

ST. ANDREW'S  
SEWANEE

MASTER PLAN  
MAY 2018

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**Perspective**

We seek to celebrate our place while cultivating “worldwise” connection.

**Communication**

We seek to carefully consider how and what we communicate individually, collectively, and institutionally.

**Preparation**

We seek to foster resourcefulness as we engage in real work in the real world.

**Voice**

We seek to further value and empower the many voices of our community.

**Well Being**

We seek to make every decision with the health and wellbeing of each individual and our school in mind.

- From the SAS Vision





## EXECUTIVE SUMMARY



# EXECUTIVE SUMMARY

## YOU BELONG HERE

This simple promise captures the unique feeling one gets when setting foot on the campus of St. Andrew's-Sewanee School. Sitting on 550 wooded acres on the western edge of the Cumberland Plateau, the school is the proud inheritor of a legacy of 150 years of independent college preparatory education in Sewanee, Tennessee.

St. Andrew's-Sewanee School's mission is:

- to be an inclusive Christian community in which the Episcopal heritage is central;
- to provide superior preparation for college;
- to provide educational opportunities for those students for whom such experiences might not otherwise be available;
- to bring all members of the community to a richer spiritual, intellectual, social, physical, and aesthetic awareness so that they might lead lives of honor and loving service to God and to others.

In the winter of 2017, St. Andrew's-Sewanee partnered with Hord Coplan Macht to develop a campus master plan. The school asked these four questions at the start of the master planning process:

- What are the most exciting programs on campus?
- How easy is it for a visitor to be aware of those programs?
- What might our program look like in 25 years?
- How can we plan for the uncertainty and opportunities arising in education?

Guided by these questions, and led by members of the SAS community, the proposed campus master plan builds upon the excellent work that the school has undertaken over its long history.

Informed by a highly inclusive and engaging process, the proposed campus master plan outlines the continued capital improvements for the school, further aligning the campus and facilities with the school's mission and program. The proposed improvements reinforce existing campus zones of related uses and functions, falling into these categories:

- **LEARN** – Recommended internal and external improvements to Simmonds and Bishop Bratton will reinforce and strengthen this LEARN zone of the campus.
- **LIVE** – Through the improvements and expansions to the various dormitories, along with the proposed new faculty housing village to the west, and the relocated and expanded Student Center at Langford, the LIVE-zone is further strengthened and enhanced.
- **PLAY** – The relocation and expansion of the Outdoor Program along with the expanded Athletic facility and the improvements to the Theater build upon the established PLAY-zone on the south end of the core campus.

This report describes the process, articulates the broad functional space needs and illustrates a careful campus analysis. The final proposed campus master plan is illustrated and described, along with an implementation plan for the logical and thoughtful sequence of construction for the improvements.





## PROCESS OVERVIEW

# MASTER PLANNING PROCESS

The master planning process began in the late winter of 2017 with four key questions posed by the school during the selection process:

- What are the most exciting programs on campus?
- How easy is it for a visitor to be aware of those programs?
- What might our program look like in 25 years?
- How can we plan for the uncertainty and opportunities arising in education?

Employing a variety of highly interactive tools, strategies, and activities, the planning team embarked on a process to answer these questions and develop a master plan to guide the school as it undertakes campus improvements. Throughout the process, maximum input was obtained from the greater St. Andrew's-Sewanee School community.

An initial on-line survey gathered responses from over 140 stakeholders, providing insights into some key areas of focus. The survey sought high-level input regarding various campus elements as well as the overall school culture, and helped to give context to the input received through the many face-to-face meetings and workshops.

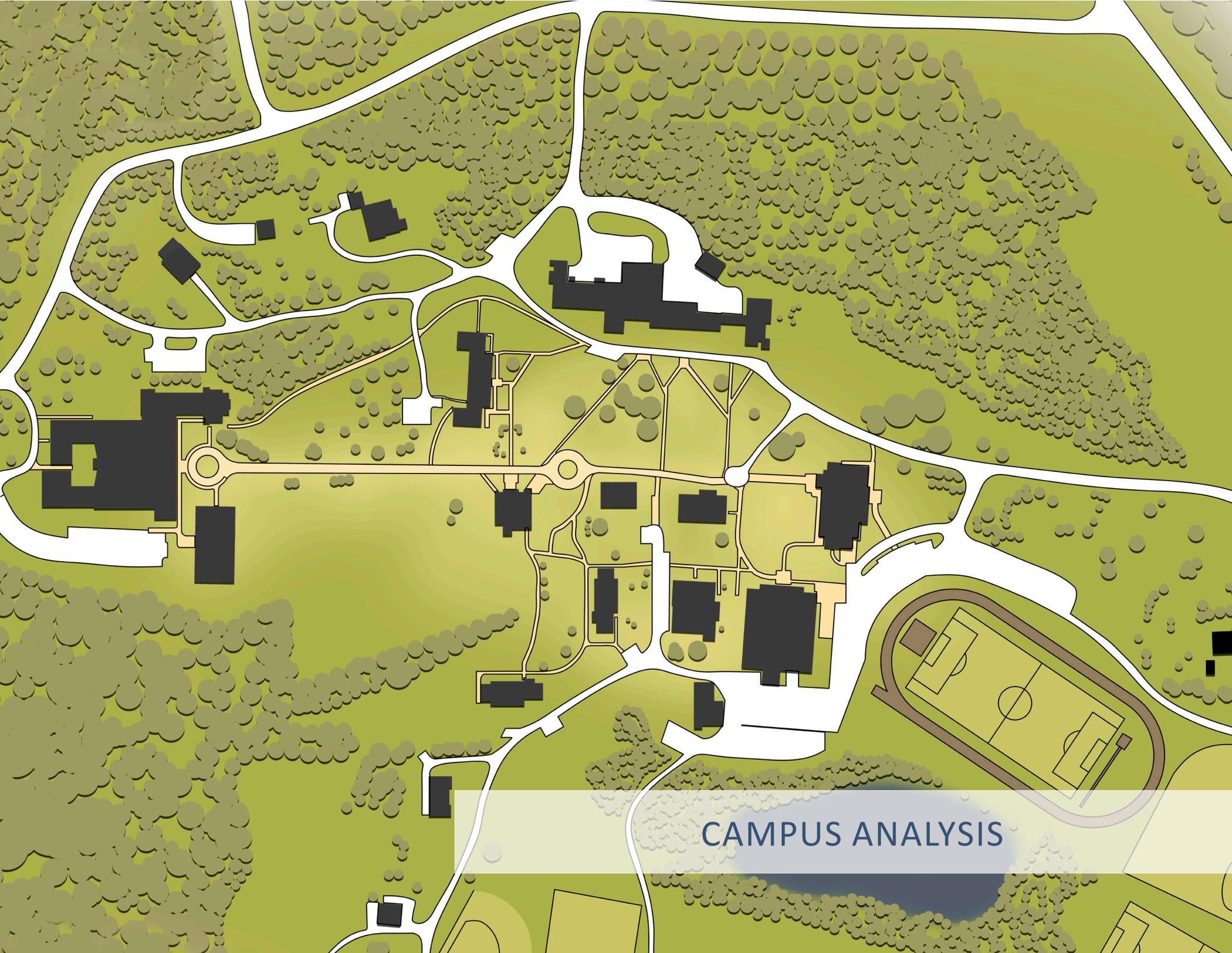
The team conducted numerous on-site meetings and workshops, engaging with faculty, staff, students, parents, alumni and trustees focus-groups. Through these discussions, and factoring in input through the surveys and the planning team's own observations, a set of "Planning Principles" were developed, to help keep the team and the process focused on the goals and vision for the master plan.

- Highlight signature programs
- Strengthen campus use-zones
- Reinforce outdoor spaces
- Improve pedestrian connections
- Improve the arrival experience
- Clarify vehicular circulation

The team also spent significant time understanding the existing conditions of the various buildings and other campus features. Assisted by the prior efforts led by Building Solutions, and informed by conversations with the school's facility staff, the team developed a good understanding of the issues and opportunities found in each structure.







## CAMPUS ANALYSIS

## EXISTING CAMPUS ANALYSIS

St. Andrew's-Sewanee School sits on 550 acres on the edge of the Cumberland Plateau between Nashville and Chattanooga. At an elevation of 2,100 feet, the campus possesses a wonderful variety of natural features - rolling fields, wooded areas, cliffs, lakes, ponds, and miles of trails. As the school's website proudly states: "We are what we are, in large part, because of where we are."

St. Andrew's-Sewanee School has a legacy of 150 years of independent college preparatory education in Sewanee. The school is the result of the 1981 merger of St. Andrew's School (est. 1905) and Sewanee Academy (est. 1971). These schools were preceded by the Junior Department of the University of the South (1868-69), the Sewanee Grammar School (1869-1908), St. Mary's School (1896-1968), and Sewanee Military Academy (1908-1971). Each of these institutions has helped shape the school, the campus, and the facilities.

- A Simmonds Hall**
- B Bishop Bratton Hall**
- C Wade Hall for the Sciences**
- D Theater**
- E McCrory Hall for the Performing Arts**
- F Woods - Alligood Gymnasium**
- G St. Andrews Chapel**
- H Langford Hall**
- I Robinson Dining Hall/Tucker Dining Room**
- J Owen Student Union**
- K Bouldering Cave/Mountain Bike Shed**
- L Harvey House**
- M St. Mary's/Warner House**
- N Card House**
- O Colmore House**
- P Watts House**
- Q Woods House**
- R Maintenance/ Facilities**
- S Faculty Homes**



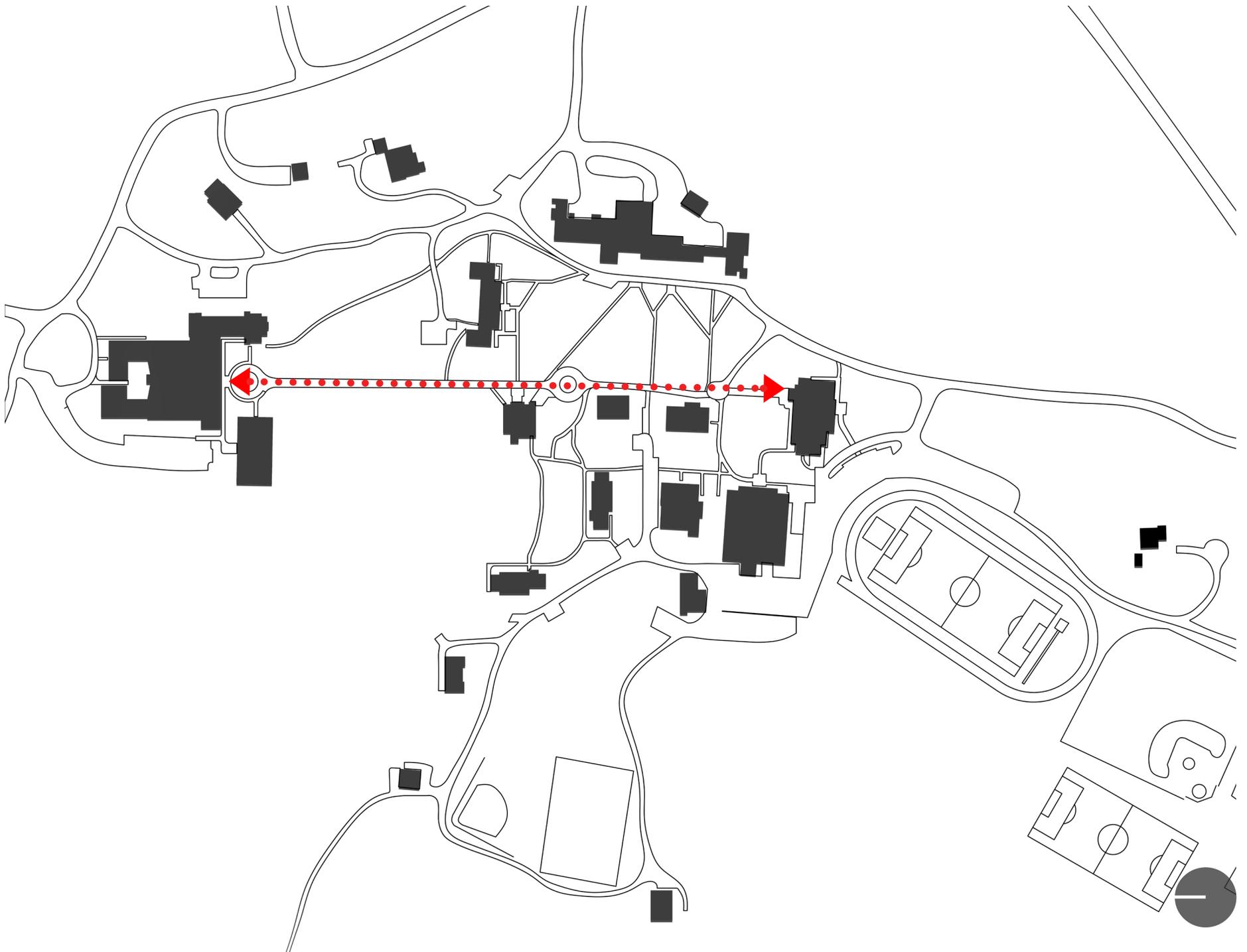
# SPATIAL ORGANIZATION

## **Betsy's Path**

Within the larger 550-acre campus, there is a cluster of buildings that constitutes the core campus. Through a combination of retaining and re-purposing older structures, adding new structures, and occasionally removing structures, the campus today exhibits evidence of organic, evolutionary growth and development.

Within this campus framework, there are two major organizing elements within the core campus - "Betsy's Path" and two large outdoor spaces.

Betsy's Path is a strong north-south pedestrian walk that extends from McCrory Hall for the Performing Arts to the south and the main academic facility comprised of Simmonds and Bishop Bratton buildings to the north. It passes along the edges of the two large outdoor spaces, and provides pedestrian access to several buildings along the walkway.

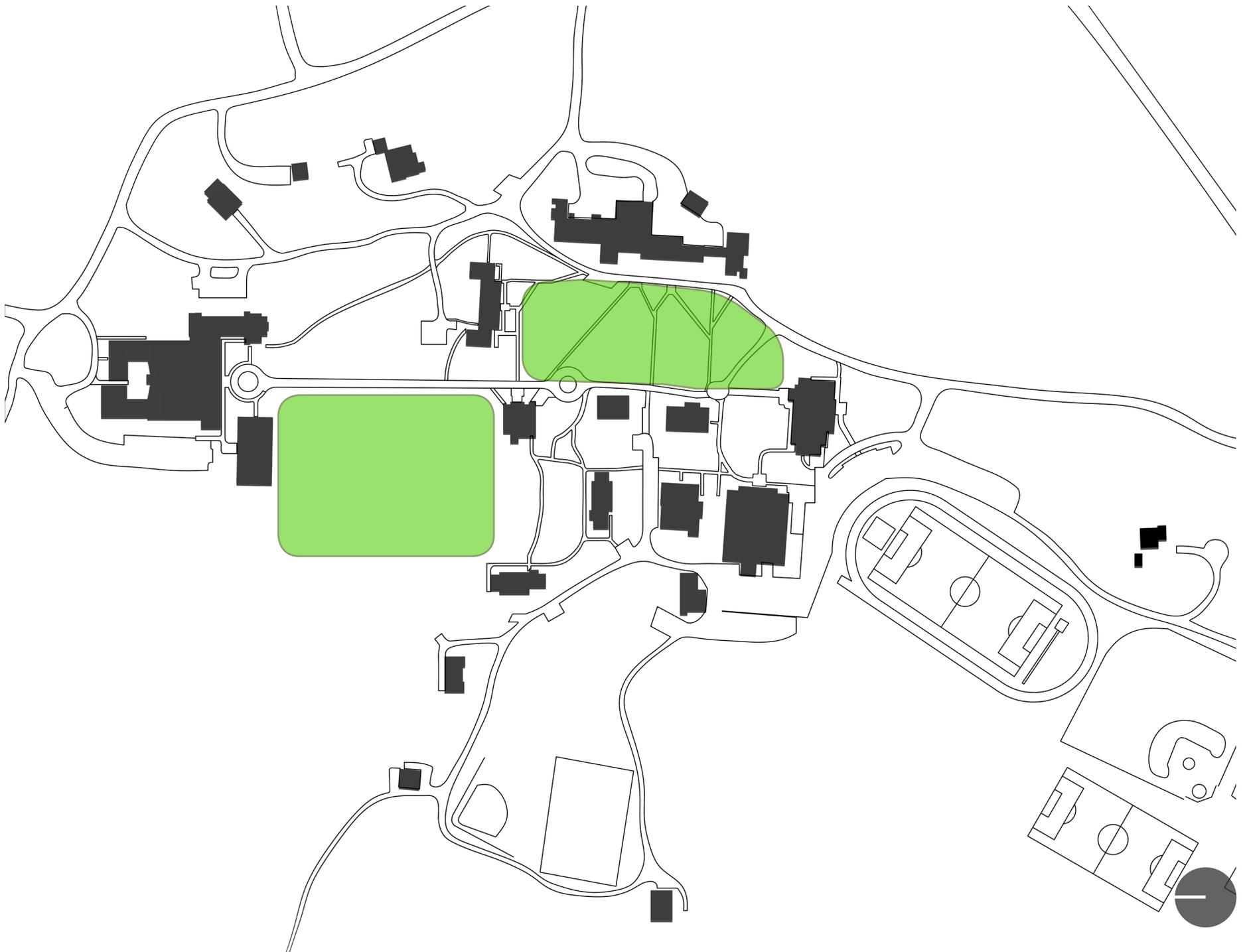


# SPATIAL ORGANIZATION

## Outdoor Space

There are two large outdoor spaces that flank this path. The southern of these two spaces is more formal, and is often referred to as the “Quad.” It is bounded on all four sides by buildings, though there is significant space between these buildings that creates a looser sense of enclosure. Betsy’s Path runs along the west edge, and Quintard Road runs along the east edge. It is crisscrossed with different walkways possessing several mature trees and other landscape features.

The northern large open space is less formal and less defined. It is more rolling and possesses some outdoor gathering spaces. It is bound by the new Wade Hall for the Sciences to the north and the Owen Student Union on the south. Betsy’s Path runs along its east edge, with some woods along the west edge.



## EXTERIOR GATHERING SPACES

In addition to these two large outdoor spaces, there are several other outdoor gathering areas. These include a large lawn to the south of the Chapel, where graduation is held, a green space between the Woods-Aligood Gym, McCrory Hall, and Colmore House, a green space flanked by Owen Student Center, Woods and Watts Houses, and a wooded area with a trail running through it north of St. Mary's and south of Bishop Bratton. As with the other exterior spaces on campus, these are not overly formal, but do possess a level of spatial enclosure created by the surrounding structures and to varying degrees by the landscape and topography.



# CIRCULATION

The various circulation systems on campus have a significant impact on the daily functions of the school.

**Pedestrian Circulation** – There is a network of pedestrian walkways and paths throughout the core campus, anchored by the strong north-south Betsy’s Path, as noted above. Numerous secondary pedestrian paths meander through the core campus, some orthogonal to Betsy’s Path, and some diagonal or curvilinear.

**Vehicular Circulation** – Upon entering the campus off of Route 41A, the main vehicular access is along Quintard Road. This road runs north-south and passes in front of the Langford complex before changing character to a less formal road that continues to Simmonds/Bishop Bratton, and then exits the core campus onto Fire Tower Road.

A secondary road leaves Quintard just past Harvey House and also exits to Fire Tower Road. By turning left off Quintard in front of McCrory, the road continues to a drop-off area between McCrory and Woods-Alligood, and then continues onto secondary roads that access various service, recreational, and residential uses around the perimeter of the campus.

Access for emergency vehicles uses parts of the pedestrian network, including Betsy’s Path.

**Drop-off / Pick-up / Visitor Arrival** – There are several key locations of arrival, used for daily student drop-off and pick-up, along with visitor locations. The key student drop-off / pick-up locations are the area south of McCrory and Woods-Alligood, the area east of Bishop Bratton, and behind Simmonds. Occasional pick-up also occurs around Owen, using the emergency access along Betsy’s Path.

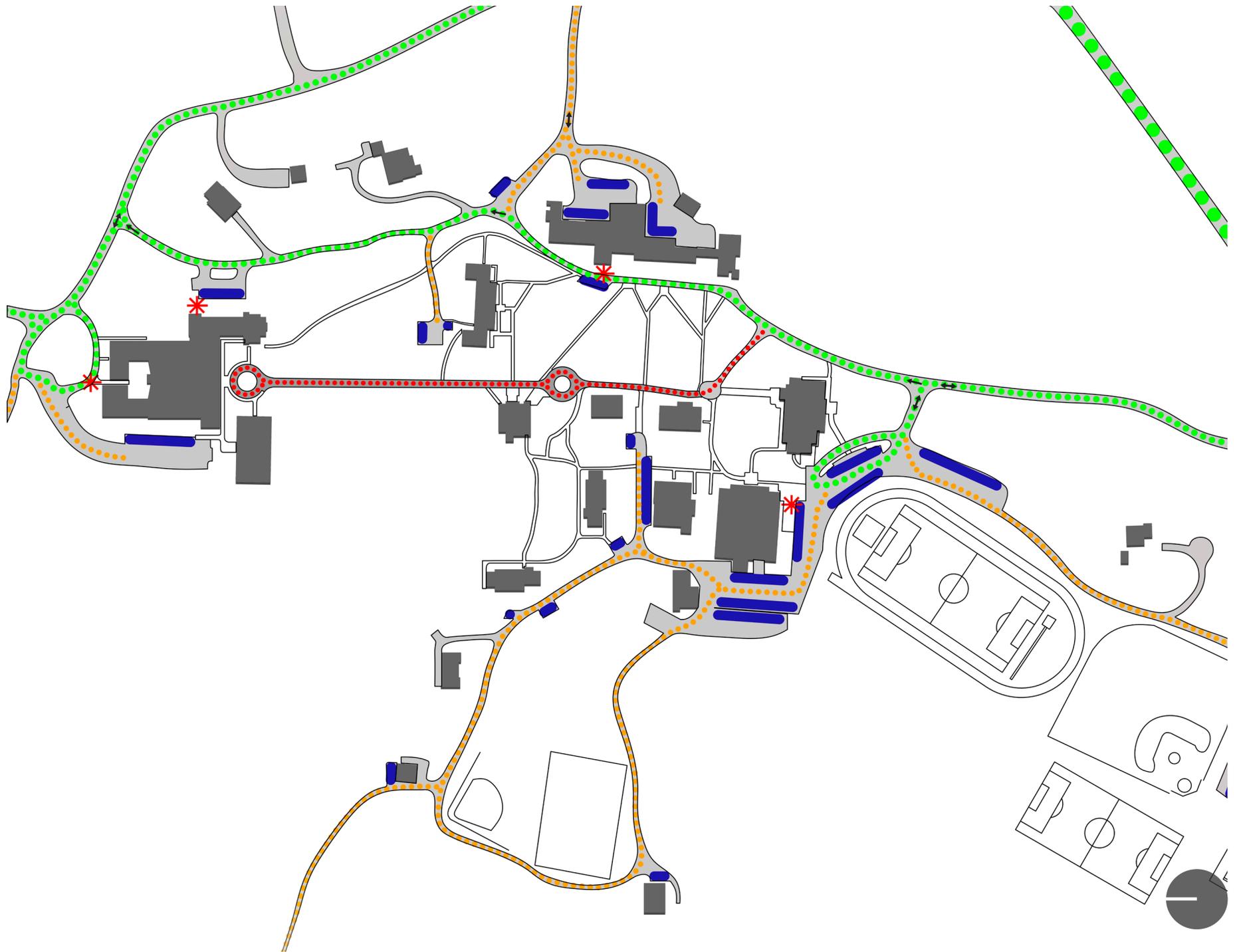
The primary visitor arrival point is in front of Langford, off Quintard Road. This location has become the default “front door” of the school.

**Parking** – There are numerous parking locations scattered around the core campus, with the largest occurring south of McCrory and Woods-Alligood including parking along the game field. Additional parking is located to the west, behind Woods-Alligood and north of the Theater building. There is additional parking around Simmonds and Bishop Bratton, as well as parking behind Langford. Smaller lots for faculty with the various dorms and faculty residences are also located throughout campus.

## LEGEND

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-  MAJOR ROAD / DRIVE
-  INTERNAL ROAD
-  SERVICE / EMERGENCY ACCESS
-  PARKING
-  DROP-OFF / ENTRY



# USE ZONES

The evolutionary growth of the campus over the years has created informal clustering of buildings, leading to some loosely defined zones of similar uses. The general clustering of these uses falls into three major “Use Zones” within the core campus:

**Academics & Visual Arts** – This use-zone is comprised of Simmonds/Bishop Bratton, along with Wade Hall for the Sciences, and is located at the north edge of the core campus. It is where the majority of the core academic functions are located, including the visual arts.

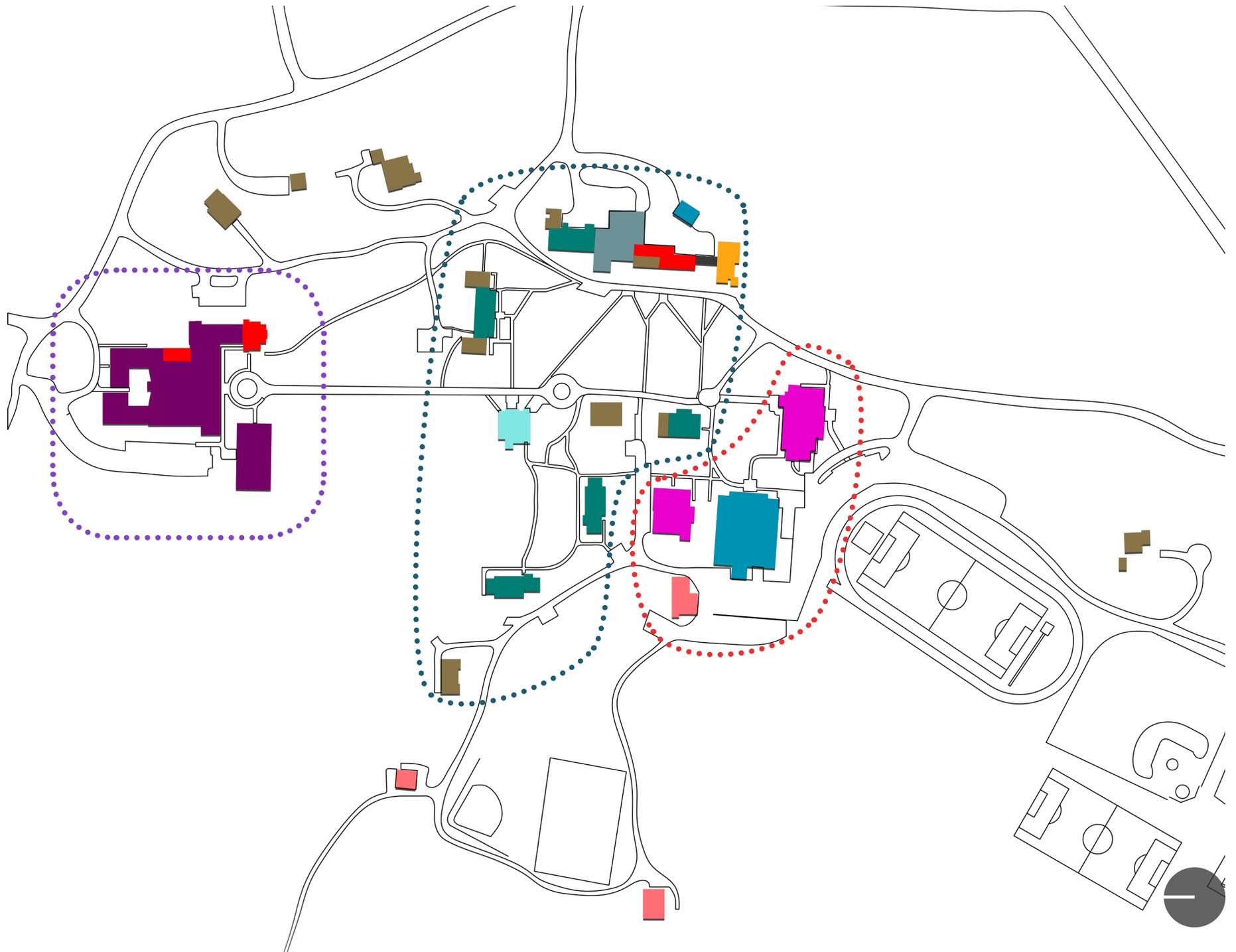
**Residential & Student Life** – Within the center of the core campus is the cluster of buildings that support the school's residential and student life functions. This includes student (and faculty) residences in St. Mary's, Harvey, Woods, Watts and Colmore (along with the mostly vacant Card House), along with student life and dining functions housed in Owen Student Union and Robinson Dining Hall respectively.

**Athletics & Performing Arts** – the third use-zone contains the facilities that support the various athletic and performing arts functions, and include Woods-Alligood Gym, McCrory Hall for the Performing Arts, and the Theater. This use-zone is located at the southern end of the core campus.

**Other** – Additional uses that fall outside these three main zones include the main administration spaces within Langford, the Chapel, the Outdoor program and the facilities buildings. Additionally there are numerous on-campus faculty and staff residences located on the perimeter of the core campus. Finally, the athletic fields are located to the south and west of the core campus.

## LEGEND

-  ACADEMICS & VISUAL ARTS
-  PERFORMING ARTS
-  ATHLETICS/OUTDOOR PROGRAM
-  STUDENT CENTER
-  DINING
-  ADMINISTRATION
-  STUDENT RESIDENCE
-  FACULTY RESIDENCE
-  MAINTENANCE/FACILITIES
-  CHAPEL
-  LEARN USE-ZONE
-  LIVE USE-ZONE
-  PLAY USE-ZONE



## CONTRIBUTING BUILDINGS

As part of the campus analysis, the continued relative value of the existing campus facilities was evaluated. This objective evaluation examines the relative condition of each facility as well as its ability to properly support the intended uses or functions. The anticipated effort and cost to modernize the facility is also a factor in this assessment.

The existing buildings on campus are grouped into three primary categories.

**RETAIN BUILDING & USE** - The first category (green on the diagram) is buildings that are either fairly recent and/or in good condition, or provide a significant positive impact on the campus as a whole. The buildings in this category are recommended to remain on campus for the foreseeable future, fundamentally maintaining their current use, though they may require some degree of renovation or modernization. The buildings that fall under this category are:

- Simmonds/Bishop Bratton
- Wade Hall for the Sciences
- Robinson Dining Hall
- St. Andrew's Chapel
- McCrory Hall for the Performing Arts
- Colmore House
- Woods House
- Watts House
- Other faculty residences

**RETAIN BUILDING / CHANGE USE** - This second category (yellow) designates those buildings that are in relatively good condition but may better support functions or uses other than what currently is in them. This category also has buildings that may continue to support their current use or function, but the amount of work needed to improve them is greater than the

first category. Like the first category, these buildings are recommended to stay as part of the campus. The buildings in this category are:

- Owen Student Union
- St. Mary's House
- Langford Building
- Woods-Alligood Gym
- Facilities building

**REMOVE BUILDING?** - This third category identifies those buildings that may not be worth continuing to invest in, due to their age, condition, or relative cost of improvements compared to the resulting value. This category also has buildings that may be recommended for removal in order to allow for future campus improvements to occur. While this designation is not recommending removal, it is calibrating these buildings as a lower contributing value than the other two categories. The buildings in this category are:

- Harvey House
- Card House
- Theater building
- Outdoor building
- Maintenance Barn

### LEGEND

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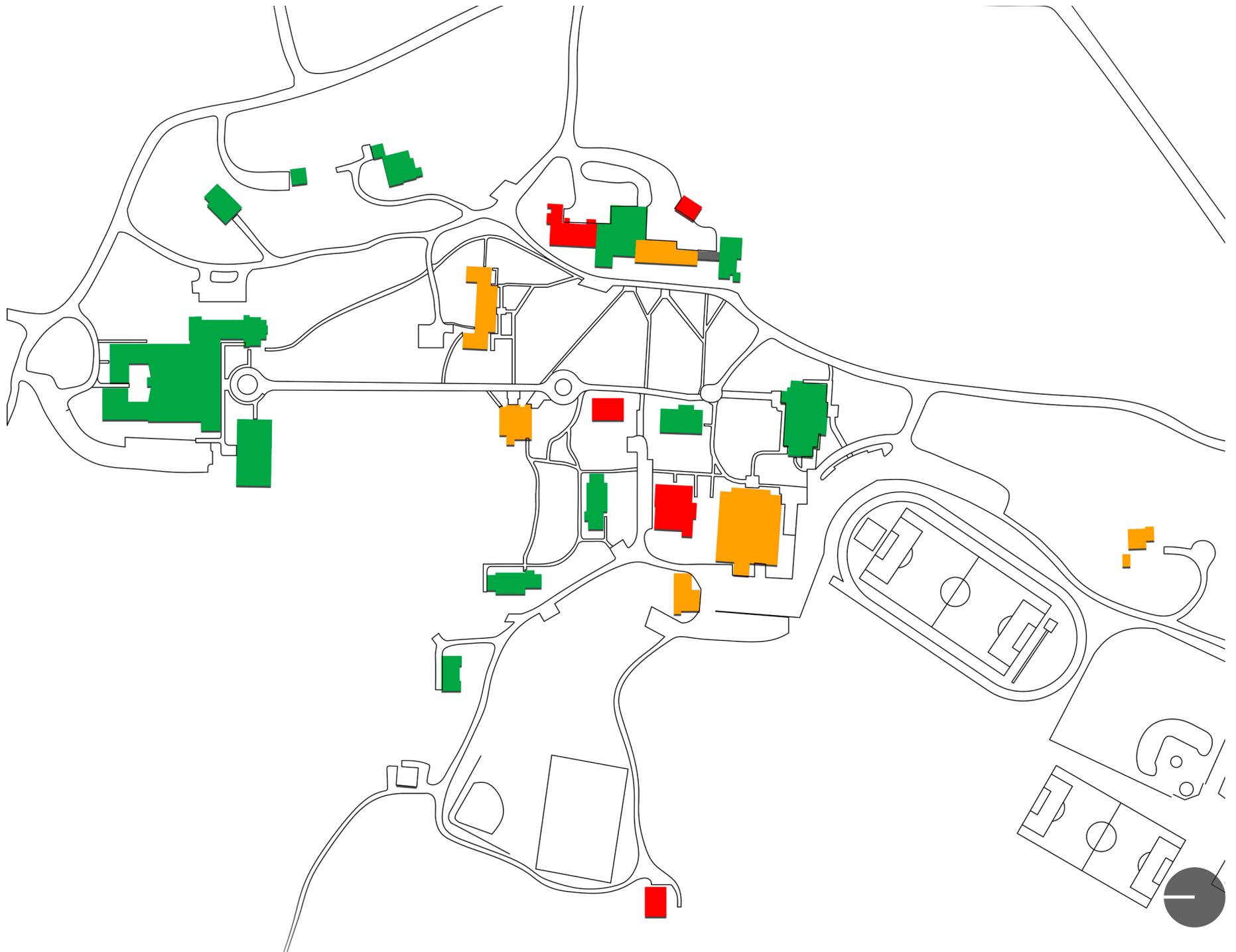
KEEP BUILDING & USE



KEEP BUILDING, CHANGE USE?



REMOVE BUILDING?







# FUNCTIONAL NEEDS ASSESSMENT

Acknowledging that the core drivers of the plan are based on identifying SAS's signature programs, the planning team spent time better understanding the specifics of those various programs, along with assessing the spaces that currently support them. While there were instances of detailed quantification of those spaces and the corresponding needs, the real focus of the needs assessment was at a higher level. The resulting needs assessment and recommendations fall into several broad categories.

**LEARNING SPACES** - Through discussions with various groups of faculty, staff, and students, the team identified the following recommendations for the various spaces that support the core academic functions:

- Through a series of sequential improvements to Simmonds and Bishop Bratton, a general upgrade of the various spaces is recommended. Discussion focused on the optimal learning environment, and identified some key strategies:
  - Expand undersized spaces
  - Better integration of Simmonds exterior with Bishop Bratton
  - Evaluate and improve adjacencies of similar functions
  - Refresh all finishes
  - Improve/replace building systems as needed (HVAC, lighting, electrical, plumbing, etc)
  - Replace furniture to better support flexible, adaptable, agile learning spaces
  - Improve technology access

**PERFORMING ARTS** – The performing arts functions are housed in both McCrory (Drama and Music) and the Theater Building (Drama.) The Drama program would benefit from an improvement to those functions in the Theater and expansion of the theater support spaces. The Music program would benefit from an additional instructional space, for instrumental use.

**ATHLETICS/WELLNESS** – The indoor athletic spaces need two more practice courts to also be used as multi-purpose/community gathering space. In addition, the various support spaces should be improved and expanded in certain instances.

**OUTDOOR PROGRAM** – The spaces used by both the Mountain Bike program and the Bouldering/Climbing program require significant upgrades and expansions. Careful consideration should also be given to the location of these functions, relative to both practical needs for access and the ability for these signature programs to be more prominent and visible.

**STUDENT COMMONS** – The student gathering and meeting spaces need to be expanded and improved. More and better student meeting spaces, club break-out rooms, a book store, and other social spaces are needed, especially to better support the boarding program. More intentional and consistent adult presence is also needed to allow these spaces to be more accessible and useful to the students. Finally, careful consideration as to the location of these functions is paramount to their maximum success and usefulness.

**ADMINISTRATION & FACILITIES** – In general, the school possesses adequate spaces for the various administrative functions. Some selective expansions may be needed, along with a general refresh. More important is the careful evaluation of where these various administrative and support functions should be located, including consideration of functional adjacency and needed access to students, faculty and staff, and visitors. The various facilities and support spaces are inadequate in some cases, and need to be improved and expanded, and possibly relocated, to provide better access and functionality.



# FUNCTIONAL NEEDS ASSESSMENT

## RESIDENTIAL PROGRAM NEEDS SUMMARY:

St. Andrew's-Sewanee has prioritized the need to improve the residential program, for both the students and the on-campus faculty and staff. As such, the planning team began by confirming the target number of student beds, along with a corresponding number of on-campus faculty residences, both in-dorm apartments and stand-alone homes.

## STUDENT DORMITORIES

Currently there are approximately 114 total potential student beds on campus, spread across six different dormitories:

### Boys:

- Harvey House – 26 beds
- Watts House – 12 beds
- Woods House – 12 beds

### Girls:

- St. Mary's/Warner – 40 beds
- Colmore House – 12 beds

### Off-line/Unoccupied:

- Card House – 12 beds

The desire is for a total of 100 beds, evenly distributed between boys and girls.

It is anticipated that the beds in Harvey House may be relocated to another boys' dorm facility. The beds in Watts and Woods will remain but will be improved. The beds in St. Mary's/Warner and Colmore will remain and be improved.

## FACULTY RESIDENCES

St. Andrew's-Sewanee acknowledges that the key to a vibrant and successful on-campus residential program is the significant presence of on-campus faculty and staff. While the need to maximize the number of in-dorm faculty dwellings is critical, it is also imperative that there is ample on-campus stand-alone housing. Additionally, there should be a mix of unit sizes, including 1, 2, 3 and 4-bedroom dwellings.

Currently there are a total of 19 on-campus faculty and staff dwellings:

### In-Dorm Apartments (12):

- Harvey House – 3
- St. Mary's/Warner – 6
- Watts House – 1
- Woods House – 1
- Colmore House – 1

### Single-Family/Stand-alone Homes (5)

### Other (2):

- Langford – 1
- Card House – 1

It has been determined that up to 33 total on-campus faculty and staff units are desired, broken out as follows:

### In-Dorm Apartments (16):

- St. Mary's/Warner – 6
- Watts House – 2
- Woods House – 2
- Colmore House – 2
- New Dorm - 4

### Single-Family/Stand-alone Homes (17):

- Existing-to-remain – 5
- New - 12







MASTER PLAN OVERVIEW

## MASTER PLAN OVERVIEW

The proposed campus master plan for St. Andrew's-Sewanee is the result of the planning efforts, driven initially by the four key questions posed by the school and guided by the Planning Principles that emerged during the process. It builds upon the strong sense of place that the SAS campus exhibits, and strengthens the existing campus features that encapsulate the true essence of St. Andrew's-Sewanee.

The plan gives physical form to the three key areas of use found on the campus:

LEARN – Spaces and places on campus dedicated to the various academic pursuits

LIVE – Buildings and elements that strengthen the student life functions

PLAY – Components that support athletic, theatrical, and music activities

The plan further addresses the larger site and circulation issues, including creating a more pedestrian-friendly inner core, establishing strong points of arrival, and reinforcing the role of the outdoor spaces found throughout the core campus.

Ultimately, the plan seeks to celebrate and showcase the many wonderful signature programs that make SAS such a unique and special place to Learn, Live and Play.

### OPTION EXPLORATION & SELECTION

It is important to acknowledge the role that the collaborative process played in the creation of this plan. During the planning process, the team engaged a wide range of the SAS constituents in an exercise that allowed the various participants to explore different ways to improve and organize the campus. This highly interactive “Building Blocks” exercise first proposed several options for improving the campus. Then the groups were challenged to develop their own solutions, resulting in a list of key planning priorities and desires. Out of these exercises emerged the final plan, which was then further refined.

### MASTER PLAN SUMMARY

As noted above, the proposed master plan is driven by the Planning Principles developed during the process. The Plan's response to those Principles includes:

Highlight Signature Programs – The proposed Plan highlights these key programs:

- **Outdoor Program** – This vibrant and popular program is enhanced through its relocation and expansion into a more visible and prominent location in the heart of campus with ease of access to the various service needs and surrounding activity areas.
- **Student Center** – The various student activity functions are consolidated and relocated into a renovated and re-purposed Langford, along with an expansion and point of arrival and departure along the newly relocated campus access drive.
- **Chapel** – While this plan proposes no new work to the chapel itself, the reconfigured entry drive and campus access road creates a new perspective and emphasis on this uniquely important campus building.

Strengthen Campus Use-Zones - Building upon the existing campus use-zones identified during the planning process, the proposed campus improvements reinforce and strengthen these zones:

- **LEARN** – The recommended internal and external improvements to Simmonds and Bishop Bratton will reinforce and strengthen this LEARN zone of the campus.
- **LIVE** – With the improvements and expansions to the various dormitories, along with the proposed new faculty housing village to the west, and the relocated and expanded Student Center at Langford, the LIVE-zone is further strengthened and enhanced.
- **PLAY** – The relocation and expansion of the Outdoor Program spaces, improvements to the Theater, and the expanded Athletic facility build upon the established PLAY-zone on the south end of the core campus.

Reinforce Outdoor Spaces – Using the two major existing outdoor spaces identified in the campus analysis as a catalyst, the proposed plan creates and strengthens other outdoor spaces around campus, including the area bounded by Card, Woods and Watts Houses, the open area between McCrory, the athletic facility and Colmore, and the smaller courtyard in front of Simmonds/Bishop Bratton.

Improve Pedestrian Connections – The relocation of Quintard Road from in front of Langford to behind it creates a strong pedestrian-centered main quad, free of daily car traffic. The existing Quintard Road will be converted to a new pedestrian path, connecting the new southern drop-off location with the Langford complex.

Improve the Arrival Experience – The relocated Quintard Road also creates new arrival points for daily and visitor use, including the new drop-off loop to the south, the new arrival point behind Langford at the Student Center addition, and an improved drop-off point at Simmonds/Bishop Bratton.

Clarify Vehicular Circulation – As noted above, the catalyst for much of the improved campus experience is the strategic relocation of Quintard Road, from in front of Langford to behind it. Upon entering campus, this allows for a shift in focus towards the chapel instead of the rear of the gym, it removes vehicles from the main Quad, and it provides safer, more efficient travel and access to the north end of campus.



# MASTER PLAN OVERVIEW

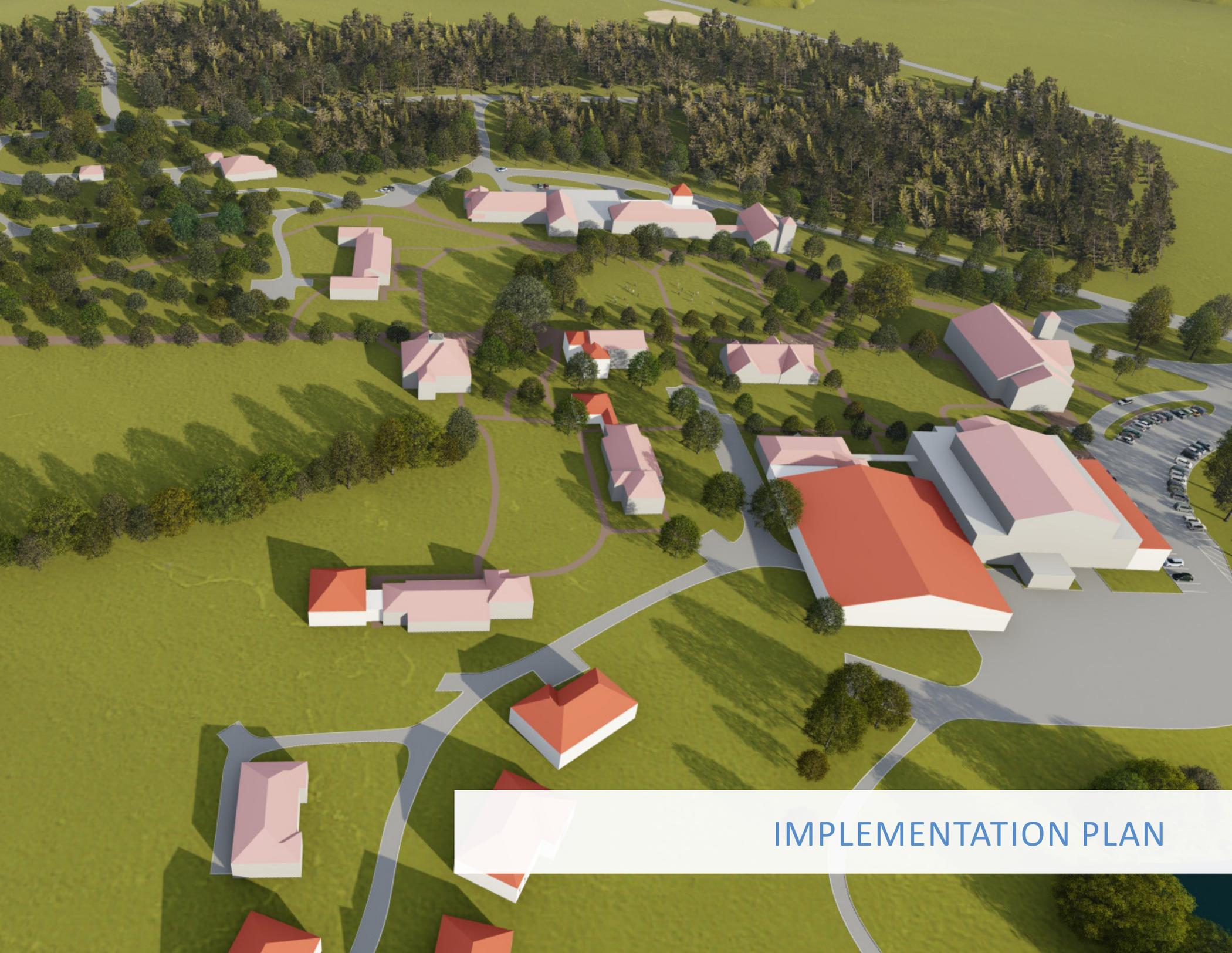
## MASTER PLAN COMPONENTS

The following components represent the proposed major campus improvements within the master plan.

- A** SIMMONDS / BISHOP BRATTON – The existing main academic facility will receive a series of systemic improvements, aimed at fully aligning the school's program and curriculum, contemporary learning styles, and the facilities. Items to be addressed include improving room sizes, adjacencies, and finishes, along with building systems and furniture enhancements. The exterior of Simmonds will be improved and expanded to be better integrated with the exterior of Bishop Bratton.
- B** WOODS & WATTS HOUSES – These two 12-bed dormitories will each receive a second faculty apartment, along with various improvements and upgrades.
- C** CARD HOUSE – This building will be renovated and expanded, bringing it back on-line as the newest dormitory on campus. Envisioned to house up to 26 student beds and four faculty apartments, this expanded and improved living facility will also contain common rooms, and other supports paces.
- D** LANGFORD – Langford will be reimagined, renovated and expanded to support a new Student Center, along with various administrative spaces. Its proximity to the Robinson Dining Hall and the Chapel offer an exceptional venue for the new heart of student activity and gathering throughout the day. A new addition in the back will provide additional program space along with a new prominent point of arrival for students and visitors.
- E** COLMORE HOUSE – Colmore House will receive a second faculty apartment, by capturing and renovating second floor space.
- F** OUTDOOR PROGRAM – The vibrant outdoor programs at SAS will finally be housed in the appropriate venue, properly situated on campus, providing indoor spaces for the Mountain Bike and Bouldering programs along with other companion outdoor programs. Its proximity to the expanded and renovated Athletic facility creates a new center of physical activity for the school.
- G** ATHLETIC FACILITY – The existing Woods-Alligood Gym will be upgraded and expanded, through the addition of two court spaces that can be used as a multi-purpose campus gathering space. Additional support spaces will be added to fully support the school's thriving athletic teams and activities.
- H** THEATER – The School's vibrant drama program will be fully supported through the renovation of the Theater. Improved theater support spaces will allow this important program to continue to flourish.
- I** ST. MARY'S / WARNER – This existing three-story dormitory will be fully renovated and upgraded, along with the refreshing of the six faculty apartments.
- J** HARVEY HOUSE – Harvey House will be re-imagined as additional faculty and staff housing, along with some additional administrative and support spaces.
- K** OWEN STUDENT UNION – Owen Student Union will continue to function as a student gathering place, and will continue to house the health clinic and other functions. Upgrades will be undertaken to enhance the spaces and functions. In the future, Owen may be converted to additional faculty housing.
- L** FACILITIES & MAINTENANCE – A new purpose-built Facilities and maintenance complex is proposed on the west edge of campus.
- M** NEW FACULTY HOUSING VILLAGE – A series of new stand-alone faculty homes are proposed, comprised of single and duplex units, creating a new faculty housing village.
- N** RELOCATED QUINTARD ROAD – This main campus drive is relocated out of the main quad, providing safer circulation and more efficient access.
- O** NEW POINTS OF ARRIVAL – New points of arrival for students and visitors are proposed, at the new south drop-off loop, at the expanded Langford Student Center, and at Simmonds/Bishop Bratton.
- P** IMPROVED MAIN QUAD – The main Quad is improved and made fully pedestrian-focused, by relocating Quintard Road and creating new pedestrian walks.







# IMPLEMENTATION PLAN

## IMPLEMENTATION OVERVIEW

The campus improvements proposed in this master plan cannot be implemented all at once. Even if the financial resources were available, certain projects must be built before others can occur. As with any campus master plan, a few key factors influence the order that projects come on line. These factors fall into three main categories:

**Priority of Needs** - This factor has the highest influence on the order that projects are implemented. On any campus, certain areas of the school or facilities have a higher need to be improved. The largest determining factor that drives a project's need by priority is based upon the extent the physical spaces or facilities are impacting the successful delivery of that aspect of the school's program.

**Logistical Sequencing** - Some projects cannot be implemented until other projects are in place. In some cases, this is due to an existing building that is to be removed that is occupying the location of a proposed new building. Other times it is the need for current building users to relocate into another building before renovations and re-purposing can occur. Whatever the reason, the logistical sequencing of projects will also drive the order of implementation.

**Donor Preferences** - Finally, because the ability to implement these projects is often at the mercy of the fundraising efforts within the school's broader community, certain projects may have greater appeal to donors, thereby making them financially feasible to implement before other projects. The hope is that the donors' willingness and ability to support certain projects align with the school's highest needs.

When developing an implementation plan, all three of these must be considered. The ultimate desire is to create an implementation plan that allows the school to construct the projects in an order that addresses their highest needs, causes the least amount of disruption and unnecessary expense, and can be fully supported by the school's donor base. As well, since the duration between phases is often years in length, each phase must appear complete, so as not to have the campus look like an on-going construction site until the next project goes ahead.





**PROPOSED IMPLEMENTATION**

# PHASE ONE IMPLEMENTATION PLAN

## PHASE 1

Several projects were identified as addressing the greatest needs and therefore having priority for implementation. These include:

Card Residential House (Add/Ren)

Colmore New Faculty Apt.

Faculty Village

Center for Student and Outdoor Learning (including Athletics Expansion)

Roadway – Entry to Circle

Gym Exterior Upgrades

Simmonds/Bishop Bratton (Ren)

Roadway/Walks

Langford Improvements/Rear Entry

Langford Student Center (Add/Ren)

Woods New Faculty Apt

Theater Improvements

New Maintenance Complex



