NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

URPL-GP 1603: Planning Practice and Methods
Spring 2012 Syllabus (updated on 1/25/2012)

Professor Zhan Guo
Office: 295 Lafayette Street, room 3038
Phone: 212-998-7510
E-mail: zg11@nyu.edu
Office Hours: Tuesdays 4:30-6:00 or by appointment

Teaching Assistant: Tina M. Park (tmp312@nyu.edu)

Lab Lecturers: Christian González-Rivera (cg1435@nyu.edu)
Stephanie Rosoff (slr360@nyu.edu)

Tuesday Lectures
Section 1: 2:00 – 3:40 pm
25 West 4th Street, Room C-4
Section 2: 6:45 – 8:25 pm
4 Washington Place, Room 157

Thursday Labs
Section 3: 11 – 12:40 pm
194 Mercer Street, Room 304
Section 4: 8:35 – 10:15 pm
Tisch Hall, Room LC19

Class Purpose
The course will introduce students to the planning process by reviewing commonly used planning practices and tools. As an introductory course, broad overviews of each topic will be provided. The intention is to expose students to the many considerations that go into planning, while introducing them to skills that can be incorporated into their “planner toolkit” which can be further expanded upon through future coursework and work experience. Students will be expected to apply skills and concepts learned in class to a simulated planning project based on a real site in New York City. By the end of the course, students should be able to 1) identify and scope planning problems and issues; 2) determine the information required to address the issues; 3) collect, analyze, and synthesize planning information; and 4) concisely and effectively communicate findings and recommendations.

Beyond the “toolkit,” students will be encouraged to identify and establish their own set of values and visions that underlie their work as planners. Through lectures, lab sections, and group project work, students will be expected to think critically about the tools being used by planners today – how are these tools useful (or not) to the planning process? Are
these tools still relevant? What is missing from the planning process, as it currently exists?
What can you, as future planners, do to improve the planning process?

Lectures
Due to the practical nature of this class, lectures are taught primarily by practitioners in
the planning field in New York City. The lectures are organized in a sequence similar to
the actual plan making process in the real world, starting with a question “where are we
now?” followed by the questions “where do we want to go?” and “how do we get there?”
All lecture topics will eventually tied together through the final project.

Readings
The readings are from multiple sources. Many are from the flagship planning journal—
Journal of American Planning Association, online resources, and government documents.
For two labs, population projection and economic analysis, a book titled Community
Analysis and Planning Techniques by Richard E. Klosterman is especially helpful and
available from the NYU bookstore. Students must read the required readings before the
lecture. You are encouraged to continue to the recommended readings that provide
additional information on the topic often from different perspectives. All readings are
either available online, through NYU e-journals, or posted on the course Blackboard
website.

Assignments
Students need to complete ten assignments associated with the weekly lecture topic.
Assignments expose students to the key tasks during a plan making process. Most of the
assignments could become parts of the final project and be incorporated into the final
presentation and the final memo.

Assignment #1: Response to RFP (Team)
Assignment #2: Zoning and Land use Analysis (Individual)
Assignment #3: Community Profile and SWOT (Individual)
Assignment #4: Public Meeting Memo and Stakeholder Analysis (Individual)
Assignment #5: Market Analysis and Scenario Exercise (Team)
Assignment #6: Economic and Fiscal Impact (Individual)
Assignment #7: SEQR Form (Individual)
Assignment #8: Traffic Impact Assessment (Individual)
Assignment #9: Financing Development Exercise (Individual)

Computer Labs
Beginning with Week 2, students must attend the 11 computer labs under five topics: U.S.
Census data, population projection, economic analysis, GIS, and presentation. The labs
cover key technical skill sets for planners. Students are expected to complete four lab
homework assignments primarily within the lab time. Similar to the lecture homework
assignments, lab assignments will provide students with the skills necessary to
successfully complete the final project.

Lab 1: Census Demographic Data
Lab 2: Census Economic Data
Lab 3: Census Data (Lab Homework Assignment #1)
Lab 4: Population Analysis
Lab 5: Population Projection (Lab Homework Assignment #2)
Lab 6: Economic Analysis
Lab 7: Economic Analysis (Lab Homework Assignment #3)
Lab 8: GIS I
Lab 9: GIS II
Lab 10: GIS III (Lab Homework Assignment #4)
Lab 11: Presentation Skills

Final Project
You will form a team to make a master plan for one of the two provided sites in New York City. The plan should be visionary in nature, grounded in the community’s needs and aspiration, while practical given the current political, economic, and social contexts, and implementable through the available technical, regulatory, and financing tools and strategies. The team will present the plan to a jury of local residents, government planners, private consultants, business representatives, designers, etc. The team also needs to submit a final memo. The grading of the final project is based on the quality of your plan, your presentation, the final memo, and the organization of the plan making process of your team.

Coordination among Final Project, Labs, Assignments, Lectures
Students are expected to treat all topics integral parts of the final project. They should coordinate the lectures, lab topics, and assignments with the final project. The final project starts on week 1 and should be able to connect all issues in lectures, labs, and assignments together. The workload is divided into individual lab exercise and assignments. If you stay with the assignment and lab schedule, the final project should be easy to complete. If you start the final project towards the end of the class, you will NOT complete.

Grading
Students are required to attend all lectures and labs. Missing one lecture or one lab will result in a one point deduction in the final score (100 scale) until maximum of 10 points is reached. Students are encouraged to participate in class discussion. All assignments, lab homework, and the final project/memo must be completed by the dates specified or they will not be counted towards final grade. No late assignments will be accepted.

Assignments (5% each except 10% for the Market Analysis Memo, total 50%)
Lab homework (5% each, total 20%)
Final project (30%)

Before Week 1

1. Student Information Sheet
Student information sheet (no credit): biographical information about the student (name, hometown, experience with urban planning, expectations of class, etc.)
2. Public meeting
Begin to select and research a public meeting to attend for the assignment due on Week 6.

Week 1: Make No Little Plans
The introductory lecture will discuss course content and class expectations, and introduces the main procedural components in the plan making process. It will recall the origin of urban planning and focus on two planning thoughts as represented by Jane Jacobs and Robert Moses. It emphasizes the balance between operational skill and vision, and technical competence and political sensitivity, all for one goal: make no little plans.

In-Class Discussion Topics and Activities:
- Review of Syllabus & Assignments
- Introduction of Final Project
- Lecture Topics:
  - The profession and the plan making process
  - Jacobs vs. Moses
  - Ethics of the planner
- Discussion Topics:
  - Changes to syllabus
    - What do you (the student) expect to learn?
    - What skills do you hope to walk away with?
    - What is missing from the syllabus that should be included?

Required Readings:
- MIT MCP Student Skill Survey, 2009

Recommended Readings:
- Types of Plans, by Frederick Steiner and Kent Butler Planning and Urban Design Standards (student edition)

==WHERE ARE WE?==

Week 2: Public Planning Process: Case of New York City

Guest Lecturer: Winston Von Engel, Deputy Director, NYC Depart. of City Planning Brooklyn Office

The lecture will provide an overview of the regulatory process of development and planning, using New York City as an example. It should give students a sense of the work they are expected to complete for their final project.

In-Class Discussion Topics and Activities:

- Lecture Topics:
  - Institutional framework
  - Overview of the planning process
  - ULURP (Uniform Land Use Review Procedure)

Required Readings:

- City Planning Commission Reports (please check one example) http://a030-cpc.nyc.gov/html/cpc/index.aspx
- Land Use Application Status Reports (please check one example) http://www.nyc.gov/html/dcp/html/lu_apps/lu_app1.shtml

Recommended Readings:

- Mistakes were made: rebuilding the World Trade Center, Phase 1, 2004, Robert A. Beauregard, International Planning Studies, 9: 2-3, 139-153
**Week 3: Land-Use Analysis**
This lecture will help students understand the existing classification and monitoring system on land use, analyze the location, amount, and availability of land needed to accommodate a community’s population and economic growth, and understand the forces that are causing land use change.

**In-Class Discussion Topics and Activities:**
- Lecture Topics (TBD)
  - Land use inventory and monitoring
  - Land use classification
  - Supply and capacity analysis
  - Regulatory changes: up-zoning, down-zoning, and variance
  - Land use changes

**Required Readings:**
- Land Use Systems, Chapter 7, in Urban Land Use Planning, 5th Edition
- How Have Recent Rezonings Affected the (New York) City’s Ability to Grow? 2010. NYU Furman Center, Policy Brief
- Underused Lots in New York City. 2009. Working Paper, NYU Furman Center

**Optional Readings:**
- Traditional Color Coding for Land Uses, 1997, Sanjay Jeer

**Week 4: Demographic & Retail Market Analysis**
*Guest Lecturers: Tina C. Lund, Senior Associate, Urbanomics and Winston Von Engel, Deputy Director, NYC Department of City Planning Brooklyn Office*
This lecture help student understand the demographic and economic dynamics, their impact on developments, and the applications to urban planning.

**In-Class Discussion Topics and Activities:**
- Lecture Topics (TBD)
  - Demographic and economic dynamics
  - Neighborhood condition and measurement
  - Retail market analysis
  - Application to urban planning

**Required Readings:**
- Remaking New York City: Can Prosperity Be Shared and Sustainable? 2004, Brad Lander, Laura Wolf-Powers, Pratt Center for Community Development

**Recommended Readings:**

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**WHERE SHALL WE GO?**

**Week 5: Public Participation**

*Guest Lecturer: Allen Zerkin, J.D, Adjunct Professor of Public Administration, NYU/Wagner*
Public input in the planning process can occur at multiple points during the planning process and may happen once or many times. This lecture will cover when public participation usually is infused into the planning process and various public outreach tactics that are commonly used. It will also cover the formalized public participation mechanisms commonly used by government agencies.

In-Class Discussion Topics and Activities:
- Lecture Topics (TBD)
  - Public Participation methods and tactics
  - Review of New York City open meetings and public notification policies
- Class Discussion Topics:
  - Pros & Cons of:
    - Public meetings
    - Forums
    - Town halls

Required Readings:
- Public Participation Manual, 2007, Portland Development Commission

Recommended Readings:
- A Tale of Two Public Processes (http://www.planetizen.com/node/25287)

Week 6: Real Estate Development Process
Guest Lecturer: Constantine Kontokosta, Ph.D, founding director, Center for the Sustainable Built Environment, NYU-SCPS
This lecture will expose students to the development process from a developer point of view. It will cover the context and drivers of developments, the approval process and entitlements, financial feasibility and risk mitigation, and the sustainable real estate development.

**In-Class Discussion Topics and Activities:**
- Lecture Topics (TBD)
  - The six stage model of the development process – the anatomy of a real estate development project
  - Understanding the context and drivers of development in the global marketplace, market cycles, and development timing.
  - The approval process and entitlements.
  - Financial feasibility, risk mitigation, sources of funds, and deal structure.
  - Strategic planning and competitive strategy for the development organization.
  - Creating value through socially and environmentally responsible building

**Required Readings:**
- Case study: Highlands Garden Village, Harvard Business School
- Emerging Trends in Real Estate, 2012, Urban Land Institute
- A Financial Analysis of Transit Supportive Development, 2005, Ott, Steven H; Read, Dustin C, Journal of Real Estate Practice and Education, 8, 1; 169-177

**Recommended Readings:**
- Developer-Planner Interaction in Transportation and Land Use Sustainability. 2001. Dr. Aseem Inam, Jonathan Levine, Richard Werbel, Mineta Transportation Institute Report 01-21, San José State University

**Week 7: Plan Evaluation and Scenario Building**
This lecture will discuss what makes a good plan, the appropriate type of a plan, and criteria used to evaluate a plan. It will also cover the scenario analysis when face the uncertain future.
In-Class Discussion Topics and Activities:
- Lecture Topics
  - Type of plans
  - Evaluation criteria
  - Scenario building

Required Readings:
- Types of Plans, in Planning and Urban Design Standards (Student Edition), 2007, Frederick Steiner and Kent Butler
- Using scenarios to make urban plans, Chapter 6 in Engaging the Future, by Avin, Uri.
- East Village/Lower East Side Rezoning Final Environmental Impact Statement: Chapter 23 Alternatives

Recommended Readings:
- City of Dublin, Ohio, 2007 Community Plan
- Saint Vincents Campus Redevelopment Draft Environmental Impact Statement: Chapter 21 Alternatives

Week 8: Spring Break

==HOW TO GET THERE?==

Week 9: Economic & Fiscal Impacts
Guest Lecturer: Francesco Brindisi, PhD, Chief Economist and Director, Research and Economic Analysis, NYC Economic Development Corporation

This lecture will overview basic economic and fiscal analysis methods, and emphasize their applications in the development and plan-making process.
In-Class Discussion Topics and Activities:

- Lecture Topics:
  - The concept of economic impact
  - Fiscal impact

Required Readings:

- Introduction to Input-Output Accounting and Modeling (page 205-213)
- What is Fiscal Impact Analysis: Community Guide to Development Impact Analysis, Mary Edwards
  [http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_fiscal.htm](http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_fiscal.htm)
  [https://www.lincolninstitute.edu/pubs/dl/1252_Kotval%20Mullin%202%20Final.pdf](https://www.lincolninstitute.edu/pubs/dl/1252_Kotval%20Mullin%202%20Final.pdf)
- Industrial vs. Mixed-Use Zoning Economic Impact and Job Creation in Downtown LA, 2007,
  CBRE
- An Introduction to Fiscal Impact Analysis for Development Projects, Michael J. Mucha

Recommended Readings:

- What is Socio-Economic Impact Analysis: Community Guide to Development Impact Analysis, Mary Edwards
  [http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_socio.htm](http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_socio.htm)
  [http://cra.gmu.edu/pdfs/researach_reports/recent_reports/Stafford_Fiscal_eport.pdf](http://cra.gmu.edu/pdfs/researach_reports/recent_reports/Stafford_Fiscal_eport.pdf)
- Economic Impact Study of the Downtown Columbia Plan, 2009, Bay Area Economics

**Week 10: Environmental Impact Assessment**

*Guest Lecturers: Frank Fish, FAICP, Principal, BFJ Planning and Sarah K. Yackel, AICP, Associate Principal, BFJ Planning*

This lecture will expose students to the basics of environment impact assessment. It will focus on the New York State and City Environment Quality Review procedure.

**In-Class Discussion Topics and Activities:**
- Lecture Topics:
  - Environment laws
  - Components and process of EIA

**Required Readings:**
- Cook Book (to be provided by the instructors)

**Recommended Readings:**
**Week 11: Transportation Impact Assessment**

*Guest Lecturers: Chi Chan, Vice President, Traffic and Transportation, AKRF, Inc. and Lisa M. Lau, Vice President, Planning and Traffic, AKRF, Inc.*

This lecture covers the basic concept of four-step transportation planning, the procedure of traffic impact assessment, and basic skills such as traffic count, transit operation, data sources, etc.

**In-Class Discussion Topics and Activities:**
- **Lecture Topics:**
  - Traffic impact assessment requirement and procedure
  - Trip generation, assignment, and mode split

**Required Readings:**
- What is Traffic Impact Analysis: Community Guide to Development Impact Analysis, Mary Edwards
  [http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_traffic.htm](http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_traffic.htm)
- Case Study: Transportation Analysis in Far West Midtown Redevelopment
  - Question: are the estimates of the infrastructure impacts of the two proposals realistic?
- Transportation Impact Analysis Guidelines For Environmental Review, 2002, The Planning Department, City and County of San Francisco

**Recommended Readings:**
- Saint Vincents Campus Redevelopment Draft Environmental Impact Statement: Chapter 14 Transportation
- Domino Sugar Rezoning Final Environmental Impact Statement: [Chapter 16 Traffic and Parking; Chapter 17 Transit and Pedestrian](http://home2.nyc.gov/html/dcp/html/env_review/domino_sugar.shtml)

**Week 12: Financing Strategies**

*Guest Lecturer: Jamie Torres-Springer, Partner at HR&A*

This class will discuss various financing mechanisms commonly used by cities to fund development projects.
In-Class Discussion Topics and Activities:
- Lecture Topics:
  - Tax Increment Financing (TIF)
  - Special Assessment Zones
  - Impact Fees
  - Public-Private Partnerships
  - Incentive zoning
  - Municipal bonds

Required Readings: (need readings on special assessment district and municipal bonds)
- The Use of Pilot Financing to Develop Manhattan's Far West Side, 2005, Fordham Urban Law Journal

Optional Readings:
- Large Redevelopment Initiatives, Housing Values and Gentrification: The Case of the Atlanta Beltline, 2009, Dan Immergluck, Urban Studies, 46, 8: 1723-1745.

Week 13: Innovative Development Controls
This class will review the innovative methods in guiding developments to achieve the planning goals
In-Class Discussion Topics and Activities:

- Lecture Topics:
  - Incentive zoning
  - Transfer of development rights
  - Graduated density zoning
  - Overlay zones and special districts

Required Readings:

- Tools for Mixed-Income Transit-Oriented Development (TOD)
- Inclusionary Zoning: The California Experience, 2004, National Housing Conference
- Place Making with Form-Based Codes, 2006, Urban Land Institute
- Saving the World Through Zoning: The sustainable community development code comes to the rescue, 2008, Chris Duerksen, Planning Magazine

Recommended Readings:

- From Traditional to Reformed: A Review of the Land Use Regulations in the Nation’s 50 largest Metropolitan Areas. 2006, Brookings Institute
  http://www.brookings.edu/reports/2006/08metropolitanpolicy_pendall.aspx
- (New York City) Zoning Laws Grow Up. Wall Street Journal, 1/19/2012
  http://online.wsj.com/article/SB10001424052970204720204577130710627851528.html?mod=googlenews-wsj
- Pedestrian & Transit Oriented Development Overlay Zone for the California Avenue Caltrain Station, The City of Palo Alto
- Getting More with Less: Managing Residential Parking in Urban Developments with Carsharing and Unbundling. 2009, City Car Share

== DELIVER THE MESSAGE ==

Weeks 14, 15: Final Presentation + Course Wrap Up

Time: to be announced
Location: Rudin Forum at the Puck building
Jury: to be announced
### Lecture and Homework Schedule (Tuesday)

<table>
<thead>
<tr>
<th>Week / Dates</th>
<th>Class Schedule</th>
<th>Lecturer</th>
<th>Homework Due</th>
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<tr>
<td>1</td>
<td>1/24 Make no little plans</td>
<td>Guo</td>
<td>Student information sheet</td>
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<tr>
<td>2</td>
<td>1/31 Public planning process</td>
<td>Von Engel</td>
<td>Team contract</td>
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<tr>
<td>3</td>
<td>2/7 Land use system</td>
<td>Guo</td>
<td>Hw#1 RFP response (Team work)</td>
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<tr>
<td>4</td>
<td>2/14 Demographic &amp; market analysis</td>
<td>Tina Lund &amp; Von Engel</td>
<td>Hw#2 Zoning and land-use analysis</td>
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<tr>
<td>5</td>
<td>2/21 Public participation</td>
<td>Zerkin</td>
<td>Hw#3 Community profile and SWOT analysis</td>
</tr>
<tr>
<td>6</td>
<td>2/28 Private development process</td>
<td>Kontokosta</td>
<td>Hw#4 Public meeting memo &amp; Stakeholder analysis</td>
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<tr>
<td>7</td>
<td>3/6 Scenario building &amp; alternative future</td>
<td>Guo</td>
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<tr>
<td>8</td>
<td>3/13 Spring Break</td>
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<tr>
<td>9</td>
<td>3/20 Economic and fiscal impacts</td>
<td>Brindisi</td>
<td>Hw#5 Market feasibility and scenarios</td>
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<tr>
<td>10</td>
<td>3/27 Environmental impact</td>
<td>Fish &amp; Yackel</td>
<td>Hw#6 Fiscal impact assessment</td>
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<td>11</td>
<td>4/3 Transportation impact</td>
<td>Chan &amp; Lau</td>
<td>Hw#7 State SEQR form</td>
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<td>12</td>
<td>4/10 Financing development</td>
<td>Torres-Springer</td>
<td>Hw#8 Transportation impact</td>
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<td>13</td>
<td>4/17 Development control</td>
<td>Guo</td>
<td>Hw#9 Financing assessment</td>
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<tr>
<td>14</td>
<td>4/24 Final presentation</td>
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<tr>
<td>15</td>
<td>5/1 Final Presentation</td>
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<tr>
<td>16</td>
<td>5/8</td>
<td></td>
<td>Project memo due</td>
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## Computer Labs Schedule (Thursday)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Lab Schedule</th>
<th>Instructor</th>
<th>Lab Due?</th>
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<tbody>
<tr>
<td>1</td>
<td>1/26</td>
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<tr>
<td>2</td>
<td>2/2</td>
<td>Census data 1: Population</td>
<td>Rosoff</td>
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<tr>
<td>3</td>
<td>2/9</td>
<td>Census data 2: Economics</td>
<td>Rosoff</td>
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<tr>
<td>4</td>
<td>2/16</td>
<td>Census data 3: Exercise</td>
<td>Rosoff</td>
<td>Census lab due 2/17 midnight</td>
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<tr>
<td>5</td>
<td>2/23</td>
<td>Population 1: Analysis and projection</td>
<td>González-Rivera</td>
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<td>6</td>
<td>3/1</td>
<td>Population 2: Exercise</td>
<td>González-Rivera</td>
<td>Population lab due</td>
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<tr>
<td>7</td>
<td>3/8</td>
<td>Economics 1: Shift share and location quotient</td>
<td>González-Rivera</td>
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<tr>
<td>8</td>
<td>3/15</td>
<td>Spring break</td>
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<tr>
<td>9</td>
<td>3/22</td>
<td>Economics 2: Exercise</td>
<td>González-Rivera</td>
<td>Economic lab due</td>
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<tr>
<td>10</td>
<td>3/29</td>
<td>GIS 1: Mapping and data</td>
<td>Rosoff</td>
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<tr>
<td>11</td>
<td>4/5</td>
<td>GIS 2: Geocoding</td>
<td>Rosoff</td>
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<tr>
<td>12</td>
<td>4/12</td>
<td>GIS 3: Exercise</td>
<td>Rosoff</td>
<td>GIS lab due 4/13 midnight</td>
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<tr>
<td>13</td>
<td>4/19</td>
<td>Presentation skills</td>
<td>Park</td>
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<tr>
<td>14</td>
<td>4/26</td>
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Lab Lecturers and TA

**Christian González-Rivera** is a research assistant at the Furman Center and a Masters of Urban Planning candidate at the Robert F. Wagner School of Public Service at New York University. Before coming to Furman he was the research manager at the Greenlining Institute, where he has authored and supported research on housing, philanthropy, diversity in the healthcare workforce, access to financial services, consumer protection, and the green economy. The son of Cuban immigrant parents, he plans to dedicate his career to empowering communities by interpreting academic research for the purpose of increasing community knowledge. He holds a bachelors degree in urban studies from Columbia University, and spent a year and a half teaching ESL and developing curricula in South Korea. He has traveled widely, and along with his partner Aleks loves hiking and camping in America’s most beautiful places.

**Tina Park** is a Masters of Urban Planning candidate at the Robert F. Wagner School of Public Service at New York University. She is also currently a research assistant at the Furman Center for Real Estate and Urban Policy. Prior to attending NYU, she was an Associate with the Economics Group at AECOM (formerly Economics Research Associates) and then Entertainment + Culture Advisors in Los Angeles, CA. As a real estate economic consultant she provided in-depth market research and economic analysis for public and private sector clients around the world, including the Southern California Association of Governments, the Community Redevelopment Agency of Los Angeles, Seoul Metropolitan Government, and Khazanah Nasional. Tina specialized in master planning projects for mixed public/private developments with entertainment/recreation anchors. She was also a Public Policy Fellow with the Southern California Coro Foundation. Tina holds a B.A. in Political Science from UCLA.

**Stephanie Rosoff** is currently pursuing a Master in Urban Planning at New York University’s Robert F. Wagner School of Public Service with a concentration in housing and economic development. Stephanie holds a B.A. in Geography from the University of Connecticut where she focused on Geographic Information Systems (GIS) and economic geography. Prior to her graduate studies she worked as a Geographic Specialist for the U.S. Census Bureau, supporting 2010 Decennial Census operations. Stephanie currently is a Research Assistant at the Furman Center for Real Estate and Urban Policy, working primarily on neighborhood change research. Her interests include exploring the relationship between housing location and educational opportunity and regional cooperative planning.
Guest Lecturers

Constantine E. Kontokosta, PhD, PE, LEED AP
Director, NYU Center for the Sustainable Built Environment
Clinical Associate Professor, Schack Institute of Real Estate

Dr. Constantine Kontokosta, PE, LEED AP is the Founding Director of the NYU Center for the Sustainable Built Environment and a Clinical Associate Professor at the New York University Schack Institute of Real Estate. He serves on the Americas Board of the Royal Institution of Chartered Surveyors, the Board of the United Nations Environment Programme Sustainable Buildings and Climate Initiative, and the Urban Systems Collaborative. He is also on the Executive Team of the NYC Urban Technology Innovation Center, where he leads policy and finance research. Dr. Kontokosta’s research interests are focused on real estate investment and valuation and building energy performance, urban systems theory and intelligent governance and finance of complex urban systems, the diffusion of policy innovations and the effects of land use regulations and sustainable development policies, and the intersection of technology innovation and urban economic development. He has presented his academic research at numerous conferences, including the American Real Estate and Urban Economics Association, the European Real Estate Society, and the Association of Collegiate Schools of Planning, and has published in leading scholarly journals, including Urban Studies and the Journal of Sustainable Real Estate. His work has been featured in the New York Times, Fortune, BusinessWeek, Travel & Leisure, Robb Report, The Real Deal, Green Real Estate Daily, Crain’s, and Commercial Mortgage Alert, among other media outlets.

In addition to his academic responsibilities, Dr. Kontokosta is currently the Vice Chair of the Suffolk County Planning Commission, appointed in 2005 as the youngest member to serve on the Commission. He is also the Principal and Founder of the KACE Group, a New York-based real estate development and investment firm that owns, manages, and develops a diverse portfolio of properties in the New York City region. The firm is currently developing a winery designed to the LEED Gold certification level and is pursuing a LEED Existing Building certification for one of its hotel properties. He holds a PhD in Urban Planning and Economics from Columbia University, an M.Phil and M.S. from Columbia, an M.S. in Real Estate Finance from New York University, and a B.S.E. in Civil Engineering Systems from the University of Pennsylvania. He was recently named a Fulbright Senior Scholar in the field of Urban Planning.

Frank Fish, FAICP, is a planner with more than 30 years experience who oversees the firm’s work in planning, environmental analysis, and real estate consulting. The focus of his practice has been on comprehensive planning, development advisory services, land use controls, zoning approvals and implementation techniques, and neighborhood and real estate feasibility studies. He has extensive experience in both public and private sector planning work and has represented more than 30 municipalities throughout the Northeast, as
Mr. Fish has served on the American Institute of Certified Planners (AICP) Commission and is the recipient of the New York Metropolitan Chapter’s Andrew Haswell Green Award for outstanding contributions to the profession. He has been an adjunct faculty member of the graduate planning programs at both Pratt Institute and New York University. Currently, Mr. Fish serves as a member of the board of directors of the New York Planning Federation.

**Sarah K. Yackel, AICP**, is the Associate Principal at BFJ Planning. She has more than eleven years of experience in environmental and land use planning. Ms. Yackel has extensive expertise in the environmental impact review and assessment processes, including the management, preparation and review of environmental review documents at all levels of government, public consultation and scoping, and development of effective mitigation strategies. Ms. Yackel has managed a large variety of projects ranging in size and geography, from large-scale urban redevelopment projects to small scale projects in suburban/rural areas.

**Winston Von Engel**, NYC Department of City Planning, Brooklyn Borough Office Deputy Director, B.Arch., Pratt Institute; M.S., Pratt Institute; City and Regional Planning

**Jamie Torres-Springer** is a partner at HR&A, an industry-leading real estate, economic development and energy efficiency consulting firm. Jamie manages many of the firm’s economic and fiscal impact analysis efforts, supporting more than $32 billion in proposed development in the last four years. He has projected the economic impact of regulation of the Ultimate Fighting Championship in Massachusetts, New York and Ontario, and recently led an update of HR&A’s assessment of the impact of Times Square on New York City’s economy. Jamie assists private sector clients in development plans for waterfront sites around the world, including leading the financial analysis for a proposed mixed-use development on Toronto’s waterfront, testing the feasibility for new open space and cultural uses on Hong Kong’s waterfront, as well as managing approvals for the proposed $1 billion redevelopment of the South Street Seaport on Manhattan’s East River waterfront. Prior to joining HR&A in 2006, he was Project Director for the Brooklyn Bridge Park Development Corporation (BBPDC). Jamie Chairs the Board of Fifth Avenue Committee, a non-profit community development corporation that has been
helping to revitalize neighborhoods in South Brooklyn. Jamie holds a B.A. from McGill University and a Masters in Public Policy from Harvard University’s Kennedy School of Government.

**Chi Chan**, Vice President at AKRF, Inc. Traffic and Transportation

**Lisa M. Lau**, Vice President, Planning and Traffic, AKRF, Inc

**Allen J. Zerkin** is an Adjunct Professor of Public Administration at NYU’s Robert F. Wagner School of Public Service, teaching courses on negotiation and conflict management. Since 1999, he has been conducting a popular one-day workshop on negotiation at the American Planning Association’s annual National Planning Conference, and he serves as a member of the faculty of Het Amsterdams ADR Instituut in the Netherlands, teaching multi-party mediation and advanced negotiation workshops. He is member of the New York Bar and earned his J.D. at Yale Law School. Professor Zerkin specializes in the design and facilitation of processes, such as stakeholder consensus building processes and roundtable dialogues, that are intended to resolve or to advance stakeholders’ understanding of state and local disputes and controversies.

**Francesco Brindisi** conducts and oversees economic research and analyses to identify and examine complex economic issues, formulate sound economic development policies, and enable decision-makers to choose strategies that maximize economic and fiscal returns to the City. He supervises economic impact analyses on City projects as well as in-depth industry research and analyses of the City’s fiscal policy, including incentives and other tax expenditure programs. Under Francesco’s direction, the Economic Research and Analysis Group at CET publishes [NYC Economics](#), a collection of publications and data on the City’s economy.

Prior to joining NYCEDC, Francesco worked as a researcher at the Center for Economic and International Studies at the University of Rome “Tor Vergata,” Department of Economics. In this position, he published research in the fields of health economics and social security. While pursuing a Ph.D. in economics at Columbia University, Francesco collaborated with Nobel laureate Joseph E. Stiglitz and participated in the 2004 Vietnam Country Dialogue organized by the Initiative for Policy Dialogue. Francesco is an Adjunct Associate Professor of International and Public Affairs at the School of International and Public Affairs, Columbia University, where he teaches Macroeconomic Policy Management at the Program for Economic Policy Management (PEPM). Francesco is actively involved in economic research in the fields of urban and public economics, economics of information, and applied microeconomics. He holds a Ph.D. in
economics from Columbia University and a laurea summa cum laude from the University of Rome “Tor Vergata.”

**Tina Lund**, AICP, Associate Principal, Urbanomics. Tina Lund has been with Urbanomics since 1996 specializing in comprehensive development strategies, feasibility analyses, needs assessments and allocation modeling. Specific duties include project management; demographic and socioeconomic analysis; writing technical memoranda to accompany research; performing geospatial analysis in several GIS formats and maintenance of project-specific web sites. Recent projects include the Nassau County Master Plan; the Comprehensive Economic Development Strategy for the City of Bridgeport, CT; the Plymouth, MA School District Facilities Plan; and, the Vision42 Potential Economic Impacts Analysis, Retail Study, and Financing Plans. She has guest lectured on the topics of GIS in planning, demographics and data collection for graduate courses at NYU and Princeton’s Woodrow Wilson School. Ms. Lund holds a Bachelor of Arts in French Literature from Grinnell College.