

Managing Planning, Managing Change: Transforming the Academic Landscape

2011 Mid-Atlantic Regional Conference

MARCH 6–8, 2011 | COLLEGE OF WILLIAM & MARY | WILLIAMSBURG, VA (USA)

A Hearty Welcome to the 2011 SCUP Mid-Atlantic Regional Conference.

We could not have picked a better site to showcase what is special about higher education. At the College of William & Mary we have the embodiment of the ancient verities of the academy merged with the latest solutions to the challenges of the 21st Century world. The simultaneous attention to tradition and change is much of what higher education is about.

Likewise, our program blends the old with the new. Over the past several years we have striven to give you a chance to learn from one another, in the belief that sharing experience and expertise is what SCUP does best, and that active learning is the best way to do that. So this year, about two-thirds of our sessions will be interactive, giving each of you abundant chances to share in the solutions of planning problems. The other third will be the more conventional presentations of plans and projects, selected to reflect our theme of campus transformation.

As always, a program like this is the combined work of many people. The SCUP membership in our region, and beyond, have responded magnificently to the call we issued to create sessions that would give maximum chances for interaction. Our sponsors too have risen to the challenge of lending support to what we hope to accomplish here. Our hosts at William & Mary have graciously offered their lovely campus as a laboratory for our thinking. And your regional council, and especially conference chair Michelle Monnett and program chair Paul Pusecker, have given many hours in order to make this conference a success.

So enjoy your time among us and learn all you can about ways that planning can serve learning. Meet, mingle, and mix it up with the greatest resource SCUP can offer: your colleagues.

Mark P. Curchack
 Mid-Atlantic Regional Council Chair



Find interactive sessions in your printed program by looking for this symbol.

Thank you to our volunteers for their hard work and dedication.

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At-Large

David M. Zaiser
 KSS Architects, LLP

SUNDAY, MARCH 6

10:00 AM–6:00 PM | REGISTRATION AT SADLER LOBBY

OPTIONAL CAMPUS TOURS

NOON–4:30 PM

(M11T02) Virginia Commonwealth University Tour

Virginia Commonwealth University (VCU) is a thriving public university located on two urban campuses in Richmond, Virginia. In the past 20 years, VCU's growth has had an impact on many sectors, including physical infrastructure, degree offerings, enrollment, and research. Yet, because of its urban setting, physical development is constrained primarily within the original two campus footprints. The 88-acre Monroe Park Campus houses many of the undergraduate programs, while the Medical College of Virginia (MCV) Campus is 52 acres. Tightly constrained boundaries create multiple and conflicting priorities for each available space.

A 2010 SCUP Merit Award winner for Excellence in Planning for an Established Campus, VCU 2004 Master Plan reinforced the VCU's strategic vision, enhanced the student experience, accelerated VCU's national research reputation, and honored continuing partnerships with the City of Richmond and surrounding neighborhoods. It guided the institution through construction of 23 new buildings and an investment of over \$1 Billion.

Participants will tour both the Monroe Park and Medical College of Virginia Campuses and experience the University's extraordinary growth in a diverse, urban context.

LEARNING OUTCOMES:

1. Describe the ways in which an institution can affect the economic, environmental, and cultural growth of its adjoining urban community over the course of 20 years.
2. Recognize the critical nature of the master planning process in achieving an institution's vision.
3. Evaluate the conflicting priorities for space on a constrained urban campus.
4. Review the phases of adding a significant number of buildings (23) within a limited time frame.

AIA 2.0 units

Cost: \$50 USD (includes transportation and lunch)

For all Mid-Atlantic Region Information:

WWW.SCUP.ORG/REGIONS/MA



We'd like to thank Nalls Architecture for creating the artwork used to promote the conference.

12:30 PM–4:00 PM

(M11T03) Christopher Newport University Tour

Over the last 15 years, under the leadership of University President Paul Tribble, Christopher Newport University (CNU) has transformed from a commuter college into a nationally ranked, public, liberal arts college in Virginia. With passion and commitment, the university leadership implemented the new vision of the university. Seeing the opportunities and setting the priorities melded the creation of a new academic identity and direction that is reflected in a campus under transformation. Along the way, CNU has faced many challenges and hard decisions while implementing an aggressive building campaign.

Participants will tour the CNU campus while learning about the large scale transformation that has taken place and hear about the challenges the university faced, while seeing first hand how this transformation has created one of the most sought after universities in the region.

LEARNING OUTCOMES:

1. Evaluate the strategies used to transform a campus from commuter to residential.
2. Identify the key facilities decisions that helped foster the transformation.
3. Discuss the challenges an institution faces as it converts to a more residential student population.
4. Compare the process for choosing strategies with the one at your own institution.

AIA 2.0 units

Cost: \$40 USD (includes transportation)

1:00 PM–4:00 PM

(M11T01) Historic Tour of the William & Mary Campus

Join knowledgeable guides for an extended walking tour of the beautiful campus of The College of William & Mary. Start on the Ancient Campus with its three original buildings. Explore the Wren Building, the oldest continuously used academic building in the United States, where you will visit a classroom, the Great Hall, and the Chapel used by students for over three centuries. At the Chapel we will listen to an organ performance. The Wren Chapel Organ is one of the four oldest organs in the United States. Then proceed through Old Campus along the Sunken Gardens as your guide describes the history, outdoor statuary, academics, and student body. Pause at picturesque Crim Dell with its arching bridge and extensive plantings before continuing through New Campus with its expansive academic, residential, and arts buildings, including the impressive Miller Hall, home of the Mason School of Business. Your walk will take you along two miles of winding brick paths and through over three hundred years of history.

LEARNING OUTCOMES:

1. Identify the value of retaining historic buildings for a campus' identity.
2. Consider the significant advantages of building a LEED Gold facility to house a business school.
3. Review the ways in which well-designed landscaping can enhance the academic and aesthetic experience on a campus.
4. List the reasons for including statuary and other art as a means of securing the long term identify of combined new and old campus areas at an institution.

AIA 2.5 units

Cost: \$25 USD

OPENING PLENARY SESSION

6:00 PM–7:00 PM | Brinkley Commons, Allen B. Miller Hall

(M11P03) Opening Presentation:

Change You Can Believe In?

Higher Education Over the Next Decade

Presented by: Michael Halleran, Provost, College of William & Mary
Convened by: Paul Pusecker, Executive Officer, Arts & Sciences,
University of Delaware

Higher education is experiencing a period of intense change, comparable to that experienced during the mid-19th and mid-20th centuries. This change is part of fundamental shifts extending beyond higher education and having a great impact on it. To be able to plan in such an environment, one has to understand what forces are creating these changes at the global, national, and local levels, how they interact and how they affect higher education. With that understanding, it becomes possible to develop plans that can take root in a moving landscape.

LEARNING OUTCOMES:

1. Identify global, national, and local elements driving changes in higher education.
2. Determine how these elements intersect.
3. Describe the impact of these changes on campus planning.
4. List strategies for planning in an environment of change.

WELCOME RECEPTION

7:00 PM–8:30 PM | Brinkley Atrium, Allen B. Miller Hall

Join us in the Allen B. Miller Hall, the recently opened Gold LEED certified home of Mason School of Business. Hearty hors d'oeuvres and cash bar.

MONDAY, MARCH 7

7:00 AM–8:00 AM | CONTINENTAL BREAKFAST

IN THE DINING HALL

7:00 AM–4:00 PM | REGISTRATION AT SADLER LOBBY

PLENARY SESSION

8:00 AM–10:00 AM | Commonwealth Auditorium

Welcome: Taylor Reveley, President, College of William & Mary

Taylor Reveley was sworn in as the 27th president of the College of William and Mary on September 5, 2008, after serving as interim president since February 2008. Before assuming his current post, he served as dean of William & Mary Law School for almost a decade, starting in August 1998. He is the John Stewart Bryan Professor of Jurisprudence.

Reveley received his AB from Princeton University's Woodrow Wilson School of Public and International Affairs in 1965. At Princeton, he was elected to Phi Beta Kappa and rowed on the lightweight crew for two years. Reveley went to law school at the University of Virginia, receiving his JD in 1968. During the United States Supreme Court's 1969 term, he clerked for Justice William J. Brennan, Jr.



(M11P05) SCUPopoly: What the Game Teaches Us About Campus Planning

Presented by: Trina Learned, Director of Facilities, Northfield Mount Hermon School; Douglas Steele, Partner, H2L2 Architects and Planners

Convened by: Mark Curchack, Associate Vice President for Planning & Assessment, Arcadia University

The game of Monopoly® taught us to acquire property, build buildings, invest in transportation and utilities, and manage money—all while avoiding common pitfalls that threaten our success. These are the same objectives of integrated funding and facilities campus planning. Using a customized version of Monopoly®, this session will “play” through many of the strategic moves of campus planning; including, prioritizing capital investments, balancing program needs, dealing with cycle and deferred maintenance burdens, and finding ways to fund it all.

LEARNING OUTCOMES:

1. Identify options for matching funding sources with master planning objectives.
2. Consider methods for balancing deferred maintenance with new construction and program enhancements.
3. Select strategies for handling the surprises that inevitably occur during implementation of a campus plan.
4. Recognize priorities in campus planning.

AIA 2.0 units, CM 1.75 units



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CONCURRENT SESSIONS



10:15 AM–11:15 AM | Tidewater A

(M11C09) Making Sustainable Decisions

Presented by: Carl Elefante, Principal & Director of Sustainability, Quinn Evans Architects; Michael Purcell, Assistant University Architect, American University; James Thompson, Associate, Quinn Evans Architects

Convened by: Kevin Aires, Senior Associate, BLT Architects
Today, many institutions of higher education are strongly committed to sustainability on campus through a variety of programs and policies. Green building is a major focus of sustainable strategies on many campuses. With economic resources challenged in an uncertain economy, how can choices about investing in green building projects be made in the new economic context? Using the design and construction of the American University School of International Service (SIS) in Washington, DC, this session will assess the green building program in detail. Participants will assume stakeholder roles and become engaged in making design decisions. Decisions will be tracked to understand their implications on project expenditures, success meeting program goals, and achievement of green building objectives.

LEARNING OUTCOMES:

1. Evaluate the strategies, design elements, and systems that comprised the green building program of a successful, real-world building project.
2. Identify the competing interests that the green building program needs to satisfy in an integrated whole.
3. Explore the technical and cost issues that arise in developing a green building.
4. Develop specific knowledge of green building strategies, elements and systems.

AIA 1.0 unit, CM 1.0 unit



10:15 AM–11:15 AM | Chesapeake C

(M11C45) A Campus Without Faculty: Creating a Distance Learning Hub

Presented by: Wayne Nickles, Senior Associate, Burt Hill; Mark Safferstone, Executive Director, University of Mary Washington, Dahlgren Campus

Convened by: Dorothy Verdon, Director, Marketing & Business Development, Bruce E. Brooks & Associates

The University of Mary Washington's new Dahlgren Campus represents a new model in higher education: a facility that allows many institutions to come together to provide instruction in an under-served area. Through the programming and design process, and the involvement of partner institutions, what had been a loosely defined facility revealed itself as a magnet for distance learning. The facility director and architect will discuss how this process worked and the evolutionary path of this campus.

LEARNING OUTCOMES:

1. Identify best practices for the inclusion of many institutions in the programming and design process of a shared facility for distance learning.
2. Recognize the importance of effective programming on the building design.
3. Select strategies for dealing with loosely defined programmatic goals.
4. Prepare to account for unknowns through a planned evolution in the design of a building.

CM 1.0 unit

10:15 AM–11:15 AM | Tidewater B

(M11C64) Quadruple Bypass Surgery: Maintaining Functionality During Master Plan Implementation

Presented by: David Capelli, Principal, Burt Hill; Brian DeWitt, Vice President, The Whiting-Turner Contracting Company; Jack Nye, Director, Facilities Planning, Towson University

Convened by: Mark Sullivan, Senior Associate, Michael Graves & Associates

Institutions of higher education have come to recognize the value of a master plan in identifying priorities and setting guidelines by which to achieve campus growth. But a master plan can't describe the nitty-gritty details of what will happen along the way, especially when the transformation is occurring in the heart of your academic precinct. How do you maintain the viability of pedestrian circulation, vehicular circulation, service access, and utility infrastructure in the heart of a functioning university campus?

LEARNING OUTCOMES:

1. Evaluate options for minimizing disruption while significant campus construction is underway.
2. Create an implementation plan that balances building progress with inconvenience.
3. Discuss successful methods for maintaining vehicular, pedestrian, and service access during multiple campus changes.
4. Manage the expectations of your institutional population throughout the process.

AIA 1.0 unit, CM 1.0 unit

11:30 AM–12:30 PM | Tidewater B

(M11C06.) Becoming a Residential Campus

Presented by: Betsy Boykin, President, Core Studio Design; Robert Fenning, Vice President, Administration & Finance, Old Dominion University; Carole Henry, Exec Dir Housing & Residence Life, Old Dominion University

Convened by: Joann Petillo, Senior Vice President, Schnabel Engineering Association

Old Dominion University decided ten years ago that it needed to become "an exciting place where students live, learn, work, and play." In the past five years, university-owned housing has more than doubled its capacity, as ODU makes the transition to a residential campus. Simultaneously, student life, academic, and other co-curricular initiatives were expanded. This transformation was accomplished by implementing a development strategy that accelerated design and construction, yet phased the process to ensure success. We will look at the overall build out of the campus, and focus on the development of a major new housing quad as an example of this development strategy.

LEARNING OUTCOMES:

1. Merge the institution's master planning process with a strategy to become a successful residential campus.
2. List the components of creating new facilities within the framework of a comprehensive housing system for residential students.
3. Consider options in residential life programming that reflect the new housing and residential life model.
4. Evaluate a model for accelerated design and construction within the context of an overall development strategy.

AIA 1.0 unit, CM 1.0 unit



11:30 AM–12:30 PM | Chesapeake C

**(M11C18) On the Edge:
Why Off-Campus Development is a Smart Move**

Presented by: Edmund Klimek, Partner, KSS Architects, LLP; Robert Rittenhouse, Partner, Aegis Property Group; John Ziegler, Director, Real Estate Development, Princeton University

Convened by: Dan Hickok, Principal, RRMM Architects

As institutions strive to accommodate burgeoning enrollment figures and infrastructure needs in an environment of physical, financial, staffing, and schedule constraints, off-campus development can provide an ideal solution. Moving administration personnel and support services, such as storage, to off-campus facilities helped Princeton University preserve campus land for programming that directly supports its core mission, while still aligning with its guiding principles. When executed with the right team, off-campus development can also provide greater flexibility in design and financing.

LEARNING OUTCOMES:

1. Determine the viability of partnership opportunities by forming relationships with developers, property managers, design professionals, and other institutions.
2. Identify campus programming that can be better served in off-campus spaces by evaluating their needs, functionality, and space requirements.
3. Recognize and evaluate the positive and negative attributes of off-campus sites and properties.
4. Create and help develop a change management process to relocate institutional staff on- or off-campus.

AIA 1.0 unit, CM 1.0 unit

11:30 AM–12:30 PM | Chesapeake B

**(M11C26) Sustainable Campus Building
and Research Partnerships: A Case Study**

Presented by: Rob Traver, Professor, Villanova University; Christopher Wood, Architect, SmithGroup

Convened by: Theodore Schlette, Vice President, CDM

In today's campus building projects, there are numerous barriers to collaboration between designers and the research interests within the institution. These conflicts can drive apart people who would otherwise be natural partners, with common goals. In this case study, we demonstrate how a well-managed partnership between a design team, a law school client, and environmental research engineers, at Villanova University, was able to deliver a project that benefited each interest through coordinated site stormwater features, research infrastructure, integrated learning tools, and additional LEED credits.

LEARNING OUTCOMES:

1. Identify opportunities for collaboration among design teams, facilities departments, students, and researchers in new campus building projects.
2. Identify and overcome obstacles to research partnerships in building construction.
3. Recognize that creating inter-departmental curriculum and other educational opportunities increases the value of the partnerships.
4. Maximize the LEED credit potential of research and education components.

AIA 1.0 unit, CM 1.0 unit



11:30 AM–12:30 PM | Tidewater A

**(M11C52) Achieving Signature Buildings:
Evolution from Framework Plan to Design/Build**

Presented by: Gary Brewer, Partner, Robert A.M. Stern Architects; Frances Halsband, Principal, Kliment Halsband Architects; Michael McCormick, Assistant Vice President, Planning, Design & Construction, Brown University; Ron Simoneau, Project Executive, Shawmut Design and Construction

Convened by: Kimberlee Toscano, Principal, TCT Cost Consultants
Our panel will describe a process for achieving a signature project, beginning with a framework plan through to the design/build process. Using the example of the new aquatics and fitness center at Brown University, the team will discuss the necessity of a flexible plan, issues of working in a challenging economic environment, implications involved with the design/build process, and the importance of team collaboration. We will conclude with audience presentations representing perspectives of architects, university staff, and builders.

LEARNING OUTCOMES:

1. Appraise how team flexibility helps to manage change within a project schedule.
2. Recognize how broad-brush master plan goals can be executed to match schedule and cost parameters.
3. Examine how to organize a project through the design/build delivery system with the goal of achieving high-quality design.
4. Explore ways to achieve seamless team collaboration of the client, the architect, and the builder.

AIA 1.0 unit, CM 1.0 unit

12:30 PM–1:30 PM | LUNCH IN THE DINING HALL



1:45 PM–2:45 PM | Chesapeake C

**(M11C08) Telling Your Story:
Using Planning and Assessment to Court Donors**

Presented by: Jo Allen, Senior Vice President, Office of the Provost, Widener University; Linda Durant, Senior Vice President, University Advancement, Widener University

Convened by: Elie-Antoine Atallah, Principal, Studio of Metropolitan Design Architects

We review the Widener University planning and implementation process, nationally recognized as a “best practice,” that has led to unique collaborative conversations that are engaging donors in a comprehensive campaign. The conversations that staff, administrators, and faculty are having with donors are compelling because of the use of data and assessment results, set within the context of our strategic plan and campaign priorities. These strategies are replicable at any institution that participates in serious data collection and a “donor-friendly” campaign model.

LEARNING OUTCOMES:

1. Identify the transitional phases between developing a plan, assessing its implementation and outcomes, and crafting a campaign plan.
2. Explain how connections are made between the institution and potential donors.
3. Recognize the significance of connections for preventing plans, priorities, and funding requests from orbiting in separate spheres.
4. Connect strategic initiatives to data, and then to funding requests and stewardship.

AIA 1.0 unit

1:45 PM–2:45 PM | Tidewater B

**(M11C27) Stand Up and Cheer!
New Identity for an Urban Campus**

Presented by: David Greenbaum, Vice President, SmithGroup; Bill Jones, Principal, SmithGroup

Convened by: Robyne Hamilton, Associate, Shen Milsom & Wilke, Inc. Community colleges recognize the need to include more amenities, like those traditionally provided at larger universities and colleges, for their student population. The campus environment is critical to the success of a college and contributes to how it relates to the student, and how it ensures that the community is an integral part of the learning process. With thoughtful master planning and reflective consideration of the built environment, community colleges can continue to provide excellent education and services to their students.

LEARNING OUTCOMES:

1. Discuss the role of a sector master planning process in the development and clarification of goals for a project site within the campus. Consider how an individual building project could help further a campus framework by uniting two distinct campus sectors and creating a new campus identity.
2. Describe the role of upfront planning in a construction project to maximize the potential of a new cultural arts center within a campus master plan.
3. List reasons to leverage the site constraints and program to capitalize on project design goals. "Stealing" the opportunity to shape the student experience.
4. Develop a tight functional plan to gain program flexibility- what contributions will the project add back to the campus.

AIA 1.0 unit, CM 1.0 unit

1:45 PM–2:45 PM | Chesapeake A



**(M11C37) Initiating and Sustaining
a Faculty-Led Academic Master Planning Process**

Presented by: Angela Bartoli, Professor of Psychology, Shippensburg University; Douglas Ensley, Professor of Mathematics, Shippensburg University; Christina Sax, Dean, Office of Extended Studies, Shippensburg University; Tracy Schoolcraft, Associate Provost & Dean, Graduate Studies, Shippensburg University

Convened by: Kathy Kleiver, Director, Business Development, H3 Hardy Collaboration Architecture

Shippensburg University faculty initiated and led a process for creating an academic master plan that was conceived, completed, and delivered in a two-year window by a task force composed of representatives from various stakeholders in academic affairs. This presentation will focus on the open process we used to create stakeholder buy-in and to solicit discussion on how we can connect this bottom-up momentum to the top-down implementation of new strategic initiatives on our campus.

LEARNING OUTCOMES:

1. Identify the resources, infrastructure, and institutional culture need for engagement in an institution's first strategic academic planning process.
2. Design and conduct a collaborative planning process for the development of an institution's first academic master plan; especially considering the existence a unionized faculty and a shared governance environment.
3. Develop a sustainable process for the implementation and annual use of a newly created academic master plan.
4. Evaluate an institution's current academic planning, assessment, and reporting culture and facilitate its evolution towards one that is integrated and efficient.

AIA 1.0 unit



1:45 PM–2:45 PM | Tidewater A

**(M11C50) From Cars to Campus
at the University of Delaware**

Presented by: Luanne Greene, Principal, Ayers/Saint/Gross Architects & Planners; Peter Krawczyk, Director, Facilities Planning & Construction, University of Delaware

Convened by: R. Thorpe Moeckel, Director of Education, Wohlsen Construction Company

The University of Delaware's acquisition of a former Chrysler assembly plant has been described as the Louisiana Purchase. The transit-friendly site offers the rare opportunity to redevelop 272 acres immediately adjacent to the existing campus and set a new direction at the university. This session invites the audience to strategize with planners and university staff and envision a future for this property. The process is intended to encourage participants to think about transforming their own real estate in fresh ways.

LEARNING OUTCOMES:

1. Identify how to make the most of real estate opportunities outside campus boundaries to benefit the university, the community and the region.
2. Evaluate strategies for transforming an off-campus site based on an institutional vision for growth and prominence.
3. Discuss the potential impact of building uses and density, open spaces, transit connections and outcomes of proposed planning strategies.
4. Develop an integrated campus plan to support learning, research, and university partnerships with corporations and non-profit organizations.

AIA 1.0 unit, CM 1.0 unit



3:00 PM–4:00 PM | Tidewater A

**(M11C30) Collaborating to Create
a Living Master Plan**

Presented by: David Rodd, University Architect, Rice University; Thomas Rowe, Principal, Michael Graves & Associates

Convened by: Richard Winston, Principal, BWA Architecture + Planning

This session will focus on the development of a master plan for Rice University, in Houston, the first to be formally adopted since the Cram Goodhue Plan of 1913, and its subsequent realization and alterations. Specifically, we will address issues of: increased student and staff population; expanding academic mission, including an increased emphasis on collaborative scientific research programs; connecting and responding to the surrounding neighborhoods and institutions; sustainability; and the maintaining and reinforcing of the campus culture and physical character.

LEARNING OUTCOMES:

1. Consider the factors involved in adapting and expanding an historically significant campus with a distinctive and idiosyncratic architectural style, to meet the requirements of the university's mission.
2. Explain how a master plan with a strong tradition and vision can be flexible enough to adapt to, and help facilitate, significant changes to the university's vision and policies.
3. Evaluate an existing campus plan, with a strong internal organization, in order to extend it and encourage connections with the surrounding institutions and urban infrastructure.
4. Describe the role of planning as an aid in reinforcing the current [and traditional] student culture centered around the residential colleges, while providing more opportunities to a more diverse campus population.

AIA 1.0 unit, CM 1.0 unit



3:00 PM–4:00 PM | Chesapeake C

(M11C47) Planning Campus Growth with Neighborhood Collaboration

Presented by: Daniel Kayser, Associate, SaylorGregg Architects; Christopher Mendel, Senior Landscape Architect, Andropogon Associates, Ltd; Lauri Strimkovsky, Vice President, Financial Affairs, Chestnut Hill College

Convened by: Marilyn Juban, Consultant, Gilbane Building Company
Chestnut Hill College completed a master plan that proposed large-scale development at the confluence of a residential neighborhood and an environmentally-sensitive watershed basin. The college was keenly aware that the scale of their master plan would meet significant public scrutiny, and to proceed with any promotion or fundraising, the college needed assurances that their plan would be supported by the community. This session will explore the management of a collaborative, community-planning process utilized to achieve harmony with the impassioned opposition.

LEARNING OUTCOMES:

1. Assess planning strategies for the synthesis of a major facilities expansion and the environmental stewardship of that expansion, while keeping in accordance with ever more restrictive zoning codes and environmental regulations, as well as community scrutiny.
2. Evaluate when to engage an impassioned community in a public planning process conducive to producing consensus and garnering public support.
3. Acquire planning tools that offer assurances to community groups, while limiting their demand for, and control of, planning and design details.
4. Determine best practices for managing public relations and controlling public misinformation during the community review and public agency approvals process for a sensitive watershed.

AIA 1.0 unit, CM 1.0 unit

3:00 PM–4:00 PM | Tidewater B

(M11C59) Planning for International Education: University of Richmond's Story

Presented by: Lori Garrett, Senior Principal, Director of Higher Education Studio, Glave & Holmes Architecture; John Gass, Associate, Glave & Holmes Architecture; John Hoogakker, Associate Vice President, University Facilities, University of Richmond

Convened by: June Hanley, Vice President & Principal Laboratory Planner, HDR Architecture Inc.

The impacts of globalization are seen in the faces of our students and faculty, in our pedagogy, and in our buildings' form. The University of Richmond was faced with an enviable situation: a growing international studies program with strong university support and a legacy donor willing to sponsor a new building. This presentation focuses on how strategic planning informed the process of creating a central, iconic, International Studies Center.

LEARNING OUTCOMES:

1. Analyze a campus masterplan to locate a new academic building to be in congruence with the institution's vision of globalization.
2. Interpret multicultural references into a building project as a bridge for international learning.
3. Recognize the impacts of, and opportunities afforded by, globalization in higher education.
4. Manage multiple visions of an international academic program's integration into the university.

3:00 PM–4:00 PM | Chesapeake B

(M11C60.) A Community College Campus—Reinvented, Not Just Relocated

Presented by: Kimberly A. Beatty, Dean, Tidewater Community College; Terry Jones, Provost, Portsmouth Campus; John Knickmeyer, Principal, Burt Hill

Convened by: David Zaiser, Partner, KSS Architects, LLP

The new Portsmouth Campus of Tidewater Community College (TCC) represents a landmark initiative undertaken by the City of Portsmouth and the college to relocate its founding campus in the City of Suffolk to an underutilized site closer to the city's underserved population. By transplanting and reinventing their campus, TCC adopted the idea of the "learning college" that informed the development of new academic programs and student services, and ultimately, the transformational vision of the new campus.

LEARNING OUTCOMES:

1. Investigate a list of topics to address when participating in a partnership venture with public or private entities.
2. Describe how to incorporate "learning college" principles into the design of academic programs and spaces.
3. Relate design procedures and concepts to new academic and student services programming for multiple academic departments and student services.
4. Evaluate the success of the relocation based on a comparison of enrollment increases, feedback from faculty and administration, and student surveys.

AIA 1.0 unit, CM 1.0 unit

NEW MEMBER ORIENTATION

4:15 PM–5:00 PM | Chesapeake A

If you are a new member, you are invited to attend this orientation to learn more about SCUP, and how you can get involved in our various programs and activities.

RECEPTION

6:00 PM–7:30 PM | Alumni House

Join us for a reception at the historic Alumni House, located in the heart of Colonial Williamsburg on the campus of William & Mary. The original portion of the House, formerly known as the Bright House, dates from 1871 and was built on a tract of land once called, appropriately enough, "New Hope." We will be welcomed to Alumni House by fife and drums. Hearty hors d'oeuvres and a cash bar.

TUESDAY, MARCH 8

7:30 AM–8:30 AM | CONTINENTAL BREAKFAST
IN THE DINING HALL

7:30 AM–NOON | REGISTRATION AT SADLER LOBBY

CONCURRENT SESSIONS



8:30 AM–9:30 AM | Tidewater A

(M11C29) Creating and Integrating a Culture of Sustainability at Rider University

Presented by: Jason Kliwinski, Director, Sustainable Design, Spiegle Architectural Group, Inc.; Thomas Perrino, Principal, Spiegle Architectural Group, Inc.; Michael Reza, Assistant Vice President, Rider University

Convened by: Jeffery Nelson, Director, Marketing & Business Development, Draper Aden Associates

As a signatory of the American College and University President's Climate Commitment, Rider University must eliminate its carbon footprint, while managing growth. Spiegle Architectural Group and Rider University have worked together to develop the blueprint for campus sustainability that comprises completed residence buildings, a planned academic building, and master plan updating, among other aspects of campus life. We will discuss the methods and strategies that Rider University utilizes in its academic and social programs to fit within the larger goal of carbon neutrality.

LEARNING OUTCOMES:

1. Detail LEED's role in meeting goals of the President's Climate Commitment (ACUPCC).
2. Integrate cost-effective solutions into LEED designed building projects.
3. Identify triple bottom line (economy, equity, and ecology) impacts of a sustainable campus.
4. Evaluate synergies from carbon reduction and operating costs, while discussing financial options for implementation.

AIA 1.0 unit, CM 1.0 unit

8:30 AM–9:30 AM | York

(M11C39) Assessing Campus Facilities for the New Reality

Presented by: Benjamin Dutton, Operations Director Strategic Facility Consulting, Faithful+Gould; Scott Jones, Director, Design & Construction, Georgia Institute of Technology

Convened by: Glenn A. Thompson, Business Development Manager, W. M. Jordan Company, Inc.

Georgia Tech's Atlanta campus comprises over 125 buildings, including classrooms, laboratories, dormitories, apartments, athletic venues, and utility infrastructure. What innovative tools and techniques are being used to manage this physical plant? How do the new methods aid capital planning and budgeting? How does this enable the university to address its need to keep facilities maintained/improved to accomplish the constantly evolving academic and research missions? These questions will be answered throughout our presentation.

LEARNING OUTCOMES:

1. Establish strategies for prioritizing capital improvement projects across a portfolio of options.
2. Describe the benefits of having one central data location for physical attributes, physical condition, capital project records and capital project construction documents.
3. Evaluate the usefulness of facilities planning metrics that are updated in real time for making decisions on whether to repair, renovate or replace an asset.
4. Assess the benefits to the institution of having an easily accessible database for stakeholders responsible for the efficiency, economy, usage, and planning of campus physical assets.

AIA 1.0 unit

8:30 AM–9:30 AM | Tidewater B

(M11C53) Dancing With an Octopus: Building and Implementing an Institutional-Level Planning Process in a Small College Environment

Presented by: Leslie Lambert, Provost & Vice President for Academic Affairs, Ferrum College; Christine Stinson, Ferrum College

Convened by: Thomas Contos, University Architect, Washington and Lee University

The aim of this presentation is to provide an overview of how a small, residential, private college developed and implemented a planning, assessment and budgeting process from scratch. Participants will learn about mobilizing faculty and staff for change, aligning processes and policies in order to create vertical and horizontal participatory decision-making structures, and how the many "pockets of zeal" have been brought together to bring a sharper focus to the institution.

LEARNING OUTCOMES:

1. Identify the steps in building and implementing an integrated planning process and model.
2. Consider how to apply these steps within one's own institution or existing planning process.
3. Evaluate the change concepts and strategies used.
4. Determine how concepts from managing change may help in framing strategies for one's own institution.

AIA 1.0 unit



8:30 AM–10:45 AM | Commonwealth Auditorium

(M11C48) Lean Thinking: A Proven Approach to Tackle Institutional Planning Challenges

NOTE: This is a two-hour concurrent session from 8:30 AM to 10:45 AM.

Presented by: Melissa McEwen, Vice President, Haley & Aldrich, Inc.; Kelly Meade, Manager of Client Value, Haley & Aldrich, Inc.; Helen Schneider, Associate Vice President, Facilities & Campus Services, Loyola College in Maryland

Convened by: Michelle Monnett, Associate Vice President, Business Development, AECOM

"Lean" is a proven approach commonly used in manufacturing to increase customer value and reduce waste. Innovative institutions, planners, and design professionals who seek new approaches to effective collaboration and consensus building are now applying this results-oriented approach. In this session, the audience will participate in portions of a simulated "Kaizen" (rapid improvement event) to learn and practice applying lean principles and tools to find better ways to tackle a common planning challenge faced by Loyola University.

LEARNING OUTCOMES:

1. Recognize the benefits of using lean principles from manufacturing on campuses. In particular, the concept of identifying “value vs. waste” in campus planning can be universally applied to strategy, planning, and implementation challenges at any level of a system.
2. Discover and begin using a new approach for effectively engaging stakeholders in seeing the “big picture” as a way to build consensus and support for planning programs.
3. List the ways in which Value Stream Mapping (a lean tool) can be used to help all stakeholders with systems thinking and the identification of underlying issues.
4. Solve a challenge in real-time through collaboration with other participants.

AIA 1.0 unit, CM 2.0 units

9:45 AM–10:45 AM | Tidewater B

**(M11C20) Old Growth Meets New Town:
The Bowie State University Plan**

Presented by: John Hammond, Senior Project Manager, Bowie State University; Bruce Manger, Senior Associate, HCM Architects

Convened by: Mary Acciani, Senior Director, PS&S

Bowie State University faced a number of constraints: land-bound on all sides, its commuter and residential populations growing, and aging buildings and space deficits. Overcoming these barriers led Bowie State University to a partnership with the local planning agency. The jointly planned for facilities/campus growth and a 219-acre new-town development, adjacent to the university. Through the illustrative and narrative historical development of both projects, the planners will show how the separate and coordinated planning processes for the campus and the town provided a framework for addressing the university’s and county’s needs.

LEARNING OUTCOMES:

1. Identify the planning goals of the university and the county, highlighting the unique and shared objectives for each.
2. Compare planning processes of a university and a county planning agency and identify the ways in which they can strengthen each other.
3. Recognize the ways in which the physical and fiscal resource limitations of the university and the county for capital development provided a unique opportunity for partnership.
4. Assess the plans’ potential to accommodate the needs and forecasted growth of the university and the county.

AIA 1.0 unit, CM 1.0 unit



9:45 AM–10:45 AM | Tidewater A

**(M11C34) Selecting a Site for a New Building:
A Rational Process**

Presented by: Melissa DelVecchio, Partner, Robert A.M. Stern Architects; Anna Martin, Vice President, Administration, College of William & Mary; Stuart Williams, Emeritus Professor of the Mason School of Business, College of William & Mary; Graham Wyatt, Partner, Robert A.M. Stern Architects

Convened by: Michael Purcell, Assistant University Architect, American University

Robert A.M. Stern Architects collaborated with the College of William & Mary and its Mason School of Business to select a site for a new business school building. The team developed, weighted and scored appropriate evaluation criteria; used triage and sensitivity analysis; and narrowed 19 potential sites to a single recommendation. This session will engage teams

of participants in a simulation: establishing their own criteria, weighting, scoring, and developing a site recommendation. Will they choose the actual project site?

LEARNING OUTCOMES:

1. Define project-appropriate criteria for new building site selection within existing academic campuses.
2. Weigh the relative importance of each criterion from the perspective of each project stakeholder.
3. Apply weighting, triage, and sensitivity analysis methods to differentiate between primary selection criteria and secondary or tertiary criteria.
4. Build consensus among various stakeholders around a single site recommendation.

AIA 1.0 unit, CM 1.0 unit



11:00 AM–NOON | Tidewater A

**(M11C31) Attracting Students to Science (STEM)
Education at Community Colleges**

Presented by: David Benn, Principal, Cho Benn Holback & Associates, Inc; Sandra Filippi, Campus Planner, Montgomery College; Katherine Michaelian, Dean of the Business, Science, Mathematics, and Technology, Montgomery College; Brian Oster, Associate, CBH Associates

Convened by: Douglas R. Kozma, Principal, JJR, LLC

Community colleges have been working to increase student success in science, technology, engineering, and math (STEM) disciplines through programs like Project Kaleidoscope. Changing pedagogy, with its hands-on, interactive teaching styles is changing class sizes, layouts, furnishings, and the desire for visibility inside and outside the classroom. What are the impacts of addressing lab needs that can vary from highly disciplinary specific to interdisciplinary in flexible labs and related programs? Can the design of a STEM building aid in creating interest in these programs by also providing comfortable space for commuters and others? This session discusses these questions in the context of a project for a sustainable STEM teaching facility, one where the costs and benefits of achieving a LEED certification were weighed against ‘best practices’ as an approach. All these factors will be described, along with the challenges of getting funding support from the county, state, and others.

LEARNING OUTCOMES:

1. Review how varied student learning needs translate into STEM facilities.
2. Identify building designs that encourage student access.
3. Analyze lab approaches and layouts that create a collaborative atmosphere.
4. Compare sustainability with LEED vs. equivalent treatments for a STEM facility.

AIA 1.0 unit

11:00 AM–NOON | Tidewater B

(M11C35) Integrating Classroom Planning Into Institutional Policies and Practices

Presented by: Katheryn Monday, Vice-President for Information Services, University of Richmond; Jeanne Narum, Founding Director, Project Kaleidoscope

Convened by: Michael Padden, Principal, Clark Nexsen Architecture & Engineering

Classroom planning is part of the larger institutional effort to meet increasing demands to do more with less, enable more engaged learning, accommodate increasingly sophisticated media resources, and be environmentally responsible. This requires formal policies and practices that inform and involve the community at each stage of the process of planning, developing, and assessing learning spaces. This session presents the University of Richmond as a case study for integrated classroom planning and invites participants to share their experiences and expertise.

LEARNING OUTCOMES:

1. Identify effective strategies for creating an institutional infrastructure for formal, ongoing attention to classroom planning.
2. Gather and analyze critical information and data to inform classroom planning.
3. Review models for exploring and prototyping different classroom types.
4. Consider options for building campus-wide awareness of the importance of attention to the physical environment for learning.

AIA 1.0 unit

11:00 AM–NOON | York

(M11C36) Learning from the Navy: Campus Appearance Plans

Presented by: Robert Allen, Architect & Studio Lead, Higher Education, AECOM; Stephanie Campbell, Facilities Management Director; Dennis Carmichael, Principal and Vice President, AECOM

Convened by: William Zink, President, Christopher Consultants, Ltd
Navy higher education institutions, like their private counterparts, compete for candidates with their campus appearance. Similar to other colleges, these campuses are composed of architectural and landscape elements of diverse function, style, quality, and age. Working with limited budgets, learn how the Navy develops strategies to weave these diverse elements into a whole, including:

- Sustainable design
- Landscape architecture
- Architectural improvements

Examples will include the Naval Academy, Uniformed Services University of the Health Sciences, and Marine Corps University.

LEARNING OUTCOMES:

1. Identify discordant elements in campus facilities and the strategies to minimize their impact.
2. Recognize components of clear sustainability guidelines that can be implemented over time for campus improvements that achieve overall sustainability goals.
3. Consider the ways in which limited budgets, applied judiciously, can generate outstanding outcomes in overall campus appearance.
4. Examine case studies of how appearance plans are applied to specific Navy installations with university functions to unify the campus fabric.

AIA 1.0 unit, CM 1.0 unit

11:00 AM–NOON | Commonwealth Auditorium

(M11C44) Arts Facilities that Deliver: Reputation, Enrollment, Profit

Presented by: Mark Reimer, Director of Music, Christopher Newport University; Robert Reis, Principal, Hanbury Evans Wright Vlattas + Company

Convened by: Charles Piper, Principal, BCWH Architects

Arts facilities are some of the most expensive campus structures to build and maintain. Often, they are considered an embellishment, rather than a necessity. Yet, data prove arts projects can produce return-on-investment (ROI), build pride, enrollment, reputation, life-time loyalties, and become a revenue source, rather than a budget drain. In its seventh year, the Ferguson Center for the Arts demonstrates the relationship between design, nimble budget strategies, and creative programming to positively affect the university's mission and bottom line.

LEARNING OUTCOMES:

1. Analyze the impact of facility placement and design on campus vitality, student learning outcomes, and fund-raising potential.
2. Consider the factors that allow new facilities to attract better students, faculty, and patrons that enhance an institution's academic reputation.
3. List ways to make an arts facility a major public relations vehicle for the campus in the community.
4. Develop strategies to ensure the facility turns a profit, including advertising, fund-raising, budgeting, and market analysis.



AIA 1.0 unit

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CLOSING PLENARY SESSION

12:15 PM–2:00 PM | Chesapeake A

(M11P04) Closing Plenary and Lunch: Transformational Leadership—Building a Great Public Liberal Arts University for America

Presented by: Paul S. Tribble, President, Christopher Newport University
Convened by: Michelle Monnett, Associate Vice President, Business Development, AECOM

President Tribble represented the Commonwealth of Virginia in the US Senate from 1983 to 1989 and the US House of Representatives from 1977 to 1983. Following his term in the Senate, Tribble was a Teaching Fellow at the John F. Kennedy School of Government at Harvard University.

Under Tribble's leadership, Christopher Newport University has become a university of choice for high ability students from throughout Virginia and beyond. Applications have exploded by more than 700 percent, the average SAT of entering freshmen has increased by 240 points, and the campus has been transformed by more than \$500 million in capital construction.

OPTIONAL CAMPUS TOUR

2:00 PM–5:00 PM

(M11T1) Historic Tour of the William & Mary Campus

Join knowledgeable guides for an extended walking tour of the beautiful campus of The College of William & Mary. Start on the Ancient Campus with its three original buildings. Explore the Wren Building, the oldest continuously used academic building in the United States, where you will visit a classroom, the Great Hall, and the Chapel used by students for over three centuries. At the Chapel we will listen to an organ performance. The Wren Chapel Organ is one of the four oldest organs in the United States. Then proceed through Old Campus along the Sunken Gardens as your guide describes the history, outdoor statuary, academics, and student body. Pause at picturesque Crim Dell with its arching bridge and extensive plantings before continuing through New Campus with its expansive academic, residential, and arts buildings, including the impressive Miller Hall, home of the Mason School of Business. Your walk will take you along two miles of winding brick paths and through over three hundred years of history.

LEARNING OUTCOMES:

1. Identify the value of retaining historic buildings for a campus' identity.
2. Consider the significant advantages of building a LEED Gold facility to house a business school.
3. Review the ways in which well-designed landscaping can enhance the academic and aesthetic experience on a campus.
4. List the reasons for including statuary and other art as a means of securing the long term identity of combined new and old campus areas at an institution.

AIA 2.5 units

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