



2020 Vision: Planning for the Future

2010 North Central Regional Conference

OCTOBER 25–27, 2010 | KINGSGATE MARRIOTT | UNIVERSITY OF CINCINNATI | CINCINNATI, OH (USA)

Welcome to the home of the Bearcats!

Welcome to the North Central SCUP Regional Conference. We are excited to be at the University of Cincinnati this year and your planning committee has been working hard for over a year resulting in many exciting sessions, speakers and events. We believe you will walk away from this conference with “2020 Vision” to enhance higher education back home.

This conference is a great balance of on-campus activity and quality sessions. We start with a dynamic presentation of UC’s campus. Nationally known for architecture and campus planning, our host University Architect Mary Beth McGrew will present many campus aspects in our introductory talk, “Past, Present and Future,” from signature architecture and interiors to sculptural site planning concepts, to the overlay plans for the future.

As always, there will be a mixture of fun and learning. At the evening plenary sessions, we will hear from a futurist, look into the technological future, and hear some great jazz from UC’s College Conservatory of Music in a dynamic architectural space.

Throughout the conference, we have quality concurrent sessions selected from a record number of proposals. We have scheduled them on three parallel tracks to let you follow the topics in which you are most interested.

We have added a few new session concepts this year. On Tuesday, we have a panel discussion with key leaders from 5 dynamic higher education institutions sharing their visions and views of the future. This is followed by a “best in show” presentation. This session scored best by all reviewers and will be showcased in a special combined session. We think you will come away with your learning objectives fulfilled.

After three more sets of great sessions on Wednesday, we will give away a few gifts including an Apple iPad before a teaser presentation on the 2011 regional conference.

On behalf of our amazing team of volunteers and SCUP staff we welcome you to Cincinnati, the proud home of the Bearcats! We have packed a lot in the three days, so plan to get here early and be prepared to go home with new ideas and new friends!

Chris E Whitney
Conference Chair

Beth McGrew
Local Host Chair

Rich Smith
Program Chair

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**SCUP'S 46TH ANNUAL,
INTERNATIONAL
CONFERENCE AND
IDEA MARKETPLACE**

July 23-27, 2011

**Gaylord National,
National Harbor, MD, USA
(Just outside of Washington, DC
and Alexandria, VA)**

**REGISTER BY MAY 6, 2011 AND SAVE:
WWW.SCUP.ORG/ANNUALCONF/46**

MONDAY, OCTOBER 25

11:00 AM–6:00 PM | REGISTRATION AT WEST PREFUNCTION

11:30 AM–12:30 PM | Mt. Storm

New Member-Only Luncheon

If you are a new member, you are invited to attend a new membership orientation lunch to learn more about SCUP, and how you can get involved in our various programs and activities. Box lunches and refreshments will be served.

PLENARY SESSION

1:00 PM–2:30 PM | Great Hall, Tangeman University Center

(C10P05) The Past (good historians . . .) the Present (let time be . . .) and the Future (a friendly stranger . . .)

Presented by: Mary Beth McGrew, Associate Vice President, Planning, Design & Construction, University of Cincinnati

The University of Cincinnati campus has gained international recognition as an icon of architectural and landscape design. The collection of opinions regarding the campus' appearance is as diverse as the campus community itself. The new structures and landscapes have received national, and occasionally international, attention from the press and the architectural community and have taken on "signature" status.

- What major architectural ideas did each of the signature designers explore and advance?
- What is the significance of the sculptural and symbolic use of forms as the driver of landscape design?
- How is the campus addressing needed changes? What are the next steps on campus? How do you touch the campus that was at its best at the moment in time it was complete?
- How is the university addressing sustainability?
- What does the future hold?

University architect Mary Beth McGrew will kick off the conference by debating these questions and next steps on this famous campus transformation. Tours will immediately follow, so you can experience many of the topics yourself.

CHOICE OF FOUR THEMED CAMPUS TOURS

Campus tours will follow the opening plenary session on the overview of campus planning at the University of Cincinnati. The attendees will have an opportunity to select one of four tours; Signature Architecture (building exteriors); Signature Architecture (building interiors); Energy and Environment (LEED buildings and Co-Generation Plant); Landscape and Campus Outdoor Environment. The University of Cincinnati's assembly of buildings and landscapes has received much attention from the higher education community. Listed as one of the best schools by the *Princeton Review of Colleges* and one of the ten most beautiful campuses in the United States by *Forbes* magazine, this campus has much to see. The tours are designed for different areas of interest and will be guided by the staff of Planning + Design + Construction and Utilities at the university and each will be designed to challenge thinking about campus planning and this university's approach. The tours will be a natural follow-up to the plenary session.

2:30 PM–4:30 PM

(C10T02) Tour 1—Signature Architecture (Building Exteriors)

Buildings on the University of Cincinnati campus constructed in the past two decades have incorporated architectural ideas from some of the most notable architects in the country. Each architecture firm explored an idea while accommodating the university mission and a specific program. This tour will include buildings by Henry Cobb, Michael Graves, Gwathmey Siegel, Peter Eisenman, Frank O. Gehry, Leers Wienzapfel, Moore Ruble Yudell, Morphosis, SOM, Studios, Bernard Tschumi . . .

2:30 PM–4:30 PM

(C10T03) Tour 2—Signature Buildings (Building Interiors)

How do the interiors address the functions housed in them? This tour will consider three buildings on the University of Cincinnati campus in more detail and will include the Design, Art, Architecture, and Planning building by Peter Eisenman, the Campus Recreation Center by Morphosis, the Steger Center, by Moore Ruble and Yudell (MRY) and the University Pavilion by Leers Wienzapfel. Time permitting, a tour of Van Wormer Hall constructed in 1899 and restored in 2006 will conclude the tour. This building was designed by one of Cincinnati's finest architects from the past, Samuel Hannaford and Sons. Participants will have an opportunity to view and discuss the form, materials, and the success of the interior with respect to the exterior.

2:30 PM–4:30 PM

(C10T04) Tour 3—Environment and Energy

Cincinnati was named the most green public university in Ohio. Interest in energy and the environment first manifested on campus in 1991, when the university built the first phase of the central utility plant. The design was led by Cambridge Seven Associates. The plant is significant in its relationship to the neighborhood, as well as its functioning as a co-generation unit. Related to the university's early interest in an energy efficient means of heating and cooling facilities are a number of energy projects around campus. Participants will view recent LEED projects, including one of the largest atriums on campus that includes fresh air as part of the heating and cooling planning.

LEARNING OUTCOMES:

1. Describe the benefits of sharing a co-generation facility between a university and a city.
2. Demonstrate the ability of an atrium to use fresh air to contribute to the heating and cooling of the building.
3. Review the effects of multiple energy efficiency projects and LEED certified buildings on the heating and cooling costs of an urban campus.
4. Identify the decisions over the course of twenty years that can lead to the designation of "most green public university" in Ohio.

AIA Credits Possible: 1.5 LU HSW SD

2:30 PM–4:30 PM

(C10T05) Tour 4—Landscape

Participants in this tour will see why the University of Cincinnati campus has gained international recognition for the open space plan prepared by the office of George Hargreaves & Associates. The plan, conceived in 2000, systematically updated this 100-year old campus to create

a place on the midwest tour of campuses. The master plan implementation over the past decade achieved multiple goals, including: transforming a vehicular campus to a pedestrian campus; establishing connections between important places; and creating positive open spaces that unify building and landscapes. To achieve these institutional goals, the landscape designs introduced strong geometric forms that are at once engaging and unexpected. What is the theory behind the forms? How well do they serve the campus? What are the next steps in the campus physical plan?

PLENARY SESSION

6:00 PM–7:15 PM | Salon AB

(C10P02) We are What we Build: 21st Century Scenarios—Exploring C.A.P.A.C.I.T.Y.

Presented by: Steve Steele, Director/Institute of the Future @ AACC, Anne Arundel Community College

Exploring the future is a boundless quest. Likewise, developing foresight and futures thinking is a challenging process, a dynamic pursuit that extends beyond classrooms, schools, colleges and corporate training rooms. Yet, we have come to a time in which strategies for investigating the future have become critical to a global citizen's core learning. How one addresses the future has importance for decisions in the present. This presentation will examine the value of foresight. Beyond "gee whiz" futures the participants will grasp some fundamental strategies for gauging the impact of emerging trends and exponential social change. The session will conclude with a brief scenario building exercise that may be employed in professional and personal use.

LEARNING OUTCOMES:

1. Recognize the value of viewing the future and using foresight.
2. Understand the nature of exponential change.
3. Recognize the impact of selected trends.
4. Construct a basic futures scenario.

WELCOME RECEPTION

7:30 PM–9:00 PM | North Prefunction

Welcome Reception

Join us for conversation with your colleagues and hearty hors d'oeuvres and a cash bar to kick off the conference.

TUESDAY, OCTOBER 26

7:00 AM–8:00 AM | CONTINENTAL BREAKFAST AT SALON AB

7:00 AM–4:30 PM | REGISTRATION AT WEST PREFUNCTION

SCUP LISTENS

8:00 AM–8:45 AM | Mt. Lookout

SCUP Listens—Institutional Attendees Only

Join JoEllen Baldwin, North Central Region's membership chair, for a dialogue on the value that SCUP membership brings to people who work for college and universities. SCUP volunteer leaders will highlight important member benefits and products followed by a time for open discussion in which members and prospective members can provide feedback.

8:00 AM–8:45 AM | Amphitheater II

SCUP Listens—Corporate Attendees Only

Join Ken Higa, Vice Chair of the SCUP Membership Committee, for a dialogue on the value that SCUP membership brings to people who work as consultants or for firms. SCUP volunteer leaders will highlight important member benefits followed by a time for open discussion in which members and prospective members can provide feedback.

CONCURRENT SESSIONS

9:00 AM–10:00 AM | Mt. Auburn

(C10C16) The New/Improved LEED Volume Certification Program for Campuses

Presented by: Edward Choklek, Director, Business Development, FGM Architects Inc.

Convened by: Cindy Culbertson, Associate Director of Business Development, BSA LifeStructures

The US Green Building Council will be issuing a new and improved LEED Volume Certification Program (and guidelines) for multiple buildings and for on-campus projects during the 3rd Quarter of 2010. This new resource is the result of USGBC conducting a 3-year pilot program to revise their 2005 LEED Multi-building Certification Guidelines. This educational session will discuss the outcomes of the pilot program, share lessons learned from the universities involved in the pilot program, and provide session attendees with the information needed to determine if the new and improved LEED Volume Certification Program can be used as a cost-effective resource to further campus-wide sustainability initiatives.

LEARNING OUTCOMES:

1. Determine if/when/how LEED Volume Certification can be implemented in the context of campus-wide sustainability initiatives.
2. Compare Portfolio Program Pilot participants' approaches to LEED Volume Certification with past and current LEED Certification initiatives on other campuses.
3. Recognize immediate and future applications for the adoption of LEED Volume Certification guidelines in campus-wide policies and procedures.
4. Prepare session participants to meet with campus leadership and stake-holders to discuss the pros/cons of LEED Volume Certification.

AIA Credits Possible: 1.0 LU HSW SD

CONCURRENT SESSIONS

9:00 AM–10:00 AM | Mt. Lookout

(C10C21) Bridging From Vision to Implementation

Presented by: Christopher Gluesing, Assistant Director, University Architects & Planning, University of Wisconsin-Milwaukee; Jeffrey Kosloske, Senior Architect, University of Wisconsin System; Lora Strigens, Senior Associate, Hammel, Green & Abrahamson, Inc.
Convened by: John P. Ross, Director, Business Development, Affiliated Engineers, Inc.

The University of Wisconsin–Milwaukee recently completed a master planning process. One of the primary focal points was the completion of a strategic implementation plan that sought to balance campus priorities, capital budget planning, and sequencing factors. To capitalize on the master plan’s momentum, the university invested in “pre-designs” for four priority projects. This presentation will explore in detail how these projects were set up for success, and the critical bridge that pre-design creates between planning level vision and the reality of a new construction project.

LEARNING OUTCOMES:

1. Explore the tools and the process that were used to create an effective implementation plan as part of a master planning process.
2. Demonstrate how the implementation planning process employed during the master plan impacted the pre-design process and the ultimate realization of key priority projects.
3. Illustrate how pre-design allows for the exploration of multiple ideas and concepts, and when approached in a comprehensive rather than linear fashion, can greatly enhance the outcomes of master planning.
4. Gain an understanding of how the pre-design process positively affects the planning for a final project.

AIA Credits Possible: 1.0 LU

9:00 AM–10:00 AM | Amphitheater II

(C10C29) Designing a Better Engineer

Presented by: F. Boerio, Director, School of Engineering Education, University of Cincinnati; Amy Christmas, Architect, The S/L/A/M Collaborative; Mark Rhoades, Associate, The S/L/A/M Collaborative
Convened by: Charles T. Smith, Principal, Cannon Design
As the roles an engineer plays continue to evolve in the global marketplace, the skills required to successfully solve complex trans-disciplinary problems are very different than those traditionally associated with an engineer. How does engineering education need to evolve to build a skill set in communication, collaboration, and the synthesis of information required for the solution of real world problems? What are the pedagogical issues, curriculum changes, technological challenges, and space needs required for designing a better engineer?

LEARNING OUTCOMES:

1. Assess the kinds and quantities of space required to support future engineering education.
2. Identify ways to use technology within these spaces so that technology advances can take into account evolving curricula and pedagogies.
3. Analyze the ways in which curriculum needs to evolve to deal with the globalization of engineering.
4. Recognize the emerging pedagogies that are driving changes in the facilities needed for successful engineering education programs.

AIA Credits Possible: 1.0 LU

10:15 AM–11:15 AM | Amphitheater II

(C10C04) KAUST—Sustainable Innovation for 2020 and 100 Years Beyond

Presented by: Colin Rohlfing, Sustainable Designer Leader, HOK; Mike Walters, Sustainable Practice Leader, Affiliated Engineers, Inc.
Convened by: Jeff Conroy, Architect
King Abdullah University of Science and Technology (KAUST) is the largest LEED Platinum project in the world and an AIA COTE top ten project for 2010. The panel will present information about funded, innovative, graduate-level, research on sustainability and how the technologies that exist on campus are being used as part of a “living laboratory.” The technologies include a large solar thermal tower to drive natural ventilation, solar thermal and solar PV arrays, heat recovery, underflow air distribution, and chilled beams. Technical and performance information will be shared.

LEARNING OUTCOMES:

1. Identify sustainable, funded, research projects that are being undertaken in large, global institutions to provide performance data on a variety of technologies.
2. Describe the sustainability mission of KAUST and how that mission was incorporated into the design of the campus, which will serve as an everyday incubator for green thought leaders of the future.
3. Examine design energy vs. actual energy use lessons learned for a large LEED Platinum project.
4. Determine sustainable strategy premiums and payback calculations that drive design decisions and learn if the paybacks are feasible for certain technologies.

AIA Credits Possible: 1.0 LU

10:15 AM–11:15 AM | Mt. Auburn

(C10C37) Planning for Long Term Value

Presented by: Ron Anderson, Vice President of Academic Affairs, Chief Academic Officer, Century College; Jeffrey Fenimore, Principal, DLR Group
Convened by: Winifrid D. Williams, Architect, krM Architecture+
As colleges and universities face increased enrollment and diminished funding they must do more with less. To support these efforts, they are increasing utilization rates, modifying existing space, and lowering operating costs. Performed independently, these efforts impact the bottom line; performed as part of a strategic planning process, these efforts improve the bottom line *and* augment the quality of learning environments. This session will address how colleges and universities can maximize their building projects and do more with less.

LEARNING OUTCOMES:

1. Evaluate the importance of addressing utilization, renovation, and operating costs within the context of a strategic plan.
2. Select options that both reduce costs and increase the quality of learning environments.
3. Assess strategies for maximizing the utility and aesthetics of building projects while working with limited fiscal resources.
4. Discuss how institutions can adopt a long-term planning mindset that enhances the value of facilities.

AIA Credits Possible: 1.0 LU

10:15 AM–11:15 AM | Mt. Lookout

(C10C41) Support Long Term Energy Goals With a Comprehensive Utilities Masterplan

Presented by: Julianne Laue, Senior Associate, DLR Group KKE; Susan Palmer, Vice President/Finance & Administration, College of Saint Benedict

Convened by: Anthony P. LoBello, Senior Associate, Gensler
Representatives from the College of Saint Benedict and DLR Group will discuss their efforts to develop a comprehensive utilities master plan for the Saint Benedict campus. They will discuss the decision-making process, utility funding assistance, initial findings, and preliminary plans for a long-term, campus-wide, sustainable approach to energy management.

LEARNING OUTCOMES:

1. Develop a holistic plan for utilities that aligns with the unique sustainability goals of your college/university.
2. Identify sources of energy and utility grants to help achieve plans.
3. Apply energy analysis results to make better decisions about campus growth and infrastructure.
4. Recognize the principles involved in overlaying renewable energy resources onto an existing utility infrastructure.

AIA Credits Possible: 1.0 LU

PLENARY SESSION AND LUNCH

11:30 AM–1:00 PM | Salon AB

(C10P04) 2020 Lunch Leadership Panel: Thoughtful Commentary on the Challenges of the Physical Campus

Presented by: Larry Fusaro, University Architect, Purdue University Main Campus; Robert Keller, University Architect, Miami University; Beth Keyes, Assistant Vice President for Facilities Management, The University of Dayton; Rod Lehnertz, Director, Planning, Design & Construction, University of Iowa; Park Rankin, University Architect, University of Pittsburgh

We have assembled a panel of leaders from University of Pittsburgh, University of Iowa, Miami University, Purdue University, and The University of Dayton, that will offer updates on their campuses and their unique visions of the future for their campuses. The format of the panel will be 10 minute presentations from each panelist followed by time for questions and answers from the audience.

CONCURRENT SESSIONS

1:15 PM–2:15 PM | Salon AB

(C10C06) Innovation Campus at University of Nebraska-Lincoln: The Future of Research (Received Best in Show)

Presented by: Jennifer Dam, Campus Planner, University of Nebraska-Lincoln; Mary Jukuri, Principal, JJR, LLC; Michael Wiese, Vice President, Noddle Companies

Convened by: Lawrence J. Gleason, Vice President, Cost, Planning & Management International, Inc.

The University of Nebraska-Lincoln has embarked on the development of the Nebraska Innovation Campus. This new campus is designed to leverage the university's research strengths with those of private sector partners, in order to build the state's economic competitiveness and address global issues of the 21st century. This session will provide a how-to guide for developing an integrated business strategy, with a sustainable master plan, to harness your institution's research with public/private interests.

LEARNING OUTCOMES:

1. Identify ways to transform underperforming sites into dynamic 21st century research environments.
2. Integrate business planning and master planning efforts, in cooperation with multiple university, community, and private stakeholders, to collectively frame a vision for development.
3. Explore management, financing, and development tools for public/private research campuses, particularly in today's challenging economy.
4. Apply sustainable development principles and alternative energy options to create place, enhance research, and conserve resources.

AIA Credits Possible: 1.0 LU HSW SD

2:30 PM–3:30 PM | Amphitheater II

(C10C02) The Future is Now: Planning the Community College of 2020

Presented by: Bruce Massis, Director Educational Resources Center, Columbus State Community College; Thomas Sens, Client Leader, BHDP Architecture; Jerome Webster, Vice President of Student and Administrative Affairs, Terra Community College

Convened by: Couper G. Gardiner, Principal, BHDP Architecture
The "Great Recession" poses both tremendous challenges and huge opportunities for today's community college. How can community colleges leverage the current economy to be positioned as an alternative, educational model for the adult students in need of retooling their skills *and* meet the needs of incoming high school students in search of an affordable higher education experience? This session will explore the planning initiatives of two Ohio community colleges that continue to serve as high quality education providers for a future generation of learners.

LEARNING OUTCOMES:

1. Define the key components of effective strategic planning in community colleges.
2. Determine the characteristics of effective partnerships that serve both colleges and surrounding communities.
3. Discuss the ways in which students of the future differ from past generations and what effects these have on campus decisions.
4. Demonstrate the role of architectural design in helping campus libraries in community colleges prepare for incoming and future students.

AIA Credits Possible: 1.0 LU

2:30 PM–3:30 PM | Mt. Auburn

(C10C23) SimBLE—Simulation Based Learning Environments in Medical Education

Presented by: Damian Henri, Associate, Bostwick Design Partnership; Michael Zambo, Principal, Bostwick Design Partnership

Convened by: Jolene Knapp, Executive Director, Society for College and University Planning

Attendees will learn the concepts underlying the design of medical Simulation Based Learning Environments (SimBLE); the characteristics of successful of design team characteristics; how to align project goals with curriculum; the integration of advanced equipment; and the future of SimBLE design.

LEARNING OUTCOMES:

1. Evaluate communication options about simulation goals and the support they need in order to increase effectiveness.
2. Develop a design that responds to needs for both high fidelity and flexibility.
3. Recognize different types of simulation equipment and the best practices for integrating them in a learning environment.
4. Assess the current trends in medical education and what they indicate for its future.

AIA Credits Possible: 1.0 LU

2:30 PM–3:30 PM | Mt. Lookout

(C10C35) The Planning and Development of a Vertical Campus

Presented by: James Gandre, Provost & Executive Vice President, Roosevelt University; Paul Hansen, Principal & Architect, VOA Associates, Inc.; Michael Siegel, Associate Principal, VOA Associates, Inc.

Convened by: David Zeitlin, National TPLR Director, The Care of Trees
How does an urban, landlocked university develop its own new campus? How does the building distinguish itself from the dense population of surrounding structures? How does one plan for a variety of separate uses, yet still encourage connectivity in a vertical structure? How does the plan encourage student life, as well as academic learning? How does the downtown campus connect with its suburban location? This session will discuss how Roosevelt University addressed these issues as it built an ambitious new tower in downtown Chicago.

LEARNING OUTCOMES:

1. Identify strategies for managing the complexities of a vertical campus.
2. Define options for programming and planning for adjacencies of academic and student life spaces.
3. Discover how to create a campus identity in a dense urban environment.
4. Describe how a vertical campus can enhance student life and academics within one structure.

AIA Credits Possible: 1.0 LU HSW

3:45 PM–4:45 PM | Mt. Lookout

(C10C09) Refreshing Student Housing at Miami (Ohio)—Master Planning for Phased Upgrades

Presented by: Michael Battoclette, Senior Principal, Champlin Architecture; Robert Bell Jr., Project Architect/Manager, Miami University; Robert Brown, Principal, CBT/Childs Bertman Tseckares Inc.; Kim Martin, Project Manager, Brailsford & Dunlavey

Convened by: Kristen Hendrickson, Director, Office of Integrated Planning, University of Wisconsin-River Falls
Miami University is steeped in tradition. Its student housing facilities are no different. Miami University realizes that current and future students desire and demand amenities that past generations did not; including social gathering spaces, more open areas, larger rooms, suite living, and technology, just to name a few. This presentation will re-cap Miami's current master planning process as it looks to construct new and renovated student housing facilities that maintain tradition and include necessary amenities. The project team will outline the 15-year plan, including; a financial proforma, master planning, site utilities impact, design of new structures, and proposed renovation plans.

LEARNING OUTCOMES:

1. Describe the process steps in creating a major update of a university master plan.
2. Determine how to conduct an existing building assessment process and document the findings.
3. Identify design objectives and alternative planning for university housing.
4. Review importance and financial proforma options.

AIA Credits Possible: 1.0 LU HSW SD

3:45 PM–4:45 PM | Mt. Auburn

(C10C30) Sustainability Planning in the Context of the Presidents' Climate Commitment

Presented by: Shawna Bolin, Assistant University Planner, Ohio University; Sonia Marcus, Director, Office of Sustainability, Ohio University

Convened by: Mike Totsch, Director of Client Development, Tec Inc.
Ohio University launched a sustainability planning process, in July of 2009, that is designed to produce a recommended plan by the fall of 2011 that will comprehensively address our sustainability goals, as well as our climate action goals. In this session, we will explore the process to date, while considering some of the strengths and weaknesses of our approach. Participants will be invited to reflect on their own institutions as a context for sustainability and climate action planning efforts and to discuss alternatives to the approaches presented. Completed sustainability and climate action plans from other institutions will also be introduced and distributed.

LEARNING OUTCOMES:

1. Compare the process for sustainability planning designed at Ohio University with your institution's efforts.
2. Explore the specific challenges and opportunities that comprehensive sustainability planning presents at an institution of higher education.
3. Identify stakeholders on campus who could be engaged in the sustainability planning process and discuss approaches to drawing in their participation.
4. Distinguish between comprehensive sustainability planning and climate action planning, particularly at institutions that are signatories to the American College and University Presidents Climate Commitment (ACUPCC).

AIA Credits Possible: 1.0 LU HSW SD

3:45 PM–4:45 PM | Amphitheater II

(C10C49) A Necessary Transformation Toward Real-Time Integrated Design & Planning

Presented by: Warren Denny, University Architect, University of Kentucky; Rob Proctor, Principal, Ratio Architects, Inc.

Convened by: Michael P. Koalska, Business Development, DLR Group
A recent University of Kentucky design experience led its capital planning and facilities team to adopt a new process for future projects. This real-time integrated design process is transforming the educational design and planning processes of architects, engineers, users, administration, and physical plant departments. This session examines how this interactive approach was employed by a UK college of engineering digital village project, with perspectives from college, capital planning, and architect leaders.

LEARNING OUTCOMES:

1. Discover ways to effectively select designers and owner-presented project teams that foster better and more immediate results through good chemistry, creativity, and enthusiasm.
2. Explore mechanisms to enable decisions to be tested in "real-time and live" at the table with all participants present.
3. Observe how an interactive and graphic-oriented process can enable a richer design product; one that is rooted in knowledgeable collaboration and grounded in the relevant aspects of master planning, programming, and architectural and engineering design.
4. Evaluate the usefulness of a kinetic entrepreneurial spirit in the room to increase the personal commitment of team leaders during the creative phases of a project. This spirit can result in a more compelling design product; one that is more readily accepted and requires fewer changes later in the documentation process.

AIA Credits Possible: 1.0 LU

PLENARY SESSION

6:00 PM–7:00 PM | MSB E351 University of Cincinnati

(C10P03) The Emerging Intelligent Campus

Presented by: Mark Valenti, President & CEO, The Sextant Group, Inc. There is much ado today about social media and the changing landscape of human interaction brought on by the revolution in network-based communications. No doubt this revolution is powerful, far-reaching, and impacts our daily lives in direct and tangible ways. What is not so evident is the revolution quietly occurring in the way buildings are being conceived, a revolution that will impact the way we plan, design, implement, and manage the campus facilities portfolio forever. Technologies such as building information modeling, cloud computing, mesh networks, and digital media are being realized in new ways to optimize energy consumption, usage efficiencies, user comfort, security, and human communication. At what point do buildings become self-aware? When do they inter-operate? And how might we plan for the emerging intelligent campus? This presentation will take a look over the horizon of possibilities.

LEARNING OUTCOMES:

1. Identify technologies that will need to be incorporated in design and construction in the next few years.
2. Demonstrate the power of technology to increase energy efficiency, water usage, and change human behavior.
3. Explain what technologies are likely to impact design considerations first, and what innovative technology can do to advance the state of facilities operations in general.
4. Recognize how the emerging intelligent campus will need to engage in more integrated planning processes.

AIA Credits Possible: 1.0 LU HSW SD

RECEPTION

7:00 PM–8:30 PM | CARE Dining Area University of Cincinnati

Reception

Join us immediately after Mark Valenti's session for a reception featuring the Phil Degreg Trio. Hearty hors d'oeuvres and cash bar.

WEDNESDAY, OCTOBER 27

CONTINENTAL BREAKFAST

7:00 AM–8:00 AM | CONTINENTAL BREAKFAST AT SALON AB

7:00 AM–11:30 AM | REGISTRATION AT WEST PREFUNCTION

CONCURRENT SESSIONS

8:00 AM–9:00 AM | Mt. Lookout

(C10C03) Creating Community Value: Campus Planning Leadership in Revitalizing Your Neighborhoods

Presented by: Thomas Humes, President, Great Traditions Land & Development Company; Steve Kenat, Principal and Development Mixed-Use Group Director, GBBN Architects; Dale McGirr, GBBN Architects
Convened by: Joseph Chronister, Vice President & Director, Higher Education, FGM Architects Inc.

This presentation will focus on the policies and principles of community partnering; the strategic and competitive reasons to establish a community development program; creative community district planning; and the practical economics of campus edge development. Examples from two completed projects, near both the University of Cincinnati and the University of Kentucky will serve as the basis for discussing these issues. Both universities are pursuing the following goals: creating market housing; creating service retail; creating destination retail; creating a new street-scape brand; and creating opportunities to mix institutional and community programs. Attendees will learn how to pursue all of these goals through campus planning leadership and partnership, with concrete examples showing real world issues and successful outcomes.

LEARNING OUTCOMES:

1. Review the strategic forces affecting residential patterns in US cities over the last 50 years, and describe the effects of a decline in community quality on institutional goals.
2. Demonstrate ways to achieve/regain a partnering role with community leaders in seeking to ensure a quality community near campus.
3. Assess the campus policies needed to frame an effective community development program.
4. Delineate the economic power of the institution's students and faculty as a market force, and discuss ways of capturing this strong latent demand to drive new development.

AIA Credits Possible: 1.0 LU

8:00 AM–9:00 AM | Amphitheater II

(C10C14) Rapid Change Needs Quick Planning: A Guide to a 3-Month Academic Planning Process

Presented by: Mark Curchack, Associate Vice President for Planning & Assessment, Arcadia University; Steve Michael, Provost, Arcadia University

Convened by: Lynnette B. Clouse, Interior Designer & Project Manager, Ohio University

The rate of change in the next decade is likely to accelerate. To keep pace, universities must learn to plan rapidly, while maintaining the consensus that shared governance demands. The new provost of Arcadia University was able to harness the energies of the entire academic affairs unit to create a forward-

thinking, comprehensive, and widely accepted strategic plan in less than three months.

LEARNING OUTCOMES:

1. Describe methods for obtaining and keeping the focus of key players on the issues and tasks of strategic planning.
2. Demonstrate how to synthesize and organize themes that reflect the community's self-perception.
3. Evaluate the option of doing strategic planning in one semester, rather than over multiple years.
4. Define the steps for moving from planning to implementation.

AIA Credits Possible: 1.0 LU

8:00 AM–9:00 AM | Mt. Auburn

(C10C18) Grow Up, Not Out: GW Rises to Meet Expansion Challenges

Presented by: Susi Cora, Director, Campus Planning, The George Washington University; Anthony Galarza, Assistant Director of Community Relations, The George Washington University; Britany Waddell, Director, Community Relations, The George Washington University
Convened by: Scott A. Porter, Director, Business Development, Dynamix Engineering, Ltd.

George Washington University, previously known in Foggy Bottom for expanding into the community, recently developed a 20-year campus plan accommodating GW's forecasted academic and residential needs within the boundaries of the campus. The "Grow Up, Not Out" strategy meets the university's institutional needs, and also responds to community concerns by increasing density and preserving historical attributes on the campus, and by changing the way the District of Columbia looks at its planning process for universities.

LEARNING OUTCOMES:

1. Evaluate a campus' assets and limitations given its location and character.
2. Recognize the numerous bases of community support from non-traditional sources.
3. Determine development strategies that maximize resources and increase revenue.
4. Identify strategies for using a community-based planning process and its benefits.

AIA Credits Possible: 1.0 LU HSW SD

9:15 AM–10:15 AM | Mt. Lookout

(C10C13) Collaborative Design: An Alternative to the Traditional Approach

Presented by: Jeff Davis, Associate Vice President for Facilities and Auxiliary Services, North Georgia College & State University; Lars FINDERUP, Vice President, Flynn FINDERUP Architects; George Flynn, President, Flynn FINDERUP Architects

Convened by: James Goblirsch, Principal, HGA Architects and Engineers
Informed decision-making is critical for today's higher education planning and building projects. To achieve this it is necessary to incorporate input from many campus users, who often have what appear to be mutually exclusive goals. Meeting the challenges presented by these diverse groups requires an approach to design that encourages collaboration. The session will present an architect lead approach utilized successfully by more than a dozen institutions to develop conceptual designs that satisfy diverse interests.

LEARNING OUTCOMES:

1. Identify the steps in using a collaborative approach to building and project design. This process uses an iterative strategy that

solicits input at critical milestones, thus making the building or master plan more responsive to campus users needs.

2. Apply the steps of this collaborative approach to session participants' projects.
3. Determine how a methodology that fosters greater input from campus clients groups—administration, students, faculty, and facilities—results in greater ownership and satisfaction with the final solution for the building design or master plan.
4. List the steps in a design schedule that compresses the design and planning process through the use of evaluations at critical design and planning milestones.

AIA Credits Possible: 1.0 LU

9:15 AM–10:15 AM | Amphitheater II

(C10C28) Repositioning a '70s Era Mega-Building at College of DuPage

Presented by: Brandon Lipman, Principal, Loeb Schlossman & Hackl; John Wandolowski, Director of Facilities, Construction, Planning & Operations, College of DuPage

Convened by: Mary Paula Schuh, Director, Campus & Space Planning, Northern Kentucky University

We will present the strategic and design processes used in the renovation and re-purposing of a 550,000 SF early '70s era mega-building. The building now embodies recent college growth, the consolidation of departments serving students, and community outreach. The renovation includes accommodation for future growth, and demographic and pedagogical changes at College of DuPage, the third largest community college in the nation.

LEARNING OUTCOMES:

1. Evaluate options for designing innovative and affordable renovations that make the most of an institution's existing infrastructure and building resources.
2. Create strategies for implementing a complex, multi-year design that balances the needs of 40+ departments, administration, facility managers, student groups, the public's board of representatives, and design team members.
3. Recognize how the need for a variety of student support spaces impacts the character, quality, and space model when designing a new centralized campus student services center.
4. Identify specific steps to physically plan for a phased implementation of construction within the context of a major campus facility.

AIA Credits Possible: 1.0 LU

9:15 AM–10:15 AM | Mt. Auburn

(C10C46) Space Sustainability: Space Metrics and a Changing Culture

Presented by: Eric Boatman, Assistant Director, Facilities Planning & Space Management, Michigan State University; Barbara Kranz, Interim Director, Facilities Planning & Space Management, Michigan State University

Convened by: Jeff Conroy, Architect

Limited resources; sustainability; flexibility; competition; commitment to quality. These are factors influencing the higher education environment. Utilizing existing resources effectively and planning for responsible growth is critical. This presentation will discuss how space metrics can help maximize utilization of physical resources and facilitate strategic growth. A space management initiative at Michigan State University based on academic and research productivity that begins to change the culture of space utilization from entitlement to accountability will be presented. Examples of data-based

metrics, evaluation of space utilization, internal and external challenges and opportunities, and creating opportunities for growth will be discussed.

LEARNING OUTCOMES:

1. Recognize how the development of productivity-based metrics impacts space policy and culture.
2. Evaluate utilization of space through the implementation of space metrics.
3. Develop strategies for communicating change and gaining consensus among academic departments, research programs, and administration.
4. Leverage space metrics as a catalyst for strategic facilities planning.

AIA Credits Possible: 1.0 LU

10:30 AM–11:30 AM | Amphitheater II

(C10C08) Modeling Your Financial Health: Thinking Strategically About Long-Range Planning

Presented by: Christina Frazier, Assistant Director, Planning & Analysis, University of Minnesota Twin Cities; Peter Radcliffe, Executive Director, University of Minnesota Twin Cities

Convened by: Jon Brooke, Hoerr Schaudt Landscape Architects
The University of Minnesota Strategic Planning Model is a tool to assist in the development of long-range planning for decision-making. Preparing for demographic changes and economic risks requires connecting enrollment, human resources, and budgetary assumptions to trends. This project used a combination of a pilot study, cross-unit collaboration, and training to develop its key principles. The presentation will describe the long-term planning model and the challenges and opportunities created by pursuing an integrated planning model. Participants will generate assumptions and engage in a demonstration of scenario building.

LEARNING OUTCOMES:

1. Demonstrate a strategic planning tool you can use to help your institution develop long-range plans and capture its long-range financial health.
2. Analyze “what if” scenarios and their effects on enrollments, revenues, and expenditures.
3. Examine the impact of external factors on the financial health of an institution.
4. Recognize the influence of factors and assumptions for shaping projection modeling.

AIA Credits Possible: 1.0 LU

10:30 AM–11:30 AM | Mt. Lookout

(C10C19) An Evolutionary Academic Building Resulting In A Future Planning Template

Presented by: Jean Conway, President, Eastfield Community College of Dallas County Community College District; Terry Hajduk, Vice President, Learning Environments Education Studio, HKS Architects, Inc.

Convened by: Robert C Robicsek, Studio Leadership - Education Studio, Harley Ellis Devereaux

Eastfield Community College established its future in 2009 by opening its new learning center. Applying the belief that “human beings are designed to be learning machines,” the design team challenged and examined Eastfield’s culture to create a learning environment that would support evolutionary change. Working from the principle that learning occurs everywhere, the design team created formal and informal learning environments that support a student-centered paradigm. The design goals were to ensure that multiple learning capabilities and styles can be sustained, energized, and influenced.

LEARNING OUTCOMES:

1. Evaluate the effects of a shift from “providing instruction” to offering “engaged learning” on the culture of a college and its design needs.
2. Apply an open, collaborative, design process to increase the design options and future use of a newly created learning center.
3. Identify strategies for merging the goals of a cultural transformation with the necessity of taking incremental steps within a fixed budget.
4. Demonstrate the ways in which buy-in from students and faculty increases their stewardship of the building and enhances their commitment to its future uses.

AIA Credits Possible: 1.0 LU

10:30 AM–11:30 AM | Mt. Auburn

(C10C42) A New Design Approach to Dining Halls: How It Impacts The Living/Learning Environment of the Future

Presented by: Jack Collins, Director of Housing, University of Illinois; Avi Lothan, Principal, DeStefano Partners

Convened by: Couper G. Gardiner, Principal, BHDP Architecture
The redesign of a dining facility provided the opportunity for the University of Illinois to test ideas for an emerging paradigm of residential life that encourages students to eat, socialize, and study on-campus. We will focus on techniques for creating a retail concept that competes directly with off-campus, private sector options. The architect and the housing director will discuss how a “transactional model” drove the planning process and how the new facility embraces conservation awareness, technology, and diversity.

LEARNING OUTCOMES:

1. Identify planning strategies for transforming a typical institutional dining model to a vibrant transactional dining model that mimics a more appealing retail environment.
2. Use priorities to make smart decisions within existing budgetary restraints.
3. Demonstrate conservation and sustainability through food preparation and choices, as well as building infrastructure and operation.
4. Determine design principles for converting an overcrowded and marginally accessible space to an open, highly visible space that supports a diverse student body campus wide.

AIA Credits Possible: 1.0 LU HSW SD

CLOSING PLENARY SESSION

11:45 AM–12:15 PM | Salon AB

(C10P06) Closing Presentation

Join us to learn about next years conference and your chance to win one of three valuable prizes! An iPad, two nights lodging at next year’s conference hotel, and a complimentary registration to next year’s conference.

CAMPUS TOUR

12:15 PM–1:45 PM |

(C10T06) Uptown Neighborhood Development Tour

UC has been a catalyst to re-development in the neighborhoods surrounding the campus. This tour will visit several projects surrounding the UC campus including housing and mixed-use developments as well as the neighborhood retail/business districts adjacent to campus. See how the neighborhoods and the university can benefit from one another’s investments.

This tour is limited to 10 participants. Registration for this tour will be on site.

BRING THE BENEFITS OF INTEGRATED PLANNING TO YOUR CAMPUS WITH THE SCUP PLANNING INSTITUTE

SCUP offers many opportunities for higher education campus leaders to learn how to integrate their planning processes, but one of the quickest, most-effective ways for staff to learn these vital skills is at the SCUP Planning Institute.

Each step must be taken in order. A certificate of completion is awarded to graduates of all three steps, making it an exceptional professional development opportunity.

Step I: Foundations of Planning in Higher Education

Participants in the initial workshop in the series of three use SCUP's Walnut College case study to apply the basic elements of integrated planning. The value of evidence-based planning is emphasized, as is the central place that the academic mission holds in focusing and driving campus decisions.

Step II: Focused Knowledge for Integrated Planning Processes

The intersection of academic, resource/budget, and facilities planning defines a nexus for learning specific lessons in integrated planning. The SCUP Walnut College Case Study is the basis for practicing an integrated planning process that results in a plan reflecting the collaboration of all functional areas at Walnut College. In the process of creating the plan, participants will gain a deeper understanding of the needs and issues confronting key functional areas on campus during a planning initiative.

Step III: Integrated Planning—Working With Relationship Realities

Integrated planning processes require that higher education professionals be able to influence those working above and below them and to work successfully with peers in other functional areas. Understanding how the nature of these relationships—up, down, and sideways—affects the planning and change processes can make a significant difference in achieving the institution's goals.

FOR MORE INFORMATION, PLEASE CONTACT:

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"...this workshop allowed us to create a sense of campus buy-in that is priceless!"

—Terisa Remelius
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*We'd like to thank URS for
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