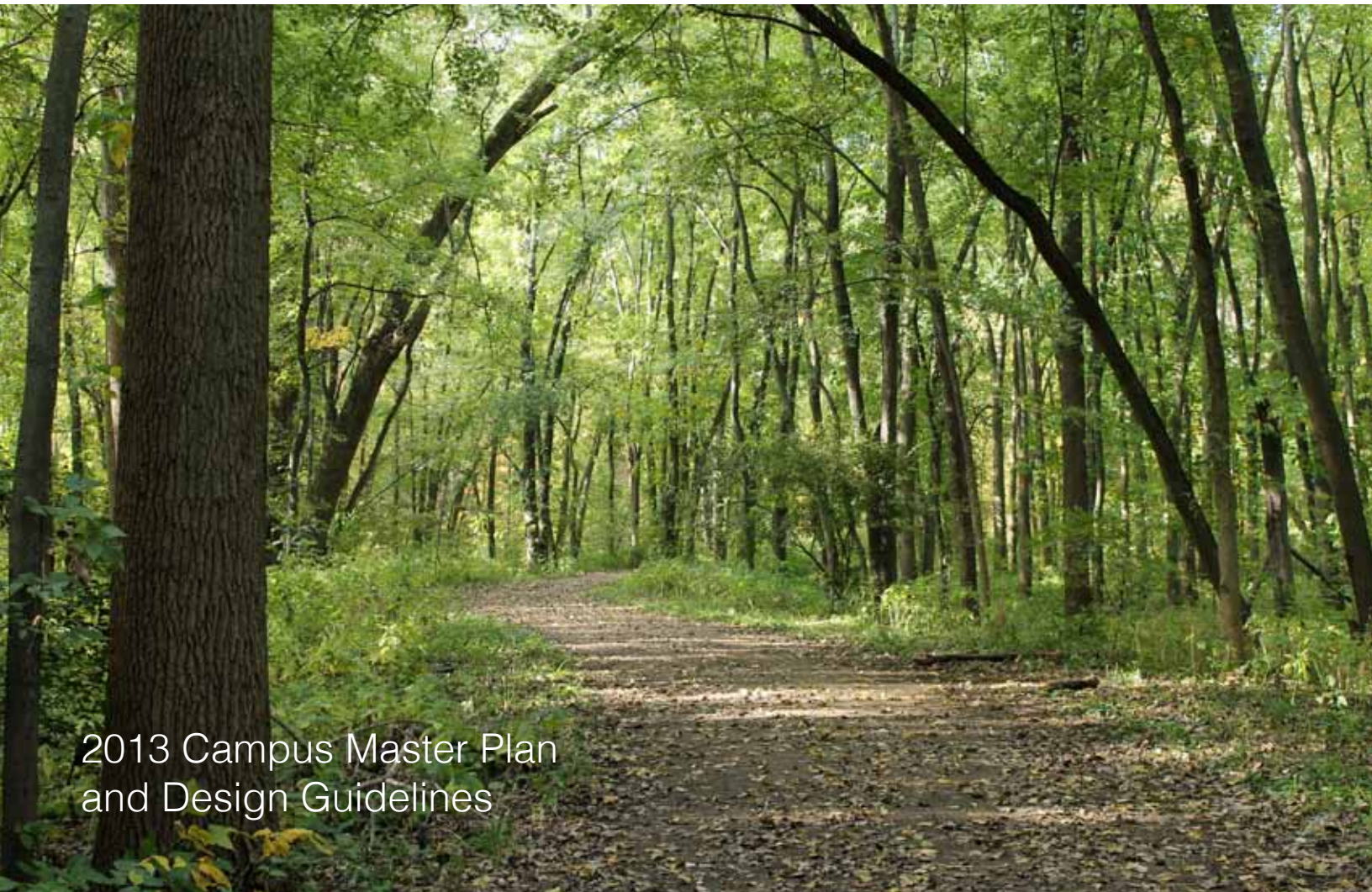
Andrews University

A Campus for Health & Wellness

Mens Corpus Spiritus March 12, 2013 DRAFT



2013 Campus Master Plan
and Design Guidelines

These old Norway spruce trees line what used to be the original college farm road and College Avenue. They were planted in 1902 by the first president of our campus, E. A. Sutherland.

Letter from the President

This page is a placeholder for an introductory letter from the President, Dr. Niels-Erik Andreasen, to be included in the final draft. The disclaimer notes below will be eliminated from the final draft.

Disclaimer regarding this draft, dated March 12, 2013:

This draft of the 2013 Campus Master Plan for Andrews University is a revised first draft and is intended for introduction and review purposes only. The first draft was released on March 4 - this revision focuses on correcting spelling mistakes and similar minor errors.

Although a general outline and the graphic content of this document have already been presented to the Andrews University Campus Planning Committee, the draft has yet to be reviewed in detail. The authors of this document anticipate that appropriate details will be changed subsequent to a more thorough review.

You are invited to peruse this document carefully and offer comments and critique at your discretion. A draft of the Campus Master Plan, its goals and illustrations will also be presented to the faculty and staff at a later date, which has yet to be determined. A summary of the decision-making process behind this project can be found online at www.andrews.edu/campusplan.

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A 2012 workshop survey of students, faculty, staff, and alumni clearly revealed some of the most-loved places on campus. This includes (*clockwise, from above*) the Howard Performing Arts Center, Pioneer Memorial Church and the University Green, Nethery Hall, and the College Green - the central home of our campus-wide arboretum.

Campus Planning: Stewardship for Health & Wellness

What is a Campus Master Plan?

A campus master plan is a far-reaching plan of action for the development and preservation of the physical campus. It is intended to guide administrators, designers, and supporters in their efforts to improve its facilities and environment over the long term.

The most recent campus master plan at Andrews University was completed in 2002 and was titled “Spirit of Place.” It focused on a series of principles and general strategies to guide planning on campus, but also included a series of actual design proposals. Many of these proposals, some of which had a much longer history, were implemented. These include the new university entrance, new way finding signage, the demolition of old Griggs Hall and the construction of Buller Hall, the completion of the Howard Performing Arts Center, the Art & Design Center, improvements to the Air Park, and the removal of various houses and streets. Other projects are underway, but plans for others have changed and certain projects had not yet been anticipated.

While the Campus Planning Committee continues to support the core principles expressed in the 2002 document, this updated plan is intended to provide more specific guidance for building and renewing our physical educational environment. To support the operation of a quality academic and student life program, the revised Campus Master Plan seeks to give holistic context to individual planning and design decisions - decisions that affect mind, body, and spirit.

General Master Plan Goals

Ellen G. White has counseled that “our ideas of building and furnishing our institutions are to be molded and fashioned by a true practical knowledge of what it means to walk humbly with God.” (Testimonies for the Church Volume 7, 93.1). In master planning, this includes recognizing that circumstances can change and that human plans may be flawed, so this document is not intended to be fixed but flexible for effective implementation and administration. Likewise, this facilities document seeks to promote a humble deference towards economy and nature in an effort to support those ministries and activities that are most conducive to a Christian education.

In response to the goals set out by the 2012-17 Strategic Plan, this Campus Master Plan emphasizes whole human health and its relationship to our physical environment. The physical arrangement of our campus promotes certain aspects of whole health but challenges others, and the strategies and guidelines contained herein are intended to help safeguard the blessing of health through environmental design. Regular contact with creation, an emphasis on walking, and home-like residential surroundings play a big role here. A summary of goals for the 2013 Campus Master Plan can be found on page 14.

An Integrated Document

The 2013 Campus Master Plan document deliberately integrates strategic plans, design guidelines, and visionary illustrations in order to provide a holistic overview of planning goals and issues at Andrews University. It is intended to serve administrators and departmental leaders, architects and landscape designers, planners and engineers, fund-raisers and donors, supporters and trustees. In an age of increasing specialization, this integration of content is intended to keep the varying issues “in view” of one another.

"Let them be where they can look upon His wondrous works, and through nature behold her Creator."

Fundamentals of Christian Education, p. 320

"All real education must be education of the whole community, and it must take hold of the life which the people live, making them more intelligent about this life."

Studies in Christian Education, p. 78

Organizing Principle No. 1

A Campus for Natural Beauty

Promote Contact with Natural Lands: Allow our students to be placed where nature can speak to the senses, and in her voice they may hear the voice of God.

Adventist Home, p. 153; Fundamentals of Christian Education, p. 230

A Visibly Ordered Campus includes harmonious natural and architectural landscapes that are diverse but unified - similar to the example of the body of Christ being made up of many members with unique gifts.

Exodus 25; Romans 12:3-8

Celebrate Creation by cultivating a sense of the beautiful in deference to nature. "We should choose a location for our school apart from the cities, where the eye will not rest continually upon the dwellings of men, but upon the works of God."

Fundamentals of Christian Education, p. 320

Organizing Principle No. 2

A Campus for Faith and Community

Collaborative Learning encourages faculty, staff, and student interaction through great and diverse places for campus social life.

John 13:12-17; Adventist Home, p. 457 and 1 Corinthians 12:4-6

A Campus of Hands and Minds acknowledges that participatory practical work, rightly performed, develops common sense, ability to plan and execute, strengthens courage and perseverance, and calls for the exercise of tact and skill.

Education, p. 220

Community Presence includes in part, a visible and welcoming campus that is both safe and comfortable for pedestrians, bicycles, and vehicles.

Heb. 13:2, Prophets & Kings, p. 132; and Deuteronomy 22:8

"Nature is God's physician."
The Ministry of Healing, p. 263

"There is no exercise that can take the place of walking."
Testimonies, v. 3, p. 78

"We are God's stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are responsible to Him for their proper use."
SdA Fundamental Beliefs

Organizing Principle No. 3

A Campus for Healthy Living

Promote Outdoor Life with plenty of access to fresh air and daylight. Buildings ought to encourage being outdoors by creating spaces that are habitable and blur the edges between them.
The Adventist Home, p. 148; Education, p. 100; Messages to Young People, p. 240

Promote Walking: "When the weather will permit, all who can possibly do so ought to walk in the open air every day, summer and winter... A walk, even in the winter, would be more beneficial to the health than all the medicine the doctors may prescribe."
Testimonies for the Church, v. 2, p. 529

A Campus for Agriculture: "Look at nature. There is room within her vast boundaries for schools to be established where grounds can be cleared and land cultivated. This work is essential to the education most favorable to spiritual advancement; for nature's voice is the voice of Christ."
Testimonies for the Church, v. 6, p. 178

Organizing Principle No. 4

A Campus for Stewardship

Independent Thinking: Inherent is the notion for self-government, the ability to depend on one's own efforts for support, the Bible as the basis of study, and physiology as the basis for every educational effort.
Studies in Christian Education, p. 75

Economy must be our study. In the intelligent allocation of capital, craft modest and pleasant buildings that is both durable and flexible to change. When possible, make good use of existing buildings before adding new. Also, consider phased implementation of smaller buildings.
Testimonies for the Church, v. 7, p. 83, 92; The Adventist Home, p. 383, John 6:12; Titus 2: 11-14

Environmental Care: As God's stewards, we ought to live gently on the land providing for its redemption.
Ps. 24:1; Lev. 25:23-24

Lessons from our History of Campus Planning

A Country Setting

The word ‘campus’ derives from a Latin word for ‘field’, and our campus was deliberately located on a farm away from cities to promote a country life for our students, surrounded by an abundance of natural and agricultural lands. Ellen G. White and E. A. Sutherland understood the school and its location to be an object lesson for others, and students were intimately engaged with the daily life of a working agrarian college, pictured here in the 1930s. While university life today has changed significantly, our campus is still blessed with much of its rural land, which can play a relevant role in modern Christian education if we care to safeguard and meaningfully connect with it.

Community of Hands and Minds

Ellen G. White, E. A. Sutherland, and others emphasized the participatory culture of Christian education. Students helped to build the first college buildings and worked on the college farm to grow food, as pictured here in 1935. This was partly for economy, but also to promote manual training as part of a balanced education with practical application. While higher education today may not permit these same activities for all, we should promote practical ways in which contemporary students can be meaningfully engaged in the design, building, and cultivation of the 21st century campus, with real benefits for economy and a quality education of service-oriented graduates.

Economy and Humility

Our campus facilities have been strongly defined by an emphasis on economy and humility in appearance. The first buildings were all made of wood, as was Burman Hall pictured here in 1957. Structures were simple but neat and visually ordered, with porches or operable windows to promote contact with the outdoors. Often built by students and using recycled materials, most of these were not built to stand the test of time and had to be replaced. The brick buildings that followed continued to be characterized by simplicity and modesty, as if in deference to mission and landscape. This is and should continue to be one of the defining characteristics of campus.

Campus as a Garden

In 1942, with landscape design and management assistance from Lewis N. Holm, President Henry J. Klooster initiated a *Campus Beautiful* effort to systematically replace the original wooden buildings with a 400 foot-wide open College Green. Flanked by simple Collegiate Gothic brick buildings, this new landscape controversially diverted the original farm road and pushed parking to the campus edges. Pictured here in 1960, the campus was almost entirely redeveloped within about 20 years - a lesson in how fast a campus can change. Thanks to the vision and leadership of others before us, the College Green is the most-loved and central space of campus life today.

An integrated Whole

The arrival of the theological seminary in 1960 demanded a significant addition to the campus, but college and seminary staff were initially very resistant to an integrated campus plan as both were reluctant to share a common identity with the other. Also, the plan by architect Ronald Senseman required the controversial removal of a major parking lot, College Avenue, and the president's house. Business manager Karl F. Ambs ultimately provided the necessary leadership that resulted in the campus we are blessed with today. Differentiated primarily by the color of brick, University Green is a good example of seamless integration considered to be impractical at the time.

Long-term Planning

Drawn in various forms on campus master plans since at least the 1970s, J. N. Andrews Boulevard was finally completed in 2008 under the leadership of President Niels-Erik Andreasen. After decades of patient property acquisition and planning, the campus received a visible "front door" to welcome visitors and promote awareness of our school within the community. While the specific design of the project differs from the various drawings and proposals that were advanced by many over the years, the built entrance has been a blessing and is a testament to the value of visionary planning, long-term perseverance, and the generous support of the friends of Andrews University.

Summary of Planning Process

In February 2012, the Campus Planning Committee, chaired by President Niels-Erik Andreasen, asked the School of Architecture, Art & Design to lead the effort of revising and updating the Campus Master Plan. This work was done by twenty graduate architecture students of the 2012 Campus Design Studio, led by Andrew von Maur, Paula Dronen, and Troy Homenchuk. The team was asked to pursue a campus-wide participatory process to inform the development of a master plan, supporting design guidelines, and visionary illustrations.

Campus Analysis

After a summer of thorough campus documentation by AMG on campus (see page 22), work began in earnest in late August 2012 with the study and evaluation of existing conditions on campus. The team conducted six information-gathering meetings with a broad range of expert staff to understand existing policy, landscape, buildings, land-use, and transportation issues. The results were presented in September online and to the campus. The team also pursued a ten-day study tour of US campuses studied by E.A. Sutherland and met with GC President Ted Wilson to discuss campus design.

Meetings

The participatory process included two campus-wide workshops and ten focus issue meetings with a broad range of campus leaders and issue experts. The well-attended campus-wide workshops and their surveys, held at the Campus Center, were used to understand priorities and concerns amongst students, faculty, and staff. The focus issue meetings covered diverse topics related to the physical campus, including spiritual and physical health & wellness, departmental issues, campus history, outlying entities, utilities and services, community relations, planning and building policy, agriculture, safety and security, and student life issues. The team kept a record of meeting minutes and the results of the rich discussions have informed the work herein. The team also hosted two events dedicated to student-feedback and met the Campus Planning Committee for two interim updates on the project.

"From the light given to me there is to be opened to our youth means whereby they, while attending the school, may learn how to use tools. Buildings should be erected on the school grounds by the students themselves."

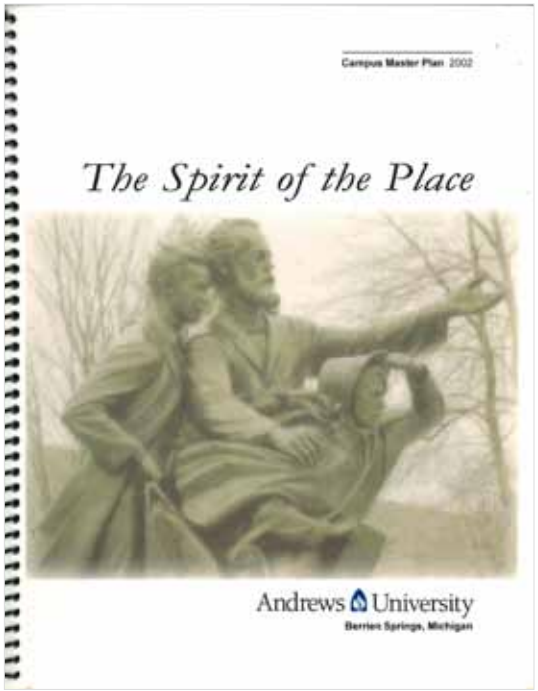
Ellen G. White
Manuscript Releases, Volume 2, 212.2

While the graduate students who co-authored this work did not literally erect buildings, this project is one example of how students can be meaningfully included in useful projects with practical applications for their education and our campus.

Campus Design Charrettes

The October 4 campus-wide workshop served to review and critique a preliminary range of proposals for long-term campus development. These plans were prepared in collaboration with professional transportation, landscape, stormwater, and architecture sub-consultants to the project. The resulting comments from students, faculty, and staff strongly impacted the final proposals herein. The proposals and comments were presented online and to the general faculty, staff, and faculty senate. On October 24-25, seven Andrews University architecture alumni committed to the church and who now practice professionally visited the campus for a two-day intensive review and design charrette. This productive session resulted in the final outline of master planning goals and focused the proposals on one specific planning strategy for campus development, which was unanimously and strongly supported by the alumni.

The production of final illustrations and guidelines for a first draft began in November and ended on February 20 with a presentation to the Campus Planning committee.



The 2002 Campus Master Plan and its core principles and proposals provided an important foundation for the 2012 work.

Goals of the 2013 Campus Master Plan

The 2013 Campus Master Plan has identified seven principal goals for campus planning at Andrews University. These goals are based on the results of the participatory process and the principles adopted from the 2002 Campus Master Plan. Each goal has been given a chapter in this document, wherein one can find specific plans, guidelines, and illustrative proposals intended to help implement and illuminate the respective goal. Each goal can be considered a more-or-less timeless principle, and many of the supporting plans and guidelines may prove to be useful long into the future. However, the photo-realistic project proposals are subject to change and should be considered primarily as visionary illustrations that serve to inspire, build consensus, and suggest general design solutions.

1. Administer the Master Plan page 16
Provide an effective implementation process that remains committed to core principles but can respond flexibly to changing circumstances over time.

2. Strengthen the Heart of Campus page 24
Practice stewardship of existing facility resources to promote a healthy, active life of learning, community, and faith.

3. Connect with Creation page 36
Promote contact with nature and its health benefits for mind, body and spirit while practicing stewardship of our natural resources.

4. Connect with Community page 48
Promote community access to the whole health benefits of our campus landscape and facilities.

5. Promote Walking page 54
Promote walking as the healthy and attractive means of transportation by emphasizing pedestrian-centered design.

6. Promote Home-Like Living page 64
Promote on-campus choices for healthy Seventh-day Adventist living for a broad range of students.

7. Simple Buildings page 70
Promote an economical and beautiful building culture that preserves financial resources for other ministries and promotes an active life on campus.

A 2011 aerial photograph of the central part of the Andrews University campus. For reference and comparison only.

"Too many, in planning for a brilliant future, make an utter failure. Let God plan for you. As a little child, trust to the guidance of Him who will 'keep the feet of His saints.' (1 Samuel 2:9)"

Ellen G. White, Ministry of Healing, 1905

Goal 1.

Administer the Campus Master Plan

Vision

This plan includes visionary illustrations that are intended to help the reader imagine what the campus may become in the future. Visionary illustrations are important because they can speak about intentions in ways that words can not, because they can help to build consensus and support, and because they can help to articulate long-term goals and principles persuasively. The Illustrative Vision Plan on page 18 and all photo-realistic illustrations throughout this document are intended to serve these purposes. They include precise designs in order to illustrate possible desired outcomes, BUT they are not intended to be implemented precisely as drawn here. Actual details of implementation is expected to change in accordance with specific realities and in time.

Implementation

This plan also includes various "regulating plans" and guidelines. Regulating plans are intended to regulate physical form spatially and are considered to be important policy instruments that guide administrators and designers in making decisions about where and how to place things. Regulating plans should be considered as policy and then generally followed until careful and appropriate revisions are officially adopted with due process.

The regulating plans are supported by guidelines, which help to articulate desired characteristics in design of buildings, landscape, and infrastructure. Guidelines are intended to be advisory and there is always the exception to the rule, but guidelines should be considered carefully as they exist to support a complex and interdependent framework of planning decisions.

The 2012-17 Strategic Plan provides an important foundation for campus planning priorities.

Flexibility

The 2013 Campus Master Plan is intended to be a "rolling plan" that is evaluated and revised as needed and on a regularly scheduled basis. This does not imply that its recommendations should be disregarded, but that the Campus Master Plan intends to be a living document that adjusts specifics to changing realities without loosing sight of the big picture. This recognizes the fluctuating nature of campus development and the possibility that the document may be flawed or insufficient. However, a flexible master plan requires a vigilant administrative committee to safeguard its intentions.

"Our ideas of building and furnishing our institutions are to be molded and fashioned by a true practical knowledge of what it means to walk humbly with God."

Ellen G. White
Testimonies for the Church Volume 7, 93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Illustrative Vision Plan

This map illustrates what the campus might become over the long-term. Its purpose is to summarize the overall vision for physical campus development. It illustrates one possible scenario in light of the regulating plans and guidelines that follow, but it is not intended to dictate precise building locations, footprints, infrastructure, or landscape improvements.

This illustrative vision plan anticipates growth over a generation or more, as did the *Campus Beautiful* plan of the 1940s (see page 11). Existing buildings are shown in gray, proposed buildings in red, new parking lots are light tan.

The key below includes existing and proposed facilities, but proposed facility locations are speculative and even the uses themselves may change and are for illustrative purposes only.

Key

A. Renovation of Johnson Gym/Beaty Pool
B. New Health & Wellness Center including new Bookstore and Café.
C. White's Bluff Park overlooking Valley
D. Art Gallery Addition
E. New School of Health Professions
F. Renovation/Addition to Science Complex
G. Renovation/Addition to James White Library
H. Future Academic Building (TBD)
I. Future Academic Building (TBD)
J. School of Architecture, Art & Design
K. Renovation/Addition to Marsh Hall
L. Addition to Campus Center
M. Renovation/Addition to Hamel Hall
N. Renovation of Garland Apartments
O. Renovation of Lamson Hall
P. New Residence Hall(s) for graduate and/or upper-level students
Q. Commons additions to Meier Hall
R. New food production farm
S. Expanded gardens along Scenic Drive
T. Department of Agriculture Addition
U. New Teaching Gardens
V. New Grounds & Custodial Building
W. Department of Music Addition
X. New Guest Services Welcome Center
Y. New Alumni Center / IMC and events green
Z. Addition to Chan Shun Hall (TBD)
II. Seminary Gardens
1. Pioneer Memorial Church
2. Renovated Griggs Hall
3. New Spiritual Retreat Center
4. Tennis & Basketball Courts at Scenic Drive
5. Beaver Point Amphitheater
6. Boathouse

Property Map and Future Land Acquisition

This document focuses mostly on the central portion of the campus, although a significant portion of the over 1,900 acres exist outside of this focus area, as shown in the map above.

A number of non-university lots, indicated below in orange, are of long-term strategic interest to the university and should be acquired as they become available for purchase at the owners' discretion.

Summary of Phased Implementation

1. Health & Wellness Center

Near Term:	Potential Capacity
A. Renovation of Johnson Gymnasium and Beaty Pool	existing s.f.
B. New Health & Wellness Center	120,000 s.f. / 3 floors
incl. new Bookstore and Cafe	*or, alternatively*
incl. retrofit of East Campus Circle Dr	90,000 s.f. / 2 floors

Long Term:	Potential Capacity
C. Move Grounds, Custodial and Physical Therapy and establish White's Bluff Park and valley boardwalk	*see new capacity under 2. and 5.*
D. Art Gallery addition	6,500 s.f. / 2 floors

2. New Southeast Green

Near Term:	Potential Capacity
E. New School of Health Professions	53,500 s.f. / 3 floors
F. Renovation of and addition to Science Complex	55,500 s.f. / 3 floors *(addition only)*
G. Renovation of and addition to James White Library	90,000 s.f. / 3 floors *(addition only)*

Long Term:	Potential Capacity
H. Future academic building (TBD)	28,000 s.f. / 3 floors
I. Future academic building (TBD)	33,000 s.f. / 3 floors

3. Completion of College Green

Near Term:	Potential Capacity
J. School of Architecture, Art & Design	64,550 s.f. / 4 floors
K. Renovation of and addition to Marsh Hall (TBD)	33,000 s.f. / 3 floors *(addition only)*

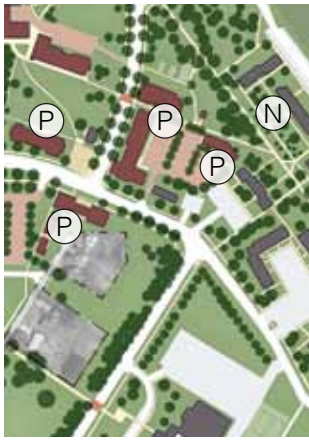
Long Term:	Potential Capacity
L. Addition to Campus Center	8,000 s.f. / 2 floors
M. Renovation of and addition to Hamel Hall, including new west green	11,500 s.f. / 3 floors

Flexibility and Prioritization

The summaries below include six “focus areas” intended to be phased in over time. The order of implementation is intended to be flexible and is to prioritize needs listed in the Strategic Plan as financial opportunities arise. Listed are the potential “maximum” capacities of gross square feet as illustrated in the Illustrative Vision Plan.

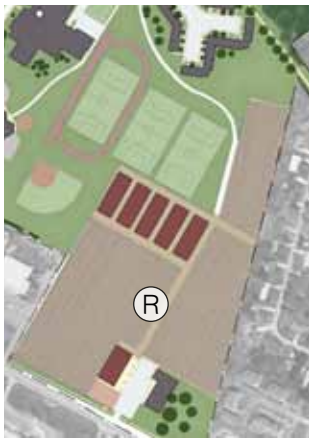
4. Residence Halls

Near Term:	Potential Capacity
N. Renovation of Garland Apartments	existing s.f.
O. Renovation of Lamson Hall	existing s.f.
Long Term:	**Potential Capacity**
P. New Residence Hall(s) for graduate and/or upper-level undergraduates	137,000 s.f. / 3 floors *+/- 600 students in multiple buildings*
Q. Commons addition(s) to Meier Hall	17,500 s.f. / 3 floors



5. Expansion of Agriculture

Near Term:	Potential Capacity
R. New food production farm at Old US 31	*greenhouse s.f. TBD*
S. Expanded gardens along West Campus Circle Drive	*garden shed s.f. TBD*
Long Term:	**Potential Capacity**
T. Department of Agriculture addition	6,000 s.f. / 1 floor
U. New Teaching Gardens / athletic courts move to West Campus Circle Drive	2,500 s.f. / 1 floor + *greenhouse s.f. TBD*
V. New Grounds & Custodial Building	42,500 s.f. / 1 floor



6. Completion of Main Entrance

Near Term:	Potential Capacity
W. Addition to Howard Performing Arts Center for Department of Music	26,500 s.f. / 2 floors *(addition only)*
X. New Guest Services/Welcome Center	8,000 s.f. / 2 floors
Long Term:	**Potential Capacity**
Y. New Alumni Center, including offices for IMC and events green	10,500 s.f. / 2 floors
Z. Addition to Chan Shun Hall (TBD)	27,000 s.f. / 3 floors
II. New Seminary Gardens with reflecting pond and ice skating rink.	*no buildings*

Project Review Procedures

The implementation of specific projects requires a careful and consistent decision-making process that offers accountability, transparency, and stakeholder input. This helps to safeguard economy and ensures that projects address the immediate project goals AND the goals of the broader Campus Master Plan. At the same time, office holders and designers must be given the appropriate flexibility and authority to move projects forward effectively and with integrity.

A Nine-Step Process

The 2013 Campus Master Plan proposes a nine-step project review procedure for all new building projects, all major additions and renovations that significantly impact the exterior of existing buildings, and all major landscape and infrastructure projects. To maintain economy, to advance projects quickly, and to safeguard the necessary flexibility, smaller renovation, landscape, and infrastructure projects should be pursued according to existing procedures. The Office of Plant Administration should determine, based on the individual project, which procedure to engage.

The Project Review Procedure described here was established based on typical professional models and to compliment the existing culture of decision-making at Andrews University as best as possible. Departmental and school leaders should be made aware of this procedure so that time and resources are not spent unnecessarily without consideration of important steps or the Campus Master Plan.

An important aspect of the procedure is the assembly of a Feasibility Study followed by a separate Proposal, both of which should be reviewed for consistency with the Campus Master Plan. It is highly recommended that "Client" departments, schools, and entities engage in this sequence to avoid unnecessary investments in design and illustration that then have deflating consequences on project expectations. Likewise, it is recommended that consistency with the Campus Master Plan continues following the RFP process, especially during the schematic design phase.

Architecture Missions Group (AMG): An On-Campus Resource

The School of Architecture, Art & Design offers the professional services of its Architecture Missions Group (AMG) to assemble project Feasibility Studies and to review consistency with the Campus Master Plan at key stages of the project. These reviews, which are intended to be advisory in nature, can help to safeguard the intentions of the Campus Master Plan while minimizing waste of time and resources during the decision-making process. The work of AMG, which is led by professional architects and faculty, is supported by graduate architecture students and offers an opportunity to meaningfully pursue a professional education of hands and minds while effectively providing the institution with professional service.

Contact information for the relevant offices can be found on page 78 of this document.

"Brethren are to counsel together; for we are just as much under the control of God in one part of his vineyard as in another. Brethren are to be one in heart and soul, even as Christ and the Father are one. Teach this, practice this, that we may be with Christ in God, all working to build up one another."

Ellen G. White
Testimonies for the Church Volume 8, 233.1

1

"CLIENT" (School, Department, Entity)
Expresses Need*

Recommended advisory review by University Advancement

2

ADMINISTRATION
(President, Provost, CFO, Facilities Management)
Reviews Need and Goals of Strategic Plan

3

"CLIENT" (School, Department, Entity)
with Facilities Management and AMG conducts:
Feasibility Study consistent with Campus Master Plan*
(preliminary budget, building program, and recommended site selection)

Recommended advisory review by University Advancement, the Arboretum Council, and AMG.

PROPOSAL

< PROPOSAL includes Preliminary Budget, Building Program, Site Selection, and demonstrates consistency with AU Campus Master Plan and Strategic Plan

4

ADMINISTRATION
(President, Provost, CFO, Facilities)
Review of Proposal and Recommendation to Board

5

BOARD OF TRUSTEES
Review and Approval of Proposal

6

BUILDING COMMITTEE
includes representatives of Administration, Facilities Management, and "Client"
Determines list of invited Architects for RFP and Prepares RFP (Request for Proposals)

RFP

< RFP (Request for Proposals) includes AU Campus Master Plan, Projected Budget, Project Delivery Method, and Projected Site and Building Program

7

BUILDING COMMITTEE
Reviews RFPs / consistency with Campus Master Plan*
Chooses Architect(s): Schematic Design, Design Developmet, and Construction Documents
Chooses Construction Manager (CM): Budget & Oversight

Recommended advisory review by Arboretum Council and AMG.

BIDDING

8

BOARD OF TRUSTEES
Review and Approval of Bid*

Recommended advisory review by University Advancement

9

BUILDING COMMITTEE, CM, Facilities Management
Construction Administration

"Everything that wears by use needs to be diligently cared for lest they will go to ruin. The Lord calls for men who accept responsibilities to show an earnest, honest zeal, to make the very best of the land."

Ellen G. White
A Place Called Oakwood, 131.4

Goal 2.

Strengthen the Heart of Campus

The Heart of Campus

In keeping with the 1993 and the 2002 campus master plans, the 2013 Campus Master Plan emphasizes the continued use, restoration, and reinforcement of the existing heart of campus. The physical heart of campus has been identified as the grouping of buildings more or less surrounding Nethery Hall, extending from the Seminary to Harrigan Hall, from the Campus Center to Beaty Pool. Corresponding roughly to a convenient five minute walk from edge to edge, this area is where most daily campus activity and life is concentrated. Where possible, future development should be located to reinforce this existing pattern rather than stretch daily movement and activity towards the campus edges. Strengthening the heart of campus safeguards our vibrant academic environment and promotes active and convenient outdoor life.

Reinvest

Much of this has to do with economy. In general, the attempt should be made to renovate and reuse existing major academic buildings before adding new education spaces. Also, where possible, new facilities should be located within or immediately adjacent to the heart of campus. This makes use of existing investments in buildings and infrastructure and preserves surrounding lands.

As much as possible, the location and design of new projects should seek to restore and improve neglected parts of campus. This approach may not naturally attract supporters, as neglected parts of campus may seem unattractive or deficient. But efforts should be made to communicate how reinvestment makes economic sense, uplifts existing assets, and shapes a dynamic campus.

Land Use

Strengthening the heart of campus requires a careful consideration of land use patterns. First, land use should be mixed - the combined presence of academic buildings, social and recreation centers, study centers, residence halls, event and worship spaces, and usable outdoor space within the heart of campus is essential to maintaining a vibrant academic environment. These varying land uses support each other as do different members of a body, and pedestrian movement between these places activates the whole environment, keeping the campus alive, safe, and convenient for working campus life throughout the day and the seasons.

The approximate extent of the heart of campus. The circle indicates a five-minute walk edge to edge.

"It may sometimes be necessary, however, to select a site on which no improvements have been made and no buildings erected. In such a case, we must be careful not to select a place which will of necessity require a large outlay of means for improvements."

Ellen G. White
Counsels on Stewardship, 275.2

An example of how a future building for the School of Architecture, Art & Design and a new academic building north of Marsh Hall may enfront and spatially define the north end of the College Green. Existing view is to the right.

Architecture building design by Llewellyn Seibold
Architecture building digital model by Keith Ockerman

Building Placement Regulating Plan

- Preserved Campus Greens
- Preserved General Open Space
- Agricultural Reserves
- Areas for Buildings
- Required Frontage
- Required Vista Termination
- Required Pedestrian Pass-Through

Shaping Campus Spaces

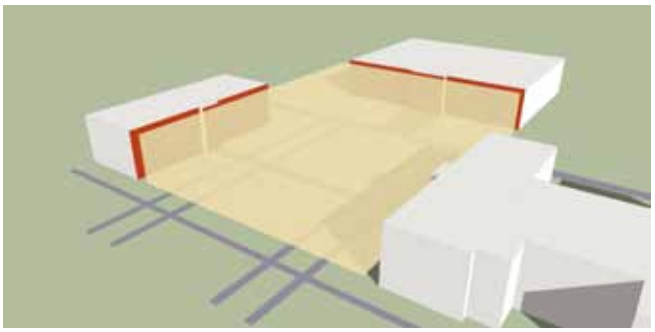
In general, Andrews University has and desires two kinds of open space. General open space has no specific defined form, is undefined by buildings and flows freely. This includes natural and agricultural lands, athletic fields, and parks at the edge of campus. Within the central campus, where most buildings are located, space has a definite form that can be perceived, defined by building fronts at its edges. These are our Campus Greens, Passages, and Courts. In general, all buildings should be located and designed to contribute towards the shaping of such a spatial network, as this greatly shapes the identity and orders the life of campus. A great spatial network promotes outdoor life and keeps our campus vibrant and active. Buildings located within agricultural and natural lands are exempt from this expectation.

The Building Placement Regulating Plan to the left indicates where to place future buildings and where to preserve Campus Greens and general open space. It also shows where building frontages should be located to ensure that campus spaces are enfronted rather than backed by buildings. The following pages provide more information.

Space-Making Guidelines

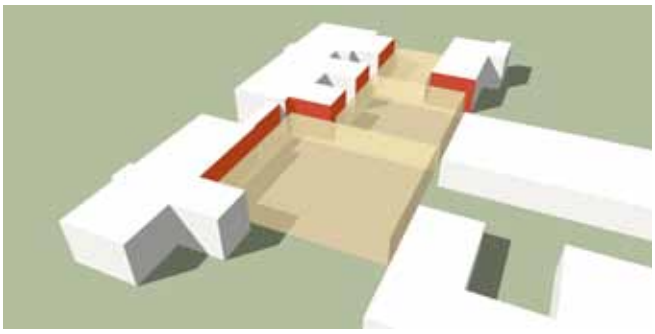
Formal Campus Greens

Formal campus greens should be reserved for the most significant open spaces on campus. Shown here is the University Green, which is defined by the Administration Building, the James White Library, and the Seminary. Building frontages here should conform relatively strictly to the intended geometries of the space, and paths and plazas should generally reinforce the same geometries.



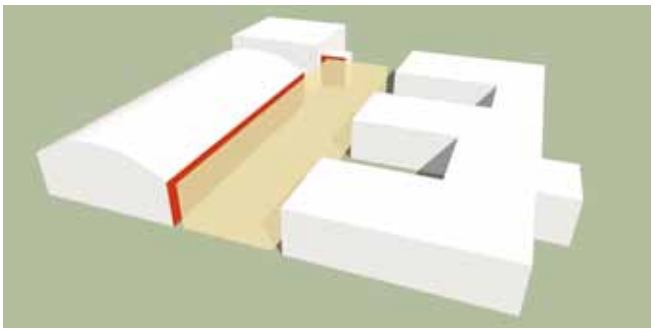
Informal Campus Greens

Informal campus greens can be found throughout campus and provide more relaxed outdoor spaces. Shown here is the green defined by Nethery and Buller Halls, the ITS Building, Johnson Gymnasium, and Bell Hall. Building frontages here may step back and forth more loosely as long as spatial definition and order remains clear and simple. Paths may be more informal in their geometries.



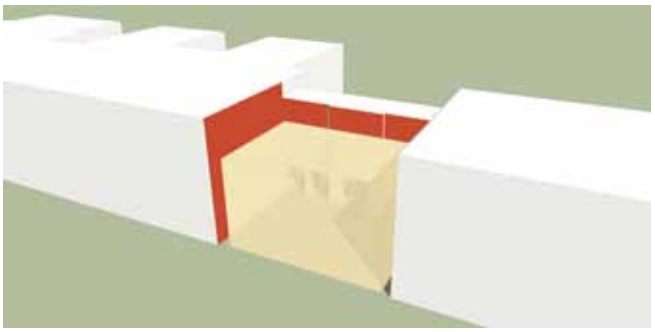
Campus Passages

Campus Passages are linear spaces that connect destinations with each other. Shown here is the passage between Bell Hall and Johnson Gymnasium, which currently suffers from deficient frontages and landscaping. Passages provide an important link on campus but should be limited in length to one building. Paths and landscaping should generously promote visibility and movement.



Campus Courts

Campus Courts are small exterior spaces that are generally shaped by one or two buildings. They are typically two- or three-sided. Shown here is the court between Buller Hall and Nethery Hall. Building frontages here should maximize indoor-outdoor access, while paths and plazas should emphasize both horizontal movement and opportunities for outdoor rest and campus activities.



An example of how new building additions and landscape improvements can be arranged to define campus space and terminate view sheds. Shown here is an addition to the Howard Performing Arts Center and an addition to Chan Shun Hall, including a new plaza. The existing view is to the right.

Projections

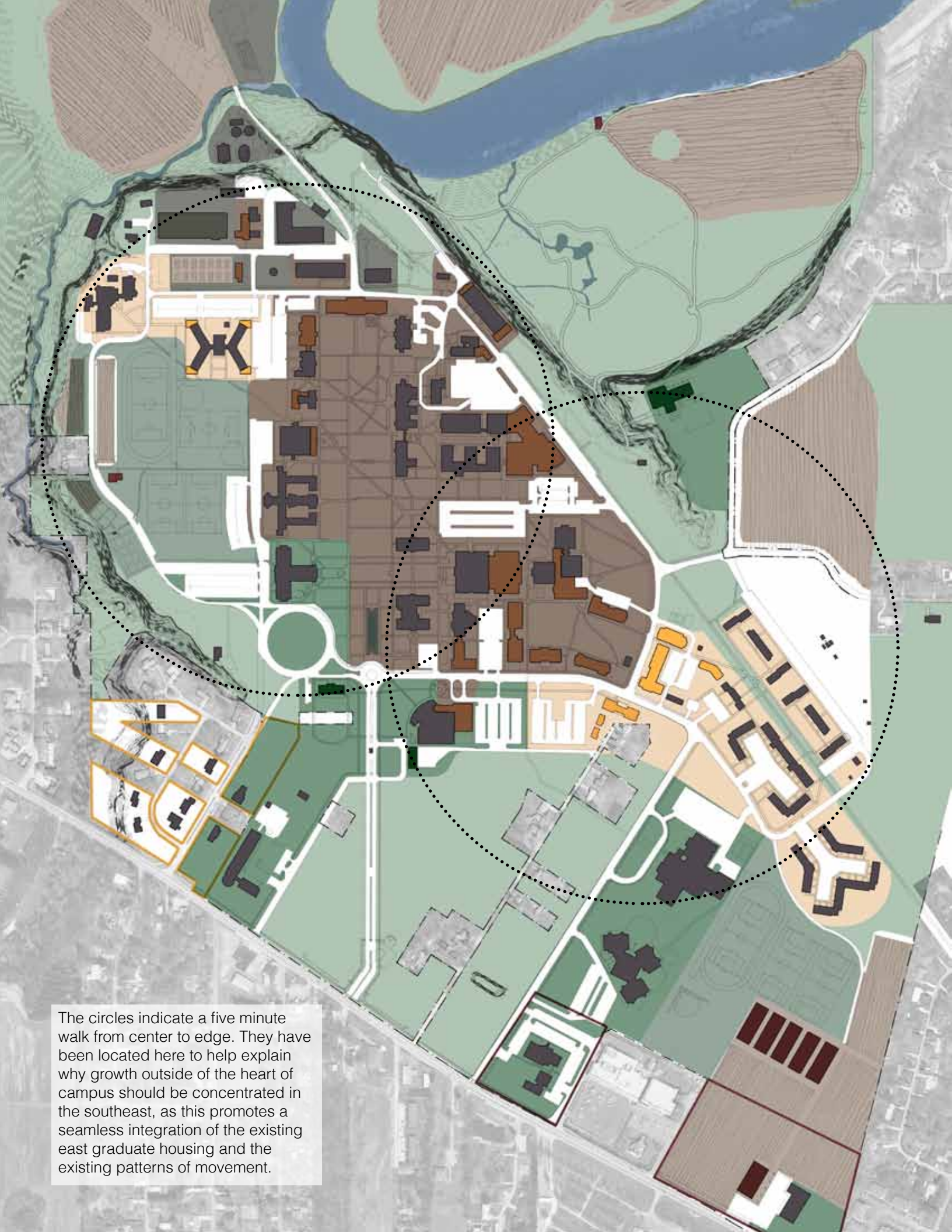
In general, building frontages should be more-or-less aligned with the frontage lines indicated on the Building Placement Regulating Plan (page 26). However, buildings may deviate somewhat from this alignment through the use of projecting bays, towers, minor wings, and receding courts, as long as the general spatial intention is reinforced. The existing buildings on campus illustrate many appropriate examples.

Preserving Trees

The Building Placement Regulating Plan (page 26) identifies all areas considered to be available for possible building. However, these areas are much larger than is often required, partly to give designers flexibility to achieve certain program requirements. This flexibility is also intended to help preserve major trees on campus. Site planning should be coordinated with the Arboretum Council in the case that large trees may be affected or proposed for removal. As much as possible, mature quality trees should be preserved to safeguard the campus character and health.

Vista Terminations

As much as possible, linear views (vistas) should terminated by landscapes, objects, building elements, and/or facades of aesthetic merit. These vista terminations provide a visual sense of order and helps to shape attractive spaces that are active and loved. The aesthetic impact of a vista termination should be carefully tuned to the relative significance of the view corridor, as this bench and the church show.



The circles indicate a five minute walk from center to edge. They have been located here to help explain why growth outside of the heart of campus should be concentrated in the southeast, as this promotes a seamless integration of the existing east graduate housing and the existing patterns of movement.

Land Use Regulating Plan

- Academic and Residence Hall Areas
- Community-oriented Facilities Only
- Campus Edge Open Space
- Residence Hall Areas
- Athletic Areas
- Agricultural Areas
- Service and Utilies
- Property Zoned Residential
- Property Zoned Commercial

This view shows what a new Campus Green might look like following a long-term build-out southeast of the Science Complex. This area, intended for both academic and residence halls, should absorb most future growth outside of the heart of campus. See pages 67-68 and 75 for more information.

Date of Original Construction

- 1930s
- 1940s
- 1950s
- 1960s
- 1970s
- 1980s
- 1990s
- 2000s

Facility Re-Use

In general building projects should prioritize the reuse and/or adaptive reuse of existing buildings over new construction. Old buildings can be a burden, and sometimes it is not economically feasible to reuse an existing facility. At other times, the original building is simply a poor design, is a utilitarian structure designed for a limited life span, or doesn't meet the expectations of this Campus Master Plan. However, most often a lack of vision and imagination stops people from exploring the possibility of reuse because the existing facility seems tired and people hunger for new and more functional surroundings. Because of this, careful feasibility studies should be pursued before dismissing the possibility of reuse.

There are several reasons to consider building reuse and adaptive reuse.

1. Economic Stewardship: the reuse of existing buildings may help to reduce expenditures, even when significant renovations are necessary. This must be studied carefully and should not be assumed or dismissed out of hand.

2. Environmental Stewardship - existing buildings embody a tremendous amount of energy in materials and past construction. This energy may unnecessarily be wasted and discarded materials will likely end up in landfills.

3. Aesthetic Stewardship - the reuse of existing buildings maintains a strong campus character and "spirit of place". Certain characteristics are likely to be irreplaceable, and old buildings tend to lend a timeless authenticity that support branding, marketing, and a communal awareness of history and identity.

In the case of structures that are fifty years old and older, a preservation architect should be considered for consultation to ensure that reuse efforts help to preserve their authentic character. The preservation architect can advise on whether to preserve, rehabilitate, restore, or reconstruct the structure or parts thereof. Definitions, guidelines, and standards for these different strategies are provided by the National Park Service in *The Secretary of the Interior's Standards for the Treatment of Historic Properties.* Nethery Hall is a good example of how old buildings can receive new life for modern quality education.

Examples of reuse and additions to Hamel, Marsh, and Meier Halls, with the existing view to the right. The Meier Hall addition is envisioned to include new common areas. The Meier Hall and Hamel Hall additions seek to improve the connection of the existing buildings to outdoor life and natural daylight.

Additions

Additions to existing buildings should aesthetically compliment the existing structure AND should follow the building design guidelines contained within this document.

The National Park Service provides *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, which should guide additions to buildings fifty years old and older. A preservation architect is recommended to advise on these additions in order to safeguard the authenticity of the whole.

These additions need not seek to "match" the historic details of the existing structure. In fact, contemporary methods often make this matching difficult and uneconomical, which can result in a cartoon-like imitation of the original that may not endure in the same way and may be inferior in quality. This depends on the specific circumstances and should be studied.

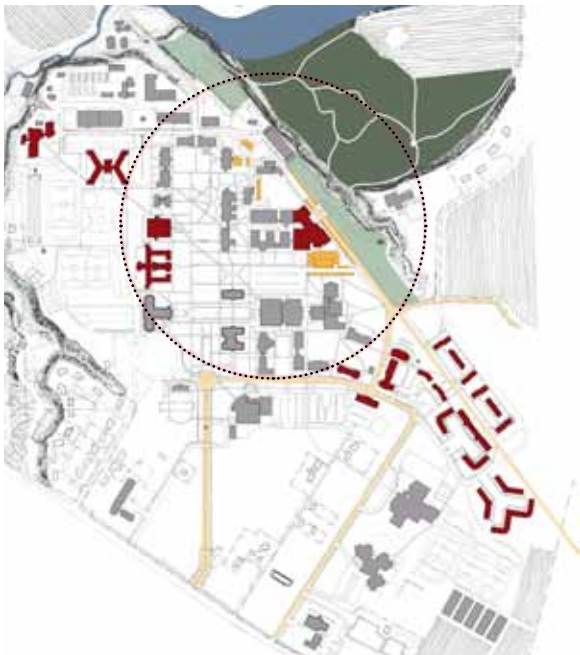
Landscape Improvements

Landscape and infrastructure improvements should be included as part of the facilities reuse budget. This can help to improve neglected areas of campus and resolve undesirable transportation conflicts. The example above shows a new Campus Green west of the Hamel Hall addition and an improved service, delivery, and parking arrangement that promotes safety and comfort for outdoor life. Projects such as this can be packaged and named for donors, as they add "places" rather than mere facilities.

This example shows a main atrium entrance to the Health & Wellness Center, as envisioned attached to the existing Beaty Pool and new gymnasium. Exiting view below.

Health & Wellness Center

This example shows a new Health & Wellness Center located east of Beaty Pool and illustrates many of the principles set out in this chapter. Located firmly within the Heart of Campus, this facility would provide a major activity center immediately proximate to where activity is concentrated today. It promotes the rapid restoration of one of the most neglected parts of campus and makes good reuse of existing athletic facilities, which are envisioned to be renovated significantly. Aligned with the Buller Hall arch and the Campus Center, the passage south of Johnson Gymnasium can be revitalized and connect students with the new facility via convenient walks protected from the wind. See pages 35, 50-51, and 57 for more information.



This example shows a new Health & Wellness Center located on East Campus Circle Drive. In the long term, Ground, Custodial, and Physical Therapy are all proposed to move.

The circle diagram to the left illustrates a five-minute walk from the proposed Health & Wellness Center. Visitor approach paths and roads, as well as added and reconfigured parking, are shown in yellow.

Bringing the Center to the Edge

"Let our students be placed where nature can speak to their senses, and in her voice they may hear the voice of God. Let them be where they can look upon His wondrous works, and through nature behold Her creator."

Ellen G. White, Fundamentals of Christian Education, 320.2

This proposed Health & Wellness Center is envisioned, in the long-term, to directly enfront White's Bluff Park and the Saint Joseph River Valley via a boardwalk. This design is intended to connect the campus community with outdoor life and would be unique in the region as a healthy activity destination.

"The constant contact with the mystery of life and the loveliness of nature, as well as the tenderness called forth in ministering to these beautiful objects of God's creation, tends to quicken the mind and refine and elevate the character."

Ellen G. White
The Adventist Home, 142.3

Goal 3.

Connect with Creation

Regular Contact

"Out-of-door life is a means of gaining health and happiness...Nature is the great restorer of both soul and body."
Ellen G. White, Medical Ministry 232.3 and 232.6

The 2013 Campus Master Plan emphasizes that all future design and planning should serve to promote regular, convenient, and rewarding access to active outdoor life, views to natural and agricultural lands, and access to natural fresh air and sunlight. This is in keeping with the original intentions of locating the school in a country setting. It helps us to stay connected with the creation that speaks so clearly of our Creator, and it supports whole health on campus: mentally, physically, and spiritually. This campus planning goal is strongly related to Goal 5.

Stewardship

In keeping with the Genesis account and the original intentions of the campus founders, stewardship of creation includes human health, but also the tending and keeping of the land. At Andrews University, this includes farming, forestry management, and the cultivation of the campus arboretum. It also includes taking care that our efforts in building and transportation do not undermine the health of our surrounding ecology or the ecology of other places. The health of our woodlands, our farms, and our water quality depend on careful management of facilities, including the daily energy consumption of buildings and the stormwater effects of roads and parking lots. Environmental care always needs to be balanced with economic stewardship, but a Christian education depends on a daily awareness of the natural world and the ministry it requires.

The Campus Arboretum

One of the most successful and most-loved characteristics of our campus is that it is filled with trees, including record-breaking historic trees and a broad range of native and exotic species that exist in part to educate. The 2013 Campus Master Plan intends to support the ongoing efforts of the Arboretum Council as it continues to develop the landscapes and trail systems of the campus. In general, healthy trees should be preserved wherever possible. Planners and designers should collaborate with the Arboretum Council to identify trees that may be affected by proposed designs, and to identify trees that may be moved or cleared.

A good example of new and tall operable windows in Nethery Hall, which allows occupants to access fresh air, sunlight deep into rooms, and broad views of campus greens.

"In the building of houses it is especially important to secure thorough ventilation and plenty of sunlight. Let there be a current of air and an abundance of light in every room of the house."

Ellen G. White
Counsels for the Church, 149.2

An example of a destination that promotes regular access to natural lands. Shown here is an outdoor amphitheater overlooking the Saint Joseph River at Beaver Point.

Landscape Access Regulating Plan

- Campus Greens
- Bluff-side Park
- Athletic Facilities
- Nature Preserve
- Agriculture
- General Open Space
- Existing Buildings
- New Buildings (for illustration only)
- New Trails
- Boardwalk
- Existing Trails
- Critical View sheds
- Bluff-side Trail or Walkway with frequent views and/or access to natural lands

Access to Nature

To promote regular, convenient, and rewarding access to active outdoor life, different parts of campus have been designated for specific types of access. The Landscape Access Regulating Plan to the left summarizes these intentions:

Campus Greens are to promote views under tree canopies and to promote campus activity by prioritizing accessible ground covers such as turf grass, broad paths, and plazas in appropriate locations. Some areas should be kept clear of trees to enable sun access and informal recreation.

The Bluff-side Park is a relatively continuous corridor of accessible park that affords recreation trails and views into nature from the top of the bluff. In the long-term, most of the campus eastern and western edges are intended to enfront the surrounding natural and agricultural lands.

General Open Space may enable generous views, but does not necessarily enable convenient access. This include prairie landscapes and service areas.

Critical View Sheds are to be preserved and should not be allowed to be visually interrupted.

"[Agricultural] work is essential to the education most favorable to spiritual advancement; for nature's voice is the voice of Christ, teaching us innumerable lessons of love and power and submission and perseverance."

Ellen G. White
Testimonies for the Church Volume 6, 178.1

Agricultural education, agricultural lands, and their related activities belong on our campus and should be promoted wherever possible. Planning and design should promote awareness and engagement with agriculture for all students, even those who are not its majors.

"Some do not appreciate the value of agricultural work. These should not plan for our schools, for they will hold everything from advancing in right lines."

Ellen G. White
Testimonies for the Church Volume 6, 178.1

Agricultural and Natural Lands

- Central Campus
- Natural Lands
- Agricultural Lands

Farm Vehicles on Campus

The presence of agricultural vehicles, and their movement and activities on campus provide an important and regular reminder of the centrality that agriculture plays in the existence of this institution. It reminds us of our history and our purpose to connect students with a Christian Education of hands and minds. Sadly, for many students, they are the only reminder of our agricultural heritage.

The existing nuisances that result as consequences to these activities are wholly within reason and do not warrant the construction of new access roads.

Agriculture on Campus

Dairy Farm

The dairy farm and its associated agricultural fields make up the majority of agricultural lands on campus. While this landscape is worked by a limited number of students, faculty, and staff, it is vital for the dairy farm lands to remain accessible to others. In particular, dairy farm roads double as significant passive recreational trails and, in some cases, provide the only access to natural lands for campus and community residents. This is a ministry worth protecting.

Food Farm

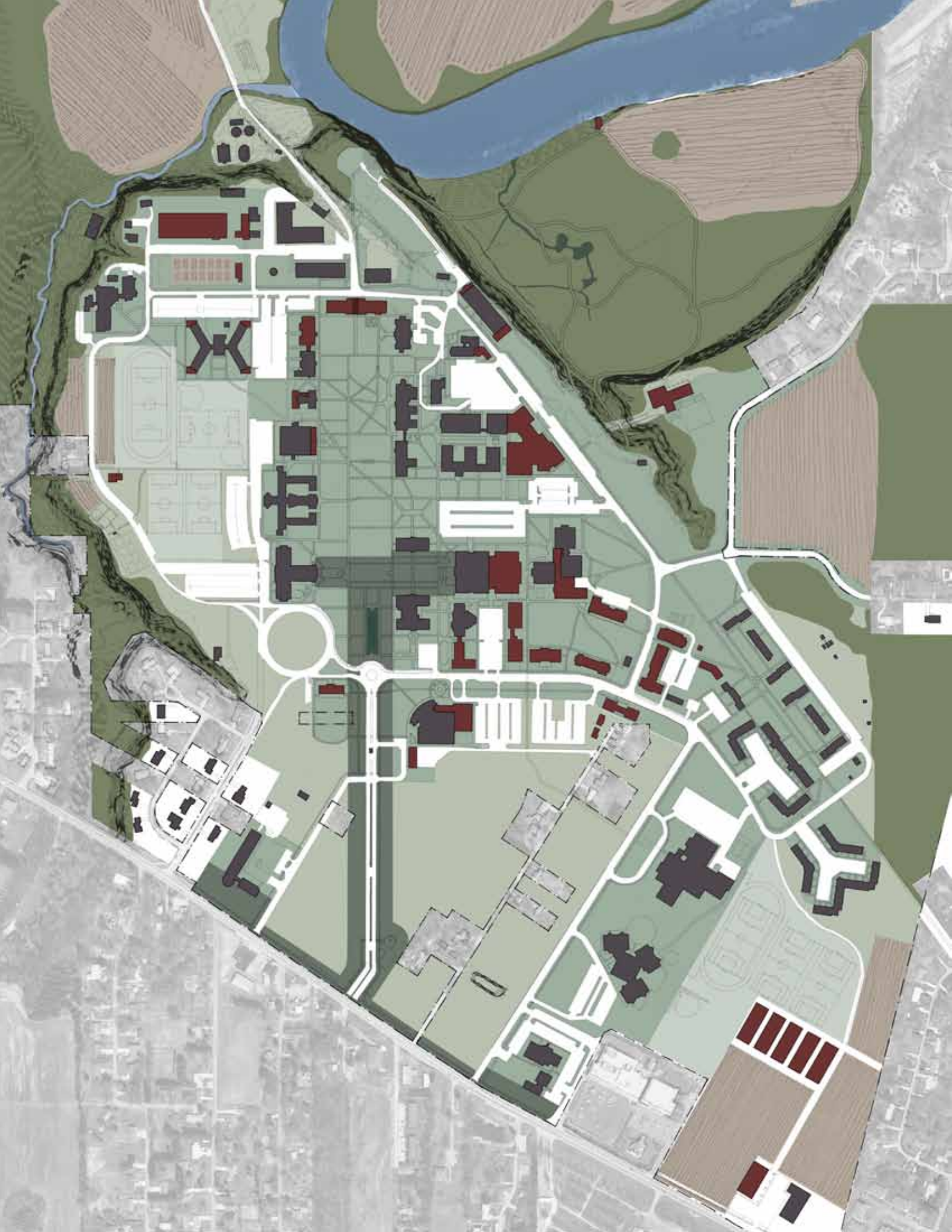
Most of the existing food farm is located near the airport and helps to supply dining services and the AU farm stand with healthy, local produce. To increase agricultural visibility and to benefit from a bikable proximity to campus, a new food farm is proposed south of Maplewood Apartments, adjacent to the existing campus gardens. Intended to include various greenhouses and support structures, this working food farm is to be visible to the community on Old US 31, and is to serve for education and food production.

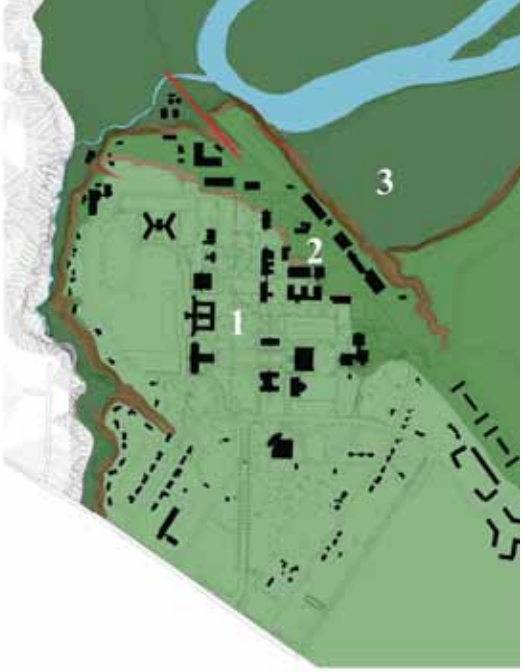
Campus Gardens

Campus gardens exist southeast of Maplewood Apartments and south of Burman Hall, on what may be the best soil within the center of campus. Additional campus gardens are projected along the bluff at Lemon Creek, where picturesque fences and garden sheds can offer some security and compliment the agrarian nature of West Campus Circle Drive. The university is committed to preserving centrally located and visible campus gardens for the benefit of students and the broader community.

Interactive Greenhouses

While most students are not expected to be engaged with farming or even small-scale gardening, interactive greenhouses can provide an opportunity to increase awareness and help educate all students throughout the seasons. Architecturally designed to be both functional greenhouses and passive lounges, study rooms, or informal classrooms, these spaces can exist almost anywhere as stand-alone structures or as part of larger buildings. Spaces such as this are especially ideal for facilities related to Health & Wellness.





This topography diagram illustrates the two principal plateaus, the bluffs, and existing bluff access.

This diagram illustrates documented stormwater pipes & retention areas. Undocumented areas are green.

This diagram illustrates which areas of campus are irrigated (green) and not irrigated (yellow).

Landscape Character Regulating Plan

- Formal & Naturalistic
- Formal
- Natural
- Athletic Fields
- Agriculture
- Naturalistic
- Existing Buildings
- Illustrative Buildings

Formal

Formal landscaping tends to be regularly planted and aesthetically very controlled. It is common to use annuals and non-native species, although native species can also be used. Formal landscaping tends to demand more maintenance and often requires artificial irrigation.

Naturalistic

Naturalistic landscaping tends to be planted in an irregular fashion and seeks an aesthetic reminiscent of nature. Naturalistic landscaping tends to use native species, which can require less maintenance and can live without irrigation. The aesthetic quality of natives varies with the seasons.

Natural

Natural landscapes are not cultivated in the traditional sense, although some forest management may be necessary to preserve optimum ecological health. Natural landscape provide species habitat for wildlife and help to maintain water quality. They are appropriate below the bluffs.

Frontage Guidelines

Building frontages provide an interface between interior and outdoor life. Their design can enable regular and convenient access to the outdoors, fresh air, and natural light. They can also promote outdoor life by making buildings more interesting, by revealing a human presence within buildings, and by offering shelter from the weather at the edge of outdoor spaces. A great campus requires permeable frontages on all sides.

Windows for Views, Light, and Air

In general, a minimum of 30% of each frontage should be dedicated to openings, which corresponds roughly to Buller Hall. Windows should be operable when possible, including in curtain walls, and glazing should be transparent from both sides. The pedestrian level should feature openings, and windows should generally be tall to allow sunlight to penetrate deeply. Durable and adjustable interior shading devices are encouraged.

Sheltered Walkways and Entries

Colonnades, arcades, and porches are encouraged as part of new buildings and additions, provided that they are of sufficient dimension to encourage broad pedestrian use (10 ft min) and plenty of natural light on the interior. The ground adjacent to these covered areas should be sufficiently paved to enable convenient pedestrian access. Long sheltered walkways should include frequent windows and doors to activate them.

Spaces to Step Out

Buildings are encouraged to include terraces and courtyards to promote convenient outdoor life. Frontages here should include doors for easy access and courts should be at least partially paved to enable a range of uses. In some cases, it may be appropriate to provide relief from the cold using outdoor heat lamps. Places like this can be used for informal rest and activities or as outdoor classrooms on pleasant days.

Bays for Entering and for Viewing

Frontages may include bays for entrances. Andrews University has a long tradition of using modest towers at entrances to collect light and improve the staircase experience. The area outside of entrances should be sufficiently paved to enable outdoor rest and movement, including places to sit. Bays can also be used to shape special interior spaces, such as informal study or common areas, from which one can view the outdoors.

This example illustrates how a new frontage design can promote outdoor life and social contact in an addition to the Campus Center. The existing view is to the right.

Frontages that Connect

Frontages can also help to connect us socially with other people. Great frontages invite people to rest and spend time at the perimeter of buildings, which is where other people are walking. This type of environment promotes informal and unplanned meetings between strangers and acquaintances, which helps to promote stronger social bonds with our campus community.

Designers should coordinate the design of exterior paving and landscaping, facades and openings, as well as interior space programming in order to activate frontages as much as possible. Common areas, study rooms, and informal study nooks are well located along active frontages, especially at ground level. In rare cases when programming limits the use of openings in a given area, pilasters, built-in benches, and similar devices can be used to enliven the facade. All frontages should carefully consider lighting to promote evening campus life. Primary frontages should always be accessible to the physically disabled and devices such as ramps should be seamlessly integrated into the design.

Cold Weather Frontages

Sheltered walkways can help to protect from the sun and the rain, but frontage design can also help to promote outdoor life in some of our colder months. The two-story porch added to the Campus Center illustrated at top includes heat lamps so that the porches are usable when it rains and in the late fall and early spring. This frontage also benefits from its elevated position, which places seated guests comfortably above the moving pedestrians. A true terrace for the Terrace Café.

Healthy Materials & Systems Guidelines

Materials and Systems for Human and Environmental Health

Andrews University promotes the use and visibility of natural materials were possible. Natural materials require minimal processing and tend to have a smaller environmental footprint than highly processed synthetic materials. As much as possible, buildings should seek to minimize adverse impacts on human health and the environment, including through the use of passive heating and cooling, as well as active systems that help to conserve and produce energy on site. Wall systems should prioritize passive energy efficiency as well as durability to prolong the lifespan of our buildings.

Masonry

Exterior walls should generally be made of masonry, especially brick and stone. Thermal mass (thick masonry walls) is one of the best ways to reduce the temperature swings inside a building, which can significantly reduce the need for mechanical heating and cooling. Masonry also tends to be very durable, which can benefit future generations on our campus and helps to reduce construction waste in landfills.

Wood

The use of minimally-processed wood is encouraged in the design of buildings, especially in interior spaces. Wood is a renewable resource, can be sourced locally, and can compliment a campus aesthetic that emphasizes a relationship with the natural world. Unlike many synthetic and proprietary materials, wood is also easily repaired and can be more readily recycled. On building exteriors, wood can be used on colonnade ceilings and doors.

Metal, Glass, and Concrete

Synthetic materials require larger amounts of energy for processing and manufacturing, which may increase its environmental footprint. This is especially true of aluminum and similar metals, but also concrete and glass. However, their structural properties enable them to shape generous openings and glazed curtain walls, which may be desirable at times to let in light. These materials should therefore be used cautiously and on a limited basis.

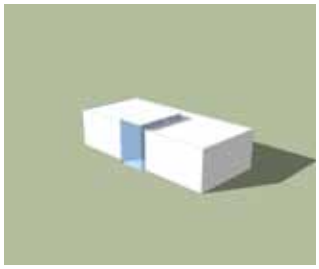
Interior Finishes

The average American spends about 90% of their time indoors, so indoor air quality is exceedingly important. Many common interior finishes contain harmful Volatile Organic Compounds (VOCs) which carry risks to human health over the long-term. In general, interior finishes, building materials, and furniture should be made of Low-VOC or No-VOC products. Good natural and mechanical ventilation is important but does not eliminate the problem.

Climate-responsive Massing Guidelines

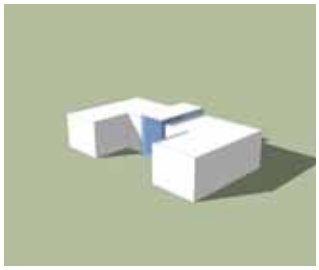
Single Bar

The most basic massing type found repeatedly on our campus allows natural light and fresh air to easily penetrate towards the central corridor. Wider bars and lower ceilings diminish this benefit and should be avoided. Centrally located modest stair towers are one way to collect light for the building.



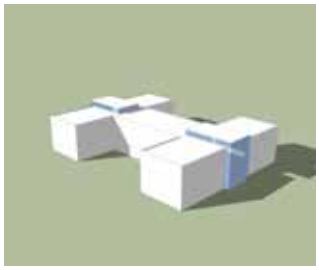
U-Court with Thin Wings

Larger buildings can use wings that spin off the central bar to provide additional program. Like the single bars, these wings should be “thin” enough to enable generous access to natural light and air. Courts formed by these wings should be large enough to let sunlight reach the facades in winter.



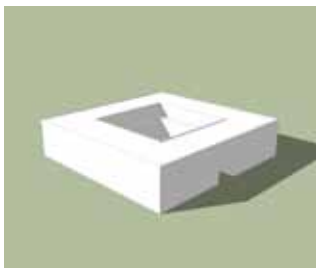
Double-U-Court with Thin Wings

Alternatively, larger buildings can connect two single bars with a central wing, as found in the Seminary. In this case, the central wing provides an opportunity for common areas that access one or both of the courtyards. The same principles apply as above.



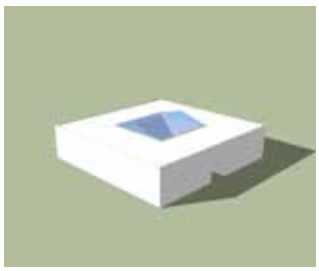
Full Courtyard with Passage

Full courtyards can be considered, provided that the courtyard is designed to enable access to direct sunlight in winter. Furthermore, courtyards should include open horizontal access via openings or archways. This prevents the courtyard from feeling isolated from the rest of campus.



Atrium Courtyard

Courtyards can also be covered by glazed atrium spaces for common areas, study lounges, or dining halls. This helps to promote active social life in poor weather while enabling access to natural sunlight. Raised atrium roofs can be designed for operable clerestory windows to enable natural ventilation.



“Be not forgetful to entertain strangers: for thereby some have entertained angels unawares.”

Hebrews 13:2

Goal 4.

Connect with Community

Campus Edge

The edge of campus provides a public face for our campus and helps to welcome visitors to our facilities and landscapes. Andrews University has a diverse range of campus edges, including a formal front on Old US 31, an informal front that connects with Main Street and Timberland Drive, and a vast natural and agricultural edge that weaves its way into the fabric of our larger community. Some of these landscapes include trail systems that are accessible by the public, while another edge fronts onto the Saint Joseph River. While the formal front is arguably the most significant, all campus edges play diverse but important roles in connecting with our community and welcoming our neighbors to share in our blessings, including our ministries, our facilities, and our health-giving landscapes.

Welcome and Arrival

The new entrance, opened in 2008, has undoubtedly improved our visibility and generously welcomes visitors at the south end of campus on Old US 31. J. N. Andrews Boulevard provides a lovely drive but currently terminates with no clear sense of arrival or intuitive orientation.

Meanwhile, many local residents approach the campus from the southeast. Timberland Drive routinely features pedestrians along a dangerous S-curve with no sidewalk, while Main Street provides the most direct pedestrian and bicycle access route to Berrien Springs via a straight path that aligns with East Campus Circle Drive. These secondary entrances deserve long-term planning to improve safety and to promote non-motorized transportation within our community.

Stewardship

Planning the campus edges has as much to do with outward appearances as it does with encouraging people onto campus to share in our blessings. As co-stewards of our community, providing convenient access to our worship spaces, our health centers, our centers for the arts, and the many campus events is important. Likewise, for many in the community, our campus affords the only access to vast natural and agricultural lands and the blessings for mind, body, and spirit that they provide. In this sense, campus planning that promotes community access here provides a unique ministry opportunity.

Bird's-eye view of the path connecting Main Street in Berrien Springs with East Campus Circle Drive.

"While we are to guard against needless adornment and display, we are in no case to be careless and indifferent in regard to outward appearance. All about our persons and our homes is to be neat and attractive."

Ellen G. White
The Adventist Home, 22.1

This map also suggests that the formal frontage on Old US 31 can support the gradual improvement of that corridor, as the community moves forward with redevelopment.

Paths and Trails to Campus

- Central Campus
- Natural Lands
- Agricultural Lands
- Existing Trails
- Proposed Trails
- Public Routes
- Canoe/Kayak Routes
- Boat Landings
- 5 minute Bike Ride

Connecting Community with Campus

The map above illustrates how Andrews University property is woven into the fabric of the community. The natural and agricultural lands circle almost the entire northwest side of the population center of Berrien Springs and Oronoko Township. The location of the properties actually makes it possible, in the long-term, to connect a trail system from the historic village, along the river, through fields and woods, all the way to the central campus and its northwestern trail system. A unique opportunity for a rural recreational trail that truly connects the entire community and its surrounding landscape preserve.

The Map also illustrates the relative proximity that facilitates walking and easy bicycle transportation in the area. The bike path from Main Street leads directly to the proposed Health & Wellness Center, which overlooks the vast Saint Joseph River Valley from the top of what used to be called White's Bluff. In this broader context, the Health & Wellness Center serves as a hinge between the local community, healthy transportation options, the academic campus, trail systems, and the natural landscape and Saint Joseph River beyond. See pages 34-35 and 57 for more information.

"Let our students be placed where nature can speak to their senses, and in her voice they may hear the voice of God. Let them be where they can look upon His wondrous works, and through nature behold Her creator."

Fundamentals of Christian Education, 320.2

In the example above, a proposed Health & Wellness Center can be seen at the top of White's Bluff, as seen from a projected recreational and educational boardwalk in the valley below. The existing view is to the left.

In the example below, students enjoy a view over White's Bluff and the Saint Joseph River Valley from the upper storey of the Health & Wellness Center.

Griggs Hall

Griggs Hall, formerly the Lake Union Building, is often unfairly dismissed for a perceived lack of aesthetic merit. While the facade fronting onto Old US 31 may seem awkward and forboding from certain vantage points, the original structure features a sensitive interpretation of Collegiate Gothic architecture and should be cherished.

A Unified Campus Frontage

The 2013 Campus Master Plan promotes the establishment of a unified campus frontage along Old US 31, to be implemented over the long-term. The symbolic and aesthetic anchor for this frontage is the main entrance, which features a Collegiate Gothic architecture reminiscent of Nethery Hall and is characterized by a relatively formal alignment and layering of piers, fences, paths, and landscape plantings in front of a generous lawn.

Griggs Hall, which already exhibits reinterpreted references to Collegiate Gothic architecture, can expand upon its best character elements as part of a future renovation. The circular meeting hall, in particular, should be updated to appear more welcoming and suitable for important meetings that require light. An example proposal is shown below, with an existing photo to the left.

The Siegfried H. Horn Museum, recently renovated, can be aesthetically integrated through landscape elements consistent with the main entrance. The same can be done at the frontage of the proposed food farm east of Apple Valley, which can feature a system of fencing, landscape, and path that continues the unified aesthetic towards the southeast.

A Sense of Arrival

The proposal shown above illustrates how J.N. Andrews Boulevard might culminate with an appropriate sense of arrival and intuitive orientation. The boulevard is visually terminated by a reflecting pond that mirrors some of of the unique trees found here as part of the arboretum. In deference to our Creator, the composition deliberately avoids terminating on a building, but rather guides the view to the heart of campus beyond. The pond, which functions as an ice rink in winter, is part of a projected "Seminary Garden", which also eliminates the west half of the Seminary parking lot in order to remove parking from this important first arrival experience.

The proposal also locates a Guest Services Center adjacent to the Howard Performing Arts Center. This provides convenient check-in and reception services for visitors and helps to hide the relatively blank southwest facade of the Howard. To the west, a future Alumni and Campus History Center welcomes visitors with a building designed to compliment the church. IMC offices are also located here, and an events lawn opens to the south. The composition is deliberately modest to avoid a bombastic entrance.

Note: The proposed Alumni Center is only possible following the acquisition of one non-university property, at the owner's discretion.

"There is no exercise that will prove as beneficial to every part of the body as walking. Active walking in the open air will do more... to preserve them in health if they are well, than any other means."

Ellen G. White
Healthful Living, 130.2

Goal 5.

Promote Walking

Walking for Health

According to Ellen G. White, walking is the single-most useful physical exercise one can engage in, and our campus can easily accommodate walking. Virtually the entire central campus is accessible within a ten minute walk, with the heart of campus providing even greater proximity. The central campus is very pedestrian-friendly, with few roads and parking lots located within the heart of campus. Numerous trails exist to the northwest, and various farm roads offer passive recreational walking opportunities.

Recent trends, however, have often emphasized peripheral development, a prioritization of parking lots and roads that are not pedestrian friendly, and on-campus convenience for drivers.

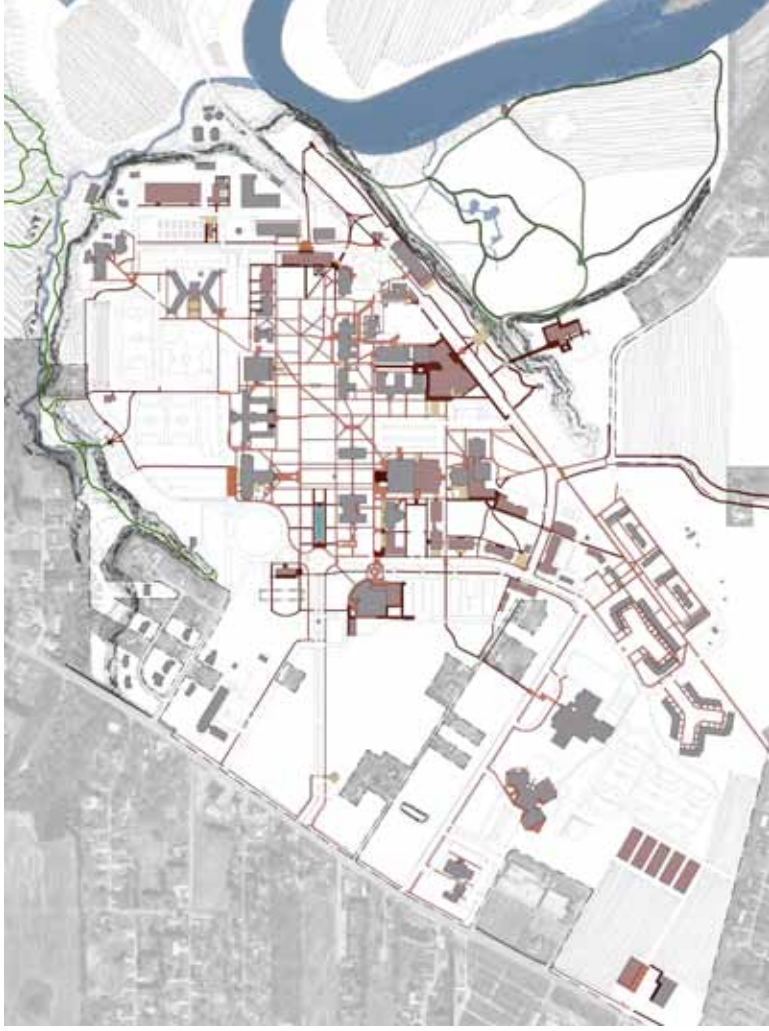
Comfort and Safety

The 2013 Campus Master Plan promotes pedestrian comfort and safety as a priority. This pertains especially to the design of campus roads, and parking lots, but also to the general distribution and design of buildings and open spaces. The preceding chapters provide important guidance on how to promote outdoor life through design. Physical proximity is significant, but so is the quality of the frontages one passes, the opportunities for shelter from wind and rain along given routes, and the provision of broad paths and safe and convenient crossings. A five-minute walk past good buildings and through the College Green is more uplifting than a five-minute walk past parking lots and wind-swept open space.

Parking

Due to the prevalence of automobile-based transportation, parking is an important part of land-use planning. On campus, balancing the interests that commuters have in convenience with the pedestrian needs of on-campus walkers will continue to be a challenge. This is partly because there is never enough convenient parking until a place ceases to be pedestrian-friendly.

The research has shown that convenient parking tends to reduce walking and can in fact make walking an undesirable option. The 2013 Campus Master Plan therefore subordinates parking interests to pedestrian interests in the interest of Health & Wellness.



This diagram highlights all existing and proposed paths, sidewalks, plazas, and trails.

"When the weather will permit, all who can possibly do so ought to walk in the open air every day, summer and winter....A walk, even in winter, would be more beneficial to the health than all the medicine the doctors may prescribe."

Ellen G. White
Testimonies for the Church Volume 2, 529.1

Design for Outdoor Life

Paths

Paths should generally be wide enough to enable multiple people to walk side-by-side. Primary paths that are heavily used should be wide enough to accommodate at least four people side-by-side. Paths should generally be made of concrete. Some paths should be wide enough to facilitate on-campus service vehicles and, where required, emergency vehicles. However, the geometries of paths should always suggest that the path is intended first and foremost for pedestrians, not vehicles.

Shelter, Walls, and Fences

Walkways along roads, parking lots, and athletic fields should be lined by trees to offer shelter from the weather. Half-high walls and fences should be designed as aesthetic landscape elements intended to be seen rather than utilitarian devices - chain-link fences should be generally avoided.
Attractive walls that compliment the local landscape and architecture should be provided to conceal isolated garbage dumpster areas.

Lighting

Light fixtures should be provided on building facades at entrances and along pathways. All light fixtures should be scaled to the pedestrian, including along roadways. A careful study should be initiated to identify where additional lighting is needed for safety. Freestanding light fixtures should be aesthetically coordinated by color, as there is too great of an existing diversity of fixtures to reasonably coordinate their design. Light fixtures on buildings should be designed to compliment the architecture.

Bikes

Bicycle transportation provides a healthy alternative to walking and should be encouraged. Bike storage areas should be provided at every building.

Bicycle safety in roadways should be accommodated by establishing design speeds of 25 MPH. Separate bicycle lanes are not necessary, except perhaps along Old US 31 as part of a corridor improvement plan.

This view shows a proposed approach of the Health & Wellness Center, as seen by students approaching from graduate housing and by community visitors approaching by car or bicycle.

Complete Streets

During her visit to Copenhagen, Ellen G. White took note of the liberal and well-designed streets and boulevards. She describes their design in detail, including sidewalks separated from carriage ways by tree lines. “This is all grand, safe, and convenient for all parties” (Manuscript Releases Volume 6, 144.1).

Complete streets are designed to enable pedestrians, vehicles, and bicycles to co-exist within the same thoroughfare in a safe, comfortable, and convenient manner. Sidewalks are of sufficient width to allow multiple people to walk side-by-side. Tree lines provide shelter from the weather and provide a safety barrier from moving traffic. On-street parking enables convenience for automobiles and reinforces the safety barrier for pedestrians. Vehicular lanes are narrow enough to promote a design speed of 25 MPH*, which makes crossing and on-street bicycle activity easy and safe. Combined with great building frontages as discussed on pages 44-45, complete streets help to shape loved and memorable place on campus rather than utilitarian corridors. New roads and retrofitted roads should be designed as complete streets in all cases. See pages 58-59 for more.

*25 MPH design speeds provide a safe pedestrian environment. 25 MPH posted speeds on roads wide enough to naturally permit 35 MPH can prove to be fatal, as pedestrians are more likely to die than not when involved in a vehicular collision at this speed.

East Campus Circle Drive

The example at top illustrates the conversion of East Campus Circle Drive as a complete street, with generous sidewalks to accommodate walking, outdoor seating, tree lines, and pedestrian-scaled lighting. In this case, the western curb has been moved to enable double-sided diagonal parking on the street - a solution that adds more than 90 parking spaces without building a parking lot.

To some, new facilities should avoid existing neglected areas of campus such as this due to their unattractive nature. This illustration intends to show how the facility itself can help to revitalize an entire corridor for outdoor life. The example above shows the proposed Health & Wellness Center, including a new bookstore and Café integrated at street level. For more information, see pages 34-35 and 50-51.

This diagram illustrates proposed locations of service paths, speed tables, drives, and vehicular paths. Special attention should be given to those areas identified to aggravate pedestrian-vehicular conflicts.

Vehicular Transportation and Service Routes

- Service Path
- Speed Table
- Vehicular Road
- Plaza
- Drop-off Drive
- Existing Pedestrian-Vehicular Conflict Areas

Speed Tables

Speed tables offer a safer, more comfortable, and more effective alternative to conventional speed bumps. Speed tables are wide enough to allow the entire vehicle to drive onto it, which actually slows it down and minimizes adverse impacts to the vehicle's suspension. The extra width, along with a differentiating material or color, provides for excellent crossing with improved visibility.

Single-Sided Diagonal Parking

This thoroughfare assembly may be useful in places were most activity occurs on one side of the street, as on West Campus Circle Drive.

2-Sided Parallel Parking

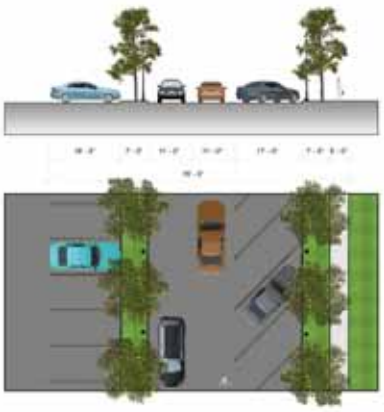
This thoroughfare assembly is recommended for general campus roads where no large parking requirements exist.

Single-Sided Parallel Parking

This thoroughfare assembly may be useful in places where minimal parking is needed or where a narrow cross section is required.

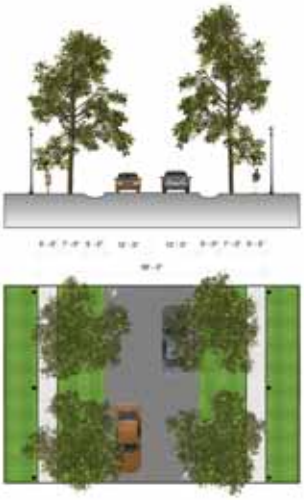
East Campus Circle Drive

This thoroughfare assembly preserves the steam tunnel curb on the east side of the road but moves the western curb to enable diagonal parking on the street. This is to offer convenient and expanded parking for the Health & Wellness Center.



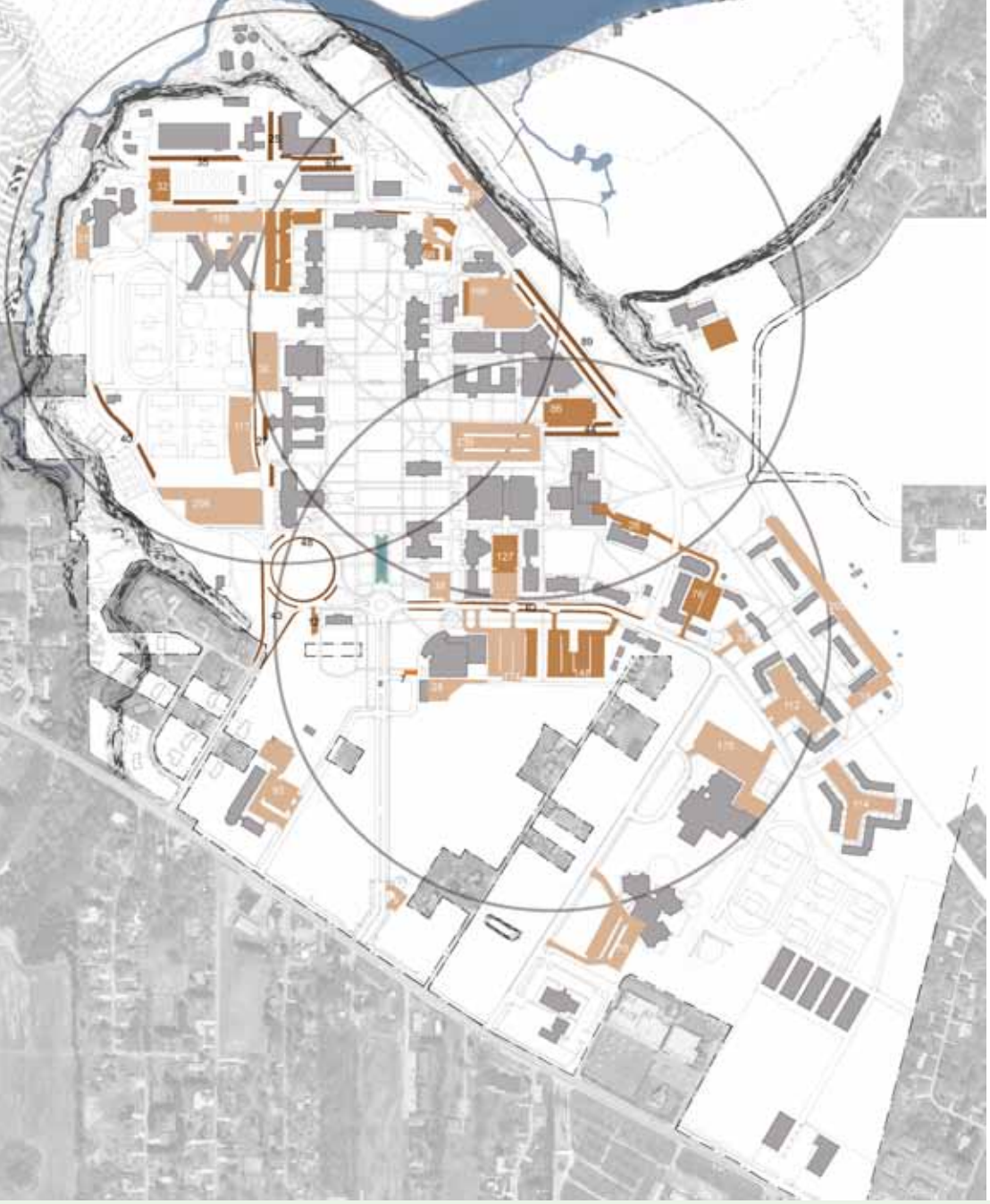
At Meier Hall

This thoroughfare assembly was designed for the road north of the Meier Hall parking lot. It includes a sidewalk and formal diagonal parking spaces.



Timberland Drive

This thoroughfare assembly is recommended for Timberland Drive. Although a public road, university property is on both sides.



The diagram above illustrates the combined size of all existing parking lots on campus.

On-Street and Off-Street Parking

- Buildings
- Existing Parking
- Proposed Parking
- 5-minute Walk

Parking: Health and Cost

Solving parking for a stand-alone building on a campus is analogous to lead therapy in ancient medicine. While it appears to resolve problems locally, it has a detrimental impact on the health of the whole body by providing an overall excess of parking and gradually dominating the entire landscape. The south end of campus near Chan Shun Hall already reveals that this approach does not promote walking as a transportation method of choice. Such a parking strategy promotes increased driving and discourages walking for the driver and for others. A health-oriented approach towards parking therefore emphasizes walking as the primary means of transportation, with parking playing a supporting role.

Despite the pseudo-science of conventional parking requirements, it is usually not possible to accurately estimate parking needs for new facilities because their interior lives are simply too complex. Because we fear the worst-case scenario, we therefore usually overbuild parking for all but a few days per year. This costs a tremendous amount of money, typically $1,500 per surface space + maintenance. Parking lots should be limited in support of economy.

Parking Placement

On-Street Parking

On-street parking is an important tool because it eliminates the need for dedicated driveways within parking lots. Because the drive already exists in the form of a vehicular travel lane, on-street parking is very efficient, especially diagonal parking.

Pocket Parking

As much as possible, parking lots should be tucked between the sides of buildings and behind trees to keep them away from Campus Greens, streets, and primary building frontages. Pocket parking can be very opportunistic, as seen behind Harrigan Hall, which reduces the visual impact. They can also be large, as at Johnson Gymnasium, which is deficient in landscape and walkways.

Large Parking Lots

Large surface lots are necessary in some instances, as at Pioneer Memorial Church and east of the Howard Performing Arts Center. In general, large surface lots should be kept outside of Campus Circle Drive.

Existing

Current parking options for Meier, Burman, and Damazo residents are shown in red here. On-campus driving is easy.

Proposed

Possible scenario for restricted parking options for Meier, Burman, and Damazo residents. All on-campus transportation would be by foot.

Existing

Current parking options for commuting community students are shown in teal here.

Proposed

Possible scenario for restricted parking options - student must choose a lot color and is limited to that parking lot.

“Park-Once” Management

One aspect that inflates the perceived need for parking lots is on-campus trips from parking lot to parking lot because it is convenient. Andrews University is atypical for giving students a broad range of choices for where to park. The 2013 Campus Master Plan projects a “Park-Once” Management strategy that asks students to park in a dedicated parking lot and then walk to all remaining destinations for the day. This strategy reduces the need for convenience parking and the number of automobile trips, which promotes safety. Faculty and staff will continue to enjoy special parking privileges, as is typical on university campuses. The examples above seek to illustrate how a “Park-Once” strategy might be implemented via sticker management.

Parking Lot Design Guidelines

Pedestrian Comfort and Safety

Parking lots should be designed to include walkways that enable pedestrian movement within parking lots but outside of driving lanes. Walkways should be separated from roads by planting strips (parkways) and trees to promote safety, comfort, and some shelter from the weather. Parking lots should have limited access to adjacent streets to limit vehicular crossing locations and possible conflict points. Visibility at these access points should be prioritized.

Green Parking Lots

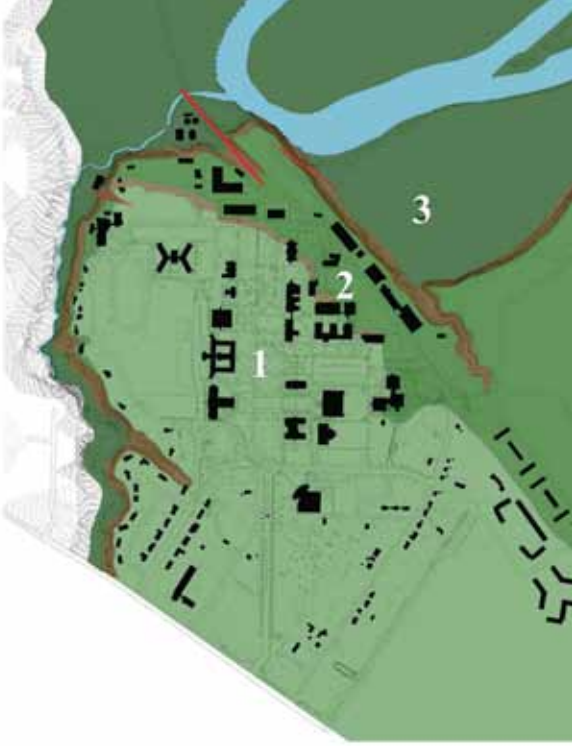
Medium and large parking lots should feature planting strips (parkways) between parking lanes. These parkways should include trees that can reduce ambient temperatures on hot days and help block the wind for pedestrians on cold days. Parkways should be designed to prevent drivers from accidentally crossing into them and should provide periodic opportunities for pedestrians to cross them comfortably.

Visual Screening

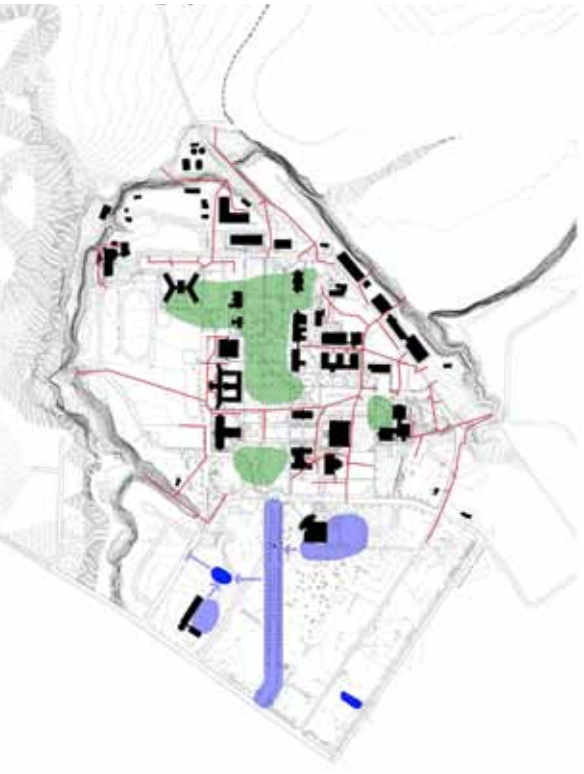
Parking lots should be visually screened from roads and campus greens. Visual screening can occur with planting strips (parkways) that include tree lines and other landscape elements. Hedges can provide effective screening, as can the use of attractive garden walls. Screening parkways should be wide enough to accommodate best planting practices and pedestrian paths.

Building Frontages

While primary building fronts should not be oriented toward parking lots, buildings that adjoin parking lots should face them with secondary frontages. Parking lots tend to be safer and more pleasant when defined by building frontages with clearly identifiable entrances. Avoid blank walls and utilitarian entrances facing onto parking lots.



This topography diagram illustrates the three plateaus of campus, the surrounding bluffs, and the main access points to the bluffs.



This diagram shows documented stormwater pipes. Undocumented areas are in green.

Stormwater Management

"The earth is the Lord's, and everything in it, the world, and all who live in it."

Psalms 24:1

Roads and parking lots generate stormwater that picks up petroleum and other pollutants as it sheet-flows toward drainage inlets. This polluted water ultimately ends up in stormwater pipes before it ejects directly into the natural woods below the bluffs. A site inspection with stormwater management consultant and environmentalist Marcus delafleur concluded that the Saint Joseph River Valley and Lemon Creek Valley are in relatively good ecological health near the stormwater outlets. While there is some environmental damage that needs repair, the existing system is currently not overwhelming our surrounding natural lands and the species habitat that it provides.

However, increased development, and especially parking lots and roads, may negatively shift this scenario if the appropriate stormwater provisions are not made in advance. Therefore, new parking lots should be limited and feature sustainable stormwater management devices such as pervious pavement or pavers, bio-retention swales, and rain gardens. These swales and rain gardens use moisture-tolerant native species that help to absorb the runoff in times of rain. The soil is engineered to assist this process and helps to filter the water naturally. The ultimate goal is to infiltrate as much water as possible locally so that it can naturally seep out of the bottom of the bluff ravines and enter the river in a clean state. This type of stormwater management can also help to prevent local flooding and its adverse impacts on landscape. Also, sustainable stormwater infrastructure can be considered as an aesthetic asset rather than a mere utilitarian component.

"The healthfulness of youth requires exercise, cheerfulness, and a happy, pleasant atmosphere surrounding them, for the development of physical health and symmetrical character."

Ellen G. White
Christian Education, 46.2

Goal 6.

Promote Home-Like Living

Promoting a Lifestyle of Whole Health

The 2013 Campus Master Plan advocates that all types of students have the option to live on campus in order to pursue a lifestyle of whole health during their studies: for mind, body, and spirit. Campus life benefits from regular access to quality facilities and support for worship and ministry, independent and collaborative study, dining and social life, indoor and outdoor recreation, and basic retail within or conveniently proximate to the heart of campus.

Andrews University supports the design of residence halls that espouse a home-like atmosphere for students. Students should feel safe, comfortable, spiritually connected, and cared for as they learn to govern themselves. Quality residence halls will offer students opportunities to study together, pray together, and foster long lasting social bonds. Given that existing residence halls are near capacity, this means that new residence options must be provided on campus if student numbers continue to increase.

Faithful Independence

"The youth must be impressed with the idea that they are trusted."
Ellen G. White, Christian Education, 46.2

Especially in light of the increasing graduate population, new residence halls should seek designs that assume a faithful, more independent student life as part of smaller increments of housing groups as an alternative to large dormitories. While a range of residence opportunities is clearly needed, care should be taken not to design structures that suggest hotel-living or a utilitarian approach towards warehousing students.

Life Outside

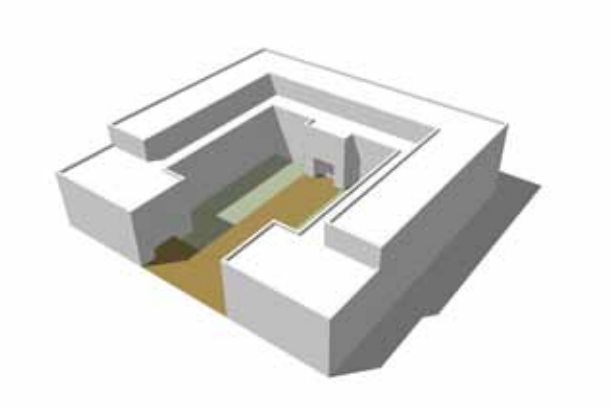
Residence hall design should promote contact with nature, just like any other healthy building on campus. This means that residence halls should be less introverted, as security should not come at the expense of promoting a regular and convenient contact with generous views, fresh air, sunlight, and active outdoor life. Courtyards should be designed as destinations to be used for outdoor activities rather than mere light wells. Common areas should be immediately connected to usable outdoor spaces in order to promote a spilling out of student life.

In his book *Studies in Christian Education*, E. A. Sutherland, the first president of our campus, advocated strongly for small groups of housing to promote Christian self-government.

"Our school homes have been established that our youth may not be left to drift hither and thither... but that, as far as possible, a home atmosphere may be provided that they be preserved from temptations to immorality and be led to Jesus."

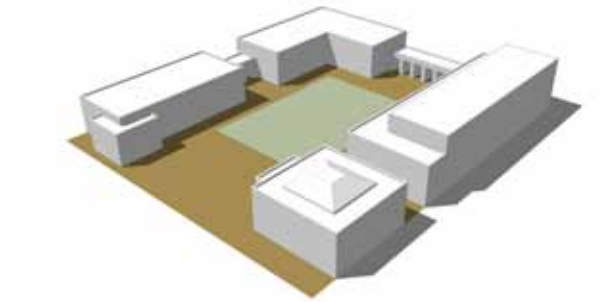
Ellen G. White
Testimonies for the Church Volume 6, 168.2

Residence Hall Building Types



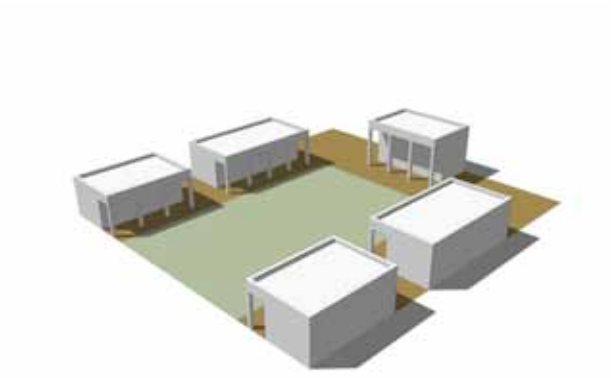
Traditional Dormitory

Most suited to: freshmen to junior year students, when it is beneficial to have closer supervision by deans and residence advisors.
Independence: allows for least amount of self-government.
Security: highly controlled.
Amenities: dormitory community setting that shares most amenities.
Cost: most efficient in the long run but requires large up-front cost.



Court of Small Residence Halls

Most suited to: senior, graduate, and honor students.
Independence: allows for partial self-governance while still promoting convenient access to residence advisors.
Security: can be secured by the use of garden walls and/or security gates.
Amenities: a smaller residence community with access to some shared amenities.
Cost: less up-front cost. Buildings can be phased in as needed.



Court of Independent Units

Appropriate for: graduate and married students
Independence: allows for greatest autonomy
Security: no controlled security
Amenities: autonomous units with access to shared exterior space and limited shared amenities.
Cost: least up-front cost. Buildings can be phased in as needed.

A Range of Opportunities for Dwelling on Campus

Residence halls should consider all types of students and their level of independence:

- Freshmen, sophomores, and juniors may benefit by living in a larger dormitory community setting with closer supervision by deans and residence advisors.

- Seniors, graduate, and honor students may benefit from smaller apartment-style units with kitchen facilities, promoting independent living. Apartment-style units should continue to be arranged as unified groups of buildings surrounding a common exterior space and possibly share limited common spaces, including worship space and laundry facilities.

- Married students should enjoy the highest level of autonomy but still feel welcome to live in and contribute to every-day campus life.

A Residence Hall for Illustration Purposes

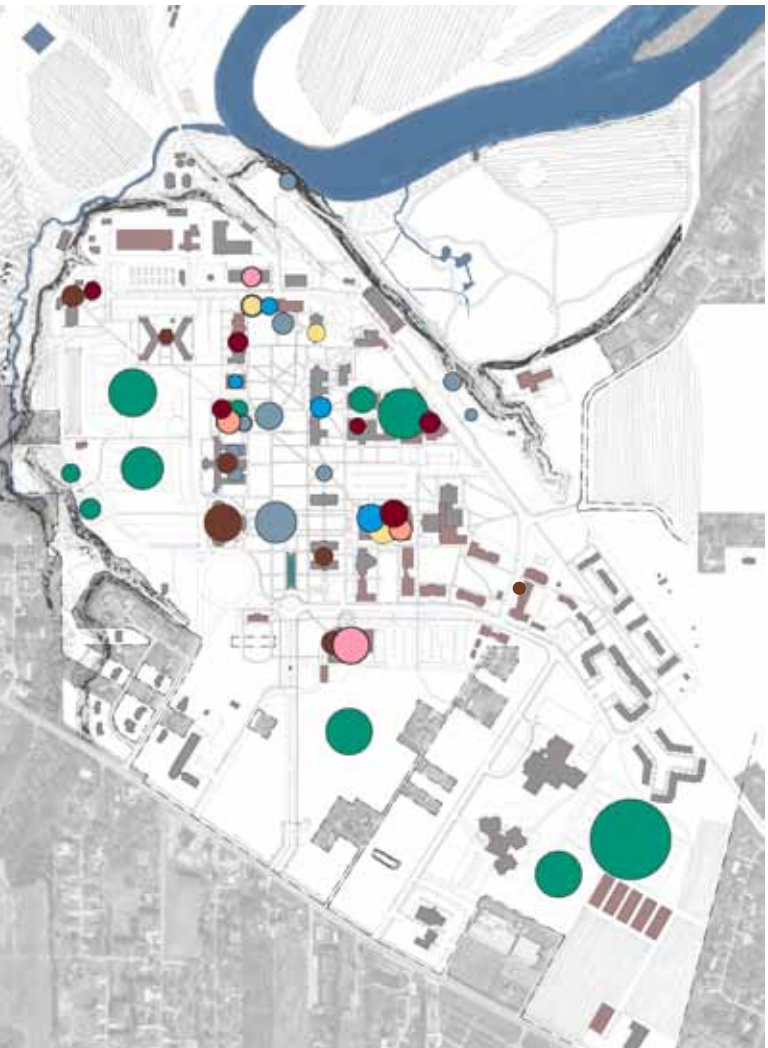
The Illustrative Vision Plan on page 18 includes a series of small and medium residence halls located between the existing graduate housing and the Science Complex. An illustrative view of the long-term build-out can be seen on page 31. The image above focuses on part of this grouping in order to illustrate best practices for residence hall design, with an emphasis on housing for upper-level and graduate students.

In this case, the old Alumni House pictured in the foreground is retrofitted to serve as the dean's home, centrally located within the group of residence halls. The halls themselves are relatively small and can be phased in smaller increments. The frontages include various opportunities for outdoor life, including balconies, terraces, an entry plaza, and a walled fore court featuring a glass chapel to make worship visible to the campus. Interior common spaces are placed behind larger windows at key locations to visually connect students with outdoor activity at intersections and crossings. Parking is located in the rear of the building.

Distribution of Residence Halls

The proposed distribution of residence halls concentrates lower-level undergraduate housing opportunities in the northwest, while upper-level and graduate housing opportunities are concentrated towards the southeast. New residence halls are smaller to enable incremental implementation.

- Dormitory Suites
- Apartments
- Traditional Dormitories
- Renovated Housing
- New Housing
- Existing Buildings
- Proposed Buildings



Student Life Activity Centers

A broad range of activity centers and student life amenities should be located across campus, especially where students are during the day time.

- Athletic/Recreational Facilities
- Meeting Rooms
- Dining Facilities/Cafe
- Outdoor Gathering Area
- Study Spaces
- Art/Performance Center
- Computer Stations
- Worship Spaces
- New or Enhanced

This example shows Lamson Hall retrofitted with a securable archway to access the northern courtyard.

Large Dormitory Design

"The mistakes that have been made in the erection of buildings in the past should be salutary admonitions to us in the future. We are to observe where others have failed, and, instead of copying their mistakes, make improvements."

Ellen G. White,Testimonies for the Church, 92.2

Large dormitories, if necessary, tend to use courtyards to enable access to natural light. Ideally, these courtyards should be three-side to preserve open views towards the rest of campus or the natural world. If a fully enclosed courtyard is necessary, large access openings should be provided to prevent the courtyard from feeling isolated. In either case, courtyards and their surrounding frontages should be designed for outdoor life and activity, not as mere light wells or landscape containers.

This example shows the northern courtyard retrofitted as a usable outdoor space, with the chapel wing reconstructed.

"The very simplicity of the buildings that we use will be a lesson in harmony with the truths we have to present."

Ellen G. White
Medical Ministry, 309.2

Goal 7.

Simple Buildings

Simplicity

"The fewer grand buildings there are around our institutions, the less vexation we shall experience."

Ellen G. White
Testimonies for the Church, Volume 7, 88.1

Buildings at Andrews University should be relatively simple in form, modest in appearance, and substantial in their quality of workmanship and material choices. Their apparent simplicity is to be sophisticated, with a disciplined complexity that seeks to serve modern education and the goals of this Campus Master Plan. If there is one unifying feature in our architecture, it is a straightforwardness of purpose and an aesthetic deference towards nature and campus life.

Economy

"By strict economy we are to show that we realize that we are strangers and pilgrims on the earth." "Nothing that savors of extravagance is to be seen in the outlay of means for building or for furnishing because we have a prospect of receiving donations."

Ellen G. White, Manuscript Releases Vol. 10, 241.1

Simplicity supports an economical architecture that is as efficient in its construction as it is in its spatial relationships. Simple buildings can help to save money for other purposes and ministries, while simple forms can enable appropriate budgets for durable materials that promote long-term stewardship. Rather than a campus full of self-referential "signature buildings", its quality of character derives from a unity of purpose and consistent character of building, arranged around clear "outdoor rooms" filled with trees and light.

Joy

"Our means is to be used in providing cheerful rooms, healthful surroundings, and wholesome food."

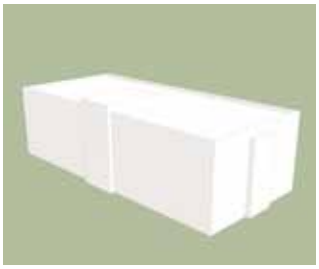
Ellen G. White, Counsels on Health, 277.1

The grand simplicity of the Life of Jesus inspires our efforts at Andrews University, including in the realm of building, where simplicity can yield a rare type of joy that is uncluttered by human hands and opens the eye towards the beauties of nature and His love.

Our campus has a long history of simple, neat, and substantial buildings set amongst magnificent landscapes. Pictured here in the 1930s.

"In erecting our buildings and providing facilities for the work, we should be careful not to make our preparation so elaborate as to consume money unnecessarily; for this means in every case inability to provide for the extension of the work in other fields, especially in foreign lands."

Ellen G. White
Testimonies for the Church, Volume 7, 215.2



Massing

Building massing at Andrews University is generally very simple. Simple volumes tends to be more economical and efficient and help to keep architecture deferential as a quiet background to the trees, sky, and campus life.

Historically, the “simple boxes” at Andrews used simple techniques to enliven facades and to shape understated yet sophisticated compositions. This includes the use of shallow projections for bays and towers, simple horizontal bands and string courses at bases and parapets, and the subtle modulation of wall thicknesses to provide dynamic parapets and pilasters. Other simple projections such as porches and buttresses, as well as shallow relief panels in line with openings are common tools to give character to what might otherwise be considered straight walls. Windows tend to be spaced in even rhythms along the facades to reinforce the simple massing.

While it may be appropriate to introduce more complex geometries in limited instances, it should be noted that unnecessarily complicated parts of buildings can divert financial resources away from other parts.

Roofs and Height

Roofs at Andrews University are generally flat roofs with parapets surrounding them on all sides. In general, this pattern should continue provided that careful attention is paid to waterproofing and insulating the roof. Roofs should drain through parapets via scuppers and exterior downspouts to channel water toward local bio-infiltration areas. Roofs should generally not be used for the storage of mechanical equipment.

Most buildings at Andrews University are two to three storeys high, while secondary buildings are often one storey. In general, all buildings should continue this pattern with the possible exception of towers.

This series of illustrations intends to show the additive way in which layers of detail can make a sophisticated complexity

Entrances

While the majority of building facades tend to be relatively simple and restrained in architectural detailing, most attention tends to be given to entrances, where human beings most interact with the facade. Entrances should be the most celebrated parts of buildings, with plenty of light and opportunity for seating or informal gathering. This contrast between the wall and the entrance is a unifying feature for most buildings in the heart of campus.

A wide range of creative entrance designs can be found across campus, including colossal porches on a raised staircase (as seen at the Seminary); delicate Collegiate Gothic pilasters and finials, flanked by low wing walls for informal seating (as seen at Bell Hall, which is otherwise a simple brick box); and generously glazed stair towers (as seen at the Campus Center). Other examples of great entrances can be found throughout this document.

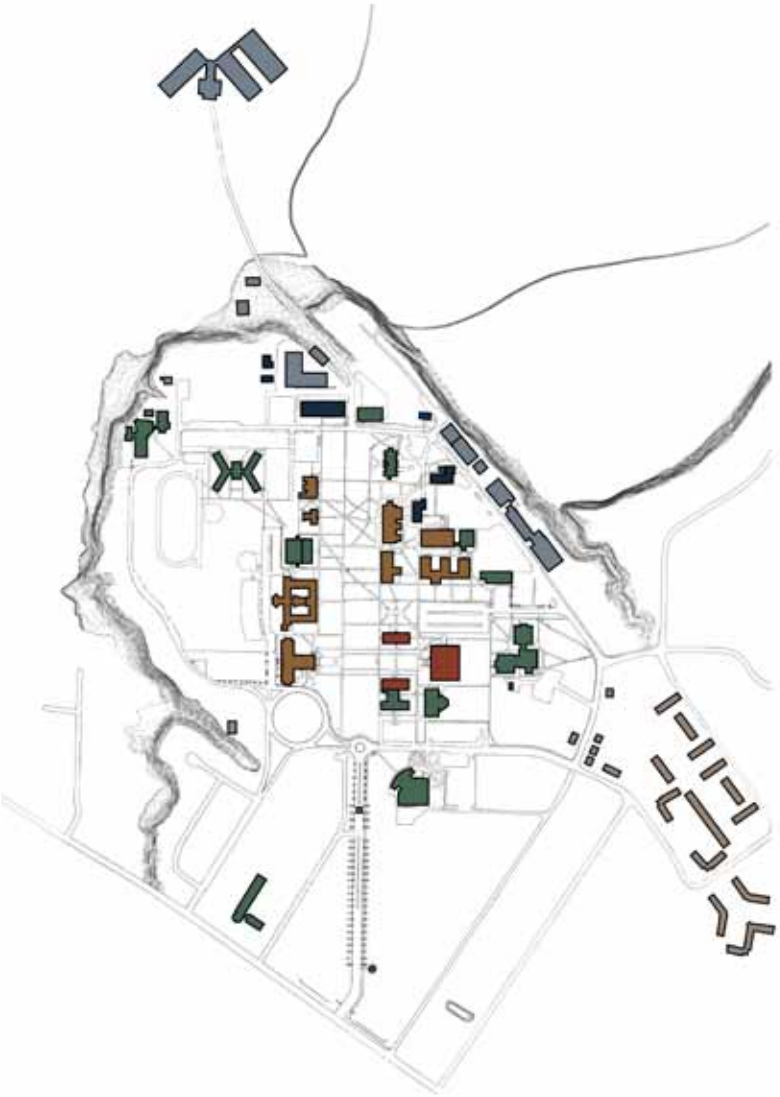
Entrances should be accessible for the disabled, and necessary devices such as ramps should be seamlessly integrated into the design rather than appear to be grafted on.

From top: the Seminary porch, a rear entrance at Bell Hall, and a stair tower at the Campus Center.

The key architectural styles at Andrews University, *from top to bottom*: The Art & Design Building is "Andrews Federal", Nethery Hall is "Andrews Gothic", the library is "Andrews Deco", and the Howard Performing Arts Center is Modernist.

Architectural Styles

- "Andrews Federal"
- "Andrews Collegiate Gothic"
- "Andrews Deco"
- Various Modernist
- Utilitarian



This illustration shows a view of the campus green proposed south of the Science Complex. The foreground is framed by an addition to the James White Library on the right. See page 31 for more.

Diversity

"Different styles of building may be appropriate to different locations.
In the breastplate of the high priest there were many stones, but each stone had its special significance, bearing its important message from God. There are many stones, but one breastplate. So there are many minds, but one Mind. In the church there are many members, each having his peculiar characteristics, but they form one family."
- Ellen G. White, Evangelism 379.5

Andrews University includes a diverse range of architectural styles that represent the different periods of its history. Certain campus spaces are dominated by certain styles, and new buildings in those spaces should be especially sensitive to the patterns and characteristics of the prevalent style. But there is no singular campus-wide style. The aesthetic character of buildings should have the freedom to evolve, provided that the intentions of the Campus Master Plan and its guidelines are met.

Architecture for the Sciences and the Health Professions

The future green south of the Science Complex is envisioned to be architecturally defined by simple but modern buildings appropriate to the disciplines it is home to. The School of Health Professions, visible in the center right, visually anchors the space as one approaches it from the north. Other future buildings here may include additional health-related facilities and engineering. As an area focused on graduate education, it is proximate to graduate housing.

Material Palette

The exterior material palette should emphasize brick, limestone, and transparent glass. Except at University Green and the new southeast green, brick should generally use the “Old Hickory” color as established by Nethery Hall. The University Green should continue to emphasize matching yellow brick, while the new southeast green should build on a more orange brick introduced by the Science Complex. Brick colors should be relatively consistent.

Materials such as metal and concrete can be introduced, but should remain complimentary to the generally warm color palette established above.

Details for Joy

Simplicity is not intended to exclude joy in detail and design. Many buildings at Andrews University are simple in overall form and structure, yet include a rewarding array of celebrated architectural elements that adorn entrances in particular.

Durability

Building materials and designs should endure for generations in order to help limit the economic burden of rebuilding and substantially renovating buildings. This pertains to long-term economic stewardship, but also helps to mitigate more immediate maintenance concerns.

Exterior walls should be especially durable, and window fixtures and doors should be chosen to last. Glass curtain walls, while attractive for their ability to let in light and views, can become more difficult to maintain over the long term, especially as window technology improves and replacement of custom components becomes difficult. These should therefore be used cautiously.

For this reason, traditional windows in punched masonry openings provide a good and simple solution, with sufficient flexibility for repair and replacement.

Nethery Hall is a good example of windows chosen to last.

Flexibility

This durability of the shell can be complimented by providing simple structures that enable the relatively simple replacement of mechanical systems over the long term.

Simple structures can also make buildings more flexible for future, unanticipated uses. Custom shapes and atypical designs are more difficult to adapt. As much as possible, structures and their egress systems should permit a broad range of flexibility for interior partitions and changing space plans.

"Some may ask, Why does Sister White always use the words, 'plain, neat, and substantial,' when speaking of buildings? It is because I wish our buildings to represent the perfection God requires of His people."

Ellen G. White
Evangelism, 378.1

Contacts and Acknowledgements

A Campus for Health & Wellness
Mens Corpus Spiritus

2013 Master Plan and Design Guidelines

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p. 63:

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"Our ideas of building and furnishing our institutions are to be molded and fashioned by a true practical knowledge of what it means to walk humbly with God."

Ellen G. White
Testimonies for the Church Vol. 7, 93.1

Andrews University

A Campus for Health & Wellness

Mens Corpus Spiritus

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