

## Inspiring Community

### 2011 Pacific Regional Conference

MARCH 20–23, 2011 | SEATTLE UNIVERSITY | SEATTLE, WA (USA)

“ . . . The word community is derived from the Latin *communitas* (cum “with/together” + *munus* “gift”), a broad term for fellowship or organized society.”  
*OED Online*, July 2009, Oxford University Press

## Welcome to Seattle and to the Pacific Northwest!

We are very happy to welcome you to the 2011 Pacific Regional Conference “Inspiring Community”! The Local Host Conference Planning Committee has worked with Seattle University and the Pacific Regional Council on the program of this conference for over a year now, and we think that we have an exceptional program and many surprises in store for you!

By the end of this conference, we hope to answer the following question:  
In what way can we (collectively and individually) “inspire community”?

Our host committee came together as a collective of corporate partners and representatives from a diverse collection of institutions. Our goal has been to shed light and conversation on the development and inspiration of community at all levels, from the local neighborhood (“Third Place”) and campus scale, to the global community, and through the “making of community” both through physical environments, and through interaction and networking.

We look forward to hearing your success stories! From over 70 proposals, we have invited applicants from all over the world to present topics related to “Inspiring Community” in the concurrent sessions. We’ll be hearing about integrated academic facility success, “community” impacts on student life facilities, space management and landscape/campus planning issues, international case studies and institutional planning, and the town/gown and political impacts to community, to name a few of your many choices.

We have a special “Fifth Wheel” concurrent session, featuring Seattle University! As a fifth concurrent session offering, we will have a chance to walk the walk of community inspired integrated planning—literally! Seattle University will have a series of tours, both guided and self-guided, to the Chapel of St. Ignatius, the new Lemieux Library and McGoldrick Learning Commons. They will also offer the opportunity to tour their beautiful campus site and landscape; get an insider’s view of the beautiful campus art collection; and see the “hot spots” of the Capitol Hill neighborhood!

We will tour additional campus communities:

- University of Washington (U-District, Seattle)
- Seattle Community Colleges (Capitol Hill/North Seattle/West Seattle/South Seattle)
- University of Washington Tacoma (Downtown Tacoma) and University of Puget Sound (Tacoma)
- University of Washington School of Medicine (South Lake Union neighborhood, Seattle)

Most of all, we look forward to seeing you! This conference gives us the “gift” of meeting you and exchanging ideas, and building community for the future. Thank you for coming: We hope you have a great time at the conference and here in Seattle and the Pacific Northwest!

**Lisa Johnson**  
Conference Co-Chair

**Jill Morelli**  
Conference Co-Chair

**Phil Simpson**  
Program Chair

**John White**  
Regional Representative

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## SUNDAY, MARCH 20

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9:00 AM–5:00 PM | REGISTRATION IN THE STUDENT CENTER

### OPTIONAL CAMPUS TOUR

10:00 AM–4:00 PM

#### (P11T03) University of Washington Tacoma and University of Puget Sound

Our tour will begin at the University of Washington-Tacoma. Completed in 1993, the first campus master plan set the vision for a new higher education campus located in the Warehouse District of downtown Tacoma. This location positioned UW Tacoma to be an active participant in the redevelopment of a vital urban district. Three major construction phases have created the campus' current learning spaces, faculty/staff offices, university library, and open space to support the University's mission as a full four-year institution, master planned to accommodate 10,000 FTE students. The tour will highlight this unique location with a pathway and open spaces aligned with a view of Mt Rainer leading into the campus. Following the tour we will have a box lunch while driving to the University of Puget Sound.

Our tour of the University of Puget Sound will provide an overview of the campus master plan and include the Wheelock Student Center, the Anderson Langdon Residence Hall renovation, and the plans for future campus housing; the Gold LEED certified Facilities Services Complex; and under construction, the Center for Health Sciences opening in May 2011 and Commencement Walk.

Puget Sound is a highly selective liberal arts college in the Pacific Northwest. It's a place where people come together—to learn, to make lasting connections, to plunge into a sea of ideas, and to begin to scale the challenges of the world ahead. An intellectual atmosphere, an energized academic community, a beautiful campus in a vibrant city, and a depth of opportunities to reach out, connect, and explore, Puget Sound is the result of a unique confluence of these elements.

#### LEARNING OUTCOMES:

1. Evaluate the benefits of adaptive reuse of warehouse and commercial buildings for academic purposes.
2. Identify ways to maintain porous campus borders that allow synergistic working relationships with surrounding communities.
3. Discover the role mixed-use, retail venues have played in providing services to the campus and enhancing its development.

AIA 1 LU Hour

Separate registration required.

### EARLY-BIRD RECEPTION

5:30 PM–8:30 PM | Garage

Join us Sunday evening at Garage for bowling, billiards, and great food. The Garage is conveniently located just a few doors down from the Silver Cloud Hotel at 1130 Broadway. The cost of lanes and billiards rental is complimentary. Attendees are responsible for shoe rental (\$3.50 USD per person), food and beverages. The Garage is age 21 and older only.

[www.garagebilliards.com](http://www.garagebilliards.com)

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## MONDAY, MARCH 21

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7:30 AM–6:00 PM | REGISTRATION IN THE STUDENT CENTER

### OPTIONAL CAMPUS TOURS

8:30 AM–11:30 AM

#### (P11T04) UW Medicine and South Lake Union Neighborhood

Just a decade ago, the South Lake Union neighborhood, a previously light industrial area just north of the city of Seattle, was the closest area to the heart of the city which had not undergone significant redevelopment. Microsoft co-founder Paul Allen's Vulcan Real Estate has led the revitalization and redevelopment of nearly 60 acres it owns in South Lake Union as part of a vision to foster a thriving, mixed-use, and sustainable urban neighborhood. This vision has gained remarkable momentum and now, South Lake Union represents one of the most dynamic and fastest-growing urban neighborhoods in the city. In ten years, the neighborhood has seen several new for-sale and for-rent residential communities, new life sciences and biotech research organizations (including the UW School of Medicine public/private partnership), innovative employers, such as Amazon moved into the area, as well as new retail and dining destinations and a new lakefront park. The City of Seattle has used South Lake Union as a model for new, forward-thinking, urban development programs and initiatives, including pedestrian-friendly streetscapes such as Terry Avenue. Come tour this neighborhood and the UW School of Medicine research facility with three neighborhood experts in urban planning, streetscape planning and research laboratories.

After the tour participants will have the choice of returning to the hotel or enjoying lunch in the neighborhood.

#### LEARNING OUTCOMES:

1. Identify the application of large scale planning principles to an area that is being incrementally developed through a discussion with the developer.
2. Compare and contrast the building lab layout of the 2008 facility with the new facility planned for occupancy in 2013. Differences are indicative of the changing regulatory environment of environmental, health, and safety in laboratory design. Tour one of most recent wet bench laboratories built in the city.
3. Compare and contrast several approaches used in the streetscape of the neighborhood with a focus on Terry Ave.
4. Explore the challenges and opportunities of public/private partnerships.

AIA 2.5 LU Hours

Separate registration required.

9:30 AM–4:00 PM

#### (P11T02) University of Washington: Evolution of the Seattle Campus

Founded in 1861, the UW is one of the oldest public universities on the West Coast and is one of the preeminent research universities in the world. It is the largest employer in Seattle and third largest in the State and offers world-class libraries, art, music, drama, sports and medical care. More than 40,000 students actively create one of the most vibrant intellectual communities in the country.

The campus is situated in Seattle's University District, one of the city's oldest and most diverse neighborhoods. The campus rests on the shores of Lake Washington and Portage Bay and

is surrounded by views of the Cascade and Olympic mountain ranges and the majestic Mount Rainier. This walking tour will showcase both the historical development of the campus and the newest state-of-the-art facilities.

LEARNING OUTCOMES:

1. Assess historic development concepts from the early visions of John Charles Olmstead to current plans to renovate the Rainier Vista.
2. Explore innovative, community-enhancing learning environments.
3. Discover how the University is enhancing the biodiversity and ecosystem benefits of the landscape grounds, offering multiple incentives for alternative means of transportation, designing efficient buildings, and engaging in eco-district planning to leverage investments.
4. Investigate how to foster community integration within the city, region, and state.

AIA 5 LU Hours

Separate registration required.

1:30 PM–4:00 PM

**(P11T01) South Seattle Community College—  
An Urban Oasis**

South Seattle Community College is situated in the center of an evolving neighborhood of Seattle and has recently engaged in reaching out to the community in a number of ways. Much of this outreach is reflected in the facilities and program offerings at the college. An exploration of this community engagement will begin with a docent-led tour of the first phase of one of the largest Chinese gardens outside of China, followed by a guided walk through the arboretum. From there, a stop at the college's winery (wine-tasting included), pastry arts, and culinary facilities will highlight these externally focused programs. A guided walk across campus will then allow participants to preview the new and exciting projects which are all intended to present a more welcoming presence for the neighborhoods which surround the college. On the ride back to Seattle University, the tour bus will travel through the college's Georgetown campus which is home to the Apprenticeship programs' facilities and a number of other interesting partnership projects.

LEARNING OUTCOMES:

1. Explore the ongoing development of one of the largest Chinese gardens outside of China and the college's arboretum, which serves as a learning laboratory for horticulture students.
2. Discover how a wine facility integrates into the fabric of a college campus and investigate the plans for its future.
3. Observe the changes happening as the campus transforms from an isolated inward-focused campus to an inclusive, externally-focused, learning environment.
4. Compare the character and functionality of the original facilities with the new, more student-focused and sustainable learning environments.

AIA 2 LU Hours

Separate registration required.



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**OPTIONAL PRECONFERENCE WORKSHOPS**

9:00 AM–NOON | Student Center 160

**(P11W01) Town/Gown and Sustainable Communities—  
An Emerging Planning and Development Model**

**Presented by:** Kevin M. Nelson, Senior Policy Analyst, US Environmental Protection Agency; David Salazar, Associate Vice President, Physical Planning & Facilities Management, California State University-Long Beach

This workshop will provide an overview of town/gown relations and discuss the connection between campus planning and the development of sustainable communities. Participants will focus on college and university sustainability initiatives, and their links to this emerging planning and development model.

LEARNING OUTCOMES:

1. Discover the connections among campus planning, community development, and sustainability.
2. Identify key environmental results that will serve as benchmarks for sustainable development.
3. Perform an assessment of the sustainability benchmarks so that campuses can better understand what they can accomplish.
4. Develop a process for implementing strategies that can serve the needs of campuses and communities for sustainable development.

AIA 3 LU Hours

AICP CM | 3 Credits

Separate registration required.

1:00 PM–4:00 PM | Student Center 160

**(P11W02) The Campus of the Future**

**Presented by:** Francesca Birks, Senior Consultant, Arup; Cole Roberts, Energy and Resources Business Leader, Arup USA, Inc.

“The Campus of the Future” workshop addresses issues highlighted by SCUP and the 2011 Pacific Regional conference; in particular how various community stakeholders are affected by community planning and how communities can play a role in shaping and affecting the planning of campuses. The interactive workshop will include the use of scenarios and personas to help users think about how different planning decisions impact various communities and shape the campus of the future.

LEARNING OUTCOMES:

1. Consider strategies for campus planning and programming that can promote stronger and more vibrant, multi-cultural communities.
2. Conduct planning from the point-of-view of a community stakeholder.
3. Identify which changing student expectations and technologies could influence the future design and planning of campuses.
4. Explore the differences in community on a digital campus versus a physical campus and its surrounding community.

AIA 3 LU Hours

AICP CM | 3 Credits

Separate registration required.

*For all Pacific Region Information:*  
[WWW.SCUP.ORG/REGIONS/PA](http://WWW.SCUP.ORG/REGIONS/PA)

## PLENARY SESSION

5:00 PM–6:15 PM | Pigott Auditorium

### (P11P01) Mirroring the Mission: A President's 14-year Experience of Shaping University Communities

Presented by: Father Stephen Sundborg, Seattle University  
Convened by: Bob Dullea, Vice President University Planning, Seattle University

Father Stephen Sundborg became president of Seattle University in July 1997. He leads a comprehensive, independent university of more than 7,000 undergraduate and graduate students and 1,000 faculty and staff members. Since becoming president, Father Sundborg's key objectives have been to encourage student-centered education, enhance academic excellence, and develop resources to support a growing student population. During his tenure, Seattle University has built a new law school, a student center, and student residences. He actively supports programs that encourage students, faculty, and staff to make a difference, whether in the local community or developing countries.

## RECEPTION

6:15 PM–7:30 PM | Pigott Atrium

Join us for conversation, music, delicious hors d'oeuvres, and a hosted bar. We are pleased to have the Garfield High School Jazz band perform for us. Located in Seattle, Garfield is a public high school with such an interest in jazz that it maintains three levels of jazz band in its curriculum. The group has won every major competition on the west coast of the United States. In 2006 it was named the Outstanding Festival Band at the Lionel Hampton Jazz Festival an unprecedented seventh time. Garfield has also been chosen to participate in the Essentially Ellington National Jazz Band Competition and Festival at Lincoln Center in New York City nine times. In 2009, they took first place.

# Earthquake

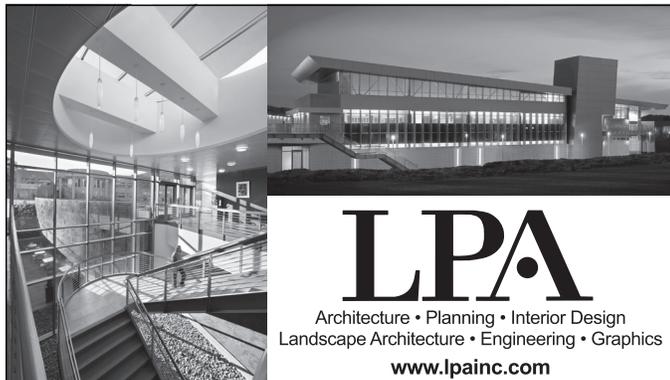
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## TUESDAY, MARCH 22

7:30 AM–8:15 AM | CONTINENTAL BREAKFAST

IN THE STUDENT CENTER DINING HALL

7:30 AM–4:30 PM | REGISTRATION IN THE STUDENT CENTER

## CONCURRENT SESSIONS

8:30 AM–9:30 AM | Student Center 130

### (P11C17) West of 15th— A New Type of Integrated Planning

Presented by: Rebecca G. Barnes, University Architect, AVP Campus Planning, University of Washington; Kateri Schlessman, Senior Planner, University of Washington

Convened by: Howard Weiss, Principal, Perkins+Will

Discover the new 'West of 15th Avenue,' at the University of Washington. Join us in a discussion that explores a new dimension in the traditional town-gown relationship through an integrated approach to planning that creates a sustainable community with a shared vision. In 2020, the Sound Transit Light Rail will open a new station in the University District adjacent to the University of Washington. At the same time, the UW is investing millions in building student housing, research facilities, and growing to meet the increasing demand of undergraduate students. This session will examine how a major research campus brought together multiple partners and stakeholders to engage in a visionary discussion to change the University's approach to West of 15th Avenue to one that focuses on being Clean, Safe and Green. Envisioned as an EcoDistrict, this plan develops shared goals and priorities. This session will restore your belief that planning can and will make a difference in reducing greenhouse gases, while improving the town-gown relationship as a transit oriented district intersects with a research, student housing, global education, and vibrant retail area to create an Eco-District West of 15th Avenue.

#### LEARNING OUTCOMES:

1. Evaluate, through discussion, a district-centric planning approach to creating a sustainable neighborhood and reducing carbon emissions.
2. Identify the intersections between community planning and campus planning so that both are committed to creating a vibrant, safe, and green neighborhood.
3. Apply strategies to engage multiple stakeholders in establishing a vision, and quickly developing a problem statement and outcomes.
4. Collaborate on the development of a list of trends and best practices in developing sustainable campus/community partnerships.

AIA 1 LU Hour

AICP CM | 1 Credit

8:30 AM–9:30 AM | Boeing Room

### (P11C34) A Case for Community: The Seattle University Lemieux Library & McGoldrick Learning Commons

Presented by: Steve DeBruhl, Senior Project Manager, Facilities Services, Design & Construction, Seattle University; Gili Meerovitch, Principal, Pfeiffer Partners Architects; John Popko, University Librarian, Seattle University

Convened by: Susan O'Connell, Principal, AC Martin Partners, Inc.

Seattle University's existing 1960s Lemieux Library no longer meeting student and faculty needs, let alone larger university goals, and was hardly a model of successful community building. The new McGoldrick Learning Commons addition has transformed the library and campus. Join three distinct voices involved in the planning process who will candidly discuss the challenges and successes in the quest to create and inspire community; and how the planning process can support and enhance diversity and break down barriers to community building.

LEARNING OUTCOMES:

1. Identify characteristics of libraries built in the 1960s that can make renovations and additions foster a university's community building on campus and in its neighborhood.
2. Explore the benefits of building a physical community square, responsive to student's academic and social needs, and reflective of the university's commitment to stewardship of the environment.
3. Recognize methods for creating collaborative alliances among, and with, academic partners/programs and campus organizations to achieve mutually beneficial outcomes.
4. Assess the functions of space planning, finish materials, and FF&E on effectively defining spaces into diverse and welcoming communities (neighborhoods, zones) that are dedicated, yet multi-purpose, to support different learning models.

AIA 1 LU Hour  
AICP CM | 1 Credit

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8:30 AM–9:30 AM | Student Center 210

**(P11C61) Fostering Community in Student Housing—  
A Panel Discussion**

**Presented by:** Kathleen D. Baker, Director of Housing & Residence Life, Seattle University; Robert Kief, Associate Vice President, Facilities Services, University of Puget Sound; Rob Lubin, Associate Director for Facilities and Capital Planning, Housing & Food Services, University of Washington - Seattle; Robert B. Tattershall, Director, Housing & Conference Services, Washington State University

**Moderated by:** Kurt Haapala, Associate Principal, Mahlum Architects  
**Convened by:** Jane Hendricks, Principal, SRG Partnership

A successful residential experience is critical to building and sustaining an engaged community on campus. Thoughtful planning and implementation of student housing is critical in supporting these academic, social, and cultural connections and it sets the stage for more engaged and community-based alumni. Listen to the unique perspectives, challenges, and innovations of four leaders from the University of Washington, Washington State University, Seattle University, and the University of Puget Sound and join the dialogue about student housing trends and best practices.

LEARNING OUTCOMES:

1. Discover how four different institutions define and cultivate "community" in the residential experience.
2. Identify and compare critical issues being faced by large public and small private institutions regarding student housing development and planning, and how they're responding.
3. Evaluate strategies discussed and apply this knowledge to future residential planning, renovation, and expansion efforts.
4. Discuss how live/learn and community programs are driving the planning and operations of student housing facilities.

AIA 1 LU Hour  
AICP CM | 1 Credit

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8:30 AM–9:30 AM | Student Center 160

**(P11C65) The SIMPLE Plan—A Strategic, Informed,  
Measurable Process Leading to Effectiveness**

**Presented by:** Kevin McKay, Vice President, Finance and Operations; James Mulik, Director, Evaluation & Assessment, Edmonds Community College; Eva Smith, Faculty Member and Institutional Effectiveness Coordinator

**Convened by:** Brian Ross, Senior Education Facilities Planner, University of California Office of the President

As do other higher education institutions, Edmonds Community College struggles with how to best implement data-informed evaluation processes for meaningful, strategic planning and decision making; without placing cumbersome work on personnel. These concerns were validated in the 2008 accreditation self study findings and, since then, the college has turned the corner in building a culture of evidence through the creation of The SIMPLE Plan. Learn how the college identified resources, developed the plan, and engaged employees in the process.

LEARNING OUTCOMES:

1. Practice both a dialogue and a scenario-based process for integrated planning systems.
2. Evaluate existing data and planning systems at a college.
3. Recognize opportunities to fund strategic planning related projects.
4. Discuss opportunities to engage employees in meaningful, planning processes.

AIA 1 LU Hour

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9:45 AM–10:45 AM | Boeing Room

**(P11C33) Creating and Maintaining a University  
Planning Community**

**Presented by:** Diane S. Stephens, Senior Director, Academic Resources, California State University-Northridge; Editha T. Winterhalter, Director, Academic Budget Management, California State University-Northridge  
**Convened by:** Becca Cavell, Principal, THA Architecture Inc.

Despite tremendous fiscal challenges and uncertainty, Cal State Northridge moves forward with intention, integrated planning, and tools to help campus community members at all levels navigate through tough times. This presentation will provide insight into a successful integrated planning effort that includes academic, enrollment, budget, technology, and physical planning. Engaged leadership, thoughtful decision-making, and communication techniques help manage uncertainty. A relatively informal planning process provides flexibility for leadership, faculty, and staff. Budget planning practices and reporting tools will be discussed.

LEARNING OUTCOMES:

1. Recognize the role of senior leaders in successful integrated planning processes, particularly in times of difficulty or uncertainty.
2. Apply consistent budget planning and management principles on your own campuses and learn best practices tools for effective budgeting and planning.
3. Discuss the benefits of informal and flexible processes for generating buy-in and ownership.
4. Recognize opportunities to create community by integrating and consulting with other areas, programs, divisions, etc.

AIA 1 LU Hour

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9:45 AM–10:45 AM | Student Center 160

**(P11C63) Southern Oregon University’s Ashland Campus: Reinforcing Community Bonds**

**Presented by:** Laurence Blake, Director of Campus Planning and Sustainability, Southern Oregon University; Eric Ridenour, Project Manager, SERA Architects

**Convened by:** Dennis Paoletti, Principal, Shen Milson & Wilke, LLC  
Southern Oregon University’s (SOU) historic Ashland campus is an under-appreciated gem, with generous green grounds and a user-friendly campus feel. Located a mile from downtown, it is sometimes overlooked. The new SOU master plan helps strengthen the campus in the larger community. A new generation of student housing will enhance retention, while faculty housing can help attract quality faculty. Integrated sustainability measures help meet climate commitments, while improved gateways contribute to both circulation and to enhancing that critical first impression for visitors.

LEARNING OUTCOMES:

1. Consider the role of housing in retention and attraction of both students and faculty.
2. Discuss the importance of active community engagement in the campus planning process.
3. Identify key strategies for enhancing campus connections with the surrounding community.
4. Explore the complex relationships between capital planning and sustainability.

AIA 1 LU/HSW/SD Hour  
AICP CM | 1 Credit

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9:45 AM–10:45 AM | Student Center 210

**(P11C64) Constructing Connections in an Evolving Campus Landscape**

**Presented by:** Brian Meissner, Principal Project Manager; Taka Soga, Architect, Zimmer Gunsul Frasca Architects, LLP; Chris Turletes, Associate Vice Chancellor for Facilities & Campus Services, University of Alaska Anchorage

**Convened by:** Michael Sestric, Academic Facilities Planner, SmithGroup  
The University of Alaska-Anchorage is the largest school in the University of Alaska System and is located in the most populous metropolitan area in the state. The campus master plan has evolved to create a framework to support the tremendous growth the school has witnessed in both its program offerings and its student population. Recognition of the evolving cultural and physical landscape enabled the university to utilize capital projects as a catalyst for creating a stronger sense of community on multiple scales; individual, departmental, campus, community, and system-wide.

LEARNING OUTCOMES:

1. Discuss multi-scale planning strategies that aid in the creation of a flexible framework for an evolving campus context and identity.
2. Apply various tools and processes for creating self-awareness and melding it with campus aspirations.
3. Optimize programmatic transitions to create connections, expand reach, and strengthen recruitment.
4. Identify synergistic goals that create opportunities for building relationships both within and beyond the campus borders.

AIA 1 LU Hour  
AICP CM | 1 Credit

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9:45 AM–10:45 AM | Student Center 130

**(P11C67) Capturing Opportunity to Expand Programs by Fulfilling Community Need**

**Presented by:** Pamela Anderson-Brule, President, Anderson Brule Architects; Rob Barthelman, Director, Educational Facilities, VBN Architects; Jenna Brager, Farm Coordinator, Indian Valley College Organic Farm & Garden, College of Marin, University of California & Conservation Corps North Bay JV; Pat Cornely, De Anza College

**Convened by:** Larry Price, Director Facilities Planning & Construction, Bellevue College

This session focuses on recognizing community needs outside the academic environment that allow the institution to creatively develop strategies to facilitate program development and funding. By broadening the concept of the communities served, four exemplary institutions have achieved national stature as resources for government training programs (STEMP), promoting community environmental activism, facilitating lifelong learning, and blurring the line between academic and community environments.

LEARNING OUTCOMES:

1. Recognize societal, legislative, and market conditions that present avenues for collaboration with an institution’s surrounding community.
2. Consider the role which structures and processes play in determining the outcomes of specific initiatives and in facilitating implementation.
3. Determine sources for funding of student/user groups, facilities, and other necessary resources.
4. Examine current examples of programs and facilities for similarly applicable situations.

AIA 1 LU Hour  
AICP CM | 1 Credit

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11:00 AM–NOON | Student Center 130

**(P11C22) Revitalizing Community—  
The UC Berkeley Student Community Center Project**

**Presented by:** Emily B. Marthinsen, Assistant Vice Chancellor, Physical & Environmental Planning, University of California-Berkeley; Beth Piatnitsa, Associate Director, Physical & Environmental Planning, University of California-Berkeley; Mario Violich, Principal, Moore Ruble Yudell Architects & Planners

**Convened by:** Jim J. Grossi, Principal, CSWStuberStroeh Engineering Group, Inc.

This session reviews innovative strategies for revitalizing campus community. University of California-Berkeley has a long history of engaged students. The creation of a new and revitalized community center that focuses not just on students, but all of the campus community, provided valuable lessons in the merging of old and new concepts of what such facilities can mean. The student perspective was vital to the realization of a successful design. The discussion will focus on campus place-making methodologies; including the use of cross-disciplinary workshops, integration of emerging technologies, addressing evolving student needs and the strategic implementation of the project to assess and identify opportunities for maximizing programmatic flexibility while leveraging shared resources.

LEARNING OUTCOMES:

1. Assess politics, process, planning and design for UC Berkeley’s new student community center.
2. Examine role of student coalition building and the ways in which campus administrators can work with students in developing the project.

3. Determine how best to engage the various campus client, student and community groups/stakeholders in the design process, including the use of participatory, interactive workshops.
4. Recognize the ways in which contemporary student and academic needs and trends, including technology, architecture, and interface with the community, need to be addressed in the planning and design of student centers.

AIA 1 LU Hour  
AICP CM | 1 Credit

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11:00 AM–NOON | Boeing Room

**(P11C35) Art Therapy:**

**A New Visual Arts Community at Whitman College**

**Presented by:** Charles Dorn, Principal, THA Architecture, Inc.; Peter Harvey, Chief Financial Officer and Treasurer, Whitman College; Charles Timm-Ballard, Whitman College

**Convened by:** Mark Cork, Principal, Mahlum Architects  
The Fouts Center for the Visual Arts realizes Whitman College's long-range plan for a new arts district. The Fouts Center is transforming the college community by elevating the presence of art in the daily lives of the faculty, the students it services, and its wider community. From high level strategic planning objectives to specific goals for learning outcomes, this presentation will show how the visual arts can be a catalyst for change.

LEARNING OUTCOMES:

1. Identify strategies for promoting community in campus planning through the use of art centers.
2. Discuss how to appropriately locate and plan a visual arts center.
3. Recognize how the design of the visual arts center impacts program enrollment and campus-wide interest.
4. Analyze faculty student/user perceptions of the completed visual arts center.

AIA 1 LU Hour  
AICP CM | 1 Credit

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11:00 AM–NOON | Student Center 160

**(P11C53) Building Community at All Scales:  
From Campus Edges to the White Board**

**Presented by:** Brodie Bain, Principal, Mithun; Joy Jacobson, Director of Capital Construction, Seattle University; Lana Lisitsa, Architect

**Convened by:** Paul A. Anseeuw, Principal, Arup  
Participating in a variety of communities, from the surrounding neighborhood, to the university-wide community, to the residence hall floor, is central to the student experience at Seattle University. Community has been a driving theme in the recent revitalization of 12th Avenue, the community-focused master plan, the living-learning theme of the student housing master plan, and the newly completed library with its third place options. This session will focus on how using a variety of scales of planning can strengthen community, using Seattle University as an example.

LEARNING OUTCOMES:

1. Examine ways to integrate community in planning and physical form.
2. Integrate the concept of community across multiple scales of groups and facilities.
3. Consider ways to enhance the student experience, while benefiting the neighboring community.
4. Discuss community integration on an urban campus.

AIA 1 LU Hour  
AICP CM | 1 Credit

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11:00 AM–NOON | Student Center 210

**(P11C77) Creating a Campus Environment  
for Global Learning: Cascadia Community College**

**Presented by:** William Christopher, President (retired), Cascadia Community College; Norman Strong, Partner, The Miller Hull Partnership

**Convened by:** Frank Fuller, Principal, Field Paoli Architects  
The joint campus of Cascadia Community College and the University of Washington Bothell was one of the first co-located campuses in the country by design. The campus is founded on principles of stewardship and global understanding, and the integration of the diverse surrounding community. Past President Dr. William Christopher and architect Norman Strong of Miller Hull will discuss how they applied these principles through the design and construction of the college's Center for Global Learning and the Arts.

LEARNING OUTCOMES:

1. Apply lessons learned of a unique integrated campus of combined community college/four-year university that resulted in increased registration, diversity of programs and class schedules, and campus growth potential.
2. Identify techniques to create a more socially responsible campus through green design and landscape preservation while lowering the carbon footprint, and introducing curriculum to support these efforts.
3. Integrate the community with campus life by sharing campus spaces with community programs.
4. Creating a campus environment for global learning.

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**12:15 PM–1:00 PM | LUNCH AT CAMPION BALLROOM**

**PLENARY SESSION**

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1:15 PM–2:15 PM | Pigott Auditorium

**(P11P02) Pecha Kucha 20x20: The Third Place**

**Presented by:** Jennifer Guthrie, Principal, Gustafson Guthrie Nichol; Keith Harris, PhD candidate, College of the Built Environments, University of Washington; Dennis Haskell, FAIA, Principal, SRG Partnership, Inc., Seattle; Mark Lakeman, Co-founder, City Repair Project, Portland, OR; Susan E. Metros, Associate Chief Information Officer and Vice Provost for Technology Enhanced Learning & Professor Visual Design and Education, USC; Michelle Murray, Assoc. VP, Student Development, Seattle University & author

**Convened by:** Jill Morelli, Director of Facilities, University of Washington

**Pecha Kucha 20x20: The Third Place:** Pecha Kucha was devised in Tokyo in 2003 as an event for young designers to meet, network, and show their work in public. It has turned into a massive celebration, inspiring creativity worldwide. Drawing its name from the Japanese term for the sound of "chit chat," it rests on a presentation format that is simple in concept: 20 images x 20 seconds. Our second plenary will be a PK format by six of the region's most creative individuals who will explore their own definitions of Third Place. This exploration will extend into placemaking, personal space, and the digital universe, essentially expanding our definition of Third Place. "Pecha Kucha?" How do you even say that word?

## CONCURRENT SESSIONS

2:45 PM–3:45 PM | Student Center 210

### (P11C26) Bootstrapping Town and Gown in Phoenix

**Presented by:** Dennis W. Bruce, Principal Economist; Jason Harris, Deputy Director, Downtown Development Division, Community & Economic Development Department; Gary Nagamori, Vice President, Project Principal, HDR

**Convened by:** Ed Breen, Architect, NBBJ

This presentation illustrates how local governments can partner the community with universities to provide the leadership required to achieve a successful town and gown relationship. Many attempts to deliver science centers falter due to a lack of collaboration. This case study of a 24-month transformative, translational, medical development, the Phoenix Biosciences Center at Copper Square, used an alternative financing model. The collaborative process will be explained from the perspectives of the redevelopment agency, the biomedical development consultant, and an economist.

#### LEARNING OUTCOMES:

1. Identify the facets of a model for new development that is based on common community, industry, and academic goals to reduce reliance on private development.
2. Create a plan for economic development through collaboration among local government, industry and academic institutions to create capital investments that are low risk, yet high reward.
3. Analyze and compare other economic development strategies to illustrate how this new development model lowers risk and meets project financial goals.
4. Apply the concept of a Sustainable Return on Investment (SROI) to analyze the total benefits to the community of this type of project.

AIA 1 LU Hour  
AICP CM | 1 Credit

2:45 PM–3:45 PM | Student Center 130

### (P11C31) Defining New Communities Within Blended Facilities

**Presented by:** Tana L. Hasart, Retired President, Pierce College Puyallup, Opsis Architecture; Alec Holser, Principal, Opsis Architecture

**Convened by:** Leigh Anne Jones, Studio Director, NTD Architecture  
Creating hybrid academic programs requires the architect, college, and diverse programs to collaborate on new learning models. Completing a LEED Gold building to house them adds another dimension to the designing of blended facilities. This presentation will describe a programming and design process, focused on defining common ground and common learning themes, for Allied Health and Communication Arts, and how it became a framework upon which to build new blended facilities.

#### LEARNING OUTCOMES:

1. Describe the elements of a design process that moves academic programs to create new opportunities for student learning.
2. Explore the use of sustainability and LEED certification as a unifying theme in academic program development.
3. Identify the ways in which Allied Health and Communication Arts can create optimal usage of a new facility that house both programs.
4. Analyze strategies for using hybrid-program building for colleges with limited funding for new facilities.

AIA 1 LU/HSW/SD Hour  
AICP CM | 1 Credit

2:45 PM–3:45 PM | Boeing Room

### (P11C36) From Menus to Venues: Revitalizing the Dining Commons

**Presented by:** Amy Beckstrom, Director, Dining Services, University of Colorado-Boulder; Jane Camarillo, Vice Provost for Student Life, Saint Mary's College of California; Sharon Goodman, Director, Residential & Dining Services, The Evergreen State College; Gary Schilling, Principal, BAR Architects; Michael Sheehan, Associate Director, Student Housing, University of California-Davis

**Convened by:** Alyson Yarus, Senior Associate, Noll & Tam Architects  
Sharing meals is fundamental to building relationships and inspiring community. Unfortunately for resident students, who often eat in the same environment three times a day, the campus dining commons can easily become just a place to refuel. This panel discussion will evaluate new and recently-renovated food service facilities at four Pacific Region campuses where the design of the meal plans, menu options, and the facilities were integrated to revitalize the dining experience and the campus communities.

#### LEARNING OUTCOMES:

1. Recognize the ways in which new and existing food-services can use cost-effective renovations of existing features to conserve energy and enhance campus identity.
2. Use survey research with customers to develop meal plans, menu options, and facilities that increase student, faculty, and staff participation in dining programs and promote "off-season" use for conferences, camps and special events.
3. Discuss the benefits of such amenities as lounges, study areas, and accessible technology to attract individuals to dining facilities and to promote communal dining experiences.
4. Explain how integrating planning for excellence in food and design can inspire healthy and sustainable communities.

AIA 1 LU Hour  
AICP CM | 1 Credit

2:45 PM–3:45 PM | Student Center 160

### (P11C50.) Freshman-Engagement Housing vs. Apartments: Post-Occupancy Research Reveals Freshman Adaptation Patterns

**Presented by:** Susan Painter, Director, Research Studio, AC Martin Partners, Inc.; Timothy J. Trevan, Director of Student Housing and Conference Services

**Convened by:** Margaret Kasimatis, Vice President, Academic Planning & Effectiveness, Loyola Marymount University  
California State University-Northridge built a 400-bed facility, specifically designed as freshman-engagement housing, on a campus that previously had only apartment housing. Statistically significant results from a 2-year behavioral post-occupancy study show that, compared with campus apartment residents, students living in the freshman-engagement housing have higher social, emotional, and overall adjustment-to-college scores on a nationally-normed student adaptation assessment. Furthermore, purpose-designed gathering spaces were found to successfully promote the friendships and social networks credited in national retention research with supporting higher graduation rates.

#### LEARNING OUTCOMES:

1. Distinguish the key, research-identified, housing components that give first-year students the tools to help them succeed and that create a strong residential community.

2. Recognize the ways in which having a rigorous basis for decisions about housing formats can allow a campus to plan and design new housing, and to justify its expense by increasing housing contract renewals.
3. Use research to sort the difference between student 'demands' for adult-style housing and the social outcomes that an institution desires.
4. Consider how built-environment elements can enhance place-attachment in a housing facility with classroom buildings, libraries, and student centers, strengthening the campus community.

AIA 1 LU Hour  
AICP CM | 1 Credit

4:00 PM–5:00 PM | Boeing Room

**(P11C01) The UW Campus—  
Community-Informed Culture and Development**

**Presented by:** Kristine Kenney, University Landscape Architect, University of Washington; Brooks R. Kolb, President and Owner; Robert Sabbatini, Planner, Designer, Robert Sabbatini AICP FASLA  
**Convened by:** Ramona Dai'Re, Educational Facilities Planner, University of California-Merced

Over the past 125 years, the University of Washington has undergone tremendous change. The 1909 Alaska-Yukon-Pacific Exposition, planned and designed by John Charles Olmsted, imprinted the campus with an iconic sense of place. Some elements remain today. Others have given way to pressures of campus development. Learn how Friends of Seattle's Olmsted Parks has been valuable to the UW in understanding its rich history when addressing the challenge to evolve while retaining a sense of community and identity.

**LEARNING OUTCOMES:**

1. Appraise the role of public advocacy groups in campus development.
2. Identify historic, cultural, core building blocks that contribute to the University of Washington's sense of community and identity.
3. Evaluate mid-century building blocks that created/hindered UW's sense of community and identity.
4. Discuss the struggle between retaining a sense of place and on-going campus development; and its effects on the sense of community, both within the university and the broader community.

AIA 1 LU Hour  
AICP CM | 1 Credit

4:00 PM–5:00 PM | Student Center 160

**(P11C18) Conducting Research  
to Inform Learning Space Design**

**Presented by:** Janice E. Fournier, Research Scientist, UW Information Technology; Jill Morelli, Director of Facilities, University of Washington  
**Convened by:** Richard H. Higgins, Vice President, DLR Group  
Ideally, designs for new campus learning spaces of all kinds are informed by research on user needs and behaviors. How can this research be conducted economically and leveraged for the greatest impact? The speakers share what they learned through two user research projects at the University of Washington, one campus-wide and one project-specific. They present a range of strategies for collecting client data and describe how several new campus learning spaces were designed in response to study findings.

**LEARNING OUTCOMES:**

1. Identify the opportunities and challenges involved in conducting and using research to inform the design of learning spaces.
2. Select a range of research methods for gathering data on client needs, both generally and in relation to a specific project.
3. Evaluate opportunities for collaboration to leverage the results of user research to inform design.

4. Compare specific learning spaces as they were designed in response to study findings, and how they are now being used by clients.

AIA 1 LU Hour  
AICP CM | 1 Credit

4:00 PM–5:00 PM | Student Center 130

**(P11C40) Effective Space Management Decision  
Making to Inspire Community**

**Presented by:** Sandra M. Blanchette, Education Program Developer, Collins Center for Public Management, McCormack Graduate School of Policy and Global Studies, University of Massachusetts Boston  
**Convened by:** Mikaela Klein, Senior Education Facilities Planner, HMC Architects

Decision-making about space is a perennial issue in higher education, often referred to as an "Ivory Tower" by external constituents and known by insiders to have departments isolated in "Silos." Effective space management can work to break down these barriers and inspire a sense of community within the institution. To be effective, it is imperative for leaders to design decision-making processes that acknowledge these barriers, while they maintain their focus on institutional priorities.

**LEARNING OUTCOMES:**

1. Identify the necessary components of an effective decision-making process.
2. Design effective decision-making committees.
3. Recognize the importance of delegating decision-making authority.
4. Utilize multiple types of data for effective decision making.

AIA 1 LU Hour  
AICP CM | 1 Credit

4:00 PM–5:00 PM | Student Center 210

**(P11C44) UCD West Village: Community-Based Solutions  
for Housing, Sustainability and Placemaking**

**Presented by:** Robert B. Segar, Assistant Vice Chancellor, Campus Planning & Community Resources, University of California-Davis; Elizabeth Shreeve, Principal, SWA Group; Nolan Zail, Senior Vice President, Development  
**Convened by:** Kacey C. Clagett, Development Director, Bohlin Cywinski Jackson Architects

University of California-Davis is building 'West Village,' a 200-acre, \$280 million community, focused on affordable housing, sustainability, and quality of place. Combining urban uses with multifunctional open space, West Village reinvents campus life as a unified place to live, work, and play. Presentations by the university planner, the developer, and design team members will explain how strategic alliances with academic researchers, Chevron Energy Solutions, and a \$2 million California Energy Commission grant, supported a "smart grid" network for this zero net energy community.

**LEARNING OUTCOMES:**

1. Discuss optimal programming of housing, commercial, recreation, schools, and civic elements for a balanced, robust, university community.
2. Explore strategies for public-private partnerships to achieve development goals despite reduced funding/financing opportunities.
3. Design and program high-performance open space for community amenities, storm water treatment, passive energy savings, and non-vehicular transportation.
4. Identify strategic alliances with energy companies, university research partners, and granting agencies to accomplish high level sustainability targets.

AIA 1 LU/HSW/SD Hour  
AICP CM | 1 Credit

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## WEDNESDAY, MARCH 23

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7:30 AM–8:15 AM | CONTINENTAL BREAKFAST  
IN THE STUDENT CENTER DINING HALL

7:30 AM–NOON | REGISTRATION IN THE STUDENT CENTER

### CONCURRENT SESSIONS

8:30 AM–9:30 AM | Student Center 210

#### **(P11C05) Building Community—The Grangegorman Masterplan for Dublin Institute of Technology**

**Presented by:** James Mary O'Connor, Principal, Moore Ruble Yudell Architects & Planners; Noel O'Connor, Director, Student Services, Dublin Institute of Technology

**Convened by:** Thomas E. Goodhew, Architect & Planner, University of Colorado at Boulder

This session reviews innovative strategies for campus planning that inspire and nurture academic/civic communities, by examining the prominent Grangegorman Master Plan project in Dublin, Ireland. Featuring a panel of master planner/architect and campus client, the discussion will focus on campus place-making methodologies that benefit the community, including collaboration with academic and civic community stakeholders; building consensus during the design process; optimizing community benefits; and adaptive re-use implications involved with fitting a new campus into a dense urban fabric.

#### LEARNING OUTCOMES:

1. Determine how best to engage the various campus client and community groups/stakeholders in the Master Plan design process, including the use of participatory workshops.
2. Assess a developed and established set of Master Plan Design principles that fulfill the goals of both the campus and the surrounding community.
3. Recognize contemporary student and academic needs and trends, including interface with the community, so they can be successfully addressed in the planning and design of the campus.
4. Evaluate strategies to maximize the social, economic, and environmental benefits for the city and region, by optimizing the synergistic relationship between the project and the wider community.

AIA 1 LU Hour  
AICP CM | 1 Credit

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8:30 AM–9:30 AM | Student Center 130

#### **(P11C11) Translational Research: Blurring Campus, City, Region and World**

**Presented by:** Niraj Dangoria, Assistant Dean, Facilities Planning & Management, Stanford University; Kyle Elliott, Associate Partner, WRNS Studio

**Convened by:** Tracy De Leuw, Director, Business Development, DPR Construction, Inc.

Focused on bridging clinical trial research and treatment, the Jill and John Freidenrich Center for Translational Research will be one of Stanford School of Medicine's key portals to the outside world. Practitioners and researchers are currently housed in disparate locations, hindering collaboration and discovery. The new facility will co-locate clinical trial leaders, researchers, coordinators, and practitioners. This presentation will explore how the new facility fosters a campus community around translational research, with direct impacts upon the

broader community and world.

#### LEARNING OUTCOMES:

1. Develop an understanding of the role of translational research, from bench to bedside.
2. Explore the benefits of fostering emerging communities of disease-focused translational research.
3. Examine planning and facilities implications for bridging clinical trial research and treatment.
4. Assess the ways in which translational research centers can help create supportive clinical research and treatment communities that blur the lines between the campus and the outside world.

AIA 1 LU Hour  
AICP CM | 1 Credit

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8:30 AM–9:30 AM | Boeing Room

#### **(P11C45) The Westminster Extended Campus—Shared Benefits for College and Community**

**Presented by:** Annalisa S. Holcombe, Director of Alumni, Community & Board Relations, Westminster College; Derek Payne, Partner, VCBO Architecture; Nelson Scott Smith, Principal, Nelson Scott Smith | Artichoke Design Company

**Convened by:** Nelson Scott Smith, Principal, Nelson Scott Smith | Artichoke Design Company

Westminster College faces significant land constraints and needs sustainable growth. The neighboring Sugar House community recognizes the benefits of the College's "extended campus". Westminster's master plan establishes principles for an invigorated campus/community relationship through an increased presence and commitment to the Sugar House community. The session describes the constraints the college faces, guiding principles for the extended campus, college and neighborhood engagement, guidelines for campus and neighborhood planning, and specific outcomes for partnerships.

#### LEARNING OUTCOMES:

1. Assess the ways in which guiding principles for growth can inform neighborhood-related activities and the development of the 'extended campus.'
2. Examine the extended campus as a means to manage economic and land-use pressures on the college and the neighborhood.
3. Identify methods of engagement that create new collaborations for economic success and academic achievement between the college and the neighborhood.
4. Assess specific examples of partnership development.

AIA 1 LU Hour  
AICP CM | 1 Credit

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8:30 AM–9:30 AM | Student Center 160

#### **(P11C51) Nolli Revisited: A Systematic Approach to Building Campus Community**

**Presented by:** Barbara M. Martin, Vice President for Administrative Services, Olympic College; Walter A. Schacht, Principal Architect, Schacht Aslani Architects

**Convened by:** Susan Millhouse, Marketing Leader, Higher Education Anshen + Allen Architects

Four-year schools have a tradition of creating spaces that foster student interaction and collaboration. In contrast, community colleges have historically been planned in a way that emphasizes vehicular access over campus gathering spaces. The Washington Association of Community and Technical Colleges (WACTC) Instruction Commission recently published

nine guiding principles for the future of community college facilities. Many of these principles focus on the importance of community spaces on campus, signaling a paradigm shift at the state level in the understanding the importance of community space on community college campuses. This presentation explores the collaborative and systematic re-thinking, through master planning and building design, of public space on several distinctly community college campuses.

**LEARNING OUTCOMES:**

1. Identify the potential for gathering spaces during the master planning process.
2. Recognize the relationships between program spaces and gathering spaces.
3. Describe physical characteristics that create successful gathering spaces.
4. Develop collaborative strategies for implementing a system of community spaces on campus; understand the transformation of community college campuses from car-oriented environments, to places for community and culture.
5. Understand the transformation of community college campuses from car-oriented environments to places for community and culture.

AIA 1 LU Hour  
AICP CM | 1 Credit

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9:45 AM–10:45 AM | Student Center 160

**(P11C38) Reconnecting the University and its Community: The LTU Melbourne Campus Masterplan**

**Presented by:** Geoff Hanmer, Managing Director, Arina Consultants  
**Convened by:** Amie Marston, Planner & Analyst, University of Washington

Many campuses in suburban locations have too much land for any planned level of academic growth. The LTU Melbourne Campus is approximately 125 Hectares or just over 300 acres in area. This area is sufficient to carry over 150,000 students (Effective Full Time Student Load or EFTSL), which is more than five times the planned LTU enrollment for 2030. This common problem has given rise to an uncommon solution. ARINA consultants and LTU have developed a plan to co-develop the peripheral lands in a way that will advantage the university community, by providing them with services and opportunities for commercializing research. Additionally, the local community is provided with links to the recreation and sporting facilities that the campus offers.

**LEARNING OUTCOMES:**

1. Calculate the required built area of a campus based on student numbers.
2. Calculate the ground area of a campus based on the required built area.
3. Identify key considerations in developing guidelines for the co-development of surplus campus land.
4. Explain co-development proposals to a campus community.

AIA 1 LU Hour  
AICP CM | 1 Credit

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9:45 AM–10:45 AM | Student Center 210

**(P11C39) How to Design Community: A Thriving College, Campus & City**

**Presented by:** Sean Nesbitt, Director, Facilities Planning & Space Management, Metropolitan State College of Denver; Tania Salgado, Design Principal, RNL Design

**Convened by:** Kurt Haapala, Associate Principal, Mahlum Architects  
Urban campuses present unique challenges to planners—from their diverse, commuter students to the realities of master planning in constrained built environments. This session uses the unique instance of an institution that shares its downtown Denver campus with two other institutions. When Metropolitan State began developing a master plan and the

addition of two new buildings, it became a model for ensuring that stakeholders integrated the needs of the student and the community.

**LEARNING OUTCOMES:**

1. Identify the characteristics of programs and environments that facilitate the success of a very diverse student population.
2. Develop an optimal plan for the campus and city, by using design as a collaborative process that involves all stakeholders (students, faculty, administrators, facility planners, city architects, civic leaders).
3. Explore a new building model that integrates technology and a unique design to provide efficient student services and enhanced student retention.
4. Define successful, alternative, financial strategies for student and community success.

AIA 1 LU Hour  
AICP CM | 1 Credit

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9:45 AM–10:45 AM | Student Center 130

**(P11C55) Building University Communities: (Vision + Society + Policy) x Change = Reality**

**Presented by:** Bradly Fenton, Director, Planning Design & Construction, California State University-San Marcos; Roberta Jorgensen, Principal, Rossetti Architects

**Convened by:** Kenneth Lewis, President, AC Martin Partners, Inc.  
This session will explore the creation of communities—academic, civic, economic, social, cultural, and political—that have emerged as a result of the 20-year development of California State University San Marcos. The initial vision and definition of community and the resulting reality will be contrasted with parallel changes in society and policy. Aspects where planning was able to accommodate unanticipated change will be identified and lessons learned where change created challenges will be shared.

**LEARNING OUTCOMES:**

1. Identify various types of campus-related communities, both formal and informal.
2. Evaluate how current campus planning is affecting those communities.
3. Consider the unanticipated changes in society and policy that can create a need for rethinking previous plans.
4. Implement planning approaches that are flexible and evolutionary.

AIA 1 LU Hour  
AICP CM | 1 Credit

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9:45 AM–10:45 AM | Boeing Room

**(P11C56) Community Colleges as Catalysts for Urban Growth and Sustainable Living**

**Presented by:** George Copa, Professor, Oregon State University; Dennis Haskell, Principal, SRG Partnership, Inc.; Jane Hendricks, Principal, SRG Partnership

**Convened by:** Lisa K. Johnson, Principal, DLR Group  
Skyrocketing enrollment at community colleges across the country has contributed to their evolution in promoting a wide range of student goals and diverse learning objectives. Such learning centers can no longer function as isolated compounds. As urban living evolves, community colleges are integrating into their local fabric to better serve the community and become centers for 24/7, mixed-use lifestyles. Through expanded activities, community colleges are sharing important amenities, such as libraries and childcare, and serving as positive models for diversity and sustainable living.

**LEARNING OUTCOMES:**

1. Consider the ways in which community colleges can promote urban health, safety, and sustainability.
2. Identify the key characteristics of models for integrating college facilities into surrounding neighborhoods.

3. Review the ways in which community colleges can improve community engagement.
4. List the ways in which community colleges contribute to vital urban centers.

AIA 1 LU Hour  
AICP CM | 1 Credit

11:00 AM–NOON | Student Center 210

**(P11C10) Student Health and Wellness:  
Making Healthy Living the College Experience**

**Presented by:** Emil Rodolfa, Director, Counseling and Psychological Services, University of California-Davis; John A. Ruffo, Partner, WRNS Studio, LLP

**Convened by:** Steve Keyser, Principal, DiMella Shaffer  
Psychological and physical pressures on college students have intensified recently, and demand for environments that serve their multifaceted needs has grown. Universities are expected to be supportive communities that ease these pressures by fostering holistic well-being. This presentation will use the Student Health and Wellness Center, at the University of California-Davis, as a case study to explore the role of student health and wellness centers within this support system, helping to integrate healthy living with the college experience.

**LEARNING OUTCOMES:**

1. Recognize issues and trends in student health and wellness with an emphasis on mental health, and implications for the built environment.
2. Assess the role of the student health and wellness center within the college community's support system.
3. Examine the development of new programs and services designed for outreach to students who would otherwise not make use of traditional health clinics and counseling center resources.
4. Assess the ways in which student health centers—an often overlooked component of the healthcare continuum—play a crucial role in supporting the broader shift within healthcare toward health promotion.

AIA 1 LU/HSW/SD Hour  
AICP CM | 1 Credit

11:00 AM–NOON | Student Center 130

**(P11C73) Evolution of the Library as the Center  
of a Campus and Community**

**Presented by:** Maggie Farrell, Dean of Libraries, University of Wyoming; Brad Hinthorne, Partner, Hinthorne Mott Architects

**Convened by:** Ellen Mejia Hooper, Educational Programmer, Stafford King Wiese Architects

The Information Library and Learning Center (IL2C) at the University of Wyoming is the third major expansion of the central library at the state's largest public university. Directly adjacent to the student union and the new school of business, the IL2C provides resources and state-of-the-art technology to the campus community (15,000), the residents of Laramie (30,000), and the state of Wyoming (500,000). This session will analyze and compare the evolution of library planning, operations, and design since the original library opened on campus in 1923, and the evolving role of the library as a central part of the community of the campus, the city, and the state.

**LEARNING OUTCOMES:**

1. Assess the changing role of the library on the campus and in the community over a century of growth and evolution.
2. Assess increases in library utilization through appropriate integration and design of program components and its relationship to adjacent synergistic campus facilities.

3. Evaluate costs and benefits of new construction vs. renovation and their respective impacts on potential fundraising in the local and state community.
4. Illustrate the complexities of planning within a large building that has grown incrementally over several decades and the respective impacts on entries, access, security, wayfinding, and campus culture.

AIA 1 LU/HSW/SD Hour  
AICP CM | 1 Credit

**CLOSING PLENARY SESSION & LUNCH**

NOON–2:00 PM | Campion Ballroom

**(P11P03) Planning for Community:  
Looking Through a Different Lens**

**Presented by:** Marla Salmon, Dean, University of Washington School of Nursing

**Provocateur:** Steve Scher, Senior Host, KUOW Public Radio Seattle

**Convened by:** Jill Morelli, Director of Facilities, University of Washington

Marla E. Salmon is the Robert G. and Jean A. Reid Dean and professor in the School of Nursing at the University of Washington. She is also a professor in UW's Department of Global Health. Past experience includes directing the Division of Nursing for the U.S. Department of Health and Human Services, chairing the Global Advisory Group on Nursing and Midwifery for The World Health Organization, the National Advisory Committee on Nursing Education and Practice, serving on the White House Taskforce on Healthcare Reform, and as a delegate to the World Health Assembly. She founded and directed The Lillian Carter Center for International Nursing, is a director on The Robert Wood Johnson Foundation Board of Trustees, a member of the National Advisory Council for Nursing Research and a Director for the Institute for the International Education of Students.

Dean Salmon's scholarship is focused on global and domestic health workforce policy and leadership. She consults with governments as well as regional and global organizations.

Steve Scher came to KUOW as a graduate work-study student in 1986. He stayed because of the quality of stories being produced and the intelligence of his peers and the listeners.

Over the years, as a producer and host, Steve has had the opportunity to talk with senators, poets, presidents, a princess and a duke, but no one has taught him as much about human nature as have the KUOW listeners.



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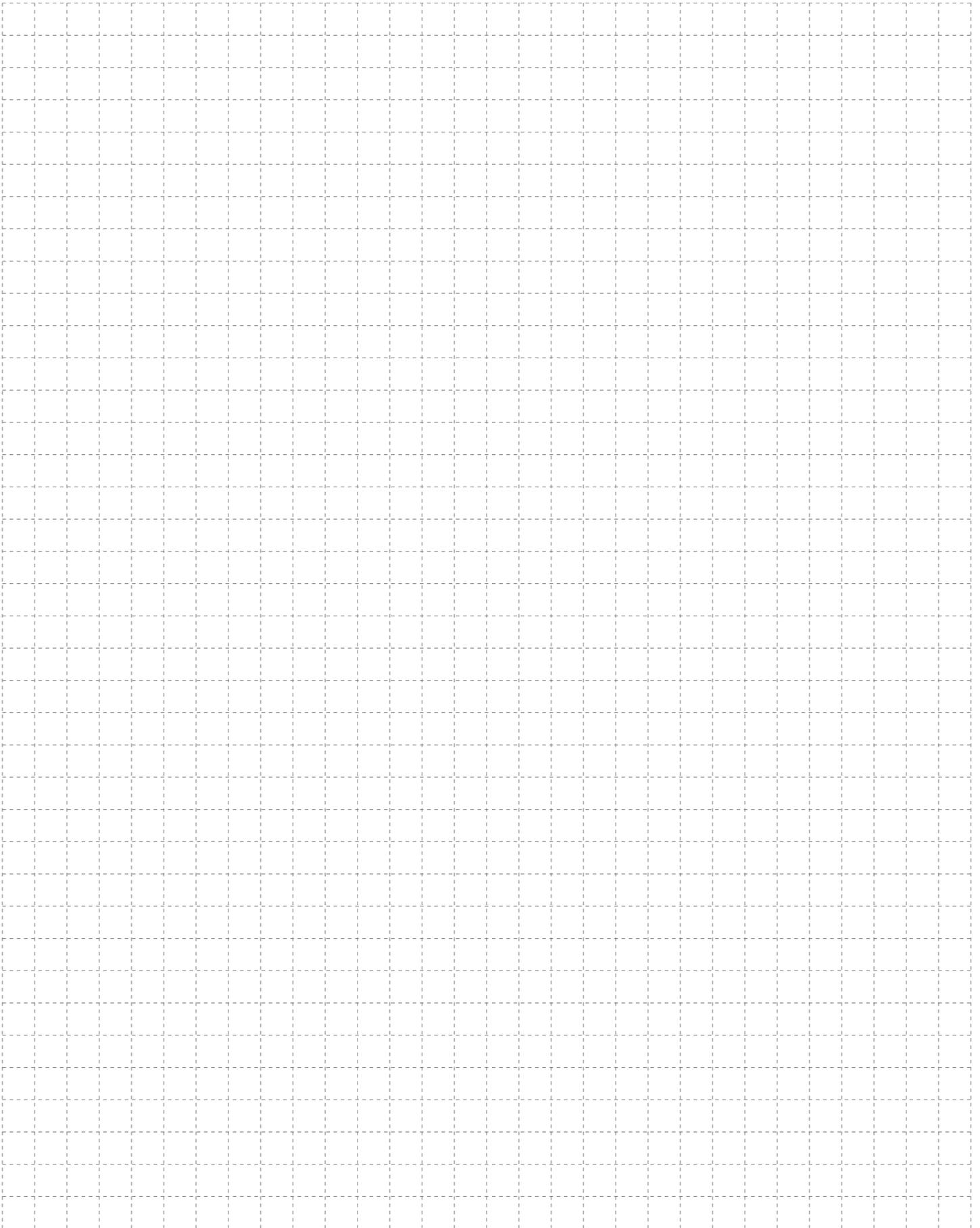
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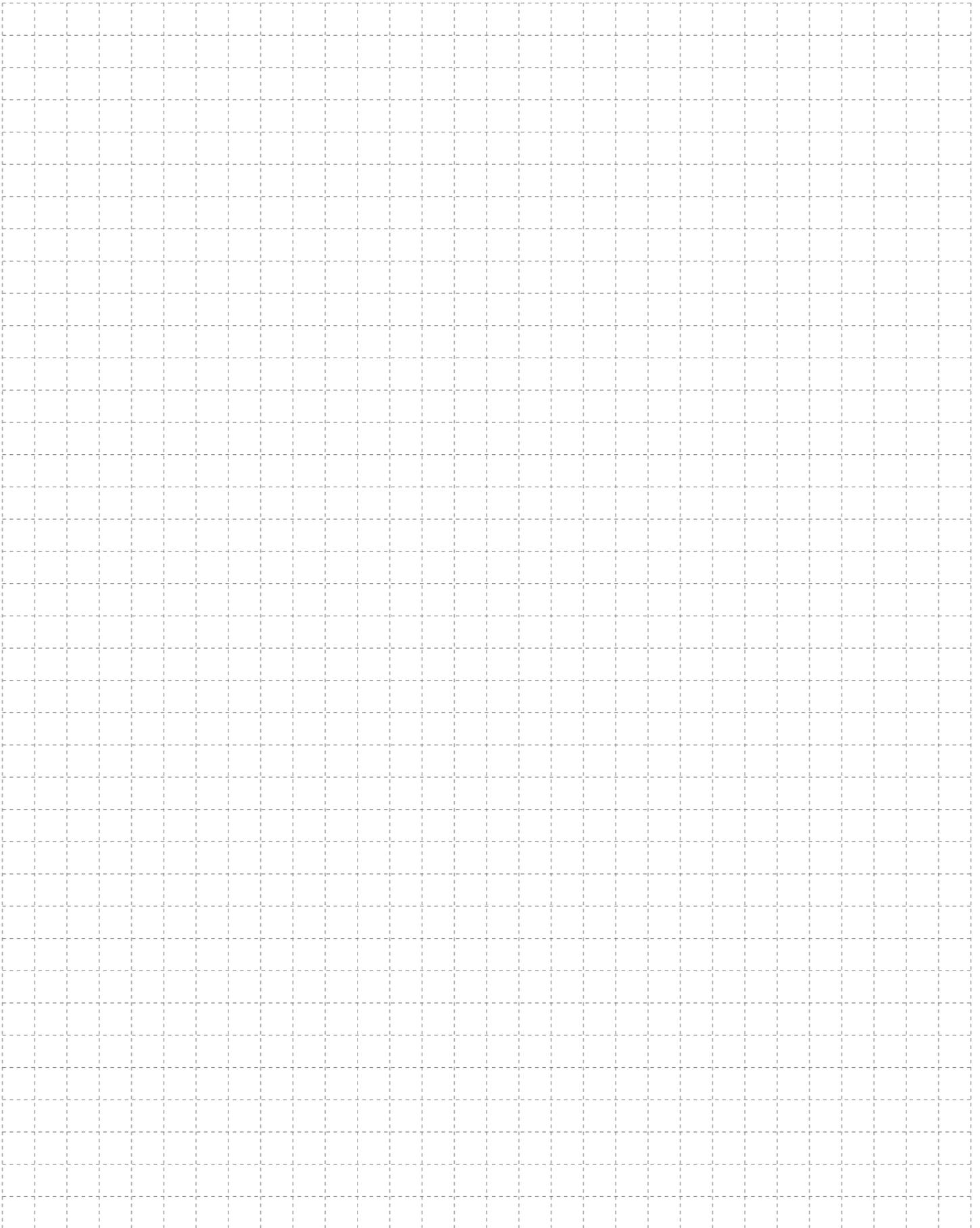
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