The University of Minnesota (U of MN) is accepting proposals from cities and counties to be the community partner for the Resilient Communities Project (RCP) for 2013–2014.

RCP is a year-long partnership between the U of MN and one community in Minnesota. Through the partnership, students and faculty from across the University collaborate with the partner community to address its self-defined sustainability-related needs through course-based projects. The collaboration results in on-the-ground impact and momentum for a community working toward a more sustainable and livable future. The program serves communities addressing sustainability at the local or regional scale. Cities, counties, and clusters of communities along a transportation corridor, around a regional center, or within a watershed are eligible to apply. To minimize travel time and costs, applicant communities should ideally be located within a two-hour drive of Minneapolis. Communities located further away from Minneapolis may be considered if additional funds are contributed for overnight travel costs. The City of Minnetonka was the community partner for the 2012–2013 RCP pilot year.

The RCP model provides the partner community with efficient access to the broad base of sustainability expertise at the U of MN. RCP staff work closely with the partner community to match community-identified projects with students and faculty from a wide range of disciplines, from architecture, planning, and engineering to business, environmental sciences, and the humanities. Many projects combine multiple disciplines to address problems from diverse perspectives. Expertise is available related to all aspects of sustainability (e.g., environmental health, economic opportunity, social equity, and community livability) and all stages of sustainability efforts (analysis, planning, design, implementation, and evaluation). Through work with RCP, the community is able to enhance its own capacity to advance sustainability. In addition, U of MN students benefit from real-world opportunities to apply their knowledge and training. They can also bring energy, enthusiasm, and innovative approaches to address difficult, persistent problems.

The partner community must support the effort through dedicated staff time and a local funding contribution. The selection process is competitive. The deadline for applications is 4:30 PM on February 15, 2013. A community partner for the 2013–2014 partnership year will be selected no later than March 15, 2013.
Benefits of Partnership with RCP

RCP provides numerous benefits for the community partner, including:

- A high rate of return on investment, with thousands of hours of concentrated student work on community-identified projects
- Access to an interdisciplinary group of faculty experts with first-hand knowledge of cutting-edge sustainability research and practice
- Innovative policy approaches, concept plans, and designs that can energize staff, increase the range of options available, and get “stuck” projects moving
- Greater support from residents for proposed solutions through student outreach in the community
- Publicity in local, state, and regional publications highlighting the partner community as a forward-thinking and sustainable community
- Faculty, students, and staff who serve as ambassadors for your community by sharing their experiences through conference presentations, community meetings, and informal conversations
- Engaged students with on-the-ground knowledge of the community who may be candidates for future internships and staff positions

How the RCP Partnership Works

RCP will select one community partner for the 2013–2014 academic year. Staff from RCP and the community will begin work on the year-long collaboration with a series of planning workshops in spring 2013 to refine the scope of locally identified projects, match projects with relevant graduate and upper-level undergraduate courses at the U of MN, and connect with potential project stakeholders and partners.

RCP Program Timeline

- **Spring 2013:** Community partner for 2013-2014 identified. RCP and the community refine the scope of locally identified projects and match them with academic courses and faculty. RCP and community partner develop and sign contract.
- **May 2013:** RCP 2012–2013 end-of-year celebration with City of Minnetonka.
- **Summer 2013:** RCP staff and faculty meet with community staff and project partners/stakeholders. RCP and community staff develop scope-of-work documents for each project and participating course for fall semester. Community staff provide background information, reports, and data for projects.
- **Fall 2013:** RCP kick-off event in the partner community. Fall-semester classes work on RCP projects. Final scoping of spring semester courses.
- **Spring 2014:** Spring-semester classes work on RCP projects. Fall-semester written reports delivered to community.
- **May 2014:** RCP 2013–2014 end-of-year celebration
- **Summer 2014:** Spring-semester written reports delivered to community. Follow-up work with RCP staff to outline a strategy to implement, monitor, and evaluate sustainability efforts stemming from the projects.

**University Commitment**

During summer 2013, RCP staff and faculty will meet with community staff and project partners/stakeholders to develop a comprehensive scope-of-work document for each project and participating course to guide work throughout the semester. The scope of work will include a problem statement, potential issues or directions for student exploration, specific project activities, expected outcomes, and final deliverables. Depending on the community matching funds available, RCP has the capacity to address 15–30 local projects during the partnership year, matching each project with one or more courses to complete the necessary work.

Projects will be carried out as part of graduate and upper-level undergraduate courses held during the fall (September through December 2013) and spring (January through May 2014) semesters. RCP staff with expertise in sustainability, project management, and communications will provide ongoing support throughout the semester to ensure high-quality outcomes that meet the partner community’s needs. Support will include coordinating University resources, identifying and acquiring data needed for the projects, maintaining a project website, coordinating media outreach (see Attachment 1 for example media coverage), soliciting periodic feedback from participants, and troubleshooting projects as needed. This coordination by RCP staff offers significant benefits and efficiencies over stand-alone projects that the community might coordinate with an individual faculty member.

Outcomes from each project will be documented in a final report and presentation to the community partner at the conclusion of each semester. In consultation with community partner staff, project results will be disseminated through the RCP website, social media, and traditional media outlets. At the conclusion of the project, RCP staff are available to work with the community partner to outline a strategy to implement, monitor, and evaluate sustainability efforts stemming from the projects.

**Community Staff Commitment**

A key element of a successful RCP partnership is community staff involvement. The community partner must have one or more staff champions for RCP, preferably a city/county manager or another person within the organization who has the ability to direct and motivate staff to participate in the partnership. The community will be expected to identify a senior staff person who will be the primary program coordinator, serving as a liaison between the community and RCP, and working directly with RCP’s program manager to oversee all projects. The program coordinator should be engaged enough in each project to know the staff involved and to understand the project’s scope and current status. The program coordinator’s time commitment will vary based upon the number of projects and their level of involvement with
each project. In general, they should expect to spend 5–10 hours per week for 12–15 months to coordinate 15 projects involving 20–25 courses. The number of hours will vary, with more time required during scoping and initial work on the project, and less time required once the project is underway. If you are applying to RCP as a multi-community partnership, each government entity will need to designate a program coordinator responsible for all projects involving that entity.

In addition, for each project that is successfully matched with one or more University courses, the community partner will be expected to identify a project lead who will be the primary point of contact for students and faculty working on that project. Project leads should anticipate spending an average of 2–4 hours per week on the project for each semester the project is in progress. The work of project leads may include preparing background materials; accompanying students on site visits; attending project meetings with RCP students, faculty, and staff; participating in reviews of student work throughout the semester; coordinating and attending final presentations of student work; and participating in kickoff and end-of-year events.

Before the start of the academic year, the community will be expected to compile and provide background documents for each project, including but not limited to background reports and memos, GIS maps and layers, community datasets, aerial photographs, prior concept plans, and computer-aided drawings.

Financial Cost of Participation

RCP offers the partner community a high level of access to the wide-ranging expertise at the University of Minnesota related to fostering sustainable and resilient communities. RCP staff identify and facilitate one-to-one connections between city staff and faculty members from a variety of disciplines, to develop meaningful projects that respond directly to local needs. High-quality project work will be completed primarily by graduate students, with direct oversight by faculty members and RCP staff. RCP provides program management and project coordination support; stipends to support faculty participation in the program; student and faculty site visits to and field work in the community; compilation, editing, printing, and distribution of final reports; publicity for and hosting of kickoff and end-of-year celebration events; student-created materials for display in the partner community; publicity through social, print, and broadcast media; and digital archiving of student coursework materials. RCP works closely with the University Relations Office and University News Service to coordinate publicity, and with University Libraries to coordinate the network of sustainability resources available to students and the partner community. The value of these items is estimated at more than $175,000 for the partnership year.

RCP receives some funding from the University of Minnesota’s Center for Urban and Regional Affairs (CURA) and Institute on the Environment, but asks for a local financial contribution from the partner community. Partner communities may choose to fund their local contribution.
through a collaboration with other groups, such as county and state agencies, school and watershed districts, private developers, business partners, and chambers of commerce. RCP staff can assist communities in identifying potential partners and funding sources on a project-by-project basis. The local contribution amount is negotiable depending on local resources. Contingent on the amount of the local contribution, RCP can scale up its capacity to address a greater number of locally identified projects through additional University courses.

Prospective partner communities should specify in their proposals the proposed amount of the local financial contribution, and are encouraged to contact RCP staff to discuss potential sources of funding to support the contribution. The local contribution is one of a number of factors that will be considered in selecting the 2013–2014 partner community.

**Application Process**

RCP staff are available to assist you with your application at any stage—including introducing the RCP program to staff, elected officials, or project partners; helping to brainstorm potential local projects; and finalizing your proposal for submission to RCP.

**Identifying Potential Projects**

Projects may be drawn from individual community departments (e.g. public works, community development, administration, public safety, health and community services, parks and recreation) or be pursued through cross-departmental partnerships. This information packet contains a list of projects from RCP’s pilot year partnership with the City of Minnetonka (Attachment 2), as well as a partial list of courses at the University of Minnesota that could address sustainability projects as part of their curriculum (Attachment 3). These documents should provide a general idea of the range of projects that students can address.

Applicants are advised to contact RCP’s program manager during preparation of their application to discuss their proposed sustainability projects. Development of a project list is best accomplished through dialogue in which (1) the community proposes a preliminary list of projects and project partners; (2) RCP and community staff meet to discuss the projects and possible modifications to better match the projects’ scope and scale with availability and interest of University courses and faculty; and (3) RCP suggests additional projects, based on the University’s capacity and the community’s interests, that could meet the applicant’s sustainability goals. Our experience is that such dialogue is critical in generating project lists that directly meet the community’s needs and closely match the capacity of RCP and U of MN.

In formulating projects, applicants are strongly encouraged to collaborate with other entities, such as neighboring cities, county or state agencies, watershed districts, transit providers, school districts, nonprofit organizations, local businesses, professional or business organizations, and research or educational institutions. These entities can serve as stakeholders
on individual RCP projects, become partners who assist with long-term implementation and monitoring, and provide funding to support the community’s participation in the program.

Application and Selection Process Timeline

- **November 15, 2012**: RCP issues request for proposals for 2013-2014 partner community and begins accepting applications.
- **November 2012–February 2013**: RCP program manager is available for phone conferences and in-person meetings to discuss potential projects with communities, as well as informational presentations to staff, elected officials, or potential partner organizations and agencies. *We strongly suggest that communities interested in applying to the program schedule a preliminary phone appointment or in-person visit with RCP staff during this time.*
- **December 12, 2012**: Information session for potential RCP community partners, from 1:30–3 PM in the Minnehaha Room, Minnetonka Community Center, 14600 Minnetonka Blvd., Minnetonka, MN 55345.
- **February 15, 2013**: Applications are due to RCP by 4:30 pm.
- **March 2013**: RCP notifies the community selected for the 2013–2014 partnership. RCP and the community partner begin collaborating in formally matching proposed projects with U of MN courses and faculty.
- **April 2013**: Final draft of the community’s project list and course matches is completed. RCP and the community coordinate media to announce the 2013–2014 Resilient Communities Project community partner.

Application Components

Your RCP application must include all of the following components:

1. **Community Information**: Provide the name of your community, the name of your community manager/administrator, and the name and contact information (email, phone, mailing address, department, and staff role) of the person who will serve as your RCP program coordinator and will be the primary contact for your application. [Note: If your application involves multiple communities, please provide the above information about each of the communities, but designate only one primary contact person for your application.]

2. **Sustainability Statement**: Provide a brief statement of no more than 500 words [1,000 words if your application involves two or more communities] that explains your community’s interest in and commitment to sustainability. Describe how you will measure the success of RCP projects and monitor progress after the year-long partnership ends. If your community has a sustainability action plan, strategic plan, or other adopted document that demonstrates your commitment to sustainability, you may want to reference this document in your application and provide a web link where it can be viewed.
3. **Proposed Project List:** Provide a summary list of 15–30 proposed projects. For each project, please provide the following information:

   A. Project name
   B. Project lead (identify one community staff person and associated department)
   C. Brief project description/purpose (2–3 sentences)
   D. Identify 2–3 question(s) or problem(s) to be addressed by a U of MN class
   E. Identify one or more specific deliverables (e.g. report with policy recommendations, site plan, process flow chart, GIS maps, conceptual drawings)
   F. Identify one or more sustainability impacts associated with the project (e.g. economic development, improved water quality, neighborhood revitalization, increased social capacity, greater community engagement, increased responsiveness to hazards) and relationship of project to local plans or priorities
   G. Potential internal or external stakeholders or partner organizations that will or could play a role in the project

We encourage communities to contact RCP Program Manager Mike Greco (mgreco@umn.edu, 612-625-7501) in developing their project list.

4. **Demonstration of Support:** Include letters of support from one or more of the following: city/county manager or administrator, mayor, elected governing body, department heads partner organizations, and/or funding entities.

5. **Proposed Local Funding Contribution:** Indicate the amount of local contribution available and the source(s) of those funds.

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**Submitting Your Application**

E-mail your completed application in PDF format to:

Mike Greco, Program Manager  
Resilient Communities Project (RCP)  
mgreco@umn.edu

Applications are due February 15, 2013, by 4:30 pm.

**Application Evaluation Criteria**

RCP will evaluate applications based on the following criteria:

1. **Top-Level Support:** City/county manager or administrator, mayor, elected officials, and/or department heads indicate a willingness to direct organization staff to participate in RCP program, and provide resources and devote time to identified projects.
2. **Clear Sustainability Focus:** Projects include specific sustainability goals, such as reducing greenhouse gas emissions, fostering active living, supporting alternative modes of transportation or energy generation, enhancing social equity, enhancing public participation opportunities, engaging underserved or marginalized groups, creating a stronger sense of community or place, enhancing livability, conserving or restoring environmental resources, preserving or enhancing ecosystem services, increasing housing density or mix, improving urban form, reducing energy use, finding adaptive reuses for existing structures, redeveloping underutilized land parcels, promoting equitable economic development, or ensuring fiscally prudent infrastructure investments. [Note: This list is by no means exhaustive.]

3. **Project Relevance and Impact:** Projects should directly relate to the community’s stated short-term and long-term strategic goals (ideally as embodied in a strategic plan or work plan), and should demonstrate the potential to have a measurable positive impact on the larger community. Demonstrated relationship to community comprehensive or sustainability plans, policies, programs, or indicators is also helpful.

4. **Academic Calendar and Project Logistics:** Projects must be compatible with the University of Minnesota academic calendar (two 3.5-month terms, from September to December and January to May). Some projects may be complex enough to involve multiple courses over two full terms.

5. **Likelihood of Match with University Courses:** Projects must be within the capability of University of Minnesota faculty and graduate students. RCP will identify faculty who are able and willing to carry out projects based on curricular and research needs and interests. Coordinating with RCP as your organization develops its project list will help facilitate a strong match. RCP does not guarantee that all locally identified projects will be matched with a course.

6. **Local Financial Contribution:** The local financial contribution offers an indication of community commitment and the value attributed to the partnership. Applicants are encouraged to seek partnerships to support the local contribution.

7. **External Partnerships:** Projects that involve other organizations, such as transportation districts, school districts, state agencies, nonprofit organizations, business or professional organizations, businesses, or research or educational institutions are especially desirable. Your application should indicate how these partnerships would function and how participation of these entities would enhance the project.
Attachment 1:
Sample Media Coverage
Minnetonka 2012-2013 Partnership – September 2012 Star Tribune Article

U offering cities a new partnership to solve problems
Program is being tested in Minnetonka this year before going statewide

Article by: KELLY SMITH, Star Tribune Updated: September 14, 2012 - 9:44 AM
Link to original article: http://www.startribune.com/local/west/169713086.html?refer=y

It's a dilemma that cities grapple with statewide and nationwide: an aging population and other significant demographic changes, but also tighter budgets and smaller staffs to tackle "to do" lists.

Cue the next generation.

This year, dozens of graduate students at the University of Minnesota are trading classrooms for City Hall, working alongside the city staff in Minnetonka to dig up new solutions to issues -- from conserving water to attracting more mid-priced housing for younger families.

It's part of a program the university is testing in Minnetonka this year before expanding it statewide. The program, which officially starts Friday, is designed to help cities better respond to changes and sustainability problems and also to give students real-world experience.

While the university often collaborates with cities and counties, the yearlong project takes that to a new level, giving about 130 students the rare task of working together across multiple departments from law to civil engineering. "It's really at a scope and scale we don't typically see at a university," said program manager Mike Greco, who works for the U's Center for Urban and Regional Affairs. "It is a way to scale up the work the university does. And that benefits both sides [the city and school]." It's one of a few programs in the country modeled after one started at the University of Oregon in 2009. In October, other Minnesota cities can apply to be in the program for next year. For U faculty members and students, the benefit of the program is clear: learn about sustainability beyond a trendy buzzword, to real-world work.

Making a difference

In this year's pilot of the Resilient Communities Project, students from 10 different courses are paired with Minnetonka staff members in 17 initiatives ranging from urban planning to water conservation. In one class, law students will explore storm-water management and help the city draft new regulations. Another class will work one-on-one with city staffers to explore how to work better with condo associations and form neighborhood identities as is done in Minneapolis and St. Paul.

In the spring, a class will explore the idea of starting rooftop gardens. "These aren't just projects that make the city look good, but projects that make a difference," Greco said. In Jean King's class, graduate students will look back at contentious development projects and track down residents who opposed them initially to see how or if their feelings changed, then present the results to the City Council. "It ups the ante," King said. "Now you're not just writing a paper for a professor, but making a presentation to people who could change things." For graduate students Choua Her, 32, of St. Paul and Allyson Candee, 32, of Minneapolis it's the first time they've had a project outside campus. "It's a nice opportunity to take what we're learning in the classroom to the real world," Candee said.
For the city staff, the list of 17 projects would've been done anyway but taken longer and been less detailed, Community Development Director Julie Wischnack said. Plus, she said, grad students bring fresh perspective and the latest expertise to problems. "We're able to be on the cutting edge of this research," she said. Minnetonka gets the extra help free this year. But in the future, the university hopes to offset costs by charging cities, Greco said, encouraging them to get grants or funding from partners such as park districts.

**Bring your A-game**

That's what the University of Oregon does, charging cities $250,000 to $350,000 a year. Spokesman Bob Choquette said many of the cities use money already dedicated to projects that students help with or get grants. Since 2009, the project has morphed into a nationally known program involving 450 students across the Oregon campus. One measure of its worth to cities: In 2010, students found that a product going into a local landfill could make natural gas instead, saving the city of Salem an estimated $400,000 a year. "They have to bring their A-game," Choquette said of students. "They're not just talking to professors but people in the community." This year, the Oregon program is being replicated in Minnesota and two to three other schools across the nation.

In Minnetonka, Wischnack is already encouraging other cities to get involved next year. "It's really all-inclusive," she said. "It's a once-in-a-great-time opportunity to get some really effective and efficient work."

Kelly Smith • 612-673-4141; Twitter: @kellystrib
1. Stormwater Management and Illicit Discharge Management

**Description:** This project will involve an audit of City of Minnetonka ordinances related to stormwater discharge in the context of local watershed, State of Minnesota, and federal regulations, and recommend changes to the City’s regulations based on this analysis. Goals of the project include identifying specific illicit discharge and other stormwater issues to reduce surface water pollution, strengthening and integrating existing City stormwater management regulations, and streamlining the stormwater permitting process for projects to create a one-stop-permit that satisfies both City and watershed district requirements. The project will also include analysis of stormwater management options and best practices as they relate to the Ridgedale Mall, which presents unique stormwater issues.

2. Parking Regulations

**Description:** The city’s zoning ordinance currently provides minimum parking standards for land uses. This approach has resulted in an excess of parking in some areas of the city. The city is interested in updating our parking regulations to (1) establish parking requirements based on average parking demand, not maximum parking demand; (2) provide more flexibility through use of shared parking; and (3) establish a maximum parking requirement.

3. Transportation Demand Management Policy

**Description:** In the past, Minnetonka has required larger developments to create a transportation demand management (TDM) plan to decrease peak-hour demand on the road network. TDM plans are currently required in the I-394 corridor, but are not required by ordinance in other areas of the city. This project would evaluate the city's existing TDM ordinance requirements; review TDM ordinances, strategies, and best practices in comparable communities nationwide; establish a TDM policy for roadways throughout the city of Minnetonka; and suggest strategies or approaches for evaluating the success of existing and future TDM plans in reducing peak-hour demand.

4. Density and Housing Options Study

**Description:** This project will examine the relationship between density and housing types in Minnetonka. The City would like to learn what approaches other communities have taken to provide a more diverse range of housing options for residents, with housing of various types, sizes, price points, and densities. Students will research local and national case studies of similar cities that document strategies used to provide a more diverse range of housing for aging residents, young families, and recent immigrants; analyze residential “market leakage” into neighboring communities such as Plymouth or Eden Prairie; and research and evaluate various alternatives to smaller-lot and new methods of subdivision.
5. Transit-Oriented Zoning District

**Description:** Minnetonka is beginning station-area planning efforts for two proposed stations along the Southwest Light-Rail Transit Line (the Shady Oak and Opus Stations), as well as a sector study of transit service in the community. The city is interested in developing transit-oriented zoning district models for the major station areas and future transit hubs. Students will research case studies of TOD districts in similar cities; recommend model districts for station areas and transit hubs in Minnetonka, including appropriate transportation connections, land-use mixes, and parking requirements; and recommend guidelines for the city’s role in future redevelopment projects in these locations.

6. Redevelopment White Paper

**Description:** The Minnetonka comprehensive plan focuses on future redevelopment in the city’s commercial village centers. The city is interested in establishing a new policy that articulates and guides the city’s role in future redevelopment projects. Students will research existing policies in other cities regarding how and when they assist with redevelopment, as well as national examples of successful public-private redevelopment partnerships that might inform creation of such a policy in Minnetonka.

7. Mid-Priced Housing Study

**Description:** According to a recent Opportunity Cities study of Minnetonka conducted by the Urban Land Institute/Regional Council of Mayors (ULI/RCM), Minnetonka does well meeting its regional affordable housing targets and has an adequate supply of higher end housing. However, the city also has an aging housing stock and a lack of mid-priced housing that might appeal to empty-nesters looking to downsize or young families and professionals interested in move-up housing. The City would like to better understand the market for mid-priced housing in Minnetonka, and learn what approaches other comparable cities have taken to increase the amount of mid-priced housing in their communities.

8. Water and Energy Conservation and Surface Water Protection Program

**Description:** Many businesses and industries in Minnetonka use and discharge a significant amount of water and use large amounts of energy as part of their operations. This project will develop an education and training program to assist businesses in the community to address water and energy conservation and surface water protection through their operations and site management. To inform development of the program, students will develop a case study based on collaboration with a Minnetonka-based company, including a cost analysis to assess the potential impact of pollution prevention strategies on the company’s bottom line.
9. Post Development Critique

**Description:** The Minnetonka Planning Division routinely works with developers, and reviews and manages development projects in the community, some of which are initially contentious with neighbors who live nearby. Objections to the projects range from concerns about density and traffic to potential negative impacts on natural resources or community character. This project would revisit three past developments—the Glen Lake Redevelopment Project, the Crest Ridge Corporate Center, and the Goodwill Industries Development—that were contentious at the time the projects were under review to determine, several years after development, if community goals were met and neighborhood concerns were addressed, as well as if the developments remain controversial.

10. Village Center Business Associations

**Description:** Minnetonka has numerous existing business associations that represent and advocate on behalf of the interests of businesses located in the city’s thirteen commercial “village centers.” With input from existing businesses and associations, the city would like to create a framework to facilitate and support business associations, including policies and guidelines for helping to establish new business associations, as well as various approaches to support existing associations in the community.

11. Water Resources Prioritization Plan

**Description:** The City of Minnetonka contains a large number of lakes, creeks, and wetlands. However, the city has only limited financial resources to support preservation and restoration projects. The city would like assistance determining how financial resources should best be allocated to preserve high-quality water resources and restore high-priority impaired waters. This project will develop a prioritization plan to guide such investment.

12. Village Center Connections

**Description:** Minnetonka’s comprehensive plan focuses redevelopment efforts in the city’s thirteen commercial village centers and encourages well-planned mixed uses as these areas redevelop. This project would consider how the village centers can be integrated into surrounding neighborhoods, most of which are zoned for residential uses. The project could include one or more of the following: (1) explore evidence-based route selection for trail connections that improve mobility and link village centers to each other and to surrounding neighborhoods; (2) identify appropriate land uses for redevelopment of transitional areas between village centers and residential areas; (3) recommend buffering standards or regulations to reduce potential nuisance issues resulting from incompatible or conflicting land uses.
13. Conservation Development Standards

**Description:** Conservation development approaches encourage sustainable development techniques that protect natural environmental features, preserve open space, protect natural habitats for wildlife, and maintain rural character. This project will examine the City of Minnetonka’s conservation development scorecard to assess its effectiveness in evaluating previous and proposed conservation developments. Student work will focus on whether the scorecard is influential in encouraging conservation strategies as part of development projects, and make recommendations of additional strategies and practices that could be advanced in a revised version of the scorecard.

14. Light Imprint Streets

**Description:** Street reconstruction projects can be contentious. Neighborhood residents often want to maintain the existing character and aesthetics of their streets, a desire that may conflict with safety improvements, trail construction, and water quality improvements. This project will develop a guidebook for future road projects that attempts to balance neighborhood concerns with the goals of upgrading and improving streets.

15. Neighborhood Identities Project

**Description:** Minnetonka has many neighborhoods with unique identities. However, neighborhood representation varies widely—from a few formal neighborhood organizations to numerous informal associations and, in many cases, no organizational representation at all. Residents would benefit from the creation of distinct neighborhood identities and formal neighborhood associations in three ways: more formal representation of their interests and concerns in future small area planning; a greater sense of place fostered by identification with their own geographic neighborhood; and a stronger sense of community fostered by more frequent socializing and interaction with neighbors. This project will survey existing neighborhood associations in Minnetonka to help the city understand what they do and how they function, as well as research local and national models for fashioning neighborhood identities and facilitating the creation of neighborhood organizations.

16. Private Property Tree Inventory

**Description:** Although the City of Minnetonka has information regarding trees on public property, an inventory does not exist for trees on private property. Because these trees represent a significant portion of the trees in the city, a private property inventory is an important piece of information, not only to understand the composition of the city’s urban forest but also to address potential management strategies. This project would produce an inventory based on a representative sampling of trees on private property in the community.
17. Rooftop Gardens

**Description:** The City of Minnetonka has been reluctant to allow rooftop gardens on residential and commercial developments. Natural resources staff are interested in the policies, approaches, and best practices other communities have adopted with regard to this issue, regulatory barriers (such as state building codes, ADA requirements, etc.) to rooftop gardening, practical information about the pros and cons of allowing rooftop gardens, and an inventory of existing buildings in the city that are conducive to rooftop gardening.
Attachment 3: Resilient Communities Project
Sample RCP Courses

Below is a sampling of current graduate-level courses at the University of Minnesota that have the potential to address sustainability issues as part of their curriculum, and that typically include client-based projects.

Carlson School of Management (Business School)
Business, Natural Environment, and Global Economy
Consumer Judgment and Decision Making II
Design for Sustainability

College of Biological Sciences
Distributed Graduate Seminar in Sustainability Science
Ecosystem Ecology
Science and Policy of Global Environmental Change

College of Design
Architecture Graduate Design Studio
Building and Site Integration in Sustainable Design
Designing Landscapes for Dwelling and Settlement
Ecological Dimensions of Space Making: Making Regional Landscape Space
Housing and Social Environment
Infrastructure, Natural Systems, and the Space of Inhabited Landscapes
Preservation and Change in the Contemporary Landscape
Resilient Cities and Regions Seminar
Sustainable Design
Understanding Housing: Assessment and Analysis
Urban Option Studio

College of Food, Agricultural, and Natural Resource Sciences
Economic Aspects of Environmental Management
GIS in Environmental Science and Management
Managing Recreational Lands
Managing Greenspaces for People
Methods for Natural Resource and Environmental Policy
Natural Resource and Environmental Policy
Pollution Prevention: Principles, Technologies, and Practices
Sustainable Land Use Planning and Policy
Urban Forest Management: Managing Greenspaces for People
Visitor Behavior Analysis

Law School
Brownfield Redevelopment Law Clinic
Climate Change Law & Policy Capstone
Land, Environment, and Energy Law Clinic
Resilient Communities Project: Request for Proposals for 2013–2014

**College of Education and Human Development**
Evaluation Problems
Principles and Methods of Evaluation
Field Experience in Adult Education
Social Work Practices in Health, Disability, and Aging

**College of Liberal Arts**
Communication Research Practicum
Design Thinking for Action
Food, Sustainability, Power
GIS in Planning and Policy Analysis
Global Processes and Local Environments
Political Ecology
Public Discourse: Coming to Terms with the Environment
Remote Sensing of Natural Resources and Environment
Urban GIS

**College of Science and Engineering**
Engineering Design for Sustainable Development
Environmental Life Cycle Analysis
Environmental Mass Transport
Stream Restoration Practice
Transportation Policy, Planning, and Deployment
Urban Hydrology and Land Development

**Humphrey School of Public Affairs**
Advanced Topics in Science, Technology, and Environmental Policy
Capstone Workshop: Economic and Community Development
Capstone Workshop: Land Use and Transportation Planning
Capstone Workshop: Sustainability Planning
Capstone Workshop: Nonmotorized Transportation
Computer Applications in Land Use Planning
Economic and Workforce Development
Energy and Environmental Policy
Environment and Infrastructure Planning
Environmental Planning, Policy, and Decision Making
Housing Policy
Immigrants and the City
Land Use Planning
Managing Civic Engagement
Managing Urban Growth and Change
Neighborhood Revitalization
Networks and Places: Transportation, Land Use, and Design
Program Evaluation

**School of Public Health**
Directed Study: Environmental Health
Risk Analysis: Application to Risk-Based Decision Making