

# EXECUTIVE SUMMARY

## INTRODUCTION

### **Purpose**

This master plan was undertaken to establish a framework for the physical growth and change that can be anticipated for Salisbury University over the next ten years. It establishes projected enrollment growth and space needs. Several capital projects are identified and others are suggested. For each major project the master plan will need to be followed by programming, design and construction. The master plan does not attempt to design projects but it does provide a site plan which suggests locations and establishes a general site plan.

### **Methodology**

The team has:

- Using existing information, created the base site plan.
- Gathered and evaluated the significant statistics of the University, including population trends, enrollment characteristics and trends, academic programs, and space inventory.
- Interviewed a wide range of constituencies from the University, the community, and local and state government.
- Performed walk through surveys of existing buildings to gain a sense of their character and condition. This was coupled with data from the University.
- Tabulated and organized by HEGIS code each space, compared the existing to the State allowances, and noted deficiencies.
- Evaluated the existing buildings and site and determined the suitability of the facilities for existing and future needs of the University.
- Proposed and evaluated several schemes

### **Salient Issues and Factors**

We have noted a number of issues and factors relevant to the master plan. They are:

- There is a very large deficit of space of all kinds as well as a parking deficit. This is a current as well as a projected issue. The space shortage has and will handicap the delivery of programs.
- The University has taken great care of the buildings and grounds and has gone to great lengths to mitigate the effects of the space shortage.
- Enrollment has been growing steadily and is expected to continue to increase.
- The University has a very supportive foundation board.
- The University has maintained the core academic mission of the school, teacher training and liberal arts, while developing the business school and graduate programs.
- The University has maintained the intimate, pedestrian scale of the campus.
- Growth is occurring beyond the historic boundaries of Route 13, College, Camden, and Dogwood. The major expansion is occurring east of Route 13. Opportunities for additional expansion appear to be feasible.
- The residential shortage has forced students off campus. This is an issue with the community.

## OVERVIEW

### Overview

Salisbury University (SU), a nationally accredited, four-year comprehensive university offering fifty undergraduate and graduate degree programs, is one of eleven degree-granting institutions in the University System of Maryland. Serving nearly 7,000 students, Salisbury University is the largest of five higher education institutions on Maryland's Eastern Shore. As the City of Salisbury's second largest employer, the University is a major driver of the economy of the Lower Eastern Shore region.

### History and Character

In 1922, the Maryland General Assembly chose Salisbury as the site for a new two-year teachers college; the new college began operations in September 1925. In 1963, the State Teachers College at Salisbury was renamed Salisbury State College. For the next twenty-five years, the institution expanded rapidly, increasing its enrollments and stabilizing its academic programs. In 1988, Salisbury State College was renamed Salisbury State University and Salisbury University in 2001.

Although it is a predominately undergraduate liberal arts university, Salisbury offers graduate programs. Salisbury University's students represent every sub-division in the State of Maryland.

### The University Setting

Salisbury University's campus is situated just south of the city of Salisbury's business district. Metropolitan Salisbury has a population of 70,000 people. Salisbury is the county seat of Wicomico County as well as the commercial center for Maryland's Lower Eastern Shore.

Although located in a developing and progressively urban setting, Salisbury University, the city of Salisbury and Wicomico County remain strongly rooted in the communities and rural heritage of the Lower Eastern Shore.

### Mission, Vision, and Values

Salisbury University's mission is "to prepare its graduates to pursue careers in a global economy and for meeting the state's workforce needs." The University strives to build on its recognition as a "top-tier institution" while achieving national eminence as one of the country's best public comprehensive universities. The University is guided by established core values of excellence, student-centeredness, learning, community, civic engagement and diversity. These values are not only explicit in the University's mission, but are also in keeping with its vision.

### Academic Programs

A wide range of undergraduate and graduate degree programs, continuing education programs, and flexible personal and professional development education programs are offered at Salisbury University. The University is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

### Governance and Organization

The University System of Maryland's Board of Regents is the governing authority for Salisbury University. The President has overall operational authority and responsibility for Salisbury University and as such, exercises general supervision of all departments. Students and faculty also participate in the governance of the University through standing and ad hoc committees.

### **Student Government**

Salisbury University encourages students to assume the responsibilities of self-government, recognizing this as an important facet of higher education.

### **Faculty and Staff**

During the academic year 2001-2002, Salisbury University employed 291 full-time faculty, and 657 full-time staff. In addition, the University employed 163 part-time faculty and 214 part-time staff.

### **Student Body Characteristics**

The University is a community of 6,682 credit students of whom 80.8% are full-time and 19.2% are part-time. Females comprise 58.1% of the student body and minority student enrollment is 10.8%. Students age 24 and under represent 82.2% of those enrolled while 1.4% are age 50 and over. The State of Maryland is home to 81.8% of the student body. Of the 5,460 students originally from Maryland, 3,151 (57.7%) are from the Western Shore while 2,309 (42.3%) are from the Eastern Shore. The county with the largest single representation is Wicomico County with 1,070 students, or 16.0% of the University's student population. The majority of SU's students (90.7%) are enrolled in undergraduate programs.

### **Campus Facilities**

The campus facilities inventory includes 50 buildings that contain approximately 1,300,000 gross square feet (GSF) of space. The University classifies these buildings into three categories: State supported, non-state supported (auxiliary), and leased. Subsequent to this facilities inventory (Fall 2001) Salisbury University has constructed the 144,723 gross square foot Henson Science Hall. This new academic building contains 82,154 net assignable square feet of space. The University currently has 22 parking lots that can accommodate 3,108 cars. The University has ten acres of athletic fields. On the main campus are 12 tennis courts. The other outdoor athletic facilities are located on the east campus. These include the 2,500-seat Sea Gull Stadium, an all-weather, eight-lane track, individual fields, and a baseball diamond.

## **ACADEMIC PROGRAMS AND SPACE NEEDS**

### **Academic Programs**

The University offers forty undergraduate degree programs leading to Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Arts in Social Work. Ten graduate programs lead to Master of Education, Master of Arts, Master of Business Administration, Master of Science, and Master of Social Work degrees.

### **Instructional Organization**

Four endowed schools, each headed by a Dean, offer the instructional programs for Salisbury University. These schools along with the Library and Instructional Resources Department, also headed by a Dean, have direct responsibility for implementing the University's curricula.

### **Fulton School of Liberal Arts**

The Charles R. and Martha N. Fulton School of Liberal Arts is the largest and most diverse of the endowed schools within Salisbury University. Endowed and named in 1990, the Fulton School offers disciplinary programs leading to careers within and built upon the fine arts, humanities and

social sciences. Because each department within the Fulton School embodies a liberal art and its own professions, the Fulton School is the central provider of Salisbury University's liberal education offerings. With twelve academic departments, the Fulton School offers sixteen undergraduate degree and two graduate degree programs.

### **Henson School of Science and Technology**

The Richard A. Henson School of Science and Technology was endowed in 1988. Its curricula include health science, nursing, science, mathematics, and computer science majors. The Henson School also provides courses that support the University's general education requirements as well as core courses in science for programs in the other schools. The Henson School has eight academic departments offering eleven undergraduate degree programs and one graduate degree program.

### **Perdue School of Business**

The Franklin P. Perdue School of Business was established in 1986 and has become the largest college-level center for business education and development in the region. In addition to providing business programs for degree and non-degree seeking students, the school offers management development programs, consulting activities, and publication of studies vital to the economic growth of the region. The school's Applied Business Learning Experience (ABLE) program provides internship opportunities, in a "real-world" setting, by linking highly qualified business students with local and regional businesses. The Perdue School has four academic departments that offer seven undergraduate degree programs and one graduate degree program.

### **Seidel School of Education and Professional Studies**

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies was endowed and named in 1997. However, the Seidel School's origins can be traced to 1925 when the State Normal School at Salisbury opened as a two-year college for elementary school teachers. The primary objectives of the School are to provide initial and continuing education that ensures professionally competent teachers, health fitness providers, athletic trainers, social workers, and school administrators. The Seidel School's three academic departments, each headed by a department chair, offer six undergraduate and six graduate programs.

### **Library and Instructional Resources**

Blackwell Library houses 252,000 bound volumes, 232,000 government documents, 720,000 microforms, 1,700 periodicals, and an array of electronic resources and databases. Blackwell Library incorporates the Teaching Learning Network, a faculty development initiative that supports faculty in the use and development of traditional and technological based methods of teaching, learning and research.

The Edward H. Nabb Research Center for Delmarva History & Culture, a central repository of primary research materials, is located in the Power Professional Building. This program offers students, faculty, and the community a laboratory with which to conduct research and study the historical, archeological, and cultural heritage of Delmarva.

Library and Instructional Resources also supports the learning resource needs of the students of nearby Wor-Wic Community College.

### **Thomas E. Bellavance Honors Program**

The Thomas E. Bellavance Honors Program provides Honors students with courses offering intellectual breadth as well as depth. The program offers superior undergraduate students the opportunity to study together in small discussion-oriented classes. These groupings encourage and enable the students to become independent thinkers, learners, and active seekers of knowledge.

### **Planned Academic Direction**

Currently in a controlled growth mode, Salisbury University anticipates modest enrollment increases over the next ten years. A number of program enhancements and additions at the University are in the development stage at any given time.

New course and academic program ideas typically begin with individual faculty. After approval by the University, program proposals ultimately require official approval by the Maryland Higher Education Commission (MHEC) before becoming part of the University catalog.

Salisbury anticipates no immediate deletions from its current program. Rather than becoming obsolete, existing programs are evolving to take advantage of changes in instructional delivery methodology and technology. Each of the schools has identified opportunities for growth.

Due to ever changing technology for both teaching and learning, much of higher education must rethink its learning environments. Contemporary learning environments are required in order to remain competitive by attracting a representative level of the region's and the state's available student population. Salisbury University will stress the emphases of renovating and rehabilitating existing facilities, as well as providing new facilities. The lack of sufficient numbers of smart classrooms and other contemporary, flexible instructional and learning spaces has directly and indirectly curtailed Salisbury University's ability to fully develop the inherent potential of its course offerings.

Electronic presentation that allows integration and manipulation of complex data into the learning environment is becoming more and more the norm. Teleconferencing and online capabilities will make learning partnerships with other schools and businesses, even ones in other countries, commonplace.

### **Enrollments**

By analyzing the student body composition during the past few years, it is possible to deduce trends in the numbers and types of students enrolled, number of credit hours, and choices among continuing programs. Fall headcount enrollment trends for students attending SU during the past five years indicate that headcount enrollment increased at a steady 2.8% per year. The undergraduate headcount increased at a slightly greater rate than the University as a whole, while the graduate headcount experienced a drop in beginning in 1998 and remained flat until a return, in 2001, to the 1997 level. Three of the four schools experienced a steady increase in headcount enrollment between 1997 and 2001, while the Henson School's headcount dropped in 1998, remained flat for two years, then increased to its 1997 level.

The five-year trends of actual credit hours provide a stronger indication of the health and stability of enrollments. Fall credit hour enrollments increased from 74,768 in 1997 to 85,778 in 2001. This 14.7% total increase represents an increase in undergraduate credit hours from 71,969 to 82,786 (15.0%) and an increase in graduate credit hours from 2,799 to 2,992 (6.9%) between Fall 1997 and Fall 2001. Each school had an increase in fall credit hours during this time period.

Another factor in identifying the academic thrust of an institution is the student subject selection distribution among disciplines. Historical participation data are often utilized in projecting future student choices. Also having an impact on the trends and patterns of future participation are determinations by SU administrators to focus on selected disciplines.

### **Projected Trends and Conditions**

The University anticipates a steady, but controlled increase in both graduate and undergraduate enrollments during the next ten years. Total undergraduate student headcount is expected to increase from an actual count of 6,060 in Fall 2001 to a minimum total of 7,669 by Fall 2011. Projections for undergraduate full-time equivalent students (FTES) will increase from 5,519 in Fall 2001 to 7,008 in Fall 2011. Both graduate total headcount and FTES are expected to increase at a slightly higher rate than undergraduate enrollments. Headcount is projected to increase from 622 in Fall 2001 to 814 in Fall 2011 and FTES is expected to increase from 249 to 324 during the same ten-year period.

In consonance with the projections of overall FTES, those for undergraduate full-time day equivalent students (FTDES) are expected to increase from an actual total of 4,337 for Fall 1997 to a minimum of 5,508 FTDES by Fall 2011. Projections of graduate FTDES result in a numerically modest increase 5 FTDES during the interval years.

We estimate that total undergraduate weekly student contact hours (WSCH) will reach 76,954 in Fall 2002 and increase, incrementally, to 94,794 WSCH by Fall 2011. Of this total, approximately 79,638 WSCH will be generated by lecture segments in Fall 2011 and a total of 15,156 WSCH are expected to occur in laboratory segments for courses offered from 8:00 a.m. to 5:00 p.m.

### **Faculty and Staff Projections**

The University expects to maintain its student/faculty ratio of 17 to 1. This ratio is projected for the year 2001. For master planning purposes, a conservative annual increase of 2.0% is projected for staff.

With this substantiating data, it is possible to apply statistical measures to known characteristics of the student population in order to quantify space needs of the future student clientele. It is important for the reader to understand that the preceding paragraphs do not, by themselves, constitute justification to construct any new facilities. The importance of the process is to serve as a basis for examination of other investigations, including interviews with each academic department, administrative function, and support group.

### **Space Guidelines Allowance**

The Maryland Department of Budget and Management's *Space Planning Guidelines*, in conjunction with Salisbury University's student enrollment and program projections, provide an initial assessment of facilities needs for the SU campus.

By applying information about the type of space required to teach the various courses to the projected enrollments it is possible to determine the amount of space that is allowed using the *Space Planning Guidelines*. By applying current space inventory data, it is possible to determine the current and projected space surpluses and/or deficits. Fall 2001 data reflect the actual situation, while data projected to Fall 2011 are statistically based, reflecting instructional program participation and curriculum development strategies and are, for the most part, assumptions made by the University.

Given this data, it is possible to calculate the amount of space allowed for the Salisbury University campus. This space allowance is derived by analyses within the parameters of the guideline algorithm utilized by the Department of Budget and Management. These calculations are used only as an aid to analyze campus-wide amount of space needs by room use category. Quality of spaces is not considered when using these guidelines and they are not used in individual project planning.

### **Qualitative Indicators of Space Need**

A variety of qualitative characteristics impact the space needs of Salisbury University. These global space needs are summarized in Chapter 2. Summaries of qualitative indicators of current conditions, program characteristics, and future space needs/desires are a culmination of observations by the consultants and of views expressed by University personnel during interviews with the consultants and written statements. This listing is by no means all-inclusive.

- There are insufficient numbers of classrooms and special purpose laboratories on campus.
- Many classrooms and laboratories lack contemporary technology and flexibility.
- There is insufficient laboratory storage in general, and in art studios in particular.
- The fine arts and performing arts facilities are inadequate.
- Functions that should be co-located are often separated and distributed throughout the campus.
- The Perdue School of Business, awkwardly located in the main administration building (Holloway Hall), exhibits many of these qualitative indicators. Most notable are the lack of contemporary technology, inflexible instructional spaces, inadequate faculty offices, some instructional areas that are not fully accessible to disabled students, and a recognizable sense of arrival to the school. There is a need for the physical image of Purdue School's to be reflective of its distinction as a quality professional school of business. The current location hinders projecting such an image and offers minimal opportunity for accommodating program growth.
- All instructional areas are not accessible to disabled students.
- There is insufficient office space for full-time faculty and no adequate office facilities for adjunct faculty.
- Blackwell Library is not only archaic, but is also dysfunctional due to insufficient and inappropriate spaces for reading/study, volume stacks, processing operations, offices, archives, instructional resource functions and general storage. Renovation of the current library building would not address the insufficiency of space. The Nabb Research Center, a function of Blackwell Library, is located in a separate building off campus.
- The Commons and Guerrieri University Center not functionally efficient or effective student centers. Students complain that "no one wants to go to the student center". There are no good places on campus for students to hang out.
- Insufficient and inadequate space for large assemblies/events and theatrical performances.
- Lack of storage space is a significant problem throughout the campus buildings resulting in inappropriate storage of records, furniture and equipment, books, academic and administrative supplies, and custodial supplies.
- The outdated Maggs Gymnasium is woefully inadequate in terms of size, configuration, and climate control for use as a contemporary combination academic, athletic, and recreation facility.
- There are relatively few open leisure and activity spaces for students and other users of the campus.
- There are an insufficient number of convenient parking spaces to serve the needs of the Salisbury campus.

### **FACILITIES: ARCHITECTURAL**

Salisbury University's buildings range in age from seventy-eight years to brand new. The major campus buildings are built of durable materials, concrete, masonry, and steel. Many of the minor

buildings had earlier lives as residences or small commercial structures. The buildings are well maintained by the University.

The primary issues with the University buildings are related to inadequate size, changing needs, and the wearing out of significant systems. We have not attempted a comprehensive survey of each structure; our descriptions are based on brief visits and information furnished by the University.

Our primary observations are confined to major buildings that are affected or involved in the development that is proposed.

Blackwell Library, located near the center of the campus, houses 430,000 items in open stacks, including books, bound periodicals, and government documents. Blackwell was built in 1958. The original building was 21,000 square feet; there was an addition of 42,000 square feet in 1974. At that time it was sized for an enrollment of 2,600 FTDE. While the building has been generally well maintained, it is woefully inadequate for the needs of the University and with projected growth will only fall farther behind those needs. Renovation of the present structure will be difficult, the low floor to floor height and the lack of vertical chases make the addition of technology difficult. The structure limits the changes that can be easily made.

Caruthers Hall houses classrooms; faculty offices; a 225-seat auditorium; and the communications center, which includes public radio station WSCL. Caruthers was built in 1955 as an elementary school. It was renovated in 1979 and is the primary location for the Seidel School of Education and Professional Studies. Current plans call for its replacement. Interior walls are primarily masonry, limiting easy renovation. The one story character of the building is not an efficient use of the land.

The Commons building was built in 1997 and contains the University's dining hall, bookstore, post office, and meeting rooms. The 100,000 sq. ft. Commons is connected to the Guerrieri University Center by a curving walkway and shares a loading dock with the Guerrieri Center. The facility is generally adequate; however there are ongoing floor problems in the kitchen resulting in leaks to the basement mechanical areas. One section of floor has been replaced and other areas should be investigated before replacing. There are ongoing changes to the kitchen and dishwashing facilities to improve efficiency in the food service operations.

Devilbiss was built in 1967 and is currently undergoing renovation. Its previous use was as the primary science building for the University; it has been replaced by Henson Hall. Programs currently housed in Allenwood and Power Professional will move into Devilbiss after the renovations. Given the current renovations we believe that Devilbiss should be retained for the near future. Its status should be revisited in the next master plan, ten years from now.

Dogwood Village was constructed in 1985 as temporary housing. It consists of fifteen modular buildings, fourteen of which have ten single rooms with two common bathrooms. The remaining building houses a laundry, lounge, and staff apartment. The roof was recently replaced. It is not scheduled for renovation.

Built in 1991, Fulton Hall contains a black box theater; a photography studio and darkrooms; ceramics, drawing, graphic design, painting and sculpture studios; the faculty offices for the Information Technology, Art, Communication Arts and Music departments; computer labs, the main frame, an electronic piano room; practice and listening rooms for music students and orchestra;

and choral rehearsal rooms. It is also home to the Sociology and Conflict Resolution Department, the Political Science Department, and most of the Information Technology office. The building is in good condition.

The Guerrieri University Center, located on Dogwood Drive, includes a lounge, snack bar, meeting rooms, games room, service desk, gift shop, student radio station WSUR and offices of student organizations and of Multiethnic Student Services. It was constructed in 1988. The building is in good condition although six of the false chimneys are leaking and in need of flashing replacement or installation.

Henson Hall opened in the fall of 2002 and contains classrooms, labs, and offices for the science departments. It serves the current needs of the University; however we observed that all of the classrooms were in use during a morning visit in the fall of 2002.

Holloway Hall, the administrative office building of the University, contains most administrative and faculty offices, some classrooms and the Franklin P. Perdue School of Business. Holloway Hall also houses a 776-seat auditorium, the Social Room, and the Great Hall.

Holloway Hall was the first building built for the University. Constructed in 1924, it was renovated in 1976 and again in 1997. The 1997 renovation replaced or renewed major building systems, replaced windows, added insulation, and reconfigured the interior. The building is well maintained. Some basement areas have significant humidity problems.

Maggs Physical Activities Center includes an arena seating 1,950, a six lane 25 meter swimming pool, dance studio, fitness room, strength room, classrooms, offices, multipurpose gymnasium, three racquetball courts, varsity and intramural locker rooms, training room, equipment room and reception area.

Maggs was built in 1977 and has had no significant renovation with the exception of the pool. The building is heavily used and showing signs of wear. The building was designed for a much smaller University and assumed the continued existence of an older gym that has since been demolished. A major renovation is needed.

The Power Professional Building, located by the athletics fields on the east campus, houses laboratories and offices for medical technology, nursing and respiratory therapy, offices, and the Nabb Research Center for Delmarva History and Culture. Built in 1989 as an office condominium, it is located on the east campus. Its location makes it less suitable as a classroom building. Much of the current academic use will move to the renovated Devilbiss Hall.

The University has a number of other buildings ranging from houses purchased along Camden and College Avenues to modular temporary office space south of Maggs Gym. There are also a number of small buildings on the east campus. The buildings on College and Camden are in good shape and form small but significant parts of the inventory. Many of the others are candidates for removal when the programs housed in them are moved to new quarters.

The residence halls, including Choptank, Chesapeake, Chester, Manokin, Nanticoke, Pocomoke, St. Martin's, Severn, and Wicomico are part of an ongoing renovation plan. All are scheduled for renovation between 2003 and 2007.

## FACILITIES: MECHANICAL

### **Existing Conditions, Deficiencies, and Recommended Upgrades**

The observations made by the team noted a number of issues with the mechanical and electrical systems in the buildings. They are briefly noted here.

#### Blackwell Library

The most notable deficiency in this building's mechanical systems is the aged and failing chiller. The location of the chiller and boiler in the same mechanical space is a violation of ASHRAE-15-94 code. With the exception of the chiller, most system components are in good condition, though dated. For Blackwell Library's current usage, the mechanical systems are inadequate. In general, the mechanical sub-systems should be upgraded to utilize modern, more energy efficient equipment and controls. Any renovations should include necessary upgrades to meet current fire protection code requirements. The spaces needed for archival and technology programs in the library would require additional mechanical equipment for adequate temperature and humidity control. Mechanical space is limited with the current systems, and finding space for additional equipment, even through renovations, would be difficult at best.

#### Caruthers Hall

With the exception of the fairly new boilers, the mechanical systems in Caruthers Hall are aging and inefficient. Several types of small cooling systems have been installed over the years, and the outdoor equipment associated with each system gives the building exterior a patchwork appearance. Sprinkler systems do not meet code for this type of facility. With its current usage, the mechanical cooling systems are simply too small for this facility. Renovation of the mechanical cooling systems would not be possible without major building renovations to accommodate the installation of new systems, and provide the required mechanical space.

#### Chester and Choptank Halls

In each building the mechanical room is severely crowded, with the boiler and large hot water storage tank occupying most of the available floor area. The relatively new boiler is adequate for the heating and domestic hot water, but the piping and accessories serving these systems are aging. The terminal heating and cooling equipment throughout most of the building is aging and outdated. Addition of a new room adjacent to the mechanical room for electrical equipment would alleviate some of the crowding in the mechanical room, allowing better access for maintenance. Ideally, the terminal units for the student rooms should be replaced, along with the piping systems by which they are served.

#### Chesapeake Hall

The major mechanical systems for Chesapeake Hall are in good condition, being relatively new. The sub-systems, equipment, and piping they serve are marginal and aging. Any renovations to this building should include provisions to upgrade the mechanical heating and cooling systems, including piping and student room units. Plumbing fixtures and piping are in need of replacement.

#### Devilbiss Science Hall

Most components of the mechanical heating and cooling systems have reached the extent of their useful life. Plumbing systems and fixtures are dated and failing. High humidity levels in the basement mechanical room have led to extensive damage to the mechanical system components located there. Future improvements should include a fire protection system that meets current code requirements.

#### Dogwood Village

The air conditioners in these buildings are fairly new, while the remainder of the equipment is close to eighteen years old. The temporary nature of these buildings does not lend toward any future plans for renovation. Regular maintenance of the systems until replacement of the buildings occurs should be sufficient to maintain the functionality of the systems.

#### Fulton Hall

The thermal storage system has performed only marginally during high cooling demand days, possibly indicating insufficient ice build and storage capabilities, but has performed well during moderately warm conditions. Equipment located in the mechanical yard outside of the building appears aged. An evaluation of the performance of the thermal storage system should be undertaken, and deficiencies found should be corrected. Vortex dampers on the six AHU's need to be upgraded to a variable frequency drive system.

#### Holloway Hall

Major renovations in 1997 replaced the majority of mechanical equipment, leaving very few deficiencies to date. Of note, however, is the considerable noise generated by the chillers in the mechanical room. Options should be explored for alternate heating water sources that are redundant and do not rely on the boilers located in Fulton Hall.

## **FACILITIES: CIVIL**

### **Water**

The City of Salisbury provides the water to Salisbury University. The age of the water lines is a growing concern for the University, and water pressure has always been an issue. The University is on the southern end of the City's water supply system. The current facilities are sufficient to provide service to the campus. However, the low pressure from the City's water mains is an issue. The lack of pressure is not a new issue with Salisbury University, but the campus has to rely on the City to improve its current system in order to obtain more pressure. The age of the lines is also a concern; some of the lines still in use are iron pipes approximately 50 years old. These water mains are nearing the end of their designed life cycle. As a result, water main breaks are more likely to occur. Another age related issue is sedimentation, which leads to poor water quality and lower pressure.

We recommend that the University locate and map the existing valves and install a valve between the Maintenance/Physical Plant building and the Allenwood Shopping Center. The water lines connecting the smaller properties to the City's water supply along Camden Avenue should be replaced.

### **Sanitary Sewer**

The City of Salisbury provides the sanitary sewer service to Salisbury University. The current gravity piping system seems to be working sufficiently. The campus maintenance crew currently flushes the pipes twice a year, and services troubled spots more frequently. The pipes are approximately 50 years old and appear to be functioning properly. The only deficiency noted was root growth. The most noticeable location is the 8" line from Holloway Hall to Fulton Hall. The University should investigate either replacing the line with a new PVC pipe or lining the pipe to reduce root growth. Manhole accesses have been buried due to development; they should be located and mapped to provide access during the biannual maintenance. All future growth of the University shall take in account the current system, and base it upon the needs assessment for expansion with regards to size and current usage of the system. Maintenance crews shall continue servicing the sanitary sewer system twice a year.

### **Storm Water Drainage**

Currently the University's storm drain system seems to be working properly. The pipes are approximately 50 years old and appear to be functioning properly. The only deficiency noted was root growth. New additions to the University will require storm water management. The extent will be determined by looking at each new individual improvement. We recommend that the sediment retention pit in front of the Maintenance/ Physical Plant Building receive regular maintenance and that the storm drain pipe running in between Chesapeake and St. Martin's Halls be replaced due to root growth.

## **SITE ANALYSIS**

### **Existing Conditions and Analysis**

This section outlines discussion related to the existing campus site, analysis of the site and proposed site improvements. Refer to Appendix B *Exhibit 1: Existing Campus*, *Exhibit 2: Assessment Diagram*, and *Exhibit 3: Property Ownership* for reference.

### **Land Use**

Salisbury University is divided into two parts, the main campus and the east campus. Outside of the main campus, the University owns several neighboring parcels of property along West College and Camden Avenues. These parcels were originally residential properties and have maintained their residential characteristics. The main campus also includes the Allenwood Center which is owned by the University Foundation but is partially leased to several commercial establishments.

The east campus is located on the east side of U.S. Route 13, a major commercial-lined highway. Here the University has primarily developed athletic fields. New public-private student housing (apartments) has been developed near the athletic fields, south of Milford Street. The University is currently in the process of acquiring the Dresser facility for use and development. This property expands the east campus and is connected to it by Wayne Street.

Adjacent land uses include strip commercial development along U.S. Route 13, industrial uses between the athletic fields and the Dresser Facility and office uses along Milford Street.

From a site planning perspective, land uses are distributed throughout the entire campus in an appropriate manner. Most of the academic, residential, administrative and gathering spaces are located within the main campus, with the large land-consuming uses such as recreational fields are located within the east campus. While these uses are in fairly close proximity to one another, the

distance between them seems to be much greater because of physical and visual barriers that separate them, including Route 13 and the railroad and commercial development. While the separation of the campuses by commercial development is unfortunate, this commercial development provides convenient services to students, faculty and administrators.

### **Campus Organization**

The main campus is organized around a loose formality with an inward orientation. Buildings are located around and define both formal quadrangles and informal open spaces. A woodland corridor forms an east-west open space between Maggs Gymnasium, the Guerrieri Center, Devilbiss Science Hall and the Commons Building. Smaller open spaces, both formal and informal, are connected to the main mall and defined by groups of residential and academic buildings. Holloway Hall is the only major building that faces out to the street. With the exception of the Devilbiss Parking Lot, parking facilities are located around the perimeter of the campus.

Recreation fields efficiently utilize the east campus with Wayne Street acting as the central connector that links the different facilities.

The overall organization of the main campus is quite successful and provides a strong framework for future enhancements. Campus improvements should focus on reinforcing existing open spaces and defining new ones. For the east campus, campus improvements should focus on creating a stronger organization and sense of place for the campus.

### **Access and Vehicular Circulation**

Both the main and east campuses are defined by an excellent road network, providing many opportunities for access to parking areas and campus facilities. Because parking areas are located along the perimeter of the main campus and not connected internally, the campus has many “main entrances”. Wayne Avenue and Bateman Street provide the main access to the east campus. College Avenue will gain a more important role in providing access to the east campus as the Dresser Facility is used for University programming.

The multiple access points to the University facilities from the surrounding street grid function well in that all vehicular traffic is not constricted in one area, providing users with many options. While this works well for those who are oriented to the University, it can be confusing to first time visitors. All of the entrances appear to be equal in importance, with few visual clues indicating where visitors should go. Because of the University’s presence on U.S. Route 13, there is an expectation that the main visitor entrance be located here. Unless visitors are specifically directed to go to the Holloway Hall entrance, this entrance appears to be a back door so visitors do not naturally head in this direction. The existing sign system, while excellent in identifying campus facilities, also does not provide enough information for visitors.

### **Pedestrian Circulation**

A hierarchy of pedestrian circulation routes is clearly defined on the main campus utilizing an internal pathway/open space system and sidewalks along the perimeter streets. The mall and Red Square represent the primary pedestrian routes, off of which are linkages to adjacent spaces, perimeter parking areas and the surrounding streets. A pedestrian underpass creates a linkage across busy U.S. Route 13; all other street crossings occur at-grade at marked and unmarked crossings. The only area within the main campus where pedestrian and vehicular circulation is not clearly separated occurs in the Devilbiss Parking Area. While sidewalks are provided along the perimeter of the parking lot, the route that pedestrians will likely take between the Commons Building and the majority of the campus, called the desire line, extends diagonally through the

parking area. Pedestrian circulation on the east campus primarily utilizes street sidewalks and lawn areas between fields.

Pedestrian circulation functions well on the main campus. The mall and Red Square facilitate a strong diagonal pattern of movement from the southwest corner to the northeast corner of campus. Pathways are also well located to provide connections to perimeter parking areas and adjacent streets. In addition, there are only a few areas where paths worn into the lawn indicate the need for paved walkways. While pathways are well located, the environment along the pathways could be enhanced in many areas. In general, campus improvements on the main campus should reinforce existing pedestrian circulation and improve the experience for pedestrians.

The pedestrian underpass located at Bateman Street provides a well-utilized, safe crossing and direct connection between the main campus and the east campus athletic fields. While this connection is direct and easy to use, it does not provide for an inviting environment. Safety and crossing issues will continue to arise as the University extends its bounds into the Dresser Facility which will place more emphasis on the need for a safer crossing of U.S. Route 13 at College Avenue. Campus improvements should consider improved crossings at College Avenue and enhancements to the pedestrian environments between U.S. Route 13 and the east campus at both College Avenue and Bateman Street. On the opposite side of campus, Camden Avenue has been identified as a difficult road to cross due to traffic volumes and high speeds. Enhanced crossings should be considered to address these pedestrian difficulties.

### **Parking**

With the exception of the Devilbiss Parking Lot, parking areas are well located at the perimeter of the main campus. On the east campus, most of the parking resources are located along Wayne Street, however, a significant number of parking spaces will be included as part of the Dresser Facility.

The concept of keeping parking to the edge of the campus is a good one in that it allows for the internal campus to be pedestrian-oriented. There are some drawbacks. The first is that the image of the campus from the surrounding street network, primarily U.S. Route 13, is that of parking, with the campus buildings set back and distant. For many, the only interface that they have with the University is by driving by it. The second is that as more and more program elements are developed on the east campus, the perimeter parking areas weaken the connection between the two campuses and increase the perceived distances between facilities on each campus.

The campus is at a point now that it cannot absorb additional development and maintain surface parking areas in close proximity without jeopardizing the open spaces. As the density of campus development increases, new parking facilities in the form of structured parking will need to be considered. This will not only provide new close-in parking resources, but will also allow surface parking areas to be considered for future building programs.

### **Campus Image and Amenities**

The main campus currently projects a positive image. The grounds are well maintained, landscaping is lush and its status as an arboretum provides for a wide variety of plant materials. In addition, while the primary image of the campus from the perimeter is of parking areas, these parking areas are well landscaped along the street edges, particularly the Chesapeake Lot which comprises the campus's most important corner at College Avenue and U.S. Route 13. The image along Camden and College Avenues responds well to the residential neighborhoods bounded by these two streets. A variety of campus open spaces also provides for a rich campus environment.

The protected woodland, the Holloway Lawn, and the mall all contribute to the main campus's positive image.

For the east campus, facilities are hidden behind strip commercial development and the athletic fields comprise one large open space. Wayne Street bisects this space and functions primarily as a parking lot for the athletic fields. The Dresser Facility contains a landscaped parking area along College Avenue. The remainder of the property presents an industrial image.

For the main campus, the wide variety of plant material contributes to the richness of the campus landscape; however, there is a lack of a unifying landscape element to visually tie different parts of the campus together. In addition, many plants are inappropriate for their locations. Plantings in many of the current open spaces are somewhat visually distracting. Species selection and their placement filter aesthetic views, distract focal points, and help create visual clutter. In many places, particularly the north end of the mall near Fulton Hall, smaller flowering trees are planted within the open space, thereby blocking important views through the space. The raised planting bed in front of Blackwell Library, while beautifully maintained, creates a dense barrier between the library and the mall. Model campus spaces include the lawn in front of Holloway Hall where trees are planted to the edges of the space, framing the building as well as defining an important open space.

The east campus is in need of stronger spatial definition through landscape. Wayne Street, in particular, presents a barren environment. In the hot summer months, there is little physical or psychological relief in the form of shade and no division of the overall space into smaller spaces. The Dresser Facility presents a very positive corporate image along College Avenue. Landscape enhancements throughout the east campus can define and reinforce space and help assimilate the master plan.

### **Development Opportunity Sites**

Based on the site analysis, the master planning team has identified several guidelines for siting new development on the main and east campuses. Generally, new building development should:

- Provide for stronger linkages between the main and east campuses
- Extend the University presence out to the perimeter streets in high visibility areas while reinforcing the concept of perimeter parking areas
- Reinforce existing open spaces and pedestrian linkages
- Define new open spaces
- Provide a higher and better use for underutilized sites
- Provide for enhanced relationships among various campus functions
- Accommodate flexibility for changing priorities and future development opportunities

## **PROPOSED SITE DEVELOPMENT PLAN**

### **Alternative Site Concepts**

Following the site analysis and the identification of development opportunity sites, the master planning team prepared several alternative site development plans, prior to arriving at a preferred alternative. For each alternative, the new Education Technology building, Library and parking structure are the primary elements that would drive other decisions, so the discussion below relates to these facilities. All of the recommendations of the site development plan are discussed as part of the preferred alternative. Consistent assumptions for all alternatives include that the field house would be developed on the Dresser property, the tennis courts would ultimately be relocated

to the Dresser property, and that the Allenwood Center site would be developed primarily as a parking facility. The relevant discussion and diagrams are located in Appendix C.

### **Proposed Site Development Plan**

Based on discussion of the alternative concepts, the master plan team prepared a consensus concept, the Site Master Plan. The master plan combines elements from several alternatives, identifying locations for immediate building needs as well as future building needs and incorporates the guidelines identified earlier. The Education Technology Building and the new library will be the first two building projects as described below and illustrated in the phasing plans. The rest of the projects described below are not listed in any specific order. Each project name is followed by the letter that corresponds to its location on *Exhibit 5, Draft Site Development Plan*.

### **Main Campus**

**Education Technology (A):** Education Technology will be the first major building project. The plan illustrates a new 3-story building located at the corner of College Avenue and U.S. Route 13. Because of its prominent location, this building and its associated landscape will become a new icon for the University. This status should be reflected in its design.

Construction of this building and the surrounding site will result in the loss of approximately 650 parking spaces from Chesapeake and St. Martins parking areas. This parking loss will be replaced by the 665 spaces acquired as part of the Dresser Facility. Once the building is completed, it is anticipated that Caruthers Hall will be demolished and replaced with a temporary open space until the new library is constructed, as described below.

**Library (D):** The new library will be the second major building project and will be constructed on three floors on the site of existing Caruthers Hall. This affords an outstanding opportunity to create a significant new resource in the heart of the campus with prominent frontage on the mall and the new Henson Lawn. Once the new library is completed, the existing library could be demolished to create a placeholder for new academic buildings, such as the Perdue School. The construction of the library will not result in the loss of any parking spaces.

**Parking Garage (H):** The first new parking structure could be located within the existing Caruthers Parking Area. The plan illustrates the potential for a 4-level structure of approximately 800 parking spaces.

**Academic Buildings (B, B1, and C):** Opportunities for new academic buildings are shown in several areas. Immediate needs for new academic building space could be accommodated by developing a building on the site of the existing Blackwell Library. This building could contain the Perdue School and other classroom facilities, and could be constructed without the loss of additional parking spaces. If the new Perdue School is developed prior to the new Education Technology building, an alternate location is shown on the plan (B-1) to the north of Fulton Hall and to the south of the proposed Education Technology building. This location would provide a strong presence on College Avenue and the new quadrangle.

**Visitor Center/University Police (E):** This new facility is shown at the Bateman Street entrance to the campus. It is a prominent location for a visitor center and a new building in this location would have a presence on Route 13 and the Henson Lawn. Its design could also reinforce the pedestrian connection to the east campus and visually create a stronger link to the east campus. Construction

of this facility would result in the loss of approximately 108 spaces; 40 would be maintained for visitors and the police.

**Performing Arts Center (G):** Because of its requirement for a large footprint, blank walls, vehicular drop-off, and service area, the auditorium is not an appropriate use to place in the heart of the campus. The plan illustrates a location on the current site of the Maintenance Building, which would need to be relocated to the east campus. This location works well in many ways; proximity to the Allenwood Center Offices would allow vehicular drop-off and adjacent parking, the location at the edge of campus would facilitate shared use with the community; and the location adjacent to the protected woodland presents an opportunity to create a lobby area with views and access to the woodland and direct connection to the Guerrieri University Center and the Commons Building. Construction of this facility would result in the loss of approximately 53 parking spaces.

**New Student Housing (F):** New housing is illustrated on the northwest portion of the Devilbiss Parking Area. This site provides an opportunity to develop much-needed student housing on campus, adjacent to existing student housing. This housing should be developed in a manner that defines a new Commons Promenade, a significant new open space/pedestrian corridor that will establish a stronger linkage between the Commons Building and the mall. It is envisioned that this will be a tree-lined pathway with a significant amount of special paving, seating and, possibly, public art.

**Parking (P):** Construction of all of the facilities identified above would increase the density of the campus and would result in the loss of a significant amount of surface parking spaces. Parking loss would be made up by the development of new surface parking lots as well as parking structures. Generally, new surface lots would be constructed on the site of the existing tennis courts, the site of Dogwood Village, and the Allenwood Center.

## **East Campus**

**New Stadium (L):** The plan identifies the development of a new stadium structure for the performance field. This structure would include seating, locker rooms and storage facilities. The existing athletic fields are well located. Improvements should focus on improved grading, turf establishment and the creation of one artificial turf field.

**Field House (I):** The proposed field house is the largest new structure included in this master plan. While there are several areas where it could be located on the Dresser property, the master plan team and the Steering Committee identified a location on Avery Street at the end of Wayne Street. This location would provide the closest link possible to the existing athletic fields, and would allow the University to retain the existing Dresser parking facilities.

**Relocated Tennis Courts (J):** Because the tennis courts were recently resurfaced, they should be maintained in their current location as long as feasible and until that area is required for parking. The tennis courts could be relocated to the Dresser Facility, adjacent to the new Field House. The plan illustrates them being located in the middle of the site which would allow construction of the field house on the Avery Street frontage, temporary use of the front office portion of the existing Dresser Facility along College Avenue, and the use of the existing parking resources.

**Relocated Maintenance Building (N):** Construction of the performing arts center would require relocation of the Maintenance Building. It could be relocated to a portion of the existing Dresser Facility or on the site of the Dresser Facility once it is demolished.

**Parking (P):** While it is anticipated that the existing parking would be maintained on the Dresser property, additional surface parking could be developed on the south side of the site with direct access to College Avenue. Approximately 200 new spaces could be developed here.

**Wayne Avenue Streetscape:** Streetscape improvements should be considered for Wayne Avenue, in the form of large canopy shade trees. These trees would help divide the east campus into smaller areas as well as provide much-needed shade relief for visitors and students as they use these facilities.

**Landscape Easements:** Partnerships with the commercial properties along Bateman Street and College Avenue, between the east campus and Route 13, should be considered so that streetscape enhancements could be made, along with well-delineated sidewalks. These improvements would enhance the properties for the owners as well as the campus, and provide a more positive pedestrian experience for students walking between the two campuses.

## **PROPOSED CAPITAL PROJECTS**

### **Buildings**

#### **Teacher Education & Technology**

This project is currently programmed. The size is listed as 95,235 NASF and 165,000 GSF. The presumptive site has been at the location of Caruthers. We are proposing relocating this to a site closer to the intersection of Route 13 and College Avenue.

#### **Library & Nabb Center**

The current library is deficient in size based on the size of the University and in its facilities. Given the difficulty of renovating the current facility to meet the standards expected in an institution like Salisbury University, the design team believes that a new library will meet the needs of the University better than a renovated facility with an addition could. We believe that the Nabb Center, currently located at Power Professional Building should be a part of a new library.

#### **Garage**

The recent and anticipated growth of the University means that surface parking will be inadequate to serve the population without building lots an unacceptable distance from classrooms and offices. The construction of additional buildings will eliminate significant amounts of existing surface parking. We believe that the appropriate replacement and expansion of this parking is one or more parking structures. These would be four levels with the lowest partially buried. This would reduce the height of the structure to about twenty five feet, about the same as a two story building.

#### **Student Housing – New & Renovation**

Currently, the University is only able to offer housing to a fraction of the student body. In addition, the housing at Dogwood Village, constructed as temporary housing, should be replaced. We are recommending a new residence hall. There is currently a residence hall renovation program in place over the next few years.

### **Visitor Center/University Police**

The current University Police office is located in a small building at a key location. We believe a new University Police building combined with a visitor center will help in anchoring a key location and help first time visitors to the campus find their way.

### **Field House**

The clear inadequacies in Maggs Gym can be addressed with a new Field House. This would be located at the Dresser site.

### **Perdue School**

The Perdue School of Business is currently located in the north wing of Holloway Hall. The space available does not allow for the anticipated growth in the program. We are proposing a new building, to be built on the site of Blackwell Library, to house the Perdue School and perhaps additional classrooms. An alternative site would be along College Avenue.

### **Performing Arts Center**

Currently the largest venue on campus is the Holloway Auditorium which seats 750. The auditorium will not hold the entire freshman class, has a stage that was a gymnasium at one time, and does not have modern facilities. We believe a university such as Salisbury should have a facility that will hold at least 1,500.

### **Faculty center**

The current faculty center is located far from the academic core of the campus and is underused. We believe that it should be relocated closer to the academic core as a piece of a larger project.

### **Maggs renovation**

Maggs has not been renovated, with the exception of the pool, since construction. The issues of ventilation, security, and lighting are such that renovation is long overdue. This is one of the campuses most heavily used buildings and the use is showing. Taking the building off-line for a year would be extremely difficult before building an additional facility.

### **Fulton School**

While the Fulton School building is currently adequate, with the anticipated growth in the University there will be a deficit in classroom and office space. An addition or additional building will be needed.

### **Holloway renovation**

When the Perdue School moves out, the north wing of Holloway can be renovated either as additional classroom space or to accommodate administrative space and outreach centers displaced by various other projects or currently housed in small and temporary buildings around campus.

### **Stadium renovation**

Parts of the Seagull Stadium complex are grossly inadequate and, in the case of the press box, in rapidly deteriorating condition. The current facility is somewhat ad hoc; the various pieces were constructed at different times and with limited budgets and should be replaced.

### **Devilbiss**

Devilbiss is currently undergoing a minor renovation to accommodate several departments currently housed in Power Professional and Allenwood. It may not be adequate for more than a few years, hence our recommendation that the University examine what the future for Devilbiss should be.

### **Conference Center**

The Commons and Guerrieri Center are parts of what could be a Conference Center. The University has considered building additional facilities, including housing in order to capitalize on the existing facilities. This project would do that.

### **Relocate/new maintenance facility**

This would free up desirable space near the center of campus. It would be necessary to locate the Performing Arts Center as we are showing it in the plan.

### **Science facility**

The new Henson Science building is adequate for current needs, although we did notice that all classrooms were in use during a walk through of the facility. As the University grows the program will need more space and an addition may be necessary. This is a long term need.

### **Support**

#### **Streetscape Improvements**

As various projects are built there should be corresponding improvements to Route 13, Camden Avenue, and College Avenue streetscapes, pedestrian crossings, and entrance identities.

### **WSCL**

WSCL is not owned by the University but has a long relationship with it. With the future of Caruthers in doubt, moving the station and its equipment is important. Apparently discussions on this subject have begun.

### **Caruthers future**

We are recommending that Caruthers be demolished to make way for a new library. This could occur at the time the new Education Technology building is finished or as part of the library project.

### **Parking**

As the University has grown, the strain on the current system of inexpensive, surface lots has increased. The University is at a point where one or more parking decks are needed to provide parking reasonably close to the driver's destination.

### **Future use of tennis courts**

The current location of the tennis courts is remote from both the indoor and outdoor athletic facilities. In addition, they are on a site that we believe is a prime building location. On the other hand they have been recently resurfaced. As other uses for the tennis court site arise, they can be moved to the Dresser site.

### **Administrative, Student Support Reorganization**

This should occur as space in Holloway becomes available with the relocation of the Perdue School.

### **Signage**

The University has a signage program in place. This should be expanded to help the first time or casual visitor find the main entrance to the University and then to their destination. Directories at primary entrances will help in this.

### **Related issues**

#### **Allenwood Center**

The University currently owns most of the Allenwood shopping center site with the exception of the package store on the corner and the bank. While the center works as swing or temporary space, we do not believe that the center is suitable for long term use. The construction of a performing arts center at the site propose would suggest the demolition of the center.

#### **Dogwood village**

Dogwood village was built to solve a temporary housing shortage. It has outlived its expected life and should be demolished when a new residence hall is built on campus.

#### **Dresser property**

We believe the front office portion of the building can serve for temporary office and classroom space with some renovation. In addition the parking lots are immediately useful. Other than these, we believe the existing structures should be demolished.

#### **Additional properties**

The University should seek additional properties that help infill existing University owned parcels and help access across Route 13.

#### **Power professional building**

Power Professional's role in providing swing space can continue. However, its location far from the academic core and the fact that it was not originally intended to serve as a University building suggest that at some point in the future it could be demolished in favor of an athletic or residential use.