplinary

Opt-in by faculty

Fee-based: partner has "skin in the game"

High Level Take-Aways

- 'Pre-consultant consultant' work
- Scale creates buzz and excitement
- Breaks down silos and engages broad public
- Workforce development (to local government)
- Scalable
- FUN for all!
- **Based on EXISTING resources and administrative structures**

The EPIC Model's 5 Tenets

- Respects <u>E</u>xisting administrative structures & incentives on both sides
- A genuine <u>P</u>artnership
- <u>I</u>ntentionally aims at high-road development
- Projects are <u>C</u>ommunity-identified and -driven and evaluated on contribution to community
- Multi-discipline and large <u>N</u>umbers (courses, students, hours)

The EPIC Tenets

Tenet 1:
Respects existing administrative structures & incentives on both sides

- *Existing municipal projects & priorities*
- *Existing university courses*

The EPIC Tenets

Tenet 2:
A genuine partnership

- *Formal agreement between partners*
- *Investments from both sides: time, funds, knowledge*

The EPIC Tenets

Tenet 3:
Intentionally aims at high-road development

- *Prioritizes solutions rooted in sustainability, resilience, and progress*
- *Seeks economic, community, and environmental health solutions*

The EPIC Tenets
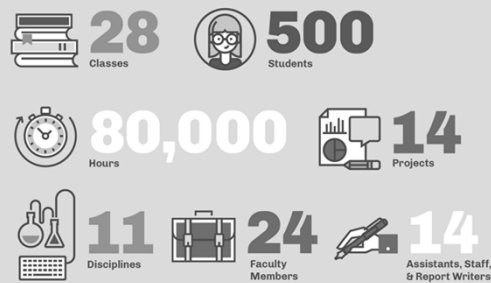
Tenet 4:
Projects are *community-identified*

and *community-driven*

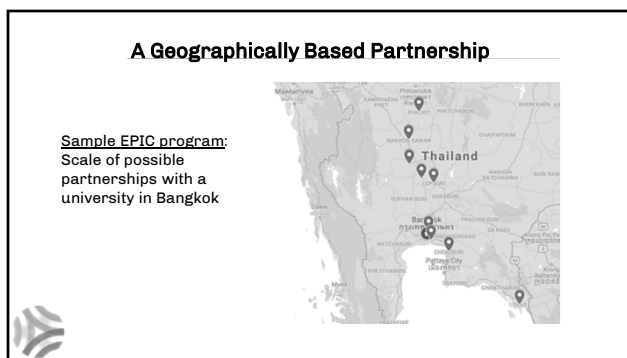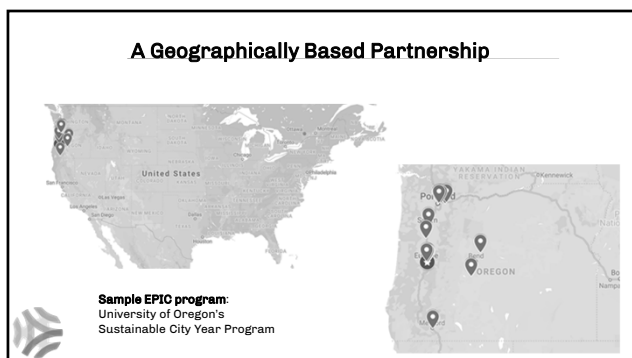and are evaluated on *contribution to the community*

The EPIC Tenets

Tenet 5:
Multi-discipline and large numbers

- *Many existing courses*
- *Large numbers of students and student teams*
- *Simultaneous and across an entire academic year or more*

Roles in an EPIC Model: municipality, community, university

A Geographically Based Partnership

Sample EPIC program:
University of Oregon's
Sustainable City Year Program

A Geographically Based Partnership

Sample EPIC program:
Scale of possible
partnerships with a
university in Bangkok
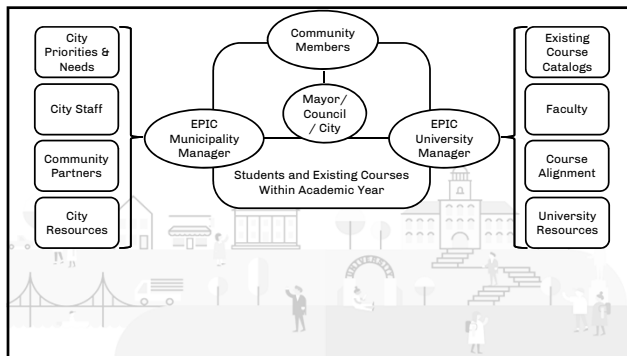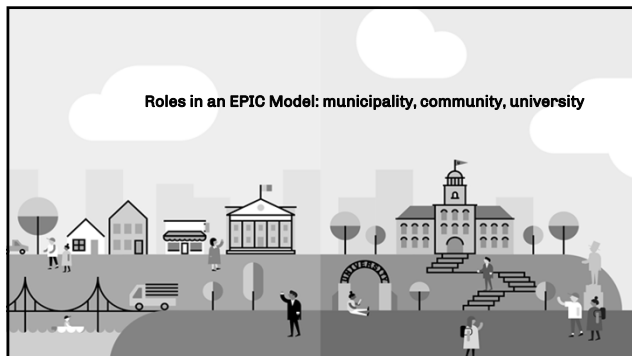
The EPIC Model:

<u>not</u> student labor for non-academic work
<u>not</u> consultant work

Breaking down an EPIC Model fundamental:

<u>existing courses</u>
                - matched to -
                            <u>existing projects</u>

Project & Course Match-Making

Generated by both city and university

Iterative

Consider sequential and concurrent courses

Consider different levels of similar discipline

'Pound the pavement' / 'Knock on doors'

Program manager as university/community coordinator

Example EPIC Course Disciplines (partial list)

- Planning
- Architecture
- Public Policy
- Landscape Arch
- Interior Arch
- Journalism
- Digital Arts

- Product Design
- Business
- Law
- Engineering
- Economics
- Public Health
- Geography

- Communications
- City Administration
- Business
- Marketing

A view from cities:
Project examples and outcomes

Types of Projects

- Economic development
- Street retrofits for active transportation
- Cost benefit analysis
- Community outreach and engagement
- Redevelopment analysis and design
- Wayfinding analysis and design
- Air quality hot spot analysis
- Policy and code analysis
- Disaster resiliency
- And a lot more!

Project: Waste Management

Participating classes:
- Supply Chain Operations 477
- Business Analytics II 312
- Business Operations Management 335

Understanding Waste Streams and Revenue Needs

Project: Storm Surges & Sea Level Rise

Participating classes:
- Environmental Policy 444
- Sustainable Urban Development 442
- Strategic Public Relations 452

Adaptive Urban Re-Development

Project: Urban Code Update

Participating classes:
- Socioeconomic Development Planning 446
- Architecture Design 289

**Planning to High Road Development:
Do our codes result in desired outcomes?**

Project: Road Improvements

Participating classes:
- Understanding Landscapes 260
- Intermediate Micro-Economics 311

(2) $lprice_i = \beta_0 + \beta_1 lacres_i + \beta_2 no\_bedrooms_i + \beta_3 no\_fullbaths_i + \beta_4 no\_halfbaths_i + \beta_5 year\_built_i + \beta_6 eff\_year\_built_i + \beta_7 total\_finish\_sqft_i + \beta_8 attached\_garsf_i + \beta_9 attached\_carportsf_i + \beta_{10} roof\_cedar\_wood_i + \beta_{11} fireplace_i + \beta_{12} y2_i + \beta_{13} y3_i + \beta_{14} y4_i + \beta_{15} y5_i + \beta_{16} y6_i + \beta_{17} y7_i + \beta_{18} asphalt_i + \beta_{19} improved_i + \beta_{20} SCI_i + \varepsilon_i$

**Economic Viability and Prioritization:
Are we investing in the most effective ways?**

Project: Rainwater Treatments

Participating classes:
- Watershed Science 360
- Design-Build Studio
- Writing for Multi-Media 333

**Managing Increased Rainwater in Residential Contexts:
Assisting residences in adopting sustainable best practices**

Project: Wayfinding

Participating classes:
- Research Methods 495: Survey Design
- Urban Geographic Information Systems 434
- City Planning 201
- Product Design 323

**Connecting Economic Security
and Sense of Place**

Project: Safety & Transportation Planning

Participating classes:
- Transportation Issues 438
- Intro to City Planning 201
- Public Relations 350

Improving Transportation Choices

Project Example: Course Curriculum Breakdown

- Transportation Issues in Planning 438
  - Exploration of transportation planning principles and systems
  - Implementable policies for specific outcomes
  - Understanding of social implications of policies

Improving Transportation Choices

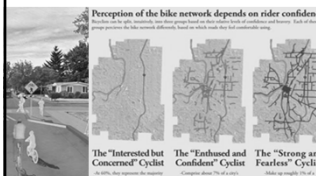## Project Example: Course Curriculum Breakdown

- Intro to City Planning 201
  - Principles and relationships between housing, transportation, environment and social equity
  - How principles shape current environment
  - Using principles to modify environment

Improving Transportation Choices

Project Example: Course Curriculum Breakdown

- Principles of Public Relations 350
  - Understanding best practice in public relations
  - Exploration of communication forms and channels
  - Legal and ethical concerns of public engagement

Improving Transportation Choices

Launching a program:
Just start!

Just Start!

Project 'Scope of Work'

Created by city and university project leaders

Purpose of project/desired outcomes

Responsibilities

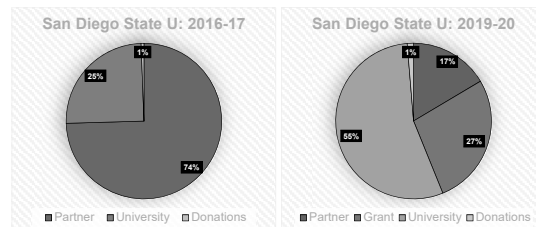Stakeholders

Timelines

Budget

Signatures...

Recipe for Success

Buy-in from city manager's office and above

Communication between city staff and council

Understanding of city's needs and students' capacity to deliver

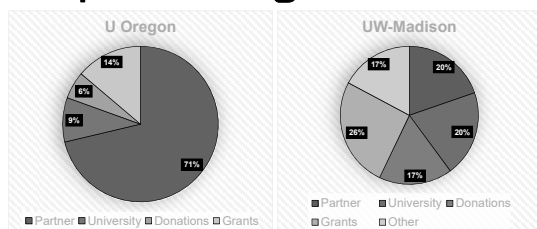City must have 'skin in the game'

University support is key

Funding the Program

- Funding models vary across EPIC programs and may vary year to year
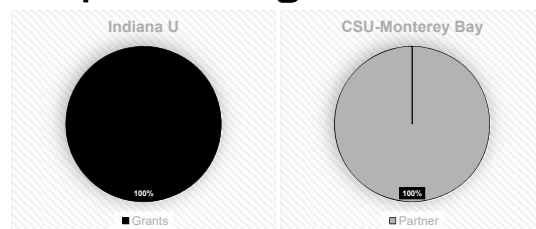- Community partner must have 'skin in the game'
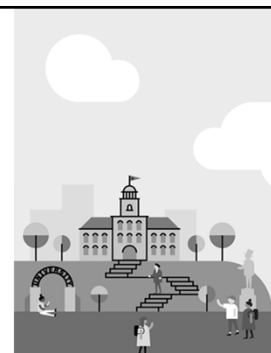- University seed funds are key

Sample funding models

San Diego State U: 2016-17

San Diego State U: 2019-20

1%
25%
74%

1%
17%
55%
27%

■ Partner ■ University ■ Donations

■ Partner ■ Grant ■ University ■ Donations

Sample funding models

U Oregon

UW-Madison

14%
6%
9%
71%

17%
20%
26%
20%
17%

■ Partner ■ University ■ Donations ■ Grants

■ Partner ■ University ■ Donations
■ Grants ■ Other

Sample funding models

Indiana U

CSU-Monterey Bay

100%

100%

■ Grants

■ Partner

Questions and Discussion

Just Start!

Just Start Exercise
- Who?
- What?
- When?
- How?

Just Start!

1. **Who?**
   Who are the people (city, community, university) that you need to bring in?
2. **What?**
   Identify 3-5 projects (from the city) and 3-5 matching faculty members and courses (from the university)
3. **When?**
   Propose a timeline for taking the next steps.
4. **How?**
   What are the potential opportunities and obstacles?

Asset Mapping at the University

- What are the existing programs and initiatives on your campus?
- Who are the key players that manage these initiatives?
- How can you connect with key faculty members and leaders to build buy-in?
- What are your existing relationships with community partners?

Finding key personnel

- Who makes formal decisions in your university/community about the use of funds?
- When the community celebrates, what organization is the first to bring people together?
- In an emergency, where does the community turn and who champions that effort?
- Who leads efforts in education and advocating for the community's younger generation?

Questions and Discussion

Team Presentations

Closing Remarks

Get Connected

Visit our website
www.epicn.org to learn about existing programs

Sign up for our mailing list
www.epicn.org/contact/

Email us
info@epicn.org for specific information and guidance

Follow us!
- Twitter @EPICNtweet,
- Facebook @epicn.org
- LinkedIn

What We Do

- Train universities or university-community pairs on model
- Share expertise / resources / sample docs
- Connect programs for continuous improvement

- How:
  - Site visits
  - EPICN Annual Workshop & Conference (April 5-7, Bloomington, IN)
  - Commissioned workshops

Worksheet to Just Start

1. **Who?** Who are the people (from the municipality, the community, and the university) that you need to bring into this effort in order to take the next steps toward launching an EPIC program in your own context?

2. **What?** Identify 3 to 5 projects (from the municipality) and 3 to 5 matching faculty and courses (from the university) that could be part of the program launch.

3. **When?** Propose a timeline for taking the next steps towards launching your program.

4. **How?** What are the potential opportunities and obstacles that you anticipate that will impact efforts toward launching your program? (Consider time, money, politics, etc.)

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