

Gettysburg COLLEGE

CAMPUS MASTER PLAN 2007



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Executive Summary

In 2007, while the Gettysburg College community was celebrating its 175th anniversary, its leadership was already preparing for the future. A campus master plan was in its early stages to support the strategic direction that the College had adopted that year, and the Baltimore architectural firm of Ayers Saint Gross was hired to help in its development.

More than just a map that plots new buildings, green space, and byways, a master plan is a campus-as-canvas exercise reimagining how the College might look and feel for decades to come.

Since Gettysburg does not anticipate major changes in enrollment, the campus master plan is intended to enhance the learning environment rather than to accommodate growth. The master plan's goal is to guide the evolution of the campus to support the four themes of the College's strategic directions—engaged learning, distinction, access, and connection. In essence, the Master Plan is a physical manifestation of the aspirations the College community has for its future.

The plan, approved by the Board of Trustees in February 2008, was the result of an extensive evaluation of the campus, its needs and its goals for the future. Planners brought together hundreds of faculty, students, administrators, trustees, alumni, neighbors, and borough and county representatives to share ideas.

The plan builds on the strong precedent of planning at Gettysburg. The most recent 10-year master plan was created in 1995 and included prominent campus facilities such as a science center and residence complex for upper classmen, Quarry Suites. It was comprehensive and included a master landscaping plan as well as renovations to several College buildings, including a historic theater in downtown Gettysburg. The new plan builds on the 1995 report and addresses two overriding priorities: the need for more academic space and the creation of additional campus housing. Although the student population has not grown significantly, the need for academic space to house expanding programs, accommodate more research and independent study, and facilitate opportunities for student/faculty collaboration continues to grow. Construction of a new residence hall in the northwest corner of campus makes it possible to move students from housing along the campus perimeter into the mainstream of campus, which also frees former residences to accommodate the increasing need for more academic and administrative office space.

Renovations to existing buildings will give growing academic programs some flexibility. Schmucker Hall, which currently houses music and art programs, will become the home for all of the College’s music programs, including the Sunderman Conservatory. The West Building, which now accommodates a mix of administrative support functions, will become the visual arts building with the addition of a gallery. The new Center for Athletics, Recreation and Fitness (The Center) will make it possible to convert the current fitness center in the Plank Gym into interdepartmental academic space and the swimming pool in the College Union Building (CUB) into a campus living room.

The master plan was designed to strengthen the intellectual vibrancy of the College and address space needs— without compromising the unique character of the campus buildings and grounds. One of ASG’s biggest challenges was to make sure the College’s special character and powerful sense of history remained intact. Pennsylvania Hall needs to remain the iconic building, the park-like quality of the central campus needs to extend to the edges, and the relationship of the campus to the town and the battlefield has to be natural and seamless.

Echoing the design elements of some of the campus’s signature buildings helps maintain the essential character of the campus. New and renovated buildings will include such elements as towers, cupolas, steeples and lanterns. Window styles, building proportions, brick exteriors, hip roofs, classic columns and porticos will tie the eclectic mix of buildings together.

As elements of the plan are implemented, Gettysburg will become greener, both figuratively – as the College incorporates more energy-efficiency and ecological sensitivity into renovations and new construction – and literally as parking areas move to the campus perimeter and are replaced with pedestrian greenways.

Creation of a more pedestrian-friendly campus will encourage more informal community interaction and serve the College’s sustainability goals. Fewer carbon emissions and less consumption of fossil fuel will result from alternatives to single-occupant cars, including bicycles and shuttles. Parking will be concentrated on the southwest corner of campus along the railroad tracks, making it possible to develop the new cultural, academic, athletic, and residential center to the northwest framed by The Center, West Building, gallery, and residence halls.

A welcome center addition to Eisenhower House, home of Admissions and the traditional front door of the College, creates one central location, making it possible to host the many large groups that visit Admissions throughout the year. Landscaping will also link Eisenhower with neighboring Stevens Hall to showcase the College’s links to the legacies of two of its most prominent trustees.

The phases of the plan will unfold over many years and will evolve as needed to address the ever-changing needs of a liberal arts campus and student body. The important thing for the community is that the College is actively planning to create the physical space that will shape an extraordinary learning experience for its students.



Gettysburg College, a national, residential, undergraduate college committed to a liberal arts education, prepares students to be active leaders and participants in a changing world. This statement is grounded in the core values of the institution.

OUR CORE VALUES – APPROVED BY THE BOARD OF TRUSTEES – JANUARY 25, 2003

- The worth and dignity of all people and the limitless value of their intellectual potential;
- The power of a liberal arts education to help students develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The enrichment of the traditional liberal arts and sciences curriculum with the most promising intellectual developments of the age;
- The free and open marketplace of ideas and the exploration of the ethical and spiritual dimensions of those ideas, both indispensable to helping students learn to determine which have lasting value;
- The value of a lifelong commitment to service, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people;
- A belief that a residential college is the most effective means of promoting the personal interaction between student and professor, and student and student, which develops the community that is the heart of a liberal arts education.



GETTYSBURG COLLEGE STRATEGIC PLAN

Building on the College’s extraordinary legacy, its sense of place, history and momentum, Gettysburg College aspires to improve its standing among nationally recognized preeminent liberal arts colleges in the country. The College will advance and respond to challenges and opportunities by focusing on four strategic themes:

Engagement

Gettysburg will offer the most compelling educational experience possible, emphasizing active engagement through a variety of learning experiences inside and outside the classroom that build leadership potential in our graduates.

Distinction

Gettysburg will build upon existing areas of distinction while pursuing new opportunities that capitalize on our unique strengths. We will develop distinction for our academic and co-curricular programs and our pedagogy.

Access

We will broaden access to a Gettysburg education, creating a campus environment that is increasingly rich in diversity. We will celebrate difference as a vital part of the learning environment and make sure that a Gettysburg education prepares students for leadership in a diverse and complex world.

Connection

Preeminent liberal arts colleges are known for the sense of connection they foster among students, faculty, staff, and alumni. Community thrives on connection. Gettysburg will undertake greater efforts to build connections that support learning, engagement, and leadership by fully realizing the potential in our common heritage and identity to the fullest.

MASTER PLAN GUIDING PRINCIPLES

Thomas Jefferson said there should be reciprocity between the academic mission and the physical layout of the campus. The master plan reflects the unique history, core mission, values, strategic plan, and place of Gettysburg College in its guiding principles.

Strengthen the intellectual vibrancy of the campus

- Creating a living and learning environment that supports engaged learning and changing pedagogies.
- Provide facilities that support vigorous programs of faculty scholarship and creative work.
- Create student housing at the core of the College’s mission that is class appropriate, enhances student’s quality of life, encourages on-campus living, and fosters a life-long relationship with the college as alumni.
- Match quantity and quality of academic space with current needs and future aspirations.

Build on our unique campus character

- Maintain eclectic high quality character of campus buildings and grounds.
- Extend the quality of the core campus to the perimeter and create a stronger sense of connection.
- Develop a hierarchy of distinctive outdoor spaces with a variety of uses and character.
- Create a sustainability strategy for the campus balancing the needs of economy, environment, and campus capacity.

Connect with our heritage and support our community

- Build on historic heritage of campus, town, and battlefield.
- Develop welcoming cultural and educational connections with the Gettysburg community on and off-campus.
- Enhance our edges to link with the community.



PROPOSED MASTER PLAN

The proposed plan for Gettysburg College is a long-term framework that honors the past, addresses the present, and creates a vision tying the campus to its mission and place.

The campus is unified by new infill construction linking academics to student life, housing, cultural venues, the historic battlefield, and the Borough of Gettysburg in a manner that extends the quality of the core campus to the perimeter.

The campus today has significant need for additional academic and administrative space. In addition, several of the existing buildings are in need of major renovation. However, there is no place to temporarily move functions while the buildings are under renovation. To accommodate the needs and overcome this challenge, phased moves will allow the campus to reinvigorate itself over time and in an orderly fashion.

1. With the construction of The Center Phase 1, the pool in the CUB will no longer be needed and the space will be converted into a multi-purpose space, which can be used as a recreational court. This allows Plank Gym to be redeveloped into a new Academic Center and provide much needed space for the phased renovation of other academic facilities.
2. By consolidating the Facilities Services Department and IT departments into the Central Energy Plant and Knouse, the West Building will be renovated into Art Studios and a new Art Gallery will display student and faculty art as well as exhibitions.
3. As the Art program moves to the West Building, Schmucker Hall will be renovated and an addition built to better accommodate the Sunderman Conservatory of Music and the Leonard Bernstein Center for Learning.
4. Additional student housing will be built on campus with common spaces to facilitate study and socialization, allowing increases in the student housing capacity and facilitating renovation of several historic properties on the edge of campus for administrative or academic purposes.
5. College Admissions will receive an addition to the Eisenhower House, creating a welcome center for perspective students and their parents. This space will also serve as a venue for campus receptions and dinners.
6. Rice, Paul, and Stine Halls will be renovated for First Year Students with additional common spaces.
7. Historic Pennsylvania Hall, Stevens Hall, and the Chapel will be renovated to serve the needs of the College. Additions and renovations are proposed for Musselman Library and McCreary Hall to accommodate the expanding needs of the Library and the sciences respectively.
8. The pedestrian zone of the campus will expand to the northwest tying the campus to the historic battlefield by removing through streets. Walkways will be designed to accommodate the needs for emergency access, service, move-in/move-out.

The plan illustrates additional capacity for new academic, student life, and residential buildings over time, which is linked by quads, courtyards, and malls building on the structure of the core campus. New signage will direct visitors and patrons to the campus and make it more accessible by the community at large. The landscape will continue to be rejuvenated and supplemented with new plantings and gardens that provide a variety of scales of outdoor spaces to accommodate large gatherings as well as outdoor classes and quiet spaces.

The plan addresses sustainability goals by increasing the number of students who live on campus, encouraging alternative means of transportation away from one car per person, reusing existing buildings and constructs highly efficient new buildings, developing a native landscape appropriate to this region which reduces the need for extensive irrigation, addressing the quantity and quality of storm water by managing it on site, as well as educating and informing faculty, staff, students and visitors about the various sustainable initiatives on campus.



The plan builds on the strengths of the existing campus, addresses current and future needs, and ties the campus to its community and history, allowing Gettysburg College to continue shaping young minds and preparing the leaders of tomorrow.



Observations & Process

From the beginning, Gettysburg College has witnessed and participated in our nation's history.

CONTEXT

History of Gettysburg College

Tensions that threatened to tear America apart were already simmering in 1832, when anti-slavery theologian Samuel Simon Schmucker founded what would become Gettysburg College. Five years later, the institution – then known as Pennsylvania College – moved into Pennsylvania Hall, built on land provided by Thaddeus Stevens, whose illustrious career in Congress included authorship of the 14th Amendment guaranteeing full civil rights to citizens of all states.

When national tensions finally erupted into Civil War, the College and Pennsylvania Hall stood in its midst. Elements of two great armies swept through campus on July 1, 1863, the first day of the Battle of Gettysburg. Pennsylvania Hall became a hospital for hundreds of soldiers from both North and South.

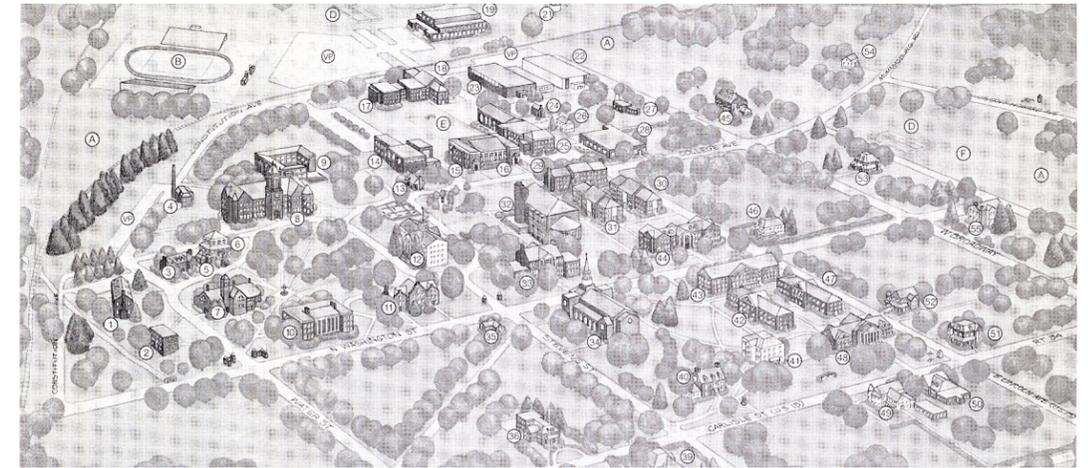
Only months later – on Nov. 19, 1863 – students, faculty, and townspeople marched to the National Cemetery to hear President Abraham Lincoln hallow that earth with his immortal Gettysburg Address. The College remembers the event annually, when first-year students recreate the procession to the Cemetery to hear an honored guest read the Address.

Another great wartime leader found his way to Gettysburg a half-century later, when a young officer named Dwight D. Eisenhower took command of a tank training camp on the Gettysburg Battlefield. “Ike” rose to become Supreme Allied Commander in Europe during World War II and President of the United States from 1953 to 1961. Following his presidency, he returned to Gettysburg, serving on Gettysburg College’s Board of Trustees. He wrote his memoirs in what would become Eisenhower House, the College’s Admissions Office.

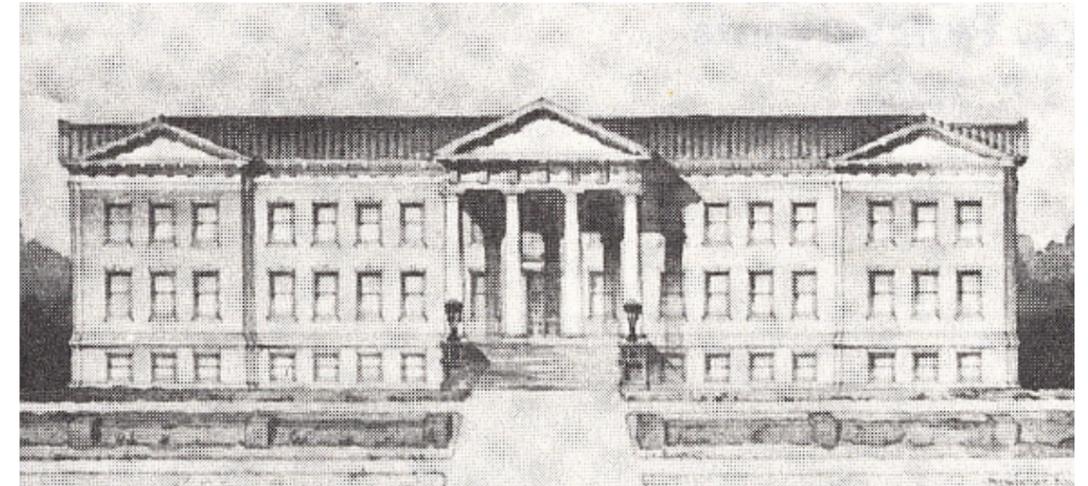
However, Gettysburg's history is far more than presidents and war.

Much has changed since the first 63 students enrolled in 1832, paying tuition of \$24 to study philosophy, logic, rhetoric, mathematics, science, and classics. The Alumni Association, founded in 1835 was among the first such organization in America. Women students were admitted in 1883 and the College newspaper was established in 1897. Pennsylvania College became known as Gettysburg College in 1921. The Honor Code was established thirty-seven years later. Committed to opening minds, developing resources of intellect and character, and preparing graduates to become engaged, contributing citizens, the college legacy of achievements in Arts and Technology continued in 1991 when filmmaker Ken Burns received the College's first Lincoln Prize for his PBS documentary, The Civil War and Yahoo named Gettysburg one of the nation's "most wired" campuses in 1999. Three years later, Gettysburg's state-of-the art Science Center opened and in 2005, the historic Majestic Theater was restored to its 1925 opulence, and inaugurated as the College and community's new performing arts center, including the addition of two new cinema theaters, a dance studio, and an art gallery. Today, with 2,600 students benefiting from a broad range of learning opportunities inside and outside the classroom, Gettysburg ranks among the nation's finest colleges of the liberal arts and sciences.

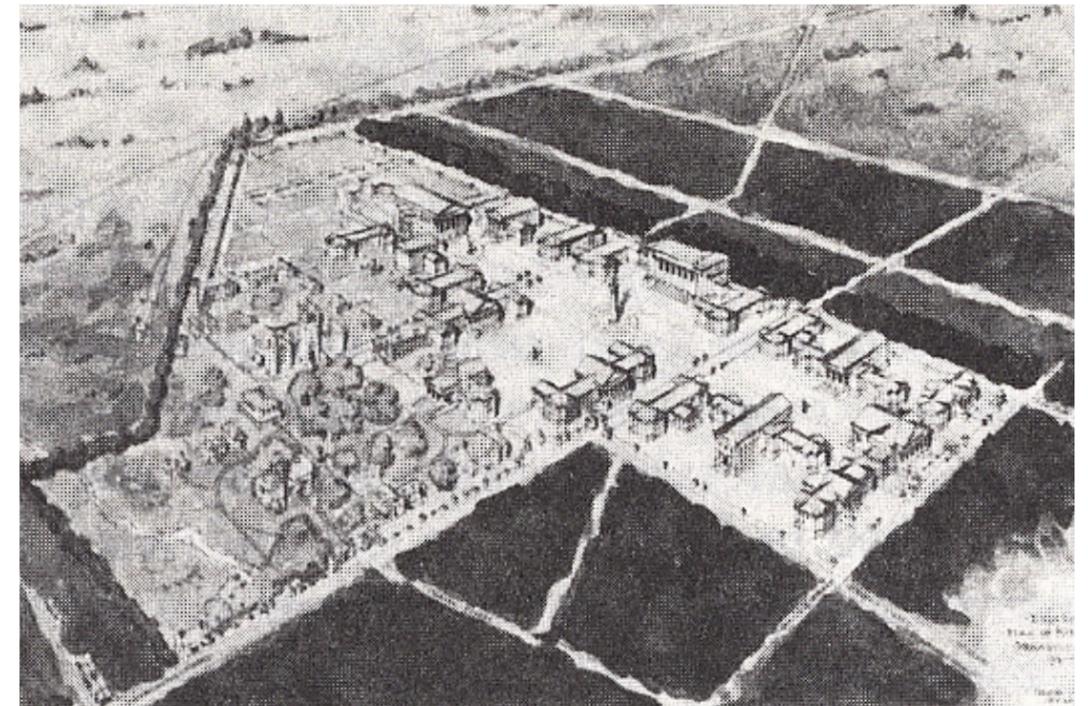
Gettysburg College
circa 1985



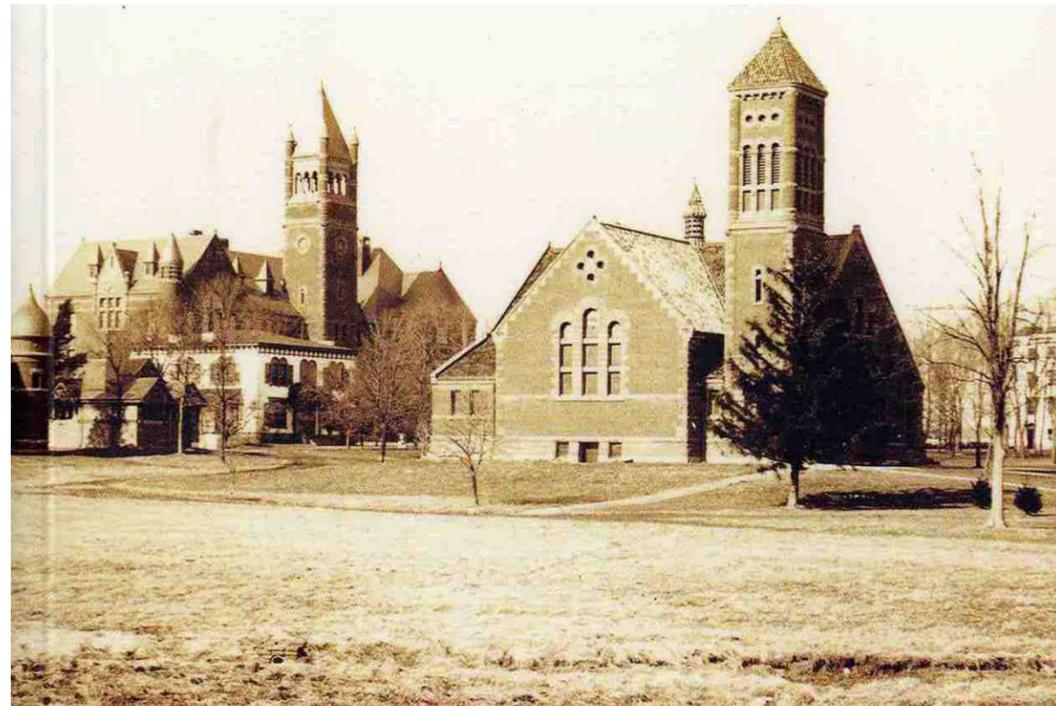
Designs for academic
buildings circa 1914



1914 George C. Baum plan
for Gettysburg College



Glatfelter Hall and
Brua Hall circa 1925



MASTER PLAN PROCESS & PRINCIPLES

The Campus Master Plan is the result of a collaborative effort between Gettysburg College and many members of the Gettysburg community. The process was led by the Steering Committee, composed of President Katherine Will and the senior staff. Other groups including faculty members, staff, students, and community members met at regularly scheduled workshops to guide the plan's development. Campus user groups, including neighbors and city officials, were also integral participants in the process. A schedule of the planning process can be found in the Appendix.

The year-long planning effort consisted of the following five phases:

1. Observations

The initial phase measured the quantitative and qualitative aspects of the campus and represented them in a series of analytical diagrams. A set of principles was formed at the conclusion of the analysis to represent the culture and physical environment of the campus and guide future development. These principles were the foundation for the Concept Plan.

2. Concept Development

The Concept Plan represented the planning principles and the analysis in the Observations Phase. It served as a diagrammatic illustration of the existing conditions as well as the broad intentions of the Master Plan.

3. Campus Studies

This phase studied the campus in more detail, tested ideas, and specific spatial organizations. Different ideas were discussed until a consensus was reached. The chosen schemes were then refined and considered again at the scale of the whole campus.

4. Final Campus Plan

The Final Plan is the result of the findings of the previous phases and represents the proposed buildings, open spaces, and landscape treatments. Perspective views were generated during this phase based on the proposed plan to illustrate the experiential qualities as well as the physical appearance of the campus. A series of diagrams described how the plan could be implemented over time.

5. Design Guidelines

The Design Guidelines provide broad recommendations to help direct the development of projects in the future. The guidelines attempt to maintain the intentions of the plan and to protect the unique qualities of Gettysburg College. They address issues concerning site planning, building massing and proportion, materials, and landscape treatments.



Regional Context

The College, a beautiful 225-acre campus with over 80 buildings, is adjacent to the Gettysburg National Military Park. Gettysburg, Pennsylvania is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City. Gettysburg College sponsors a shuttle service to and from area transportation centers and area cities.

Neighboring Developments

There are many projects planned for the community surrounding the College. The historic context and small size of the city offer great opportunities for the College to work with neighborhood groups to create an area that continues to develop with respect to the rich history of its place.

The REDDI project offers opportunities for Gettysburg College to work with a local developer to create a better city. The 5 acre blighted project site is located across from the Gettysburg Lincoln Railroad Station Welcome Center; just one-half block away from the historic Majestic Theater, Wills House, and the main campus. The proposed project will bring space for new tourism-related commerce, including greenway areas for enjoyment by local citizens and tourists, availability of downtown office space with parking, and upscale multi-family housing near jobs and shopping.



RELATIONSHIP OF GETTYSBURG COLLEGE TO THE GETTYSBURG NATIONAL MILITARY PARK AND GETTYSBURG SQUARE

- GETTYSBURG COLLEGE
- GETTYSBURG NATIONAL MILITARY PARK
- GETTYSBURG SQUARE

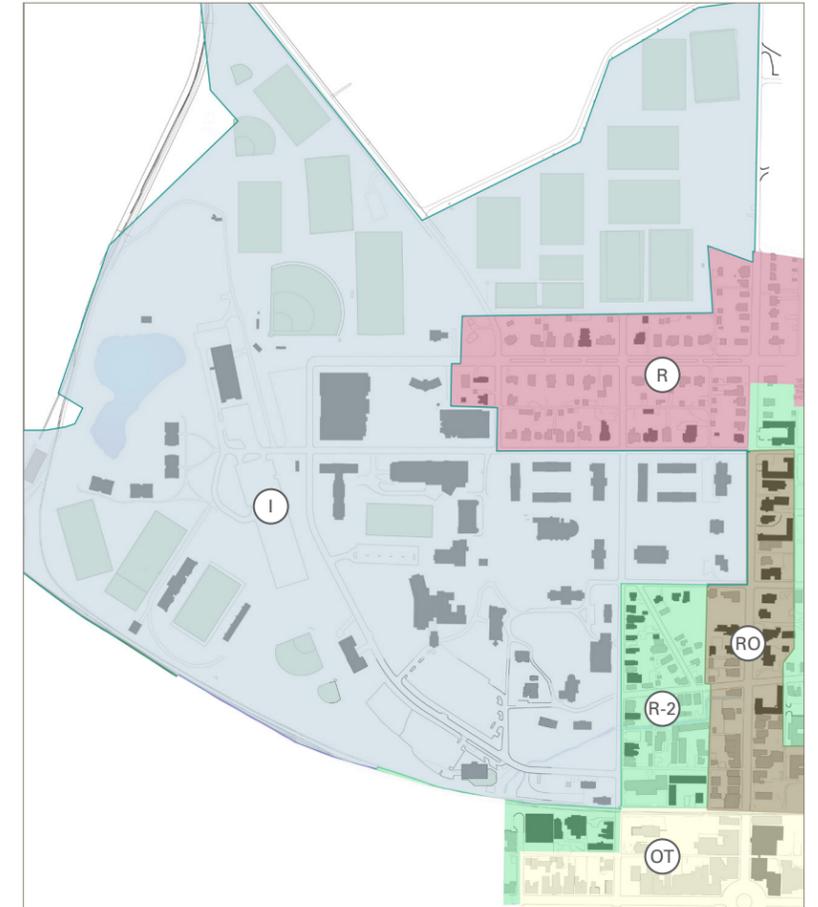


SURROUNDING DEVELOPMENT

- GETTYSBURG COLLEGE
- GETTYSBURG REDDI PROJECT
- 3RD WARD
- CITY PARK

Zoning

The majority of the Gettysburg Campus is located within the “I-Institutional” zone. With landholdings throughout the city of Gettysburg, however, the College must also consider regulations that govern respective structures in the R, R-2, RO, and OT districts. Most of the college functions in these structures include residence halls, administrative offices, and institutes that support the College and its academic mission.



ZONING MAP

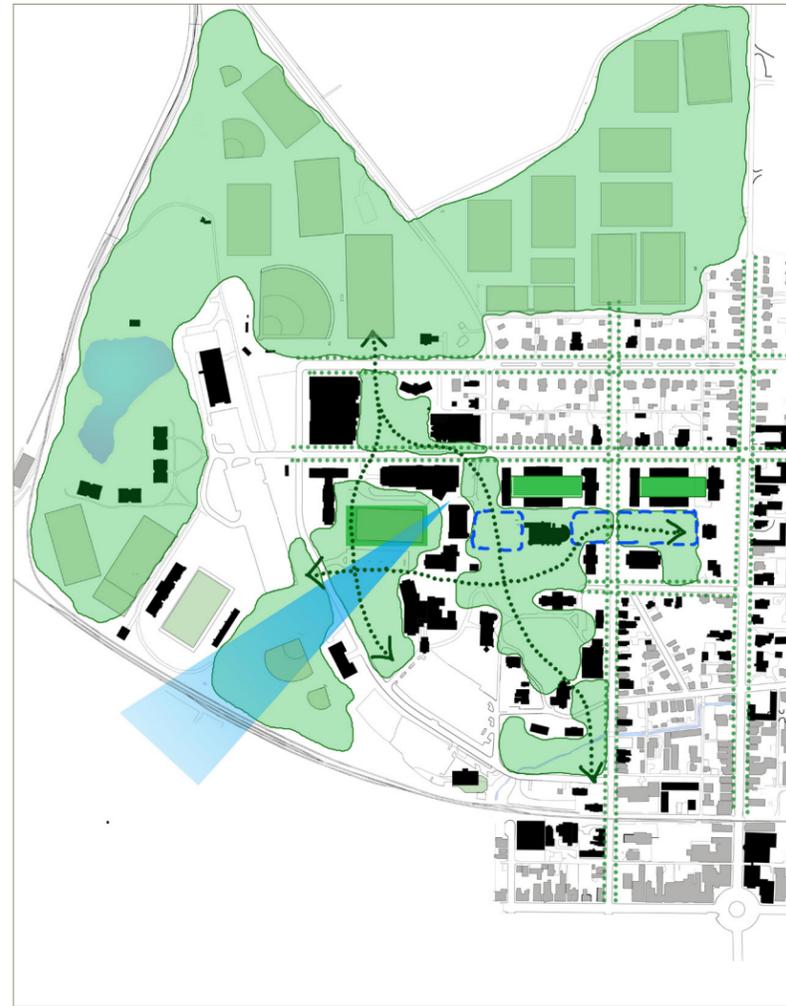
- I - INSTITUTIONAL
- R - LOW DENSITY RESIDENTIAL
- R-2 - MODERATE DENSITY RESIDENTIAL
- RO - RESIDENTIAL OFFICE
- OT - OLD TOWN

NATURAL SYSTEMS

Open Space

The historic quads on campus with fully matured trees create a wonderful park-like setting where the buildings relate to each other through offset axes and diagonal paths. This sense of place begins to break down as you move towards the perimeter of the campus. The areas southwest of Memorial Field and west of the Science Center lack a feeling of containment as the open space bleeds into the parking lot and road. Although the spaces surrounding the athletic fields, stadium, and parking areas are open, they lack the same emotion as the spaces defined by buildings and landscaping elsewhere on campus.

There is an existing view from Plank Gym to the dome of Schmucker Hall, located on the campus of the Gettysburg Lutheran Theological Seminary. The master plan intends on preserving this view as it is an appealing view, and helps connect the campus to the existing neighborhood beyond the railroad tracks.

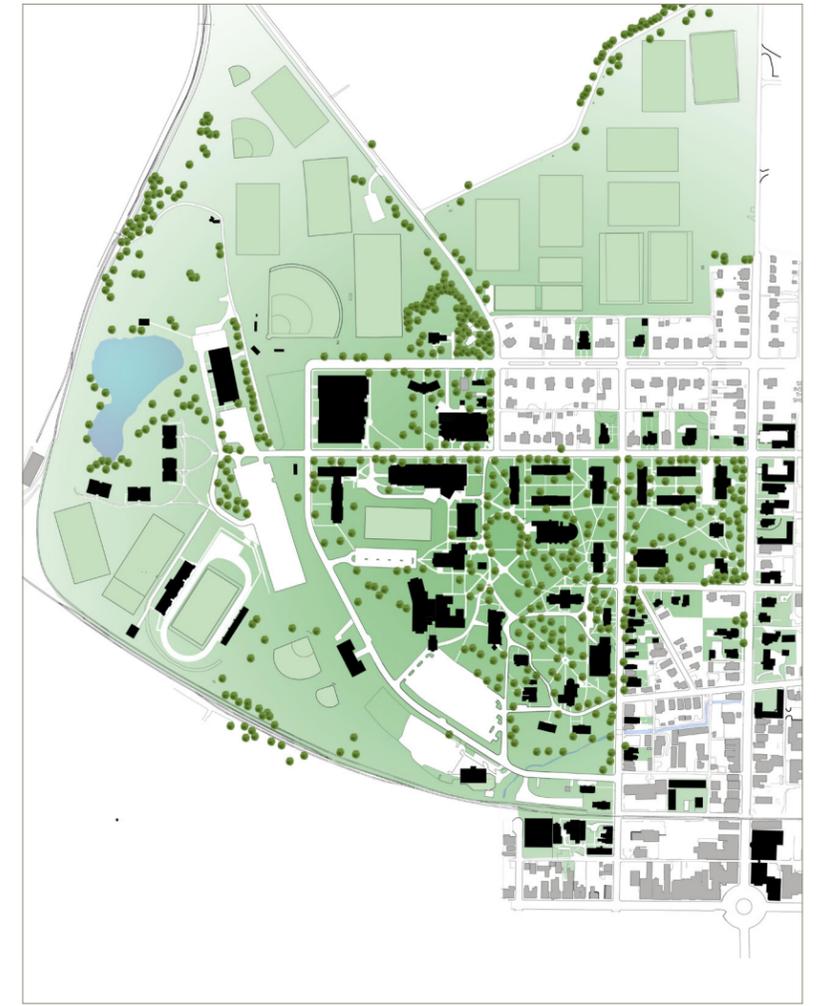


CAMPUS OPEN SPACE

- VIEW TO GETTYSBURG LUTHERAN THEOLOGICAL SEMINARY
- OPEN SPACE
- MAIN PEDESTRIAN PATHS

Vegetation

Landscaping plays a large role in the beauty of the campus. The trees, plantings, and grass all connect and bring the environment to the buildings. The historic center from Steven's Run north to West Lincoln Avenue and campus from West Lincoln Avenue east to Carlisle Street provides a wonderful example of the type of landscaping that should continue throughout the campus. The 1997 Landscape Master Plan outlined this idea to carry the informal nature of the plantings to the edges and around parking areas.

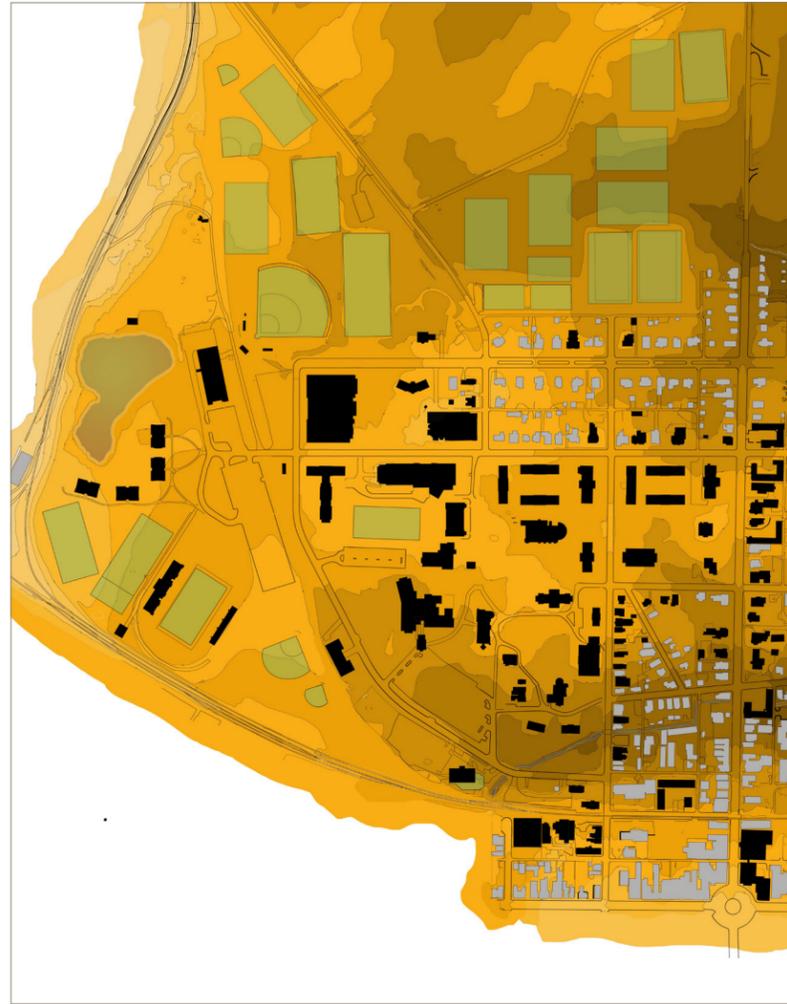


CAMPUS VEGETATION

- EXISTING LAWN
- EXISTING TREES

Topography, Flood Plain, and Stormwater Management

Much of the campus sits on the high point of land between two stream valleys which flow into Rock Creek. Steven's Run is of primary concern as it runs through the southern tip of campus and has a history of flooding. The watershed covers the majority of the town, including about half of the campus. The natural stream is repeatedly open and then diverted into culverts as it reaches the CSX Bridge. In heavy rain, debris blocks the route and Steven's Run is susceptible to flooding the surrounding area. Gettysburg College is unable to control the quality and volume of water entering Steven's Run upstream, however, the College is avidly seeking ways to control the quantity and quality of water the campus adds to the stream. A storm water master plan was completed in 2007 to assess specific actions that the College can take in order to manage its run-off. The master plan incorporates these ideas in a holistic campus framework that allows future buildings to tie into the overall plan and avoid treating each on a case-by-case manner.



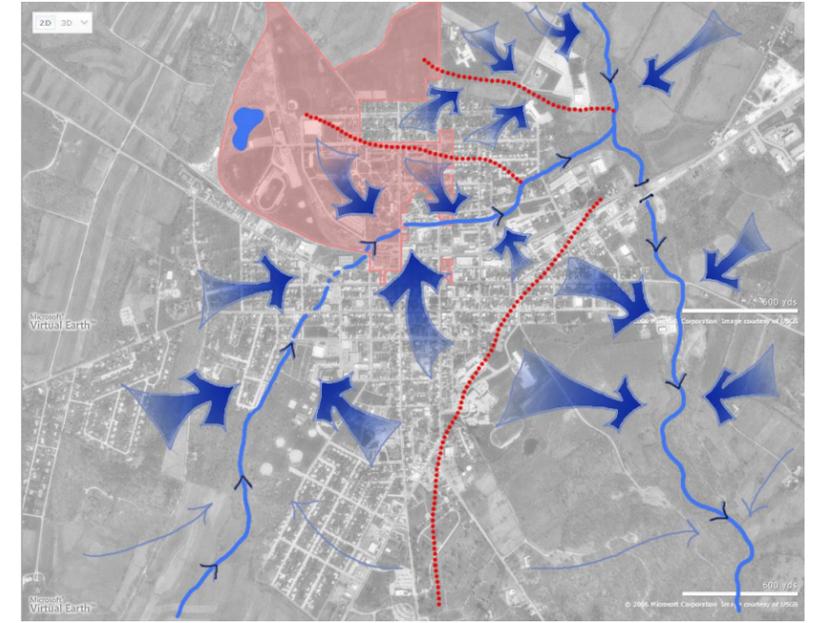
CAMPUS TOPOGRAPHY

- LOWER TOPOGRAPHY
- HIGHER TOPOGRAPHY

Natural Systems Summary

Gettysburg College has an existing framework of natural systems that work to create a wonderful academic campus within a park-like environment. The landscape and natural features offer great opportunities for expansion as the master plan develops. The main idea is to take what already works in the historic core and extend it throughout the existing campus and to the edges. By continuing a similar palette and organization of spaces, the old will blend with the new and a cohesive college campus will result.

One area of the plan's focus will be defining existing and developing new quads and open spaces, extending the campus feel from the core to and across Constitution Avenue, and incorporating sustainable and storm water management practices throughout the campus.



CAMPUS DRAINAGE DIAGRAM

- RIDGE LINE
- - - DRAINAGE WAY
- DRAINAGE PATTERN

BUILT SYSTEMS

Circulation (Vehicular and Pedestrian)

Automobiles have direct access to many of the buildings on campus. This allows them to navigate through a network of paved streets that interrupt the pedestrian feel and flow, and segregate parts of campus. In some instances, vehicles are required to enter the core of campus, however it has been our observation that many of the vehicles on campus are driving at dangerous speeds and for the sole purpose of avoiding street traffic. Constitution Avenue is known as a high-speed road that cuts the west part of campus off from the core. The wide roadbed with no visible or physical traffic calming offers few cues to motorists to slow down and results in a dangerous campus bisection.

A main pedestrian spine runs north and south from the Dining Center to the Constitution Parking Lot. This path is in direct conflict with the street network. The intersection of West Lincoln Avenue, College Avenue, and the service road to Plank Gym and Musselman Library is a major pedestrian crossing and activity area. Commonly referred to as "Stine Lake," the area west of Musselman Library is generally full of students between class and during their off time on their way to and from the Dining Center. The alleys and roads surrounding the Glatfelter Hall and Pennsylvania Hall also double as paths. Cars traveling through these streets interrupt the flow and safety of students walking through campus and to the Constitution Parking Lot.



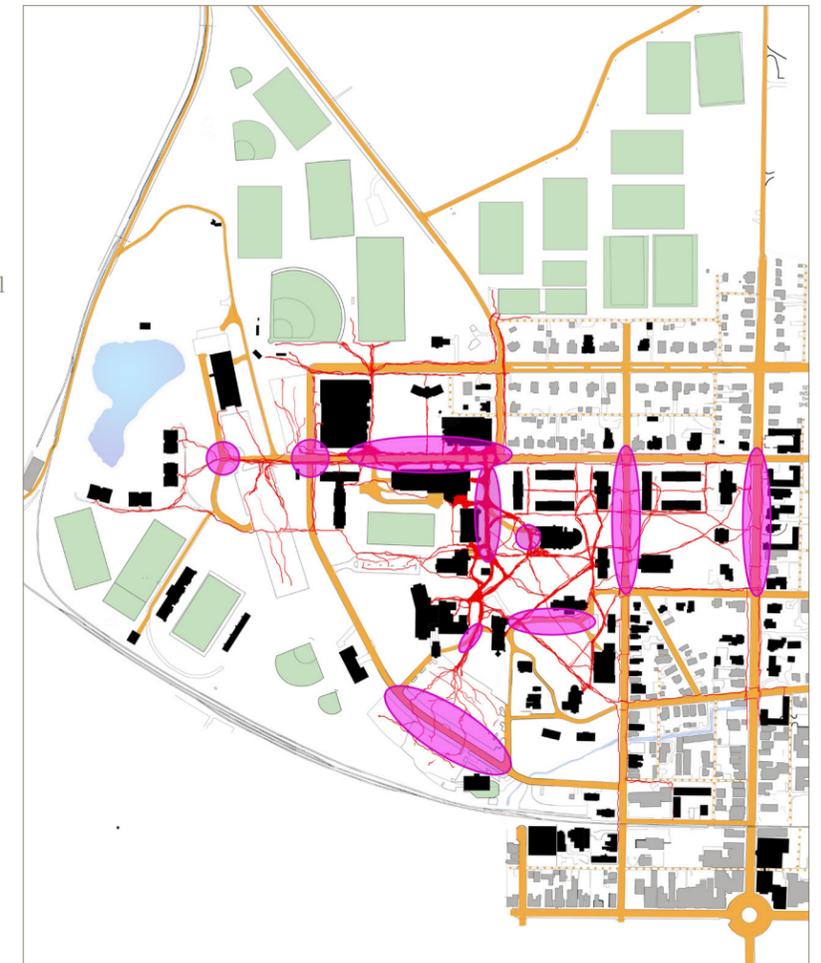
ROAD NETWORK



PEDESTRIAN PATHS

The network of paths on campus is extensive but not necessarily accommodating to the pedestrian destinations and desire lines of the campus community. Simplifying connections and using main axes to connect and expedite travel time for students to future developments will serve the campus well. Currently there are many students traveling through parking lots and desolate open spaces. Main paths will increase the quality of these walks and help mitigate the number of vehicular and pedestrian conflict zones, as they will help direct students to single crossing points from buildings and parking areas.

From end to end, the campus is approximately a ten-minute walk, making it ideal for foot traffic. Removing the cars from reaching too far into the campus core will enhance the pedestrian experience.



AUTO/PEDESTRIAN CONFLICTS

- ROAD NETWORK
- PEDESTRIAN PATHS
- AREAS OF AUTO/PEDESTRIAN CONFLICTS

Parking/Service Access

Parking is one component of a comprehensive transportation plan. Currently the College offers a shuttle service from campus to shopping centers and airports in Baltimore and Philadelphia. An on-campus shared bicycle program called the “Orange Bike” has begun on campus which reduces the temptation for students, faculty and staff to drive across campus or take short trips into town.

The College has done a good job of keeping the major parking areas out of the campus core and along the main roads. However, as the campus looks to expand and connect the core to the pockets of buildings to the west, the existing lots pose an obstacle. Most of the parking is consolidated in the Constitution, Stone, Stadium, and Masters Lots. Current policy does not charge for a permit and grants permission to park in any of the 1600 spaces, except for handicapped spaces and those reserved for specific off-campus residence halls. The general parking arrangement allows for the most efficient use of all spaces.

Current parking demand based on current policy is about 1,700 spaces, about 100 more than currently exist. As per zoning requirements, one parking spot is required for every 2 beds added to the core campus. As the campus develops, it is most likely the current parking lot footprints will be used for new construction. This forces us to think differently about parking.



Other transportation demand management programs can be initiated which will reduce the need to bring a car to campus. These include:

- Park Once – Pedestrian Oriented Campus
- Car/Van-pool Incentives
- Car Share Services such as Zip Car
- Emergency ride home program
- Restricted Parking which may incentivize some students from bringing cars to campus in exchange for access to retail, entertainment, campus, and other venues via a variety of modes of transportation
- Live where you learn program so people can walk or ride their bicycles to campus

These “carrots and sticks” can begin to shift the need to develop extensive parking areas on campus as well as make the campus more environmentally sensitive and the population healthier.

Existing service access points are generally located off major streets and alleys. One major concern is the frequency of full sized service trucks using pathways to access the service locations. This not only interferes with pedestrian movement, but also damages the landscaping. Keeping access to the buildings was a consideration of the master plan process.



ROAD NETWORK AND PARKING

- ROAD NETWORK
- PARKING LOT



SERVICE ACCESS AND LOADING DOCKS

- ROAD NETWORK
- SERVICE ACCESS/LOADING DOCK

Building Use/Deferred Maintenance

Gettysburg College has a centralized academic core surrounded by residential and athletic zones. This organization serves the campus well by maintaining a compact walkable campus.

Buildings are generally single use with the exception of the structures that have student life functions and tend to be a mix of student services.

The academic core is well organized with buildings for Art/Music, Science, Library, and general classroom buildings.

While the academic core is compact, the Quarry Suites feel somewhat remote on campus because the path from these halls passes through a parking lot without a clear walkway or active use.

The College purchased a number of single-family homes, apartments and motels adjacent to the College primarily for student housing. Currently, many of these facilities house sophomores and juniors. These buildings are somewhat remote from the academic activity and are not consistent with the Residence Hall Master Plan. Ideally, first year students and sophomores would live near the core campus and juniors and seniors would live at the perimeter in suites or apartments.

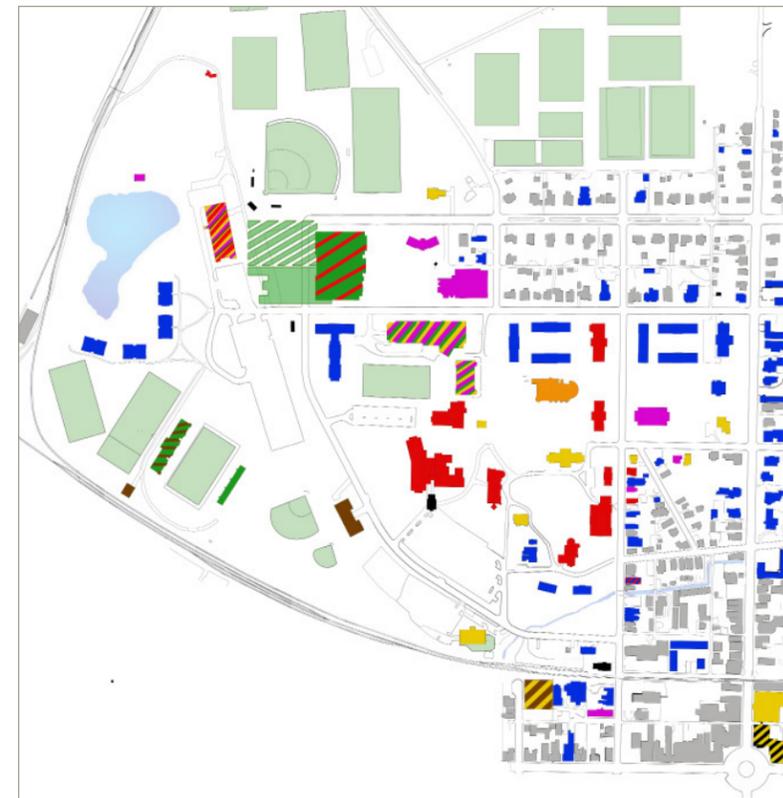


Many of the buildings are in need of deferred maintenance. These buildings have been analyzed and categorized by the Facilities Services Department as buildings in Good Condition, in need of Scheduled Maintenance, Limited Renovation, Major Renovation, or Significant Renovation.

The buildings that need major or significant renovations should be studied in terms of continued investments. Typically, these facilities have not had any significant upgrades to their major mechanical, plumbing, or electrical systems and are likely to have code and accessibility issues, which may be costly to address. This creates a situation where several decisions need to be made based on the following questions:

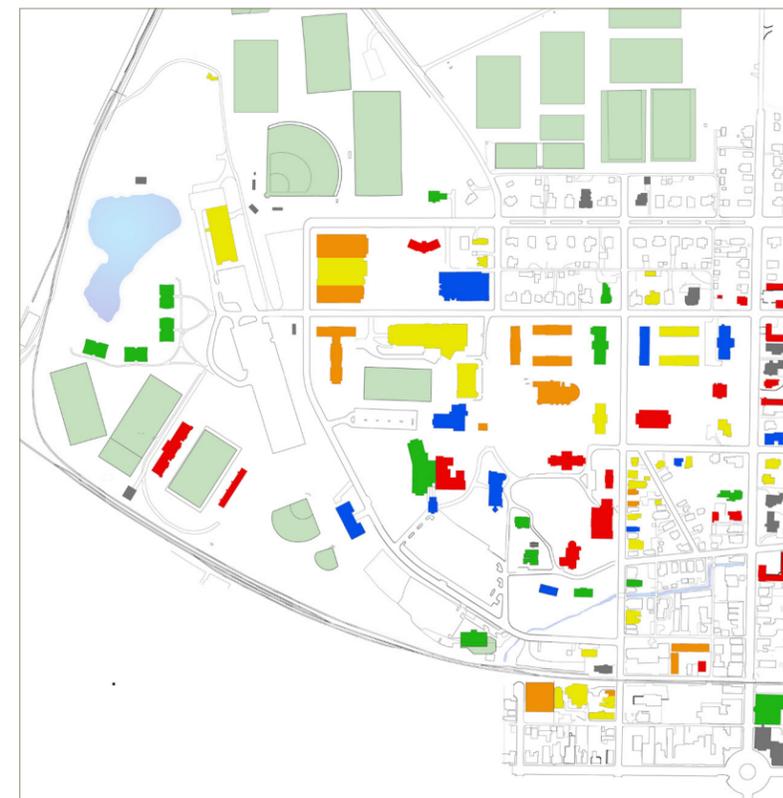
- Does the building still serve its current use well?
- If we need to move the functions out of the building for renovations, what should move back in?
- Does the building still have useful life beyond 25 years?
- Is the land more valuable than the investment to renovate the building?

The following diagrams offer a general order of magnitude analysis of the campus structures. Information that is more detailed can be found by contacting the Gettysburg College Facilities Services Department.



BUILDING USES

- ACADEMIC
- LIBRARY
- RESIDENTIAL
- ATHLETICS/RECREATION
- PUBLIC VENUES
- FACILITIES



BUILDING CONDITION

- GOOD CONDITION
- SCHEDULED MAINTENANCE
- LIMITED RENOVATION
- MAJOR RENOVATION
- SIGNIFICANT RENOVATION
- COLLEGE AFFILIATED

Edges/Gateways

The two major entrances to the campus are the corner of Constitution Avenue and North Washington Street, and West Lincoln Avenue at Carlisle Street; with minor entrances at West Stevens Street and Carlisle Street and North Washington at West Lincoln. Situated within the town of Gettysburg, the College has a permeable perimeter, allowing the free exchange of people and ideas between the two entities. There are two historic gateways along North Washington Street, one at Stevens Street and the other at Water Street.

The signage master plan calls for low granite walls bearing the College's name to be installed at key entrances around the campus. One of these signs has been installed outside of the Admissions building and proves to be a beautifully appointed entry marker to the campus. Subtle gateways will help define the campus boundaries but retain the open, park-like atmosphere that allows the greater community to participate with the College.

Connecting the campus to the community and downtown is also being pursued by the College so students can gain full exposure to what downtown has to offer.

Utilities

The utility infrastructure is in generally good condition and serves the campus well. The existing plant serves the existing need but can take on only slightly more demand. Expansion of the plant is necessary for additional building development. A full utility study and master plan were completed in 2007. Information relating to this can be found at the Facilities Services Department.

Built Systems Summary

The character of the buildings evokes a collegiate environment and creates a wonderful setting for the bright minds of the faculty, staff, and students. The campus is well maintained and creates an inviting educational atmosphere for students, staff, and the

community. As with any campus containing historic buildings, there are many deferred maintenance issues throughout campus. Advancements and modifications can be made in the physical plant to increase its functionality and beauty. Some campus facilities are inadequate to properly support the growing residential, athletic, academic, and student life needs, while others seem isolated and could better relate to one another. Beautiful, well placed signage is desired by both the campus community and the neighborhood. Creative solutions need to be studied to minimize peak parking demand. Simplifying pedestrian and vehicular circulation and extending them into areas of new development were goals pursued in the master plan.

Key Findings

Of the campus wide total 975,945 assignable square feet (ASF), residential space comprises 40% (390,173 ASF), while classroom and teaching laboratory space, often considered the

most significant allocation of space on higher education campuses, comprise just over 10% (99,347 ASF) of total campus ASF.

Excluding residential space, classrooms and teaching laboratories comprise over 18% of total campus ASF, followed by recreation and athletic space (18%), academic offices and services (12%), physical plant (12%), administrative offices (10%), library (10%), and student union (8%).

With guidance from College officials, space guidelines were selected to determine current and projected space needs. This analysis was used to determine the magnitude of need and is not a substitute for detailed programming. The space needs analysis was applied on a campus-wide, space category basis using Fall 2006 as the base year. The following chart shows the existing and projected surplus and deficit space allocations.



SPACE NEEDS ANALYSIS

Paulien & Associates, Inc. of Denver, Colorado was contracted to conduct an Academic Space Utilization Study and Space Needs Analysis in support of the campus wide master planning effort. The space needs analysis reviews Gettysburg College's existing facilities and quantifies the College's space requirements using specific space standards. An identification of space needs was made in relation to existing facilities for the base year (Fall 2006) and for a projected future enrollment and staffing level as the target planning horizon.

Space Needs Observations

- Given what is expected to be a stable student enrollment base, the focus of campus leadership is on improving the quality of the educational experience by improving instructional, residential, and social campus spaces.
- The College is currently planning for a targeted decrease in the student/faculty ratio, requiring additional office and support space.
- Providing adequate facilities for the Conservatory of Music and Visual Arts, currently located in Schmucker Hall, is a priority.
- The language program has outgrown McKnight Hall, which requires significant upgrading. Space for Cross/Multi-Disciplinary Programs, Centers and Institutes is currently inadequate or non-existent.
- The reuse of Plank Gym offers potential for future campus reorganization.
- Musselman Library is undersized for existing enrollment levels.
- Information Technology is dispersed across campus and a solution for consolidation should be discussed during the planning process.
- As the social center of the campus, the CUB is in need of a comprehensive, long-term programmatic solution.
- Facilities Services Department facilities should be addressed.
- Meeting and conferencing space on campus is currently inadequate.
- Currently faculty and administrative office space is inadequate. Long-term solutions should include an examination of adjacencies and consolidations.
- The Civil War Institute has outgrown its current space.
- The Dining Center experiences long servicing lines and a shortage of chairs during peak lunchtime hours.



SPACE CATEGORY	Existing ASF	Fall 2006 Student Headcount = 2,505 Staff Headcount = 823			Target Year Student Headcount = 2,445 Staff Headcount = 934		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	45,565	43,204	2,361	5%	40,778	4,787	11%
Teaching Laboratories & Service	53,782	66,811	(13,029)	(24%)	62,353	(8,571)	(16%)
Open Laboratories & Service	12,343	16,284	(3,941)	(32%)	15,893	(3,550)	(29%)
Research Laboratories & Service	14,636	24,805	(10,169)	(69%)	24,805	(10,169)	(69%)
Academic Offices & Service	63,531	66,040	(2,509)	(4%)	79,250	(15,719)	(25%)
Other Academic Department Space	13,382	16,283	(2,901)	(22%)	15,893	(2,511)	(19%)
<i>Academic Space Subtotal</i>	<i>203,239</i>	<i>233,427</i>	<i>(30,188)</i>	<i>(15%)</i>	<i>238,972</i>	<i>(35,733)</i>	<i>(18%)</i>
Support Space							
Administrative Offices & Service	52,137	60,950	(8,813)	(17%)	63,045	(10,908)	(21%)
Library	56,823	62,669	(5,846)	(10%)	71,043	(14,220)	(25%)
Physical Education & Recreation	23,227	37,025	(13,798)	(59%)	36,725	(13,498)	(58%)
Athletics	73,698	73,698	0	0%	73,698	0	0%
Assembly & Exhibit	13,473	16,001	(2,528)	(19%)	16,001	(2,528)	(19%)
Student Union	39,383	42,584	(3,201)	(8%)	41,566	(2,183)	(6%)
Physical Plant	63,462	54,749	8,713	14%	65,411	(1,949)	(3%)
Other Administrative Department Space	12,906	15,031	(2,125)	(16%)	14,670	(1,764)	(14%)
Student Health Facilities	3,529	3,758	(229)	(6%)	3,668	(139)	(4%)
Residence Life Dining Center	26,094	33,079	(6,985)	(27%)	33,079	(6,985)	(27%)
<i>Support Space Subtotal</i>	<i>364,732</i>	<i>399,544</i>	<i>(34,812)</i>	<i>(10%)</i>	<i>418,906</i>	<i>(54,174)</i>	<i>(15%)</i>
CAMPUS TOTAL	567,971	632,971	(65,000)	(11%)	657,878	(89,907)	(16%)
<i>Chapel</i>	<i>16,394</i>						
<i>Residence Life</i>	<i>390,173</i>						
<i>Child Care Center</i>	<i>1,407</i>						

ASF = ASSIGNABLE SQUARE FEET





Conceptual Development

Through the analysis of the campus and the creation of the planning principles, a concept plan was developed to help guide the design of the master plan. The concept plan represents broad intentions and specific areas of opportunity or conflict.

The general ideas represented by the concept plan include the following:

- Identify potential areas for development.
- Create functional destination areas throughout the campus.
- Define the hierarchy of axes through campus.
- Improve pedestrian circulation by expanding upon the existing axes as space connecting avenues.
- Develop green spaces to create pedestrian environments at multiple destinations on campus.

GUIDING PRINCIPLES

Strengthen the intellectual vibrancy of the campus

- Create a living and learning environment that supports engaged learning and changing pedagogies.
- Provide facilities that support vigorous programs of faculty scholarship and creative work.
- Create student housing that is at the core of the College's mission, is class appropriate, enhances student quality of life, encourages on-campus living, and fosters a life-long relationship with the college as alumni.
- Match quantity and quality of academic space with current needs and future aspirations.

Build on our unique campus character

- Maintain eclectic high quality character of campus buildings and grounds.
- Extend the quality of the core campus to the perimeter and create a stronger sense of connection.
- Develop a hierarchy of distinctive outdoor spaces with a variety of uses and character.
- Create a sustainability strategy for the campus, balancing the needs of economy, environment, and capacity.

Connect with our heritage and support our community

- Build on the historic heritage of the campus, town, and battlefield.
- Develop welcoming cultural and educational connections with the Gettysburg community on and off-campus.
- Enhance our edges to link with the community.

CONCEPT PLAN

The concept plan translates the essence of the guiding principles into a sketch idea. While it is not a draft plan, it does embody the plan objectives in an abstract way.

The high quality landscape and space between the buildings in the core of the campus needs to extend out to the campus perimeter

The gateways to the campus need to be expressed at North Washington Street and Stevens Street as well as at Constitution and North Washington Street.

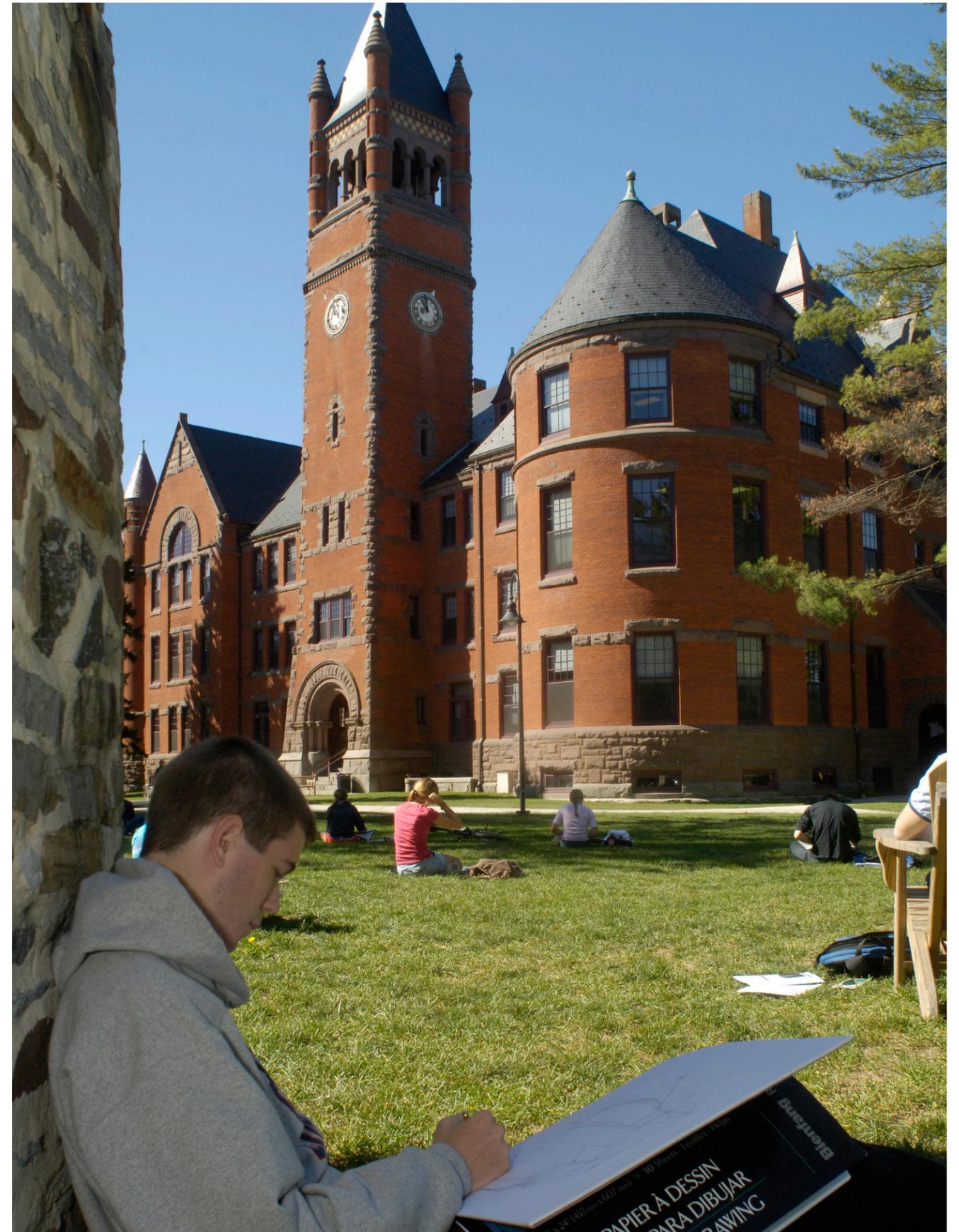
The “outliers” on the west side of the campus (Quarry Suites, the West Building, and the Musselman Stadium) need to be linked back to the campus with infill construction.

The plan needs to bridge the gap between the campus core and downtown Gettysburg to link with the Majestic Theater, downtown businesses, and the Gettysburg community.



CONCEPT PLAN

- CAMPUS GATEWAYS
- CORE CAMPUS
- OPEN SPACE
- ATHLETIC & REC FIELDS
- ISOLATED USES TO TIE INTO CAMPUS
- CAMPUS GRID
- CONNECTIONS TO GETTYSBURG SQUARE





Campus Studies

The investigation began with personal tours led by representatives of the College and walks through the greater community led by the design team. Because the campus is so compact, the grounds as a whole could be viewed as a single precinct in order to test the concept plan.

PROCESS/OVERVIEW

Many design options were studied, and various programs were tested on each site. After a comprehensive review, schemes were chosen for further development. Following the concept plan, potential building sites were developed to meet the College's housing, academic, performing, and parking needs.

MULTIPLE DESIGN SCHEMES

Each of the schemes looked at a variety of options in order to test different concepts. Common to each is the western expansion of the campus core. Currently the Quarry Suites feel very isolated from the campus. The existing path to the buildings is through parking lots and down streets. Ideally, the quality of the space would evoke the same feeling as the rest of campus. By connecting the existing buildings with new development, a bridge would be created, tying the two spaces together.

Constitution Avenue creates a boundary to the campus. Options looked at keeping, manipulating, and relocating Constitution Avenue, each option with its own series of benefits and disadvantages. Since the most developable land is along and west of the street, the treatment of vehicular circulation and streetscape plays an integral part in the future development. Including a traffic circle that would calm existing traffic flow and control speed. It would also allow for the northern segment of the existing street to be closed to vehicles and become a pedestrian mall.

Consolidating the parking to one location along the southern edge of campus would act as a buffer to the CSX rail line and would provide use for a space that is not ideal for campus buildings. It also allows for the majority of the cars to be captured in parking near the Constitution Avenue entrance point, lessening the time spent looking for a parking space and reducing the volume of traffic through campus.

Organized and defined open spaces begin to delineate campus boundaries while expanding the existing landscape. Providing and terminating major axes through campus help to visually organize the grounds through arranged spaces.



PEDESTRIAN ORIENTED CONCEPT

- EXISTING BUILDINGS
- PROPOSED BUILDINGS



LOOP ROAD CONCEPT

- EXISTING BUILDINGS
- PROPOSED BUILDINGS



STADIUM ROUND-ABOUT CONCEPT

- EXISTING BUILDINGS
- PROPOSED BUILDINGS



CAMPUS STREET CONCEPT

- EXISTING BUILDINGS
- PROPOSED BUILDINGS



Final Plan

The proposed plan attempts to connect the campus by creating and defining outdoor spaces that are formed by buildings.

OPEN SPACES

Gettysburg College once had a variety of small, intimate outdoor rooms that contrasted well with the open, park feel of the rest of campus. The proposed plan incorporates this dynamic of spaces. The historic core campus is retained and enhanced with replacement plantings and axes that extend the feel into the new developments. Major open spaces such as Memorial Field and the area to the west of Steven's Hall are formalized and a new building creates a built edge that contains the space. New buildings south of Glatfelter Hall terminate views and provide an edge to the campus before reaching Constitution Avenue. Smaller quads that offer opportunities for relaxed plantings and learning landscape areas to hold outdoor classes are created with these new buildings. The new residence halls between Apple Hall and the Quarry Suites tie the existing buildings to the core campus and form a residential neighborhood around a vibrant open space connecting The Center to the Musselman Stadium. This space is designed to accommodate students through the week and create a promenade that will be full of fans as the Bullets march into the Musselman Stadium.

Enhancing and fortifying the edges of Steven's Run at the southern entrance to the campus provides a welcoming view and will help control erosion of the soil around the creek. Increased plantings around the quarry will help create a similar aesthetic to Steven's Run and soften the transition between the Quarry Suites and the natural environment.





Parking

Vehicle presence on and through the campus was raised as a concern during the planning process. Our attempt to provide a larger pedestrian campus and capture cars on the outskirts of campus led to a consolidation of the majority of parking to a surface lot south of Constitution Avenue. This large lot acts as a buffer to the existing CSX railroad tracks and is an ideal site for parking, as the site is convenient to the Musselman Stadium. An extended lot behind West Building, a new lot behind the Dining Center and new Conference facility, and a new lot between the Admissions Building and Chapel all provide parking at key locations. Other small lots throughout the perimeter of the campus and community provide other parking alternatives.

Installing a traffic circle on Constitution Avenue and potentially closing a small segment of both Constitution Avenue and West Lincoln Avenue allow the north and west segments of campus to be more directly connected to the core. These segments would be repaved as pedestrian malls but, with the use of removable bollards, still allow emergency and service access. On major events as well as move in/move out days, these sections could be used for traffic flow and convenience. The circle also eliminates the high speed cut through traffic that currently uses Constitution Avenue. Similarly, a traffic circle on West Broadway allows for Phase II of The Center to be constructed and allows control of the western stretch into the loading areas and back lot of West Building.

Residential/ Academic Expansion

In coordination with the Residence Hall Master Plan that was created in 2006, the proposed plan allows for 600+ new age appropriate beds to be created on campus. This will allow the College to continue to move forward with its housing plans by moving students back onto campus from the surrounding community. Additionally, these new structures will allow the renovation and modernization of current residence halls across campus.

The majority of the academic building expansion occurs along Constitution Avenue. These buildings will create a strong academic edge to the pedestrian campus and provide a collegiate view in the approach to campus from the new parking lot. Small additions to the Musselman Library, Eisenhower House, Schmucker Hall, and Brua Hall will allow those existing programs to expand into much needed new space.

Community Connections

Gettysburg College is situated in a town rich in history and culture. With landholdings throughout the town and the draw of shops, entertainment, and places to eat, strengthening physical connections between the campus and establishments was considered through the planning process. Redevelopment of the College Apartments and the Constitution Avenue Apartments is proposed to link the southern end of campus to the Majestic Theater and Gettysburg Square. Currently, the walk between these two locations feels desolate and unsafe. With redevelopment and the incorporation of streetscaping and lighting, the quality of the walking connection will be vastly improved.

The idea of an 'Arts Walk' was introduced through the workshop process. Inviting pedestrians to pass through the campus offered opportunities to experience the campus and provide locations for student and faculty art work. The path would travel from the campus entrance at Constitution Avenue and North Washington Street through the western edge of campus, terminating in a new Art Gallery located on the south end of the West Building. This Gallery would provide space for student, faculty, and community artist exhibits.



Student Life

The current CUB houses many student service functions. The physical building is a maze of additions and renovations with different floor elevations and facilities in converted storage and basement spaces. The master plan proposes to demolish the east side of the building currently housing the pool. A new structure will allow existing floor elevations to extend the current space, alleviating existing space challenges. This east side addition will also act as a campus icon as you view it from West Lincoln Avenue and from within the campus core. Renovating the remaining sections of the building including the ballroom will consolidate student functions and create an atmosphere appropriate for the college environment. The addition of an architecturally translucent circulation spine on the south side of the building will allow relocation of service access to the north side of the building opening the south side to Memorial Field and the campus. The development of a Conference Center adjacent to the existing Dining Center allows for these major renovations to the CUB and ballroom to occur by replacing the venue space that the ballroom serves.

The proposed phase I of The Center is currently in fundraising stage and will prove to be a valuable asset on campus for the student and College community. The master plan incorporates the existing design scenario by Cannon Design. For additional information relating to The Center, please contact the College's Facilities Services Department.

Campus Sustainability

Gettysburg College is committed to environmental sustainability and continues to investigate ways in which it can reduce harmful effects on natural resources. The master plan works to incorporate this commitment into the physical plant. The new parking areas are designed to incorporate bio-swales and indigenous vegetation between the parking aisles as well as subsurface water storage basins. These practices work to capture runoff near to the source and allow infiltration, thereby cleaning, cooling, and slowing rainwater, allowing it to percolate back through the soil into the natural aquifer. These and other practices are referenced in the Stormwater Master Plan that was concurrently developed in 2007.

The LEED rating system is continually referenced with new building projects as a way to stay current on best practices and retain awareness. New systems and technologies are emerging each day, the master plan remains flexible by allowing a multitude of practices to be incorporated as they emerge and are deemed an appropriate fit. The proposed building footprints are placeholders for development and each new building will address and update specific issues and qualifications as development advances.





EXISTING CAMPUS PLAN

■ EXISTING BUILDINGS

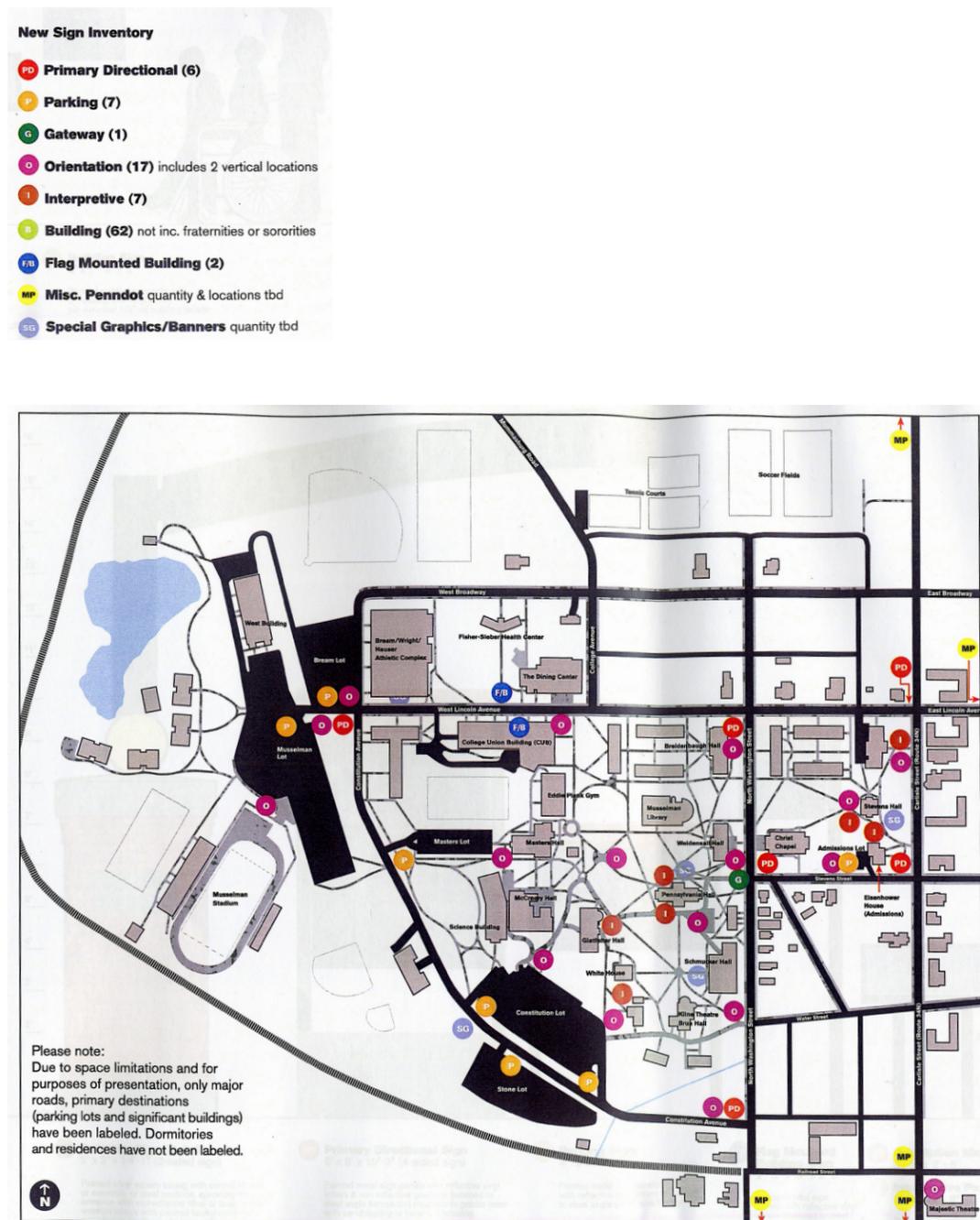


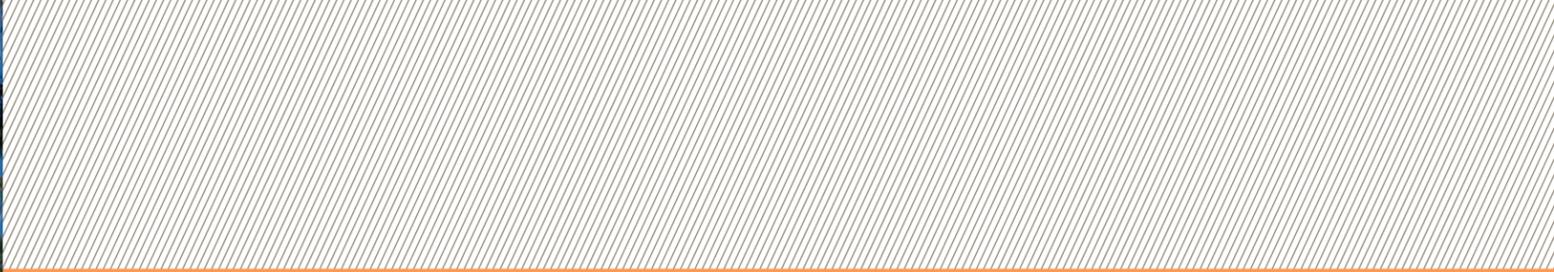
PROPOSED CAMPUS PLAN

■ EXISTING BUILDINGS
■ PROPOSED BUILDINGS

Signage Master Plan

Signs are one of the first and most important forms of communication between Gettysburg College and the people who use the campus. Therefore, the overall quality and comprehensiveness of the exterior sign program and its ability to inform, guide, direct, and orient visitors to and around the Gettysburg College campus is of utmost importance. In November 2003, Woodworth Associates developed a Planning and Conceptual Design Study for an Exterior Sign Program for the campus. The findings and basic signage layout are still a very strong concept and should be implemented with slight modification to work with the proposed master plan. This report can be found in the Facilities Services Department.





Design Guidelines

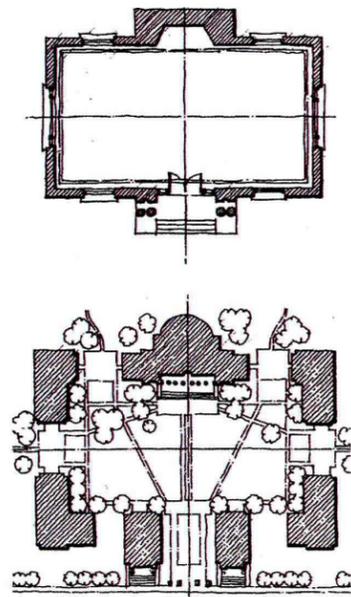
Design Guidelines are intended to help Gettysburg College strengthen the cohesion and quality of its buildings and grounds through broad recommendations on site development, building massing and proportions, materials, and landscape treatment of streets, paths, and open spaces.

Design Guidelines are not intended to prescribe solutions or limit creativity; rather they seek to establish a flexible framework that respects Gettysburg's past, addresses its current challenges, and encourages inventive future designs that respect the campus context.

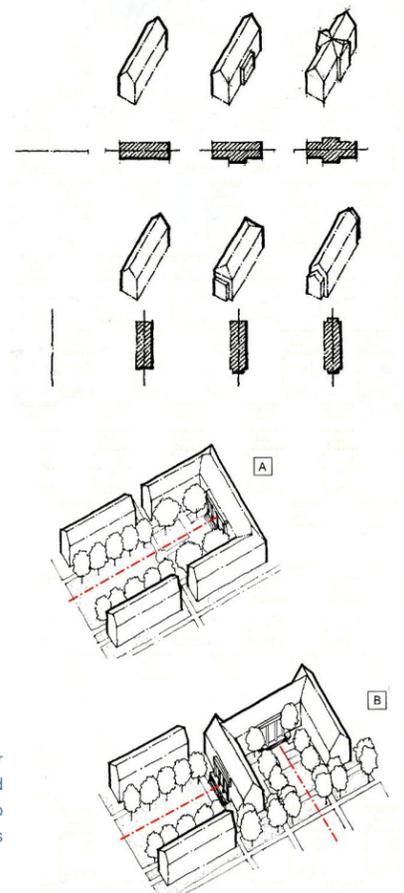
This text describes broad design recommendations for buildings, including:

- Typology
- Façade
- Massing
- Scale





Like a room is framed by walls, an outdoor room is framed by buildings



Bar buildings are linear but may have articulated facades which respond to axial alignments or views

Architectural typology generally refers to the overall geometry of a building's plan or footprint. The shape of a building's footprint dictates its internal organization and affects how it relates to adjacent structures and the resultant outdoor spaces they create when considered together.

The diagram illustrates the analogy of a quadrangle interpreted as an outdoor room using an analogy of an interior room. In the case of the quad, however, the exterior walls of individual buildings define the boundaries of the outdoor room.

BUILDING TYPOLOGY

The key to providing maximum flexibility throughout the life of a building is to base its design on a geometrically simple typology. These types should be the building blocks for future structures.

The following are four examples of footprints offering the greatest flexibility for organization and function of space inside and outside of buildings with existing examples illustrating the concept:

- Bar
- Letter
- Compound
- Centralized

Bar Building - Example: Weidensall Hall

Bar buildings are defined by simple rectangular footprints that can vary in length and width. The dimensions should allow for ample penetration of natural light and air. Typical dimensions are 120-300 feet in length and 45-90 feet in width, depending on program/activity.

Letter Building - Example: McCreary Hall

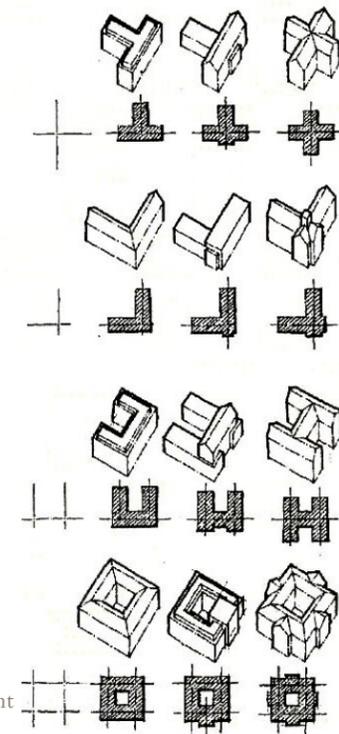
This is a variation on or an extension of the Bar Building and can be designed as a whole or can result from making additions to Bar Buildings. Generally, they fall within the same size range.

Compound Building - Example: Bream/Wright/Hauser Athletic Complex

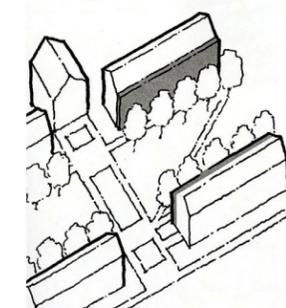
This type of building accommodates the many specialized programs commonly offered by collegiate curricula nationwide. Programs such as athletics, performing arts, sciences, and student service functions often require large building footprints that can have bulky massing. Fortunately, various design strategies can mitigate the characteristics of these buildings that, if left unchecked, often overwhelm a campus environment appropriately scaled to the human body. One such strategy is to break up the building's mass into small, more human-scaled elements. The adjacent illustration indicates how using a Bar Building type as a frontispiece can conceal a compound building's massiveness.

Centralized Building - Example: Christ Chapel, Musselman Library

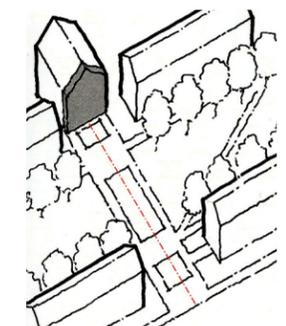
This building type is generally a compact, rectilinear mass housing a single, large, interior space, usually for assembly purposes. The dimensions of Centralized Buildings vary greatly and should be determined by their program and specific site conditions.



Letter buildings take on an L, T, U, H, or O massing



Soldier buildings hold to an alignment with other buildings to frame outdoor spaces



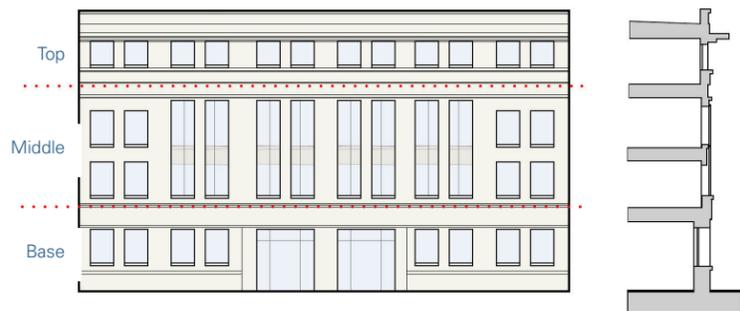
Hero buildings terminate a major axis, or are unique buildings due to their location or use

FAÇADE COMPOSITION

The ‘faces’ of buildings can affect campus character in numerous ways, including an orientation device for navigating the campus, creating/reinforcing the feel of outdoor spaces, and affecting the perceived scale of larger buildings. Therefore, the organization of a building’s façade is not merely a means of individual aesthetic expression; it has important implications in defining the overall character of the campus.

There are several ways these results can be achieved:

- Tripartite organization (base, middle, top)
- Architectural elements within façade and roofline
- Careful selection of building materials



Tripartite Organization

The way a building’s façade is organized affects its perceived scale. Traditionally, buildings have been organized into a triad of distinct parts: a base, middle, and a top. Of these parts, the base is the most effective in reducing the scale of large buildings. The perceived scale of a building becomes more comprehensible at the human body’s scale when the lower portion of the façade is articulated so that it appears separate from the upper part.

Buildings should be given a vertical sense of hierarchy with a clean base, middle, and top.

Future buildings on campus should respect this principle regardless of the design style and particularly when buildings three stories or taller are planned.

Incorporate Architectural Elements into Façade and Roofline

Incorporating architectural elements into a building’s façade reduces the perceived scale of the building, creates visual interest on campus, and strengthens pedestrian orientation/way finding. Tall, vertical building elements like towers and cupolas act as visual landmarks that orient pedestrians. Gettysburg College’s campus includes several dramatic and beautiful examples of these principles, such as Glatfelter Hall’s clock tower and the cupola of Pennsylvania Hall. Canopies, colonnades, and archways also provide important visual cues about how to enter a building. The columned porticos on Weidensall Hall, Plank Gym, and Breidenbaugh Hall all clearly indicate main entrances.

Windows affect the overall character of a place, especially the ratio of window-to-wall surface. The frequency, size, and placement of windows in a façade create rhythm, visual interest, and greatly affect the character of a place. All of the attractive buildings at Gettysburg have regular window placement and avoid creating blank walls.



Prominent building entries and campus landmarks (signified by towers or cupolas)



MATERIALS

Selecting materials similar to those found elsewhere on campus establishes or reinforces the campus's building and open space character. Materials that typify the best of Gettysburg include:

- Red brick with shades of red or solid blush tones
- Solid, residential scale building facades and cornice lines
- Light stone cornices, lintels, and sills
- Punched window openings with white, double hung, divided light windows
- Columns, arches, and/or porticos at building entrances and dormers along the roof line
- Concrete paths lined with grey pavers, trees, and informal plantings along paths and open spaces

This palette of materials should be considered a starting point for all construction.

MASSING AND SCALE

The massing of a building can be defined as the overall geometry (length, width, and height) of its perceived form. Massing contributes significantly to the character of a specific building. The accumulated massing of all campus buildings, plus the outdoor spaces in between, is the foundation of its character.

Architectural scale helps define the overall feel of a campus. Scale governs the relationship between buildings and the outdoor rooms created by façades. Variations in scale regulate the relationship between a building and the perceptions of individuals at the human body scale. Future campus buildings should respect the scale of buildings near them to maintain continuity between old and new structures and significant open spaces.

Campuses are typically composed of 'hero' buildings that dominate outdoor rooms through massing, scale, and architectural articulation, and 'Soldier' buildings that complete the definition of the outdoor room's edges. Hero buildings are generally larger in scale and have more dramatic and detailed facades and design elements. Soldier buildings may be quite large, but their massing and articulation is more subdued so as to not compete with the hero building.

The core campus demonstrates Soldier and Hero buildings working together to create a space. Schmucker Hall, Weidensall Hall, Breidenbaugh Hall, and the cluster of residential buildings to the north all sit, unassuming, creating the underlying atmosphere as soldier buildings. These buildings allow Glatfelter Hall, Pennsylvania Hall, and Musselman Library to stand out in both architecture and placement as hero buildings. Their change in architectural style and general presence is noted against the sturdy walls created by surrounding buildings.

Much of the proposed development on campus is in close proximity to the historic core campus. This must influence the architectural scale, look and feel of the new buildings. Not to detract from the Science Center, Glatfelter Hall, and Plank Gym, the proposed buildings should be thought of as soldier type structures that celebrate their placement. They form boundaries and create new open spaces that capture visitor's attention and offer architectural distinction as place markers. This contrast will work to form a cohesive campus context.



Soldier Buildings



Hero Buildings



LANDSCAPE

Observations that hold true through campus and should be expanded into areas of new development include:

- Informal landscapes forming quads between buildings
- Tree lined paths linking various parts of main campus on major axes
- Old growth trees with expansive canopies supplemented annually with new plantings to retain the shade and future collegiate atmosphere
- Varieties of evergreen and deciduous trees planted for a park-like campus setting
- Flowers accenting major buildings, entrances, and spaces
- Limited foundation plantings allowing buildings to sit within the campus environment without concerns for safety and maintenance.
- Grey pavers used to accent building entrances, courtyards, shuttle stops, etc. and relate to major paths through campus.

STREET FURNITURE

The street furniture currently used throughout the Gettysburg campus appears to be a good fit for the environment. It is the recommendation of the master plan to continue to use the existing style of bench, chair, emergency call box, outdoor lamp, and trash receptacle.

SIGNAGE

Signage recommendations can be found in the November 2003 Planning and Conceptual Design Study for an Exterior Sign Program at Gettysburg College study in the Facilities Services Department.



Standard lights and banners, paving, emergency phone and bench, rail color, adirondack chairs, and trash receptacle



Acknowledgements

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Jack Hulme, Graphic Design

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C.S. Davidson, Inc.
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KPI Technologies
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