

University of Maine at Farmington

Master Plan Report

December 23, 2016



University of Maine Master Plan

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Executive Summary

EXECUTIVE SUMMARY

PURPOSE AND BACKGROUND

This Master Plan represents the first comprehensive, campus-wide evaluation of the University of Maine Farmington (UMF) since 2002. The document takes the goals of recent strategic plans and studies into consideration while validating those goals against current situations. The Master Plan also takes the unique attributes of UMF, a small liberal arts campus set within the downtown community of Farmington, ME into careful consideration. The result is a flexible set of recommendations for UMF to utilize over the next 20 years to improve its campus identity, provide a superior collegiate experience for students and faculty, and better integrate with the Town of Farmington and surrounding Franklin County.

In addition to general campus strategies, the 2016 Master Plan includes detailed evaluations of campus space needs and reviews all campus facilities. The recommendations that follow are based in the context of meeting educational space needs as well as considerations of the physical condition of each building that supports the University. The space needs evaluation provides broad goals as well as specific data and recommendations for large and incremental changes to UMF's current teaching and staff spaces. The facility assessments identify which buildings are in need of improvements in a number of categories so that UMF capital assets can be more strategically allocated.

MASTER PLANNING PROCESS

The facilities master plan for UMF is the result of an inclusive, comprehensive and strategic process involving a broad community constituency including students, staff, administration, faculty, alumni, UMF Board of Visitors, and Town of Farmington representatives guided by a planning team consisting of Harriman and Rickes Associates. The Campus Master Plan Steering Committee provided important feedback, questions and comments throughout the process beginning in the Fall of 2015. In addition to monthly steering committee meetings, planners met with faculty and staff on campus and held various forums and open houses. The final master plan strategies and outcomes derive from this process of community input, planning analysis and aspirational visioning.

PLANNING GOALS AND DRIVERS

UMF's strategic plan, "UMF 2020: Experience Farmington," establishes the foundational basis for the Master Plan. Additional goals relate specifically to the organization and composition of the campus and its facilities in support the the strategic plan. These identified priorities or drivers are the following:



Planning Open-House



Planning Open-House



Existing Campus Perspective



Campus Landscape Analysis

Strategic Plan Drivers – from “UMF 2020: Experience Farmington”

1. Focus on undergraduates in a residential setting.
2. Respect the historical, environmental, and aesthetic character of Western Maine.
3. Maintain a small and close-knit campus.
4. Improve residential life. Renovate athletic facilities, student center, and residence halls.
5. Leverage location in Maine and near Québec.
6. Strengthen outdoor recreational opportunities.
7. Develop a campus master plan and identify appropriate investments for facilities.

Master Plan Drivers

- Enhance Mantor Green as the heart of activity and community on Campus
- Organize uses and departments as independent centers with synergistic and shared edges
- Establish Main Street as an extension of campus and campus as an extension of Main Street
- Engage outdoor and recreational experiences as connections that shape the campus environment
- Reinforce a compact and walkable campus as the basic foundation
- Reflect a rich stewardship of the natural heritage and Maine environment

Guiding Principles

- Community
- Aesthetics
- Functionality
- Sustainability
- Coolness Factor

PLANNING ASSUMPTIONS

The framework for development and growth of the UMF campus is not without assumptions and constraints. As stated several times throughout the planning process, it is an exercise that must balance aspirational visioning that is grounded in achievable opportunities. The final recommendations strive to create impactful transformations within the constraints of budgets, timeframes, and political circumstance.

- Planning recommendations are achievable within a 20 year horizon.
- No new net growth of square footage is envisioned for the immediate future.
- The campus plan is based on an enrollment range of 1,700 - 1900 undergraduate students.
- The UMF Facilities Master Plan should be interpreted as the basis for planning guidance rather than a depiction of final designs.

SPACE NEEDS ANALYSIS

The Space Needs Study inventories all academic spaces on campus. Spaces are differentiated by FICM code which separates classrooms, labs, special use spaces, athletics, office, library spaces, etc. into individual categories. Existing spaces are benchmarked against national and regional trends for peer institutions as well as taking into account interview data from UMF students and staff. The analysis reveals that, although UMF has roughly the correct amount of overall square footage, the distribution of the square footage is not serving UMF as well as it could. Areas that are lacking enough space include: specialized laboratories and studio spaces, athletics and support spaces. There is a slight deficiency in general use spaces and an apparent significant excess in office space.



Space Needs Analysis

FACILITIES ANALYSIS

The facilities review evaluated each campus building by a series of criteria including: building exterior, building interior, life safety, building structure, mechanical systems, electrical systems, and plumbing systems. Overall scores were developed to identify which buildings are in good condition and target buildings in need of repair.

The analysis shows that UMF's facilities include a large amount of very small buildings (houses) and that many are over 50 years old. The small buildings are challenging for UMF to utilize with program and to maintain. Although these small residential buildings add charm and character to the campus, especially on Main Street, they are costly in terms of poorly utilized spaces and in terms of maintenance, upkeep, and retrofit requirements.

The new central heating loop has improved overall mechanical / heating conditions but otherwise many building systems have exceeded their useful lives. Several campus buildings with newer and more efficient boilers will keep the systems active so they can supply heat to the loop system. This allows both supplemental heat and replacement heat as a backup option if the central plant is not able to operate.



Facilities Condition Analysis



Concept Alternative A



Concept Alternative B



Concept Alternative C

CONCEPT ALTERNATIVES

Conceptual Master Plan options were developed and reviewed by the Steering Committee to discuss a wide range of master plan alternatives. Initial planning ideas included a range of cost effective, limited improvements as well as broader long-term aspirational options. The initial alternatives were also presented to the UMF Board of Visitors, the campus community, and the Town of Farmington Transportation Advisory Committee. Feedback from all constituencies helped the Master Planning Team develop preferred options that are the basis of the final Master Plan.

FINAL PLAN RECOMMENDATIONS

The emerging planning option focuses on the development of outdoor spaces and adding clarity to the UMF campus organization and identity. It also focuses on reorganizing campus programs to optimal locations and improving pedestrian flow across campus. The strategies include the following:

- Improve campus communication by creating visual gateways, gateway signage elements at entry points and utilizing material and design standards to unify UMF campus elements.
- Improve and clarify existing campus quadrangles. Add a residential quadrangle and Arts quadrangle.
- Modify public streets in strategic locations to improve pedestrian safety and create stronger campus outdoor spaces.
- Strategically renovate certain buildings on campus to improve adjacencies to compatible programs. Modify education and office spaces to better align with current education needs. Upgrade finishes, furniture, equipment, accessibility, and life safety.
- Remove buildings that are liabilities to UMF in facility cost and/or inadequate spaces and replace with new facilities without adding to current campus gross square footage.



2016 MASTER PLAN ELEMENTS

A Olsen Student Center

Extensive renovation of and minor addition to the student center

B Main Street Streetscape

A palette and performance specification for sidewalks, exterior lighting, signage, and other elements for the portion of campus along Main Street from South to Academy for both UMF and the Town.

C Improvements to Mantor Green

Hardscape and landscape improvements to Mantor Green and renovation work to the exterior of adjacent buildings.

D South Street Redevelopment

Redevelopment of South Street to include one-way eastbound traffic, narrower street, and angled parking on the south side of the street, increase green space on both sides.

E Arts Quadrangle

Formalization of the open space between Merrill Hall and Ricker Addition as an arts themed quad.

F Residential Village Quadrangle

Creation of a residential quadrangle by closing a portion of Perkins Street between High and Maguire to vehicular traffic.

G Roberts Quad Enhancements

Roberts Quad improvements which include screening social spaces from service spaces, breaking up the large planter to allow for better circulation and social interaction, and introducing an outdoor café space off the Olsen Student Center.

H Lincoln Street Improvements

Series of strategic functional, safety and aesthetic improvements to Lincoln Street.

I FRC Renovation and Addition

Expand and renovate the Fitness and Recreation Center to meet the demand of athletics and recreation use needs.

J Athletic Field Improvements

Improvement to the Prescott and Leib Fields and support facilities. Possible installation of multi-use artificial turf field.

K Sweatt-Winter Day Care

Relocate the Sweatt-Winter Day Care Center from Ricker Addition and the associated play area from the Mantor Green to a new facility and natural play space on Prescott Street adjacent to Abbott Park.





1

Planning Context and Process

PLANNING PROCESS

ROLES AND RESPONSIBILITIES

Administration

The UMF administration was responsible for initiating the master planning process and providing the supporting management for that process. The University leadership is ultimately responsible for adopting and implementing the Campus Master Plan and reconciling its recommendations with other campus-related initiatives, policies, and decisions.

Master Planning Steering Committee

The Master Planning Steering Committee, composed of members of the faculty, administration, Board of Visitors, and community members was responsible for working with the professional planning team directly on the preparation of the Campus Master Plan. This was accomplished through their review and discussion of contributing studies, alternative planning concepts, and consideration of the input from the University community. The members of the Facilities Master Planning Steering Committee also served as liaisons to their respective colleagues, departments, or programs.

Professional Planning Team

The professional planning team, comprised of Harriman, The Cecil Group, and Rickes Associates, provided services according to the scope defined by the Master Planning Steering Committee. The services included a wide range of research, planning and technical studies to inform the process of this Update. The planning team also facilitated communication and input from the UMF community and produced the final graphics, presentations, and report.

COMMUNICATION AND PARTICIPATION

Master Plan Steering Committee

As primary stewards of the Campus Master Plan, the Steering Committee played a central role. The professional planning team provided the Committee with information, technical studies, and analyses to allow meaningful, productive discussions and decisions during each step in the process. The Committee reviewed presentations conveying the input received during the outreach and coordination efforts so that the professional team remained aware of the concerns of the wider community.

Faculty, Administration, Staff and Board of Visitors

The professional planning team presented periodically to the UMF leadership, faculty, and staff and provided opportunities to incorporate their input throughout the process.



Municipal Officials

The planning team briefed the Town of Farmington Transportation Advisory Committee on the scope of planning work, purposes, and possible outcomes. The two groups exchanged information on mutually beneficial improvements that might be incorporated into the design.

User Groups

User Groups of people representing various constituencies, including students, work units and divisions provided input on a variety of focused topics and specific issues regarding the Campus Master Plan in interviews with Rickes Associates.

Students

Students were encouraged to participate in the process through campus-wide meetings, open-houses and poster display.

PROCESS STEPS

Scope Definition Phase

Kick-off Meeting

The planning effort began with a kick-off meeting between the professional planning team, the Steering Committee and other key representatives of UMF. The meeting served to define the purpose of the Campus Master Plan, identify goals and objectives for the outcome, define expectations for those involved during the planning process, begin to develop the criteria to prioritize needs, and outline a strategy for communications during the planning process.

Master Planning Steering Committee Meetings

Master Planning Steering Committee Meetings were held monthly during this phase to advance discussions about key issues that shaped the Campus Master Plan.

UMF Board of Visitors Meeting

A brief presentation was made to the UMF Board of Visitors to provide a description of the process, purpose of the Campus Facilities Master Plan and a preliminary review of the inventory and analysis findings.

Base Documentation Inventory

The consultant team reviewed existing reports and studies to determine what had already been done and to aid in clarifying the scope of work.

Communication Plan

The professional planning team consulted with the Master Planning Steering Committee to understand communication needs and to develop a Communications Plan to guide the preparation and distribution of information.

Initial Presentations to the Campus

The professional planning team made presentations to the campus community to introduce themselves, present the planning process and schedule, and garner initial community input.



Data Gathering and Analysis Phase

Strategic Planning and Program Analysis

The existing Mission, Vision, Strategic Plan, and a variety of institutional planning materials, were reviewed by the planning team to gain an understanding of the needs, goals, and institutional priorities at UMF and were used as a guide throughout the process.

Existing Campus/Site Analysis

The team spent time on campus to understand the current state of the campus and its various features. Special attention was paid to campus outdoor spaces, pathways/connections, views, traffic circulation, parking, and landscaping. The planners analyzed the impact of regulatory requirement on the campus by reviewing the local zoning ordinance and meeting with local officials. Factors considered included use patterns, building and site conditions, visual character, zoning and historic areas, pedestrian and vehicular circulation. The resulting analysis is included in the appendix of this document.

Existing Building and Program Analysis

The team also evaluated all campus buildings to observe their condition, identify issues, and assess how each supports the mission and strategic goals of the University. The team updated needs and capital improvement recommendations in previous building audits and consolidated this data with the college's deferred maintenance information. The information was compiled and is incorporated into this report.

Planning Process Phase

Development of Concept Alternatives

The professional planning team developed three options for the Campus Master Plan. These options offered distinct visions for the focus areas of the campus organization.

Monthly committee meetings with the Master Planning Steering Committee served to guide the active planning stage. They reviewed the options throughout the planning process and provided feedback. The team made a series of presentations to the campus community to present the alternatives and solicit feedback through a Campus Forum and Open House session. Finally, the planning team presented progress to the UMF administration.

Preferred Concept/Vision Development

Once the preferred concept/vision was chosen, the team developed and refined the campus plan in greater detail. This concept provides UMF with a long-term direction for capital investment and campus development.

Cost Estimates

Preliminary cost estimates were developed at the conclusion of the prioritization process to establish an order of magnitude of potential costs for the work discussed. Final cost estimates were developed once the preferred concept/vision was finalized. Estimates are in present day value and represent an order of magnitude of total project costs.

Documentation Phase

Final Master Plan

Capital Renewal and Investment projects were incorporated into the final master plan with phasing options. These initiatives, some of which were identified by previous studies are integrated with current project priorities; future planning will be required to integrate the next phase of Capital projects.

Final Presentation

The planning process ended with a final presentation of the Campus Facilities Master Plan to the UMF community on September 9th, 2016. Future presentations will be made to the Board of Visitors and the Town of Farmington.



CONCEPT ALTERNATIVES

COMMON ISSUES AND THEMES

Conceptual Master Plan options were developed and reviewed by the Master Planning Steering Committee to discuss a wide range of planning alternatives. Initial ideas include a range of cost effective, limited improvements as well as broader long-term aspirational options. The initial alternatives were also presented to the Board of Visitors, a campus-wide assembly, and the Town of Farmington Transportation Advisory Committee. Feedback from all constituencies was taken into consideration as the Master Planning Team developed a preferred option that became the basis of the final Master Plan.

Despite their unique attributes, the three master planning alternatives all had several elements in common. The common elements underscore the need to clarify and identify campus from downtown and to take better advantage of existing open spaces. They also underscore the need to focus the campus development inward around quadrangles rather than along Main Street.

- Create a unified aesthetic along Main Street from South Street into downtown Farmington.
- Develop gateway signage at Main Street on both sides of South Street to serve as a main entrance to campus.
- Improve and clarify Mantor Green as the primary outdoor social space on campus: the heart of campus.
- Improve connections from campus to the sports fields.
- Develop the outdoor space between the Student Center, Roberts Learning Center, and the High Street parking lot.

CONCEPT ALTERNATIVE A

Arts Quad & Lincoln Pedestrian Way

This option focused on creating a strong pedestrian link between Mantor Library and the FRC and developing an arts quadrangle between Merrill Hall and Ricker Addition. Lincoln Street is reduced to one-way traffic allowing a wide pedestrian walkway to be developed on the north side of the street. Brinkman House is replaced with an Arts-related building that has a stronger relationship to Main Street and the new Arts quadrangle.



CONCEPT ALTERNATIVE B

Residential Quad & Perkins Pedestrian Way

Concept Alternative B focuses on the development of a pedestrian oriented residential quadrangle by closing a portion of Perkins Street. Purington, Stone, Mallett, Lockwood, and Dakin Halls would be connected by landscaped and hardscaped surfaces in place of the existing pavement and parking. South Street would be reduced to one-way traffic to create a stronger connection of Mantor Green to the Olsen Student Center and provide a safer crossing environment for pedestrians. Brinkman House is removed and the remaining space is left open for improved views to Merrill Hall and the arts quadrangle.



CONCEPT ALTERNATIVE C

Two Quads, One Pedestrian Campus

This option focused on major shifts on campus to create a large, unified academic campus and a large, unified residential campus. Ricker Addition is removed to allow an uninterrupted quadrangle between Merrill Hall and Olsen Student Center. South Street is reduced to one-way. Brinkman House is replaced with an Arts-related building that has a stronger relationship to Main Street and the new Arts quadrangle. Scott Hall is closed and new replacement residence halls are built in currently unbuilt space between Maguire and Quebec Streets. Perkins Street is completely closed creating a single pedestrian connection from Mantor Library to the FRC. The house located at 144 Quebec Street is removed and a large addition to the FRC is built to align with the residential quadrangle. The closing of Scott Hall removes the need for UMF students to cross Main Street near South Street with the exception of pedestrian access to Prescott and Leib Fields.



2

Space Needs Analysis

SPACE NEEDS ANALYSIS

SUMMARY

This space needs analysis has been grounded in the institutional strategic drivers of enrollment and personnel, supported by the space inventory, driven by nationally recognized space planning guidelines, and tempered by the specific needs of the University.

The University of Maine at Farmington is comprised of 36 buildings totaling 483,262 assignable square feet (ASF). The ASF, excluding residential and unclassified space, is 326,172 ASF. This reflects the core campus spaces including classrooms, laboratory, office, library, special and general use, health care, and central facilities.

The outcome of the study is an order-of-magnitude space program organized according to the coding structure of the Facilities Inventory Classification Manual (FICM). A more detailed space needs analysis of instructional space was conducted to inform a finer-grained set of recommendations. Space needs were quantified for current/calculated and current/optimal need. The current/optimal need included adjustments to the pure calculated need with application of trends in higher education and interview findings that impact space needs, as well as the culture of the campus, which may not be accounted for in benchmark multipliers.

Considering core academic and support needs alone, the gap between existing space and current optimal need is minimal at 5,000 ASF. The challenge is that the existing space is not appropriate in terms of location, design, quality and function.

The following summarizes the space needs by category.

Instructional Spaces (100)

There are 39 classrooms in which courses are scheduled. In general, UMF is near an adequate mix of spaces in terms of seating capacity and types. However, the challenge lies in the types of furniture, disparate application of technology, and quality of the spaces. UMF has the opportunity to address challenges through strategic renovations.

Considering core academic and support needs alone, the gap between existing space and current optimal need is minimal at 5,000 ASF. The challenge is that the existing space is not appropriate in terms of location, design, quality, and function.

Specialized Instruction and Research Spaces (200/250)

The existing 24,000 ASF and number of instructional labs are appropriate although there are some with low use. Exceptions are the Art Studios and Music practice spaces, both lacking appropriately placed and configured space. Art studios should be relocated from the basement to better designed and situated space, along with additional space to support and expand programs such as oil painting. Music areas needs soundproof and appropriately located practice rooms, out of the administrative area. In addition, other labs should be reviewed such as the Language Lab where the majority of that space is no longer used and could be re-purposed for other uses.

While there is not a high research component, 4,100 ASF has been identified as a place holder to meet the development of research opportunities in Psychology and Natural Sciences.

Office Spaces (300)

Office space is defined as the FICM 300 series and encompasses both academic, administrative, and student office space. Clusters include reception areas, conference rooms, workrooms, and storage.



Figure 2.1. Space Needs Analysis Summary

Office spaces (89,000 ASF) are currently configured in legacy space (such as in Merrill Hall and the various converted residences including Brinkman) and carved out of circulation space. Other offices are located in spaces where the ASF is not usable, but is included, such as the Dearborn Gym offices.

The following summarizes findings related to the FICM 300 series inventory.

- A total of headcount personnel of 447 was converted to 346.4 FTE.
- 89,016 ASF of office and support space was identified in the inventory.
- Using contemporary guidelines, there is a calculated need for 55,000 ASF.
- UMF faces multiple challenges related to the distribution of office space.
- Legacy Space: These are spaces often associated with historic buildings or repurposed houses. These offices are larger than current office space planning guidelines would dictate, and are inefficient. They are also spaces which would not generally support other purposes and cannot be reclaimed for different use.
- Circulation/Unusable Space: In other instances, office space is inefficiently designed and may contain unusable square footage. For example, offices in Dearborn Gym include narrow entryways, small support spaces, etc. within their assignable footprint. However, these spaces are not usable and cannot be reconfigured for use. Finally, some spaces have been culled out of circulation areas (Turret Space in Merrill Hall) and therefore include portions of floor space that are not truly usable office.

Many of the office spaces at UMF are not physically conducive to support their assigned use and should be repurposed. More appropriately sized and efficient offices should be created to support faculty and staff. This disparity is not indicative of available space, but is indicative of inefficient and inappropriately designed space. The offices need a closer look to confirm rooms have been accurately measured (ranging from 38 to 1,500 ASF) and assigned (are there open lounge areas or circulation space being included?), and understanding that the location and design are leading to much of this perceived excess. UMF should review existing offices and address the qualitative needs through more efficient and appropriate design.

During the course of our interviews with campus stakeholder groups, a number of issues surfaced regarding office use and demand.

- Interviewees identified challenges with location, access, and design.
- Additional office space was requested to meet the demand associated with new hires, while acknowledging there are “overages” because of existing legacy spaces (historically oversized offices).

- It was also noted that there is a significant lack of storage space, in general, as well as meeting space.
- Some faculty share offices while some offices are used for storage where there are staff vacancies, and other offices have been culled out of hallways or cubby areas.
- Athletics is most challenged in terms of adequate office space and design.
- Address the assignment of offices to transient personnel (on campus couple days a week).

Library and Study Spaces (400)

The library and study space encompasses 21,859 ASF and meets the needs for the campus. The recent addition of the coffee bar has led to increased use and overall success of the library.

Special Use Spaces (500)

The Special Use FICM space category consists of various clusters including athletics, field buildings, and animal quarters. The primary driver for space needs is in athletics. Collectively, this space category contains 53,000 ASF between Dearborn Gym and the Fitness and Recreation Center. The proposed optimal need is for 73,000 ASF and integrates additional, flexible space to support both the internal and external constituents, and the mission of the campus. The existing ASF in the balance of the special use spaces have been maintained. In this case, additional ASF was indicated to support some expansion of research for the environmentally oriented sciences.

General Use Spaces (600)

The General Use FICM space category consists of various clusters including assembly, exhibition, food service, and meeting rooms. There appears to be excess in certain areas, but that is related to the spaces associated with the Art Gallery and Emery Community Center and fit the culture of the campus. The deficit identified is that for merchandising related to the bookstore, and in the need for additional recreation/student game room spaces in a renovated Student Center.

Central Facilities Spaces (700)

Central Facilities support overall campus operations and include mail, receiving, general storage, and shop space, among others. Based on a percentage of the anticipated overall campus ASF, there is a current deficit of 10,000 to 12,000 ASF. The most notable space need is in Shop and Storage space.

Health Services Spaces (800)

Health Services is currently located in Scott Hall. The space has been held constant and there is no recommendation for additional area growth.

INSTRUCTIONAL SPACE ANALYSIS

1. Goals

The Instructional Space Analysis supports the development of the The University of Maine Farmington Master Plan by providing information and recommendations to ensure an adequate and effectively utilized supply of classrooms and specialized instructional spaces to meet the University's needs. Questions to be answered by this portion of the study include the following:

- Are instructional spaces being scheduled according to guideline percentages of weekly available room hours?
- Does the number of seats filled in instructional spaces during course meetings match seat utilization guidelines?
- Are instructional spaces appropriately sized for the number of seats they contain?
- What is the correct distribution of instructional space types and capacities?

2. Metrics

This utilization analysis of classrooms and specialized instructional spaces is based on Fall 2015 course data and an inventory of instructional spaces. Course data was “scrubbed” to eliminate courses held off-site, zero-enrollment courses, and the potential duplication of cross-registered courses. The following instructional space utilization metrics and guidelines were used.

Seat or Station Size

The amount of space allocated to each student in an instructional space is referred to as seat size for general-purpose classrooms and station size for specialized instructional spaces. For any given space, this metric is calculated by dividing its assignable square feet (ASF) by its number of student seats. ASF per seat guidelines vary according to space type. A range of 20 to 25 ASF per seat is recommended for typical flat floor classrooms. For example, while lecture halls seating 200 or more students require only 12 to 15 ASF per seat, specialized instructional space guidelines vary according to discipline. A biology lab, for instance, would typically require 50 to 75 ASF per station, while a dance studio would require significantly more space.

Utilization

An institution's scheduling window is the block of time within which it is reasonable and possible to schedule all or most coursework during a week. An instructional space's weekly room hour utilization rate is the percent of the weekly scheduling window during which that space is scheduled for instruction.

A perfect “match” between available classroom capacities and course section enrollments cannot always be made for every time period. Classroom capacity, course enrollment, seat configuration, technology, and other amenities

impact demand and availability. A target utilization rate of 67 percent provides the scheduling flexibility to better match courses to classrooms, permits maintenance access, and allows for ad hoc room uses, such as special events. Specialized instructional spaces should be scheduled for 50 percent of the weekly scheduling window to allow set-up and take-down of experiments, props, or other materials and equipment, and allow for independent student use of the space outside of scheduled instruction.

Occupancy

The seat occupancy rate is the percent of student seats occupied in an instructional space when it is scheduled for instruction. It varies by classroom capacity as well as by instructional space type. Ideally, classrooms seating fewer than 70 students should have 67 percent of their seats occupied. Classrooms seating 70 or more students and SI spaces should have 80 percent of their seats occupied, given the configuration of such spaces and their greater relative capital cost.

A space's average seat occupancy is calculated across all of its scheduled courses. The same is true when calculating average seat occupancy for a space type. This average will involve lower and higher occupancy rates on a room-by-room and course-by-course basis. These guidelines have been found to be efficient averages, given that course sizes are not entirely predictable, balancing course scheduling and room configuration flexibility, adequate circulation space within rooms, and effective space utilization.

3. Course Scheduling

Scheduling Window

UMF's daytime scheduling window is used in this analysis, as daytime courses are the driver of instructional space need. The University's 41.75-hour daytime scheduling window begins each day at 8:00 a.m. and ends, Monday through Thursday, at 5:30 p.m. and on Fridays at 3:30 p.m. There is a common hour on Mondays, Wednesdays, and Fridays from 11:45 a.m. to 1:00 p.m.

Time Blocks

UMF's daytime scheduling grid contains 22 standard time blocks to organize start and end times of classes. During Fall 2015, a total of 69 time blocks were used to schedule daytime courses, of which 21 were standard time blocks and 48 were non-standard time blocks. Of the 327 daytime courses, 82 percent were scheduled in standard time blocks.

Use of standard time blocks is a key factor in effective instructional space utilization as it prevents courses from "running into" other schedulable standard blocks and precluding their utilization during these periods. It is also a factor in enabling students to create schedules that can accommodate courses that do not "clash" due to out-of-grid scheduling.

Capacity Range	Rooms	Total Seats	ASF	Average ASF/Seat
1-20	7	115	3,668	31.9
21-30	24	601	14,636	24.4
31-40	4	141	3,105	22.0
41-50	1	45	1,243	27.6
51-60	1	57	1,099	19.3
81-90	1	81	1,893	23.4
101-125	1	112	2,635	23.5
Total	39	1,152	28,279	24.5

Figure 2.2. Classroom Capacity Summary

4. Classrooms

A total of 39 general-purpose classrooms were scheduled for instruction during Fall 2015, encompassing 28,279 ASF and totaling 1,152 seats. Figure 2.2 categorizes the distribution of rooms, ASF, and seat count by capacity ranges. In total, 264 courses were scheduled in Fall 2015 and encompassed 863.25 hours of instruction.

Seat Size

Given 28,279 ASF of classroom space and 1,152 seats, the average ASF/seat for general-purpose classrooms is relatively comfortable at 24.5 ASF/seat. However, walkthrough information and interviews indicate that some spaces are only partially used (such as the language lab) or rooms have been upgraded with different furniture such as tables and chairs. In these instances, such as in Roberts, the actual seats are tight based on design and configuration, while the overall ASF/seat “appears” loose because the seating does not fit the ASF appropriately.

As Figure 2.3 indicates, most classrooms are below the 22 ASF per seat guideline. It should be noted that this guideline is gradually increasing to 25 ASF per seat due to pedagogical changes requiring more flexibility to reconfigure furniture.

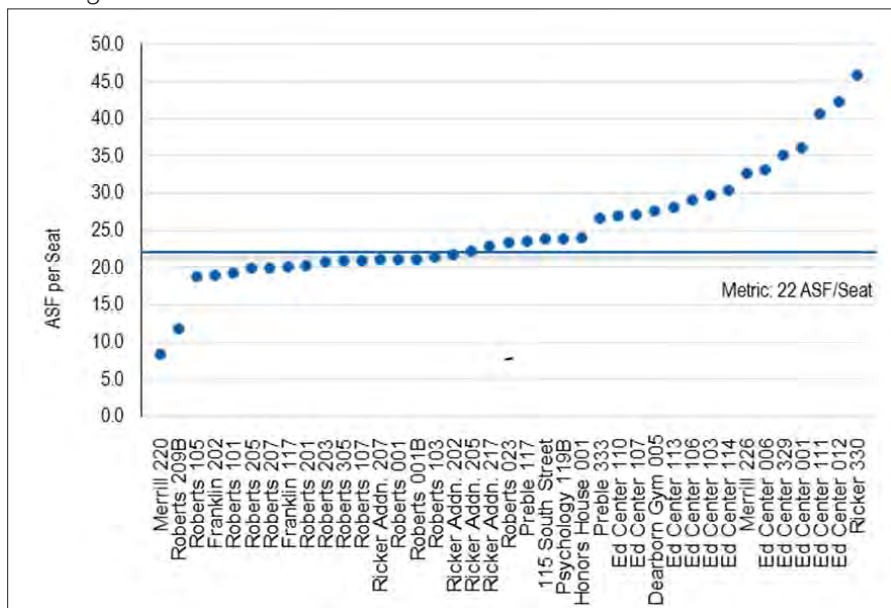


Figure 2.3. Assignable Square Feet per Classroom Seat (ASF/Seat)

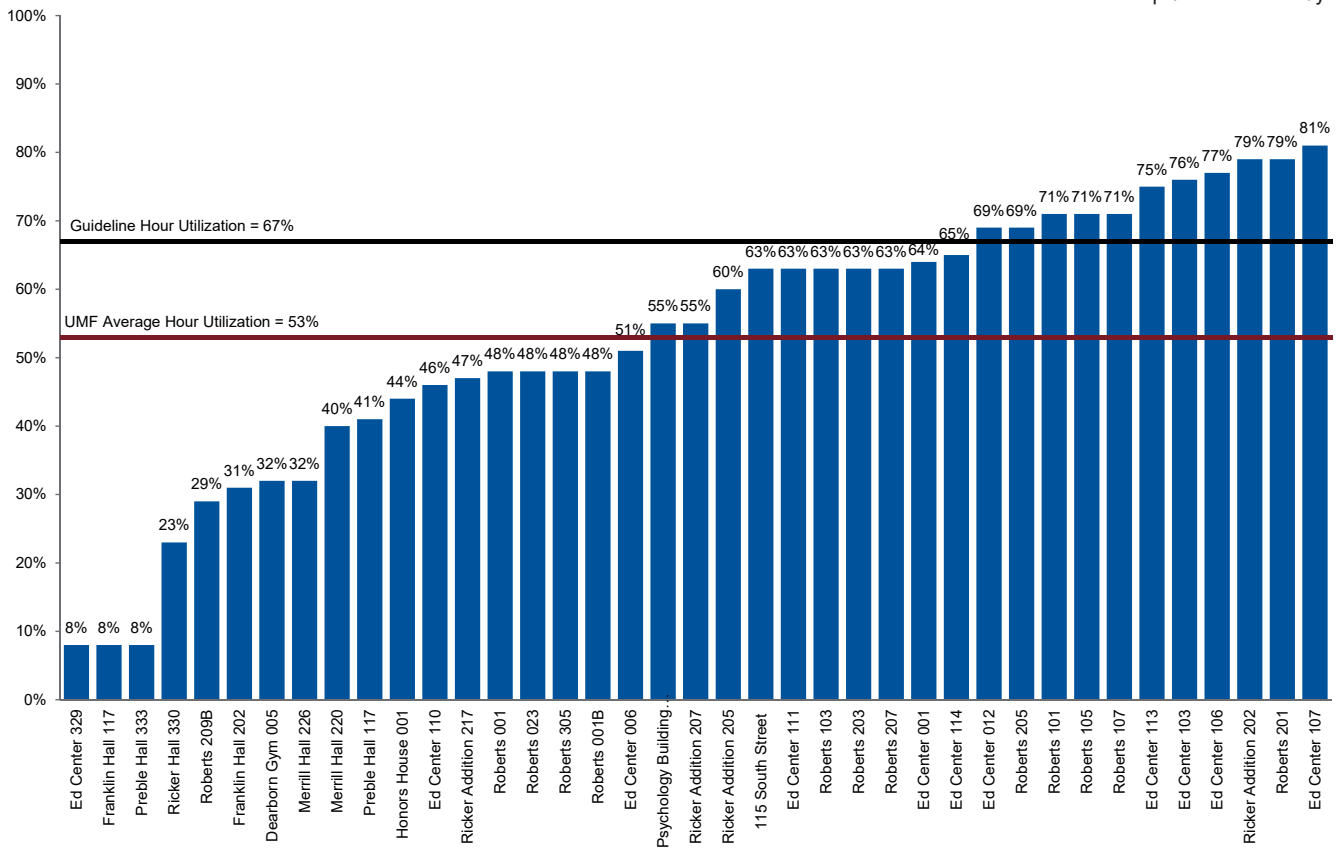


Figure 2.5. Weekly Daytime Hour Utilization

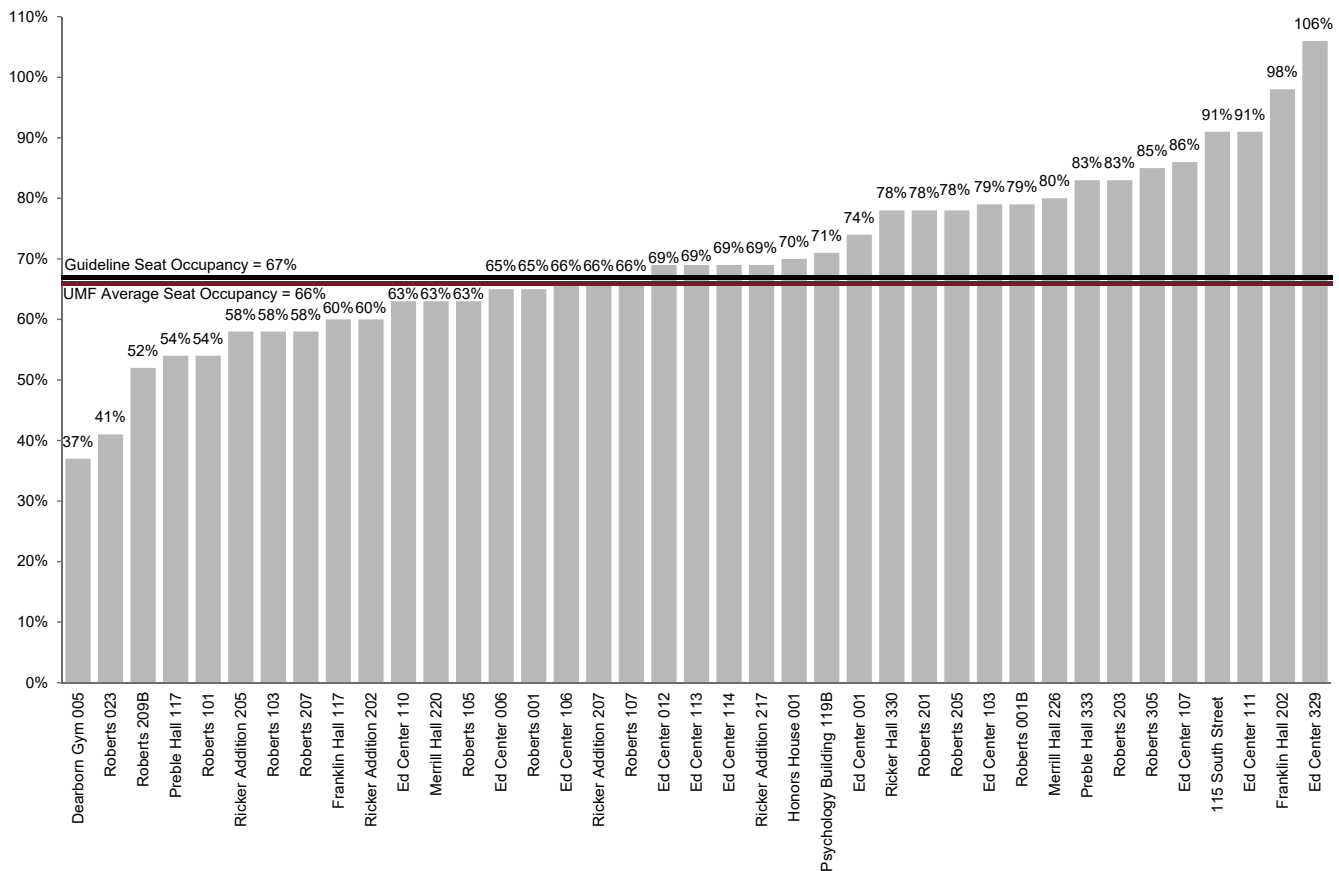


Figure 2.6. Average Seat Occupancy

Utilization

Overall daytime hour utilization is 53 percent of the 41.75-hour daytime scheduling window, which is below the 67 percent guideline. Hour utilization ranged from a low of 8 percent in Education Center 329, Franklin Hall 117, and Preble Hall 333, each scheduled with a single course, to a high of 81 percent in Education Center 107, in which 11 courses were scheduled.

Figure 2.5 represents weekly hour utilization rates for each of UMF's 39 classrooms.

Classroom Course Scheduling

Courses by Day

During Fall 2015, there were 264 daytime classroom courses scheduled for a total of 863.25 hours per week. These were scheduled using 10 meeting day combinations. The most frequent was Tuesday - Thursday, used for 42 percent of courses. Monday-Wednesday-Friday and Monday-Wednesday were the next most frequently used scheduling patterns, accounting for 28 percent and 14 percent of daytime courses, respectively.

Most post-secondary institutions schedule the majority of their courses within Monday-Wednesday-Friday and Tuesday-Thursday meeting day combinations, with most courses meeting three days per week. Due to shifts in student needs and scheduling preferences, there has been a trend at many institutions towards more courses being scheduled to meet twice a week.

Course Meetings by Day

These courses yielded 524 individual day course meetings. The number of individual course meetings is greater than the number of courses when courses meet on multiple days of the week. A single Monday-Wednesday-Friday course, for instance, yields three individual course meetings per week.

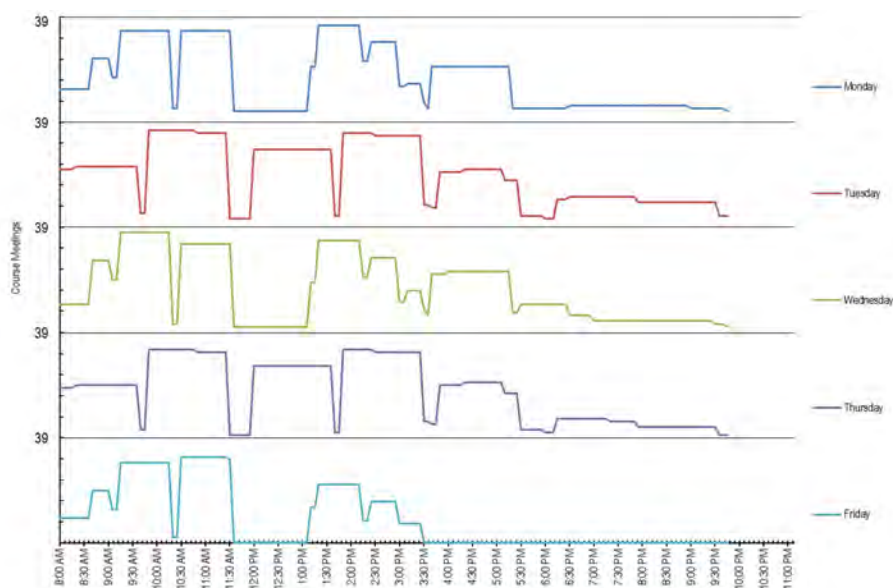


Figure 2.7. Course Meetings by Day and Time

Day Combinations	Daytime Courses	Percent of Daytime Courses
TR	110	42%
MWF	75	28%
MW	36	14%
WF	10	4%
T	8	3%
W	7	3%
R	7	3%
F	4	2%
MF	4	2%
M	3	1%
Total	264	100%

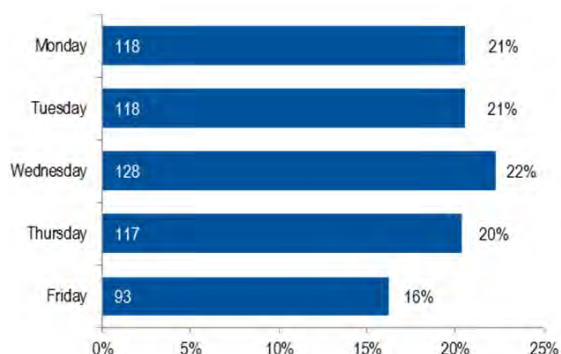


Figure 2.4. Course Meetings Per Day

If course meetings were distributed evenly across the five days of the week, 20 percent of all course meetings would occur each day. As the number of course meetings increases on any given day, scheduling flexibility declines as a greater number of classrooms are in use.

Course meetings were distributed fairly evenly across the first four days of the week with lower use on Friday. Only 16 percent of course meetings occur on Friday.

Course Meetings by Time

The demand for classrooms is also influenced by intra-day scheduling, creating peaks and valleys of use during the day and throughout the week. On many campuses, highest use during the day is typically late morning through early afternoon with lower use on the “shoulders” or those early morning / late afternoon timeframes.

Figure 2.7 illustrates how classroom course meetings are distributed by day and time by showing the number of course meetings occurring per five-minute interval during each weekday.

- Peak use occurs on Wednesdays between 9:15 a.m. and 10:15 a.m. with 34 classrooms in use.
- Prime times are from 9:50 a.m. to 2:55 p.m., Mondays and Wednesdays and from 9:55 a.m. to 3:25 p.m., Tuesdays and Thursdays.
- Course scheduling declines by 3:00 p.m. Monday through Thursday.
- Daytime use of classrooms on Fridays declines after 2:00 p.m. with no classrooms in use after 3:10 p.m.
- Sharp valleys shown on Mondays, Wednesdays, and Fridays roughly correspond to the activity period when classes are generally not scheduled.

Occupancy

Overall, UMF's classrooms had an average of 66 percent of their seats filled when scheduled—on target with the identified guideline. Among individual rooms, occupancy ranged from a low of 37 percent in Dearborn Gym 005 (while deemed a nice classroom, timing is dependent on basketball practice and the associated adjacent noise) to a high of 106 percent in the Education Center 329. The following chart presents average seat occupancy for each classroom.

While seat occupancy varies from classroom to classroom, it does not seem to be correlated with seat size. UMF's rather generous average classroom seat size of 24.5 ASF per seat suggests that classrooms are adequately-sized and that rooms are scheduled with appropriately-sized course sections.

On an individual basis; however, some rooms are rather tight, such as Roberts 205, where a 27-seat room with 19.9 ASF per station yields a 78 percent average occupancy. If the seat count was reduced in this space to right-size it to 22 ASF per station, this room's occupancy rate – given scheduling of courses of the same size – would increase.

Determining why some rooms exhibit high average occupancy relative to their seat size is an important step towards improving the fit between course section sizes and adequately-sized classrooms.

Additional Issues for Consideration

Qualitative issues that vary by campus can affect instructional space use. Their impact must be balanced with the quantitative analysis, and should be taken into consideration in decisions regarding classroom needs.

Contractual Issues

A faculty contract may limit either credit-hour contact or the number of students by course or discipline that a faculty member may teach. This can affect room capacity and space needs.

Geographical Issues

Faculty requests to schedule courses in proximity to their offices can also influence the demand for classrooms in particular areas. If an instructor teaches two back-to-back courses, for example, he or she may request that the assigned instructional spaces be proximately located.

Quality Issues

Problems with physical quality are often found to be responsible for low utilization of a given space. Poor or inadequate heating, cooling, acoustics, lighting, location, sightlines, and/or accessibility can impact a space's desirability. Low utilization can also result from a lack of appropriate teaching technology.

Goals:													67%	67%	20-22
Number of Seats	115 South Street	Dearborn Gym	Education Center	Franklin Hall	Honors House	Merrill Hall	Preble Hall	Psychology Building	Ricker Addition	Ricker Hall	Roberts	Spaces	Hour Utilization	Seat Occupancy	ASF per Seat
1 to 20	1		2	1	1			1		1		7	41%	84%	31.9
21 to 30			9	1		2	1				11	24	56%	71%	24.4
31 to 40									4			4	61%	63%	22.0
41 to 50		1										1	32%	37%	27.6
51 to 60											1	1	71%	54%	19.3
81 to 90											1	1	48%	41%	23.4
101 to 125							1					1	41%	54%	23.5
Spaces	1	1	11	2	1	2	2	1	4	1	13	39	Overall		
Hour Utilization	63%	32%	62%	20%	44%	36%	24%	55%	61%	23%	59%		53%	Overall	
Seat Occupancy	91%	37%	74%	85%	70%	70%	55%	71%	63%	78%	63%			66%	Overall
ASF per Seat	23.9	27.6	32.5	19.8	24.1	20.5	24.1	23.9	22.0	45.9	20.4				24.5

Figure 2.8. Existing Classroom Utilization Summary

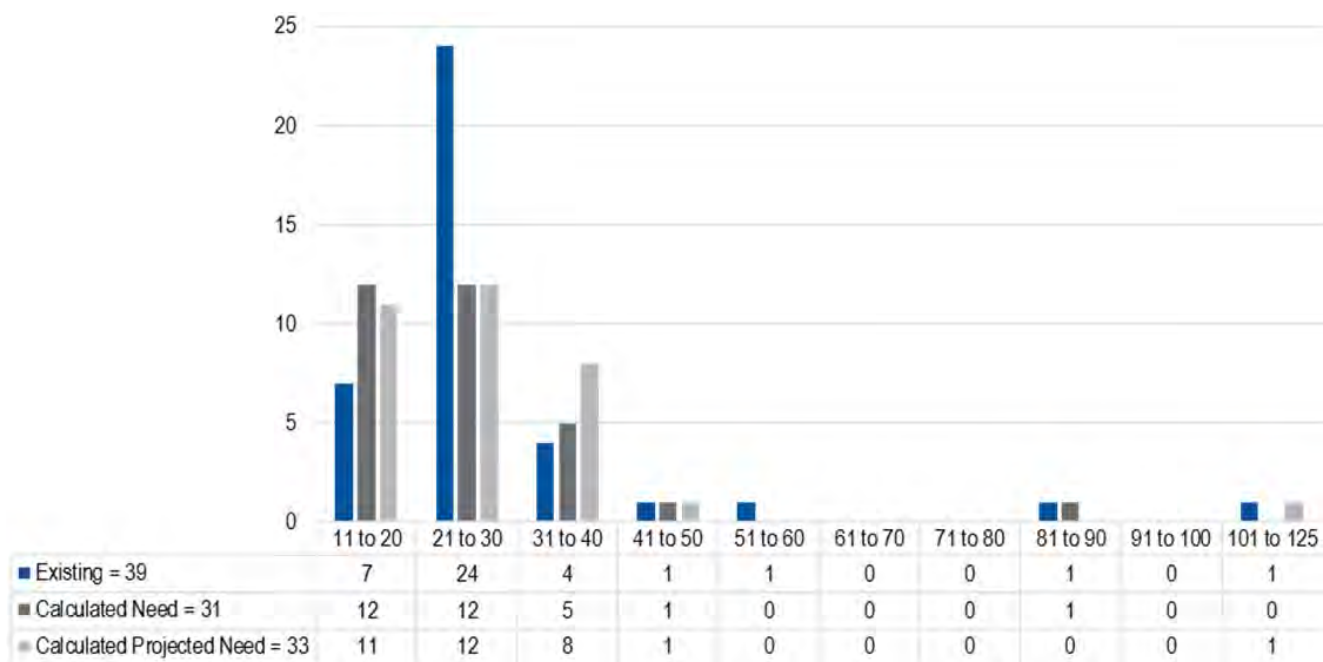


Figure 2.9. Recommended Classroom Capacity Distribution

Capacity Issues

Selective overriding of course capacities by the Registrar is standard practice at most institutions. The application of a 67 percent seat occupancy rate allows for such enrollment overages in a room, assuming the course is assigned to an appropriately-sized space at the outset. When overriding and adding seats become the norm, the flexibility of a room is adversely affected.

Pedagogical Issues

Recent advances in the understanding of how students learn are influencing pedagogy and instructional space design. Today's students have a strong predilection to socialize, study, and work in groups. Group-based learning models are increasing the need for different kinds of interaction spaces, so that students may engage in hands-on, problem-based learning. This has direct space implications, as these spaces tend to require more ASF per seat than a traditional classroom.

Scheduling Issues

An institution's mix of faculty and student types has a direct influence on course scheduling. The availability of part-time/adjunct faculty to teach is often limited by their other duties. A higher proportion of full-time faculty and full-time students at a campus promotes a more even distribution of scheduled courses.

Summary of Classroom Space Needs Analysis

On average, UMF's classrooms appear on target with some expansion in terms of hours scheduled. Figure 2.8 summarizes the distribution of classroom capacities and their average hour utilization, seat occupancy, and ASF per seat by building and capacity category. Guidelines for average hour utilization and average seat occupancy are provided at the tops of their respective columns.

- Seat size is somewhat tight at 19.3 ASF per seat in the single classroom in the 51- to 60-seat category in Roberts 101 (57 seats).
- Six rooms have ASF per seat below 20 ASF.
- The largest classroom on campus is Preble Hall 117 (Thomas Auditorium), a lecture format classroom with 112 seats. This space is underutilized and underoccupied at 41 percent weekly hour utilization and 54 percent average seat occupancy (averaged over 5 courses).

The needed distribution of classroom capacities was based on Fall 2015 course data and the current 41.75-hour daytime scheduling window. Need was calculated based on guidelines of 67 percent average weekly daytime hour utilization, and average seat occupancy. Figure 2.9 presents the existing distribution and calculated need for classrooms given current enrollment and a 15 percent increase in FTE enrollment.

Discipline	Room	Current Metrics			Courses		Weekly Hours		Current Calculated Need (Rooms)		Current Optimal Need				Recommended/ Existing		
		Utilization	Occupancy	ASF/ Station	Day	Evening	Day	Evening	Day	Evening	Rooms	Stations	ASF/ Station	ASF	Rooms	Stations	ASF
PC Lab	Computer Center 102	11%	68%	37.8	3		4.42		0.2	0.0	1	28	40	1,120	1	24	906
Mac Lab	Computer Center 104	24%	87%	44.1	6		10.00		0.5	0.0	1	24	40	960	1	20	881
Distance Education	Ed Center 112	65%	63%	28.3	9	2	27.17	4.33	1.0	0.4	1	32	22	704	1	28	793
Art	Mallett Studio	39%	84%	87.9	3	1	16.25	0.75	0.8	0.1	1	20	60	1,200	1	17	1,495
Wood Shop	Merrill Hall 001	20%	60%	67.8	2	2	8.25	2.58	0.4	0.2	1	16	60	960	1	20	1,356
Drawing	Merrill Hall 221	48%	91%	26.7	4	1	20.00	3.50	1.0	0.3	1	22	60	1,320	1	17	454
Computer Lab	Merrill Hall 222	53%	93%	53.7	4	1	22.00	2.00	1.1	0.2	1	18	40	720	1	15	806
Piano Lab	Merrill Hall 302	16%	90%	47.1	4		6.67		0.3	0.0	1	12	60	720	1	10	471
Analytical Chemistry	Preble Hall 227	17%	97%	44.3	2	1	7.00	6.00	0.3	0.5	1	24	60	1,440	1	16	709
Physics	Preble Hall 332	21%	77%	31.8	2		8.83		0.4	0.0	1	24	60	1,440	1	24	762
Computer Science	Ricker Hall 114	32%	78%	55.8	4		13.17		0.6	0.0	1	30	40	1,200	1	23	1,283
Biology Lab	Ricker Hall 222	32%	68%	41.7	5		13.17		0.6	0.0	1	24	60	1,440	1	18	751
Language Lab	Roberts 003	39%	37%	26.6	5		16.33		0.8	0.0	1	14	40	560	1	20	532
Business	Roberts 301	39%	83%	35.6	5		16.42		0.8	0.0	1	32	40	1,280	1	23	819
Geography	Roberts 307	40%	74%	36.9	5		16.67		0.8	0.0	1	28	40	1,120	1	23	848
Totals		33%	73%		63	8	206.33	19.17	9.6	1.7	15	348		16,184	15	298	12,866

Figure 2.10. Special Instruction Spaces Inventory and Need Projections

5. Specialized Instructional Spaces

A utilization analysis was also conducted for the 15 SI spaces that existed at UMF during Fall 2015. Daytime use was assessed, as this was the driver of SI space demand.

The weekly hour utilization guideline for SI spaces calls for scheduling 50 percent of the daytime scheduling window to allow for set-up/break-down of equipment for classes and for out-of-class use by students for project assignments. Due to the comparatively large capital investment in these rooms, the station occupancy goal is 80 percent when a room is scheduled for instruction. ASF per station guidelines vary for SI space by discipline.

Analyzed Spaces

While the space inventory provided by the University was the source of square footage occupied by SI spaces, three sources of information identified differing sets of SI spaces. The space inventory provided by the University listed 25 SI spaces comprising 20,261 ASF; the classroom list contained 24 SI spaces totaling 19,522 ASF; and the course data for Fall 2015 showed 15 scheduled SI spaces, containing 12,866 ASF.

This analysis focuses on the 15 scheduled SI spaces identified by the Registrar's office, as their being scheduled and the nature of the instruction taking place within them confirms that they are indeed SI spaces. It is suggested that the University re-evaluate the coding of the non-scheduled spaces listed as FICM 210, also known as Class Laboratory, in the space inventory and re-examine the unscheduled SI spaces in the classroom list to resolve whether these are unscheduled SI spaces, open labs, research spaces, or space used for some other purpose, as this affects the overall analysis of SI space utilization at the campus.

Utilization

Average weekly daytime hour utilization was 33 percent, and ranged from 11 percent of the 41.75-hour scheduling window for the PC Lab in Computer Center 102 (three courses) to 65 percent for the Distance Education Classroom in Education Center 102 (averaged across nine courses). Twelve of the 15 scheduled SI spaces had weekly hour utilization rates at or below 40 percent in contrast with the target of 50 percent, indicating that they have additional scheduling capacity available.

Occupancy

The average station occupancy rate for SI spaces was 73 percent, which is below the goal of 80 percent. Occupancy rates among scheduled spaces ranged from 37 percent in the Language Lab in Roberts 003 (five courses) to 97 percent for the Analytical Chemistry Lab in Preble 227 (two courses).

Figure 2.10 summarizes SI utilization and occupancy findings. The average station occupancy and average weekly hour utilization for each SI space for both the day and evening windows can be found in the Appendix Section.

Current Specialized Instructional Space Need

Current demand for SI space was calculated on hours of instruction by course discipline and course enrollments for courses held in SI spaces during Fall 2015. These calculations assumed 50 percent hour utilization, 80 percent station occupancy, and scheduling of courses evenly throughout the week. Discipline-specific ASF per station guidelines were used to determine the area needed for each discipline.

It is recommended that UMF maintain its current complement of 15 SI spaces comprising 12,866 ASF to satisfy current instructional demand. If there were a 15 percent increase in full-time equivalent enrollment over Fall 2015 levels, there would be a need for one additional Distance Education classroom containing 32 stations and 704 ASF.

6. Summary and Recommendations

Non-Capital Suggestions

Low-Use Classrooms / Specialized Spaces

Twenty of UMF's 39 classrooms have utilization rates of 55 percent or less, in contrast with the target rate of 67 percent. The lowest-used spaces are Education Center 329, Franklin Hall 117, and Preble Hall 333 at eight percent utilization with one course each, Ricker Hall 330 at 23 percent utilization with three courses, and Roberts 209B at 29 percent utilization with four courses.

These, and other spaces, should be examined to determine the reason for their low usage. If these spaces are underutilized because of quality issues, inexpensive upgrades and/or minor aesthetic adjustments may be considered to make them more desirable and more likely to be scheduled. The spaces may also be too small and/or somewhat "specialized" in terms of their departmental use. Alternatively, it may simply be that there is more than adequate space available, thereby resulting in the low use of some spaces.

UMF's space inventory and classroom list should also be reviewed for specialized instructional spaces that may be misidentified or miscoded. Nine to ten more SI spaces have been identified in the space inventory and classroom list that do not appear to be scheduled in the Registrar's Fall 2015 course data; that space could potentially be recorded incorrectly or available for other uses.

Scheduling Policies, Practices, and Procedures

Adherence to standard scheduling time blocks for all courses is imperative to ensure optimal classroom use. While it is understood that there are exceptions – such as an expanded course meeting time or the legitimate needs of a specific faculty member – a large number of exceptions results in fractured time blocks that have a ripple effect across the week, making scheduling challenging and space utilization inefficient.

While UMF scheduled 82 percent of its courses in standard time blocks during Fall 2015, it utilized more than twice as many non-standard time blocks than standard time blocks during the same period. The proliferation of non-standard time blocks can cause scheduling conflicts for both spaces and students. In order to promote the most effective use of instructional space and optimize students' ability to create desired or needed schedules, the use of non-standard time blocks should be kept to a minimum.

Capital Suggestions

While maintaining the current distribution of classroom capacities is adequate to fulfill near-term instructional demand, projects involving classroom renovation or the repurposing of space should target achieving an ideal distribution of classroom capacities into consideration. This involves decisions regarding pedagogy and resulting furniture types and room configurations. Newer classroom furniture and collaborative pedagogies require more square feet per seat than traditional lecture instruction to students in tablet arm chairs.

3

Facility Assessment

FACILITIES ASSESSMENT

OVERVIEW

The University of Maine Farmington (UMF) campus master plan includes a qualitative assessment of current building facility conditions. All free-standing buildings owned and operated by UMF, listed in the tables that follow, were evaluated on a scale of 0 – 10 where 0 is considered in immediate need of repair, 6 is considered in good condition, and 10 is considered brand new.

Review categories included: building exterior, building interior, life safety, electrical, lighting, mechanical systems, plumbing, and structure. Anecdotal information from UMF Facilities staff were also taken into consideration. Information from the facilities assessment was used to identify buildings that are in need of repair or upgrades in any or all of the above mentioned categories. Tables were created to show how each building relates to others on campus relative to age, condition, *Facilities Condition Index* (FCI), and size. The data informed the process by categorically identifying a building's strengths and deficiencies which aided in deciding how a particular building contributed to the campus.

The facility assessment will allow UMF to focus capital improvement funds on facilities that will be a long-term asset to the UMF campus. For example, a small house in need of extensive repair that would provide a negligible return for UMF could be identified as a less viable candidate than a larger, outmoded building that would provide a significant improvement to the UMF campus if it underwent an extensive renovation and/or addition.

The assessments focus on describing facility issues and needs and do not discuss items that do not represent a concern for either future capital improvement need or occupant welfare.

Review of each building was visual and non-destructive in nature. Therefore, there was limited opportunity to observe items such as structural steel and other elements that are typically hidden from view. To this effect, there is limited information regarding most of the exterior wall assemblies to accurately assess thermal performance. Comments regarding energy efficiency are primarily focused on major building systems and/or lighting.

Of all 4 categories, the wood framed houses represent the greatest need for deferred maintenance upgrades, improvements, code upgrades, and other operations and maintenance (O&M) needs. Categorically, the wood framed houses are a facilities liability to the University and many should be considered for sale or removal to reduce the campus overall square footage and make room for any needed new construction which would be better suited for University needs where appropriate.



For comparative purposes, the Facilities Condition Index (FCI) as prepared by Sitalines is presented for each of the UMF facilities. The FCI is the ratio of required upgrade costs to the building's net asset value. Sitalines FCI information is located in section 2 of the Appendix. Buildings are listed in chart form from best condition to worst. FCI values correspond to the following condition categories:

Good: 0.01 - 0.03

Fair: 0.03 - 0.04

Poor: 0.04 - 0.06

Critical: 0.06 - 0.10

The FCI metric reveals that the facilities at UMF are mostly in Fair to Good condition with only a few buildings falling into the Poor category and none of the facilities falling into the lowest Critical category.

Typical facility conditions exist across several buildings on campus that share similar construction styles and material compositions. Although these buildings did not exhibit apparent issues regarding the exterior or structure, their style and type are worth noting. Mantor Library, Dearborn Gymnasium, Scott Hall North, Stone Hall, Lockwood Hall, Dakin Hall, and Scott Hall South were constructed between 1954 and 1974. Their characteristics are categorized as mid-century expansion in the *Summary of Findings* section that follows.

At the time of the facility assessments, January, 2016, a central heating loop project was underway. The loop provides hot water via a central biomass plant. All buildings on the main campus were in the process of connecting to the loop or had recently been connected. Some newer boilers remained active in their facility to provide additional capacity for the loop system. Other

facilities with older boilers are slated to have the boilers shut down and removed. In the latter case, the loop will provide 100% of the heating and hot water for those buildings. In the former case, the remaining boilers provide supplemental or replacement heating in the event the biomass plant is not operational.

SUMMARY OF FINDINGS

Campus facilities fall within 4 basic categories: legacy structures that include the original campus buildings, mid-century expansion that include buildings built from 1950-1974, recent expansion that include structures built since 1990, and wood framed houses that include Farmington housing stock now owned by the University. Of all four categories, the wood framed houses represent the greatest need for deferred maintenance upgrades, improvements, code upgrades, and other operations and maintenance (O&M) needs. Categorically, the wood framed houses are a facilities liability to the University and many should be considered for sale or removal to reduce the campus overall square footage and make room for any needed new construction which would be better suited for University needs where appropriate.

The legacy buildings include Merrill Hall, Franklin Hall, Ferro Alumni House, Mallett Hall, and Purington Hall. These are iconic structures that define the early years of UMF as an institution. Due to their age, many require interior renovation and/or upgrades however they are very well built structures with a high level of architectural detail. Care should be taken to preserve the detail and character of these historic buildings during future renovations.

Mid-century expansion buildings represent the majority of the campus building square footage. Constructed between 1954 and 1974, these buildings are all designed and built for institutional use. This category of buildings includes: Mantor Library, Dearborn Gymnasium, Ricker Hall, Preble Hall, Scott Hall North, Stone Hall, Lockwood Hall, Dakin Hall, and Scott Hall South. They share similar construction styles, material compositions, and facility conditions. Building exteriors consist of concrete structure, brick exterior and window opening areas with painted wood trim. Although they have structurally held up well over time, most of these buildings require significant interior renovations and upgrades to continue to serve the campus into the future. Their construction is incredibly sturdy yet inflexible making them difficult to retrofit for current program and building system needs. The Olsen Student Center also falls within this category. It requires significant renovation and redesign improvements throughout most of the interior spaces to properly serve its intended use as a support space for student social activity.

Recent expansion includes buildings constructed since 1990. These buildings are all metal framed with a mix of brick veneer and metal cladding or

vinyl siding. These building include: the FRC, Technology Commons, Ricker Addition, Kalikow Education Center, Black Hall, and Emery Community Arts Center. All buildings were designed for institutional use but some, such as the FRC and Emery Community Arts Center, are not holding up likely due to budget material decisions are resulting in significant deferred maintenance needs. These needs include addressing exterior and interior material fatigue and failure, specifically flooring and cladding.

The wood framed houses are located along Main Street and throughout campus and include the Psychology Building, originally built as a church. These residential buildings were not constructed for institutional use and are often not well suited to serve the commercial/institutional function they are currently used for. For example, staircases and stair railings are not compliant and should be limited in their use by the University. Also, rooms intended for residential use such as bedrooms are not holding up well as offices and meeting rooms. Many of these buildings are approaching 100 years of age and have fallen into disrepair despite reasonable maintenance efforts by UMF Facilities. The Psychology Building, in particular, requires significant renovation and restoration to correct the extremely high level of deferred maintenance throughout the building. The building's history as a church and location on Main Street complicate the issue, requiring more substantial exterior facilities improvements than if it were located in a less prominent area. Some of these facilities such as Brinkman House, Honors House, and the Creative Writing House should be considered for removal to make space for improvements of other campus buildings and site elements.

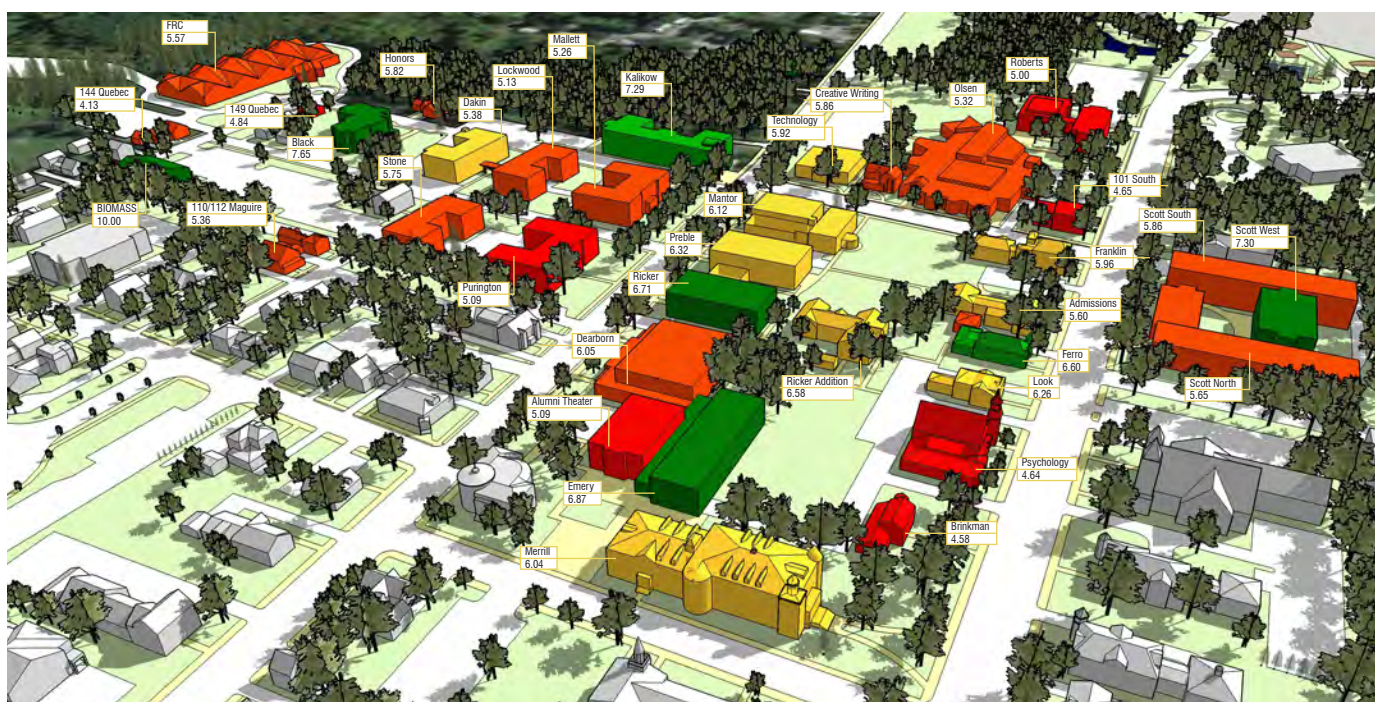


Figure 3.1. Facility Overall Condition Rating

OVERALL CONDITION

Overall condition values are derived from an average of individual qualitative assessments of major building systems including the building exterior envelope, building interior systems, life safety, electrical, lighting, mechanical systems, plumbing, and structure. Values are assigned from a low of 0.0 (obsolete or non-functioning) to 10.0 (like new).

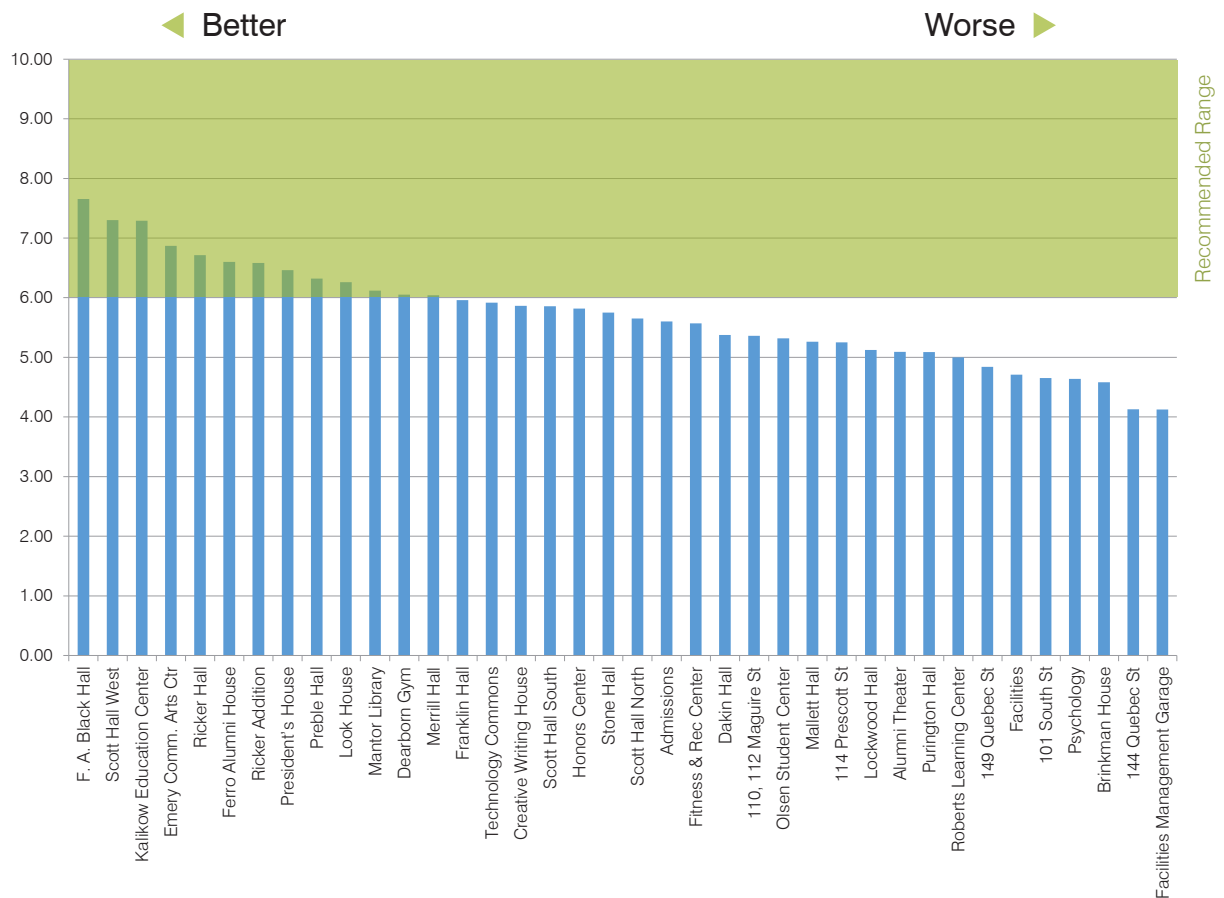


Figure 3.2. Overall Facility Condition Ranking

BUILDING AGE

Building age often closely correlates to facility condition and necessary deferred maintenance requirements. Most building systems have a useful life expectancy of 40 years or less. For this reason, facilities beyond forty years old begin to require greater attention and investment.

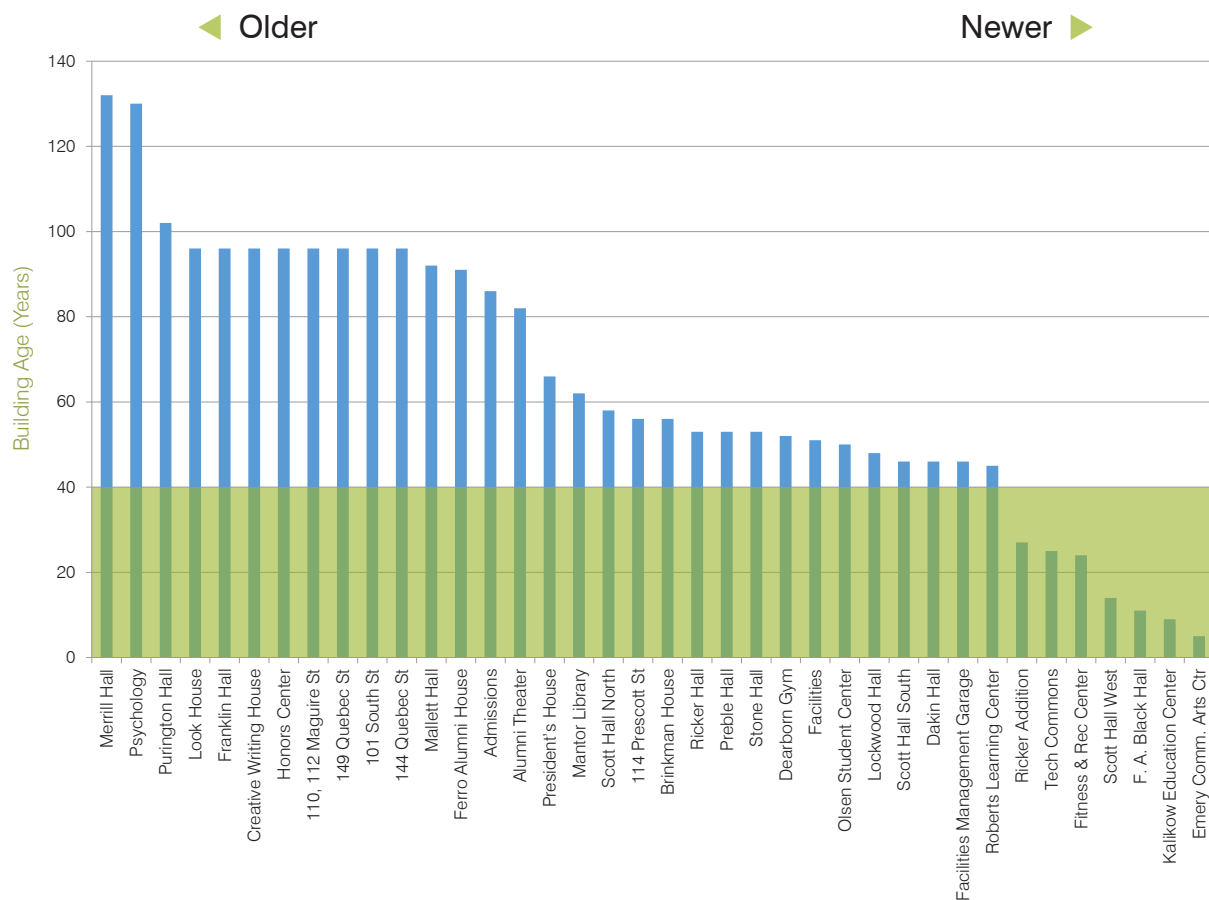


Figure 3.3. Building Age

BUILDING SIZE

Smaller buildings with gross areas less than 10,000 square feet in size are typically less efficient and more costly to maintain and operate than larger facilities. The majority of UMF's smaller structures are the former wood framed residential structures. This category highlights facilities with the greater deferred maintenance needs due to small size.

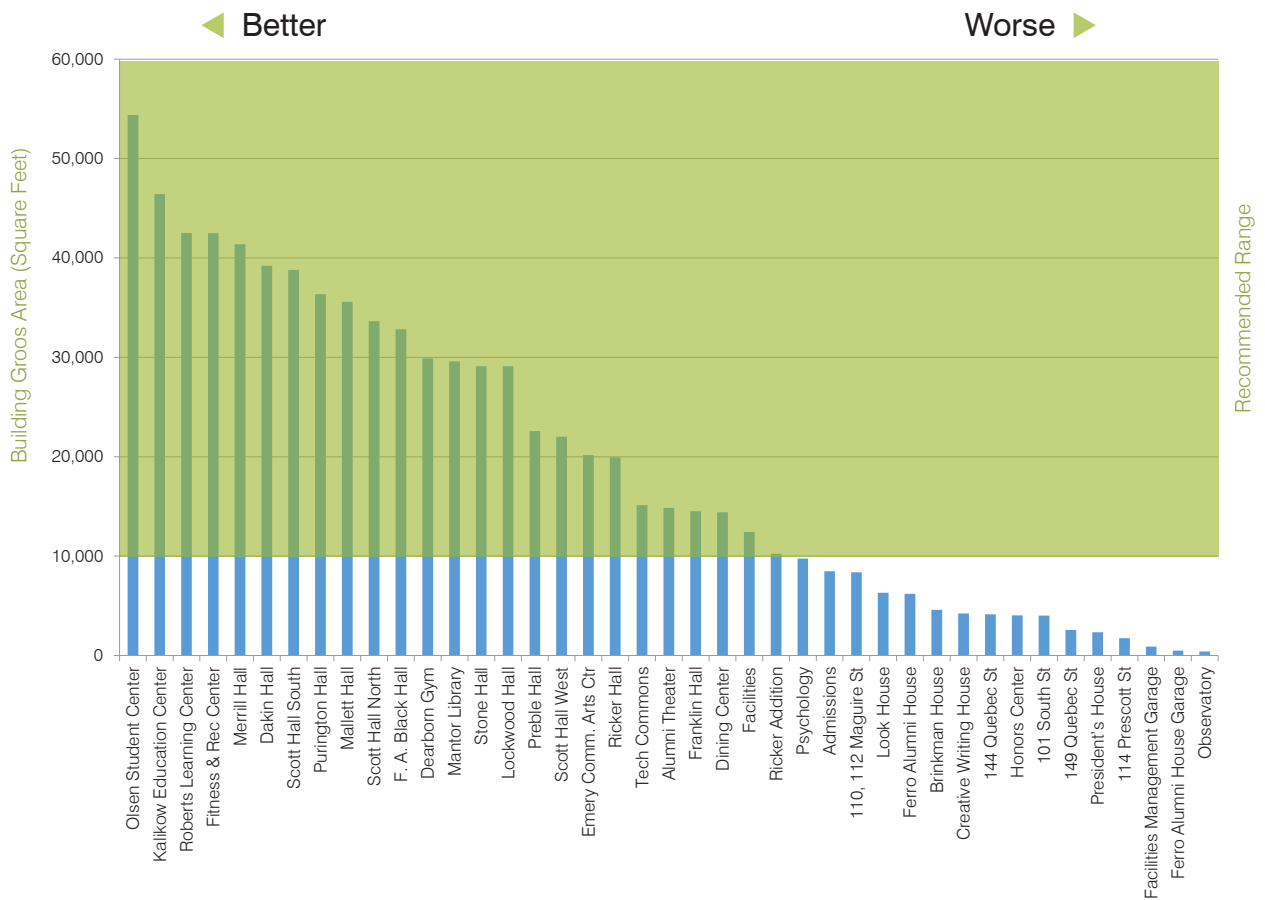


Figure 3.4 Building Size



4

Master Plan Recommendations



Figure 4.1. Campus Overview Looking South From Main Street



Figure 4.2. Campus Overview Looking North From Main Street

ELEMENTS AND INITIATIVES

INTRODUCTION

The University of Maine at Farmington Campus Master Plan is illustrated on pages 14 and 15. The principles embodied by the plan are discussed in the Executive Summary under the *Planning Goals and Drivers* section. As part of the process in developing this plan, several alternatives were explored in response to identified planning goals, drivers and stakeholder input. The merits of each were discussed by the Campus Master Plan Steering Committee and shared with the larger UMF community. The preferred Master Plan resulted from feedback with those surveyed during campus forums and further developed with guidance from the Steering Committee. The final design balances transformative aspirations and strategic improvements to key areas of the campus that are realistically achievable within the financial and operational constraints of a public university.

The plan establishes general concepts of site and facility organization to be undertaken on the campus over time. Each implemented project should include a mechanism to ensure it accomplishes the intended goals of the Master Plan. These goals include material standards, transformation of the campus, and strategic benefit for the University.

SUMMARY

The preferred planning option focuses on the development of outdoor spaces and adding enhancements and clarity to the UMF campus organization and identity. It also focuses on reorganizing campus programs to optimal locations and improving pedestrian flow across campus. Primary drivers, or themes, that arose from the preferred Master Plan option include:

- Improve campus communication by creating visual gateways, gateway signage elements at entry points and utilizing material and design standards to unify UMF campus elements.
- Improve and clarify existing campus open spaces. Add a Residential Village Quadrangle and Arts Quadrangle.
- Modify public streets in strategic locations to improve pedestrian safety and create stronger campus outdoor spaces.

- Strategically renovate certain buildings on campus to improve adjacencies with compatible programs. Modify academic and office spaces to better align with current education needs. Upgrade finishes, furniture, equipment, accessibility, and life safety.
- Remove buildings that are liabilities to UMF in terms of operating cost, space adequacy, or efficiency and replace with new facilities without adding to the overall gross building area.

The physical master plan has eleven principal elements-each operating as an action item for UMF. They are listed as items A-K later in this chapter. Elements range from landscaping material recommendations to building renovations to closure of roads. Some Master Planning elements are independent, meaning that they can be implemented without impacting other programs or facilities on campus. The remaining elements are dependent, in that they are connected to other elements and require a specific sequence of execution to realize.

Each element is identified and explained by 3 categories: *Description*, *Goals*, and *Campus Considerations and Related Elements*. The description states what the element is. The goals describe the strategy to address a particular planning goal or set of goals. Implications clarify if the element is affected by or directly connected to other Master Plan elements or criteria.

This Master Plan is intended to be an actionable solution that can be initiated without procuring additional land or requiring many massive capital projects to create a significant impact. There are 3 significant building projects recommended in the Master Plan. One, the Arts Building, replaces several small inefficient buildings recommended to be removed. The other two are renovations and additions to the Student Center and FRC. These two projects are identified as responding to a significant and critical need for the campus. The estimated timetable for most of the recommendations is within 20 years, or by 2036. Many of the most transformative ideas are relatively small and inexpensive compared to the cost of constructing a new residence hall or recreation facility. Many of the independent projects can be completed over a summer recess, allowing UMF to realize significant results within a fairly short time frame.

EXISTING CAMPUS FRAMEWORK

The UMF campus is characterized by an open landscape with student uses blended among facilities and locations within walkable distances. Mantor Green is the major formalized open space that serves as the campus center and organizes pedestrian circulation to student housing, academic buildings, and student life facilities.

As the campus form develops, new and expanded corridors are anticipated to extending from Mantor Green. Improved or created pedestrian axis, particularly walks running north to the Arts quadrangle and east to the Residential Village Quadrangle, will provide a greater connective framework for new and realigned facilities.



Roberts Quadrangle is a successful existing campus open spaces of smaller scale. South of the student center, it provides an important gathering space for the campus community. A campus the size of UMF would benefit from additional open spaces of similar scale and form.

The open space framework centers also on Mantor Green. Located in the heart of the campus, Mantor Green is crossed with several pedestrian spines that offer connection to the Mantor Library and Olsen Student Center facing the green. These spines could become “green” corridors to better connect student facilities farther east and west and a smaller open space to the north that is removed from Mantor Green by Ricker Addition.

Street-scape along Main Street (Route 4) addresses pedestrian circulation between academic buildings that face Main Street. However, this street-scape can become a greater open space element that improves pedestrian circulation along this edge of campus and improves the image of the campus. Other areas of campus edge are vehicular in character and also offer opportunities to improve pedestrian circulation in green corridors and present a unified image of the campus.

The Farmington campus has large open recreation spaces east of the campus between Front Street and Sandy River. While most of this area is leased land and consists of athletic fields it is a significant natural feature that is encouraged to remain accessible to the University community. Abbott Park adjoins the campus to the south. This park, along with Rollo Pond contained within, is “borrowed” open space that should also remain accessible to the University community. An existing nature walks system within the park connects this open space resource to the campus at a few locations. There is great potential to connect and extend these trails within and beyond the campus.

CAMPUS INTEGRATION

The master plan recommends reinforcing a series of open space oriented corridors to integrate the campus.

One such corridor aligns east-west as a means to expand the campus core to the east. This includes removal of a portion of Perkins Street from High Street to Maguire Street. This will create an opportunity for an open space corridor from Mantor Green that proceeds east aligned between Preble Hall and Mantor Library, then along the former Perkins Street right of way to Maguire Street. Establishing this open space corridor will create a stronger outdoor connection between Mantor Green, as the heart of campus, and the proposed residential quadrangle.

A second east-west corridor is created with reducing the pavement width of South Street. This area would be reclaimed as open space and used to create a visual accent to the campus edge and facilitate a more enjoyable pedestrian connection of the campus core to the student facilities to the east. Reclaiming portions of South Street for open space involves reducing the vehicular traffic to a one-way circulation traffic pattern starting from Main Street and ending at High Street. This newly create landscape will be coordinated with Mantor Green improvements to create a unified campus image to the Farmington Community.

There are two existing pedestrian walkways that connect Mantor Green to the smaller open space outside of Emery Community Arts Center to the north. These two walkways flank the Ricker Addition and facilitate the pedestrian access between open space but do little to visually connect the two areas. Expanding these walkways to be more of an open space contributing element will benefit the effort to connect the smaller open space area at the Emery Community Arts Center to Mantor Green. This is especially important given the effort to create more functional and engaging art-oriented gathering spaces in the green space created by Emery Arts, Merrill Hall, the proposed building where Brinkman House is located, reprogrammed Psychology Building and Ricker Addition.

To enhance the campus' front door image, new combined vehicular and pedestrian gateway landscapes will be created with the South Street roadway change. These gateway landscapes will frame South Street at Main Street, Academy Street at Main Street, and at High Street near South Street. New pedestrian-oriented gateways are considered at the Admissions and Olsen Student Center. These gateways would help people transition from the street-based edges of campus to the pedestrian oriented open spaces of the campus core.

To accomplish successful implementation of these open space and landscape recommendations, a set of organizing elements and palette of materials needs to be established to give UMF a stronger and distinctive campus identity. These elements and materials would create an understanding of the campus in subtle ways and, as a whole, unify the UMF's community's perception of the campus.



Figure 4.3. Proposed Pathway Treatment



Figure 4.4. Entry Gateway

UNIFYING ELEMENTS AND MATERIALS

Part of the master plan's overall vision for the UMF campus is recognition of how the campus needs to be experienced as a coherent, related environment. While there is an importance of designing segments of the campus that will each have distinctive qualities, the campus as a whole needs an organized set of design standards that unifies the campus physically and adds to its' sense of place. The Master Plan also recognized a need for a coherent identity along Main Street that is connected to the town of Farmington. Implementation of the Main Street streetscape needs to be done in collaboration the town.

The organized group of design standards would create a context-sensitive design philosophy that reflects campus character and is sensitive to the surrounding environmental context. These include the use of local and natural materials as well as designing elements to a scale that is appropriate to the existing UMF campus. The design standards include materials that create hierarchy of spaces, connections between destinations and a sense of place with use of distinctive place-making elements within the parameters of being fiscally responsible and durable.

The following elements outline recommended standards for unifying a UMF campus. These elements are intended to create and establish an overall campus standard for universal adoption rather than implemented in a selective, project-by-project manner. These elements consider the campus landscape in terms of *Signage and Wayfinding*, *Plant Material*, *Site Amenities* and *Hardscape Materials*. Included in the discussion of each element is appropriate application and material selection.

Signage and Wayfinding

It is critical for UMF to establish a new comprehensive system of signs and wayfinding that considers both students and campus visitors. There is a campus-wide need to guide and inform about important campus landmarks and destinations such as the student center, dormitories, administrative buildings, and parking locations. Gateway signage will formalize arrival to UMF and represents the most significant signage need.

Signage:

A complete and cohesive signage program will help create a unified image of the UMF campus. Using traditional materials and new methods, signs across the campus will be able to underscore a sense of place. As campus design elements these signs will also create and add to the hierarchy of the places the signs are located.

Signs constructed at primary locations, such as entry to the campus at South Street, visually establish the campus identity to visitors and reinforce that identity to the campus community. Signs constructed of brick and/or granite in such locations would establish the location as one of great importance and create a traditional image for the campus. These locations become gateways that define a transition from the public realm (Main Street or High Street) to the

semi-private campus realm (Mantor Green). Signs in these primary locations would simply inform an arrival to the campus and direct visitors to locations such as admissions.

Secondary locations on campus would include academic and administrative buildings. Signs in these locations should be constructed of durable materials that are cost effective and easily sourced by UMF. These signs should incorporate those design elements, such as typeface, used on signs at primary locations to reinforce the campus identity established by signs at campus gateways.

There is a need for signs in locations where circulation paths intersect. These locations are tertiary in the hierarchy of the signage system. These signs are stand-alone elements constructed of durable materials. These signs would incorporate campus maps and allow for the posting of activities that relate to the lifestyle of the campus. The pathway intersections at Mantor Green, the new Arts Quad, the new Residential Quad, and Roberts Quad are locations where this type of signage is appropriate. (See Keys C, E, F, and G on the campus map in this chapter.)

Wayfinding:

Signage focused on moving persons between destinations is often referred to as wayfinding. Wayfinding, as a unified system of signs, informs, directs and identifies. A wayfinding program on the UMF campus will create and facilitate movement of visitors and students between campus destinations.

This new cohesive system of wayfinding should consider both location and user to provide appropriate information. Wayfinding in secondary locations direct visitors to correct destinations. Wayfinding in tertiary sign locations allow users to be informed until familiar and no longer in need of the information.

Consideration should be made of integrating innovation into the wayfinding programs that use smart phone technology. An example is integrating QR codes that link to interpretive information, such as campus cultural events, that change.

Plant Material

A collegiate campus identity is described in a multitude of ways; the landscape of the campus is one of the most important. The UMF campus landscape is largely comprised of mature trees, sparse plantings at buildings and turf areas. The effect is a landscape environment that is present, but largely haphazard, on the campus. There is opportunity for the landscape to become a greater part of the UMF campus identity.

A carefully planned palette of plant material would create a multi-sensory element in the overall campus landscape. This palette should comprise of native plant species for several reasons. Native plant species will be best suited to the environment of the UMF campus and require lower maintenance than non-native species.

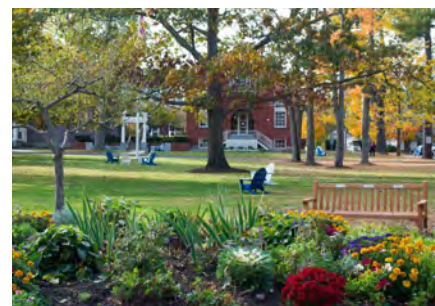


Figure 4.5. Campus Plantings

Just as important is use of native plant material will add a nuance to the UMF campus's sense of place in Farmington and the region. Seasonal interest presented by the plant palette will reinforce the campus's location in the larger context of Maine and Northern New England.

A plant palette of native species will create a sense of cohesiveness for the campus as a whole. This is accomplished through consistent location of appropriate common species across the campus. Trees with similar growth habits could line the length of pedestrian spines such as the Residential Quad. Specimen varieties of shrubs and ground covers should be planted at path intersections and building entries. This design intent would also work with the signage and site amenities to create hierarchies of spaces.

A thoughtful landscape design should be implemented over a longer period of time. This allows campus landscape to become more generational and allow installation to occur in proper sequence with other campus initiatives. This also creates a framework of campus vitality where the process of natural growth by the plant material allows the community to witness an evolution and change of the campus every year.

Consistent in the plant palette and landscape implementation efforts are goals to increase public enjoyment of the campus, add to existing open space, create additional open space areas, and orchestrate a variety of gatherings in multi-use spaces.



Figure 4.6. Hardscape Elements

Site Amenities

Site amenities consider campus elements such as site furniture, exterior light fixtures and hardscape materials. These design elements work with signage and landscape efforts to establish and strengthen a cohesive sense of place for the UMF campus.

Site Furniture

The UMF campus is without a comprehensive site furniture program. Currently there is a mix of benches, trash receptacles and bicycle rack types with some appropriately located at building entries. Overall, existing site furniture is inconsistently located across the campus. A uniform program would greatly add to the effort for a cohesive campus identity and greatly improve the lifestyle of the campus community.

Appropriately designed and located benches would address a campus need for more gathering opportunities of individuals and groups of various sizes. Individual seating elements should be located along the pedestrian spines to accommodate single or paired pedestrians wishing to site. Larger groupings of benches or seating walls should be located at pedestrian spine intersections or building entries such as in front of the Mantor Library or in the Roberts Quad.

These benches could be of various design styles, but of similar materials, that relate to the signage program and the campus context of Maine. Granite slabs could be located along the pedestrian spines to create a casual identity of the open space corridors. More traditional park style benches used at entries to academic buildings would add a collegiate feel to those locations.



Figure 4.7. Campus Site Amenities



There is a campus-wide need for dedicated areas set aside for bicycle parking. This need will increase as the master plan is implemented and parking facilities moved from the campus core. Bicycle racks built on concrete pads with adequate area for maneuverability should be located close to entry locations of the student center and library. Bicycle racks could be shared between academic buildings as long as the location is 100' or less from building entries. Dormitories should have ample capacity to place bicycles under cover from weather when feasible. A central bicycle storage location may be a desired component of the Residential Quad development.

Exterior Light Fixtures

Light fixtures are a highly visual element of the campus environment. As such, a thoughtful standards program for light fixtures will have immediate and long-lasting impacts. As with all unifying elements and materials, design styles of light fixtures should be established before components of the master plan are implemented. The campus edge along Main Street has established a light fixture style that may be appropriate for the rest of the campus. To provide a contrast between the Main Street aesthetic and core campus aesthetic, the use of similar light fixtures of different scales may be used. Other ways to provide contrast include using different accessories such as banner outriggers to distinguish one area from another.

Scale and intensity of illumination creates hierarchy of place. Light fixtures along pedestrian circulation routes should have a luminary of appropriate height to provide adequate lighting and limit shading impacts from tree canopies. Similar fixtures could be used at building entries with two luminary fixtures to increase illumination and importance of the location as a destination. While the light standards along Main Street have acorn styled

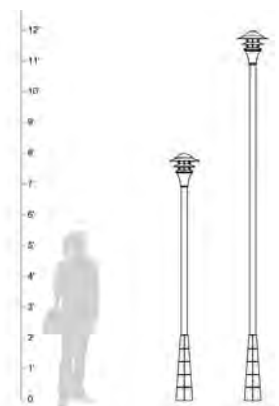


Figure 4.8. Lighting Fixture Scale

fixtures without light cutoffs, light fixtures across campus should have covers to prevent illumination of upper floors. Bollards are smaller light fixtures that produce a limited amount of light directed at pathways. They represent the lower end of the hierarchy and can be used along pathways as supplemental lighting or to accent vegetation or stone slab seating.



Figure 4.9. Integrated Hardscape

Hardscape Materials

Campus hardscape refers to the non-living or human-made materials and elements in an outdoor landscaped environment. Most of the campus hardscape consists of asphalt and concrete. These materials are cost-effective for installation but bring a utilitarian image to the campus landscape. They also create a campus conformity without any expression of hierarchy. A parking space is represented with as much importance as a gathering space for students.

Pavement material selection easily creates a sense of place and importance. Consideration of materials should include life-cycle costs, quality and application. Concrete should be used for pavement applications such as sidewalks, at bicycle parking facilities and service areas at buildings. There are several way to finish concrete pathways to create a variety of aesthetic outcomes. These include: broom, salt, exposed aggregate and pattern stamped finishes. Major pathways on campus should be constructed wide enough for small plow trucks or commercial grade snow blowers to operate and efficiently remove snow.

Higher cost materials such as stone and brick should be used at building entry locations and student gathering areas. These areas represent the top of the pavement hierarchy and are typically used less frequently than concrete pavement types.

Asphalt paving is appropriate for vehicular traffic areas but should not be used in pedestrian pavement applications to prevent continuation of the existing utilitarian image. In addition, asphalt pavement used for non-vehicular areas tends to break down and degrade more quickly than materials like concrete and stone. It represents a lower first cost, but typically results in a higher life cycle cost over time.

To provide material continuity throughout campus it is recommended to use similar materials for various hardscape elements such as: gateway signage locations, seat walls, and outdoor gathering spaces. The use of local materials like granite, slate, and brick connects both the UMF campus and connects UMF to the surrounding region.

CAMPUS ACCESSIBILITY

The UMF community has been raising awareness about accessibility issues on campus for the last several years through student research and advocacy. Although no formal report has been made, the years of observations by students have produced several themes that range from campus scale to a single room. Most observations have been recorded via experiential learning units taught by the Special Education and Rehabilitation Services Department.

The Americans with Disabilities Act of 1990 (ADA) is intended to provide universal access to facilities, removing barriers for anyone traveling to and through a building or space. Universal access is not limited to serve those using wheelchairs but is meant to remove barriers for those with mobility, strength, sight, and hearing limitations. In addition to meeting current codes and regulation regarding accessibility, it is recommended that future projects take advantage of all opportunities to improve universal access given the strong level of awareness and advocacy on campus.

Since most of the UMF campus was constructed prior to the ADA, many of the buildings have undergone renovations or additions to meet accessibility requirements. The retrofits to older buildings do not always create ideal situations regarding access and elevators, lifts, and ramps in older facilities are often not well suited for today's needs. The following is a list of areas that have been identified by the UMF community as needing accessibility improvements.

- Sidewalks and pathways are not always wide enough for individuals using wheelchairs and pedestrians at the same time. Some sidewalks do not have ADA compliant transitions to street level. The intersection of South and High Streets illustrate this issue. Other locations include areas along Main Street and Lincoln Street.
- Winter maintenance, common to all campuses in northern climates, has a negative impact on access.
- Accessible parking and accessible entrances do not always align. A better attempt should be made to provide parking and entrance locations convenient to one another.
- Some buildings have chair lifts that do not work, are scary to use, or lead to other barriers. Many of the smaller white houses are not handicap accessible.
- Signage should continue to be changed from the word handicapped to the word accessible.
- The student center elevator is very small, especially given the high volume of traffic moving through the multi-level facility. Most students who use wheelchairs enter from the outside through the back to the snack bar or old library rather than using the elevator. The small intermediate level is not accessible due to steps and side door step. Accessible routes often require much longer travel distances than other routes in the building.



Figure 4.10. Inaccessible Sidewalk

- Merrill Hall is hard to navigate aside from the first floor. Classrooms, Nordica Auditorium, Nordica stage, and basement bathrooms are all difficult to reach and access. The accessible entry is difficult to get to in the winter.
- Some of the older residence halls are not accessible at all. Future renovations should include ramps, elevators, and other accessible upgrades.
- The cafeteria is difficult to navigate in a wheelchair. Patrons traveling in a wheelchair cannot see the food options.
- The Fitness Center is extremely overcrowded making it difficult to navigate. There are not many accessible fitness options. The pool has a lift and ramp, but it is not always operational. The locker rooms are not easy to navigate to enter the pool.
- Seating options are limited across campus, especially in assembly spaces. Accessible seating locations often do not have favorable sight lines and are difficult or cumbersome to access.
- The bookstore is overcrowded and hard to navigate in a wheelchair.
- The playing fields at Prescott are hard to access for viewing athletic events.
- Some buildings are difficult to navigate due to clutter, high thresholds, and lack of ADA compliant clearances.
- Some classrooms are overcrowded with desks and chairs and do not allow accessible seating options.
- Mantor Library is hard to navigate beyond the first floor. The aisles are tight.
- Signage throughout campus is not ADA compliant.









Figure 4.11. Student Center Looking South



Figure 4.12. Student Center Looking North

A. OLSEN STUDENT CENTER RENOVATION

DESCRIPTION

Extensive renovation of and minor addition to the student center.

GOALS AND OBJECTIVES

This element adheres to Strategic Plan Drivers 4 and 7 and to the Master Plan Driver of enhancing Mantor Green as the heart of activity and community on Campus via the following conditions. Consolidate student service functions within the student center. Reorganize the facility to better accommodate the student programs and create spaces within the building for gathering and socializing. Create a new entry to provide a more identifiable front door and gathering space to serve the North and South dining halls as well as the building in general. Expand dining to an outdoor café space off the lower level café. Provide appropriate spaces and opportunities to enrich student life. Improve visibility of student life activities and programs both from within the building and from the outside.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Extensive interior renovations are required to transform the existing interior into functional and accessible program spaces. The new entry element will have a direct synergy with the renovation of both South Street (Element D) and the Mantor Green (Element C). These projects should be identified as connected as plans are made to execute the Master Plan. Removal or relocation of the Creative Writing House to provide space for new entry and necessary program expansion of the Student Center. Adjacency to Roberts Quadrangle (Element G) has a direct impact on the lower level of the Student Center and specifically to the proposed outdoor café space.

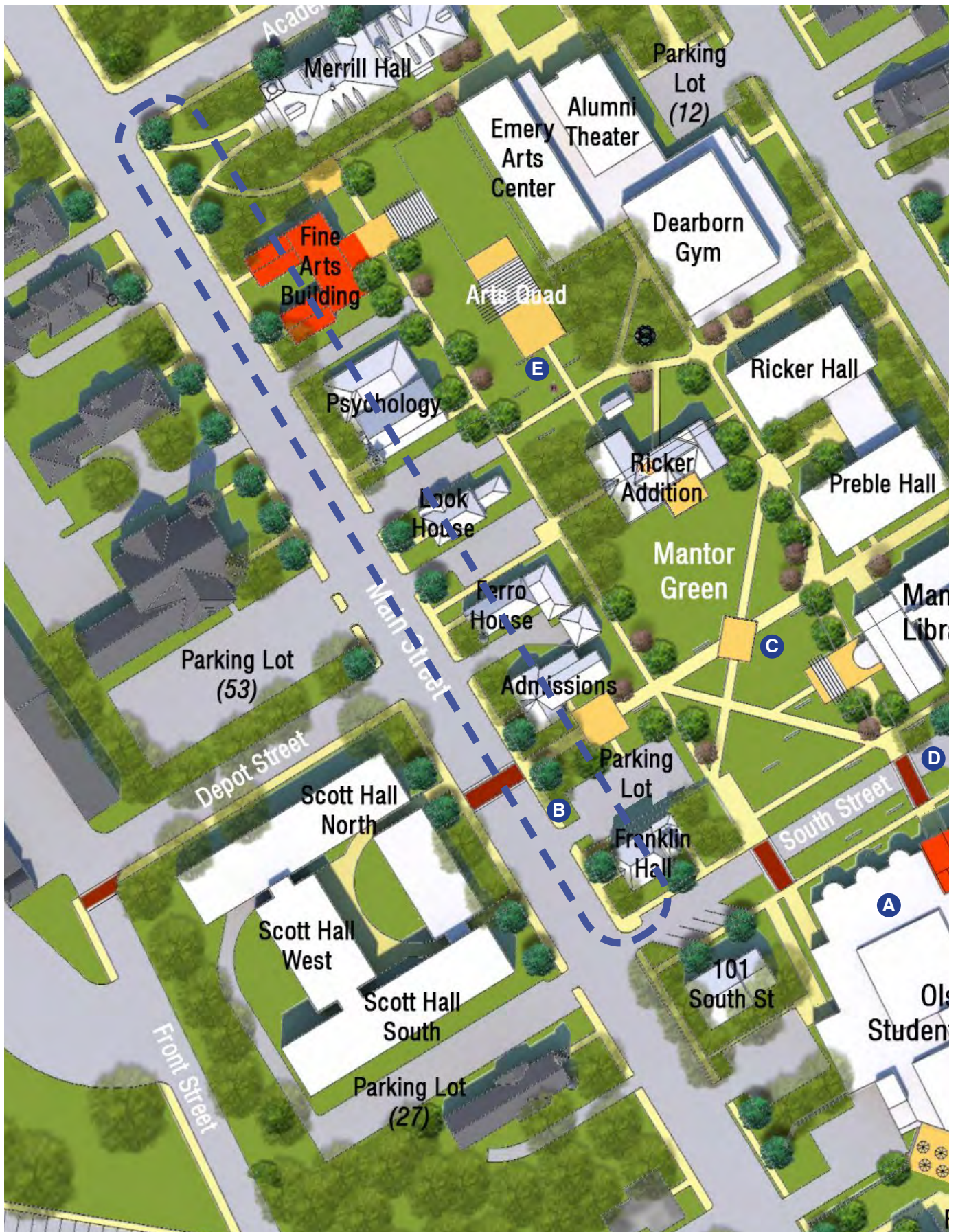




Figure 4.13. Main Street Looking South



Figure 4.14. Main Street Looking North

B. MAIN STREET STREETScape

DESCRIPTION

A palette and performance specification for sidewalks, exterior lighting, signage, and other elements such as fencing for the portion of campus along Main Street for both UMF and the Town.

GOALS AND OBJECTIVES

This element adheres to the Master Plan Driver of establishing Main Street as an extension of campus and vice versa. Standardization creates a unified aesthetic for Farmington along the Main Street corridor which is distinct from other campus areas. The standards produce a singular branded aesthetic as a gateway to Downtown Farmington that is quintessentially New England and connects the UMF white houses to Farmington Main Street.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Related items include the development of unified materials and elements throughout the UMF campus. These items include: sidewalks, lighting, and signage.

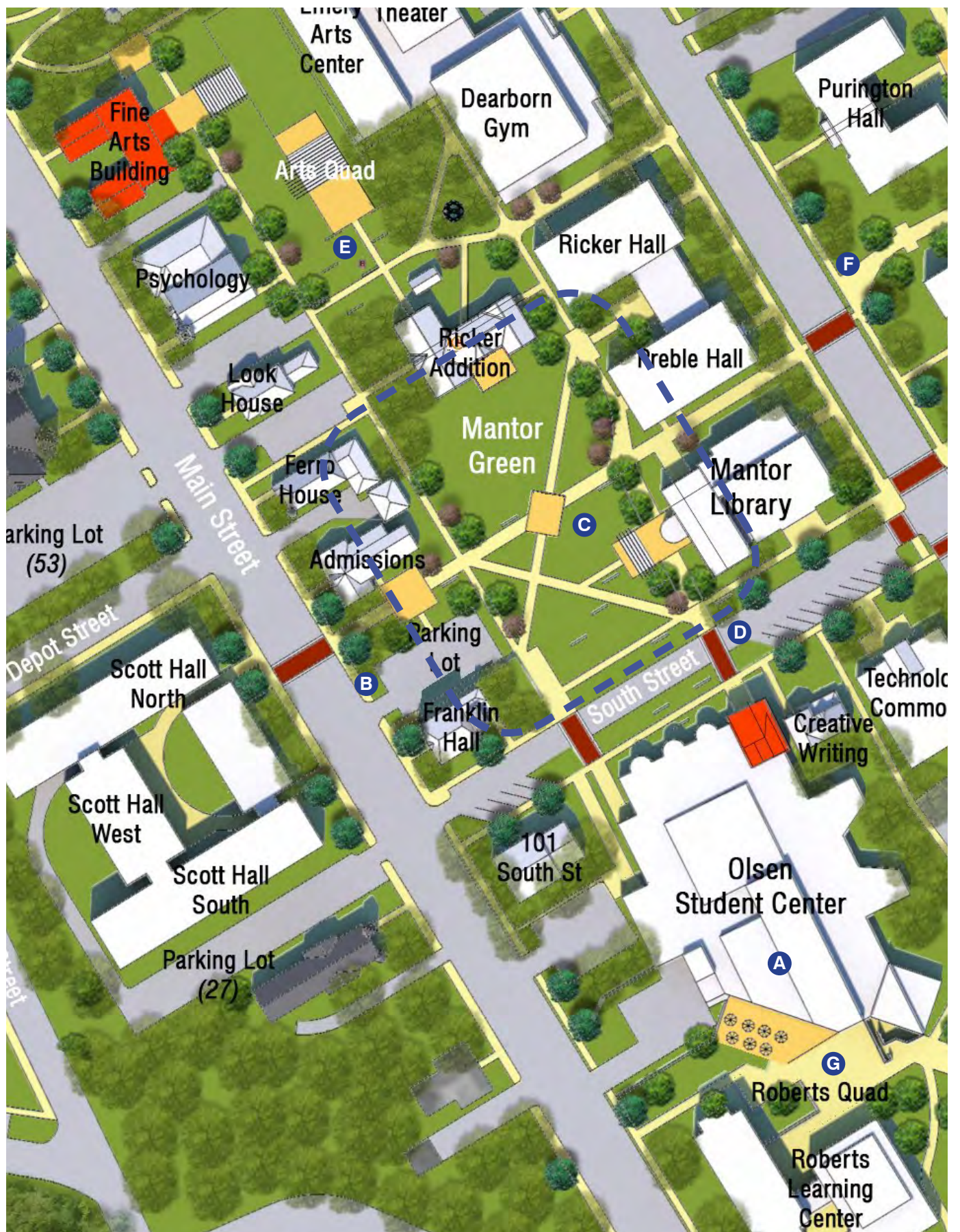




Figure 4.15. View of Mantor Green Looking North

C. IMPROVEMENTS TO MANTOR GREEN

DESCRIPTION

Hardscape and landscape improvements to Mantor Green and minor renovation work to the exterior of adjacent buildings as required. Possible relocation of the existing Art Gallery and rear of Franklin Hall.

GOALS AND OBJECTIVES

Transform Mantor Green into a mature and formalized campus quadrangle by adding connecting pathways, trees, and other site elements. Strengthen the connections to Mantor Library, Student Center, Scott Hall and the residence halls across High Street. Improve scale of quadrangle by removing Art Gallery attached to the Admissions building. Improve the South facade of Ricker Addition to create a more collegiate edge at the North end of the quadrangle.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Moving Early Childhood program off campus is required to allow removal of existing playground from the center of the campus. Improvements should be made to the South facade of Ricker. The existing Art Gallery should be removed to open the northwestern corner of Mantor Green. Art Gallery program would be moved into the new Arts Building which is better aligned with the other arts program spaces and the new Arts Quad.



Figure 4.16. View of Mantor Green Toward Mantor Library

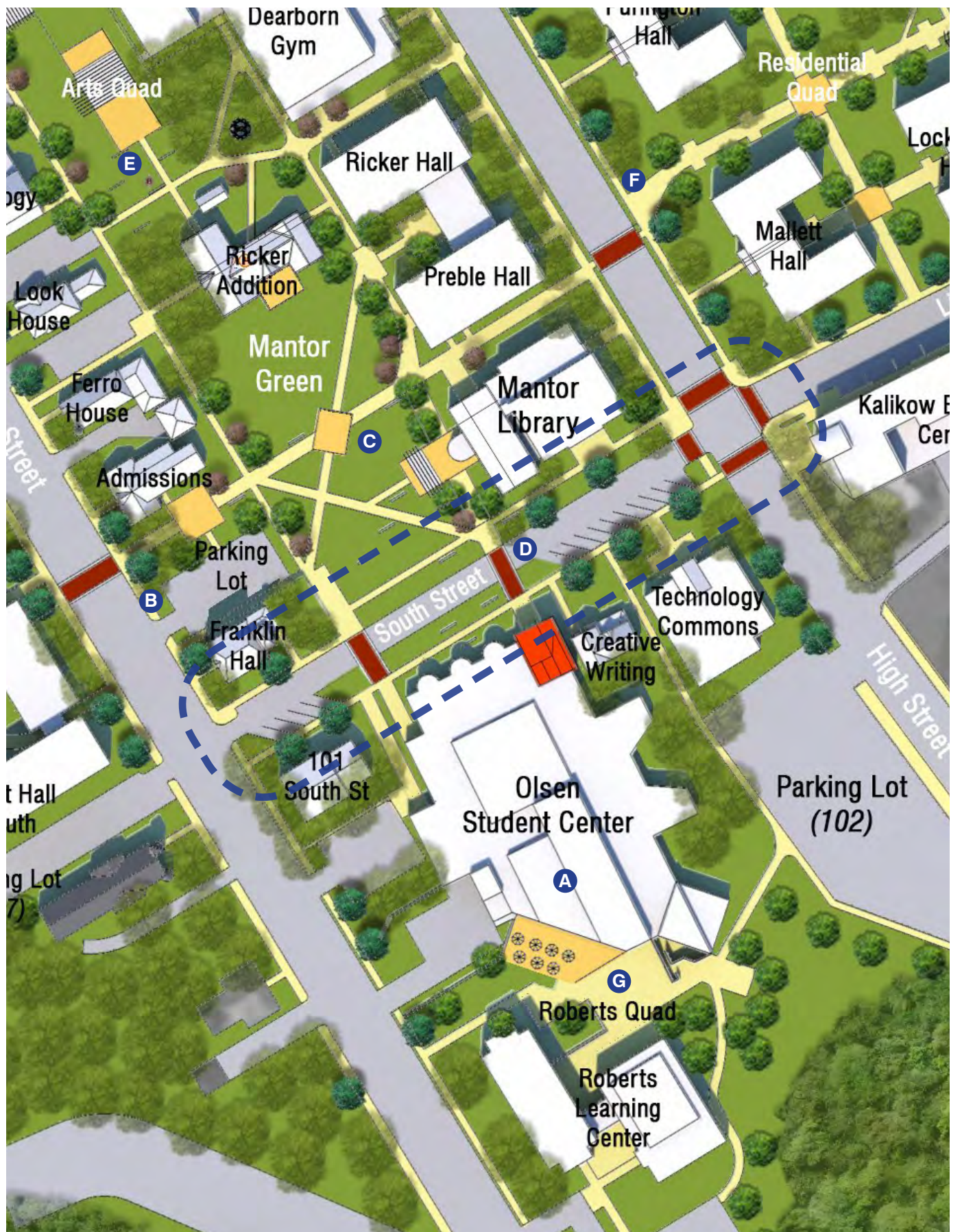




Figure 4.17. South Street Looking South



Figure 4.18. South Street Looking North

D. SOUTH STREET REDEVELOPMENT

DESCRIPTION

Redevelopment of South Street to include one-way eastbound traffic, narrower street, and angled parking on the south side of the street. Increase green space on both sides. Redo signage in conjunction with campus wide signage standards.

GOALS AND OBJECTIVES

Create a safer and stronger connection between Mantor Green and the Student Center. Lessen the intrusion of vehicular circulation from the center of campus.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

South Street bisects the area directly in front of the Student Center (Element A) and the Mantor Green (Element C). It also connects Main Street (Element B) to High Street adjacent to Mallett Hall (Element F). While this could be undertaken as an independent project, its relationship to Elements A and C should be considered to provide a comprehensive design and avoid duplicative efforts. The modification of South Street would create a net loss of parking on the Street which is to be recaptured in an optimized layout of the High Street lot. Given its proximity to the Student Center, Library, and Mantor Green, much of the remaining parking on South Street is dedicated to handicap spaces.





Figure 4.19. Arts Quad Looking South

E. ARTS QUADRANGLE

DESCRIPTION

Formalize the open space between Merrill Hall and Ricker Addition as an arts themed quad. Install large scale sculpture garden. Remove drives and parking behind Main Street facilities. Relocate functions from Brinkman House to the lower level of Ricker Addition and construct a new fine arts building to house studio arts and the Art Gallery.

GOALS AND OBJECTIVES

Co-locate and integrate arts programming on campus to celebrate an important aspect of UMF as a top tier liberal arts school. Enhance an area of campus that feels dislocated and indistinct.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Brinkman House is the home of the Math and Computer Sciences Division. It is incongruous with its Main Street context and is inefficient in terms of layout and long term maintenance. Relocating early childhood programs (Element K) is required to renovate the lower level of Ricker Addition to accommodate Math and Computer Sciences Division. Construction of a new Fine Arts building is envisioned along Main Street to provide appropriate studio, gallery and office space.

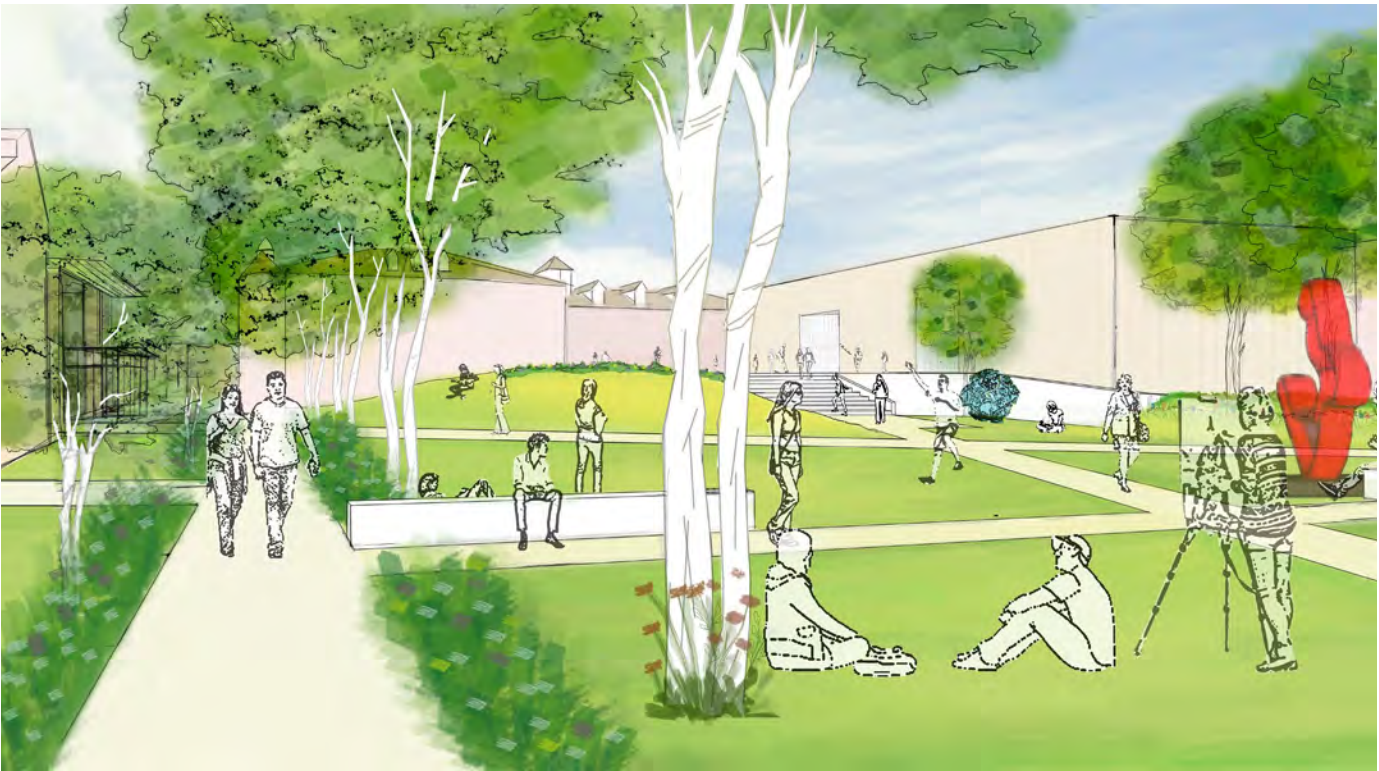


Figure 4.20. View of Arts Quad Toward Merrill Hall





Figure 4.21. Mantor Green Looking North

F. RESIDENTIAL VILLAGE QUADRANGLE

DESCRIPTION

Create a residential quadrangle by closing a portion of Perkins Street between High and Maguire to vehicular traffic. Create a stronger pedestrian path to the FRC from the academic campus.

GOALS AND OBJECTIVES

Enhance the attractiveness of on-campus housing by creating open green space for circulation and recreation in the areas of the Residence Halls. Remove pavement from campus and replace with landscaped quad.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Residential quad development requires increased parking on Lincoln Street (Element H) to offset losses of parking spaces. Relocation of Honors House program required prior to new Lincoln Street parking lot. Possibly relocate Honors House to Look House after bookstore is moved (Element A). A portion of the sidewalk part of Lincoln Street Improvements (Element H) could be included in this work.



Figure 4.22. View of Residential Village Quad Looking West Between Dakin and Stone





Figure 4.23. Roberts Quad Looking North

G. ROBERTS QUAD ENHANCEMENTS

DESCRIPTION

Roberts Quad improvements which include screening social spaces from service spaces, breaking up the large planter to allow for better circulation and social interaction, and introducing an outdoor café space off the Olsen Student Center.

GOALS AND OBJECTIVES

The outdoor room formed by the exterior walls of the Student Center and Roberts Learning Center is an important campus gathering area and transitional open space. Enhancements provide more gathering and social interaction spots, improve pedestrian circulation, engage the lower level of the Student Center and screen service areas.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Planning for the Roberts Quadrangle Enhancements should be coordinated with the Olsen Student Center Renovations (Element A).



Figure 4.24. View of Roberts Quad Looking South





Figure 4.25. Lincoln Street Looking South



Figure 4.26. Lincoln Street Looking North

H. LINCOLN STREET IMPROVEMENTS

DESCRIPTION

Removal of the Honors House after relocation of its program to Look House. Restructure Parking Lot 23. Development of new parking lot at site of Honors House. Provide continuous sidewalk from High Street to Quebec Street.

GOALS AND OBJECTIVES

Sidewalk improvements along Lincoln will strengthen connections to the FRC and improve safety when Lincoln Street's parking density increases after developing the Residential Quad. Remove inefficient wood framed structure.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Install sidewalk to provide a clear and safe route while further developments are made on Lincoln Street and in the area of the Residential Village Quadrangle (Element F).

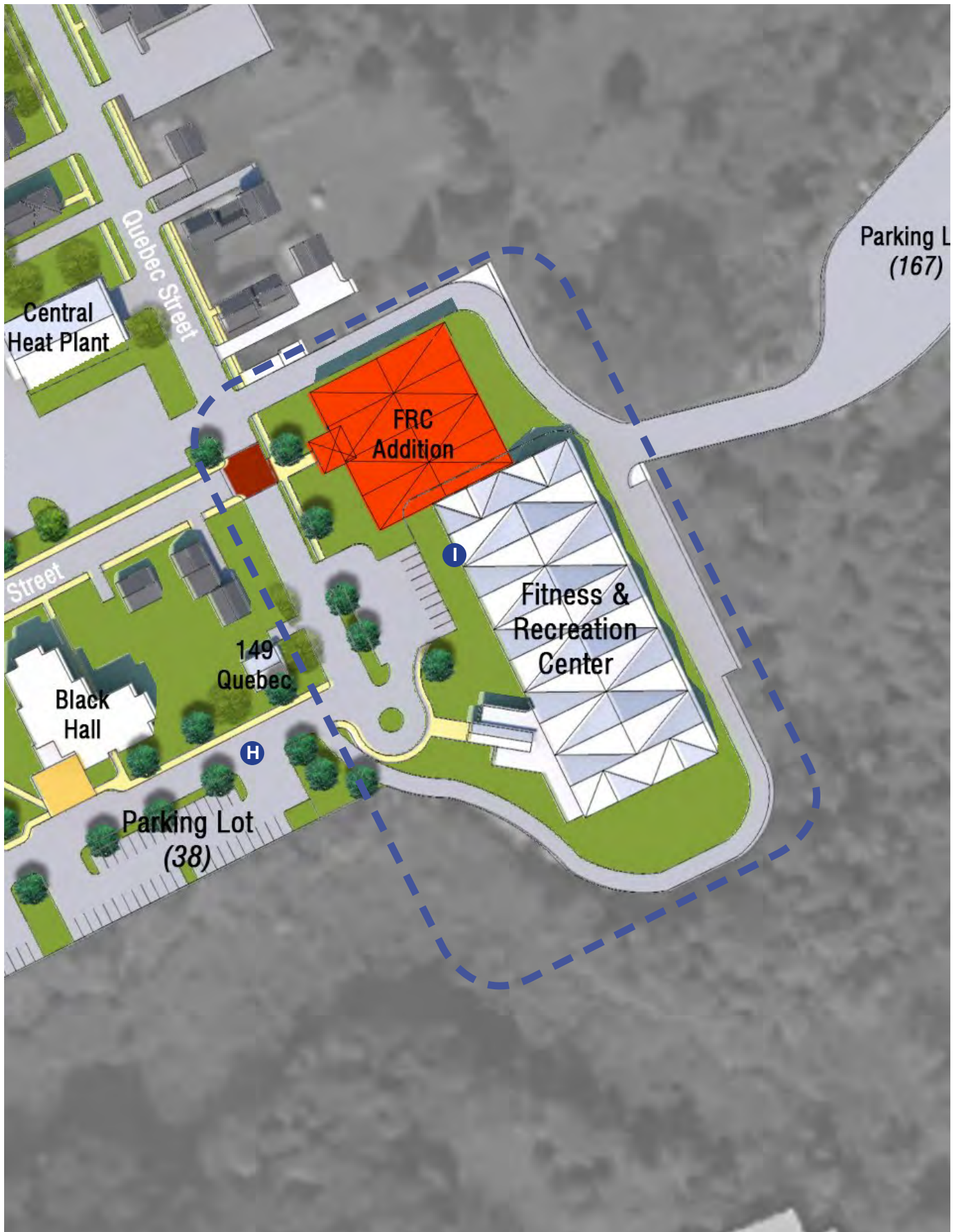




Figure 4.27. FRC Looking South



Figure 4.28. FRC Looking North

I. FRC RENOVATION AND ADDITION

DESCRIPTION

Expand and renovate the Fitness and Recreation Center to meet the demand of athletics and recreation use needs.

GOALS AND OBJECTIVES

This element addresses the Strategic Plan Driver to improve athletic facilities on campus. The FRC is an important UMF and community asset. It is in need of significant upgrades to address deferred maintenance issues. The FRC is also identified in the Space Needs as requiring significant expansion to meet the core athletic program and recreation needs of UMF and the Farmington community. Expansion of the facility should be considered as a long range plan.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

This option has a high demonstrated need for implementation based on program requirements and extensive deferred maintenance needs. It is an independent element relative to other noted campus developments. There is a dependency between the FRC and 149 Quebec Street that houses the Mainely Outdoors program. The FRC renovation and addition represents one of the most expensive components of the Master Plan and may be difficult to execute for that reason. Given the complexity and expense of this element, related element J (Athletic Fields Improvements) should be given a high priority for considering project sequencing. This will ensure a balanced focus on campus development, arts, athletics, and student life.



J. ATHLETIC FIELDS IMPROVEMENTS

DESCRIPTION

Improvement to the base, drainage and playing surface of the Prescott and Leib Fields. Install supporting facilities including storage, field lighting, dugouts, spectator seating, fencing, toilets, team rooms, changing rooms, and on-site training and first-aid facilities. Earthwork and construction related to the installation of a multi-use artificial turf field.

GOALS AND OBJECTIVES

This element addresses the Strategic Plan Driver to improve athletic facilities on campus. A 2008 athletic needs assessment report indicated issues with facilities are impacting ability to recruit students to UMF varsity teams. Development of a turf field provides a highly usable playing surface that is more resilient against flooding and other hazards associated with this parcel of land. It extends the playing seasons and would be a substantive factor in addressing the concerns of the 2008 report.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

This parcel of land was identified as the only plausible location for UMF's athletics fields. It is in a flood plain and on leased land. Given the importance of this element it is highly recommended that UMF purchase the field, if possible, and initiate site improvements in the near future. There are no dependent projects requiring coordination or sequencing.



K. SWEATT-WINTER DAY CARE CENTER

DESCRIPTION

Move the Sweatt-Winter Day Care Center from the basement of Ricker Addition and the associated play area from the Mantor Green. Construct new facility and natural play space on Prescott Street adjacent to Abbott Park.

GOALS AND OBJECTIVES

The presence of a childcare facility on the main campus quad is at times incompatible with other uses of the Mantor Green. Vehicular access is an expressed issue with pick-up and drop-off from Main Street. Location of the daycare with its focus on nature-based play can be enhanced by locating in a more natural and secure setting.

CAMPUS CONSIDERATIONS AND RELATED ELEMENTS

Relocating the program is a necessary predecessor to enhancing Mantor Green (Element C) and developing of the Arts Quadrangle (Element E). The Alice James Books poetry press currently occupies the house at 114 Prescott Street and needs to be considered when developing this element. Moving the daycare program from Ricker Addition creates a transformative impact on Mantor Green, and the campus as a whole. It is recommended that this project be implemented first to allow other major campus initiatives to occur.

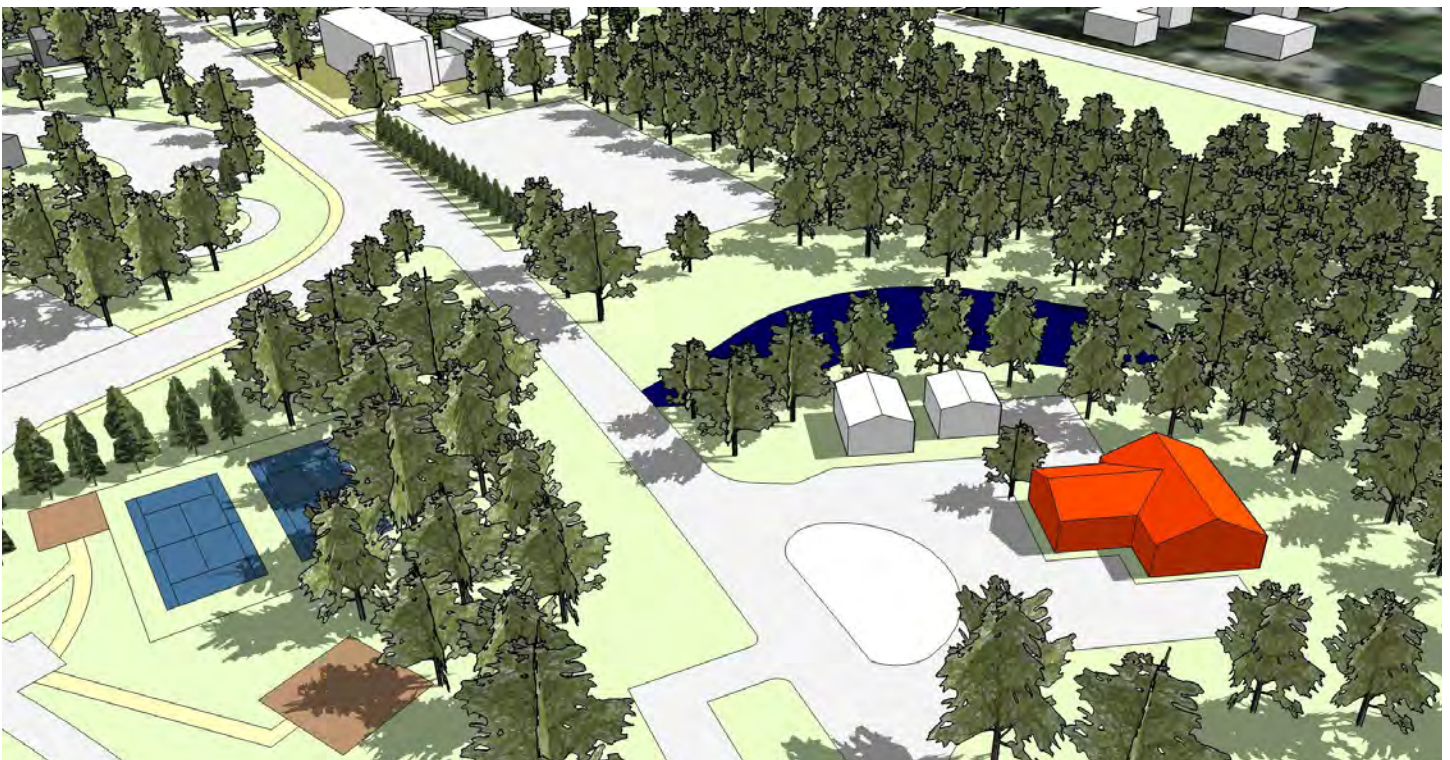


Figure 4.29. View of Proposed Day Care location on Prescott Street

Project	Estimated Costs/ Construction Duration	Constituent Projects	Dependency Considerations
A. Olsen Student Center Renovations	\$10,000,000 - \$14,000,000 / 18 Months	Student Center	Look House (bookstore) Creative Writing Center South Street (D) Roberts Quad (G)
B. Main Street Streetscape	\$400,000 - \$750,000 / 4 Months	Main Street	South Street (D) Arts Quad (E) Early Childhood (K)
C. Mantor Green Enhancements	\$1,800,000 - \$2,500,000 / 9 Months	Mantor Green Ricker Addition Facade	South Street (D) Early Childhood (K)
D. South Street Redevelopment	\$750,000 - \$1,250,000 / 9 Months	South Street	Student Center (A) Mantor Green (C)
E. Arts Quadrangle Development	\$5,000,000 - \$7,000,000 / 12 Months	Arts Quad Fine Arts Building	Brinkman House Demo Mantor Green (C) Early Childhood (K)
F. Residential Village Quadrangle	\$1,200,000 - \$1,800,000 / 9 Months	Residential Quad	Lincoln Street (H)
G. Roberts Quadrangle Enhancements	\$400,000 - \$600,000 / 4 Months	Roberts Quad	Student Center (A)
H. Lincoln Street Improvements	\$1,500,000 - \$2,500,000 / 9 Months	Lincoln Street Parking Lots	Student Center (A) Honors House Demo Residential Quad (F)
I. FRC Renovations and Addition	\$20,000,000 - \$28,000,000 / 24 Months	Renovation Addition	Lincoln Street (H)
J. Athletic Fields Improvements	\$2,500,000 - \$6,000,000 / 12 Months	Leib Field Prescott Field Artificial Turf Multi-use Support Facilities	-
K. Sweatt-Winter Daycare Center	\$3,000,000 - \$5,000,000	SW Center Natural Play Area	-

Implementation strategies should focus on the opportunity to leverage future growth from each stage of development. This entrepreneurial phasing approach is built on incrementally supporting key elements of the university's strategic goals, recruitment and retention efforts, and increased revenue generation.

PHASING

The master plan serves as a flexible framework allowing UMF to organize and implement elements and initiatives according to institutional priorities and funding feasibility. Because so many aspects of the compact Farmington campus and its programs are interconnected, embarking on one or more of the projects will have facilities and scheduling implications on other active areas of the University's operations. The preferred master plan concept includes a limited number of dependencies to allow a level of flexibility in facility phasing. Part or parts can be expedited if a functional need for one element becomes evident sooner in the evolution of the campus or if a funding resource or donor opportunity becomes available according to a different time-line. Additional flexibility may be gained by temporary accommodations such as reducing parking or relocating programs.

Implementation strategies should focus on the opportunity to leverage future growth from each stage of development. This entrepreneurial phasing approach is built on incrementally supporting key elements of the university's strategic goals, recruitment and retention efforts, and increased revenue generation.

Sequencing recommendations begin with the most transformative projects with the intention that they will become catalysts for future opportunities. Sequencing also takes into account projects, or elements, that can or should be clustered for maximum efficiency and effect. Finally, the sequencing attempts to balance work across various uses on campus so that development does not become too focused in one area. For example, building renovations are included following quadrangle and street projects to ensure students, faculty, and staff realize improvements to the spaces they inhabit as well as to the larger campus context.

Opinions of probable cost are included to give a conceptual idea of cost implications for each element. Costs are based on 2016 construction cost for institutional grade work. Inflation factors must be applied to projects executed in the future. As projects are approved in the budgeting process and designs are developed, more refined cost estimates can be created. The cost considerations in the Master Plan are based on orders of magnitude rather than unit cost and are general in nature.

Central Campus

Transformation of Mantor Quad, South Street, Gateway Signage, and Student Center is a connected group of projects that would have an immediate transformative impact on campus. The group of projects addresses campus identity and gives UMF a clear front door from Main Street. It addresses the issues of crossing South Street and connects Mantor Green with the Student Center. The Olsen Student Center renovation provides a substantive facility improvement as part of the Master Plan's first step and creates vacancy at Look House to accommodate future projects. This grouping can be completed independently or bundled as a larger capital improvement project.

1. Relocating the Early Childhood programs (Element K) from Ricker Addition to a location away from central campus is the first requirement to allow Mantor Green to be developed and provide swing space for displaced programs as future capital projects progress. Minor facade renovations are recommended for the South side of Ricker Addition.
2. Mantor Green (Element C) represents one of the highest impact projects in the master plan. It is also one most easily executed elements as it is relatively independent in nature. Completion of the Mantor Green will have a stunning transformative impact on the UMF campus.
3. Directly tied to Mantor Green, although independent, is the improvement to South Street (Element D). This project could be completed in conjunction to the Mantor Green project.
4. The creation of clear visual gateways at the corners of campus, gateway signage, is dependent on the completion of the South Street project. This project should be completed as early as possible following the completion of the South Street improvement.
5. Renovate the Olsen Student Center (Element A) and add a new main entry. To properly activate the Mantor Quadrangle, significant work must be done to the existing student center. The new entry will create a terminus to pathways along Mantor Quad. Removal of the Creative Writing House may be included in this project to create additional space however the Look House would not be available for use until the bookstore relocates to the student center and the Look House is renovated.

Residential Village

Creation of a residential quadrangle is the next transformative effort in which the residence halls, which are largely surrounded by pavement, will be connected as a single pedestrian open campus green space. Improvements to parking and sidewalks along Lincoln Street are required to accommodate parking displaced by the closing of Perkins Street and associated surface parking around the residence halls.

1. Create a residential quadrangle (Element F) by closing a portion of Perkins Street between High and Maguire to vehicular traffic.
2. Renovate Look House to create space for the displaced Honors House program and Creative Writing House program if it is removed. Removal of Honors House to make room for additional parking along Lincoln Street. Combining the two programs into one facility will yield efficiencies of space although minor additional space may be needed to accommodate these programs in their current state.

3. Improvements (Element H) along Lincoln will strengthen connections to the FRC and improve safety when Lincoln Street's parking density increases after developing the Residential Quad.

Arts Quadrangle

Creation of an Arts Quadrangle (Element E) is the final campus-scale effort that will complete the major transformative projects on campus. It will tie Merrill Hall more directly to the main campus and provide improved program space for the Arts with a new Fine Arts building. It is recommended that these projects are bundled as a single capital improvement if possible.

1. Remove Brinkman House and move displaced program to Ricker Addition.
2. Create an Arts Quadrangle to tie the North end of campus together.
3. Build a new Fine Arts building to accommodate displaced arts program spaces.

Athletic Facilities

1. Projects related to the athletic fields at Prescott and Leib Field (Elements J) are independent and can be accomplished at any time. Field improvements, field support facilities, and field infrastructure should be coordinated for maximum efficiency and benefit to the UMF athletics program.
2. Expansion and renovation of the FRC (Element I), although an immediate need, represent a longer term planning goal as it would add significant square footage to the UMF campus. This element also requires the removal of 144 Quebec Street and the realignment of vehicular access to the large parking lot to the East of the existing FRC.

Town of Farmington

1. Direct connections to the town recreation trail system (Element L) is independent, relatively small in scope, and can be accomplished at any time.
2. Develop Main Street sidewalks (Element B), lighting, and signage to downtown Farmington to improve continuity and differentiate Main Street from the campus proper. Reinforce the historic Farmington village appearance.

Appendix

1

Space Needs Report, Rickes Associates

1.0 OVERVIEW AND APPROACH

Rickes Associates (RA), in concert with Harriman Associates, supported the development of a Master Plan for the University Maine Farmington (UMF) as part of the overall System Master Plan process.

An evaluation of key strategic data inputs were interpreted using qualitative lens specific to UMF which included the following elements:

- Enrollment: historical, current and projected
- Personnel: faculty and staffing levels, current and projected
- Space Inventory: organizational structure, space assignments and distribution
- Instructional Space Utilization Analysis: scheduling and space use
- Programmatic Changes: current and anticipated programs; goals of the institution and of the individual departments
- Interviews: qualitative input from a cross section of stakeholders gained during on-campus focus group interviews.

Collectively, these analyses established a quantitative basis to support the development of the space planning projects for UMF by major National Center for Educational Statistics (NCES). The proposed recommendations are grounded in an informed, data-driven context. The end product provides UMF planners with key information about how much space is needed now and in the future, and in conjunction with planning work undertaken by Harriman, begins to identify how that space could be allocated.

Currently, enrollment is estimated to remain stable, and there are no immediate plans for significant changes in curriculum or program offerings. The space increases indicated are driven by a current need for space, not planned growth. Application of specific and order-of-magnitude calculations indicate areas where additional space is necessary to support current activities in the existing environment. Supporting documentation from the instructional space utilization analysis, the space inventory, and the interviews, is provided in the Appendix.

The following summarizes the results of the analyses based on the operational environment.

2.0 STRATEGIC DRIVERS

Rickes Associates' space guidelines have been developed over time based on extensive experience with the metrics of the Council of Educational Facility Planners International (CEFPI), best practices from representative public and private post-secondary institutions, and other published methodologies. The projections are also informed by RA's experience, interests in higher education planning trends, and knowledge of technological advances and pedagogical changes. The recommended space program is also supported by the qualitative information collected during the interviews and surveys, and informed by observations made during the campus walkthrough.

Planning Methodology

It is critical to note that order-of-magnitude space calculations represent a first iteration of campus space needs and are intended to serve as planning guidelines. Spaces included in the order-of-magnitude calculation are shown as "pools" of space to be used campus-wide, as needed. Given that they are proposed in the aggregate, they are not intended to act as program specifications for any particular building or facility, but to provide an overall sense of current and future space needs. However, where specific space challenges were strongly identified was in the interviews and/or via other documentation, walkthroughs, current trends, etc. identified more targeted recommendations for the distribution and re-organization of spaces have been provided.

The two major drivers of space needs are students and personnel; both who physically use the space. The level and type of students and personnel define needs across various categories of space. For example, a campus where enrollment is primarily commuter based requires different types of space to support the student and staff populations versus a campus where enrollment includes housing and full-time traditional students. Understanding institutional mission and culture, along with knowledge of evolving trends in higher education, provides direction in terms of the various space types and amounts required to support the teaching and learning environment for that particular institution.

To ensure the order-of-magnitude program reflects a "snapshot" of the institution at a specific point in time, Rickes Associates requested consistent Fall-only data for all data sets.

Inventory

The space inventory is a powerful facilities management tool that should be continuously updated and integrated into the decision-making fabric of the institution. The data contained in the inventory can provide the foundation for data driven decision-making regarding capital and non-capital improvements, and help to balance quantitative and qualitative concerns regarding space. It is also critical to establish the “supply” side that is at the cornerstone of institutional space management and serves both as the foundation for the space program and the “gap” analysis between existing and projected needs.

Overall, space is categorized into two main groups, Gross Square Feet (GSF) and Assignable Square Feet (ASF). For the purpose of this study, all calculations of space needs are calculated as ASF which is defined as the amount of space assigned to people or programs, measured within the interior walls of the defined spaces and includes classrooms, laboratories, offices, study areas, athletics (interior) spaces, bookstores, dining, etc. Areas such as hallways, stairwells, mechanical rooms, rest rooms, etc. are excluded.

A working space inventory, at its rudimentary level, will differentiate each and every space by building, floor, room number, ASF, and associated space code as defined by the Facilities Inventory Classification Manual (FICM) of the National Center for Education Statistics (NCES). The manual contains an array of space types, each bearing a three-digit FICM parent code, within which various subsets identify space-specific categories such as: instructional (university and owned classrooms, specialized instructional spaces such as science labs, computer labs, dance studios, painting studios); research laboratory space; office and support (faculty, staff, students); library and study space; athletic and student space (recreation, dining, bookstore, meeting spaces); central services (shops, mailroom, printing services); health care, and residential space. This type of coding structure permits the application of planning guidelines and allows a campus to compare itself against *peer or aspirational campuses for benchmarking purposes*.

Space inventories should always be viewed as a work in progress for the campus and will continue to require refinement and updates.

This study focuses on ASF – the space in which the campus community lives, and the instructional, administrative, and support functions of the campus are carried out. Not shown in this table, and excluded from the analysis, are those spaces coded as circulation, stairwells, lavatories, janitorial or electrical closets, etc. as these are part of the gross square footage of the building.

Rickes Associates reviewed the working space data in terms of space, type, use, and aligned it against various other data sets to provide a working foundation to conduct a comparative analysis.

The working database indicted a total of 483,262 ASF for the campus, including residential space. A summary of space by FICM, department, building and department, is provided in the *Inventory Appendix*. The electronic working file will be submitted electronically to UMF and UMF facilities for continued use and update. The total space analyzed excluded residential buildings and equated to 326,000 ASF.

Figure 1: FICM Codes

FICM Category	Description
100: Classrooms	General-purpose instructional spaces
200: Laboratory	Specialized instructional spaces
300: Office	Academic/administrative offices and related spaces
400: Study/Library	Traditional library space and related study spaces
500: Special Use	Athletic, media, demonstration spaces
600: General Use	Dining, bookstore, day care, student activities spaces
700: Support	Shops, storage, mailroom, printing services spaces
800: Health Care	Examination rooms, nurse station, waiting area
900: Residential	Housing for students, faculty, staff, visitors
000: Unclassified	Inactive, unassigned, unfinished, or renovation areas

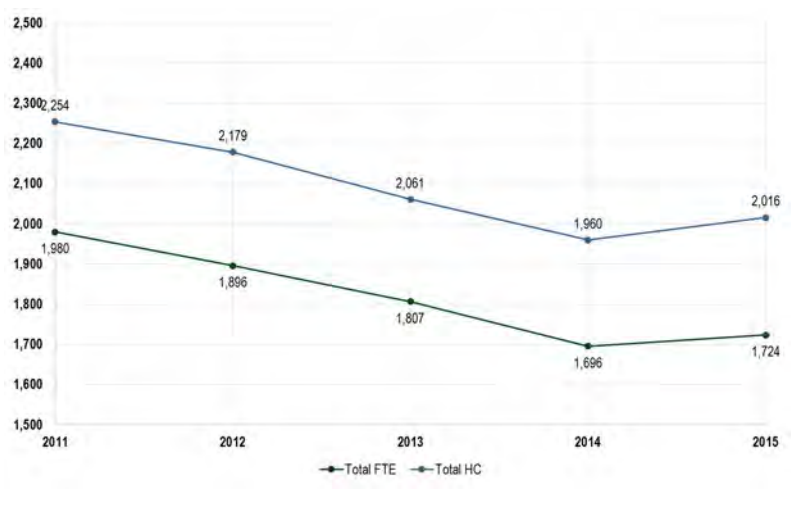
Figure 2: Summary by Space Type: FICM

FICM Code	FICM Space	ASF	% ASF Subtotal
100s	Classroom	32,750	10%
210s 220s	Instructional & Open lab/studio	32,894	10%
250s	Research	1,780	0.5%
300s	Office	89,016	27%
400s	Library/Study	21,859	6.7%
500+	Other	5,794	<1%
520s	Athletics	53,335	16.3%
600s	Student & Campus Support	70,359	21.5%
700s	Central Plant	17,092	5.2%
800s	Health Care	1,293	0.3%
Subtotal ASF		326,172	
000s	Unclassified	7,873	2.4%
900s	Residential	149,217	45.7%
Grand Total		483,262	

Enrollment

Quantification of space needs for any institution is driven by the users: students, staff, and faculty. The numbers of users in terms of headcount and FTE provides the working foundation for the space needs calculations. The analysis used Fall 2015 unduplicated student headcount and FTE to drive space needs for the majority of the space categories on campus. The graph below presents comparison of headcount and FTE.

Figure 3: Headcount and FTE



Summary:

- UMF has shown a steady decrease since 2011, with just a recent uptick in 2015.
- Students are mostly full-time, undergraduate.
- UMF expects to maintain enrollment with a possible goal of 2,000 headcount.

3.0 ORDER-OF-MAGNITUDE SPACE SUMMARY

The following sections defines the FICM codes and compares the ASF provided categorizing them according to FICM and to the quantity of space currently needed based on order-of-magnitude calculations. Each section integrates relevant findings associated with pertinent data sources, as well as related insights into the qualitative information gathered during the interviews.

Existing: This is based on the working space inventory which was assigned to units and aligned with various data sets to provide the functioning base for this analysis. It should be noted that there may still be discrepancies in the data and a full scrubbing of the data should be completed. Current ASF/FTE at UMF is 189.

Calculated: The calculated space needs are pure mathematical calculations based on space guidelines. If the calculated space needs were to be accepted, without adjustment, then the ASF/FTE would drop to 172 with a more “compressed” campus.

Optimal Current Need: This includes adjustments, described in the prior sections, based on existing data and tempered by the campus culture, interviews, etc. This yields 192 ASF/FTE based on existing enrollment.

All need is based on an FTE of 1,700, combined, undergraduate and graduate. All units of measure are Assignable Square Feet (ASF).

General-Purpose Instructional Spaces (100)

Definition: General-purpose classrooms, lecture halls, recitation rooms, seminar rooms, and other spaces used primarily for scheduled non-laboratory instruction.

Planning Calculations:

The primary purpose of the instructional space analysis is to inform facilities planning decisions and support the allocation of capital resources within the context of a Campus Master Plan. The outcome of this detailed analysis of instructional space is intended to ensure the provision of the right type of space, in the right amount, in the right location, and at the right time. The statistical methodology applied by RA to the instructional space utilization analysis is widely used and accepted in higher education.

The three metrics used to determine how well an institution is able to satisfy instructional demand are *seat/station size*, *utilization*, and *occupancy*, and each are defined and applied as follows:

Seat or Station Size

Seat or station size is the amount of assignable space per seat or station (ASF/seat) in an instructional space. This metric is calculated by dividing the total ASF in a room by the number of *student seats or stations* available in the room. The station size metric is based on an graduated average ranging from a low of 12 to 15 ASF/seat in large auditoria and lecture rooms, to 25 ASF per seat in flat-floor lecture rooms. The overall average is 22 ASF/seat, although this number has been increasing to an average of 25 ASF/seat as the types of rooms for instruction now include spaces such as collaborative classrooms. These averages provide flexibility during the detailed planning process.

Utilization

Weekly hour utilization is the percent of weekly hours available during which a room is scheduled. An institution's "scheduling window" refers to that block of time within which it is possible to schedule all or most coursework. Since weekly room hour utilization rates are calculated based on the institution's scheduling window, it is essential to define the hours of this window. UMF has a total of 41.75 -hour formal daytime scheduling window beginning each day at 8:00 a.m. and ending at 5:30 p.m. Monday through Thursday and 3:30 p.m. on Friday. There is a common/activity period Monday/Wednesday/Friday from 11:45 a.m. to 1:00 p.m. and is excluded from the analysis. The defined scheduling window has a direct impact on the total number of instructional spaces required. The more compressed the scheduling window, the more instructional spaces will be needed to support institutional course offerings.

The utilization guideline for general-purpose classrooms is to schedule 67 to 70 percent of the available hours, or 28 hours in the UMF day scheduling window. Since classroom sizes, amenities, and course sizes all vary, this flexibility allows the Registrar to optimize potential matches between course needs and available classrooms. There are several other reasons that the 67 percent utilization rate is considered standard in academic planning including:

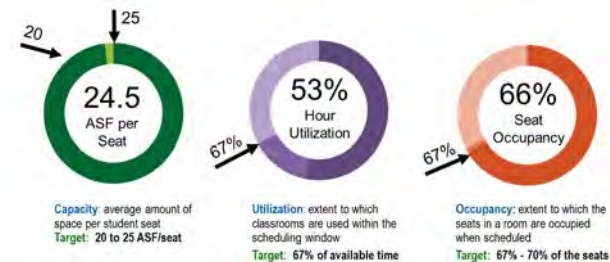
- Additional capacity needs is provided at the start of a semester, when the most number of course changes occur
- Special and extracurricular events are able to schedule and use classroom space
- Faculty are more likely to obtain some of their preferred teaching spaces
- Classrooms can "air out" between uses
- Access is needed for unanticipated maintenance in-between routine maintenance periods
- Scheduling flexibility is provided throughout the semester

Occupancy

The seat or station occupancy rate refers to the proportion of seats or stations that are occupied during the time an instructional space is scheduled, relative to the total seating capacity of the space. As is the case with the target weekly room use hours, the occupancy rates proposed here reflect planning guidelines in consistent use throughout higher education. When general-purpose classrooms are occupied, it is suggested that 67 percent of the available seats be filled. This is an average, and lower and higher occupancy rates will exist on a room-by-room basis. Adherence to the guidelines associated with these three variables provides credible and defensible findings to support the planning and prioritization of space needs.

The statistical methodology applied by RA to the instructional space utilization analysis is widely used and accepted in the realm of higher education. The analysis incorporates suggested guidelines for classroom utilization of 67 to 70 percent weekly hour utilization and seat occupancy. Again, it is critical to note that these sizes are *planning factors* and not design guidelines. The detailed analysis is located in the *Instructional Appendix*.

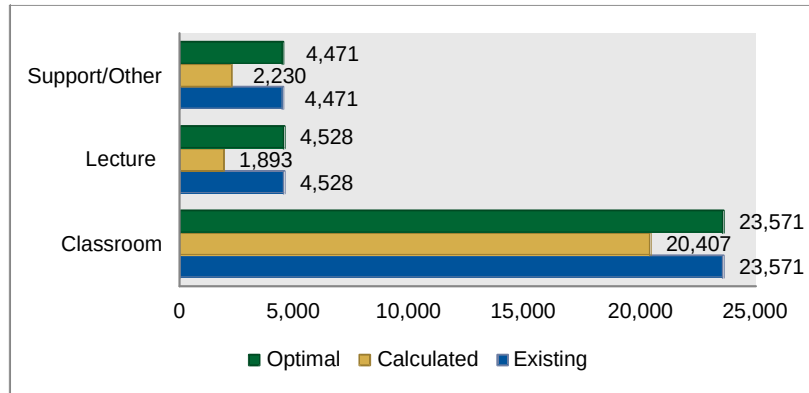
Figure 4: Classroom Findings



- There are 39 general-purpose classroom in which courses were scheduled, encompassing 28,279 ASF (excluding support), and 1,152 seats.
- A total of 264 courses and 862 hours of instruction (day only) was analyzed as the driver of space needs.
- UMF is on target for seat size and occupancy, and has availability in terms of hours scheduled.
- Applying the rubrics of Seat Size, Utilization, and Occupancy, the calculated need is for 31 appropriately sized class rooms. This maintains the 2 existing lecture halls.
- Currently there is not a deficiency indicated in terms of ASF or number of spaces. However, as the College moves forward and looks to upgrade and incorporate

different types of pedagogy, there may be the opportunity to revise and re-use some of the existing space for this purpose.

Figure 5: Instructional Comparison



The FICM 100 space category is the core space for the academic mission of the campus. Currently there is adequate ASF to support the general-purpose classrooms. At this point, UMF could take the opportunity to create different types of instructional spaces using furniture and testing new technologies. It also provides expansion space for shifts in enrollment.

Interviews revealed the need to:

- Standardize technology across the instructional spaces
- Provide better/flexible seating
- Provide combination conference/meeting/seminar rooms for 12 to 16
- Address poor quality rooms:
 - o Prebble Hall 335 and 333 (poor design, furniture, etc.)
 - o Roberts Hall 101 AB basement with no windows,
 - o Ed Center 110 needs to be updated.
 - o Roberts Hall 101 holds 50 students, instruction is difficult because of its design and should be redesigned more appropriately elsewhere
- Reconsider those spaces in which furniture was replaced and no long can fit the identified capacity (in Roberts).
- Gut and redesign the Language lab which is no longer used and lays fallow. The space may work as a collaborative space with renovations.

- Shift to larger classes (43 to 45) since there is currently only one space to appropriately handle this enrollment. This cultural shift should be addressed as it will impact the distribution and need of classrooms.
- Review scheduling policy and process. While there is a sense there is lack of instructional spaces, it is more related to where and when instruction is scheduled.

UMF is nearing an adequate mix of instructional space sizes and types, meeting today's pedagogical, environmental and technological requirements. However, some significant adjustments involving a variety of sizes and types of renovation projects will be required to put all of UMF's classroom, lab, and seminar spaces at equal functional and quality levels.

Specialized Instructional Spaces | Laboratories (200)

Open Laboratory (220)

Laboratory | Research Space (250)

Definition: Rooms or spaces characterized by special purpose equipment or a specific configuration that ties instructional activities to a particular discipline or a closely related group of disciplines.

Planning Calculations:

Specialized Instructional (SI) | 210/215: consist of rooms characterized by special equipment that ties instructional activities to a particular discipline. Examples include science laboratories, art studios, etc. The same metrics of analysis were applied to SI spaces as applied to general-purpose classrooms, but with variations on the guidelines for:

- Scheduling window (same),
- Utilization (50%),
- Occupancy (80%), and
- Station size (varies by discipline and space type).

Open laboratory (220/225): are areas in which generally non-formal instruction occurs, but the spaces are critical to the promotion of learning. Oftentimes these spaces are open/drop-in computer labs, but can also be studio space dedicated to majors or individual practice rooms, such as those seen in visual arts or music. Open labs are calculated for the campus as a whole, using student FTE.

Research space (250/255): generally assigned to faculty for individual research associated with grants or to further academic standing. Also prevalent is the assignment of labs to undergraduate students to conduct their own research and/or to work in conjunction with faculty. These calculations are based on personnel figures.

Findings, SI: (23,691 ASF)

A detailed analysis of these spaces was conducted. The detailed findings are available in the *Instructional Appendix*.

- The analysis assumed that these rooms would be scheduled for 50% of the scheduling window on average, with a target station occupancy rate of 80%. The target station size is based on discipline and ranges from 30 ASF to over 200 ASF. These sizes are *planning factors* used for this study and not intended as room-by-room design standards.
- The calculated need maintains the existing distribution of space, although the needed ASF is slightly less.
- Existing ASF has been held for optimal need
- When individual room use is examined, some SI spaces have minimal use.

Interviews:

There was minimal commentary on instructional lab space needs or challenges, with the exception of the design and location of the Arts Instruction Studios.

Findings, Open Laboratory: (9,203 ASF)

Non-formal instruction that is critical to student learning occurs in open laboratory spaces, such as open/drop-in computer labs, studio space in visual arts dedicated to majors, or individual practice rooms for music majors.

- Open labs are calculated for the campus as a whole based on student FTE.
- The calculated need is for 6,379 ASF.
- Existing ASF has been held for optimal need. There is the opportunity, however, to address qualitative issues and location of space, such as the art studios.

Interviews:

- The most challenged spaces were those related to self-practice rooms related to music and art, based on location and design. The spaces are carved out of prior offices and meeting rooms, or reconfigured in basement areas.

- The majority of the language lab is unused and could be renovated and converted to different type space.

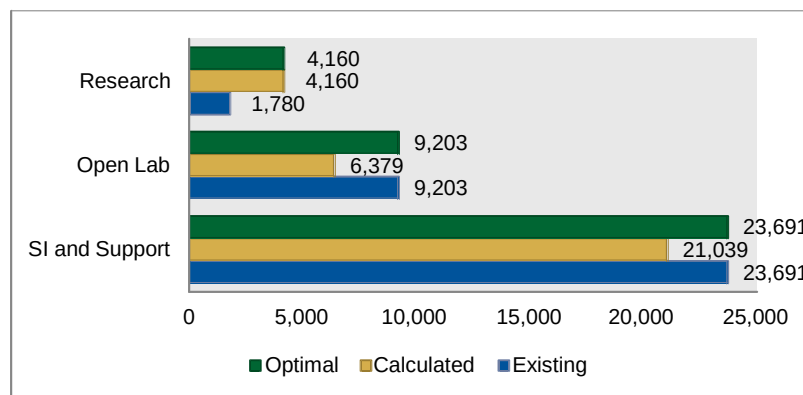
Findings, Research: (1,780 ASF)

This space need is calculated using a guideline applied to full-time equivalent faculty. The calculated need for UMF is for just over 4,000 ASF and is proposed here to provide an opportunity for expanded research and more student engagement.

Interviews:

- Psychology would have an opportunity (in a new space) to provide human subject research in conjunction with other departments, such as athletics.
- Natural sciences indicated a need for additional research labs dedicated to their area of study.

Figure 6: Specialized Instructional / Open Lab Space / Research



The FICM 200 space category is relatively on target. For the specialized instructional space (labs/studios), a more critical review of the use should be taken. During this analysis there were various spaces with minimal use, indicating a surplus of space for the campus, and roughly 7,395 ASF coded as SI space that may need to be reviewed in terms of actual use and coding. This low use, however, may be related to a decrease in enrollment.

Offices (300)

Definition: Offices and conference rooms specifically assigned to each of the various academic, administrative, and service function.

Another component of space demand is driven by the number of current employees at an institution. The need for office space and other types of support space for both instructional and non-instructional staff is calculated through a quantification and analysis of staffing levels throughout the institution. The primary source of data for this analysis was the personnel database extract provided by the campus, which served as a snapshot in time of UMF total staff.

As was the case with student data, the personnel data were evaluated by both headcount and FTE, and is summarized below.

Figure 7: Distribution of Personnel by Type

Position	Headcount	FTE
Executive / Administrative / Managerial		29.8
Faculty		142.75
Adjunct Faculty/Emeritus		24.67
Manager/Paraprofessional/Technical		70.23
Coaches / Security / Skilled Craft / other		78.99
Total	447	346.44

Planning Calculations:

Office space is the FICM 300 series that encompasses both academic and administrative offices, including support space such as reception areas, conference rooms, workrooms, storage, and dedicated lounges. Student government offices are also in this category. While offices are all generally coded as 310 space, the academic, administrative, student, and related support spaces should be coded separately to permit a finer-grained analysis. This allows for a more effective review of space distribution by department, faculty, administrative levels, and students.

Office space needs are based on a multiplier per faculty or staff FTE by organizational level such as Executive, Dean, Faculty, Professional, Manager, Technician, etc. The level is important as some areas require less office space than others due to the nature of their work. For example, maintenance staffs in Facilities do not need private offices or workstations, but do need access to some support space, so these formulas are adjusted to reflect a “reduced” staff multiplier.

Academic and administrative office clusters include reception areas, conference rooms, workrooms, storage, and lounges. Current personnel figures were collected from the campus and converted to FTE. The FTE by department/area was multiplied by the appropriate ASF multiplier to provide the base need for offices and associated support spaces, thereby defining a general pool of office space for the campus.

Findings:

- A total of headcount personnel of 447 was converted to 346.4 FTE.
- 89,016 ASF of office and support space was identified in the inventory.
- Assuming appropriately-sized and outfitted office spaces, 55,000 ASF of office and support space is needed for existing personnel.

Interviews

- Interviewees identified challenges with location, access, and design.
- Additional office space was requested to meet the demand associated with new hires.
- It was also noted that there is a significant lack of storage space, in general.
- There may also be an “overage” if some spaces are in “legacy” areas (e.g., historically oversized offices) vs. guideline recommendations.
- Some faculty share offices and some offices are used for storage.
- Some offices have been culled out of hallways or cubby areas.
- There is a lack of meeting space.
- Athletics is most challenged in terms of adequate office space and design.
- Address the assignment of offices to transient personnel (on campus couple days a week).

UMF will need to take a hard look at existing offices and guidelines and define a policy assignment process. In this case, it is a combination of qualitative, design, and location that is at the forefront.

Study / Library (400):

Definition: Study rooms, stacks, open-stack reading rooms, and library processing spaces.

Library space is coded as FCIM 400 and space needs are derived from CEFPI guidelines. The library collection is converted into a “book volume equivalent” based on various components of the collection and a multiplier is applied. Space for reading and study areas is calculated based on a proportion of the number of student and faculty FTE as users. It should be noted that “study” space also includes departmental libraries or spaces such as resource and skill centers, learning labs, and small group study rooms that may be located elsewhere on campus. Space is separately calculated for stacks, processing space, and support. Note that Library staff office space and support space appears under the calculation for administrative offices in the FICM 300 category.

Libraries have been continuously evolving in Higher Education. Gone are the days where all students gathered at the library to simply study and read. Learning commons, gathering spaces, coffee stops and cafes, and group study areas are now the norm, along with the inclusion of computer labs, classrooms, and student study/learning support areas.

The calculated need indicates a slight deficit to existing (21,859 ASF), however the existing space has been maintained for optimal need.

Special Use Spaces (500)

Definition: Spaces sufficiently specialized in their primary activity or function to merit a unique room code: military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, and greenhouses.

Planning Calculations:

By definition, the spaces contained within the FICM 500 series constitute “special use” and so are challenging to appropriately quantify. While CEFPI provides guidance in the way of suggesting “core” space allowances, in some instances the approach is designated as “ad hoc” with the intent that the space needs be based on the type and culture of the institution.

Athletics (520s): 53,335 ASF:

- The existing ASF is distributed between the Dearborn Gym (15,521 ASF) and the Fitness and Recreation Center (37,814 ASF).
- The Athletics core space suggested by planning guidelines is 50,000 ASF, but this figure has been adjusted in the program to match the culture and size of this campus.

- Additional square footage has been included to be distributed to support the pressure on the existing gyms. The allowance of dedicated flexible rooms will provide spaces for small classes related to yoga or the physical education requirements freeing up the gymnasium for its actual use.
- Space is needed for expansion/addition of an exercise/weight room.
- The design and use of space needs updating.

Interviews:

- Interviewees identified challenges with location, access, and design.
- Need to compress practices because of lack of access to appropriate spaces.
- Programs and staffing have doubled since the creation/use of the space and no longer fit.
- Teams are unable to use the weight rooms and need dedicated space.
- Space no longer meets current basic health and safety standards
- Estimate 140,000 visitors, lack administrative space.
- Buildings are obsolete by today's standards. UMF is known for their outdoor life and physical fitness, but the existing facilities do not represent that nor do they meet student needs.
- Need to address field needs and access. Is there the opportunity to create/build a field house and thereby reduce the storage and pressure on space currently located in Dearborn and Fitness and Recreation.

Media Production (530s): 1,532 ASF:

- This refers to television and radio studios, distribution of materials and signals, etc.
- The calculated need is for 5,000 ASF if there is a demand for this type of space to support both a television and radio station distribution. For UMF 2,000 ASF is recommended. Existing has been held as optimal need.
- If there is opportunity to address any technology updates or expansion, then an increase and review of space needs should be undertaken.

Demonstration (550s): 3,986 ASF

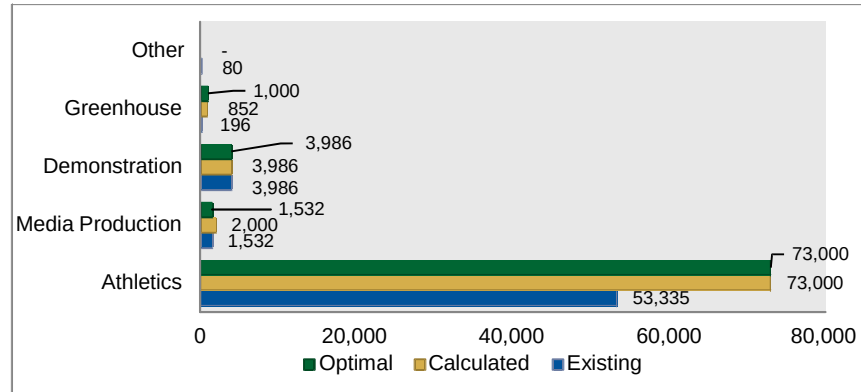
- This space is used to practice within an instructional program, such as teaching, child care, etc. Generally considered a laboratory school, such as day care.
- The existing space on campus is 3,986 ASF and is located in the Ricker Addition, and has been maintained for optimal need.

- If this unit were to move, and consolidate with the infant/toddler playgroup, additional space would be required to support this consolidation and could not be met in the current location.

Greenhouse (580s): 196 ASF

- UMF does not have a Greenhouse at this point in time.
- Using guidelines, the calculated need is for 862 ASF.
- 1,000 ASF has been entered as a holding place for future development of a greenhouse and associated teaching classroom.

Figure 8: Special Use Space



The FICM 500 space category deficit is in the athletics and fitness areas related to the weight room, gymnasium, and support. The Greenhouse is indicated here as a placeholder related to the option of offering another research and teaching area.

General Use Spaces (600)

Definition: General Use includes a broad range of categories serving the campus and greater community, such as: assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms.

Planning Calculations:

For the most part, CEFPI space planning guidelines provide clear multipliers for the various space clusters in the 600 category, as they are substantially linked to student enrollment.

Assembly (610s): 20,813 ASF:

Assembly space generally supports campus and community events, such as auditoria, theatre, arenas, and chapels.

- The calculated need is for 14,000 ASF to support the core needs of a campus with an enrollment less than 5,000 FTE, with add-on square footage related to program specific needs.
- The existing space has been held as UMF has multiple additional venues that support the Performing and Visual Arts.

Exhibition (620s): 4,031 ASF

Exhibition space provides areas for display of materials, art, and artifacts, and includes departmental and institution-wide galleries, museums, etc., available for viewing by campus and community members.

- The calculated minimum need based on square footage per FTE is 2,000 ASF.
- UMF currently exceeds the recommended amount of space which is distributed in the Admissions building and is the Emery Community Arts Center.

Food Service (630s): 20,252 ASF

- Food and dining facilities, including dining halls, snack bars, coffee stations, etc., are included in this category.
- The main dining area is 19,683 ASF, with an additional 569 ASF for space in Scott Hall and some associated vending areas.
- The existing ASF for the dining has been held constant, although the calculated need is for 22,702 ASF.

Day Care/After School (640s): 2,973 ASF

The day care for UMF is categorized as the after school/care program and is housed in the Maguire Street Property, and shares space with Campus Security. The existing ASF has been held constant. If this were to combine with the demonstration school currently located in Ricker, a new appropriate space will need to be devised.

Lounge (650s): 16,544 ASF

Lounge space for students, faculty, and staff to gather is generally distributed across campus and provides soft seating areas.

- At UMF, there is a total of 16,544 ASF in distributed lounge space: 6,600 ASF on campus, and approximately 10,000 ASF in residential spaces.
- The calculated need for the campus proper, excluding residential, is 4,310 ASF based on student FTE.
- Existing space has been held constant.

Merchandising (660s): 3,312 ASF

Merchandising space includes bookstores, supply stores, vending areas, etc.

- The existing inventory identifies 3,312 ASF distributed between the bookstore in Quebec House (1,661 ASF) and the Education Center (1,080 ASF).
- The calculated need for pure merchandising activities related to bookstore/grocery style shop based on FTE is 2,000 ASF.
- Existing space has been held constant, with the caveat that the bookstore should be relocated to a space with appropriate circulation and access of approximately 2,000 ASF, similar to its prior footprint in the Student Union

Recreation (670s): 625 ASF

Recreation includes game rooms, table tennis rooms, and TV rooms. Generally this space is located in a campus center.

- There is minimal space coded to this for UMF with just 625 ASF located in Franklin Hall.
- Fitness areas not related to athletics.
- The calculated need is for 3,000 ASF, which has been applied as the optimal need.

Meeting Rooms (680s): 1,809 ASF

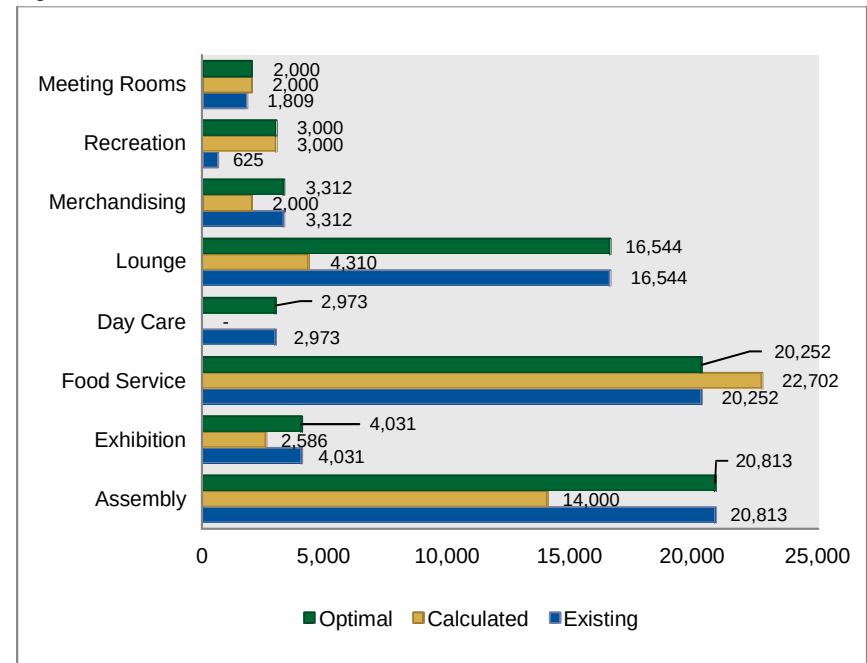
Meeting rooms or multi-purpose spaces are generally used by the institution or the public for non-class meetings and may be equipped with various types of furniture. The calculated need is for 2,000 ASF, and has been applied to optimal need.

Interviews:

- Identified lack of meeting and conference space that is flexible, comfortable, and technologically enabled.
- Expressed a want for dedicated club meeting space.
- Suggested an increase in collaborative and student/faculty meeting space in academic buildings.

- Recommended creating a home for each program/department/unit that is dedicated to their use a meeting/conference style space that would be flexible and use for multiple purposes.
- Proposed relocating the bookstore back to the student union or consider the Creative Writing House as an option.

Figure 9: General Use



The FICM 600 space category appears, by the numbers, to have a deficit in recreation and meeting room space. Qualitatively, however, it is the distribution of the space, location, and use that will need to be reviewed. For example, although there is “appropriate” merchandising square footage in total, in reality the bookstore space is inadequate in ASF and is not properly located for ease of traffic on the campus.

Additionally, there appears to be excess in Assembly and Exhibition space, but space type like this is relatively appropriate for the campus culture of UMF with the Art Gallery and Alumni Theatre.

Central Facilities (700)

Definition: Central Facilities are the “back-of-the-house” campus spaces such as centralized areas for shop services, general storage and supply, vehicle storage, central services (e.g., printing and duplicating, mail, shipping and receiving, environmental testing or monitoring, laundry, or food stores), and hazardous materials area.

Planning Calculations:

CEFPI guidelines apportion a percentage of each type of space to this function.

- Currently there is 17,092 ASF on campus supporting the function of the campus through shops, storage, and central services / facilities.
- UMF is currently at a deficit in terms of central facilities support to the existing campus ASF.
- The need is between 25,000 ASF and 27,000 ASF depending which of the planning options is used.

Health Services (800)

Definition: Housing facilities for students, faculty, staff, and visitors to the campus.

This category refers to student health services, or “wellness centers” in contemporary parlance. CEFPI metrics provide for a per student FTE allowance, augmented as needed. UMF has 1,293 ASF of space currently located in Scott Hall, and has been held constant, although the calculated need is for 1,000 ASF.

Unclassified (000)

Definition: Assignable areas that are inactive, unassigned, unfinished, or in alteration.

Typically, about one percent of a campus's space is undergoing alteration or is off-line at any given time. During this study, 7,873 ASF was vacant ranging from space in the Honors Center, the old bookstore space in the Student Center, and various areas in Psychology, Purington Hall, and Marketing and Development.

4.0 SPACE PROGRAM SUMMARY

Currently, UMF encompasses 326,172 ASF useable space, excluding residential and unclassified. With a Fall 2015 enrollment of 1,724 FTE students, this calculates to 189 ASF/FTE.

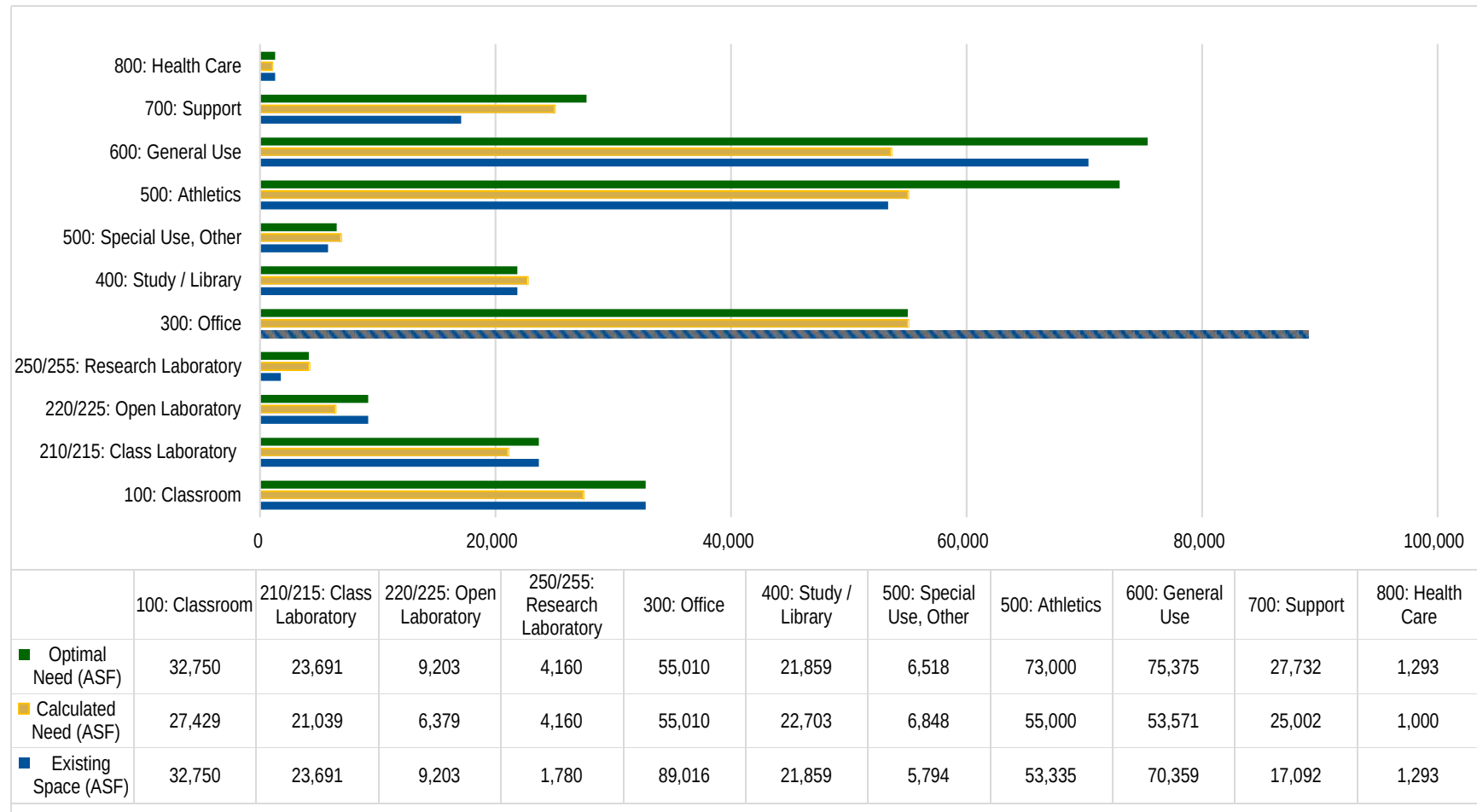
The following table summarizes Existing, Current Calculated, and Optimal space needs, excluding residential, that informs this ASF/FTE calculation.

Figure 10: Summary

	FTE	ASF	ASF/FTE
Existing	1,724	326,172	189
Calculated	1,724	278,140	161
Optimal Need	1,724	330,591	192
Projected (TBD)			

The following graphically summarizes space needs by FICM category for Current, Calculated, and Optimal Need.

Figure 11: Summary by Space Type



The challenge is in balancing the type of space, whether or not it is appropriately located on campus, and the need to make thoughtful and purpose-driven decisions. The following section offers some preliminary options for consideration.

5.0 THEMATIC SUMMARY OF INTERVIEWS

Overview

During the week of February 29th, Rickes Associates conducted three days of interviews in order to support the preparation of the University of Maine at Farmington (UMF) Campus Master Plan. These interviews, as well as additional on-site and telephone interviews completed in the past few weeks, were to gather data related to the use of and demand for space on the campus. While much of the effort focused on instructional, office, and support space at UMF, many other uses of space were considered, such as that supporting varsity and club athletics, recreation, visual and performing arts, student services including clubs and food service, and meetings and conferences, both now and in the future. Interviewees included senior administrators, faculty members, departmental and unit directors and managers, administrative and academic staff members, and students.

Interviews typically began with a review of current and projected staffing levels based on information provided by Human Resources. Next came questioning regarding the appropriateness and adequacy of current space, using UMF's space inventory database. In addition, the interview team sought insights into programmatic and spatial relationships between departments, and what facility improvements were needed to meet current and future programmatic and operational requirements. Of equal importance were opportunities to discuss curricular and pedagogical changes that would impact the use of space on the UMF campus; existing and projected space needs based on enrollment and personnel growth; and overall campus space needs.

The following areas were included for discussion in order to quantify existing and projected space needs for the campus as a whole:

- Review of current staffing based on data provided by Human Resources (titles, full- or part-time status, level, etc.);
- Identification of assigned office and support spaces using data obtained from the space inventory, floor plans, and Human Resources;
- Assessment of projected staffing needs based on curricular and pedagogical changes;
- Investigation of the quantity and quality of instructional spaces required to meet current and future program, enrollment, and pedagogical needs;
- Analysis of proposed location/adjacency needs;

- Impact of departmental and administrative unit realignments or organizational issues that may define how space is used on campus;
- Impact of existing locations on ability to serve constituents.

While detailed data on personnel, locations, and specific space deficiencies were gathered and will be used to complete the space assessment component of the Master Plan, this document summarizes several themes that emerged from the discussions. The entries are not prioritized. This summary is not intended to be a comprehensive unit-by-unit transcription.

UNITS/PROGRAMS

The following paragraphs identify some of the pressing space challenges by major units and programs

Athletics, Recreation and Fitness Facilities

UMF has built strong programs, and has a growing reputation, in athletics, recreation and fitness. The University has been stressing its location in the unique natural environment of western Maine, and its growing list of programs relating to the outdoors, with success. Roughly twelve percent of students participate in nine men's and nine women's varsity sports programs, while a majority are involved in club sports, intramurals, and programs of Mainely Outdoors, the University's growing outing club. In addition, the institution has positioned itself as the region's primary provider of fitness, health and recreation programs for citizens of its home region, and increased its numbers of faculty, administrators and staff that are regular users of UMF-sponsored programs and facilities.

Indoor athletic, recreation and fitness programs and activities are housed primarily in two campus buildings: the Dearborn Gymnasium, built in 1964 and updated in 2014; and the Fitness and Recreation Center (FRC), built in 1990. Dearborn contains the UMF intercollegiate competition basketball court as well as departmental and coaching offices and support spaces. The FRC is home to recreational and fitness activities. The buildings overlap in use, as some court-based recreational activities take place in Dearborn, while many varsity sports take advantage of the courts, fitness and weight facilities, and indoor track of the FRC.

While both buildings met the program needs in evidence at the times of their construction, now by all accounts are or could soon be deemed inadequate to handle increasing demand for space and equipment reflecting the growth of UMF and

Farmington community interest. Changing and growing UMF programs, a continuing health and fitness requirement for graduation, and dramatically rising use by non-students, all have led to both buildings being overwhelmed, in terms of space, function, and health/safety standards. The result is increasing difficulty in meeting demands, especially of students. Reserving court time in Dearborn or FRC; scheduling physical therapy/rehab time in Dearborn; participating in a circuit training in the weight room between classes; or even having the availability of the FRC track to run on without obstruction, is often impossible.

Some aspects of the facilities, such as the swimming pool in the FRC, do not meet current basic health and safety standards. Another problem area is circulation space, such as the front desk and changing areas, which are overwhelmed by today's volume and usage patterns. With 140,000 visits last year, of which many of them were children arriving by the busload, and with minimal administrative space, the FRC is strained to the limit. The deficiencies of the FRC, in particular, are too many to list.

In spite of a recent partial renovation, Dearborn remains a 50-plus-year-old building that is obsolete in light of current and future program requirements, particularly with regards to its offices and support spaces inclusive of training/rehab and storage spaces. The building also has significant issues relating to heating, cooling and ventilation in lower level spaces, suggesting that mechanical systems are in need of replacement.

Compound those deficiencies with potential future program growth and it is evident that UMF will need to seek to build on its reputation for successful and innovative programs in order to maintain or increase levels of enrollment and recruitment. New programs, such as personal training, board sports, and outdoor education, along with an expanded physical education curriculum, are in the talking stage or better, and will require new program space. New non-traditional sports are being added, and varsity sports seasons are being extended, increasing the need for indoor space. In addition, under the current funding model, the FRC needs to continue to grow its community use in order to meet budget goals, as well as broaden UMF engagement with its home region.

UMF has managed to offer many successful programs, and increase its selection of indoor and outdoor recreational activities and athletics, in spite of significant limitations of existing facilities. Using peer benchmarks as guidelines, UMF has sufficient space per student devoted to athletics and recreation. However, the typical per-square-foot-per-student allowances do not reflect the success of UMF in broadening the use of its facilities to include faculty, administration, staff, and community, as evidenced by the

fact that use of the FRC today is about 50 percent students and 50 percent non-students. Consequently, the usual allowances do not hold.

Greatly-enhanced facilities are needed to assure the safety, health and fitness of UMF students; and to create curb appeal and build the healthy and athletic brand of UMF to reach enrollment goals that will ensure the future. No growth in programming is possible at this time, without moving some activities off-site. While another renovation might allow Dearborn to continue to function in its current uses, no expansion of programming is possible under present circumstances, and some events that should be offered cannot be due to limitations posed by the Gym. As for the FRC, we do not have confidence that renovation or expansion would be money and effort well spent, due to the complete obsolescence of this building in every respect.

Planning efforts are currently underway to determine how current and future athletic, recreation, and fitness needs can be met. The need is evident for a new gymnasium and field house, incorporating the outdoor center, and with ample space to support community needs as well as campus requirements that will continue to grow. Proponents are advocating that plans include a new outdoor turf field with lights and spectator support facilities, and improved and appropriate connections for pedestrian and service vehicles to the Prescott fields from the campus. A turf field is important in terms of the actual physical requirements of the programs that play outdoors (such as extensions of seasons and today's technical standards for fields of play) and for recruiting and retaining athletes.

It should be pointed out that creating a new athletic/recreation/fitness complex will have benefits beyond the obvious impact on these programs. A vacated Dearborn Gymnasium presents many options for re-use, as suggested in narratives under other headings in this Summary. It offers potential for expansion and more intense use on a prime Mantor Green site. The FRC site, at first glance, offers the opportunity to keep the existing facility in operation while constructing at least an equal amount of space adjacent to it, with final phases completed after the existing building is removed. Parking will be an issue during construction, but careful planning can minimize the discomfort.

UMF is to be commended for offering such a wide range of programs and opportunities to so many people, within and beyond the boundaries of the campus. To continue to do so, while remaining focused on the University's mission and vision, meeting the needs of its students, and engaging in a meaningful way with its host town and region, will require a significant investment in new facilities. A major project such as a new athletic/recreation/fitness complex, building(s) and fields, will require a commitment on a scale not seen before on the campus. However, as a facility second

only to the Student Center as a focus of campus life, and one of seminal importance to the health and wellbeing of the Farmington community and region, it will bring great benefit to the many and varied constituents of UMF for another half century.

Fine Arts Programs (Visual and Performance)

The Arts are considered an essential part of a liberal arts education at UMF. The visual and performing arts currently occupies a mix of facilities, from built-to-suit to adaptively-used spaces in existing and/or historic buildings; from very recent construction to very old construction; and in both appropriate and inappropriate locations. Some of this space works quite well for the programs they house, while some is rather problematic.

Currently visual art program space can be found in:

- Merrill Hall (classrooms, studios, shop)
- Emery Hall (teaching art gallery, spaces for performance art)
- Admissions (the Art Gallery in the attached barn)
- Mallett Hall (teaching studio)
- Lockwood and Dakin residence halls (student art studios)
- Senior House (student art studios)

Performing arts spaces are in:

- Merrill Hall (music)
- Alumni Hall (theater)
- Emery Community Arts Center (performance spaces)
- Senior House (student studios)

Arts instruction takes place in these buildings and in classrooms and studios in some additional buildings as needed. Growth is expected as a result of the creation of the Department of Sound, Performance and Visual Inquiry (SPVI) which holds promise for increased interest in modern theater and performance art.

While the arts programs at UMF are vigorous, they are somewhat removed from the central hub of the campus by virtue of being separated from the main academic core (the campus green) by the Ricker Addition. Interviews led to the conclusion that the Arts could be much more appealing as a field of study and integrated into the life of the campus with some additions and modifications to their space complement. Some of the issues are:

- Merrill Hall is not well-suited for visual art and music instruction.
- Arts programs are not good candidates for sharing space with non-arts programs.
- Arts programs should be located in the heart of campus activity, highly visible to students and the public.
- Student practice and studio space is in short supply and widely-dispersed.
- Theater and music performance space is inadequate; different sizes of venues are needed.
- Quality of instructional space varies widely in terms of aesthetics, function, technology, and location.
- SPVI success will require spaces with attributes of flexibility and technology that are not available to students at present.

Lack of funds; less-than-adequate, inefficient and uninspiring (for Arts instruction) existing facilities; and a disorganized approach to addressing problem areas limit the overall progress with one exception. The exception is Emery Hall, which is a fine, modern facility containing a teaching art gallery, and flexible performance space. However, interviewees indicated that Emery is underutilized, in part because arts programs and organizations consider its spaces difficult to use and have not yet figured out how to best take advantage of its attributes.

UMF art facilities are hampered by shortcomings that limit the number, size and type of concerts, performances and exhibitions that UMF can offer; restrict basic practice/rehearsal and backstage functions; and constrain experimentation and interdisciplinary explorations. The needs are substantial, in light of both lack of facilities and increasing demand from UMF majors, student arts clubs and organizations, and the community.

The construction of Emery provided performance and gallery space, but basic needs like properly-ventilated painting studios and sound-proofed practice rooms for musicians remain unmet. Because solutions to these problems could involve several buildings, review of present and potential future programs, and capital expenditures, the planning team suggests that a detailed Arts Master Plan at UMF Master Plan be given a high priority, and that an Arts Executive Committee be created (if none exists) to coordinate and represent the interests of all UMF art programs and organizations, and to conduct a comprehensive, interdisciplinary examination of facility and curriculum needs.

A very important need, one raised by several of those interviewed, is for the arts at UMF to become a more cohesive brand, to work toward a much higher level of visibility and identity on campus and in the community at large. In order to develop

that strong identity and audience, UMF must invest in high-quality facilities in which to provide an array of opportunities for students; offer superior and varied events and venues for the arts community; and promote arts programs specifically and in general. The Arts Master Plan should address this issue with vision, and with the high level of interdisciplinary thought and pragmatism that these programs have exhibited over the past few years as interest in the arts has grown but related facilities have not kept pace.

Student Life and Student Services

The Olsen Student Center (OSC) is the center of campus life at UMF, as it has been since it was built in 1966. It is a distinctive building and a good example of the Postmodern architectural style popular in the late 1960's, 1970's and 1980's. Postmodernism in architecture was a reaction to the sterile formalism of the modern movement, and consequently was known for the use of varied shapes, applied stylized decoration, and polychromatic color schemes. The OSC shows all of these traits, and in its exterior appearance, angular floor plans, varying volumes, and orchestrated public spaces, shows the interest of a specific program, a strong client, and a designer fluent in the style of the moment. The building has not been significantly updated since its construction.

In terms of program, it is a fairly typical student union with space dedicated to services common to all students: dining, mail, bookstore (until recently), student organizations, and student services. While the OSC is successful in many ways, it has some serious shortcomings, some resulting from its original design, others coming into focus as enrollment grew, programs changed, and demands increased. Some of the key issues raised in the interviews are:

- Lack of space, limited access and visibility, and few opportunities for productive adjacencies face student organizations housed there though they agree it is the most appropriate location for them.;
- Want of many student organizations that are not now in the OSC to move to that location, but recognizing the lack of enough space for all groups;
- Dining Services have outgrown their spaces, suffering from insufficient space in general, and obsolete or dated back of house functions in particular;
- The main dining room suffers in comparison to direct peer facilities and is not a place where students want to linger or hang out. As the primary dining hall on campus, it is too small, unattractive, and outdated with respect to

current campus food service meal counts, philosophy, approach to food preparation and serving, and methods;

- The North Dining Hall is a desirable room, capable of holding a variety of sizes of meals and events due to its two movable partitions although the almost continuous use restricts its availability for student, faculty, administration and community events;
- The snack bar is uninviting and underutilized;
- The relocation of the Campus Store (including Bookstore) from the OSC to Main Street in Farmington's downtown in attempt to broaden customer base appears to disappoint. Initial data from a study suggests that the move has not achieved the desired results;
- The physical location of the OSC is at the crossroads of important campus pedestrian routes, but the design lacks a pleasant, efficient and readily visible routes through the building or welcoming spaces for informal student gathering.
 - o Based on campus planning principles and the current campus plan, the OSC needs to be modified to allow these paths to properly flow through the building and provide spaces along them for student gathering, people-watching and meeting, and easy access to union functions;
 - o Though the OSC's sloping site led to various attempts to provide multi-accessible levels of activities, it unfortunately translated into strained, cold and awkward, with hard surfaces and an intimidating, uncomfortable, monumental stairway as its primary architectural feature;
 - o Outdoor spaces associated with the OSC are unattractive and underutilized, and do not support OSC programming.

Appropriately positioned on the campus, the OSC is a solidly-built structure, but needs a major facelift to elevate it to today's standards with regards to "curb appeal" - to make it the wanted first stop on the campus tour. It also will require a significant expansion in order to meet all the program requirements placed upon it. Fortunately it has adequate space surrounding around it which will allow for additions at critical locations. Additional speculation is that it appears the North Dining Hall wing was originally designed to accommodate future growth with the potential of additional (up to two) stories.

The following elements should be part of an OSC rehabilitation/expansion project:

- A consolidated and expanded student life and student services, including spaces for clubs and other student-run organizations; favoring student space over administrative space;
- Formal and informal, welcoming, comfortable and flexible student study and gathering spaces, in a variety of sizes and formats;
- An auditorium and/or performance space oriented towards student programs;
- A game/multipurpose room to create informal meeting space;
- Enhanced meeting, conference and event spaces, including office and support space, allowing UMF to comfortably host meetings of up to 150 people;
- Expanded and revitalized food service venues;
- Expanded and highly-visible campus store (including a bookstore)
- Ample storage and support spaces;
- An interwoven connection to UMF history and tradition;
- Softer, more welcoming, colorful, friendly interiors; and
- Formal and informal outdoor eating and gathering spaces.

Such a project would have major, positive impacts on other buildings that are currently housing student organizations and services. Depending on the size of the expanded building, it could free up space in Merrill Hall for repurposing and potentially clear much of Look Hall, securing that for other uses. Expansion might require moving the Creative Writing House, but could offer alternatives to revitalize a significant portion of South Street with a strong connection to the Mantor Green; and enliven the space between the Student Center, Lincoln Auditorium, and Roberts Hall. The expanded building could cascade down the hillside to incorporate space on the periphery of the amphitheater, providing an exciting backdrop and technical capabilities for the amphitheater, and an inviting link to Abbott Park. Most of all, a revitalized Student Center would take pressure off other buildings on campus as student spaces increase in number and, in some cases, size; and would make the first stop on the Admissions tour one of the highlights of the campus. The total makeover of the OSC should be of equal priority to a new athletic/recreation/fitness center, playing an equally significant role in improving student life and in attracting and retaining students.

Student Small-Group Gathering and Study Spaces

An issue that was brought up in most interviews was the need for a larger number and variety of spaces for students to gather informally and to produce, support, and attend events and performances featuring a wide variety of types and sizes. More specifically, interviewees cited the lack of a sufficient number and quality of the following:

- Student gathering spaces, both indoors and outdoors;
- Performance and event venues for all sizes of groups, to seat up to the entire campus community;
- Meeting rooms for organizations and clubs;
- Places for students and faculty to meet and collaborate, individually and in small groups;
- Faculty meeting spaces; and
- Study spaces for individuals and small groups, some quiet, and equipped with the technology required to meet academic demands.

A related issue was the scheduling of events and venues on campus. Shortages of sufficient spaces of the right sizes and levels of technology and food service exacerbate the difficulties of obtaining space for student, faculty and administration events and meetings; and of scheduling space for such a variety and number of organizations. The logistics of mobilization at the OSC, and set up and tear down across the campus, worsen the situation. A bigger space inventory is seen as necessary to allow for a more precise and workable scheduling system.

Spaces and buildings specifically mentioned in interviews on this subject included:

- Mantor Green needing some hardscaped gathering and activity areas;
- Potentially expanding the lobby at Thomas Auditorium to serve as a gathering/reception/breakout space for auditorium events and for science department students and faculty;
- Finding space for informal gatherings and waiting before classes in Roberts Hall;
- Providing every residence hall with appropriate interior lounge space; and situating outdoor gathering areas in between pairs or groups of residence halls so that each one has access to such a space;
- Considering a gathering spot/food and beverage venue on the riverfront serving the Prescott fields and a riverwalk;
- Making the public spaces in Emery more inviting to be in and walk through;

- Maintaining the Mantor Library as a student hangout space, since it currently is a favorite as a result of the availability of individual and group spaces and the Cafe;
- Needing gathering space in a renovated FRC or a new field house/gymnasium complex.

Many of the spaces students seek do not require much space or infrastructure. Perhaps a student-run survey of students and of the physical environment of the campus could be used to identify locations where small investments, perhaps from the student organization budget, could be used to create informal spaces for socializing. For more involved or larger spaces associated with buildings, plans for rehabilitation, or new construction should include the design and implementation of gathering and study spaces in keeping with the nature of the project.

Instructional Space

UMF has a suitable inventory of academic instructional spaces in buildings dating from the early 1900's to the present day, and thus a wide variety of types, sizes, and levels of quality. A few classrooms are situated in some of the houses scattered across the campus or in buildings largely dedicated to other uses such as the Library or the Gym. Most are in buildings dedicated to instruction, including Roberts, Ricker, Preble, the Technology Commons, and the Education Center. Merrill Hall is a dual-use building with equal amounts of instructional and administrative space and a large auditorium. The Ricker Addition also does double duty housing classrooms and the Child Care Center. The most recent upgrades and new construction, in Preble/Ricker, Ricker Addition, and the Education Center, represent state-of-the-art classrooms, labs and seminar rooms. In contrast, spaces that have not been rehabilitated within the last 10 years or so, such as Roberts, are dated in appearance and comfort, and obsolete in terms of both technology and systems.

The quantitative aspects of instructional space are being addressed in detail in the Instructional Space Assessment component of the Master Planning project. Though early results show that UMF probably has a sufficient number of instructional spaces, there are qualitative and size issues that emerged from the interviews that will require some changes in the physical characteristics of the inventory. Some of these issues need to be addressed as quickly as possible to allow UMF faculty to effectively teach in every instructional space. Some considerations:

- Technology in instructional spaces needs to be fine-tuned, and upgrades completed.
- The quality of instructional space is not consistent campus-wide.

- Appropriate space is needed to accommodate new trends and technologies such as "Makerspace" instruction, collaborative and interdisciplinary work, and active learning.
- There are too few seminar rooms seating 10 to 16 and classrooms with 35 to 45 seats.
- Many classrooms, particularly in Roberts, are over capacity due to the draw of being equipped with new technology and taking the characteristic of today's students (laptops, backpacks, etc.) into account.
- More collaborative and student/faculty meeting space is needed in academic buildings housing instructional space.
- There is limited space to accommodate appropriately-located and equipped interdisciplinary programs (such as the Creative Writing Program within the English Department, or Psychology, Neuroscience, and Biology).
- The white board vs. black board issue remains to be resolved.
- There are too few specialty spaces such as testing rooms for accommodation, individual and group study spaces, majors rooms, etc., which are needed to reduce scheduling pressures on typical instructional spaces and encourage collaboration and impromptu interdisciplinary encounters. Identified needs include:
 - o Space for student/faculty meetings and collaborations is in short supply, especially in older buildings.
 - o Classroom space is the FRC for UMF-required PE courses and for community education.
 - o Research labs in the Natural Sciences.
 - o Instructional spaces in Roberts requires renovation, reconfiguration, and reallocation.
 - o Instructional spaces in Merrill (Fine Arts and Music) should be relocated to spaces that are functionally, technically and environmentally more suitable.
 - o Instructional space relocation/replacement will result from projects recommended in the master plan - see the "Buildings" section

Summary

UMF is close to achieving an adequate mix of instructional space sizes and types, meeting today's pedagogical, environmental and technological requirements. However, some significant adjustments involving a variety of sizes and types of renovation projects will be required to put all of UMF's classroom, lab and seminar spaces at equal functional and quality levels.

Library

The Mantor Library is a beloved building at UMF. Students conveyed how much they enjoyed studying and gathering in the Library. A significant reason for this is the presence of the recently-added Cafe on the ground floor which is convenient to the main entrance off Mantor Green. Student issues are minor in nature regarding Mantor, and are generally related to the building's success: identifying too few quiet areas, too few study areas, too few computers, etc. Faculty were equally complimentary of Mantor, particularly the Cafe and the study amenities. Overall, the most common complaint cited by the faculty was the lack of space for certain programs and activities, caused by the Library staff and administration trying to accommodate new functions and needs while continuing to deliver traditional services to the College community in a finite amount of space.

Space in the Library is thus at a premium and will be a continuing condition. Basic Library services need more space, some collections continue to expand, and more recently-accessioned programs, such as the Student Learning Commons and the Help Desk, need the ability to expand. In addition, it may be desirable to bring off-site administrative IT functions to the Library.

There is one instructional space housed in the library, an electronic classroom, on the third floor. A conference room has been converted to student study space, so there is no meeting space at present available. Office space for library staff is adequate, but has been patched together as a result of originally-programmed office space having been converted for other uses. Everyone now has either a workstation or an office, though there is some fragmentation of administration within the building. One office shortfall that is noted is space for student workers.

At present, storage space is decreasing as the Library goes from 90,000 to 60,000 volumes and adds e-books (off-site Library storage is located in Scott Hall), so empty stack space has been and should continue to become available for new uses. Increases in efficiency of space use and new, less space-intensive media, are constantly countered by new programs and functions that want to be in the Library. Thus success in adapting to the changing role of college libraries has resulted in a degree of overcrowding and overuse.

The Library going forward should have a developed "moving plan" that identifies ways to adapt new or expanded uses for space that becomes available due to changing storage needs and work patterns which may include areas for quiet study, student work, meeting, or collaboration. Technology may also need more space in the building. Perhaps at some point there will be sufficient space available to produce an ideal administrative and technical services office layout with staff conference space. It

may be possible to continue to reinvent the library space plan and thereby eliminate the need for future expansion or relocation to another building or construct a new one. Off-site storage space can continue to provide a safety valve, and perhaps could be expanded to allow a dedicated swing space in the Library that would be used to develop and experiment with new ideas without effecting existing established spaces and functions.

By all accounts, the Library is successfully handling its evolving and expanding role. However, space issues are having an impact on efficiency and overall effectiveness. Flexibility and the availability of expansion opportunities will be key factors in planning and accommodating for the many, often conflicting, demands that are and will be placed on the building and its occupants in the next future.

Faculty Office and Support Space

Faculty office space is a theme on every campus. Changes in student enrollment dictate faculty appointments, as do growing programs. Constantly varying numbers of adjunct professors and instructors, faculty on sabbatical, visiting professors, and emeritus faculty, wreak havoc with a finite supply of office spaces. The number, nature, character, quality, and location of faculty offices is in constant flux. By and large, most of the UMF faculty members interviewed expressed comfort, if not total satisfaction, with their own office environments. However, issues such as the coming of a new faculty member in the fall, with no offices to spare, continue to emerge. Equally important is the observed variation in quality and consistency of office space at Farmington: some professors have spacious, well-lit, conveniently-located offices with great air quality and desirable adjacencies; others are in offices carved out of other spaces, with no windows, poor air quality and/or lighting, and less desirable locations, distant from their colleagues.

Properly-sized offices are divided; closets and storage rooms become offices; instructional spaces are converted into office space for adjuncts; and offices are placed adjacent to other campus functions that are not conducive to an office environment. All of these conditions are reasons for having flexibility in the College's office space inventory. This can be accomplished by establishing a planning basis for adding offices as part of some, if not all, construction projects, and/or building dedicated swing space designed appropriately and located conveniently to meet faculty and staff needs. Sometimes the construction of a faculty office building can be a key component of a campus space plan, resulting in multiple positive backfills solving a myriad of problems.

UMF has not reached that stage as of yet. Some less capital-intensive ways of dealing with quality and inconsistency issues are relatively easy to implement:

- Develop campus-wide standards for the design of renovated and new offices to help prevent inappropriate and inefficient offices from persisting and multiplying;
- Study the existing physical plant to identify locations where efficiencies in office spaces could be realized, and right-sized office spaces and new spaces created.
- Utilize new ideas in office design to foster collaborative work environments in efficient spaces;
- Conduct a restacking analysis to determine best adjacencies and locations, and most efficient use of buildings;
- Renovate, reconfigure and reallocate office space in Roberts Hall;
- Consider using houses for short-term faculty office space;
- Construct or lease swing space on campus or directly adjacent to campus (upper stories downtown, for example), pending longer-term on-campus solutions.

One additional frequently-mentioned concern is the shortage of conference and meeting spaces, where faculty can confer with other faculty, department faculty and administrators can meet, and faculty can meet with students. Rooms of the sizes commonly suggested for these purposes can sometimes be created as a result of more efficient use of space overall. For example, when some UMF classrooms that are too small to meet current instructional needs, such as many of the rooms in Roberts Hall, are reconfigured, they can be divided to provide one new larger classroom and a smaller seminar space.

Administrative Office and Support Space

Many of the same issues identified under Faculty Office Space above apply to administrative/staff office space at UMF. Staffing, work techniques, and programs change for a variety of reasons. Financial, academic, service, and auxiliary program staffs evolve, and support functions and spaces, such as conference rooms and storage, must be adjusted accordingly.

Most of the administrative office issues identified by those interviewed related to locations and adjacencies. Some groups or functions are in situated in the wrong place, while others are fragmented across several locations. Here are some of the observations:

- Administrative functions should be consolidated, ideally in Merrill Hall, which should be dedicated entirely to administration and business-related student services;
- Administration needs more conference, work, and storage space;
- Some student services are inconveniently fragmented;
- Back-of-house administrative functions could go to the perimeter of the campus or off-campus to relieve pressure on campus (Scott Hall was mentioned as a potential location for back office functions);
- Swing space would allow for reorganization of administrative functions as needed with minimal disruption in services, or to house administrative units during construction of replacement space.

Lack of storage space was another issue mentioned and is considered in the following section.

Reorganization of administrative space to promote the best locations, adjacencies, convenience for customers, and work environments, will require the involvement of all administrative units, including Senior Staff, Admissions, Financial Aid, Alumni, Marketing & Communications, Registrar, Bursar, and others. Multiple scenarios are being considered as part of the work of this Master Planning effort. The most basic task is to look at individual issues with a campus-wide and long-term perspective - the ultimate objective of a Campus Master Plan. Some fundamental decisions will need to be made to set the course, such as whether or not to dedicate Merrill to administrative functions, and consolidate student life services in a renovated Student Center. Then UMF is appropriately prepared to deal with the many detailed issues discussed in these narratives.

Storage and Swing Space

Insufficient storage space is a constant problem across most, if not all, departments and organizations, and in all facilities. While one would expect this to be true of the older buildings on the UMF campus, and it is, it is also true for even more recently-constructed buildings, such as the Student Center, and buildings that have been renovated in the last several years. When space allocations or budgets need to be cut, storage is often the first line item to be cut from projects.

Storage space of individual departments and units varies widely, but in general, inadequate storage exists and impacts offices, instructional spaces (including laboratories), athletics and recreation facilities, and support spaces. There is a need for storage immediately adjacent to work spaces, and also for large-scale

warehousing or compartmentalized storage located on the fringe or off-campus for Facilities Management, Purchasing, and Athletics.

Lack of storage is a significant issue for student groups/organizations as well as the UMF Dining, the Bookstore; the Arts departments; the Bookstore; and the Library, among others. Insufficient storage is sometimes simply a shortage of space in a particular building needed to support the current occupants/users. In other cases, storage space is lost to program spaces such as faculty or student offices, reflecting deeper storage deficiencies in those program spaces. This means less storage space is available to meet increasing demand.

Providing additional storage space in an existing building is difficult at best, especially on a campus where many support functions are working in less space than they need for existing programs and personnel, let alone for future growth. New buildings often take so long to bring on line that faculty has grown but program space has not, thereby causing storage rooms to be re-purposed. Storage in new facilities is often maxed out on dedication day. Lack of swing space intensifies the problem.

Some ways UMF can deal with storage spaces discussed in interviews include:

- Consider using Scott Hall for storage (it is already used for Library archival space) if space becomes available;
- Consider off-site storage in new or existing owned or leased space; and
- Combine storage with swing space if a facility can be found or constructed in an appropriate location.

UMF should also establish storage needs as a high priority in future renovation and new construction projects.

Swing space was mentioned by several interview groups. Swing/transitional space is a significant issue, and the lack of it hampers experiments, and any swaps and renovations that could foster more efficient use of space. Swing space is needed in all categories: instructional, office, support, and storage. It can be provided in existing buildings, though swing space requires a level of flexibility that does not often exist in available facilities, except in something like a vacant big box store or call center or automobile dealership. A big metal building can fit the bill, but such a structure may not be appropriate for a campus setting. A large, open floor plate on a site on the periphery of campus, within easy walking distance, with parking and good service access, perhaps sharing space with university storage, would be ideal. Alternatively, even a residence hall that may be structurally solid but is deemed obsolete can provide serviceable temporary office space. Building new swing space, or using

existing space, can be more difficult to get buy in. However, institutions that can find or provide such space find it quickly pays for itself in many ways.

TRIO and Related Programs

TRIO is a group of programs established by the federal government to help low-income students enter and graduate from college. They are designed to assist students with overcoming class, social, academic, and cultural barriers to obtaining a college degree. TRIO at UMF provides access to these resources through Upward Bound and Johnson Scholars programs. Upward Bound helps students of college age and older prepare for higher education, offering classes during the academic year and camps during the summer. Johnson Scholars provides assistance to first-generation low-income students starting with their first year and continuing through graduation. This program also serves students with physical or learning disabilities.

The TRIO programs are split between two of the former residences on Main Street that have been acquired over time by UMF and converted to program use. TRIO's administrative staff, Johnson Scholar staff, and some Upward Bound staff are located in Franklin Hall, a much-altered and expanded former historic residence. Franklin is shared with several other programs, some of which also offer services to students needing assistance. These include Instructional & Exchange Programs, Disability Services, and the testing aspect of the Learning Assistance Center. Testing spaces on the second and third floors are shared by a number of programs, and are cramped and often overcrowded. The remainder of the Upward Bound group is located in Look House, which is shared with the Bookstore and faculty offices.

Between the two houses, TRIO is short by one office and conference space, and is lacking a community space with a kitchen, which is needed to allow the program to fulfill the requirements of the federal grants that fund it. TRIO currently has a grant application in process to obtain funds to provide such a space. TRIO now uses Franklin Hall Room 117 for this purpose, but has to modify the room significantly, recognizing that it is still not entirely functional for this purpose. The desired room would be open throughout the day and evening, and used for drop-in advising, workshops, technology-intensive instructional and research activities, and a variety of gatherings. Additionally, being able to offer food on the premises would be ideal in attracting students to TRIO programs.

TRIO office space is restrictive with no room for expansion. The programs that is houses have no dedicated conference space, and require small-group and one-on-one private interview rooms for mentoring and advising. Storage is also needed, especially for Upward Bound, which requires a large, lockable space in which to store

a wide variety of recreation equipment used largely for the summer camp and other summer programs. They currently have limited unsecured storage in the former Bookstore space in the OSC.

Franklin Hall, which has been renovated through expansion and conversion of former large living spaces into a myriad of small offices and many long corridors, does not serve TRIO or the other groups housed there well. There is limited conference space and only one classroom, and lacks room for further development. Although there is an exterior ramp and an elevator to provide accessibility, circulation is confusing and uninviting. This uncomfortable fit, coupled with the potential for synergy with other student service programs such as Learning Assistance, Center for Student Development, Peer Tutoring, and Testing, suggests that the space in Franklin be re-allocated to a smaller group of programs (including TRIO), or that TRIO and affinity programs be relocated.

Even reducing number of programs within Franklin's floor plans would still not resolve another requested change for TRIO – to be in a more visible, high-traffic location. Staff feels the programs are "hidden away" in Franklin. This sense of being overlooked is amplified by the character and feel of the interior. Franklin Hall has been divided and split into so many small spaces over the years that the once-spacious domestic character that was the first floor of the house has been completely lost. Even the once grand main stairway, which still exists, has been enclosed and projects an odd transposition of the grandeur of the past and the drywall of the present.

In the event that Look House becomes available in the future, the TRIO staff views it as a good candidate for a cluster of student service programs including TRIO and one or more of the others listed above. While the Look House is somewhat distanced from the Student Center, it is not concealed or hidden, and conveniently located at a prime corner of the campus closest to Downtown. A less-than-central location can be countered by enhancing the way a building presents itself to the communities it serves. Another of the houses (see the following section) might be a better fit for TRIO, and

The TRIO group's overriding need is sufficient dedicated space with adequate office, conference and support space and a student gathering space with kitchen. A house for TRIO and related student services would be ideal, though a suite in an expanded and renovated Student Center could also be a consideration. Adjacency and space programming studies will reveal possible resolutions for these straightforward requirements.

Houses

Many of the "small houses" owned by UMF present space issues that will remain in play as long as intensive and often expanding uses are placed in them, generally due to lack of space in preferred locations. For the purposes of this assessment, the Psychology building, a historic building originally built as a church, is included in this group of structures. These eleven buildings are presently used as:

- academic office, instructional and program space (Brinkman, Psychology, Creative Writing, Honors);
- administrative functions (Admissions, Alumni & Development, Marketing & Communications, Public Safety/Campus Police, Infant & Toddler, Bookstore);
- student services (PAC, TRIO, Disability Services, International & Exchange Programs, Learning Assistance Center, Center for Student Development); and
- student organizations (Mainely Outdoors).

While they serve important purposes, they should not be considered permanent solutions, as they are inefficient, remote, and expensive to maintain. They also present concerns about meeting code and accessibility requirements that are difficult and expensive to resolve. Honors Center and Creative Writing are good examples of small houses that serve their purposes up to a point, but are deemed barely adequate. Neither have enough space to support classrooms, offices, meeting rooms, informal gathering spots, and storage/support space. In many cases, it is those uses that have few space options that are put in buildings not meant for institutional uses. Though they may feel welcoming and comfortable in some ways, ultimately are bad fits overall.

That being said, some of the houses may function reasonably well if their occupants can take advantage of the buildings as they are. Small, self-contained departments or units may be good candidates for these buildings. However, if they are parts of fragmented departments or units, if adjacencies are not appropriate or functional, or if locations are wrong (for example, some of the functions in Franklin Hall should be in locations that are more visible and convenient for their student customers), those organizations should be relocated elsewhere.

Houses may be better utilized for small groups of faculty offices, faculty or guest housing, or student housing. These uses can maximize the domestic floor plans and room sizes that exist. Accessibility remains a major issue for these buildings, however.

Houses that have been enlarged, like Franklin Hall, can sometimes support an elevator and ramped entrances, but they are the exceptions to the rule.

The houses pose other issues related to future UMF development. Houses on Main Street were often cited by interviewees as "charming" and reminders of Farmington's past. If these houses are to be offered as bows to Farmington's history, their exteriors should be preserved respectfully and appropriately in ways that contribute to their longevity.

The *Main Street houses* are also important to preserve for another reason: they serve as a unique border to the campus on the street and function as the public face of UMF. Because of their scale and the open spaces between them, they allow those traveling on Main Street to glimpse the Mantor Green, and get distant views of UMF's larger buildings. The question deserves to be asked, however, in a college environment, whether an iconic new building, like a performing arts center or even a student center, would be a more appropriate representation of UMF to the "outside world," with history and tradition ably represented by Merrill Hall? Given current budgets, however, the creation of a significant new structure on Main Street during the planning window of 10 to 20 years seems unlikely.

Many of these houses occupy what can be considered prime real estate on the campus and may stand in the way of the expansion of existing buildings or the construction of much-needed new facilities. Those Main Street buildings that can be considered significant (all except Brinkman) may not be candidates for moving, but others on side streets could be moved fairly easily. On some campuses, small houses have been consolidated in clusters that contribute to a village-like character while taking advantage of moving to make improvements to the buildings. They also may be more able to accept additions and accessibility ramps or be put on new foundations that place the first floor closer to the ground. Because of these opportunities, most of the houses now owned by UMF should be considered resources and not candidates for demolition.

Admissions and Alumni & Development are good fits for the residential structures they inhabit, due to the scale of the buildings and their locations. In the case of Admissions, however, the original Carriage Barn, which might be capable of serving as the Admissions presentation room and tour orientation space, has been pre-empted by UMF's art gallery. Given issues that have arisen due to the location of an institutional art gallery next to the UMF child care facility, and Admissions' need for a large assembly/presentation space, the relocation of the gallery function and re-purposing of the Carriage Barn space deserve consideration. In addition, given the public roles and functions, both of these houses should have designed open spaces

between them, abutting and blending with the Mantor Green, to both take advantage of and contribute to the aesthetics and vitality of the primary campus open space.

Look House presently contains the Bookstore and some faculty and program office space. The Bookstore was moved to this location from the Student Center in an effort to give the store more visibility to a wider potential customer base by taking advantage of the Main Street frontage. The move is presently being studied to see if use has indeed increased; but preliminary results of the study, as well as anecdotal responses from interview subjects, indicate store receipts have been decreasing, rather than increasing. According to interviewees, this is because student visits have dropped due to the inconvenience of the Main Street location, which is not readily accessible to the campus core. However, many interviewees also commented that if the Bookstore returns to the OSC, it should be housed in a more central location and with a new, brighter and more student-friendly atmosphere.

Psychology is a special case among this group of buildings, because it is a former church, and is thus considerably larger than a typical residence. Even though offering more square feet, this building type is not well-suited to use for the seminar, classroom, lab and office space that a psychology program would typically require. In this case, the most unique and potential-filled space, the sanctuary, is dramatically underutilized. Though there are many creative re-use options for the space by UMF, instead it is a grand but forgotten, leftover room. The building is another member of this group of structures that should be considered for a different, more appropriate use. The character and volume of the former sanctuary would lend itself to a gallery, an assembly space or a performance venue (theater, dance, music).

Brinkman House is a singularly undistinguished structure that, other than enclosing useable square footage, is not worthy of its accidental role of representing UMF on the community's main street, or its place on a prime building site in the shadow of Merrill Hall and the Emery Center. Although the Mathematics and Computer Science Department has adapted Brinkman for office use, this building has several significant space needs that could be better met in another location, perhaps one of the other houses such as 101 South Street or Franklin Hall, where student gathering, study space, and a seminar room and/or computer lab could be provided in close proximity to faculty offices. In the case of 101 South Street, Marketing and Communications who occupies this house, could profit from a more modern facility incorporating specialized technical and collaborative spaces that these work groups need.

The *Creative Writing and the Honors programs* both occupy houses that are on important street frontage. The Creative Writing House stands between the Student Center and the Technology Commons, and may need to be moved as part of an OSC

renovation/expansion. The Honors Center site may be needed for incorporation in a new field house/gymnasium complex. Both provide an appropriate character for their programs, but fall short in some spatial dimensions. Either of these houses could be easily moved, and in the process of being placed on different sites, could be enhanced with high-quality space in new basements and additions at their new locations.

The remaining houses are on less prominent sites, further from the center of campus. They currently perform valuable functions, and have assumed new roles fairly often. For the foreseeable future, as in the past, they can continue in these uses until their spaces or their sites are needed for other purposes. The Partnership for Civic Engagement, located at 149 Quebec Street, should be in a more visible location adjacent to other student services - perhaps in a renovated Student Center, allowing the current building to be re-purposed, relocated or decommissioned. The space at 112 Maguire Street appears to be serving Public Safety and the Infant and Toddler program well, though minor improvements are needed. These programs may be satisfied to stay where they are, though as the only structure on a large piece of open space now occupied by parking lots, the house sits on land which may be needed for another purpose someday. The location at 144 Quebec Street recently became the home base for the Mainely Outdoors program, where it will likely stay at least until the program and the site are folded into a new athletics/recreation/fitness complex.

As a group, these 10 houses (and church) pose a variety of challenges and provide opportunities in keeping with the variety of shapes, sizes and styles of the buildings. They offer students, faculty and staff comfortable alternatives to the more typical institutional buildings that would be the norm, as well as space that can fulfill many, but not all, functional requirements. They represent important resources that should be carefully considered for enhanced re-use and appropriate new uses as part of the master planning process.

Child Care

The Sweatt-Winter Early Care and Education Center provides valuable educational experience for UMF Early Childhood Education students as well as an important service for children and parents of Franklin County and surrounding areas. There are four on-campus programs:

1. Sweatt-Winter Early Care and Education Center: children ages 3 - 8;
2. Preschool, children ages 3-5;
3. Before-and-After School Program, children ages 5-8;
4. Infant-Toddler Playgroups.

The first three programs listed are provided in the Ricker Addition on the Mantor Green. The Infant-Toddler Playgroups are offered in one of the houses described in the previous section, located at 112 Maguire Street.

The Sweatt-Winter Center is housed in the Ricker Addition, a building widely thought to have been built in the wrong place. It occupies a prime location at one end of the Mantor Green, opposite the OCS. Unfortunately it unnecessarily truncates the green, rendering a potentially important extension of the green to Merrill Hall impossible. In addition, the Ricker Addition has no street frontage. This may be advantageous for a child care center in that there are few worries about noise or traffic, and it is in the heart of campus pedestrian activity. However, this positioning makes vehicular access for pick-up and drop-off difficult, and there is very little parking. These problems have a significant impact on vehicular and pedestrian movement and safety at the Admissions House and Look House, which are immediately to the west of the Ricker Addition.

The child care facility occupies the ground floor of the Ricker Addition. The upper floor contains four well-designed and well-equipped classrooms. Popular in some ways, not well-liked in others, these classrooms are subject to noise generated by the children below the classrooms, especially when the children are outdoors. Another adjacency issue has to do with the presence of the UMF's Art Gallery in the Carriage Barn at the end of the Admissions House that is closest to the Ricker Addition. Parents have noted that the nature of the art on exhibition in the gallery can sometimes be inappropriate for children who may wander in as they wait for pick-up.

Due to these safety and adjacency issues, and the broader issues of the lack of planning with regard to the placement of the addition within the core campus open space, there was much discussion in the interviews about finding another location for the child care center and the UMF classrooms and removing the Ricker Addition in favor of extending the Mantor Green to Alumni Hall. This change would be coordinated with the removal of Brinkman House, opening up a forelawn or forecourt for the Emery Center and broadening views of Merrill Hall from the green and from Main Street. These actions would re-invent the green, and offer many possibilities for the development of the landscape and pedestrian environment, including providing a vehicle-free path for pedestrians from the OSC to the downtown.

With the Ricker Addition being such a new building; with it just having been repaired after it suffered extensive water damage from a broken water pipe; and given that new space would be needed for both of the uses now in the building, it is unlikely that this reworking of the north end of the campus could be accomplished in the near or mid-future. However, this Master Planning effort provides the opportunity to avoid similar

oversights going forward. The situation provides an excellent example of the value of a well-considered Campus Master Plan.

Campus Site Elements and Landscaping

Interviewees were asked about favorite outdoor places on campus, and how they thought the campus landscapes and streetscapes could be improved for students, especially, but also for faculty, staff, townspeople, and visitors. The following is a simple non-prioritized list of the needs in the campus open space realm that were mentioned by more than one individual or group during the space assessment interview process.

- Outdoor campus gathering places, to foster social and academic interaction and to make traversing the campus more pleasant in all kinds of weather; include food service when possible.
- User-specific outdoor program and social spaces for TRIO, Admissions, OSC, Alumni, and the Arts.
- Consistent, appropriate, and efficient pedestrian-scaled lighting throughout the campus and along Main Street into the downtown.
- Consistent, high-quality, durable outdoor furniture.
- High-quality and consistent identification, directional, and wayfinding signage.
- High-quality, native-plant-based landscaping according to a master landscape plan.
- Balance pedestrian and vehicular traffic with enhanced streetscapes on Lincoln and High streets.
- Streetscape improvements on Main Street between Academy Street and Hippach Field.
- Elimination of all but service and emergency vehicles from South Street; create a "focal point" pedestrian plaza connecting the OSC with the Mantor Green.
- Develop Mantor Green into a multi-purpose, campus-defining open space, with both active and passive zones; include expansion to Merrill Hall with the removal of the Ricker Addition, and push out to Main Street between the houses and the church.
- Enhance aesthetics and function of on-campus parking lots; minimize parking in the core campus.

Establish well-defined, well-lit, safe, secure and attractive pedestrian links between the campus and the Prescott fields, Abbott Park, Hippach Field, the riverfront, wooded areas at the FRC, and the downtown.

Community Engagement

Interviewees were asked about ramifications of UMF's emphasis on community engagement. What facilities or facility improvements were needed to build closer ties between UMF and the town and the region, while at the same time enhancing campus life for students, faculty and staff? The following is a non-prioritized list of responses:

- Enhanced athletic, recreation and fitness facilities, with ample space for community programming;
- Turf field, with track, lights, and stands, with possibilities for use by local schools and community groups;
- Expanded and enhanced Arts performance and exhibit venues;
- Expanded and enhanced lecture, conference and event spaces;
- Expanded and enhanced Campus Store;
- More places for students to interact with community members;
- Landscape improvements throughout the campus, including in residential areas on side streets;
- Streetscape improvements on Main, South, Lincoln, High, and Academy streets.

Accomplishing these physical improvement projects will offer opportunities for, and in fact will depend on, participation of town and state governments and organizations. Accomplishing them, and then enjoying them, in concert will strengthen the ties between UMF and its host communities.

Buildings

The following are individual buildings and groups of buildings that have space-related issues associated with them. In many cases these descriptions and recommendations will be related to specific unit and program issues as previously noted.

During the course of the interviews, many buildings were mentioned as being favorites, needing significant renovation, or needing replacement. Merrill Hall and Alumni Theater, UMF's most significant historic buildings are beloved but they require updating and upgrading if they are to continue to serve the campus community. Three of the College's more modern (late 20th century) buildings were cited as being dysfunctional and "in the way" of resolving major campus planning and programming

issues. One major new building complex and three significant renovations should be in future plans, according to the interviewees, to meet specific current and future program requirements as well as to resolve current space issues.

The following is a categorized list of building projects, compiled from interview notes. This list has not yet been coordinated with the current Campus Master Planning process, though the list and the plan are largely in sync with regards to major projects identified.

1. Rehabilitation of historic/older buildings:
 - Merrill Hall
 - Alumni Theater
 - 101 South Street
 - Main Street houses
 - Main Street church
 - Renovation of an older residence hall for faculty and administrative offices
2. Candidates for extensive rehabilitation/upgrades/expansion:
 - OSC
 - Roberts Hall
 - Dearborn Gym
3. Candidates for removal:
 - FRC
 - Brinkman
 - Ricker Addition
4. New buildings:
 - Field House/Gymnasium/Fitness/Outdoor Center complex
 - Swing/Storage Building

The Space Assessment Team has made every effort to keep the list of new buildings as short as possible. The critical need for UMF is to implement a few key renovation and expansion projects in the near term. Between them, the five projects highlighted in blue are all related and will together address the most serious space issues identified in the interview process, in the realms of athletics/recreation/fitness, and fine arts. The Student Center revitalization is an independent, singular project with an impact that would ripple across the entire campus. The Roberts renovation and possible expansion would help to resolve shortcomings in classroom and office space. From that point on, less resource-intensive projects, based primarily on backfill opportunities, can address the remaining issues over time.

Summary

The interviews provided a fascinating look into the character and life of the UMF community. Most comments came from the positive side of the spectrum. The themes represent the most commonly-held opinions on what needs improvement in the spatial realm. Although the spaces used by the UMF community are, in general, adequate at present, there is much room, and need, for improvement as identified by the commentary that was heard throughout the interviews:

- *"We make do with what we have."*
- *"We have enough space, but it's in the wrong building."*
- *"We're used to it."*
- *"Faculty and staff succeed in spite of the facilities."*
- *"Our campus lacks curb appeal compared to our peer institutions."*
- *We can't do all that we could or should do, because of our limited facilities."*

Overall, faculty, staff, and administration are looking for an integrated plan to support the changing environment at UMF. Consistent with the overarching purpose of this study, interviewees expressed the desire to make more efficient use of existing space with regards to their own areas as well as to the campus as a whole. As an example of this tendency, there was a consistent willingness to share spaces where possible within a building. This assessment, however, is based on the goal of defining the appropriate size and number of spaces needed for the task through "right-sizing."

The global issues identified from the interviews include the following:

- Consolidate dispersed personnel both within departments and across campus;
- Create a home for each program, department, unit, in dedicated and recognizable areas meeting requirements for visibility, identity, privacy, accessibility, and interdisciplinary collaboration among faculty and students;
- Define and implement UMF-wide policy on space assignments;
- Construct flexible space in new and renovated areas to support changing needs;
- Consistently upgrade and integrate IT infrastructure; and
- Analyze the impact of proposed program space needs such as increased research in terms of amount and type of space needed - for faculty as well as students.

NEXT STEPS

UMF has excellent examples of new and renovated office, instruction, and service spaces in place for emulation. Creativity is needed in planning the use of space, location of people and programs, collaborative scheduling, policy-writing, and facility planning. Perhaps most important, in light of the budgeting climate today and for the foreseeable future, thoughtful and purposeful planning is required to make the highest and best use of the space now and in keeping with the System's construction and sustainability policies. When new construction is proven to be the only solution to a problem, after re-use opportunities have been exhausted, it is vital to make sure that new capital projects solve present problems completely and incorporate the flexibility needed to accommodate the changes that will inevitably come in the future.

Rickes Associates is confident that the information compiled, and the analysis the UMF and consultant planning team will present upon completion of the Master Plan process, will provide the UMF with the guidance it needs to chart a responsible and navigable course for sustainable success.

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2

Facility Assessments By Building

STONE HALL

Address	115 Maguire Street
Year Constructed	1963
Use	Residential
Building GSF	29,111
Number of Floors	4 (Incl. Full Basement)
Construction type	Masonry/Wood
Average rating (scale of 0-10)	5.75
Overall Condition Rating	Fair (4.3 / 10)
FCI: (From FY 2013 NAV)	.018 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope Chipped masonry and exposed rebar observed at roof overhang / entry canopy.

Building Interior ACT ceiling requires replacement in many locations. The building interior, primarily constructed with CMU block, is in need of finish upgrades to improve quality of residential unit and common spaces.

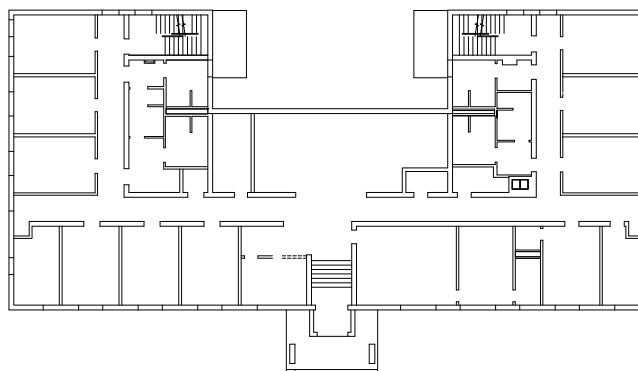
Life Safety No significant issues were observed for this category.

Mechanical The building has no HVAC or kitchen. Toilet rooms are in need of ventilation and operation of exhaust was undetermined. The building, in general would benefit from HVAC although the masonry construction will complicate the ability to install an efficient system.

Plumbing No significant issues were observed for this category.

Electrical Electrical review identified minor issues related to Main panel and distribution which are in fair condition. Inefficient T8 lighting and no lighting controls were also observed.

Typical Floor Plan



Building Facade



Building Facade

PURINGTON HALL

Address	172 High Street
Year Constructed	1914
Use	Residential
Building GSF	36,344
Number of Floors	4 B-3
Construction type	Masonry/Wood
Average rating (scale of 0-10)	5.09
Overall Condition Rating	Fair (4.9 / 10)
FCI: (From FY 2013 NAV)	.018 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	Observable brick and concrete façade elements appeared to be in good condition.
Building Interior	Uneven flooring, new carpet needed, updating needed, stairs need repair, main stair landing sags.
Life Safety	Fire alarm system needs updating
Mechanical	No ventilation.
Plumbing	Recent upgrade to 3rd floor plumbing fixtures.
Electrical	Electrical systems need updating, fluorescent lighting needs updating, exit signs are in poor condition.

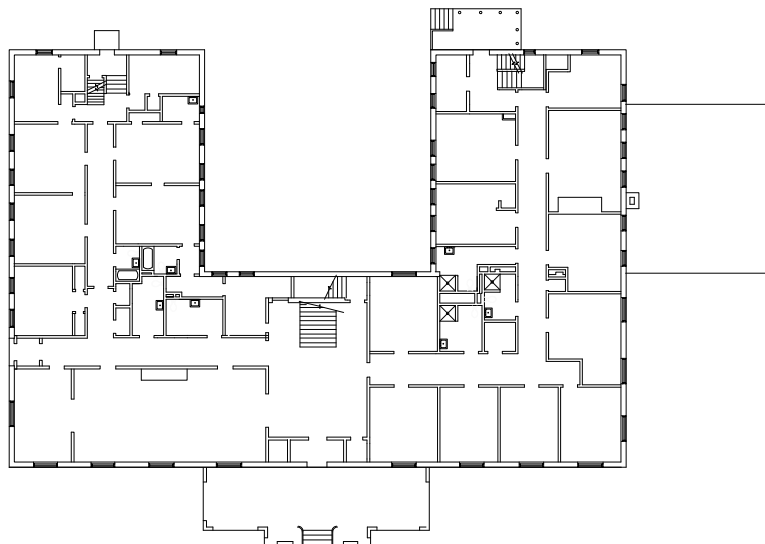


Building Facade



Building Facade

Typical Floor Plan



MALLETT HALL

Address	180 High Street
Year Constructed	1924
Use	Residential
Building GSF	35582
Number of Floors	4-B-3
Construction type	Masonry/Wood
Average rating (scale of 0-10)	5.26
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.018 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior New carpet and quartz tile were being installed to replace poor condition flooring at time of assessment.

Life Safety No significant issues were observed for this category.

Mechanical No mechanical ventilation.

Plumbing No significant issues were observed for this category.

Electrical Electrical systems need updating, fluorescent lighting needs updating, exit signs are in poor condition.

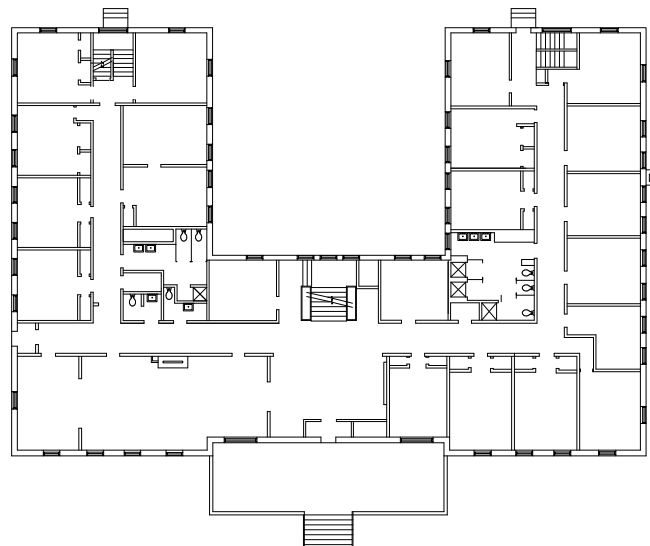


Building Facade



Building Facade

Typical Floor Plan

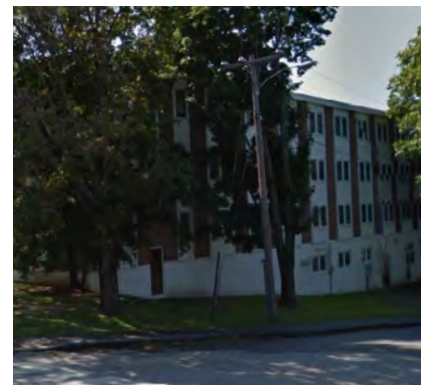


SCOTT HALL NORTH

Address	245 Main Street
Year Constructed	1958
Use	Residential
Building GSF	33,635
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.65
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.018 (Good)

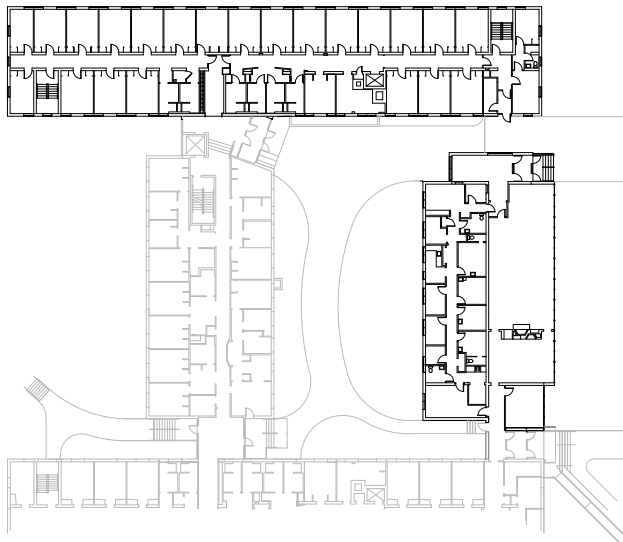
Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	New carpet, quartz tile, and fluid applied flooring were being installed to replace poor condition flooring at time of assessment.
Life Safety	No significant issues were observed for this category.
Mechanical	No mechanical ventilation.
Plumbing	No significant issues were observed for this category.
Electrical	Some lighting is outdated.



Building Facade

Typical Floor Plan



Building Facade

SCOTT HALL SOUTH (AND HEALTH CENTER)

Address	249 Main Street
Year Constructed	1970
Use	Residential
Building GSF	38,786
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.86
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.018 (Good)



Building Facade

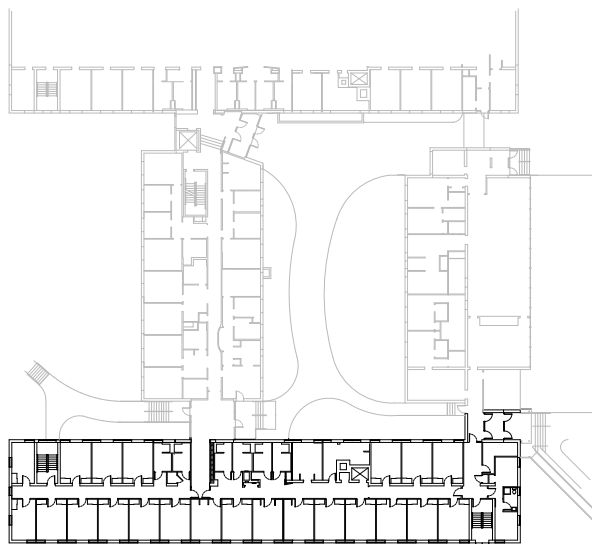


Building Facade

Facility Issues and Needs

Structural	Concrete wall and concrete plank structure appear in good condition.
Building Envelope	No significant issues were observed for this category.
Building Interior	New carpet and quartz tile were being installed to replace poor condition flooring at time of assessment.
Life Safety	No significant issues were observed for this category.
Mechanical	No mechanical ventilation in residence hall or health center.
Plumbing	No significant issues were observed for this category.
Electrical	Much of lighting is in poor condition/discolored. Electric wall heaters observed in health center exam rooms.

Typical Floor Plan



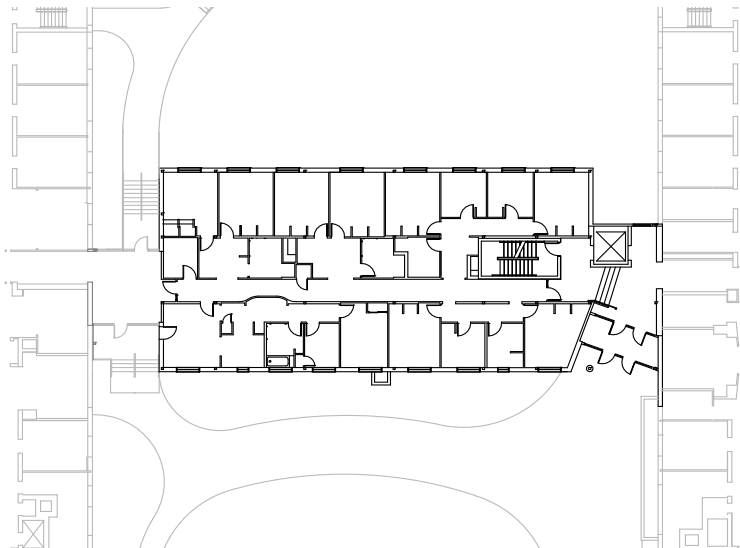
SCOTT HALL WEST

Address	245 Main Street
Year Constructed	1958
Use	Residential
Building GSF	33,635
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.65
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.018 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	New carpet was being installed to replace poor condition corridor flooring at time of assessment.
Life Safety	No significant issues were observed for this category.
Mechanical	No mechanical ventilation in laundry.
Plumbing	No significant issues were observed for this category.
Electrical	No significant issues were observed for this category.

Typical Floor Plan



Building Facade



Building Facade

LOCKWOOD HALL

Address	111 Perkins Street
Year Constructed	1968
Use	Residential
Building GSF	29,098
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	.51
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.018 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior No significant issues were observed for this category.

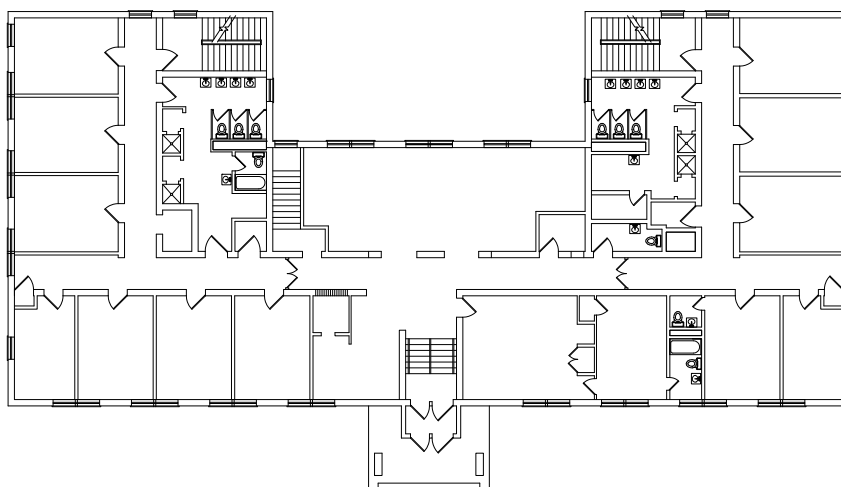
Life Safety No significant issues were observed for this category.

Mechanical No mechanical ventilation to spaces

Plumbing No significant issues were observed for this category.

Electrical Most lighting, exit signs and emergency lighting is outdated.

Typical Floor Plan



Building Facade



Building Facade

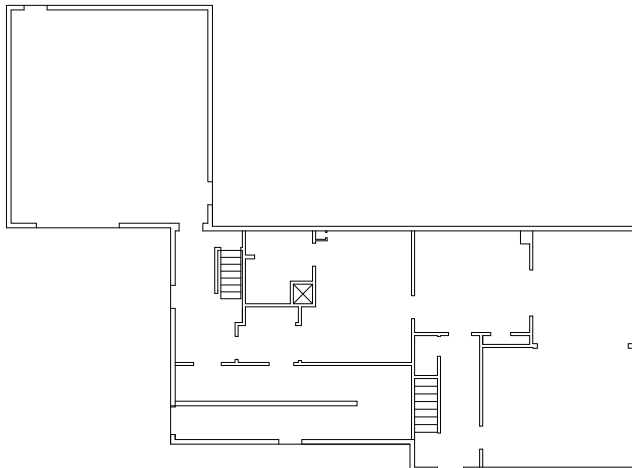
144 QUEBEC STREET

Address	144 Quebec Street
Year Constructed	1920
Use	Academic
Building GSF	4,148
Number of Floors	3
Construction type	Wood
Average rating (scale of 0-10)	4.52
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.013 (Good)

Facility Issues and Needs

Structural	First floor framing near side door deflects under a person's weight and should be stabilized from below. UMF has first floor upgrades planned for the near future.
Building Envelope	Siding, windows, and doors were being replaced at time of assessment.
Building Interior	Building interior is not accessible due to narrow doorways and level changes. UMF plans to make ADA-compliant improvements in the near future. Carpet and resilient flooring had recently been installed in the first floor.
Life Safety	Stair railing to the second floor is unsafe and should be replaced. No emergency lighting or sprinklers.
Mechanical	Boiler is in fair condition and fuel tank is in poor condition.
Plumbing	Various plumbing fixtures are in need of replacement.
Electrical	Active knob and tube wiring observed.

Typical Floor Plan



Building Facade



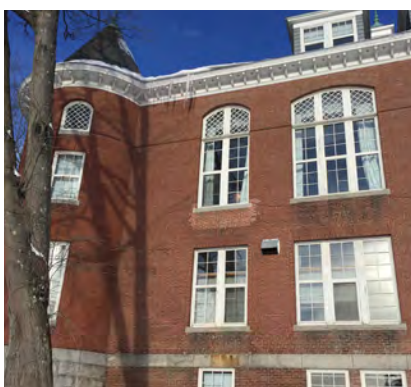
Building Facade

MERRILL HALL

Address	224 Main Street
Year Constructed	1884
Use	Admin/Academic
Building GSF	41,374
Number of Floors	4 B-3
Construction type	Masonry/Wood
Average rating (scale of 0-10)	6.04
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.024 (Good)



Building Facade

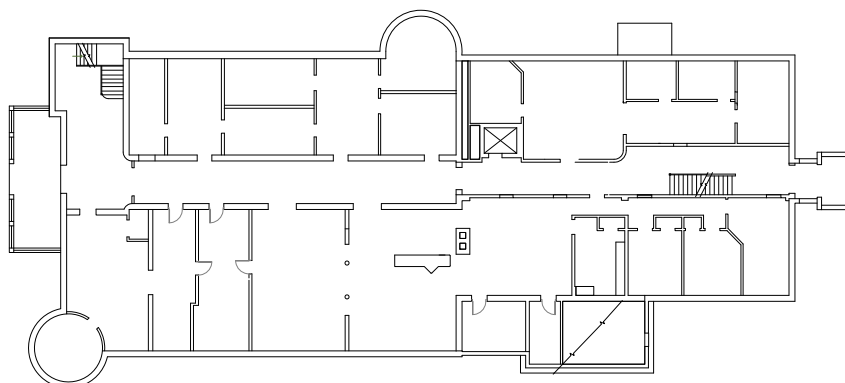


Building Facade

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Plaster walls showed signs of some buckling and/or damage.
Life Safety	Inadequate horn-strobe and emergency lighting coverage was observed.
Mechanical	No ventilation in majority of rooms, elevator machine room has no ventilation, some ventilation systems are older.
Plumbing	No significant issues were observed for this category.
Electrical	Some older panels and Romex wiring were observed.

Typical Floor Plan



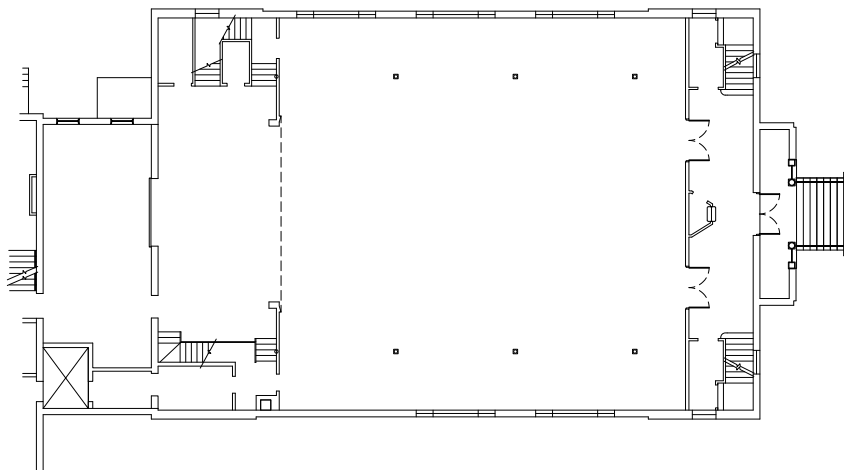
ALUMNI THEATER

Address	115 Academy Street
Year Constructed	1934
Use	Academic
Building GSF	14,851
Number of Floors	3 B-2
Construction type	Masonry/Wood
Average rating (scale of 0-10)	5.09
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.011 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Interior is in fair condition but is in need of general cosmetic and finish upgrades.
Life Safety	Minimal life safety observed for an assembly space.
Mechanical	Boilers slated to be removed upon completion of campus loop installation, some abatement required.
Plumbing	No significant issues were observed for this category.
Electrical	Some older panelboards and one fuse panel.

Typical Floor Plan



Building Facade



Building Facade

DEARBORN GYM

Address	163 High Street
Year Constructed	1964
Use	Athletic
Building GSF	29,889
Number of Floors	2 B-1
Construction type	Masonry/Steel
Average rating (scale of 0-10)	6.05
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.012 (Good)



Building Facade



Building Facade

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior Older flooring is in fair condition, ACT in fair-poor condition.

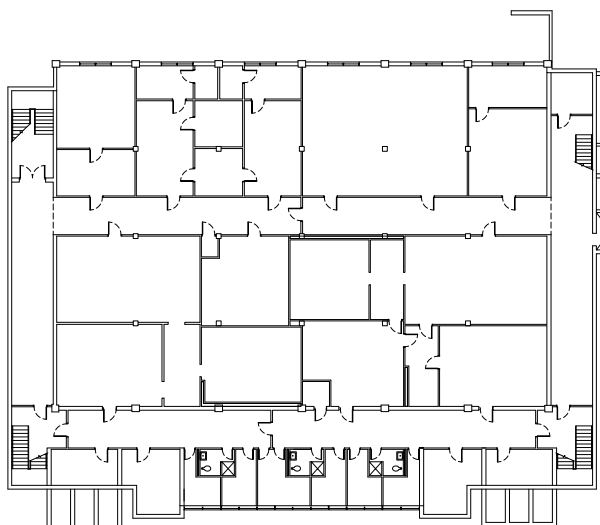
Life Safety Some older fire alarm devices.

Mechanical No mechanical ventilation in the lobby or rooms adjacent to the lobby. Gym mechanical system does not provide cooling. Ventilation unit in Gym storage is in poor condition and is not running.

Plumbing No significant issues were observed for this category.

Electrical Older lighting in portions of building other than the gymnasium.

Typical Floor Plan



RICKER HALL

Address	169 High Street
Year Constructed	1963
Use	Academic
Building GSF	19,936
Number of Floors	3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	6.71
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.020 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	No significant issues were observed for this category.
Life Safety	Older exit signs and emergency battery units were observed. No sprinkler system.
Mechanical	Older exit signs and emergency battery units were observed. No sprinkler system.
Plumbing	No significant issues were observed for this category.
Electrical	No significant issues were observed for this category.

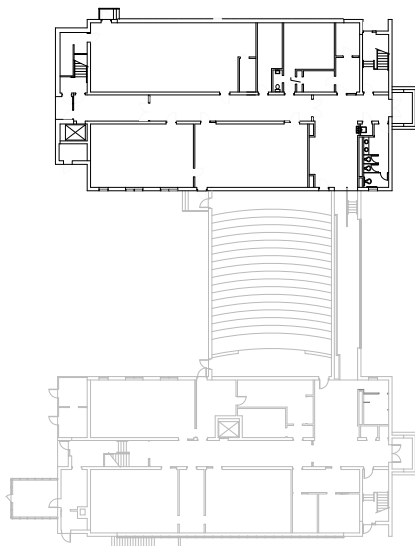


Building Facade



Building Facade

Typical Floor Plan



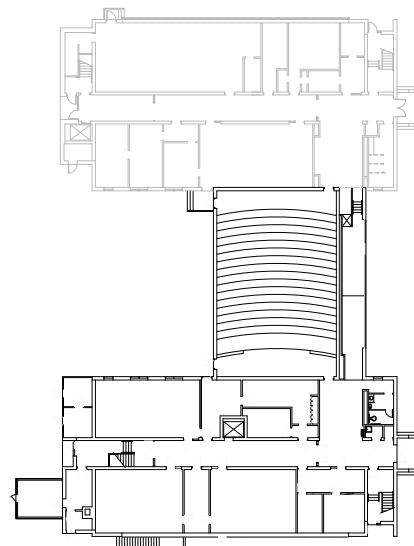
PREBLE HALL

Address	173 High Street
Year Constructed	1963
Use	Academic
Building GSF	22,582
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	6.32
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.025 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	No significant issues were observed for this category.
Life Safety	Older exit signs and emergency battery units were observed. No sprinkler system.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	Older panel boards were observed.

Typical Floor Plan



Building Facade



Building Facade

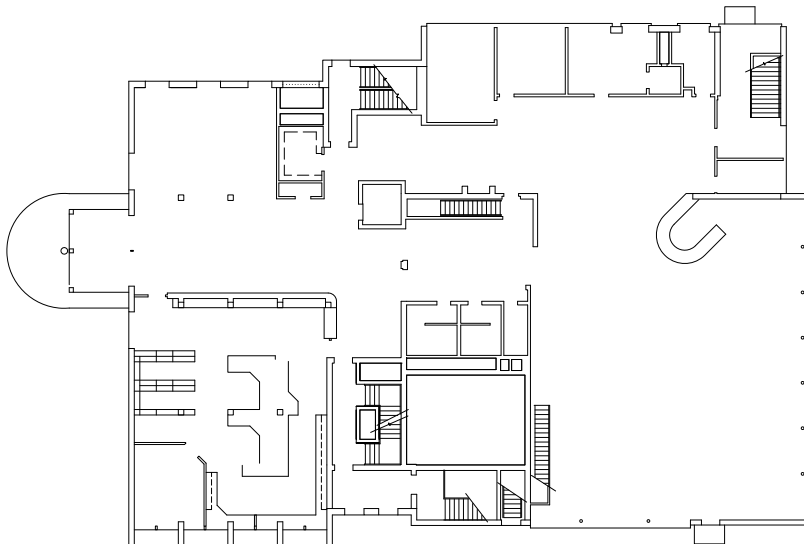
MANTOR LIBRARY

Address	116 South Street
Year Constructed	1954
Use	Academic
Building GSF	29,592
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	6.12
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.025 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Better wayfinding signage needed.
Life Safety	Some exit signs and emergency battery units are older. Building is partially sprinklered.
Mechanical	(2) packaged HVAC rooftop units provide cooling.
Plumbing	Hot water also served by electric heater.
Electrical	Some panelboards and lighting are older. FDP switch and fuse board is older.

Typical Floor Plan



Building Facade



Building Facade

110, 112 MAGUIRE STREET PROPERTY

Address	110, 112 Maguire St.
Year Constructed	1920
Use	Admin/Academic
Building GSF	8,372
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	5.36
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.014 (Good)



Building Facade

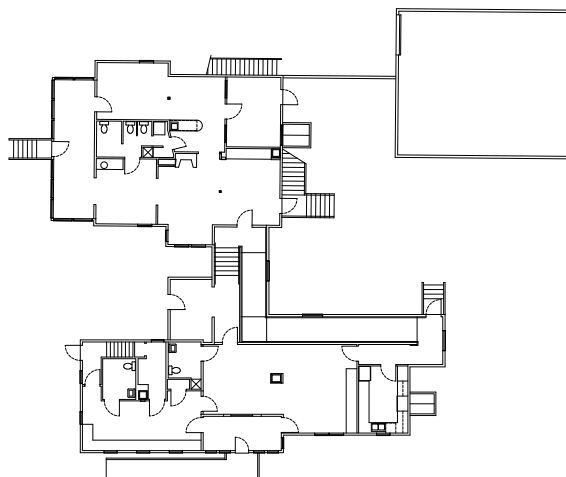


Building Facade

Facility Issues and Needs

- Structural** No significant issues were observed for this category.
- Building Envelope** Chimney at 110 requires repair. There was visible rot at painted wood window sills and eaves.
- Building Interior** Rot at window sills and eaves.
- Life Safety** Fire rating in basement boiler room should be reviewed and proper separation put in place if required. Emergency lighting did not appear to be functioning properly. No sprinklers were observed in either building.
- Mechanical** No mechanical ventilation in either building. Both building's boilers are old, but in good condition for its age.
- Plumbing** No sprinklers.
- Electrical** Some older subpanels were observed.

Typical Floor Plan



114 PRESCOTT STREET

Address	114 Prescott Street
Year Constructed	Unknown
Use	Admin/Academic
Building GSF	1,755
Number of Floors	2
Construction type	Wood
Average rating (scale of 0-10)	5.25
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.013 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	No significant issues were observed for this category.
Life Safety	No life safety features observed in the building. Early detection system, emergency lighting, and exit signs should be installed. Substantial paper storage in basement combined with lack of early fire and smoke detection presents a life safety concern.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	Cloth Romex observed at main panel and panelboards.

Typcial Floor Plan



Building Facade



Building Facade

FERRO ALUMNI HOUSE

Address	242 Main Street
Year Constructed	1925
Use	Admin/Academic
Building GSF	6,197
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	7.17
Overall Condition Rating	Very Good
FCI: (From FY 2013 NAV)	.015 (Good)



Building Facade



Building Facade

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	Conference room addition observed to be in fair condition but notably worse than the original building.
Building Interior	Conference room addition observed to be in fair condition but notably worse than the original building.
Life Safety	No exit lighting. Battery unit at stair was not functioning. No sprinkler system.
Mechanical	Exhaust fans in kitchen and first floor toilet do not work. Vents in 2nd floor are blocked off. No mechanical ventilation throughout building.
Plumbing	No sprinkler system.
Electrical	Older main panel.

Typical Floor Plan

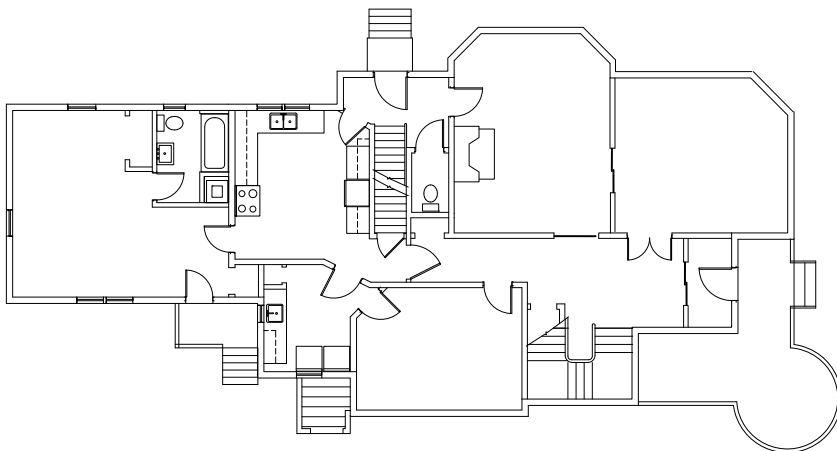
LOOK HOUSE

Address	238 Main Street
Year Constructed	1920
Use	Admin
Building GSF	6,304
Number of Floors	3 B-2
Construction type	Wood
Average rating (scale of 0-10)	6.26
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.013 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Wood floors observed to not be level which is problematic for its commercial retail use. Interior stair and handrails do not meet current code requirements.
Life Safety	Poor life safety on 2nd floor, handrails are not ADA.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	Older Romex observed in distribution wiring.

Typical Floor Plan



Building Facade



Building Facade

FRANKLIN HALL

Address	252 Main Street
Year Constructed	1920
Use	Admin/Academic
Building GSF	14,522
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	5.96
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.016 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior No significant issues were observed for this category.

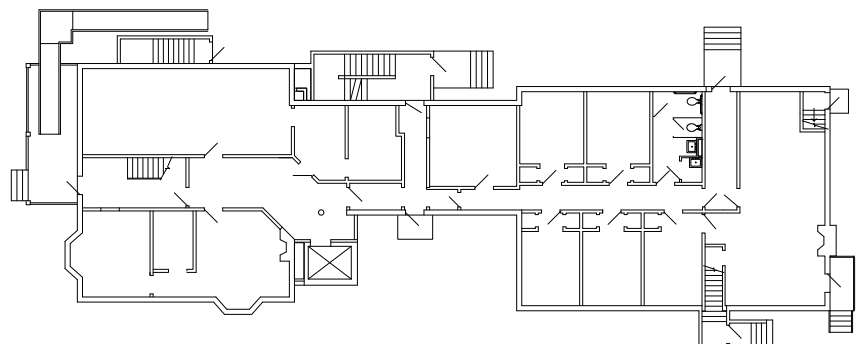
Life Safety Some older exit and emergency battery units were observed.

Mechanical No mechanical ventilation; elevator machine room is not ventilated.

Plumbing No significant issues were observed for this category.

Electrical Wiring is outdated: cloth covered Romex was observed.

Typical Floor Plan



Building Facade



Building Facade

BRINKMAN HOUSE

Address	228 Main Street
Year Constructed	1960
Use	Admin
Building GSF	4,602
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	4.58
Overall Condition Rating	Poor-Fair
FCI: (From FY 2013 NAV)	.024 (Good)

Facility Issues and Needs

Structural Fair to poor condition

Building Envelope Exterior wood ramp showed significant signs of rot and appeared to require replacement.

Building Interior Floors are uneven and creaky under foot. Finishes are in poor/worn condition overall.

Life Safety Poor life safety on 2nd & 3rd floors including lack of exit signs. No sprinkler system was observed. Interior stair and handrails do not meet current code requirements which are an egress issue due to the number of faculty offices located on the 2nd and 3rd floors.

Mechanical No mechanical ventilation.

Plumbing No significant issues were observed for this category.

Electrical Romex wiring was observed.

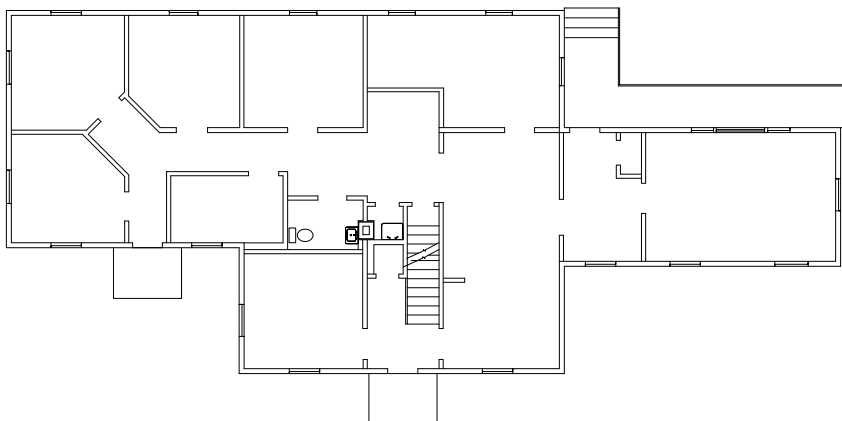


Building Facade



Building Facade

Typical Floor Plan



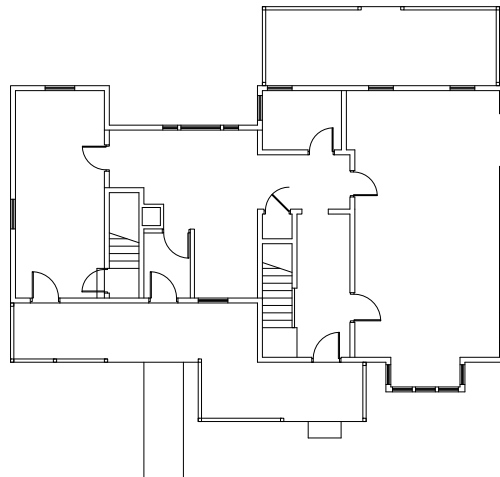
CREATIVE WRITING HOUSE

Address	115 South Street
Year Constructed	1920
Use	Admin/Academic
Building GSF	4,241
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	5.86
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.022 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	No significant issues were observed for this category.
Life Safety	No sprinklers. Older exit signs were observed. Interior stair and handrails do not meet current code requirements which are an egress issue given group work space at the upper floor.
Mechanical	No mechanical ventilation. No exhaust in the 1st floor toilet.
Plumbing	No significant issues were observed for this category.
Electrical	Romex wiring was observed.

Typical Floor Plan



Building Facade



Building Facade

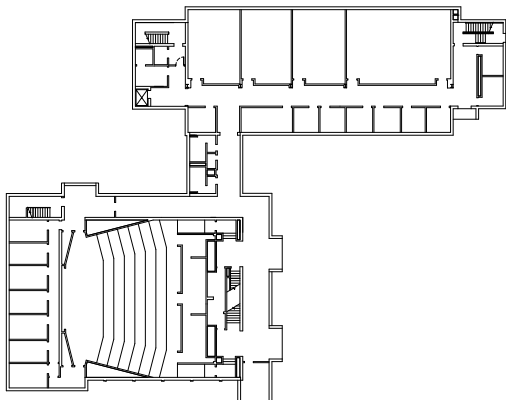
ROBERTS LEARNING CENTER

Address	270 Main Street
Year Constructed	1971
Use	Academic
Building GSF	42,505
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.00
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.021 (Good)

Facility Issues and Needs

- Structural** Southeast corner of the building shows visible signs of settling including large cracks in the CMU partitions, cracks in VCT flooring, and door frames that are separated from the surrounding CMU partition. The issue does not appear to significantly impact on upper levels but it should be addressed as a priority maintenance item.
- Building Envelope** No significant issues were observed for this category.
- Building Interior** No significant issues were observed for this category.
- Life Safety** No sprinkler system was observed. Older exit signs and battery units were observed.
- Mechanical** Unit ventilators in classrooms and large package unit on roof appeared to be in fair condition.
- Plumbing** No significant issues were observed for this category.
- Electrical** Older panelboards, some old and/or outdated lighting.

Typical Floor Plan



Building Facade



Building Facade

DAKIN HALL

Address	117 Lincoln Street
Year Constructed	1970
Use	Residential
Building GSF	39,227
Number of Floors	5 B-4
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.38
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.018 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior Better wayfinding signage needed. VCT flooring is cracking in corridors and dorm rooms.

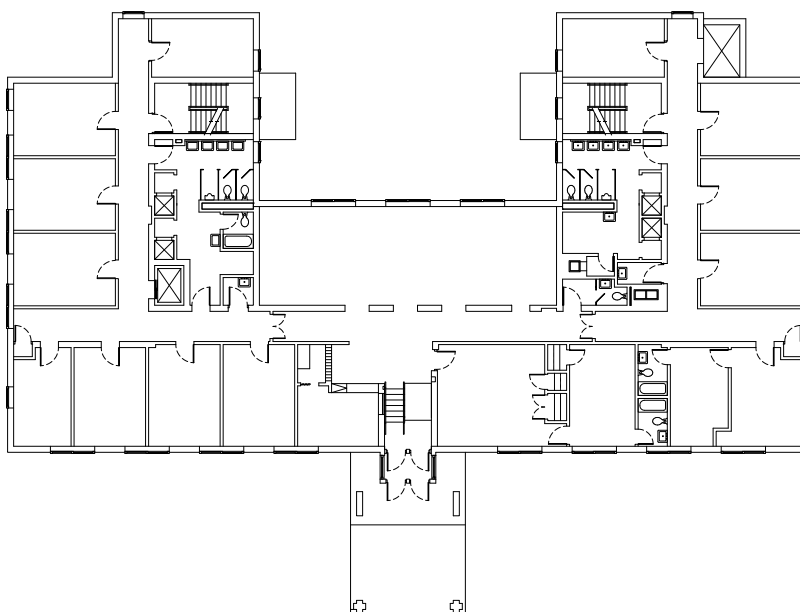
Life Safety Sprinkler tamper switch not connected FACP.

Mechanical No mechanical ventilation to common spaces and no ventilation in electrical room.

Plumbing ADA compliant toilet rooms limited to 1st floor.

Electrical Older distribution and significant older lighting was observed. Corridor lighting and exterior lighting were in poor condition.

Typical Floor Plan



Building Facade



Building Facade

FITNESS & REC CENTER

Address	152 Quebec Street
Year Constructed	1992
Use	Athletic
Building GSF	42,493
Number of Floors	2 B-1
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.57
Overall Condition Rating	Poor-Fair
FCI: (From FY 2013 NAV)	.017 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope Thin brick veneer was damaged or has fallen off façade in several locations. Rigid insulation and sills in several locations were exposed. Vinyl siding showed significant signs of deterioration and chalking. Overall, the building exterior is in the worst condition. The assessment raised concerns for accelerated deterioration due to cracked or missing exterior siding and veneer. The roof was not accessible for review, but its age indicates that it should be replaced in the near future.

Building Interior Flooring is worn, and subfloor was observed to be telegraphing through. Finishes, in general, show heavy use with most requiring replacement or repair.

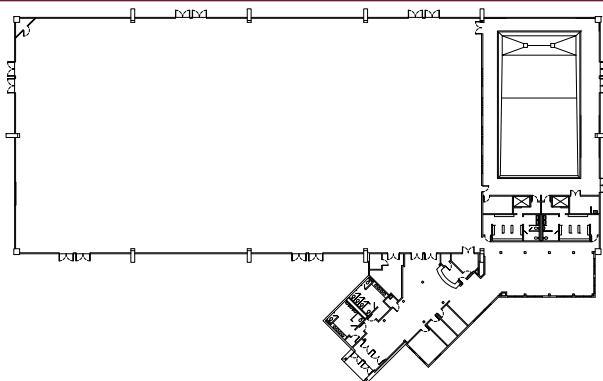
Life Safety Some older emergency lighting and exit signs were observed.

Mechanical No significant issues were observed for this category.

Plumbing No significant issues were observed for this category.

Electrical Locker room lighting was observed to be in poor condition. The pool environment taking toll on steel surfaces.

Typical Floor Plan



Building Facade



Building Facade

RICKER ADDITION

Address	240 Main Street
Year Constructed	1989
Use	Academic
Building GSF	10,253
Number of Floors	2
Construction type	Wood
Average rating (scale of 0-10)	6.58
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.026 (Good)



Building Facade

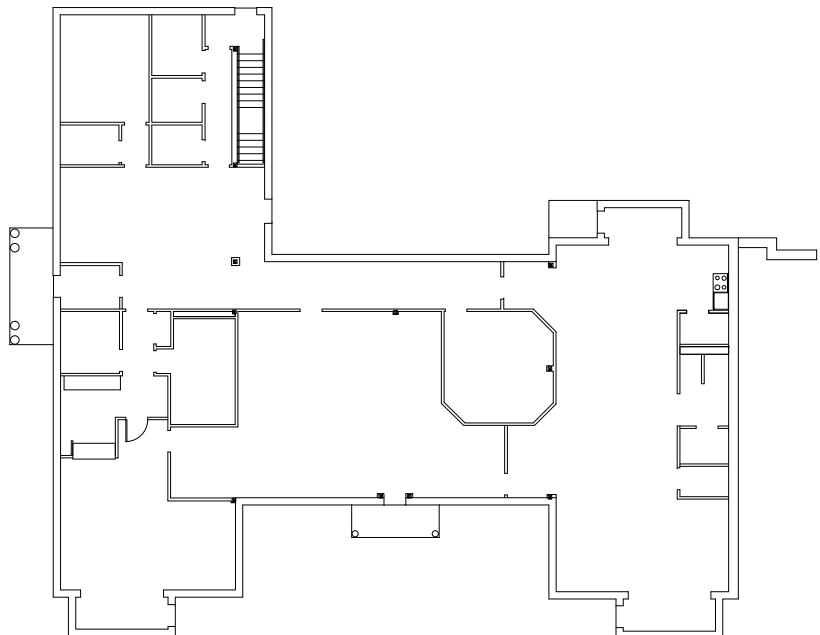


Building Facade

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Significant recent upgrades were done throughout the interior to repair damage from pipe burst flooding. Most of the interior finishes are brand new.
Life Safety	No significant issues were observed for this category.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	Romex wiring was observed.

Typical Floor Plan



TECHNOLOGY COMMONS

Address	117 South Street
Year Constructed	1991
Use	Academic
Building GSF	15,138
Number of Floors	2
Construction type	Masonry/Steel
Average rating (scale of 0-10)	5.92
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.035 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	Exterior doors are in fair to poor condition.
Building Interior	No significant issues were observed for this category.
Life Safety	No sprinkler system. Inadequate coverage of horn strobes was observed in some areas of the building.
Mechanical	Cabinet unit heaters in vestibule are in fair to poor condition.
Plumbing	No significant issues were observed for this category.
Electrical	Older lighting observed throughout building.

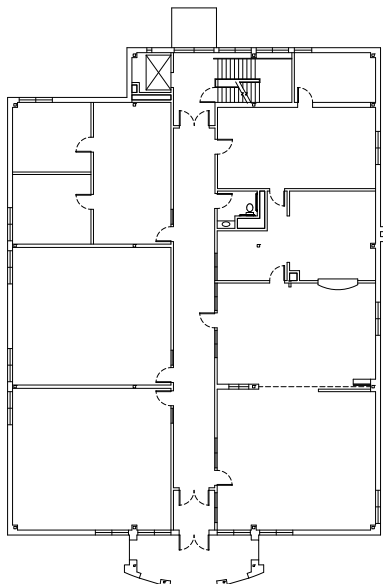


Building Facade



Building Facade

Typical Floor Plan



KALIKOW EDUCATION CENTER

Address	186 High Street
Year Constructed	2007
Use	Academic
Building GSF	46,425
Number of Floors	4 B-3
Construction type	Masonry/Steel
Average rating (scale of 0-10)	7.29
Overall Condition Rating	Very Good
FCI: (From FY 2013 NAV)	.036 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope Roof hatch ladder has loose bolt at the top which needs to be addressed.

Building Interior Water spots were observed on ceiling tile as well as damage to the ceiling grid. ACT ceiling system is in overall fair condition.

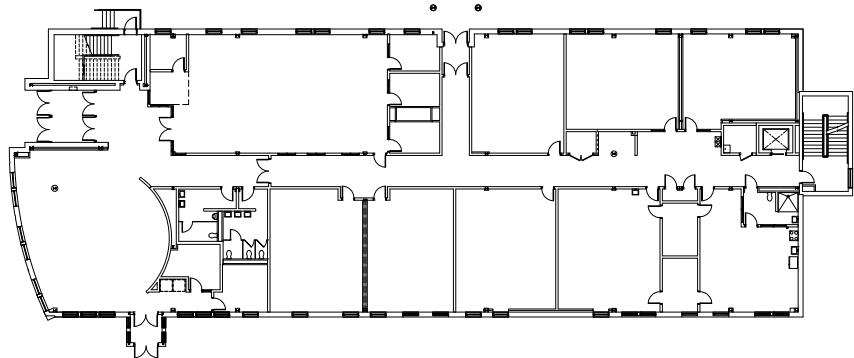
Life Safety No significant issues were observed for this category.

Mechanical Some heat pumps are audible in the Main Lobby and corridor.

Plumbing No significant issues were observed for this category.

Electrical No significant issues were observed for this category.

Typical Floor Plan



Building Facade



Building Facade

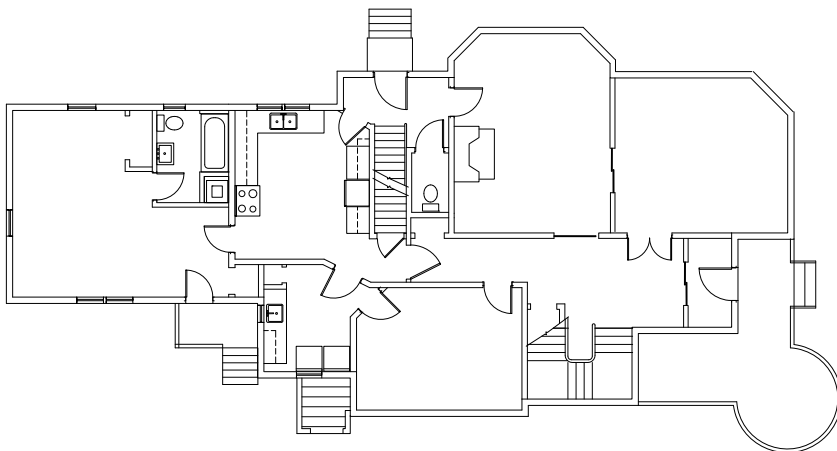
PRESIDENT'S HOUSE

Address	104 Lake Avenue
Year Constructed	1950
Use	Residential
Building GSF	2,349
Number of Floors	2
Construction type	Wood
Average rating (scale of 0-10)	6.46
Overall Condition Rating	Good
FCI: (From FY 2013 NAV)	.037 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	Chimney requires repointing. Asphalt roof shingles appear to be in need of replacement.
Building Interior	Access to the interior living spaces was not available at the time of the assessment.
Life Safety	No significant issues were observed for this category.
Mechanical	This building is not on the central heat loop and uses a new wood chip boiler to provide heat.
Plumbing	Domestic hot water is heated electrically.
Electrical	Knob and tube and cloth Romex wiring were observed but appear to be abandoned. Wiring, in general, appeared to be relatively new and in good condition.

Typical Floor Plan



Building Facade



Building Facade

101 SOUTH STREET

Address	101 South Street
Year Constructed	1920
Use	Admin/Academic
Building GSF	4,022
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	4.65
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.016 (Good)



Building Facade

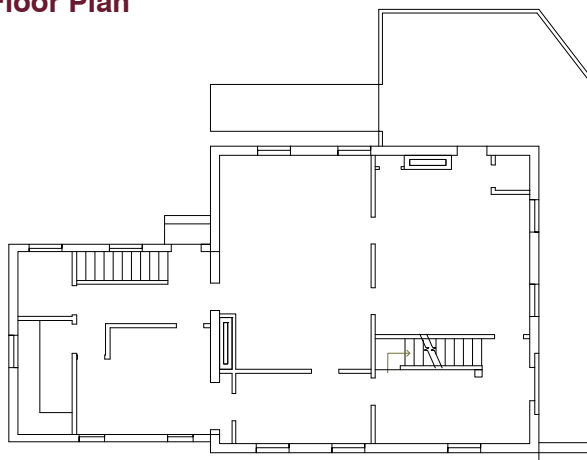


Building Facade

Facility Issues and Needs

- Structural** Masonry cracking was observed on several areas of the building's exterior walls.
- Building Envelope** Significant exterior masonry issues were observed especially above the foundation wall. Repointing and potential restoration is recommended to prevent further damage to the exterior wall.
- Building Interior** Carpeting is old throughout and in poor condition.
- Life Safety** No sprinkler system, exit signs fire alarm, or exit lighting were observed. Interior stair and handrails do not meet current code requirements which are an egress issue due to the active business program occurring on the second floor.
- Mechanical** No mechanical ventilation. Exhaust fan in first and second floor toilet rooms appear to be undersized.
- Plumbing** No significant issues were observed for this category.
- Electrical** No significant issues were observed for this category.

Typical Floor Plan



149 QUEBEC STREET

Address	149 Quebec Street
Year Constructed	1920
Use	Admin
Building GSF	2,583
Number of Floors	3 B-2
Construction type	Wood
Average rating (scale of 0-10)	5.04
Overall Condition Rating	Poor-Fair
FCI: (From FY 2013 NAV)	.010 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope Exterior stairs do not meet current code: railings and extensions missing.

Building Interior Floor is not level.

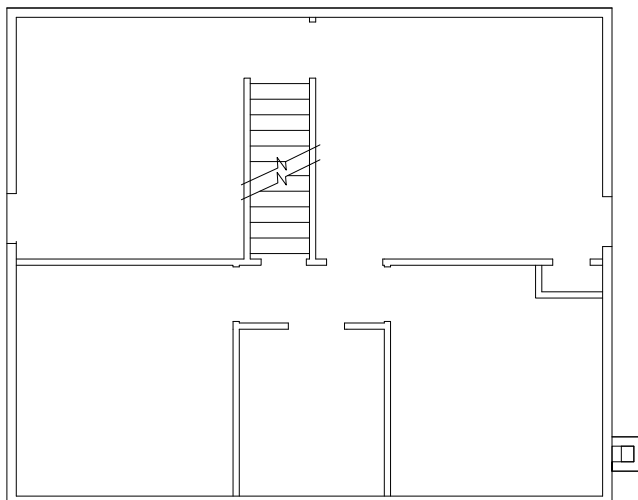
Life Safety No sprinkler system, fire alarm, or emergency lighting was observed. Some smoke detectors were observed. Interior stair and handrails do not meet current code requirements which are an egress issue due to the offices located on the 2nd floor.

Mechanical No mechanical ventilation.

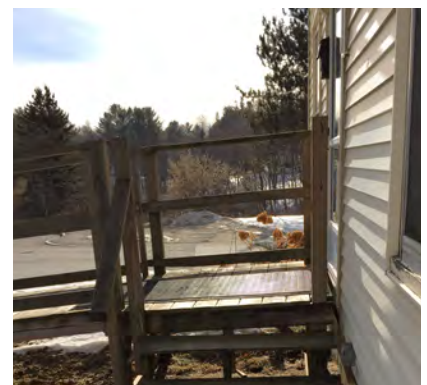
Plumbing No significant issues were observed for this category.

Electrical Romex wiring was observed. Electrical service is 100 amp and residential in nature.

Typical Floor Plan



Building Facade



Building Facade

ADMISSIONS (AND ART GALLERY)

Address	246 Main Street
Year Constructed	1930
Use	Admin
Building GSF	8,471
Number of Floors	4 B-3
Construction type	Wood
Average rating (scale of 0-10)	5.60
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.010 (Good)



Building Facade



Building Facade

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Floors are uneven at middle section between house and gallery on 1st floor.
Life Safety	No sprinkler system was observed.
Mechanical	No mechanical ventilation.
Plumbing	No significant issues were observed for this category.
Electrical	Romex and cloth Romex were observed.

Typical Floor Plan

PSYCHOLOGY

Address	234 Main Street
Year Constructed	1886
Use	Academic
Building GSF	9,758
Number of Floors	2 B-1
Construction type	Wood
Average rating (scale of 0-10)	4.64
Overall Condition Rating	Poor-Fair
FCI: (From FY 2013 NAV)	.010 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Wood floors observed to not be level which is problematic for its commercial retail use. Interior stair and handrails do not meet current code requirements.
Life Safety	Poor life safety on 2nd floor, handrails are not ADA.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	Older Romex observed in distribution wiring.

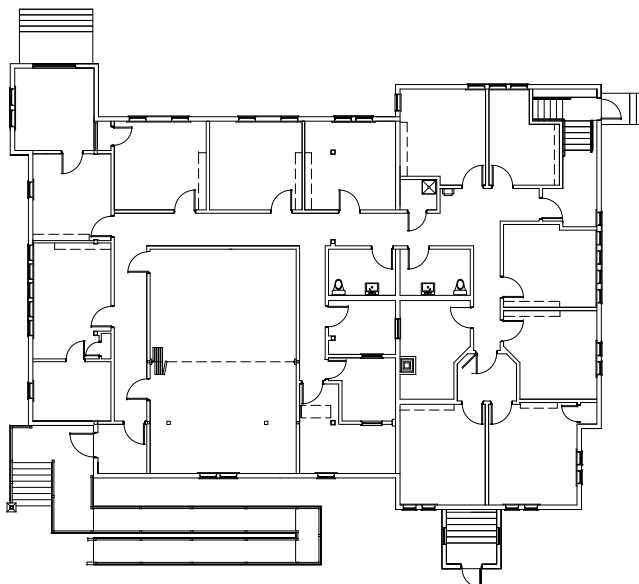


Building Facade



Building Facade

Typical Floor Plan



EMERY COMM. ARTS CENTER

Address	113 Academy Street
Year Constructed	2011
Use	Academic
Building GSF	20,156
Number of Floors	2
Construction type	Masonry/Steel
Average rating (scale of 0-10)	6.87
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.015 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior Interior finishes are in fair condition overall and showing signs of wear as many are not well suited for the use and abuse of institutional environments. Assume they will not hold up well over time. For example, polished concrete floors have many cracks or chips. Wall surfaces and painted MDO base shows signs of wear beyond what is typical for a 5 year old building.

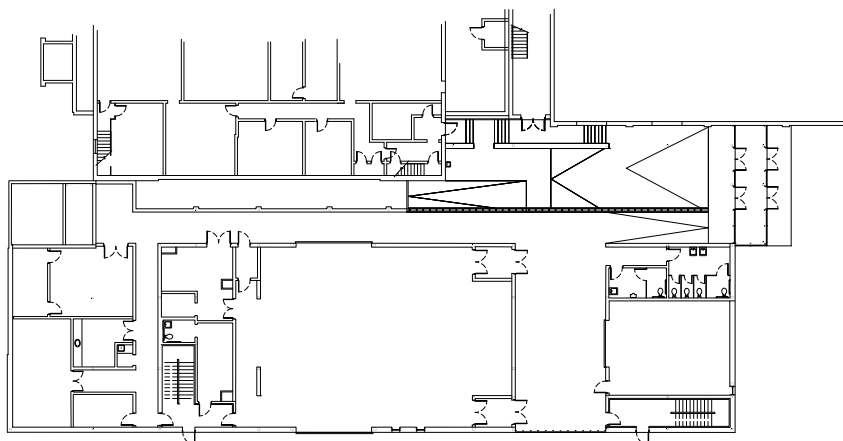
Life Safety No significant issues were observed for this category.

Mechanical No significant issues were observed for this category.

Plumbing No significant issues were observed for this category.

Electrical No significant issues were observed for this category.

Typical Floor Plan



Building Facade



Building Facade

FACILITIES MANAGEMENT GARAGE

Address	147 Farmington Falls Rd
Year Constructed	1970
Use	Admin
Building GSF	900
Number of Floors	1
Construction type	Wood
Average rating (scale of 0-10)	4.13
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.026 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	No significant issues were observed for this category.
Life Safety	No sprinkler system. Lack of early detection, alarms, and fire suppression is a concern given the wood construction, wood finishes, and storage or equipment and combustible materials.
Mechanical	Building is heated by a unit heater run off bottled propane.
Plumbing	Building does not have domestic water service or toilets.
Electrical	No significant issues were observed for this category.

Typcial Floor Plan



Building Facade



Building Facade

FACILITIES

Address	147 Farmington Falls Rd.
Year Constructed	1965
Use	Admin
Building GSF	12,425
Number of Floors	1
Construction type	Wood
Average rating (scale of 0-10)	4.71
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.030 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior No significant issues were observed for this category.

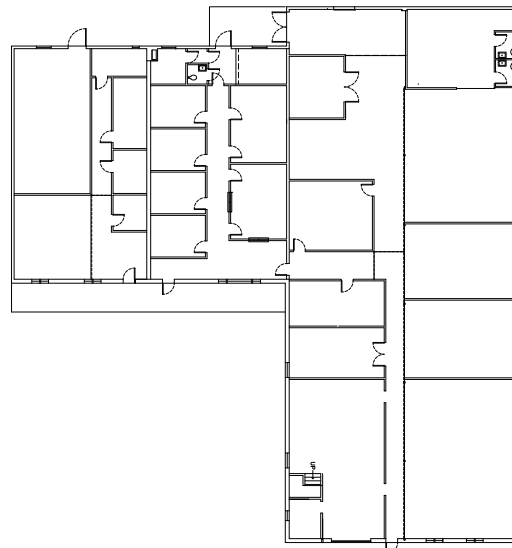
Life Safety Exit signage and emergency exit lighting should be improved.

Mechanical No good makeup air for A/C in office. Facility is several connected spaces utilizing several boilers and unit heaters.

Plumbing No significant issues were observed for this category.

Electrical Facility contains multiple service entrances. One 400 amp has old exposed copper breakers and no circuit breaker.

Typical Floor Plan



Building Facade



Building Facade

OBSERVATORY

Address	112 Waugh Rd.
Year Constructed	2004
Use	Academic
Building GSF	400
Number of Floors	1
Construction type	Wood
Average rating (scale of 0-10)	5.00
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.029 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	The interior of the facility was not accessible at the time of the assessment.
Life Safety	No significant issues were observed for this category.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	No significant issues were observed for this category.



Building Facade

Typcial Floor Plan

HONORS CENTER

Address	125 Lincoln Street
Year Constructed	1920
Use	Academic
Building GSF	4,033
Number of Floors	2
Construction type	Wood
Average rating (scale of 0-10)	5.82
Overall Condition Rating	Fair
FCI: (From FY 2013 NAV)	.016 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope Eave trim needs repair. Exterior ramp and railing should be improved to meet code.

Building Interior 2nd floor carpeting is old and in poor condition.

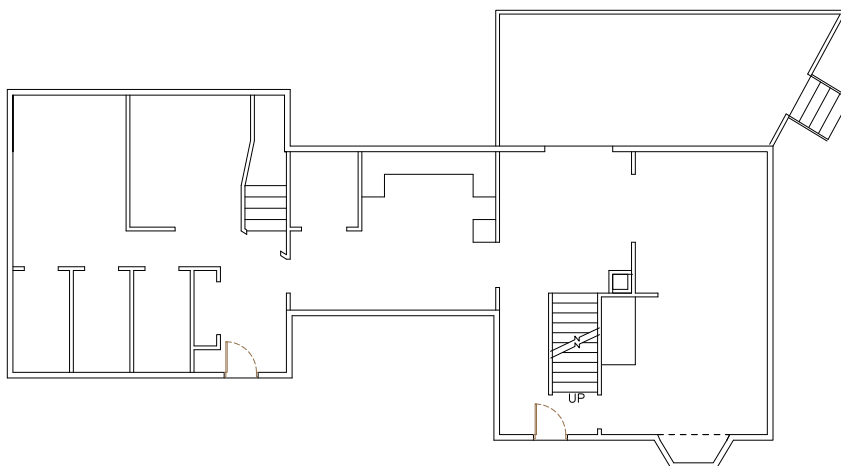
Life Safety No sprinkler system, emergency lighting, fire alarm, or exit signs were observed. Interior stair and handrails are steep and do not meet current code requirements which are an egress issue for the program uses upstairs.

Mechanical No mechanical ventilation.

Plumbing Toilets and kitchen are not ADA compliant.

Electrical Romex and cloth Romex was observed.

Typical Floor Plan



Building Facade



Building Facade

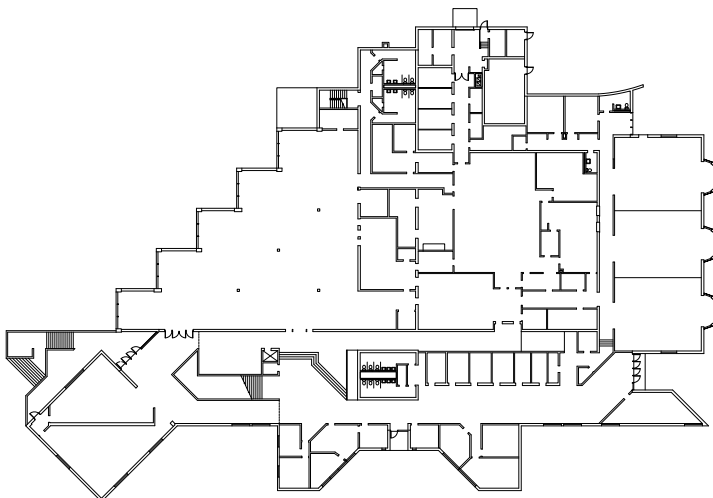
OLSEN STUDENT CENTER

Address	111 South Street
Year Constructed	1966
Use	Student Life
Building GSF	54,381
Number of Floors	2 B-1
Construction type	Masonry/Steel
Average rating (scale of 0-10)	7.65
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.015 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Interior finishes require upgrades. ACT sags and is stained. Building requires accessibility upgrades including improved elevator access to intermediate levels.
Life Safety	No sprinkler system. Upgrades and improvements required in building life safety including exit signs, emergency lighting, and sprinkler.
Mechanical	Underground fuel tank is in unknown condition and should be removed. Repair required for elevator machine room fire damper.
Plumbing	No significant issues were observed for this category.
Electrical	Systems need upgrading such as panelboards. Additional lighting is needed.

Typical Floor Plan



Building Facade



Building Facade

F.A. BLACK HALL

Address	126 Lincoln Street
Year Constructed	2005
Use	Residential
Building GSF	32,818
Number of Floors	5
Construction type	Masonry/Steel
Average rating (scale of 0-10)	7.65
Overall Condition Rating	Very Good
FCI: (From FY 2013 NAV)	.013 (Good)

Facility Issues and Needs

Structural No significant issues were observed for this category.

Building Envelope No significant issues were observed for this category.

Building Interior Minor cracks in drywall in stairwell were observed and assumed to be due to building settling.

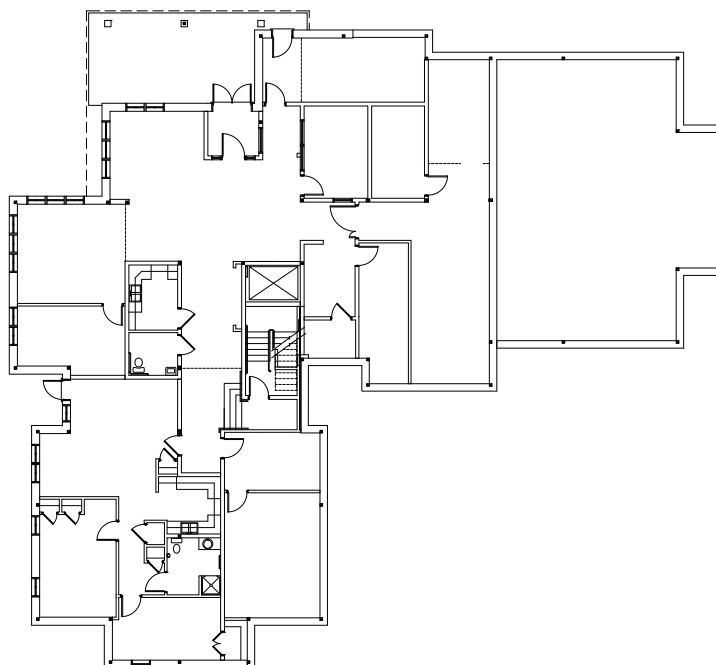
Life Safety No significant issues were observed for this category.

Mechanical No significant issues were observed for this category.

Plumbing No significant issues were observed for this category.

Electrical No significant issues were observed for this category.

Typical Floor Plan



Building Facade



Building Facade

FERRO ALUMNI HOUSE GARAGE

Address	
Year Constructed	
Use	Admin
Building GSF	500
Number of Floors	1
Construction type	Wood
Average rating (scale of 0-10)	5.40
Overall Condition Rating	Fair-Good
FCI: (From FY 2013 NAV)	.021 (Good)

Facility Issues and Needs

Structural	No significant issues were observed for this category.
Building Envelope	No significant issues were observed for this category.
Building Interior	Building is unfinished and unoccupied storage space with no services or systems.
Life Safety	No significant issues were observed for this category.
Mechanical	No significant issues were observed for this category.
Plumbing	No significant issues were observed for this category.
Electrical	Building provided minimal light at interior.



Building Facade

Typcial Floor Plan

3

Site Analysis Report

Current Campus Illustration



UNIVERSITY BUILDINGS BY NUMBER				● Emergency Call Boxes ✚ Student Health Center ★ Public Safety		[P] Designated Parking Areas	RED DECAL		YELLOW DECAL	BLACK DECAL	VISITORS
						DECAL / LOT	1-6/9/18/21/22/26/28/31		10/11/12/15/31	[First Year] 18/21/22/26	18/21/22/31
1. Merrill Hall	7. Preble Hall	13. Creative Writing House	19. Art Gallery	25. Scott Hall	31. Technology Commons	37. 114 Prescott Street					
2. Alumni Theater	8. Mantor Library	14. Brinkman House	20. Public Safety	26. Mallett Hall	32. Fitness & Recreation Center						
3. Dearborn Gymnasium	9. Olsen Student Center	15. 149 Quebec Street	21. Franklin Academic Success Center	27. Purington Hall	33. Honors Center						
4. Ricker Hall	10a. Roberts Learning Center	16. Look House	22. 101 South Street	28. Stone Hall	34. Psychology						
5. Ricker Addition	10b. Roberts: Lincoln Aud. & C23	17. Ferro Alumni Center	23. Emery Community Arts Center	29. Lockwood Hall	35. President's House						
6. Thomas Auditorium	12. Education Center	18. Admissions	24. Frances Allen Black Hall	30. Dakin Hall	36. 144 Quebec Street						
PUBLIC BUILDINGS BY LETTER		A. American Legion B. Baptist Church C. Catholic Church D. Community Center E. Congregational Church F. Farmington Public Library G. University Credit Union									

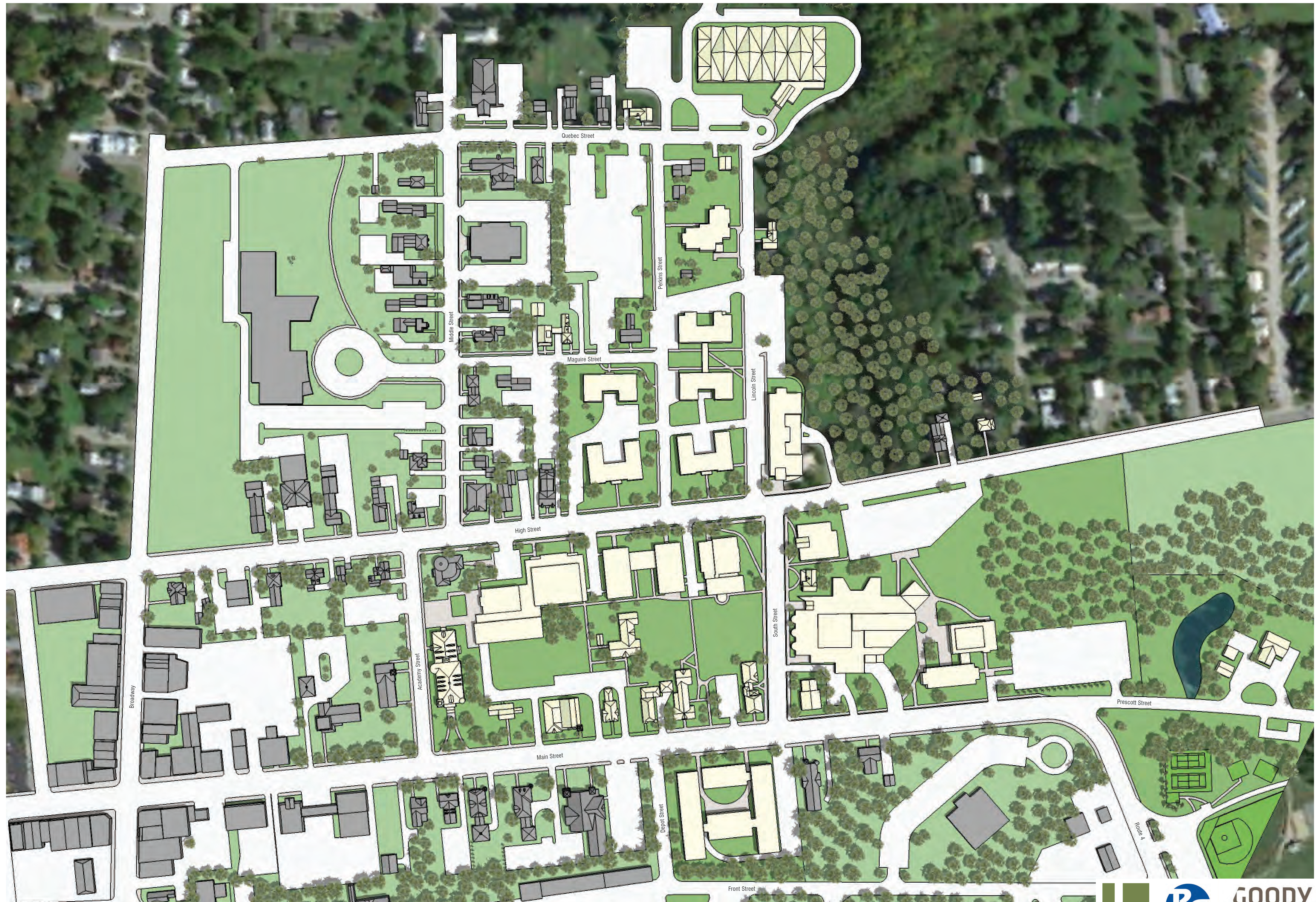
Campus Context Aerial



Existing Campus Plan Diagram



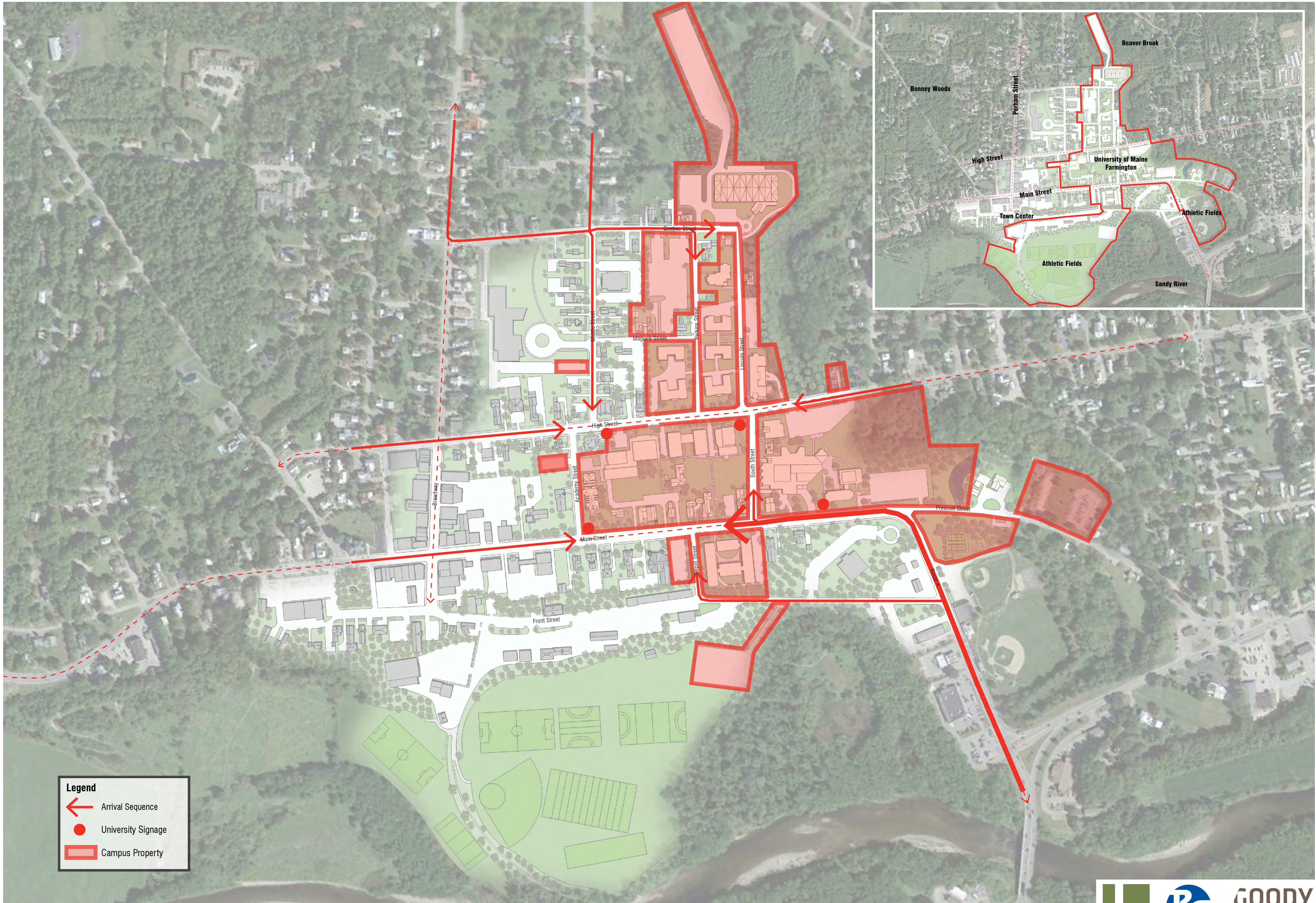
Existing Campus Plan Enlarged Diagram



Existing Campus Three-Dimensional Diagram



Campus Extents and Gateways



Legend

- ← Arrival Sequence
- University Signage
- ▭ Campus Property

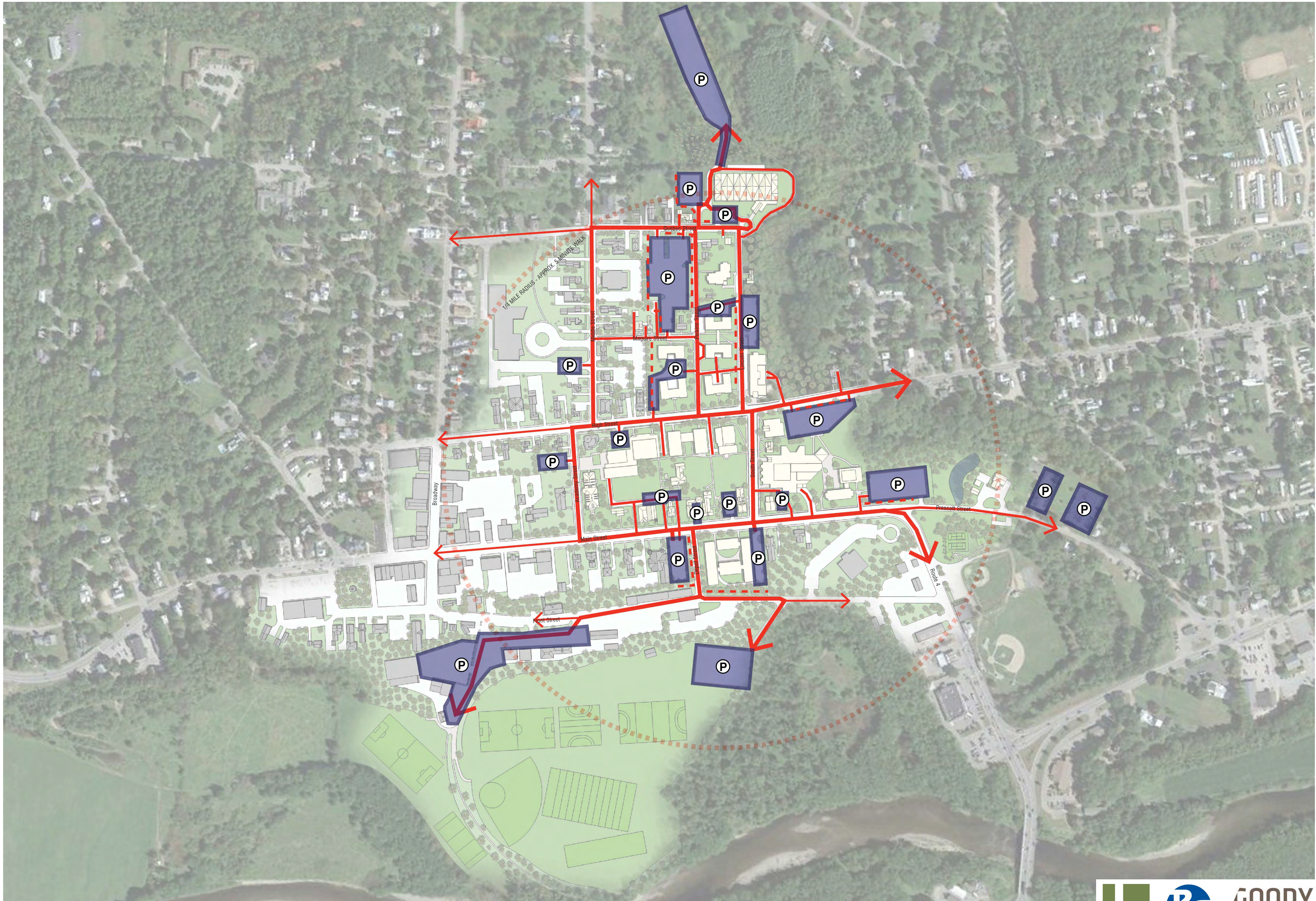
Campus Buildings and Entries



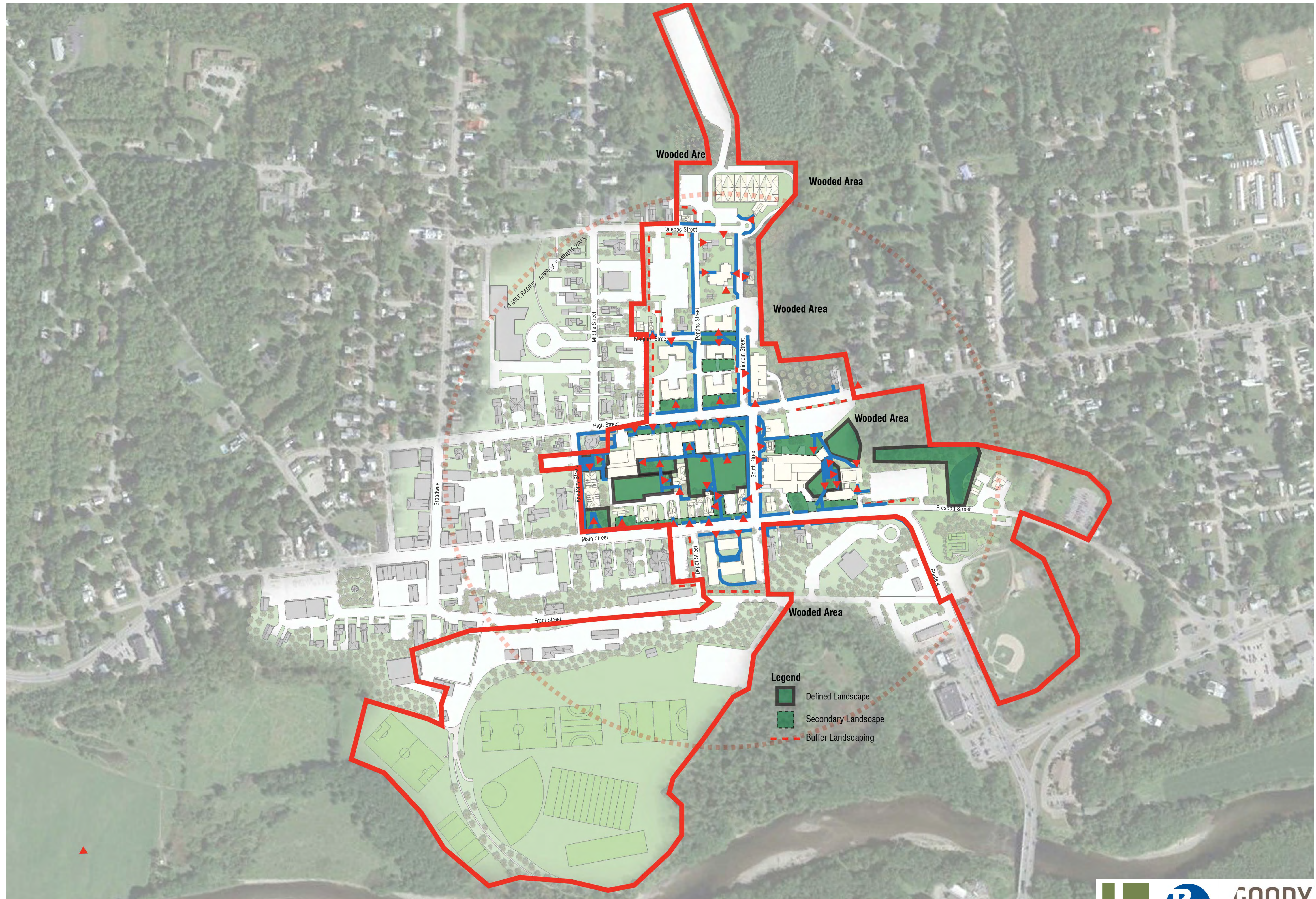
Campus Athletic Uses and Open Spaces



Campus Vehicular Circulation, Parking and Service Areas



Campus Pedestrian Circulation and Open Spaces



Campus Landscaping and Open Spaces



Current Campus Illustration



UNIVERSITY BUILDINGS BY NUMBER			● Emergency Call Boxes ✚ Student Health Center ★ Public Safety		[P] Designated Parking Areas DECAL / LOT		RED DECAL	YELLOW DECAL	BLACK DECAL	VISITORS
							1-6/9/18/21/22/26/28/31	10/11/12/15/31	[First Year] 18/21/22/26	18/21/22/31
1. Merrill Hall	7. Preble Hall	13. Creative Writing House	19. Art Gallery	25. Scott Hall	31. Technology Commons	37. 114 Prescott Street				
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PUBLIC BUILDINGS BY LETTER			A. American Legion B. Baptist Church C. Catholic Church D. Community Center E. Congregational Church F. Farmington Public Library G. University Credit Union							

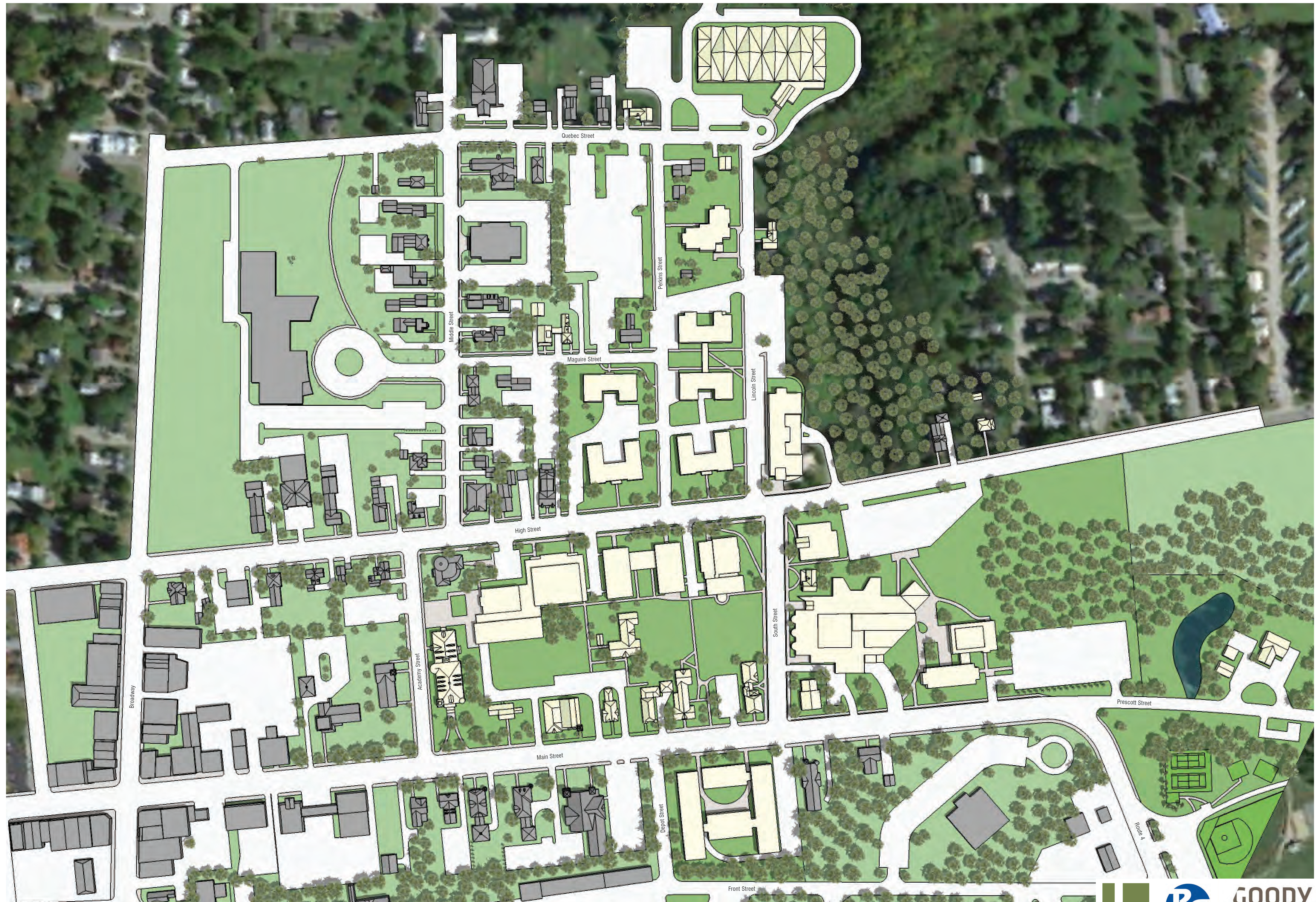
Campus Context Aerial



Existing Campus Plan Diagram



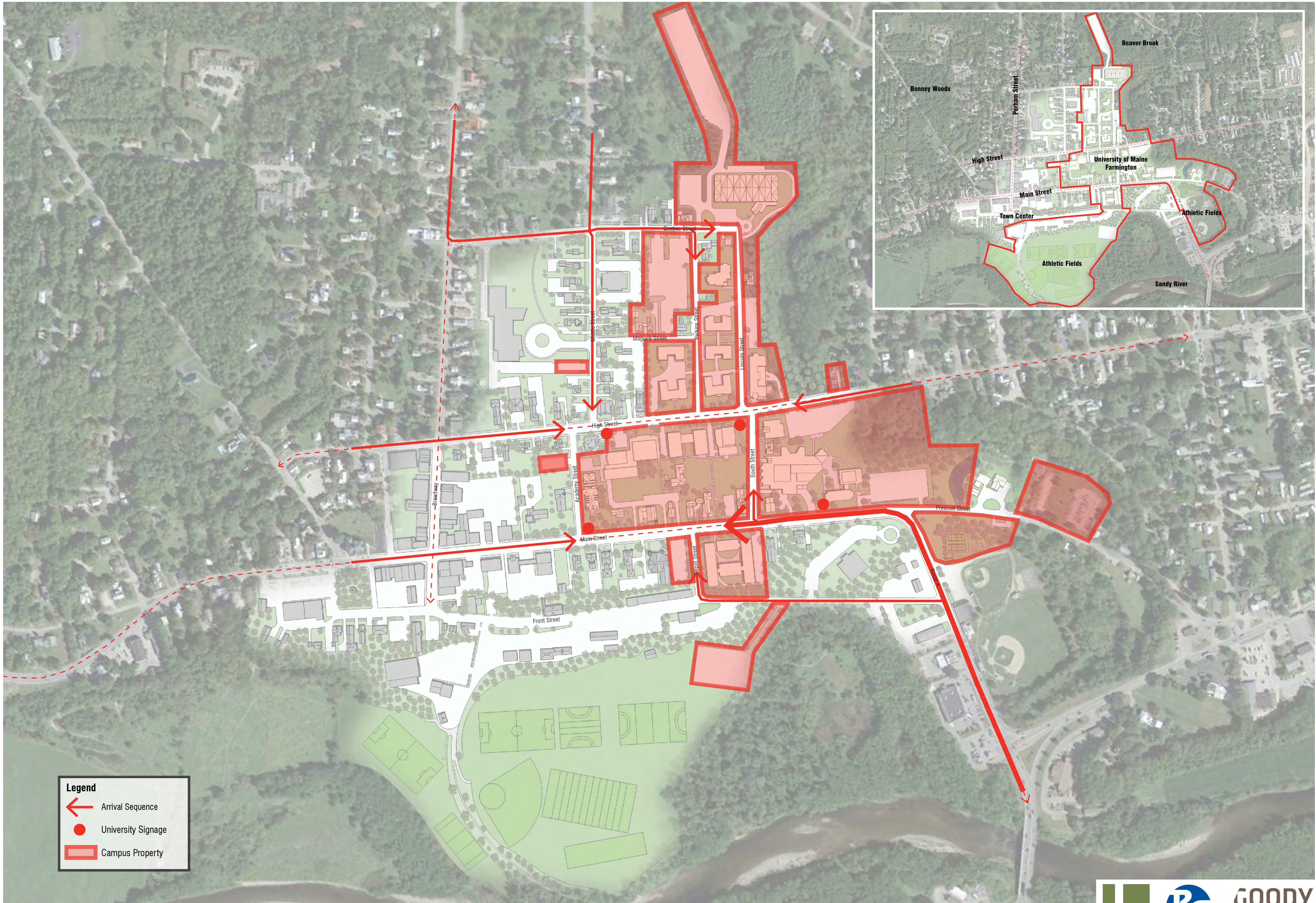
Existing Campus Plan Enlarged Diagram



Existing Campus Three-Dimensional Diagram



Campus Extents and Gateways



Campus Buildings and Entries



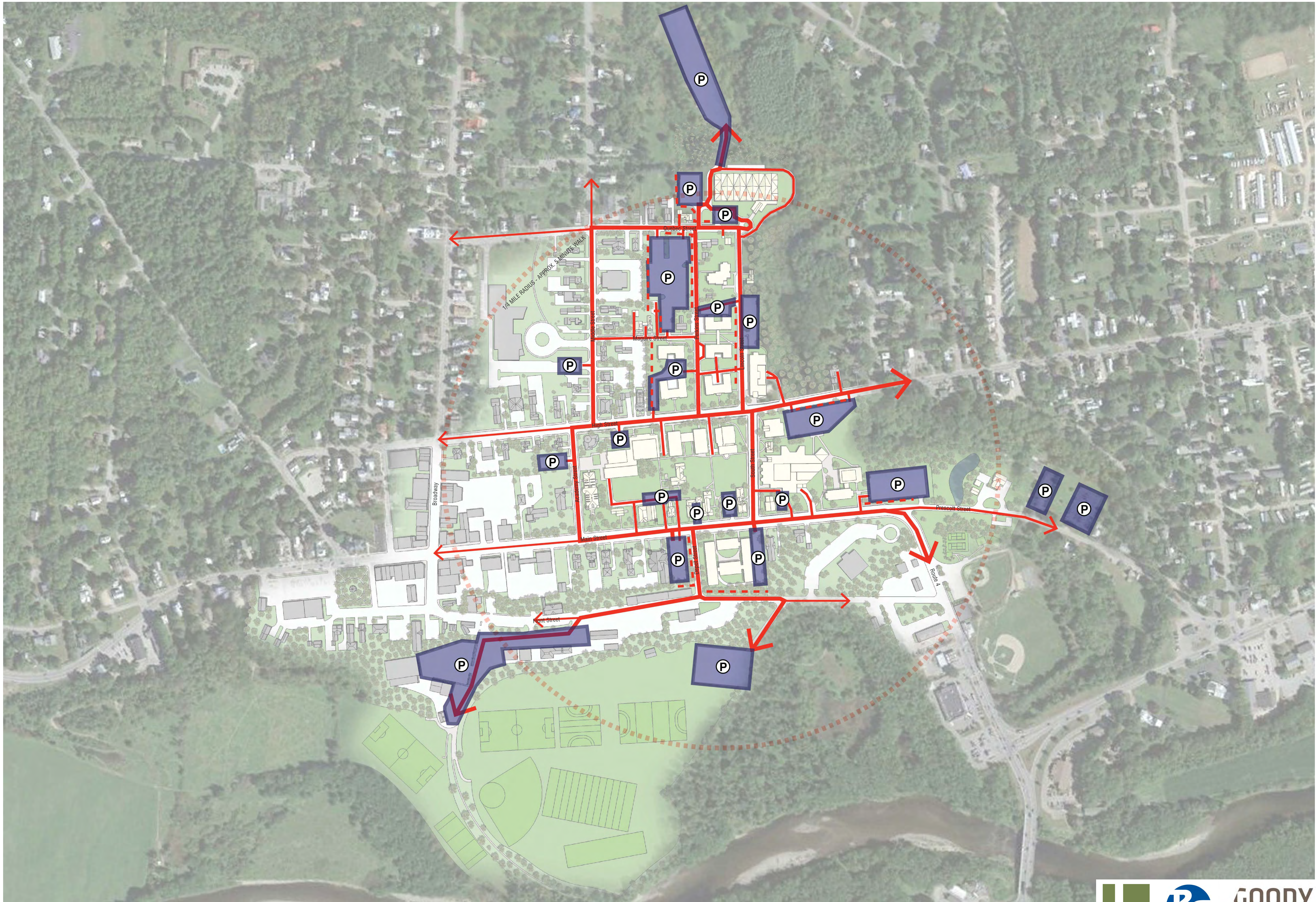
Campus Athletic Uses and Open Spaces



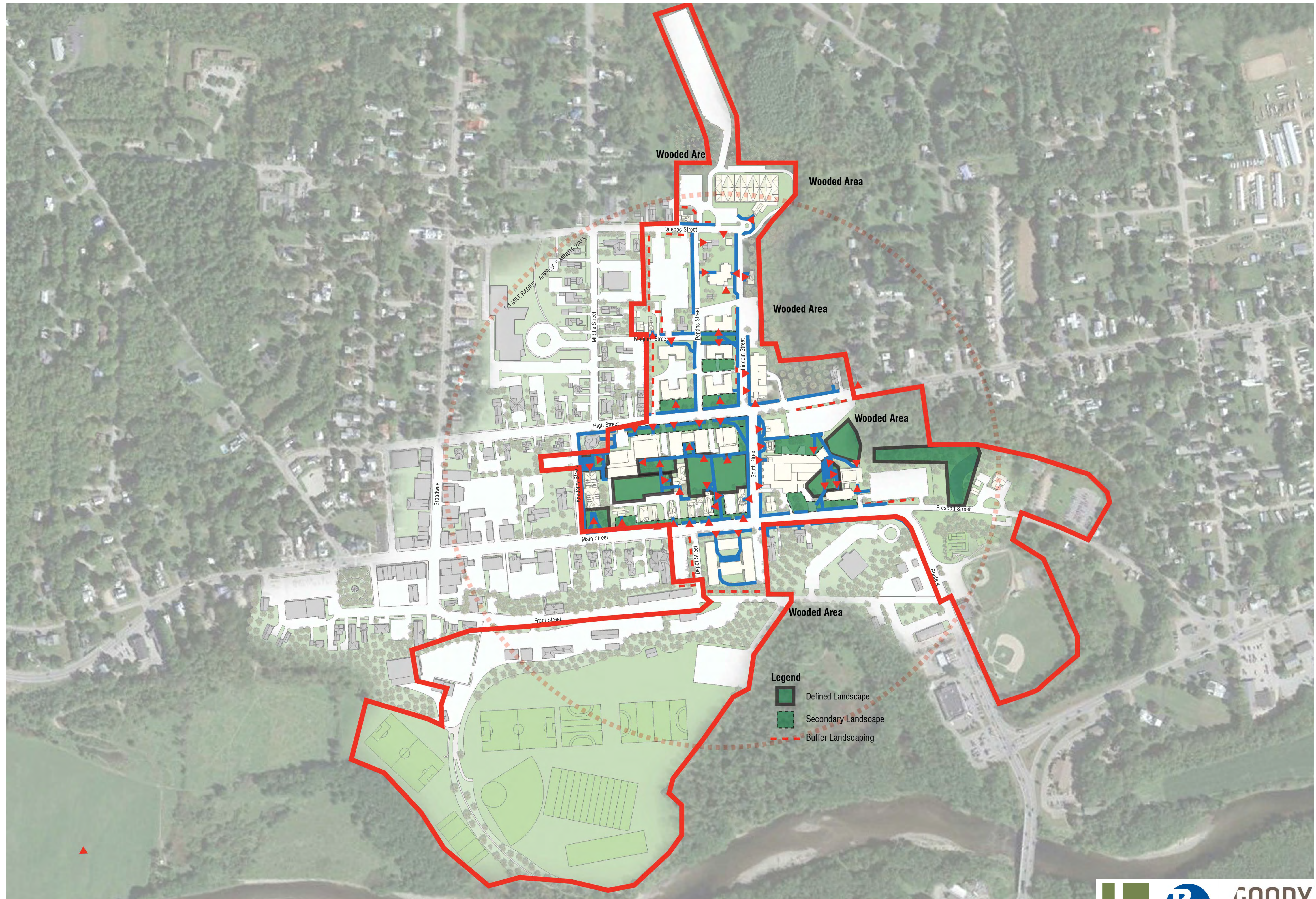
Legend

- Athletic Field
- Athletic Facility
- Campus Open Space

Campus Vehicular Circulation, Parking and Service Areas



Campus Pedestrian Circulation and Open Spaces



Campus Landscaping and Open Spaces



4

Campus Parking Task Force Report

University of Maine at Farmington
Spring 2016 Parking Task Force Report

Parking Task Force Members

Leah Brackett
Brock Caton
Ernestine Hutchinson
Heather King – Student
Jeff McKay
Deborah Overstreet
Eileen Reading
Cody E. Smith – Student
Kirsten Swan – Chair

CURRENT DECAL DISTRIBUTION – November 215

- Commuter Students = 193
- First Year Resident Students = 215
- Upper-class Resident Students = 283
- Faculty/Staff = 0

TOTAL DECALS ISSUED = 691 (without faculty/staff)

RECOMMENDATIONS

The consensus of the Parking Task Force is to put forward three sets of recommendations. The first set, short term recommendations, is meant to address the parking pressure points during the current semester (spring 2016).

SHORT TERM RECOMMENDATIONS

- Re-open Lot #9 sooner rather than later. This was accomplished in large measure during the week of February 15-19, 2016.
- Expand the number of share spaces between Admission and the Center for Student Development by adding 7 additional reserved spaces in Lot # 7 (Old South Church Parking Lot) and adding 3 horizontally lined spaces behind the Psychology building. These spaces may be added without interfering with deliveries for the University store. This then adds 10 new shared spaces.

SUMMER 2016 PROJECTS

- It is the understanding of the task force that serious consideration is currently being given to changing the lighting in Lot # 26 (behind the FRC) to LED lighting and positioning the new lighting on the exterior parking either one side or the other (eliminating the poles currently in the middle of the lot needed to provide lighting). There is a break underground in the current wiring system which prohibits the installation of better lighting on a more permanent basis.
- Improve the lighting in Lots #21 and #22. Change the current system also to LED lights.
- Install a LED light on the exterior of Franklin Hall or Mantor Library to light the Mantor Green during the evening hours. The addition of an exterior light addresses two student concerns. First an illuminated green increases the sense of safety for students using the green to access other parts of campus. Currently there is not lighting for the paved path through the green. Second, an illuminated green allows for more recreational use by students into the evening hours. Currently there is no illuminated green space on campus for students.
- Transition Lot #6 (by Scott South) to primarily guest parking (Admission, Center for Student Development and medical staff). Designate the “short term” recommended spaces in Lot #7 (Old South Church) for staff. Eliminating overnight parking. Add a space behind the Scott complex for the professional staff residing in Scott South.
- Update current Parking brochure - is this something our media relations staff might be able to address in summer 2016? Perhaps the brochure should be a fourfold style and the updated materials also need to be available through the website.

LONGER TERM RECOMMENDATIONS

These recommendations are put forward to coincide with the Campus Master Planners group for consideration.

- **Top Priority:** Create a stairway from the Scott Hall complex to the Prescott field parking lot (# 18). Our students do not feel safe walking down a dimly lit Depot Street, then having to cross with no crosswalk light near the Front Street Tavern parking area before arriving at the Prescott field lot. The stairway will enhance the current appearance of the overgrown hillside, will create easier access to the parking lot and most importantly, give our students a better sense of safety and security trying to access the parking lot. When asked by members of the task force, time and time again our students strongly endorsed the pursuit of this new alternative. This alternative also has the support of Director of Facilities Jeff McKay. This new stairway may be heated (similar to the new stairway added by the Stone Hearth Café on Front Street), or the stairway may be a covered stairway. There are many options for an aesthetically pleasing covered stairway that is sensitive to the environment as well. In either case, maintenance of the stairway would be absorbed by Facilities Management.
- When examining Lots #21 and #22, again the recommendation is to improve lighting, connect Lots #21 and #22 (lower Prescott Street lots) and add perimeter greenery. Is it possible to further examine greenery alternatives that better define where the parking lot ends and the wooded area begins?
- Re-examine the lining of spaces in Lot #7. Is there a way to configure the parking lot and create a few additional spaces? Have ten spaces for faculty/staff.
- Installation of security cameras in key locations. The current cameras covering Lot #18 no longer work. Working cameras enhance one's sense of safety.
- Identifying Lot #17 (between Admission and Franklin) as being Guest parking for Admission and convert the temporary guest parking in Lot #7 to faculty/ staff parking.
- Fencing or natural barrier identifying the perimeter of Lot # 26 behind the FRC.
- Re-examine Lot #11 and add designated parking for faculty/ staff. This parking area is currently underutilized according to the on-foot walk-about by Public Safety.
- New or improved signage in parking lots with parking explanations.
- Adding motorcycle/moped parking spots to Lot #15 and Lot #26 (three in each lot for a total of 6 motorcycle/moped parking spaces).
- Increase parking decal cost to \$30.00 per decal. The increase in this fee could be used by Public Safety to expand the number of student workers by creating both department funded positions and positions funded through federal work –study program. More student workers may decrease the average 15 minute wait (currently) for escorts to arrive at an exterior lot. Students are hesitant to call the current Escort service due to the delay in response time. Increasing student employees may also enhance the ticketing practices – making it possible to be more persistent and consistent. Currently, Public Safety employs less than four student workers in this capacity.
- The task force also recommends working with the town of Farmington to add an illuminated cross walk area (or yellow blinking light) replacing the current crosswalk on the corners of High Street and Lincoln Street. This is a high foot traffic area for our campus.

SUMMARY

This Task Force operated within a short window of time in order for the recommendations to be brought to Presidents' Council and hopefully adopted into short term and long term campus planning. The difference between this report and others is that this group sought to reconfigure current spaces and maintain our green spaces. Addressing both campus safety and culture, the task force examined improved lighting in current parking lots and illuminating Mantor Green. We are confident that our public relations media staff can collaborate with Public Safety to breathe new life into the current parking brochure and other printed materials. We did discuss including a "You Are Here" approach to improved signage for parking areas, however, we do not have specific researched recommendations at this time. Improved lighting, easier and safer access to lots, improving the Escort System, and re-designating current spaces will move the campus forward keeping paces with our campus culture while addressing the needs expressed to the members of the task force. While I cannot speak for other Task Force members, I am willing to continue to work with a small group and more closely examine specific reconfiguring of lots.

Proposed Distribution of Parking Spaces Master Plan 2016

<u>Location</u>	<u>Lot Number</u>			<u>Authorized People</u>	<u>Handicap</u>	
		Current	2016 M. Plan		2007	2007
Purington Hall	1	10	14	Residents		
Purington Alcove	28	5	0	Residents		1
Stone Hall	2	19	0	Residents		1
Dakin Hall	3	36	25	Residents		1
Dakin Hall	4	8	8	Residents		1
Lockwood Hall	5	7	0	Residents		1
<u>Maquire/Perkins/Quebec St.</u>	<u>9</u>	<u>65</u>	<u>65</u>	<u>Residents</u>		<u>2</u>
		150	112			
Fitness & Rec. Rear	14	0	0	Freshman Only		
Fitness & Rec. East Side	26	167	167	Residents incl. First Year		
Prescott Street	21/22	112	112	Residents incl. First Year		
<u>Prescott Field</u>	<u>18</u>	<u>131</u>	<u>147</u>	<u>Residents incl. First Year</u>		<u>5</u>
		410	426			
						12
Scholar apts		10	10			
Scott South	6	27	27	Staff/Residents		1
Scott North	7	53	53	Commuters Only		
Fit & Rec South	8	13	13	Staff Only		
Perkins Street	9	112		Staff, & Guests		2
Academy Street	10	25		Staff, Commuters, & Guests		

Roberts Learning Ctr.	11	104	Staff, Commuters, & Guests	5
Fitness & Rec	12	40	Staff, Commuters, & Guests	3
Psychology Building	13	4	Faculty/Staff Only	3
High Street	15	102	Staff, Commuters, & Guests	6
101 South Street	16	6	Reserved	
Franklin Hall	17	10	Guests Only	2
Dearborn Gym	19	12	Public Library Only	2
Merrill Hall	20	1	Faculty/Staff & Guests	2
Lincoln Street	23	49	Commuters/Staff	1
Ferro House	25	0	Staff & Guests	
Mallett Alcove	27	5	Reserved	
Child Care Center	30	8	Staff Only	
Brinkman House	13	4	Staff Only	
Archaeology, Perkins		4	Staff Only	
Facilities Management	31	71	All Decals	2
Mantor/Preble*		1	Handicapped Only	1
Middle Street	24	10	Commuters**	6
<u>Ricker/Dearborn</u>		<u>1</u>	<u>Handicapped Only</u>	<u>1</u>
<u>Bookstore</u>		<u>9</u>		
dumpster freed spaces				
186 High St (old psyc)		15		
Perkins/Lincoln			lot was eliminated by Black Hall	
Libe field/Front St		34		
				36
Total On Campus		1360		48
On Street Approximately		130		
Grand Total		1490		
New Grand Total 2016		1390		