



# Salisbury

UNIVERSITY

2014 - 2023 Facilities Master Plan





## SALISBURY UNIVERSITY COMMUNITY:

I am very pleased to introduce the 2014 Facilities Master Plan, a visionary roadmap for future changes to our physical campus.

The Facilities Master Plan reflects broad involvement from the campus community throughout an engaged process: students, faculty, and staff, as well as city, county officials and neighbors provided insights and expertise that shaped this vision for our campus. I would like to thank everyone who participated for their contributions and extend a special thanks to the Executive Staff and Steering Committee members for their dedication to the process.

The plan lays out a vision for future building and landscape projects that will support the mission of the institution and the implementation of the Strategic Plan. It imagines that in the future, the campus will be an even more vibrant learning environment, arboretum, and cultural center than it is today. It envisions a physical environment that is commensurate with the stature of our institution from the heart of the academic core to the edges of the campus.

The Facilities Master Plan identifies improvements to the campus that will add wonderful spaces to learn, research, live, create, perform, and play. These individual projects are carefully planned to ensure that they complement one another and that each project will move us closer to the vision of a campus that is connected and welcoming.

I look forward to working with you to realize this vision over the next ten years.

JANET DUDLEY-ESHBACH, PHD  
President, Salisbury University



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## EXECUTIVE SUMMARY

**SALISBURY UNIVERSITY, A STUDENT-CENTERED, COMPREHENSIVE PUBLIC UNIVERSITY, IS ONE OF 12 DEGREE-GRANTING INSTITUTIONS THAT MAKE UP THE UNIVERSITY SYSTEM OF MARYLAND (USM).**

**Encompassing 183 acres, the campus is an integral part of the City of Salisbury and a cultural hub for Maryland's Eastern Shore. Its 75 buildings provide academic, athletic and recreation, dining, social, and support space for over 8,600 students and housing for the 37% of students who live in University-owned or public-private partnership facilities.**

**The 2014-2023 Facilities Master Plan identifies building, landscape, and infrastructure projects needed to support the institution in accomplishing its mission and vision over the next 10 years. The plan will play an integral role in educating students, embracing innovation, fostering a sense of community, and providing appropriate resources – goals articulated in the 2014-2019 Strategic Plan.**

**The Facilities Master Plan provides an overarching framework that ensures individual development projects complement one another to create a welcoming, functional, and beautiful campus setting where the Salisbury University community can live, learn, and lead.**

**The Facilities Master Plan was developed with extensive campus community involvement over the 2013-2014 academic year. Numerous town halls and workshops were held to seek input, share information and ideas, build consensus, and develop the final plan approach. The following summarizes the vision for the University.**



## PROJECTED NEEDS AND KEY ISSUES

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Over the ten year duration of the Facilities Master Plan, Salisbury University anticipates moderate enrollment growth of 8.6 percent, with growth concentrated in the graduate and first professional student population. This projected growth, combined with current unmet space needs, aging facilities, continued expansion of key programs, and modernization of instructional methodology, provides the impetus to plan for new and renovated facilities. Based upon planned STEM enrollment and current curriculum structure, projections show significant needs for laboratory space. There is also a need for additional office space, with secondary needs for athletics and recreation, study, and support space. The faculty have been asked to evaluate the University's general education requirements and, dependent upon the outcome of that review, the need for additional lab space may be reduced.

To determine how best to accommodate these needs, the Facilities Master Plan process began with an in-depth analysis of the physical campus and past planning efforts. The Existing Campus Plan shows current physical conditions on campus. Open forum and focus group sessions with students, faculty, staff, and city and county officials provided insight into institutional culture and explored opportunities to coordinate efforts. The analysis revealed three key issues:

- Salisbury University offers the resources of a mid-size, public, comprehensive institution but feels like a small liberal arts college because of its strong sense of community and role as a regional cultural hub. The campus must continue to support this sense of community while accommodating needed expansion.

- The compact footprint and rich, arboretum landscape of the academic core make it feel alive and vibrant. However, challenging pedestrian connections and inconsistent landscape quality at the edges of campus make these areas feel disconnected. The Facilities Master Plan identifies opportunities to maintain a compact residential college setting by adding new buildings on the Main Campus while providing safe and comfortable paths, particularly across US Route 13, to connect to the edges of the growing campus.
- Quality of the built and natural environment matters: the campus' many high quality facilities are assets, but some older facilities are insufficient to support academic excellence and student life. The Facilities Master Plan lays out a phasing plan that provides swing space to facilitate renovations to address condition issues in aging buildings.

Salisbury University has been a leader in sustainability around the themes of energy conservation, green building and renovations, native and water conserving landscaping, transportation demand management and alternative transportation, and compact land use. The proposed plan integrates and expands upon these themes with integrated stormwater management strategies, improved transit, expanded bike paths, connected open space to encourage walking, increased and improved on-campus housing, as well as through the creative reuse of existing facilities with strategic renovations.





**ES.1 EXISTING CAMPUS**

- SU Building
- Open Space
- Athletic Field
- Path

## CREATE A UNIVERSITY DISTRICT

## DEFINE OUR EDGES

## CONNECT OUR CAMPUS

Guiding Principles communicate the institution's intended outcomes of the Facilities Master Plan.

### CREATE A UNIVERSITY DISTRICT

Salisbury University's presence extends from Camden Avenue east to S. Division Street and from W. College Avenue south to the University Park apartments. The Facilities Master Plan acknowledges that this entire university district area contributes to the campus experience and envisions a unified architectural and landscape character throughout.

### DEFINE OUR EDGES

First impressions are important, and they are made quickly. When guests arrive at the university district from any direction, the built environment should welcome them in a manner commensurate with the quality and stature of Salisbury University.

### CONNECT OUR CAMPUS

The Main Campus has a rich network of pedestrian connections that does not currently extend to the edges of the university district. As new facilities are added in the future, the campus footprint will expand, and circulation patterns will shift in response to the new uses. Establishing strong and safe campus connections is a top priority.



**ES.2 PROPOSED CAMPUS**

- Existing Building
- New Building

## FACILITIES MASTER PLAN

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The Facilities Master Plan establishes 800,000 gross square feet of capacity for institutional growth in three phases of development. It concentrates new academic facilities in the Main Campus, strengthening the diagonal connection between the Commons and the TETC. New athletic and recreation facilities are on the East Campus. New residence halls are sited both on the East Campus and the Main Campus, replacing aging facilities and enhancing the residential college environment on the Main Campus as well as further activating the East Campus.

The University has already begun work on the Patricia R. Guerrieri Academic Commons (1) and new facilities for the stadium (2). Completion of these projects represents first steps towards implementation of the Facilities Master Plan.

**Phase One** projects address pressing campus needs and begin enabling actions for long-term efforts. New residence halls on the East Campus (3) allow Chesapeake and St. Martin halls and Dogwood Village to be removed. Reconfiguration of athletic and recreation fields on the East Campus and completion of the tennis center (4) expands capacity for outdoor sports and clears a site for construction of a new Field House (5). Upon completion of the Patricia R. Guerrieri Academic Commons, Blackwell Library is renovated, providing swing space to facilitate other campus improvements. The University plans to make improvements to Devilbiss Hall, renovate Maggs Gymnasium (6) and renovate Guerrieri University Center (GUC) (7) during this phase. Having addressed pressing needs and completed enabling projects, the University has capacity for significant campus expansion in subsequent phases.

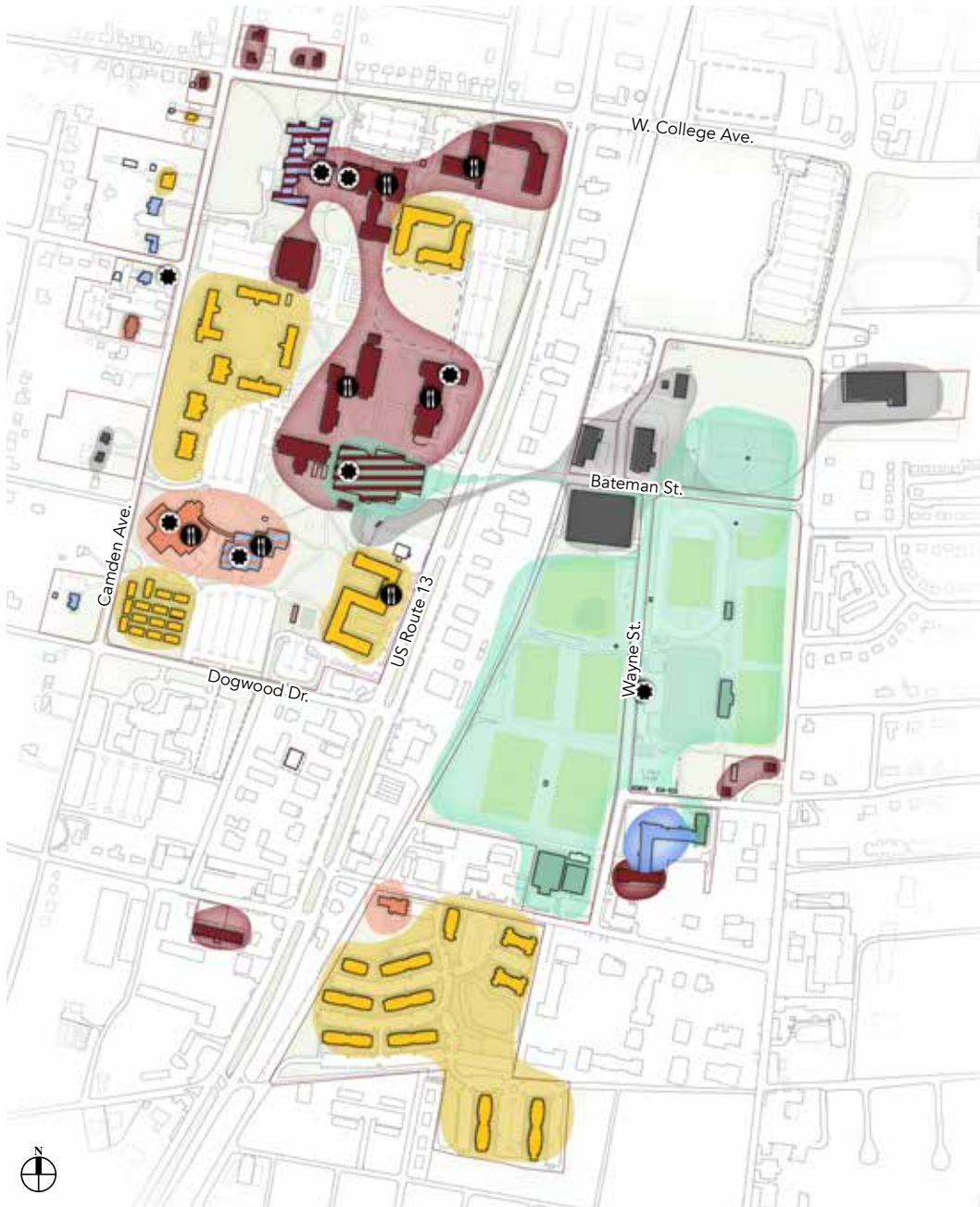
**Phase Two** projects expand the campus' built environment. New construction of a Performing Arts venue and renovation and expansion of Fulton Hall establish a Fine and Performing Arts Complex (8) organized around a new Arts Quad on the Chesapeake and St. Martin Hall site. Henson Hall, the Commons, and GUC are expanded, with additional renovations to GUC. Blackwell Library is replaced with a new academic building (9), and new residence halls are constructed on the former site of Dogwood Village (10). A new parking structure (11) accessed off West College Avenue provides additional Main Campus parking capacity.

**Phase Three** projects complete the build-out of the Facilities Master Plan in the long term. Devilbiss Hall is removed and replaced by a larger new academic building on the west side of the Mall (12). This building also faces a new open space, Commons Lawn (13), established adjacent to GUC and nearby residence halls. A new parking structure (14) accessed from Dogwood Drive establishes the parking capacity needed to remove Camden Lot E and establish this new recreational open space to supplement the Quad. An additional residence hall completes the redevelopment of the Dogwood Village site in this phase (15). If the Dresser property becomes available after remediation, the University will pursue acquisition (16).












**ES.3 FACILITIES  
MASTER PLAN**




- Existing Building
- New Building

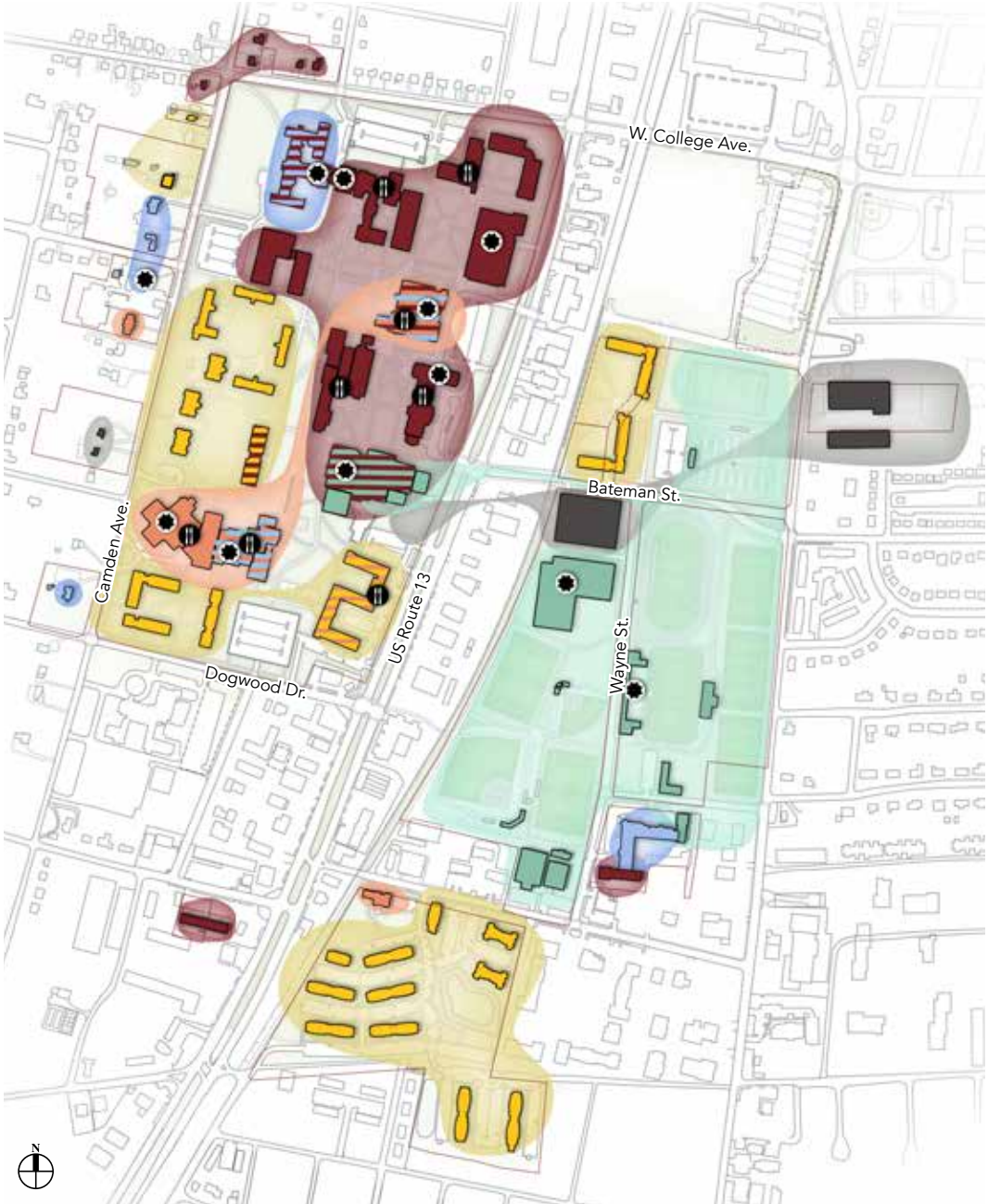


**ES.4 EXISTING  
LAND USE**

-  Mixed Use
-  Academic
-  Residential
-  Student Life
-  Administration
-  Athletics and Recreation
-  Support
-  Dining
-  Public Venues

**ES.5 PROPOSED  
LAND USE**

-  Mixed Use
-  Academic
-  Residential
-  Student Life
-  Administration
-  Athletics and Recreation
-  Support
-  Dining
-  Public Venues





**ES.6 PHASE ONE (yr 1-5)**

Near-term projects address pressing campus needs and begin enabling projects that are needed to complete the full vision. These projects are a high priority for the campus.



- Existing building - unrenovated
- New building
- Renovated building

- N-1 Patricia R. Guerrieri Academic Commons
- N-2 Renovate Blackwell for surge space
- N-3 Renovate Red Square
- N-6 Demolish St. Martin and Chesapeake Halls
- S-2 Devilbiss Hall improvements
- S-3 Maggs Gym renovation
- S-5 GUC renovation
- S-6 Demolish Dogwood Village, Replace with Recreation Field
- E-1 Rail trail for pedestrians and cyclists
- E-2 Two new residence halls
- E-3 Field house
- E-4 Realignment of Bateman Street
- E-6 Maintenance Facility
- E-7 Champions Park
- E-8 New IM Field
- E-9 Hammer Throw & IM Field
- E-10 Practice Fields
- E-11 Competition Soccer Fields
- E-12 Softball Field
- E-13 Baseball Field
- E-14 Tennis Center Building
- E-15 Renovate East Campus Complex
- E-16 New Stadium

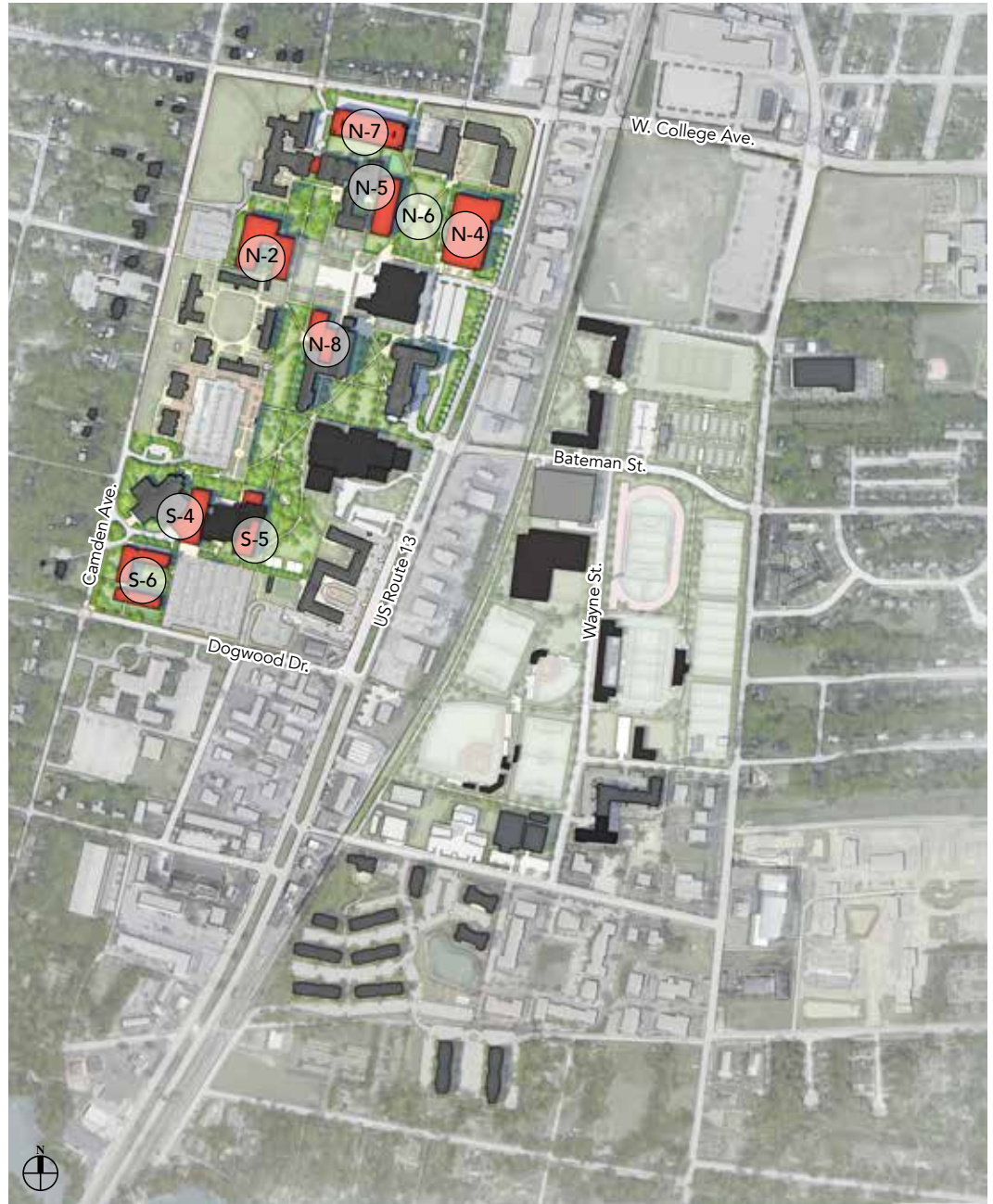


**ES.7 PHASE TWO (yr 6-10)**

With pressing and enabling Phase One projects completed, the vision of the Fine and Performing Arts Complex can be realized in the Main Campus as well as additional academic and residence life facilities.

-  Existing building - unrenovated
-  New building
-  Renovated building
-  Built or renovated in a previous phase

- N-2 New Academic Building
- N-4 Performing Arts Center
- N-5 Fine Arts Building
- N-6 Arts Quad
- N-7 North Parking Garage
- N-8 Henson Hall Expansion
- S-4 Commons Expansion
- S-5 GUC Expansion
- S-6 New residence hall





**ES.8 PHASE THREE  
(FUTURE PROJECTS)**

In the long term, the Facilities Master Plan includes additional capacity for student housing and parking.

- Existing building - unrenovated
- New building
- Renovated Building
- Built or renovated in a previous phase

- S-1 New outdoor recreation quad
- S-2 New Academic Building
- S-6 New Residence Hall
- S-7 South Parking Garage
- E-17 Potential acquisition of Dresser property



## 1. OVERVIEW OF THE INSTITUTION

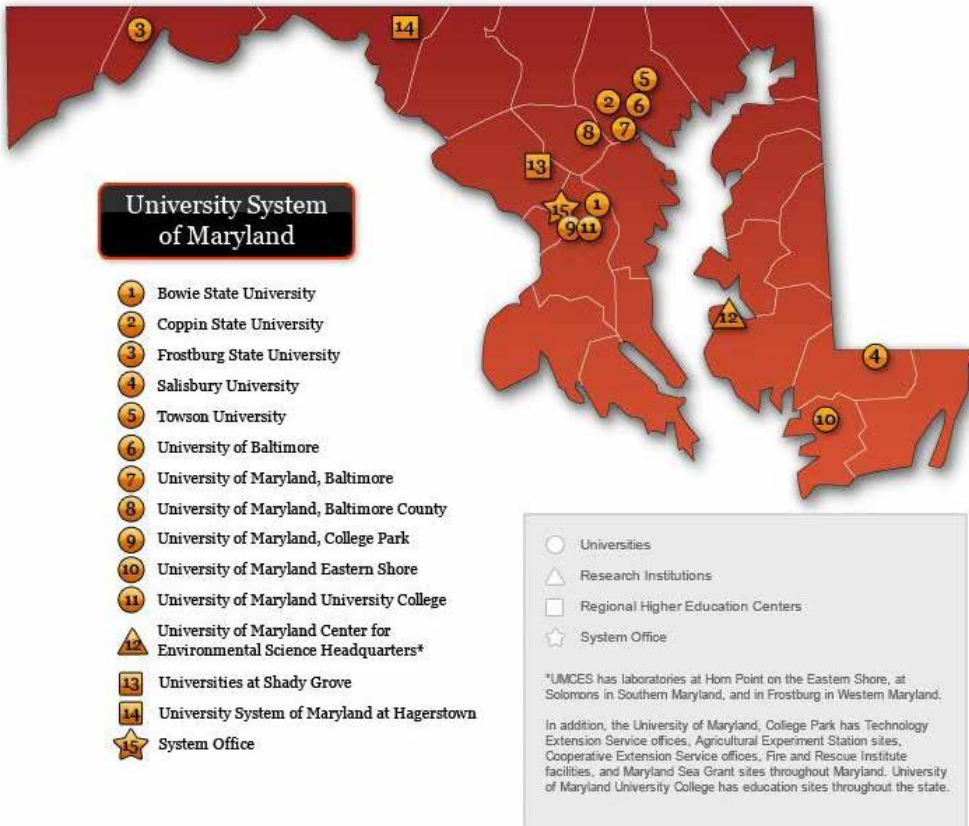
### THE UNIVERSITY SYSTEM OF MARYLAND

The University System of Maryland (USM) is a public corporation and a charter system consisting of 12 institutions and two major research and public service components. USM enrolls approximately 150,000 students worldwide and employs nearly 35,000 faculty and staff. It is governed by a 17 member Board of Regents, appointed by the Governor of Maryland, and approved by the Maryland General Assembly. The Board, operating through the System's Chancellor and administrative staff, is responsible for setting policy for the institutions within the System. The Board of Regents is also responsible for selecting the President of each of the System's institutions.

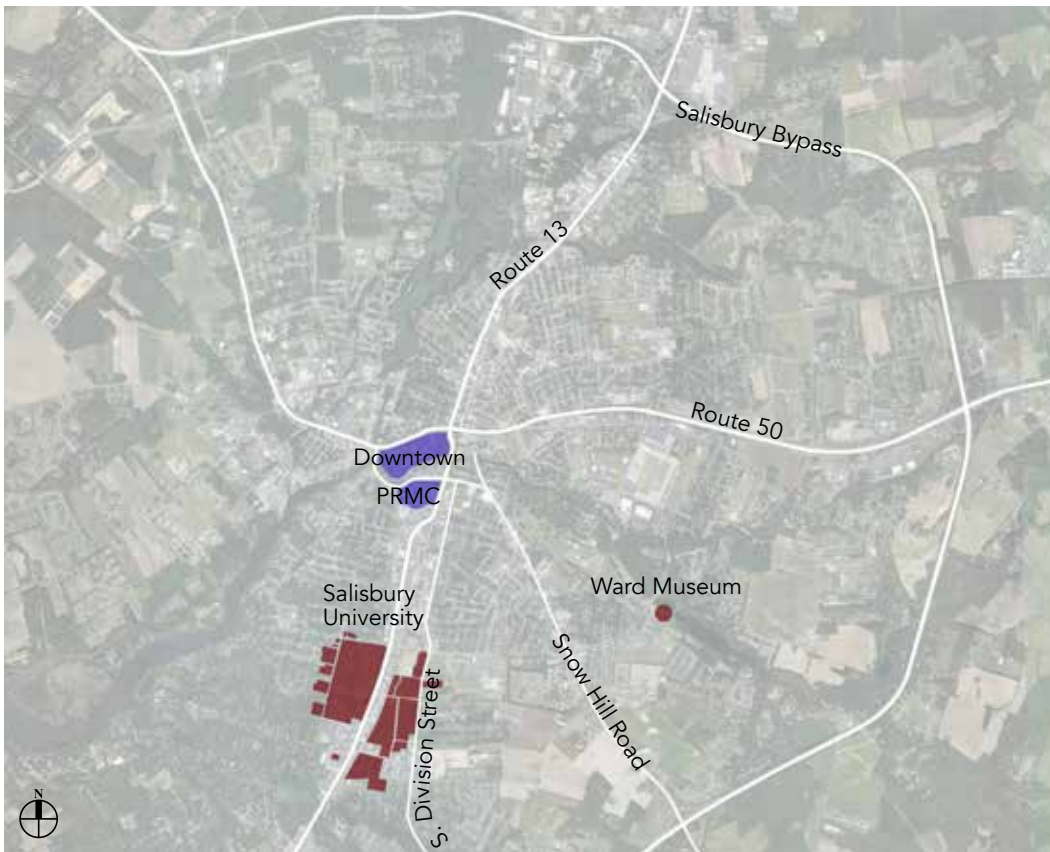
### OVERVIEW OF SALISBURY UNIVERSITY

Salisbury University is a nationally accredited, four-year comprehensive university offering 43 distinct undergraduate degree programs, 14 graduate degree programs, and two doctoral programs. Serving over 8,600 students, Salisbury University is the largest of six higher education institutions on Maryland's Eastern Shore. As the City of Salisbury's second largest employer, the University is a major economic driver of the Lower Eastern Shore.

The University's 183-acre campus is located along U.S. Route 13 on the southern edge of Salisbury in Wicomico County, Maryland. The maps on the following page show the relationship of the campus to the state and Metropolitan Salisbury.



1.1 UNIVERSITY SYSTEM OF MARYLAND\*



1.2 REGIONAL CONTEXT MAP

\*[http://mediad.public-broadcasting.net/p/wsd/files/styles/x\\_large/public/USMSystemMap.jpg](http://mediad.public-broadcasting.net/p/wsd/files/styles/x_large/public/USMSystemMap.jpg)



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### 1.3 UNIVERSITY SEALS THROUGHOUT THE YEARS

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### 1.4 HISTORIC PHOTO\*

\*<http://www.salisbury.edu/Library/archives/sup/holloway.htm>



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## HISTORY AND CHARACTER

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In 1922, a commission established by the Maryland General Assembly chose Salisbury as the site for a new two-year teachers college. The new college, created to train elementary school teachers, began operations as the State Normal School at Salisbury in September 1925.

The School became a three-year college in 1931 and a four-year institution in 1934. In 1935, it was renamed the State Teachers College at Salisbury by the General Assembly and authorized to grant the Bachelor of Science degree. The teacher education program expanded in 1947 to include preparation for junior high school teachers, and again in 1960 to include teachers for the high school level. Authorization was received to grant the Master of Education degree in 1962 and subsequently the Doctor of Education degree in 2014.

In 1963, the five state teacher colleges in Maryland became state colleges. With the word “teachers” deleted from the name, the State Teachers College

at Salisbury was renamed Salisbury State College. For the next 25 years, the institution expanded rapidly, increasing its enrollments and stabilizing its academic programs.

Salisbury State College became one of 12 degree-granting institutions of what is now known as the University System of Maryland when the System was formed in 1988. That same year, Salisbury State College was renamed Salisbury State University. In 2001, Salisbury State University became Salisbury University.

Recognized as an outstanding public education institution, SU has been ranked for 17 years in the top ten public comprehensive universities in the north by U.S. News & World Report. Although it is a predominately undergraduate liberal arts university, Salisbury offers graduate programs, mainly in applied disciplines. Salisbury University’s students represent every region in the State of Maryland.



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1.5 HOLLOWAY HALL  
AND NANTICOKE HALL  
WERE SOME OF THE  
EARLIEST BUILDINGS  
ON THE CAMPUS\*

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## THE UNIVERSITY SETTING

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Salisbury University's campus is situated just south of the city of Salisbury's business district. Its location, along with its rich history and traditions, make SU an integral part of the local and regional community.

Metropolitan Salisbury, Maryland, (Wicomico County) has a population of 125,000 people and lies 30 miles west of Ocean City, Maryland; 115 miles southeast of Baltimore, Maryland, and Washington, D.C.; 125 miles south of Philadelphia, Pennsylvania; and 125 miles north of Norfolk, Virginia. Salisbury is the county seat of Wicomico County as well as the commercial and government center for Maryland's Lower Eastern Shore.

The Salisbury area is a center of business and agriculture with high technology industry, top quality medical care, institutions of higher learning, museums, libraries, the Salisbury Symphony Orchestra, and many other cultural, social, and recreational activities. Maryland's second largest airport is located in Salisbury. The metropolitan area has secluded harbors, waterfront parks and trails, and waterways for hiking and biking, fishing, canoeing, and kayaking. One of the nation's most exciting ocean resorts, Ocean City, is only 30 miles away.

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

\*<https://www.salisbury.edu/library/archives/sup/blackwell.htm>

## MISSION STATEMENT

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SALISBURY UNIVERSITY IS A PREMIER COMPREHENSIVE MARYLAND PUBLIC UNIVERSITY WITH FOUR PRIVATELY ENDOWED SCHOOLS, OFFERING EXCELLENT, AFFORDABLE EDUCATION IN UNDERGRADUATE LIBERAL ARTS, SCIENCES, BUSINESS, NURSING, EDUCATION, AND SOCIAL WORK AND APPLIED MASTER'S AND DOCTORAL PROGRAMS. OUR HIGHEST PURPOSE IS TO EMPOWER OUR STUDENTS WITH THE KNOWLEDGE, SKILLS, AND CORE VALUES THAT CONTRIBUTE TO ACTIVE CITIZENSHIP, GAINFUL EMPLOYMENT, AND LIFE-LONG LEARNING IN A DEMOCRATIC SOCIETY AND INTERDEPENDENT WORLD.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered, where students are taught by professional educators in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

## VISION STATEMENT

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SALISBURY UNIVERSITY, A MARYLAND UNIVERSITY OF NATIONAL DISTINCTION, WILL BE ACKNOWLEDGED BY ITS PEERS AS A GLOBALLY ORIENTED, COMPREHENSIVE UNIVERSITY WIDELY RECOGNIZED FOR EXCELLENCE IN EDUCATION BOTH IN AND OUT OF THE CLASSROOM AND FOR ITS COMMITMENT TO MODEL PROGRAMS IN CIVIC ENGAGEMENT.

Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the educational and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized masters and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will possess 21st century skillsets that make them agile and adaptive thinkers capable of participating in a global workforce.



## VALUES

The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces through its shared governance bodies the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations.

## STRATEGIC INITIATIVES

The campus community has been engaged in a process to update the University's strategic plan and to develop a strategic enrollment plan simultaneously with this facilities master planning process. A draft plan was presented to the campus community for input and discussion in November 2013 and finalized in January 2014.

The Salisbury University Strategic Plan 2014-2018 identifies the following goals for the next five years:

Goal 1: **EDUCATE** students for success in academics, career, and life

Goal 2: **EMBRACE** innovation of the Salisbury University Experience

Goal 3: **FOSTER** a sense of community on campus and at the local, national, and international level

Goal 4: **PROVIDE** appropriate programs, spaces, and resources for all members of the campus community

## ACADEMIC PROGRAMS

A wide range of undergraduate and graduate degree programs, doctoral programs, continuing education programs, and flexible personal and professional development education programs are offered at Salisbury University. Degrees awarded in undergraduate programs include Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Arts in Social Work. Degrees awarded in graduate programs include Master of Education, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Science, and Master of Social Work. Degrees awarded in Doctoral Programs include Doctor of Nursing Practice and Doctor of Education. A Post-Baccalaureate Certificate is awarded in several areas. A variety of non-credit programs and special courses of varying lengths that are not part of the regular undergraduate or graduate degree programs are also offered. A more thorough examination of Salisbury University's academic programs is presented in Chapter 2. Salisbury University is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.



Programs within the University are fully approved or accredited as follows:

- Department of Chemistry: American Chemical Society Committee on Professional Training (ACS)
- Respiratory Therapy: Commission on Accreditation for Respiratory Care (CoARC)
- Exercise Science: Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Athletic Training: Commission on Accreditation of Athletic Training, Education (CAATE)
- Social Work: Council on Social Work Education (CSWE)
- Business: The Association to Advance Collegiate Schools of Business (AACSB)
- Medical Laboratory Science: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Nursing: Commission on Collegiate Nursing Education (CCNE)

- Teacher Education: National Council for Accreditation of Teacher Education (NCATE)
- Music: National Association of Schools of Music. (NASM)

#### GOVERNANCE AND ORGANIZATION

The USM Board of Regents is the governing authority for Salisbury University. The Board is responsible for setting policy for the institutions within the System as well as for selecting the President of each of the System's institutions. The President has overall operational authority and responsibility for Salisbury University and as such, exercises general supervision of all departments. Four vice-presidents having a broad range of administrative responsibilities report to the President. Students, faculty and staff also participate in the governance of the University through standing and ad hoc committees.

## CAMPUS CONSORTIUM – SHARED GOVERNANCE

### *STUDENT GOVERNMENT*

Salisbury University encourages students to assume the responsibilities of self-government, recognizing this as an important facet of higher education. The Student Government Association (SGA) serves as “the voice of the student.” Managing and directing many activities associated with undergraduate campus life, the SGA consists of a Senate of elected representatives from the freshman, sophomore, junior, and senior classes, and an Executive Board. The Executive Board of the SGA includes the President, Executive Vice President, Vice President of University Affairs, Vice President of External Affairs, Vice President of Public Relations, Vice President of Sustainability, Vice President of Diversity, Parliamentarian, Treasurer, Speaker of the Senate, and non-voting advisors. SGA members play a significant role in representing the student body on various University committees that help improve the overall quality of student life.

The Graduate Student Council (GSC) serves a similar function for the graduate students on campus. The GSC advocates on behalf of the graduate students, and addresses their concerns with University administration and shared governance groups, USM officials, the Board of Regents, and lawmakers. The GSC consists of an Executive Council, the Assembly, and the General Membership. The GSC Executive Council is comprised of an elected President, Vice President, Treasurer, and Secretary, as well as an appointed Social Coordinator and Public Relations Coordinator. Each graduate degree program will have the opportunity to elect two students to represent their issues on the Assembly.

## FACULTY AND STAFF

As of fall 2014, Salisbury University employed 408 full-time faculty, and 177 part-time faculty. The Faculty Senate is the recognized voice of the faculty at Salisbury University. The Faculty Senate represents all faculty through the process of shared governance. The Senate seeks ways to improve communication and collaborative decision making between all levels of the University. In addition, the Senate acts as an advisory and consultative body to the President on all matters that may affect the attainment of the University's educational objectives and goals. The Adjunct Faculty Caucus (AFC) similarly represents the interests of the adjunct faculty.

In addition, the University employed 622 full-time staff and 236 part-time staff. The Staff Senate makes recommendations directly to the President on issues related to the administration of the University and on the functional support aspects of academic matters. Its responsibility is to consider and make recommendations on University issues affecting non-faculty employees, to communicate employee concerns to the President, and to inform non-faculty employees of the University's related actions.

## CAMPUS FACILITIES

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### BUILDINGS

In spring 2014, the campus facilities inventory included 75 buildings that contain approximately 2,158,078 gross square feet (GSF) of space. The University classifies these buildings into four categories: state supported (1,054,902 GSF), non-state supported/auxiliary (1,077,269 GSF), Foundation (21,107 GSF) and leased (4,800 GSF). Land controlled by the University consists of 182.99 acres of University-owned land, 6.62 acres of Foundation-owned land and 8.22 acres of leased land.

### PARKING

Salisbury University currently has 37 parking lots, including a parking garage, that can accommodate approximately 3,682 cars. Current parking lots are designated into 2,184 student parking, 1,159 faculty/staff parking, 218 State vehicle parking, 119 ADA parking, and 7 medical parking. The University also has 109 parking spaces dedicated to scooters through out the campus.

### OUTDOOR ATHLETIC FACILITIES

In addition to campus buildings, the University has 40 acres of athletic fields. The outdoor athletic facilities are located on the East Campus including the 2,500 seat Sea Gull Stadium, a 400-meter, eight-lane track with grass infield, a baseball field, a softball field, two soccer fields, two practice fields, two intramural fields, and 12 tennis courts.

1.6 PHYSICAL FACILITIES INVENTORY, SPRING 2014

Bldg. #	Building Name	Id	Use	Year Built	Year Renovated	Year demolished	Total Square Footage		Owner
							Assignable	Gross	
001	HOLLOWAY HALL	IH	Classrooms/Offices	1924	1976	--	64,193	118,127	State Supported
002	WICOMICO HALL	WI	Dormitory	1951	2009	--	13,607	21,735	Auxiliary
003	CARUTHERS HALL	CH	Classrooms/Offices	1955	2008	2014	0	0	State Supported
004	BLACKWELL LIBRARY	BL	Library	1958	1975	--	33,839	67,125	State Supported
005	MANOKIN HALL	MK	Dormitory	1964	2010	--	13,612	21,735	Auxiliary
006	POCOMOKE HALL	PO	Dormitory	1967	2009	--	13,599	21,735	Auxiliary
007	DEVILBISS SCIENCE	DH	Classrooms/Offices/Lab	1967	2003	--	40,373	61,932	State Supported
008	NANTICOKE HALL	NA	Dormitory	1968	2011	--	28,968	42,600	Auxiliary
009	CHOPTANK HALL	CK	Dormitory	1972	--	--	32,135	48,118	Auxiliary
010	CHESTER HALL	CR	Dormitory	1974	--	--	32,291	48,118	Auxiliary
011	CHESAPEAKE HALL	CP	Dormitory	1977	--	--	30,828	45,116	Auxiliary
012	MAGGS GYM	MC	Classrooms/Offices	1977	--	--	52,730	113,904	State Supported
013	ATHLETIC TEAM BLDG	AB	Sports/Maintenance	1984	--	--	2,178	3,403	Auxiliary
014	MAGGS ANNEX	MX	Offices	1984	--	--	1,225	1,792	State Supported
015	DOGWOOD VLG (A)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
016	DOGWOOD VLG (B)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
017	DOGWOOD VLG (C)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
018	DOGWOOD VLG (D)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
019	DOGWOOD VLG (E)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
020	DOGWOOD VLG (F)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
021	DOGWOOD VLG (G)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
022	DOGWOOD VLG (H)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
023	DOGWOOD VLG - SUPPORT	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
024	DOGWOOD VLG (J)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
025	DOGWOOD VLG (K)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
026	DOGWOOD VLG (L)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
027	DOGWOOD VLG (M)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
028	DOGWOOD VLG (N)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
029	DOGWOOD VLG (O)	DV	Dormitory	1985	--	--	1,350	1,792	Auxiliary
030	ST. MARTINS HALL	SM	Dormitory	1986	2009	--	42,824	54,205	Auxiliary
031	GUERRIERI UNIV. CTR.	GC	Student Act.	1988	--	--	36,126	72,718	Auxiliary
032	SEVERN HALL	SV	Dormitory	1990	--	--	31,952	48,118	Auxiliary
033	FULTON HALL	FH	Classrooms/Offices	1991	--	--	49,703	95,000	State Supported
034	FULTON HALL ANNEX	FX	Class Lab	1991	--	--	410	560	State Supported
035	POLICE SUBSTATION	PS	Police Office	1991	2011	--	228	250	State Supported
036	INDOOR TENNIS CTR.	IC	Athletics	1975	--	--	19,500	20,000	State Supported
037	PRESIDENT'S RES.	PR	Residential	Est. 1930	1994	--	4,474	5,264	State Supported
038	REGENTS RETREAT	RR	Residential	Est. 1965	1996	--	922	1,080	State Supported
039	PACE HOUSE	PA	Offices	1947	1993	--	1,839	2,000	State Supported
040	UNIV. ANALYSIS REPTG.	UA	Offices	1937	--	--	1,388	3,085	State Supported
041	STUDENT ART CENTER	SA	Offices	1942	--	--	1,535	2,457	State Supported
042	CONFLICT RESOLUT.	RC	Offices	1934	1994	--	1,410	2,917	Foundation
043	CENTER FOR INTERNATIONAL ED	IE	Offices	1943	1995	--	1,233	2,559	Auxiliary
044	HONORS HOUSE	HO	Classrooms/Offices	1956	1994	--	3,590	3,946	State Supported
045	PHILOSOPHY HOUSE	PL	Classrooms/Offices	1928	--	--	1,958	3,340	Foundation
046	ALUMNI HOUSE	AH	Alumni Support	1996	--	--	3,490	7,818	State Supported
047	DIVISION ST. BLDG. 1	DI	Offices/Lab	Est. 1950	2009	--	1,208	1,535	Foundation
048	HEALTHY "U"	HU	Offices	Unknown	--	--	723	924	Foundation
049	FOUNDATION CENTER	FC	Offices	1925	2000	--	2,435	5,468	Foundation
050	COMMONS BLDG.	CB	Dining Hall	1997	--	--	70,462	124,589	Auxiliary
051	ADMISSIONS HOUSE	AD	Offices	1930	1998	--	4,337	7,700	State Supported
052	CARRIAGE HOUSE	CG	Residential	1930	--	--	1,148	1,409	Auxiliary
053	EAST CAMPUS COMPLEX	EC	Classrooms/Offices	1989	2006	--	25,176	30,695	State Supported
054	CAMDEN HOUSE	CN	Offices	Est. 1940	2002	--	2,083	2,680	Foundation
055	WARD MUSEUM	WM	Museum	1992	--	--	21,000	30,000	Auxiliary
056	GROUNDS STORAGE	GS	Storage	1999	--	--	1,678	1,875	Foundation
057	ATHLETIC STORAGE	AS	Storage	1999	--	--	1,825	2,250	Auxiliary
058	SCARB. LDRSHIP CTR.	SC	Student Organizations	2001	--	--	5,124	8,400	Auxiliary
059	HENSON SCIENCE CTR	HS	Classrooms/Offices/Lab	2002	--	--	78,031	144,723	State Supported
060	INTERNATIONAL FACULTY HOUSE	IF	Offices	Est. 1940	2011	--	1,657	2,368	Foundation
061	SUPPORT SVCS.	SB	Office/Warehouse	Est. 1960	2002	--	14,876	15,200	State Supported
062	TETC	TE	Classrooms/Offices/Labs	2008	--	--	93,840	162,283	State Supported
063	WAYNE ST. GARAGE	WG	Parking	2009	--	--	200	218,000	Auxiliary
064	BATEMAN ST. BLDG. 1	BI	Office/Warehouse	1950	2009	--	12,737	14,477	State Supported
065	UNIVERSITY FITNESS	UF	Student Act.	1978	2011	--	11,517	15,034	State Supported
066	MAINTENANCE BUILDING	MB	Maintenance	2006	2010	--	32,000	36,000	State Supported
067	GREENHOUSE	GH	Horticulture	2010	--	--	5,000	5,000	State Supported
068	GROUNDS BUILDING	GB	Offices	1951	2010	--	671	768	State Supported
069	PINE BLUFF(Medical Simulation Center)	PI	Classroom/Labs/Offices	1950	2011	--	3,300	4,860	State Supported
070	PERDUE HALL	PH	Classrooms/Offices	2011	--	--	64,800	112,800	State Supported
071	SEA GULL SQUARE	SG	Dormitory/Retail	2011	--	--	157,000	232,000	Auxiliary
072	VISITOR STATION	VS	Office	2011	--	--	35	25	State Supported
073	FUELING STATION	FS	Fuel Equipment	2011	--	--	300	325	State Supported
	STORAGE FACILITY	SI	Leased Storage	--	--	--	1,680	4,800	Leased
074	DELMARVA PUBLIC RADIO	DR	Offices	2013	--	--	589	672	State Supported
075	ATHLETIC TEAM BUILDING	AT	Athletics	2012	--	--	2,380	2,573	Auxiliary
076	STADIUM PRESS BOX	SX	Athletics	2014	--	--	470	1,008	Auxiliary
<b>Total Footage</b>							<b>1,200,692</b>	<b>2,158,078</b>	
Salisbury University Buildings: 65									
SUF Buildings: 8									
Leased Buildings: 1							Auxiliary	559,212	1,077,269
Parking Garage: 1							State Supported	626,648	1,054,902
Total Buildings: 75							Foundation	13,152	21,107
							Leased	1,680	4,800
Acres University Owned							182.99		
Acres Foundation Owned							6.62		
Acres Leased by University*							8.22		
University Park - PPP (Bldgs = 12)							0		

\* SU leases 3 Parking Areas , 2 parking lots from Dresser and 1 parking lot from Asbury Church. SU also leases the property that is associated with the Storage Facility

Location	Student	Student	Fac/Staff	State Vehic	ADA	Medical	Total	Scooter	Data excluded from parking map				
									Gravel	Metered	Facility	*Street	Private
Alumni House			16		1		17						
Asbury Church	94						94		94				
Avery Street Parking Lot		463		32	14		509	8					
Bateman Parking Lot "K"			48	1	2		51	8					
International Education			8		1		9						
Camden Ave - Lot "F" (Blackwell)			207	6	6	1	220	8					
Camden Ave -Lot "E" (High Rises)	159		108	11	10	2	290	7					
Commons Building - Front Circle			10				10			10			
Commons Building - Side Lot				6			6						
College Avenue - Parking Lot "H"			155	10	7	1	173	12					
D1			11		1		12						
Dogwood Village - "D" (Univ. Center)	345		23	7	10	1	386	20					
East Campus Complex		125	5	3	7		140	10					
Foundation Center			18		2		20				20		
Holloway Hall - Front			11	2	2		15						
Holloway Hall - Rear			8		2		10						
Indoor Tennis Center		20		1	1		22						
Maggs Gym			24		2	1	27						
Maintenance Building			81	29	2		107						
P1		11	13		2		26						
Route 13 -Lot "A" (Chesapeake)			81	3	6	1	91	9					
Route 13 - Lot "B" (Academic Commons)	38		2				40						
Route 13 - Lot "M" (Sea Gull Square)													101
Route 13 - Lot "I" (BB&T)			34	2	2		38						
Route 13 - Lot "C" (Perdue)			27	3	2		32						
Scarborough Leadership Center.	87		20		5		112	8					
Dogwood Drive - Lot "J"	56		7	5	3		71						
Student Art Center/ PACE			10		1		11						
Support Services Building			19		1		20						
University Analysis Reporting			7		1		8						
University Fitness Center		29			1		30						
University Park - Phase 1													569
University Park - Phase 2													274
Wayne Street - Bus Parking Lot				80			80		80			210	
Wayne Street Garage	630		165	10	17		822						
Wayne Street Parking Lot		127		5	4		136	10					
West College Ave - Lot "G"			41	2	4		47	5					
Totals	1409	775	1159	218	119	7	3682	109	174	10	20	210	944

\* Street - Legal Street Parking on Wayne, West College and Dogwood Drive

PLA: 08-26-2014

### 1.7 PARKING SPACE COUNT AND TOTALS\*

\*Construction of parking lot H will add 169 surface parking spaces.

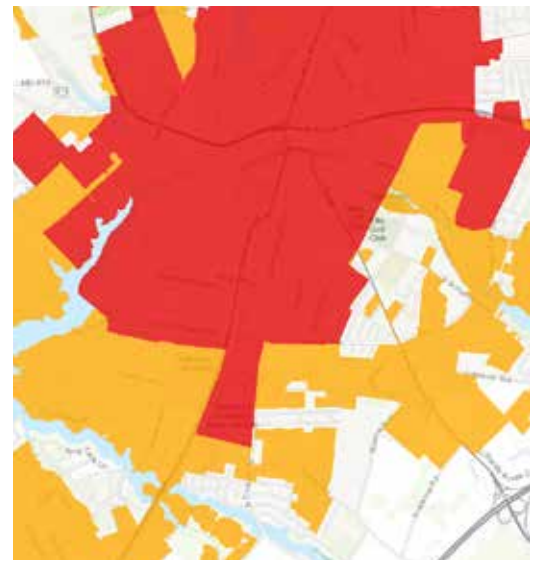
## SUSTAINABILITY

### INTRODUCTION

The importance of sustainability in the development of the Facilities Master Plan continues to grow as the need to reduce the impact of the built environment increases. The wise use of land, as conceptualized by the Maryland Department of Planning in its PlanMaryland Final Plan, is critical in Salisbury University's ability to sustainably address the facilities needs for the next ten years and beyond. Additionally, constructing and renovating buildings to reduce greenhouse gases through the use of the United States Green Building Council's LEED certification program is a primary component of the University's Climate Action Plan, which was originally released in 2010 and updated in 2014. The Climate Action Plan also includes efforts to develop sustainable operating policies, reduce solid waste and increase recycling, expand sustainable education opportunities, and reduce the carbon footprint from transportation.

### PLANMARYLAND

On December 19, 2011, Governor Martin O'Malley accepted "PlanMaryland," the State's first long-range plan for sustainable growth, from Secretary Richard Eberhart Hall of the Maryland Department of Planning, achieving a vision first laid out by the General Assembly a half-century ago. The Governor also filed an Executive Order to provide an overview of the process for implementation of the plan. PlanMaryland is an executive policy plan that better coordinates the smart growth efforts and programs of state government. The Governor filed the Plan with the Secretary of State, as required by law. State



### 1.8 SMART, GREEN & GROWING ATLAS

- Targeted growth and revitalization area
- Established community areas

agencies will work to identify changes in strategy to achieve the goals of the plan, and to work with local governments on delineating areas for future growth and preservation.

The PlanMaryland Final Plan is the culmination of more than three years of collaborative effort between the Maryland Department of Planning, other state agencies, local governments and the public. An extensive outreach process involved more than 50 stakeholder organizations and feedback from more than 2,000 people representing a diverse cross-section from throughout Maryland.

PlanMaryland provides a framework, process, and actions for furthering Smart Growth and for implementing the 12 Planning Visions that Governor O'Malley signed into law in the Smart, Green & Growing Legislation of 2009. The three primary goals of the plan are centered on growth, preservation, and sustainability. The "growth" goal is to concentrate development and redevelopment in towns, cities, and rural centers where there is existing and planned infrastructure. The "preservation" goal is to preserve and protect environmentally sensitive and rural lands and resources from the impacts of development. The "sustainability" goal is to ensure a desirable quality of life in our communities and rural areas while preserving the significant natural and cultural resources that define Maryland.

The Plan's framework lays out policies to guide state agencies toward smart growth. It establishes clearly defined geographic areas where growth and preservation will be treated as highest priorities. It also provides predictability and direction for local jurisdictions by identifying state policy areas for growth and preservation. Local jurisdictions will be asked to review and consider the PlanMaryland geographies when updating their own plans and will be provided opportunity to designate local areas that are consistent with State planning areas.

Maryland has collected significant information on policies that affect land use in the State. Much of this information is available through the State's Smart, Green and Growing initiative, and is visually represented by three land use mapping tools known as GreenPrint, AgPrint, and GrowthPrint. These tools are designed to incorporate the best available data and are updated as new information is made available.

The Salisbury University campus is identified on the GrowthPrint map. GrowthPrint areas are subsets of Priority Funding Areas and are comprised of geographies that constitute locally designated areas that receive State funding and/or program assistance. The existing programs that reflect GrowthPrint areas are Sustainable Community Areas (former Community Legacy and former Neighborhood Revitalization Areas, BRAC Zones, designated Transit Oriented Development Areas) and Enterprise Zones. GrowthPrint is a valuable tool for identifying these and other areas that are suitable for infill development, revitalization and redevelopment.

Further, the campus falls under two Planning Area categories: Targeted Growth and Revitalization Areas and Established Community Areas in Priority Funding Areas (PFAs). The majority of Main Campus, properties west of Camden Avenue, University Park, and Maintenance Building are part of the Established Community Areas in PFAs. The intent of Established Community Areas in PFAs is to:

- provide diverse, stable places in which residents and businesses continue to live, work, and play and support the stability of property values;
- maintain the quality of life, social and economic function, and protect the character of existing residential and commercial neighborhoods;
- maintain public facilities and services;
- support the infrastructure and service needs of the community, addressing existing deficiencies, without expanding the public facilities and service capacities that encourage significant new growth;
- promote sustainability enhancements where possible.



The northern most section of Main Campus and East Campus are within the Targeted Growth and Revitalization Areas. The purpose of the Targeted Growth and Revitalization Areas is to provide focal points for dense, mixed-use growth, economic development, and revitalization; accommodate a significant portion of a jurisdiction's growth; increase the supply of desirable residential and commercial development within a jurisdiction, and minimize market pressure for growth outside PFAs; and integrate transportation and land use to provide a high level of accessibility to goods, services, and resources, and to facilitate non-motorized travel, and, where appropriate, transit.

This Facilities Master Plan takes these principles into account and is compatible with the objectives set forth in the PlanMaryland Plan. By focusing new facilities on East Campus and redevelopment on main campus, the vision of PlanMaryland will be achieved through the implementation of the Facilities Master Plan. The Main Campus will remain a diverse, stable place which maintains public facilities and services and support the stability of property values. The planned East Campus growth will provide a focal point for more dense, mixed-use development and revitalization.

#### CLIMATE ACTION PLAN OVERVIEW

The Climate Action Plan (CAP) was initiated in 2007 when Salisbury University President Janet Dudley-Eshbach signed the Presidents' Climate Commitment, a pledge that Salisbury University would embark on a path toward climate neutrality. Released in 2010, the CAP provided a roadmap for the SU campus to reduce carbon emissions to a net of zero and achieve carbon neutrality by the year 2050. Implementation of the CAP and related sustainability initiatives is guided by the University Sustainability Committee (USC). The USC was

established by President Dudley-Eshbach in 2008 and is a team comprised of students, faculty and staff representing schools and departments from across the campus. The CAP 2014-2017 establishes new University-wide goals and documents the successes achieved by the original CAP.

#### CLIMATE ACTION PLAN GOALS

The CAP establishes six sustainability goals to be achieved over the course of the five-year plan: 1) develop administrative policies to facilitate sustainable operations on campus, 2) increase campus building efficiency and reduce carbon footprint from campus operations, 3) continue to reduce solid waste and increase the campus recycling rate, 4) expand sustainability education and research opportunities, 5) reduce carbon footprint from transportation, and 6) enhance communications and outreach to the campus and surrounding community.

#### GREENHOUSE GAS EMISSIONS

In 2008, a group of students from Salisbury University's Small Business and Technology Development Center (SBTDC) and the Business, Economic and Community Outreach Network (BEACON) conducted a comprehensive inventory of greenhouse gas emission sources in accordance with the requirements of the Presidents' Climate Commitment. The scope of the inventory included collecting data associated with electricity, fuel combustion, commuting, air travel, fleet vehicles, solid waste, refrigerants and certain other chemicals associated with global warming. The greenhouse gas (GHG) inventory, also referred to as a "carbon footprint," was developed using the Clean Air-Cool Planet (CA-CP) Campus Carbon Calculator tool, which converts GHG data into metric tons carbon dioxide equivalent emissions, or "MTeCO<sub>2</sub>".

Emission data from FY05 was selected as the baseline from which progress toward carbon neutrality would be measured. In large part, FY05 data was selected because Maryland energy reduction requirements also use FY05 as the baseline. Interim milestones for emissions were established as follows:

### GREENHOUSE GAS SUMMARY

In fiscal year 2012, there was a net reduction of 2,027.38 metric tons of carbon dioxide equivalent greenhouse gases, which represents a 7.6 percent reduction in comparison to the 2005 baseline emissions. While the 7.6 percent GHG emission reduction appears modest, campus enrollment increased by 25.6 percent during this period and total building square feet increased by 52.7 percent. This normalized data affirms a significant improvement in building energy efficiency as a result of the comprehensive housing renovation projects and new construction to LEED Silver or Gold levels.

### LEED PROJECTS 2010 TO 2013

Pocomoke Hall (2010) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a high-efficiency HVAC system, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Manokin Hall (2010) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a geothermal HVAC

system, geothermal domestic hot water, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Wicomico Hall (2011) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a geothermal HVAC system, geothermal domestic hot water, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Nanticoke Hall (2011) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include a geothermal HVAC system, a solar domestic hot water, stormwater recovery and reuse for irrigation, a sustainability education kiosk, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Sea Gull Square (2011) – This building was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Silver certification. Some notable project features include a high thermal efficiency glass, reserved spaces for low emitting and hybrid vehicles, stormwater capture and infiltration system, indoor bicycle storage area, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Perdue Hall (2011) – This building was constructed in accordance with U.S. Green Building Council guidelines and was awarded LEED Gold certification. Some notable project features include four electric car charging stations, a geothermal HVAC system in the Perdue Museum, a sustainability education kiosk, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 75 percent recycling of construction waste.

Chester Hall (2012) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and is seeking LEED Gold certification. Some notable project features include installation of an HVAC energy recovery system, improved indoor air quality, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 88 percent recycling of construction waste.

Choptank Hall (2013) – This major renovation project was constructed in accordance with U.S. Green Building Council guidelines and is seeking LEED Gold certification. Some notable project features include installation of an HVAC energy recovery system, improved indoor air quality, water and energy conserving fixtures, daylight harvesting automated lighting controls, a green housekeeping program and 88 percent recycling of construction waste.

#### ADDITIONAL ACCOMPLISHMENTS 2010 TO 2013

The Princeton Review included SU in the 2013 Guide to Green Colleges, the third consecutive year Salisbury University has received this

accolade for teaching and demonstrating environmental responsibility. Salisbury University is also an active participant in the College Climate Action Group along with representatives from 19 other Maryland schools to discuss ways to reduce greenhouse gas emissions. The Climate Change Division of the Maryland Department of Education's Air and Radiation Management Administration created the panel.

Beginning in January 2012, Salisbury University initiated a food waste composting program, which engaged the services of a local company, Blue Hen Organics. The composting program reduced waste sent to the landfill by 304 tons in FY12. The conversion of this material into a soil amendment represents a 30 percent reduction in the total amount of landfilled material over FY11.

In an effort to reduce plastic bottle waste on campus, campus students requested water bottle filling stations. A pilot project was initiated in fall 2011. Due to the favorable reception by students, faculty and staff, the program has been expanded to 22 filling stations across campus, and additional locations will be developed as budgets allow. The University marked a milestone in its recycling program in 2012. The campus achieved a 51 percent recycling rate, up from 27 percent in 2011. This dramatic increase is credited to a combination of the Student Government Association's aggressive Recycle Madness campaign, Residence Life's participation in Recycle Mania, and a 30 percent decrease in solid waste attributed to the composting program. Motorpool has acquired 10 hybrid vehicles and, based on the fuel efficiency and reliability of these vehicles, plans to continue to purchase hybrids as older vehicles are replaced. University

Police reported an average increase from 10 to 20 miles per gallon using their hybrid police vehicle compared to a traditional police vehicle.

Salisbury University joined with the City of Salisbury and Bike SBY, a community group, to develop a bike path which connects the campus with the Salisbury Downtown Plaza. Leveraging funds from Salisbury University and Sea Gull Century, Bike SBY was able to secure matching funding from the Maryland Department of Transportation. Termed the “Orange Route” by Bike SBY, the path is the first phase of a formal plan to develop better and safer connectivity for community cyclists. The Orange Route officially opened on September 5, 2013.

Salisbury University’s non-recyclable materials are disposed at Newland Park Landfill. Wicomico County has an agreement with Ingenco to use methane gas from the Newland Park Landfill to produce renewable energy. In an effort to offset the carbon emission from the decomposition of this trash, the University has committed to purchase 8,000 renewable energy credits (RECs) produced at the landfill in 2013. The estimated landfill gas being destroyed to produce 8,000 RECs is the environmental equivalent of the annual greenhouse gas emissions from 7,552 passenger vehicles, the carbon dioxide emissions from burning 210 railcars of coal, or the energy benefit of powering 539 homes.

Salisbury University has developed and expanded several academic and research programs that directly relate to sustainability and climate issues. These include the establishment of the Department of Environmental Studies and

related-faculty hires; development of the Blackwell Library Sustainability Research Guide ([www.salisbury.libguides.com/sustainability](http://www.salisbury.libguides.com/sustainability)); several new courses and a sustainability-related course list; expansion of SU’s Green Living-Learning Community and clubs and organizations related to sustainability; growth of research and outreach centers like the Eastern Shore Regional GIS Cooperative ([www.esrgc.org/](http://www.esrgc.org/)) and Shore Energy ([www.salisbury.edu/shoreenergy](http://www.salisbury.edu/shoreenergy)) and research programs on smart growth, biofuels, and sustainable agriculture and land-use; and an assessment of and recommendations for the campus relative to AASHE’s STARS criteria (conducted by Environmental Studies students as their capstone experience).

Salisbury University’s Residence Life and Sustainability offices purchased and installed four bicycle “Fixit” stations on campus. Each Fixit station includes all the tools necessary for cyclists to perform basic repairs and maintenance. There is also a quick read (QR) code to access detailed maintenance instructions on smart phones.

In 2013, the Maryland Department of the Environment recognized Salisbury University with the Maryland Green Registry Leadership Award. Each year, the award is presented to a K-12 or higher education organization that demonstrates a commitment to environmental performance, a green team that meets regularly, annual environmental goals and measurement of results.



## 2. SPACE NEEDS ASSESSMENT

### ACADEMIC PROGRAMS

Salisbury University directly contributes to the quality of life, not only on the Eastern Shore, but also throughout the State of Maryland. It does so by preparing its graduates to be productive members of society with careers in a global economy. The University offers a varied curriculum and other learning opportunities that will help build a vibrant community and will help each student to begin focusing on a lifetime of learning.

## INSTRUCTIONAL ORGANIZATION

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Four endowed schools, each headed by a Dean, offer the instructional programs for Salisbury University: the Fulton School of Liberal Arts, the Henson School of Science and Technology, the Perdue School of Business, and the Seidel School of Education and Professional Studies. These schools, along with the Library and Office of Graduate Studies and Research, which are also headed by Deans, have direct responsibility for implementing the University's curricula.

### FULTON SCHOOL OF LIBERAL ARTS

The Charles R. and Martha N. Fulton School of Liberal Arts is the largest and most diverse of the endowed schools within Salisbury University. Endowed and named in 1989, the Fulton School offers disciplinary programs leading to careers within, and built upon, the fine arts, humanities, and social sciences. The Fulton School is the central provider of Salisbury University's liberal education offerings.

With 13 academic departments, the Fulton School offers 18 undergraduate degree and three graduate degree programs.

#### UNDERGRADUATE DEGREE PROGRAMS

- Art
- Art (BFA)
- Communication Arts
- Conflict Analysis & Dispute Resolution
- English
- English for Speakers of Other Languages
- Environmental Issues
- French

- History
- Interdisciplinary Studies
- International Studies
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

### GRADUATE DEGREE PROGRAMS

- English (M.A.)
- History (M.A.)
- Conflict Analysis and Dispute Resolution (M.S.)

### HENSON SCHOOL OF SCIENCE AND TECHNOLOGY

The Richard A. Henson School of Science and Technology was endowed in 1988. Its curricula provide sound foundations for health science, nursing, science, mathematics, and computer science majors. The Henson School also provides courses that support the University's general education requirements as well as core courses in science for programs in the other schools.

The Henson School has seven academic departments offering ten undergraduate degree programs, six graduate, and one doctoral degree program.

#### UNDERGRADUATE DEGREE PROGRAMS

- Biology

- Chemistry
- Medical Laboratory Science
- Computer Science
- Earth Science
- Geography
- Mathematics
- Nursing
- Physics
- Respiratory Therapy

**GRADUATE DEGREE PROGRAMS**

- Applied Health Physiology (M.S.)
- Applied Biology (M.S.)
- Nursing (M.S.)
- GIS Management (M.S.)
- Mathematics Education (M.S.) [Joint program with Seidel School]

**DOCTORAL DEGREE PROGRAM**

- Doctor of Nursing Practice

**PERDUE SCHOOL OF BUSINESS**

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

The Perdue School has four academic departments that offer seven undergraduate degree programs and one graduate degree program.

**UNDERGRADUATE DEGREE PROGRAMS**

- Accounting
- Business Administration
- Economics
- Finance
- Information Systems
- Management
- Marketing

**GRADUATE DEGREE PROGRAM**

- Business Administration (M.B.A.)

**SEIDEL SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES**

The Samuel W. and Marilyn C. Seidel School of Education and Professional Studies was endowed and named in 1997. The Seidel School's origins, however, can be traced to 1925 when the State Normal School at Salisbury opened as a two-year college for elementary school teachers. The primary objectives of the School are to provide initial and continuing education that ensures professionally competent teachers, health fitness providers, social workers, and school administrators.

The Seidel School's four academic departments offer seven undergraduate, seven graduate, and one doctoral degree program.

**UNDERGRADUATE DEGREE PROGRAMS**

- Athletic Training
- Early Childhood Education
- Elementary Education
- Exercise Science
- Health Education (Community Health)
- Physical Education
- Social Work



**GRADUATE DEGREE PROGRAMS**

- Education – Curriculum and Instruction (M.Ed.)
- Educational Leadership (M.Ed.)
- Mathematics Education (M.S.) [Joint program with Henson School]
- Education – Reading Specialist (M.Ed.)
- Social Work (M.S.W.)
- Teaching (M.A.T.)

**DOCTORAL DEGREE PROGRAM**

- Doctor of Education (Ed.D)

**LIBRARY**

Blackwell Library supports the learning and instructional needs of the students, faculty, and community by providing both physical and virtual environments that allow and encourage independent study and pursuit of knowledge. Blackwell Library houses 284,605 bound volumes, 202,172 government documents, 718,554 microforms, 873 periodical subscriptions, and an array of electronic resources and databases. Blackwell Library incorporates the Teaching Learning Network, a faculty development initiative

that supports faculty in the use and development of traditional and technological based methods of teaching, learning, and research.

The Edward H. Nabb Research Center for Delmarva History & Culture, a central repository of primary research materials, is located in the East Campus Complex. This endowed program offers students, faculty, and the community a resource to conduct research and study the historical, archaeological, and cultural heritage of Delmarva.

The Patricia R. Guerrieri Academic Commons is currently under construction and is anticipated to be completed in summer of 2016. It will include the library, the Edward H. Nabb Research Center for Delmarva History and Culture, academic centers serving students, a flexible assembly hall accommodating up to 400 people, art display space, and a Wi-Fi cafe.

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



## PLANNED ACADEMIC DIRECTION

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### ENHANCEMENT OF PROGRAMS

Salisbury University anticipates marginal enrollment increases over the next 10 years, though the percentage increase will be dependent upon funding levels. A number of program enhancements and additions at the University are in the development stage at any given time.

New program ideas and academic program review typically begin with individual faculty. The process requires a needs assessment and thorough documentation of rationale that is submitted for comprehensive review by the academic department and its curriculum committee. After departmental approval, proposed new programs are submitted to the school for its review and approval, and then later to the University Curriculum Committee. After approval by the University, program proposals ultimately require official approval by the Maryland Higher Education Commission (MHEC) before becoming part of the University catalog.

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

- Fulton School of Liberal Arts:  
Fine Arts
- Henson School of Science and Technology:  
Engineering, Biology, and Medical  
Technology

- Perdue School of Business:  
MBA, Finance, and Information Systems  
Management
- Seidel School of Education and Professional  
Studies:  
MSW, Teacher Education, Health Education,  
and Secondary Education

### MODERNIZATION OF INSTRUCTIONAL DELIVERY

Due to ever-changing technology for both teaching and learning, much of higher education must rethink its learning environments. Although the lecture/lab instructional mode will continue to be used, colleges and universities will increasingly supplement that methodology with specialized learning environments that allow for both scheduled and unscheduled instruction and learning in discipline-related simulated environments.

Contemporary learning environments are required to stay competitive by attracting and retaining a representative level of the region's and the State's available student population. Salisbury University will stress renovating and rehabilitating existing facilities, as well as providing new facilities.

Contemporary teaching/learning environments include the provision of detailed and unique needs for classroom, laboratory, library/study, and office space, as well as ancillary spaces required for supporting future programmatic impetus.

Future environments should eliminate the distinction between a computer lab and a lecture classroom because the technology and

furnishings will be unobtrusive but available on demand. All furnishings will be easily movable or the instructional area will automatically be able to configure the furnishings based upon immediate need. With the exception of science labs, physical education spaces, and some visual and performing arts studios, the idea of rooms belonging exclusively to an instructional area should disappear.

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

Modernization of instructional delivery requires that instructional spaces be configured relative to future disciplinary and programmatic goals whose objectives and functions dictate more efficient organization and utilization of space. And finally, consistent with any efforts to increase space utilization, office configurations should be in keeping with global considerations as well as providing for accessibility and administrative functions.

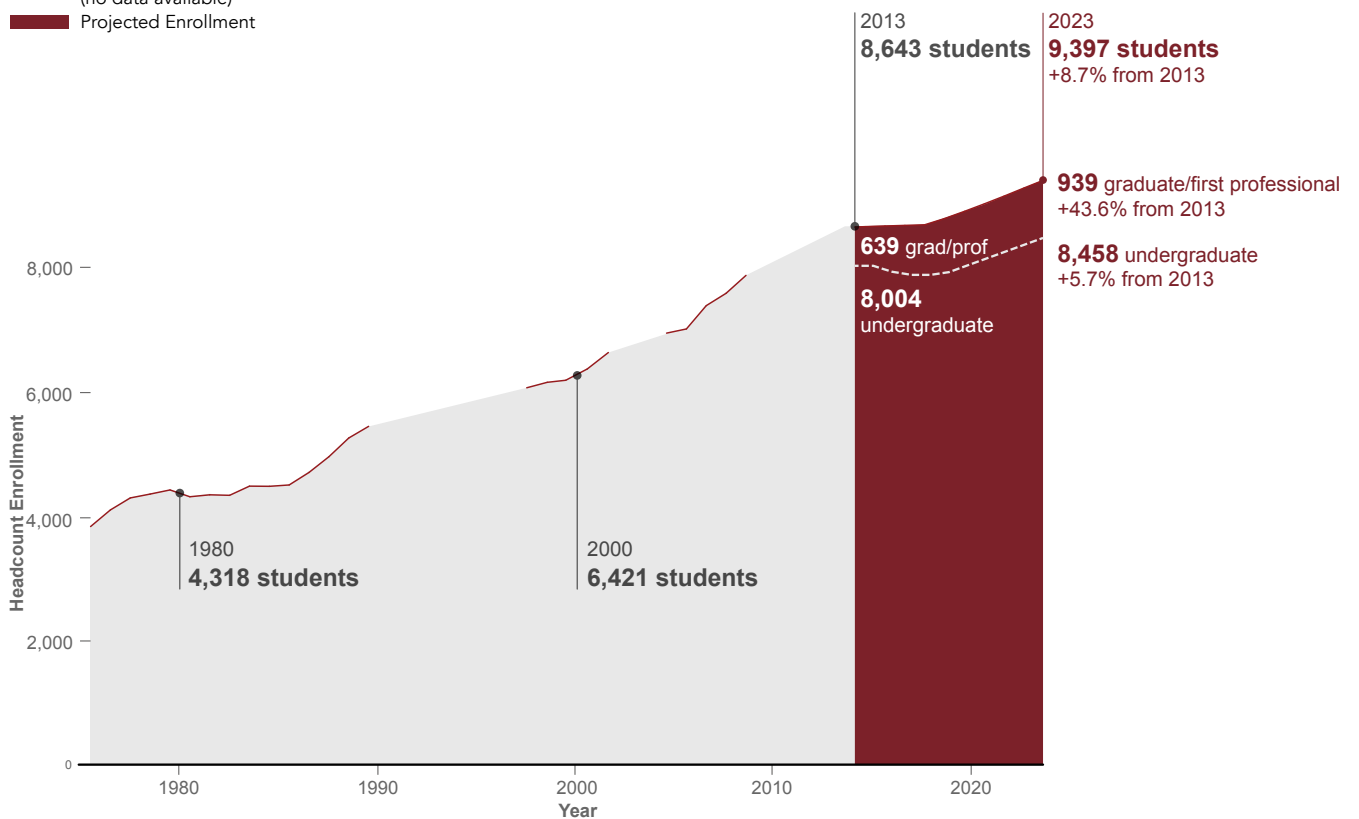
## ENROLLMENT

From 2000 to 2013, the University experienced a significant growth in student enrollment. For the next decade, enrollment is projected to grow more modestly. Projected growth is weighted towards increasing the percentage of graduate and first professional students: Of 754 new students projected over the next decade, 454 will be undergraduates and 300 will be in graduate or

first professional programs. This would increase graduate student representation from seven percent of the student population to ten percent. The University is also anticipating growth in international enrollment to provide a richer cultural context and experience for the campus community.

### 2.1 HEADCOUNT ENROLLMENT

- Historic Enrollment (actual data)
- Historic Enrollment (no data available)
- Projected Enrollment



Historical Enrollment Data Source: 1990 Facilities Master Plan, 2003 Facilities Master Plan, 2009 Facilities Master Plan.  
 Projection Source: USM Enrollment Projections, Kara Siegert, PhD, Institutional Effectiveness and Assessment, Feb. 6, 2014.

Fall Student Data												Change From	
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Fall 2013 to Fall 2023	Number
Headcount Total	8,643	8,650	8,660	8,670	8,680	8,780	8,895	9,015	9,140	9,270	9,397	754	8.7%
Undergraduate Total	8,004	8,008	7,916	7,864	7,856	7,902	8,006	8,114	8,226	8,343	8,458	454	5.7%
Full-time	7,374	7,382	7,297	7,249	7,242	7,284	7,380	7,480	7,583	7,691	7,797	423	5.7%
Part-time	630	626	619	615	614	618	626	634	643	652	661	31	4.9%
Grad./First Prof. Total	639	642	744	806	824	878	889	901	914	927	939	300	46.9%
Full-time	291	276	320	347	355	378	383	388	393	399	404	113	38.9%
Part-time	348	366	424	459	469	500	506	513	521	528	535	187	53.7%
FTDE or FTNE Students	7,015	6,950	6,958	6,966	6,974	7,045	7,137	7,233	7,333	7,438	7,540	525	7.5%

Fiscal Year Full-Time Equivalent Data												Change From	
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	FY14 to FY24	Number
FTE Students	7,879	7,885	7,894	7,904	7,913	7,992	8,097	8,206	8,320	8,438	8,554	675	8.6%
University Centers	47	54	59	59	59	59	-	-	-	-	-	12	24.8%
U at Shady Grove	27	33	36	36	36	36	-	-	-	-	-	9	35.4%
Hagerstown	21	22	23	23	23	23	-	-	-	-	-	2	14.9%

## 2.2 SALISBURY UNIVERSITY ENROLLMENT PROJECTIONS

## FACULTY AND STAFF PROJECTIONS

The University will strive to achieve a student/faculty ratio of 16 to 1. This ratio is projected for the year 2023. For master planning purposes, a conservative annual increase of 0.7% is projected for staff.

With this substantiating data, it is possible to apply statistical measures to known characteristics of the student population in order to quantify space needs of the future student clientele. This information will require further development

during individual project programming. It is important for the reader to understand that the preceding calculations do not, by themselves, constitute justification to construct any new facilities. The importance of the process is to serve as a basis for examination of other investigations, including interviews with each academic department, administrative function, and support group.

FACULTY & STAFF REQUIRING OFFICE SPACE		FALL 2013	10 YRS HENCE
a.	FT Faculty	410	470
b.	PT Faculty	252	175
c.	Grad/Rsch Assts, not in lab space	26	26
d.	Other Grad Stdnts, not in lab space	0	0
e.	FT Staff	626	747
f.	PT Staff incl Stdnt Workers	523	420
g.	FTE Faculty	480	520
h.	FTE Staff	757	852

## 2.3 FACULTY AND STAFF PROJECTIONS

## SPACE GUIDELINES ALLOWANCE

### 2.4 SPACE NEEDS

2013 Academic Need:

160,916 NASF

Total Need:

220,239 NASF

2023 Academic Need:

120,026 NASF

Total Need:

148,240 NASF

EXISTING (2013)

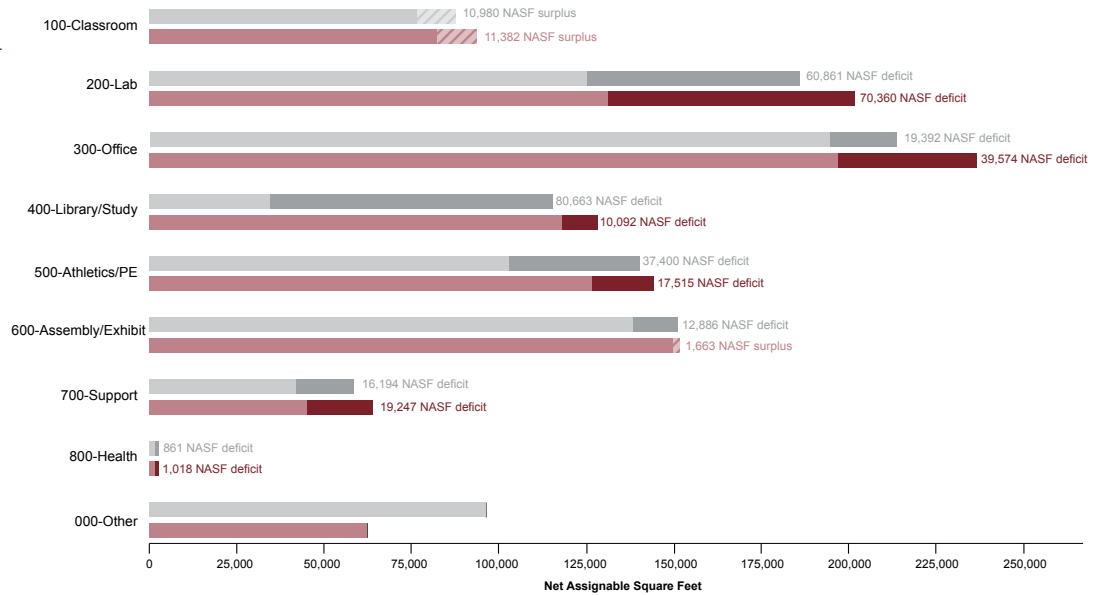
8,643 HEADCOUNT

Existing Space  
Need  
Surplus

PROJECTED (2023)\*

9,397 HEADCOUNT

Projected Space  
Need  
Surplus



Source: USM Space Planning Guidelines Data Sheet, Ray Cho, Feb. 19, 2014.

\* Projected(2023) includes Demolition of Caruthers, New Academic Commons, New Stadium, Demolition of Blackwell, Maggs PAC Renovation and Addition

### GUIDELINES CALCULATIONS

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

By applying information about the type of space required to teach the various courses to the projected enrollments, it is possible to determine the amount of space that is allowed using the Space Planning Guidelines. Then by applying current space inventory data, it is possible to determine the current and projected space surpluses and/or deficits.

These Space Guidelines calculations are used only as an aid to analyze campus-wide amount of space

needs by room use category. Quality of spaces is not considered when using these guidelines and these guidelines are not used in individual project planning.

### GUIDELINES ANALYSIS

The Space Guideline Application Program (SGAP) indicates significant deficiencies in lab, office, library and athletic space.

### LAB: HEGIS CODE 200 SERIES

Even with marginal growth in overall student enrollment numbers, STEM major student enrollment is projected to grow as part of the USM strategic initiative. Henson Hall is currently at capacity for lab space and class lab (210) as their utilization numbers run high throughout the academic year.

Research labs (250) are even more significantly deficient. Research labs are much needed to attract high quality faculty members and for graduate students in science disciplines.

#### OFFICE: HEGIS CODE 300 SERIES

SU has grown nearly double in student enrollment and building gross square footage in the last decade. During this time, two major academic buildings, Perdue Hall (School of Business) and Teachers Education and Technology Center (School of Education and IT) have been constructed. Although many faculty/staff offices have been added, there is still a major shortage in faculty office space.

The two largest schools, Fulton School of Liberal Arts and Henson School of Science and Technology, have outgrown their physical needs not only in classrooms and labs, but also in academic support space and faculty offices.

#### LIBRARY/STUDY: HEGIS CODE 400 SERIES

With the completion of the new Patricia R. Guerrieri Academic Commons building anticipated in summer 2016, the library/study space needs will be addressed.

#### ATHLETICS/PHYSICAL EDUCATION: HEGIS CODE 500 SERIES

The Maggs Physical Activity Center opened in 1977 when enrollment was approximately 3,700 students. 37 years later, the University's enrollment has grown to over 8,600 students. The utilization of the space is split among academics, athletics and recreation. Between the Health and Sport Sciences Department, twenty-one intercollegiate athletics teams, fourteen club sport teams,

nineteen indoor and outdoor intramural sport leagues, and the campus community, the demand for physical activity space has far exceeded supply for many years.

#### HOUSING: HEGIS CODE 900 SERIES

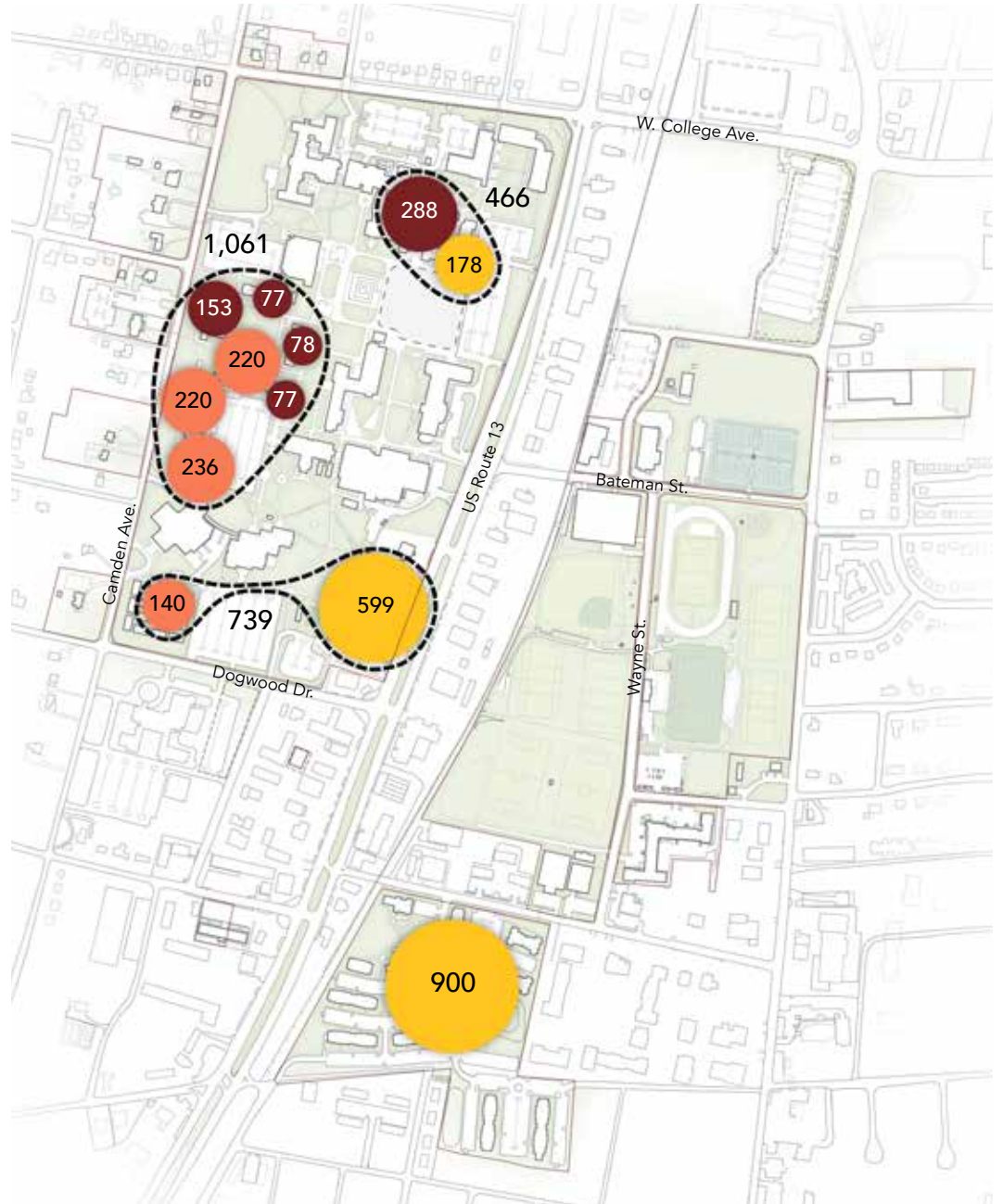
The campus core is a residential college environment: 2,266 students (28% of all undergraduate students as of Fall 2013) live west of US Route 13 on the Main Campus. Many other students live in the mix of public-private partnership and private housing complexes east of US Route 13, including 900 students living in University Park. To maintain the current percentage of students living on campus as undergraduate enrollment grows to 8,458, the University will need to add 100 beds in the next 10 years. Slight increases in the percentage of students who live on campus may be desirable if capacity allows.

While new construction and renovations have provided many high quality housing options on campus, Dogwood Village, Chesapeake Hall, and St. Martin Hall are candidates for replacement due to their condition and prominent location on campus. This need for replacement adds to the total need for new housing.

Freshman and sophomore students under the age of twenty-one, single, and maintaining permanent residence outside of the surrounding counties are required to live on campus. On-campus unit-type options include suites (two bedrooms sharing a bathroom), clusters (several bedrooms sharing a bathroom), and apartments. Typically, freshman students live in shared living situations like suites and clusters and progress to more independent

2.5 RESIDENCE LIFE \*

- "Suite" - Semi-suites
- "Cluster" - Suites with no living area
- Apartment



\* Circle size based on number of beds.

unit types like apartments later in their college experience. The completion of Sea Gull Square added a significant number of new apartment units to the campus core, supplementing the other private complexes to the east. To support the residential experience for lower division students, the University desires new residence halls with living learning communities to provide a mix of traditional hall style (shared bathroom) and suite style units.

As the University's international student population continues to grow, the necessity to create a "Global Village" becomes more critical. A place where additional support and services can be provided in order to ease their transition and facilitate their matriculation into degree-granting programs is needed. This could be achieved through new housing, public/private partnerships, or master leases at existing off-campus housing complexes.

#### QUALITATIVE INDICATORS OF SPACE USED

A variety of qualitative or non-statistical environmental characteristics have an impact on the space needs of Salisbury University. These global space needs are summarized here by the following functions:

- Instruction
- Academic Support
- Student Services
- Institutional Support
- Auxiliary Enterprise
- Housing
- Outdoor
- Parking

Summaries of qualitative indicators of current conditions and program characteristics and

future space needs/desires are a culmination of observations by the consultants and of views expressed by University personnel during interviews with the consultants and via written statements.

This listing is by no means all-inclusive. Future architectural programming for individual new or renovated facilities at Salisbury will require, in each instance, a thorough review and analysis of each of the subject function's component activities to determine a specific justification and rationale for new or reconfigured spaces.

#### INSTRUCTION

- The fine arts and performing arts facilities are inadequate. The Art Department has had no new space in more than 10 years.
- There is a need for highly flexible instructional spaces, now and in the future.
- There are insufficient collaborative learning environments on campus.
- Functions that should be co-located are often separated and distributed throughout the campus. There is a need for physical proximity with respect to spaces within the various schools.
- With growth in Honors program part of the strategic plan, the facilities dedicated for honor's course instruction are at capacity.
- The English Language Institute (ELI) has no dedicated classroom space.

#### ACADEMIC SUPPORT

- There is insufficient office space for full-time faculty and some occupy spaces that were originally designed for other purposes.
- There is insufficient research labs for full-time faculty to conduct research.



- Office space for adjunct faculty is lacking.
- There is insufficient space for required long-term storage of research data and records.

#### STUDENT SERVICES

- The University is discussing a one-stop student center to centralize many student services functions.
- The Commons and Guerrieri University Center are not functionally efficient or effective student centers. There are not enough good places on campus for students to socialize. There is a need for student areas that are more inviting for enjoyment, relaxation, individual study, and group learning. There is also a need for more informal spaces as students tend to avoid the more formal spaces that currently exist in The Commons or the Guerrieri University Center.
- There is insufficient and inadequate student lounge, meeting, fitness, recreational, and student organization office space. There is a particular need for commuter lounges and other spaces that allow commuting students to experience the culture of the campus.
- There are too few suitable spaces for conducting interviews and consultations with students in a confidential setting.
- The need for a multi-cultural/multi-ethnic center is evidenced by the lack of such facilities given the growing diversity of the University's community.
- There is a need for spaces with docking stations for personal laptops.
- There is a need for facilities and spaces that address the needs of students with families.
- Student organizations do not have enough space; there are 110 organizations (plus

Greeks) and only 20 cubicles for use by them. There is no storage space and no work space.

- There is insufficient space for Student Health Services to meet the needs of our student population. The current location is not ideal.
- There is need for diverse dining experiences on campus.
- International students have no dedicated gathering space.

#### INSTITUTIONAL SUPPORT

- There is insufficient and inadequate space for large assemblies, events, and theatrical performances. There is limited performance space and only one multi-purpose room (Wicomico Room in Guerrieri University Center). The Holloway Hall auditorium is dominated by music & theater, but it only has a 710-seat capacity. A multi-purpose concert/performance facility is needed with a capacity of 1800-2000. There is currently no space large enough to put the entire freshman class inside for convocation, aside from the main gymnasium.
- Facilities for counseling, human resources, and other areas that need confidential space are inadequate.
- Lack of storage space is a significant problem throughout the campus buildings, resulting in inappropriate storage of records, furniture and equipment, books, academic and administrative supplies, and custodial supplies.
- With 7-10% annual growth in the number of servers, the Data Center is rapidly becoming inadequate. A larger center is needed. Some redundancy is desirable for data security.
- Because of insufficient office space, some individuals are cramped into areas that were

designed as closets and alcoves. Creating office space for new personnel is extremely difficult.

- There is a need for break rooms and social spaces for staff and faculty.
- There are insufficient numbers of conference spaces and meeting rooms. Many faculty and staff meetings take place in classrooms or other spaces that are inappropriate for such activities.
- There is a need for personal fitness or “wellness” facilities that accommodate one-on-one instruction.
- Deficiencies and inadequacies in the following spaces make marketing difficult:
  - Residence halls
  - Bathrooms
  - Traditional rooms
  - Space for Socializing
  - Recreational space
  - Red Square
  - Maggs Gym
  - Route 13 (commercial zone)
  - East Campus Athletics Facilities
- A Welcome Center would allow for improved programs for prospective students and their families

#### AUXILIARY ENTERPRISES

- Textbook storage and merchandising space in the Bookstore are insufficient. The location of the bookstore is questionable; it is off the beaten track and is prone to flooding.
- The outdated Maggs Gymnasium is woefully inadequate in terms of size, configuration, and climate control for use as a contemporary combination academic, athletic, and recreational facility.
- There is a need for an increased number of modern conferencing facilities.

#### HOUSING

- Demand for the new and newly remodeled student housing exceeds available facilities.
- Some residence hall rooms are too small to accommodate students’ computer stations, clothes, storage, etc. in the older residence halls.
- Access to laundry areas is not convenient in all residence halls.
- There is a glut of off-campus, private housing due to the recent completion of several master projects, in addition to several more that are being planned.

#### OUTDOOR

- There are relatively few open leisure and activity spaces for students and other users of the campus. The spaces that exist are overused and hard to maintain.
- Extensive enhancements are needed for the Sea Gull Stadium and other outdoor athletic and recreation facilities.
- ROTC returned to campus in fall 2008; it may require an obstacle course or marching space.
- There is insufficient University identity on the East Campus.

#### PARKING

- There is an insufficient number of convenient parking spaces to serve the needs of the Salisbury campus.
- Parking for events held at Holloway Hall is inadequate and insufficient. There is only one entrance/exit point for this lot and the lot is not large enough.
- Construction of parking lot H will add 169 surface parking spaces.



### 3. PLANNING PROCESS

A DIVERSE CROSS-SECTION OF THE CAMPUS COMMUNITY INCLUDING FACULTY, STAFF, STUDENTS, ADMINISTRATION, AND CITY AND COUNTY PUBLIC OFFICIALS PARTICIPATED IN THE PLANNING PROCESS THROUGH FOCUS GROUP MEETINGS, OPEN FORUM DISCUSSIONS, AND WORKSHOP SESSIONS. THE ACKNOWLEDGMENTS SECTION INCLUDES A LISTING OF PLANNING PROCESS PARTICIPANTS.

#### ASSESSMENT AND ANALYSIS

The planning process began with in-depth research and analysis of the campus. The planning team reviewed studies to incorporate knowledge about the campus today and ideas for the future. Walking and driving tours revealed the physical qualities of different areas of the campus. The team held focus group sessions with a wide range of stakeholders to understand their specific needs and goals and met with representatives from the city and county to discuss opportunities to coordinate planning efforts. Open forum participants shared broad feedback about successful aspects of campus and areas with room for improvement. Taken together, this analysis offered a comprehensive picture of the physical campus and the University community that informed subsequent phases of the process.

## PROCESS

WORKSHOP 1: MARCH 2014  
Project Kick-off  
Stakeholder Interviews

**ENGAGE** The University Community

**LOOK** to see how the campus functions today

WORKSHOP 2: APRIL 2014  
Observation Summary  
Scenario Planning

**LISTEN** to challenges the community is facing

WORKSHOP 3: MAY 2014  
Draft Plan  
Implementation Strategy

**EVALUATE** a series of options

WORKSHOP 4: SUMMER 2014  
Final Facilities Master Plan

**SOLVE** an integrated set of challenges

**ACT** to create sustainable implementation



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### 3.1 SITE TOURS

#### SCENARIO PLANNING

During this phase, the team generated a number of different scenarios for future campus growth, evaluated each scheme, and refined them with campus stakeholders. Much of the design energy focused on what areas of campus could accommodate future academic growth and how to make safe pedestrian connections between existing and new development to the academic core of Main Campus.

#### DRAFT PLAN

The Draft Plan reconciled the many ideas generated during Scenario Planning into one holistic approach to future campus growth. During this phase, the team developed initial phasing

strategies to implement the Draft Plan. These early versions of the Facilities Master Plan facilitated further conversation with campus stakeholders about priorities and preferred outcomes.

#### FACILITIES MASTER PLAN

The Facilities Master Plan reflects adjustments made to the Draft Plan and phasing strategies based on feedback received throughout each phase of the process. It will be presented to the Board of Regents and submitted to the University System of Maryland as a roadmap for the next 10 years of campus development.



Teacher Education and Technology Center



## 4. ASSESSMENT AND ANALYSIS

EXTENSIVE RESEARCH AND ANALYSIS OF SALISBURY UNIVERSITY'S CAMPUS PROVIDED INSIGHT INTO UNIVERSITY HISTORY THAT HAS SHAPED TODAY'S CAMPUS AND THE OUTLOOK FOR THE FUTURE.

This understanding formed the foundation for the Facilities Master Plan that will guide the next 10 years of building, landscape, and infrastructure projects on campus. The research and analysis process included meetings with the University community and assessment of the physical characteristics of the campus. Three high-level themes summarize the findings:

- Salisbury University is a mid-size, public, comprehensive institution that feels like a small liberal arts college because of its strong sense of community and role as regional cultural hub.
- The compact footprint of the academic core and the rich arboretum landscape makes it feel alive and vibrant. Challenging pedestrian connections and inconsistent landscape quality at the edges of campus make these areas feel disconnected from the core. The Existing Conditions Base Map illustrates the compact layout of the Main Campus and the separation created by US Route 13.
- Quality of the built and natural environment matters: the campus' many high quality facilities are assets, but some older facilities are insufficient to support academic excellence and student life.



4.1 EXISTING CAMPUS

- SU Building
- Open Space
- Athletic Field
- Path



## NATURAL ENVIRONMENT

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Salisbury is located in the Atlantic Coastal Plain in a region with a humid, subtropical climate. The campus topography changes gently, with elevations ranging from 23 to 35 feet above sea level across the campus. As a designated national arboretum, the campus showcases a broad diversity of woody and herbaceous plants for display and scientific study. The species are spread across the campus, but the majority of the resources are concentrated in a vegetated area between the Guerrieri University Center and Devilbiss Hall.

### LANDSCAPE CHARACTER

The Salisbury University campus enjoys special status as an arboretum including over 2,000 species of plants and over 26 sculptures. The resulting landscape has a diverse range of tree and plant species where no single species dominates any part of the campus or individual open spaces. To date, the collection of plants and sculpture has been limited to the main campus.

A significant portion of the Main Campus has a traditional campus character comprised predominantly of trees and lawn, supplemented with a layering of shrubs, groundcovers, and seasonal plantings. The entire campus experience, however, includes different landscape typologies:

- Residential Neighborhood: The landscapes associated with campus and non-campus residential properties along Camden and West College Avenues.
- Woodland: The positive landscape associated with the remnant woodlands near Guerrieri University Center and Camden Avenue and throughout the residential neighborhood to the west. The woodlands provide a pleasant landscape experience on campus as well as a prominent backdrop for the campus.
- Utilitarian/Parking: The surface parking and service areas throughout the campus. While serving an important function, these landscapes generally detract from the campus experience, particularly on the East Campus where there is little tree cover.
- Strip Commercial: The US Route 13 corridor (east side of the campus and both sides north and south of campus) is characterized by one story, commercial development, surface parking, and signage. This landscape presents a negative character for the approach to the Main and East Campus.
- Recreation: The athletic fields are defined by broad open lawns with limited tree cover between. While not presenting a negative landscape image, the general lack of trees results in an expansive, less intimate landscape.

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The Main Campus landscape is generally lush and well maintained. Rich display of plant material in a legible open space system plays an important role in establishing the appeal of the traditional campus image. There is the opportunity to continue enhancing this landscape image and expanding the arboretum as the campus develops, particularly on the East Campus.

Two primary observations should inform future landscape efforts:

1. While limbing of trees has improved over the past several years, many trees could be limbed higher than 8' to open up views beneath their canopies. This will not only enhance perceptions of safety but also improve way finding and campus legibility.
2. The campus landscape is diverse, which is appropriate considering its status as an arboretum; however, many campus spaces lack the strength and clarity that a predominant tree species can bring.





## OPEN SPACE TYPOLOGIES

Campus open spaces define the overall structure of the campus and provide a framework for the built environment. Each open space type performs a different function.

- **Natural/Undisturbed:** This open space type is primarily restricted to the small portion of woodlands around Guerrieri University Center and the Commons where, in addition to the tree canopy, there is a natural shrub/groundcover understory rather than lawn. The function of this open space is primarily visual.
- **Naturalistic:** Naturalistic open spaces primarily include tree groves. The trees are informally arranged and establish a consistent canopy over the entire space. These spaces include the east side of Guerrieri University Center, the Camden Avenue frontage between the Commons and Nanticoke Hall, the copse of trees northwest of Henson Hall, and, most notably, the Fulton Grove. These spaces serve as passive open spaces where people pass through or gather informally.
- **Malls/Walks:** The Mall, extending from Fulton Hall to Devilbiss Hall, is the backbone for the campus and the primary open space uniting the southern and northern ends of the Main Campus. It is defined by two pedestrian walkways and adjacent building facades; numerous pathways cross the space to accommodate pedestrian flow in many directions. The Mall is comprised mostly of lawn and canopy trees and is fairly heavily treed; however, there is a significant amount of paving and many fixed walls in front of

Blackwell Library. The Mall primarily serves as a circulation space. The row of trees planted down the middle does not help unify different sides of the campus, particularly as many of the trees are low branching, preventing long views.

- **Quads/Open Lawn:** Quads and open lawns accommodate gathering and unorganized sports and are defining components of the campus image. These include the “The Quad,” Henson Lawn, Holloway Lawn, the TETC (Teacher Education and Technology Center) Quad, and Sea Gull Lawn. The Quad is well defined by buildings and shade trees and is heavily used for informal recreation. Holloway Lawn plays a dual role in providing the iconic campus image as well as providing an important recreation space. It is heavily used; however, keeping the lawn in good repair has been a challenge for the University. Henson Lawn is fairly new and provides an additional much-needed large open area for gathering. While well-defined by buildings, additional tree cover is needed to provide better definition and more shade.
- **Plazas and Courtyards:** Courtyards and plazas accommodate outdoor gathering. The two plazas on campus are large and predominantly paved. The largest is Red Square, which serves as a significant plaza and crossroads for pedestrians. The picnic tables in the shaded portion of the plaza are well-used. While the amount of paving is important to its functionality, the space can feel expansive and bleak, particularly when not programmed. Henson Plaza, defined by the different wings of Henson

4.2 EXISTING  
LANDSCAPE  
TYPOLOGIES

- Natural/Undisturbed
- Naturalistic – Grove
- Naturalistic – Lake
- Mall
- Quads/Open Lawn
- Courtyard
- Plaza
- Gardens/Special Places
- Perimeter – Front Lawn
- Perimeter – Streetscape
- Entrance/Gates
- Internal Streets
- Recreation/Fields
- Parking
- Gateway Intersection



Hall, is comprised of a significant amount of hardscape in the form of paving and low walls and tilted triangular lawn panel, outlined by a variety of shrubs and small ornamental trees. There are a significant number of picnic tables located within this plaza. The space is open and sunny, but it can be quite hot and uninviting. Additionally, the plaza forms seem to be forced, making it difficult to move through the space. The low plantings provide a weak edge to the Henson Lawn.

Courtyard spaces tend to be more intimate and include less hardscape. Courtyards on campus include the Secret Garden, which is a small space defined by the wings of Holloway Hall. It is somewhat secluded, but offers quiet, contemplative space not available elsewhere on campus. Other courtyards include the paved courtyard defined by St. Martin and Chesapeake Halls. It provides outdoor gathering space for the residents of the buildings and accommodates significant pedestrian flow between Red Square and the TETC. The newest courtyard spaces include those associated with Sea Gull Square. One is more private, primarily lawn, and oriented toward the campus. The other is very public, oriented to Route 13, and provides a forecourt to a variety of retail and restaurant uses serving both the campus and the larger community.

- Gardens/Special Places: This open space type includes unique spaces developed for a specific purpose or commemoration and includes the Alumni Garden. This garden space is attractive, defined by the forest

corridor, a long arbor, and Devilbiss Hall. It is well landscaped and includes a variety of sculpture.

- Perimeter: Perimeter open spaces serve a visual function or comprise circulation systems. These spaces include “front lawns,” streetscapes, campus entrances or gates, and gateway intersections. Most of the west side of Route 13, West College Avenue, and Camden Avenue plays this role well, while the perimeter along Dogwood Avenue and the East Campus streets lack definition.

The campus includes multiple gateways and entrances that access parking areas along the perimeter of the campus. Visitors are directed to the historic main entrance along Camden Avenue, at Holloway Hall. The most visible gateways are along Route 13 at Bateman Street and between Bateman and West College Avenue. The Bateman Street intersection also serves as the main entrance to the East Campus, with secondary entrances at Bateman and South Division, Wayne and Milford Streets, and at Wayne and Power Streets. Over the years, the University has enhanced its edges with brick gateway walls and ornamental fencing composed of brick piers and steel pickets. This treatment reinforces a unified and positive campus image on the Main Campus that is lacking on the East Campus. Branded signage within and leading to the University District with clear direction to visitor parking and a potential Welcome Center is needed to aid those unfamiliar with the campus.

- **Internal Streets:** Internal streets function like unifying open spaces. These are streets where the University occupies the frontage on both sides of the street (or along a significant portion of the streets) and are owned and maintained by the City of Salisbury. They exist primarily on the East Campus, including Bateman Street and Wayne Street. Streetscape enhancements have been implemented along some segments of Bateman in front of the new parking garage. Otherwise, these internal streets lack definition and do not unify the campus environment or provide for a positive pedestrian experience. The University has been planning to enhance these streetscapes in association with the implementation of the Athletics Master Plan.

- **Recreation/Fields:** This open space type is primarily associated with athletic and organized recreation fields and defines most of the East Campus. While the image of the athletic fields is quite positive, particularly when actively in use, the transition area between the street and the athletic fields is not. In many areas, there is no tree cover, and in other areas, particularly along the south side of Bateman and west side of South Division, dense evergreens create a visual barrier rather than allowing glimpses of the fields.

- **Parking:** Parking areas are utilitarian open spaces that serve an important function for the campus. These are the campus spaces that people first experience when coming to campus. Most of the lots on campus are quite large with little internal or perimeter

landscaping and do not provide a positive first impression.

With the exception of the East Campus, most of the spaces described above are, in part, defined by buildings. Particularly in quads, open lawns, plazas, and courtyards, areas along the perimeter of the main open space and adjacent to buildings are often underutilized spaces. As stormwater management regulations require managing water close to the source, building perimeter areas provide opportunities to integrate rain gardens and bio-retention areas into the design while maintaining large open areas for play.

Lastly, few campus open spaces are formally named or identified by name on maps and directories. The campus map provided on the University’s web site names only the Mall, The Quad, and Red Square. Without names, open spaces can often be perceived as “leftover” space as opposed to important places within the campus.

#### STORMWATER MANAGEMENT

Existing site drainage at Salisbury University reflects traditional runoff conveyance techniques involving curb inlets, basins, and piping throughout the campus.

The relatively flat relief of coastal plain topography generally means that underground storm drain lines do not slope dramatically. As a result, runoff rates may be somewhat slower when compared to piedmont settings. Also, the gently sloping nature of the campus means that stormwater has more chances to pool in various niches or alcove spaces created between buildings, walls, curbs, and hardscape plazas.



#### 4.3 EXISTING STORMWATER FACILITY

This is especially true during intense storm events. Conversely, the University occupies a coastal setting, which, from a regional perspective, is typically characterized by better-draining land well-suited to farming activities.

The hydrologic soil group classification helps inform what soil types are suitable for sustainable practices involving infiltration. USDA soil mapping reveals that some existing campus soils, such as the Fort Mott loamy sand, are categorized in hydrologic soil group A, which is favorable for infiltration. However, there are also areas categorized simply as “Urban Land” and are further described in the USDA system as “not prime farmland.” Typically the “Urban Land” category represents less desirable (type D) soils. Infiltration facilities in these sorts of soil require additional engineering efforts, such as underdrains, to counteract the soil’s poor drainage properties.

Existing campus vegetation plays a technical role in stormwater management by drawing excess water from saturated soils, but the site flora also serve a powerful purpose from the viewpoint of human experience. The shade trees and ornamental plants define the experience as students and faculty stroll across the Salisbury University grounds. These plants define pedestrian corridors and also frame the architecture, providing picturesque vistas and contributing to the emotional attachment associated with collegiate life. In congruence with the “campus as arboretum” concept, sustainable stormwater management practices provide chances to introduce unique herbaceous and shrub species that would augment the robust Salisbury University plant palette. Future development efforts on campus would benefit from a strategy that involves not only retaining mature species but introducing beautiful new species as a component of a comprehensive stormwater management plan.



## BUILT ENVIRONMENT

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The University's built environment is the result of simultaneous growth of the institution and the City of Salisbury over many years. The Main Campus, a compact mix of academic and residential uses, is located west of US Route 13. This major thoroughfare and the commercial uses alongside it divide the academic core from the East Campus, which accommodates athletic and recreation, support, and additional student housing facilities. Residential neighborhoods surround the campus.

### BUILDING HISTORY

In 1925, the State of Maryland began operating a two-year teachers college, called the State Normal School, in Salisbury. Holloway Hall, the oldest remaining building in the campus core, occupies a prominent position that connects the University to its early history.

As enrollment grew and programmatic offerings expanded, the institution was renamed Salisbury State College (1963), Salisbury State University (1988), and, ultimately, Salisbury University (2001). This continued growth has driven campus expansion as the University shapes the built environment to create a physical setting that supports its mission.

On the whole, the University's building stock is recently constructed. Significant enrollment growth from a student body of 6,421 to 8,657<sup>1</sup> between 2000 and 2013 resulted in needs for new facilities. Upon completion of the Patricia R. Guerrieri Academic Commons, 48% of the gross square feet of space on Salisbury's campus will have been constructed during that time. These

projects have transformed the eastern edge of the academic core along US Route 13. In addition, the University completed several major renovations to older facilities during this time.

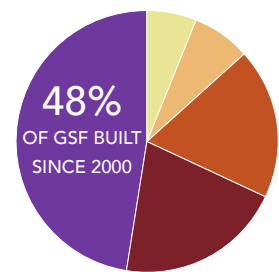
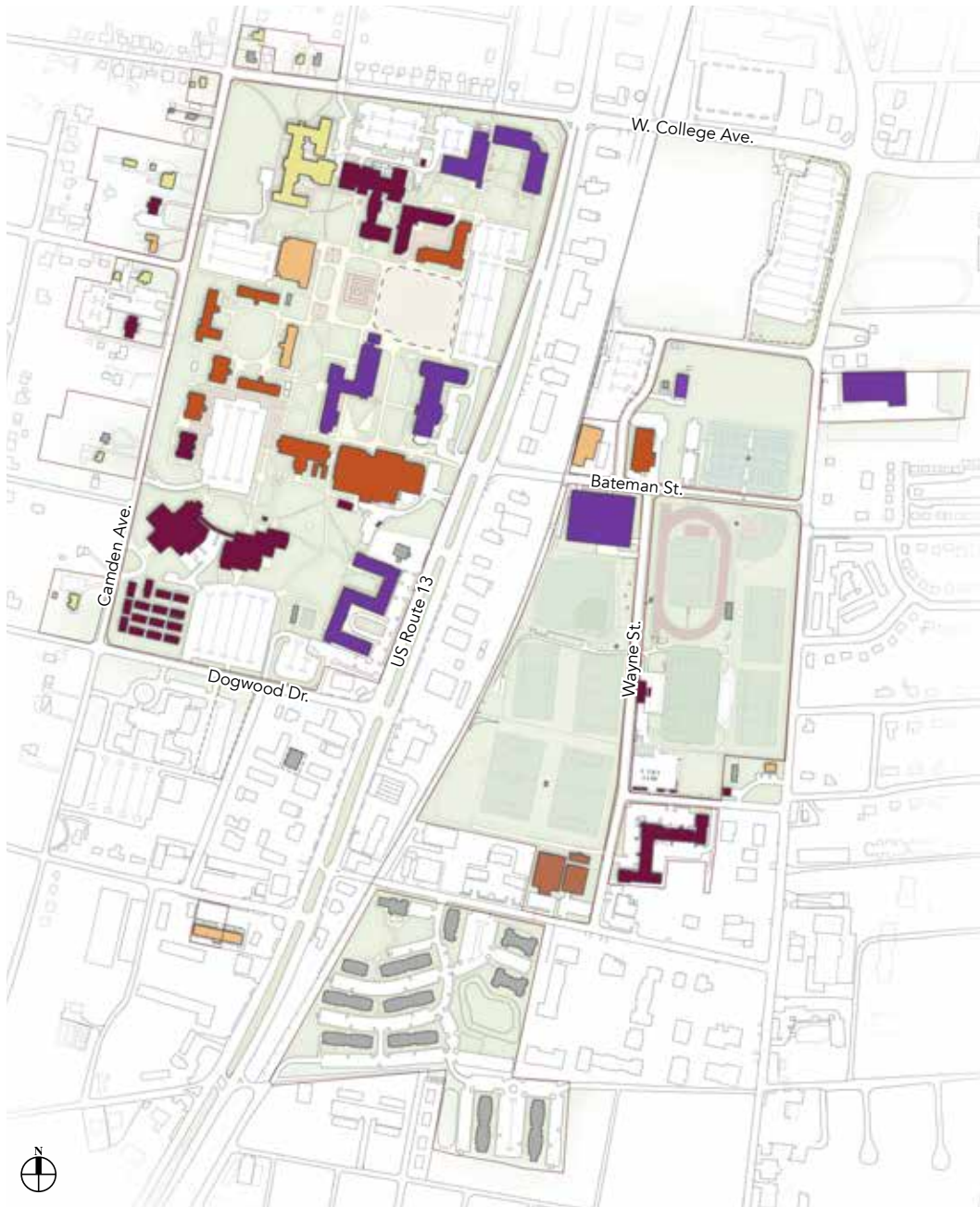
Assessment of building condition clearly shows the positive impact of the combination of new construction and renovation undertaken since 2000: many of the University's facilities are classified as Condition 1, with no renovations needed.

However, the consistently high quality space across campus emphasizes the need for renovations in several older buildings. Blackwell Library, which will be replaced by the Patricia R. Guerrieri Academic Commons, and the stadium, which is scheduled for an addition and renovation, are both listed as Condition 4 (major renovations needed). The Condition Assessment also designates Devilbiss Hall and Maggs Gymnasium as Condition 4. The campus community feels this discrepancy in space quality: focus group participants consistently cited renovating these two facilities to have similar features to newer buildings as top priorities over the next decade.

Condition 3 spaces need partial renovations to fully support University activities. Major facilities receiving this designation include Fulton Hall, Guerrieri University Center, the Commons Dining Hall, the Dogwood Village Apartments, and the Bateman Building.

Identifying strategies to address these deficiencies over the 10 year planning horizon was a key

<sup>1</sup>Figures refer to headcount enrollment. Source: 2003 Facilities Master Plan and USM Enrollment Projections (Feb. 6, 2014).



**4.4 BUILDING AGE**

- 1920-1939
- 1940-1959
- 1960-1979
- 1980-1999
- 2000-present



Devilbiss



Maggs

#### 4.5 BUILDING CONDITION

- 4 - Major Condition Issues
- 3 - Moderate Condition Issues
- 2 - Minor Condition Issues
- 1 - No Condition Issues



component of the comprehensive approach to campus development.

#### BUILDING AND LAND USE










The Main Campus is a compact mix of uses that gives it the intimate feel of a small college. Larger academic facilities are clustered in the northern and eastern portions of the core, while smaller academic and academic support uses located in repurposed houses along Camden Avenue integrate the University into the smaller scale development pattern of the adjacent neighborhoods.

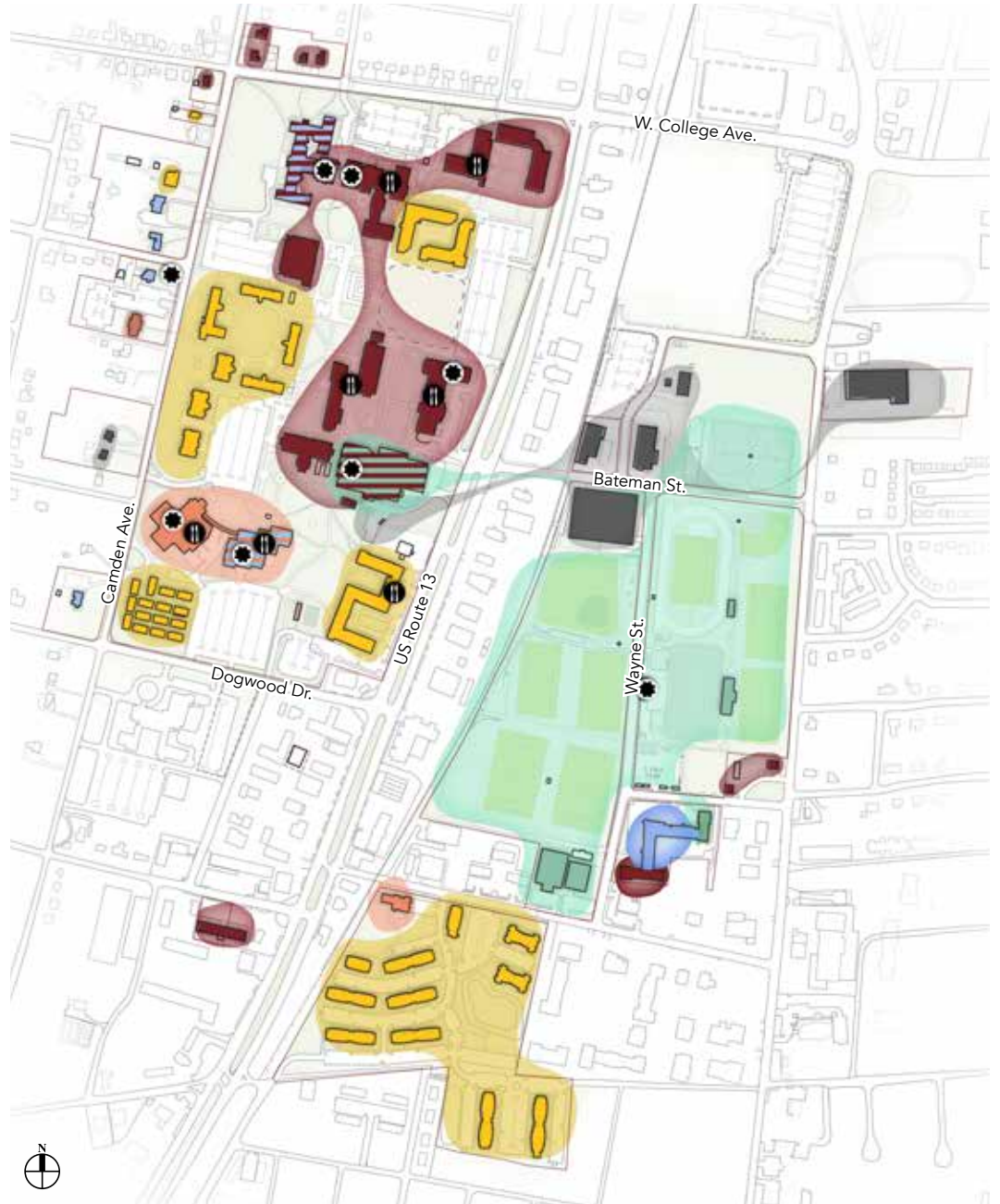
The majority of University-sponsored student housing is located in the southern and western areas of the Main Campus, with the exception of Chesapeake and St. Martin Halls and University Park on East Campus. Dining and student services functions are located near Main Campus residence halls, which is convenient for residents, but feels somewhat remote from academic buildings. The new Patricia R. Guerrieri Academic Commons will bring some of this functionality closer to academic facilities.

Athletics and recreation facilities span the Main Campus and the East Campus. The Department of Health and Sport Sciences, intercollegiate athletic programs, and recreation share these facilities. The East Campus houses a cluster of fields and smaller indoor facilities, while Maggs Gymnasium serves the majority of indoor needs. Campus support functions also have a presence in both the East Campus and Main Campus. Several East Campus buildings accommodate larger support facilities, while a recently improved service area behind Maggs Gymnasium provides access to the campus core.

The planning process explored the capacity of the Main Campus to accommodate additional future uses and how new buildings might reinforce or change the building and land use framework over time.

4.6 EXISTING  
LAND USE

-  Mixed Use
-  Academic
-  Residential
-  Student Life
-  Administration
-  Athletics and Recreation
-  Support
-  Dining
-  Public Venues



## CIRCULATION AND ACCESS

### PEDESTRIAN CIRCULATION

The distribution of land uses shapes pedestrian circulation. The dominant pedestrian traffic flows diagonally across the campus between residential areas including dining and academic buildings. Several of the large, connected campus buildings are not penetrable, which impedes circulation.

There is a secondary pedestrian flow from the core campus area to the parking garage on Bateman Street and all of the athletic fields. This flow is interrupted by the need to cross US Route 13, the Norfolk Southern railroad tracks, and the commercial land which all act as significant barriers to pedestrian circulation. The width of the US Route 13 and the general lack of adequate pedestrian facilities make it difficult to cross.

While the pedestrian underpass at Bateman Street and US Route 13 helps to facilitate connections between the Main Campus and the East Campus, the underpass is not conveniently located for pedestrians traveling from University-owned, public/private, and private residential complexes east of US Route 13. As a result, pedestrians are forced to make unintended and unsafe crossings at the railroad tracks, through private property, and at unmarked crossings on US Route 13.

As the campus expands, linking the edges to the core through robust pedestrian connections will be critical.

### VEHICULAR CIRCULATION AND ACCESS

#### *Automobile*

Primary vehicular circulation to and from campus happens on US Route 13. Based on the traffic counts, more vehicles arrive from the north at US Route 13 and College Avenue than from the

south at Dogwood Drive and US Route 13. The fewest number of vehicles arrive from the east on Bateman Street and from the west along Camden Avenue. Other streets like Division Street, Wayne Street, Milford Street, Pine Bluff Road also play an important role in the overall vehicular circulation around the campus.

#### *Bicycle*

While driving and walking are the primary modes of transportation, cycling is growing in popularity. Cycling is primarily used to quickly reach the core campus from residence halls and private housing to the southeast. Bike racks and maintenance stations near campus buildings and at the covered bike storage locations are well-utilized.

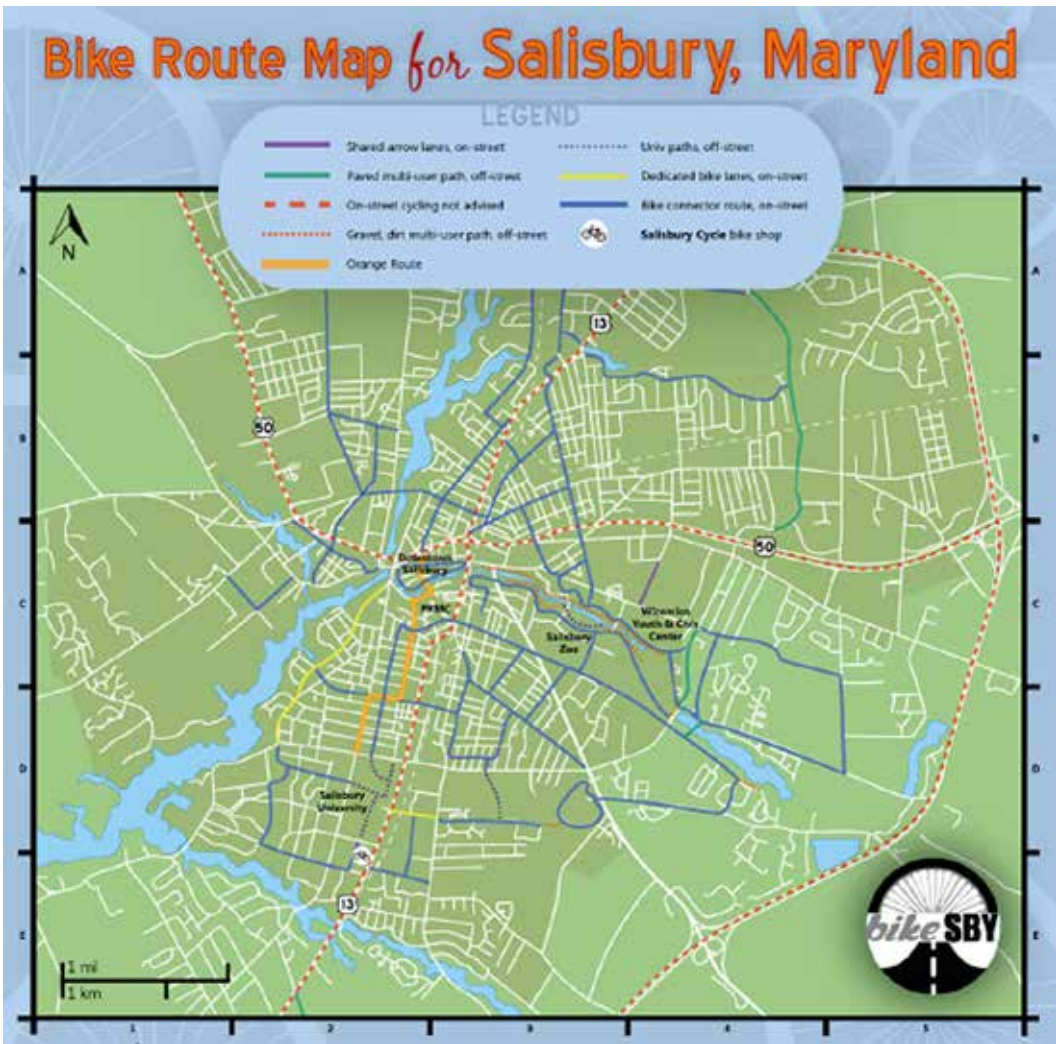
While none of the streets immediately adjacent to the campus (US Route 13, College Avenue, Camden Avenue, and Dogwood Drive) have bike facilities, some nearby streets have on-street bike routes, including:

- Camden Avenue, north of College Avenue
- Loblolly Lane, west of Camden Avenue
- Wesley Drive, south of Dogwood Drive
- Bateman Street, east of US Route 13  
(dedicated bike lanes)

The bike route on Camden Avenue, north of College Avenue, is part of the City of Salisbury's Orange Route which connects the campus to Downtown Salisbury as per bikeSBY, which is a citizen-based group in Salisbury focused on creating a high-quality network of bike lines within the City and surrounding areas. Within the campus, there are numerous bike racks and bike shelters (approximately 128 racks according to the campus survey from February 2012). The racks are concentrated adjacent to residential areas, parking areas, and a few of the academic



Choptank



4.7 SALISBURY BIKE ROUTES

buildings.

As the campus grows and cycling becomes more common, it will be important to coordinate access points to campus, existing and proposed bike routes, and bike parking facilities to create a safe environment for all users.

**Shuttle**

The Salisbury University Shuttle Bus connects the Main Campus to off-campus residential and parking areas.

The shuttle makes five stops in a continuous circulation loop:

- US Route 13 Parking Lot (Future Patricia R.

Guerrieri Academic Commons) on the Main Campus

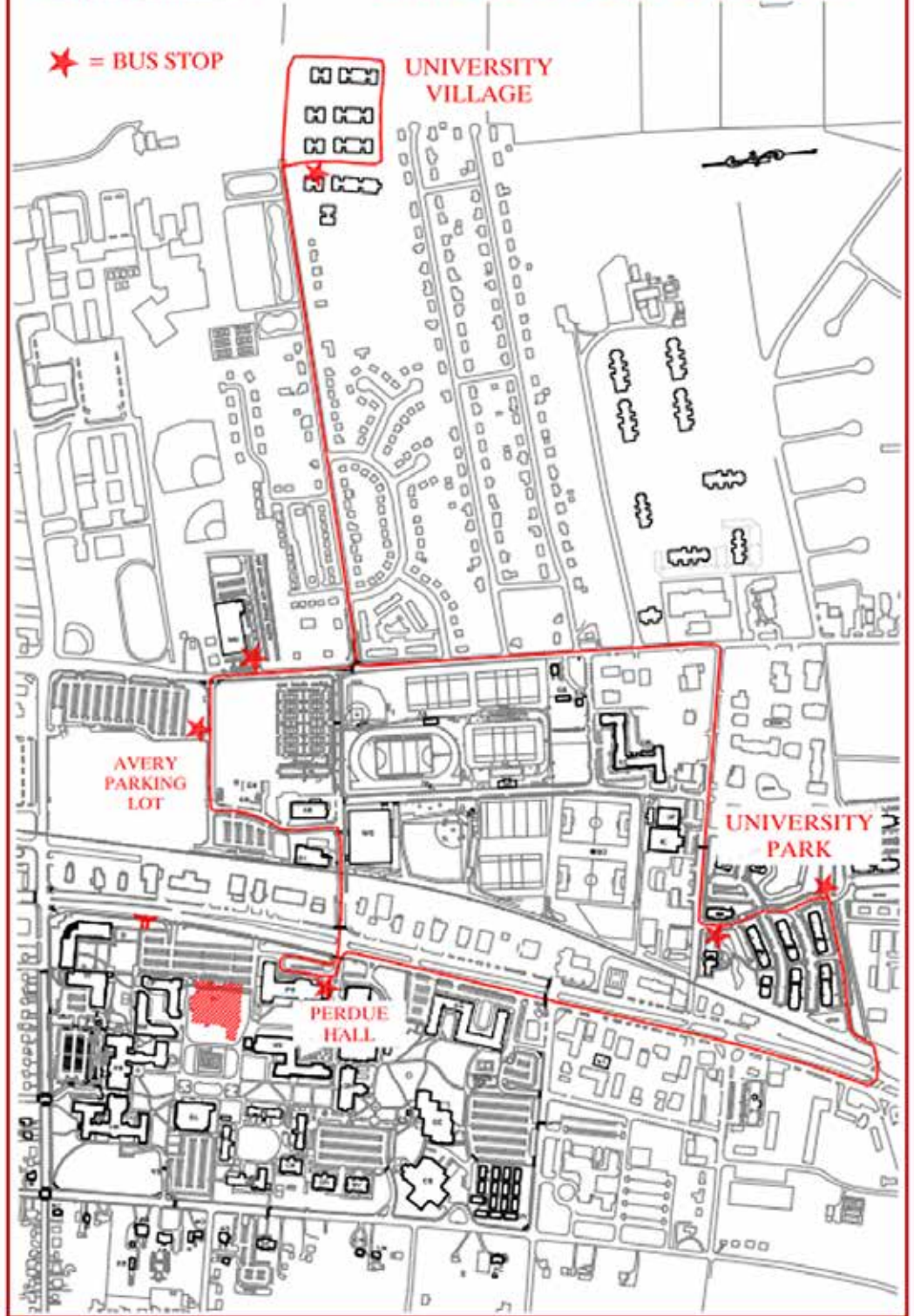
- University Park South
- University Park North
- University Village
- SU Maintenance Building
- The Avery Parking Lot

Between Monday and Thursday, the shuttle runs from 7:00 a.m. to 2:30 a.m. with estimated wait times between 10 and 20 minutes (on the shorter end of the range until 2:30 p.m.) On Fridays, the shuttle operates from 7:00 a.m. to 12:30 a.m. with estimated wait times between 10 and 20 minutes (on the shorter end of the range until 2:30 p.m.). The shuttle does not run on weekends.



# CAMPUS BUS ROUTE

★ = BUS STOP



4.8 SALISBURY BUS ROUTES

Shore Transit, the public transit agency for Somerset, Wicomico, and Worcester Counties, operates four bus routes along US Route 13 with two stops adjacent to the campus:

- S174: Salisbury University Magg’s Activity Center
  - Route 111 South: (Salisbury, Princess Anne, University of Maryland Eastern Shore (UMES))
  - Route 251: (Salisbury, Princess Anne, Pocomoke)
  - Route 451: (Salisbury, Pocomoke, Ocean City)
  - Route 703: (Salisbury, Crisfield, Princess Anne)(on Sunday only)
- S107: Pat’s Pizzeria
  - Route 111 South: (Salisbury, Princess Anne, UMES)
  - Route 151 South: (Salisbury, Fruitland)
  - Route 251: (Salisbury, Princess Anne, Pocomoke)
  - Route 703: (Salisbury, Crisfield, Princess Anne)(on Sunday only)

Additionally, Shore Transit operates a shuttle service between Salisbury University and the UMES (University of Maryland Eastern Shore) campus. This shuttle departs the campus once each hour beginning at 7:34 a.m. and ending at 10:34 p.m. The bus ride between the two campuses takes approximately 15 minutes.

#### PARKING

The Main Campus has nine surface parking lots. An additional ninety-four spaces are leased from the Asbury United Methodist Church south of Dogwood Drive. The East Campus has owned and leased surface parking lots, and 822 spaces

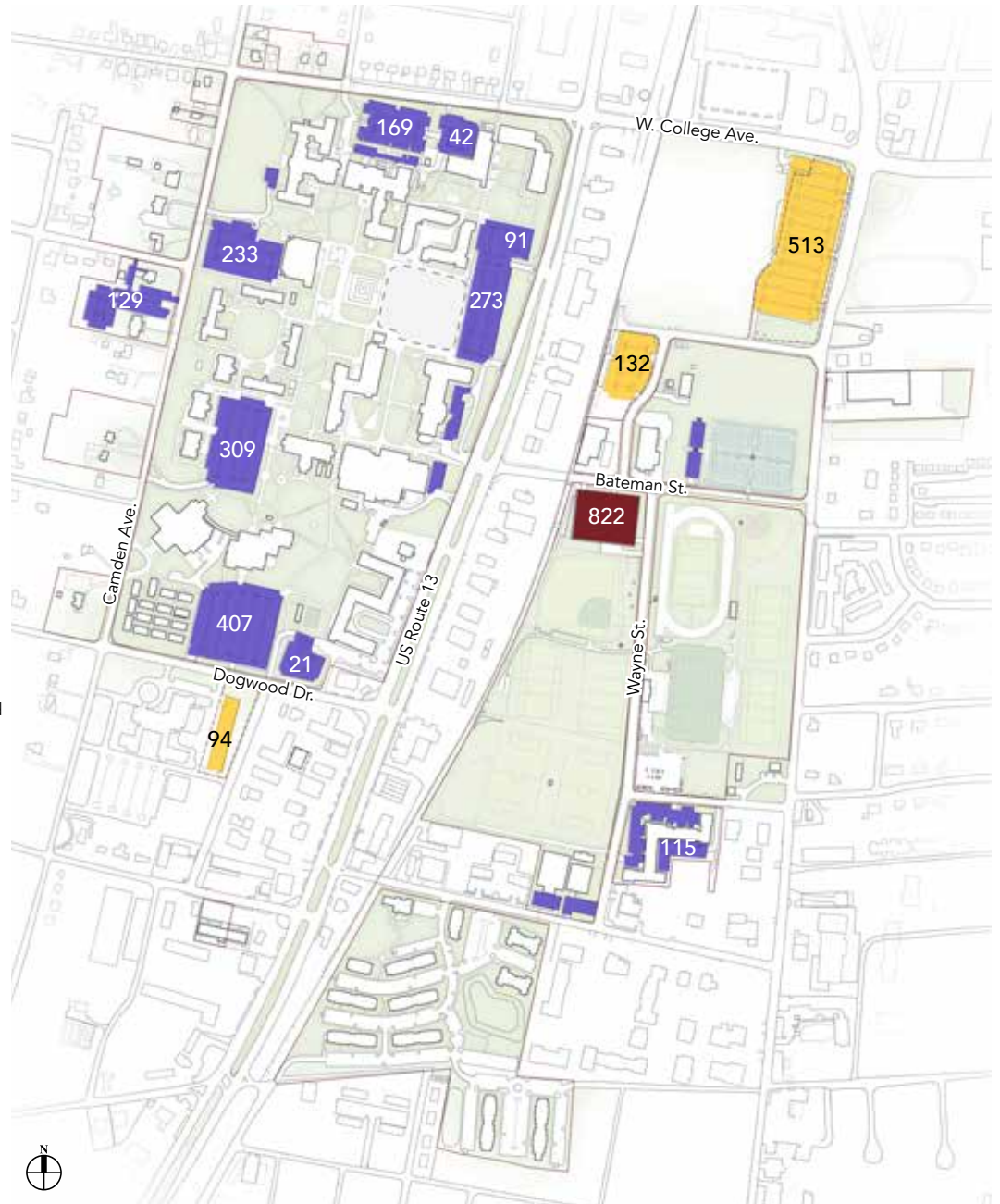
in the four-level parking garage on Bateman St. The Existing Parking Capacity map shows the distribution of parking spaces on the campus as of Summer 2014; however, the campus parking system continually evolves as spaces are taken offline to facilitate construction and new facilities are brought online. The Aggregated Parking graphic shows the significant amount of land dedicated to surface parking: combined together, existing lots would cover an area nearly the size of the academic core.

Existing parking facilities provide 3,628 spaces that meet the current demands of the campus. While parking serves a critical functionality, it also consumes a significant amount of land: the Aggregated Parking illustration shows that if all the surface parking lots were combined together, they would cover an area nearly the size of the academic core. The potential 8.7% enrollment increase over the next ten years would result in an additional need for approximately 280 parking spaces if parking ratios were to remain the same.

The overall existing parking is fairly evenly distributed between the Main Campus and the East Campus and split between the east and west sides of US Route 13. The limited number of parking permit types causes all campus users (students, faculty, and staff) to search for parking, even in areas far away from their specific destination. This approach causes frustration and a perception of insufficient parking because it is rarely available directly adjacent to a given user’s destination. This policy also adds extra trips to the surrounding streets as people seeking parking move around the campus between parking lots. These additional trips add volume to the

4.9 EXISTING  
PARKING CAPACITY

- Surface Parking - SU Owned
- Surface Parking - Leased
- Structured Parking



four intersections around campus. Organizing the parking areas by users (resident students, commuters, faculty, administration) and creating a more diverse parking permit system presents an opportunity to balance the demand for parking and relieve some of the additional volume at the street intersections around campus.

#### *SERVICE ACCESS*

Service and emergency vehicle access to the campus is provided primarily by a network of smaller designated service drives. Service access is provided on the following locations:

- East side of campus just south of the Bateman Street and US Route 13 intersection (behind Magg's Complex)
- South side of campus from Dogwood Drive to the east of the Seagull Square Parking Lot (access to the south side of Sea Gull Square Housing)
- North side of campus from College Avenue (almost a continuation of Smith Street to the north) which will become the College Avenue Parking Lot

Additionally, many of the pedestrian paths internal to the campus are wide enough to accommodate service vehicles if needed.



## UTILITIES INFRASTRUCTURE

### UTILITY CORRIDORS

Mechanical utilities are generally located in the streets that form the boundaries of the campus.

The Main Campus is served by utilities routed in West College Avenue and Dogwood Drive on the north and south perimeter. Similarly, utilities are routed in US Route 13 and Camden Avenue on the east and west perimeter. A number of utilities are routed north of Perdue Hall and Henson Hall to serve the central portion of campus. The present utility configuration forms a grid that allows branch piping to be efficiently routed from the nearest piping main to serve campus buildings.

On the East Campus, a similar grid is formed by mechanical utilities located at perimeter streets. Utilities located in East College Avenue and Milford Street serve the north and south perimeter. The east and west perimeter are served by utilities in South Division Street and the Norfolk Southern railroad tracks. East Campus is also served by utilities in Bateman Street and Wayne Street.

### ELECTRICAL POWER

Salisbury University's electrical power comes from Delmarva Power, with the majority of the West Campus receiving primary voltage of 25 kV. The University has two 25kV underground loops on the West Campus feeding building transformers.

Delmarva Power reported that the capacity of circuit 2266 is 13.4 MVA. The peak demand load recorded by Delmarva was 6.1 MVA as of April 21, 2014. The balance of the electrical loads are

small individual loads served by Delmarva at secondary voltages and are separately metered.

The East Campus is also served by Delmarva Power. These loads are smaller and are served by secondary voltages and separately metered.

### NATURAL GAS

Chesapeake Utilities provides natural gas service to Salisbury University. High pressure, natural gas piping mains are routed under streets at the perimeter of the Main Campus. In general, natural gas service is provided to Main Campus buildings by individual branch piping connected to the high pressure main in the nearest street. Similarly, the East Campus is served by high pressure natural gas mains routed around the perimeter.

Based on metered data provided by Salisbury University, the total natural gas consumption and peak demand for 2013 was tabulated for existing buildings. The peak load for existing buildings was estimated to be approximately 57,000 cubic feet per hour (CFH).

4.11 UTILITY  
CORRIDORS

Major Utility Corridor



#### *FUEL OIL*

A number of underground fuel oil storage tanks are located throughout the Main Campus. The tanks typically store #2 fuel oil as a back-up source to natural gas. The boiler in Blackwell Library fires #2 fuel oil only; there is no natural gas connection to the boiler. According to record utility drawings, the tanks are typically constructed of fiberglass, with exception of the steel tanks serving Chesapeake Hall, Choptank Hall, and Chester Hall.

Based on record fuel use data provided by Salisbury University, the boiler in Blackwell Library consumed 8,141 gallons of #2 fuel oil in 2012 and 12,829 gallons in 2013, as fuel oil is the only fuel source for the boiler. Record data indicates that less than 500 gallons of fuel oil is generally consumed at other buildings.





## 5. FACILITIES MASTER PLAN

### GUIDING PRINCIPLES

The Facilities Master Plan includes building, landscape, and infrastructure projects that illustrate the full capacity of the campus. The proposed new facilities allow Salisbury University to meet their projected needs over a ten year period as well as into the future. It provides a framework that organizes new development to ensure that the cumulative impact of these individual projects on the campus is greater than the sum of its parts.

Guiding Principles communicate the intended outcomes of the Facilities Master Plan. They direct the plan and provide a way to evaluate whether individual proposals line up with the overarching goals of the institution. They reflect findings from the Assessment and Analysis phase and consistent themes articulated by members of the campus community in focus group and listening sessions.

#### *CREATE A UNIVERSITY DISTRICT*

While the core academic functions are consolidated west of US Route 13 on the Main Campus, Salisbury University's presence extends further to the east. The Facilities Master Plan takes a holistic view of the campus, considering the university district area from Camden Avenue east to S. Division Street and from W. College Avenue south to the University Park apartments. Within this district, there are and will continue to be properties that Salisbury University does not own. However, this entire area contributes to the campus experience.

Architectural and landscape elements on the Main Campus are part of what defines Salisbury University. Creating a university district requires that the East Campus and Main Campus have a unified character.

#### *DEFINE OUR EDGES*

First impressions are important, and they are made quickly. When guests, including prospective students, parents, and members of the Eastern Shore community, enter the university district from any direction, the built environment should clearly communicate that they have arrived at a specific destination. It should welcome them in a manner commensurate with the quality and stature of Salisbury University.

Gateways help achieve this sense of welcome. Buildings, plantings, signage, paving, and other site furnishings can all be used to define a gateway. Each gateway location identified on the Salisbury University campus has a slightly different condition. The gateway configuration

must respond to adjacent property ownership and land use as well as circulation patterns and modes to appropriately mark the transition from city to campus.

#### *CONNECT OUR CAMPUS*

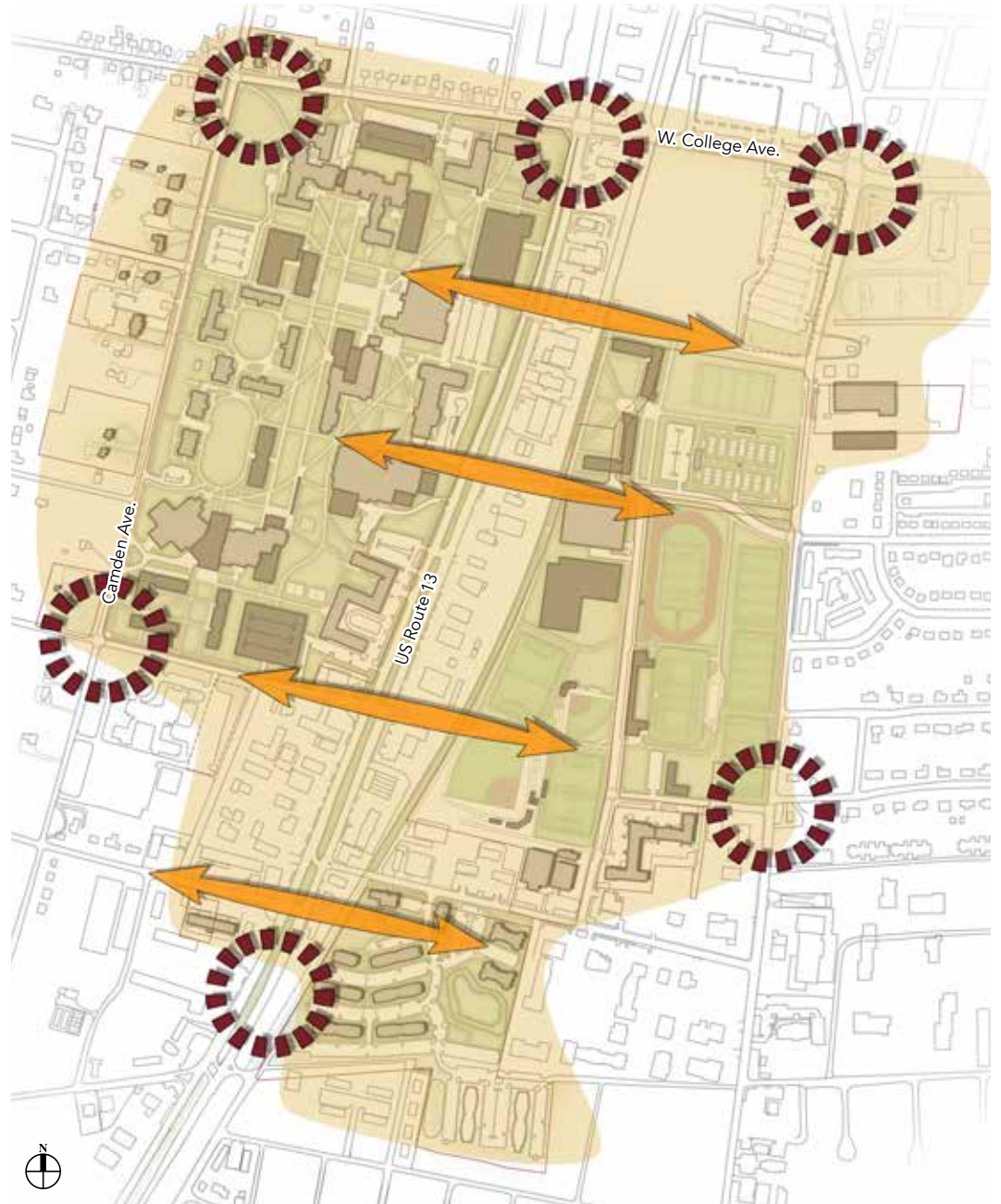
The Main Campus has a rich network of pedestrian connections that makes it easy for students, faculty, and staff to travel between academic buildings, residence halls, dining areas, and gathering spaces. Conflicts between pedestrians, cyclists, and vehicles on streets surrounding the Main Campus make circulation less pleasant and safe as people move out from the campus core. Crossing US Route 13 to access the facilities on the East Campus presents even more significant challenges.

As new facilities are added in the future, the campus footprint will expand, and circulation patterns will shift in response to the new uses.

Extending strong and safe campus connections to the edges of the university district and establishing critical new connections is a top priority.

5.1 CONCEPT DIAGRAM

- University district
- Campus gateway
- Desired connections





5.2 FACILITIES MASTER PLAN (p.80 & 81)

Existing Building  
New Building

PROPOSED PLAN

The 2014 – 2023 Facilities Master Plan provides academic, residential, athletics, recreation, student service, and parking facilities to support the mission and vision of Salisbury University through new construction and renovation. It adds significant new built space to the Main Campus while strengthening the open space framework to provide a series of interconnected open spaces and a clear hierarchy of pedestrian paths. The plan further activates the East Campus with new housing, athletics and recreation facilities, and fields. These projects offer an opportunity to extend the Main Campus architectural and landscape character across US Route 13, strengthen pedestrian connectivity back to the Main Campus and to nearby student residential areas, and begin to establish an open space framework. Public streets surrounding the campus

are opportunities for partnerships with city, county, and state agencies, and the plan includes ideas of how they might safely and pleasantly accommodate all modes of travel, especially pedestrians and cyclists.

The Facilities Master Plan addresses campus needs without the acquisition of new property with the exception of the Wicomico County Board of Elections Office and the Wayne Street Parking Lot. However, the University will evaluate available, strategic property on a case-by-case basis. As indicated in previous master plans, it continues to be the University’s desire to acquire the Dresser Property if and when the environmental remediation of the site is completed.



Camden Ave.

Dogwood Dr.

US Route 13

Bateman St.

Wayne St.

S. Division St.

W. College Ave.

Dresser Property



### 5.3 MAIN CAMPUS – NORTH

#### MAIN CAMPUS – NORTH

Today, the northern portion of the Main Campus includes many of the University’s academic and administrative facilities, residence halls on The Quad, and Chesapeake and St. Martin residence halls.

The Patricia R. Guerrieri Academic Commons project (under construction, N-1) will add a hub of campus activity along US Route 13 and free up the Blackwell Library to be used as swing space and then ultimately redeveloped for academic uses (N-2). To bring the activity from the Academic Commons outside the building, the Facilities Master Plan calls for a renovation of Red Square (N-3).

Salisbury University’s desire to expand its impact as the cultural hub of the Eastern Shore by establishing a Fine and Performing Arts Complex is an exciting and transformational component of the Facilities Master Plan. Chesapeake and St. Martin Halls will be removed and replaced with new housing on the East Campus to make way for new facilities adjacent to Fulton Hall. The Fine and Performing Arts Complex would potentially include:

- N-4. Performing Arts Building
- N-5. Fulton Hall Renovation and Addition for Fine Arts, to include a gallery space on the ground level facing the new Arts Quad
- N-6. Demolition of St. Martin and Chesapeake Halls (Phase I); a new Arts Quad accommodates significant pedestrian traffic from the mall northeast to the TETC Building, provides additional space for passive recreation, and presents an opportunity for art installations in conjunction with adjacent programs (Phase II)
- N-7. North Parking Deck, a 4-story parking garage with up to 500 spaces accessed from W. College Ave, supports event and daily campus parking needs and have sympathetic design to the neighborhood context

An addition to Henson Hall will accommodate additional lab facilities (N-8). The site provides an opportunity to create a first floor atrium connection between the new wing and the existing northeastern wing of Henson Hall.



5.4 MAIN CAMPUS  
NORTH

- Existing Building
- New Building



## 5.5 MAIN CAMPUS – SOUTH

### MAIN CAMPUS – SOUTH

The southern portion of the Main Campus houses residence halls, student service facilities, and the Maggs Gymnasium. Devilbiss Hall is the academic building located furthest south on campus. The Facilities Master Plan proposes new facilities that allow this area to better accommodate the size of the student body and have stronger open space connections to the northern part of the Main Campus.

Projects include:

- S-1. New Commons Lawn adjacent to residence halls and the Commons to replace the existing parking lot and provide passive outdoor recreation area, particularly for residents
- S-2. Devilbiss Hall removed to establish a direct open space and visual connection from the north to the south end of campus in the second phase of the plan; a new building site on Commons Lawn replaces and expands current Devilbiss Hall uses; Devilbiss will be partially renovated in the first phase of the plan
- S-3. Maggs Gymnasium renovated and expanded to better accommodate teaching and recreation needs of the campus
- S-4. Connection of the Commons to the Guerrieri University Center (GUC) through an addition that accommodates servicing facilities for both buildings on its lower level
- S-5. Renovated GUC in the first phase of the plan; expansion of GUC in the second phase to accommodate growing needs for student services, collaboration, and social gathering spaces
- S-6. Dogwood Village removed and replaced with new student housing
- S-7. A new parking structure expands capacity of an existing parking lot





5.6 MAIN CAMPUS  
SOUTH

- Existing Building
- New Building



### 5.7 EAST CAMPUS

#### EAST CAMPUS

Currently, the East Campus is used predominantly for athletics and recreation and campus support services. The addition of a parking garage has brought more pedestrian traffic east of US Route 13. In addition, many upper division students live east of the core in both University and privately operated housing and pass through the East Campus on their way to academic buildings in the core. The Facilities Master Plan proposes a combination of projects that will further activate this area, provide opportunities to unify architectural and landscape character with the Main Campus, and improve connectivity and pedestrian safety.

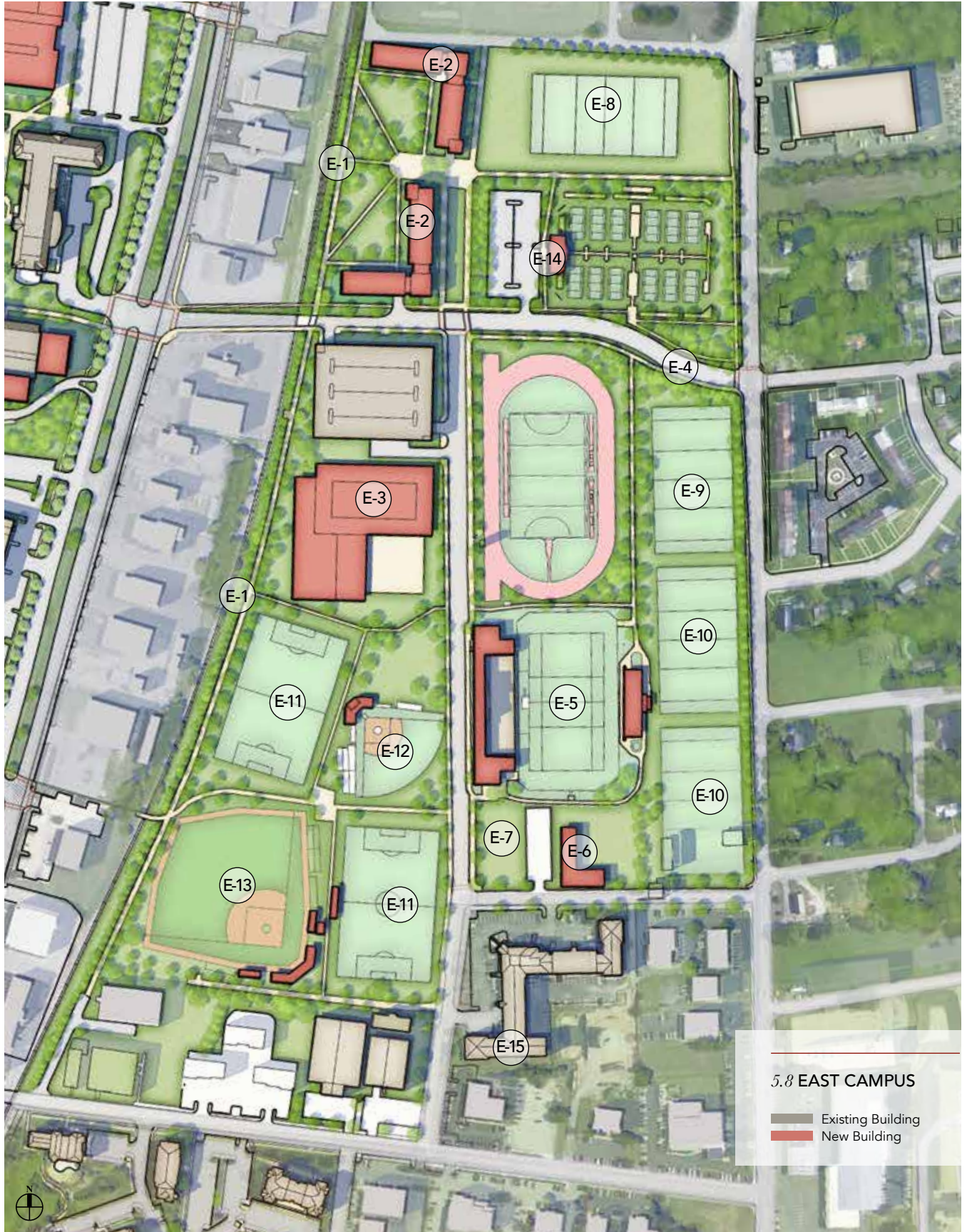
East Campus improvements include:

- E-1. New trail for cyclists and pedestrians alongside the existing rail line
- E-2. Two new residence halls housing lower-division students
  - Support Services & IT building relocated and Board of Elections building acquired

- E-3. Field house
- E-4. Realignment of Bateman Street
- E-5. New stadium
- E-6. Maintenance facility
- E-7. Champions Plaza

The Facilities Master Plan reflects the reorganization of athletic fields proposed in the Athletics Master Plan. As a result of these improvements, East Campus will house the following fields:

- E-8. New intramural field
- E-9. Hammer throw & intramural field
- E-10. Practice fields
- E-11. Competition soccer fields
- E-12. Softball field
- E-13. Baseball field
- E-14. Tennis Center building
- E-15. Renovated East Campus Complex (former Power Professional building)



5.8 EAST CAMPUS

- Existing Building
- New Building



POCOMOKE HALL

ESPEC

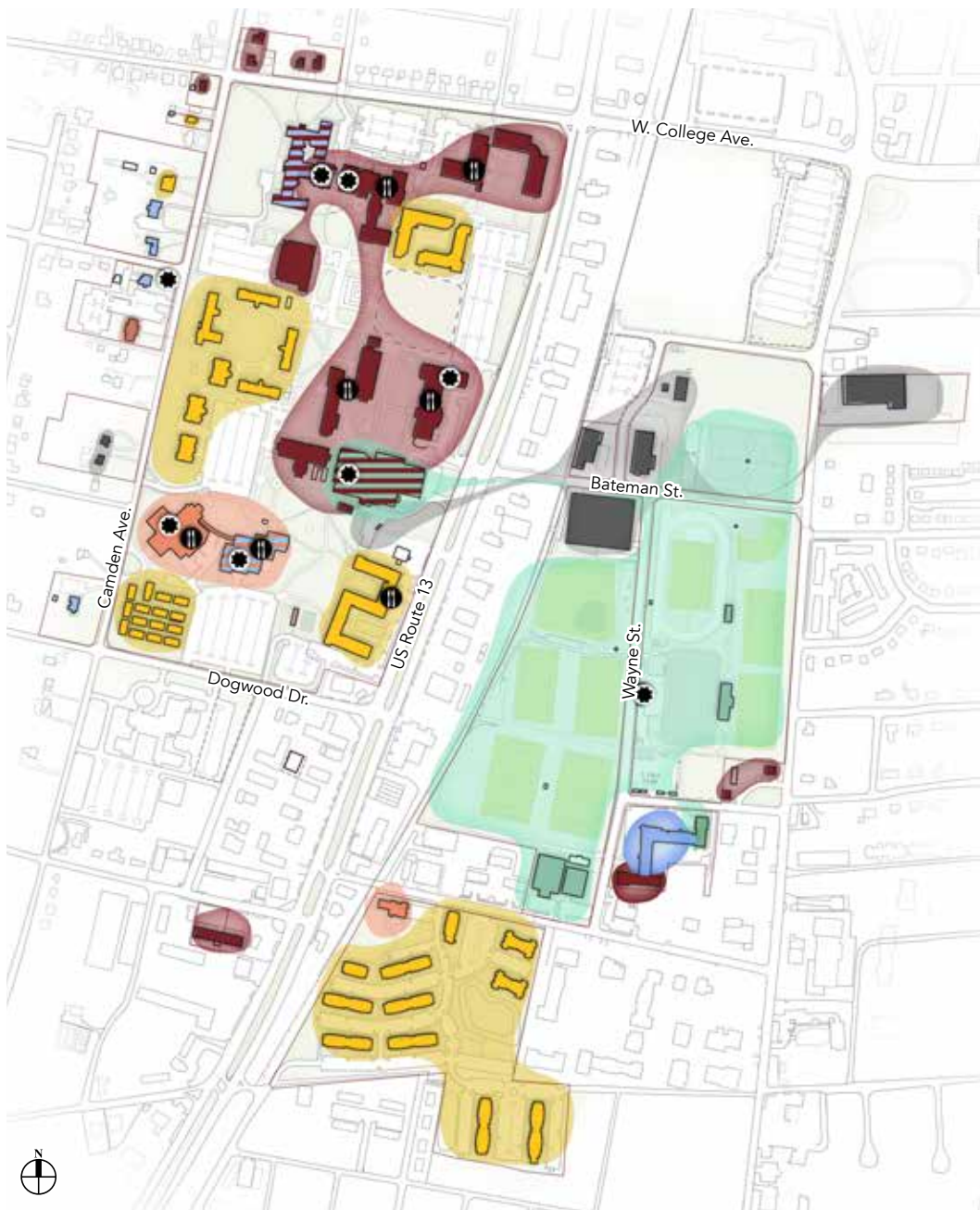
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### CAMPUS CAPACITY









The Facilities Master Plan shows how Salisbury University can meet its projected needs for the next ten years within its current land holdings. It establishes capacity for over 800,000 GSF of new space to support the University's endeavors in academics, athletics and recreation, and student services. Additionally, it allows the University to add 300 beds to the campus and replace about 600 beds in need of upgrades. It plans for updated infrastructure needed to serve the campus including utilities, parking, and stormwater management.

The plan's legible framework organizes these facilities by reinforcing and strengthening the existing structure of the campus.










The Main Campus remains a compact, walkable, mixed-use district including academic, residential, student services, and administrative uses. By adding new facilities in the Main Campus, the plan strengthens the clarity of academic uses clustered in the northeast and student life facilities concentrated to the southwest. With new and improved facilities and clarified organization, the East Campus continues to serve as a precinct for residence life, athletics and recreation, and campus support.

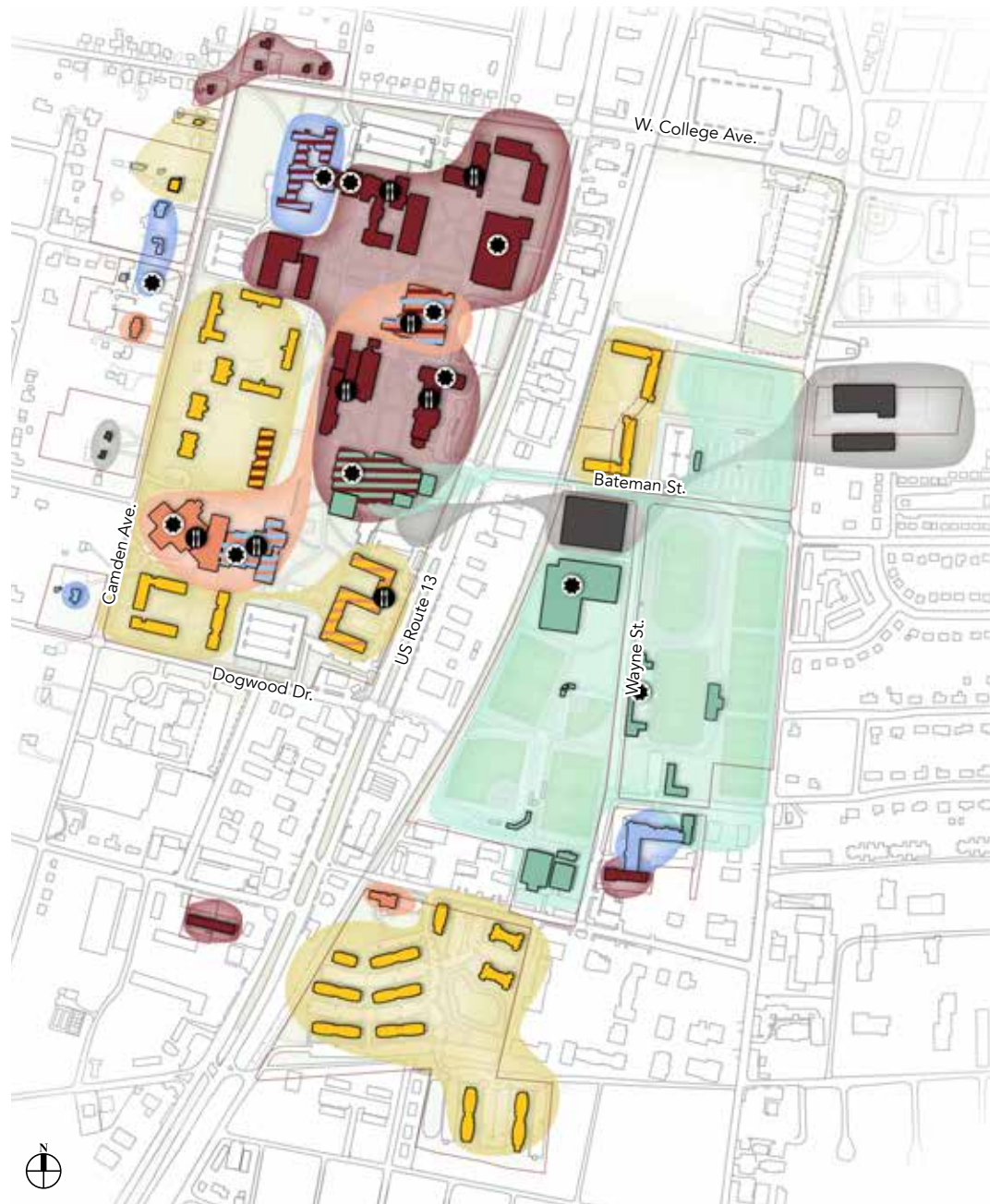


5.9 EXISTING  
LAND USE

-  Mixed Use
-  Academic
-  Residential
-  Student Life
-  Administration
-  Athletics and Recreation
-  Support
-  Dining
-  Public Venues

5.10 PROPOSED  
LAND USE

-  Mixed Use
-  Academic
-  Residential
-  Student Life
-  Administration
-  Athletics and Recreation
-  Support
-  Dining
-  Public Venues







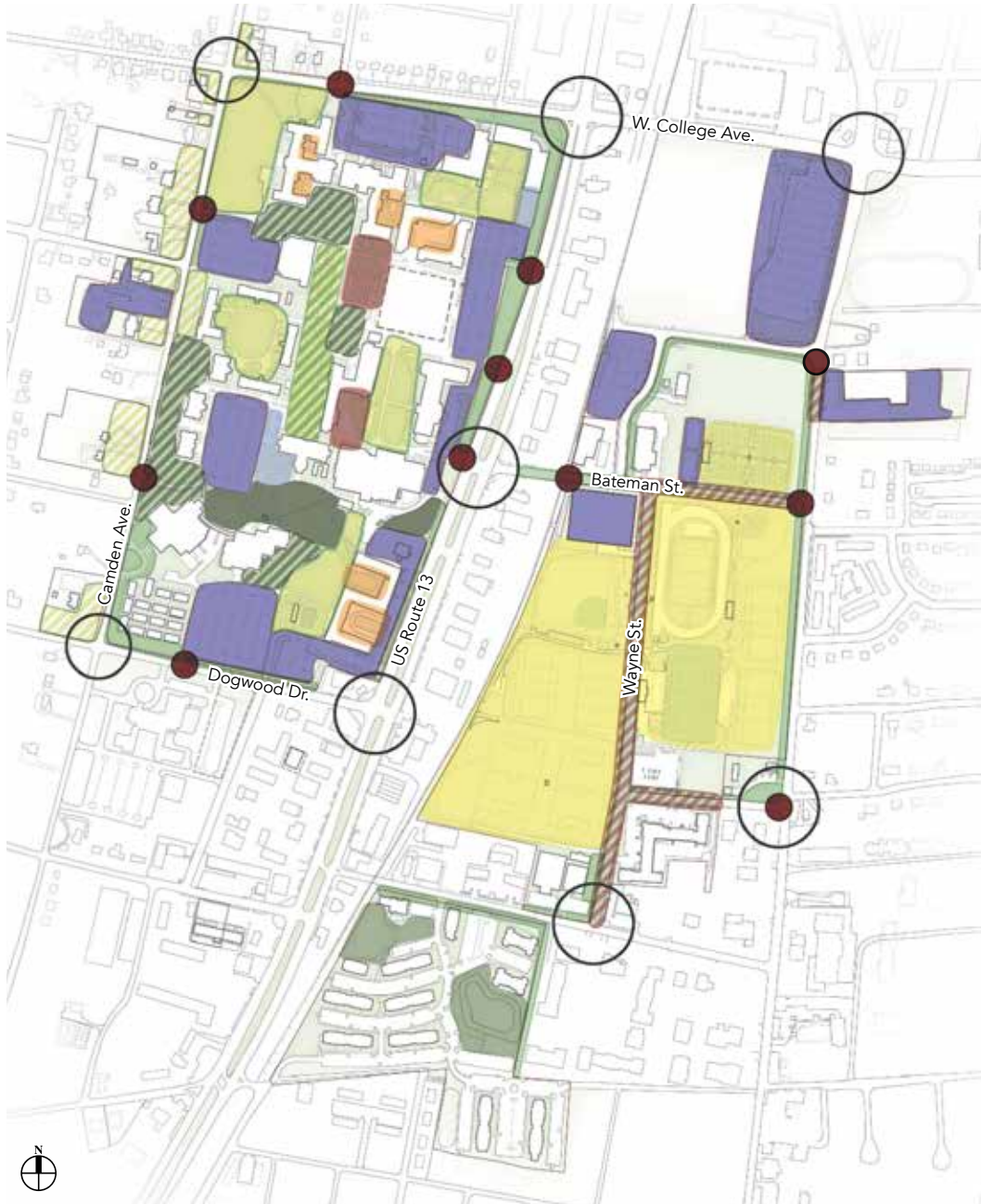
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## OPEN SPACE

The proposed open space system includes enhanced existing spaces as well as new spaces that reinforce the network.

The Facilities Master Plan recommends several overarching strategies to enhance existing and proposed open spaces, including:

- Selectively remove trees or provide new tree planting to better reinforce spatial definition
- Continue to limb trees to maintain increased minimum branching heights to allow for greater visibility
- Continue to incorporate new arboretum plantings, particularly on the East Campus, while also providing a more unifying planting palette to tie individual specimens into a larger landscape
- Add shade tree planting adjacent to and throughout surface parking areas
- Take advantage of building perimeter areas to integrate innovative stormwater management strategies like rain gardens and bio-retention into the overall design of the space
- Reserve and utilize open lawn areas for geothermal systems
- Establish a clear path hierarchy and utilize campus paving standards for walkway repairs and new path construction
- Create gathering areas at key circulation nodes
- Enhance campus perimeters and internal streets with unified street tree plantings and streetscape treatments, including continued use of brick piers and fencing
- Provide trees between athletic fields where possible to divide the athletic fields into smaller “rooms,” provide shade and scale, and add definition to the East Campus
- Name and label existing unnamed spaces to make them more prominent and elevate their importance (Note: Names used in the Facilities Master Plan are for descriptive purposes only; actual names should be determined through an institutional process and may provide donor sponsorship opportunities)



5.11 EXISTING  
OPEN SPACE  
TYPOLOGIES

- Natural/Undisturbed
- Naturalistic – Grove
- Naturalistic – Lake
- Mall
- Quads/Open Lawn
- Courtyard
- Plaza
- Gardens/Special Places
- Perimeter – Front Lawn
- Perimeter – Streetscape
- Entrance/Gates
- Internal Streets
- Recreation/Fields
- Parking
- Gateway Intersection



5.12 PROPOSED  
OPEN SPACE  
TYPOLOGIES

- Natural/Undisturbed
- Naturalistic – Grove
- Naturalistic – Lake
- Mall
- Quads/Open Lawn
- Courtyard
- Plaza
- Gardens/Special Places
- Perimeter – Front Lawn
- Perimeter – Streetscape
- Entrance/Gates
- Internal Streets
- Recreation/Fields
- Parking
- Gateway Intersection





5.13 PATHWAY STANDARDS

The proposed hierarchy of primary, secondary, and tertiary pathway typology standards for Salisbury University builds upon pathway design implemented on recent campus projects. Tertiary pathways should be 6' in width and utilize a single cross score spaced 4' on center. Secondary

pathways should be 8' in width and utilize 4' x 4' scoring. Primary pathways should be 16-20' in width. For these walks, an equal scoring of 4' x 4' – 5' x 5' matches current practices. In some instances, a scoring pattern that defines a wider center panel (8-12' in width) with smaller side panels (2-4' in width) can further distinguish primary pathways with more visual appeal.



5.14 EXISTING CAMPUS PATHWAY

5.15 PATHWAY STANDARDS



PRIMARY PATHWAY: 16-20'



PRIMARY PATHWAY ALTERNATIVE: 16-20' (Recommended)



SECONDARY PATHWAY: 8'



TERTIARY PATHWAY: 8'

The Facilities Master Plan identifies several existing open spaces as candidates for improvement and revitalization:

- A. Expanded naturalistic open space on the Main Campus with the creation of Maggs Grove
- B. Enhanced definition and extension of the Mall to the north (to include Fulton Grove) and to the south with the removal of Devilbiss
- C. Improved Henson Lawn with the addition of shade trees along the perimeters
- D. Revitalized “Henson Quad” with less hardscape and stronger spatial definition from new shade trees
- E. Renovated Red Square including additional tree planting and new paving while still accommodating gatherings and events

The plan also creates several opportunities to establish new links in the interconnected campus open space network, including:

- F. Commons Lawn, a new recreational space in place of Camden Parking Lot E
- G. Arts Quad, a significant new open space adjacent to the proposed Fine and Performing Arts Complex, that incorporates artistic expressions of landscape
- H. South Quad, a new recreational space adjacent to proposed residence halls
- I. Wayne Street Mall, a pedestrian extension of Wayne Street north of Bateman
- J. Wayne Street Walk, a significant pedestrian path through the new mall north of Bateman Street and running alongside Wayne Street south of Bateman Street to Milford Street through the athletic precinct

- K. East Quad, a new open space associated with the residence halls on the East Campus
- L. East Walk, a new east-west pedestrian pathway linking South Division Street with the new bike trail through the East Quad

#### STORMWATER MANAGEMENT

The bucolic nature of a campus setting affords opportunities for progressive stormwater management strategies that are sometimes constrained in more densely developed urban areas. In order for the University to comply with state stormwater regulations, open areas throughout the campus will need to be designated specifically for stormwater management.

The Maryland Department of the Environment (MDE) administers the state’s stormwater management requirements, and in recent years MDE has guided development efforts with Environmental Site Design (ESD) as the primary objective. As a result, according to the 2009 MDE design manual, all ESD practices seek to replicate natural hydrology. These practices include green roofs, permeable pavements, microbioretention, infiltration swales, and other techniques designed to keep stormwater from immediately entering a traditional utility infrastructure or conveyance system.

The ESD ethic attempts to handle rainwater “where it falls.” This approach represents a departure from traditional site engineering conventions that involve locating a single, monolithic stormwater facility – a big pond, for example – in a low spot on the project site. The shapes of bioretention facilities are sometimes amorphous but also can be designed to fit in long, linear spaces. Numerous locations on campus are



5.16 OPEN SPACE

candidates for such facilities. Parking lot edges, plazas, walkways, and strips of open grass all provide opportunities for ESD installations. Several constraints govern location selection for ESD features. The soils should ideally be hydrologic soil group A or B in order to ensure infiltration. The USDA web soil survey categorizes the majority of the Salisbury University campus west of US Route 13 as Urban Land. While the USDA information does not designate the hydrologic soil group, the Urban Land classification typically signifies poor (Type D) soils. For master planning purposes it is advisable to assume that any microbioretention practices introduced in Urban Land zones on the campus would require an underdrain. Additionally, high water tables in the region are a potential constraint, so geotechnical investigations for specific proposed locations will be needed. This will reveal the soil property parameters that will inform precise ESD design decisions.

The available dimensions of the space for proposed ESD practices and the size of the associated drainage area being managed are important considerations. Some devices, such as rain gardens, are only recommended for drainage areas of 2,000 square feet or less. The campus must manage larger drainage areas, especially rooftop surfaces for large buildings. Micro-bioretention practices are feasible for such applications. For example, alongside the proposed Henson Hall expansion on the northwest corner (A), there are candidate spaces for micro-bioretention facilities in the green areas between the building and the pedestrian walkway. Similarly, the area now occupied by St. Martin Hall and Chesapeake Hall could have


dedicated spaces for micro-bioretention as that area is redeveloped into another formal quad (B). In the southwestern corner of the Mall, the new Commons Lawn (C) could potentially host a series of narrow micro-bioretention facilities as the space is developed. Existing spaces in front of Nanticoke and the other residence halls around the Quad have the potential to accommodate ESD features as well (D).

Micro-bioretention practices vary in depth. The depth of the feature is often governed by the depth of receiving storm drain lines as underdrains are typically linked to existing infrastructure and rely on gravity to convey effluent. The Salisbury University campus is relatively flat and nearby storm drain lines are not likely to be significantly deep. Designers may not have much depth for gravity-flow outfall connectivity, and as a result, infiltration practices are likely to require wide and shallow depressions. This configuration would mean the ESD practices would occupy more horizontal space between the buildings, walkways, parking lots, and drives. As campus development progresses, project design teams should examine estimated drainage areas in conjunction with nearby storm drain lines early in the process to determine the length, width, and side-slope dimensions necessary for potential infiltration facilities.

Some ESD practices require well-defined edges instead of natural borders. In conjunction with the architectural design, ESD practices can enhance the pedestrian experience and complement the architecture. For example, along pedestrian walkways, seat walls, or curb elevations that correspond to building details can delineate



5.17 STORMWATER  
MANAGEMENT

 Potential Locations for  
Stormwater  
Management Facilities





### 5.18 ENGAGEMENT WITH NATURAL LANDSCAPE PROVIDES EDUCATIONAL OPPORTUNITIES

the stormwater facilities. New ESD facilities in historic areas of the campus might employ a brick paver edge treatment that suggests a traditional approach, while edging for a proposed facility near new buildings might employ more contemporary details. Such treatments not only contribute to corridor definition for pedestrian circulation but also provide places for students to have impromptu meetings or to pause under the shade of a nearby tree.

Maryland Department of the Environment (MDE) guidelines promote the use of native species in bioretention swales, open channels, filter strips, and other similar devices. The state manual defines natives as “those species which lived in Maryland before Europeans explored and settled

in America.” Sustainable stormwater features in the mid-Atlantic region may include trees such as Red Maple (*Acer rubrum*), River Birch (*Betula nigra*), and various native oaks near the outer or high zone of an infiltration area. The middle zone of a bioretention facility may have shrubs such as Bottlebrush Buckeye (*Aesculus parviflora*), Highbush Blueberry (*Vaccinium corymbosum*), and some small holly varieties (*Ilex glabra*, *Ilex verticillata*). The middle and low zones could be full of herbaceous plants, including Joe Pye Weed (*Eupatorium purpureum*), Blue Flag (*Iris versicolor*), Switchgrass (*Panicum virgatum*), and others. Open spaces adjacent to science buildings, such as Henson Hall and the proposed addition, would be strong candidates for stormwater management facilities that include a wide-ranging plant palette that could be closely linked to the biology curriculum.



## CIRCULATION AND ACCESS

### PEDESTRIAN CIRCULATION

The Facilities Master Plan concentrates development along existing pedestrian circulation system and enhances the strong diagonal relationship between the future Fine Arts Complex and the Guerrieri University Center.

Additionally, the growth of the East Campus will increase pedestrian volumes through the Bateman Street underpass. The underpass cannot adequately handle these loads. As a result, the Facilities Master Plan incorporates curb extensions along US Route 13 to facilitate safer at-grade crossings. These interventions are proposed in the following locations.

- College Avenue & US Route 13 intersection including:
  - the removal of the channelized right turn lanes
  - narrowing the existing lanes of College Avenue and US Route 13 to shorten the crossing distance
  - crosswalk markings at all four sides of the intersection
  - extending or building additional sidewalks to meet adequate ADA standards for intersection crossings
- Bateman Street & US Route 13 intersection including:
  - the removal of the access lane along US Route 13
  - narrowing the existing lanes on US Route 13 to shorten the crossing distance
  - crosswalk markings at all four sides of the intersection
  - building new sidewalk on the north side of Bateman Street and an ADA crossing to the west of the railroad tracks to connect to the parking garage without using the underpass (which may not be ADA-compliant)
- extending or building additional sidewalk on the north side of Bateman Street to the east of the railroad tracks to connect to future development on the East Campus.
- Dogwood Drive & US Route 13 intersection including:
  - the removal of the channelized right turn lanes (US Route 13 turning westbound only)
  - narrowing the existing lanes of Dogwood Drive and US Route 13 to shorten the crossing distance
  - crosswalk markings at all four sides of the intersection
  - extending or building additional sidewalks on Dogwood Drive from Camden Avenue to US Route 13 on both the north and south sides
  - extending and building additional sidewalks to connect to the future rail-trail east of US Route 13

In addition to the pedestrian improvements along US Route 13, the plan incorporates improvements to Camden Avenue, including raised pedestrian crossings at the existing crossings north and south of Loblolly Lane and adjacent to the Admissions House.

The plan also proposes installation of raised intersections and/or curb extensions at secondary intersections, including:

- College Avenue & Camden Avenue
- Camden Avenue & Dogwood Drive
- Bateman Street & Wayne Street
- Onley Road & Bateman Street/Division Street
- Division Street & Milford Street
- Wayne Street & Milford Street

5.19 CURB EXTENSIONS  
COLLEGE AVE

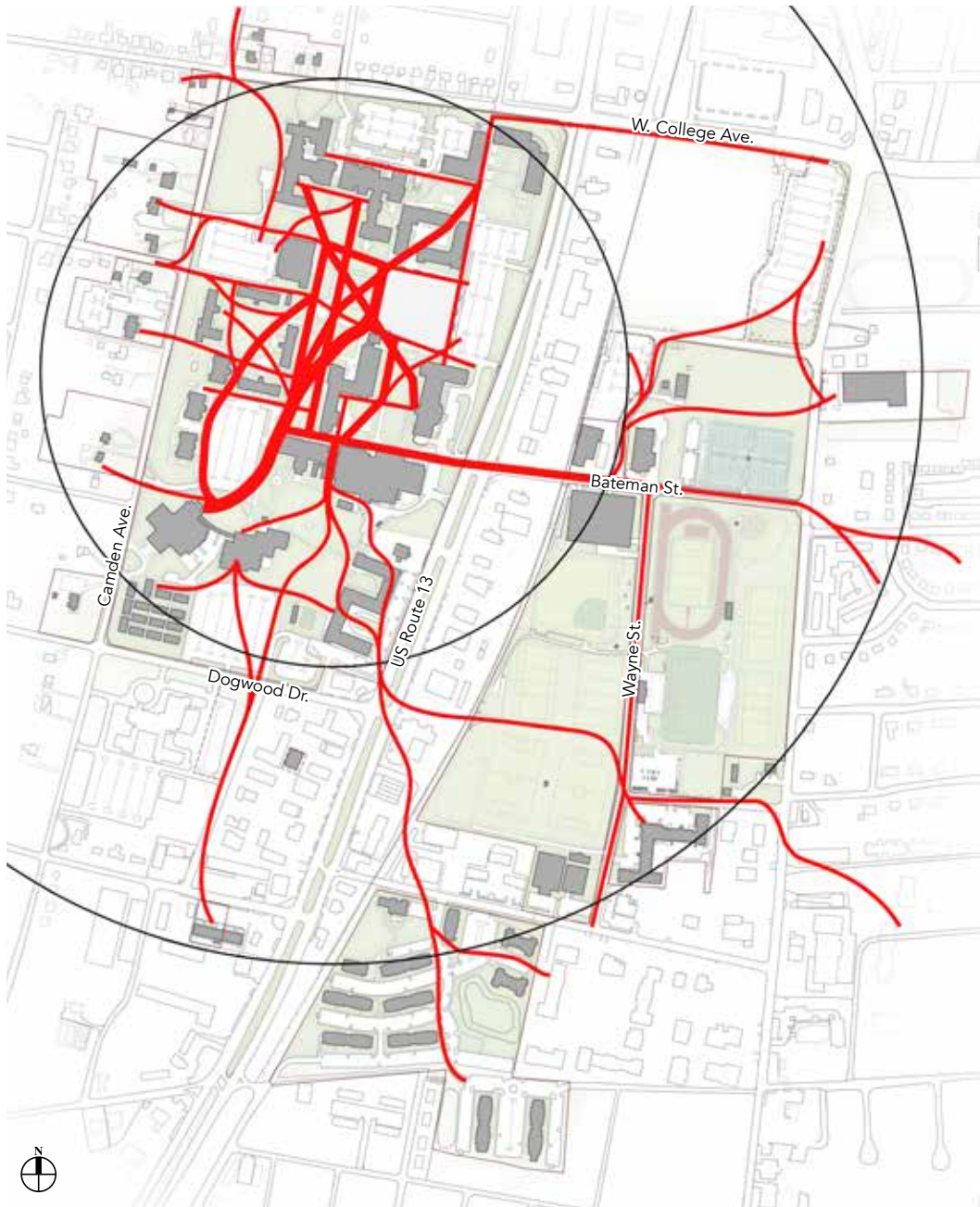


BATEMAN STREET




DOGWOOD DRIVE



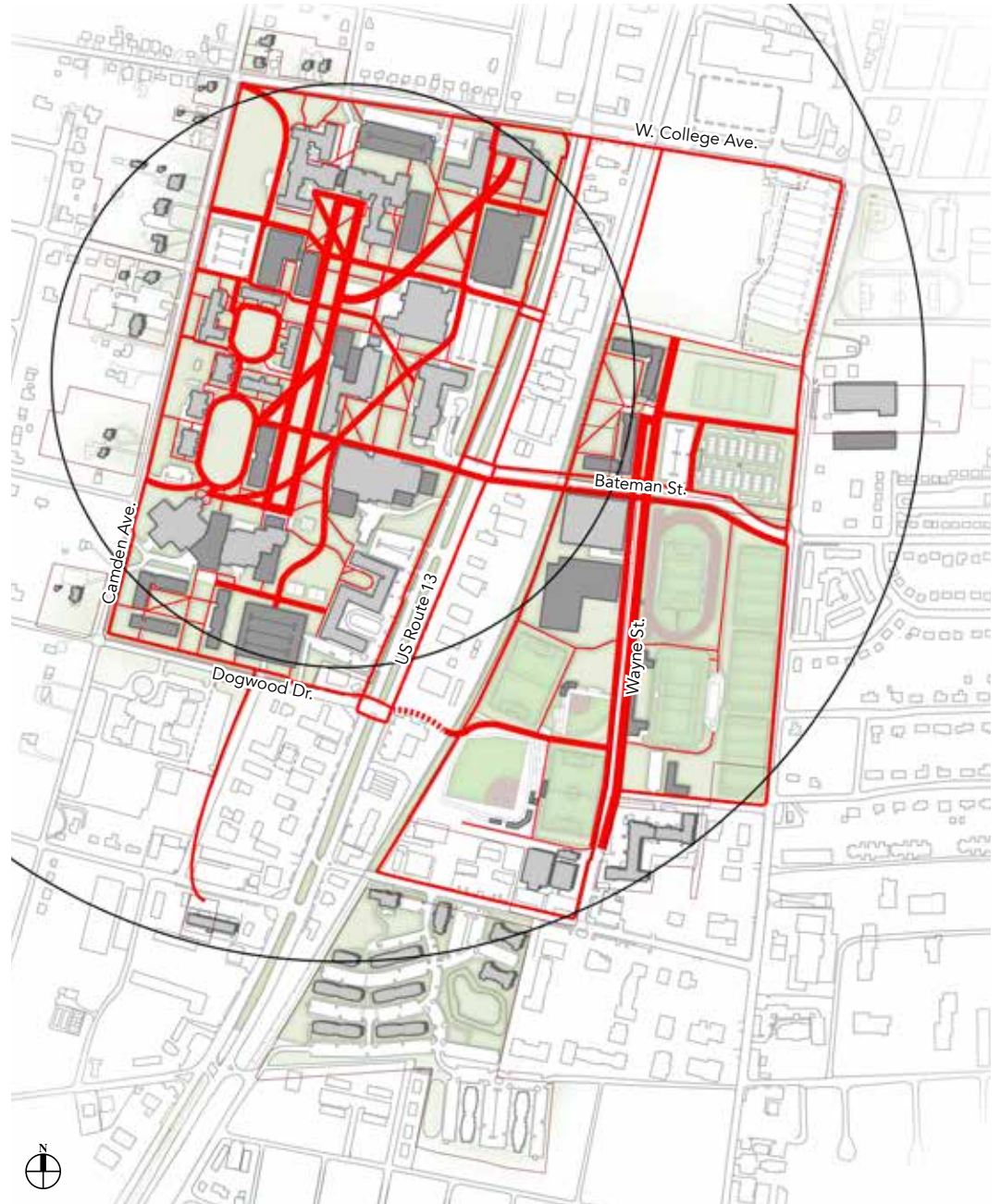


5.20 EXISTING  
PEDESTRIAN  
NETWORK

 Pedestrian Paths

5.21 PROPOSED  
PEDESTRIAN  
NETWORK

 Pedestrian Paths





5.22 RAISED TABLE CROSSING IN CAMBRIDGE, MA

#### VEHICULAR CIRCULATION

##### *Automobile*

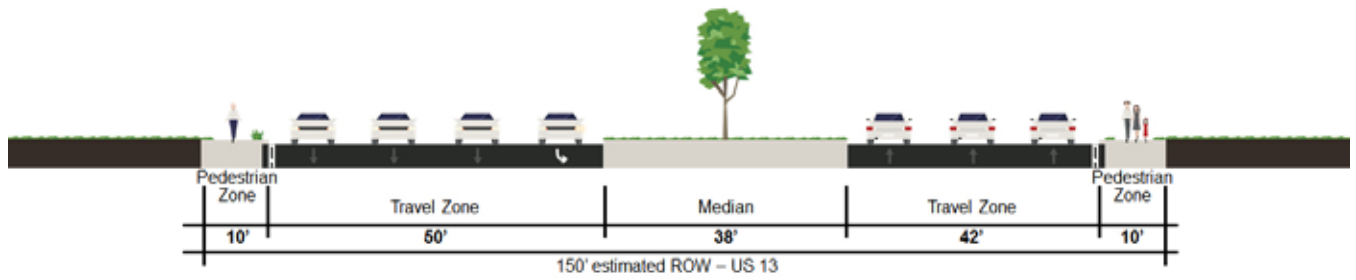
The Facilities Master Plan seeks to balance all transportation modes that access the campus by treating all campus streets as “complete streets.” Complete streets are designed and operated to enable safe access for all users (automobiles, cyclists, pedestrian, transit riders, etc.). In general, a complete street employs narrow travel lanes, bicycle-specific facilities, on-street parking to buffer pedestrians from the travel zone, and adequate space for landscaping, street furniture, and pedestrian travel. US Route 13 is the top priority for interventions. Collaboration with city, county, and Maryland State Highway officials resulted in a proposal for the optimal configuration of US Route 13.

The generalized existing section of US Route 13 includes:

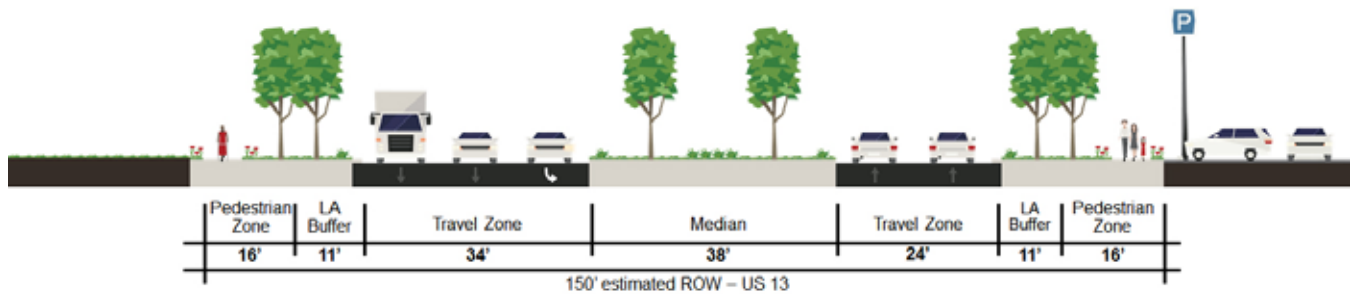
- 10' pedestrian zone
- 50' southbound automobile travel zone (with no bike facilities)
- 38' landscape median
- 42' northbound automobile travel zone (with no bike facilities)
- 10' pedestrian zone

US Route 13 is inadequate, offering very little buffer between pedestrians and automobiles traveling at speeds of 35-45 mph. Also, nearly 11 feet in each direction is being used as a quasi-access, slow-down paved shoulder that creates confusion for drivers and extends the distance and crossing time for pedestrians.





EXISTING SECTION



PROPOSED SECTION

5.23 US ROUTE 13

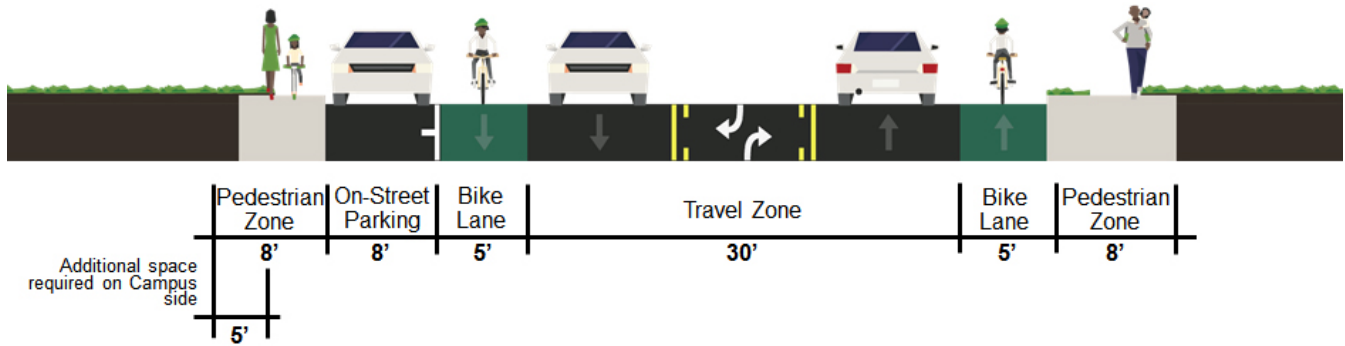
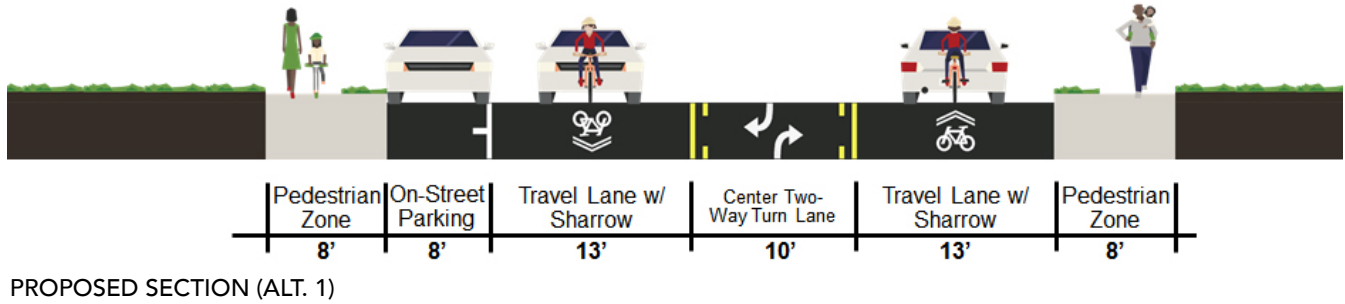
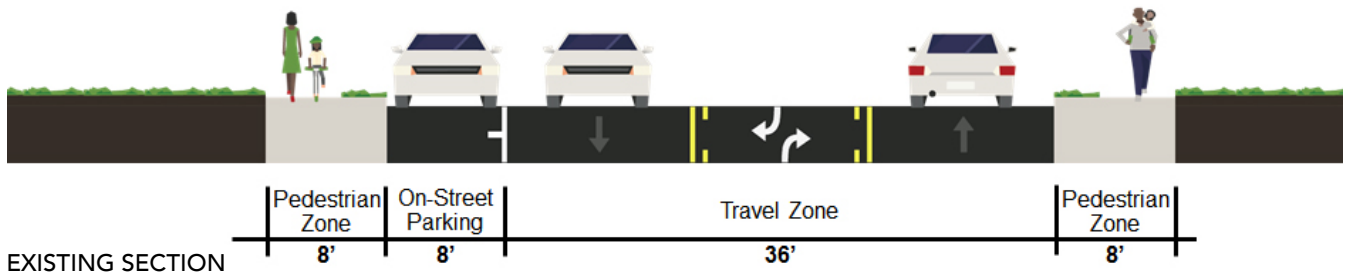
The proposed configuration:

- increases the pedestrian zone to 16' on both sides
- creates a new 11' landscape zone to buffer the adjacent traffic on both sides
- reduces the southbound travel zone 34'
- leaves the median the same width
- reduces the northbound travel zone to 24'

*BICYCLE*

Complete streets include accommodations for cyclists as well as vehicles and pedestrians. The Facilities Master Plan proposes bike lanes on College Avenue, Camden Avenue, and Dogwood Drive. Due to high travel speeds on US Route 13, the plan proposes a rail trail adjacent to the road instead of bicycle accommodations within the right-of-way.

This new section will decrease the crossing distance by 34 feet. For an average person walking at about 2.5 miles per hour, this would result in nine second decrease in crossing time, improving pedestrian safety and operational aspects of traffic signal timing. The enlarged landscape buffer area could incorporate stormwater filtration features and provide more tree canopy to help shade the lengths of sidewalk.



5.24 COLLEGE AVENUE

### *College Avenue*

On College Avenue, the overall right-of-way width is approximately 60'. The section varies between Camden Avenue and US Route 13; however, the center turn lane is required for access to the residential properties to the north.

Two potential street section configurations could improve multimodal access on College Ave.

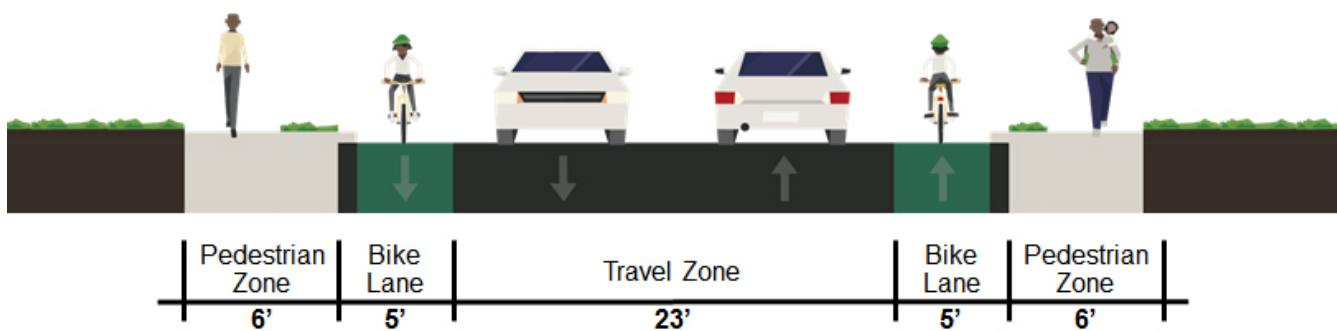
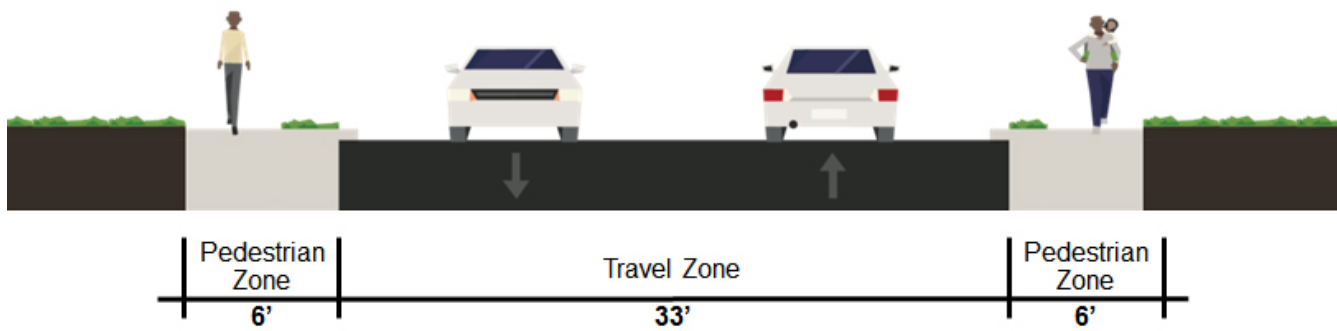
Alternative 1 would divide the right-of-way into:

- 5' sidewalks on the north and south sides within an 8' pedestrian zone
- 8' on-street parking spaces on the south side with bulb-out landscape areas at intersections and driveway entrances
- 13' shared bicycle and vehicular travel lanes with sharrows in each direction
- 10' center two-way left turn lane that turns into left turn lanes at intersections

Alternative 2 would add an additional 5'-0" on the south side of the right-of-way (currently campus property) so that the existing right-of-way could be organized into:

- 5' sidewalks on the north and south sides within an 8' pedestrian zone
- 8' on-street parking spaces on the south side with bulb-out landscape areas at intersections and driveway entrances
- 6' dedicated bicycle lanes in each direction
- Three 10' lanes including the center turn lane, which turns into left turn lanes at intersections

The additional space on the campus property would provide for the added six-foot bike lanes. These wider bike lanes provide cyclists adequate distance from both the narrowed travel lane and car doors opening into the bike lane from on-street parking on the south side of the street. Landscape and tree plantings are needed on the campus side of the right-of-way as much of the existing canopy along the street is located on the non-University side.



PROPOSED SECTION

5.25 CAMDEN AVENUE

*Camden Avenue*

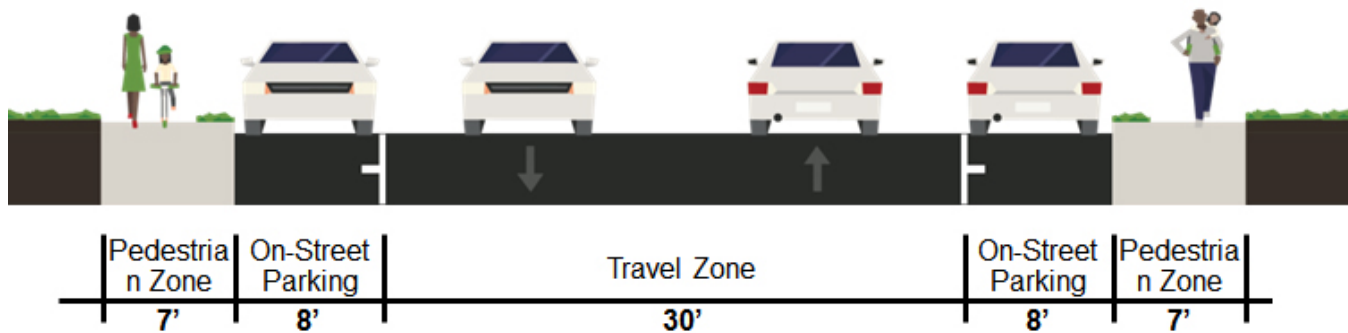
On Camden Avenue, the existing section includes 33' of travel zone from the back of curb to the back of curb. While the proposed section does not expand the pedestrian zone due to the significant landscape on either side of the sidewalk, it narrows the drive lanes to 11'-6" in each direction and creates 5' bike lanes in each direction. This would extend the City's existing bike facility north of campus and connect south to Dogwood Drive while also providing safe connections to the Main Campus. These interventions would supplement the addition of two raised pedestrian crosswalks along the Camden Avenue corridor to improve safety for all modes.

*Dogwood Drive*

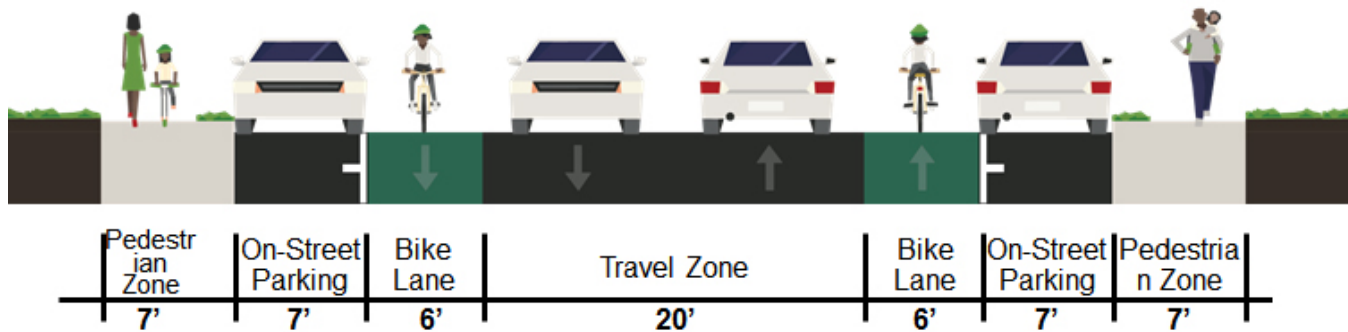
Similar to College Avenue, Dogwood Drive has an overall right-of-way width of approximately 60'. The existing section width varies between Camden Avenue and US Route 13, but currently has no center turn lane and would not require one in the future.

In the typical proposed condition with no turn lane, the section for Dogwood Drive would include:

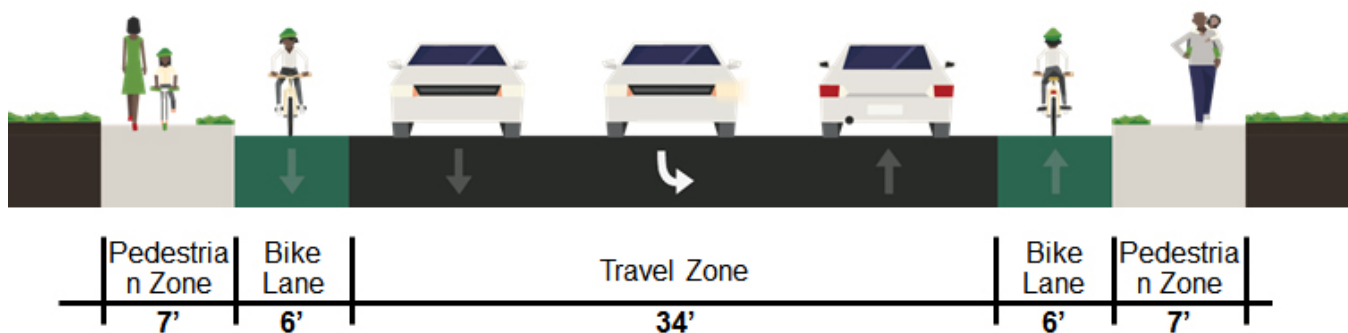
- 5' sidewalks on the north and south sides within a 7' pedestrian zone
- 7' on-street parking spaces on the north and south sides with bulb-out landscape areas at intersections, driveway entrances, and various



EXISTING SECTION



PROPOSED SECTION (TYPICAL)



PROPOSED SECTION AT INTERSECTION

5.26 DOGWOOD DRIVE

points along the corridor to provide shading

- 6' bicycle lanes in each direction
- 10' travel lanes in each direction

Six-foot bike lanes are proposed because of the narrower on-street parking lane and the narrower travel lanes. The bike lanes could be reduced to 5'-0" and the additional width could expand either the on-street parking or the travel lanes. However, the narrower travel lane and on-street parking would encourage slower speeds and improve the pedestrian comfort in the corridor.

While Dogwood Drive does not require a center two-way turn lane, it does require the existing right-turn only (turning southbound onto US 13) lane at the intersection of Dogwood Drive and US 13. The right turn only lane is required for existing and future volumes. For the 250 feet leading up to the Dogwood Drive and US Route 13 intersection from the west, the proposed section would drop the on-street parking and transition to:

- Two 5' sidewalks within a 7' pedestrian zone
- 6' bicycle lanes in each direction (cyclists could access the proposed Rail Trail using the proposed raised crosswalks)
- 11' right-turn-only lane (southbound on US 13)
- 12' through & left turn lane (eastbound to adjacent parking lot or northbound on US 13)
- 11' thru lane (westbound from US 13 onto Dogwood Drive)

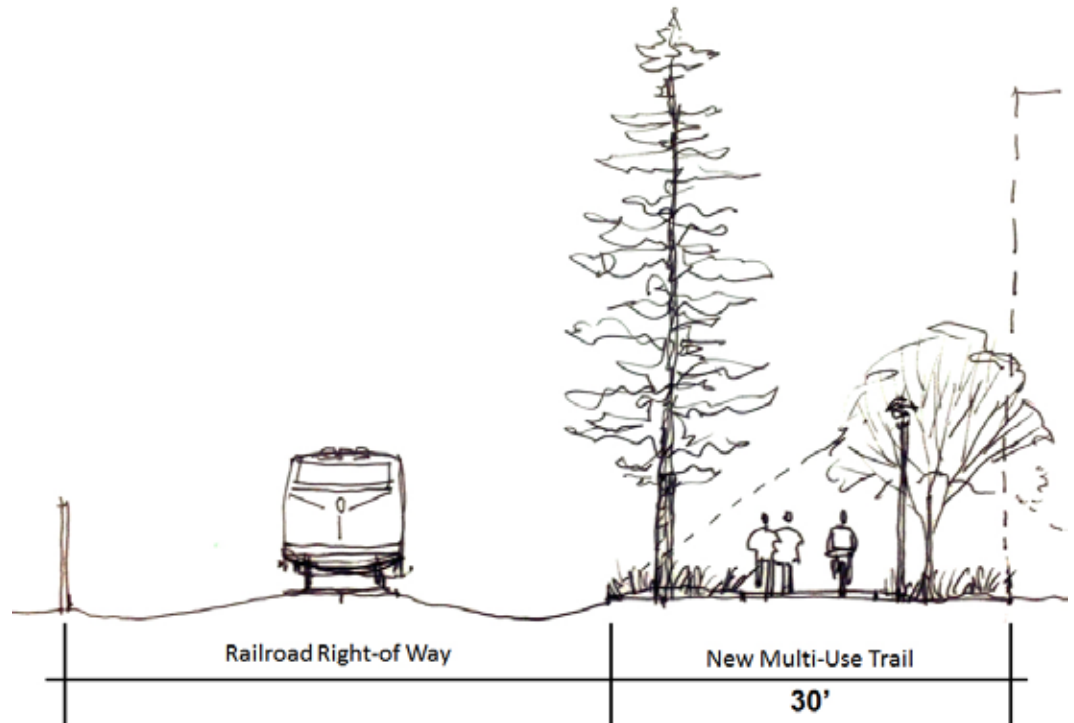
#### *Rail Trail*

Because of the traffic and speed conditions on US Route 13, bike lanes are not advisable. However, the city and county have been working towards creating a "rails-to-trails" network along the railroad to the east of US 13 that could provide an alternate bike route.

A narrow, 30' wide strip of campus property should be set aside to facilitate this rail-to-trail connection and could include evergreen plantings to buffer the rail line and a minimum 12' multi-use paved and well-lit path. This rail trail would connect much of the East Campus and could introduce users to other elements of the proposed master plan including landscape meadows, rain gardens, and athletic event spaces.

The focus of new bicycle circulation and access is on the adjacent campus streets and the rail trail traversing the east campus south to north. This peripheral focus is important because once a cyclist reaches campus, he or she should be directed to adequate bike parking facilities and dismount. This dismount zone should be signed and include the primary pedestrian zones of campus. The location of bike facilities and entrance points should also be coordinated with these pedestrian zones. Similarly, the proposed bike facilities on the adjacent campus streets should be coordinated with larger efforts by the City of Salisbury, bikeSBY, and County Trail systems.

5.27 RAIL TRAIL  
TYPICAL SECTION



*SHUTTLE*

While the existing shuttle system functions for the campus today, the Facilities Master Plan includes new residence halls, academic buildings, and new arts buildings that will increase the demand for parking and access. A more robust shuttle system could help to alleviate these transportation needs and could be implemented with other regional partners over time to help connect the University to the city and regional amenities. Planning a more efficient and comprehensive shuttle network will require in-depth knowledge of the campus and surrounding area's existing and future desired destinations, productive origins, and patterns of use. A separate transit study that includes site visits, projected growth of demand, and interviews with shuttle riders and operators is recommended to acquire sufficient data to improve the current shuttle system and coordinate the campus system with the regional county and city systems.

*PARKING*

Access to alternative means of transportation, location and density of housing for students, faculty, and staff, compact campus development, and access to safe walkable pathways all impact parking demand. With an integrated transportation plan, there may not be a direct relationship between increased enrollment and parking demand. As enrollment increases, the University will also need sites for new facilities. Main Campus surface parking areas are good candidates for new buildings to maintain a compact campus, preserve open space, and minimize impervious surfaces. If the University maintained the same ratios of parking spaces to students that exist today, they would need to add approximately 280 spaces in addition to replacing the spaces lost to construction. However, the Facilities Master Plan shows improved amenities for cyclists, pedestrians, and shuttle riders that will encourage fewer people to drive to campus. In



5.28 DOGWOOD PARKING LOT

In addition, more on campus housing is proposed, which should reduce the need for students to bring cars to campus. As a result, fewer new spaces would be needed.

The Facilities Master Plan sets aside two new parking garage sites on the Main Campus to accommodate the need for replacement parking and minimal new demand: (1) at the College Ave Parking Lot H north of Fulton Hall and (2) at the Dogwood Parking Lot D adjacent to the Guerrieri

University Center. The net result of lost parking due to redevelopment and new structured parking includes the potential capacity of approximately 150 more parking spaces on campus than exist today.

With more parking comes more complexity in the circulation patterns, the volumes of trips at the intersections surrounding campus, and the heavy loading/unloading during event days. The proposed parking plan adequately disperses the



5.29 SERVICE ACCESS THROUGH PEDESTRIAN PATHS AT SEAGULL SQUARE



large parking areas to help with potential volume and circulation issues, but moving towards an integrated parking/shuttle/event planning system would greatly benefit the University in the future.

#### *SERVICE ACCESS*

In addition to the existing service access points, new pedestrian paths should be designed with removable bollards so that they can also be used for student moving days and service and emergency access when needed.

#### *UTILITIES INFRASTRUCTURE*

##### *UTILITY CORRIDORS*

The proposed master plan buildings could efficiently be supported by the existing grid arrangement of utilities on perimeter streets and would require only minor modifications to piping mains. The proposed realignment of Bateman Street would necessitate some revisions to mains in that area.

##### *ELECTRICAL POWER*

Based on Delmarva Power's records of electrical demand on the existing 25kV loop system, the existing 25kV feeders are currently half loaded and can accommodate the projected loads for new buildings proposed in the Facilities Master Plan. The location of the following proposed buildings will create conflicts with existing West Campus Electrical Loops:

- New Addition Gallery & Fine Arts (Fulton Hall Addition)
- Maggs Gym East Addition
- Maggs Gym Southwest Addition
- New Dining Commons

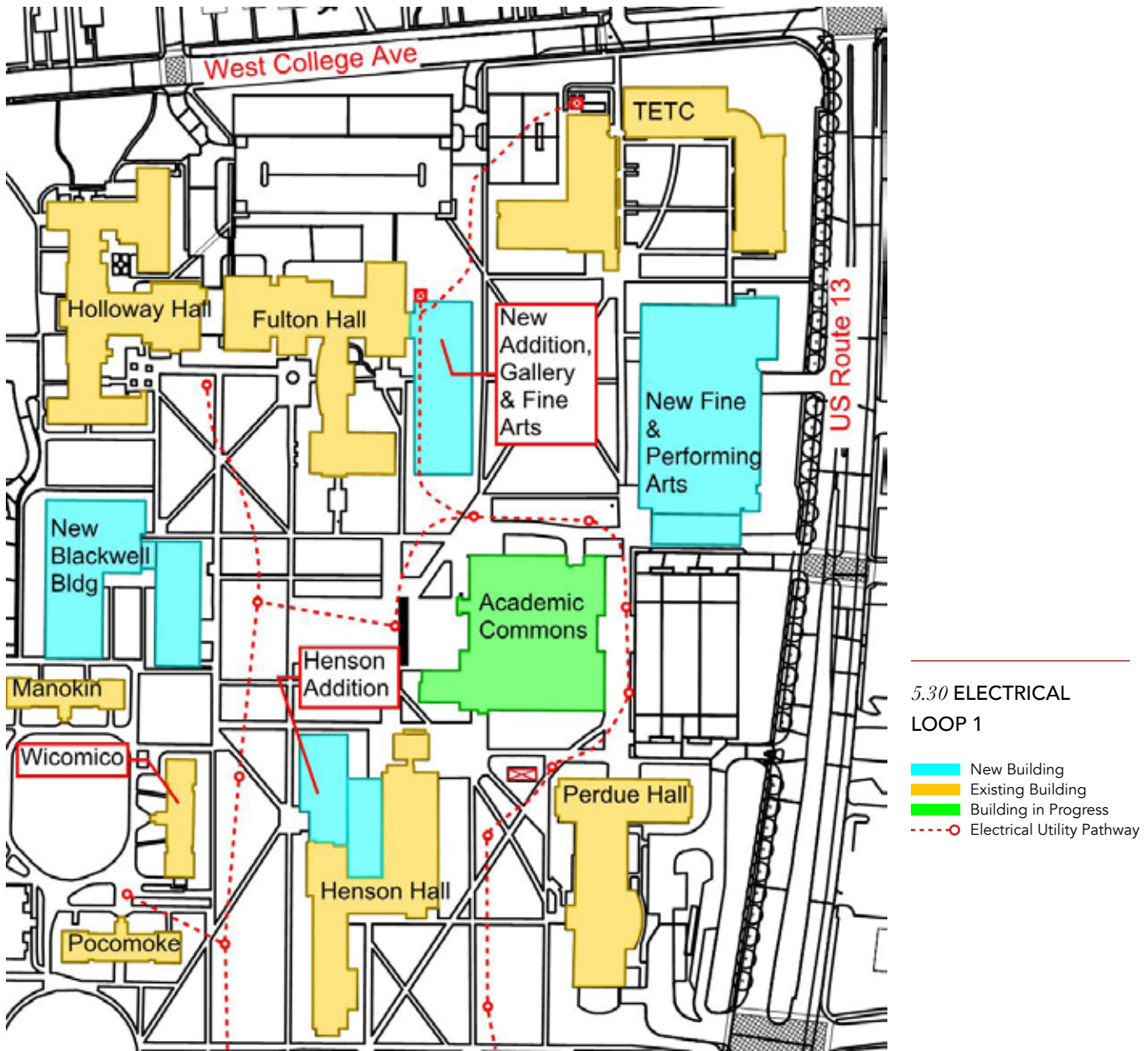
The duct banks will need to be rerouted around the areas of conflict.

The University's East Campus has individual secondary electric service from Delmarva Power to each of the individual buildings. The individual loads are somewhat smaller than on West Campus. Delmarva Power stated that they would prefer to keep providing secondary service on the East Campus due to the smaller electrical loads. Delmarva Power noted that changing to primary 25kV service on East Campus would be very expensive. Delmarva has adequate capacity to feed electrical power to the loads projected for the buildout of the plan.

##### *NATURAL GAS*

A natural gas building load summary evaluated existing natural gas demand and estimated potential future demand of proposed buildings. It is estimated that on-going and near-term projects will result in a 25% increase of peak gas demand to approximately 71,000 CFH. It is estimated that the full Facilities Master Plan will result in a peak gas demand increase to approximately 78,000 CFH.

Existing high pressure gas mains at the campus perimeter can accommodate the anticipated natural gas demand. Potential modifications to gas utilities will include installation branch piping to serve proposed buildings, and re-routing of existing piping that resides in the footprint of proposed buildings. As an example, the 2-inch natural gas branch piping serving Commons Building and Guerrieri University Center will require modification to accommodate the proposed addition to those buildings.



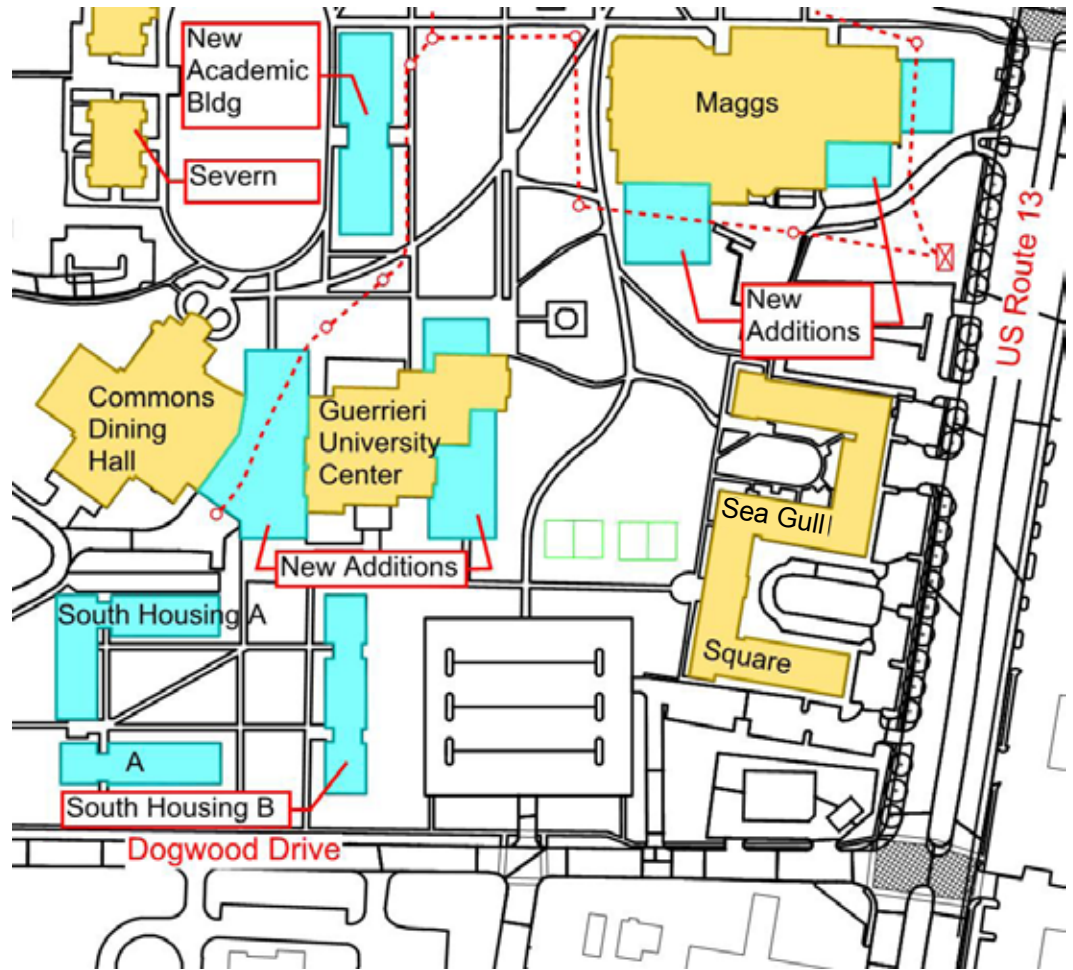
**FUEL OIL**

Modifications to underground fuel oil storage tanks to accommodate Facilities Master Plan projects will include the following:

- Removal and remediation of fuel oil tanks at buildings designated to be demolished (Chesapeake, Devilbiss and Blackwell)
- Relocate or replace fuel oil tanks that conflict with proposed building additions (Dining Commons and Guerrieri University Center)
- Supplement capacity of fuel oil storage as necessary to accommodate building expansion (possibly Henson Hall)

5.31 ELECTRICAL  
LOOP 2

- New Building
- Existing Building
- Building in Progress
- - - ○ Electrical Utility Pathway



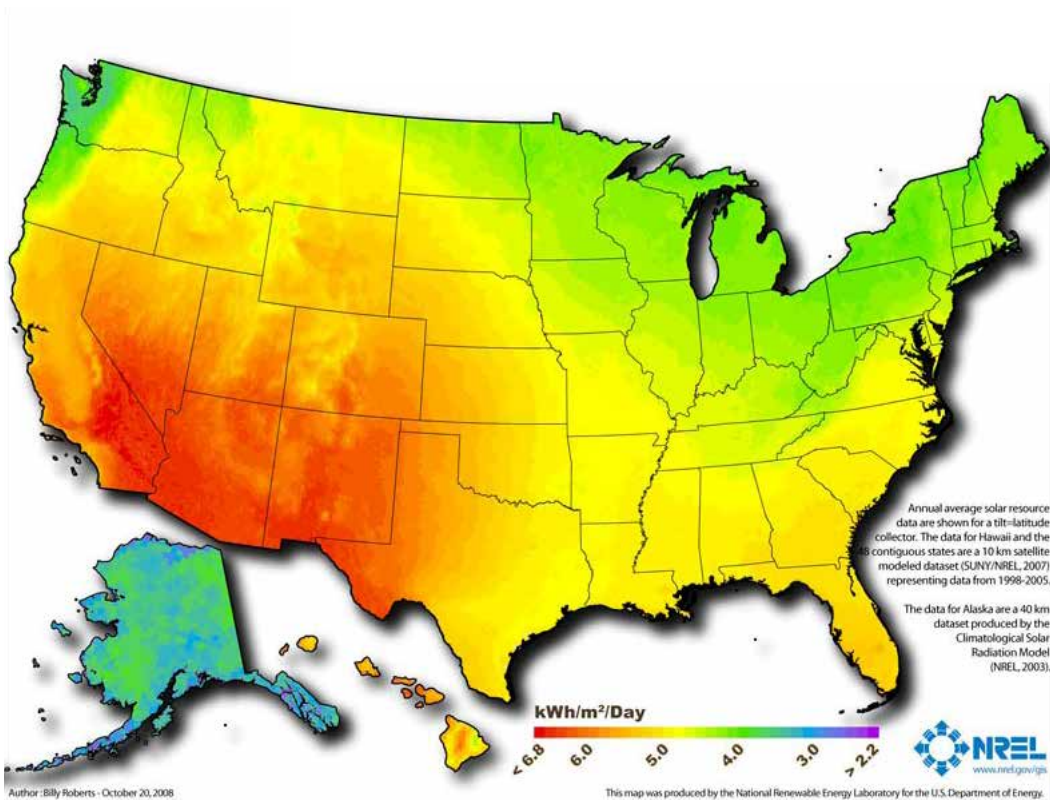
MECHANICAL SYSTEMS - CENTRAL PLANT  
CONSIDERATIONS

Salisbury campus buildings typically have dedicated in-building heating and cooling equipment. A few exceptions include the boilers in Fulton Hall that also serve Holloway Hall, and the chilled water system serving Guerrieri University Center and Commons Dining Hall. The following guiding principles should be considered for future master plan heating/cooling system design:

- Consider system design that operates at pressure below 15 PSI and 30 horsepower to mitigate requirements for additional personnel required under the Maryland

Stationary Engineers Act.

- Consider use of low temperature condensing boilers operating at low return water temperature to maximize efficiency.
- Consider use of innovative chiller technology to maximize efficiency (variable frequency controlled compressors, magnetic bearing compressors, and provisions for colder condensing temperatures, ect.)
- Minimize (optimize) differential temperature between supply and return water to minimize pumping energy.
- Minimize distribution losses and piping construction costs by utilizing “in-building” heating/cooling plants and/or regional



## 5.32 PHOTOVOLTAIC SOLAR RESOURCE

satellite central utilities plant (SCUP) with minimal underground piping required. As an example, a SCUP could be located in the proposed north west parking structure, or in the proposed Performing Arts Building, to serve cooling and/or heating water to the new construction at the north west portion of the campus. A similar regional SCUP could be located at the northeast section of campus to serve the proposed construction, or to supplement geothermal system capacity (refer to figure below).

- Consider implementation of geothermal heat pump systems where land area is available to accommodate wells.
- Consider implementation of renewable energy (solar thermal, photovoltaics, etc).

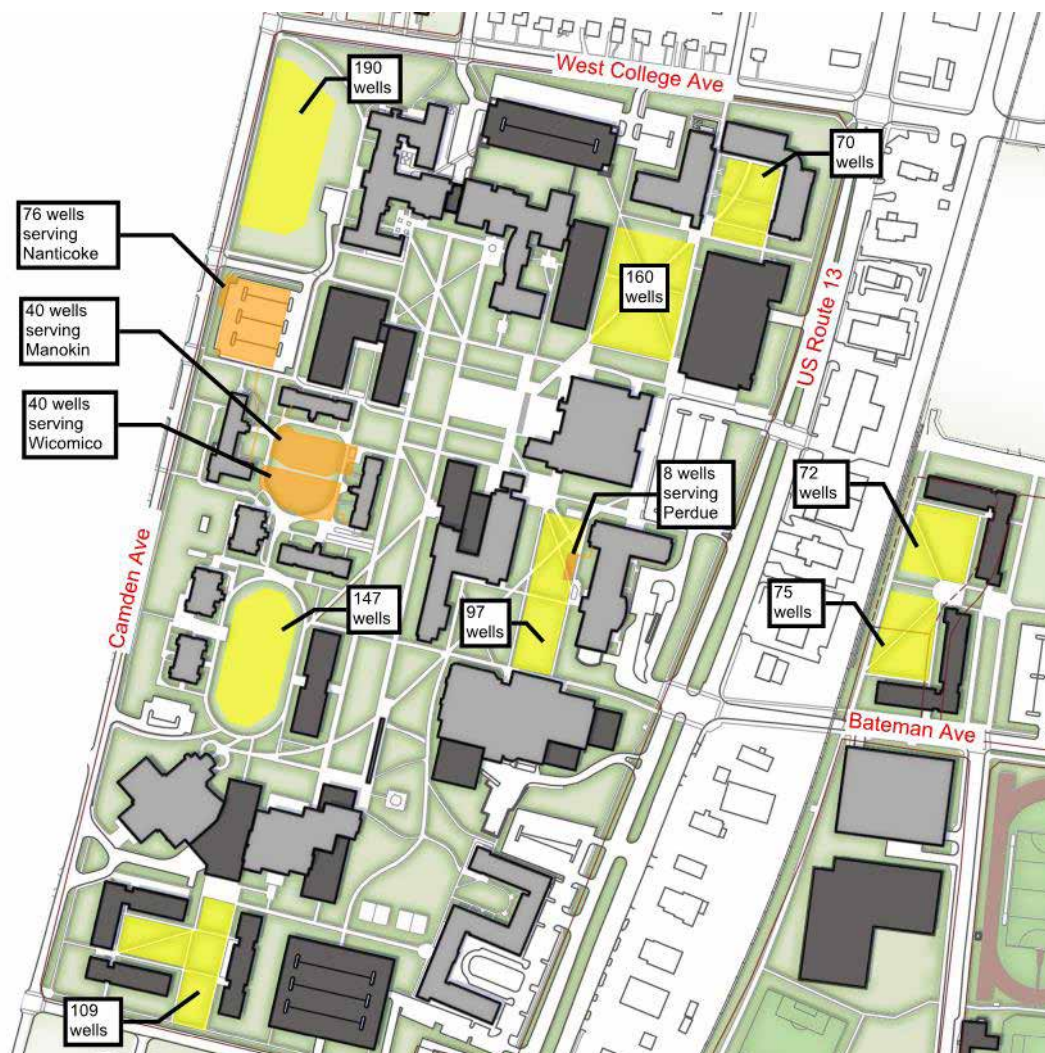
### POTENTIAL FOR RENEWABLE ENERGY SOURCES

#### Solar Energy

Typically, solar collector systems generate thermal energy used to heat domestic water or building heating water and/or for generate electricity (photovoltaic system). Residence hall buildings are good candidates for solar collection systems due to their relatively high domestic water demand. Salisbury University has recently installed a solar domestic water heating system at Nanticoke Hall. A number of recent studies for this type of application have indicated simple payback in the 10 – 15 year range. Incentives are available to improve economic viability of solar energy systems, including Solar Renewable Energy

5.33 POTENTIAL  
GEOHERMAL WELL  
FIELD LOCATIONS

- Existing Well Fields
- Potential Well Field Sites



Certificates, Empower Maryland Utility Rebates, and MEA Commercial Clean Energy Grant. Solar photovoltaic systems provide an alternative to solar thermal heating systems. A solar-photovoltaic system includes collector panels in a location that receives the maximum amount of direct sunlight possible. The collectors provide DC electrical power to an inverter system that transforms the power to an AC voltage suitable for use by the building's electrical system. As

indicated in the graphic below, Salisbury has a "moderate" potential for solar photovoltaic implementation.

If solar collectors were to occupy 40% of the roof area of proposed Facilities Master Plan buildings (approximately 200,000 square feet of collector area), the University could avoid using approximately 2.8 million KWh per year and save approximately \$300,000 in electric utility cost.

Installed cost for systems totaling 200,000 square feet would typically be approximately \$8 million, resulting in a simple payback of approximately 27 years. Like solar thermal systems, the economic viability could be improved by pursuing rebates and incentives.

#### *Wind Energy*

The areas of Maryland that are estimated to have good-to-excellent wind resources include the barrier islands along the Atlantic Coast, the southeastern shore of Chesapeake Bay, and ridge crests in the portion of the state west of Cumberland.

Community scale wind development projects typically utilize wind turbines with hub heights of 50 to 60 meters above ground. Salisbury is located in an area considered as having poor wind resource potential. A wind energy project in the Salisbury area is unlikely to be economically viable and would likely serve only as an educational or demonstration project. However, the NREL documentation notes that wind resources at a micro level can vary significantly. As a result, a professional evaluation of the specific area of interest is recommended prior to initiating a wind energy project.

#### *Potential for Implementation of Geothermal Heat Pumps Systems*

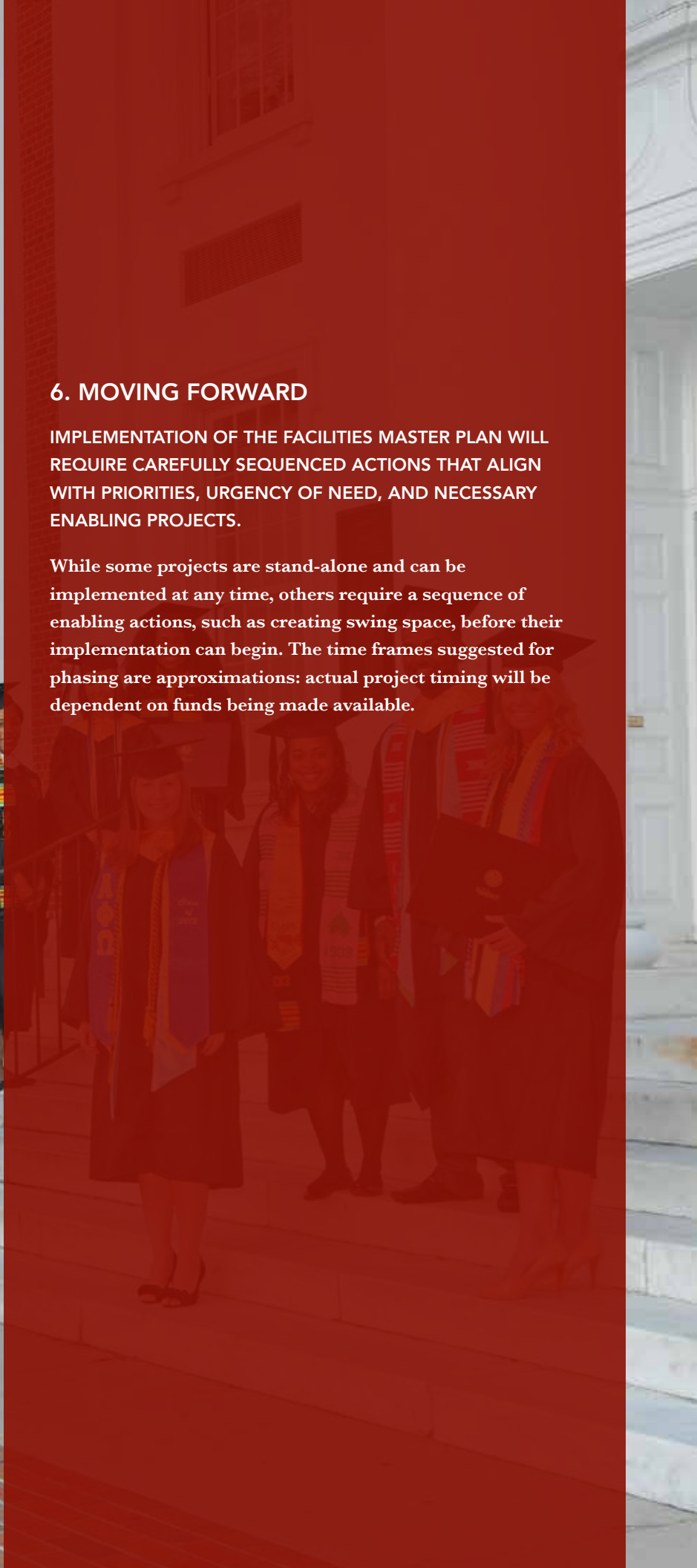
Geothermal systems are ideally suited for housing applications due to their high energy efficiency, capability for providing individual zone level control, and ease of maintenance. Residential buildings exhibit relatively even heat and cooling load characteristics and low cooling loads as compared to other academic buildings. These characteristics are also favorable factors for geothermal implementation. Salisbury University has already successfully implemented geothermal projects in Nanticoke Hall, Wicomico Hall, and Manokin Hall. The Facilities Master Plan includes several new student housing projects on the East Campus and the current Dogwood Village site. It also includes provision for green space adjacent to proposed buildings that could accommodate geothermal well fields.

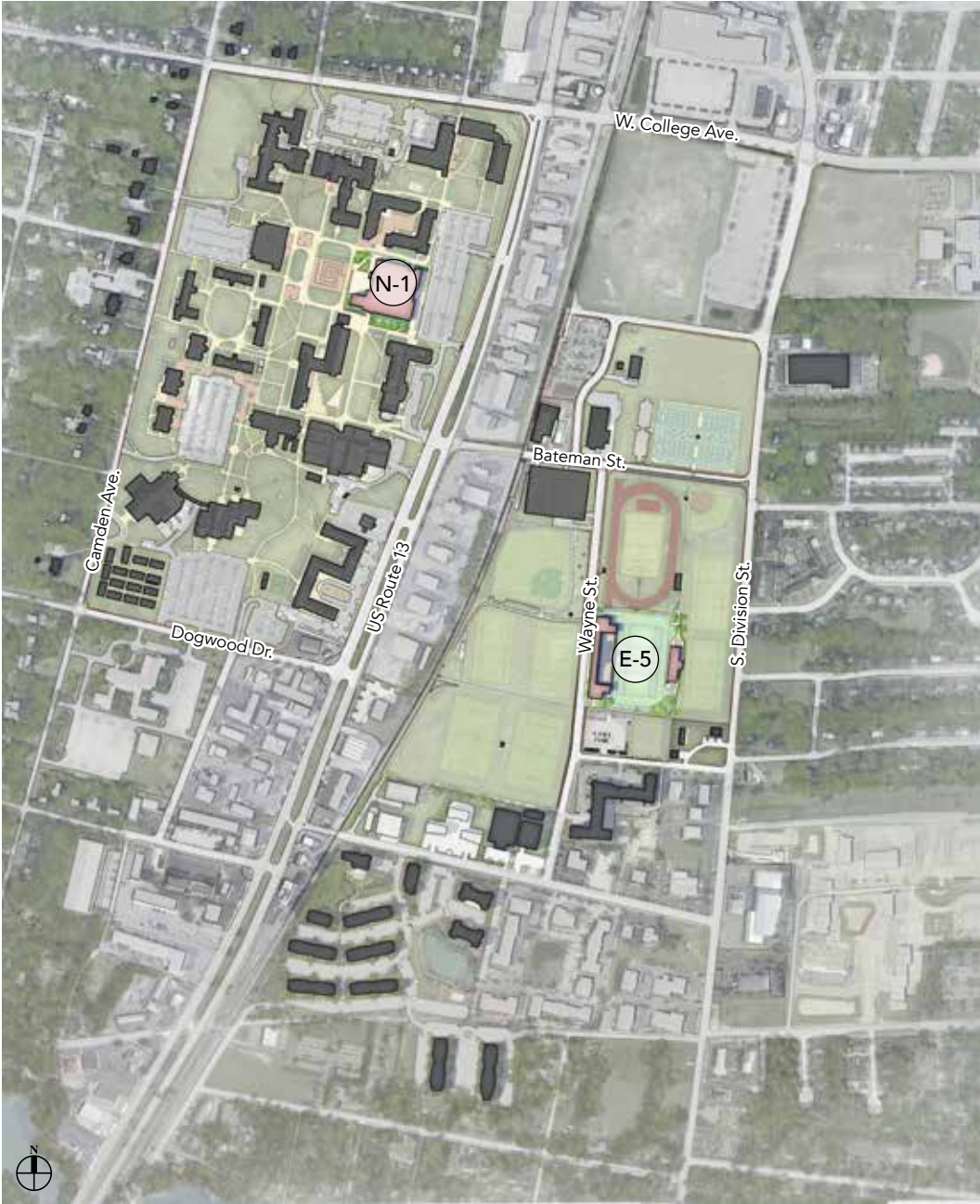


## 6. MOVING FORWARD

IMPLEMENTATION OF THE FACILITIES MASTER PLAN WILL REQUIRE CAREFULLY SEQUENCED ACTIONS THAT ALIGN WITH PRIORITIES, URGENCY OF NEED, AND NECESSARY ENABLING PROJECTS.

While some projects are stand-alone and can be implemented at any time, others require a sequence of enabling actions, such as creating swing space, before their implementation can begin. The time frames suggested for phasing are approximations: actual project timing will be dependent on funds being made available.





**6.1 PROJECTS  
IN PROGRESS**

During the Facilities Master Plan process, several projects were underway on the Salisbury University campus. These projects were treated as existing conditions for the planning process.




- Existing building - unrenovated
- New building

- N-1 Patricia R. Guerrieri Academic Commons
- E-5 New Stadium

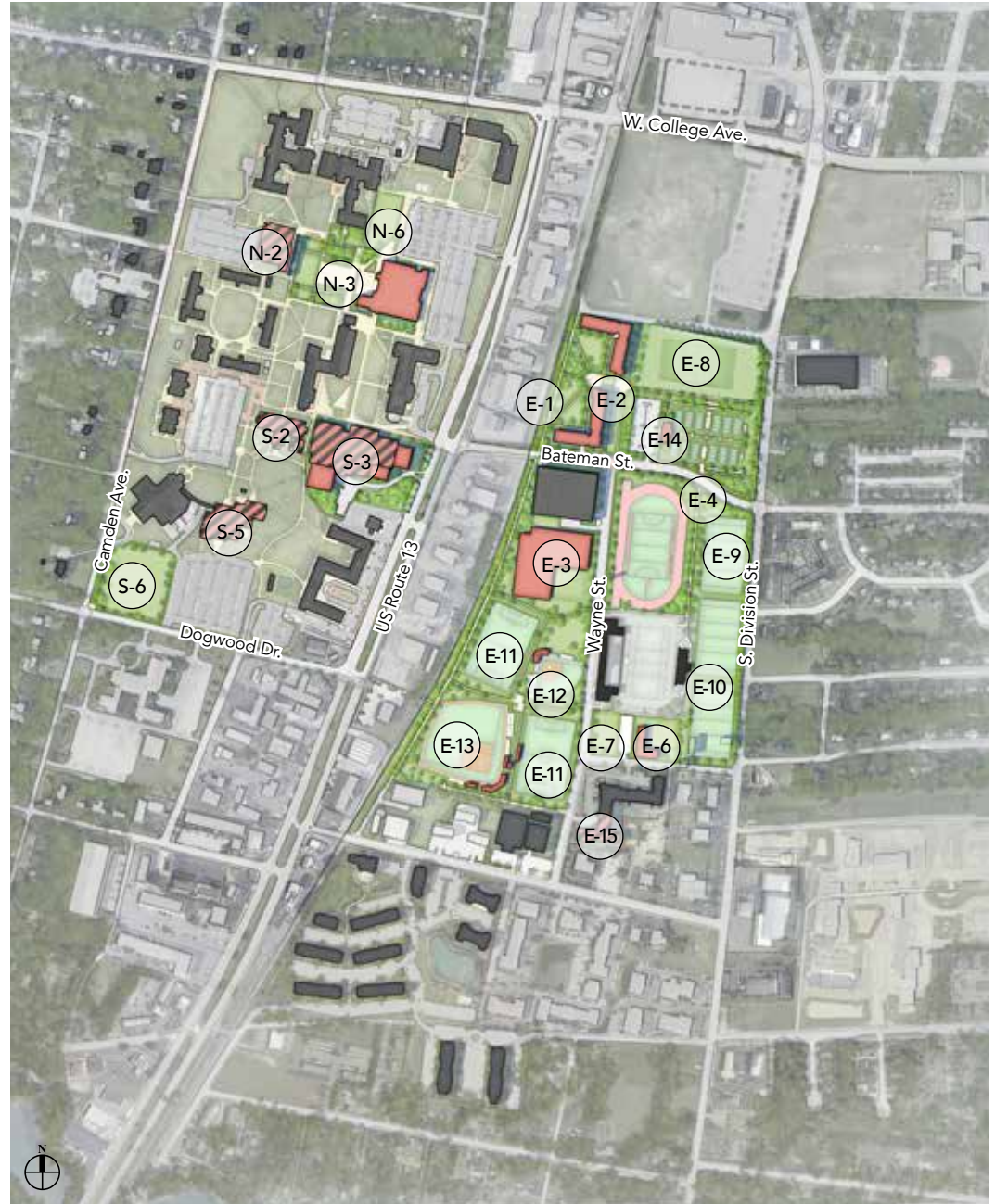


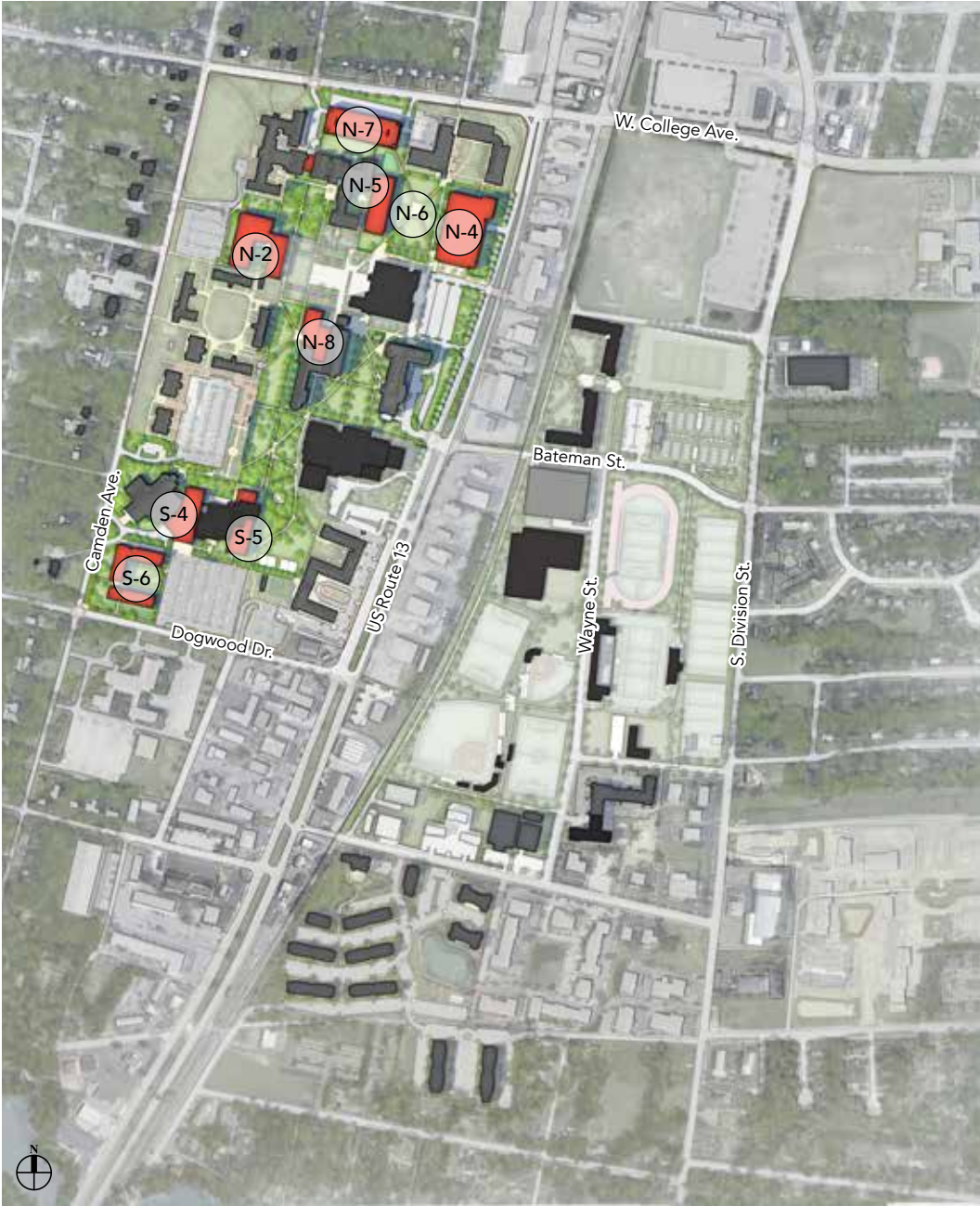
## 6.2 PHASE ONE (yr 1-5)

Near-term projects address pressing campus needs and begin enabling projects that are needed to complete the full vision. These projects are a high priority for the campus.

-  Existing building - unrenovated
-  New building
-  Renovated Building

- N-1 Patricia R. Guerrieri Academic Commons
- N-2 Renovate Blackwell for surge space
- N-3 Renovate Red Square
- N-6 Demolish St. Martin and Chesapeake Halls
- S-2 Devilbiss Hall improvements
- S-3 Maggs Gym renovation
- S-5 GUC renovation
- S-6 Demolish Dogwood Village, Replace with Recreation Field
- E-1 Rail trail for pedestrians and cyclists
- E-2 Two new residence halls
- E-3 Field house
- E-4 Realignment of Bateman Street
- E-6 Maintenance Facility
- E-7 Champions Plaza
- E-8 New IM Field
- E-9 Hammer Throw & IM Field
- E-10 Practice Fields
- E-11 Competition Soccer Fields
- E-12 Softball Field
- E-13 Baseball Field
- E-14 Tennis Center Building
- E-15 Renovate East Campus Complex





6.3 PHASE TWO (yr 6-10)





With pressing and enabling Phase One projects completed, the vision of the Fine and Performing Arts Complex can be realized in the Main Campus as well as additional academic and residence life facilities.

- Existing building - unrenovated
- New building
- Renovated Building
- Built or renovated in a previous phase

- N-2 New Academic Building
- N-4 Performing Arts Center
- N-5 Fine Arts Building
- N-6 Arts Quad
- N-7 North Parking Garage
- N-8 Henson Hall Expansion
- S-4 Commons Expansion
- S-5 GUC Expansion
- S-6 New residence hall

**6.4 PHASE THREE  
(FUTURE PROJECTS)**

In the long term, the Facilities Master Plan includes additional capacity for student housing and parking.

-  Existing building - unrenovated
-  New building
-  Renovated Building
-  Built or renovated in a previous phase

- S-1 New outdoor recreation quad
- S-2 New Academic Building
- S-6 New Residence Hall
- S-7 South Parking Garage
- E-17 Potential acquisition of Dresser property



THE UNIVERSITY WOULD LIKE TO THANK EVERYONE WHO PARTICIPATED IN THE FACILITIES MASTER PLAN PROCESS FOR THEIR CONTRIBUTIONS.

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