

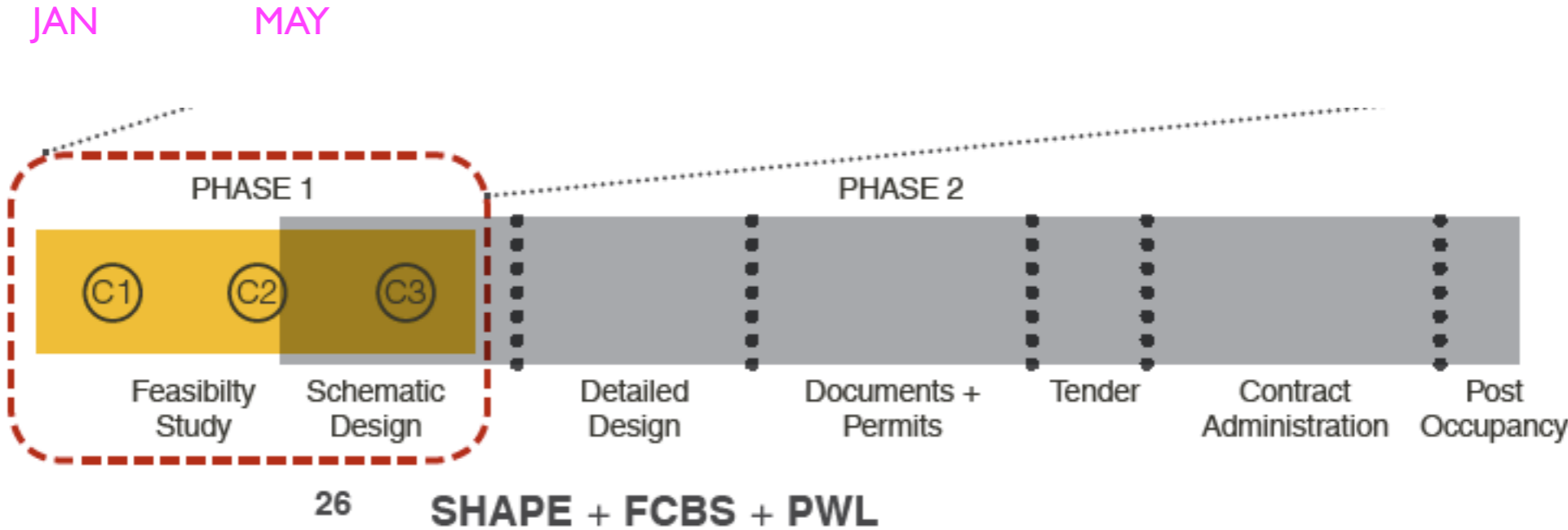
# SCARP-SALA BUILDING

What does SCARP want?  
How should SCARP seek it?

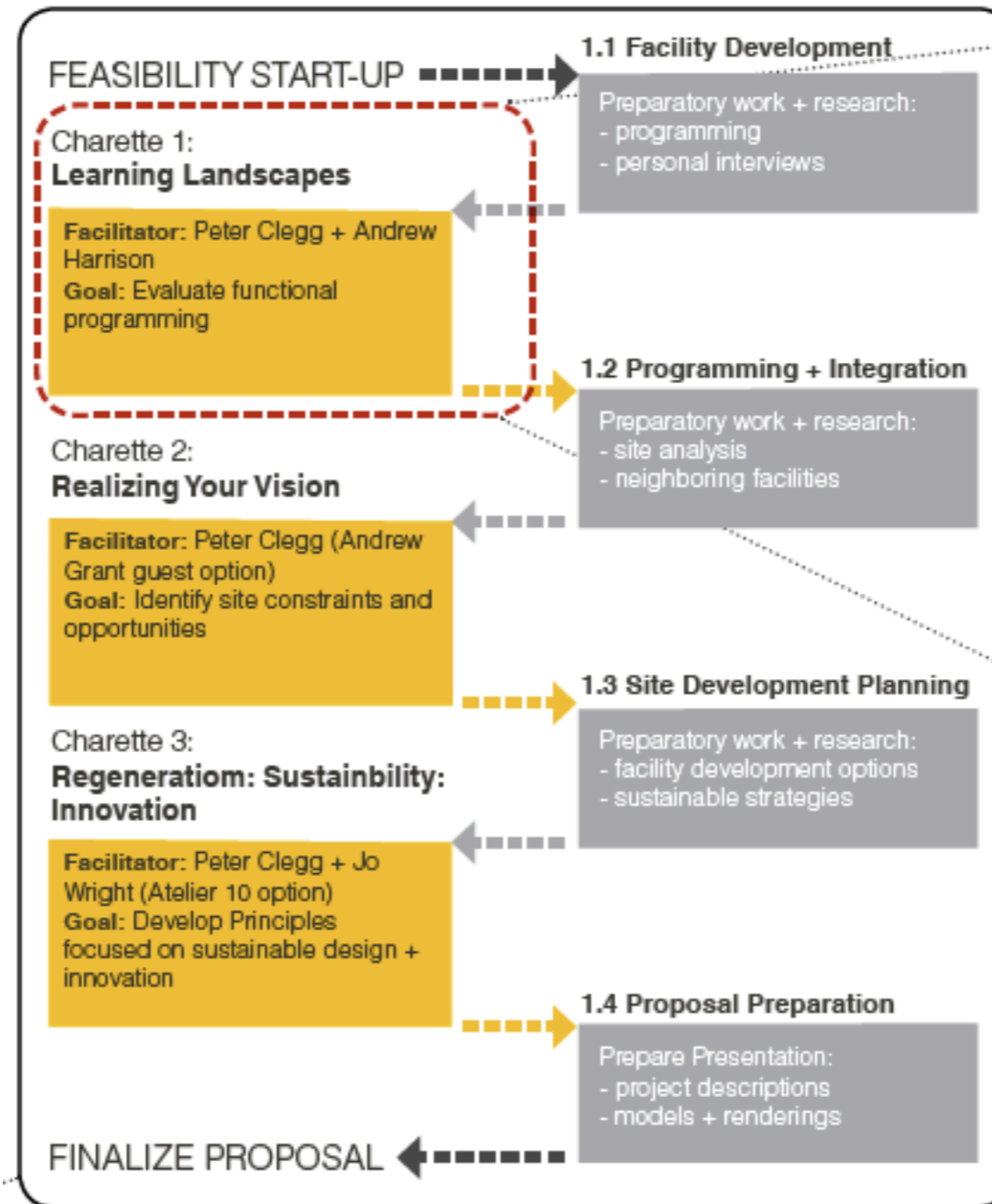
# EYES WIDE OPEN: PROCESS & SUBSTANCE

- Process: SHAPE Proposal vs. Alternatives
- Substance: SALA/SCARP or SCARP/SALA
- What does SCARP need to do?
  - Adopt a strategy for SCARP engagement
  - Draft a statement on SCARP's interests
  - Develop the SCARP strategic plan

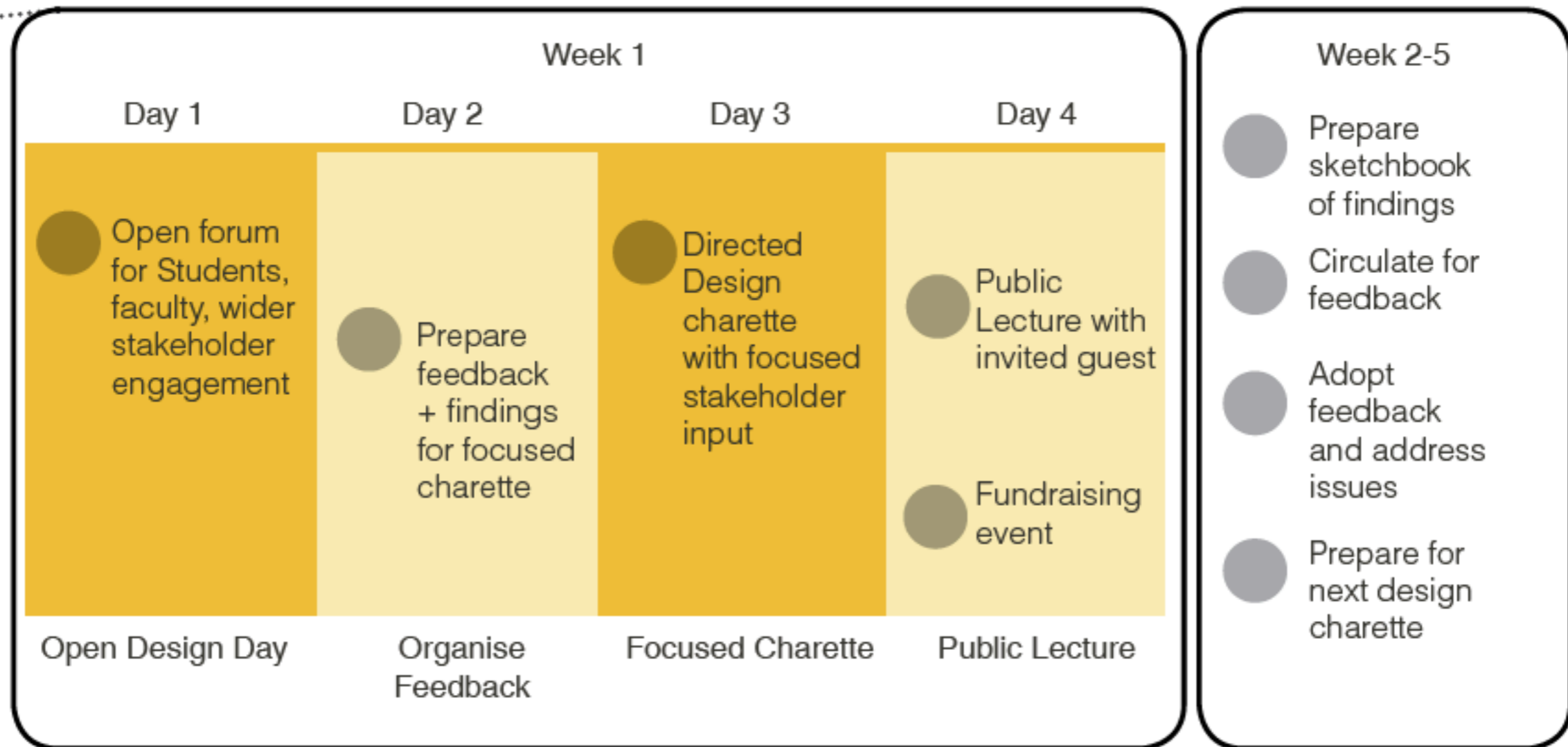
# SHAPE'S DESIGN-BUILD PROCESS



# SHAPE'S 3 CHARETTES



# 4 DAY PROGRAM - 1 DAY OF CHARETTE



## Feasibility Phase: Design Charette Cycle

### A PROCESS BASED ON INCLUSIVITY

The culture of design within our three practices is collaborative and inclusive by nature. This is how we work internally and with the wider team.

## **Charette 1 - Visioning: Learning Landscapes**

The opening charette in this series is critical and will focus on “big picture visioning” for the SALA and SCARP together with a discussion on how to deliver the vision over the course of the Feasibility Study. The aim will be to identify the wider political, academic, and pedagogical aspirations and SALA and SCARP’s ambitions for the school over time. Themes will include issues of ownership perceived and real, alternative approaches to conceiving of academic landscapes, lessons learned from non-academic spaces, taking people out of their knowledge zone, and lessons learned from other University projects. The Charette will be lead by Peter Clegg with expert input from Andrew Harrison of DEGW. DEGW’s Learning Landscape approach is based on a conviction that learning can happen anywhere, in both physical and virtual spaces, and that it should be supported by a strong network of compelling places. The process relies on tailored engagement with leaders and users. Prior to the charette, we will gather and synthesize data, in order to help establish a clear vision for the future. The Charette will then develop strategies and concepts to achieve that vision. The Learning Landscape strategy is an iterative process where conversations, concepts, and consensus build over time, using an approach that is flexible enough to accommodate a range of projects, schedules, and budgets.

# EYES WIDE OPEN

- Architects/Landscape Architects
  - SALA & SHAPE
- Planners
  - 7 Magic Steps (Peter Boothroyd)
  - TASK, GOALS, FACTS, POSSIBILITIES, OPTIONS, ASSESSMENT, DECISION
  - .....n-1, n, n+1.....

# BARGAINING

- PRINCIPLED NEGOTIATION/GTY
- People, Interests, Options, Criteria
- Negotiate the process > Negotiate issues
- BATNA: What is SCARP's? WATNA?



Feilden Clegg Bradley Studios

**Peter Clegg**, *Senior Partner, M*

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**Background + Qualifications**

Without hubris, Peter Clegg is to sustainability what Einstein is to relativity: he invented the field. As a Senior Partner with Feilden Clegg Bradley Studios, Peter established the practice with Richard Feilden in 1978. Widely regarded as a key pioneer in the field of environmental design, he has almost 30 years' experience in low energy architecture

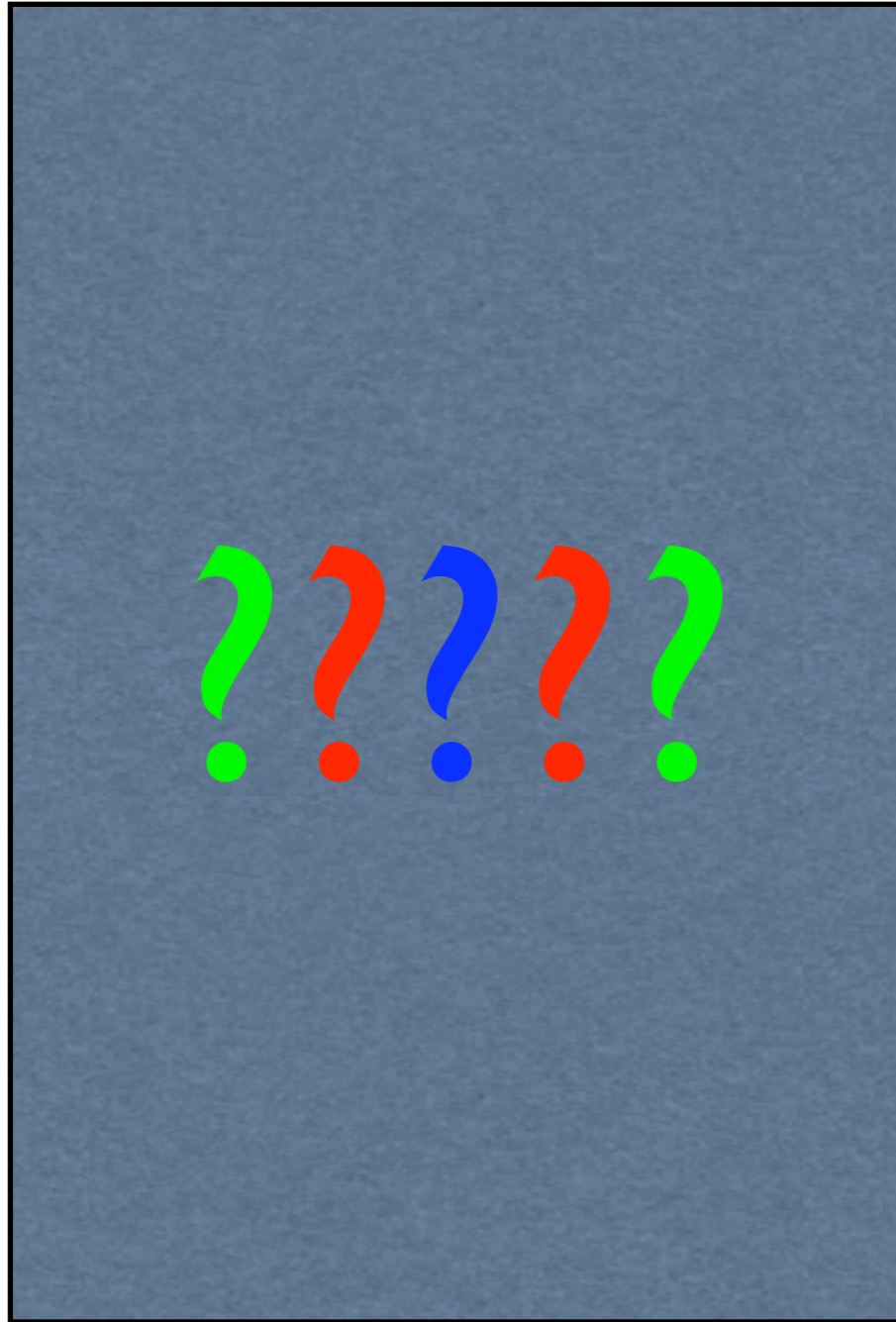
**Sustainability?**

**SALA:** “Through its undergraduate, professional and research programs, the School aspires to produce outstanding graduates equipped to anticipate evolving realities within the realm of contemporary practice and to provide the necessary design, technical and intellectual leadership that will contribute to a built environment supportive of civil and sustainable patterns of living.”

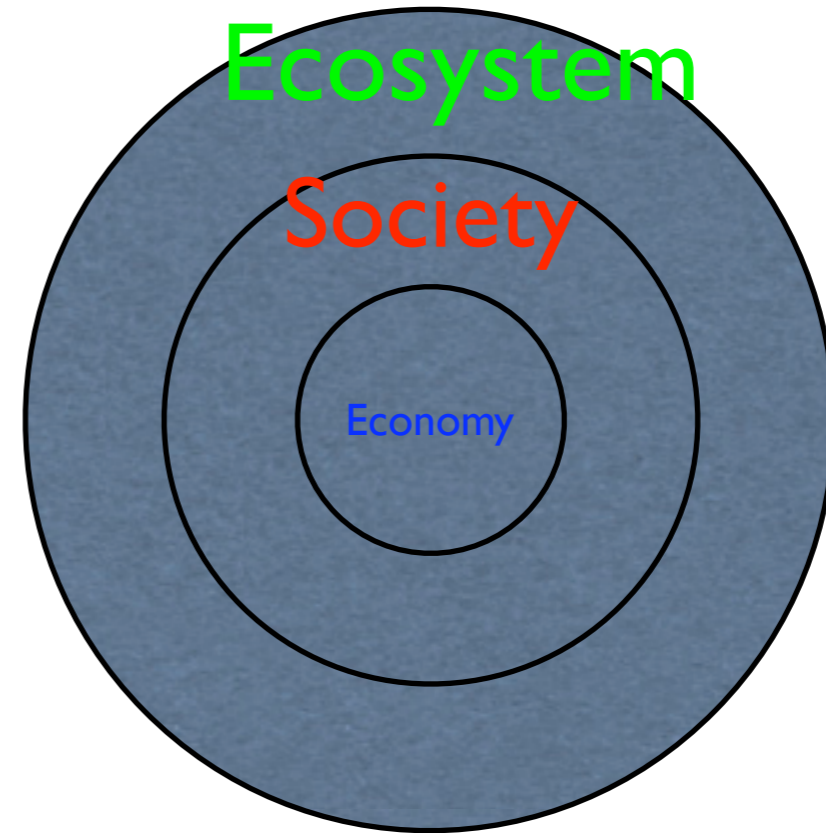
**SCARP's** Mission: “To advance the transition to sustainability through excellence in integrated policy and planning research, professional education and community service.”

**SCARP's** Vision: “Sustainability through the democratization of planning.”

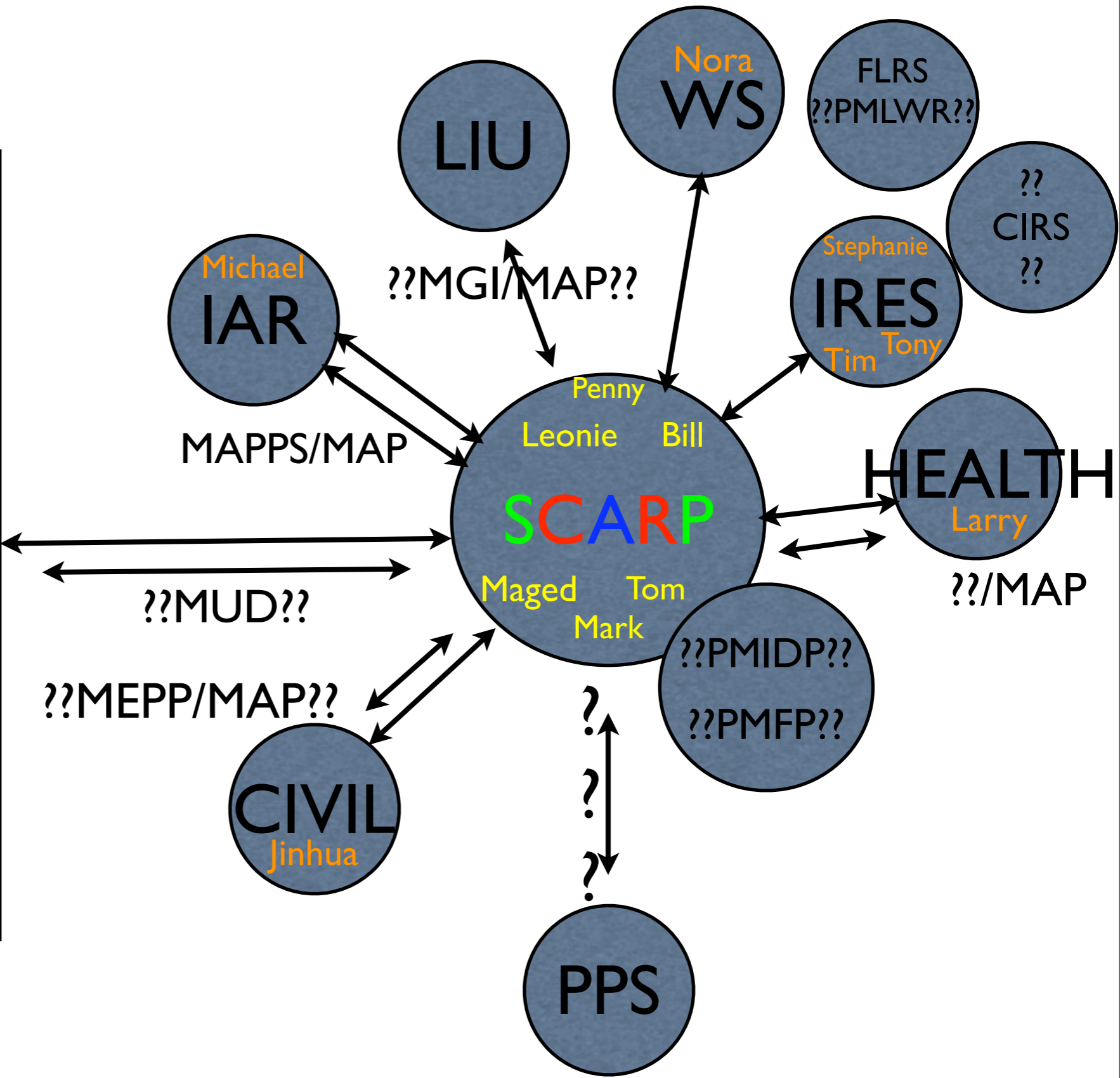
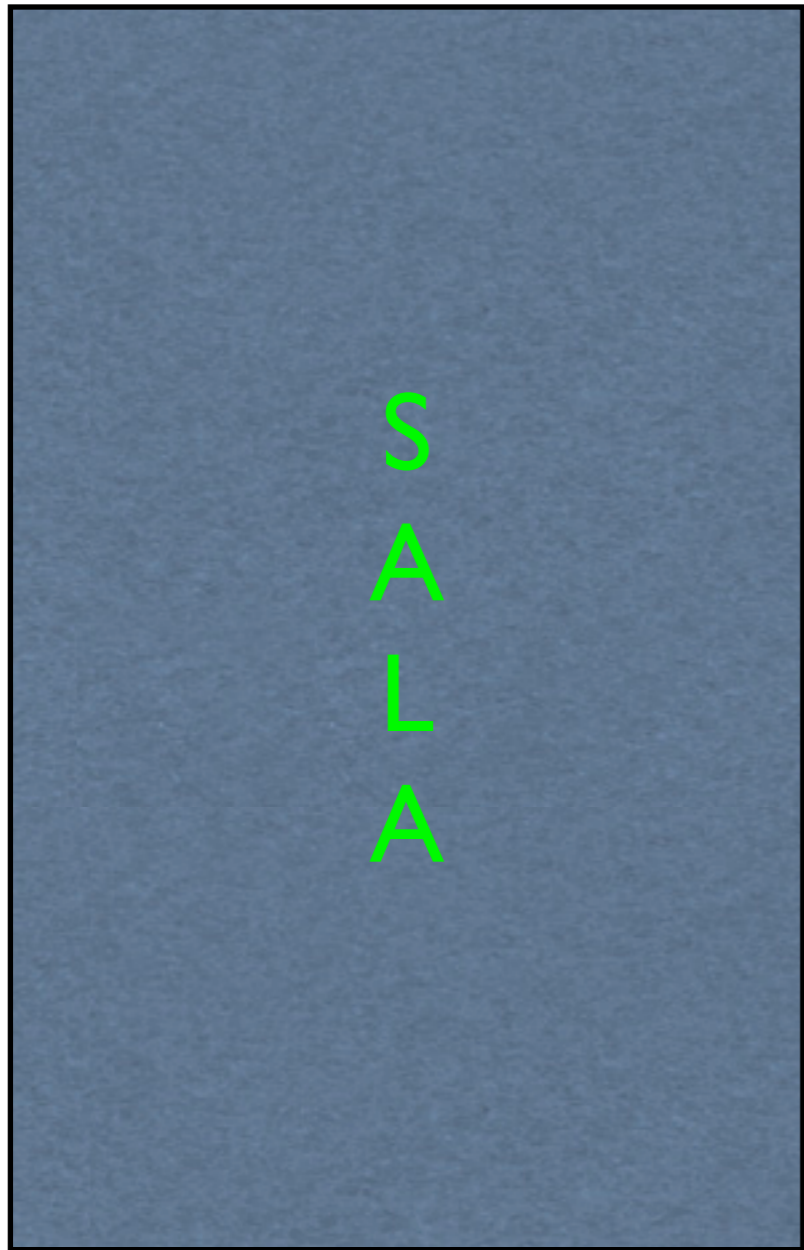
SALA



SCARP



strong sustainability



1951

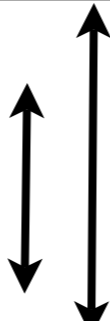
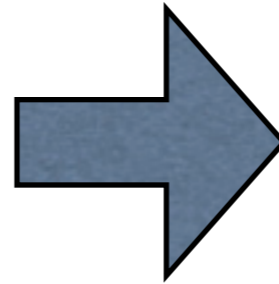
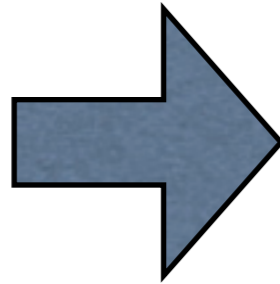
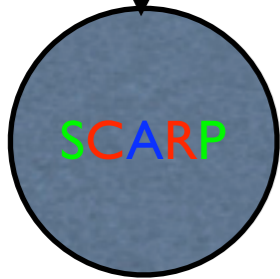
SCARP Founding

2011

SCARP 60th

2051

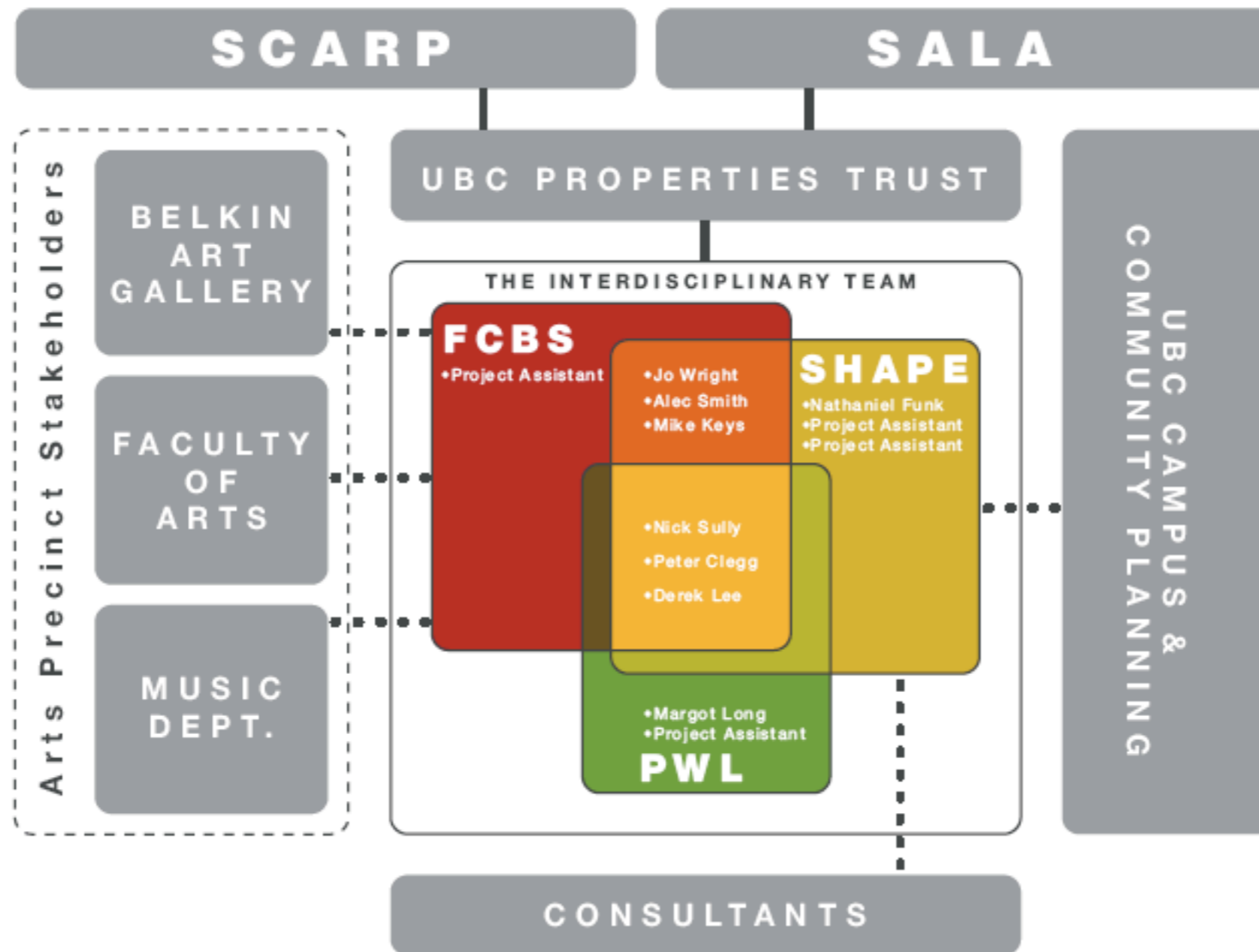
SCARP Centenary



??MUD??

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# SHAPE - UBC STAKEHOLDERS & DECISION MAKING



# What does SCARP need to do? First

- Adopt a strategy for SCARP engagement
- Terms of reference for SCARP/SALA  
Working Committee
  - Who sits on Committee?
  - What are their responsibilities?
  - How do members represent units?
  - How will decisions be made?

# What does SCARP need to do? First cont.

- Arrange a meeting with SHAPE et al.
- Clarify understanding of their process
- Discuss possible improvements to process
- Initiating discussion this afternoon



# What does SCARP need to do? Second

- Draft statement on SCARP's interests
  - SCARP's Vision and Mission
  - SCARP yesterday, today and tomorrow
  - SCARP's comparative advantage & potential
  - SCARP's specific interests in the public and academic identity created and innovative learning capabilities provided by the new building

COMMUNICATE <> CREDIBLE <> CAMPAIGN

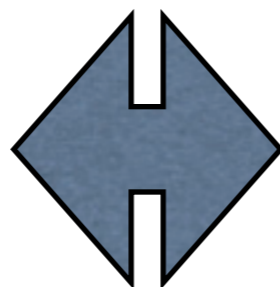
# What does SCARP need to do? Third

- Develop our own process inside SCARP
- Starts asap
- Runs in parallel to but ahead of SHAPE process
- Meetings for engaging and informing SCARP stakeholders and supporting WC members
- Needs a regular schedule
- Could be a SCARP class led by Penny and Maged

# What does SCARP need to do? Fourth

- Develop strategic plan for advancing our School
  - Build on planning done for accreditation
  - Update SWOT
  - Identify program refinements and additions
  - Identify faculty renewal proposals
  - Clarify SCARP brand

● New building



New faculty & \$