

# Introduction

Science Museum of Virginia

The Science Museum of Virginia has arrived at a critical juncture in its life cycle. Operating from its flagship location on Broad Street in Richmond, and with satellite facilities in Danville and the Richmond airport, the Science Museum of Virginia is nearing its 40<sup>th</sup> anniversary. Although undercapitalized and in need of refurbishment, the Science Museum has earned a strong reputation within Greater Richmond, Danville, and among its stakeholders. The Science Museum is fortunate to have amassed a significant amount of community equity. With a new Director in place (the third in its history), the Science Museum began a comprehensive planning process in 2008. Focusing on the uniqueness of its statewide mission and the critical importance of science literacy in our economy and culture and in convening conversations about science issues in our society, the Science Museum engaged more than 80 organizations and countless individuals in setting the course for its next generation of service to Virginia.

Guided by a Strategic Planning Committee composed of equal numbers of Trustees, Foundation Board members and senior staff, and with the expert assistance of White Oak Associates, this *Strategic Master Plan* highlights the results of this planning endeavor. The new mission statement, vision statement and list of core values are already guiding the museum staff in its daily operations. Institutional outcomes, strategic goals and future initiatives lay out a road map for success in this newly reinvented science museum that is built for the Knowledge Age. In an ever-competitive marketplace for people's discretionary time and income, the Science Museum of Virginia is now poised to inspire Virginians to enrich their lives through science, and become a relevant community resource for all Virginians.



## Strategic Planning Participants

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### Internal Stakeholders

- Science Museum of Virginia Board of Trustees
- Science Museum of Virginia Foundation Board of Directors
- Museum and Foundation Staff
- Liaison Committee (women's volunteer group)
- Universe Society (young professional volunteer group)
- Museum Volunteer Board
- Science Museum Education Committee
- Danville Science Center Foundation

### K-12 Education Community

- Chesterfield County Public Schools  
Jeremy Lloyd, Science Specialist  
Lynn Corbin Howerton, School Improvement and Instructional Support Specialist
- City of Petersburg Public Schools  
James Victory, Superintendent
- City of Portsmouth Public Schools  
Laura Nelson, Director of Science
- City of Richmond Public Schools  
Yvonne Brandon, Superintendent  
Helena Easter, K12 Science Instructional Specialist  
Alethia Elam, Elementary Science Instructional Specialist  
Nelson Colbert, AP/Dual Enrollment Coordinator
- Hanover County Public Schools
- Henrico County Public Schools  
Michael Dussault, Elementary Science Specialist  
  
Libbie Kitten, Secondary Science Specialist
- Stafford County Public Schools  
  
Eric Rhodes, Supervisor of Mathematics and Science
- Virginia Association of Science Teachers

Delores Dunn, Board member and former Secondary Instruction Science Specialist for VA Department of Education

### Higher Education

- College of William & Mary
- J. Sergeant Reynolds Community College  
Gary Rhodes, President
- University of Richmond  
Edward Ayers, President  
John Gupton, Gottwald Professor of Chemistry  
Patricia Stohr-Hunt, Chair, Department of Education  
Carol Parish, Assoc. Professor of Chemistry
- Virginia Commonwealth University  
Thomas Huff, Vice Provost for Life Sciences  
Russell Jamison, Dean, School of Engineering  
Mike McCollum, Assistant Professor, Department of Electrical and Computer Engineering, School of Engineering  
Dick Rezba, Emeritus faculty, School of Education and Director of Center for Life Sciences Education
- Virginia Tech  
Don Leo, Professor, Mechanical Engineering  
Melissa Maybury Lubin, Director, Richmond Center  
Llyn Sharp, VT-STEM K-12 Initiative, Geosciences Outreach Coordinator

### Partner Nonprofits

- Boys & Girls Clubs of Metro Richmond  
Todd McFarlane, President/CEO
- Commonwealth Public Broadcasting  
Curtis Monk, President & CEO
- VirginiaFIRST Robotics  
Scott McKay, President  
Patti Cook, Director
- MathScience Innovation Center  
Julia Cothron, Executive Director
- Virginia Academy of Science

James O'Brien, Council Member

Patricia Wright, Superintendent of Public Instruction

- Virginia Aeronautical Historical Society  
Van Crosby, President
- Virginia Hispanic Chamber of Commerce  
Michel Zajur, President
- YMCA of Greater Richmond  
Barry Taylor, President/CEO

- Department of Game & Inland Fisheries  
Robert Duncan, Executive Director
- Department of General Services  
Richard Sliwoski, Director
- Department of Historic Resources  
Kathleen Kilpatrick, Director
- Virginia Bio Technology Research Park  
Robert Skunda, President & CEO

#### **Cultural Community**

- Children's Museum of Richmond  
Karen Coltrane, President & CEO
- Lewis Ginter Botanical Garden  
Frank Robinson, Executive Director
- Maymont  
Norman Burns, Executive Director
- Virginia Museum of Fine Arts  
Alex Nyerges, Director

#### **Local Government Agencies**

- Capital Region Airport Commission  
Jon Mathiason, President & CEO
- Richmond Department of Community Development  
Rachel Flynn, Director
- Richmond Metropolitan Authority  
Robert Berry, General Manager
- Richmond Redevelopment & Housing Authority  
Anthony Scott, CEO

#### **State Government Officials**

- Tom Morris, Secretary of Education
- David Smith, Deputy Secretary of Commerce
- Delegate Kirk Cox
- Delegate Phil Hamilton
- Delegate Riley Ingram
- Delegate Manoli Loupassi
- Delegate Danny Marshall
- Senator Henry Marsh
- Delegate Jennifer McClellan
- Delegate Joe Morrissey
- Delegate John O'Bannon
- Delegate Albert Pollard, Jr.

#### **Corporate Community**

- Altria Client Services  
Richard Solana, SVP, Research & Technology  
Charles Agee, Director of Corporate Contributions  
Kathryn Fessler, Manager Corporate Contributions
- Dominion Resources  
Paul Koonce, CEO  
Marjorie Grier, Vice President, Dominion  
Foundation
- Genworth Financial  
Scott McKay, SVP Operations & Quality  
Heidi Crapol, VP, Community Relations
- MeadWestvaco  
Robert Feeser, President, Packaging Resources  
Kathryn Strawn, VP & Executive Director,  
MeadWestvaco Foundation
- Sun Trust Bank  
Gail Letts, President & CEO, Central Virginia Region

#### **State Government Agencies**

- Department of Aviation  
Randall Burdette, Director of Aviation
- Department of Education  
Jim Firebaugh, Director of Middle Instructional  
Services  
Paula Klonowski, Virginia Science Coordinator  
Beverly Thurston, High School History and the Social  
Sciences

- Greater Richmond Chamber of Commerce  
Kim Scheeler, President

Amy Nisenson, Executive Director

#### **Media and Marketing**

- Metro Richmond Convention & Visitors Bureau  
John Berry, President & CEO
- Richmond Times-Dispatch  
Marshall Morton, CEO
- Siddall, Inc.  
John Siddall, Chairman/CEO

- The Robins Foundation  
William J. Roberts, Jr., Executive Director  
Jane Walker, Director of Community Partnerships
- Virginia Environmental Endowment  
Gerald McCarthy, Executive Director

#### **Private Foundations**

- Cameron Foundation  
Valerie Liggins, Program Officer
- The Community Foundation Serving Richmond and  
Central Virginia  
Susan Brown Davis, SVP, Community Leadership  
Initiatives  
Elaine Summerfield, Program Officer
- Marrietta McNeil & Samuel Tate Morgan, Jr.  
Foundation  
Elizabeth Seaman, Advisor
- Mary Morton Parsons Foundation

#### **Individual Stakeholders**

- Beverly Armstrong
- Meg Clement
- Harwood Cochran
- David Cohn
- Tom & Carolyn Garner
- Mark Grossman
- Maureen & Ivor Massey
- Lamar Owen
- Inger Rice
- John Roberts
- Claiborne Robins
- John Sarvay
- Mary Wick
- Rudy Bunzl

# Community Needs and Opportunities

Science Museum of Virginia

## Chapter 1

Successful museum planning is founded on addressing significant community needs. Museums grow and adapt in response to providing valued services to families, professionals, students, teachers, businesses, foundations, agencies and other sponsoring investors. Assessing what the community needs is a key element of strategic planning. SMV and White Oak interviewed community leaders to identify significant community needs and to explore how the Museum might be a partial solution in answer to those needs.

The Science Museum of Virginia (“SMV” and “the Museum”) commissioned White Oak Associates, Inc., a Massachusetts-based museum planning firm, to identify significant community needs in Virginia and Greater Richmond as they might relate to the Museum, and then plan a transformed institution in answer to those needs. This *Strategic Master Plan* is the result of that commission, and it should be read in the context of its role of a planning framework over the next years.

In a series of private interviews, community leaders outlined the key opportunities and challenges facing the region. Community leaders outlined the key opportunities and challenges facing the Commonwealth of Virginia as a whole and Greater Richmond in particular. These leaders were certainly aware of the institution’s potential for regional service in a range of areas, and they directed their comments toward community issues where the Science Museum of Virginia may be an important part of the solution. The planning team has also had four two-day workshops with staff and the Strategic Planning Committee (“SPC”), who provided direction on over thirty policy scales. Internally, the Science Museum conducted an all-staff SWOT exercise.

### Representative Community , Stakeholder and Staff Quotes

*All text in this section is from confidential interview notes, and is intentionally un-attributed. These comments are grouped for organization and are unedited except for the purpose of clarity.*

#### Community Needs

- Be inspirational: Importance of child development in society; 70% in the middle left behind (10% gifted & 20% challenged); Think about connection to social impact; Die is cast in upper elementary school; K-6 priority: reading, math science, history, health; light a fire under talented youth
  - Not enough good teachers; High teacher turn-over; classroom management skills – Science Museum knows how to do it; need for inquiry-based training; Elementary teacher especially need help; no follow up with new teachers
  - How to help good programs go statewide – Science Museum as a branded facilitator of programs; no clear mandate for statewide service -- may be self-imposed

- No one else is serving families with science; lots of programs targeted at top and bottom of schools; important to engage entire family structure in lifelong learning process
- Museums are the most trusted source for information in society
- Governor's Green Initiative; meshing environmental issues with energy; Science Museum should own the James River story -- no one has taken the role of steward; Thought leadership - global warming engaged in interactive current science
- There is an atmosphere ripe and very supportive of deeper, productive partnerships. Area sponsors and donors would like to see us collaborate
- Fitness, childhood obesity are growing problems; athletics is important in aftercare programs, opportunity to inject STEM into this
- No agreed upon regional identity
  - Richmond has deep historic roots; hub of Civil War; (Sesquicentennial 150th anniversary 2011 – 15) Science played a major role in the Civil war.
  - Richmond should be known for excellence in innovation (history may be a distraction); medical industry is a great, global story, replacing banking; University business incubators needed; International competitiveness very important; Globalization; three main sectors: biotech, transport, logistics
- Transport hub: interstates, rail, airport, port
- Tourism is growing. Tourists are evenly divided among business, conventions, leisure and visiting friends and relatives. Favorite activities in order are: visiting friends/relatives; history and shopping
- Create a vibrant urban core; site needs to be developed to be made safer; strong opportunity to influence the development of Broad Street in vicinity of the museum
- Develop workforce is key for VA; Job skill top priority: ability to communicate; we need to inspire science learning; Catalyst for scientific thinking; More educated populace; “*Science has a front row seat for the next generation's quality of life;*” contemporary topics: climate change, stem cell research, alternative energy.

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### Community Threats

- Competition - 3D IMAX, Flat Screen, Partners, Free Places; Chesterfield Science Museum, JMU Planetarium, Shopping Malls, Cable TV, Theme Parks, Theaters, Leisure Time, Math/Science Center, Mad Science, Other Area Museums, Smithsonian Museums, Sports, Internet, Movie Theatres, Wii, Video Games, Maymont, Laser Tag/Paint Ball, Kids Athletics
  - Growing IMAX competition/confusion
  - Threats influenced by people’s discretionary time & money, competing products and competition for donors
- Economic Recession

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### Internal Needs (Weaknesses)

- Strengthen mother ship
  - Make it interdisciplinary, social, interesting to entire family
  - Building is expensive to maintain; lighting/cleaning challenges, physicality of the building, staff interaction is tough due to office layout; floor plan is not conducive to exhibits, wayfinding is a challenge

- Broad Street facility larger than needed for current purposes
- Need soundproofing; Acoustics terrible in rotunda and elsewhere
- Outdated & broken exhibits, "worn out" look; shallow experience; exhibit development process - too long and when it's done, it's irrelevant
- Outdated technology – Paciolan ticketing system and 2D Imax
- Lack of train programming/history
- Exhibits should be more fun & relevant; less text
- Satellite support is costly
- Low attendance for market size at Broad St.; high cost/visit; admission costs; build membership; create a recreational amenity package
- Fund raising needed; more strategic in our approaches
- More internal business analysis and planning systems; more marketing; cluttered message to market; market research needed to create more attractive services; program scalability
- Lack of focus/clarity; communication throughout the museum; low morale; staff development needed; keeping people updated and apprised of status; change is hard, we don't manage change well; quality of product is suffering due to multiple demands; need more volunteers in the galleries/on the floor; become a learning community

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### **Core Competencies (Strengths)**

- Communicating science to multiple audiences using a variety of techniques (i.e., interactive exhibits, lively demonstrations, theater, media, workshops)
  - Developing exhibits that communicate targeted messages
  - Providing immersive, storytelling, content rich media experiences
  - Developing and delivering unique educational programs to reinforce Virginia's Standards of Learning
  - Using dramatic interpretation to bring science and learning to life
- Serving as a community gathering place by hosting special events, meetings, celebrations, press conferences, corporate functions, fundraisers and community festivals
- Building mutually beneficial relationships with families & with organizations who have kindred missions
- Operating in a fiscally prudent manner
- Our building and site

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### **The Big Opportunities**

- Creating a visionary and Virginian approach to science learning
- Renovating the historic Broad Street Station (the Building) and adding an Event Center
- Developing the 36-acre site
- Solving VAM, the Rice House, and Danville satellite issues
- Establishing a sustainable approach to statewide impact
- Realizing our earned and private revenue potentials
- Building on the Science Museum's community respect and recognition

# Mission, Vision and Values

Science Museum of Virginia

## Chapter 2

Successful museum projects are an expression of the community's agenda for its future and a statement of the community's character and history. A new museum will express Virginia's vision of itself and evolve in parallel with the community. As our national economy shifts from a 20th century industrial model into the Knowledge Age of the 21<sup>st</sup> century, the Science Museum must also evolve its approach to accomplishing its mission.

The mission, vision and values evolved over a period of eight months with four workshops with the Strategic Planning Committee, plus informal follow-up meetings, exchanges of drafts, and several on-line forums. This leadership group, including board members, Foundation representatives and museum leadership, facilitated by White Oak, went on to establish the institutional outcomes that are the foundation for the strategic goals and initiatives listed in the next-to-the last chapter of this document.

The Strategic Planning Committee also provided guidance to the planning team through a series of policy guidance exercises addressing institutional purposes, audiences to be served, style of approach, components of the Museum experience, strategies for statewide impact, and operating and capital economic parameters.

### Mission

*Inspiring Virginians to enrich their lives through science.*

### Vision

By the year 2020, the Science Museum of Virginia will be:

- The branded facilitator of informal science learning in Virginia
- The catalyst for families to ignite their interest in learning
- The place for the scientific community to connect with families

### New Values Framework

- **Inspiration:** We inspire you to explore science and enrich your quality of life; we also inspire careers in science and technology. We celebrate innovation and reinforce the global competitiveness of Virginia.

- **Relevant and Current:** We make science personally relevant by highlighting contemporary science and embracing popular culture. We utilize real-time information wherever possible which keeps us fresh, current and ever changing.
- **Personal interaction:** We emphasize personal engagement with our guests.
- **Fun:** We design experiences that nurture your sense of wonder in surprising and unexpected ways.
- **Experience:** We create ways for you to intellectually and physically interact with science. We use interactivity, nature, theater, inquiry-based learning, data collection, technology and artifacts to engage you in interactive learning experiences.
- **Interdisciplinary:** We connect you to scientific concepts through social, historical and artistic perspectives.
- **Family:** We present learning experiences that target families and children in their social context. This helps to build a sense of community.
- **Students:** We spark a student’s interest in science primarily through museum visits that bring Virginia’s Standards of Learning to life.
- **Schools:** We collaborate with formal education leadership to improve science learning in schools.
- **Responsible Excellence:** We are programmatically and fiscally responsible, maximizing our resources to preserve a stable business model to ensure our future success. At the same time, we insist on the highest levels of quality and consistently exceed expectations.
- **Science for all Virginians:** We serve all Virginians and celebrate diversity, in every area of the state, in an array of inventive ways.
- **Environmental Sustainability:** We employ green practices and harness innovative technology to positively impact the environment.
- **Partners:** We actively cultivate mission-sustaining partnerships with organizations that include other non-profits, businesses and other experience-based museums and after-care providers in Virginia.

**New Values Framework Summary**  
Science Museum of Virginia

<b>Empowerment</b>	<b>Science for all Virginians</b>	<b>Responsibility</b>
Relevant and Current	Diversity	Excellence
Inspirational	Family	Environmental Sustainability
Fun	Students	Accuracy
Experience	Schools	
Interdisciplinary	Partners	
Personal Interaction		

**Table 1**

Source: White Oak Associates

**Key Visitor Segments**

*Visitors* are those who come to our facilities to visit the exhibit galleries and attend the giant screen theaters, yet the Science Museum also serves people and organizations through its programs, and they are *customers* who represent separate revenue sources. All are considered *guests* and ideally, all



should also be considered as *learners*, as that is our mission and our values, which should show up in all that we do.

We will seek to attract *visitors* with a focus on:

- Adults with children (families) in the 5 – 12 range, particularly those in the 7 – 11 range
- Youth groups (schools and camps) in elementary school
- Underserved communities

### Key Customer Segments

We will seek to serve *customers* by our programs and events with a focus on:

- Virginia residents who can conveniently have repeat visits.
- The K-12 community of educators and students
- Business, academic, public and community organizations, particularly those with education and science connections

### Key Strategies

#### Maximize Impact by Focusing on Science for the Family

Engage young people in their family and family-agency contexts in the processes and social implications of science and technology, so that they will enter their formal study with comfort and positive attitudes toward their own abilities at doing science, technology, engineering and mathematics (STEM).

#### Youths 5-12 (7-10)

- Career paths happen in middle school, but the “die is cast” around third, fourth and fifth grade with regard to attitudes about their abilities
- It is in elementary school that a child needs to get comfortable with numbers and logical sequences
  - Constructivist learning experiences, hands-on exhibits and immersive learning
  - Successful flow experiences (concentrated engagements) with positive outcomes (problem solved, goal achieved, high score, etc.)
  - “Aha! That was fun! I can do that!” – i.e., “I can do science and I like doing it.”

#### STEM (Science, Technology, Engineering and Mathematic) Skills

- These are powerful skills that need to be used responsibly because the “post-scientific society” will involve applying science to society
  - Added value is likely to be in social applications of new sciences and technologies
    - Crowdsourcing
    - Use of biotechnology for public health
- Considering ethics and personal impact are ever more important
- The Science Museum of Virginia will seek to turn on the STEM learning switches for children, while also building responsibility for using their newfound powers wisely.

#### ECC Trilogy (Eric Jolly, et al.)

- *Engagement* is about inspiring interest and confidence

Building *Capacity* – the knowledge of science and its processes

- *Continuity* – maintaining interest
- Organizations working together are needed to support a child
  - *Science education infrastructure*
  - The gap in Virginia is in serving families

#### **Youth in Family and Family Agency Contexts**

- Families (defined broadly) can be much more focused on and nurturing of their children's experiences than a teacher in a classroom
- Reinforcing a child's early interests at home and in extracurricular activities
- Developing values and a sense of responsibility
- Conversations among family members
- Reinforcement happening in their school contexts

#### **Engaging the Extended Family**

- Diverse array of entry points/interest hooks
  - History, social sciences, arts and humanities play important roles in broadening engagement to include the whole family
- Everyone in the household can get something out of it
- The Museum will play central role in developing responsibilities about using STEM powers for social good
- Contemporary relevance – topical, current, top-of-mind, affecting us.

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#### **Develop a Visionary and Virginian Approach to Science Learning**

- Focus on Virginia's families, extended households and family agencies
- Conversion Model: Visitors to Customers
  - Invented here – NSF Grant Proposal
  - Lifelong engagements and repeat customized uses
  - New earned revenues in customer services
  - Layers of science learning
- Interdisciplinary Science Learning
  - Virginia is rich in history and values it
  - Historic building/site
  - Interdisciplinary approach including historic artifacts
  - Engages extended family; provides multiple entry points in science stories
  - Socially conscious
- Experiential Learning
- Changing, relevant content
- Looking at the above five strategies in order from the family's view, it looks like SMV offers:
  - Family fun and quality time
  - A rewards program and relationship with SMV
  - Something for everyone in the family
  - Unique experiences you can't have at home or school
  - Always something relevant and fun going on

### **Interdisciplinary Science Learning**

- ISL is the means SMV will use to achieve its ends or purpose
- ISL integrates:
  - Physical experience (hands-on and immersion)
  - Extended family engagement
  - Interdisciplinary pathways
  - Contemporary relevance and ethical considerations in as many learning experiences as possible

### **Clustering Exhibits**

- A number of subject-related exhibits near each other
- Members of a social group can gravitate to units that interest them:
  - Historical implications, human stories, art/aesthetics, scientific principles and hands-on experience
- Longer dwell time
- Greater understanding
- The group compares notes and exchanges learning afterwards

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### **Establish a Sustainable Approach to Statewide Impact**

- The family focus, particularly family agencies (e.g., PTA/PTO's, Scouts, 4H) may support some purely earned revenue programs
- Most statewide science learning services, however, will continue to need support
- Maximize both actual and perceived impact on science learning across VA, while keeping to SMV's core strengths and limiting risk and cost
- Develop an approach that:
  - Recognizes grants are fickle and term-limited
  - Is built with clear firewalls to expand/contain the inevitable funding fluctuations
- Create a hub-and-spoke network of affiliate partnerships with existing, on-location, educational and/or family organizations across Virginia, perhaps one affiliate per county
  - The network is capable of developing and providing a range of science learning programs, depending on current funding interests
  - SMV runs the network, develops and brands the programs and trains/licenses the local affiliates
  - The local affiliates engage the audiences, deliver the program, using their own staff or contractors who have been trained by SMV
  - Grant funds flow through SMV and out to the affiliates, who can augment with earned revenues locally.
- As all programs are SMV-branded, SMV can count on much larger audiences/statewide impact than its staff alone could reach
- Benefits to SMV
  - Keeps SMV staff in Richmond and engages them in their natural talents: developing programs, maintaining relationships/partners, and training science communicators.

- The affiliates' firewall buffers funding cuts, SMV's grant funds are front-loaded, due to production and initial training costs
- SMV finds program grants, and local affiliates will fundraise locally for training fees and program kits
- Capital cost of establishing the Network is minimal; core operating cost is management and development
- The Network is a distribution model, so it is not program-specific or dependent on a single grant. Some existing SMV outreach programs might be transitioned to the Network for on-going implementation.

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### **Embrace the Building and Site**

- The building and site are:
  - Large parcel of downtown land
  - At the crossroads of the region's transportation
  - A historic landmark structure with metaphor, stories and history
- Increase space utilization
- Solve orientation and wayfinding
  - Incorporate the train station metaphor
- Reduce operating \$ per SF by investing in more green technologies

### **The 36 Acre Site**

- Turn a local liability into a major community asset
- Create a vibrant community gathering place through partnerships
- Make it revenue producing for SMV, not expense draining
- Strengthen the value for our mission
- Use the project to build partnerships
- Bring in activities/partners/tenants with aligned missions that build synergy, not competition
- Make it a green beacon – a shining example

### **Leadership Role in Site Development**

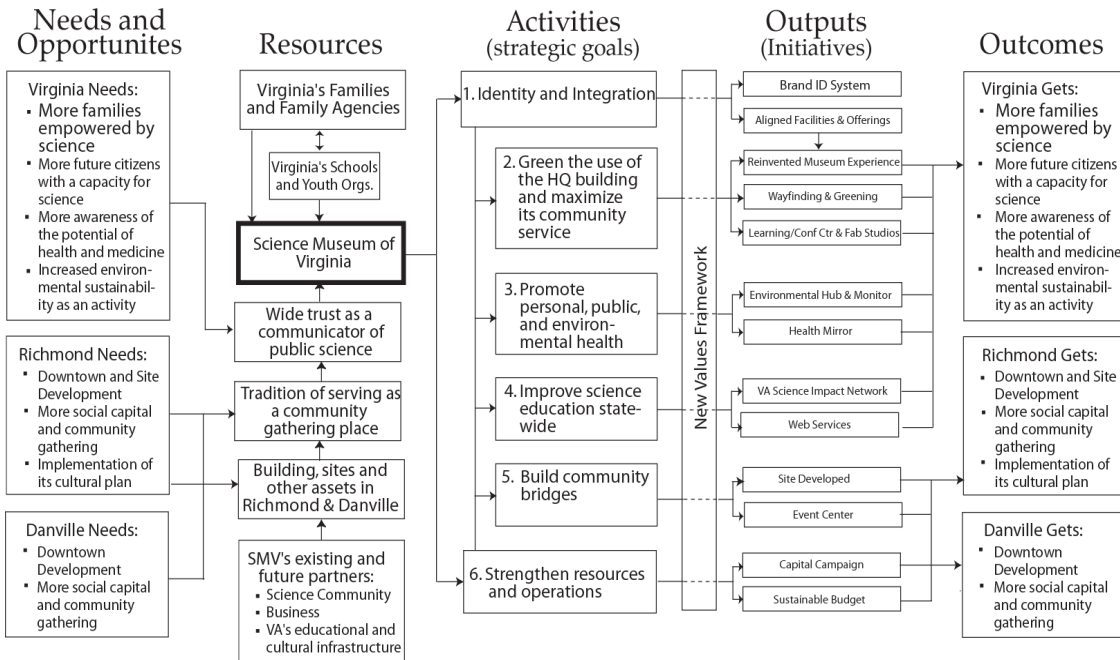
- Use the site to act as an urban revitalization anchor
- A community campus of science-and learning-focused organizations
- Develop 36-acres with complementary cultural activities
- Integrate the Children's Museum of Richmond (CMoR) and future tenants into the campus
- Green demonstration projects
  - Environmental observatories and recording stations
  - Link to Rice House
  - Discovery Park
  - Urban Farm Concept
  - Footprints for synergistic partnerships

**Decision Filters**

Given the conceptual framework outlined in this chapter, the principal points can be turned around to serve as *decision filters* to help management make strategic and tactical choices when designing exhibits, programs and theaters. Any proposed project or idea will be evaluated as to its fit with SMV's Conceptual Framework by asking the following questions:

- Does it fit our mission?
- Does it address a community need or opportunity?
- Does it serve our key visitor and customer segments?
- Does it leverage our strengths?
- Does it leverage or build partnerships?
- Does it fit our values?
- Does it advance us toward our vision?
- Does it adequately address one of our key weaknesses?
- Can we implement it properly and run it sustainably?

**Logic Model**  
Science Museum of Virginia



**Table 2**

Source: White Oak Associates

# Relationships and Partnerships

Science Museum of Virginia

## Chapter 3

The mission, objectives and strategies listed in the Plan all point to a very close and cooperative relationship with Virginia's science-oriented organizations and communities. If a sufficient number of these exchanges can be achieved, the Science Museum will truly be a gathering place, a source of community pride, and an anchor for an increasingly scientifically oriented population, enabling the community to develop a sense of ownership in the museum. Partnerships allow us to expand our abilities and reach, and collaborations allow us to serve as a catalyst for social change and to become essential to Virginia. In broad terms, the Science Museum can be the third party validator between the sources and providers of science knowledge and the K-12 community and the public.

The Science Museum will build collaborative partnerships with kindred community organizations in the following categories, each with specific objectives, management liaison and kinds of value exchange:

- Supporting Partners
- Program Partners
- Development Partners
- Audience Partners

Long-term working relationships have been suggested with:

- General Assembly – Familiarity with both individuals and their agendas/issues/opportunities
- Educational Partnerships to bring in fresh content --Research universities; Governor's schools, Cultural orgs, MSIC, Community College System, “VCU Da Vinci Center-like” partnerships
- Tie-in with James River, Richmond's history, other museums and other regional stories
- Smithsonian Affiliation, to incorporate collections strategically
- The schools, by understanding their realities - budget issues, classroom and teacher needs, supply issues
- Develop personal relationships between SMV and CMoR and other Museum District staff peers (Director, Marketing, Board, etc)
- Partner with Richmond airport to bring "contemporary excitement of airport" to VAM
- Aftercare providers and other family support agencies
- City of Danville provides significant support to the Science Museum's Danville Science Center site

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### SMV's Community Respect and Recognition

- Build on SMV's legacy of trust and recognition
  - Current identity, however, is old, child-oriented and inconsistent

- Be strategic about partnerships
  - Develop a new aesthetic that expresses the Conceptual Framework, honors the historic building, and positions the Science Museum among Virginia's other top museums
  - Develop the brand identity for the re-invented Science Museum
    - Think much more about good design
    - Walk the talk – be the image we want to earn
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**Relationships and Partners**

- Expand our abilities
- A catalyst for social change
- Become essential to Virginia
- Third party validator between the sources and providers of science knowledge and the K-12 community and the public

# Next Steps

Science Museum of Virginia

## *Chapter 4*

With some additional funding, the project can proceed through its next Concept Phase (Phase 2) that will result in concept designs and capital pricing for the major initiatives, along with the fund raising materials and other documents that will be important to communicating the ideas to potential supporters.

Some initiatives will be able to proceed even further without capital funding, but most will require the identification of principal funders before detailed design and implementation can proceed. This Partnership and Fund Raising Phase (Phase 3) will include the development of a capital campaign feasibility study and a campaign plan. The Science Museum will develop internal policies for green-lighting initiatives, depending on how much funding has been identified, the cash flow and other factors. The success of this phase will determine how many of the initiatives listed in the previous chapter that require funding can move forward.

It is important to note that the desired shift in the balance of revenues among a museum's four sources of revenue must also be a shift in the corporate culture as it is a shift in the organization's priorities. The implied cultural changes in moving toward a more earned-revenue-based institution with a higher share of private support include becoming:

- More entrepreneurial
- Even more partners
- New spheres of contacts
- Bigger social and political leagues

In the current economy, the Science Museum will have difficulty raising significant sums of capital at once, and this suggests several smaller capital campaigns, each depending on the success of the previous stage. Further, projects will need to be staggered in stages in order to keep a substantial part of the Broad Street Station facility open to the public at all times

Fortunately, this is staggered approach fits in well with the kind of cultural shift that needs to happen to the organization over the next several years. One of the consequences of this extended schedule is that it is more important to determine strategic direction than a specific actionable sequence of implementation steps; flexibility in planning and the ability to adapt to partners' agendas will be critical, even if the end product does not look in detail entirely like a list of initiatives in the previous chapter.

**Concept Phase**

The goal of the next 10 months is to select a museum-quality, interdisciplinary “Planning Team” to complete concept design and overall planning for the major initiatives in the Science Museum’s Master Plan. This “Concept Phase” of the plan will involve a number of disciplines – architecture, graphic identity, exhibit design, landscape design, etc., and the collaboration of a carefully selected team that will result in the first round of designs and budgets for the re-invented Science Museum of Virginia as envisioned by the *Strategic Master Plan*. Each of these scopes could justify higher budgets, but it will be the proposer’s job to tell us what they can fit inside the budget. Budgets have been developed within total budget guidelines from the Science Museum. Contractors will have to work to the budget to stay in their guidelines.

We also want two of the scopes – the Program and Statewide Engagement Plan, and the Case Statement, to be done by the Science Museum leadership team in collaboration with the architects, site developers, exhibit designers and museum planners as members of the Planning Team.

**Team Selection**

SMV’s core Planning Team will add new members to those already selected:

<b>Planning Team</b> Science Museum of Virginia			
<b>Role</b>	<b>Who</b>	<b>Selection Process</b>	<b>Start</b>
Project Director	Rich Conti	Position filled	Complete
Museum Planner	White Oak Associates	RFQ/RFP	Complete
Marketing Agency	Siddall Agency	Long-term relationship	Complete
Architect	To be selected	RFQ/RFP	Fall ‘09
Site Developer	To be selected	RFQ/RFP	Fall ‘09
Exhibit Developer	To be selected	RFQ/RFP	Fall ‘09
Campaign Manager	SMV staff	Position open	Fall ‘09
Program Planner	SMV staff	Position open	Fall ‘09
Communications Planner	SMV staff	Position filled	Complete
IT Systems Integrator	To be appointed	Consultant sub-contract to Museum Planner	Winter ‘09
Evaluator	To be appointed	Consultant’s sub-contract to Museum Planner	Winter ‘09

**Table 3**

Source: White Oak Associates

Three new members of SMV’s Planning Team will be selected by an invited Request for Qualifications (RFQ) that will be narrowed down to 6 +/- in each category. Those will be invited to respond to a detailed scope and cost in a Request for Proposal (RFP). Finalists from that round will be interviewed by the Science Museum’s Selection Committee, who will recommend their selections for contracting. From drafting the RFQ to selection will take 3½ months; contracting will add 1 - 3 months, but work can start under a Letter of Intent.

The ideal is for the whole team to start together. While selection logistics will be staggered by a few weeks in consideration of the Science Museum’s workload, the first formal orientation meeting will await all selections so that all the team members can tour the site together and meet each other.

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**Process**

Over the course of six months, the Planning Team will come together for collaborative workshops, each with a focus, but all looking at the implications of the evolving vision on all initiatives.

Workshop	1:	Orientation
Workshop	2a:	Brand Identity
	2b:	Room Assessment and Use Plan
	2c:	Site Development
Workshop	3:	Building Renovation/Architecture/Wayfinding
Workshop	4a:	Exhibits
	4b:	Programs
	4c:	Integration
Workshop	5a:	Case Statement
	5b:	Fund Raising
	5c:	Presentation

The team workshops will follow two-day agendas developed by White Oak that will include: plenty of time for the team to work together; a community/partner meeting; three exploratory focus groups run by the Project Evaluator, and a work-in-progress review with the Science Museum’s Strategic Planning Committee.

The Planning Team will combine the Science Museum’s leadership team with the principals and associates from the five firms; each workshop might have 15 or so participants. The firms may want to make additional trips to Richmond to get input from the Science Museum on detailed aspects of their work.

The last workshop integrates everyone’s work in format and substance, providing images and text to the marketing agency to use in preparing the Fund Raising Materials.

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**Deliverables and Outcomes**

At the end of the 10-month Concept Phase, the Science Museum SMV will have:

- Concept designs and capital costs for all major initiatives
- A menu of initiatives ready for fund raising
- A Planning Team experienced with working together, and on the same vision
- A New Corporate Identity System and “Look”
- Site Development Concept Design
- BSS: Room Assessment, Use Plan and Infrastructure Recommendations
- Strategic Technology and Information Plan
- BSS: Building Renovation Wayfinding Concept Design

- Exhibit Concept Design
- Program and Statewide Engagement Plan
- Visitor and Customer Evaluations
- Capital Budget/Campaign Goal
- Case Statement
- Fund Raising Materials Incorporating the Above

### **Funding and Partnership Phase**

Additional planning steps – for theaters, campaign feasibility, etc. are planned for the next phase, “Fund Raising and Partnership Development” in 2010:

- 1 Complete theater plan
- 2 Conduct a capital campaign feasibility study and plan
- 3 Complete a partnership plan
- 4 Complete a marketing plan
- 5 Complete an operating business plan and model