

# St. Mary's College of Maryland

at Historic St. Mary's City



## Campus Master Plan

### Phase I: Needs Analysis and Existing Conditions Assessment

November 2012







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## Summary



*Interactive mapping exercises in the campus center dining hall*

## Introduction

### Process

In late March 2012, Phase I (Needs Analysis) of the master planning process began with a walking tour of the campus and meetings with key campus stakeholders. This stage included an analysis of the campus and discussion with College community representatives to define key issues to be addressed in the Master Plan. Ayers Saint Gross and Michael Vergason Landscape Architects engaged the St. Mary's College community through a variety of forums. This 3-day interaction included meetings with College departments, open forums with students and faculty, and interactive mapping exercises in the campus center dining hall. During these meetings, the College community identified several strengths of the campus as well as their concerns.

Meetings were followed by information request forms, sent to each instructional and non-instructional

department on campus. Quantitative space data was then checked against the feedback from the forums and outreach activities to identify areas requiring further investigation. College Planning and Facilities staff conducted meetings with 15 departments during the fall months to explore and validate departmental space issues.

This report will be made public and feedback will be broadly solicited from the campus community to conclude Phase I of the Master Plan. The needs and issues identified herein will form the foundation for Phase II of the master planning process, involving development of alternatives. Phase I of the Master Plan has also been developed concurrently with College strategic planning efforts. The facility needs identified in this report will provide a baseline from which strategic initiatives can be tested.



*Interactive mapping exercises in the campus center dining hall*



*View to St. Mary's River*

## Overview

Strengths of the campus were identified as follows:

- **Water is the Wow:** The campus is situated on the St. Mary's River, a location that provides a sense of arrival, place and identity, waterfront amenities and views. Ponds, marshes and creeks filter into the campus adding to the sense of place and the richness of the campus. Given this location within the Chesapeake Bay watershed, the College has embraced environmental stewardship of the campus and sustainable development.
- **Campus Character:** The College is situated adjacent to historic St. Mary's City, Maryland, and its campus architecture of brick buildings with pitched slate roofs reflects the heritage of the site and the character of the Chesapeake tidewater area.

- **One Primary Path:** The main pathway winding through the College serves as the primary pedestrian and bike route, a clear connection to campus destinations and a central connector where people meet and socialize.
- **Strong Residential Communities:** Most on-campus residence halls are clearly organized around open spaces where students can gather, play recreational sports and form friendships.

Concerns raised by the College community included the following:

- **Remote Campus Setting:** Since the College is located in a rural setting on a waterfront site, social



*Campus Aerial Map*

spaces and activities on campus are seen as critical to building community.

- **One Primary Path:** Having only one primary pathway through the campus has resulted in congestion and pedestrian conflicts with bikes and service vehicles.
- **Walking Distance:** Reaching some campus destinations often requires walking long distances, such as the 15 minutes it takes to travel from Waring Commons to Kent Hall.
- **Pedestrian Safety Threats:** Reaching some campus destinations requires walking across and along unsafe roads, including Mattapany Road, Trinity Church Road and Route 5, posing traffic dangers to pedestrians.
- **Campus Renewal:** Several buildings on campus do not fully meet their functional requirements, including:
  - Montgomery Hall inadequately supports the quantitative and qualitative needs of academic programs in the visual and performing arts. As the College has incrementally expanded to north, Montgomery Hall has become the geographic center and has potential to expand its current secondary value as an informal place for study.
  - Dorchester, Caroline, Prince George and Queen Anne halls are in mixed condition and lack common space important to building a residential community.
  - Calvert Hall on the historic portion of campus is in poor condition and faces away from the campus.
  - Facilities renewal funding should be addressed in order to reduce a growing backlog of deferred maintenance.



Campus Center

## Capital Improvement Plan

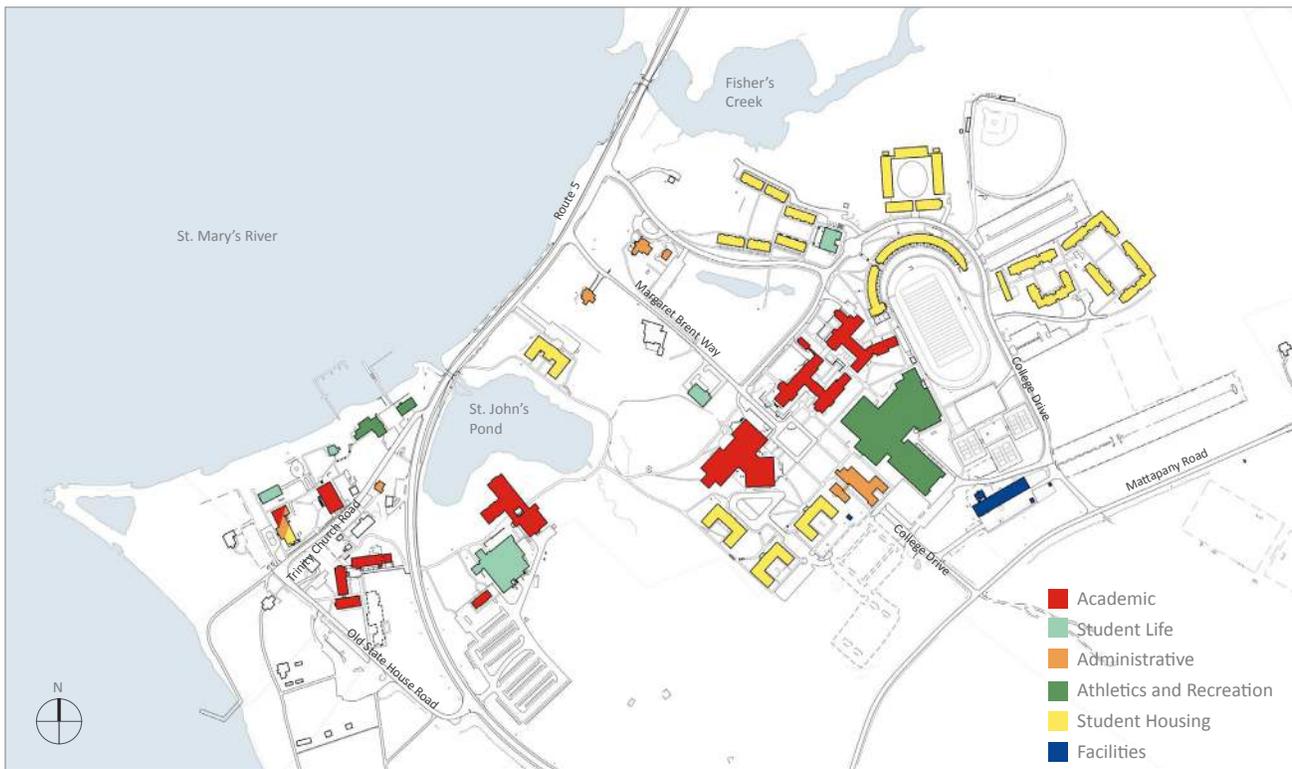
### Planning Assumptions

- Student enrollment is to remain steady at current levels (less than 2,000 FTE).
- The effects of ongoing strategic planning efforts will be assessed against the baseline facility needs expressed in this Phase I report.
- The College does not anticipate significant enrollment shifts from one department to another. Current distribution of courses between departments is assumed to remain essentially constant.
- Technology in instruction: The College will continue to embrace emerging technologies and flexible classroom designs to enhance pedagogy.
- Emerging instruction modalities related to on-line instruction: The College will continue to offer some instruction outside traditional instructional spaces, but will continue to rely predominantly on seminar and convening spaces as part of its liberal arts mission. As such, the demand for instructional space is not decreasing and these spaces will need to be adapted to meet the changing needs of digital technologies.
- The campus Master Plan should consider preserving key sites for future development should the need for new facilities arise in the future.

**SPACE GUIDELINES APPLICATION PROGRAM (SGAP) \***

HEGIS CODE	DESCRIPTION	GUIDELINE ALLOWANCE	EXISTING INVENTORY	SURPLUS/ (DEFICIT)	Percent Deficit
100	Classroom	26,632	26,350	(282)	1%
210	Class Laboratory	53,690	39,280	(14,410)	27%
220	Open Lab	11,303	6,519	(4,784)	42%
250	Research Laboratory	5,000	5,651	651	-13%
300	Office & Conference	83,811	68,724	(15,087)	18%
400	Reading & Study	35,013	28,558	(6,455)	18%
520-25	Physical Education	56,031	77,946	21,915	-39%
530-35	Audiovisual	3,646	5,952	2,306	-63%
560-70	Animal Quarters	2,867	2,867	0	0%
580	Greenhouse	1,438	1,438	0	0%
610	Assembly	30,646	15,356	(15,290)	50%
620	Exhibition	1,823	1,821	(2)	0%
650	Lounge	16,286	4,271	(12,015)	74%
670	Recreation	10,520	10,520	0	0%
680	Meeting Rooms	6,252	6,252	0	0%
710	Data Processing	2,500	2,863	363	-15%
720-50	Shop/Stor/Vehic Stor/Center Serv	28,471	18,713	(9,758)	34%
800	Health Care	1,000	1,281	281	-28%
	<b>SUBTOTAL</b>	<b>376,929</b>	<b>324,362</b>	<b>(52,567)</b>	
900	Residence Halls		218,729		
050-90	Unassigned/Inactive		3,994		
	<b>GRAND TOTAL</b>		<b>547,085</b>		

*\*Based on DBFP Space Planning Guidelines Allowances*



Existing Building Use

## Campus Space Needs Summary

The Space Needs Summary highlights campus buildings that do not meet the needs of its users. It also identifies space deficits that must be addressed in order for St. Mary's College to support its mission effectively. These needs include:

### General Academic:

- Montgomery Hall does not adequately support the visual and performing arts in quantity of space, qualitative condition and organization.
- Growth of departments in Schaefer and Goodpaster halls is crowding existing space in these buildings.
- Auditorium / performance venue is needed to meet both departmental and campus needs.
- Classroom and study space deficits in Kent Hall should be adequately addressed through the construction of the new Anne Arundel Hall.
- Classroom design, furniture layouts and IT setups do not adequately support teaching.
- Faculty offices are constantly needed and the

College routinely needs to wall-in common spaces to create new offices. There is shortage of suitable faculty office space throughout the campus.

### Library:

- **Libraries have been evolving at a rapid pace over the past 20 years. Flexibility is the most important consideration when it comes to planning and design of the Library space.**
- **Renovation is needed to overhaul spaces, furniture, services and workflow for collections, services and instructional, user and staff areas. In many cases, new spaces can be created by reducing shelving or support services because of the shrinking collection size.**
- **A 24/7 study hub is needed in the north campus to facilitate interdisciplinary exchange and allow residential students to have a dynamic study space closer to where they live.**



Existing Pub

**Campus Life and Community Spaces:**

- Food service is limited in the north campus, although care must be given to ensure the continued vitality of the current Great Room. A food service master plan was developed in 2012 to improve customer satisfaction with the hours of operation, design and location of food service venues. The plan proposed maintaining the Great Room as the main food service venue on campus and closing the Upper Deck to facilitate expanded hours within the Great Room. To enhance food offerings in the North Campus, the plan recommends establishing a coffeehouse that would include, in the short term, offer breakfast and lunch at the existing Pub in Lewis Quad. The following issues will be explored during the second phase of the campus master planning process:
  - A long-term location and size of a combined coffeehouse/pub that better

serves the North Campus, possibly as part of a larger recommendation to create a community interaction space.

- A new purpose for the Upper Deck.
- Prince George, Caroline, Queen Anne, and Dorchester halls are aging, have significant deferred maintenance and don't offer the right amenities to support community-building. Concerns were raised about the potential impact of older residence halls on the College's competitive advantage.
- The campus has a shortage of lounge spaces that support less formal congregation. These spaces should not be utilized for teaching and should facilitate, meetings, studying and activities.
- The College is studying the potential and merit of creating a visible, engaging outdoor community space for a variety of outdoor activities. This new outdoor community space would ideally co-locate a variety of land uses and outdoor facilities on the North Campus in order to encourage intersections



*Existing Athletic Field*

among various constituencies, thereby enriching the community. Potential uses of the space may include a sand volleyball court, a formal courtyard with gazebo, an amphitheater and relocating the Farm closer to campus.

and could be located in closer proximity. May Russell Lodge could be renovated to better serve alumni and a space better suited to hosting large groups is needed on campus.

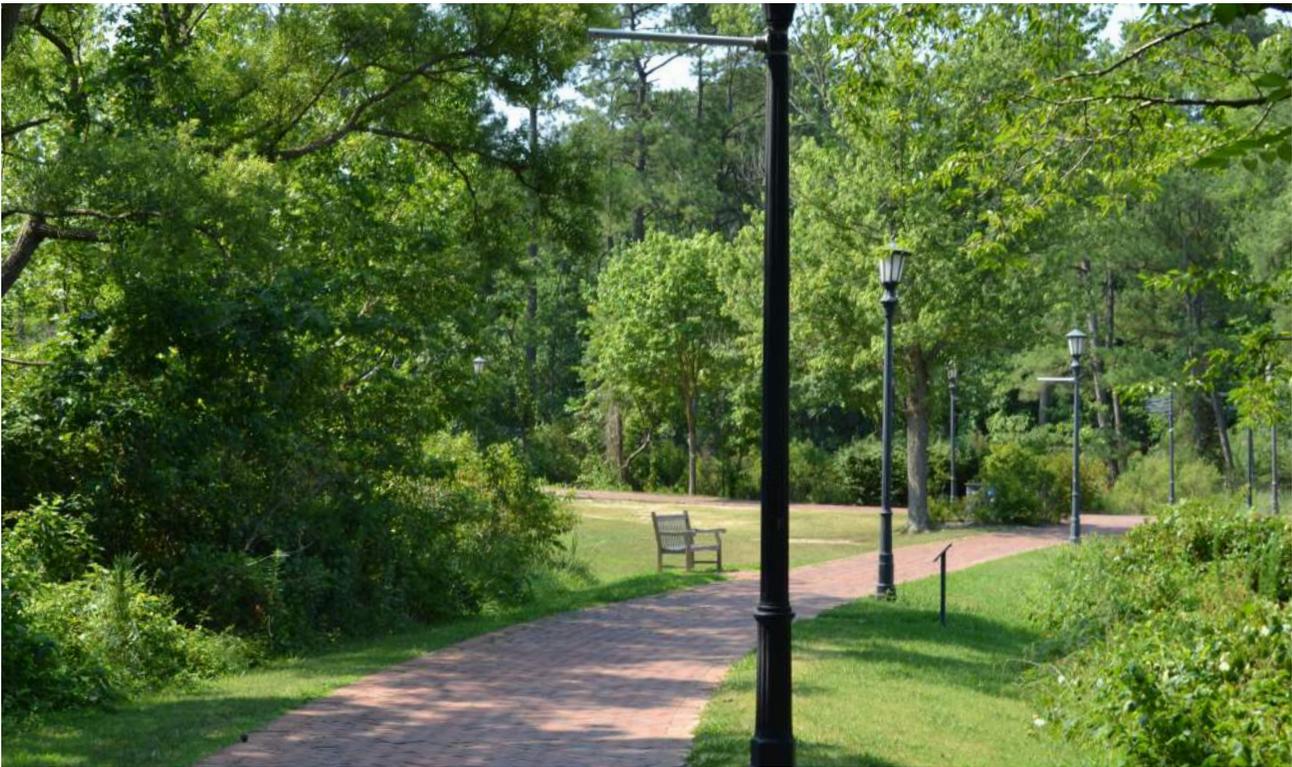
- A large meeting room, to accommodate 75 to 150 individuals is desired.

#### **Administrative:**

- Admissions office has inadequate space and is not adjacent to financial aid. The current location needs to be assessed to determine if it is the proper location on campus.
- Public safety has inadequate, temporary space and requires a new permanent facility.
- Health and Counseling services have outgrown space in Ethel Chance Hall.
- Advancement offices are scattered around campus

#### **Athletics and Recreation:**

- Indoor activities are well supported in the Michael P. O'Brien Athletic and Recreation Center. Renovations of the recreation courts are needed to make the spaces match the rest of the facility. A central cooling system is also needed in this area.
- A new turf field stadium and refurbishing or replacement of the existing grass field stadium is needed to meet the needs of sports teams.



*Campus Walk*

- Infrastructure improvements to existing outdoor facilities include:
- Fencing, lights and windscreens on outdoor competition venues.
- Renovation or replacement of the running track.
- Seating area and landscaping around the tennis pavilion.
- Cross country trail.

**Services:**

- The opportunity to partner with the Ridge Volunteer Fire Department to relocate a fire house closer to the main campus should be considered.
- The current maintenance building occupies a prime campus location and its relocation should be considered.

**Other needs:**

- **Faculty and staff housing:** In January 2012, the College conducted a Faculty and Staff Housing Study. Outreach from this process showed that there are two types of faculty housing desired on campus:
  - Traditional faculty and staff housing available for 2+ year stays.
  - Short-term housing for faculty and staff who don't live in the immediate area. (Many faculty and staff commute during the week so that their spouses can keep employment in larger urban areas.)
- Day care, possibly adjacent to or near faculty and staff housing.
- President's residence on campus to support hospitality functions and community engagement.



*Kent Hall Classroom*

## Building and Department Summary

Several campus facilities present obstacles to the success of the College. Some do not provide enough space for growing departments, others inadequately accommodate the current needs of departments and still others suffer from deferred maintenance. The following issues were identified by interviews and completed information request forms from the departments. Additional quantitative analysis based course offerings and curricular requirements are detailed in the College's 2012 Master Plan Academic Space Assessment. Following is a summary of the issues associated with each department within these buildings. Note: the following does not include all campus facilities – only buildings with significant issues are included. For a complete summary of buildings, please refer the College's 2012 Facility condition Report.

### Academic Facilities

#### Cobb House

**Completion: 1948; renovated 1992**

**Size: 2,879 NASF**

Cobb House includes the department of international languages and cultures. This department is slated to move to the new Anne Arundel Hall to accommodate its needs and free up Cobb House for an alternative use.

#### Kent Hall

**Completion: 1940; renovated 1998**

**Size: 11,668 NASF**

Kent Hall includes office and instructional space for the departments of history, economics, sociology, anthropology and political science. In general, the building meets most of the needs of the departments although the seating arrangements in some



*Montgomery Hall*

classrooms have become cramped, necessitating the addition of a 30-35 seat lecture space. Classroom design is criticized for inhibiting the use of the projectors and white boards simultaneously. There is also a need for faculty research rooms and student work space to support St. Mary's Projects (SMP), in particular for the department of economics. The completion of the new Anne Arundel Hall addresses these issues; freeing up space in Kent Hall when the department of anthropology moves to the new building.

### **Montgomery Hall**

**Completion: 1979**

**Size: 36,041 net assignable square feet (NASF)**

Montgomery Hall includes a theater, classrooms, music, dance and arts studios, faculty offices and support space for the departments of art and art history, English, music and theater, film and media studies. The vitality of these departments is central to the St. Mary's

curriculum and mission as a liberal arts honor college. However, the building currently does not meet the needs of the departments as follows:

#### **Art and Art History:**

The art department currently utilizes three poorly functioning studios (drawing, painting/printmaking, and sculpture) and shares a photography studio and a digital media lab with other departments. These studios are too small and are arranged sequentially so each studio is entered from the adjacent room rather than from a connecting hallway. The layout forces people to circulate through the sculpture or painting studio to access the painting/printmaking studio. This arrangement infringes on the usable space for instruction and student work, reducing the usable space to 700 square feet for the drawing studio and 900 square feet each for the sculpture and painting studios.



*Existing Art Studio*

Additionally, printmaking and painting share a studio that is inadequate for the activities required of these disciplines. The studios lack generous wall surfaces for pin-ups of student work, so projects are often reviewed in the hallway. Audio/visual technology, storage space and the ability to control daylight from skylights into the spaces are also lacking. These deficiencies negatively affect teaching and students' abilities to develop, complete and present art projects.

St. Mary's Projects are yearlong research or creative projects that are seen as a capstone of the college experience. Currently, permanent dedicated space for art students to develop these long-term projects is lacking. As a temporary solution, the College has converted space in the maintenance building into studio space for art students working on their St. Mary's Projects (SMP). Long-term, SMP space for art should be provided within art and art history's other academic spaces.

Last, art faculty have expressed desire for research space on campus. Anne Arundel Hall has provided temporary space for this purpose through the fall 2012 semester. Enabling faculty to work on projects on campus enriches the undergraduate experience through exposure to the creation of professional work as well as having faculty spend more time on campus.

#### **Boyden Gallery:**

The gallery is used to exhibit art shows including student exhibitions. Storage and administrative space is inadequate and infrastructure to provide flexibility is limited. Also the location and quality of existing art storage for the College's collection is not ideal; it should be co-located with the gallery.



*Music Practice Rooms*

**English:**

The English department's faculty offices are dispersed throughout Montgomery Hall. This fragmentation inhibits collaboration between the faculties and prevents a sense of home for English students and an identity for the department. The Master Plan recommends strategies for consolidating the offices in order to create more of a hub for faculty and students.

**Music:**

The Music department occupies the lower level of Montgomery Hall. Its current studio spaces are inadequate not only quantitatively but qualitatively as well. The number of one-on-one teaching studios needs to be roughly doubled in order to accommodate current demands for instruction and practice. Moreover, the department lacks mid-size teaching studios to accommodate groups of 3 to 16 students.

As a result, classes and practices for these groups are held in the currently overscheduled rehearsal hall. This hall is the only space available in which performing ensemble groups can practice. Additionally, the electronic music lab is inadequate both in its size and equipment offerings to accommodate current demands. There are also general issues related to air flow and temperature control throughout building as well as with the quality existing sound-proofing.

In addition to its teaching space deficits, the department also requires major additions in storage space. Currently, pianos, bleachers and other large pieces of equipment are stored within hallways or are cluttered into rooms designated for other purposes. This storage interferes with traffic through the building, and allows for equipment and instruments to become more easily damaged. The configuration of storage spaces also causes significant difficulties when setting up rooms for different purposes.



*The rehearsal hall (Room MH25)*

The rehearsal hall (Room MH25) is sufficient for teaching, but inadequate for performances. In addition to the highly efficient departmental scheduling which occurs in this space, co-curricular groups, lacking adequate spaces elsewhere on campus, utilize the space frequently, causing additional scheduling conflicts. Having a second, large gathering space for performances is critical not only for the Music department but for the College as whole. At present, St. Mary’s College has no large assembly space for lectures, cultural performances, events and other large gatherings. It now offers the following spaces for assemblies:

Bruce Davis Theater	3,501 NASF	150 seats
Music Rehearsal/Recital Room	2,331 NASF	170 seats
Auerbach Auditorium	2,307 NASF	216 seats
Library Screening Room	836 NASF	72 seats

None of these spaces can sufficiently accommodate large events. The largest assembly space, Auerbach Auditorium, seats less than 15 percent of the student population. The Townhouse Green, a lawn outside several student residences, is currently the primary space that is used to accommodate large audiences, but the College must plan events around the weather and limit programs to those that can be produced in outdoor conditions. Several times a year, the College hosts events, such as Admissions Open Houses, Student Orientation and various lecture series, requiring seating of 500 to 700 people. An auditorium with up to 700 seats is essential for music programs, lectures, and other large events.



*Bruce Davis Theater*

### **Theater, Film and Media Studies:**

The department currently makes use of the Bruce Davis Theater for performances, student projects and rehearsing theater shows and dance pieces. Its workspaces also include design and dance studios, costume and scene shops, digital editing room, media center, ProLab, green room and music practice rooms. Several of these spaces, particularly the theater, are used for co-curricular activities which limits the department's use of the spaces.

In addition, students would benefit from dedicated workspaces, including an additional rehearsal space, a studio for film/video production, a designated digital editing room and a larger dance studio. The department is also interested in considering the addition of a proscenium stage, which might be incorporated into a new auditorium, to provide variety of performance set-ups.

More storage space is needed for portable seating, scenery, props, costumes and video equipment.



Schaefer Hall

**Schaefer Hall**

**Completion: 1993**

**Size: 32,925 NASF**

**Goodpaster Hall**

**Completion: 2008**

**Size: 32,239 NASF**

Schaefer Hall is a laboratory and classroom building for the departments of biology, physics, and math and computer science. Goodpaster Hall is a multi-use facility and includes classrooms, offices, and laboratories for the departments of chemistry, educational studies, and psychology.

**Chemistry:**

Within the past seven years, Chemistry and Biochemistry enrollments have increased substantially. There are not enough laboratories to meet this growth and at least one additional instructional lab is needed. Labs are shared between disciplines and courses are divided between spaces in Schaefer and Goodpaster halls rather than being concentrated in a single

place. They lack proper storage, ventilation, water and benchtop spaces. Faculty also needs additional dedicated space for research to pursue scholarly development and to support collaborative projects with advanced students.

**Biology:**

As class size has grown, classrooms have become cramped. One larger classroom with seating capacity for 45 would accommodate enrollment growth in the prerequisite course. More flexible seating arrangements, such as tables and chairs on wheels, are needed to rearrange classes for lectures and group work. Projection screens, white boards and computer outlets are needed to support collaborative learning.

**Physics**

Physics has experienced a substantial increase in enrollments in recent years. Currently the department has one dedicated instructional lab and shares



Existing Lab

additional lab spaces with other departments. As the number of sections taught by the department continues to increase physics would benefit from a second dedicated lab space.

#### **Educational Studies:**

Rooms are considered too small to accommodate larger group meetings or class sizes and they do not allow group work at tables. Students in the Master of Arts in Teaching program need a work room accessible at various times of the day and evenings. More outlets, wall-mounted smart boards and other technologies are needed in classrooms.

#### **Psychology:**

With its heavy emphasis on laboratory and research projects, psychology programs make frequent use of existing classrooms and labs. The department would like to improve the quality of the labs with better lighting, computer stations and projector screens.

#### **Math and Computer Science:**

There is a need for change in the types of lecture spaces for mathematics, moving from traditional row seating to more flexible interactive learning designs. Computer science laboratories are at capacity and receive additional pressure from the physical sciences. Alleviating pressures in the other departments within the building should eliminate the need for an additional large teaching lab. However, a more formal small bench lab is required to conduct robotics work.

#### **Environmental Studies:**

One of the largest minors on campus, this program is also a popular choice for a student-designed major and a subject for many St. Mary's Projects during the senior year. The potential space needs will be dependent on the strategic planning process.



Library

### Library

**Completion: 1968; expanded and renovated 1990**

**Size: 38,006 NASF**

The following should be considered:

- Moving the archives collection from Calvert Hall to a secure and climate-controlled space in the Library building that includes a reading room connected to office space for the archivist and student employees.
- Creating new spaces by removing shelves as the physical collection shrinks.
- Adding at least one classroom that can accommodate up to 25/30 students and at least one additional, smaller space. Each space should provide room to work at computers, in small groups, or as a class.
- Configuring the video/audio editing lab to support small instruction or tutoring classes as well as individual student work.
- An oral presentation practice space with support for taping presentations is currently available on campus in Glendening Hall. The Library, or a larger space with added access, might be more useful.
- Providing a variety of user spaces including areas that foster collaborative work, areas for individual study, quiet study areas, group study rooms and technology-rich media creation spaces, including a digital editing lab and recording studio.
- Establishing a unified service point where users can get assistance borrowing materials (circulation), doing research (reference), writing (Writing Center tutor), and using technology (OIT help desk).
- Locating the circulation (patron services) area as part of, or adjacent to, the service point described above. Storage and shelf space can be reduced from the current configuration. Processing space should be placed away from public view.
- Properly situating key support and office functions for Library administration (director and office associate), so they can be moved to an area more accessible to users.
- Providing space for staff project collaboration, professional development, storage for materials and new technology would be a welcome addition.



*Calvert Hall*

## **Administrative and Support Facilities**

### **Calvert Hall**

**Completion: 1924; renovated 1987**

**Size: 16,428 NASF**

Calvert Hall is an historic and iconic building on the campus. The multi-use facility includes administrative offices on the main (second) floor and student residences on the third and fourth floors. While students living above classrooms and senior administration could cause conflicts, this relationship is reflective of the culture at St. Mary's College and is generally not seen as a problem for either students or administrative staff.

The ground floor was renovated in 2004 and houses a classroom and the College archives. In January 2013, the office of External Relations will move into the ground floor in space vacated by the art collection. The three upper floors are in poor condition and need renovation including air conditioning

### **Campus Center**

**Completion: 1966; renovated 2000**

**Size: 31,672 NASF**

The facility includes food service, campus bookstore, lounges, meeting rooms, a theater, campus mailboxes, student and staff offices, and space for student organizations. Students seek more relaxed, informal lounge space, either at the Campus Center or in the north campus. The 2012 food service master plan proposed maintaining the Great Room as the main food service venue on campus and closing the Upper Deck to facilitate expanded hours within the Great Room. Repurposing the Upper Deck space and rethinking other amenities within the Campus Center provides an opportunity to strengthen how the building supports the campus community.



*Glendening Hall*

### **Ethel Chance Hall**

**Completion: 1968; renovated 1994**

**Size: 2,449 NASF**

Ethel Chance houses both the Counseling and Health Services functions for the College. Counseling services has 4 offices for 8 staff/interns, a hallway waiting area and a closet that is converted into an intake space for clients. Currently, group therapy takes place in academic buildings, graduate interns and a part-time psychiatrist share an office on a rotating basis, and assessment and testing are completed in the waiting area or in the intake closet. Students comment on the lack of confidentiality in the space and staff struggle to offer services in inappropriate and non-sound-proof spaces. The building also lacks a group room, an intern observation space, a consultation or meeting space and a testing room. The space limits the type and quality of services that can be offered.

Health Services needs 1 additional office space to increase the rate of care and a larger lab to accommodate additional equipment. Ethel Chance Hall lacks a handicapped bathroom and the doorways and hallways are too narrow for stretchers during emergencies limiting the ability for Health services to properly function.

### **Glendening Hall**

**Completion: 2009**

**Size: 14,575**

This multi-use facility includes a conference center, and offices for residence life, academic services, human resources, financial aid, registrar, core curriculum and business.



*Dorchester Hall*

**Maintenance Building**

**Completion: 1968; renovated 1981**

**Size: 9,202**

The maintenance and operations facility is too small and sits in a prime location at the entrance to the campus from Mattapany Road. Consideration of a new facility in a new location should be considered.

**Prince George Hall**

**Completion: 1970; renovated 1987**

**Size: 22,741 NASF**

**Queen Anne Hall**

**Completion: 1965; renovated 2005**

**Size: 23,343 NASF**

(Building lacks central air)

**Residential Facilities**

**Dorchester Hall**

**Completion: 1968; renovated 1988**

**Size: 22,742 NASF**

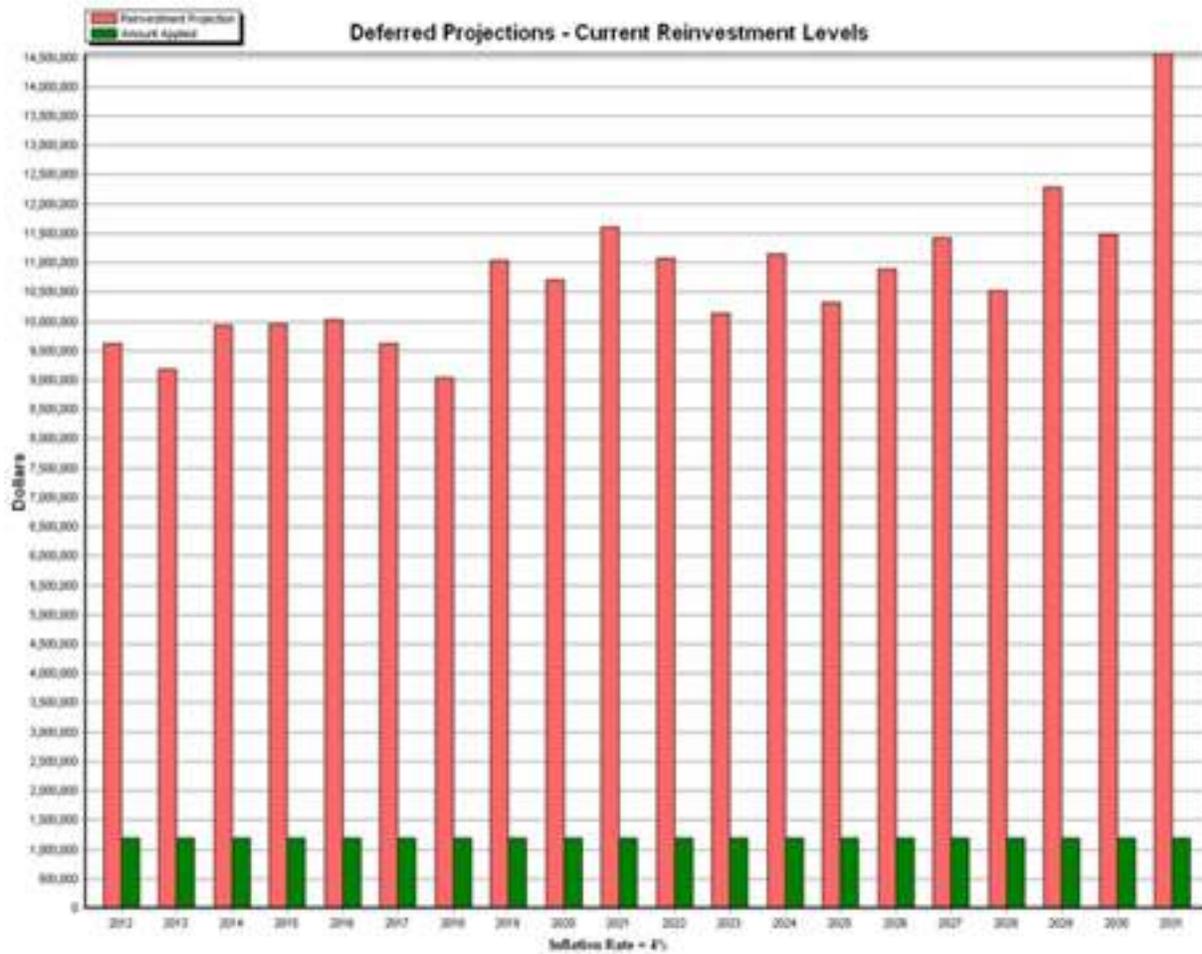
(Building lacks central air)

**Caroline Hall**

**Completion: 1970; renovated 1987**

**Size: 24,829 NASF**

Queen Anne hall is located on the northern bank of St. John's Pond, the other three student residence halls are clustered just east of Montgomery Hall. Traditional in design, they don't adequately support the College's residential life mission of building community through learning spaces conducive to studying and socializing. The buildings are in mixed condition and each requires sizable and costly repairs due to deferred maintenance. Dorchester and Queen Anne halls do not have central air-conditioning, creating poor indoor air quality during

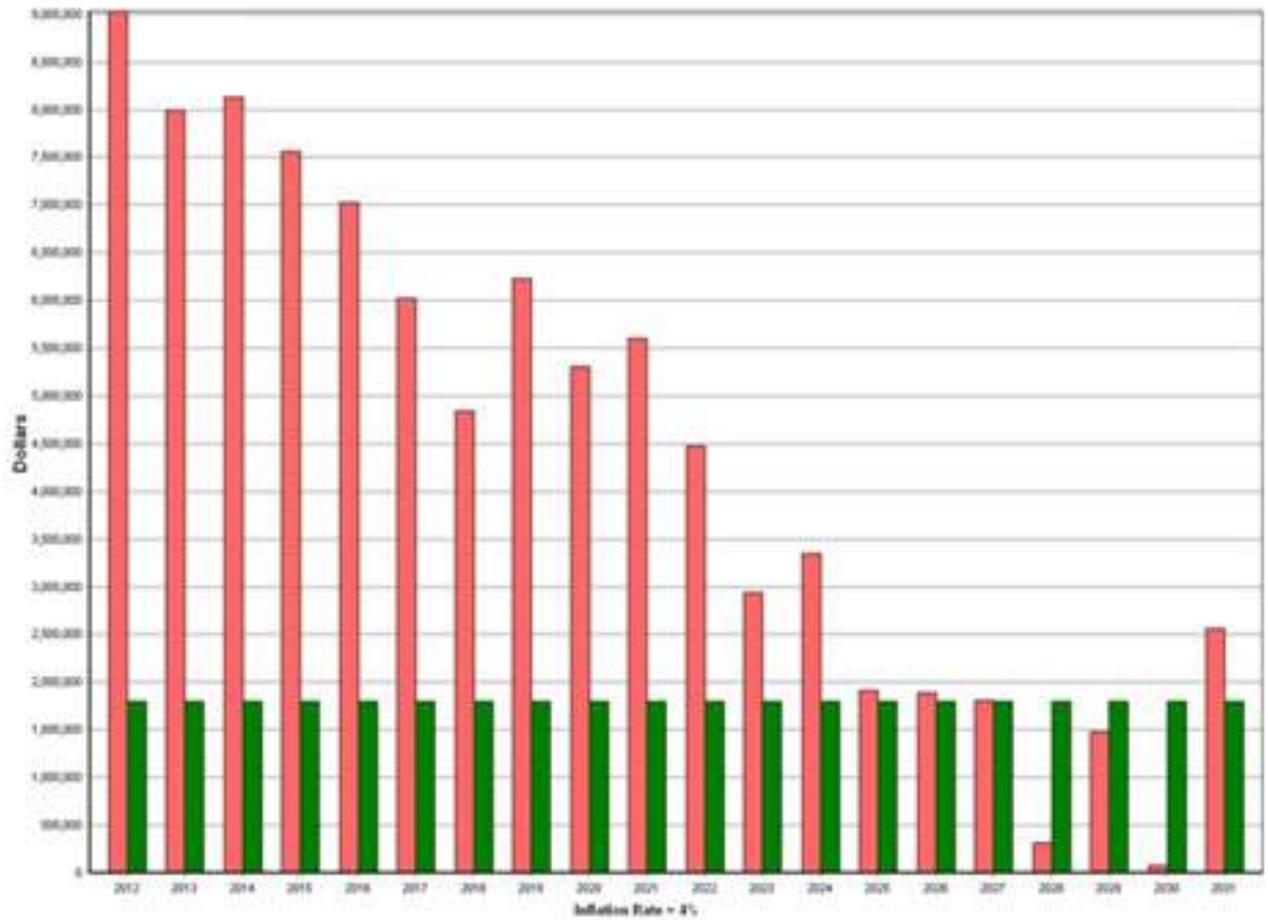


## Facilities Renewal

The College's current level of deferred maintenance is approximately \$10.9 million or 2.6 percent of the replacement value of its facilities and infrastructure.

While the overall condition of facilities is good, problems exist in key academic buildings and older residences.

As shown in the graph below, deferred maintenance is projected to increase with current levels of reinvestment.



The graph shows that increasing renewal funding by \$600,000 would eliminate deferred maintenance over 20 years. The College’s 2012 Annual Facilities Condition Report provides a comprehensive assessment of the College’s physical assets. Reinvestment and renewal strategies for existing facilities will need to be adopted, including major capital projects to comprehensively renovate buildings and selective repair and replacement projects for discrete components.



## Campus Plan

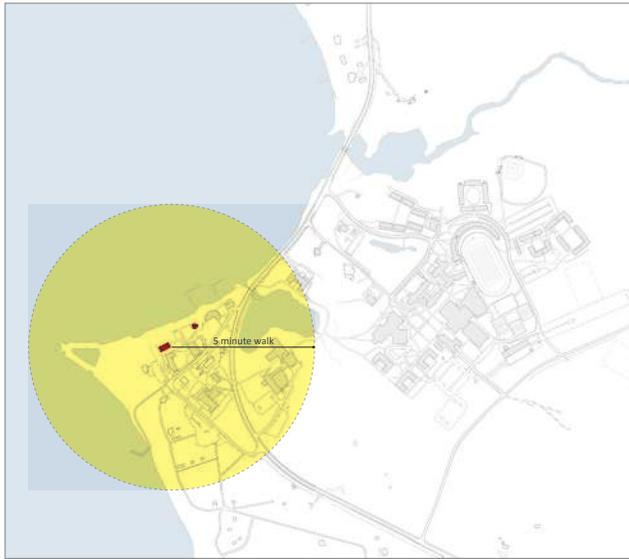
### Development History

St. Mary's College was initially founded as a living monument to Maryland's first capital in St. Mary's City. The first buildings on campus, St. Mary's and Calvert Halls, sit on a prominent bluff overlooking the picturesque Saint Mary's River. Prior to 1965, the campus developed in this location, known as the Historic Campus, but in subsequent years, limited land, as well as environmental and archeological constraints, forced expansion eastward across Route 5.

In 1964, the College changed its name to St. Mary's College of Maryland to reflect the school's evolution into a four-year baccalaureate college. A period of intensive building commenced on campus from 1965

to 1970. This building boom refocused the College core to the newly constructed campus center and library. From this location, student residence halls, recreation center and the Historic Campus were within a five-minute walk.

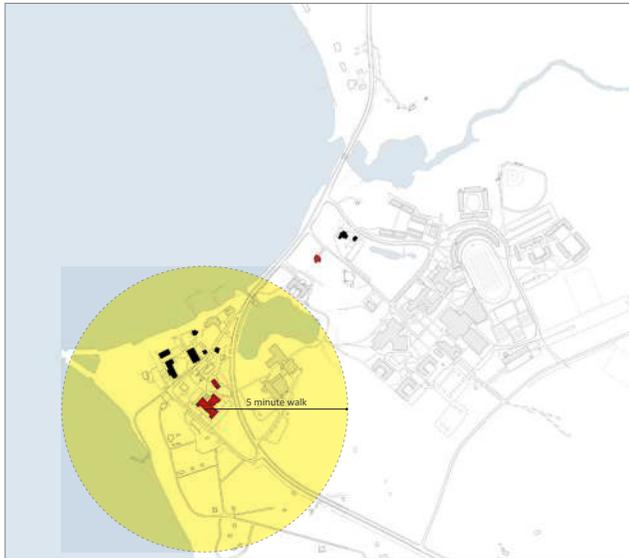
Over the past 20 years, the College has continued to expand to the northeast. This growth, doubling the square footage of the campus, again shifted the center of campus to the north with Montgomery Hall now at the center. This shifting of density has created a desire for more social, dining and study spaces in the North Campus.



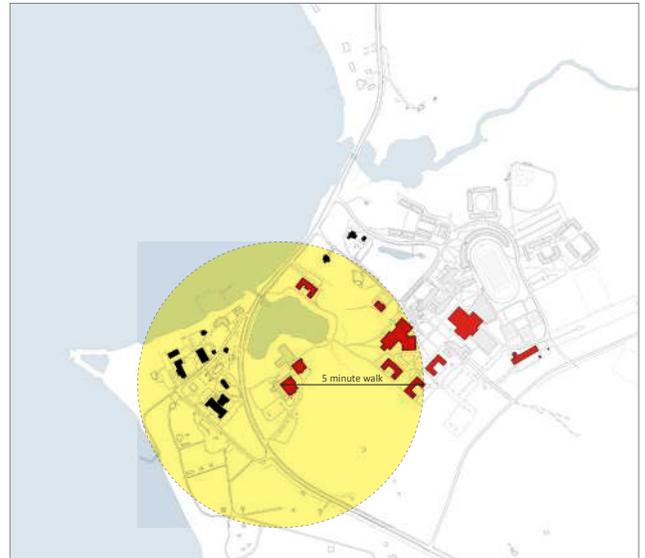
1901-1920



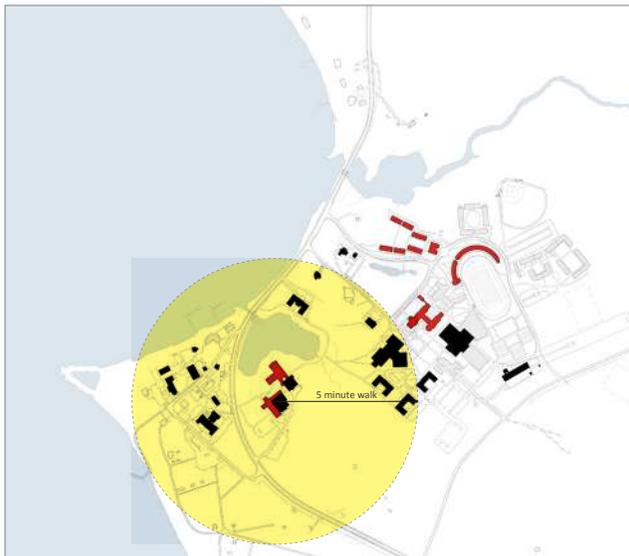
1921-1940



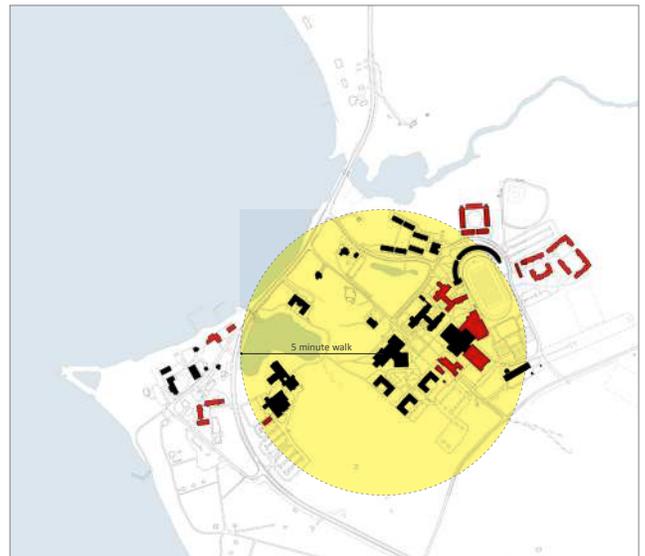
1941-1960



1961-1980



1981-2000



2001-present



*St. Mary's River*

## Sense of Place

The College has a strong and unique sense of place. Situated on the St. Mary's River adjacent to historic St. Mary's City, Maryland, its campus architecture of brick buildings with pitched slate roofs evokes the heritage of the site. The built environment respects and engages ponds, marshes and creeks that filter into the campus. This interweaving of the built and natural environment adds to the richness of the campus. This vision was established and guided by Cooper Robertson's 1988 Master Plan and reinforced through campus planning and design over the past 20 years.

The goals of the 1988 Master Plan included:

- Enhance and preserve the natural environment.
- Be a "walking campus."
- Encourage interdisciplinary and student/faculty exchange.
- Encourage collegiality, such as faculty and student exchange.
- Reflect the character and scale of a "tidewater village."
- Accommodate 24-hour life and a range of uses.



2000 Campus Center renovation and expansion

- Enhance the natural environment through building renovation and new construction that have an intimate scale and character to reflect the following:
  - Smaller buildings.
  - Intimate open spaces.
  - Higher quality landscaping, lighting and signage.
  - Less institutional more domestic quality of internal furnishings.
  - Interior and exterior detailing such as fireplaces, porches and wainscoting.
- Site new buildings to strengthen the overall circulation system.

These planning principles have been given physical meaning through the design of building projects such as the Campus Center renovation and expansion, Schaefer Hall and the Townhouse Crescent.

The 2012 Master Plan reaffirms these principles and recommends they continue to guide the development of the campus.



Campus Organization Diagram

## Campus Analysis Summary

From a land area perspective, the college setting of 319 acres is large for a population of just under 2,000 students. However, environmental and archeological constraints limit the buildable area of campus. These constraints have led the campus to evolve into three distinct areas: the historic campus where the College first established its roots; the central campus serving as the hub of student life; and the North Campus, the largest precinct where the majority of academic and residential facilities reside.

The natural environment --topography, water bodies and vegetation --influenced the past development of the College and will continue to influence its future growth. The majority of campus buildings are within Maryland's Chesapeake Bay Critical Area, a state-regulated part of the waterfront extending 1,000 feet

inland from the landward edge of tidal waterways or wetlands.

The College is located adjacent to historic St. Mary's City and lies within the National Historic Landmark District. St. Mary's City was the fourth oldest permanent English colony in North America, Maryland's first capital, and the only 17th-century settlement site remaining largely undisturbed by subsequent development. Archaeological sites are scattered across the campus and create a significant impediment to future campus development.

The pedestrian path network is defined by a primary route connecting the North Campus to the historic waterfront. A single path at the campus center and library, it branches into secondary and tertiary pathways in both directions to connect buildings



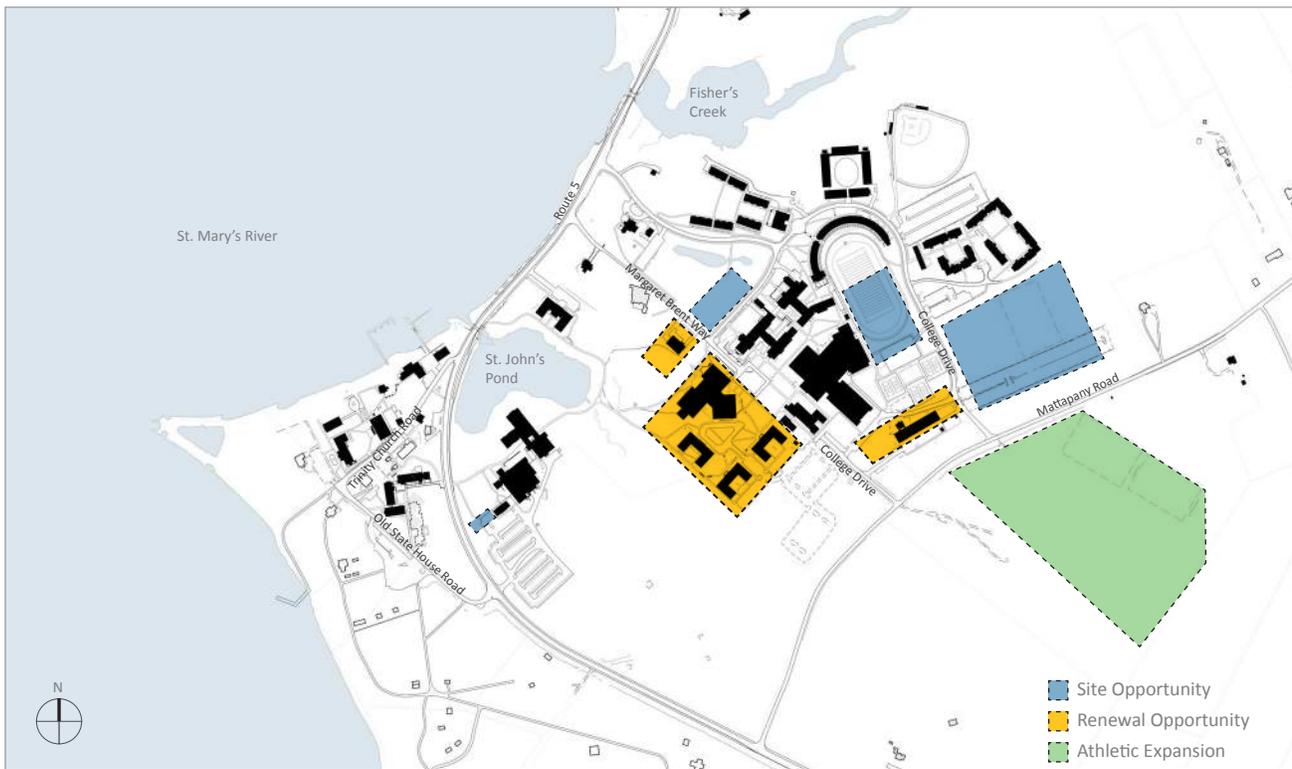
Campus Topography

and open spaces at the periphery of campus. This organization is powerful because it establishes a central circulation spine where the campus community spontaneously meets.

A series of nodes have been developed along this path, including academic buildings, the library, the Campus Center and open spaces. The open spaces act as outdoor rooms of varying scales and create places along the spine. However, the single path also causes conflicts among pedestrians, cyclists and service vehicles at pinch points. The pedestrian network also conflicts with several vehicular roadways, particularly where it crosses Mattapaney Road and Route 5, and along Trinity Church Road, which lacks sidewalks. Additional conflicts along College Drive stem from its accommodation of both vehicles and pedestrians.

Route 5 serves as a front door to the campus; however, it divides the campus instead of serving as a connective seam. Growth to the northeast has made Mattapaney Road a prominent entrance. Currently, this approach functions as a back door to campus and consists of large parking lots and the maintenance shed. The role and appearance of this entrance needs to be addressed in the future.

The consolidation of parking over the past decade has improved the pedestrian experience of the campus core. However, it has resulted in large surface lots located at the periphery of the campus that detract from its visual presence. While current and future facilities serving large events must have adequate access to parking, surface lots should be effectively screened to preserve the beauty of the campus.



Development Opportunities

## Development Opportunities

Potential sites for buildings emerge when campus constraints (such as those governing the natural environment and archeological resources), facility conditions, space needs and preservation of existing buildings and open spaces are considered in tandem. Development sites can be categorized according to two types:

1. **Renewal Opportunity:** An area of campus with buildings that are in poor condition or inadequately serving their purpose, making it an ideal candidate for renovation and expansion.
  
2. **Site Opportunity:** An area of campus unoccupied by buildings that has limited constraints, making it an ideal candidate for new development.

These development types provide ample opportunities to meet the needs of the College over the next 15 years. Each site should be carefully developed to maximize density without detracting from the quality and scale of architecture and open space on campus. This attitude will preserve opportunities for future generations to accommodate unforeseen growth or new academic initiatives.



*St. John's Pond*

## Sustainability

The College has long made environmental stewardship a key principle in its campus development. Within Maryland's Critical Areas, the College has been committed in preserving and enhancing the local environment through stringent storm water management practices, buffer management strategies and progressive grounds management. The new campus plan will continue to place significant emphasis on water quality and care in land management.

In 2010, the College completed a Climate Action Plan that set a goal of neutrality by 2020. In addition to energy conservation measures and other efforts to reduce resource consumption, the College seeks renewable energy infrastructure on campus such as solar as well as high efficient systems such as ground source heat pumps.



## Summary

The following key issues will be addressed during the next step of the master planning process.

- Meet campus space needs as outlined above.
- Accommodate the campus center's gradual shift northward by exploring ways to offer more food service and study and activity space for students during the evening hours.
- Recognize Mattapan Road is no longer a backdoor to campus and address this edge of campus to strengthen the arrival sequence.
- Renew Montgomery Hall to meet departmental concerns.
- Support interdisciplinary exchange through a physical place(s) that brings students and faculty together.
- Strengthen the network of paths and open spaces.
- Consider redevelopment alternatives, including reinforcing the area around the Campus Center and Library, renewing the area around Montgomery Hall and continuing expansion northward.
- Preserve the campus' relationship to the natural environment and historic setting.



