BALANCING COMMUNITY VOICES IN COMMUNITY VISIONING

Mr. Jeff Barber, RA, LEED-AP
Professor Jay G. Garrott, Director, RA

Mr. Jeff Barber, RA, LEED-AP
Housing & Environmental Design
(Stealth CD Specialist)
University of Missouri-Extension

Mr. Jay G. Garrott, RA
Professor and Director
Center for Community Studies
Hammons School of Architecture
Drury University
### MOTIVES FOR OUR APPROACH

- Need for a restorative method for communities
- Societal need for a more sustainable future
- Dwindling resources – economic, environmental & social
- Need to be complimentary and avoid duplicate services
- Provide broader citizen engagement >> GREATER IMPACT

**Engage students and community**
- Facilitate Citizen-Scholarship
- Develop a Value for life-long learning

**Need for “public value” of the institutions & disciplines**

**Need to build development capacity for communities**
- Knowledge Base / Tools
- Entrepreneurship
- Economic
Abstraction

Social Continuum (in context of Maslow)

Practical

Citizen Leaders

Common Citizen

Youth

Citizen Scholarship

A Place for Safe & Civil “What if” Dialogue

Level of Knowledge

Indigenous: Physiological

Clan: Safety

Village: Belonging

Nuclear Family: Esteem

Autonomous: Self-Actualized
A Brief History of

THE CENTER FOR COMMUNITY STUDIES
DRURY UNIVERSITY

- One of Three Foundational Components of the Architecture Curriculum Since the Inception of the School in 1984.
  - Over 100 Communities Served

- Center for Community Studies Established to Formally Oversee the School’s Service Activities in 2000
  - CCS has Completed 58 Community Service Projects Since 2000

- Established the Drury University / University of Missouri-Extension Collaboration in 2007
  - This Collaboration has completed 39 of the Community Visioning Projects
The Center for Community Studies is an Academic and Service Component of the Hammons School of Architecture:

- The Center Oversees the Community Studio Experience
- This Studio Course is Required of all Architecture Majors
- The Learning Experience is Always Organized as a Collaborative, Applied-Learning Experience in a Regional Community
- The Center Only Works with Not For Profit, Governmental, and Underserved Clients
- Since 2007, the Collaborative has Involved Approximately 275 Students
As a Land Grant University, the University of Missouri has an obligation to extend the knowledge and research of the University to the people of Missouri so that they can make better use of their resources, contribute to the economy, and improve their quality of life.

- The Partnership between the University of Missouri-Extension and the Drury Center for Community Studies Allows us to Combine the Resources and Expertise of the Service / Outreach Programs of the two Institutions.

- The Partnership Enhances the Services Available to the Communities in:
  - Economic Viability
  - Empowered Individuals
  - Strong Families and Communities
  - Healthy Environments
Community Identification & Preparation

Community – Universities Collaboration

Empowerment: Vision to Action Plan

Sustained Engagement

Collaborative Visioning

CCS Community Studio

Assimilation of “Visioning Toolkit”

University of Missouri Extension

Drury University – Center for Community Studies
UNIVERSITIES • COMMUNITY COLLABORATIVE MODEL

A Model for Public/Private Community Development Cooperation

University of Missouri-Extension Services
Public State Institution with Community Service Mandate
No Public School of Architecture in Missouri

Community Resources and Guidance-MU
CCS Resources and Guidance-MU

Community Members
Regional Resource People

Community Visioning Advisory Committee
Faculty and Professional Consultants

VISION

Center for Community Studies, Hammons School of Architecture, Drury University
Private, Small Comprehensive Institution with a Strong Liberal Arts/Professional Tradition
Hammons School of Architecture is one of two Private Architecture Programs in Missouri
“We never do projects for communities . . . We do projects with communities . . . In as participatory a manner as can be facilitated.”

“We seek to provide communities with visions and guidance as to how they can improve. We are advocates for strengthening the physical and social fabric of communities.

- We try to be as proactive as possible.
- Underlying everything that we do is the idea of:
  - Community Education,
  - Activism,
  - Service, and
  - Enfranchisement.”
“Community revitalization is the primary focus of what we do . . . helping the community to see how we (all citizens) can make the community better, more sustainable, healthier, and stronger.”

“The Center requires that each community establish a Community Visioning Advisory Committee to work with the student team and to continue the planning process after the Center has concluded its work and delivered the final report--Visioning Tool Kit”
VISION ADVISORY COMMITTEE

- Intentionally Diverse
- Strong Advocates for their Particular Interest Groups
- Be Accessible for Input Pertaining to Areas of Interest
- Provide Continuity of Participation and Feedback
- Take Responsibility of the Community Visioning Process after Making a Kick-Off Presentation to the Students on Campus
- Identify a Communication Liaison
- Takes Ownership of the “Visioning Tool-Kit”

VISION ADVISORY COMMITTEE = SURROGATE CLIENT
Our Endeavor is that Communities Should:

- Establish an agreed upon (Consensus) “Long Term Community Vision” to Improve its Decision-Making and Development Processes

- Long Term Community Visioning Precedes Comprehensive Planning
  - Comprehensive Planning is not Visioning

- Long Range Community Visioning:
  - Describes what the Community Members wishes the Community: To Become, in say 15-30 Years . . .
    - Physically
    - Socially
    - Economically
  - Determine Values and Principles that the Community will Emulate and Follow
“Make no little plans; they have no magic to stir men’s blood and probably will themselves not be realized. Make big plans; aim high in hope and work, remembering that a noble, logical diagram once recorded will not die.”

Daniel H. Burnham
Architect (1846-1912)
COLLABORATIVE VISIONING

A NOMINAL GROUP / GAMING TECHNIQUE
For Collaborative Community Visioning
Developed by the Center for Community Studies
Hammons School of Architecture, Drury University (after Henry Sannoff – UNC)
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

- Normalize the Group Discussion
  - Gives everyone an equal chance to express their opinions

- Foster Group Discussion
  - Through the use of “forced” compromise

- Exposes the Group Member’s Values, Priorities, and Concerns
  - Through the negotiations

- Empowers the Group Members
  - By giving each person an equal opportunity to become proactive participants in the process
THE VISIONING GAME:

- **MUST ESTABLISH A FORMAL CONTEXT** within which to implement the game
  - The Visioning Workshop

- Just like any other game, **THE GAME REQUIRES STRUCTURE**:
  - A. The **GAME HAS RULES** to promote the normative structure desired
     - a. Who speaks, when, for how long, how do you debate, how long does the game last
  - B. The **GAME HAS PROPS**
     - a. The cards and maps that you use during the game to prompt discussion
  - C. The **GAME HAS A TIME LIMIT**
     - a. This focuses the discussion and keeps people on task
THE VISIONING GAME:

How do you DEVELOP THE GAME CARD SET that will be used?

- Based upon your observations and discussions during your visits to the community you will have HEARD, CONSIDERED, AND SEEN ASPECTS of the community that prompt a card response.

- Based upon your RESEARCH AND PERSONAL INSIGHT as to what other communities are doing that could also prompt a card response.

It is Important to MIX YOUR RESPONSES:

- Some responses will be directly from what the community members have said to you.
- Some responses will be based off of your insights from other communities and research.
- And, some should be intended to stretch and test the community’s limits or boundaries... to provoke.
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

How do you develop the GAME CARD SET that will be used?

- The CARD SET should be comprised of the following card categories:
  - **GOAL CARDS** . . . These cards state the overarching intention of the project
  - **OBJECTIVE CARDS** . . . These cards state how one might plan to go about achieving the overarching project intention; in other words, the strategies for reaching the goal
  - **METHOD CARDS** . . . These cards state the means by which to implement the selected strategies (objectives) for the purpose of reaching your goal.
  - **BLANK CARDS** . . . Should be provided with each set of cards and the players encouraged to write their own goal, objective, or method card if they believe the statements provided are inadequate.

NOTE: If asked by a player to interpret the statement . . . DO NOT INTERPRET THE STATEMENT . . . it is important that we learn what the player’s interpretation is . . . and, does not bias the game with your response.
THE VISIONING GAME:

Who are the **PLAYERS** of the Visioning Game?

- This will depend on the **CONTEXT/FOCUS of the Visioning Process**
  - Numbers, constituency groups represented, etc. could vary depending on if we are discussing a church vision, the adaptive re-use of an old opera house, or community vision

- In the discussion of a **COMMUNITY-WIDE VISIONING PROCESS**, **you would want to involve as many people as possible**:
  - Make sure to invite all **COMMUNITY CONSTITUENCY GROUPS**
    - **People of all AGE GROUPS**
    - **All ETHNIC GROUPS**
    - **PROONENTS AS WELL AS OPPONENTS**
  - People from all walks of life:
    - Elected Officials to Housewives
    - Bankers to Baby Sitters
    - Everyone, especially the youth
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

D. The **GAME PLAYERS** are all equal
   a. No one knows what is being asked of them before the workshop
   b. The Game requires no skills to play

E. The Game has a **FACILITATOR** to keep the game on task, on time, and equitable

D. The **GAME FACILITATOR** is responsible for documenting . . .
   a. What is said
   b. What is debated
   c. Identifying what are the tradeoffs
   d. Collecting the cards chosen and keeping the them separate from the cards that are agreed upon by the entire group

NOTE: **THE LAST THING YOU WANT TO HAPPEN** during the visioning process is for someone at the latter stages or after the process to say . . .
   “I never heard anything about the visioning study.”
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

If you are successful and have a large turnout for your visioning workshop, how do you manage the game?

- As with all community meetings, there will be . . .
  - The **PEOPLE MAGNETS** that seem to know Everyone and Gathers a Group Around them
  - The **BIRDS-OF-A-FEATHER** who will ‘flock together’
  - **THE DISASSOCIATED** that will Occupy the Periphery
  - There are the **COMMUNITY’S HARDCORE VOLUNTEERS** who are Involved in Everything and are Probably on the Organizing Committee
  - **THE SHANGHAIED PERSON** who was brought to the Visioning Event by Someone from one of the Other Groups.
  - **THE CLINGING SPOUSE**

- But undoubtedly you will have groupings of people who talk to one another on a regular basis . . . they will seek out their comfort group and wish to sit with them . . . **DO NOT LET THEM!**
THE VISIONING GAME:

**HOW CAN YOU SHUFFLE THE PEOPLE** in the room to make the seating arrangement as random as possible and also provide a mechanism to keep people from break ranks sitting wherever they want after you have asked them to sit in a certain area?

- The simplest way is to make it part of the **GAME RULES**:
  - At the entry, have a **SIGN-IN TABLE**
  - At that Table have them sign the sign-in sheet and **FILL OUT A NAME TAG**
    - Prior to the arrival of the community members, **PLACE A SMALL NUMBER** in one of the corners of the name tag.
    - Number the name tags sequentially (from 1 to the total number of game tables you plan to have that night . . . say 7)
    - On each Table **PLACE A CARD WITH THE NUMBER OF THAT TABLE** . . . Or, the Group’s Name “Table 1, Table 2, etc.”
THE VISIONING GAME:

When the meeting time arrives, the VISIONING WORKSHOP ORGANIZER should speak to the assembled group.

- **EXPLAIN THE PURPOSE** of the Visioning Workshop.
  - DEVELOP A LONG TERM VISION FOR COMMUNITY (20-30 YEARS)

- Explain that Visioning Workshop is organized as a VISIONING GAME.

- That by the end of the evening each Visioning Group will have DISCUSSED and SELECTED
  - THE SINGLE OVERARCHING GOAL STATEMENT THAT BEST DESCRIBED THE GROUP’S INTENTION OR VISION FOR THE COMMUNITY IN 20 YEARS
  - The FIVE AGREED UPON OBJECTIVES or Strategies that your Group Thought would best Achieve the Goal Selected
  - The TEN METHODS that the Group Thought would be the most Beneficial for implementing the Objective Strategies

- Have them look at their Name Tag and sit at the Table with that Number
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

When everyone is seated, the FACILITATOR will have them introduce themselves and then explain the Game Rules:

NOTE: The Game Rules for each of the three rounds of the Visioning Game is the same:

- The Game Players will be given the CARD STACK that correspond to the round the group is focusing upon, (Goal, Objective, Methods)
- The Facilitator will tell the Player that they are to READ through the cards that they have been given and SELECT THE ONE GOAL CARD that they believe best states the GOAL or VISION most Appropriate for the Community in 20-30 years.

NOTE: The 20-30 year time frame is intended to be so far in the future that the community member has to FORCE THEMSELVES TO DREAM . . . As much as Possible UNENCUMBERED BY CURRENT DAY REALITY. This Forces them out of their Comfort Zone, and if they can do it, Allows them to be the most Imaginative.
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

THE GAMING SEQUENCE:

 Cards are handed out
 Players read the cards and consider your choice
 One by one in sequence around the table, the Players are asked to read their selections and explain why they chose those cards
 After everyone has expressed their reasoning to the large group, the Facilitator will tell the group that they have (X) amount of time to narrow the cards that were selected by the entire group down to the (limited number) stated . . . FORCED DEBATE
  • ONE GOAL CARD for the Entire Group
  • FIVE OBJECTIVE CARDS for the Entire Group
  • TEN METHOD CARDS for the Entire Group
THE VISIONING GAME:

The Sequence & Number of Cards Selected and Agreed upon by the Group:

- Round One: **GOAL STATEMENT SELECTION**
  
  Player **ONE**  
  Group **ONE**  
  Time **10-12 Mins**

- Round Two: **OBJECTIVE STATEMENTS SELECTIONS**
  
  Player **THREE**  
  Group **FIVE**  
  Time **20-25 Mins**

- Round Three: **METHODS STATEMENTS SELECTIONS**
  
  Player **SIX**  
  Group **TEN**  
  Time **30-35 Mins**
COLLABORATIVE VISIONING PROCESS

THE VISIONING GAME:

Once the group has agreed upon its Goal, Objectives, and Methods, the Facilitator will ask the group to take the community map and trace paper provided and **BEGIN DRAWING HOW THEY FORESEE PHYSICALLY APPLYING THEIR SELECTED VISION CARD TO THE COMMUNITY.**

At the end of the Visioning Workshop, **a member of each group will present the small group’s selected cards and drawing to the large group.**

Their will be comments and comparisons from the various groups at this point.
### GOAL STATEMENT

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Group Chosen</th>
<th>Individual Chosen</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a Community that the Youth Will Wish to Stay or Return to</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Establish a Positive Community Identity</td>
<td>1</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Promote a Self-Sufficient Economy</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Increase the Population</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Network and Connect More with Surrounding Vernon County</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 4.1.13, Community Goals Statistics*

### OBJECTIVES

<table>
<thead>
<tr>
<th>Objective</th>
<th>Group Chosen</th>
<th>Individual Chosen</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Hometown Businesses with Regional and/or National Markets</td>
<td>3</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Utilize the Interstate More Fully</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Provide Economic Incentives for New Businesses</td>
<td>2</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Promote Innovative Agricultural Businesses</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Strengthen the Education System</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Re-establish the Economic Center</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Promote the Small Town Values of Self-Sufficiency</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Preserve its Historical Context</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Improve Internet Technology and Connectivity Throughout the Community</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Establish a Beautification Campaign</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize the Railroad Connection More Fully</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote Energy Efficiency</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Volunteer Network/Activities</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote Healthy Lifestyle Initiatives</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote Sheldon as a Commuter Village</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 4.1.14, Community Objectives Statistics*
## METHODS

<table>
<thead>
<tr>
<th>Method</th>
<th>Group Chosen</th>
<th>Individual Chosen</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove all Substandard Buildings/Structures</td>
<td>3</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Advertise the Community via Billboards, Radio, Internet, Literature, etc.</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Preserve the Old School House</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Create a Youth Recreation Center</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Start a Rural Homesteading Program to Attract New Businesses</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Promote Local Specialty Business with Regional/National Markets</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Establish More Annual Events and Festivals</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Promote E-Commerce Businesses</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Re-establish the Economic Center on Main Street</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Establish Community Garden(s)</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Promote Work/Office Opportunities via Internet</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Preserve the Old Pony Express Building</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Utilize Alternate Energy Sources for Community Power</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Utilize Alternate Energy Sources for Transportation</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Establish a Mentoring Program, Adult to Youth</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Open a Downtown Retail Co-op Building - Incorporate Amish Craft</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Enhance the International Exchange Program in the High School</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Establish a Two-Year Distant Learning Program(s) with Community Colleges</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Establish a Farmers Market</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Encourage People to Make/Grow Their Own Food</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expand the Public Green Space within the Community</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Help Promote the Jefferson Highway Association (Old Rt. 71)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expand/Enlarge the Monthly Auction</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Establish an Amish Market in Town</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 4.1.15, Community Methods Statistics
A Case Study:

VISION 2030 | MONETT, MO

MONETT, MO - PRIDE AND PROGRESS
Monett, MO

45 miles southwest of Springfield, MO
35 miles southeast of Joplin

2010 Census
Pop. 8,509

Black .17%
American Indian 2.36%
Asian 2.65%
Hispanic 14.39%
Non-Hispanic 85.61%
Monett has a serious water drainage problem in the city center, which causes annual **flooding** in the CBD and a great loss in property damage. Additionally, a number of residence have lost their lives by being swept away in the flood waters since the founding of the city. This hinders renewal and investment in the city center.
While working with the community in 2009 the city flooded once again. The flood waters reached the thresholds of the stores along Broadway and was 3-4 feet in depth in some of the city center, similar to the image of Broadway taken in 1908 . . . 100 years previous.
Issues of **cultural assimilation** were mentioned by both the Caucasian and Hispanic communities. The people of Monett were disturbed by the **brassy colors** of the Hispanic stores introduced into the CBD, but they were the main group investing in the city center as it exits.
The Community Vision Advisory Committee worked with the student team and to assume the responsibility of developing the community vision after the semester long visioning process is completed and delivery of the “Visioning Tool Kit”.

The committee had 14 community leaders representing the diverse interest groups in town.

The committee promoted the visioning study throughout the community and for recruited attendance for the public meetings and workshops.

4 public meetings were held with an average attendance of 65, representing all ages, ethnicities and races.
During the workshops the advisory committee and the community members were asked to discuss their goals, objectives, needs and methods for what they wished their community to become in 20-30 years, encouraging them to start drawing and speculating what this might look like and where it would go.

Each meeting closed by asking the participants to share their ideas and discussions as a “community”.
The students used the information from the community to **develop recommendations** for street façade modifications and for streetscaping: vegetation, signage, parking, sidewalks, bikes, lighting, benches, civic art, and day and night contextual settings. The façade studies suggested modifications to the storefronts to unify and repair the damage done by ill-advised additions throughout the years. These images were then tested at the next public meeting.
The new city park has been proposed as a means to mitigate the flooding in the CBD. The old industrial and train yard area has been cleared and the channelized creek removed from its confinement to meander throughout the park. The area has been zone for passive, active, individual, group and family activities. These areas have been buffered from the adjacent, active rail lines by a large earth berm and fence. The terraced land forms provide places for water collection, with various activities and aesthetics.
A modified entry into the Monett CBD was proposed as illustrated in the images to the right. The roundabout would be located at the west end of Broadway and help to improve the street alignment, connectivity to the State Highway and provide a memorable landmark. The gateway to Broadway would be further set off by the arched metal sign announcing the arrival to Downtown Monett. Adjacent to the new entry would be a new Farmers Market and outdoor gathering area that terminates the new city park and flood mitigation feature.
At the west end of the flood mitigation feature is located the Farmers Market and community gardens. This area is multi purpose and can be used by the community for gatherings during non-market periods, such as festivals, arts and craft fairs, club and family events, car shows, etc. This area is located on the interconnecting bike and pedestrian trail network that extends throughout the community. This makes it convenient for all community members to use this area without having to depend upon their car.

Adjacent to the community gardens and market within the flood mitigation area are open park land, pavilions, a city lake and nature trails.
Within the city park is a **pavilion** for day and evening community events and a **tiered amphitheater**.

These are features that provide a community focus and central gathering location for Fourth of July gatherings, the Christmas Festival and pageants and graduations.
SMALL PROJECT WORKSHOP
REEDS SPRING COMMUNITY CENTER
Clicker Polling

Pros:
- Accessible Technology
- Anonymous
- Spontaneous Dialogue
- “They are fun”
- Instant Graphic Results

Cons:
- VERY Limited Interaction
- Expensive Initial Investment
- Limited Effect of Provocation
- Can Deepen a ‘Digital Divide’
- Simply a ‘Poll’, not a ‘Survey’
What is producing “good” in the community?
- What are the challenges from within and outside?
- What are the Mega-Trends and disruptions ahead?
- What resources and precedents are available?
  - Economic
  - Environmental
  - Social
- Who will Facilitate, Lead and Own the Visioning Process?
- How does the community want to develop?
  - Goals
  - Objectives
  - Methods
OBSERVATIONS

- Action is too often taken Pre-Maturely  
  Before Context and “Vision” are Understood

- Communities Need Long Term “Community Vision”  
  to Frame Short and Intermediate Actions

- Communities tend to be Reactionary in their  
  Planning and Design Decision-Making

Long Term Visioning is Difficult to Develop and Use

- Most Focus Upon the Here and Now  
  Days, Weeks, Months, maybe a few Years
  - Not Decades
- Citizens can be Reluctant to Discuss their  
  Dreams and Aspirations for the Community
  - Logistically and Interpersonally
- Getting Citizens to SUSPEND their judgment
  - Set Aside Disbelief
  - Engage Imagination
There are Many Obstacles:

- Proximal Amnesia
- Visualization
- Nostalgia and Emotions Obscure Objectivity
- Elected Officials
- Circles of Influence **MUST BE** Incorporated
- Entrenchment

**Leadership Development and Succession are Crucial**

- Continuity with Collaborators is Key
  - Missouri Main Street
  - Missouri Community Betterment
  - Sustained Peer Community Networking

- **Seeds can be Planted in any Soil, but they will only Take Root and Prosper where the Soil is Rich and the Seeds are Nurtured**
RESULTS OF CITIZEN SCHOLARSHIP

- Develop Community Awareness and Value of a Vision
- Facilitate Participatory Process to Develop “The Vision”
- Identify Opportunities and Precedents for the Community
- Pursue Asset Based Development, Specific to each Case
  - SWOT and SOAR Methodologies
- Determine Development Strategies and Potential Funding Sources
- Incorporate MU Extension Program Areas
  - Business Development
  - Youth
  - Community Development
  - Human Environmental Sciences
  - Ag Sciences
- Incorporation of Other Collaborators
BALANCING COMMUNITY VOICES IN COMMUNITY VISIONING

Mr. Jeff Barber, RA, LEED-AP
Professor Jay G. Garrott, Director, RA