

Higher Education REPORT

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You've got a great project and you need the money to build it. Here's a snapshot of the financial minefield you are entering. Earlier this year, the National Association of College and University Business Officers (NACUBO) released its 2002 Endowment Study, showing that college and university endowments were down an average of 6 percent, which is on top of an average decline in 2001 of 3.6 percent. Many universities also report that individual gifts are down, or at best holding steady. And, as a matter of policy, many universities will not start a project until the lion's share of the funds needed are "in the bank".

Welcome to the world of fund-raising! As you reach for the bottle of aspirin, just remember the mixture of fund-raising opportunities available to you. Bake-sales are out, but don't lose heart. There are funding avenues available to you. You can pursue individual donations, foundation grants, or, if you are a state institution, head to the legislature.

Individual Donations

When seeking individual donations, having good networks can make all the difference. A network is a group of individuals who have something in common—like doctors who are part of the same organizations around the country—that allows you to reach many of them through a common portal.

Most development specialists do an enormous amount of research before tapping into these networks. What's the average income of the individuals involved, plus who and what are at the high end of that spectrum? What is a reasonable sum to expect to raise through this network? What kind of "infrastructure" is there for communication with various members of the network? The concept is this: donors are more willing to give to a building program when a friend introduces them to the person asking for the money.

Several experienced fund-raisers we contacted reported that individual donors are more likely to be interested in naming rights than foundations. A creative architect can help you build plenty of opportunities into your plans to satisfy this demand. Experts warn however, that institutions should be careful when granting naming rights for a whole building. To place a name on an entire building, the donor should give at least 55% to 60% of the overall cost—in fact, closer to 100% is better. Many buildings are sold to a major donor at a bargain price, leaving no one happy.

Some types of projects lend themselves to naming rights more readily than others. Consider athletic facilities.

"Sports facility projects often rely extensively on individual donations, so we pay attention to the numerous opportunities to name a space in honor of a donor," explains Heery vice president Mike Holleman. "Entrances, festival areas, special clubs can all be named for individuals who are important to the college or university."

Foundations

According to The Foundation Center (www.fdncenter.org), a non-profit organization founded in 1956 to serve grantseekers, grantmakers, researchers, policymakers, the media, and the general public, "a foundation is an entity that is established as a nonprofit corporation or a charitable trust, with a principal purpose of making grants to unrelated organizations or institutions or to individuals for scientific, educational, cultural, religious, or other charitable purposes. This broad definition encompasses two foundation types: private foundations and public foundations."

Most development experts have some rules of thumb that apply to pursuing foundation support, based upon their years of experience and personal knowledge of the foundations. For example, they might recommend that unless you can get at least \$150,000 toward your project from the foundation, the paperwork involved in reporting on the funding can be overwhelming.

To secure foundation funding, relationships are key. Creative, well-managed projects that will advance the mission and purposes of the foundation will frequently get the nod, if the right relationships are in place. These existing relationships offer a window into how to position the project as an extension of the foundation's mission. Most college and university development officers specialize in developing these relationships.

"You need an interior understanding of the foundation's leadership and that comes from building a relationship over time," explains Jim Waits, recently-retired director of The Fund for Theological Education and veteran of at least two major university building projects. "Cold calls just don't work."

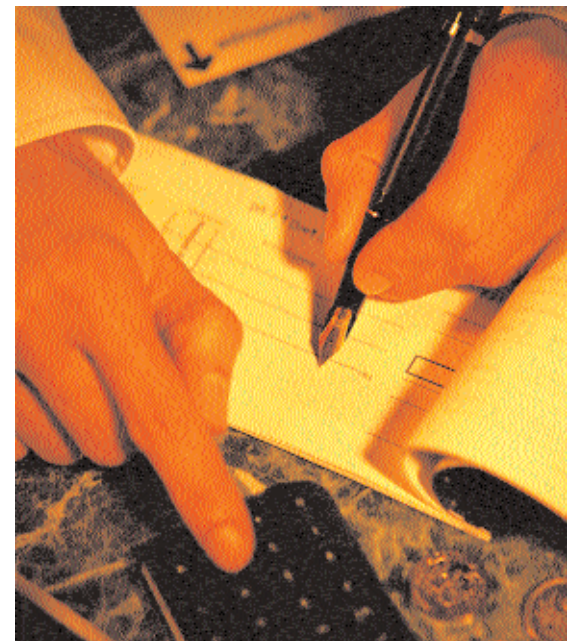
Even if a foundation doesn't normally contribute to building projects per se, if the programming is tied closely enough to the facility, the foundation might consider your project. For example, the Lilly Endowment, which does not generally give toward building projects outside of Indiana, contributed \$6 million toward the renovation of the Yale University Divinity School's historic quadrangle project and \$8 million to Union Theological Seminary for the renovation of Burke Library.

"One of the Lilly Endowment's three areas of grant-making is to support theological and divinity programming and initiatives nationwide," explains Gretchen Wolfram, director of communications for the Lilly Endowment. "At both Yale and Union, the programming and the institution itself are very closely tied together and are consistent with the aims of the endowment's efforts in the field of religion."

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HEERY

Innovative solutions to the facility challenges facing Higher Education



THE ARMS RACE in College Facilities

It's the trump card that gets thrown into the middle of the table when a recruiting battle for a prized athlete reaches the late stages. Tom Lemming, the college football recruiting analyst for ESPN, has seen it over and over.

“Facilities can make or break a recruiting visit,” Lemming says. “Great facilities at one school can turn a kid away from another school. Just look at Texas. It got ahead of everyone in facilities and upgrading its stadium in the middle to late 90s and you can see the results in the recruiting classes they have brought in.”

In the last four years, the Longhorns have had two recruiting classes that Lemming has rated No. 1 in college football. Heery master-planned Darrell K. Royal – Texas Memorial Stadium starting in 1996 with an expansion that increased seating capacity from 65,000 to 83,000 and 66 luxury suites.

Heery also designed the phased expansion of the Moncrief-Nuehaus Athletics Complex, which included a new locker room and training facilities, a player's lounge, and academic support center.

“Texas was over the top in facilities,” says Dallas Griffin,



Darrell K. Royal – Texas Memorial Stadium, University of Texas

an All-State offensive lineman from Katy, Texas, who signed with the Longhorns in February. “Whatever you wanted, they had. The weight room is enormous; they didn't spare anything.

“I guess the thing that I notice most is that even when the stadium is empty it feels like you're somewhere important. The whole layout of the stadium and walking around there is just awesome.”

It's not just the look and feel of facilities that sways recruits. It's performance, too.

“What schools want to show recruits is that they have everything they need to improve and reach their potential, whether it's to get to the professional level in sports, or be an achiever in academics,” says Tad Schultz, Heery's senior designer for sports facilities.

Mike Holleman, who heads Heery's sports group, said the value of academics as it relates to athletic facilities should not be under-estimated. It doesn't mean constructing an academic center next to the football stadium.

“It means using the football stadium to reflect other parts of the campus; building something in the style of the university so the two things go together,” Holleman says. “The presidents of the universities are in charge and they want a stadium that looks like the university and feels like the university.

“There was a time when stadiums were built out of town and you didn't know where you were, so you could have been at any stadium. Now the trend is to fix up what they have.”

Heery's athletic design work at the University of Virginia incorporated the classic, Jeffersonian look of the campus – white columns topped by a trellis – into the football stadium.



Scott Stadium, University of Virginia

The north end zone of Scott Stadium has an entry plaza and pergola where students arrive from dormitories near the stadium.

“Virginia has done a tremendous job with their facilities, and it helped them have very good recruiting classes the last two years,” says ESPN’s Lemming. “While you can contribute a lot of that success to the school’s reputation and Al Groh and his coaching staff, I think the upgrade in facilities has been a big factor.”

Heery master-planned the expansion of Scott Stadium, which began in 1998 and was completed in 2000. The stadium capacity swelled from 44,000 to 60,000 and 56 suites were added.

The luxury suites at UVA were designed so that they were not only used the day of the game, but also the rest of the school year for career placement interviews. For instance, Heery’s design included tables that could be raised for cocktail height during a game, then lowered for sitting around to view materials during an interview with a prospective employer.

“Our concept was that the Office of Career Planning would utilize the space so any student at the university could come to the suites for interviews with various corporations,” says Mark Fletcher, associate director of athletics. “Many of our students are getting their first job from an interview that is happening in the football stadium. What that does for us from an athletic standpoint is that it should be much closer to the faculty and the school’s mission. We have also tied into the business community and the student body by providing first-class space for interviews.”

Heery also played a role in the construction dialogue between academics and athletics at the University of Texas. Pam Griffin, the mother of UT recruit Dallas Griffin, says the academic buildings that surround the Longhorns home field have a blend that make the stadium part of the campus environment.

“Academics is very important to us so it’s great to see how the stadium is accessible to students and how student-friendly it is around the stadium,” Pam Griffin says. “It doesn’t feel like they have separated the football team from the rest of the student body; everything blends together. All around the stadium there are academics, and we liked that.”



Participants in the 2002
NACUBO Endowment
Study recorded an average
6 percent decline in value
over 12 months.*

**556 participants with a
June 30, 2002 fiscal year*

THIS IS NOT YOUR PARENTS' CLASSROOM

The Trend Toward Learning Technology Centers

As higher education embraces the technology revolution, many colleges and universities are building state-of-the-art learning technology centers. For these institutions, learning technology centers allow students to tap into a wealth of online information and prepare them for a technology-driven workplace. Moreover, the centers foster innovation in teaching and research, expand programs and offerings, and enable distance learning. They also provide new teaching tools and expedite old procedures. Colleges and universities often look to these centers to boost recruitment and to enhance their image as a leading institution. Some schools use the centers to build community relations, and, more practically, to centralize facilities and resources into a single building.

The Ambler Learning Center: Revitalizing a Suburban Campus

Pennsylvania's Temple University has all of these aspirations and more for its new, \$18 million learning technology center at the university's suburban Ambler College. The approximately 71,000-square-foot Ambler Learning Center is the campus's first new building in more than 20 years.

The impetus for building the new center was initially practical. Ambler needed more classroom space, and only a new building could provide it. The college decided to boost its profile and redefine its image at the same time by building a state-of-the-art learning technology center. The project was largely funded by the Commonwealth of Pennsylvania, which selected Heery to perform pre-construction services to the project.

"The Ambler Learning Center provides the right tools for sophisticated branches of study like computer and information sciences, business, regional planning and landscape architecture"—some of Ambler's strongest programs—"where cutting-edge technology is important," Sophia Wisniewski, dean of the college, explains. "Education is now interactive. In our Regional Planning program, for example, teachers show city plans or art works on their computers during presentations."

Cutting-Edge Capabilities

In addition to classrooms, the center will provide space for large audiences with its 300-seat auditorium, which eventually will be converted into a performing-arts facility. "Then we'll be able to bring the performing arts onto campus

and to offer cultural events to the community," Kathleen Beveridge, director of development, notes.

At the Learning Center, students will have online access to Internet and business resources, library databases, and software programs. The ten classrooms will be "SMART" classrooms—with built-in video projectors, podiums, and document cameras; projection screens; electronic white boards; and DVD, video and audio players.

The three-story center will be equipped with wireless technology so that students and professors can log onto the Web anywhere in the facility. With student lounges on every floor, "students will work together on their laptops, like at a cybercafé," said Susan Hyer, assistant director of computer services.

The Learning Center's other offerings will include a Scholars' Information Center, a 90-seat, open computer facility for coursework and research. The software for all of Ambler's courses will be installed in this area, instead of being scattered among different locations.

Other notable features are a multi-media center, a video-editing room, seven computer teaching labs with 25-40 computer stations in each, two visual arts studios, a distance education center, and a writing and math/science center, which will provide academic support and specialized software for Ambler students. The distance education center will bring courses from other Temple campuses to Ambler, and vice versa. It will also be available for use by regional businesses and corporations.

Design Challenges

According to Temple/Ambler staff and the project team, the greatest challenge posed by the Ambler Learning Center was its tight budget—about \$175 per square foot. As often happens with an ambitious project, "the design program grew with the project," noted Mark Purcell, Heery's project manager. "We had to stay within the budget while still meeting the University's needs." By performing cost estimating, value engineering, scheduling, and constructability reviews, Heery helped to keep the project on the straight and narrow.

"We needed cost estimating at all phases through construction documentation," Marvin Gerstein, Temple's director of planning and design, explains. "Heery was very helpful in providing cost estimating, advice, and assistance in value engineering."

Pennsylvania's Department of General Services chose Heery for the project because of the firm's "competence" and "geographic closeness to the project," reveals Robert Glenn, director of the Department's Bureau of Engineering and Architecture. "They had a background in educational facilities and staff with experience in these services."

Ambler Learning Center



Michael Parker Photograph

Heery and the project team were able to stay within budget through “creative thinking and good design practices,” says Joe Krehely, the Department of General Services’ project coordinator. For example, to cut expenses, Heery recommended simpler materials—such as standard masonry, block-concrete masonry units and brick—while still maintaining the building’s distinctive, engaging appearance.

An Opportunity for Service Learning

Ambler saved costs, too, by using the center as an opportunity for “service learning.” In service learning, students serve their community while also learning valuable skills. In this case, Ambler’s senior landscape-architecture students designed four plans for the Learning Center’s landscape and surrounding spaces. The college hopes that a professional landscape firm will take the best ideas from those plans and implement them in a sustainable design, says Dr. Lolly Tai, chair of the Landscape Architecture and Horticulture Department.

The Ambler Learning Center is slated to open in 2005. It promises to propel Ambler College to a new level of high-tech prominence.



The Heery-designed School of Architecture at Southern Polytechnic State University in Marietta, Ga., is the recipient of the 2002 Award of Excellence by the AIA’s Georgia Chapter and the Atlanta Business Chronicle’s 2002 Deal of the Year / Design.

Small College, **BIG BUILDING PLANS**



Reinhardt College, a small liberal arts institution with close ties to the Methodist Church, has several construction projects in the works, and Heery has been playing a major role in the improvements on its main campus located in north Georgia.

In conjunction with Kirkman Associates, Heery is providing design-build services for the renovation and expansion of the Baxter Brown Gymnasium. Due to open fall 2003, construction is underway to renovate and modernize the existing gymnasium, and turn the playing surface 90 degrees to accommodate greater seating capacity. Offices, locker rooms and athletic training facilities are also being renovated and expanded. In addition, classrooms and offices used by the Physical Education Curriculum are undergoing major renovations.

College and design-build officials, along with local librarians, tour the expansion of the Hill Freeman Library.

Also slated for a fall 2003 completion is the renovation and expansion of the Hill Freeman Library. A major component of the project includes a three-story addition to make room for computer labs, conference space and a plaza — adding an architectural focal point for the campus.

Most recently, Heery teamed with Niles Bolton Associates in a design-build endeavor to provide new student housing. Made up of two buildings with a total area of about 70,000 SF, the 200-bed apartment-style project will house two- and four-bedroom suites complete with kitchens and private baths.

Consistent with the colleges’ Georgian-style architecture, the new facility will serve as an inviting “back door to the campus.”

SMOOTH OPERATIONS

Building Commissioning Can Help Ensure Facility Efficiency

The mechanical, electrical and plumbing systems of any building are vital to its existence. And how the equipment of these systems operates determines the well-being of the building overall. Consequently, achieving the highest level of system efficiency reduces operating costs.

Building commissioning is an effective strategy to improve the operating efficiency of a campus building's systems and equipment. The central purpose of the commissioning process is to provide documented confirmation that building systems function in compliance with project documents to satisfy the owner's operational needs. The process gives the owner a means of verifying that the building's functional needs are addressed rigorously during design, construction, completion and occupancy.

A first step is analyzing possible equipment and determining initial cost vs. life-cycle cost for various options.

"Making sure a building operates efficiently and correctly is one piece of a much bigger pie that we work on," says Heery's Matt Beckingham. "We want to select the best piece of equipment to be installed, so we look at different types of equipment systems and make recommendations based not only on the associated upfront costs, but also the costs of the equipment's life overall. We also take in the LEED's (Leadership in Energy and Environmental Design) perspective for maximum energy efficiency and look for the equipment choice that makes the most all-around sense."

For the University of Washington, Heery has supervised the equipment analysis and commissioning process of several

design and construction projects on various campuses, including the Husky Den at the Hub, a new student union building and restaurant renovation in Seattle, and a new science building for the Tacoma campus.

"Not only was the commissioning criteria of a specific project met, but Heery has stepped beyond and assisted in identifying additional design and construction errors," says J.R. Fulton, University of Washington project

manager. "As a third party between engineers and contractors, Heery has been extremely helpful even with existing systems that are not in the scope of a specific project, but affected a project's commissioning process. They can troubleshoot, for example, fans in a renovation project that aren't operating correctly. Heery provides us with an extra set of engineering eyes and has saved us lots of money."

Members of Heery's operational-based engineering group have previous experience in operating various types of buildings and equipment. Therefore, they can provide clients with this firsthand knowledge. They are familiar with the pitfalls and shortcomings of a wide range of equipment, and know how to make building systems work efficiently to keep occupants comfortable.

Commissioning ensures the maximum efficiency of installed systems, as well as identifies and resolves problems before a building is occupied. The result is a reduced number of callbacks and interruptions for construction correction or design deficiencies. Following commissioning criteria encourages problems to be addressed early in the design process.

"Starting with conceptual design and programming, the commissioning process helps the owner identify operational needs with the ultimate intent of reaching a measurable result," explains Heery's Charles Cambron, senior mechanical engineer. "As we go through the process, we work with the designers to make sure they understand these needs and stay on track. During the construction phase, we monitor everything that takes place, purchase all equipment, prepare submittals, and assure equipment received is correct before installation."

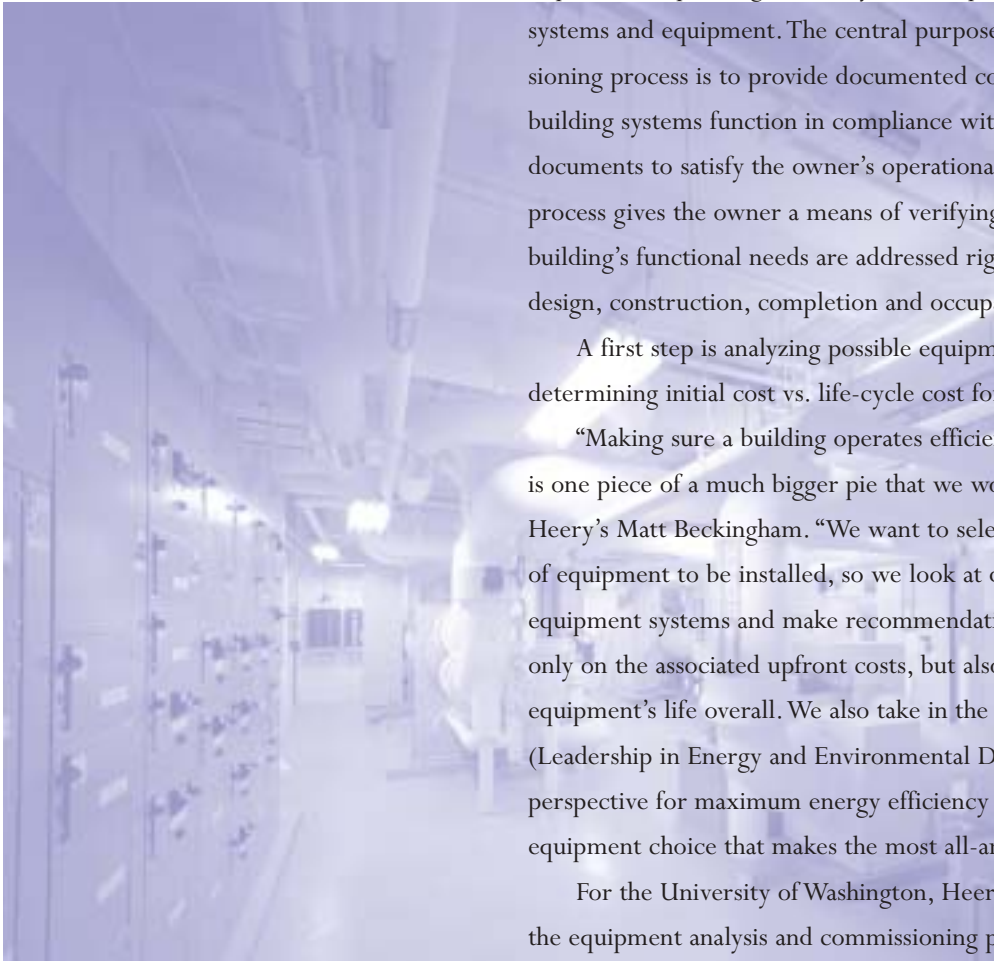
Once installed, equipment should be tested when construction is about 80 percent complete. "Testing is the largest benefit of commissioning to some building owners," states Dale Randels, Heery vice president and Nashville Area manager.

Testing of control sequences assesses whether every step works, and provides basic cooling capacity and power generation. Air-quality testing also takes place at this stage. During post-occupancy, seasonal testing continues through the end of the commissioning process, minimizing callbacks during that period.

Another commissioning advantage is ensuring proper owner training to operate and maintain the building systems, as well as understand how they are intended to function, including air, electrical and life safety. Proper operation of systems in facilities such as university laboratories and research centers is especially critical, as these systems impact research and results.

"Commissioning frequently helps owners overcome the fear of selecting sophisticated systems that they perceive as difficult to operate and maintain," Randels explains.

The cost of commissioning itself depends on the size and complexity of the building project, but accounts for a small percentage of the construction budget. When commissioning is executed properly, a building's operating costs can be reduced significantly, and the university can expect and enjoy smooth operations.



GOING GREEN

Defining High-Performance Buildings and Encouraging Sustainable Design

The High Performance Schools movement — to increase the energy efficiency and sustainability of K-12 schools across the nation — has a higher education counterpart in LEED, the Leadership in Energy and Environmental Design's Green Building Rating System.

Members of the U.S. Green Building Council (USGBC), representing many facets of the building industry, developed and continue to contribute to LEED. The program provides a voluntary, consensus-based national standard for developing high-performance, sustainable buildings of all kinds. A number of higher education buildings have earned LEED project certification. The benefits include various forms of recognition, as well as qualification for a growing array of state and local government incentives.

USGBC committees frequently update standards in an effort to continuously provide a widely understood and accepted definition of "green building." The LEED framework for assessing building performance and meeting sustainability goals clarifies this definition. Criteria emphasize the use of effective, leading edge strategies for sustainable site development, water savings, energy efficiency, materials selection and indoor environment quality.

For the higher education building, these factors are especially critical. Classrooms, laboratories, athletic facilities and other special spaces demand a high level of quality illumination and thermal comfort to enhance the well-being of student occupants. The space where students spend the greatest amount of time is, of course, in the general studies classroom. These are the spaces where learning can be most enhanced by a quality environment. Recent studies have shown that increased natural illumination can significantly improve student performance.

Day lighting is also a key factor in achieving energy efficiency. This type of illumination refers to the indirect, diffused light similar to northern exposures. To best capture this quality light, school buildings should be oriented east-west with the majority of glazing on north and south sides. This building and window orientation also maximizes thermal gains and reduces HVAC system operation. South-facing windows have the greatest heat gains during the colder months and east-west windows the highest gain during summer months.

The design challenge comes in maximizing day lighting principles so that the integrated use of artificial lighting can be controlled and reduced. Producing high quality non-glare light for both better student productivity and reduced energy consumption is the ultimate objective.

In addition to visual and thermal comfort, indoor air quality and acoustics also reach high standards in High Performance Schools. The selection of materials contributes to the well-being a student experiences in a space by avoiding the emission of toxicities into the air. All finishes and furnishings must be carefully reviewed to determine their level of VOCs or formaldehyde. An increasing number of healthy, sustainable products are available on the market from which to choose. Acoustic comfort can be accomplished by eliminating noise-producing conditions in ventilation ducts and the use of zero-toxicity, acoustic tiles.

In meeting LEED criteria, higher education buildings have been certified for reaching standards in sustainable sites, water efficiency, energy and atmosphere, materials and resources, and indoor environmental quality. With sites, for example, selection has been made of areas located near public transport, with trees to provide shading and landscaping of drought-tolerant and native plants. Reclaimed water is used for toilets and irrigation for water efficiency.

Natural ventilation with operable windows coordinates with the mechanical system, motion sensor day light control, and alternative energy sources such as methane gas and solar to meet energy criteria. For materials and resources, construction waste management, which is mandated, reaches a high-percentage recycling rate, and wood products are derived from forests with sustainable management. Low-emitting materials, as discussed, and controllability of operable windows plus a permanent air monitoring system contribute to indoor environmental quality standards.

Design of any building can aspire to LEED standards and reach a level of sustainability without certification, if cost is an issue. "Heery has LEED projects in design and we have LEED certified designers, architects and engineers, but not all projects become certified," states Heery Project Manager Emmett Ahearn, RA.

For example, the final design of the Center of Applied Learning & Technology, designed by Heery for Anne Arundel Community College in Arnold, Md., addressed several green design principles including building orientation, increased natural day lighting, storm water management, low VOC materials and recycled building products. The building budget needed to design and certify a LEED project, however, was not possible. For colleges in particular, funding continues to be an issue with budget crises in many states.

Those buildings that do earn LEED certification will still make a generous contribution to the growing knowledge of green buildings.

Center of Applied Learning & Technology, Anne Arundel Community College



New residence hall construction in 2002, median results:

Cost: \$6.8 million

Size: 49,707 SF

Residents: 196

Cost/SF: \$150

SF/Resident: 339

Cost/Resident: \$66,046

Source: AS&U, 14th Annual Residence Hall Construction Report

Parking Deck Blues

Campuses around the country facing the challenges of growth are seeking various ways to minimize automobile thoroughfares and encourage students to use other means to travel around campus.

With thoughtful planning for pedestrians and bicycles, a sustainable campus can be created that alleviates congestion and improves safety. And, by moving parking areas and vehicular circulation to the campus perimeter, a campus can find new space in its core for growth.

"Growing or land-locked colleges must resolve their parking issues before campuses can expand," says Heery Project Manager Emmett Ahearn, RA. "Parking structures are becoming increasingly difficult to finance because most states will not fund garage projects, and colleges often do not want students to incur parking fees."

A pedestrian-friendly campus focuses its core on open space with circulation routes between buildings for walkers and bicyclists. A vehicle-free pedestrian spine in the center of a campus allows walkers to travel safely. Curbside parking should be removed entirely from the core, and parking lots should be reduced in size and duration of use. Easy access to mass transit from the core, along with free student-transit passes, will lessen the demand for parking space overall.

By opening up space in the campus core, areas between buildings can include not only circulation, but also outdoor "living rooms." By infilling these spaces with outdoor terraces for meeting and gathering, students are better connected to each other and encouraged to walk from place to place.

College students are known to be enthusiastic bicyclists and walkers. They are more physically fit and cycle at a much higher rate than the general population. Students often are more environmentally conscious and receptive to new ideas, such as using a bikeway system on a daily basis. Solutions to worsening air quality, traffic and parking problems may be found in the resources and energy required to establish workable bicycle programs at universities.

Community colleges are faced with even greater obstacles to reducing car usage and congestion.

"Unlike four-year institutions where students live on/off campus and car ownership often is discouraged, community colleges are based upon local accessibility, part-time and a workforce development focus," explains Ahearn. "Improved linkages to public transit will help these campuses begin to reduce vehicular traffic and conflict."

A few simple — but effective — changes can help campus avoid parking deck blues.



PROJECT PROFILE

Wolfson Research Institute



Nestled along the river Tees, Durham University's new Wolfson Research Institute focuses on the learning and discovery of health, medicine and the environment.

The new facility, funded by grants from the European Community, the Wolfson Institute and other private and public bodies, is the fourth constructed by the University at Stockton (U.K.) within the Teesdale redevelopment area.

Once an area of derelict industrial land, the Stockton on the Tees redevelopment area was targeted in the early 1990s by local and regional agencies supported by the European Union. The

goal – regenerate a large brownfield area to enhance employment and education facilities in the Stockton area.

In addition to University of Durham's Stockton Campus, new development includes road and pedestrian bridges, a tidal barrage across the river, a white water canoeing course, several office complexes and some residential areas.

The facility provides some

4,500 meter² of research laboratories, offices and support facilities for the Geography and Biomedical departments of the university.

According to Heery Project Manager Duncan Towell, a new building on an active campus with restricted access – due to its proximity to the river Tees – has its share of challenges, and credits “careful logistical and safety planning” with the success of this project.

Heery was appointment management contractor for the project in August 2000. Following a 10-week pre-construction period, during which the construction strategy and overall master program were developed in tandem with the detailed design and early package procurement, construction commenced in October 2000 and completed in November 2001.

The building consists of three, two-story blocks running perpendicular to the south bank of the River Tees, all linked by a glazed “street” running parallel to the riverbank. Laboratories are housed in two outer blocks with offices predominantly sited in the central block. Plant rooms are located in four-story towers, which rise above the street at its intersection with each block.

In addition to the construction and fit out of the laboratory facilities, Heery managed the landscaping of the surrounding area to fully integrate the new facility into the existing campus.



University of Durham

THE MONEY Chase

continued from front page

Strong relationships also help institutions learn about new programs underway at foundations. The Kresge Foundation, an independent, private foundation known for funding bricks and mortar projects through challenge grants that encourage private giving, is launching a program to help fund sustainable and green planning for projects, which is a high priority for many institutions of higher learning. In addition, Kresge is also launching a bonus grant at graduated amounts for those institutions that achieve the different levels of LEED certification. Kresge will issue the guidelines in August. (See related story on sustainability, page 7).

The President's Message at The Kresge Foundation website offers advice to grant seekers as well: “We look very carefully at the programs to be housed in the buildings, at the organizations that propose them, at their financial audits, accreditation reports, and projections of the cost to operate new or expanded facilities.”

Public Funding

Public institutions often face an unusual situation when it comes to funding, especially in down economic times. Most public institutions see enrollments climb when the economy slows—indeed the University System of Georgia's enrollment reached an all-time high in Spring 2003 and is expected to increase significantly every year for the next decade. At precisely the time when state and local budgets are tight, these institutions have to work extra hard to maintain funding and secure additional dollars to cover the increased student count.

State coffers are exceptionally tight right now. Institutions across the country are grappling with the effects of hundreds of millions of dollars in budget cuts. Buildings can often take a back seat when administrators are making decisions that increase student/teacher ratios, expand already large classes, use part-time rather than full-time professors, and eliminate or reduce access to specific classes.

And yet, administrators will make the argument for funding buildings and maintenance. The University System of Georgia's Chancellor Thomas C. Meredith is on record trying to preserve his request for major repair and rehabilitation funds, explaining to Georgia's Joint House and Senate Appropriations Committees on the FY2003 Amended Budget and the FY 2004 Budget: “It is critical to the System and to

our ability to be good stewards of the facilities with which the citizens of this state have entrusted us.”

“The University System of Georgia is at the forefront of requiring every campus to have a master plan,” explains Anton Kashiri, Director of Facilities Management, Southern Polytech State University outside of Atlanta, Ga. “It's been a good thing because it demands that every institution think through and articulate its rationale for facilities. Many other states are now requiring master plans at all of their state institutions.”

Even in tight times, some new projects do get funded, and those who make a strong case can often make their way victorious through the legislative maze. Still, it can be tough for smaller state institutions to make their case when they are competing for the same dollars as heavily-endowed larger state universities.

“It's a challenge for us smaller guys,” sighs Kashiri. “We just have to make a really strong case of demonstrated need and tie it to the master plan. We have to make sure they understand our master plan, our institution's mission and how the building fits into both.”

Relationships, Relationships, Relationships

Whether you are seeking funding from individuals, foundations or the state legislature, relationships can be one of the biggest determining factors in your success. Remember that the relationship works both ways. Your contacts need to know your institution and its program or mission, as well as the plan for achieving it. Your institution also needs to know as much as possible about the goals, missions and priorities of your contacts—whether they are an individual alumni, a foundation officer or a state elected official.

At most colleges and universities, the president and executive board determine which projects receive the green-light to begin the fund-raising cycle, so the information cycle should start there first. Many institutions have strict policies and formulas for beginning projects. Consider the University of Notre Dame in South Bend, Indiana.

“Construction doesn't start until there is a 100 percent commitment of funds,” explains Shannon Cullinan, Notre Dame's Assistant Vice President of Public Relations. That way money is available to ensure the university's initiatives and plans for growth can be completed successfully.

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