

HAMPDEN-SYDNEY COLLEGE
CAMPUS MASTER PLAN UPDATE 2012

/ Continuity and Coalescence



OCTOBER 2012

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Illustrative Master Plan Existing Conditions

25 July 2012



0' 120' 240' 480' 960'

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MISSION STATEMENT PREAMBLE

At Hampden-Sydney, the word honor describes a way of life. For over two and a half centuries, students at Hampden-Sydney have subscribed to two basic statements of honorable behavior, thereby assuring that the College community remains a safe and dignified place in which to learn and grow.



Hampden-Sydney campus in 1776



Hampden-Sydney students in the Winston Hall library



The Birthplace, where the Presbytery of Hanover laid plans for Hampden-Sydney College in 1775

MISSION STATEMENT

The mission of Hampden-Sydney College is

- *to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences;*
- *to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition;*
- *to develop clear thinking and expression;*
- *to promote an understanding of the world and our place in it;*
- *to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy;*
- *to prepare those with special interests and capacities for graduate and professional study;*
- *and to equip graduates for a rewarding and productive life.*



Penhurst



Gilmer Science



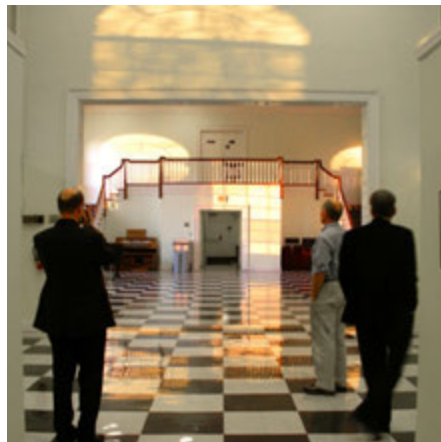
Graham Hall

PLANNING PARAMETERS

In this planning cycle, the College anticipates stabilizing enrollments over the coming decade. While some discussion during planning sessions touched on the topic of significant growth, near-term planning is likely to be characterized as a steady state. All projections below are listed as approximate headcounts.

Planning horizon:	10 years
Enrollments:	1,150 undergraduates
Students-in-residence:	1,035 target number of beds (90% of enrollment)
Faculty:	114
Staff:	240
Acreage:	260 maintained 1,340 total

Land acquisition will be considered as properties contiguous to the campus core are offered for sale to complement existing core functions and prepare parcels for long-term future development. The College's core area is over 400 acres; and all landholdings total 1,340 acres at this writing, which overall are more than sufficient to support a small college's activities. Land is part of the College's endowment and will continue to be leveraged to strategic advantage. Core holdings will continue to be enhanced for campus functions. Remote and peripheral acreage may be held simply to provide educational or recreational opportunities for Hampden-Sydney students, or may developed or leased to benefit the College.



Building Walk-Through



Campus Walk-Through



Open Review Session

PLANNING PROCESS

Hampden-Sydney's charge to the consultant team was to prepare an update of the 1999 Campus Plan, to build upon and supplement its analysis of the campus and to confirm the sustained rationale of a number of its proposals. Moreover, the update was undertaken to ensure forthcoming capital development will support and advance the College's current Strategic Plan for curricular and co-curricular initiatives.

The campus planning process commenced in December 2011 with a preliminary site visit to identify critical topics for study and to define a scope of work. Campus planning activities were formally launched in January 2012 with the active engagement of the Master Plan Steering Committee. The Steering Committee and College leaders identified persons and groups to be interviewed. Students, faculty, staff, and Trustees were actively consulted. Building and site walk-through surveys were conducted to verify and update record information. The College's course scheduling data was used to assess the general status and capacity of the learning space inventory.

Active working sessions with the Master Plan Steering Committee were scheduled in late January. Other on-campus sessions were staged in March and April, and supplemented with teleconferences. A progress report to the Board of Trustees in early May 2012 summarized the Steering Committee's progress. The Committee met for extended discussions during the summer and reconvened with the consultant planning team in early September to finalize a draft plan for presentation to the Board of Trustees for their acceptance in principle in October 2012.



Middle Court



Chalgrove Lake



Maples

CAMPUS MASTER PLAN GOALS

In his inaugural address President Howard proposed broad concepts as a vision for Hampden-Sydney College and related actions to achieve the vision. These ideas became the spring points for the College's strategic planning. They are relevant to this update of the College's campus master plan as well, and bear repetition here.

Vision:

- Vibrant
- Viable
- Relevant
- Sustainable

Actions:

- Innovate
- Imagine
- Transform
- Improve

In this context, the Master Plan Steering Committee worked with the consultants to develop goals for an updated master plan to guide the effort and to serve as the criteria by which proposals and alternative solutions could be evaluated. The course of discussions was inspired and influenced by the College's recently completed Strategic Plan. Twenty-two considerations raised by the Committee were summarized under four topical headings: Mission and Innovation, Community and Coalescence, Heritage and Sense of Place, and Sustainability and Viability.

Mission & Innovation

The Hampden-Sydney campus will support and advance the mission of the College.

The campus will be an impressive, open, and accessible environment, a place that fosters imagination, innovation, and excitement. The campus will support learning and engagement responding to students' intents and changing needs. It will be a place that entices students and faculty to the College and to an array of interdisciplinary learning opportunities.

Community & Coalescence

The Hampden-Sydney campus will support the College as a community and be a place that expresses the idea of coming together for reasoned discourse, historically and architecturally.

The campus will be a place where interactions among constituents are facilitated and the talents of young men are nurtured. It will be an environment for reflecting and generating new ideas. It will be a place where diversity is encouraged and cross-generational discourse is supported physically within buildings and across the site.

Heritage & Sense of Place

The Hampden-Sydney campus will symbolize the College, a men's college.

The campus buildings and landscapes will manifest tradition and institutional history, preserving those characteristic physical features that make Hampden-Sydney distinctive. The campus will reflect its environmental context that is uniquely Virginian. In all these respects, the campus will be a college, a three-dimensional paradigm for engaged living and learning.

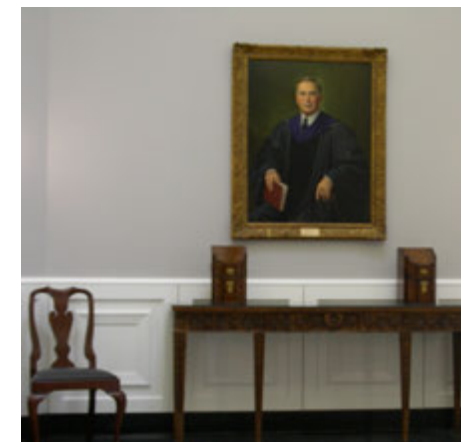
Sustainability & Viability

The Hampden-Sydney campus will be linked to the real world and integrated with the global community.

The campus will advance environmental sustainability and its own fiscal viability. Utilization of all resources will be optimized — buildings, grounds, finances, and creativity. Capital investments will be balanced with current and evolving programmatic requirements. The realities of sustaining operational costs and continuing stewardship will shape the College's future.



Patrick Henry Room



Settle Hall



Illustrative Master Plan





Student Center



Historic Campus



Gilmer Sciences



Via Sacra Walk

ILLUSTRATIVE MASTER PLAN

The illustrative campus master plan is a vision of the development of the capital projects discussed and advanced during planning work sessions in 2012. The drawing shows new construction (dark orange) and renovation (light orange) in recommended locations and in scale with each of the project programs, as they are currently understood. The building configurations shown are conceptual; future architectural design studies for each project will likely modify the building floor plates and roof lines. Sites may be shifted. The extent of proposed renovations may change.

However, the principles underlying the plan are clearly intended. Continuity is maintained by the placement of buildings in a pattern and density consistent with historic development and the character of the College. Coalescence is achieved by the concentration of capital improvements at the core of the campus.

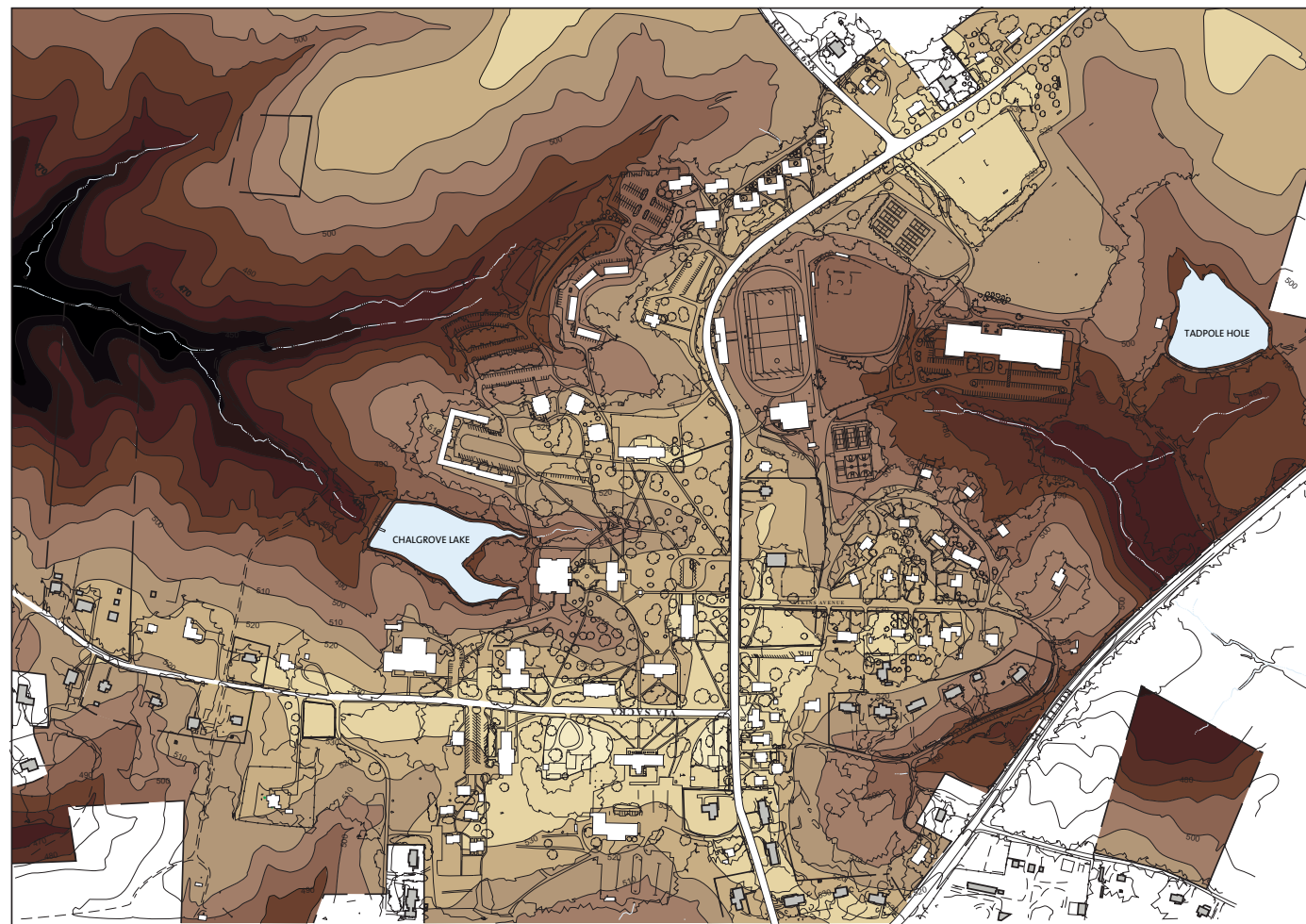
PLAN THEMES & PRINCIPLES

The ideas of continuity and coalescence rise from the planning goals and concerns of the College's stewards. *Continuity* addresses the preservation of the character of the campus and expression of the rich heritage of the College in its architecture and landscapes. Continuity speaks also to the idea of an enduring institution, one that is fiscally viable and sustainable in every sense. *Coalescence* focuses on expression of the College as community, a place where people come together. Supportive environments where people can conveniently engage each other are characteristically places that foster transformative innovation.

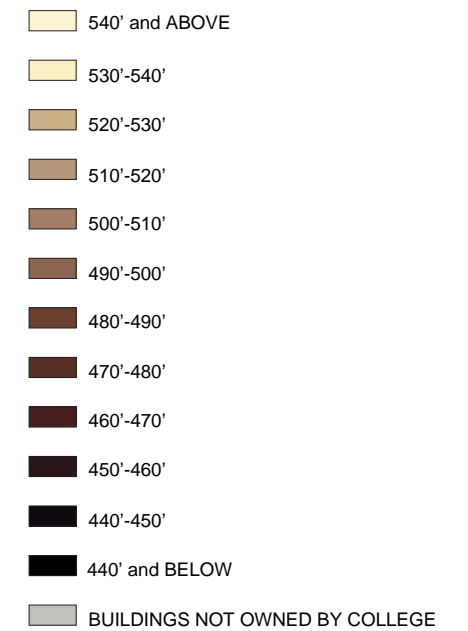
PLAN CONCEPT

It is typical of the environmental mapping technique used for the site analysis of existing conditions that apparent truths emerge to inspire campus plan proposals. Three drawings undergird the themes for this campus plan update.

The first is the Campus Topography drawing reprised from the 1999 site analysis. It clearly shows the distinctive character of the land in central Virginia as formed by a pattern of swales (declivities or lower elevations, shown by the dark-toned areas) and ridges (higher ground shown by areas of lighter colors). Subsequently the development of Hampden-Sydney College springs from this reality. Roads and older buildings claim the ridges, as a general rule. Wooded groves, lawns, and ponds enhance the swales.



Topography-1999



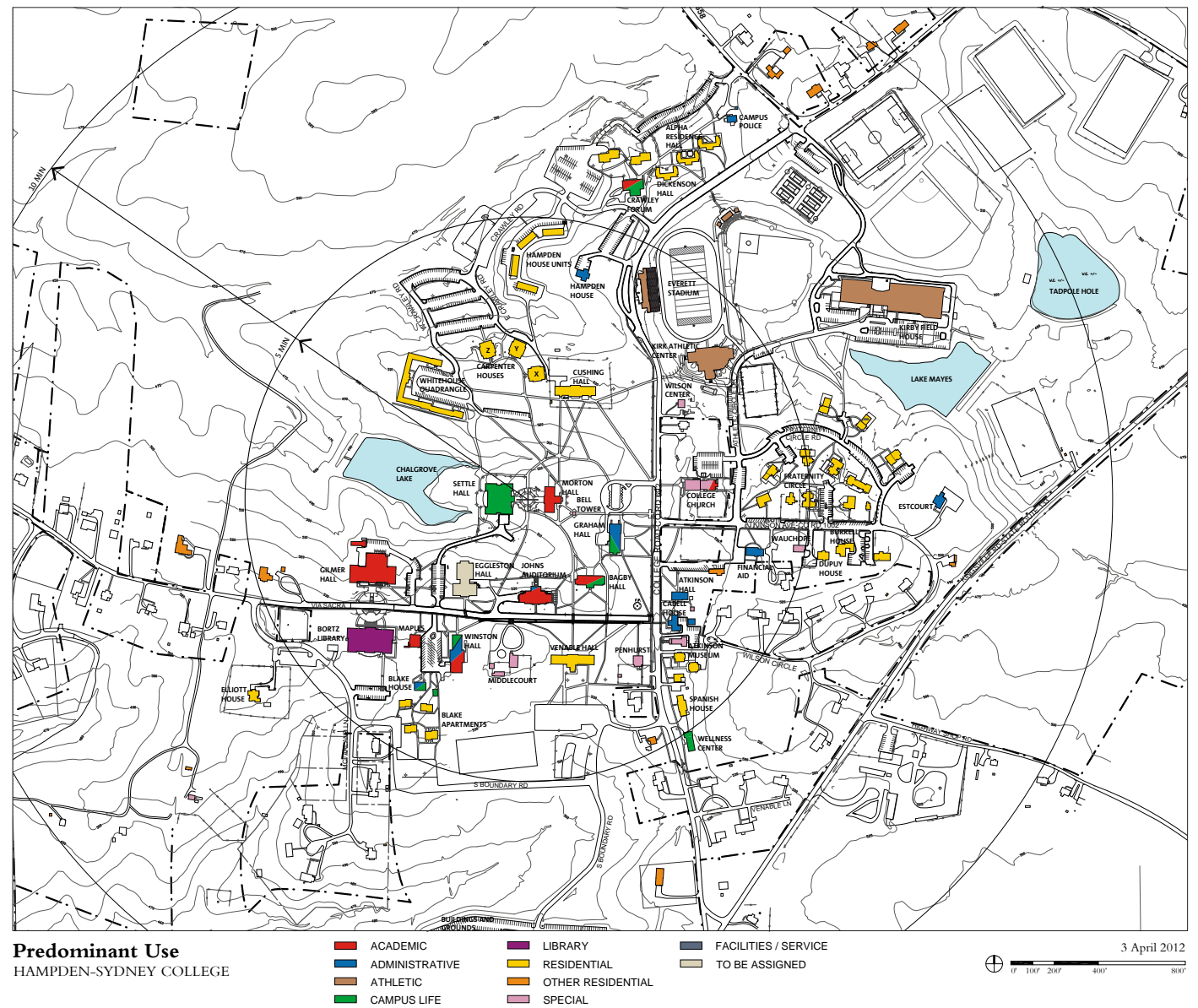
1999 Topographic Survey

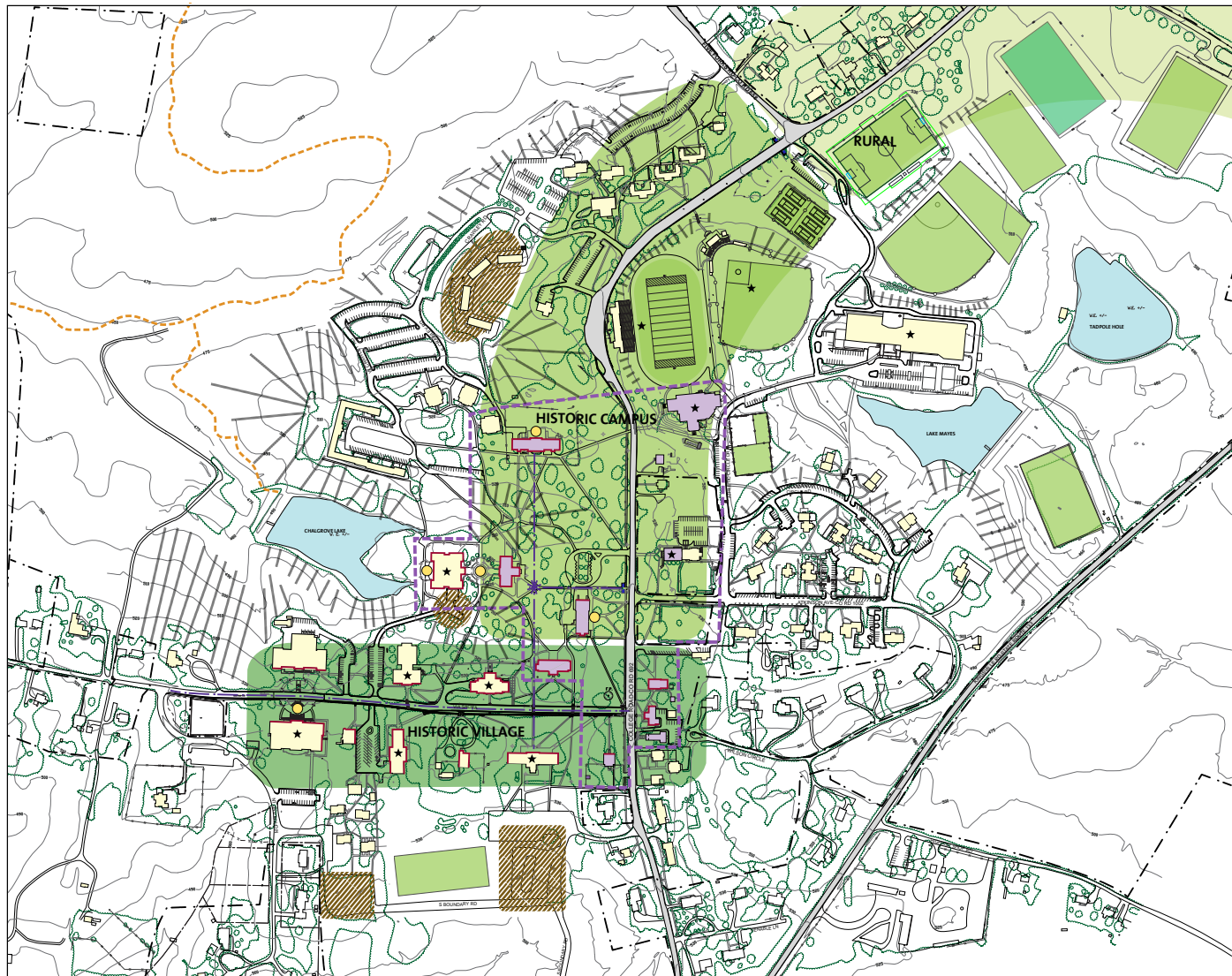
Coalescence

The concept of *Coalescence* or concentration of activity on the campus is prompted by the second analytical drawing Predominant Use. It color codes College buildings by predominant uses. Circles generated by five- and ten-minute walking radii are superimposed over the site plan to reveal virtually all of Hampden-Sydney's academic facilities (red colored buildings) and the College library (purple colored building) at the very core of the campus.

The circles are centered on Settle Plaza between Settle Hall and Morton Hall, a location visited virtually every day by Hampden-Sydney students. The five-minute radius encompasses about one hundred twenty-two acres, a landholding typical of many small liberal arts colleges in the United States in suburban and rural settings.

Interestingly, within the inner area there is sufficient land for multiple sites for new construction. Importantly, it is possible to maintain sufficient spacing from existing buildings to new sites to maintain the historic character of the campus for this plan update and for future developments as yet unforeseen.





Design Features
HAMPDEN-SYDNEY COLLEGE

- | | | | |
|----------------------------|---------------------------------|---------------------|--------------------|
| CAMPUS BUILDINGS | CAMPUS GATE | SPECIAL FEATURE | LOW IMAGE AREAS |
| ATHLETIC FIELDS | TREE COVER | SIGNIFICANT FACADE | EVENT DESTINATIONS |
| NATIONAL HISTORIC DISTRICT | HISTORIC CONTRIBUTING BUILDINGS | WILSON NATURE TRAIL | PERCEPTUAL AXIS |
| | | GATHERING PLACES | |

3 April 2012
 0' 100' 200' 400'

Continuity

The notion of *Continuity* springs from the Design Features drawing. The drawing notes three zones characterized by land development patterns that contribute to the unique aesthetic appeal of the Hampden-Sydney campus. Building types, spacing between structures, and landscapes vary from zone to zone. The campus plan proposes that all future development in each of these areas will be consistent with their existing characters to preserve and enhance what is special about Hampden-Sydney College.

Driving onto the campus from the northern approach on College Road, one passes through a Rural zone characterized by broad vistas of open land (either tilled fields or the College's playing fields) with small-scaled houses set apart.

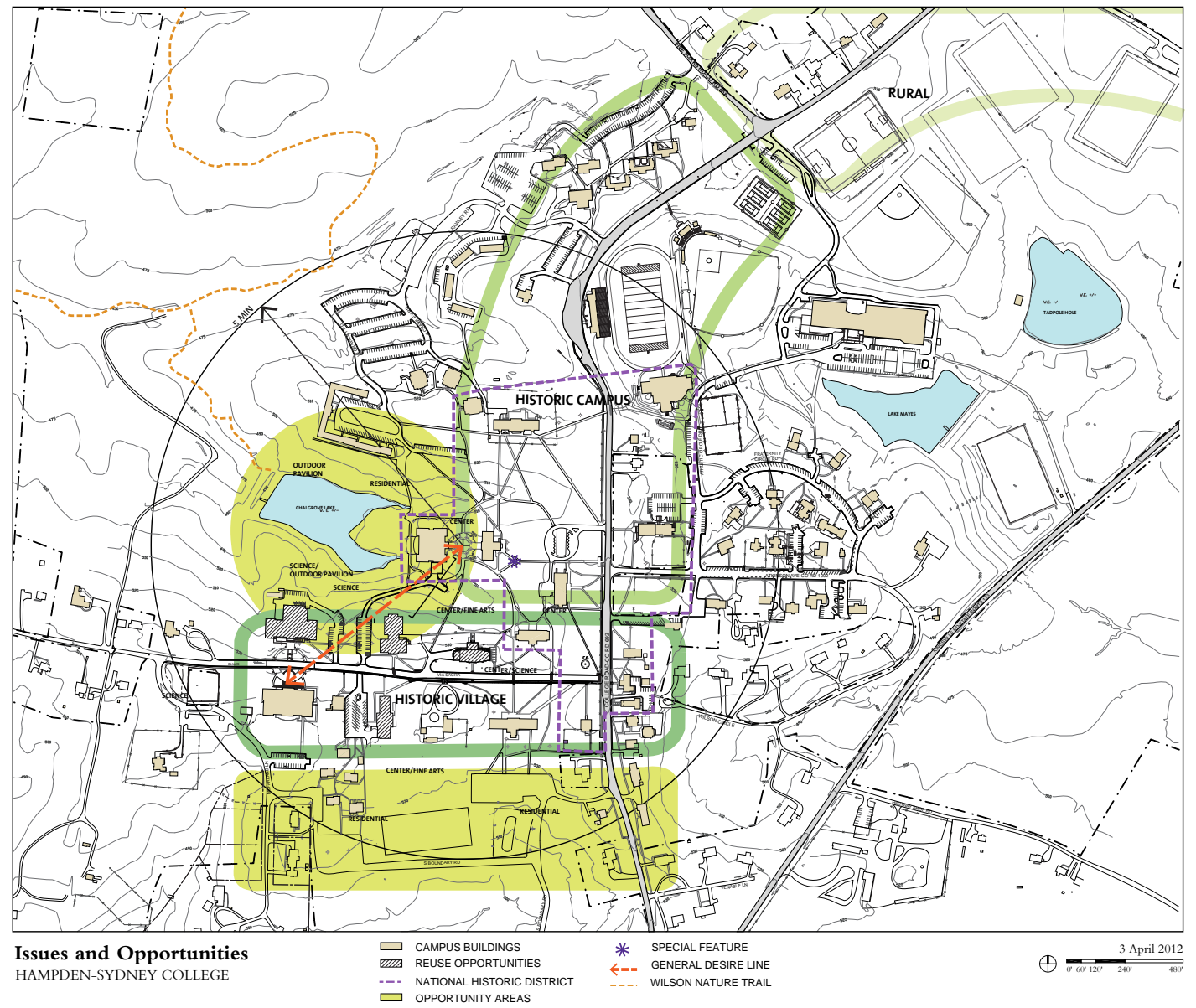
As one moves southward, the next zone is the Historic Campus, which is qualitatively campus like in appearance, and in fact includes the site of the College's historic origin. Moderately scaled, historic collegiate buildings dominate generous open spaces that are highlighted by mature trees and formal athletic fields.

The third zone is focused on the Via Sacra, the Historic Village, an area that can be characterized in its development pattern as being village-like, particularly with respect to the scales of buildings facing the street, their consistent set backs, their spacing intervals, and the mature plantings that frame the entire composition.

Opportunity

Within the five-minute walking radius, two areas of opportunity seem apparent to enhance and enliven the campus with new or renovated buildings and landscape improvements. One is at the juncture where the Historic Campus and the Historic Village landscape areas meet at right angles, the precinct surrounding Lake Chalgrove. The second is the area immediately south of the Historic Village. This south precinct was identified in the 1999 Campus Plan as a land bank for future development; it fortuitously also lies within the five-minute walking distance from Settle Plaza.

The ebb and flow of student traffic from the center southward was enhanced by the construction of the Bortz Library. The 2012 Plan proposals continue the momentum of campus development south of the Via Sacra.





The Hollow, Springtime



Morton, North Façade



Winston Hall, North Façade



Johns Auditorium

CAMPUS PLAN AGENDA

BUILDING PROJECTS

- 1 Student Center
- 2 Fine Arts
- 3 Science
- 4 Student Residences
- 5 Outdoor Pavilions
- 6 Arena / Gateway (see page 14)

SITE IMPROVEMENTS

- a Connecting Walks
- b Core Landscape / the Hollow
- c South Campus Precinct
- d Competition Track



Illustrative Master Plan





Illustrative Inset Plan: Arena / Gateway



Campus Context



Eggleston, South Façade



Tiger Inn

BUILDING PROJECTS

Student Center

Hampden-Sydney campus facilities for student activities and student-focused services are generally modest and significantly dispersed across the campus. Contemporary practices for student retention and student success across higher education emphasize concentration of activity to create synergies by drawing of people together. A union building is a classical response on many campuses and helps to advance collegiality. The idea is to promote drop-ins and make students visible to each other and to new opportunities — to make casual interactions easy.

Beyond the Patrick Henry Room at the mezzanine Winston Hall used by the Union Philanthropic Literary Society and the Kaleidoscope and Garnet spaces near the College's Marketing and Communications offices in the Winston's lowest level, there is relatively little space dedicated to extracurricular pursuits or clubs, aside from athletic or fraternity activities. Students not involved in fraternities reported a tendency to have to cast about to find something to do on weekends, commenting that it is difficult to know where to find others to do anything with. Students call for a place reflecting the brotherhood of the student body.

Services that advance students' success are similarly dispersed. The Dean of Students office is at Blake House. Health and counseling services are provided by the Wellness Center, a small house on College Road several doors south of the Museum. Career Development, Academic Success, and Global Education and Study Abroad are located in Bagby Hall. The bookstore, post office, and coffee bar are in Graham Hall. Besides being dispersed, spaces are constrained where these activities are housed.

Planning interviews suggest that this fragmentation was not always the case. For instance, the Dean of Students once had been located near the post office, an active hub where it was easy to meet students on a casual basis for a quick and friendly conversation. The relocation of the Dean's offices to the Blake House distanced the Dean's staff from students in many senses. It has become necessary to schedule appointments and formalize interactions with students, many of whom see the trek to the Dean's offices as having a negative connotation, unlike a casual chat.

The vision for a student center rises out of the College's 2011 Strategic Plan. Its third goal sets the College's aspiration to "... build and retain a more diverse, civil, and engaged college community." The intent is to foster an engaged community by drawing people together. Co-location of activities now dispersed across the campus is necessary for better service to students. An open and approachable facility and links between student and student-service areas are viewed as essential.

The campus plan proposes that a new center for students on the Eggleston Hall site will provide a transition between students' study activities at Bortz Library and dining at Settle Hall. This location also will forge an active link between campus sectors, the Historic Campus and Historic Village. The campus plan posits the reuse of some portion of the existing building. However, concept design studies will be necessary to judge the feasibility of fitting the Student Center's programs in new and old space. An entirely new building on the site may be deemed appropriate by the College.

The campus plan's design concept for the Student Center indicate a 360° facility, that is, a flow-through building that allows students to approach and enter from all directions and to link to other campus destinations. There should, quite literally, be entrances facing all directions. Some façades will benefit from multiple entries at different elevations. For instance, the concept diagram for the proposed Student Center implies an accessible approach from the west to the building's northern porch that would align with the elevation of a proposed new atrium entry at the addition to Gilmer Science. Another entry to the Student Center's western side at a higher elevation would connect students passing through the building more directly to Gilmer's existing south doors and the walkways to the Bortz Library. A porch, shown along the east and north sides of the concept plan, is intended to link the Student Center to Settle Hall as well as to academic destinations such as Johns Auditorium and Bagby Hall. Geographically, the new facility will ease the transition across the campus from the lower elevations of the swale next to Settle Hall and the higher elevation of the Via Sacra.



Campus Location

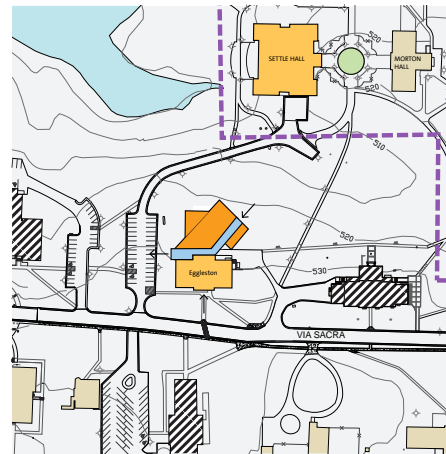
It will be important to provide some separation of student activities spaces from student services areas. Hampden-Sydney students spoke of their desire for comfort and ownership and control of their own place. This reflects a common expression by college students everywhere for responsibility and autonomy. Light and visibility will be critical characteristics of the Student Center's design, both for making activities exciting and their locations apparent, as well as being a sustainable design feature to lower energy consumption. Where services and offices may be located so as not to intrude on active student spaces, it should be apparent how to find them. An information desk that might be staffed part-time and digital directories at entries can help reinforce a clearly organized building design.

Part of the success of the proposed Student Center will hinge on the collocation of the bookstore, post office, and a modest food service offering off-hours snacks, such as a coffee bar. Thus, the building's organization needs to accommodate direct access to a service dock (i.e., same level and adjacent) for both the bookstore and the mailroom because of the volume of deliveries and U.S. Postal regulations. Even a modest food service will require service access for deliveries and provision for trash removal, a feature to be discreetly screened in a campus location visible and accessible from all directions. A loading dock probably will be best located and easy to screen at the building's east side where it would share the access drive with the Johns Auditorium service dock.

Students have asked that the Student Center be extended outward. Porches and other places to linger in groups near the building will help anchor the facility in the campus landscape.



Proposed Student Center



Site Concept



Eggleston, North Façade

Student Center Program Overview

FUNCTIONAL AREAS	DRAFT NASF	EXISTING NASF
Student Activities / Common Spaces	4,040	
Student Government	1,965	
Student Organizations	2,545	
4 Meeting Spaces	1,600	
2 Spaces, 32 stations		
1 Space, 20 stations		
1 Space, 12 stations		
Dean of Students Office	2,360	1,429
Chaplain's Office	460	
Center for Entrepreneurship & Political Economy / Faculty suite	1,170	
CEPE / Incubator Space	3,075	
Honors Program	630	
Office for Academic Success	1,410	
Office for Career Development	1,130	
Office for Global Education	610	
Wellness Center	2,985	
Mailroom/Post Office	1,850	1,191
Bookstore	8,400	4,821
Total	34,230	

est. gross area at 60% net-to-gross ratio **57,050 GSF**

Fine Arts

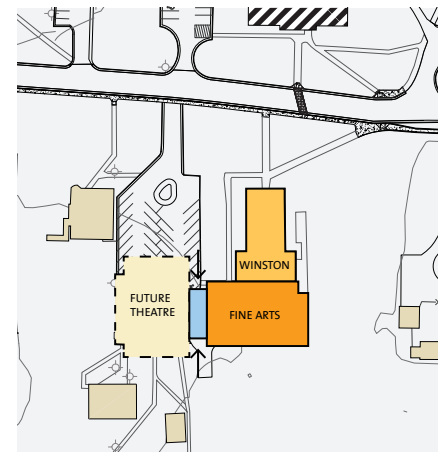
New Fine Arts facilities were proposed in the College's 1999 Campus Plan, but not realized, at a Via Sacra site. Thus, the need for improved arts facilities has been clearly established. In addition, the importance for enhanced facilities is renewed by the College Strategic Plan to meet the expressed intent of achieving "... a total educational environment characterized by a significantly enhanced campus infrastructure and by a liberal arts curriculum . . .", in short enhancing Hampden-Sydney's historically strong curriculum beyond a traditional view of the arts to foster creative thinking. This round of planning anticipates a phasing of improvements that had been initiated with the renovation and extension of Johns in 2003. That project improved the auditorium's functioning for theater productions, as well as providing improved computing and classroom spaces.

In 2007, the College commissioned a feasibility study to explore the potential reuse of Winston Hall for Fine Arts, the current venue for Music and Visual Arts programs. The building has a long history. Initially Winston was the College's library; the building became the campus dining facility after Eggleston Hall's construction. Its reuse for Fine Arts and the College's Marketing and Communications offices followed the opening of Settle Hall as the dining venue. The proposal out of the feasibility study advanced a recommendation for demolishing the newer but less readily adaptable section of Winston (the old kitchens) and retaining the older historic portion of the building (the older library reading room) for new uses.

Campus planning studies in 2012 included review all prior documentation, from which many of the precepts and themes are incorporated in proposals moving forward. Two capital project options for Fine Arts facilities were examined: the reuse and extension of Winston Hall and the reuse of Eggleston Hall. Aside from the advantage of renovating vacant space and straightforward project phasing, Eggleston offered few advantages. The program areas projected for Fine Arts were deemed a poor fit for Eggleston. In addition, the floor-to-floor dimensions in Eggleston are less than optimal for art studios. Winston expanded will be a more appropriate programmatic fit, being that the majority of arts instruction spaces can be newly constructed.



Campus Location

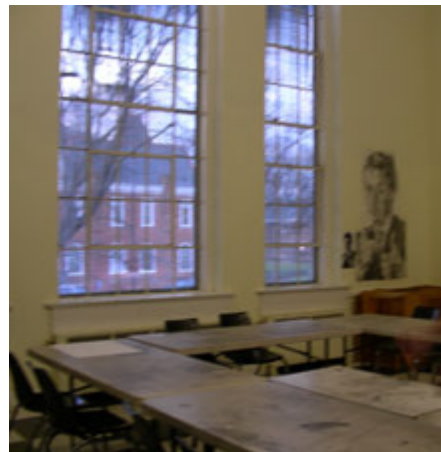


Site Concept

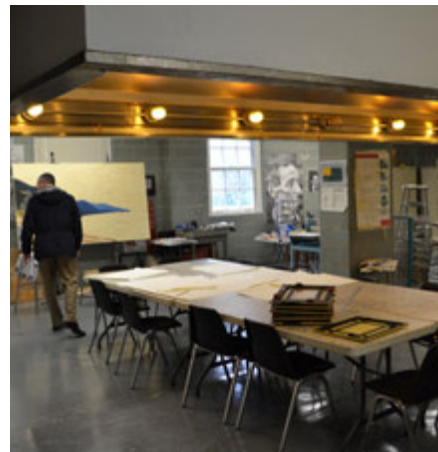


Proposed Fine Arts

The Winston Hall location also favors two critical factors. While still being a part of the Via Sacra landscape — in the very heart of the academic core — the Winston site has enough land area surrounding it to anticipate future expansion. Campus planning discussions raised the prospect that in the long-term construction of a purpose-built theater would benefit the Fine Arts, relocate theater activities from an auditorium space, and more pointedly, could unite all Fine Arts faculty and activities in one venue to enhance interdisciplinary collaboration, if there were a site to accommodate future expansion. Further, the Winston site abuts the area or southern precinct identified for campus expansion where there is the potential to develop convenient parking nearby. The Fine Arts disciplines offer an opportunity for interface with the community beyond the campus. Gallery events or musical presentations will be more successfully attended by the public if parking is convenient. This is also a consideration critical to the success of productions for the future theater proposed at this location.



Winston Hall, 2-D Studio



Painting Studio

Thus Fine Arts development in the campus plan anticipates two phases of development. Phase 1 in the near-term will provide improved space for Music and the Visual Arts, as described by the summary program from the 2007 study that follows. The 2007 program is sufficient as a general projection of space needed for campus planning purposes. However, changes in pedagogies and technologies even in five years suggest that when the College has raised sufficient funds to proceed with the project, then a detailed program statement should be prepared to confirm current best practices and corresponding space requirements. Phase 2 is an aspiration for future development of a lab theater for both more effective mounting of productions and more effective instruction.

The site development concept shown by the Illustrative Plan, unlike the feasibility study concept design for reusing Winston, shows an atrium or lobby to which a future theater may be directly and effectively linked to other Fine Arts spaces and through which students living in the south precinct and visitors parking there may pass into the core campus. The concept describes the project as connective tissue that will be essential to a college campus. The proposed site development and the Fine Arts facility itself thus will become a portal to the campus.

Fine Arts / Phase 1 Program Overview

FUNCTIONAL AREAS	DRAFT NASF	EXISTING NASF
Music	7,150	2,124
Visual Arts	7,418	2,807
Art History/Gallery	1,450	0
Common Spaces	1,550	
Theater	0	
Event Space*	1,735	1,735
Patrick Henry Room (UPLS) *	520	520
Total	19,823	

est. gross area at 55%
net-to-gross ratio **36,042 GSF**

* These two functions were not included in the 2007 feasibility study's program for the Fine Arts. The campus plan concept for the reuse of the 1880 portion of Winston Hall proposes to maintain the historic reading room/dining hall intact as a multipurpose space for shared use, a College events venue that will draw people into the Fine Arts sphere. The Patrick Henry Room in the mezzanine space at the north end of the reading room/dining hall is the seat of the Union Philanthropic Literary Society, which as an historic social institution within the historic College very well deserves an historic accommodation.

Sciences

The prior campus plan anticipated the long-term renovation of Gilmer Hall and projected an extension of the building based on the benchmarking of assignable space for Biology, Chemistry, and Physics at Hampden-Sydney against similar departmental space available at other liberal arts colleges of similar size. The interim years have borne out the need for more space by the development of the sciences' student focused curricula. The building is figuratively bursting at the seams with activity. In particular building ventilation systems, storage spaces for equipment and chemicals, and animal holding facilities fall short of contemporary expectations.

Gilmer Hall is also forty-four years old, a threshold at which many building systems begin to fail and require replacement. However, the College has kept the facility in excellent condition, and did anticipate program growth in the original building design. Even so, time has caught up with vision; and the 1968 design does not support current trends in science pedagogies, fully meet 21st century code requirements, nor does it promote the visibility of instruction and research activities that mark current trends in higher education. In the time since Gilmer's construction, undergraduate science learning has refocused on experiential learning resulting in a marked increase in student research activities, which Hampden-Sydney's science departments have accommodated in Gilmer insofar as is possible. More space and improved space is needed for the College's hallmark science programs.

Further, the College proposes, with eminently sound logic, that the Psychology department, being actively involved in cognitive and neuroscience research, would be better accommodated with other life sciences. Psychology is housed in Bagby Hall on two levels of the building; its animal holding facilities are inadequate, as are affiliated research lab areas. Psychology's relocation from Bagby will provide space that can advantageously be reassigned for other academic uses.

A draft facility program was prepared by interviewing faculty representatives of each department, as summarized by the accompanying table. This program statement is preliminary and will need to be refined at the time when it is appropriate to commence design studies. Projections for the general classrooms listed, in particular, should be confirmed in the context of the College's broader general classroom inventory.



Site Concept



Proposed Sciences

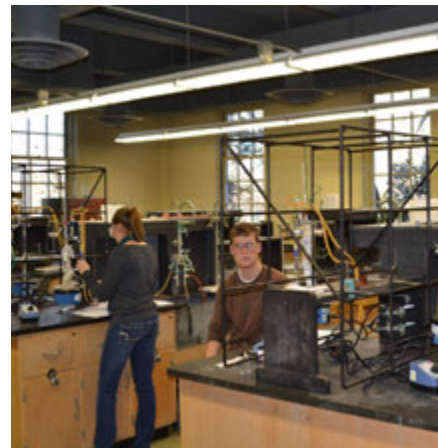
Assuming full and effective reuse of Gilmer, a premise that will be verified by architectural concept design studies, approximately 31,200 GSF of new construction would need to be added to the existing 60,642 GSF building. Recent concerns across higher education have been raised about the intercollegiate race for space as witnessed in the recent decades where institutions benchmark each other with respect to the absolute amount of space allocated at peer departments. This sometimes has resulted in large construction budgets and occasionally the apparent over-construction of status-elevating space. In an effort to advance sustainability, contain budgets, and to respond appropriately to individual departmental strengths and pedagogies, the trend of late is to tailor the building designs to the institution's particular requirements. This has been the approach used in developing the Hampden-Sydney facility program summaries at the campus planning level, relevant in view of the College's uniquely delivered science programs.



Campus Location



Gilmer Classroom



Gilmer Lab

However, benchmarking can be useful as a general gauge of the proposed project's size. Even though a 91,000 GSF facility may seem large, the areas programmed with the science faculty are not excessive in comparison with liberal arts colleges elsewhere. Each department's space projections, on the basis of net assignable area per full-time equivalent faculty, hover about the median ratios for similar science departments in samplings of forty-two similar institutions.

Several site options were evaluated for the construction of a wholly new science facility. However, the significantly higher cost of all new construction and the sustainable design benefits of building reuse emerged as compelling factors for the campus plan's proposed combination of renovation and added space.

Sciences Program Overview

FUNCTIONAL AREAS	DRAFT NASF	EXISTING NASF
Physics / Astronomy	11,950	10,322
Chemistry	11,165	11,366
Biology	14,750	10,839
Psychology	3,780	1,326
Vivarium - shared	1,625	0
Classrooms	7,140	7,594
1 Lecture, 150 stations		
1 Classroom, 50 stations		
1 Classroom, 40 stations		
2 Classrooms, 36 stations		
1 Classroom, 28 stations		
Total	50,410	

est. gross area at 55%
net-to-gross ratio

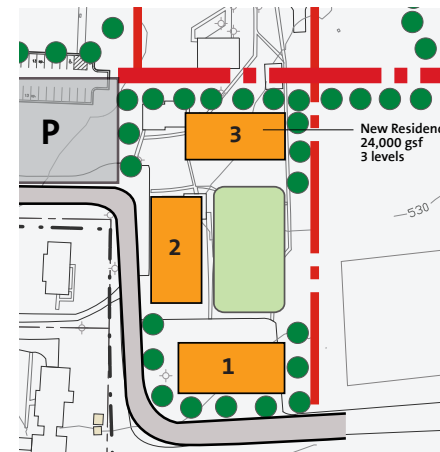
91,655 GSF

Student Residences

Achieving the goals of the Strategic Plan suggests addressing three considerations for student housing. The first is that about 90 percent of the students enrolled at Hampden-Sydney live in College-owned housing. However, not all of the housing stock is located on campus. There are apartment units and former private houses or cottages far enough removed from the campus core that students must drive to class or to on-campus activities. Despite the commuting factor, students, particularly the maturing upper classmen, view the variety of unit types of the off-campus housing stock as desirable alternatives to on-campus dormitory living. In early 2012, sixty students lived off-campus, in College-owned properties.

The Residential Life staff report a lower participation in co-curricular activities among off-campus residents. This is a particular concern since upper division students are naturally campus leaders whenever they are involved. Other concerns about the College's off-campus housing include operational costs and the intensity of maintenance required for domestic architecture used for institutional purposes being higher than for more sturdily constructed collegiate buildings. In addition, life safety is a concern, as dramatized by a house fire on the campus in January 2012.

A second consideration with respect to on-campus housing that has implications for improving and expanding the residential inventory is the lack of social spaces in the residences. Most spaces originally designed as lounges have been converted to student rooms to accommodate more students on campus. Coupled with a paucity of casual socializing spaces is local enforcement of the State Fire Marshall's order that all bedroom doors have mechanical closers, so that doors are not propped open. What is a well-intentioned safety measure has the consequence of impeding student socialization. Communities are not formed where barriers separate people. Presumably, the closed-door order is a response to the absence of sprinklers in most College residences. Only about 40 percent of Hampden-Sydney's on-campus housing has fire protection (sprinklers). In most jurisdictions, the provision of sprinklers not only saves lives, but will often ease building code restrictions that governmental authorities impose. Lowering the occupancy densities in existing residences, coupled with a continued program of sprinkler installation, will ensure safety and enhance campus life by allowing an open-door policy. Commons spaces may also be opened up through modest renovations to improve collegiality and have a positive impact on student retention.



Site Concept, Probable Phasing



Proposed Residences



Campus Location



Hampden Houses



South Campus Precinct



Cushing Hall



Venable Hall, Parents and Friends Lounge



Alpha Dorms



Carpenter Houses

The third reason to consider new residential construction on the campus is the condition of the Hampden Houses. The idea that these pre-fab units were installed on campus as temporary structures is ironic since they have been on the site for thirty-six years. The date approaches when the Hampdens will need to be replaced. However, some aspects of their form and site configuration offer a design precedent that Hampden-Sydney students reported they want in any future housing on campus. The unit type is favored for being much like an apartment; students apparently favor small living groups. The buildings are entered from porches and are arranged on the site to create an inwardly focused open space. This is a serendipitously urbane solution to a pressing need in 1976 (similar in principle for instance to the Royal Crescent at Bath, England, and collegiate examples within the Commonwealth such as the Lawn at UVA and the Sunken Garden at William and Mary); but most importantly, the porches and open space are actively used by students living there. The Hampdens form what is essentially a collegiate, and very collegial, open space; it is a model, at least in principle, for future residential construction on the campus. Notably, the Whitehouse residences are popular with students and feature a central open space for casual activities as well.

The campus master plan recommends the phased development of three residential halls, each projected at approximately 80 beds. The building footprints shown will accommodate a variety of unit types, including apartment-style units. The buildings also could be designed with clusters of units to accommodate theme living arrangements. Each building is estimated at 24,000 GSF on three levels. The proposed site design provides a community open space formed by the three new residences.

The three buildings shown in the master plan are targeted to replace distant off-campus housing (53 beds) and restore social spaces in other campus residences (c. 33 beds). The replacement of the Hampden Houses is assumed (70 beds); and similarly for reasons of age and the maintenance problems characteristic of aging domestic construction, as well as to create a close-in site for the new residences being proposed, the Blake Apartments (1972) would also be replaced (50 beds). Projecting a total of 240 new beds, 34 beds are undesignated by the preceding tally of 206 beds. This difference in capacity could either be reduced or used to replace close-in cottages such as Burrell, Thompson, and Reed, as the College deems necessary.

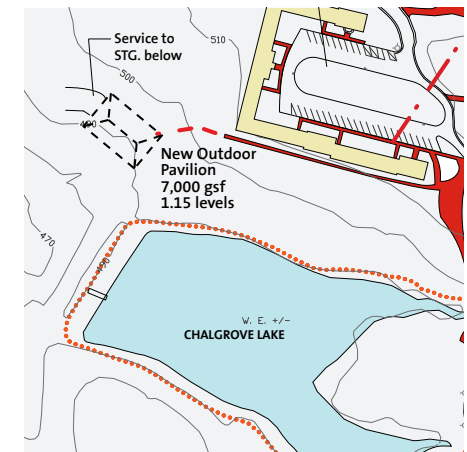
Outdoor Pavilions

In practically every conversation during the campus planning study, students noted how they like to gather outdoors. Some students would like to see as many as four to five outdoor pavilions for student gatherings and events on the campus. To address this request, several sheltered outdoor places are envisioned. Their purpose is for student gathering, whether informal or scheduled events. Students see structured outdoor places as an amenity primarily for those who do not participate in Greek organizations, since the fraternities already have outdoor decks for staging weekend events. Each pavilion is proposed to be a roofed space constructed of durable and easily maintained materials, possibly including a fireplace.

Another need identified was for an Outdoor Center to support the College's outdoor activities program that provides students access to the Hampden-Sydney's woodland acreage as well as to co-curricular and sporting activities beyond the campus. Camping and outdoor recreation equipment is loaned to students, thus the first outdoor pavilion includes space secured, covered for equipment storage, including such things as canoes and kayaks. Siting design needs to make the storage area easily accessible to vehicles for equipment pickup. As an activity space, the Center is programmed to include an office for the program director, as well as lounge and meeting spaces, and restroom facilities. The College may consider adding catering spaces to support the use of pavilions for more formal gatherings.



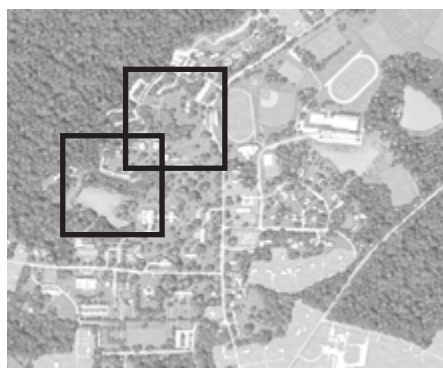
Proposed Pavilion 1



Site Concept

The first pavilion is sited south west of the Whitehouse Quadrangle next to Chalgrove Lake away from the dam. The sloping site will permit a two-level structure with storage and service spaces below; service access can be provided via a driveway linking to the nearby Wilson Trail. The upper level would include the office, interior gathering areas, and a large open space for events. The concept for the facility is a semi-rustic structure appropriate for a woodland setting. However, it will be visible from the core campus and its architecture needs to complement the campus's Federalist architecture. Thus, the design vision recommended would be to present a large sheltering roof as the most visible feature of the proposed pavilion, with detailing appropriate to the dominant architecture of the campus.

This project will activate the Chalgrove area. Land development accompanying its construction might include the completion of a walking path to surround the lake. Keeping in mind sustainable land development, the lakeside path will be composed of either permeable pavement or a loose permeable material, such as gravel or stone dust that is kept in place with an edging.



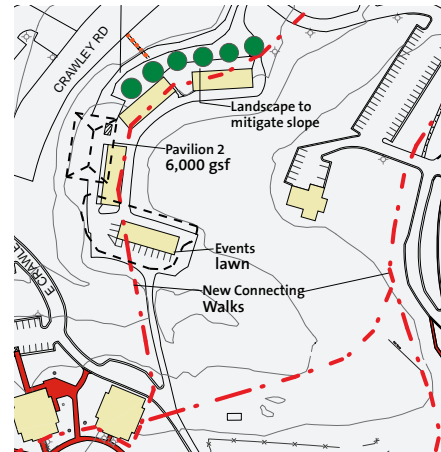
Campus Locations



Proposed Pavilion 3



Proposed Pavilion 2



Site Concept

A second pavilion is indicated on the site of the Hampden Houses. The phasing of this project would of course follow the construction of replacement student housing for the Hampdens. The suggested program for this pavilion is simpler than the first, since there is no need for an additional equipment holding and check-out facility. While the image shown on the plan is similar to the first pavilion, the character of this construction may differ in response to programming. This site location suggests this structure may function as a weekend concert venue, since it is downslope and away from other campus buildings, but most notably also away from neighboring private residences (unlike the Lake Chalgrove site). Its adjacency to the Hampden House (alumni offices) and nearby parking lots suggests that this venue might also serve well for campus events, such as alumni gatherings. When the time approaches for the second pavilion to be realized, the College will review and confirm the details of its programming. As the demand for using the pavilions is demonstrated, the College may want to consider constructing others at other locations.

A third site is also identified, but not yet programmed, on the western shore of Tadpole Hole as another potential future outdoor pavilion location.

Outdoor Pavilion 1 Program Overview

FUNCTIONAL AREAS	DRAFT NASF	EXISTING GSF
Enclosed Spaces	1,535	2,000
1 Director Office, Outdoor Center		
1 Lounge 15 stations		
1 Equipment Rental Counter		
2 Equipment Service and Holding		
1 Classroom / Meeting Room, 20 stations		
2 Restrooms		
Exterior Events (roofed area)	2,250	2,500
Total	3,785	
est. gross area at 75% to 90% net-to-gross ratio		4,500 GSF

Outdoor Pavilion 2 Program Overview

FUNCTIONAL AREAS	DRAFT NASF	EXISTING GSF
Enclosed Spaces	875	1,200
1 Lounge 15 stations		
1 Classroom / Meeting Rooms, 20 stations		
2 Restrooms		
Exterior Events (roofed area)	2,250	2,500
Total	3,125	
est. gross area at 75% to 90% net-to-gross ratio		3,700 GSF

Arena / Gateway

An opportunity raised during planning discussions is a new College events venue and replacement performance court for intercollegiate basketball competitions. Providing an events and competition venue elsewhere would make Kirby available for practices for other sports teams during the basketball season, as well as for intramural activities. The idea of a convocation facility also addresses Strategic Plan themes of outreach to the local community and raising the College's recognition profile. An arena in a gateway location presents the possibility of leasing for regional activities such as high school athletic tournaments and other events. This proposal was discussed in terms of it being a long-term project, but also one that might be advanced as soon as an interested donor might step forward.

Kirby Fieldhouse is currently the largest events space on the campus. However, its location is not clearly visible and can be difficult for visitors to find, since it is located forty feet in elevation below the driveway turn-off from College Road. Existing seating capacity is about 1,800; but there are only 155 parking spaces immediately adjacent to the Fieldhouse. There are another 86 spaces within an easy 5-minute walk, sufficient parking possibly to accommodate one-fifth to one-third of the regular attendance at basketball games. This assumes a parking space for every one or two people, which may be sufficient if two-thirds of attendees come from on-campus and all walk to the Fieldhouse.

Three sites were investigated as alternatives; two of them if selected would exacerbate campus access and parking challenges. One site examined is immediately upslope from the Kirby Fieldhouse, a location that is recommended for a competition track, and the other is across College Road from the athletics fields and facilities, downslope of the Alpha Residences in currently wooded area.

The campus plan recommends a site for a new arena to ameliorate the aforementioned programmatic constraints, as well as to provide an opportunity for creating a visible campus gateway on Route 15, the Farmville Road, with a prominent building that will be noticed. A new bypass roadway would be created some 600 feet north of the current turnoff to the campus at the gas stations. The new connector would intersect College Road west of the Kingsville Road turnoff bringing visitors more directly into the campus and eliminating a possible juncture of indecision for first-time visitors where the roads fork.

The program summary envisions a facility that will accommodate 2,000 in fixed seats for competitions. Temporary seating on the performance floor would provide space for an additional 500 to 600 people. The success of the facility for multiple uses will depend upon the provision of sufficient and conveniently accessible storage space for equipment and furnishings, as well as storage for athletic gear and equipment. Parking for audiences of 2,000 is programmed on the basis of one parking space provided for every 2.5 permanent audience seats.

The triangular tract of land shaped by the proposed new roadway will provide about 18.6 acres for development. All of this land is College property and open for redevelopment. There is a 50-foot wide utility right-of-way where no buildings are currently located; it is crossed at intervals by roads. The College will confirm all restrictions prior to development, but it is reasonable to assume that where site development (roads and walks) may occupy this zone, a building should not.

Parking, access driveways, and connecting walkways will require upwards of 8 acres of pavement. Thus, storm water management will clearly need to be part of site design considerations when this new facility is realized. The use of permeable paving and subterranean retention basins are sustainable design strategies to be considered. The proposed building orientation shows the long axis on the east-west orientation to take advantage of solar orientation and also to provide a south-facing plaza at the building entrance that may be used as another staging area for events in cooler weather.



Campus Location



Illustrative Plan Arena / Gateway

Arena Draft Program Overview

FUNCTIONAL AREAS	DRAFT NASF
Events / Performance Space (2,000 stations)	24,735
Events / Lobby, Alumni Lounge, Support Spaces	10,230
Athletics / Locker Rooms, Team Room, Weight Training	2,690
Athletics / Coaches and Trainer Offices, Training Room	1,080
Athletics / Equipment, Equipment Check, Laundry	1,300
Total	40,035

est. gross area at 75% net-to-gross ratio **54,000 GSF**

Building Reuse and Improvement

Projects proposed by the preceding narrative require the completion of fund raising for their realization. That does not mean that Hampden-Sydney College is standing still in the interim.

At this writing, the College is already undergoing a significant phased effort to improve learning spaces across the campus. Annual operational budgets are being used to improve classroom spaces. Upgrades of technology and services are fundamental to this effort. Lighting fixtures are being changed to units that are more energy efficient and cost effective. A program of refurbishing is advancing on a room-by-room basis to make spaces more supportive of faculty efforts and student use. The challenges of sufficient and appropriate faculty offices and group meeting spaces continue to be addressed. Other opportunities will arise when the Student Center and Science projects proposed by the master plan are each completed.

With the opening of the Student Center, the relocation of student service offices will vacate spaces in Bagby Hall to open up potentials for renovating and reassigning academic spaces. Selected relocations from Morton Hall may be considered, which in turn would have implications for reallocation and renewal of space in Morton. The Student Center will also provide improved space for the Post Office and Bookstore; vacated space in Graham can then be renovated for improved Admissions space and a new venue for Financial Aid and College Marketing and Communications. Security headquarters may then be relocated from its space in the Gilkenson House near the College Gates to the centrally located house on Atkinson Avenue and currently occupied by Financial Aid.

When the Sciences project is realized and Psychology is relocated from Bagby, another round of improvements for academic activities can be effected by recycling existing space.



7 Morton Hall



8 Graham Hall



Campus Location



9 Bagby Hall



10 Financial Aid



Campus Detail

SITE IMPROVEMENTS

Connecting Walks

The campus site analysis shows that some areas of the campus within a ten-minute walk of the core are in fact not connected by walkways. Pedestrians must either cut across lawns or negotiate campus roads. The Alpha Residences are the most notable example, but enhancement and extension of walkways in the core of the campus and southward are also recommended.

The campus plan recommends construction of pedestrian links that may occur in phases as monies are available. Consistent design and detailing of the proposed connections should include pavement wide enough to accommodate pairs or groups of people moving in each direction, as well as bicycles. Ideally, campus walks would be minimally eight to ten feet wide. For safety, nighttime lighting should be integrated to illuminate hazards and to mark the way at reasonable distances to maintain the rural character of the campus. Light standards should be human-scaled (not tall); light fixtures need to minimize glare and direct light downward to illuminate surfaces and to counter light pollution. The Steering Committee pointed out that a lighting program should be extended to existing walks as well. There are places on the campus that are not uniformly well lit at night; there are long stretches of pavement with few light fixtures, even in the campus core.

A walk or pathway is proposed to encircle Lake Chalgrove. This link is recommended to connect the academic precinct to the proposed new Outdoor Pavilion and the existing Wilson trail. Given the nature of the location, the College has a choice about how to develop the lakeside walk. It may be designed as a hard pavement or a more informal material, such as stone dust or gravel contained by a hard edging. In either case, a permeable surface is recommended to increase groundwater infiltration and lessen the impact of run-off water.

The area south of buildings along Via Sacra — particularly the area directly south of the Maples, Winston Hall, Middlecourt, and Venable Hall — is a viable land resource for the College to extend the core campus well within easy walking distance from the centers of academic and social activity. The plan proposes broad north-south walks to connect this area to the core. Clearly marked and well-lit crossings at the Via Sacra will be an essential part of this development. The College may wish to consider further enhancements for student safety. One particularly effective traffic calming measure is to elevate crossings to the level of street curbs to create what are called traffic tables. Vehicular traffic would be slowed to traverse what are essentially broad speed bumps; but given the breadth of a walkway crossing and gradually sloped transitions, traffic tables are far less jarring to car occupants than standard speed bumps.



Campus Locations



North Campus



Connections Concept



South Campus Precinct



Connections Concept

The objectives of the southward expansion of the campus walks include realizing the value of close-in land, and critically to improve the ease with which everyone may move across the campus. It has been noted in planning discussions that successful campus buildings (such as Morton and Bagby Halls) are approachable from all directions, so by extension a successful campus will be one where pedestrian movement is easy and encouraged by pathways that connect to destinations and opportunities in 360°.

As a design principle, all new campus walkways need to support the campus planning goal of community formation. Campus walking surfaces need to be wide enough to accommodate pairs or small groups of people engaged in conversation but walking in opposite directions. Broad walkways also encourage bicycle traffic, enhancing campus sustainability. Campus furnishings — benches, waste receptacles, light standards — will be critical enhancements to walkway alignments for pedestrian safety and convenience. Identifying a design standard for these campus furnishings will lend a visual consistency to the environment and reinforce Hampden-Sydney's particular sense of place.

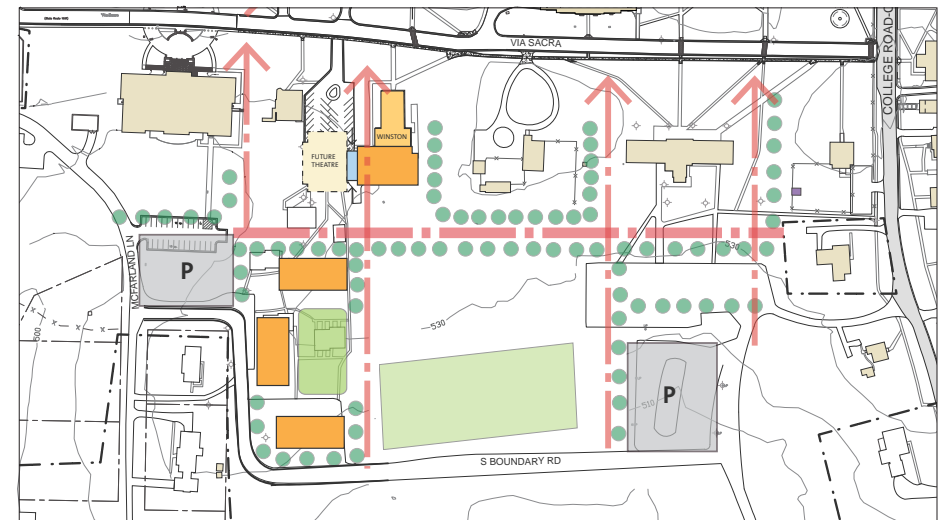
South Campus Precinct

The 2012 master plan update revisits the idea of developing southward, a prospect raised by the 1999 Campus Plan. About nine acres of land easily within a five-minute walk of Settle Hall is currently given over to low impact uses: open and irregular parking areas, a rugby field, and only 48 occupied beds in the Blake Apartments.

The plan proposes the construction of an east-west walkway or promenade to parallel the Via Sacra south of the existing line of College buildings and north-south connector walkways to open the south precinct. Walks and landscaping will be a critical step toward integrating this area with the rest of the campus and for organizing building sites at an appropriate campus density within the new precinct.

The new plan shows the anchoring of the western end of the rugby field with a cluster of new residences that can be built in phases and ultimately form a quad for social gatherings and informal recreation. The illustrative plan represents 240 beds in three buildings, a replacement of 206 beds both on and off campus with an increase of 34 new beds. Longer-term housing expansion would be possible; the green space shown south of Venable (the current location of a parking lot) is reserved for future construction.

Parking is proposed to be re-organized and landscaped to enhance the site and lessen the heat island effect of large expanses of paving. Permeable pavements may be considered as a sustainable strategy to lessen the adverse effects of water runoff. Parking as well as bed counts can be increased, up until the time when a fourth residence would be constructed on the eastern site. There are about 332 existing College parking spaces south of the Via Sacra; this number can be held constant even as the number of parking spaces in the lot immediately south of Venable would be reduced (by about 25 percent) to align a new north-south walkway along the western end of Venable Hall.



South Campus Precinct Concept



Campus Detail

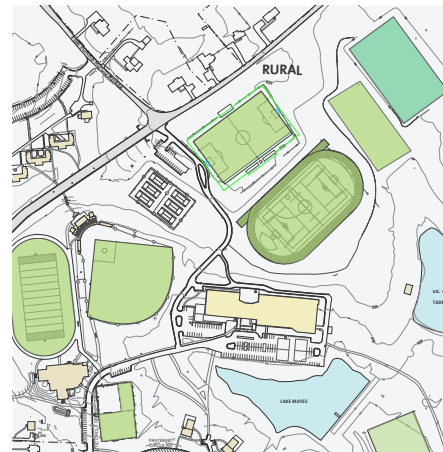
- 2 Fine Arts
- 4 Student Residences
- a Connecting Walks



Campus Location



Campus Context



Site Concept



Campus Detail



Kirk Athletic Center

Competition Track

The College's current track at Everett Stadium is undersized for contemporary NCAA competition standards. A new eight-lane, 400 meter track would allow the College to host intercollegiate meets. The footprint of such a track in its existing location, if it were feasible to build, would extend into College Road at the north and overlap the dugout of the adjacent baseball field, the Ty Cobb Ball Park. Three other site options were investigated: 1) the site of the existing competition soccer field along College Road, 2) the baseball and football practice fields just upslope from the Kirby Fieldhouse, and 3) at the artificial turf field to the northeast.

The recommend option is the baseball and football practice fields site, chiefly because the topographic conditions are the most favorable among the three choices. Less earth will need to be moved, a cost efficiency. Further, the track would be closest to Kirby, which despite a 20-foot elevation difference would provide the closet support facility for competition activities and spectator convenience.

The proposed development shown by the Illustrative Plan drawing shows an artificial turf field of sufficient size that it can accommodate football, soccer, and/or lacrosse. Of course, a natural turf field is also an option. Field events can be staged in areas nearby and baseball practice activities will be able to be re-accommodated on surfaces to the northeast.



Campus Location

Core Landscape, the Hollow

Possibly the greatest impact on the vitality and physical connectedness of the Hampden-Sydney campus will be the enhancement of the landscape in the swale at the core of campus, a concept introduced by the 1999 planning study and recommended now for further study and development. The vision for the area the master plan proposes to call the Hollow is a place that is uniquely characteristic of Hampden-Sydney College and unlike any other campus open space elsewhere. The term hollow, per Webster, is a “small, sheltered valley”, a fitting description of the site. The sound of the word hollow seems appropriate for being euphonious with the College’s name, as well as being a close-homonym to the word hallow, a term to describe a sacred or revered place.

The master plan describes a broad concept for the Hollow and recommends the preparation of a more detailed precinct plan to elaborate critical details and enhancements for the open space. Discrete and affordable projects then could be phased as a series of interventions over time, each building toward the creation of an exceptional and coherent campus setting.

The programmatic focus for the Hollow will be a place to mix in and where things happen, rather than a site that people just pass through. The sloping open space is defined at its upper crest by buildings that shape daily comings and goings in the lives of students: Settle Hall, Morton Hall, the Bell Tower, Graham Hall, Bagby Hall, Johns Auditorium, the Eggleston Hall site (proposed Student Center location), and Gilmer Science. Chalgrove Lake at the lower elevation completes the setting.

The Hollow currently can be described as a swale crisscrossed by narrow walkways. It features glimpsing views of the lake and a clear view of the loading dock at Settle Hall. Plantings are for the most part older trees that, if they would be limbed-up, could frame views to the lake and the people in the space.



Campus Location



Campus Context



Site Concept

The exceptional planting (in the sense of being different from the rest) is a line of relatively young cherry trees planted along a transverse walkway. This planting configuration was proposed by the 2007 Landscape Plan, but seem anomalous to the campus. It is the only apparent alignment of a monoculture planting of trees on the campus that does not reinforce an edge of the property or outline a space. The new cherry trees bisect the Hollow; and as they mature, they will ultimately fully screen views of the lake, which seems counter to the potential of the site to be a place opening to opportunities. They appear to be young enough to tolerate relocation elsewhere on campus in clusters to accent the site.

The one area in the Hollow in need of intensified and screening planting is the loading dock of Settle Hall. Selective plantings of evergreen magnolias or hollies, similar to the screening plantings at Johns Auditorium, to the southeast of Settle not only would screen the service area from general view, but accent Settle’s architecture.

In the best of all possible worlds, all parking in the Hollow will be relocated elsewhere, with the exception of a space for the food service van, which also can be screened with shrubbery plantings, as could above ground mechanicals. The existing hammerhead turnaround for the loading dock can be redesigned and repaved as a plaza to continue to support service trucks but become something more, a surface for outdoor gathering and scheduled events in a patently focal location.



Campus Detail



Focus Area



Wheaton College, Outdoor Classroom



Rollins College, Outdoor Classroom

A total re-envisioning of the Hollow would examine the re-design of walkways to reinforce the space and the potentials for bringing people together. The extant random pattern of walks does not connect all destinations; pavements end or turn and force pedestrians who are intent on going in a particular direction across the grass. Redesigning the walks and making them more efficient has the potential to reduce the amount of impervious materials on the site, which is a sustainable design consideration.

Another idea for the Hollow supports both the academic life of the institution and the students' requests to have places to gather informally. Thus, a particular enrichment for the Hollow will be the siting of multiple outdoor gathering places, structured settings where people gather around a physical focus. Essentially these would be outdoor classrooms, designed to suit the character of the Hampden-Sydney campus.

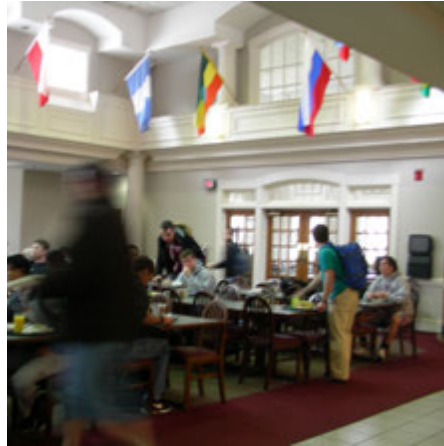
One design approach to outdoor classroom/hangout places is the conception of a naturalistic garden element, so that when not in use, the structured setting blends into the landscape as a sculpture. Examples elsewhere, quite often use stone benches or boulders arranged in a hemicycle that focus around either a taller stone serving as a lectern or a vertical surface to be used for display (easel pad) or as a chalk board. Siting these elements will need to consider the Virginia sunshine in the spring and the fall, suggesting locations near trees, if an open-structure design approach is elected. An alternative might be vine-covered pergolas, more architectural structures possibly furnished with teak benches or chairs. Many options can be explored, but the potentials for the Hollow are apparent, given the surrounding destination facilities at a location of congruence — the very core of the campus.



Swarthmore College, Outdoor Classroom



Gilmer Classroom



Pannill Commons



Maples, Bortz Library



Refurbished Classroom, Morton Hall



Gilmer Lab

INSTRUCTIONAL SPACE UTILIZATION

To address the College's intent to use existing space effectively, an instructional space utilization analysis examined the scheduling patterns of existing classrooms and laboratories. Understanding current utilization informs projections for future space requirements. The fall semester is typically more heavily scheduled than the spring term on most campuses, so data sets from the fall of 2011 were used. Instructional spaces are generally well used. Many classes are taught at 8:30 in the morning.



Gilmer Lecture

Classrooms

In the fall of 2011, Hampden-Sydney College scheduled forty-six general use classrooms. These classrooms contained 1,178 student stations (seats). Thirty-four of the classrooms were shown to have an average space allocation of 24.1 net assignable square feet (NASF) per student station. This ratio approaches a recommended target allocation of 25 square feet per station. The target space allocation will support a wide range of pedagogic methods in a classrooms space. The average course section enrollment was 14.3 students. In general, most courses are taught in small groups and in reasonably commodious spaces.

The College scheduled a total of 31.2 hours per week in its daytime schedule of course meetings. Table A is an overview of daytime classroom use for the fall term in 2011. It summarizes activity by space and among the rooms in each building with averaged calculations (means). Across the campus's general classroom inventory (as distinguished from specialized and dedicated lab or studio spaces), spaces were used on average for 15 hours per week or 49.1 percent of the hours available in the universe of 31.2 hours. Targeted classroom utilization rates for post-secondary institutions generally fall between 60 and 75 percent of hours available. This suggests there is some capacity to schedule additional course sections. However, seat-fill rates averaged a bit above the 60 percent occupancy target. So, most spaces are appropriately sized for the current instruction patterns.

The table shows that five classrooms (11 percent of the inventory) were over-scheduled, i.e., were being used more than 75 percent of the available daytime hours, an intensive use of space. These high percentages of scheduled hours correlated with spaces having between twenty-six and thirty-two stations (seats). Most of these spaces were located in the Morton Hall and Johns Auditorium. However, there are twenty classrooms (44 percent) located in all buildings used for instruction where utilization fell below targeted rates. Many of these spaces contain either fewer than eighteen stations or greater than fifty stations.

Table A. Classroom Utilization Summary / Daytime Fall 2011

BUILDING	ROOM	NASF	NO. STATIONS	NASF/ STATION	SECTION SIZE (AVG)	NO. SECTIONS	WEEKLY HOURS	% SEATS OCCUPIED	% HOURS SCHEDULED
Bagby Hall									
11 classrooms	008	437	25	17.5	13.6	7	16.7	54.3%	53.5%
	020	309	19	16.3	7.8	6	15.0	41.2%	48.1%
	022	464	21	22.1	7.7	9	17.7	36.5%	56.7%
	106	451	31	14.5	23.3	7	21.2	75.1%	67.9%
	111	451	20	22.6	18.2	6	14.2	90.8%	45.5%
	120	471	12	39.3	7.0	4	6.7	58.3%	21.4%
	217	929	40	23.2	28.4	7	19.3	71.1%	62.0%
	218	436	18	24.2	13.6	5	12.7	75.6%	40.6%
	307	501	22	22.8	13.6	9	23.0	61.6%	73.8%
	310	532	24	22.2	13.1	9	23.0	54.6%	73.8%
	312	913	16	57.1	14.0	9	22.8	87.5%	73.2%
Means		536	22.5	25.6	14.6	7	17.5	64.2%	56.1%
Subtotals		5,894	248			78	192.2		
Bortz Library									
3 classroom	004		10	0.0	0.0	0	0.0	0.0%	0.0%
	010		6	0.0	3.0	1	2.7	50.0%	8.6%
	DUPT		25	0.0	17.9	9	23.3	71.6%	74.8%
Means		0	13.7	0.0	7.0	3	8.7	40.5%	27.8%
Subtotals		0	41			10	26.0		
College Church									
4 classrooms	201		14	0.0	9.8	5	12.7	70.0%	40.6%
	202		14	0.0	10.5	2	5.2	75.0%	16.6%
	203		14	0.0	14.0	2	3.3	100.0%	10.7%
	204		14	0.0	12.0	9	23.2	85.7%	74.3%
Means		0	14.0	0.0	11.6	5	11.1	82.7%	35.6%
Subtotals		0	56			18	44.4		
Gilmer Hall									
6 classrooms	012	520	14	37.1	16.3	3	12.8	116.7%	41.2%
	019	3,091	216	14.3	26.0	5	12.7	12.0%	40.6%
	025	1,124	35	32.1	23.0	4	10.2	65.7%	32.6%
	105	1,008	50	20.2	28.0	3	7.7	56.0%	24.6%
	112	1,187	28	42.4	11.3	7	18.0	40.3%	57.7%
	113	546	16	34.1	6.0	1	2.7	37.5%	8.6%
Means		1,246	59.8	30.0	18.4	4	10.7	54.7%	34.2%
Subtotals		7,476	359			23	64.0		
Johns Auditorium									
1 classroom	207		32	0.0	18.8	10	26.5	58.8%	85.0%
Means		0	32.0	0.0	18.8	10	26.5	58.8%	85.0%
Subtotals		0	60			10	26.5		

BUILDING	ROOM	NASF	NO. STATIONS	NASF/ STATION	SECTION SIZE (AVG)	NO. SECTIONS	WEEKLY HOURS	% SEATS OCCUPIED	% HOURS SCHEDULED
Kirk Athletic Center									
2 classrooms	309		24	0.0	21.8	5	12.8	90.8%	41.2%
	310		36	0.0	19.1	7	17.8	53.2%	57.2%
Means		0	30.0	0.0	20.5	6	15.3	72.0%	49.2%
Subtotals		0	60			12	30.7		
Maples									
2 classrooms	101	311	14	22.2	9.3	7	17.7	66.3%	56.7%
	201	289	14	20.6	6.0	4	10.3	42.9%	33.1%
Means		300	14.0	21.4	7.6	6	14.0	54.6%	44.9%
Subtotals		600	28			11	28.0		
Morton Hall									
15 classrooms	112	481	30	16.0	13.9	9	23.2	46.3%	74.3%
	113	488	18	27.1	13.0	10	25.7	72.2%	82.4%
	119	418	23	18.2	9.3	9	19.8	40.6%	63.6%
	120	489	18	27.2	11.8	9	23.3	65.4%	74.8%
	121	483	30	16.1	14.2	9	23.2	47.4%	74.3%
	216	713	36	19.8	18.4	10	24.0	51.1%	77.0%
	217	327	14	23.4	9.3	7	16.2	66.3%	51.9%
	223	495	26	19.0	15.1	9	23.0	58.1%	73.8%
	224	488	26	18.8	17.7	11	26.7	68.2%	85.6%
	316	504	26	19.4	17.9	9	21.5	68.8%	69.0%
	317	498	26	19.2	17.0	8	20.3	65.4%	65.2%
	320	552	26	21.2	23.2	10	22.8	89.2%	73.2%
	323	506	26	19.5	23.1	7	17.8	89.0%	57.2%
	324	500	26	19.2	17.7	10	24.0	68.1%	77.0%
	325	272	15	18.1	8.5	2	5.3	56.7%	17.1%
Means		481	24.4	20.1	15.3	9	21.1	63.5%	67.8%
Subtotals		7,214	366			129	316.8		
Wilson Center									
2 classrooms	102		16	0.0	11.8	5	10.0	73.8%	32.1%
	201		32	0.0	17.6	7	15.7	54.9%	50.3%
Means		0	24.0	0.0	14.7	6	12.8	64.3%	41.2%
Subtotals		0	48			12	25.7		
Means		0	26	24.3	14.3	6	15.3	61.7%	49.1%
Totals		21,184	1,178			291	723.5		

46 Classrooms
Fall 2011 statistics

*U= 31.2 hrs



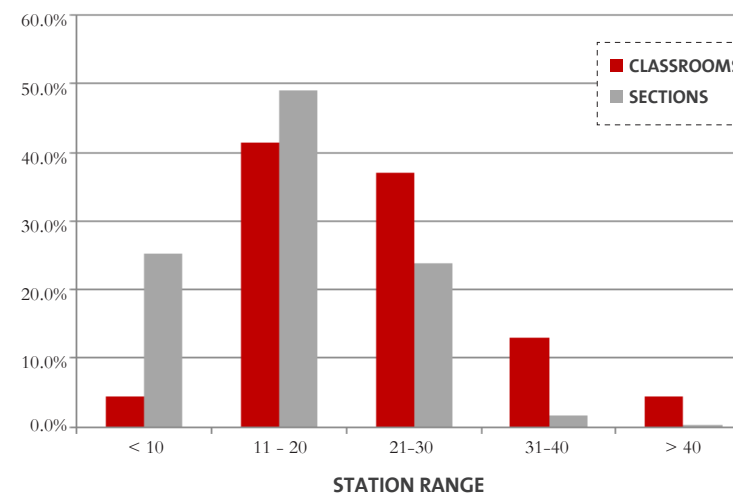
Gilmer Lecture

Table B and an accompanying bar chart compare the classroom space inventory to the courses scheduled. Spaces ranging in capacity from eleven to thirty stations (78.3 percent) are congruent to the number of sections of that size (73.0 percent). Even so, the Registrar recommends that the College consider adding two classrooms of 30 to 40 stations to the inventory to alleviate scheduling conflicts. These readily could be incorporated in new construction and renovation projects.

Courses for fewer than ten students are apparently under-supplied with equivalently sized spaces. However, it is reasonable to consider, as the Registrar points out, that independent studies and some smaller courses may be well accommodated in faculty offices. Nonetheless, increasing the number of smaller seminar spaces may be well considered as the College reassigns existing building spaces as new buildings are brought on line. Larger classroom spaces appear to be somewhat of a mismatch to teaching patterns. They comprise 17.4 percent of the inventory and accommodate 1.8 percent of courses. However, closer study suggests that some of these spaces have low NASF per station ratios and may benefit simply from refurbishing with fewer and more modern seats. The very largest space included in these figures is 19 Gilmer Hall with 216 stations. Clearly the College does not teach courses of this size, but it may be useful to retain a large space (not necessarily this one) in the inventory in which to hold special events.

Table B. Course Enrollments / Classroom Capacities

STATION RANGES	NO. CLASS-ROOMS	NO. COURSES	% CLASS-ROOMS	COURSES
< 10	2	80	4.3	25.2
20-Nov	19	156	41.3	49.1
21 - 30	17	76	37	23.9
31 - 40	6	5	13.1	1.6
> 40	2	1	4.3	0.2
Totals	46	318	100	100





Gilmer Lecture

Qualitative Considerations

In general, the classrooms across the Hampden-Sydney need improvement. Morton Hall classrooms, which are the venues for most Humanities and Social Science courses, are reported to be poor acoustically. Current teaching practices would also benefit from easily moveable furnishings; for instance, breakout groups of four students could work together productively during course sessions.

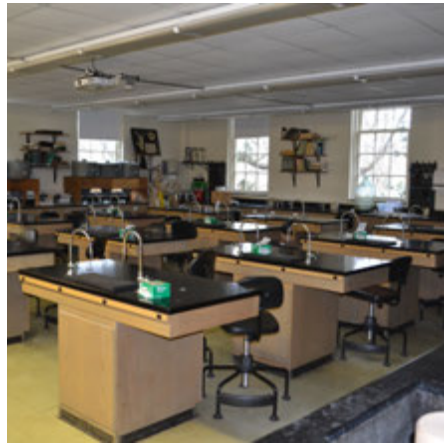
The College is advancing a classroom improvement program in phases. Spaces are being upgraded with digital technologies (most are already equipped with technology) and new furnishings. Refurnishing is vital since much of the existing classroom seating is forty years old or more (as gauged by visual inspection). Old seats are undersized for contemporary student bodies. Students commented and the Registrar also noted that it is difficult for taller or stouter students to extract themselves from some of the older tablet arm chairs. The recently refurbished classroom Morton 120 is as a case in-point. Thirty new seats were installed using highly mobile and innovatively designed chair-desk units. However, the room is crowded with chairs, leaving little space to move through the room and insufficient space to reorganize a class into working subgroups. Given the size of the space (489 NASF) about twenty seats would be a reasonable number to consider (24.5 NASF/station).

Some general guidelines for continuing classroom improvements include the following points:

- Rooms that approach a square in plan will make the most successful classroom spaces. They optimize visibility and ease communication among faculty and students. Rectangular spaces, however, can still be effective as long as the space's aspect ratio of length-to-width does not exceed 2:1.
- As a general rule for contemporary teaching spaces, the floor area per station to achieve effective interaction and flexible use should not be less than 20 NASF per station. An apportionment of 25 NASF per station, or greater, would be preferable. Any need for larger station counts (for more than 30 seats) would need to be balanced with consideration of the limitations of the dimensions of existing spaces in older buildings. Where larger classrooms may be desired, renovation to combine spaces or new construction should be considered.



Gilmer Lab



Gilmer Lab

Labs

In the fall of 2011, Hampden-Sydney College scheduled twenty-one instructional lab and studio spaces, which are defined as spaces requiring dedicated equipment for specialized activities or curricula. Laboratories accommodated 782 student stations (seats). The average section enrollment for lab courses was 8.5 students. Table C summarizes the laboratory scheduling pattern.

Target utilization rates for post-secondary instruction labs range between 33 and 50 percent of available weekly hours. The rate is lower than for general classrooms to account for extended hours that students may need to use these spaces, e.g., returning to complete lab assignments or studio projects, or increasingly to work on research projects. Of the College's total inventory of lab spaces, 5 percent or a single space was being used more than 50 percent of available hours during the fall term. This space is the General Chemistry Lab (room 220) in Gilmer Hall. However, 29 percent of the labs, or 6 spaces, were used less than 18 percent of the available hours.

Lab Utilization Summary / Daytime Fall 2011

BUILDING	ROOM	NASF	NO. STATIONS	NASF/ STATION	SECTION SIZE (AVG)	NO. SECTIONS	WEEKLY HOURS	% SEATS OCCUPIED	% HOURS SCHEDULED	NOTES
Bagby Hall										
	Psychology	523	14	37.4	9.0	1	2.5	64.3%	8.0%	
	Means	523	14.0	37.4	9.0	1.0	2.5	64.3%	8.0%	
	Subtotals	523	14			1	2.5			
Gilmer Hall										
	Astronomy Lab	1,184	20	59.2	19.0	5	12.5	95.0%	40.1%	
	Modern Physics		10	0.0	6.0	1	2.5	60.0%	8.0%	
	General Physics	1,301	16	81.3	13.3	3	7.5	83.3%	24.1%	
	Advance Physics	1,389	24	57.9	14.5	2	5.2	60.4%	16.6%	
	Intro Biology		30	0.0	16.8	5	12.5	56.0%	40.1%	
	Genetics & Ecology		24	0.0	16.2	5	12.8	67.5%	41.2%	
	Organnismal Biology		24	0.0	14.5	4	10.0	60.4%	32.1%	
	Molecular Biology		10	0.0	8.0	3	7.5	80.0%	24.1%	
	Honors Chemistry	1,073	16	67.1	0.0	0	0.0	0.0%	0.0%	Not sched in fall
	General Chemistry	666	32	20.8	25.3	9	22.8	79.2%	73.2%	
	Intermediate Chemistry	1,122	22	51.0	8.5	6	13.3	38.6%	42.8%	
	Means	1,123	20.7	30.7	12.9	3.9	9.7	61.9%	31.1%	
	Subtotals	6,735	228			43	106.7			
Johns Auditorium										
	Auditorium	3,703	459	8.1	0.0	0	0.0	0.0%	0.0%	Only used after 4PM
	Black Box		15	0.0	6.0	2	5.3	40.0%	17.1%	
	Means	3,703	237.0	4.0	3.0	1.0	2.7	20.0%	8.5%	
	Subtotals	3,703	474			2	5.3			
Winston Hall										
	Photo/Drawing		10	0.0	8.8	5	13.3	88.0%	42.8%	
	Studio	1,220								
	Painting/Drawing		10	0.0	6.5	2	5.3	65.0%	17.1%	
	Computer Lab	401	12	33.4	5.0	1	2.7	41.7%	8.6%	
	Choral Rehersal	895	34	26.3	16.1	7	18.0	47.5%	57.7%	
	Means	839	16.5	14.9	9.1	3.8	9.8	60.5%	31.5%	
	Subtotals	2,516	66			15	39.3			
	Means	1,547	72.1	21.7	8.5	2.4	6.2	51.7%	19.8%	
	Totals	13,477	782			61	153.8			

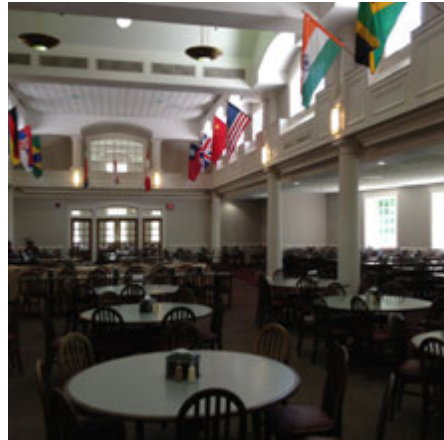
21 Lab / Studio Spaces

Fall 2011 statistics

*U= 31.2 hrs



Bell Tower, Morton Hall



Pannill Commons

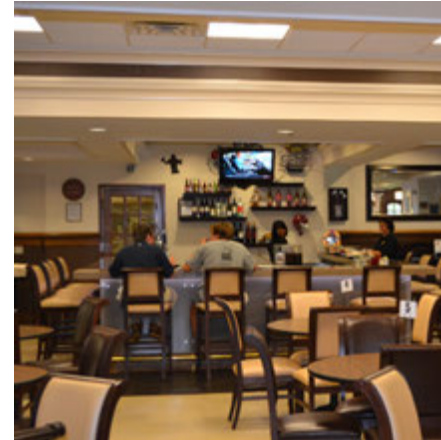
Facility Programs

Facility program summaries for four significant capital projects have been prepared and submitted to the College as separate documents. They record the thinking and direction of discussions during campus planning sessions to shape the master plan's proposals. Each program function is described in one-line formats that include the numbers of similar spaces, numbers of occupants for each space, the allocation of assignable area per occupant, the assignable area per space, and the total assignable area for the program function.

Program summaries serve as the basis for projecting an estimate of gross building areas, which in turn are the basis for establishing capital budget estimates. Current budget estimates for proposed capital improvements have been provided to the College in separate from this document. They will need to be revisited and updated as the construction market fluctuates. At this level of planning, budget projections are expressed as orders-of-magnitude calculations using current construction costs per gross square foot for each building type within the central Virginia construction market. The facility program summaries are current-state documentation. The College will revisit these documents in much greater detail as each project is launched into its design-construction sequence.



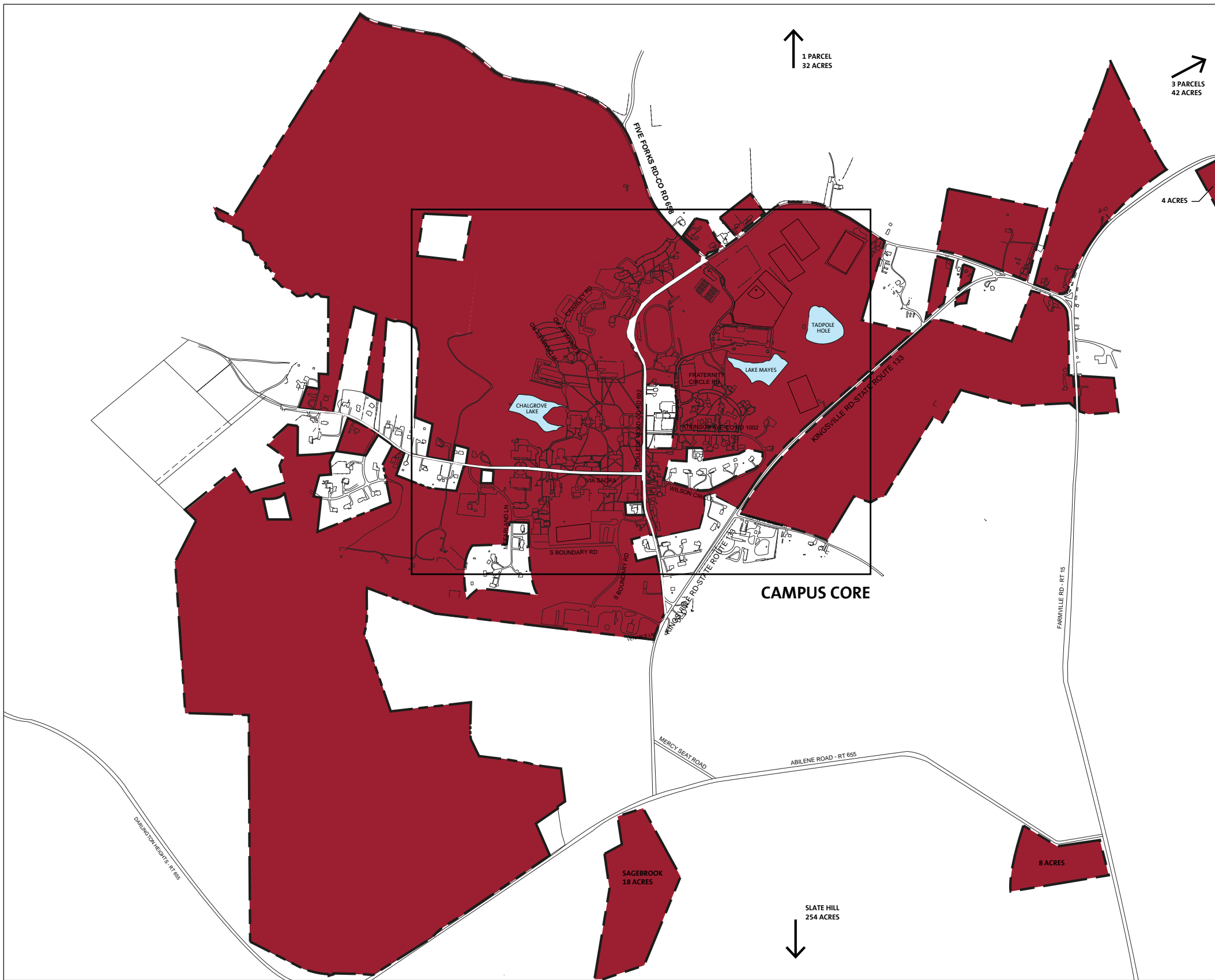
Memorial Gateway Pylons



Tiger Inn



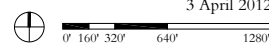
Patrick Henry Room



College Property
HAMPDEN-SYDNEY COLLEGE

■ COLLEGE PROPERTY

1,330 ACRES TOTAL
972 CORE CAMPUS





Historic Campus



White House Residences



Venable Hall

A renewed site analysis of the campus was integral to the master planning update. Five new analytical drawings were completed to reflect current information. These incorporate the same environmental mapping techniques as the studies prepared for the 1999 plan, two of which are reprised among the seven graphic studies that follow. The set of maps was used to inform and invigorate campus planning discussions with the Steering Committee, the Board of Trustees, and campus constituents at open review sessions.

College Property

The greater portion of Hampden-Sydney property is shown on the adjacent map as the garnet toned areas. As of mid-year 2012, Hampden-Sydney College owned 1,330 acres of land. Of the total, 328 acres is comprised of remote parcels not included on the drawing. The land areas shown on the map that are abutting and west of Farmville Road (Route 15) and northward of Darlington Heights and Abilene Roads (Route 655) compose the nearby holdings of 972 acres.

For reference, the inset marked on the map delineating the core campus encompasses a total of about 430 acres, not all of which is owned by the College. Most of the mapping included in the planning analyses is focused on this core area. At the current enrollment, and even for a significantly increased enrollment, the core area is more than sufficient land to support the College's activities. The remaining 900 acres represent an endowment that can support the College and its mission far into the future.



The Hollow



Mature Oaks, Core Campus

Natural Features

Two drawings from the 1999 campus plan study are reproduced for efficacy and as a testament to the timeless beauty of central Virginia.

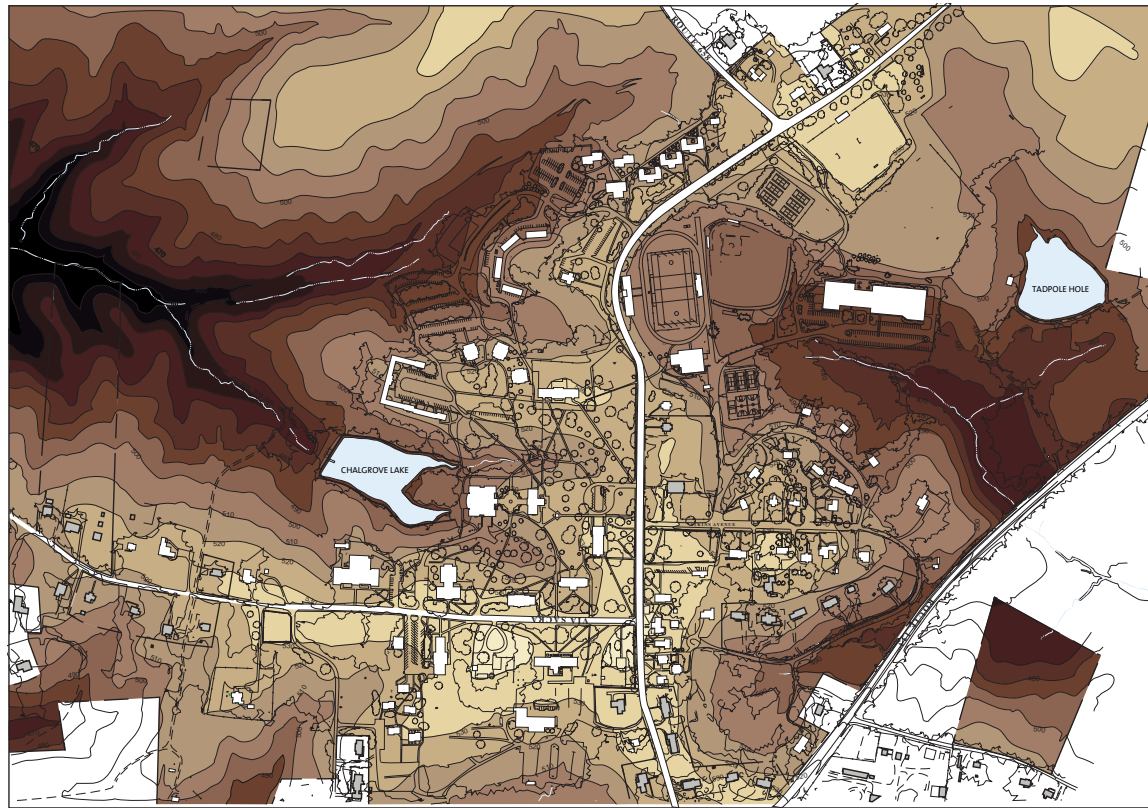
The campus topography was noted in particular in the prior campus plan's report as a character-defining feature for the College.

“One of the most distinguishing characteristics of the Hampden-Sydney campus is its natural setting. The campus is part and parcel of the Virginia countryside. The topographic map demonstrates the dramatic changes in level that are not apparent to the casual observer.”

Each ten-foot change in elevation is represented by a different shade of color, with higher elevations shown by the lighter colors. There is a change in elevation of more than one hundred feet across the core campus, equivalent to about eight or ten building levels.

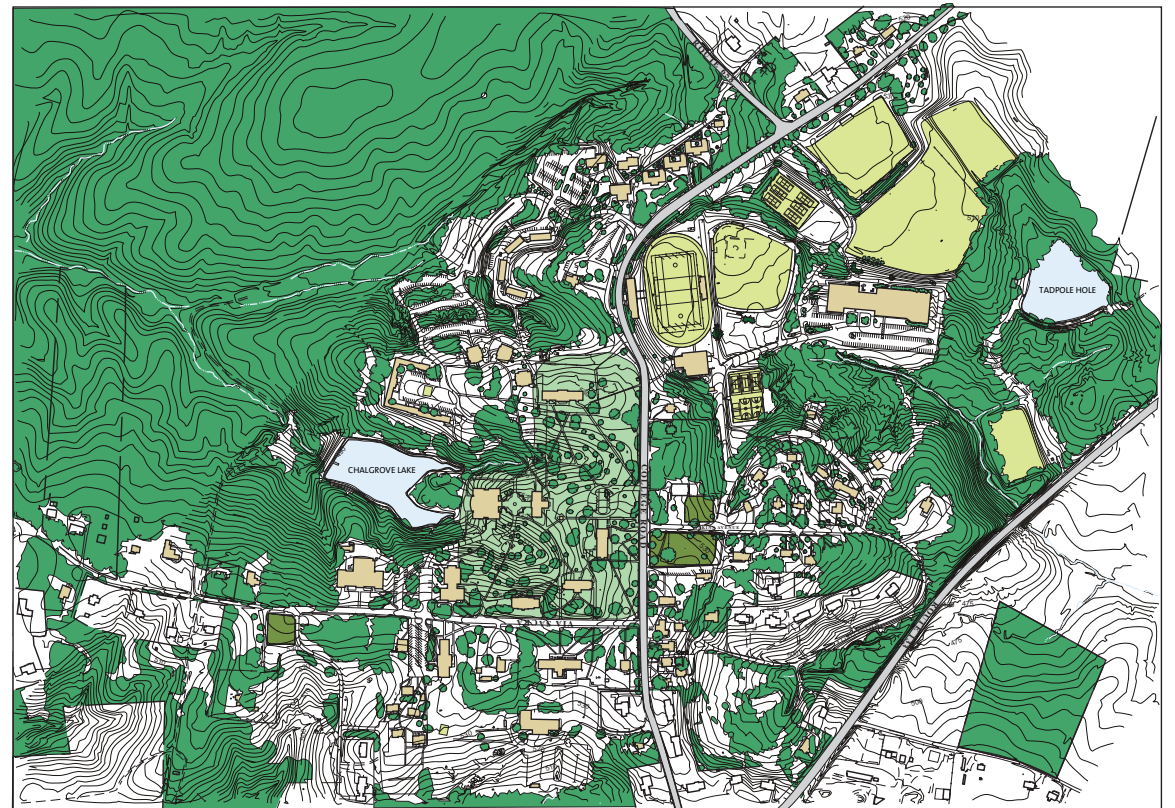
The campus landscape is as lush as the topography is dramatic. The 1999 mapping shows the site much as it appears in 2012. There are apparent areas of well-managed or gardened landscapes that are largely enveloped by woodlands. Cleared farmlands show at the northeasterly edge of the map, a broadly open landscape in the sequence of the approach to the College from Farmville.

Changes since 1999 not shown on these two drawings and worthy of note include: the removal of the old physical plant building from the core campus, the construction of Bortz Library, the creation of Lake Mayes just south of the Kirby Field House, the expansion of Johns Auditorium, and landscape improvements along the Via Sacra. What is important to note is the enduring character of the local landforms and the Virginia ecology.



Topography-1999

- 540' and ABOVE
- 530'-540'
- 520'-530'
- 510'-520'
- 500'-510'
- 490'-500'
- 480'-490'
- 470'-480'
- 460'-470'
- 450'-460'
- 440'-450'
- 440' and BELOW
- BUILDINGS NOT OWNED BY COLLEGE



Campus Landscape-1999

- DECIDUOUS TREES
- EVERGREENS TREES
- ATHLETIC FIELDS
- COLLEGE BUILDINGS
- CORE CAMPUS LAWNS
- SPECIAL OPEN SPACE



Cushing Hall



Library Study Area

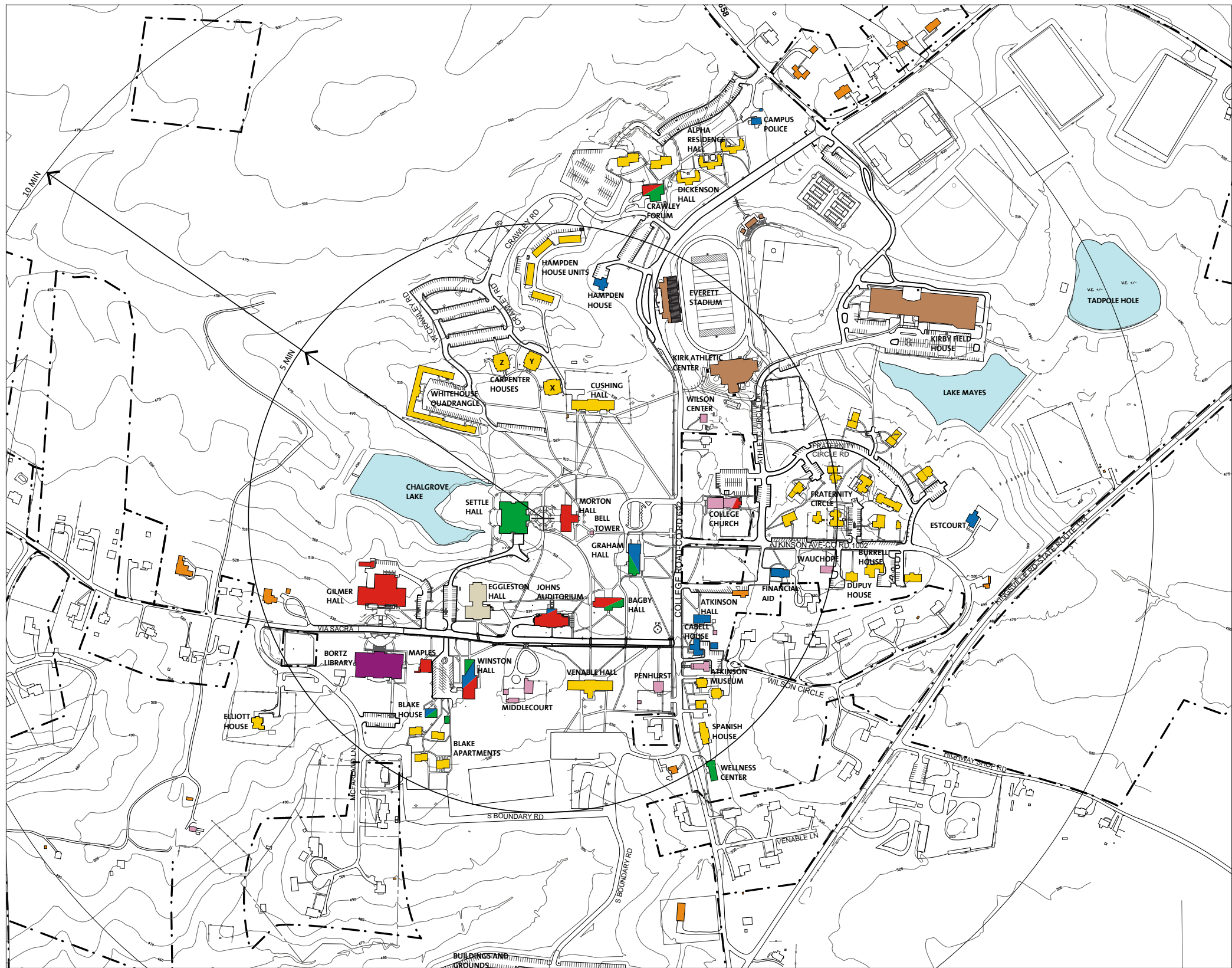
Predominant Building Use

Subtle shifts and changes in the past decade are reflected in the building use mapping.

The core campus is scaled by the superimposition of two circles dimensioned as 5- and 10-minute walking radii from the plaza on the east side of Settle Hall, the dining commons. These distances assume a 3 mph walking speed, and theoretically level land. Recognizably, the campus's undulating topography will extend walking times across the site.

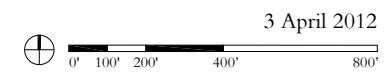
The 10-minute diameter across the inner circle is typical of an academic area within a broader campus land use pattern. The planning theory is that students can move between academic buildings during a typical 10-minute break time between scheduled courses. Hampden-Sydney's academic buildings are colored red and are located in the lower portion of the inner circle, as is the library, which is colored purple. Student housing (toned yellow) and athletic and recreational facilities (toned brown) are further afield, but within 10 minute's walking time of the center of campus.

An improvement from the prior plan shows clearly. The grey building at the south is the building and grounds center where it is more readily accessed by service vehicles from the Kingsville Road (Route 133).



Predominant Use
HAMPDEN-SYDNEY COLLEGE

- | | | |
|--|---|--|
| ■ ACADEMIC | ■ LIBRARY | ■ FACILITIES / SERVICE |
| ■ ADMINISTRATIVE | ■ RESIDENTIAL | ■ TO BE ASSIGNED |
| ■ ATHLETIC | ■ OTHER RESIDENTIAL | |
| ■ CAMPUS LIFE | ■ SPECIAL | |





North Campus Walks

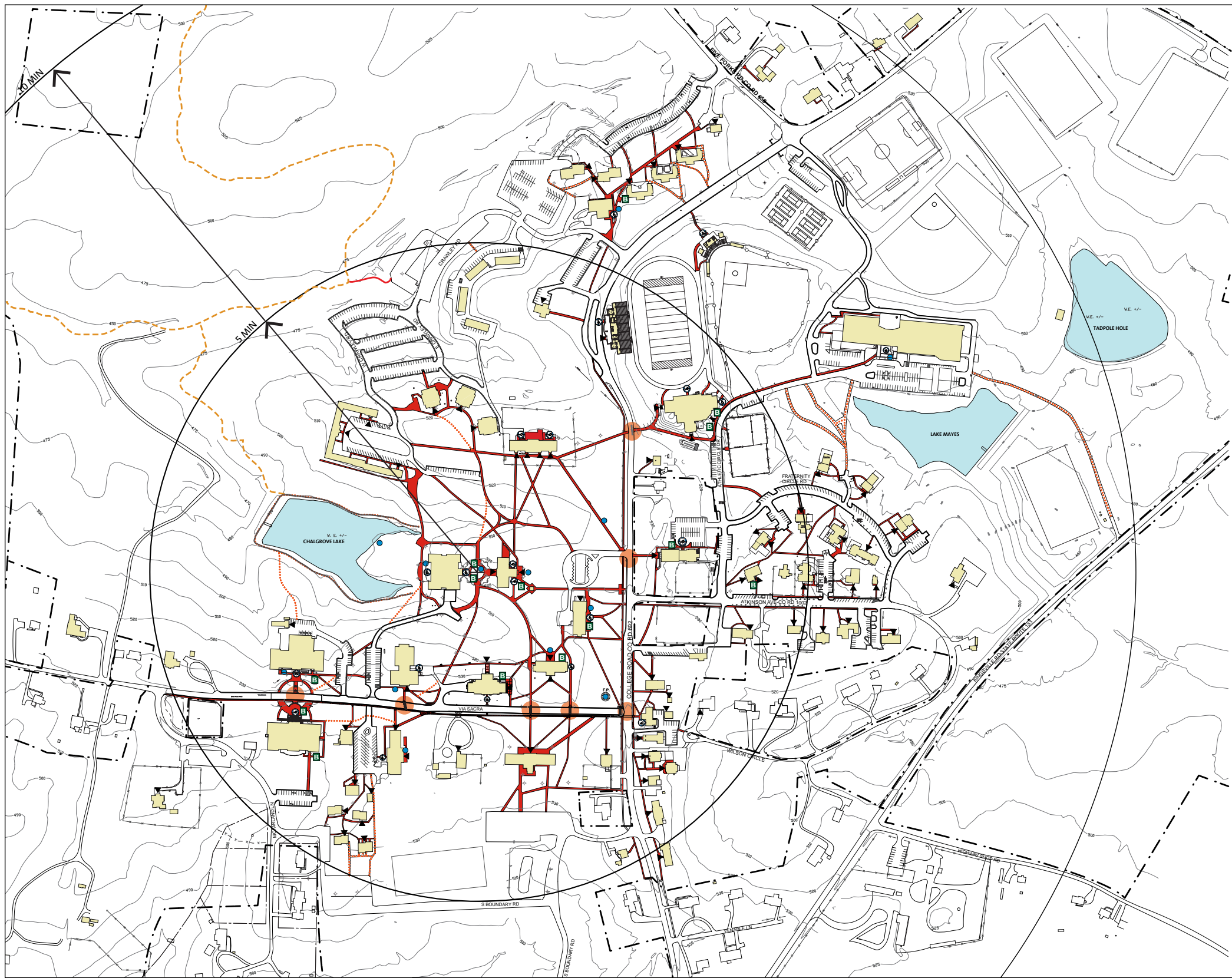


Student Traffic in the Hollow

Pedestrian Circulation

The mapping of existing pedestrian circulation highlights paved walkways in red. Informal paths and short-cuts are indicated by dotted red lines. The Wilson Nature trail is shown by a dashed and tinted line. Designated street crossings located by tinted red circles across the streets. Symbols indicate locations of: main building entries, handicapped accessible entrances, bicycle racks, and outdoor benches. Two circles are superimposed on the map to show five- and ten-minute walking distances from Settle Plaza.

A critical point of interest is that not all red walkways are linked. The Alphabet residences at the north part of the campus are not connected by paved walks. There are significant breaks in the red pattern where pedestrians move along vehicular access drives and roadways. Most notable are the areas between Settle, Gilmer, and Eggleston and between the Blakes and the rest of the campus.



Pedestrian Circulation
HAMPDEN-SYDNEY COLLEGE

- PAVED WALKS
- - - PATHS
- - - UNPAVED WALKWAYS
- MAIN ENTRANCES
- ACCESSIBLE ENTRANCES
- BIKE RACKS
- MARKED CROSSINGS
- BENCH LOCATIONS
- - - WILSON NATURE TRAIL

3 April 2012
 0' 60' 120' 240' 480'



Naples Lot



Parking at Settle Service Drive

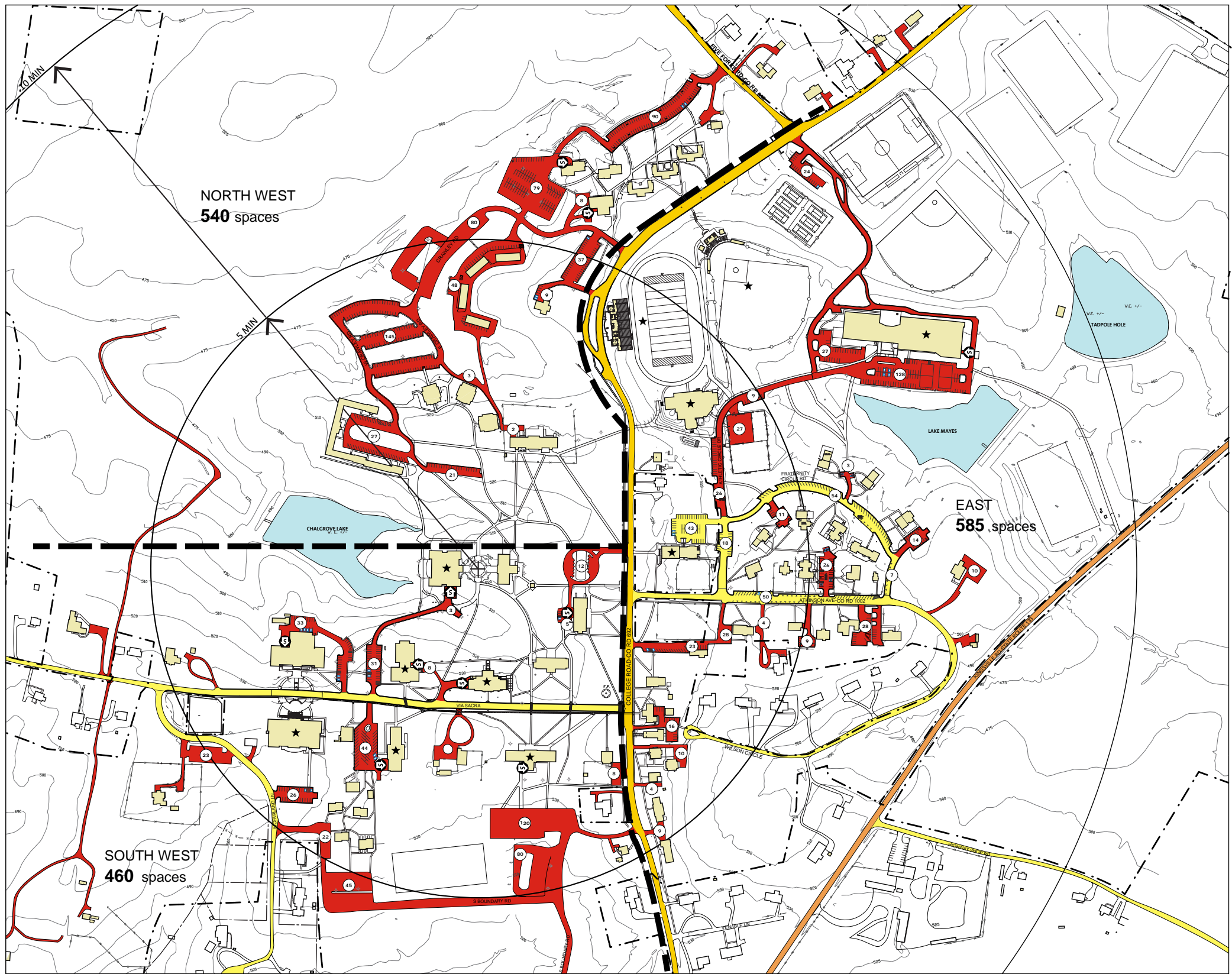
Vehicular Circulation

Every campus plan is about parking. Campus roads and parking lots are colored red on the adjacent map. The Hampden-Sydney campus has 1,585 parking spaces in the core areas, a total that is three times the national average for college and university campuses on a per student basis.

A bold black dashed line trisects the campus, showing that approximately a third of the total number of parking spaces lie south of Via Sacra, east of College Road, and northwest of the two roads. Sixty percent of the parking available on campus lies within a 5-minute walk from Settle Plaza.

However, some events venues are reported (and observed) as not being well served with parking conveniently nearby, including Settle Hall, and Johns Auditorium. Parking along College Road on game days is problematic from a safety perspective. Strategies for ameliorating these conditions include better signage to direct visitors to available lots close to events venues, as well as hiring crossing guards and attendants to manage the flows of people and cars. Walkway improvements between parking reservoirs and buildings where events are staged will mitigate the impression of being remotely parked.

Some parking areas are visually intrusive in other locations such as west of Graham Hall and certainly in the swale along the service road to Settle Hall's loading dock. Parking in the midst of the Whitehouse quadrangle reduces space available for student activities and interaction. Selected rededication of existing parking areas and removal of paving may be considered in these and other locations, so long as sufficient handicapped parking is available per code requirements. In addition, as a consideration for day-to-day operation and a livable campus, some short-term parking near buildings should be retained for convenient loading and unloading.



Vehicular Circulation
HAMPDEN-SYDNEY COLLEGE

- CAMPUS ROADS / PARKING
- COLLECTOR ROAD
- MAJOR LOCAL ROAD
- MINOR LOCAL ROAD
- 0 PARKING COUNT
- HANDICAPPED PARKING SPACES
- S SERVICE ENTRANCES
- ★ EVENT DESTINATIONS

TOTAL SPACES: 1,585
 FTE STUDENTS: 1,060
 150 COLLEGE SPACES PER 100 FTE STUDENTS
 TOTAL PARKING AREA: X ACRES

3 April 2012
 0 60' 120' 240' 480'



Cushing Hall

Students in Residence

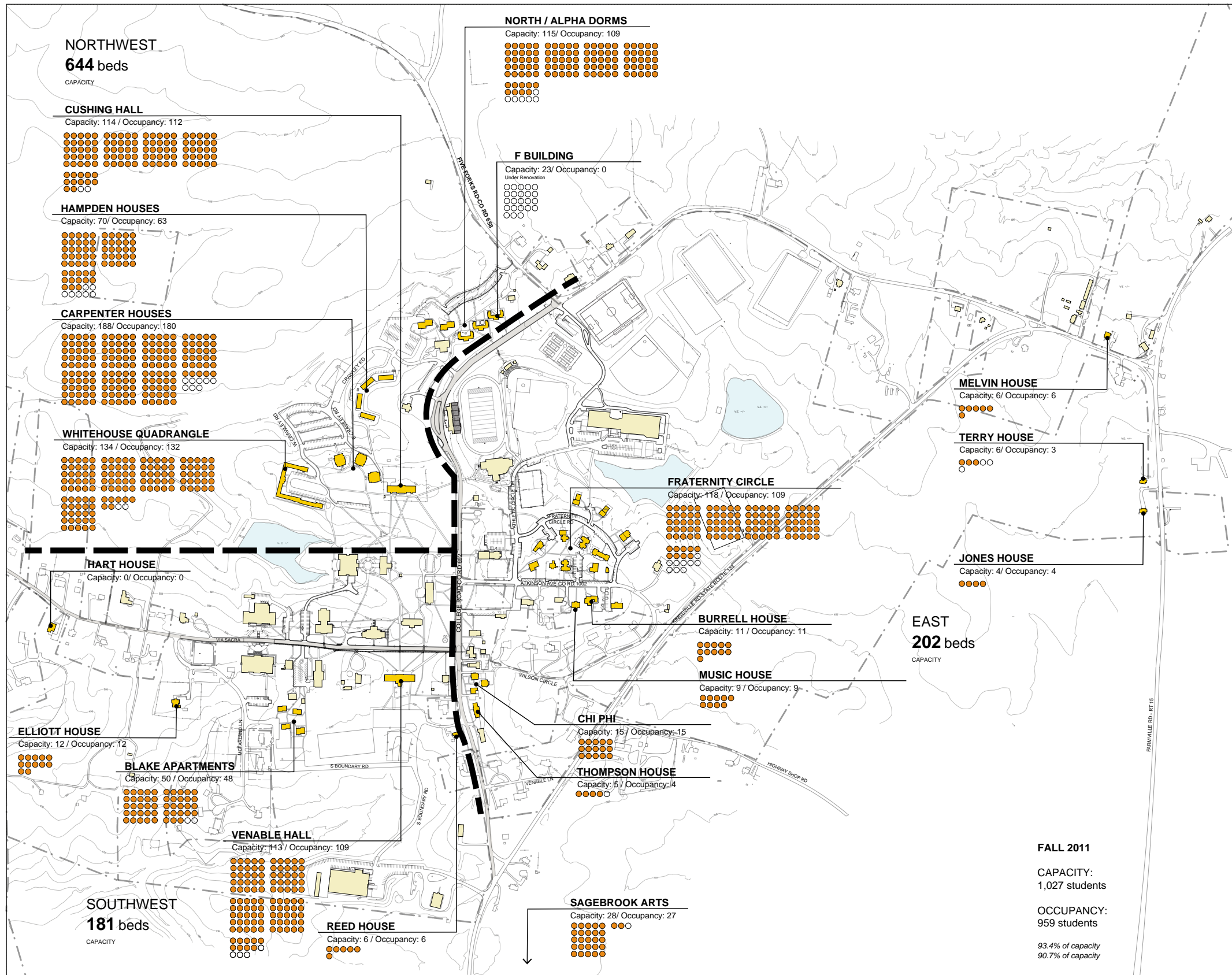
The density of students in residence is mapped across the campus showing the numbers of student bed within the residence halls. Each orange dot represents an occupied bed. Uncolored dots indicate vacant beds during the autumn term of 2011.

The map is trisected similar to the Vehicular Circulation map, but unlike that mapping the densities of student residents is not as evenly divided as are parking spaces among the three sectors. The northwest sector houses nearly 63 percent of the students living on campus. In the eastern sector, there is about 20 percent of the on-campus population; and a bit less than 18 percent live south of the Via Sacra.

During early master planning discussions, concerns were raised about the condition of some facilities, particularly a “temporary” solution to housing demands, the Hampden Houses, which are aging, as are the Blake residences. Concerns were also expressed about the lack of social spaces and common areas in many residences, as many common spaces that were originally designated as such have been converted to student rooms. Potentials for new housing on campus could address deferred maintenance issues by replacing problematic structures and lead the way for some decompression in existing residence halls, if sufficient new beds can be built to permit renovations to restore former in-residence common spaces. Such improvements have been brought up during planning discussions as critical for improving student retention.

Another issue mentioned was the challenge for those students living in College owned houses away from campus to keep up their involvement with campus activities and the College community. The allure of off-campus living is in part the type of housing, which is viewed as a more independent, more adult living arrangement than dormitory life. Any new housing constructed on campus should be programmed to address the varying requirements of students as they mature through their tenures at Hampden-Sydney.

Looking forward, some positive features of existing housing should be underscored and emulated in any replacement housing. All students who were involved in master planning discussions were unanimously enthusiastic about the possibilities for socializing with other students where an outdoor gathering place is located with a residence. These places could be porches such as the grand porch at Venable Hall, or the grassy quadrangle at the Whitehouse Residence. In particular, the Hampden Houses were mentioned in this regard; the Hampdens, like the Whitehouse complex, shape an outdoor space that becomes an intermediate-sized community space. Future design and construction of new housing will advantageously include careful site design as well.

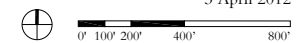


Students in Residence
HAMPDEN-SYDNEY COLLEGE

- STUDENT RESIDENCE
- OTHER COLLEGE BUILDINGS

○ CAPACITY
1 DOT = 1 STUDENT BED

● OCCUPANCY
1 DOT = 1 STUDENT OCCUPANT
FALL 2011



3 April 2012



Via Sacra Landscape

Design Features

This map is a graphic annotation of critical design features and aesthetic characteristics of the Hampden-Sydney College campus.

Three broad landscapes shape the perception of the campus as one approaches from the north on College Road. Taken together, these landscapes make the Hampden-Sydney campus distinctive from all others.

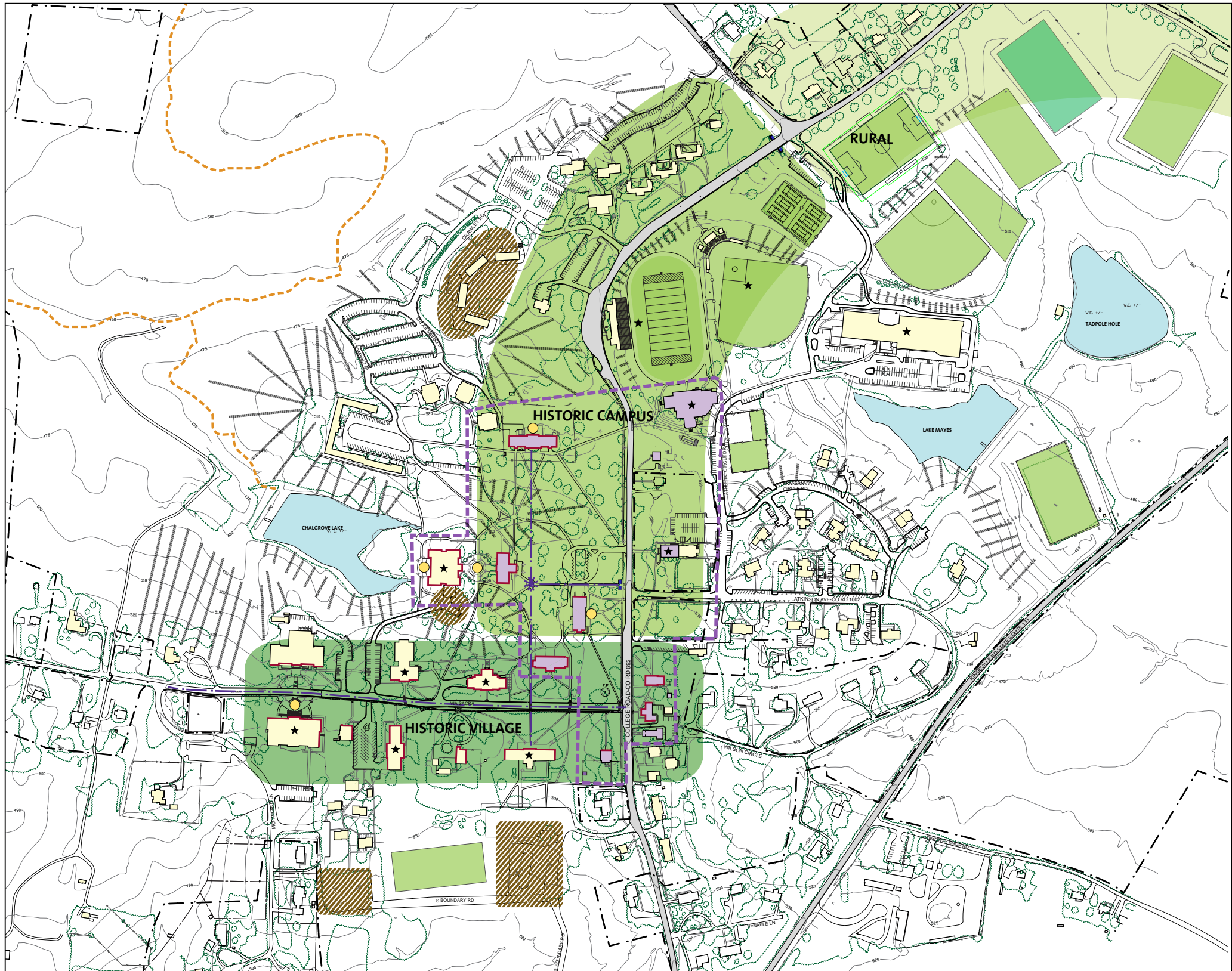
The area north of the gateway pylons marking the entry to the campus at Five Forks Road is a characteristically rural landscape. Small scaled houses and out buildings are broadly spaced on a landscape of fields and woodlots. Land form of ridges and broad swales is apparent.

The area from the entry gateway to the area near Graham Hall is characterized as an historic campus landscape. The pattern of open spaces and density of buildings is typical of early 19th century land planning. Buildings are spaced apart and stand out on open lawns that are accented by mature specimen trees.

The area surrounding the Via Sacra – including the Atkinson Hall, Cabell House, and the Museum – is characteristic of an historic village landscape. For all appearances such as the spacing and scale of buildings, the setbacks from the street, and lushness of a mature landscape, the Via Sacra streetscape could be an early 20th century photograph of a late 19th century development.

Other design factors are annotated on the drawing. Since topography is such a characteristic feature of central Virginia, black bands are displayed across topography lines to indicate the direction of slope. Athletic fields and courts are denoted by a mid-green tone. Event destinations and the Belltower are located by black symbols. The general boundary of a sub-section of the campus was subject of a 1969 survey and submittal to the National Register of Historic Places as an historic district, as reported by the Commonwealth of Virginia’s website in 2012. Buildings cited by this source as contributing to the district’s historic character are toned in the light purple color. On-going research at the College, being done in the Fine Arts department, suggests that this listing is incomplete according to Federal sources. Other historic and contributing buildings, which were noted in the 1999 campus plan documents, include Westcourt, the Maples, Middlecourt, Venable Hall, and Estcourt. Buildings with distinctive façades are framed by a solid garnet-colored outline. Chiefly, these represent the Federalist, or Neo-Federalist architectural style, an American re-interpretation of colonial Georgian architecture.

Besides visible assets there are visible liabilities to be addressed in any campus design. The brown colored striping or hatching indicates four locations on the campus of visual dissonance. These are places where the land development has not yet met the standard exemplified by the rest of the campus. From the north they are: (1) the Hampden Houses (temporary structures more suited for a trailer park than a campus of distinction); (2) the loading area south of Settle Hall (a highly visible site, marred by the perpetual intrusion of multiple randomly parked cars and the dining service truck); (3) the undeveloped, un-landscaped parking lot on South Boundary Road just south of the Blake Apartments and west of the rugby field; and (4) the two parking lots east of the rugby field suffering from the same un-planned appearance as leftover space from the removal of the old physical plant building and yard. However unflattering these sites might be now, it should be noted that campus development is a long-term process. In the fullness of time and as budgets permit, the College will enhance the campus.



Design Features
HAMPDEN-SYDNEY COLLEGE

- | | | | |
|----------------------------|---------------------------------|---------------------|--------------------|
| CAMPUS BUILDINGS | CAMPUS GATE | SPECIAL FEATURE | LOW IMAGE AREAS |
| ATHLETIC FIELDS | TREE COVER | SIGNIFICANT AFCADE | EVENT DESTINATIONS |
| NATIONAL HISTORIC DISTRICT | HISTORIC CONTRIBUTING BUILDINGS | WILSON NATURE TRAIL | PERCEPTUAL AXIS |
| | | GATHERING PLACES | |

3 April 2012



Wilson Center



Settle Hall, Lake Front



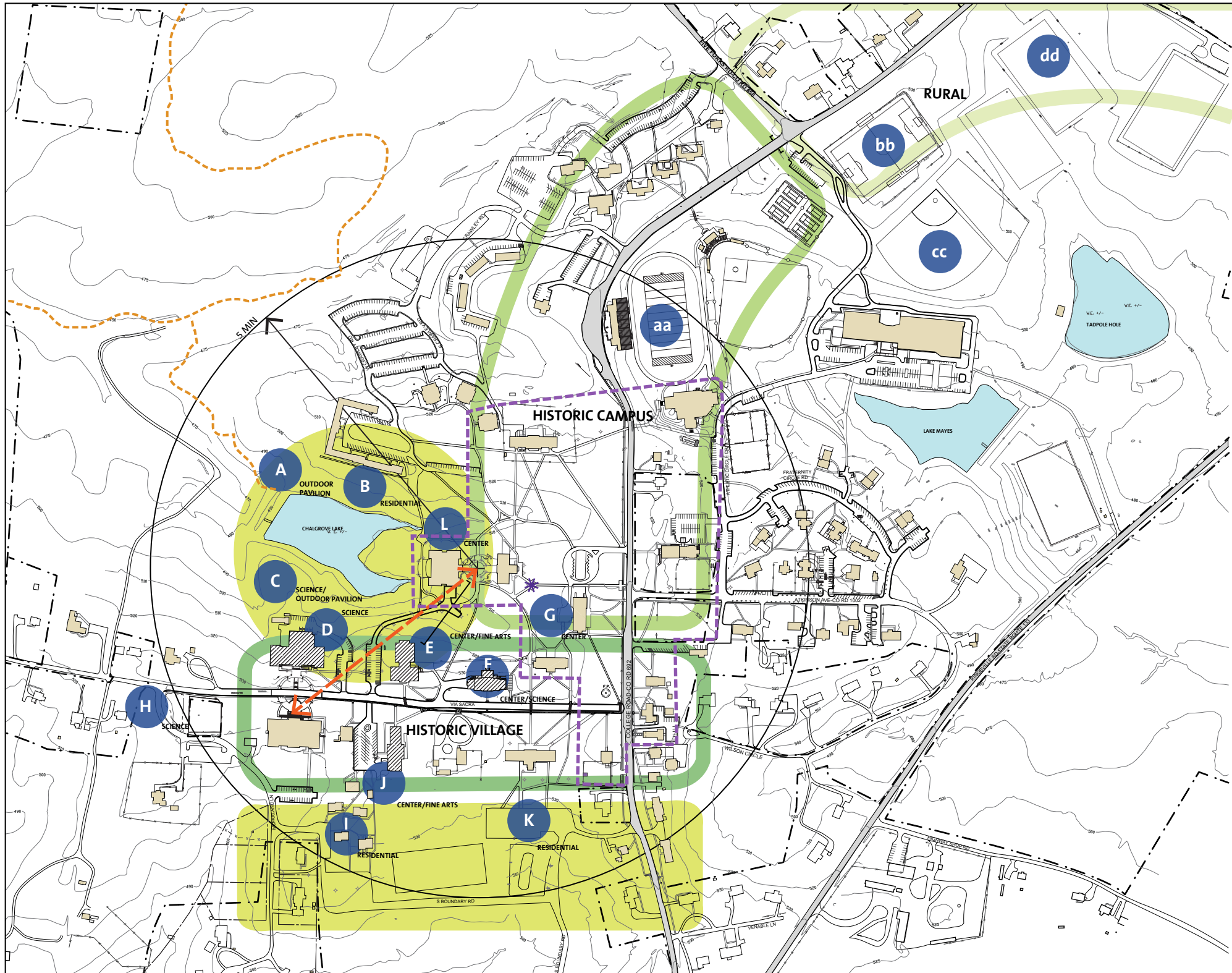
Chalgrove Lake

Issues and Opportunities

The Issues and Opportunities drawing focuses on the very core the Hampden-Sydney Campus. The three characteristic landscapes – Rural, Historic Campus, and Historic Village – are noted as areas for continued preservation and enhancement in keeping with the current character of each landscape type.

A five-minute walking radius is used to generate the circle circumscribing an area for focused development. Two opportunity areas are indicated by the bright green tone. The first is the area surrounding Chalgrove Lake, an undeveloped and highly visible land area that abuts two characteristic landscape areas and lies at the very center of the core campus. The second, to the south of Via Sacra's Historic Village landscape is land just beginning to be developed, which had been identified in the prior campus plan for future development, an opportunity to extend the character of the campus close to its very core.

The blue circles with white letters denote site alternatives for new construction that were identified during the planning process. Four existing buildings – Gilmer, Eggleston, Winston, and Johns – are shaded with black hatching indicating potentials for reuse and renewal to advance the College's long-term mission and current strategic initiatives.



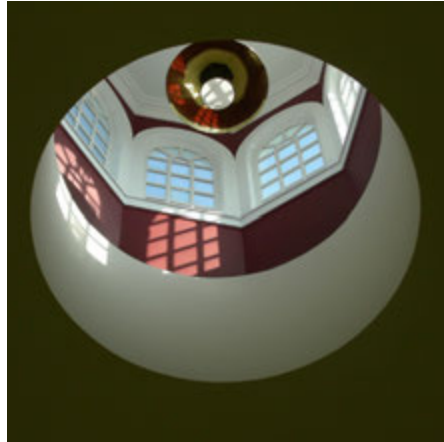
Issues and Opportunities
 HAMPDEN-SYDNEY COLLEGE

- | | | | |
|--|----------------------------|--|---------------------|
| | CAMPUS BUILDINGS | | SPECIAL FEATURE |
| | REUSE OPPORTUNITIES | | GENERAL DESIRE LINE |
| | NATIONAL HISTORIC DISTRICT | | WILSON NATURE TRAIL |
| | OPPORTUNITY AREAS | | |

3 April 2012
 0' 60' 120' 240' 480'



Via Sacra, Winston Hall



Settle Hall



Venable Lawn, Graduation

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