

RESOLUTION

concerning

THE COMPREHENSIVE CAMPUS MASTER PLAN FOR  
EASTERN CONNECTICUT STATE UNIVERSITY

May 9, 1997

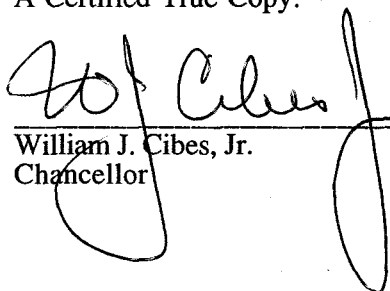
WHEREAS, The Strategic Plan for Eastern Connecticut State University was approved by the Board of Trustees for the Connecticut State University System by Board Resolution 96-55 dated September 10, 1996, and

WHEREAS, Eastern Connecticut State University completed a Master Plan in 1992 and it was approved by the Board of Trustees on October 2, 1992 (BR-92-118), and

WHEREAS, The updated Program for the Master Plan which transformed the Strategic Plan and Academic Program into facilities requirements was completed on April 8, 1997, therefore be it

RESOLVED, That the Board of Trustees for the Connecticut State University System hereby approves the Comprehensive Campus Master Plan for Eastern Connecticut State University.

A Certified True Copy:

  
\_\_\_\_\_  
William J. Cibes, Jr.  
Chancellor

**STAFF REPORT                      FINANCE, ADMINISTRATION AND DEVELOPMENT COMMITTEE****ITEM**

Comprehensive Campus Master Plan for Eastern Connecticut State University

**BACKGROUND**

The Board of Trustees develops and systematically updates Comprehensive Campus Master Plans for the four Universities. In recent years the Board of Trustees has approved Comprehensive Campus Master Plans for Central Connecticut State University (1988), Southern Connecticut State University (1993), and Western Connecticut State University (1995). Eastern Connecticut State University developed a Master Plan in 1992. The Comprehensive Master Plan process for Eastern Connecticut State University uses a planning model methodology developed by the firm of Dober, Lidsky, Craig and Associates during the earlier development of ECSU's 1992 Master Plan. It was adopted by the System Office and is used in developing master plans for the universities. Eastern's Master Plan is based upon their Strategic Plan approved by the Board of Trustees in September of 1996.

**ANALYSIS**

The firm of Dober, Lidsky, Craig and Associates was hired by the System Office to work with CSU and ECSU to update Eastern's Master Plan. The Plan consists of several components: The AutoCad floor plans, the Existing Condition Survey, the Preventative Maintenance Manual, the Program for the Master Plan, and the Master Plan.

*Plan for Master Plan* - The model uses data supplied by the University to project space requirements in several space categories. The space projections are summarized in the chart shown on the next page. The space projections are based upon student, faculty, staff and course file information, and adheres to national standards.

To supplement the data obtained during the development of the Program for the Master Plan, the consultants met with the chairperson of each academic department and the head of each administrative area. The departments were asked about their facilities needs, how they see their department changing over time, and how those changes may affect their space needs in the future.

*Master Plan* - The Program for the Master Plan for Eastern resulted in the identification of 295,414 net square feet of additional non-residential space. The majority of this space is required to meet Eastern Connecticut State University's current academic program. The Master Plan is based upon an enrollment growth estimated at 449 FTE students from a enrollment base of 3,329 FTE students over the next ten years. Additionally, the university's goal is to house 70% of their full time students. Eastern currently is able to provide housing for approximately 53% of its students. An additional 186,143 SF is required to meet the 70% goal. The facility currently in design/construction will reduce that need by 110,292 net square feet.

A new library facility is currently in construction and will provide for a 79,528 NSF facility. The Library project will also contribute an additional 6,168 NSF of classroom space and 1,932 NSF of academic space.

The total space deficit identified during the development of the Program for the Master Plan is 481,557 net square feet.

**STAFF REPORT      FINANCE, ADMINISTRATION AND DEVELOPMENT COMMITTEE**

The summary of the program is below:

<b>Eastern Connecticut State University Master Plan</b>				
	Existing	Present 3,329 FTE	Future 3,778 FTE	Space Deficit
Academic and Support	64,160	126,370	143,412	79,252
Administrative and Support	53,534	67,433	76,530	22,996
Athletic/PE/Recreation	53,402	138,026	156,642	103,240
Classroom/Auditorium	44,993	59,125	67,100	22,107
Library	34,983	77,335	87,766	52,783
Student Life/Campus Cntr/Dining	28,138	50,248	57,025	28,887
Unique Activities	58,887	39,683	45,036	-13,851
<b>Subtotal</b>	<b>338,097</b>	<b>558,220</b>	<b>633,511</b>	<b>295,414</b>
Residential Life	322,866	448,515	509,009	186,143
<b>Total</b>	<b>660,963</b>	<b>1,006,735</b>	<b>1,142,520</b>	<b>481,557</b>

The development of a solution to meet ECSU's space requirements is a participatory, iterative process involving the administration, faculty, staff, and students. The first priority of the updated Master Plan is the development of a new science facility. Other priorities include a new Fine and Performing Arts Center, a Campus Center/Student Support addition to the Student Center, and replacement of the Low Rise Housing units. Additional Athletic/PE/Recreational space will also be added to the Mansfield Campus in the form of a new Field House. Vacated space will be renovated and used to meet other departments' needs. Department adjacencies will be optimized. The exchange of Nathan Hale Hall and Kramer Middle School will allow for swing space as Master Plan construction evolves.

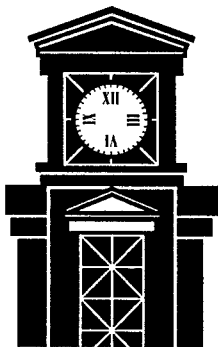
**CHANCELLOR'S RECOMMENDATION**

Approval of the Comprehensive Campus Master Plan for Eastern Connecticut State University.

5/1/97

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# MASTER PLAN



## EASTERN CONNECTICUT STATE UNIVERSITY

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.

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WINTER 1997/1998

# TABLE OF CONTENTS

<b>SECTION ONE: EXECUTIVE SUMMARY</b> .....	1
<b>PLANNING CONTEXT</b> .....	1
The 1997 Master Plan .....	2
<b>PLANNING PROCESS</b> .....	2
Diagram 1: Master Planning Process .....	3
<b>FACILITY REQUIREMENTS</b> .....	4
Table 1: University Space Summary .....	4
<b>MASTER PLAN OVERVIEW</b> .....	5
Drawing 1: Master Plan Overview .....	7
<b>SECTION TWO: TERMS OF REFERENCE</b> .....	9
<b>PROGRAM FOR THE MASTER PLAN</b> .....	9
Program Model .....	9
Projected Space Needs .....	10
Table 2: Existing and Projected Space Needs .....	10
<b>SECTION THREE: CAMPUS ANALYSIS</b> .....	11
<b>EXISTING CONDITIONS</b> .....	11
Drawing 2: Context .....	13
Drawing 3: Environs .....	15
Drawing 4: University Property .....	17
Drawing 5: Figure Ground .....	19
Table 3: Building Inventory .....	20
Drawing 6: Predominant Use .....	21
Drawing 7: Topography .....	23
Table 4: Parking Summary .....	24
Drawing 8: Vehicular Circulation .....	25
Drawing 9: Pedestrian Circulation .....	27
Drawing 10: Students in Residence .....	29
Drawing 11: Design Features .....	31
<b>EXISTING CONDITIONS MANSFIELD CAMPUS</b> .....	32
Drawing 12: Vehicular Circulation .....	33
Drawing 13: Design Features .....	35
<b>SECTION FOUR: MASTER PLAN</b> .....	37
<b>DESIGN FRAMEWORK</b> .....	37
Campus Design Issues .....	37
Drawing 14: Planning Precincts .....	39
Drawing 15: Site Options .....	41
Drawing 16: Illustrative Plan .....	43
Drawing 17: Illustrative Plan Mansfield Campus .....	45
<b>MASTER PLAN PHASING</b> .....	46
Diagram 2: Master Plan Phasing .....	47
<b>IMPLEMENTATION, COSTS, &amp; PRIORITIES</b> .....	48
Table 5: Project Summary .....	49
<b>ACKNOWLEDGMENTS</b> .....	51

# SECTION ONE EXECUTIVE SUMMARY

## PLANNING CONTEXT

Eastern Connecticut State University (ECSU) is one of four universities in the Connecticut State University System. Founded in 1889, Eastern is the second oldest of these universities, providing each of its students with an education, strongly based on the liberal arts, that focuses on developing the full potential of the individual.

Over the last twenty-one years enrollment has more than doubled, and the proportion of students from out of state and other countries has tripled. In recent years academic programs have been added and expanded and new facilities have been constructed in response to growth and the changing student population.

ECSU has a history of involvement in planning — both academic and facility. Ten years ago the Academic Priorities document was approved and became the basis for subsequent planning. From this stemmed the Academic Master Plan, approved by the CSU Board of Trustees and the Board of Governors for Higher Education in 1991. The purposes of this Plan were:

- To reaffirm Eastern's central vision, values, and directions in terms of academic priorities and commitments.
- To provide a strategic framework for implementing those priorities and commitments during the next decade.
- To identify the requirements necessary for the orderly transition of the University into the twenty-first century.

A Campus Master Plan was then developed and approved in 1992, followed by the 1993 Role and Scope Statement outlining Eastern's mission and

reaffirming fundamental values and incorporating new directions. Concurrently, the University Task Force on Strategic Choices for the 1990's was formed to address allocation of resources. The current Strategic Plan draws on this historical background as it establishes academic mission, goals, and objectives for the University. The overarching goals of the Strategic Plan are to:

- Offer a strong liberal arts foundation across the curriculum and a supportive learning environment that focuses on developing the full potential of each student.
- Offer exemplary undergraduate and selected master's level programs.
- Offer programs that increase global awareness and appreciation of diversity among students, faculty, and staff.
- Provide experiential learning opportunities for all students.
- Promote public service programs and collaborations that meet the social, economic, and cultural needs of the region and the state.

Eastern's mission statement defines: who we are; whom we serve; and how we meet the needs of those we serve.

### *Who We Are:*

Eastern is a predominantly undergraduate university with traditionally strong programs in the liberal arts, education, and professional studies, as well as selected graduate programs. It shares completely in the instructional, research, and public services mission of the Connecticut State University as it fulfills its role in providing quality education. The University is uniquely characterized by its student-faculty interaction and its campus residential atmosphere.

### *Whom We Serve:*

Eastern enrolls approximately 4,600 full-time and part-time students from every region of Connecticut, more than half the states, and thirty foreign countries. This multicultural student community thrives in Eastern's residential college atmosphere and encourages academic talent in students with varied social, ethnic, and educational backgrounds. Eastern also serves, on a full-time or part-time basis, a large percentage of nontraditional students of all ages whose interests may include expanding careers, as well as changing or starting new careers. In sum, Eastern comprises a diverse community of learners and provides opportunities for the pursuit of excellence at every level of academic life.

### *How We Meet the Needs of Those We Serve:*

The educational needs of all students are met by courses taught on and off campus, evenings, weekends, the summer session, and January intersession. Eastern emphasizes lifelong learning in a time of social and technological change. The University serves as an important resource for meeting social, economic, and cultural needs of local and regional communities. At Eastern, a diverse set of academic programs at the undergraduate and graduate levels provides a variety of educational opportunities for students. Quality undergraduate education is the overriding priority.

To accomplish ECSU's mission, in some instances, there are curricular, pedagogical, staffing, and financial implications that will require creative and forthright actions. Many of the objectives also have space implications that will necessitate augmentation of the University's building inventory to be fully realized.

# PLANNING PROCESS

## THE 1997 MASTER PLAN

In 1996, ECSU initiated a planning process to update its campus plan. The 1997 Master Plan will guide the physical development at ECSU well into the next century. The Plan identifies those improvements that are required to support the evolving academic direction of the University, and those that will enhance the residential college atmosphere, a notable feature at Eastern. This report summarizes the 1997 Master Plan for ECSU, and the participatory process — involving faculty, staff, students, and administration — that developed it.

The Plan is an overall strategy for realizing the physical setting to support the University's mission, goals, and objectives. The Plan provides a framework and establishes priorities so that decisions regarding facility improvements will not only fit within a broad context, but can be made in a sensible, predictive, and timely fashion.

The University's intentions and aspirations for the future are described in the Strategic Plan; given physical definition in the Master Plan; and quantified in the Program for the Master Plan, a separate study designed to show the physical and programmatic implications of the Strategic Plan.

The planning process at Eastern Connecticut State University was designed to be participatory and collegial. In order to identify the issues and concerns to be addressed in the Master Plan, interviews were conducted with University administrators, deans, department chairs, faculty, staff, and students; and with representatives from the Connecticut State University System Office. Each group participated in many open and productive work sessions. In addition to structured meetings with targeted groups, several open forums were held so that all from the campus community interested in the process could be involved. See Diagram 1: Master Plan Process.

Through the planning process, needs were identified and quantified, based on the information collected from interviews combined with background information and data resulting from an analysis of the existing facilities, the campus, and the environs. The space needs as defined were justified and compared to ECSU's peer

institutions and the CSU Space Allocation Model and evaluated in terms of relevant University factors.

The quantified needs became the Program for the Master Plan, and the basis for generating alternative solutions to meet those needs. The alternatives included site development opportunities and possible projects for building renovations and new construction. The alternatives were presented in a series of interactive meetings designed to encourage comment and to provide an opportunity for those affected by the outcome to participate in shaping the Plan.

On the basis of the review sessions, the Master Plan concept was refined and accepted by the University, and subsequently submitted to and approved by the Board of Trustees. The projects represented in the Plan and summarized in this report were then prioritized by the University for phased implementation.



Diagram 1:  
Master Planning Process

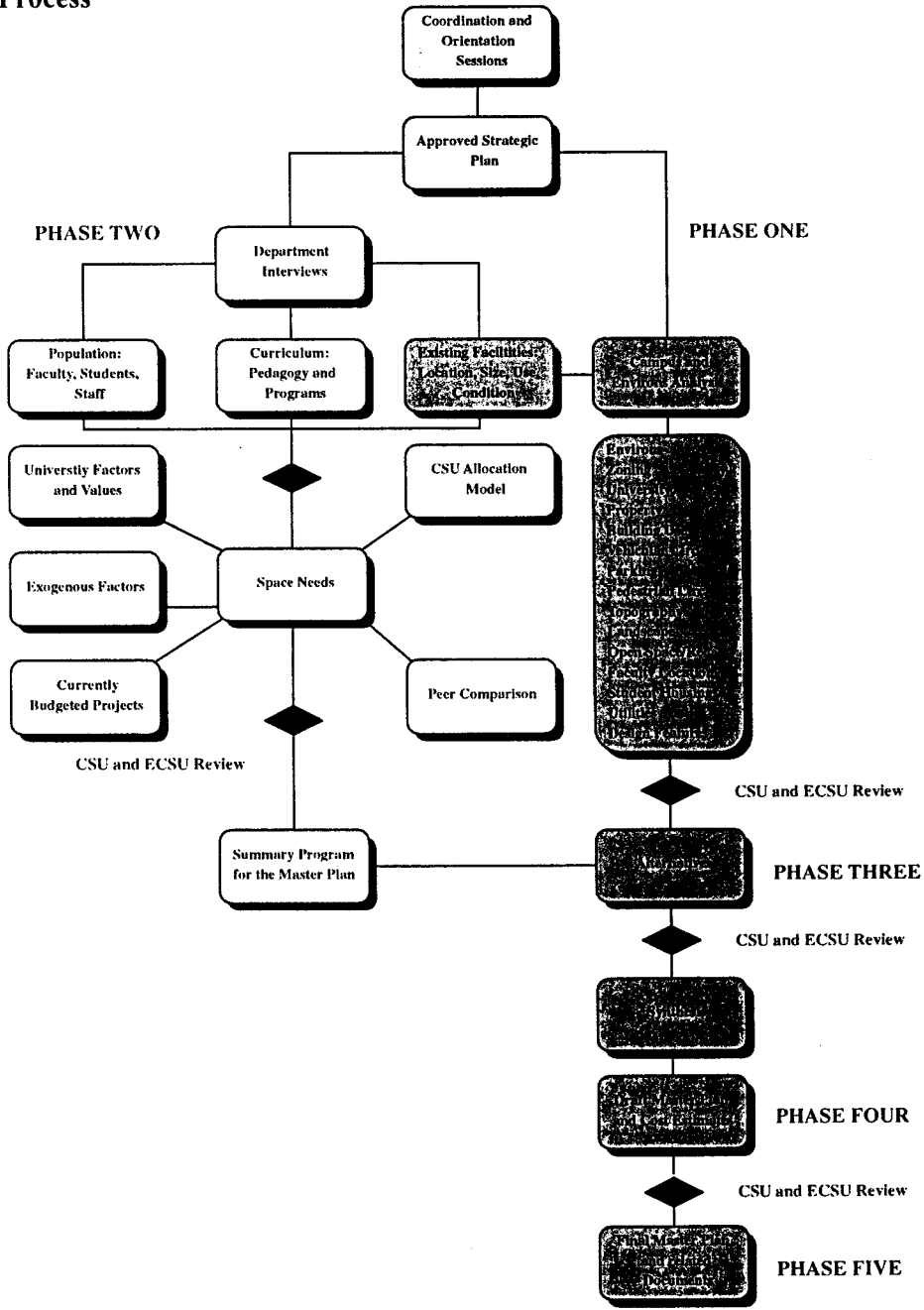




TABLE 1

# FACILITY REQUIREMENTS

The master planning process identified the amount of space assigned to each ECSU user group and identified departments that are in need of additional space. The analysis shows that there is insufficient space even for current programs and enrollment. A gauge of space adequacy for institutions of higher learning is the amount of space per full-time equivalent (FTE) student.

The non-residential space per student at Eastern is 131 net assignable square feet (NASF). This is significantly less than the average of 305 NASF, using normative standards and space use at similar universities for comparison. These numbers are even more notable in view of the projected increase in number of FTE students, from 3,329 to 3,788. If no action were taken to accommodate the anticipated enrollment, the space per student would drop to 115 NASF.

The insufficiency of space must be improved to assure a competitive position for ECSU and to maintain a high level of campus morale; student and faculty recruitment and retention; and quality teaching, learning, and research. Improvement is also critical to Eastern as a

primarily residential campus where non-residential space is essential to the student life as well as the academic programs.

Table 1 summarizes the amounts of non-residential and residential space, expressed in net assignable square feet, shown in detail on Table 2, page 10. The non-residential category is divided into four subcategories to more clearly show the areas in greatest need. The NASF that will be available in the new Library is included under the Other subcategory. The first column is the NASF that exists, followed by the amount appropriate for the current enrollment of 3,329 FTE students based on the CSU Space Allocation Model and normative standards. The third column shows the amount projected when the University's enrollment reaches 3,788 FTE students. The last column is the percentage increase, or decrease, of the future NASF projections over the existing NASF.

Much of the residential deficit will be reduced when the new student housing project, currently under construction, is completed. The greatest needs are for academic and student related facilities which require from 100% to 200% more space than exists.

The most influential factor in the need for additional space is the University's goal of providing adequate facilities for students and faculty as indicated by normative standards and the CSU space model. The projected 14% increase in enrollment does not account for the bulk of the overall increase of net assignable square feet, although increasing enrollment does generate the need for more space. Significant additional space is required simply to bring existing facilities up to standard for the current enrollment and program offerings.

The space projections listed in Table 1 are guided by the University's Strategic Plan and based on requirements identified through meetings with faculty, administrators, and staff. The needs have been quantified in the Program for the Master Plan; and conform to space allocation standards appropriate for the University's enrollment, programs, and mission. The required amounts, configuration, and distribution of space were used to produce the reallocation alternatives and new building footprints that are shown in the Master Plan, summarized in the Overview that follows, and are the basis for construction and project cost estimates for implementation.

Table 1: University Space Summary

Program Element	Existing NASF	Required NASF for Current Enrollment of 3,329 FTE Students	Required NASF for Future Enrollment of 3,788 Students	Future Increase Over Existing
<b>NON-RESIDENTIAL</b>				
Academic	92,500	182,400	207,500	124%
Athletic/Recreation	53,400	138,000	157,100	194%
Student Life	34,100	61,400	69,800	105%
Other	254,500	218,100	248,100	less 3%
Subtotal Non-residential	434,500	599,900	682,500	57%
Residential	322,900	448,500	510,400	58%
<b>Totals (rounded)</b>	<b>757,400</b>	<b>1,048,400</b>	<b>1,192,900</b>	<b>57%</b>

# MASTER PLAN OVERVIEW

The Master Plan is a framework for decision-making that embodies a point of view regarding all aspects of the campus — environs, land use, topography, pedestrian and vehicular circulation, parking, building use, landscape and campus design, development constraints and opportunities, and implementation costs and sequence. The Plan identifies sites for new construction, enhanced landscape development, and expansion possibilities; and describes the continued use or reuse of existing facilities to achieve a functional and attractive physical environment and an appropriate sense of place.

The Master Plan is summarized below by brief descriptions of key building and campus projects. The Projects are located on Drawing 1. See the insert drawing for the Mansfield Campus.

**A** This will be a student life sector of campus. New student housing, the North Residential Village consisting of two enclaves, is in the process of being constructed for this area. The planned housing type is suites for four to six students, and will result in a 448-bed increase in the inventory. An addition to the existing dining facility in Hurley Hall is also being designed to accommodate the food service needs of the increased residential population. A ring road will be constructed for service and safety access to the surrounding functions. Student life-related administration will remain, while other administrative groups will relocate as space becomes available in other campus sectors.

Valuable outdoor recreation space will be lost due to the new construction, which will include a water detention basin. In the future, the present softball field, necessary for programmed activities and essential in order to comply with the legal mandates of Title IX, should be relocated to the

Mansfield Campus along with other outdoor recreational space displaced by construction in this area.

**B** Facilities Management and Planning is now off campus in Nathan Hale Hall. The associated maintenance shops are in the Administration Building. This department will be consolidated in an expanded facility. The location, at the periphery of campus, is ideal for these functions which will include central receiving and warehousing. The reuse of vacated space in Nathan Hale Hall will be determined at a later date.

**C** The existing Student Center will be expanded to be a Campus Center — a focal point of campus activities serving all campus constituents. Some of the planned amenities are a restaurant, store, post office, ATM, and student lockers. The concept is that of a social center as well as a laboratory where students can learn and practice leadership, programming, management, social responsibility, and interpersonal skills. It will be an integral part of the institution's educational environment and a bridge between the student life and academic sectors of campus. The addition will include a colonnade, with exhibit or art display space, linking the Sports Center on the west and the new Arts Instructional Facility on the east.

**D** The Arts Instructional Facility will house departments currently in Shafer Hall — Fine Arts, Music, and Theater — in a central campus location. A 1,500-seat theater/auditorium, a black box theater, and a recital hall will be part of this project. The gallery and a museum will also be in the new building, and will serve as exhibit space as well as a teaching facility for possible curatorial or museum studies programs.

**E** A new open space will be defined by the Student Center expansion, the new Arts Instructional Facility, the existing Smith Library renovated for administrative and student oriented services, Goddard Hall, the Media Center, and the Sports Center. This open space will be an attractive, landscaped gathering place for students in an active, yet sheltered, location.

Another quadrangle will be developed south of the Media Center and Goddard Hall, edged by the new Library, new science and general academic buildings, and the Classroom Building. The south end of the quadrangle, where the terrain begins to steeply fall away, will be marked with a small plaza and overlook offering a visual connection to the landscape and housing below. Keelor and Winthrop halls will be demolished as replacement space becomes available, in part to improve this connection, but primarily because these buildings are in poor condition and renovation would not be cost effective. With special landscape and paving this quadrangle will make the long walk from the south to north parts of campus more interesting, and it will be a unique congregating space for students.

These quadrangles will be designed to encourage student interaction. They will be furnished with benches, information kiosks, and appropriate lighting and landscaping that will invite students to meet and socialize.

**F** The existing J. E. Smith Library will be renovated to consolidate administrative offices now in the Administration Building and other places on campus. A new entrance, inviting in scale, will be built on the west side, connecting this building to the quadrangle.

## DRAWING 1

**G** This is the site for the new Library, now under construction. Occupancy is scheduled for the fall of 1998. The new facility will be wired for use of computer technology and will provide the space required to accommodate twenty years of collection growth. The Library will provide access to computer technology and a variety of seating arrangements including a 24-hour study room, group studies, AV viewing rooms, and seminar rooms. In future years, this site can accommodate a building expansion of approximately 50,000 gross square feet, should additional space be needed especially for computer technology or for the Center for Information Technology.

**H** A new science facility to provide space for all four sciences — Biology, Environmental and Earth Sciences, Physical Sciences, and Math and Computer Science — and related University classrooms will be in this location. Vacated space in Goddard, the Media Center, and the Classroom Building will be renovated for other academic uses. The existing planetarium will be renovated in place.

**I** A new academic building will connect the science facility with the existing Classroom Building. Teaching and academic departmental space will be provided.

**J** The existing Low Rise Apartments will be replaced with new housing of a better quality. The type will be similar to the North Residential Village housing, and will accommodate approximately 520 students.

**K** Once Smith Library is renovated and the Fine Arts Instructional Facility is constructed, Burr Hall will be renovated for efficiency apartments. Shafer Hall will be staging space during implementation of other Master Plan projects.

**L** As there is insufficient land area for surface parking, two parking decks are planned for the campus. One to the north, serving the residential sector; and one serving the academic and administrative sector in the central campus. The two decks will provide 600 and 420 spaces respectively. The Master Plan projects described above will eliminate 421 spaces. With the parking decks there will be an overall gain of 599 spaces. The total number of spaces on the Main Campus will increase from 1,563 to a projected total of 2,162. See Table 4, page 24.

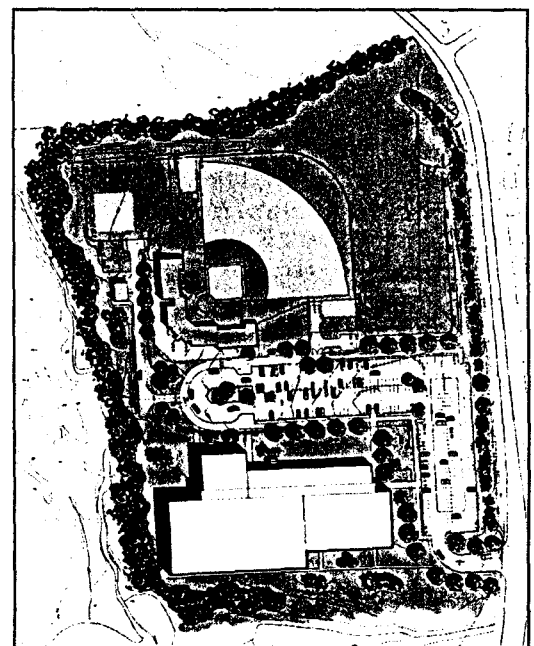
**M** A prominent gateway to the Main Campus will be created from High Street. New landscaping combined with the new Library and clock tower will mark this entrance. The Campus Police building must be removed and interim space provided in another building on High Street. In the long term, new police space will be included as part of the north parking deck.

**N** A new building for Admissions, now in Hurley Hall, is in the process of being designed. It will be constructed at the new Main Campus gateway. This prominent site will be easily visible and accessible by visitors entering the campus.

The Early Childhood and Family Resources Program will also be in new space on the Main Campus. This project is in the architectural design stage and, as site locations are still under study, is not illustrated in the Master Plan. It will be located on High Street, offering convenient drop-off access and outdoor play space for the day care facility, currently in Keelor.


The Mansfield Campus, see the diagram below, will be an athletic, recreational, and wellness sector. Projected developments on this site will be used by both athletics and recreation and by the Health and Physical Education Department. Included in the Plan are a multipurpose Field House with indoor track, training rooms, classrooms, competition swimming pool, and necessary support; a lighted baseball field with improved support space, including bleachers and team locker rooms; and adequate parking for these activities.

A study of the property must be conducted as there are environmental issues involving conditions such as wetlands and property easements which must be resolved. Other planned uses for this campus include a softball field, outdoor track, intramural fields, and support space. In addition, the sciences will use portions of the land, as well as the nearby arboretum, as an outdoor laboratory for teaching and research.



ILLUSTRATIVE PLAN



 EASTERN CONNECTICUT STATE UNIVERSITY  
CAMPUS PLAN 1997

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC. • CAMPUS AND FACILITIES PLANNING CONSULTANTS

# SECTION TWO

# TERMS OF REFERENCE

## PROGRAM FOR THE MASTER PLAN

The mission, goals, and objectives of an institution form the basis for all its planning. Eastern's Strategic Plan establishes a vision of purpose that will have an impact on both campus and facilities. A necessary element in responding to projected change is a program that identifies and quantifies development that is required.

An overall facility development program — a definition of space requirements for each campus function — is vital in achieving the goals and objectives set forth in the Strategic Plan. Many goals have facility implications. To begin with, the basic goal of providing students with a quality education has a major impact on facilities. The program verifies the magnitude of required changes and helps the University set priorities for implementation.

### PROGRAM MODEL

The CSU System Office has designed and refined a modeling technique that projects the space requirements for each university department. The intention of this projective model is that it be responsive to the strategic planning and academic offerings at each CSU campus, while being responsible in terms of normative space standards for four-year, comprehensive, publicly-funded universities. The program helps CSU and the campus administrators develop and effect plans for renovation and new construction. The Program for the Master Plan at ECSU, briefly described here, has been published as a separate document.

Programming at ECSU involved a study of all background documentation concerning Eastern's strategic goals and objectives; an analysis of the ways space is used to support the activities on campus; and

extensive interviews with those faculty and staff responsible for activities and programs at Eastern. This information was used to tailor the existing CSU space allocation model to the particular programs at ECSU.

The resulting model takes the form of seven spreadsheets, one for each facility type, and a summary sheet. The six use categories are: academic, administrative, classroom, library, residential, and unique programs.

The model uses quantitative information routinely tracked: FTE faculty, FTE professional and non-professional staff, FTE undergraduate and graduate students, student workers, scheduled and unscheduled classroom and laboratory contact hours, existing library volumes and acquisitions rates, and a variety of program specific space standards.

The Model is designed to be easily revised or manipulated so that decision makers can adjust it to changing circumstances to predict differing outcomes, using differing variables. This feature proves useful in exploring alternative scenarios, such as changes in enrollment levels. It will also facilitate periodic reviews and updating of the Master Plan.

**TABLE 2**

**PROJECTED SPACE NEEDS**

Eastern Connecticut State University's existing building inventory consists of 38 buildings totaling 757,305 net assignable square feet (NASF). Academic activities are located in 11 buildings. Table 2 is a summary of the existing and projected space requirements developed by the model for each department.

**Table 2: Existing and Projected Space Needs**

Program Element	Existing NASF	Required NASF for Current Enrollment of 3,329 FTE Students	Required NASF for Future Enrollment of 3,788 FTE Students
<b>ACADEMIC</b>			
Classrooms	28,719	42,480	48,337
Academic Departments	59,146	122,803	139,737
Gallery/Museum	2,109	12,260	13,950
Deans/Advising	2,485	4,830	5,496
<b>Subtotal Academic</b>	<b>92,459</b>	<b>182,373</b>	<b>207,520</b>
<b>ATHLETIC/RECREATION</b>	<b>53,402</b>	<b>138,026</b>	<b>157,057</b>
<b>STUDENT LIFE</b>			
Bookstore	3,340	7,324	8,334
Campus Ministry	853	850	967
Food Services	15,429	20,287	23,084
Mailroom	521	690	785
Student Affairs	509	2,060	2,344
Student Center/Activity	12,709	29,961	34,092
Women's Center	762	200	228
<b>Subtotal Student Life</b>	<b>34,123</b>	<b>61,372</b>	<b>69,834</b>
<b>RESIDENTIAL</b>	<b>322,866</b>	<b>448,515</b>	<b>510,356</b>
<b>OTHER</b>			
Administration	37,098	42,612	48,487
Auxiliary Services/ Reproduction	1,553	760	865
Campus Police	1,880	4,840	5,507
CT Studies	420	216	246
Day Care	5,061	8,000	9,103
General Use Auditorium/Lounges	16,274	41,645	47,387
Health Services	2,357	1,220	1,388
Learning Center	1,897	3,790	4,313
Library	34,983	77,335	87,998
New Library	93,757	000	000
Media Center	5,784	5,900	6,713
Physical Plant/Housekeeping/Storage	52,439	31,740	36,116
Vacant	952	000	000
<b>Subtotal Other</b>	<b>254,455</b>	<b>218,058</b>	<b>248,123</b>
<b>TOTAL</b>	<b>757,305</b>	<b>1,048,344</b>	<b>1,192,890</b>

# SECTION THREE

# CAMPUS ANALYSIS

## EXISTING CONDITIONS

The planning process significantly informs and determines the planning product. Thus, a consequential step in the articulation of the 1997 Master Plan for Eastern Connecticut State University was the careful analysis of existing physical conditions.

The following section records the campus site analysis completed during the Master Plan study. Each drawing is a distillation of a particular type of information overlaid on a map of the campus. The areas of study begin with the broad context and environs, concentrate on the Main Campus, and include the Mansfield Campus. The combination of these overlays describes the ECSU campus as of the fall of 1996.

These drawings were prepared to be used as working documents — to guide collegial discussions with faculty, students, and staff in the participatory development of a campus plan, and to inform the planning assumptions and conclusions.

As planning proceeded, the melding and merging of program and site information, and discussions of alternatives, generated the Master Plan and campus design image. These factors are combined in the Illustrative Master Plan.

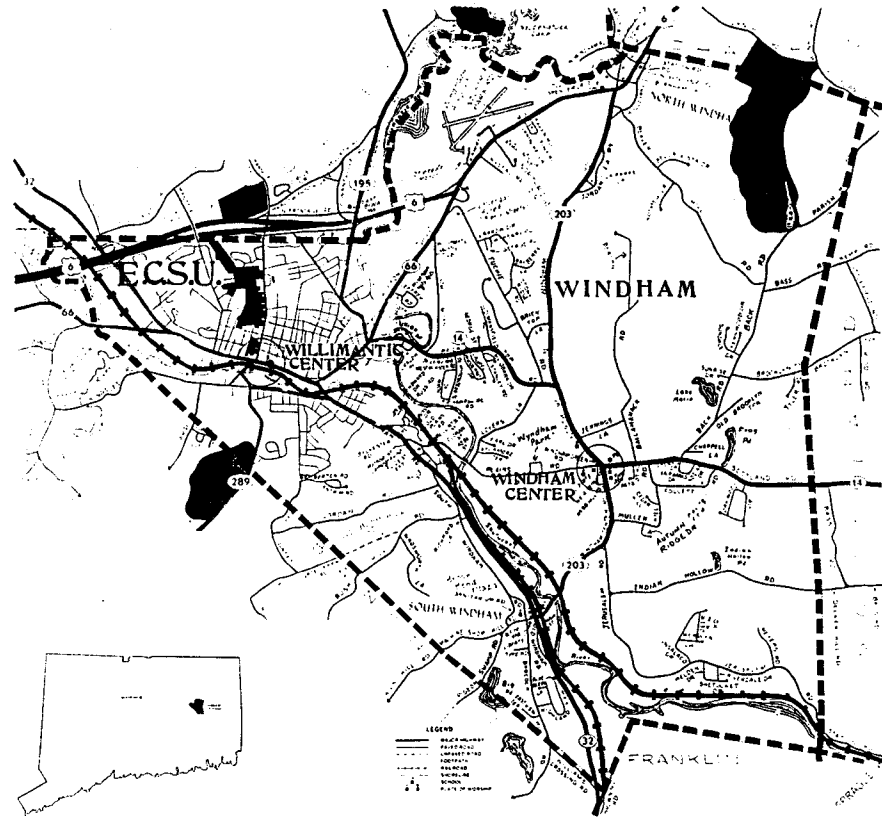
## CONTEXT

ECSU is in northeastern Connecticut, halfway between Boston and New York. The campus is in the Town of Windham which is due east of Hartford. See the map of Connecticut, inset in the drawing, for location.

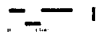
There are two campus sectors, shown in blue on the map: the Main Campus and the Mansfield Campus. The Main Campus is in the northeast part of Windham, in the residential, Willimantic section of the town. This campus is south of Route 6, an east-west state highway, while the Mansfield Campus is north of the highway. The railroad and Route 66 pass to the south. The campus is within walking distance of Willimantic Center.

There are three state parks in and abutting the town: Beaver Brook and Pomeroy east and west of town respectively, and Mansfield Hollow on the north border. A regional airport is also located on the map.





 EASTERN CONNECTICUT STATE UNIVERSITY  
CAMPUS PLAN 1997



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- |   |   |
|---|---|
|  ECSU PROPERTY |  TOWN CENTER |
|  STATE HIGHWAY |  STATE PARK  |
|  STATE ROAD    |  AIRPORT     |
|  RAILROAD      |   |
|  TOWN LINE     |   |

## ENVIRONS

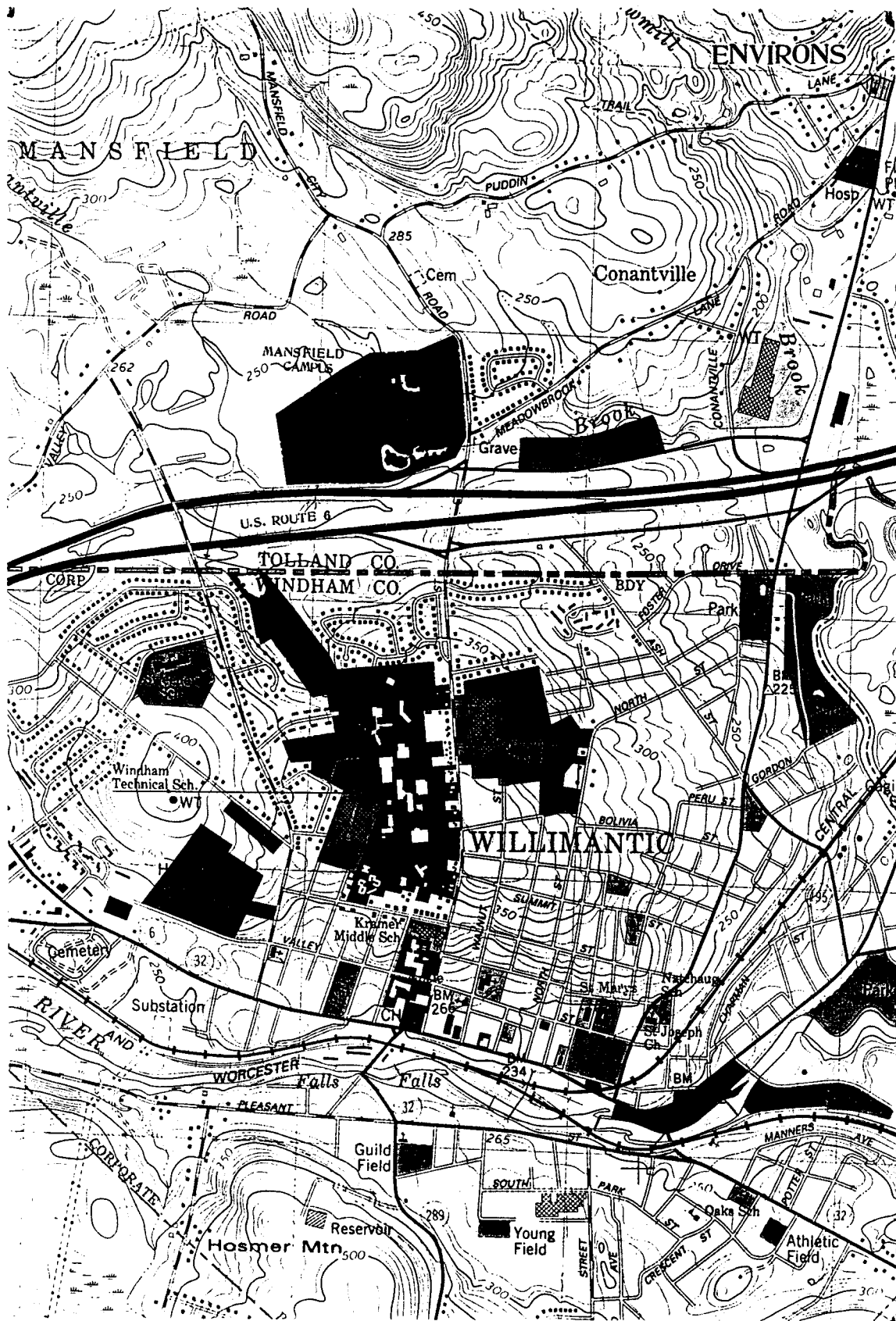
The Environs map shows the campus, in dark blue, relative to the immediate surroundings. The southern portion of the Main Campus is divided by residential properties and the Kramer Middle School. Nathan Hale Hall is another ECSU property, south and east of the Main Campus.

The Mansfield Campus, on the north side of Route 6, is used for athletics and recreation. The distance between the Main and the Mansfield campuses is 3,100 feet measured from the Main Campus north entrance. The county line also separates the two campuses, Tolland County to the north and Windham County to the south.

The land use that surrounds the Main Campus is predominantly residential (colored yellow on the drawing) with the exception of the Windham Technical School (light blue) which abuts a significant portion of the campus. Windham High School is near the campus, but separated by a major street (High Street) and housing.

Within walking distance of the Main Campus is a commercial area (pink). It is interspersed with an historic zone (brown), and borders the river and railroad track.

The map locates other schools, public parks and athletic fields (green), a cemetery (light green), churches (light purple), and the near-by medical complex (purple).



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CAMPUS PLAN 1997**

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- |                     |                         |                   |
|---------------------|-------------------------|-------------------|
| ■ ECSU PROPERTY     | ▨ PARKS/ATHLETIC FIELDS | ▬ MAJOR HIGHWAY   |
| ▨ OTHER SCHOOLS     | □ CEMETERIES            | ▬ RAILROAD TRACKS |
| □ RESIDENTIAL       | ▨ RELIGIOUS             | □                 |
| □ COMMERCIAL        | ■ MEDICAL               |                   |
| ■ HISTORIC FEATURES | ▬ COUNTY LINE           |                   |

# UNIVERSITY PROPERTY

The extent of University property constituting the Main Campus, as of the fall of 1996, is shown in blue on this map. The total area was 101 acres, not including the Mansfield Campus (73 acres) nor the Nathan Hale Hall property. At this writing, the property holdings for this sector total 104 acres.

The Main Campus is an irregular, elongated tract of contiguous land with two smaller properties to the south, separated from the core campus by residential properties and town streets. These blocks are somewhat isolated from the remainder of campus. The University buildings (white) are concentrated in the center of the north-south parcel and on the two southern parcels. The northernmost area is the arboretum, and is not developed. For the most part, the campus is hidden from public view along High Street, by the small residential properties that abut the campus's eastern edge.

The parcels of land missing from the campus periphery are evident from this map. The importance of a University property acquisition program for building sites and for improving the definition of the campus edge are clearly illustrated.

The circle superimposed on the map represents a five-minute walking distance. It is drawn about the new Library building which will be the center of academic activity, and is based on a walking rate of three miles per hour. The diameter, a ten-minute walking distance, is also the time period between classes. One rule of thumb is to locate all academic facilities within this ten-minute distance. The circle gives a sense of scale to the land form and emphasizes how remote the two ends of campus are.

# UNIVERSITY PROPERTY

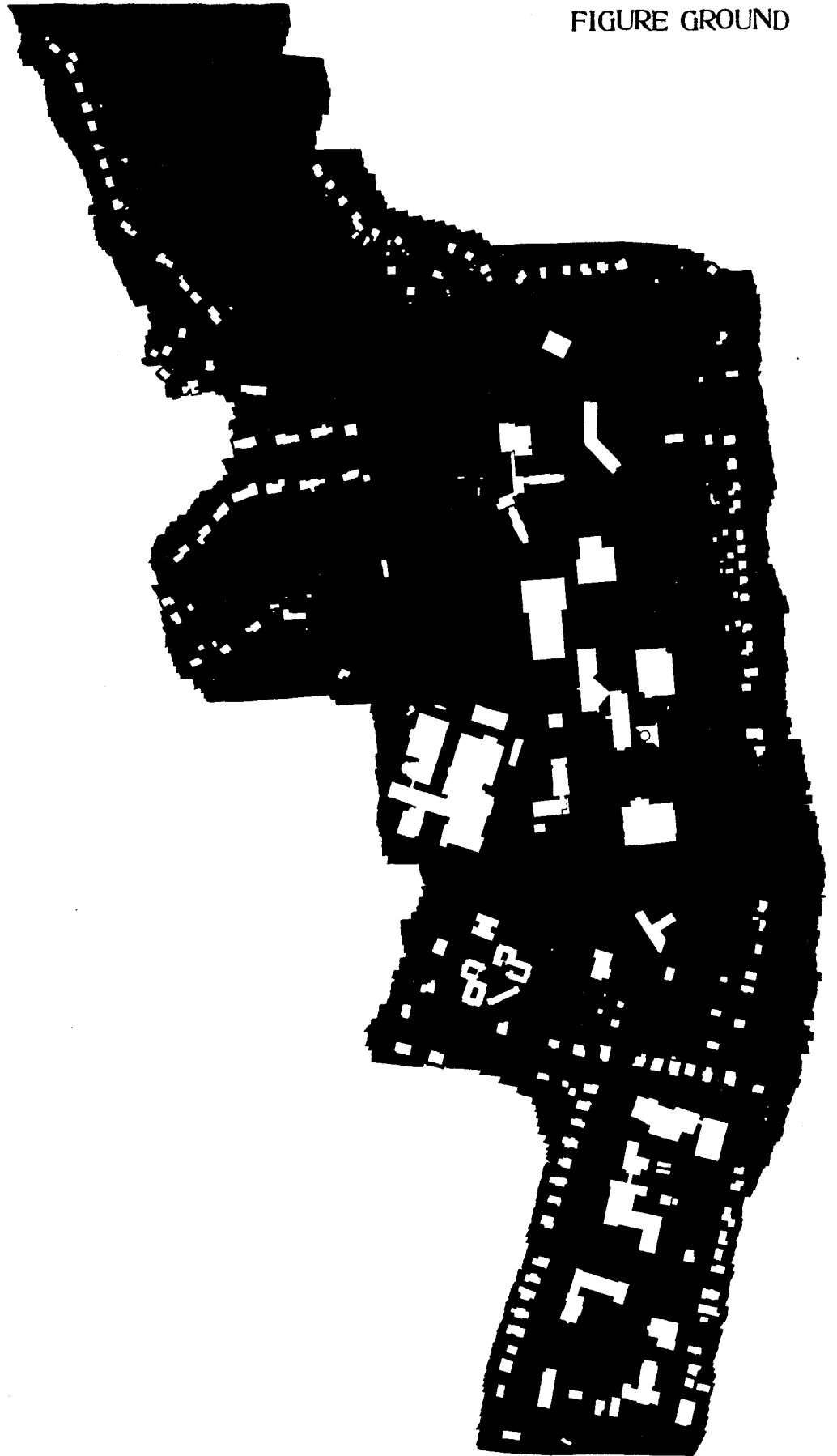
■ UNIVERSITY PROPERTY  
TOTAL: 101 ACRES

8 MINUTE WALKING CIRCLE

# FIGURE GROUND

The Figure Ground map further describes the scale of the campus relative to the surrounding area. The University buildings as well as those on the abutting properties are shown in white against a black background. One can see the distinct contrast between the size of the University and other institutional structures and the small residential-scale buildings that surround them. Also apparent is the difference in scale between the institutional and residential open spaces.

FIGURE GROUND



# PREDOMINANT USE

This map identifies each University building by predominant use as of fall 1996. Property lines, at that time, are accentuated by the dashed gray line. For clarity, the Main Campus is divided into three areas — North Sector, Central Sector, and South Sector. There are a number of mixed-use buildings on campus. The Library, for instance, provides space for academic activities, while the Media and Student Centers house administration. This drawing, however, shows only the predominant use.

One-third of the student housing inventory is in the North Sector, in Burnap, Crandall, and Occum halls (shown in yellow). In addition, the North Sector is a major location for administrative functions, shown in blue in the Administration Building, Hurley Hall, and some in Occum. This category includes Facilities Management and Planning, located in the Administration Building.

The student dining hall, a student life use shown in green, is also in Hurley. Another student life function is the Women's Center, housed in a small, historically notable building to the northeast.

The Student Center links the North and Central campus precincts. Significant academic (red) activity occurs in the Central Sector, in the Classroom Building, the Media Center, Goddard Hall, Wickware Planetarium, and Keelor. There is some academic use in Winthrop along with administrative and residential uses. The Sports Center is brown indicating athletics and recreation, and the J. E. Smith Library is purple. A heating plant (gray) is also in this section of campus.

There is a substantial amount of student housing in the Central Sector, especially in

	ACADEMIC	ADMINISTRATIVE	HOUSING	LIBRARY	STUDENT LIFE	SPECIAL	PHYSICAL PLANT	ATHLETIC/RECREATION	GSF
<b>NORTH SECTOR</b>									
1 Administration Building		●							24,387
2 Burnap Hall			●						21,532
3 Crandall Hall			●						21,588
4 Hurley Hall		●			●				24,254
5 Occum Hall		●	●						67,200
6 Softball Facilities								●	1,432
7 Women's Center					●				2,220
<b>CENTRAL SECTOR</b>									
8 Campus Ministries					●				3,240
9 Campus Police		●							3,577
10 Classroom Building	●								72,000
11 Goddard Hall	●								44,245
12 Heat Plant							●		5,735
13 Health Services					●				4,480
14 High Rise Apartments			●						71,708
15 Institutional Advancement		●							2,219
16 Keelor Hall	●								12,656
17 Knight House							●		5,316
18 Low Rise Apartments			●						61,061
19 Media Center	●								36,498
20 New Library				●					127,000
21 Planetarium	●								4,983
22 Smith Library				●					47,247
23 Sports Center								●	82,268
24 Student Center					●				49,734
25 Winthrop Hall	●	●	●						23,493
26 176 High Street		●							1,928
27 182 High Street							●		2,489
<b>SOUTH SECTOR</b>									
28 Beckert Hall		●							4,155
29 Burr Hall		●	●						29,256
30 Greenhouses	●								1,920
31 Heat Plant							●		1,873
32 Noble Hall			●						72,000
33 Shafer Hall	●	●				●			75,977

**Table 3: Building Inventory**

the High Rise and Low Rise apartments. The Health Services building and the Foundation for Campus Ministries are student life uses. There are several small administrative buildings facing High Street.

The South Sector is the historic part of the University. Shafer Hall, one of the oldest buildings on campus, is an academic and administrative facility. Special uses (pink) in Shafer include the Akus Art Gallery and the Harry Hope Theater. There are also

administrative offices in this building. Adjacent to Shafer is Burr Hall, an administrative and residential building. Also in that block are the Greenhouses, academic; Beckert Hall, administrative; and a second heating plant. Noble Hall, a residence hall, is in the block to the south.

Table 3 lists the buildings shown on the map grouped by the three campus sectors. The predominant use and the gross square footage for each building are indicated.



# PREDOMINANT USE

- ACADEMIC
- ADMINISTRATIVE
- STUDENT HOUSING
- LIBRARY
- STUDENT LIFE
- SPECIAL
- PHYSICAL PLANT
- ATHLETIC/RECREATION



## EASTERN CONNECTICUT STATE UNIVERSITY CAMPUS PLAN 1997

# TOPOGRAPHY

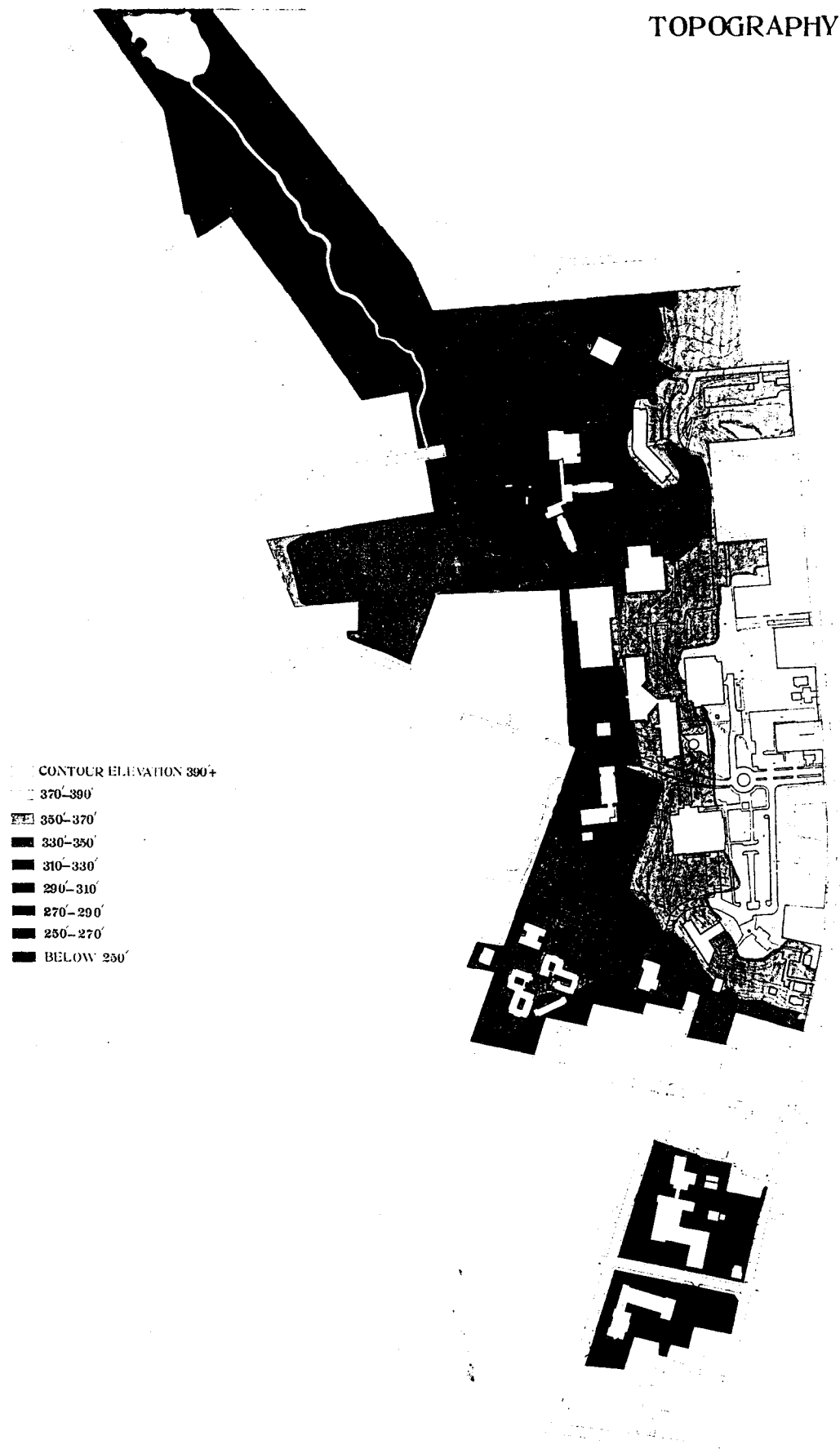
Topography on the ECSU campus is an important aspect of the campus design, as seen on this drawing. Lighter colors indicate higher elevations and darker colors indicate lower elevations. Each color represents a change in elevation of twenty feet. The total change, from highest point to lowest point, is 140 feet.

The land slopes down from east to west and down at the south end of campus. The arboretum, the northernmost tract of land, slopes down from either side toward the center stream and wetlands. The changes of grade are notable in some instances. There is an elevation difference of forty-four feet from the entrance to the North Sector down to the softball field, and seventy-six feet from the Low Rise Apartments down to the parking lot south of Noble Hall.

Within the Central Sector there are grade changes that offer opportunities for interesting site development. For instance, the grade at the entrance to the new Library is up seventeen feet from the open space south of the Classroom Building and twenty-five feet from the space bordered by the Sports Center and Goddard Hall.

Topography has determined a linear campus design pattern. This is due to the fact that the buildings, in general, have been sited so that the long axes are north and south, along the slope.

TOPOGRAPHY



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CAMPUS PLAN 1997

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# VEHICULAR CIRCULATION

Access to the campus is from High Street, a through street shown in orange on the drawing. From High Street there are two major campus entrances, to the North Sector and to the Central Sector. There are other, minor access points from High Street, as well as access to service and parking for Shafer Hall. South Sector buildings are approached via neighborhood streets (yellow) both for parking and to drop people off at building entrances.

The campus roads and parking lots are indicated in red, and service to buildings by the letter S on a green circle. The total number of parking spaces is 1,563 — 1,220 for general use, 287 for faculty and staff, and 56 for those with physical disabilities (accessibility symbol). The parking changes associated with the new Library are incorporated on this drawing. There are 47 spaces per 100 FTE students which is slightly below the average number of spaces at approximately 100 colleges and universities. To improve this situation, the Master Plan proposes the addition of 599 spaces, to net 57 spaces per 100 FTE students. See Table 4.

Most of the large parking reservoirs are on the campus periphery, appropriate for a residential campus. However, there are many smaller lots and parking areas throughout the inner part of campus and, in fact, many about the pedestrian pathway systems. This situation accentuates the presence of the automobile in zones that should be limited to pedestrians. In fact, in several locations the roadway is the defacto sidewalk, creating conflicts between pedestrian and car.

In most instances, the campus road system is circuitous in that the campus gateways appear to end in parking lots, and there is no clearly defined route for vehicles to travel through or around the campus. This

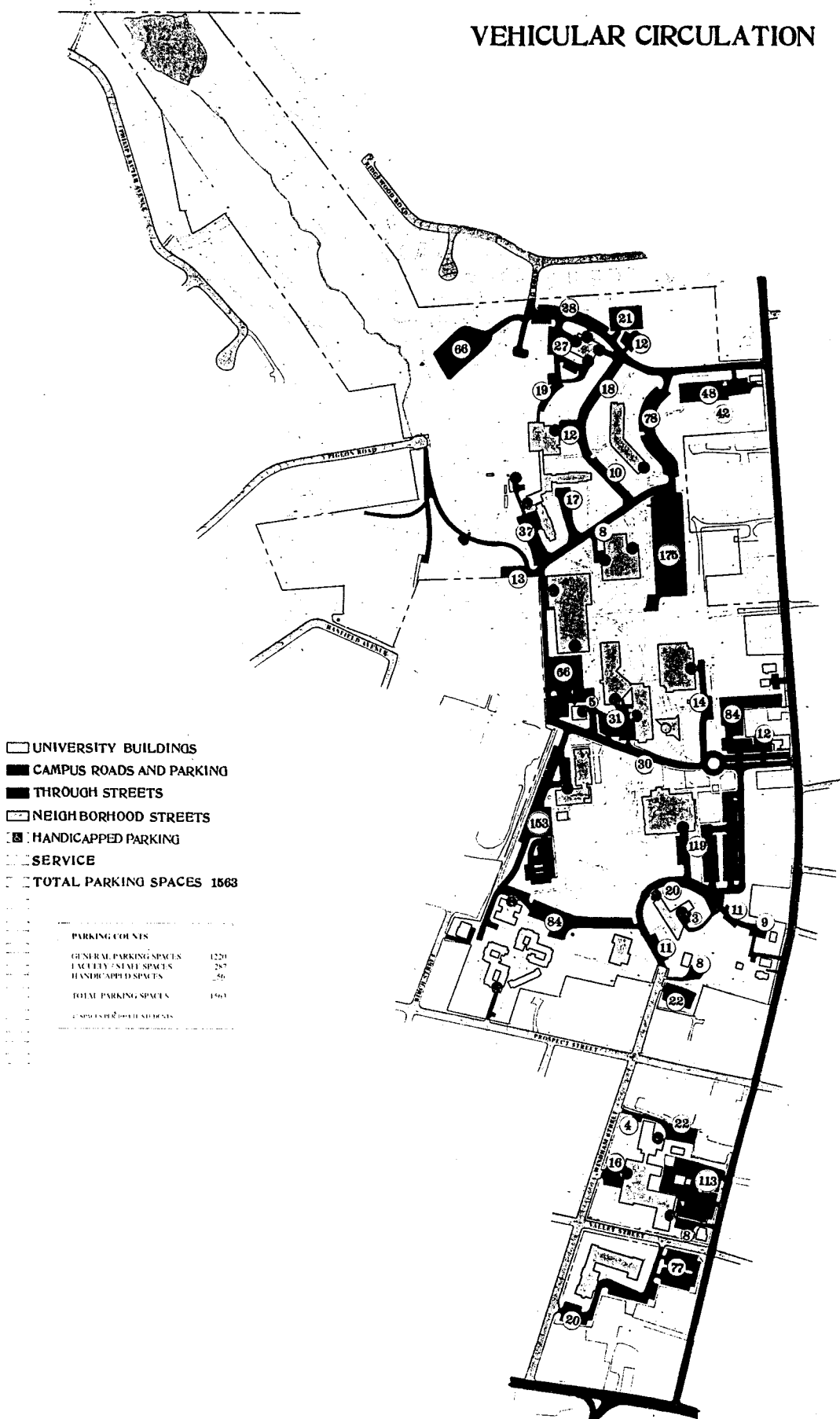
Parking Area	Existing Number of Spaces	Proposed Number of Spaces
<b>NORTH SECTOR</b>		
Campus Entrance	81	103
Parking Deck	—	600
Grass South of 414 High	42	42
Administration Building	55	34
Arboretum	66	30
Hurley/Crandall	84	—
Occum	78	76
Burnap	37	31
<b>Subtotal North Sector</b>	<b>443</b>	<b>916</b>
<b>CENTRAL SECTOR</b>		
Campus Entrance	110	111
New Library	119	27
Parking Deck	—	420
Winthrop/Knight/192 High	84	37
Student Center	175	74
Sports Center	69	70
Goddard/Media	66	—
Classroom Building	153	143
High/Low Rise	84	104
<b>Subtotal Central Sector</b>	<b>860</b>	<b>986</b>
<b>SOUTH SECTOR</b>		
Burr	26	26
Shafer	137	137
Noble	97	97
<b>Subtotal South Sector</b>	<b>860</b>	<b>260</b>
<b>TOTAL</b>	<b>1,563</b>	<b>2,162</b>
<b>TOTAL GAIN</b>		<b>599</b>

**Table 4: Parking Summary**

might be considered ideal, however it creates confusion and difficulty for both general automobiles and for service vehicles. This situation is particularly

noticeable in the North Sector where vehicles either come to a dead end in one of two parking lots, or are filtered through the residential area.

# VEHICULAR CIRCULATION



# PEDESTRIAN CIRCULATION

The pattern of pedestrian routes on the ECSU campus is recorded on this drawing. Designated pathways are solid red. Unpaved paths that have been created as shortcuts by students are dashed red lines. The arboretum trail is orange, and covered walks are dotted red lines superimposed on the applicable buildings. Access for the handicapped is also marked.

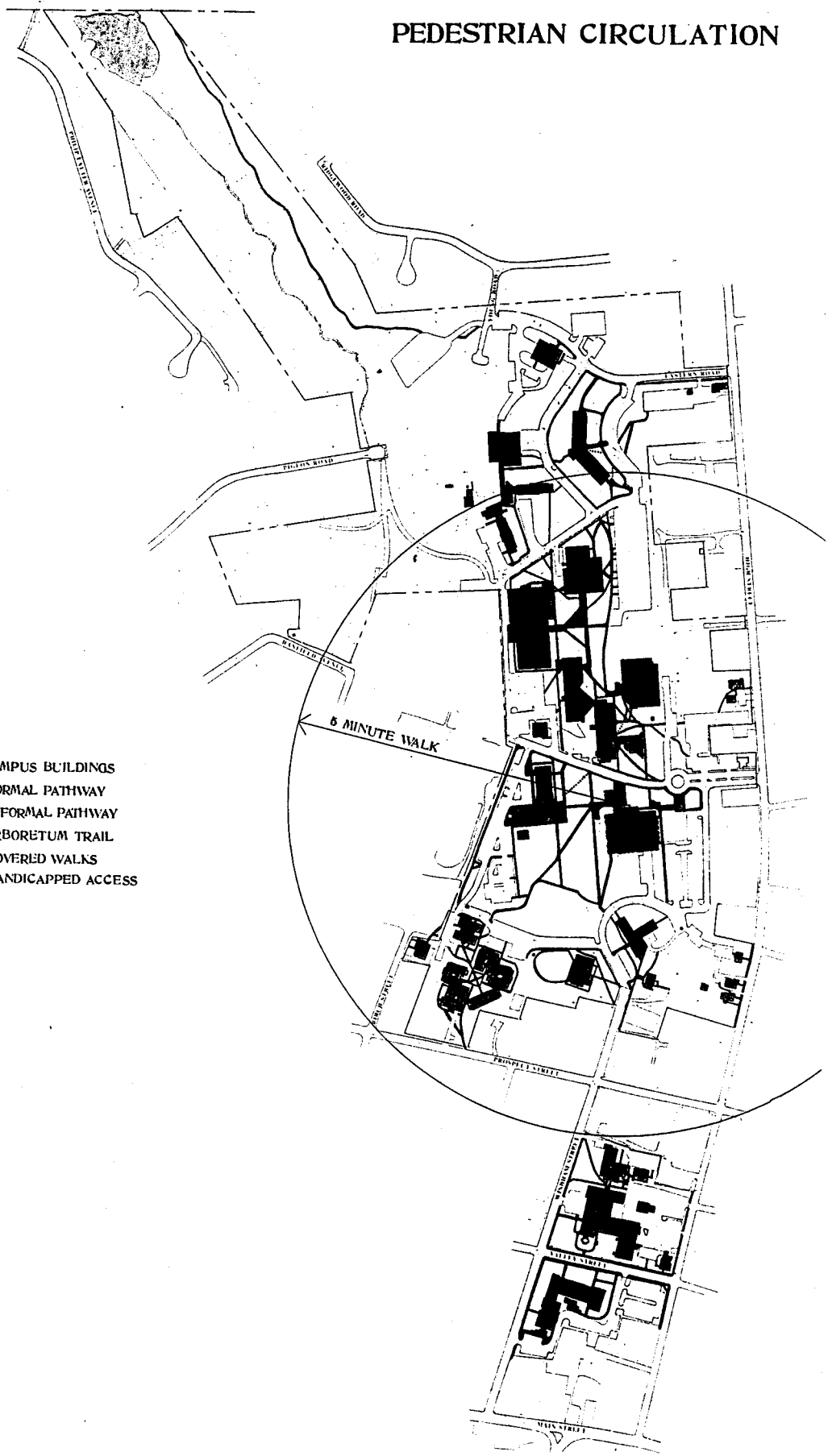
Many of the walkways border the road system, as mentioned before, which creates a non-collegiate environment. This condition is particularly evident in the North Sector and along the east-west road that continues from the gateway to the Central Sector from High Street. Town sidewalks are also used in the South Sector for pedestrian movement.

The circle, seen on Drawing 4: University Property, is also superimposed on this drawing, centered on the new Library, the intellectual heart of the campus. Again, the radius is a five-minute walk, gauged by an average walking speed of three miles per hour. The circle emphasizes the length of the campus. The distance from the South Sector to academic buildings in the Central Sector is too great to walk in the typical ten-minute break between two consecutive classes.

Although, in most instances, Eastern is accessible to the physically disabled, the campus is still difficult for those in wheelchairs to maneuver due to grade changes and to the long distance from one end of the campus to the other.

# PEDESTRIAN CIRCULATION

- CAMPUS BUILDINGS
- FORMAL PATHWAY
- ⋯ INFORMAL PATHWAY
- ARBORETUM TRAIL
- COVERED WALKS
- HANDICAPPED ACCESS



## STUDENTS IN RESIDENCE

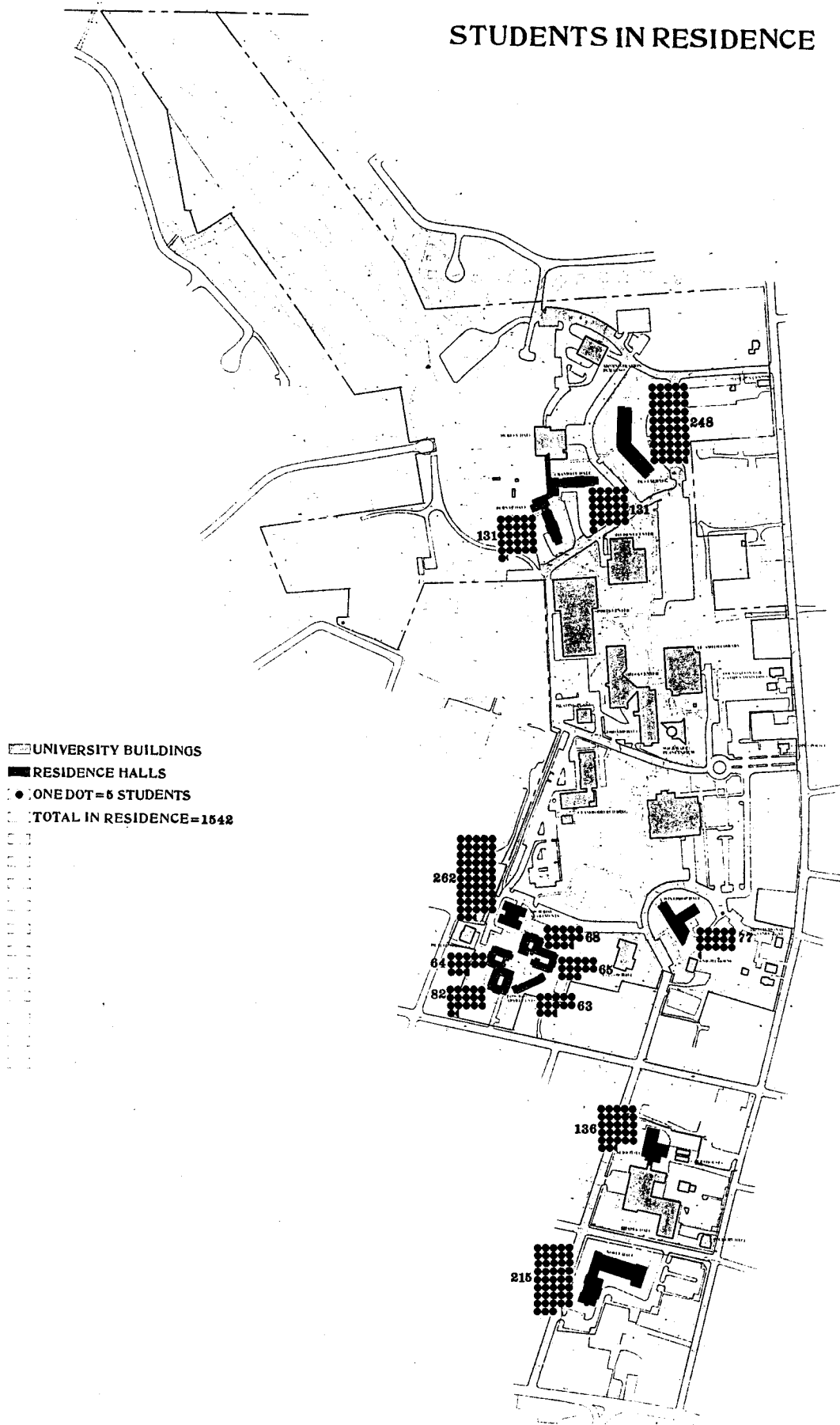
Drawing 10 graphically portrays the density of students in residence on the ECSU campus during the fall semester, 1996. The total number of beds was 1,542 — 33% in the North Sector, 44% in the Central Sector, and 23% in the South Sector.

Housing in the North Sector is in three residence halls: Crandall, Burnap, and Occum. There is one large building in the Central Sector, the High Rise Apartments. The other housing in this sector is a combination of apartments in the Low Rise buildings (342 beds) and traditional housing in Winthrop Hall (77 beds). The Advisement Center, the Learning Center, and Special Services are also in Winthrop. The Low Rise complex is slated for removal from the University inventory. The two residence halls in the South Sector, Burr and Noble, are traditional and suite-style housing.

To emphasize and support a residential college concept, ECSU plans to provide campus housing for 70% of its full-time student enrollment.



# STUDENTS IN RESIDENCE



## DESIGN FEATURES

Design features noted on Drawing 11 are the elements that, when seen together, are the physical representation of Eastern Connecticut State University. Some of these features should be strengthened, some should be changed, and some offer opportunities for development that will improve the campus image.

A major characteristic of the Eastern campus is the sloping terrain. The general changes in grade are shown by the wide, blue lines drawn in the direction of slope down from the east to the western edge of campus and then up continuing west, down to the arboretum, and down from the Central Sector to the South Sector.

In addition to the gentle inclines, there are steep slopes that are indicated by the orange lines. In the North Sector they follow the gentle grades, creating a series of terraces, down toward the arboretum and wetlands, shown as a water feature in blue and outlined by the black dashed line. The soccer field is up above the level of the softball field and tennis courts as the slope reverses. At the south end of the Central Sector, the steeply sloping land is very evident. Although, as one overlooks the High and Low Rise apartment complex, rather than a pleasant or dramatic view, the quality of development is minimal and shown as a low image area by the olive green diagonal stripes.

The campus is hidden from High Street by the two nodes of high land (yellow) flanking the gateway to the Central Sector and by the dense tree cover (dark green) that parallels High Street. These trees form a backdrop for the small residential buildings along the street that further screen the campus from public view. The other area of thick tree cover is the arboretum.

There are two nascent open spaces on campus that could be developed (light green). One is surrounded by the Student Center, Goddard Hall, and the Media and Sports centers; and the other is defined by the new Library, the Classroom Building, and the steep slope to the south. Within each of these areas there is a gathering space (white triangle on pink circle). On a campus with an enrollment of over 3,000 students, one would expect to find notable quadrangles with ample space for students to congregate. Playfields (yellow green), another form of open space, are the focus of the west edge of the North Sector.

Two institutions (dark blue) abut the campus: the Windham Vocational Technical High School on the west border, and the Kramer Middle School, now defunct, on Prospect Street. Significant facades are outlined in red and include the main entrance to the existing library; the entrance and side of the new Library; the Classroom Building; the Low Rise courtyard facades; and the facades of Burr, Shafer, and Noble on the historic, South Sector.

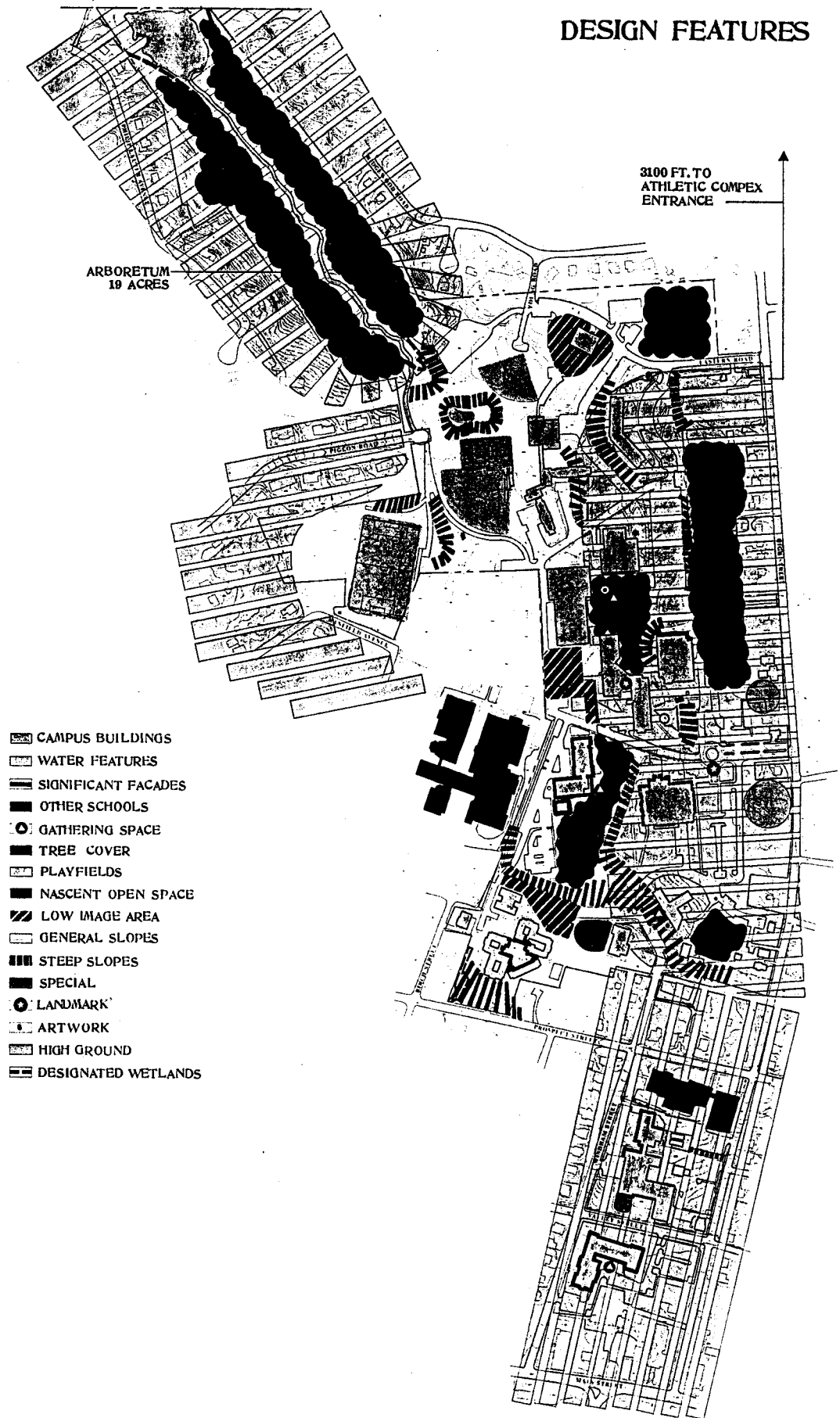
Artwork and sculpture, in several locations, are denoted by the black dot on yellow background. A projected new clock tower and the radio tower are shown as landmarks (white stars on black circles). A playground for the early childhood center and the Akus Gallery Plaza connected to Shafer are special uses (purple).

Low image areas, besides the site adjacent to the High and Low Rise apartments complex, surround the Administration Building, and are connected with the heating plants and the south side of the Sports Center. These are certainly areas with potential for improvement.

Besides adequate outdoor gathering space, the feature that is lacking at ECSU is an

obvious public entrance to campus. This has been difficult to achieve because of the hidden nature of the campus and the north-south length involved which has necessitated several access points. Development in the future should accentuate the entrance to the Central Sector, defining it as the dominant gateway and campus front door. The new Library and clock tower will help to emphasize this entrance.

# DESIGN FEATURES



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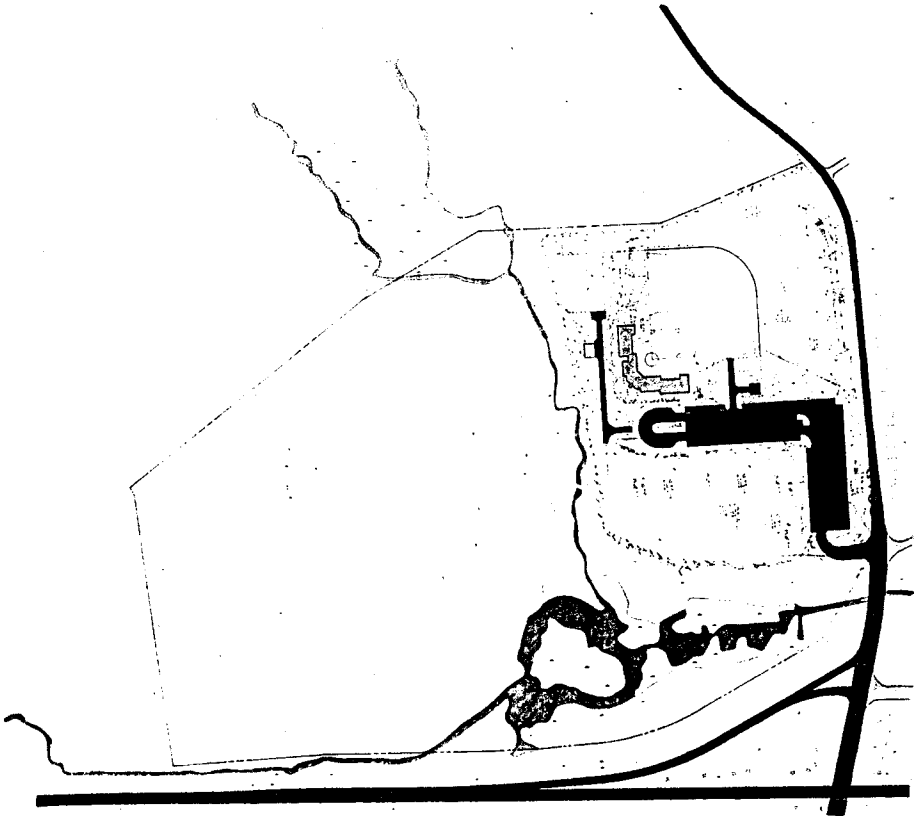
## EXISTING CONDITIONS MANSFIELD CAMPUS


The Mansfield sector of campus was analyzed in terms of vehicular circulation and design features in order to inform further development. This site will continue to be used for athletics and recreation, supplementing such facilities on the Main Campus. An interim multipurpose field for this area is currently being graded and seeded on the site that will eventually be developed for the new Field House.

## VEHICULAR CIRCULATION

Entrance to the Mansfield Campus is via Mansfield City Road, shown in orange. This is an extension of High Street, which serves the Main Campus, and goes under Route 6. Mansfield Road continues north and several local streets (yellow) leading to a residential development intersect it opposite the campus. The campus is currently used for baseball, supported by 301 parking spaces including 8 for the physically disabled.

# VEHICULAR CIRCULATION



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- |  |  |
|--|--|
|  CAMPUS ROADS & PARKING |  REGULAR SPACES= 293    |
|  STATE HIGHWAY          |  HANDICAPPED SPACES=8 |
|  MAJOR STREETS          |                         |
|  LOCAL STREETS          |                         |
|  UNIVERSITY BUILDINGS   |                         |

## DESIGN FEATURES

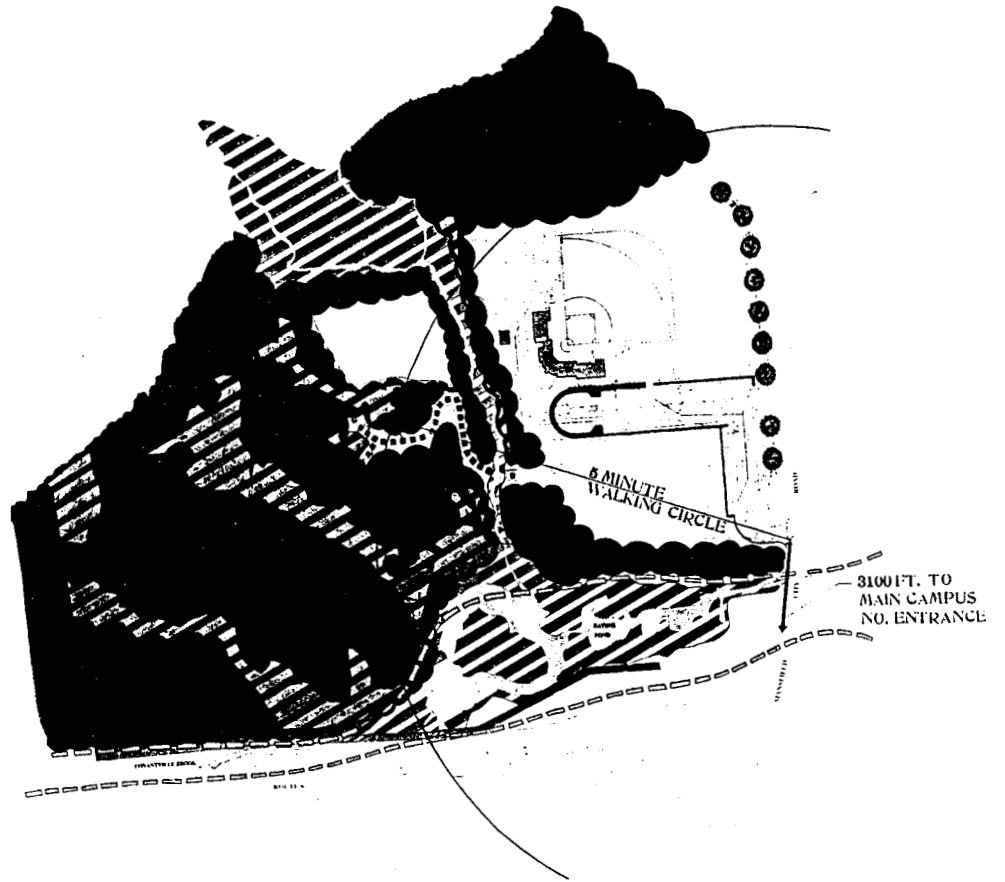
A large part of the Mansfield Campus is wooded (dark green). On the south border is Eaton's Pond, a water feature colored blue. The pond is within the 100-year flood plain zone defined by the dashed purple line. A significant characteristic of this campus is the extent of designated wetlands (diagonal blue stripes). The other attribute along the south border is a sewer easement, the solid blue line.


An easement is also required to provide access from Mansfield Road, following the north property line, to the adjacent land to the west. This right of way is not shown on these drawings as the extent has not been precisely engineered as yet.

Development in this sector has consisted of the baseball field (yellow green) and supporting structures (brown); a small maintenance building (dark gray); parking (light gray); and formal pathways (red) from road, around parking to field access roads. An earth berm (yellow) has been created along the road and a series of trees (light green) planted to provide a visual screen.

A circle with a radius indicating a five-minute walk has been superimposed on the map. From the center, the pedestrian entrance to this campus, there is a 3,100-foot walk to the North Sector entrance to the Main Campus on High Street. The baseball field is within the five-minute radius as is an unimproved path (dashed red line) that goes into the woods.

# DESIGN FEATURES



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- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>■ WOODED AREA</li> <li>■ ATHLETIC FIELD</li> <li>•• UNIMPROVED PATH</li> <li>● TREE COVER</li> <li>— BIERMS</li> </ul> | <ul style="list-style-type: none"> <li>■ WATER</li> <li>■ WETLAND</li> <li>■ SEWER EASEMENT</li> <li>== 100 YR. FLOODPLAIN</li> </ul> | <ul style="list-style-type: none"> <li>■ ATHLETIC/RECREATION</li> <li>■ MAINTENANCE</li> <li>■ CAMPUS ROADS AND PARKING</li> <li>■ FORMAL PATHWAYS</li> </ul> |
|---|---|---|

# SECTION FOUR MASTER PLAN

## DESIGN FRAMEWORK

An obvious purpose of the Master Plan for Eastern Connecticut State University is to locate building projects identified by the program study as necessary to support the current and projected academic and campus life activities. Equally important is to recognize the opportunity each new construction project presents to strengthen Eastern's physical image or sense of place, which serves and symbolizes the institution.

### CAMPUS DESIGN ISSUES

The residential campus atmosphere at Eastern is a unique characteristic which the University would like to advance. To achieve this goal, housing enclaves should be developed with related open spaces and supporting amenities that offer students a pleasant, residential-scale environment in which to live and socialize. In addition, various types of housing alternatives should be available.

The academic buildings are now disbursed across the length of the Main Campus. Such facilities should be concentrated to create an academic enclave and to provide a collegial instructional environment. The buildings as well as the surrounding outdoor spaces should provide areas for student interaction with other students and with faculty.

Eastern's campus boundaries are erratically defined and in some instances edged with low image development. Other important planning issues relate to the public perception of the University. The campus is essentially hidden from view and the public entrances are not adequately marked. After arriving on campus by automobile, determining the proper route

and finding a parking place are arduous tasks. Simplified circulation systems and unified campus signage would greatly improve this situation.

Change in topography is a positive site attribute at Eastern, and provides a setting to create extraordinary environmental and campus design themes. These themes should include features such as clear signage, appropriately designed walkways with related landscape, and a consistent lighting pattern. Replicas of historic gas lamps are envisioned as a standard type of lighting fixture along walks and roads.



## PLANNING PRECINCTS

To provide an overall framework for campus development, Eastern's Main Campus has been disaggregated into five Precincts — those areas of the campus which are distinctive. The extent of each of the five sectors is shown graphically on Drawing 14.

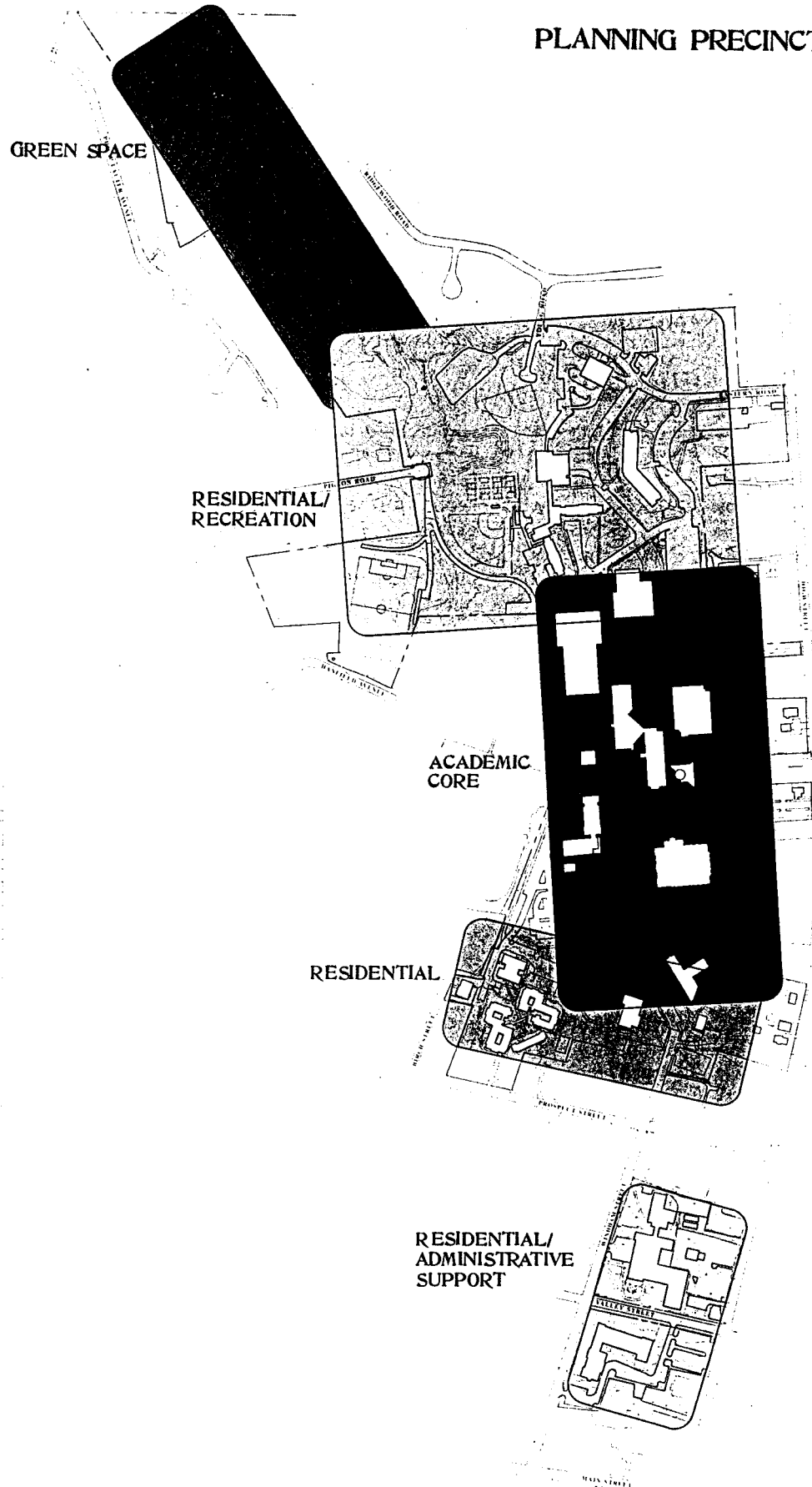
The Academic Core Precinct is in the center. The academic buildings now in this location will be reinforced by other academic buildings. Most of the University's administration will also be located in this Precinct. This is a nascent campus core that will be developed as a landscaped pedestrian sector bounded by the Campus Center and Library. The academic programs will then be within a comfortable walking distance, creating a collegial atmosphere at the heart of the campus.

The existing residential uses on both ends of the Academic Core will remain. A combined Residential and Recreation Precinct is on the north. Existing housing will be expanded and fields and courts will remain.

The existing High and Low Rise apartments are in the Residential Precinct south of the Academic Core. Housing, improved and strengthened, will be the primary use in this Precinct. Further south is the Residential and Administrative Support Precinct. Housing will remain while academic uses will be relocated. The administrative functions in this sector will be those of a supporting nature.

The fifth zone is the Green Space Precinct. This is the arboretum and wetlands parcel of land that provides a handsome tract of woods with trails, used for educational, recreational, and outreach purposes.

# PLANNING PRECINCTS



## SITE OPTIONS

The Planning Precincts map defines an overall strategy for development. The options on Drawing 15 show design intentions and objectives, and were the focus for discussion as the campus design concept was given structure and form. The drawing also graphically represents a physical development policy that will guide the future implementation of the Plan.

The buildings that will be renovated are colored yellow on the drawing, and other University buildings are gray. Facilities that were considered for demolition (brown) were Keelor Hall, Knight House, and Winthrop Hall. The relocation or demolition of several small houses on High Street was also discussed. Removing the Campus Police building (red) from its current location is necessary to develop a prominent gateway to the Central Sector. In the long term, the Campus Police will be relocated to new space built as part of one of the parking decks. In the interim, they will be located in a new or renovated house on High Street.

The Administration Building, open for discussion (dark brown) at the time this drawing was produced, is scheduled to be the location for Facilities Management and Planning. Sites for new construction are indicated by blue dots.

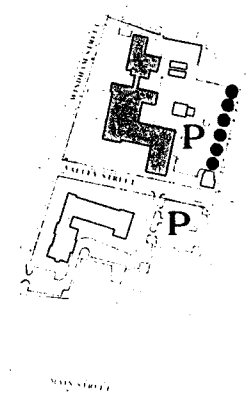
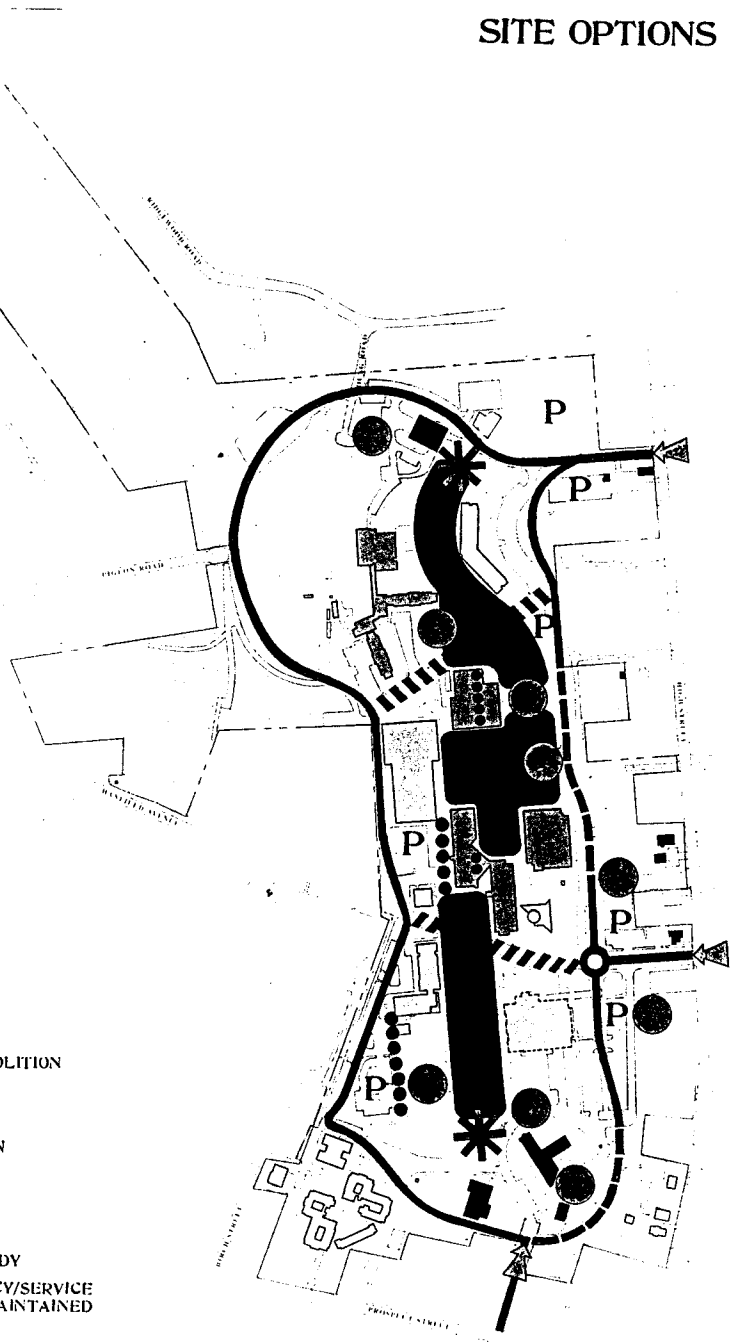
The site planning goal is to create a true pedestrian campus, with the automobile and parking on the periphery. This is achieved with a loop road system, shown by the solid orange line. The diagonal orange lines show the location of pedestrian ways that can be used as needed by emergency and service vehicles. The dashed orange line indicates portions of the loop road that will need further study as the system is implemented. The three

purple arrows are possible gateway entrances to campus. Sites for parking are labeled with the letter P and, where necessary, they are shielded from view with landscape enhancement (black dots).

Site development in the central part of campus is a series of open spaces (green) with special landscape features accenting the north and south ends (yellow green asterisks). Walkways through the campus greens or quadrangles are continued through the Campus Center, the link between the North and Central sectors, and through the Media Center, linking two major greens. These passageways are shown with green dots.

# SITE OPTIONS

- UNIVERSITY BUILDINGS
- ▨ BUILDINGS TO RENOVATE
- BUILDING FOR DISCUSSION
- ▩ BUILDING TO RELOCATE
- BUILDINGS FOR POSSIBLE DEMOLITION
- BUILDING SITE
- CENTRAL CAMPUS OPEN SPACE
- INTERIOR CAMPUS CONNECTION
- \* SPECIAL FEATURE
- ▽ GATEWAY
- ▬ CIRCULATION IMPROVEMENTS
- ▬ CIRCULATION CHANGE FOR STUDY
- ▬▬ TRAFFIC REMOVED - EMERGENCY/SERVICE MAINTAINED
- P PARKING SITE
- LANDSCAPE ENHANCEMENT

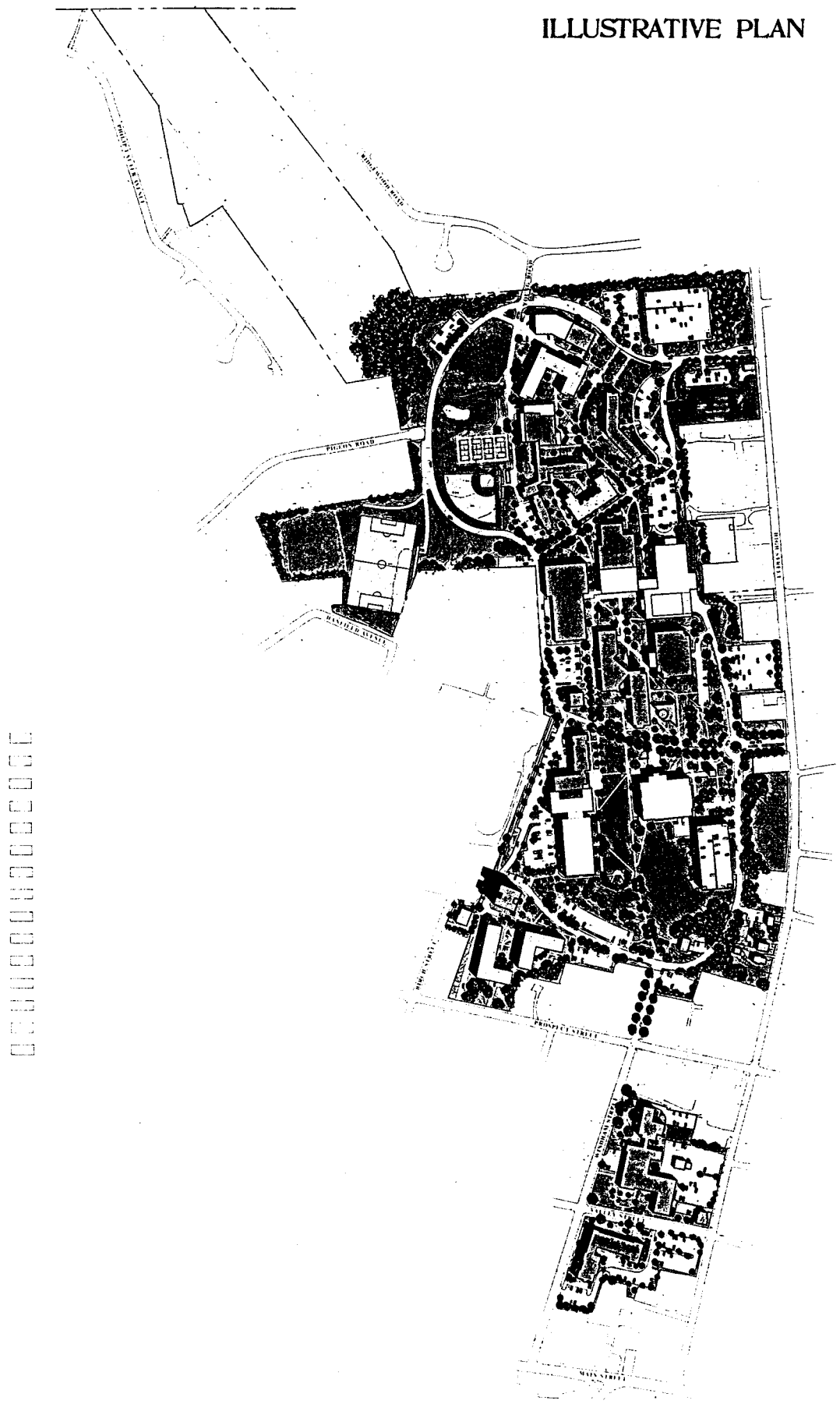


# ILLUSTRATIVE PLAN


The Illustrative Plan is a rendered air view of the campus as it might look when the Master Plan projects are complete. This vision of the Eastern Connecticut State University campus expresses all of the ideas discussed above, collected from the many on-campus interviews, discussions, and review sessions, and described in the *Program for the Master Plan*.

This drawing is an illustrative representation of the Master Plan concept. It shows buildings of the sizes prescribed by the *Program for the Master Plan* and campus landscapes as conceived by the Master Plan. The architects for each of the construction projects will determine final building form and position on each site. The University, too, will influence the final physical resolution of the Master Plan, as projects may need to be redirected in response to changing academic and programmatic requirements. Funding opportunities will also be a factor in the realization of the Master Plan, both in sizing and sequencing.

ILLUSTRATIVE PLAN



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

 EASTERN CONNECTICUT STATE UNIVERSITY  
CAMPUS PLAN 1997




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# ILLUSTRATIVE PLAN MANSFIELD CAMPUS

The Master Plan includes development of Eastern's Mansfield Campus as an athletic and recreation resource. The Plan calls for a new Field House that will house a multiplicity of facilities for athletics, informal use, intramurals, and educational programs; and will be supported by the existing baseball field with improved support space and parking. The 73-acre site will also be developed for additional fields and formal outdoor recreational space in the future.

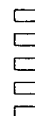
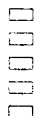
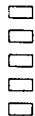
ILLUSTRATIVE PLAN  
MANSFIELD CAMPUS



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## MASTER PLAN PHASING

The projected phasing sequence for the Master Plan is indicated on Diagram 2. The chart covers the period from the present to the year 2013, when all the projects in the Master Plan are expected to be complete. The anticipated amounts of time for the design and bidding period and for actual construction are shown for each project.

The first five projects are initiatives from the previous planning cycle, and are included here for clarity. These projects are Admissions and Early Childhood and Family Resources Center facilities, the North Village residential development with expansion of Hurley, a multipurpose field and baseball improvements at the Mansfield Campus, and the new Library. The Central Sector gateway, focused on the new Library and clock tower, is part of this sequence; and will necessitate removal of the Campus Police building and interim relocation of that function.

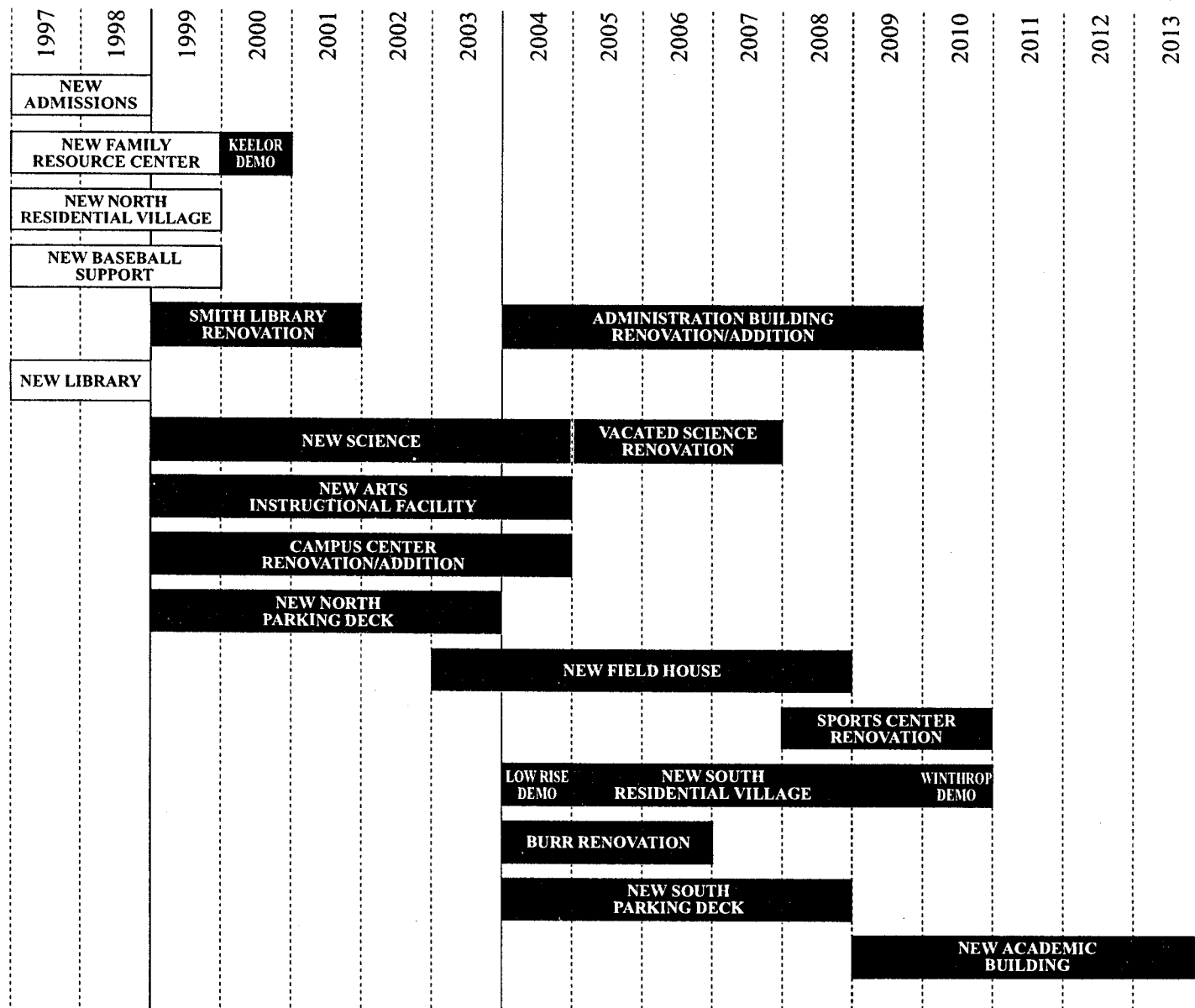
The highest priority projects of this planning cycle are in the five-year time span, from 1998 to 2003. Included are the Smith Library renovation, new space for the sciences with development of the adjacent quadrangle, the Arts Instructional Facility, the Campus Center addition and renovation with adjacent quadrangle, and the north parking deck with space for the Campus Police. At the end of this time period, considerable relief for both academic and administrative departments will be felt.

Projects in the five to fifteen-year time frame, from 2003 to 2013, are an addition to and renovation of the Administration Building for Facilities Management and Planning, the Field House on the Mansfield Campus and renovation of the existing Sports Center, renovation of

vacated space resulting from the new science building, replacement of the Low Rise Apartments, the Burr Hall renovation, and the second parking deck. The last project to be completed will be a new academic building.

Staging space will be vital to the Master Plan development, as ECSU must remain operational throughout implementation of the various projects. On completion of new buildings, space will be released for reassignment. Shafer Hall will be available for temporary space allocation once the Arts Instructional Facility is complete, for instance.

Diagram 2: Master Plan Phasing



- Design/Bid/Construction — Previous Master Plan
- Design/Bid/Construction — Current Master Plan
- Demolition

# IMPLEMENTATION, COSTS & PRIORITIES

Table 5: Project Summary that follows lists the construction, renovation, and demolition projects included in this planning cycle with the associated costs. The cost for each project is in 1997 dollars as well as in dollars inflated to the estimated end of construction. The list is prioritized by time frame categories. Within each period, however, the projects are listed by types and do not reflect the University's priorities.

The last column on the table is the estimated amount that should be budgeted for the project to account for inflation. This figure has been obtained by increasing the 1997 cost by 3% per year to the projected completion date.

Construction costs are for new buildings, additions, and those renovations that respond to programmatic need. Survey costs are those identified in the *Existing Conditions Survey*, and address such issues as deferred maintenance and code compliance. The telecommunications cost is for necessary network wiring. The associated landscape category includes an allowance for improvements such as paths, walkways, and landscape development.

Not all of the campus improvements can be achieved at once. This is inevitable because of the realities of financial resources, the necessity of sequencing each undertaking to enable the University to continue in operation, and the complexity of the tasks. In view of this, the University has identified the highest priorities for the following improvements, those projects to be achieved in the next five years.

- An Arts Instructional Facility;
- A Campus Center addition and renovation of the existing Student Center;
- A 600-car parking deck, which will include space for the Campus Police.

Some campus buildings that will require renovation over time are not included in the Master Plan. These are the High Rise Apartments; Burnap, Crandall, Noble, and Occum residence halls; Beckert Hall; Knight House; the Planetarium; and the heating plants. The Plan assumes the current uses will continue and these buildings will be renovated as funds permit.

- Renovation of Smith Library which will be vacated on completion of the new Library;
- A comprehensive improvement plan for the sciences;

**Table 5: Project Summary**

NEW CONSTRUCTION	RENOVATION	DEMOLITION	GSF	SUBTOTAL CONSTR COST	SURVEY COST	TELECOM	TOTAL CONSTR COST	ASSOC LAND SCAPE	TOTAL 1997 COST	INFLATED COST TO END OF CONSTR
<b>1998 TO 2003</b>										
I	Smith Library for administrative uses		47,300	\$2.8	\$1.2	\$ .4	\$4.4		\$4.4	\$5.0
II	Science Building/ Classrooms		110,000	\$22.0		\$ .9	\$22.9	\$2.6 <sup>1</sup>	\$25.5	\$31.4
III	Arts Instructional Facility		120,000	\$19.2		\$1.0	\$20.2	\$1.0	\$21.2	\$26.1
IV	Campus Center Addition		49,800	\$7.0		\$ .4	\$7.4	\$ .7 <sup>2</sup>	\$8.1	\$10.0
V	Student Center for Campus Center		49,700	\$3.1	\$1.2	\$ .4	\$4.7		\$4.7	\$5.8
VI	North Parking Deck Campus Police		600 cars 8,500	\$6.9		\$1.9	\$8.8	\$ .4	\$9.2	\$11.0
<b>2003 to 2013</b>										
VII	Vacated science space for other academic use		46,800	\$3.0	\$3.6 <sup>3</sup>	\$ .4	\$7.0		\$7.0	\$9.4
VIII	Facilities Mgt. & Planning Addition to Administration Bldg.		36,300	\$2.9		\$ .3	\$3.2	\$ .2	\$3.4	\$4.9
IX	Administration Bldg for Facilities Mgt. & Planning		24,400	\$1.4	\$ .2	\$ .2	\$1.8		\$1.8	\$2.6
X	Field House		127,600	\$17.9		\$1.1	\$19.0	\$ .9	\$19.9	\$27.6
XI	Sports Center		82,300	\$5.2	\$3.3	\$ .7	\$9.2		\$9.2	\$13.5
XII	South Residential Village	Demolish Low Rise Apartments and Winthrop	520 Beds	\$24.4		\$1.7	\$26.1	\$1.5 <sup>4</sup>	\$27.6	\$40.5
XIII	Burr Hall for housing		29,300	\$1.5	\$1.5	\$ .3	\$3.3		\$3.3	\$4.3
XIV	South Parking Deck		420 Cars	\$4.2		\$1.2	\$5.4	\$ .2	\$5.6	\$7.8
XV	Academic Building		50,000	\$7.0		\$ .4	\$7.4	\$ .4	\$7.8	\$12.8

1. Includes \$1.5 for development of adjacent quadangle.  
 2. Includes \$.3 for development of adjacent quadrangle.  
 3. Survey costs are for Goddard and the Media Center.  
 4. Includes \$.4 for completion of science quadrangle.

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