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FIRM PROFILE

Shepley Bulfinch Richardson and Abbott (SBRA) is an integrated international design practice providing planning and design services to institutions in higher education, healthcare, and science. Our mission as a firm is to create architectural designs of exceptional artistry, to realize the aspirations of our clients and to enhance the community and the environment for this and future generations.

The firm was founded in Boston in 1874 by Henry Hobson Richardson, one of the first internationally famous American architects and a major early influence in American architectural design. The firm is distinguished both by its rich heritage and by the depth and diversity of its practice: together, these attributes offer clients the benchmarking value of an exceptional breadth of knowledge.

Shepley Bulfinch Richardson and Abbott is a privately held Massachusetts corporation. It was incorporated in 1972, following almost 100 years of practice as a partnership. Of our 25 principals, five comprise the Board of Directors and one serves as President. Our professional staff is experienced in the areas of master planning, architectural and interior design, technical detailing and documentation, and construction administration. Of our 220 firm members, 72 are registered architects.

Recent honors for our work include a Higher Education Facilities Award from the Boston Society of Architects/AIA for Higgins Hall Expansion and Renovation at Boston College; an AIA Connecticut Honor Award for Design for the Irving S. Gilmore Music Library at Yale University; Awards of Honor from the AIA/Colorado Chapter and AIA/Denver Chapter for the University Center Expansion at the University of Colorado; and a Healthcare Facilities Design Honor Award from the Boston Society of Architects/AIA for The New Bronson Methodist Hospital. SBRA was also honored for its restoration of the Boston Public Library with the 2001 Harleston Parker Award—the Boston Society of Architects' highest award given to the most beautiful piece of architecture in Boston.
ELEMENTS OF CAMPUS DESIGN

Beneficial to any planning or design process is an examination of the ways in which other academic institutions have addressed the challenges of creating places that are both utilitarian and beautiful. Evaluating models—both successful and unsuccessful—can be useful in moving the planning process forward by reducing the time spent reinventing existing solutions or repeating proven mistakes.

The premise of the evaluation is that there are three central elements defining the physical beauty of a college or university campus:

- Sense of Community
- Hierarchy for Movement
- Symbolic Identity

Sense of Community

The interaction of humans is critical to the success of a campus because, after all, the central mission of most higher education institutions is the diffusion of knowledge and ideas between faculty and students. A true campus can only exist in an environment where there are opportunities for people to gather and interact.

The civic fabric of Harvard Square in Cambridge, MA is a good example of the energy and excitement that occurs as the campus and city mesh together. The sense of community in this example is reinforced by the mix of land uses, intensity of pedestrian activity, and the use of architectural elements to frame gathering spaces. The campus is as much a part of the city as the city is a part of the campus.

Building entrances are more than just means of access and egress to buildings – they are also celebration points and gathering areas. The architecture and site design of these portals need to capture their prominence in defining the sense of community on a campus. (Keene State College Academic Building, left)

The type and proximity of different land uses also influence the sense of community within a campus. At Harvard Business School, for example, residential, academic, and student life uses are intertwined in an area slightly larger than ten acres in size. The idea of limiting or restricting uses to specific zones of a campus can negatively impact the sense of community.

Informal and formal gathering spaces need to be distributed throughout the campus. Formal spaces such as the Fountain Plaza at the University of Colorado - Boulder are intense spaces that are often adjacent to dining and student service facilities. Less formal spaces are found along any pedestrian corridor such as Appian Way at Keene State College in New Hampshire.

Small scale, intimate gathering spaces and lawns provide students and faculty opportunities for groups of two or three to gather in a more private setting. These spaces are also ideal for individuals to spend time on their own studying or relaxing.
ELEMENTS OF CAMPUS DESIGN

Hierarchy of Movement

Colleges and universities are overflowing with resources and learning opportunities. One of the greatest challenges in the planning and design of a campus setting is maximizing access to these resources. Movement to, through, and within a campus needs to be efficient, but at the same time, graceful. The simple act of moving between two points on the campus needs to be as exciting and engaging as the learning that takes place in the classroom.

A walk along a campus can be much more inviting if it is animated either by buildings, landscape, or people. For example, at the University of Illinois, trees and pedestrian seating come together to shape a pathway that is welcoming and dynamic.

Pathways along major campus axes should be reinforced with a visual icon or reference points that visually orient pedestrians to their destinations. These landmarks help the pedestrian judge distances. At the University of Florida, Century Tower is positioned at the intersection of several major campus pathways.

To further reinforce pedestrian orientation, pathways should align with building entries. This example below at Washington and Lee University emphasizes this point.

Corridors, whether vehicular or pedestrian, are more inviting if they are framed by the landscape or by architecture. To be effective, framing elements need to be of sufficient scale. The Colonnade at Washington and Lee University, Newell Drive at the University of Florida, and Main Street at Illinois Wesleyan University are illustrations of corridors.

Symbolic identity

Each campus is a symbol. It is a symbol of the quality of education, it is a symbol of civic pride, and it is a symbol for all the alumni. The scale of a campus demands that the symbolic identity be strong and consistent. For first-time visitors, campus symbols are critical in wayfinding and orientation. For the everyday student, faculty, and staff member, these symbols are subconscious reminders and guides that form their lasting images of the campus.

Landscape and buildings are equal partners in defining the symbology of the campus. Buchtel Tower at the University of Denver is a good architectural example while the Lawn at the University of Virginia is a classic example of a symbolic landscape.

Colby College is also a good example of a campus with several large open spaces: the Main Mall, the Chapel Lawn, and Roberts Row. All three spaces radiate from the Miller Library, the most important building on the campus, but only one is seen as the signature space for the campus. It would be awkward to consider any redesign that may alter this hierarchy.
ELEMENTS OF CAMPUS DESIGN

Broad open lawns define the memorable open space of a campus. Programmed open spaces, such as play fields, should not be classified as memorable open spaces because of the restrictions placed on their use. There should be only one signature open space on a campus. This does not suggest that open space should be restricted, but instead suggests that when there are several large open spaces on the campus, there should be a clear hierarchy reinforcing the symbolic importance of the most important space. At Ohio State University, the Oval is clearly the most important open space on the campus. Both the architecture and landscape architecture reinforce its importance. Mirror Lake Hollow, a space equally as large as the Oval, is a much less formal space and likely never considered the signature for Ohio State.

Significant campus buildings, such as the Ames Library at Illinois Wesleyan University, become important reference points for all experiencing the campus. Much like the development of memorable open spaces, the use of architecture needs to be based on a hierarchy where one or two buildings are understood as the most important and primary campus symbols, while the others are supporting.

The use of consistent building and landscape materials can create a symbolic identity for a campus. One of the better known examples is the University of Colorado-Boulder. Many designers will debate or resist efforts to carefully control the palette of building materials: however, few can deny that there is a true symbolic identity established for a campus when consistent materials are used.

One of the strongest symbols on any campus is the manner in which it captures the regional landscape. The University of Colorado-Boulder has views of the Flat Irons, Utah State has views of the Wasatch Mountains, and MIT looks out over the Charles River to the Boston skyline.
Master Plan Experience

The primary goal of any campus master plan is to understand the intellectual, social, and spiritual issues and values that make a college or university unique and to translate these values into a campus environment.

SBRA has a long history of developing unique campus plans that reflect and enhance the missions of academic institutions and of designing memorable and timeless campus fabrics that are unique to each institution. Our success in campus master planning is centered around our ability to respond to planning and design imperatives that include:

- Creating a sense of place—an environment which is grounded in the particular mission and vision of an institution
- Providing opportunity for human-scale environments that foster collaboration and an exchange of ideas—places where people work, recreate, contemplate, socialize and, in general, feel good about their overall environment
- Analyzing and understanding site conditions and environmental factors on the campus
- Devising building and campus designs that are functional, economical, attractive, and that effectively utilize the site
- Establishing an architectural and landscape design aesthetic that respects and is integrated with the natural qualities of the site
PROJECT EXPERIENCE

SBRA has a long history of developing unique campus plans that reflect and enhance the mission of academic institutions and of designing memorable and timeless campus architectural fabrics that are unique to each institution. These include the original Stanford campus and much of the Harvard University campus.

Recently SBRA has led the development of campus plans for Xavier University, the University of Denver, Illinois Wesleyan University, Worcester Polytechnic Institute, Johns Hopkins University, and Universidad de los Andes. This experience gives SBRA a broad overview of the issues facing colleges and universities today.

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- devising building and campus designs that are functional, economical, attractive and that effectively utilize the site.
- establishing an architectural and landscape design aesthetic that respects and is integrated with the natural qualities of the site.
Worcester Polytechnic Institute (WPI) is at a critical point in its 138-year history. Known mostly for its unique project-based undergraduate engineering programs, WPI is beginning to emerge as a world-renowned research university and is carving out a niche that it hopes will satisfy a shortage of biotech manufacturing skill in the Commonwealth of Massachusetts. Both landlocked and land-shy, the core WPI campus has few remaining building sites to accommodate future growth.

SBRA has been engaged by WPI to develop a master plan that will further define and clarify the strategic vision for the University over the next 20 years. The WPI campus represents an integral element in the history of the City of Worcester with many of its campus buildings included on the National Register of Historic Places.

**Major Planning Issues**

- Continue to be responsible stewards of its architectural legacy
- Enhance links with the Worcester community, particularly as the new Bio-Engineering Institute evolves from initiative to reality
- Examine ways to decompress the main campus to free up space without losing the intimate sense of community fostered by the small size of the campus
- Revitalize surrounding neighborhoods as the need to expand the campus becomes more pressing
The 125-acre University of Denver campus, located just east of downtown Denver in the University Park neighborhood, is home to 10,000 students. Over the past decade, DU has campaigned to increase enrollment, replace aging facilities, and is presently in the process of consolidating their satellite Park Hill campus which houses the Music and Law programs.

The Land Use Plan establishes a series of broad planning principles designed to guide campus development. The goal of the project is to create a 20-year framework plan which represents the collective vision of the three constituents: the University, the City, and the neighborhoods.

Major Planning Issues

- Identify elements of the campus that are cherished and need to be protected in the future
- Engage in a collaborative planning process with University, the local community, and the City of Denver that studies options for internal campus growth along with planned changes in the regional transit and transportation systems
- Better predict future campus boundaries and assess development capacity in conjunction with present and future zoning characteristics
- Accommodate a twenty-seven percent growth in enrollment
- Coordinate pedestrian circulation systems and busy street crossings
- Create a concept for future open space and building development that reinforces the physical unity of and interconnectedness between the campus and its urban context
In July, 2003 SBRA began a District Study for the South Quadrangle, an underutilized part of the campus that will be the future home to approximately 250,000 g.s.f. of new academic space. The district plan will include a new Admissions and Visitor Center, Computer Engineering building, Humanities building, and Biomedical Engineering building. The plan also calls for 500 new parking spaces to be placed below a new quadrangle that will be framed by these new buildings.

**Major Planning Issues**

- Respond to existing network of urban green space
- Emphasize primary landscape elements to organize campus development
- Plan for flexibility and phasing
- Integrate circulation and parking with the topography
- Recognize the historic significance of the parkway road system that unites the campus
- Integrate circulation and parking with topography
- Support multiple campus entries that convey an appropriate civic and institutional image for the campus
- Create a cultural corridor that knits together elements of the campus
- Reinforce Homewood as a walking campus
SBRA has been commissioned to complete a campus master plan for Eastern Virginia Medical School in Norfolk, Virginia. EVMS, founded in the 1970s, has an enrollment of 400 medical students, 250 residents with 600 full time faculty and researchers. Known for specialty programs in reproductive medicine and diabetes research, EVMS is looking to undertake innovative approaches to medical education. The project is addressing programmatic needs that will unify academic, research, and clinical programs. The master plan explores new physical planning strategies for the campus that also work in concert with the planned redevelopment of the City’s historic waterfront.

**Major Planning Issues**

- Clarify and adjust institutional goals, objectives, and priorities as they relate to existing or desired physical resources
- Define the physical resources required to sustain or to advance the institution’s mission, goals, objectives, and priorities
- Identify a sequence of physical improvements and phasing strategy that reflects institutional priorities and the realities of financing and phasing
- Describe physical improvements in sufficient detail to establish a sense of purpose, size and probable cost
- Integrate the needs for repair, modernization and re-use of existing facilities into the long range planning of the Medical School
- Coordinate the location of existing and future campus improvements to achieve a functional, attractive, and comprehensive design
- Conceive a framework flexible enough for making day-to-day facilities decisions and for establishing longer-term land use parameters
- Document for those outside the institution (donors, foundations, government, friends, neighbors, accreditation agencies) that the School’s physical resources are well managed
Shepley Bulfinch Richardson & Abbott

Campus Master Plan
Colby College
Waterville, Maine

SBRA has worked with Colby College since 1975. In that time, SBRA has completed a number of projects including the expansion and renovation of Miller Library, additions to the College’s Athletic Complex and the Bixler Arts Center, and the renovation/conversion of over 12 student residences. SBRA has also designed two new buildings on campus, the Lunder Administration Center and the F. W. Olin Science Center.

SBRA recently completed a two-phase comprehensive campus plan. The campus plan addresses the future growth and development of the campus and includes a space utilization study and peer benchmarking analysis, as well as an evaluation of all physical attributes of the campus.

Master Planning Issues
• Identify opportunities for future growth and evolving image of the College that is complementary to the formal Larson plan without strict adherence to it
• Develop strategies for reducing pedestrian and vehicular conflicts on campus
• Identify bypass route alternatives to reduce the amount of through traffic on campus
In 2002, we completed a Campus Master Plan for this 75-acre campus. The planning process was designed to update the University’s previous master plan. The plan addresses the desire to increase on-campus student housing, build a new theater, and upgrade classroom facilities.

For the past few years, SBRA has been working with the University on multiple projects including a new Library, the adaptive reuse of Memorial Gymnasium into the Hansen Student Center, new Dance Studios, and a new Campus Entrance Gateway.

Major Planning Issues
- Define current and future space needs for classrooms, faculty offices, and administrative support
- Define scenarios for the renewal or replacement of several major academic and administrative facilities on campus
- Develop a strategy for diversifying on-campus living options for students
- Articulate a strategy for future land acquisition and land use
SBRA has recently completed a Campus Master Plan for Meredith College’s 225-acre campus. This project engaged faculty, staff and students in developing a long-term vision for the historic campus. Founded in 1899, Meredith College is the largest, private four-year women’s college in the Southeastern United States. Like many small liberal arts institutions, Meredith has a great legacy and a beautiful campus. The campus master plan will play an important role in shaping how Meredith College will continue to educate women to excel.

**Master Planning Issues**

- Develop a plan that embraces both the campus’ historic fabric and a vision for the future.
- Assess space and facility needs for current and future programs
- Recommend building renewal strategies focusing on residence hall upgrades, dining and campus center improvements, expansion of physical education, athletic and recreation facilities, and expansion of faculty office space
- Outline a phased implementation strategy
- Maximize use and utilization of campus building resources while at the same time providing students, faculty, and staff with attractive and up-to-date learning spaces
To accommodate the projected enrollment of 10,000 undergraduate students and 500 graduate students, Universidad de los Andes engaged Shepley Bulfinch Richardson and Abbott, in association with Child Associates, to prepare a master plan for approximately 70,000 to 80,000 g.s.m. of new space, including a new Business School, Academic Medical Center, and a new Rectory building.

The plan proposes, as the heart of the campus, a corridor that will link together the many different components that comprise the University and will be a place on campus where students may meet and enjoy the world beyond the classroom. While this “corridor” will serve as the primary open space, there are a number of small gathering spaces and plazas that will also be created.

**Major Planning Issues**

- Identify a main corridor to serve as the heart of the campus and to function as the primary corridor for pedestrian movement
- Develop strategy to improve vehicular traffic flow on campus
- Identify opportunities for open space and gathering areas
- Develop surface and underground parking plan to meet increased enrollment needs
SBRA developed a comprehensive master plan that evaluated academic program, campus life, information resources and technology, landscape, and Grinnell as a place. The planning process included a needs assessment through meetings with constituent groups on campus, alumni, trustees and members of the surrounding community. The existing buildings, grounds and utility infrastructure of the 95 acre central campus as well as a 365-acre environmental research area were analyzed.

**Major Planning Issues**
- Strengthen relationship to the City of Grinnell
- Create new sense of arrival
- Plan for increased enrollment
- Maximize utilization of existing facilities
- Provide additional opportunities for faculty/student interaction
- Increase on-campus student housing and expand offerings
- Enhance athletic facilities
SBRA developed a Comprehensive Master Plan to address current and future needs at Rollins College. The 67-acre campus is set in a beautiful Florida landscape on Lake Virginia, and its architecture is designed in a Spanish Mediterranean style.

SBRA is providing continuing stewardship for the architectural and landscape legacy at the College. SBRA has recently completed the Cornell Campus Center and the Rice Family Bookstore. Over the past decade, we have assisted the College in planning studies for a Residential Life Study, Executive Education Center, new Athletic Center, Fine Arts Museum, and Science Center.

Major Planning Issues
- Revitalize existing facilities
- Preserve open space on campus
- Identify future needs for teaching spaces
Agnes Scott College developed “Strategic Directions for the Future” of the College, which included making advances in academic excellence, student achievement, institutional growth, institutional support, community leadership, and the physical modernization of the campus and facilities. In order to help the college realize these significant goals, SBRA participated in the planning of land use and zoning issues, academic and administrative facilities, support facilities, housing, capital improvements, and the creation of design guidelines for future growth and development.

SBRA has provided programming services for the Evans Dining Hall, a new Campus Center, an Academic Administration Building, and a Dance Facility. We have also completed the renovation and expansion of the Evans Dining Hall and a new Science Building.

**Major Planning Issues**
- Respect the historical context and unique sense of place that exists on campus
- Enhance the landscape and open spaces of the campus through careful modification and long-term management
- Provide clear design principles and recommendations for enhancement of the campus and buildings
- Develop an approach to providing additional parking
- Evaluate campus expansion opportunities
- Maintain relationship with City of Decatur
SBRA has completed a strategic facilities plan for the River Campus of the University of Rochester, a historic, urban campus in the severe northern climate of upstate New York. The school’s primary goal for the master plan was to improve the quality of the student experience by enhancing a sense of community and providing facilities that integrate activities.

Proposals for a phased development process included renovations to the library, classroom and athletic facilities, as well as the construction of new facilities for student activities, performing arts, fine arts and research functions. In addition, a new perimeter system of roads and parking was proposed, in concert with campus green spaces, which would bring the community together in a picturesque, safe and integrated internal environment.

SBRA has completed the Schlegel and Gleason Halls for the William E. Simon Graduate School of Business Administration.

Major Planning Issues
- Analyze the potential for campus development
- Address the highest and best use of existing facilities
- Propose new facilities and renovations to existing facilities that would enhance education programs and all other aspects of student and faculty life on campus
The campus master plan for the Harvard Business School was developed during an intensive, collaborative five-month planning effort involving administration, faculty, staff and students, as well as representatives from Harvard University’s Planning and Real Estate office.

Building construction, reorganization and renovation were prioritized, with a focus on the following proposed projects:
- Redesign and expansion of Baker Library as a symbolic, historic and evolving academic center on campus
- Reuse of Kresge Hall for Executive Education classrooms, dining and gathering spaces
- Phased renovations of some early 20th Century dormitories for improved MBA housing
- Space renovations and re-allocations for consolidated administrative functions
- Upgrading of all instructional and gathering facilities
- Development of new housing units
- Creation of a new campus center
- Extension of the teaching “hub” with an additional classroom building

In Phase Two, SBRA developed a detailed program for the integration of information resources, library collections, research enterprise and faculty offices as an academic center located within a renovated and expanded Baker Library Facility.

Major Planning Issues
- Integrate evolving curricula and programs
- Evaluate student needs for campus life facilities
- Modernize student residences
- Reorganize administrative/operational units for greater efficiency
- Revitalization historic campus structures
COMPREHENSIVE ARCHITECTURAL AND PLANNING SERVICES

As a full service firm, SBRA has deep experience in the planning, programming, and design of a wide variety of buildings on academic campuses throughout the United States. In order to provide more comprehensive, informed campus master plans, we often consult with many of our in-house programming and design experts.
SBRA is actively involved in the creation of integrated learning environments—programs and buildings which enhance and support the nature of contemporary learning, teaching, and research. These environments provide community spaces for collaborative learning and social interaction, often serving a variety of needs such as teaching, studying, research, events, and conferences, while accommodating multiple program functions including classrooms and departments. SBRA’s recent examples of these efforts include libraries, research facilities, conference centers, and professional schools of law and business.

**Pettengill Hall**  
**Bates College** Lewiston, Maine  
SBRA programmed and designed this 74,000 s.f. academic building for 11 social sciences departments at Bates College. Flanking the entry pavilion, two wings accommodate integrated plans for small classrooms, seminar rooms, faculty offices, and departmental lounges, designed for maximum flexibility for functional changes in the future.

**F. W. Olin Educational Technology Center**  
**Augustana College** Rock Island, Illinois  
The 45,000 s.f. F.W. Olin Educational Technology Center at Augustana College is designed to promote more investigative, interactive styles of learning. The building houses offices for the Department of Mathematics and Computer Science, while providing spaces for campus-wide use, such as “smart” classrooms with video systems and computer data projection equipment; computer laboratories for up to 40 students; a 300-seat auditorium; four seminar rooms; project labs; and head-end for a campus-wide closed circuit television system or CATV system.

**Strategic Maritime Research Center**  
**Naval War College** Newport, Rhode Island  
The 105,000 s.f. Strategic Maritime Research Center utilizes the latest information and gaming technologies to provide spaces for teaching and research that focuses on political, military, and technological changes in the evolving global environment. Program elements include a 150-person game presentation auditorium; a 40-person Display Decision conference room; combined gaming/seminar rooms; offices and workstations for program development and gaming support; broadcast and television studios; and computer support for the College. All seminar rooms are flexibly configured for computer, video, audio and broadcast conferencing, and are linked to the growing worldwide defense simulation network.

**Baker/Berry Library**  
**Dartmouth College** Hanover, New Hampshire  
The 152,000 s.f. Berry Library addition and the 48,000 s.f. renovation of the historic Baker Library combine advanced information technology with traditional library services to create a state-of-the-art teaching and research facility. The facility provides fully-wired study spaces in a variety of configurations such as carrels and study rooms for individual and collaborative use. Other program elements include general collections and stacks, a Media Center, campus IT head-end, classrooms and multimedia instructional centers, seminar rooms, group study rooms, and a 24-hour cyber café, as well as the History Department.
SBRA has extensive experience designing science facilities, and as a result, has developed a unique perspective regarding today’s planning and design challenges. We have worked closely with a wide range of science faculty and researchers, and are up-to-date on the most effective pedagogical techniques for the sciences. We are sensitive to the broad purpose of ‘making science visible,’ and are secure in a design approach that makes this possible. We appreciate the growing interdisciplinary nature of science instruction and learning, and plan our science facilities with maximum flexibility to accommodate this trend.

**Higgins Hall**  
*Boston College*  
*Chestnut Hill, Massachusetts*  
This 230,000 s.f. facility is sited at the heart of the academic campus and provides teaching and research space for the Biology and Physics Departments. Several critical issues were considered during design development, including: the program size, the limited available site, and the contextual relationship of the new construction to the scale and detail of the adjacent Gothic Revival buildings. The innovative lab plan organizes generic bench space with alcoves that can be customized to accommodate a number of uses. The facility includes a sun-filled, multi-level atrium that unites the existing and new portions of the building, and provides spaces where faculty and staff can interact on a casual, non-academic basis.

**F. W. Olin Science Center**  
*Colby College*  
*Lewiston, Maine*  
Sited to anchor the east end of the Academic Quadrangle, the 46,000 s.f. Olin Science Center reinforces the architecture of older campus buildings. The Center accommodates a complex mix of program elements, including an 11,000 s.f. Science Library, multimedia classrooms, faculty office/research suites with teaching laboratories for field biology, environmental and plant biology, greenhouse, aquarium room, and herbarium.

**New Science Building**  
*Agnes Scott College*  
*Decatur, Georgia*  
The new 104,000 s.f. Science Building houses science classrooms, laboratories, faculty offices, a science reading room and the Departments of Biology, Chemistry, Physics and Psychology. The classrooms are located between teaching labs to allow easy flow from a lab to a classroom environment to support the College’s pedagogy. A special feature of the building is a vivarium for insects, aquatic animals and mice. In addition, a greenhouse is located on the South side of the building along with a microscopy suite, NMR lab and common stock room. An atrium is designed as the entry element in the middle of the science building to symbolize the ‘coming together’ of the science disciplines.

**New Science Building**  
*Austin College*  
*Sherman, Texas*  
The new 103,000 SF Science Building accommodates three floors of laboratories and accompanying lab support and classrooms. They are linked by an atrium with informal learning spaces, balconies and seminar rooms. The atrium is designed to create a sense of community among the scientific disciplines of Math, Computer Science, Biology, Chemistry, and Physics, students, and faculty. A glass tower at the entry provides a lofty platform for a future observatory, which will create a new visual landmark for the academic quad. The building is strategically sited at a major pedestrian intersection of Windsor Mall, a north-south connector and adjacent to a major campus landmark.
Campus centers have a unique place within an academic institution, providing a focus for campus activity, both symbolically and functionally. Critical to the vision of the campus center in our experience has been the development and strengthening of the campus community, both intellectual and social. The process of seeing, meeting, performing, discovering and sharing with a diverse community lies at the heart of the college and university experience. The potential to bring together students, faculty, staff and visitors for planned and impromptu meetings in an environment where all feel welcome is an essential component to an academic education.

Hansen Student Center  
Illinois Wesleyan University  Bloomington, Illinois  
The 32,000 s.f. adaptive reuse of the Neo-Classical Memorial Gymnasium creates a variety of flexible interior and exterior environments to support student life and encourage interaction with faculty. The facility is ideally sited between the University’s academic core, major residence halls, and the athletic center, and serves as an information hub on campus. The program includes a major two-story skylit party room which is designed to be flexible for a variety of uses; a coffee house; campus bookstore; convenience store student organization space; student government space; and a grille/bar which opens directly to a new west patio.

Cornell Campus Center  
Rollins College  Winter Park, Florida  
The focus of the 46,000 s.f. renovation/expansion of the Cornell Campus Center is an outdoor plaza with a fountain, sculpture terrace and loggia that links the Campus Center with Mills Memorial Hall and the Olin Library. The Skillman Dining Hall has been completely transformed, including the expansion of lakeside dining areas. A lounge and conference room flank the entrance lobby, while the lower level houses the student activity offices, student convenience store, snack bar and a program space that opens onto the swimming pool terrace. Stucco walls, tile roof, covered porches and patios create a strong spatial identity for the building on the Rollins College campus.

Farinon College Center  
Lafayette College  Bethlehem, Pennsylvania  
The three-story 65,000 s.f. Farinon College Center occupies the last major site on Lafayette’s Main Quadrangle, the symbolic center of the College. The heart of this College Center is the skylit central commons – the hub of campus activity and an informal gathering and social space for students and faculty. Directly adjacent are student activities areas, offices and a 150-seat snack bar opening onto an outdoor terrace. Other program elements include: a bookstore, 100-seat movie theater, post office, 250-seat dining hall, and multi-purpose rooms.

University Center Expansion  
University of Colorado  Colorado Springs, Colorado  
The 90,000 g.s.f. University Center expansion has improved spaces for clubs, organizations, intramural and recreational sports, as well as expanded seating areas for dining while bringing a new, modern design aesthetic to the UCCS campus. We designed a two-story glass atrium/pavilion connecting two sections of the existing University Center and the existing Kraemer Family Library (also designed by SBRA with H+L). The new University Center expansion acts as a crossroads between academic life and student life on the campus.
As the result of increase in student population, an increase in competition for the best students, and a desire by students to stay on campus and be part of a campus community, campus housing is receiving considerable attention by most American academic institutions. A vibrant and diverse campus community is essential to forming thoughtful, tolerant, and cultured citizens; the education of the student does not happen only in the classroom but in all facets of college life. How the institution provides for the student environment outside the classroom is critical and the quality of campus housing is at the forefront of this discussion.

Beard Hall
Wheaton College  Norton, Massachusetts
This new residence hall will have a mixture of 60 singles and 20 doubles and several RA suites. The main entrance opens to a double-height lounge, which is the centerpiece of the residence hall and overlooks a new campus green space. In developing the program for this new residence hall, Wheaton chose to provide the students with small groups of rooms, each supported by a bathroom. Social spaces are consolidated to more public locations off the corridors on each floor that will invite diverse interaction between individual students. These social spaces take the form of alcoves off the corridor and quiet study/lounge rooms.

Residence Halls
Amherst College  Amherst, Massachusetts
As part of Amherst’s strategic master plan to house the entire freshman class on the historic quad, SBRA is currently designing three residence halls along its eastern edge. The new James and Stearns will house a total of 170 beds in two-room doubles and one-room doubles. The buildings are composed in a way that maintains the defining eastern edge of the historic quad while strengthening the contextual relationship to the buildings across the quad. Charles Pratt will house 120 beds comprised mostly of one-room doubles with some two-room doubles and singles. Originally a gymnasium, the renovated building will be defined on the interior by the reintroduction of a double-height space with exposed historic heavy timber trusses.

Residence Hall Study
Rollins College  Winter Park, Florida
This study was undertaken to support the campus master plan SBRA developed for the College. Goals for residential life at Rollins were developed at the beginning of the study, which became the framework for recommendations to the College. Each residence hall was surveyed and reviewed in detail. The report included a physical conditions survey, recommendations for renovation to each residence hall, an engineering analysis, a conceptual budget analysis, and implementation options.

George Draper Dayton Residence Hall
Macalester College  St. Paul, Minnesota
The new 38,000 s.f. 113-bed student residence has recently been completed. Rooms are arranged in three-bedroom suites with four seminar rooms, kitchens, and exercise and practice rooms. The brick structure with dormered roof, classical detailing, and circular landscaped entry court was designed to fit with the surrounding residential neighborhood.
COMPREHENSIVE ARCHITECTURAL AND PLANNING SERVICES

The athletic facility is by nature a building of activity. It must be designed with flexible spaces to equally accommodate the diverse and specific demands of recreational, educational and competitive activities. SBRA’s athletic experience includes the design of individual activity spaces, renovation and addition work on existing facilities, the design of new facilities, and the master planning of athletic programs on college and secondary school campuses.

**Allan P. Kirby Sports Center**
**Lafayette College** Easton, Pennsylvania
The 110,000 s.f. Allan P. Kirby Sports Center has become a major student destination point at the northern end of the Campus. As a complementary venue to the Farinon College Center, this amenity for the Student Life Program fosters student interaction and camaraderie by providing intramural athletic programs and physical fitness activities. It is also designed to accommodate social gatherings and alumni events. Program elements include a fitness/weight room, aerobic rooms, six squash and racquetball courts, three-court basketball gymnasium, climbing wall, “passive” recreation areas, student and faculty/staff lockers, sports medicine facilities, and administrative offices.

**Athletic Facilities Programming Conceptual Design**
**Grinnell College** Grinnell, Iowa
SBRA worked with Cannon Design to create a programming and conceptual design study for the new facility that would replace the existing Complex. It would include five major program elements:
- Free Zone at the entry, creating a sense of arrival
- Field House Zone which would include a standard six-track lane and spectator seating
- Performance Gym Zone for basketball and volleyball
- Aquatic Zone permitting concurrent swimming and diving as well as other aquatic activities
- Activity Zone as a bright, welcoming fitness/recreation center featuring elements such as a climbing wall, aerobics room, racquetball/squash courts, and more

**Eric E. Hotung International Law Center and Sports and Fitness Center**
**Georgetown University** Washington, DC
SBRA, in association with Ellerbe Becket, designed a new 59,000 s.f. Law School and a 46,000 s.f. Sports and Fitness Center at Georgetown University. The Sports and Fitness Center provides enclosed fitness and sport facilities for the use by students, faculty and their families. The building includes a gymnasium, racquetball courts, aerobic room, weight training and workout room, a swimming pool, and support spaces such as food service and a casual dining area.

**Athletic Facility**
**Dana Hall School** Wellesley, Massachusetts
SBRA has conducted a feasibility study and is currently designing a new facility that will become a second “student center,” welcoming in both presence and program. Dana Hall School expressed a desire that the new facility “be one in which every student can find an athletic activity that she wants to participate in and enjoy.” The proposed facility will house a fitness center, student lounges, ball courts, aquatic center, Wellness Center, and spaces for fencing, dance and aerobics.
The challenges of revitalizing historically significant buildings include responding to historic fabric in a respectful manner and incorporating new building systems and technologies into available interstices of the historic structure. Our approach to the research and analysis of the existing fabric deliberately brings these important factors into the design process. Our recent projects at Yale University, Columbia University, Boston Public Library, and Wheelock College have achieved a successful balance between historic preservation objectives and contemporary program and design priorities.

**McKim Building Restoration and Renovation**
**Boston Public Library** Boston, Massachusetts
SBRA has been providing complete architectural services, including programming, planning and design, for the phased restoration and renovation of the McKim Building. The project presented the formidable task of restoring historically significant architectural spaces and their rich built-in adornment of associated murals and sculptures. All building spaces required extensive reorganization and adaptation for contemporary functional use. The project replaced major M/E/P systems and enabled the installation of technology systems and infrastructure, while preserving the magnificent, historic interior.

**Butler Library**
**Columbia University** New York, New York
The 380,000 s.f. renovation of Butler Library, originally designed by James Gamble Rogers, maintains the distinctive grandeur of the interior spaces for three distinct libraries: an Instructional Library, a Rare Books/Manuscript Library, and a Research Library. The renovation restores the original plan and functional organization, revitalizes grand reading spaces, creates new programmatic areas in previously non-library areas, outfits highly detailed and intimate reading rooms with new data systems, lighting, and technology, and incorporates new mechanical/electrical systems.

**Sterling Memorial Library**
**Yale University** New Haven, Connecticut
SBRA developed the initial Master Plan for the renovations to the 500,000 s.f. Sterling Memorial Library, James Gamble Rogers’ Gothic Masterpiece designed in 1927. The Plan addressed the needs of the building’s infrastructure (including 86 separate roofs, 8,000 windows and outdated mechanical systems) as well as programmatic issues such as the location and distribution of public services and logistics of housing a 4 million volume collection.

**Restoration and Renovation to Brookline Campus**
**Wheelock College** Brookline, Massachusetts
SBRA has designed the 46,000 g.s.f. restoration and renovation of Wheelock College’s Brookline Campus. The building was originally designed in 1902 by SBRA’s predecessor firm Shepley Rutan and Coolidge and received an addition in 1962. The project has invigorated the building as a center of campus activity. The mixed-use program includes classrooms, a media center, office suites for faculty and administration and interactive spaces for students, faculty, administration and alumni, such as a campus living room, café, study areas and a multi-purpose room.