Master Planning Council
Project Briefing
May 6, 2015
• Integrative planning will coalesce academic and strategic directions and new initiatives with resource planning, facility analysis, and best practice / new pedagogical models

• Facilitate conversations to articulate a vision for interdisciplinary learning and research goals that will drive the cycle of curricular innovation, development, assessment, and improvement.
planning process / active investigations

Looking In  Looking Out  Synthesis & Analysis  Evaluating Options  Space Program  Project Definition  Capital Plan

Integrated Planning  Capital Planning

Library System/Alderman Renov.
 McIntire
 Batten

Medical School
 Health System.
 Cobb Hall
 Center for Politics

Total Advising
 Darden

University of Virginia
Office of the Architect
For the University
Library System Planning Study
STUDY ALIGNS WITH LIBRARY SYSTEM’S NEW GOALS AND MISSION

ACADEMIC ENGAGEMENT
Mission: To advance the University’s priorities for teaching and research so students and faculty can achieve excellence in the creation, discovery, dissemination, and translation of knowledge.

LIBRARY EXPERIENCE
Mission: To make sure all Library visitors have engaging and productive experiences whether in-person or online.

COLLECTIONS ACCESS & DISCOVERY
Mission: To ensure scholars have access to materials that enable the discovery and creation of new knowledge.

CONTENT STEWARDSHIP
Mission: To preserve important materials in all formats so they are accessible in perpetuity.

ADMINISTRATION & PLANNING
Mission: To promote success in the Library through the support of organization-wide planning, assessment, communication, and responsive and reliable administration of foundational services that affect all units.

AFFILIATED PROGRAMS
The Library is also planned to include a range of affiliated programs - able to house specialized Institutes such as Rare Book School and the advising center – so as to enhance the student experience and scholarly use of the library.

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LIBRARY PROGRAM

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STUDY ALIGNS WITH LIBRARY SYSTEM’S NEW GOALS AND MISSION
Alderman Library Historic Structure
A SET OF DISCOVERIES

STUDY REVEALED FIVE KEY DISCOVERIES

DISCOVERY 1
STACKS OF STACKS
- 2.5M volumes in Alderman = nearly 50% of exist. floor area.
- Fundamental life safety and space planning issues.
- Renovation will reduce volume count yet not provide new program space.

DISCOVERY 2
MORE SPACE IN FEWER SQ FT
- Addition is comparable cost to that of renovation only.
- 75,000 sf of flexible program & book space within same volume as exist. 150,000 sf of inflexible stack space.
- 800,000 volumes and new user spaces.

DISCOVERY 3
MORE SEATS
- Replacing a majority of existing stack-only space with combined stack-program space is an opportunity to add over 500 seats in new, highly diverse user spaces.

DISCOVERY 4
LIBRARY CONNECTIONS
- Libraries can be physically connected, providing a fully-integrated student and research experience.
- Connecting related program and user spaces will result in greater library efficiency and productivity.

DISCOVERY 5
A VIEW THAT INSPIRES
- Replacing stacks with a dynamic new combination of flexible user spaces and visible collections can provide a new academic-oriented image.
- Reinforce the University’s architectural legacy with a nod to its 3rd century.
TRANSFORM ALDERMAN

- More combined program and book space in fewer square feet
- Build Ivy Stacks II
- Decant Collection from Old and New Stacks into Ivy II
- Install compact shelving on lowest floor of Clemons for collection to remain on-site
- Demolish Old and New Stacks
- Construct Alderman addition
- Renovate Historic Alderman
- Move curated collection from Ivy II into open/compact stacks in Historic/New Alderman
- Construct connection to Clemons

NEW STACKS REMOVED

ALDERMAN LIBRARY BUILDING SECTION
CONNECTIONS

- Reconfiguration of Alderman and Clemons Libraries creates opportunities to make significant connections within each library, between the libraries, and outward to the University community.

- Program spaces arranged around logical main and cross axis

- Many new opportunities to locate meaningful people spaces

- Scholars’ Lab
- Collaborative Group Study
- Interactive Learning Classrooms
- Innovation Lab
- Incubation Space
- Café Seating
- Traditional Reading Rooms
- Quiet Lounge Seating
- Special Reading and Event Space
Total Advising

Steering Committee:

George L. Cahen
Archie L. Holmes
Maurie McInnis
Richard Minturn
Christina Morell
Rachel Most
Judith Thomas
Connie Warnock
Student Advisors
understanding: “advising” services at UVA

Considering the term “advising” broadly, a wealth of services exist across university schools and departments to support the student experience. The highest concentration of services exist within academic services and in the overlap with extra/co-curricular services.
external trends: **integrate and create connections**

Libraries are expanding their offerings

Connect academic, career, financial and personal support for student

*Source: “Academic Advising and Student Retention and Persistence” Author: Charlie L Nutt, NACADA Director (National Academic Advising Association)*
understanding: **areas of opportunity**

Through student and advisor interviews and observations, four areas of opportunity emerged.

**Finding:**
UVA offers a multitude of advising services, supporting students through academic, career, extra-/co-curricular, and financial services.

**Opportunity:**
Increase awareness of available services, and help students navigate the resources most useful to them.

**Finding:**
Students value personal relationships with their advisors, which help them discover, consider, and pursue opportunities they otherwise may not have been aware of.

**Opportunity:**
Personal connections with deans or faculty are often not developed until later in a student’s career. Direct and provide access to applicable resources, encouraging students to create connections earlier.

**Finding:**
Students seek out “expert” opinions from a range of individuals, depending on the expertise they need.

**Opportunity:**
Better connect students to a variety of “experts,” and better prepare peers to act as advisors, since they are often sought out for “on-the-ground” expertise.

**Finding:**
Usage of advising services is affected by when and where services are offered – those that are offered at convenient places or times are more likely to be utilized.

**Opportunity:**
Make services and resources more visible, easier to access, and available at the time and point of need.
preliminary model: service delivery

PRELIMINARY PARTNER MODELS

**VISITING - PROGRAMMING**
- Description: Visiting - Programming. Partners focus primarily on large scale, scheduled services like programs, events, or exhibits. These programs may be recurring, or may change seasonally. Programming Partners will not offer one-on-one consultations or appointments.
- Space Needs: - Shared event and/or exhibit space for medium- to large-sized groups
- Potential Partners: - Intl. Study Abroad Office - Contemplative Sciences Center - Student Research Publications

**VISITING - EPISODIC**
- Description: Visiting - Episodic partners provide primarily on-call or surge consultations and/or programs in the Center space on an infrequent, on-demand, or seasonal basis. As a result they share a variety of spaces on an as-needed basis, under a highly flexible model.
- Space Needs: - Shared on-demand private consultation rooms - Shared on-demand open consultation rooms - Shared event and/or meeting space for groups
- Potential Partners: - Student Financial Services - Student Disability Access Center - CAPS - Pre-health and law advising

**VISITING - RECURRING**
- Description: Visiting - Recurring partners have scheduled, predictable hours in the Center space, which is shared with other advising groups or users. For example, visiting - recurring partners may hold “office hours” on Friday afternoons each week, or may offer a group session in a shared space on every other Tuesday evening.
- Space Needs: - Shared open consultation rooms - Dedicated* private consultation rooms - Shared group space: small - large - Shared event space for large groups
- Potential Partners: - Association Deans / Dean of Day - SEAS Liped, Programs - Writing & Math Center - Academic Coaching - Other tutoring groups? (OAAA?) - Transfer Student Peer Advising - ULink - Academic Career Advising

**SATELLITE**
- Description: Satellite partners have a dedicated space in the Center for selected services and/or hours, but their primary advising service point is elsewhere. Satellite partners deliver services frequently and predictably enough (e.g. 3-5, Mon - Thru Thu) that they would require a dedicated space to interact with students.
- Space Needs: - Dedicated* open consult rooms - Dedicated* private consult rooms - Shared group space: small - large - Shared event space for large groups
- Potential Partners: - Library Instructional Programs - Univ. Internships Program

**COLLABORATIVE**
- Description: Collaborative partners have a permanent presence in the Center, and provide complementary and Integrated services. Collaborative groups play a role in managing and coordinating groups and activities in the Center, and as a result have all their front-of-house and back-of-house spaces located in the Center.
- Space Needs: - Central service desk / zone - Dedicated open consult rooms - Dedicated private consult rooms - Dedicated back-of-house office / workstation / storage space - Shared group space: small - large - Shared event / exhibit space
- Potential Partners: - Total Advising Center staff (including “rangers” and managers / curators) - CUE (incl. URN)*

*Note: CUE was moved to the collaborative model with the understanding that the relationship between CUE and the Center is still TBD
preliminary model: **spatial implications**

*The total advising center will offer a range of experiences to students – including hands-on learning through events and exhibits, integrated support, and convenient rotating services from existing advising groups.*

Preliminary Model: Spatial Implications Workshop with UVA Steering Committee

Blocking Plan: Option 2
project drivers:

Maintaining Excellence
McIntire has been on a consistent trajectory growth and success for the past 15 years. Planning a facility that supports that trajectory moving forward is critical to maintaining the School’s elite position in the market.

Program Growth and Evolution
Business education has become fundamentally global. And the current emphasis on entrepreneurship and business analytics will only increase moving forward. In order to maintain its current stature McIntire is responding to these external changes by developing new programs, tracks, and minors.

Increase in enrollment, faculty, staff
Introducing these new programs means increases not only in student enrollment but also in faculty and staff. McIntire forecasts for enrollment, faculty, and staff growth are a primary driver for the space forecasting model that the planning team has developed.
space needs

The following types of space are areas of need for McIntire and will inform assumptions in the forecasting model.

**Student meeting space**

There is a shortage of formal meeting space at the School. Students frequently have a difficult time finding space for team meetings and are forced to use classrooms after hours or communal spaces that are not conducive to group collaboration. This shortage also impacts faculty and staff who often have to hold group meetings in individual or open offices.

**Learning outside the classroom**

Impromptu meetings and conversations are a critical and frequent activity at McIntire. Students, faculty, and staff value the ability to share ideas and coordinate activities when they cross paths during their busy schedules. Spaces that support this kind of interaction and sharing would enhance the culture of deep engagement that exists at McIntire.

**Scholarly events and recruiting**

One of the many ways that McIntire connects with its global network is by hosting events and individuals at the School. This could take the form of a Friday Forum where potential employers are talking about their business or a visiting scholar who is conducting research at the School for several months.

**Specialized spaces for technology enhanced learning**

While participants mentioned flexibility and multi-functionality quite a bit, they also mentioned the need for specialized spaces that cater to new specific kinds of teaching, learning, and research.
# Future Needs Forecast

<table>
<thead>
<tr>
<th>FICM Category</th>
<th>Current</th>
<th>Right-Sized**</th>
<th>Future Area</th>
<th>Future Growth</th>
<th>% of Future Growth Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Classrooms</td>
<td>23,700</td>
<td>25,500</td>
<td>32,000</td>
<td>8,300</td>
<td>21%</td>
</tr>
<tr>
<td>200 Research</td>
<td>5,200</td>
<td>6,300</td>
<td>7,600</td>
<td>2,400</td>
<td>6%</td>
</tr>
<tr>
<td>300 Office and Meeting</td>
<td>31,100</td>
<td>32,900</td>
<td>41,600</td>
<td>10,500</td>
<td>27%</td>
</tr>
<tr>
<td>400 Study</td>
<td>4,600</td>
<td>5,900</td>
<td>7,100</td>
<td>2,500</td>
<td>6%</td>
</tr>
<tr>
<td>500 Special Use</td>
<td>2,700</td>
<td>3,400</td>
<td>4,100</td>
<td>1,400</td>
<td>4%</td>
</tr>
<tr>
<td>600 General Use</td>
<td>4,800</td>
<td>13,800</td>
<td>16,800</td>
<td>12,000</td>
<td>31%</td>
</tr>
<tr>
<td>700 Support</td>
<td>2,500</td>
<td>3,700</td>
<td>4,500</td>
<td>2,000</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total NASF</strong></td>
<td>74,600</td>
<td>91,500</td>
<td>113,700</td>
<td>39,100</td>
<td></td>
</tr>
<tr>
<td><strong>Total USF</strong></td>
<td>124,900</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NSF TO GSF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48%</td>
</tr>
<tr>
<td><strong>Total GSF</strong></td>
<td>156,200</td>
<td>153,100</td>
<td>188,600</td>
<td>64,800</td>
<td></td>
</tr>
</tbody>
</table>

*all totals rounded to the nearest hundred

**represents current state adjusted to address constraints identified in needs assessment
Planning Goals

Overall school cohesiveness

Classrooms in both buildings

Mix undergraduate and graduate into both buildings

“Home base” w/study space and student services for each graduate and undergraduate

New building should draw people through and represent McIntire’s program evolution

Sense of arrival for the new building, not a ‘back-door annex’

Keep faculty together, but maintain accessibility to students
SCENARIO ONE

ROUSS ROBERTSON: 74,600 SF ASSIGNABLE

Classrooms*: 22,500 sf

Learning Team Rooms 2,500 sf
Reading Room 2,000 sf
Informal Collab. 3,000 sf

Computer Labs 4,000 sf

Event 4,000 sf

Faculty: 13,000 sf

Support: 1,900 sf
Dean’s Office 1,600 sf
Exec. Ed. 1,600 sf

Business Office 2,000 sf
Corp. Relations 1,500 sf
Comm.’s + Pub. Relations 800 sf
Bldg. Ops 512 sf
Faculty Supp 512 sf

Event 4,000 sf

ADDITIONAL: 49,000 SF ASSIGNABLE

Classrooms*: 9,500 sf

Learning Team Rooms 1,600 sf
General Study 1,000 sf

Faculty: 7,500 sf

Support: 2,600 sf

Info Technology 3,900 sf
Computer Labs 2,000 sf
Media Product. 750 sf
Visual Lab 1,500 sf

Grad. Lounge 1,400 sf
Grad. Programs 1,200 sf
Graduate Admis 1,300 sf

Behav. Lab 300 sf
Visual 300 sf

Research + Center Dvmtpt 400 sf

* Detailed distribution of classrooms TBD.
internal project drivers

Since 2007, Batten’s populations and programs have expanded. Batten anticipates continuing population growth, expanding its research programs, and creating a strong public policy community on campus.

Increasing Enrollment
Batten plans on building out enrollment, increasing total student populations by 16% in the year 2025.

Strong Emphasis on Social Psychology
Batten believes that behavioral research plays an important role in leadership education and has planned to incorporate more research into leadership curriculums.

Community Engagement
Batten envisions a future in which it serves as a leader and platform for the University to come together and engage in dialogue regarding various public policy issues.
# FUTURE NEEDS FORECAST

Batten requires ~47,500 – 49,000 total NASF in the future, which is more than three times the current available NASF in Garrett Hall and Batten’s two research labs on Grounds.

<table>
<thead>
<tr>
<th>FICM Category</th>
<th>Current</th>
<th>Right-Sized</th>
<th>Future Growth</th>
<th>Total Future</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Classrooms</td>
<td>-</td>
<td>12,020 - 13,380</td>
<td>-</td>
<td>12,020 - 13,380</td>
<td>25-27%</td>
</tr>
<tr>
<td>200 Research</td>
<td>2,500</td>
<td>2,100</td>
<td>2,100</td>
<td>4,200</td>
<td>9%</td>
</tr>
<tr>
<td>300 Office and Meeting</td>
<td>8,650</td>
<td>9,200</td>
<td>5,350</td>
<td>14,550</td>
<td>30-31%</td>
</tr>
<tr>
<td>400 Study</td>
<td>785</td>
<td>5,650</td>
<td>1,250</td>
<td>6,900</td>
<td>14-15%</td>
</tr>
<tr>
<td>500 Special Use</td>
<td>-</td>
<td>-</td>
<td>1,260</td>
<td>1,260</td>
<td>3%</td>
</tr>
<tr>
<td>600 General Use</td>
<td>2,450</td>
<td>6,000</td>
<td>1,250</td>
<td>7,250</td>
<td>15%</td>
</tr>
<tr>
<td>700 Support</td>
<td>250</td>
<td>1,050</td>
<td>250</td>
<td>1,300</td>
<td>3%</td>
</tr>
<tr>
<td>Total NASF</td>
<td>14,650</td>
<td>36,020 - 37,380</td>
<td>11,460</td>
<td>47,480 - 48,840</td>
<td>100%</td>
</tr>
<tr>
<td>Δ Current</td>
<td>21,370 - 22,730</td>
<td></td>
<td></td>
<td>32,830 - 34,190</td>
<td></td>
</tr>
</tbody>
</table>

*In addition, Batten needs a space for classes of 120 and 220 students (lecture style). We anticipate the School will use a central auditorium or created a shared facility with other departments or schools – to be determined based on the future site.*
Planning Goals

- Classrooms dedicated for Batten use and properly sized for graduate cohort
- Offices for joint hires and lecturers located at Batten
- Social Psychology Lab space for existing and new faculty hires
- Study/Meeting Space for students

Space need is driven by implementation of academic plan and strategic plan of the Dean
ideal adjacencies
DRAFT Findings: Existing vs. Projected Square Footage for Current Studies
<table>
<thead>
<tr>
<th>Site Location</th>
<th>Amphitheater Vicinity</th>
<th>Clark Hall Vicinity</th>
<th>Old Cabell Hall</th>
<th>Cobb Hall</th>
<th>Old Medical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Renovation</td>
<td><img src="image1.png" alt="Map" /></td>
<td><img src="image2.png" alt="Map" /></td>
<td><img src="image3.png" alt="Map" /></td>
<td><img src="image4.png" alt="Map" /></td>
<td><img src="image5.png" alt="Map" /></td>
</tr>
</tbody>
</table>

### Buildings to Consider

<table>
<thead>
<tr>
<th>Building GSF</th>
<th>No. of Floors</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monroe Hall</td>
<td>53,409</td>
<td>4</td>
</tr>
<tr>
<td>Minor Hall / Maury Hall / Halsey Hall</td>
<td>22,524 / 6,238 / 13,320</td>
<td>3 / 4 / 3</td>
</tr>
<tr>
<td>Old Cabell Hall</td>
<td>76,903</td>
<td>6</td>
</tr>
<tr>
<td>Cobb Hall</td>
<td>62,242</td>
<td>5</td>
</tr>
<tr>
<td>Old Medical School Building</td>
<td>up to 192,555</td>
<td>up to 8</td>
</tr>
</tbody>
</table>

### Current Occupants

<table>
<thead>
<tr>
<th>Current Occupant(s)</th>
<th>Provost (classrooms), College of Arts and Sciences (Economics, Office of the Dean)</th>
<th>Minor: Provost (classrooms, international studies, upward bound), College of Arts and Sciences (African American Studies, Women's Studies, Asian languages), Maury: Provost (classrooms), Naval ROTC, College of Arts and Sciences (Env. Sci.), Halsey: College of Arts and Sciences (Env. Sci., Religion)</th>
<th>Provost (classrooms, military science), College of Arts and Sciences (Music, Center for Instructional Technology), Music Library</th>
<th>School of Medicine</th>
<th>School of Medicine, Health System</th>
</tr>
</thead>
</table>

### Site Location

<table>
<thead>
<tr>
<th>Site Location</th>
<th>McKim Hall</th>
<th>Brandon Avenue</th>
<th>Kehoe Hall</th>
<th>Ruffner Hall</th>
<th>Ivy/Emsett</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redevelopment</td>
<td><img src="image6.png" alt="Map" /></td>
<td><img src="image7.png" alt="Map" /></td>
<td><img src="image8.png" alt="Map" /></td>
<td><img src="image9.png" alt="Map" /></td>
<td><img src="image10.png" alt="Map" /></td>
</tr>
</tbody>
</table>

### Buildings to Remove

<table>
<thead>
<tr>
<th>Buildings to Remove</th>
<th>Site Size</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKim Hall (90,411 GSF)</td>
<td>1.48 ac</td>
<td><img src="image11.png" alt="Map" /></td>
</tr>
<tr>
<td>Potentially UVA/owned apartments and/or BSU</td>
<td>9.31 ac</td>
<td><img src="image12.png" alt="Map" /></td>
</tr>
<tr>
<td>Kehoe Hall (32,882 GSF)</td>
<td>1.89 ac</td>
<td><img src="image13.png" alt="Map" /></td>
</tr>
<tr>
<td>Cell Buildings #1 and #2 (12,420 GSF)</td>
<td>1.59 ac</td>
<td><img src="image14.png" alt="Map" /></td>
</tr>
<tr>
<td>Potentially 1939 Ivy Road, UVA/owned</td>
<td>7.0 ac</td>
<td><img src="image15.png" alt="Map" /></td>
</tr>
</tbody>
</table>

### Current Occupants

<table>
<thead>
<tr>
<th>Current Occupants</th>
<th>School of Medicine, Health System</th>
<th>Baptist Student Union, UVA/owned apartments, South Lawn Parking</th>
<th>College of Arts and Sciences (Math and Statistics), Library</th>
<th>Mostly Provost</th>
<th>School of Medicine, Health System</th>
</tr>
</thead>
</table>
Cobb Hall
Opportunities: Future Program Use – Option 1 Classroom Emphasis

Option 1 looks at a renovation of Cobb Hall with an emphasis on active learning classrooms.

Opportunity 1 Program
Opportunities: Future Program Use – Option 2
Dry Lab Emphasis

Option 2 looks at a renovation of Cobb Hall with an emphasis on dry laboratory research spaces.
**Opportunities: Addition Possibilities**

Renovation of the existing building and a possible addition replacing the southern wing could provide:
- administrative, dry lab, and active learning classroom spaces
- opportunities for interdisciplinary use
- a connection between Grounds and Jefferson Park Avenue
Criteria
1. Conforms with overall land use plan and district/area plans
2. Reinforces functional relationships with other components of the same department or program, and is compatible with other neighboring uses
3. Satisfies access requirements—pedestrian, bicycle, vehicular and service
4. Maximizes infill opportunities to utilize land resources and existing infrastructure
5. Minimizes site development costs, including extension of utilities, access, loss of parking, mass grading, etc
6. Minimizes opportunity cost, i.e., value of this use and size versus other alternatives
7. Provides a size that is adequate, but not excessive, for initial program, future expansion, and ancillary uses
8. Allows for incorporating sustainability principles in terms of solar orientation, reuse of historic structures, storm water management, etc
9. Avoids unnecessary environmental impacts, including significant tree removal or filling of existing stream valleys
10. Allows site visibility and aesthetic character as appropriate for the intended use and for the neighborhood
11. Minimizes time for implementation of project
### Batten Site Planning Matrix

<table>
<thead>
<tr>
<th>Site Location</th>
<th>Potential Renovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings to Consider</td>
<td></td>
</tr>
<tr>
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</tr>
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<td>22,524 / 26,236 / 13,220</td>
</tr>
<tr>
<td>4</td>
<td>3 / 4 / 3</td>
</tr>
<tr>
<td>Current Occupants(s)</td>
<td>Provost (classrooms), College of Arts and Sciences (Economics, Office of the Dean)</td>
</tr>
<tr>
<td>Site Location</td>
<td>McKim Hall</td>
</tr>
<tr>
<td>Buildings to Remove</td>
<td>McKim Hall (90,411 GSF)</td>
</tr>
<tr>
<td>Site Size</td>
<td>1.45 ac</td>
</tr>
<tr>
<td>Current Occupants(s)</td>
<td>School of Medicine, Health System</td>
</tr>
</tbody>
</table>

### Criteria

1. Conforms with overall land use plan and maintenance plan.
2. Reinforces functional relationships with other components of the same department or program, and is compatible with other buildings on site.
3. Satisfies access requirements: pedestrian, bicycle, vehicular and service.
4. Maximizes infill opportunities to utilize land and resources and existing infrastructure.
5. Minimizes site development costs, including: extension of utilities, access, loss of parking, mass grading, etc.
6. Minimizes opportunity costs, i.e., value of this use and size versus other alternatives.
7. Provides a site that is adequate, but not excessive, for program, future expansion, and activity needs.
8. Allows for incorporating sustainability principles in terms of water retention, reuse of existing structures, storm water management, etc.
9. Avoids unnecessary environmental impacts, including: significant tree removal, filling of existing stream valleys, etc.
10. Allows site utility and aesthetic character to be appropriate for the intended use, and for the neighborhood.
11. Minimizes time for implementation of project.
Next Steps

McIntire, Batten, and Medical

Think of these as one related problem with opportunities to share.

Validate space needs with Provost.

Start Medical School strategic space plan.

Integrated study of opportunities.
Comparison Across Grounds
Rigor

Transparency

Fairness
Next Steps

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<th>Other Active Projects</th>
<th>Future Planning Studies</th>
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<td>S.T.E.M.</td>
<td>Media and Technology Spaces</td>
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<td>Scrapers, keepers and fixer uppers</td>
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</table>
Ivy Emmet University
Corridor Planning
Master Planning Council
May 6, 2015
Model Inputs:
- Tree Canopy
- Slope Condition
- Solar Exposure
- Utility Easements
- Parcel Ownership
- Historic Designation
- 30’ Building Setback
- 50’ Riparian Buffer
- Critical Slope
- Infrastructure Proximity
  - Roads
  - Electric
  - Gas
  - Water
  - Sanitary
  - Heat/Cool Plant

GIS-Based Suitability Analysis
Circulation Study Goal/Principle:
Improve pedestrian, bicycle, and transit accommodations without degrading vehicular traffic

Process
• Performed on-site observations and data review
• Established zones based on transportation characteristics

Concept Development
Zone Themes
• Landscape and Utilities
• Street Cross Sections
• Pedestrian Facilities
• Bicycle Paths and Lanes
• Transit Facilities
Benchmarking: Campus Entrances
Historical Overview: 1826 CLS Plan
**Existing Experience: Sequence**

**APPROACH**
- First indications of approaching grounds.

**ARRIVAL**
- Defined by passing through a series of thresholds which signal the grounds.

**ENTRY**
- Clear sense that you have entered the grounds by reaching the signature University landmark (the Rotunda).
Guidelines: Landscape Recommendations

1. Protect woodland threshold
   Explore median trees/Expand slope plantings
   Improve sidewalks
   Extend stone walls

2. Build on The Corner typology
   Preserve filtered views to Carr’s Hill Field
   Frame view/open access to the IRC
   Improve SW corner walk/wall

3. Preserve views to tennis courts
   Improve Memorial Gym ramp
   Improve intersection and identity of visitor parking

4. Provide generous setback on Ivy
   Organize buildings to preserve interior woodland
   Develop soft transitional streetscape

5. Preserve woodland
   Maintain filtered views to Nameless Field
   Consider widening traffic island on McCormick
Zone 2: Landscape Recommendations

- Hold back slope with stone retaining wall
- Increase visibility of bike lane with paint
- Augment existing trees with evergreens
- Hide traffic box
- Plant taller shrubs to hide utilities
- Increase width of sidewalk if possible
- Convert to Zebra Crosswalk

Current Condition
Zone 2: Landscape Recommendations

- Hold back slope with stone retaining wall
- Increase visibility of bike lane with paint
- Augment existing trees with evergreens
- Hide traffic box
- Stone wall to hold back grade
- Increase width of sidewalk if possible
- Convert to Zebra Crosswalk
Zone 5: Landscape Recommendations

- Preserve Woodland
- Maintain veil of trees leading up to the Rotunda
- Explore options to widen traffic island and shorten crosswalk
- Painted bike lanes

Current Condition
Zone 5: Landscape Recommendations

- Preserve Woodland
- Maintain veil of trees leading up to the Rotunda
- Explore options to widen traffic island and shorten crosswalk
- Painted bike lanes

Guidelines and Principles
Scenario 1

Development Site Area:  2 acres
Development Site Capacity:  Up to 180,000 GSF
Scenario 2

Development Site Area: 2.75 acres
Development Site Capacity: Up to 265,000 GSF
Scenario 3

Development Site Area: 1.8 acres
Development Site Capacity: Up to 160,000 GSF
Scenario 4

Development Site Area: 2.3 acres
Development Site Capacity: Up to 200,000 GSF
1. Enhance the safety and connectivity between the redevelopment area, Central Grounds, and North Grounds while providing an opportunity for interaction with the Charlottesville community;

2. Identify green space potential for community benefit and aesthetic enhancement of a major University entrance;

3. Accommodate current transportation, parking and stormwater functions on site;

4. Optimize economically viable development and other University support activities within the site redevelopment;

5. Provide appropriate screening of the parking garage.