HOUSING POLICY AND ENVIRONMENTAL DESIGN:

Finding Common Ground through Community Development Principles and Student Service Learning

Karen Tinsley, Ph.D. Program Coordinator, Georgia Initiative for Community Housing
Director, Housing and Demographics Research Center, College of Family and Consumer Sciences, University of Georgia

Kim Skobba, Assistant Professor, Financial Planning, Housing and Consumer Economics, University of Georgia

Pratt Cassity, Director, Center for Community Design & Preservation, College of Environment + Design, University of Georgia

Douglas Pardue, Associate Professor, Director, Urban Outreach Studio, College of Environment + Design, University of Georgia
GICH: Collaborative Partners

- Georgia Department of Community Affairs
- Georgia Municipal Association
- Georgia Power
- College of Environment + Design
- FACS, College of Family and Consumer Sciences
- The University of Georgia
- Public Service & Outreach
LOCAL ACTIVITIES
GROWING GIICH

• Reciprocal relationship - Match community needs with UGA expertise and course learning objectives

• Need for continued technical assistance for GICH alumni

• FHCE Housing and Community Development student project RFP
• Roots in Home Economics and Cooperative Extension
• Today, research emphasis on pressing issues facing individuals and communities
• Four departments
  – Human Development & Family Science
  – Foods & Nutrition
  – Financial Planning, Housing and Consumer Economics
  – Textiles, Merchandising & Interiors
SERVICE LEARNING MODEL
(Bringle and Hatcher, 1995)

Credit-bearing education

Service activity meeting community needs

Reflection and critical analysis
Who benefits from service learning?

**Students**
- Deeper understanding of course content
- Experience in field of housing
- Enhanced sense of civic responsibility, personal values

**University**
- Integrate two core aspects of UGA’s mission—teaching and service
- Explicitly recommended in UGA’s 2010-2020 Strategic Plan.

**Community**
- Brings University resources to addresses needs in the community in a balanced way
- Community members are active partners, have a strong voice in the project
- Often leads to sustained partnerships

*(Bringle and Hatcher, 1995; UGA Office of Student Learning)*
FHCE 4340S: Housing & Community Development

- Course content
- Service learning project
- Reflection/critical analysis
- Blending data approach with design studio
### Housing and Residential Lot Assessment

**Reviewed by (Group #/Name):**  
**Date:**  
**Address:**

<table>
<thead>
<tr>
<th>Property Type</th>
<th>General Property Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Single Family w/ Garage/ Car Port</td>
<td>□ Occupied</td>
</tr>
<tr>
<td>[ ] Single Family- No Garage</td>
<td>□ Vacant/Unoccupied</td>
</tr>
<tr>
<td>[ ] Duplex</td>
<td>□ For Sale</td>
</tr>
<tr>
<td>[ ] Mobile Home</td>
<td>□ Unknown</td>
</tr>
<tr>
<td>[ ] Vacant Lot (Skip to Section II)</td>
<td>□ # of Stories:_____</td>
</tr>
<tr>
<td>[ ] Other: ______________________________________</td>
<td></td>
</tr>
</tbody>
</table>

#### Section I: Housing Unit Characteristics

<table>
<thead>
<tr>
<th>#1 Minor Defects (check all that apply)</th>
<th>#2 Major Defects (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Slightly swayed roof</td>
<td>□ Sagging roof/ rusted metal roof</td>
</tr>
<tr>
<td>□ Damaged and/or missing roof tiles/Fascia</td>
<td>□ Significant area of damaged and/or missing roof tiles</td>
</tr>
<tr>
<td>□ Uneven and/or slightly cracked foundation</td>
<td>□ Seriously uneven and/or seriously cracked foundation</td>
</tr>
<tr>
<td>□ Uneven windows and/or doors</td>
<td>□ Multiple broken and/or missing windows/doors</td>
</tr>
<tr>
<td>□ One or two broken window panes</td>
<td>□ Severely damaged and/or missing exterior siding</td>
</tr>
<tr>
<td>□ Bare and/or unfinished wood</td>
<td>□ Major dry rot</td>
</tr>
<tr>
<td>□ Missing and/or damaged exterior siding</td>
<td>□ Steps, porch, or entrance falling in</td>
</tr>
<tr>
<td>□ Exposed insulation</td>
<td></td>
</tr>
<tr>
<td>□ Minor dry rot</td>
<td></td>
</tr>
<tr>
<td>□ Uneven steps and/or missing handrails</td>
<td></td>
</tr>
<tr>
<td>□ Porch and/or entrance in a state of disrepair</td>
<td></td>
</tr>
</tbody>
</table>

#### #3 Evaluation

| □ Standard                   | □ No more than 1 minor defect, no major defects |
| □ Substandard                | □ 3 or less minor defects and/or 1 major defect |
| □ Dilapidated                | □ 4 or more minor defects and/or 2 or more major defects |

#### Section II: Property/ Lot Characteristics

<table>
<thead>
<tr>
<th>#4 Yard/Lot</th>
<th>#5 General Condition/ Aesthetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Satisfactory</td>
<td>□ Good</td>
</tr>
<tr>
<td>□ Needs to be mowed</td>
<td>□ Fair</td>
</tr>
<tr>
<td>□ Overgrown (including dead or hazardous trees)</td>
<td>□ Poor</td>
</tr>
<tr>
<td>□ Major cleanup/ Junk in yard</td>
<td></td>
</tr>
</tbody>
</table>

#### #6 Comments

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Survey is an amended version of one designed by the Garden City GICH team.
This windshield survey project was truly a hands-on learning experience. I appreciate the fact that we not only learned about the process of identifying and evaluating physical housing structures in a classroom setting, but that we then had the opportunity to apply the knowledge in a real-world neighborhood location. Perhaps even more satisfying than that aspect, is the knowledge that the work that we conducted will potentially be utilized to bring improvements to the neighborhood. Not only will this enhance the quality of life of the immediate residents, but it will also benefit the community.
When I first signed up for the class, I had very little knowledge of how we could help a community. However, looking back now, I am so glad I took this class. I never had real conversations with people who were struggling to pay their rent each month. I think more college students should have the opportunity to attend focus groups like the one I attended at the Lithonia city hall. Before I began this project, I was a firm believer in the idea that people choose their own fate. I believed that people who worked hard would be able to live in nice, safe neighborhoods and those who did not work hard would be living in places like Lithonia. I realize now just how wrong I was. The people of Lithonia are hard working individuals that lack the necessary resources to achieve their goals.
- First Landscape Architecture Course taught at UGA in 1928.
- ASLA accredited in 1952
- Consistently in top 5 US programs with one of the largest faculties and student bodies.
- Since 1973, the MHP Program is one of only 2 programs offering a joint Juris Doctorate
- Certificate Program in Environmental Ethics
- The “brand new” MEPD Program and the soon to be launched MHLP
The Archway Partnership is a University of Georgia outreach platform evolving to a University System of Georgia platform designed to connect the University of Georgia to the diverse communities it serves to address economic and community development issues.
The Office of Service-Learning (OSL)
www.servicelearning.uga.edu

The OSL is a hub for connecting Outreach, Instruction, and Community

Vice President Public Service and Outreach

Vice President Instruction

Community

OSL
Serving Georgians: UGA Recognized by Carnegie Foundation
PUBLIC INTEREST DESIGN (PID)

How do YOU define Public Interest Design?

Design for all? OR Design for each?
... you are not a profession that has distinguished itself by your social and civic contributions to the cause of civil rights, and I am sure this does not come to you as any shock. You are most distinguished by your thunderous silence and your complete irrelevance.

- Whitney Young, AIA Convention 1968 Portland OR
Engaged Communities + Participatory Public Design = Better Students, Better Places, Better Lives
WARNER ROBINS: Cultivating Symbiosis

1. Improving GICH effectiveness and CED student learning through landscape-based, service-oriented design studios.
2. Expanding GICH through reward system for graduating communities.
3. Critical need within CED and design schools to consider and engage underserved issues.

Compact urban growth around walkable vibrant nodes that serve a diverse community

Landscape Systems as frameworks for sustaining, structuring, and reinventing the city
1. PROTECT, RESTORE, AND CONNECT CORRIDORS & FLOODPLAINS

- Create multi-functional landscapes that merge housing, wellness, recreation, habitat, flood storage, water filtration, and economic development.
- Leverage flood-control needs to build public support for green space and infrastructure, and to achieve other public and housing needs and opportunities.
- Build awareness of natural processes, hydrology, and storm water, while simultaneously promoting economic and ecological resiliency.
WARNER ROBINS: Recommendations

2. TARGET ENCROACHMENT ZONE (EZ)

- Anticipate and harness Encroachment Zone limitations.
- Relocate existing housing outside of the Encroachment Zone.
- Create green linkages through EZ to existing and planned neighborhoods outside of EZ.
- Enable new modes of commerce by utilizing strategic landscapes within EZ for slated uses such as medical facilities and industry, but also innovative uses such as urban agriculture, air- and eco-tourism.
WARNER ROBINS: Recommendations

3. STRATEGICALLY ADDRESS VACANCIES AND BLIGHTED AREAS (VBA)

- Expand beyond scale of parcels to consider and leverage future planning and potentials.
- Prioritize VBA based on community, public, and ecological value.
- Densify, avoid land use conflicts, and foster mixed uses and incomes in VBA redevelopment.
- Utilize strategic landscapes within EZ for acceptable uses such as industry and agriculture.
WARNER ROBINS: Recommendations

4. CREATE INCLUSIVE, LANDSCAPE-BASED TRAD. NEIGHBORHOOD (TNDS)

- Integrate housing efforts into public landscape frameworks that promote social exchange, access to work, recreation, and nature, and new modes of transit to and through urban destinations.
- Couple housing efforts with public landscape funding strategies such as TADs and TIF to extend efforts.
WARNER ROBINS: Recommendations

5. PRESERVE AND INTEGRATE MATURE CANOPY INTO HOUSING & LANDSCAPE FRAMEWORK

- Continuous fabric of shaded green will help cool neighborhoods and routes and encourage people to explore their neighborhoods and city.
- Harness the shade of existing mature canopy to guide and jump start future development.
- Prioritize development based on vegetation and proximity: cleared lands near proposed development for denser infill.
LESSONS LEARNED
LANDSCAPE THINKING & LANDSCAPES of EXCHANGE

1. **ENCOURAGE EXCHANGE:** GICH does excellent job engaging, inventorying, and making policy recommendations to communities; CED does excellent job illuminating potentials based on engagement and recommendations.

2. **HARNESS STUDENT IDEAS:** student ideas can be non-threatening, outside-the-box and naïve can be visionary, outside opinions coupled with insider knowledge is particularly effective.

3. **SYSTEMIC THINKING IS CRITICAL:** landscape systems are instrumental, not superficial; landscape can both **structure** and **catalyze** key needs and opportunities related to housing; ideas and scope should extend beyond housing to the landscapes and issues affecting and affected by housing.