



# University of Richmond

Campus Master Plan 2011





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# Letter from the President

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Dear Friends,

The 2011 Campus Master Plan provides an ambitious framework for the development of the University's physical campus in the coming decade.

Our physical campus is, of course, one of our most unique and valuable assets. This plan ensures we are responsible stewards of what has been cultivated with great care since we moved to this location in 1914. In keeping with the priorities established in our strategic plan, *The Richmond Promise*, the plan also imagines what will better support continued academic innovation and integration, excellence in the student experience, and deeper connections with the larger community of which we are part.

This plan builds on a strong foundation. There is widespread appreciation for the beauty of our campus and quality of our facilities. We very nearly have the ideal amount of space to support our people and programs, according to objective national benchmarks. The plan will sustain these strengths.

As described in the following pages, the plan also envisions:

- making our campus more welcoming, navigable, and sustainable by enhancing pedestrian and bicycle access and reconfiguring other elements of circulation;
- establishing the River Road entrance as our most visible and accessible connection to the surrounding community, as anticipated in the 2000 Master Plan;
- leveraging one of our most underutilized resources—the southern portion of campus—to create an ideal upper-division community and new homes for “gateway” programs such as community engagement, continuing studies, admission, and financial aid and career services;
- creating new social and intellectual spaces for gathering and study outside of residences and classrooms;
- expanding Boatwright Memorial Library; and
- enhancing athletics and recreation space.

The plan balances new development with preservation of abundant green space that is a hallmark of our beautiful campus. Development envisioned in the plan will be undertaken in ways consistent with the University's commitment to sustainability.

The formulation of this plan has been a highly inclusive process to ensure that the plan reflects our best collective thinking and shared vision. I am grateful for the leadership of the Campus Master Plan Committee and to the hundreds of faculty, staff, students, alumni, neighbors, Trustees, and Trustees Emeriti who participated in this process. I look forward to our continued work together to realize the aspirations of the plan.

Best wishes,

**Edward L. Ayers**

*President*





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## Planning Process

The University of Richmond Campus Master Plan is the result of a collaborative five-step planning process. From the start, the University was committed to engaging as many faculty, staff, students, alumni, trustees, neighbors, and local officials as possible to gather insights about assets and opportunities on the campus.

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# Planning Process

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## RESEARCH AND ANALYSIS

The planning process began with an intense phase of Research and Analysis of the campus. Previous studies and reports were consulted so that the process benefited from existing knowledge and ideas about the campus. Extensive walking and driving tours were conducted to understand the physical qualities of the campus. More than 400 members of the campus community provided their input in person during this phase and through comments submitted on the campus master plan web site ([www.masterplan.richmond.edu](http://www.masterplan.richmond.edu)). Taken together, these activities provided a thorough understanding of the physical character and ethos of the campus and

the University of Richmond community that informed the subsequent phases of the planning process.

## CONCEPTUAL PLAN

With a wealth of information in hand from the Research and Analysis phase, the next step in the planning process was to create a Conceptual Plan. Like a sketch before a painting, the Conceptual Plan is illustrative, but not detailed. It captures the essence of the campus and foreshadows the most elemental aspects of the plan to come.

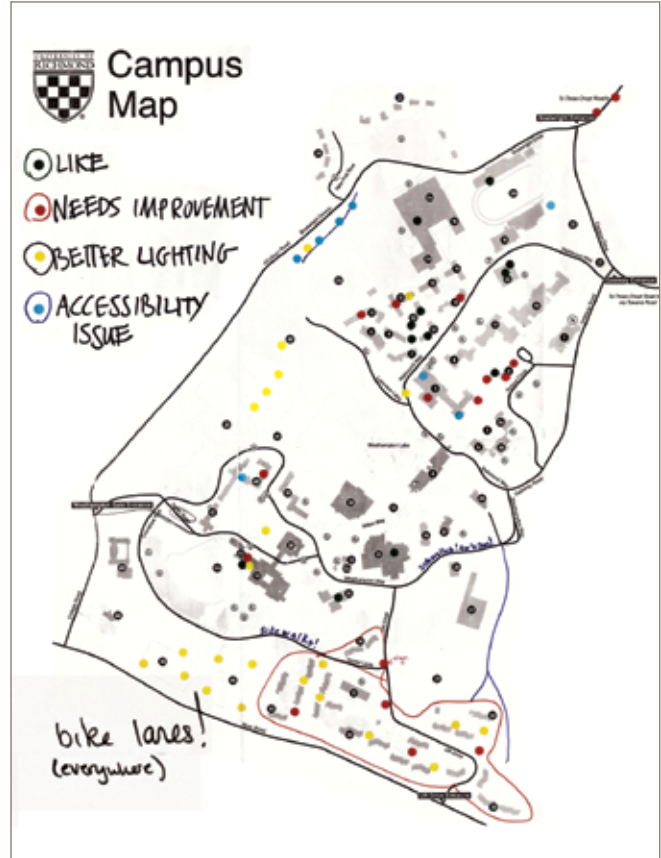


Campus walking tour with the planning team.





Lunchtime information sessions with students at Heilman Center.



Student input from lunchtime information sessions.

## CAMPUS STUDIES

During this phase of the planning process, a number of planning scenarios were generated, evaluated, and refined. Much of the design energy during this phase of the planning process was focused on creating a new vision for the south campus.

## PRELIMINARY PLAN

The Preliminary Plan reconciles ideas generated during the process to date. This early version of the campus master plan provides a tool for conversation with campus constituents. Four public fora were held on campus in the spring of 2011 to vet the plan with faculty, students, staff, alumni, and neighbors. The Preliminary Plan was also available for review and comment on the campus master plan web site.

## FINAL PLAN

The Final Plan is created from the ideas generated in the prior phases of the planning process. The new buildings, circulation changes, and landscape improvements illustrated in this proposal represent the future of the campus over the next 10 years. The Final Plan supplements the strategic plan, *The Richmond Promise*, and the University's capital plan to guide future development and initiatives on the campus.



Evaluating options for the redevelopment of the south campus.



▶ [www.masterplan.richmond.edu](http://www.masterplan.richmond.edu)



Mapping home locations of public forum attendees.



Public presentation of the Preliminary Plan.



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## Research and Analysis

The planning process began with an intense phase of Research and Analysis of the campus. Various activities and study provided a thorough understanding of the physical character and ethos of the campus that informed the subsequent phases of the planning process.

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# Research and Analysis

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## PLANNING HISTORY

### Previous Planning Efforts

Founded in 1830, the University of Richmond has been in its present location since 1914. Located west of downtown Richmond, the campus is distinguished by rolling topography typical of the Virginia Piedmont. Westhampton Lake lies at its center and the consistency of Collegiate Gothic architecture is evident throughout.

The decision to move what was then Richmond College to the City's West End came in 1910. As part of the preparation to move, the Boston architect Ralph Adams Cram was hired to design the first seven buildings, and landscape architect Charles Gillette was selected to design the campus grounds. Warren Manning, a landscape architect and protégé of Frederick Law Olmsted, also had a hand in the original design of the campus landscape. Their combined efforts set the style of the campus that still holds fast almost 100 years later – high-quality Collegiate Gothic architecture in a landscape setting dominated by large canopy and pine trees, turf, and brick-paved sidewalks.

In addition to the first Richmond College classes on the new campus in 1914, a new institution, Westhampton College, opened on the south side of Westhampton Lake to offer a parallel liberal arts curriculum to women.

The University worked with Perkins + Will in 1977 to complete a campus master plan. The most recent plan was completed by Perkins + Will and SMBW Architects in 2000. Many of the projects suggested in the 2000 plan have been realized.

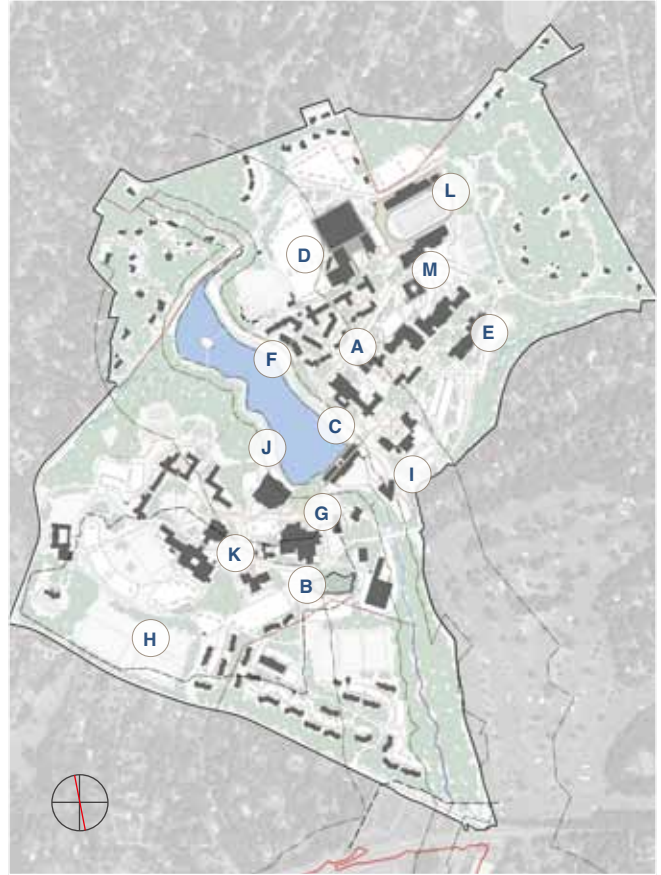
As the result of successful implementation over the past 10 years, the University recognized that a new planning initiative was required.



**Perkins and Will**

University of Richmond - 25 year vision, 2000

- Existing Buildings
- Building Additions
- New Buildings



Many of the projects suggested in the 2000 plan have been realized:

- A Expansion of the Political Science Building - Weinstein Hall
- B Gottwald Center for the Sciences expansion
- C Boatwright Memorial Library interior improvements
- D Weinstein Center for Recreation and Wellness
- E Expansion of the Robins School of Business - Queally Hall
- F Lakeview Hall
- G The Forum and other landscape improvements
- H Spider Lane and other circulation and parking improvements
- I Steam Plant improvements
- J Heilman Center
- K Expansion of the Deanery - Westhampton Center
- L Robins Stadium
- M Carole Weinstein International Center

## Building Age

The pace of development on the campus indicates much about the institution's history. In the early years, the pattern of two institutions developed simultaneously on either side of Westhampton Lake. Like many other American campuses, the University of Richmond experienced significant growth during the post-World-War-II era, adding three residence halls and Boatwright Memorial Library, as well as early phases of the School of Law and the building known today as Weinstein Hall.

Campus growth continued apace, due in part to a transformative gift of \$50 million from E. Claiborne Robins in 1969. Over the next 20 years, the University built the Robins Center, Tyler Haynes Commons, Gottwald Center for the Sciences, Lora Robins Court, and expanded Boatwright Memorial Library. Today the campus comprises about 2.5 million gross square feet of building space.

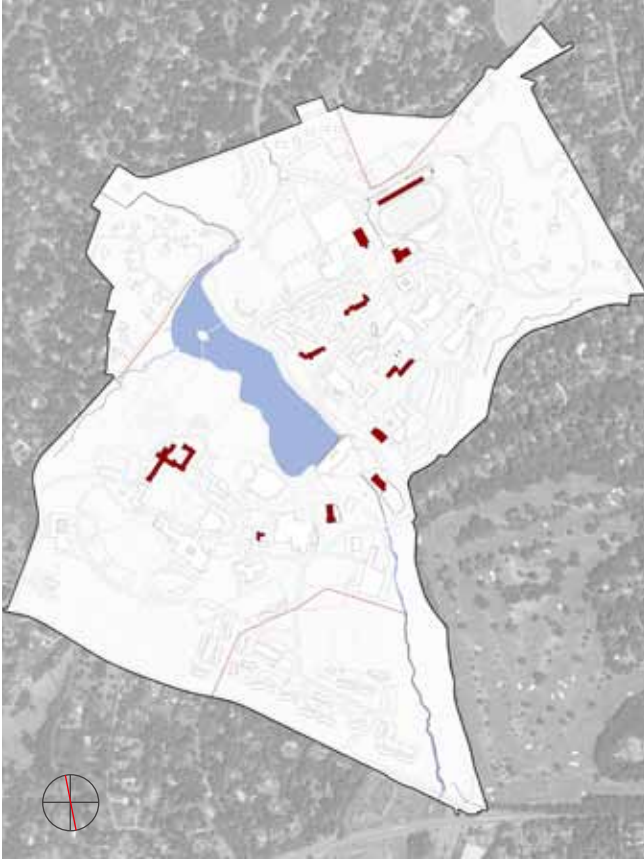


**Cram, Goodhue, and Ferguson Architects** plan for Richmond College; Westhampton Lake (at center,) Westhampton College (left) and Richmond College (right.)

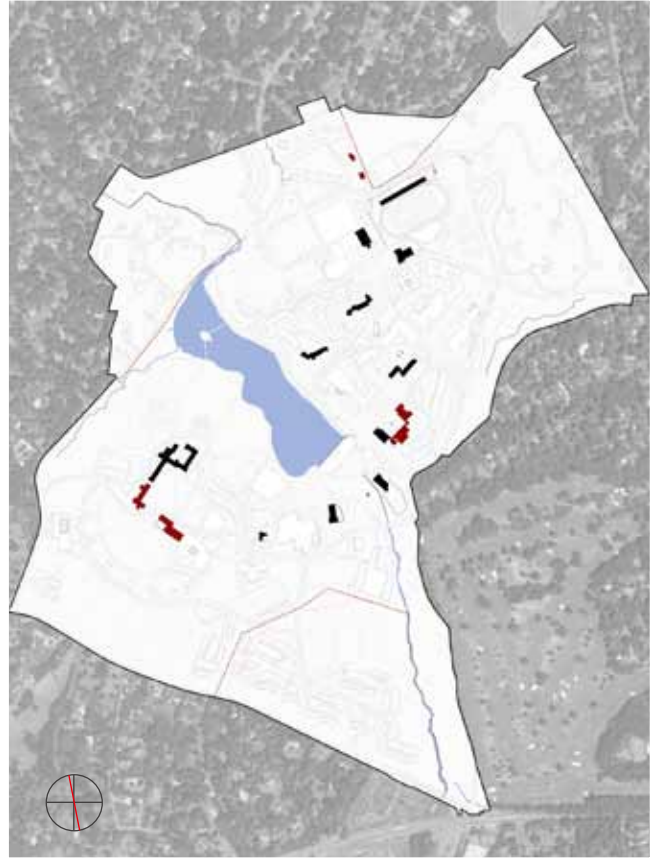


## Building Age

- New Buildings
- Existing Buildings



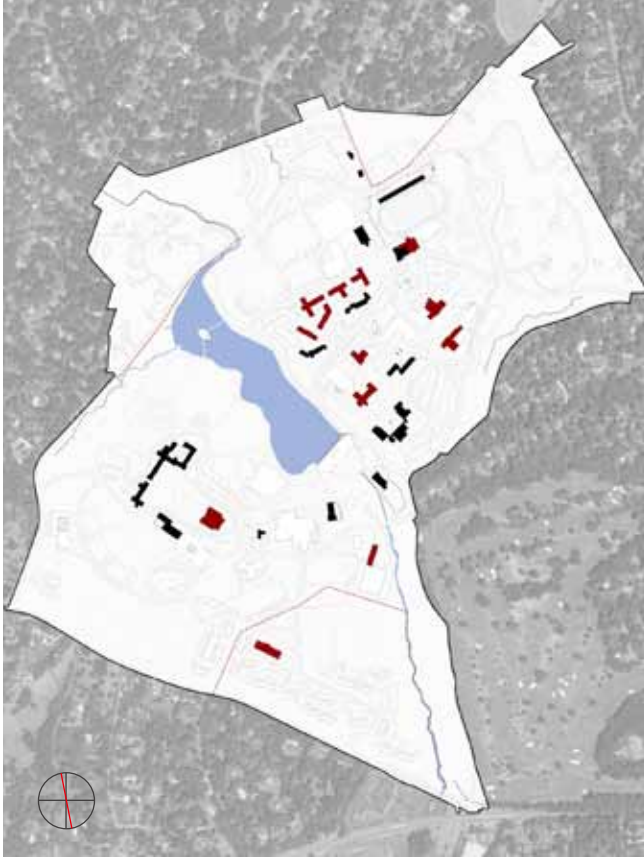
1914 – 1930



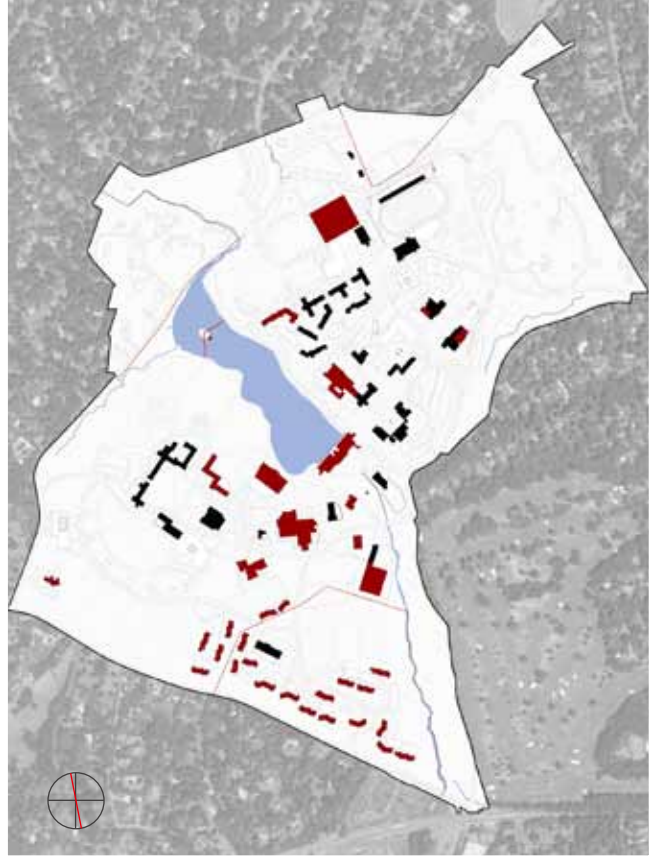
1931 – 1950

## Building Age

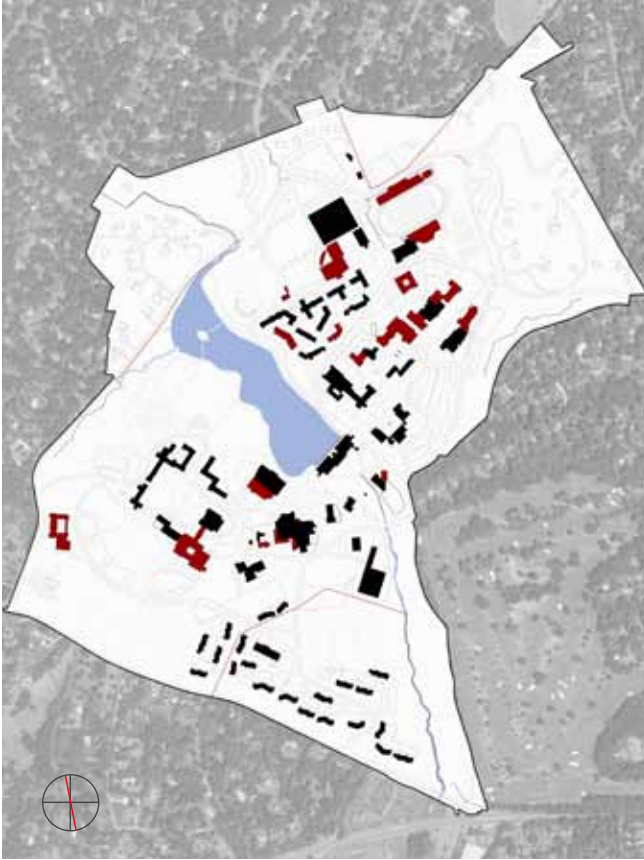
- New Buildings
- Existing Buildings



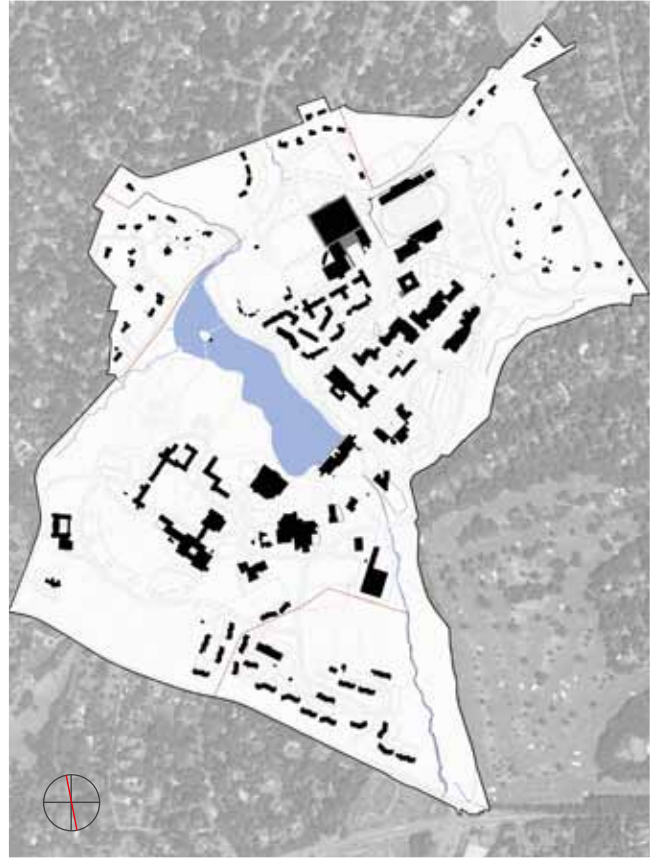
1951 - 1970



1971 - 1990



1991 – 2011



2011

## NATURAL SYSTEMS

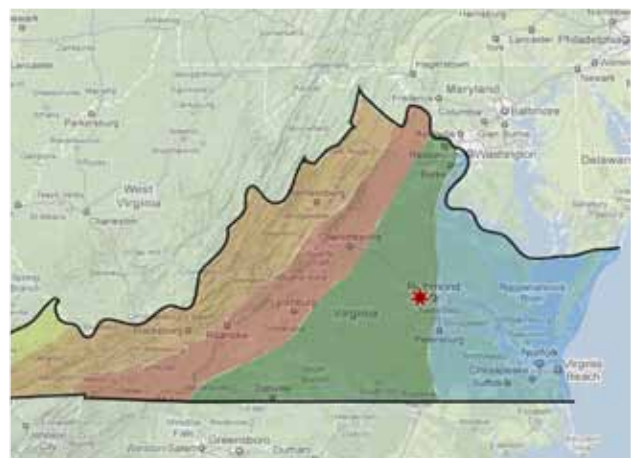
### Regional Locations

Richmond is the capital of the Commonwealth of Virginia. The city is the center of the Richmond Metropolitan Statistical Area, which has a population of about 1.2 million. Richmond is located on the fall line of the James River, between the Coastal Plain and Piedmont of Virginia, as well as the junction of Interstates 95 and 64. Richmond's place in American history is distinguished and includes association with significant events of the American Revolution and the Civil War. Today, Richmond's economy is primarily driven by law, finance, government, education, and healthcare. Among others, the United States Court of Appeals for the Fourth Circuit and the Federal Reserve Bank of Richmond are located in the city.

### Campus Topography

The University of Richmond campus encompasses approximately 350 acres. Over the breadth of the campus there is about 200 feet of grade change. The rolling topography of the campus is distinctive and at times a challenge to pedestrian mobility. Westhampton Lake is located at the heart of the campus, between Richmond and Westhampton Colleges. Westhampton Lake is like the spine of an open book and the campus rises away from the spine like curving pages before leveling out.

The lake is the result of an impoundment of Little Westham Creek, which drains into the James River just south of the campus. The lake is the southernmost and lowest point in its watershed. The campus comprises only about 15 percent of the watershed; as a result the lake and impoundment carry the burden of considerable stormwater runoff from the upper reaches of the watershed.

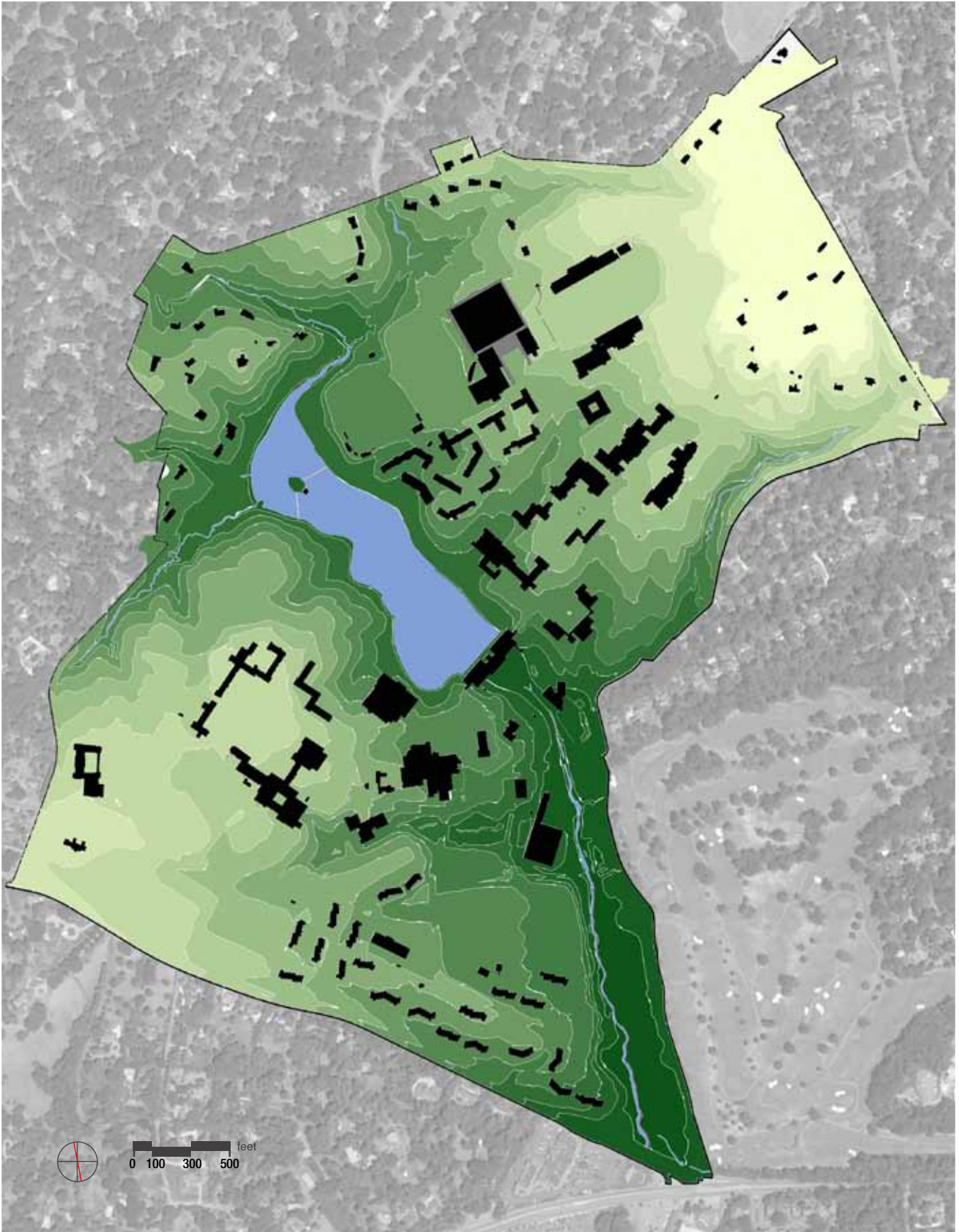
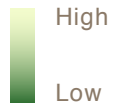


Richmond is located on the fall line of the James River, between the Coastal Plain and Piedmont.

- Coastal Plain
- Piedmont
- Blue Ridge
- Valley and Ridge

# Campus Topography

10' Contour Interval



The lake is a significant campus and local landmark. The walking path around the lake is a popular recreational amenity for faculty, staff, students, and neighbors. The impoundment is an integral part of the structure of Tyler Haynes Commons. The Commons houses a number of student activities and services, and also serves as the primary pedestrian connection across Westhampton Lake.

Little Westham Creek flows south from the lake toward River Road and the James River along the edge of the campus. Previously, a rail line and then a service road ran parallel to the creek and both were the preferred method of delivery for coal to the campus steam plant. Today, the road is closed, but much of the paving is still in place. This valley has the potential to be a natural and educational amenity to the campus and improve its connection to the James River.

### Campus Hydrology

Prior to development, the area that is now the campus was forested with the topography characterized by relatively flat plateaus divided by steep dry swales and ravines branching out from Little Westham Creek. Most of the rainfall was absorbed by the forested soil layer and gradually released to the Creek through the groundwater. Larger, infrequent storm events resulted in runoff that was carried by swales to the Creek. Today, much of the flatter plateaus have been cleared of forest to make way for campus facilities. The result is more frequent, higher flow rate runoff in the swales and less water reaching groundwater. Swales and ravines are forested corridors that carry considerable amounts of drainage. The corridors are periodically interrupted by road crossings, or in the case of the maintenance facility, buildings and parking. This same development pattern can also be seen

upstream of the campus. Streets and homes have been constructed on the higher elevations and undeveloped low-lying forested corridors branch out from Little Westham Creek.

More frequent, higher flow rate events in the forested corridors and streams have resulted in soil erosion. The eroded soils are transported in the form of sediment to the creek, the lake, and ultimately to the James River, resulting in water quality issues and the need to periodically dredge the lake. Changes in drainage patterns that have increased the drainage to swales have resulted in severe erosion in a few locations. Finally, filling of the swales and ravines has resulted in flooding issues, such as seen at the Facilities Plant, requiring manmade intervention in the form of a detention basin.

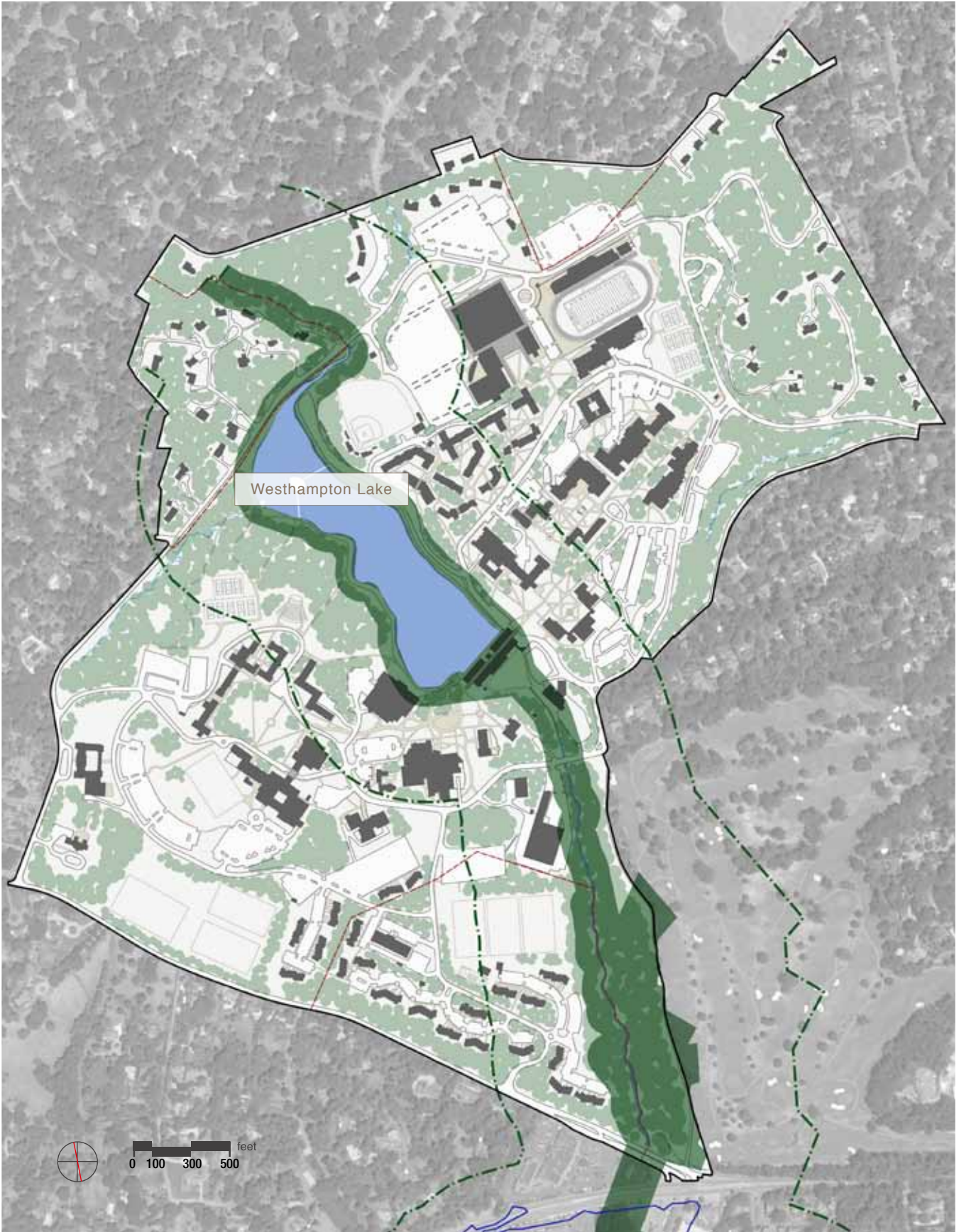
Water quality issues have been compounded by the proximity of development to the Little Westham Creek and Westhampton Lake prior to regulations requiring the maintenance of a Resource Protection Area (RPA) buffer. Impervious surfaces, such as parking lots, within the RPA block infiltration and collect dust and sediment, which is flushed into the waterway during the next rainfall. The RPA is a forested buffer along the stream and adjacent wetlands that protects water quality by allowing runoff to be absorbed into the forest soils and by acting as a vegetative filter.

As the campus has matured, the University has successfully met the regulatory requirements for stormwater quality and quantity through underground detention systems associated with new projects and the acknowledgement that Westhampton Lake improved downstream water quality. However, Virginia is scheduled to adopt major changes to stormwater regulations which will necessitate a different approach. While these regulations have not yet been finalized, they emphasize a reduction in runoff volume, not just a reduction in peak flows.

### Natural Resource Management

Westhampton Lake and Little Westham Creek have the potential to be even greater natural and educational amenities to the campus and improve its connection to the James River.

- Resource Protection Area
- - - Resource Management Area
- James River 100-Year Flood Plain



The change in approach presents an opportunity for the University to create a campus-wide network of small scale stormwater measures that will improve water quality in the lake and James River.

Infill development in the currently developed portions of the campus creates an opportunity for the implementation of small measures that will help in partially restoring the original hydrology of the campus. This will not only achieve regulatory compliance for individual projects, but will also contribute toward correction of existing problems. These measures could include the following:

- Unblocking pinch points and blockages in the forested swale corridors
- Allowing impervious areas, such as roofs and pavement, to drain across flat vegetated areas, instead of through direct storm sewer connections
- Constructing check-dams in forested swales
- Establishing rain gardens and bioretention
- Installing permeable pavements
- Reducing existing impervious and minimize proposed impervious
- Utilizing an artificial field as a means to store runoff underground and allow it to recharge the groundwater.

The south campus presents an opportunity to shape a major area of the campus holistically. Regulations stipulate that new development will be located outside the RPA and that stormwater runoff be addressed through reductions in post-developed volume and peak flow rates. Given the large area of the south campus, the appropriate stormwater measures will be more comprehensive than those used for infill projects.

Some of the larger scale measures could include:

- Enhancement of existing stream corridors with pools, peripheral bioretention areas, and other means to slow the flow rate and provide opportunities for infiltration.
- Reforestation of RPA to create a forested buffer.
- Stabilization of the Little Westham Creek stream channel to prevent further erosion.

### Open Space

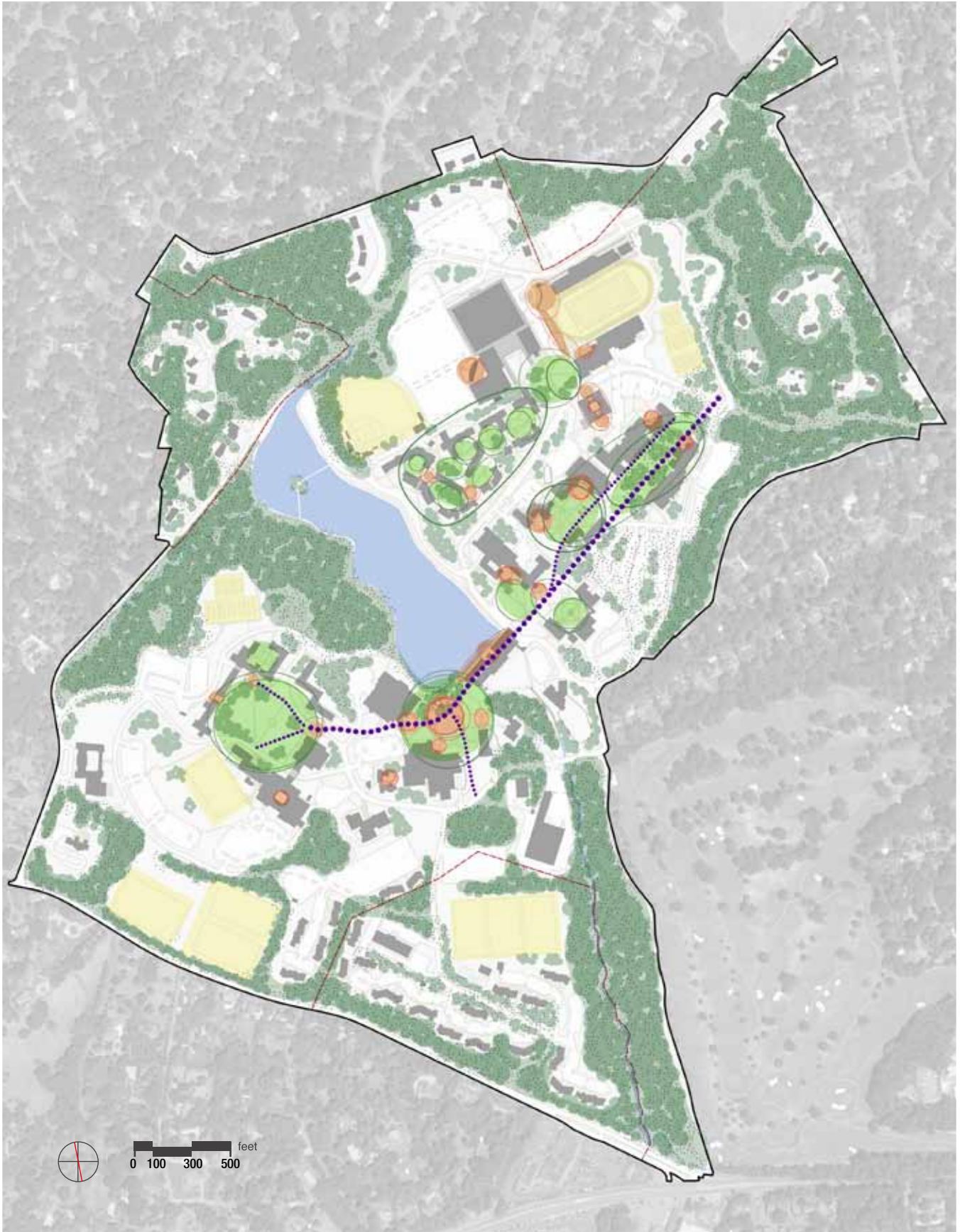
The open space network of campus is well-defined. On the north side of Westhampton Lake the quadrangle between the schools of Business and Law is planted simply, but strikingly with high-headed pine trees and turf. Just to the south, Stern Quadrangle is the academic heart of the campus. Also distinctive is the relaxed yet ordered sequence of open spaces in between the residence halls. Westhampton Green—a grand open space—dominates the south side of the lake. The Greek Theater is nearby, as well as a collection of running trails winding through the woods on the south bank of Westhampton Lake. The lake and Little Westham Creek are also significant features. However, the most striking feature of the open space network is the mature tree canopy that surrounds and permeates the campus. This magnificent tree canopy prompted a poetic description of the campus as “a garden in a forest.”

The open space network of the campus is a tremendous asset; ongoing renewal and refinement will only enhance this resource. Redevelopment of the south campus presents a rare opportunity to expand significantly the high-quality open space network of campus.



## Existing Open Space

- Natural Areas
  - Formal Open Spaces
  - Plaza
  - Fields and Courts
- ..... Pedestrian Axis



## BUILT SYSTEMS

### Neighborhood Context

The University of Richmond is located in the West End of Richmond, Virginia, a largely residential area of the city. Most of the campus is within the city limits and subject to Richmond regulations. A limited amount of acreage is located in Henrico County and governed by county regulations. The campus is bordered by well-established, single-family neighborhoods, while the southeastern edge of the campus abuts the Country Club of Virginia golf course.

The University owns a number of single-family houses north of Campus Drive and also west of College Road; these properties act as a buffer between the University and some of its closest residential neighbors. River Road runs along the southern edge of the campus. A number of retail destinations while close to the campus—the Village, River Road Center, Tuckahoe Shopping Center—are difficult to reach on foot.



### Neighborhood Context

The University of Richmond is located in the West End of Richmond.

- Schools
- Retail Destinations
- Public Open Space
- Open Space
- Neighborhoods
- Local Streets
- City of Richmond–Henrico County Boundary

## Campus Edges and Gateways

Much of the campus edge is defined by public streets—Campus Drive, Boatwright Drive, College Road, and River Road—and there are gateways to the campus from each. But these portals offer no clearly defined front door to the campus. However, the University is in the process of establishing the River Road entrance as the most prominent and primary entrance to the campus. In each case, the point where visitors cross onto University property is some distance from the point when visitors know that they have arrived at the University of Richmond. This delay in arrival can be disconcerting to first-time and occasional visitors. While the University directs many visitors to the River Road entrance, it needs to be prepared to welcome visitors at all entrances. For this reason, the University is committed to developing a clear, high-quality entry and arrival experience at each gateway of the campus.

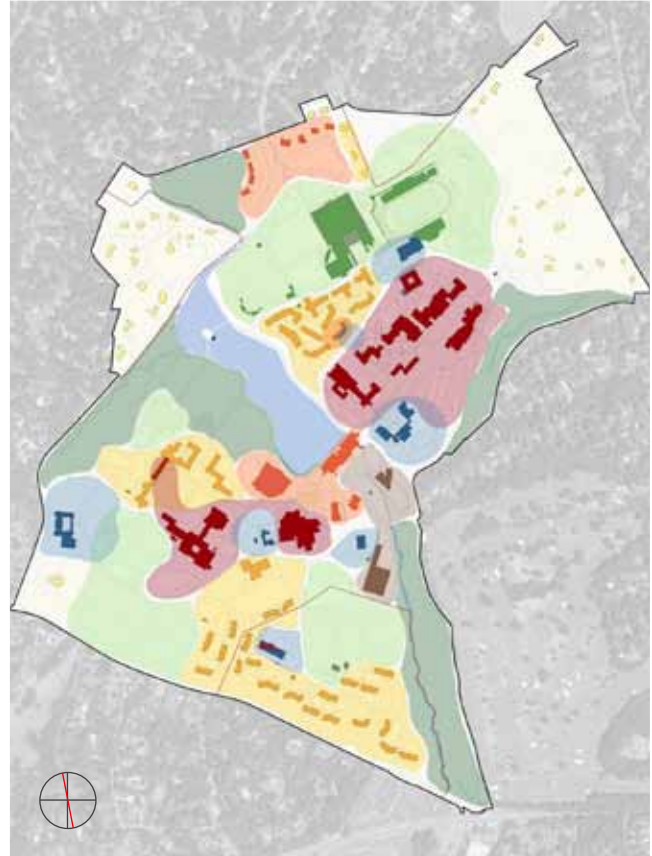


The University needs to be prepared to welcome visitors at all entrances.

- Public Street
- Campus Threshold
- Sense of Arrival

## Building and Land Use

A close-knit mix of uses characterizes the building and land use across the campus. Members of the faculty, staff, student body, and alumni are sensitive to the balance of activity on all sides of Westhampton Lake. There are significant instances of each use—academic, student life and housing, athletics and recreation, as well as support—in both colleges.



A close-knit mix of uses characterizes the building and land use across the campus.

- Academic
- Residential
- Athletics and Recreation
- Student Support
- Administrative
- Campus Support
- Natural Areas

## Utilities Infrastructure

The Board of Trustees approved a Climate Action Plan in December 2010 that sets 2050 as the target date for neutrality, with an interim target of a 30% reduction by 2020. Campus infrastructure is in generally good condition. As part of ongoing maintenance and renewal of these systems, some noteworthy opportunities exist to improve sustainability and efficiency of operations:

- A The Steam Plant and attendant distribution system serve the campus well. The University recognizes that coal power is not a sustainable choice and intends to move away from this fuel. The Steam Plant may be modified to use alternate fuel(s) and the existing distribution system maintained in place.
- B The buildings in Westhampton College are good candidates to be served by a regional heating plant; most of the buildings are already equipped for hot-water heat. A heat pump chiller (e.g. multi-stack) provides chilled and hot water simultaneously, and can use conventional heat rejection/source or geothermal heat rejection; this equipment should be evaluated for implementation.
- C Redevelopment in the south campus could incorporate geothermal heat pumps or variable flow refrigerant units; either would provide adequate capacity given the anticipated square footage of residential use.
- D Chillers at Jepson Hall will require replacement in the near future; replacement units could be sized with capacity to serve nearby buildings, such as Boatwright Memorial Library.



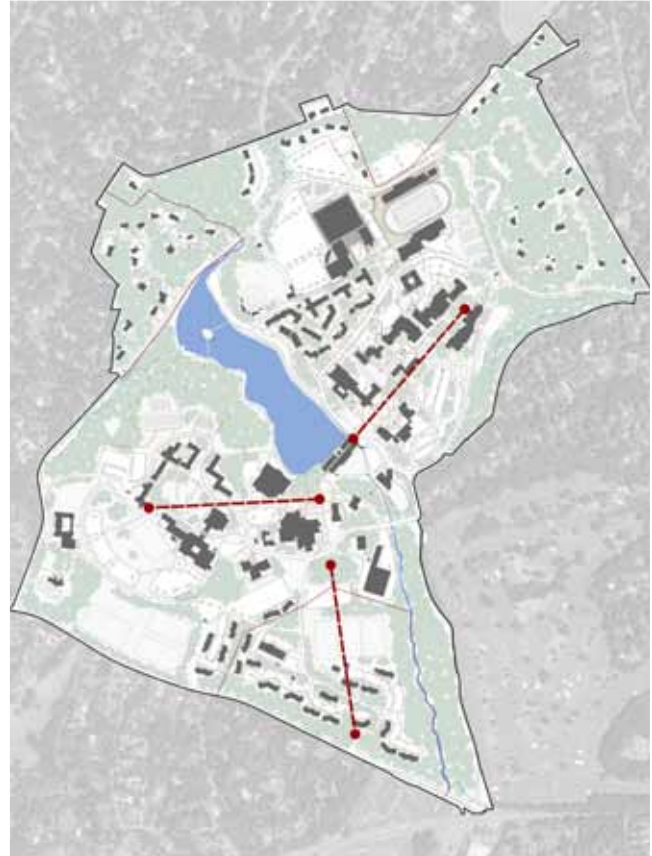
There are opportunities to improve sustainability and efficiency of operations.

## TRANSPORTATION

### Pedestrian Circulation and Walking Distance

The campus core has a rich and picturesque network of paths. The connections around the periphery of the campus are not as robust. Pedestrian movement is complicated by significant grade changes across campus. For example, the distance between Stern Quadrangle and Whitehurst or Jeter Hall is not great, but the route requires going downhill, only to go back up. A pedestrian must descend stairs from the Quad, traverse through parking, and then walk up stairs or an incline to reach Richmond Way and cross the street to reach Whitehurst or Jeter Hall. Improvements to pedestrian circulation should focus on expanding the network to the edges of campus and improving accessibility for individuals of a wide variety of abilities.

One of the best ways to understand walking distance and scale is to compare a number of familiar places. The walk from the School of Law and the Robins School of Business south to Tyler Haynes Commons is about a quarter mile and is considered by most members of the faculty, staff, student body, and alumni as an easy and pleasant walk. The walk from the Forum to South Court is a similar length and equally comfortable. While it is roughly the same distance, the walk from Gottwald Center for the Sciences to River Road is perceived as much longer because of sloping topography and lack of other features that define the route.



### Walking Paths

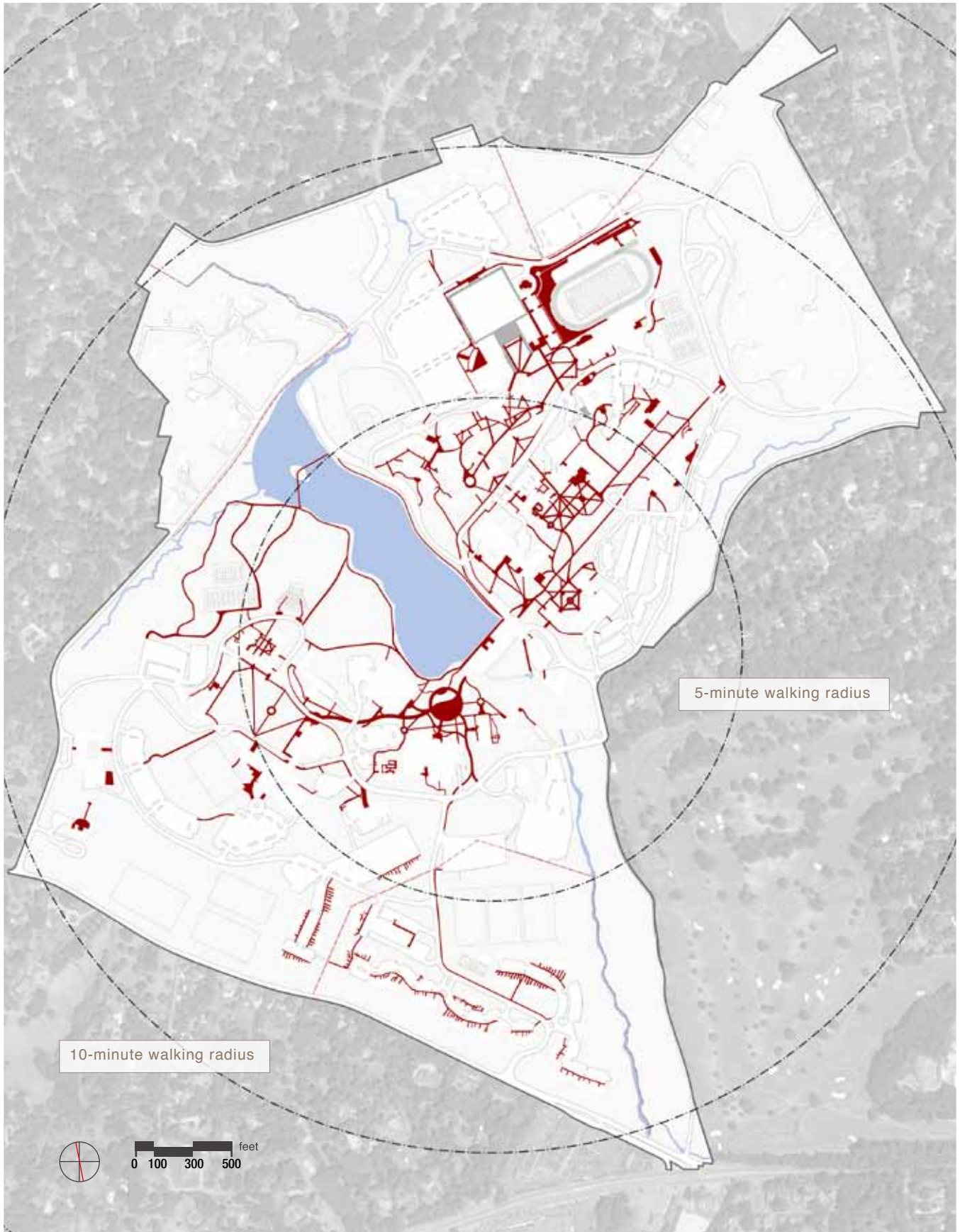
Quality of walking experience makes routes of comparable distances seem unequal.

--- Quarter Mile or 5-Minute Walk

## Pedestrian Paths

A fine network of pedestrian paths connects historic Richmond and Westhampton Colleges. Campus edges lack the same level of pedestrian amenity.

— Pedestrian Path



A scale comparison of local places:  
University of Richmond, Carytown, Short  
Pump Town Center, and Downtown Richmond.



--- Quarter Mile or  
5-Minute Walk

University of Richmond: Tyler Haynes Commons to Robins School of Business



Carytown: South Auburn Avenue to Byrd Theater





--- Quarter Mile or  
5-Minute Walk

Downtown Richmond: North 5th Street to Virginia State Capitol



Short Pump Town Center: Macy's to Dillard's

## Vehicular Circulation

Automobile circulation is critical infrastructure that influences form, and when successful is integrated into the body of the campus. Today, the circulation network on campus is extensive and confusing.

The two most significant circulation issues on campus are the lack of a clear and understandable vehicular circulation pattern around campus, as well as a significant conflict between vehicles and pedestrians on the interior portions of the campus.

The size of the campus and its location mean that some driving will always be required. The University of Richmond is in a relatively suburban location. This context, combined with rolling topography and the expanse of campus, makes driving an attractive choice for a number of activities.

While driving is a necessity at times, the campus need not be confusing. Clarifying routes for all users – daily users, visitors, and service – is a priority. So, too, is establishing a circulation network that supports pedestrians, bicycles, and public transit as well, if not better than automobiles.

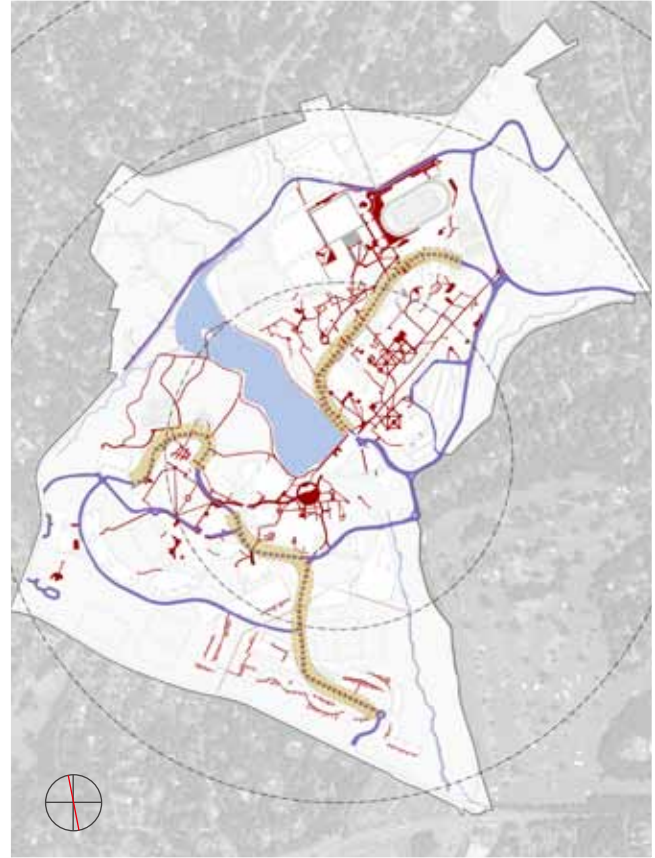
## Pedestrian-Vehicular Conflicts

In some locations, cars are intrusive. For example, head-in parking along Richmond Way creates conflicts with pedestrians and bicycles. Similarly, around Westhampton Green, parked and moving automobiles along Keller Road and Westhampton Way interfere with pedestrian movement and interrupt the tranquility of this area of campus. Elsewhere, pedestrians are not properly accommodated; parts of Spider Lane and Westhampton Way lack sidewalks.



**Campus Circulation**

- Unlimited Access Street
- ..... Service Only
- High-Quality Shared Street
- ..... As-needed Access Street



**Pedestrian-Vehicular Conflicts**

- Campus Street
- Pedestrian Path
- Automobile-Pedestrian Conflict

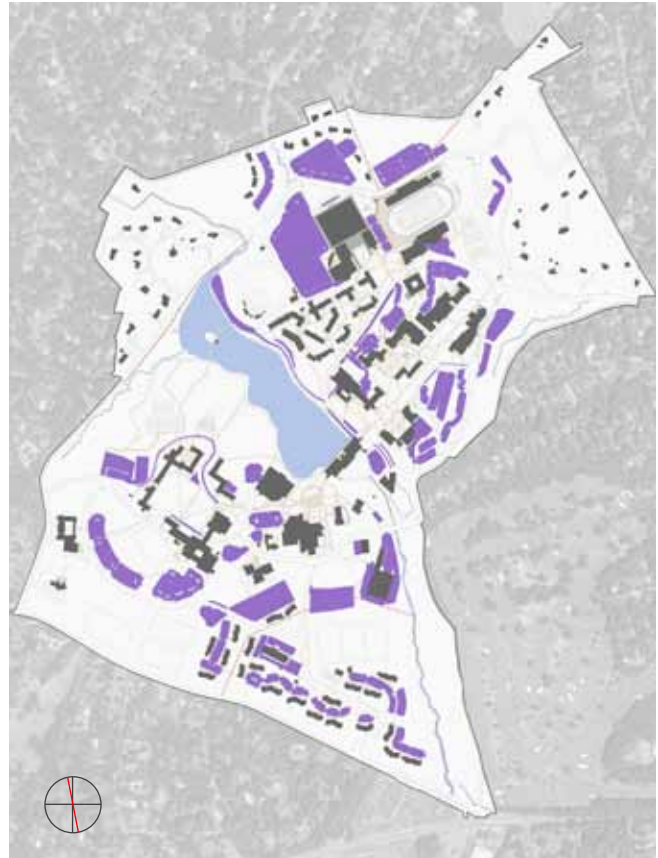
## Parking

There are about 4,500 parking spaces at the University of Richmond that cover more than 36 acres of the campus. While they are more than adequate for the daily needs of the campus, the parking demand for special events swells the supply of spaces that the University maintains.

The University expects to maintain the current parking supply on campus, but intends to consolidate resources so that the location and supply of parking is efficient and more reliable. Many small lots, combined with campus-wide parking privileges for many drivers, results in an inherent lack of efficiency and uncertainty about how long it will take a driver to find a space. The parking system on campus was evaluated in order to gain an understanding of the future parking needs and how the system might evolve with the campus plan. Specifically, parking demands across campus were analyzed to determine if they are being adequately accommodated by the current parking supply.

The peak parking demand was estimated as part of the 2007 parking study completed for the stadium project, and it was determined to be 2,945 spaces. Peak demand typically occurs about 2:00 pm on a weekday. It is typical practice to accommodate peak parking demands plus a surplus of approximately 5 to 15 percent so that circulating motorists can find an available parking space easily. Typical practice suggests that a campus parking supply of 3,465 spaces would sufficiently accommodate the weekday parking peak on campus, but frequent special events can significantly increase demand. Any reduction in parking supply has the potential to delay or reduce the need for structured parking. With an average cost of \$20,000 per space, any reduction would result in capital savings.

Another known parking issue is frequent movement of cars around the campus during the workday for convenience. Although some flexibility is needed, a more tightly controlled



### Campus Parking

■ Surface Parking

parking permit system could reduce the amount of daytime car use. Policy that restricts parkers to a primary lot or zone during the day would certainly help reduce the parking supply needed to meet demands now and into the future. Without this type of requirement employees, staff and students are able to drive across campus for meetings, classes or any other errand. To help accommodate necessary automobile use during the day, a series of short-term parking spaces could be designated around campus. This is a common strategy used on many university campuses across the country to enhance parking efficiency and could be valuable to the University of Richmond.



**Campus Parking Combined**

- Surface Parking

**Transportation**

The University of Richmond can achieve many of its sustainability goals by encouraging the use of other modes of transportation while still recognizing the need to accommodate cars. Under the transportation plan, transit opportunities for students and faculty have been expanded and should continue to be encouraged by enhancing convenience and comfort. The master plan accommodates the continued use of transit as a viable alternative. The other modes – pedestrian and bicycles – should also be accommodated on campus.



**Campus Parking by Type**

- Visitor
- Resident Students
- Commuting Students
- Faculty, Staff and Students

**Bicycles**

Although there are programs to encourage bicycle use on campus, there is not a robust physical system for bicyclists to travel on throughout campus. Some roadways are narrow and discourage bicycle use; sidewalks and paths are typically too narrow to safely accommodate both pedestrians and bicycles.

## Current Transportation Demand Management (TDM) Programs

The University of Richmond has implemented several programs to help reduce the number of single-occupied commuter vehicles travelling to campus, reduce the need for students to bring their vehicles to campus, and support campus sustainability efforts by reducing greenhouse gas emissions. The University has two Zipcars on campus during the academic year (one during the summer) that students and staff/faculty subscribed to the program can use for travel by the hour. Participation in the Zimride program facilitates ride-matching for commuter carpools and occasional long-distance trips. The University provides preferential parking for carpools and hybrid vehicles.

Through a private partnership, the University of Richmond offers several shuttles connecting the campus to downtown, local shopping areas (Village Shopping Center, Short Pump Town Center, and Regency Square Mall), a number of community service sites, and access to the GRTC bus system. Additionally, all faculty, staff, and students are eligible for full subsidized unlimited ride transit passes for GRTC bus services.

## Potential TDM Programs

A comprehensive TDM plan for the University of Richmond could include programs that target two campus populations, commuters and residential students. While some of the transportation needs for these groups overlap, they generally require different types of programs to satisfy their needs. Commuter TDM programs provide incentives and/or alternatives for commuters to use means other than single-occupied vehicles when traveling to campus. TDM programs targeted at students

reduce the need for students to bring their cars to campus and facilitate trips between points on campus or short distances from campus.

The general approach of a TDM program is to incentivize people to use alternative transportation when traveling to campus, within campus, and short distances from campus. These programs vary in cost and the length of time they take to implement.

Ridefinders is a division of the GRTC that matches commuters for car and vanpools. The University of Richmond currently has a relationship with Ridefinders and should leverage this relationship further. Ridefinders offers a guaranteed ride home service for registrants by providing the participant with four free taxi vouchers per year. Ridefinders also provides employer support services such as employee commute surveys, transportation fairs, and marketing materials.

Most successful TDM programs have a full time transportation coordinator whose sole purpose is to manage and promote the TDM programs offered by the University. The role of the transportation coordinator is to facilitate the distribution of incentives, develop and manage marketing and communication materials, and manage relationships with transportation vendors (e.g. Zipcar, Zimride, Ridefinders). Initially, a part-time transportation coordinator could be employed to facilitate implementation of the simplest TDM programs and to help the University advance to the next phase of implementation.

Most universities charge fees for on-campus parking. Increases in parking fees allow an institution to raise additional revenue to cover the costs of operating and maintaining

## Potential Transportation Demand Management Measures

Less Time to Implement	More Time to Implement
<ul style="list-style-type: none"> <li>• Leverage GRTC Ridefinders Program               <ul style="list-style-type: none"> <li>- Emergency Ride Home</li> <li>- Carpool/Vanpool Matching</li> </ul> </li> <li>• Part-time Employee Transportation Coordinator</li> <li>• Maps/Routes/Information</li> <li>• Proactive Marketing</li> <li>• Employee Orientation</li> <li>• Social Media (Twitter/Facebook)</li> <li>• Alternative Transportation Awareness Events</li> </ul>	<ul style="list-style-type: none"> <li>• Parking Fees</li> <li>• Employee Telework/Flex Work Policy</li> <li>• First-year campus vehicle restrictions</li> </ul> <p style="text-align: right;"><b>— Less Cost</b></p>
<ul style="list-style-type: none"> <li>• Full-time Employee Transportation Coordinator</li> <li>• Wayfinding Signs and Kiosks</li> <li>• Bicycle Racks</li> <li>• Van Pool Subsidy</li> </ul>	<ul style="list-style-type: none"> <li>• Parking Cash Out</li> <li>• Park and Ride</li> <li>• Bicycle Lockers</li> <li>• Shower/Locker Facilities</li> <li>• Improved Campus Pedestrian Accommodations</li> <li>• Improved Bicycle Accommodations (Campus and Regional)</li> </ul> <p style="text-align: right;"><b>+ More Cost</b></p>

campus parking areas and as a disincentive to park vehicles on campus. The University of Richmond currently does not charge for faculty and staff parking permits, and introducing parking fees is likely to be met with resistance. However, the introduction of parking fees for staff and faculty (and increasing parking fees for students) is one of the best means to decrease parking demand, decrease single-occupancy mode share for commuters, and raise revenue to pay for TDM programs.

An alternative to adopting parking fees at the University of Richmond would be a parking cash-out program. A cash-out program reduces the parking demand on campus. This benefit provides commuting employees an option to accept taxable cash income

instead of a free parking space on campus. Employees that participate are ineligible for an individual on-campus parking permit and instead rely on an alternative transportation mode such as carpool, transit, or a bicycle.

While a parking cash-out program does not generate revenue, it does free up other resources by reducing parking demand on campus:

- Decreases and delays the need to build parking lots or structures
- Reduces operations and maintenance costs by taking unused parking spaces offline
- Allows land to be repurposed for other valuable university functions.

## Impervious Surface

People familiar with the University of Richmond, even first time visitors, are quick to comment on the lake, trees, and other natural features that make the campus beautiful. Closer inspection reveals just how much area on the campus is made up of impervious surface. Building roofs, streets, parking, and sidewalks cover a large area of the campus. This condition is a significant factor in stormwater management on campus. Managing the balance of buildings and open space is an important aspect of the character and feel of campus, as well as a technical issue that requires stewardship.



Impervious surface – roofs, streets, parking, and sidewalks – cover a large area of the campus.

■ Impervious Surface

■ Field



## THEMES

Over the fall of 2010, the planning team engaged with more than 400 faculty, staff, students, alumni, and trustees to gather ideas and reactions to what issues are most important to the campus and should be championed during the planning process. Among the many voices, there was agreement about a handful of themes that should shape the development of the campus master plan:

- Inclusion/Accessibility
- Third Place
- Student Life
- Sustainability
- Culture of Excellence

### Inclusion/Accessibility

One facet of *The Richmond Promise* is the University's "determination to engage as a meaningful part of the Richmond community." The strategic plan recognizes that students are well-served by exposure to the wider world; bringing that activity to the campus is just as important as experiencing it off campus. A practical first step in this effort is making the campus more accessible to first-time and occasional visitors. Work has already begun in establishing a clear entrance on the south side of campus from River Road. The University community recognizes that additional improvements can be made to wayfinding and visitor services to make the campus more welcoming to the Richmond community. Additionally, making changes to buildings and landscape to make all facilities of the campus accessible to individuals of all abilities is a fundamental aspect of engagement among denizens of the campus, as well as with the larger community.



Students are well-served by exposure to the wider world.

### Third Places

The University of Richmond is committed to offering students a distinctive residential academic community. A rigorous academic curriculum is the backbone of this experience; life outside the classroom also plays an important role in student development. Fraternities and sororities have long played an important role for many students living on campus. Sigma Phi Epsilon was founded at Richmond College in 1901—recently commemorated in the new walkway connecting the Carole Weinstein International Center with the rest of the campus— and other fraternities have been a significant presence on campus even as many other aspects of life at Richmond have changed. Sororities have been an important part of campus life since 1987 and will be strengthened with the addition of the Student Activities Center. The University has

performed over half a million dollars in the upkeep of the fraternity lodges over the last eleven years, included in the rent, and will continue to maintain or replace those buildings in accordance with university standards.

Urban sociologist Ray Oldenburg identified the importance of a social environment separate from both work and home in his 1989 book, *The Great Good Place*. Oldenburg defines the Third Place as an oasis and gathering place outside of the classroom and the residence hall where students can connect with their peers intellectually and socially. Fraternities and sororities will continue to play this role for many students living on campus, at the same time, the increasing diversity and complexity of the student body indicates a need for a variety of Third Place options for students to choose from, both indoors and out.



## Student Life

More than 90 percent of undergraduate students live on campus, resulting in strong, life-long relationships among students. To strengthen these bonds, the University recognizes that renovation and new construction are necessary to expand the diversity of unit types on campus and better match student developmental needs, provide more single bedrooms, and improve community space in the residence halls. The University has authored a Housing Redevelopment Plan; some projects have already been completed, but more work remains to be done. Additionally, the University Forest Apartments are fast approaching the end of their useful life. These residential units require a combination of renovation and replacement to continue serving student needs.

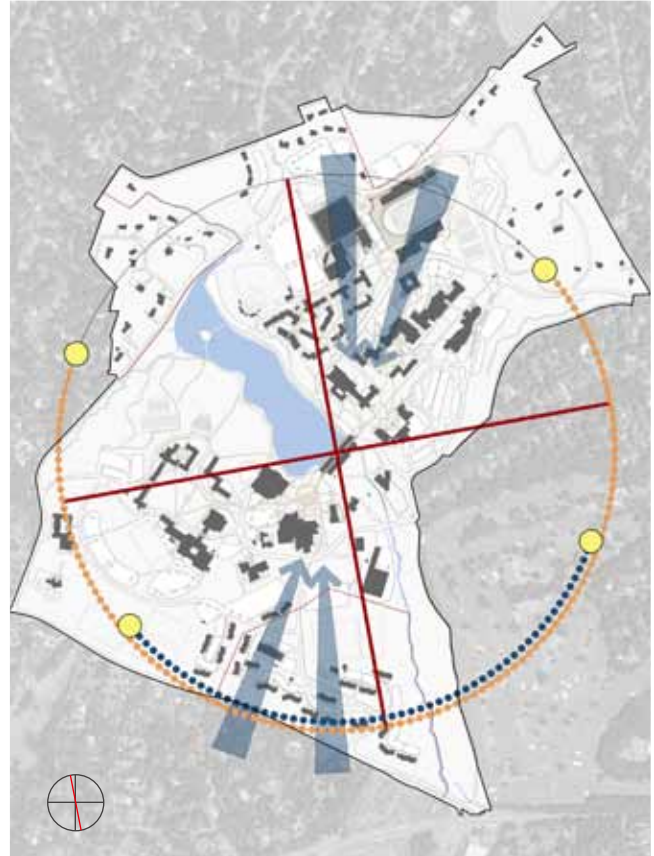


An overwhelming number of students participate in campus athletics and recreation programs. In particular, there is a high demand for outdoor fields for varsity, club, and intramural sports on campus. Additionally, the campus would benefit from increased opportunities for casual recreation, such as informal playing fields or trails.



## Sustainability

The University of Richmond is committed to environmental sustainability and is addressing the challenge head-on, from education to conservation, purchasing policies to land management. Naturally, this issue is of importance in the planning process. Master planning has potential influence on campus sustainability in three primary areas: energy, transportation, and water.

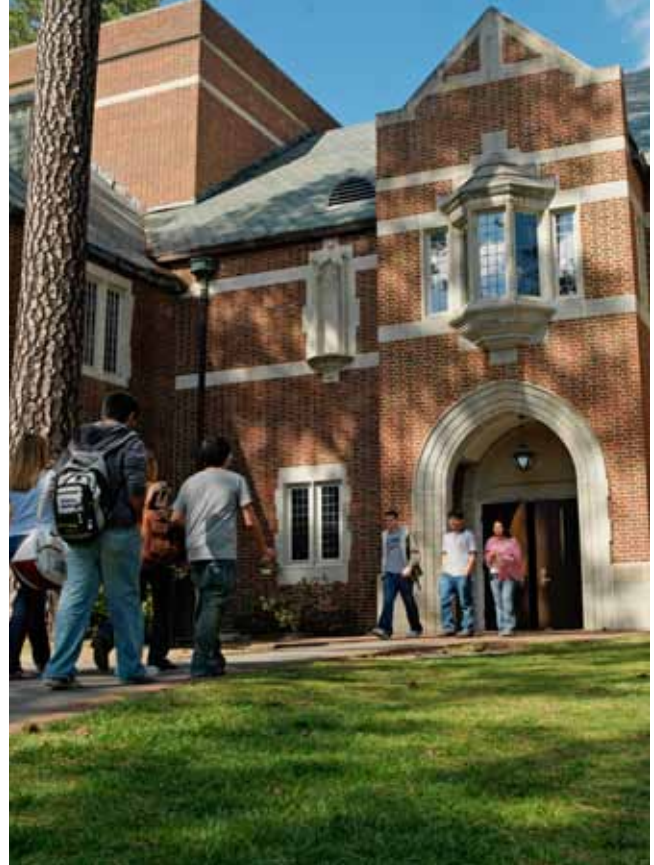


Solar orientation and prevailing winds are important considerations in the master planning process that impact energy use.

-  Solar South
-  Winter Sun
-  Summer Sun
-  Prevailing Wind

## Culture of Excellence

Evident from conversations with faculty, staff, students, and alumni is the great pride that they take in the University of Richmond. Some academic and administrative units are not well supported by the arrangement or location of space. Considerations for improvements should be made going forward. For example, administrative functions currently located in Richmond, Maryland, and Puryear Halls will be strategically relocated so that these halls can be used for the academic activity that their original design best supports.





## CONCLUSION

The University of Richmond provides a collaborative learning and research environment unlike any other in higher education, offering students an extraordinary combination of the liberal arts with law, business, leadership studies, and continuing education.

It is characterized by a distinctly integrated student experience—a rich and innovative life for students inside and outside the classroom—and a welcoming spirit that prizes diversity of experience and thought. It is rooted in a determination to engage as a meaningful part of our community and our world. It is committed to ensuring its opportunities are accessible to talented students of many backgrounds.

The campus master plan must address how facilities and grounds can keep pace with the complex demands of academics, research, and student experience, and establish flexibility to accommodate future opportunities as follows:

- Sometimes described as “a garden in a forest,” the iconic beauty of the campus can be further enriched by clarifying campus entry, arrival, and circulation.
- Enhancing the student experience—more Third Places, renewal and replacement of housing, additional outdoor recreation facilities and enhanced space for academic work and collaboration—supports growing diversity of student needs.
- Existing development in the south campus does not reflect the high standard of quality that distinguishes the University of Richmond and the campus, though students value the housing opportunities offered there.





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## Planning Ideas

Based on the results of Research and Analysis of the campus, the project team focused its creativity on two aspects of campus: circulation and redevelopment potential within the south campus. A variety of circulation options were developed and studied in order to understand their effect on mobility and accessibility for automobiles, bicycles, and pedestrians. It was widely agreed that the ideal solution should not only provide great utility and function, but also enhance the quality of campus life. Similarly, multiple development options were considered for the south campus.

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# Planning Ideas

## CIRCULATION

The circulation network should match access and need by guiding visitors and daily users to appropriate destinations and parking; maintaining service and emergency access to all facilities throughout the campus; facilitating drop off at key points on campus; and allowing glimpses of some of the most iconic areas of the campus.

To achieve this goal, the campus master plan proposes a series of modifications to circulation. The campus would continue to be served by public streets at its perimeter: Campus Drive to the northeast, Boatwright Drive and College Road to the north and west, and River Road to the south. Primary internal circulation on campus would be prioritized. The north-south connection runs along the east edge of the campus. Today this route is made up of Gateway Road, part of Westhampton Way, and UR Drive. An east-west route runs across the southern end of the campus, and is made up of Crenshaw Way, part of Westhampton Way, and Spider Lane. The alignment of these two connections would be streamlined to be the primary route for campus traffic. In addition to the primary route, key campus resources and destinations would be served by four access drives:

- South Court
- Booker Hall
- Ryland Hall in the R-10 Lot
- At the northwest corner of Boatwright Memorial Library



The circulation network on campus is extensive and confusing.

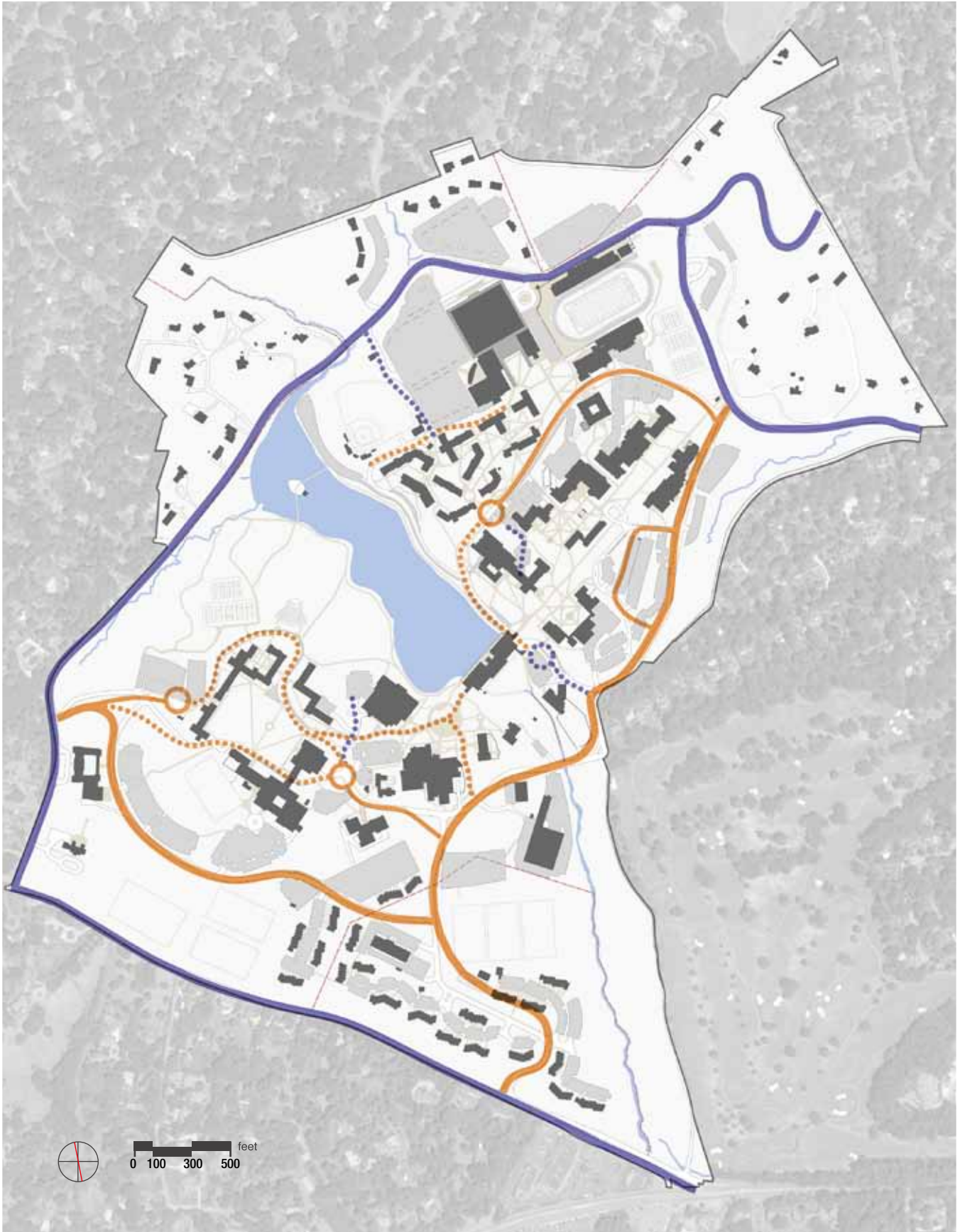
- Unlimited Access Street
- Service Only
- High-Quality Shared Street
- As-needed Access Street

The proposed campus circulation prioritizes pedestrian movement and the beauty of the campus, while allowing for flexible management of traffic and ongoing coordination with transit services.

### Proposed Circulation

Modifications to campus circulation match access and need.

- Public Street
- High-Quality Shared Street
- Service Only
- As-needed Access Street





Design ideas to improve the pedestrian network include narrower lanes, slower traffic, and high quality materials like brick and granite.



Practical improvements that favor pedestrians could be implemented to create a high-quality walking experience every day, while maintaining as-needed access for service and infrequent high-demand events, like move-in day.



High-quality road elements are already present on Wilton Way.



Other examples can be seen in the Forum, and the Richmond Way crossing at International Education.

## Development Patterns and Opportunities

The existing development pattern on campus is clustered around three nodes: Richmond College, Westhampton College, and the south campus. Each of these areas is a short distance from the Forum—the crossroads of the campus. The historic areas of Richmond College and Westhampton College are well established, each with their own icons and landmarks. The character of development in the south campus is out of step with the character of buildings and landscape throughout the rest of the campus and does not reflect the high quality of the University of Richmond. This area of the campus has the potential to make a greater contribution to University life.

The existing uses in the south campus include University Forest Apartments, which houses 642 students; recreation fields; the School of Professional and Continuing Studies; and University Facilities. Each of these uses will continue to be located in the south campus, but many will be accommodated in alternative facilities. Additionally, some new uses will be established in the south campus, including an Admission/Career Development center, enrollment management, administrative/support units, community engagement programs, and new connections to River Road. The University is committed to redeveloping the south campus as sustainably as possible, by balancing the proportion of buildings and open space; respecting the Resource Protection and Management Areas; working with existing topography; and responding to the local climate.

In addition to the redevelopment potential of south campus, a number of other locations on campus have previously been considered as opportunities for new buildings, these include:

- Expansion of Richmond Hall
- East of Ryland Hall, between Maryland Hall and the Robins School of Business
- Expansion of the Weinstein Center for Recreation and Wellness
- Parking Lot B6, adjacent to the Robins Center
- Parking Lot W37, near the Jepson Alumni Center.

Ideas for the organization of development of the south campus were explored at the conceptual level. Factors used to evaluate these ideas included:

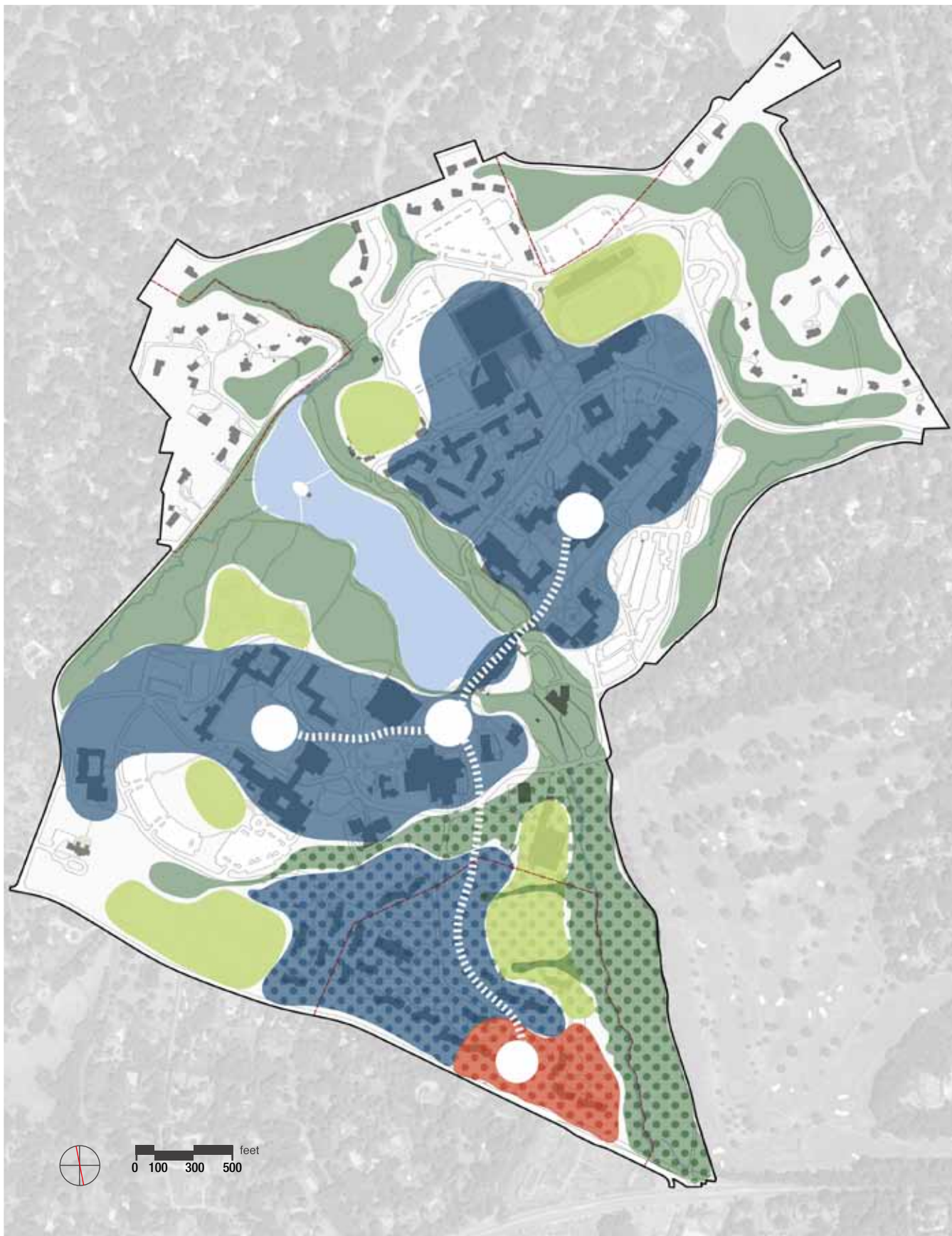
- Balance of buildings and open space
- Pedestrian and automobile connectivity with existing development on campus
- Relationship to the Little Westham Creek valley
- University presence on River Road.

Ultimately, a combination of the Linear Quadrangles and Ecological Corridor options were selected for refinement and inclusion in the campus master plan.

## Development Patterns

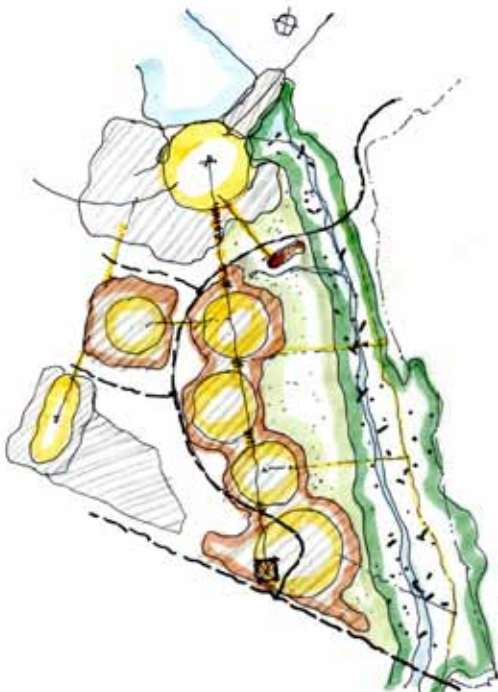
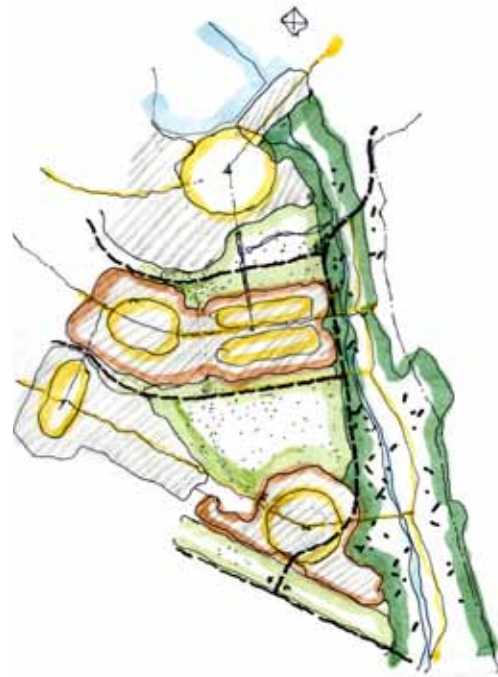
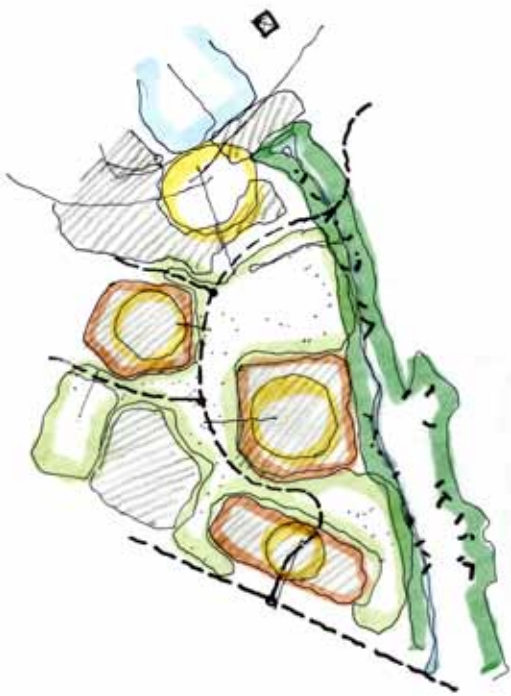
Development is clustered around three nodes: Richmond Way, Westhampton Green, and the south campus.

- Woods
- Fields
- Campus Development
- Campus Edge Development
- ⋮ Redevelopment



Numerous ideas were explored for the redevelopment of the south campus: Central Quadrangle, East-West Terraces, Linear Quadrangles, Ecological Network.

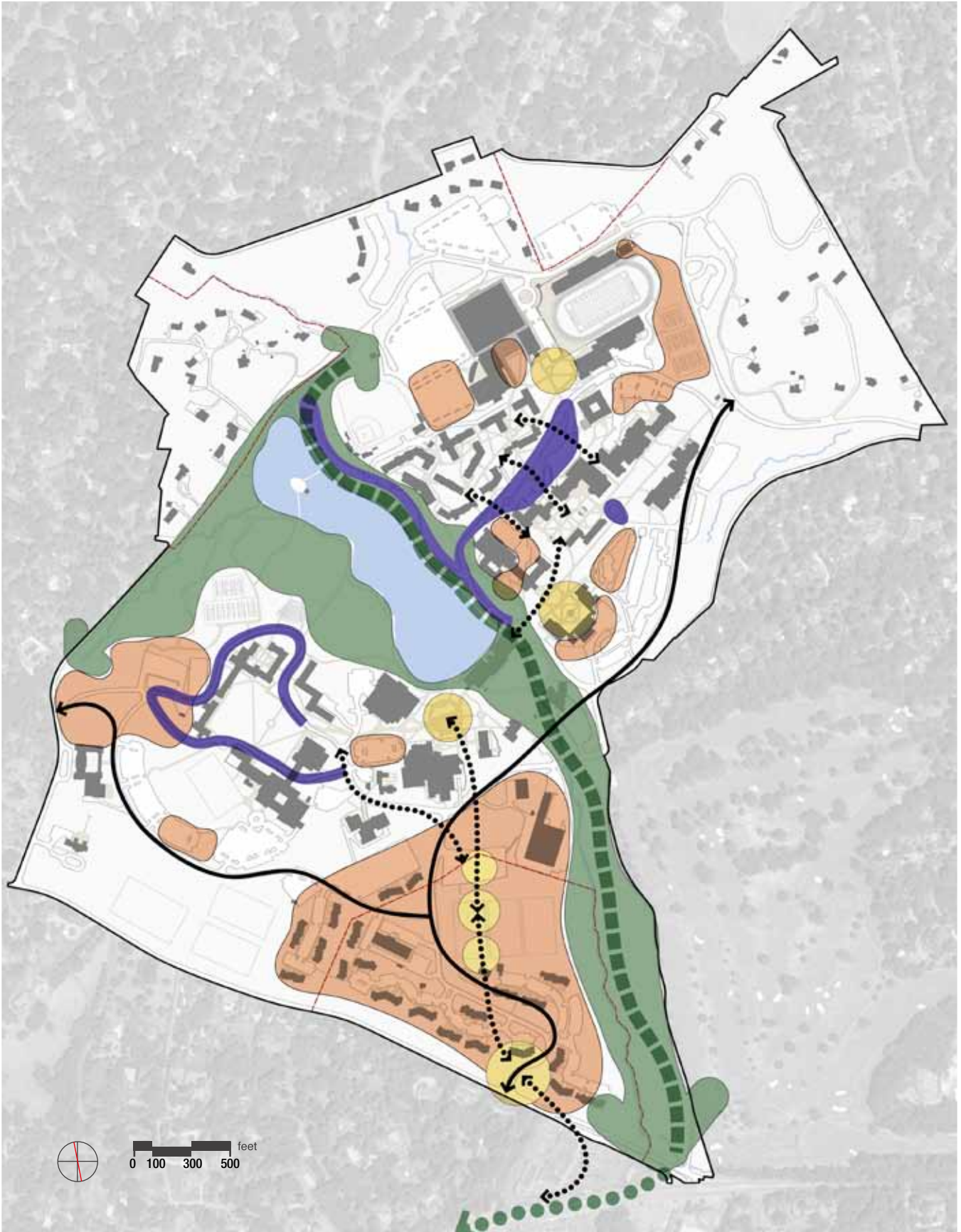
- Development Edge
- Plaza and Path
- Street
- Natural Area
- Open Space and Fields





## Development Opportunities

- Redevelopment Sites
- Continued Regeneration of Natural Landscape
- Relocate / Minimize Cars
- Cultivate Vibrant Open Space
- Clarify Automobile Circulation
- Enhance Pedestrian Circulation
- Recreational Connection





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## Campus Master Plan - Moving Forward

The University of Richmond Campus Master Plan addresses how facilities and grounds can keep pace with the complex demands of scholarship and student experience, while establishing flexibility to accommodate future opportunities. In some instances, locations have been identified for programs should a need arise; in others, the envisioned improvements meet existing needs.

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# Campus Master Plan - Moving Forward

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## THE SOUTH CAMPUS

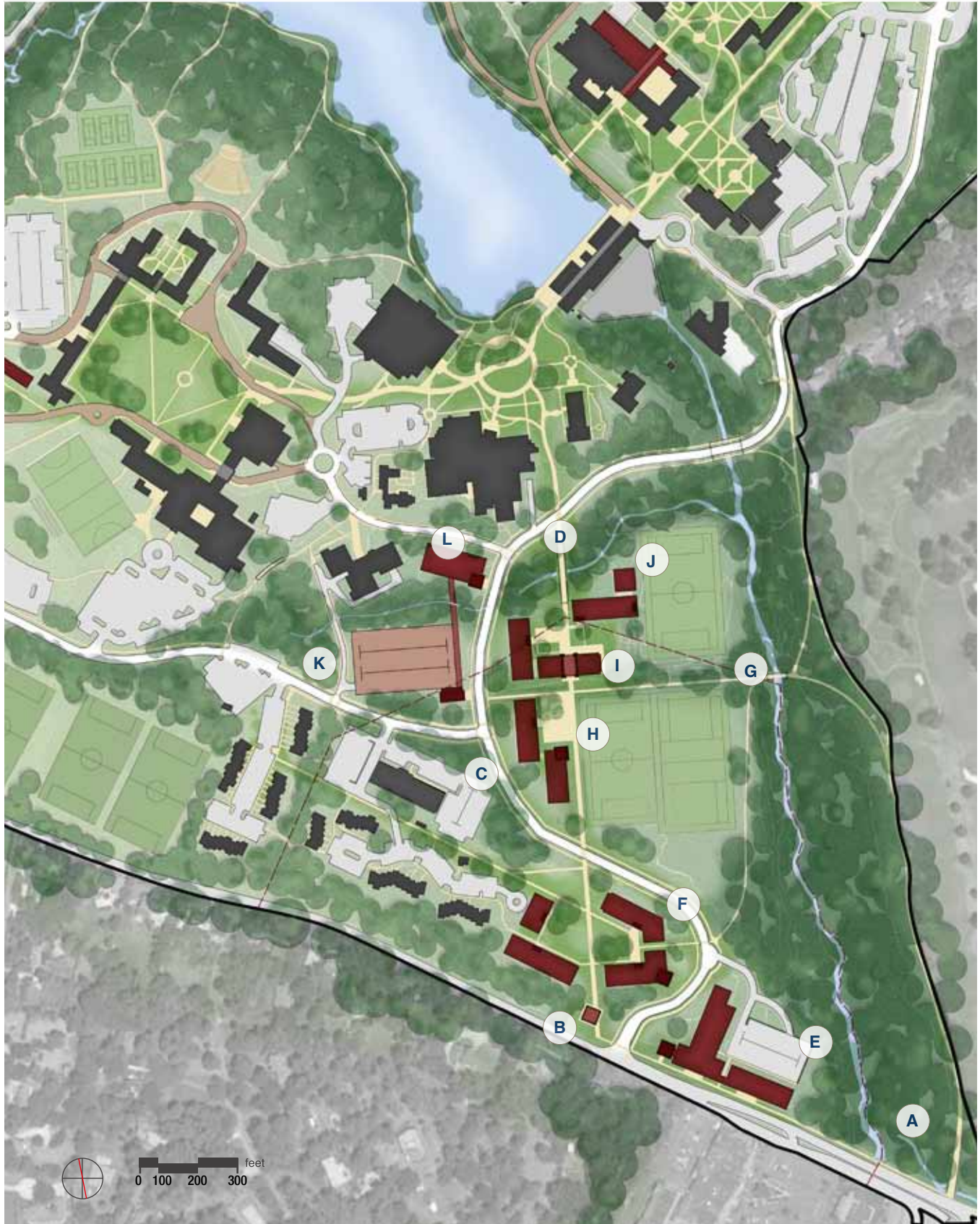
The River Road entrance to campus is already the most heavily used. Redevelopment will cultivate the south campus as the University's front door. Public facing programs such as an Admissions/Career Development Center and the School for Professional and Continuing Studies will welcome a variety of visitors. New residential facilities will better represent the quality of the institution. Pedestrian amenities - a trail that parallels Little Westham Creek and a gracious walkway that reaches from the Forum to River Road - will improve the continuity between the south campus and the rest of the University.

- A** Improvements to the Little Westham Creek valley, including a new pedestrian trail and creek crossing, will create a continuous path around Westhampton Lake and along the creek that connects the Lake to River Road and serves as an educational, research, and recreational amenity.
- B** A tower or architectural feature marks the southern entrance to campus; this landmark is visible from River Road.
- C** UR Drive is realigned as the priority north-south route through campus. Modifications make curves gentler and give right-of-way to the route at intersections with Spider Lane, Westhampton Way, and Gateway Drive.
- D** High-quality pedestrian walkway establishes a clear and easy route for residents of the south campus to access other parts of campus and connects the Forum to River Road. Crosswalks on UR Drive are raised to emphasize pedestrian right-of-way, like the Richmond Way crosswalk at Carole Weinstein International Center. A light bridge or boardwalk allows pedestrians to continue at grade while crossing the creek south of UR Drive at Gottwald Center for the Sciences.

- E** A mixed-use building accommodates administrative and/or academic functions, such as the School of Professional and Continuing Studies. The facility strengthens the University's presence on River Road and also incorporates parking spaces on two levels.
- F** New residence halls maintain capacity in the south campus, while providing greater variety of apartment types and more single bedrooms for upper-class students.
- G** Three fields located immediately adjacent to the Little Westham Creek valley meet recreation program needs; potential for artificial turf and lighting for extended hours of play.
- H** New residence halls maintain capacity in the south campus, while providing greater variety of apartment types and more single bedrooms for upper-class students.
- I** South campus amenity center provides additional space for study, student gatherings, and services.
- J** A new academic, residential, or administrative building could meet a variety of different needs, depending on program demands.
- K** Parking structure consolidates surface parking to accommodate need in the south campus and incorporates potential for additional program space.
- L** New Admission/Career Development Center provides program space to greet arriving visitors and prospective students.

## The South Campus

- Existing Building
- New Building
- New Parking Structure
- As-needed Vehicle Access
- Building Portal
- Pedestrian Way

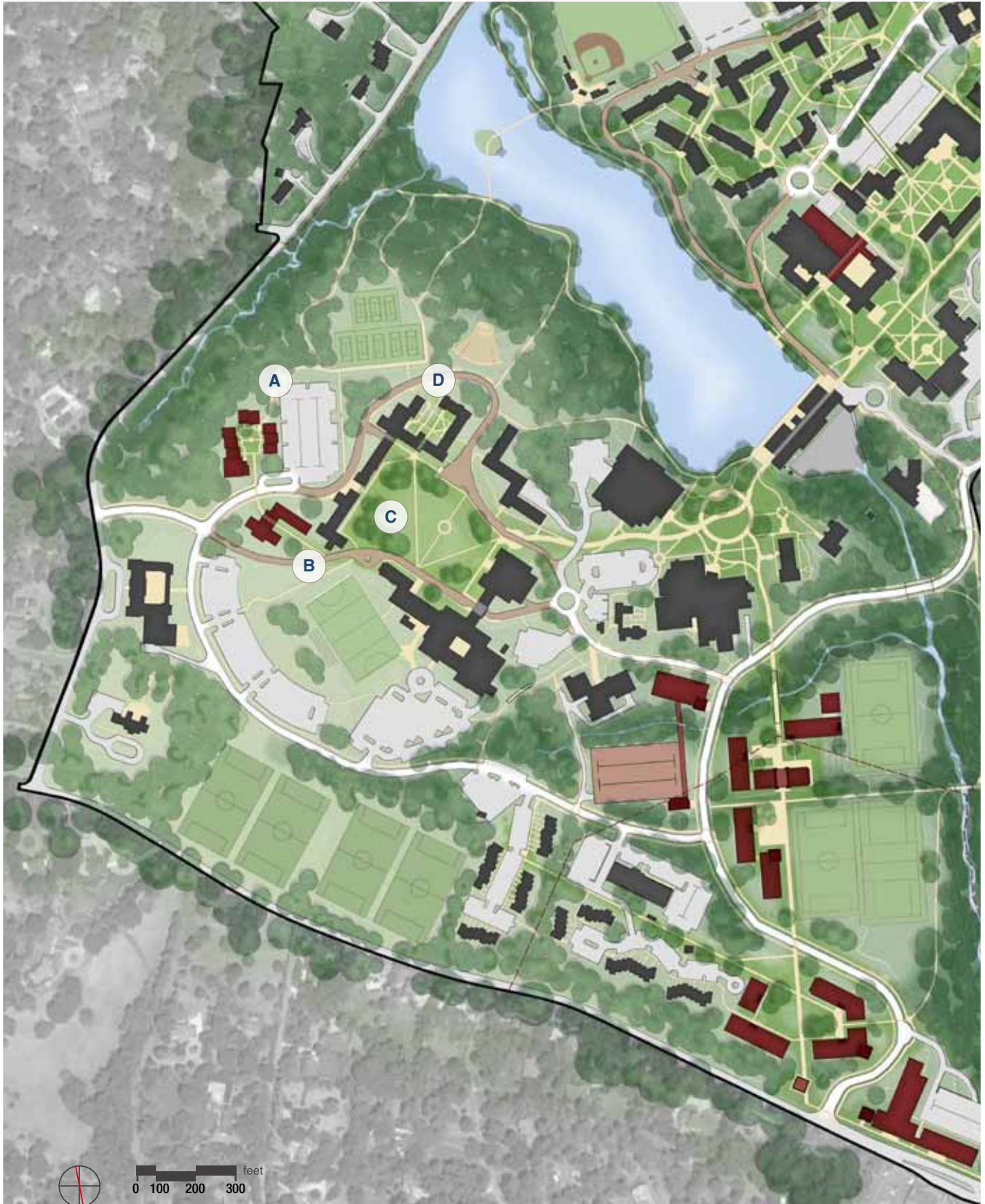


## WESTHAMPTON COLLEGE

- A Student Activities Center provides student organization spaces and meeting space for large groups.
- B New residence hall expands residential experience in Westhampton College.
- C Landscape improvements in Westhampton College accommodate desired pedestrian movement.
- D Keller Road realigned to create building site; streetscape improvements to reduce presence of automobiles and enhance campus character.

# Westhampton College

- Existing Building
- New Building
- New Parking Structure
- As-needed Vehicle Access
- Building Portal
- Pedestrian Way



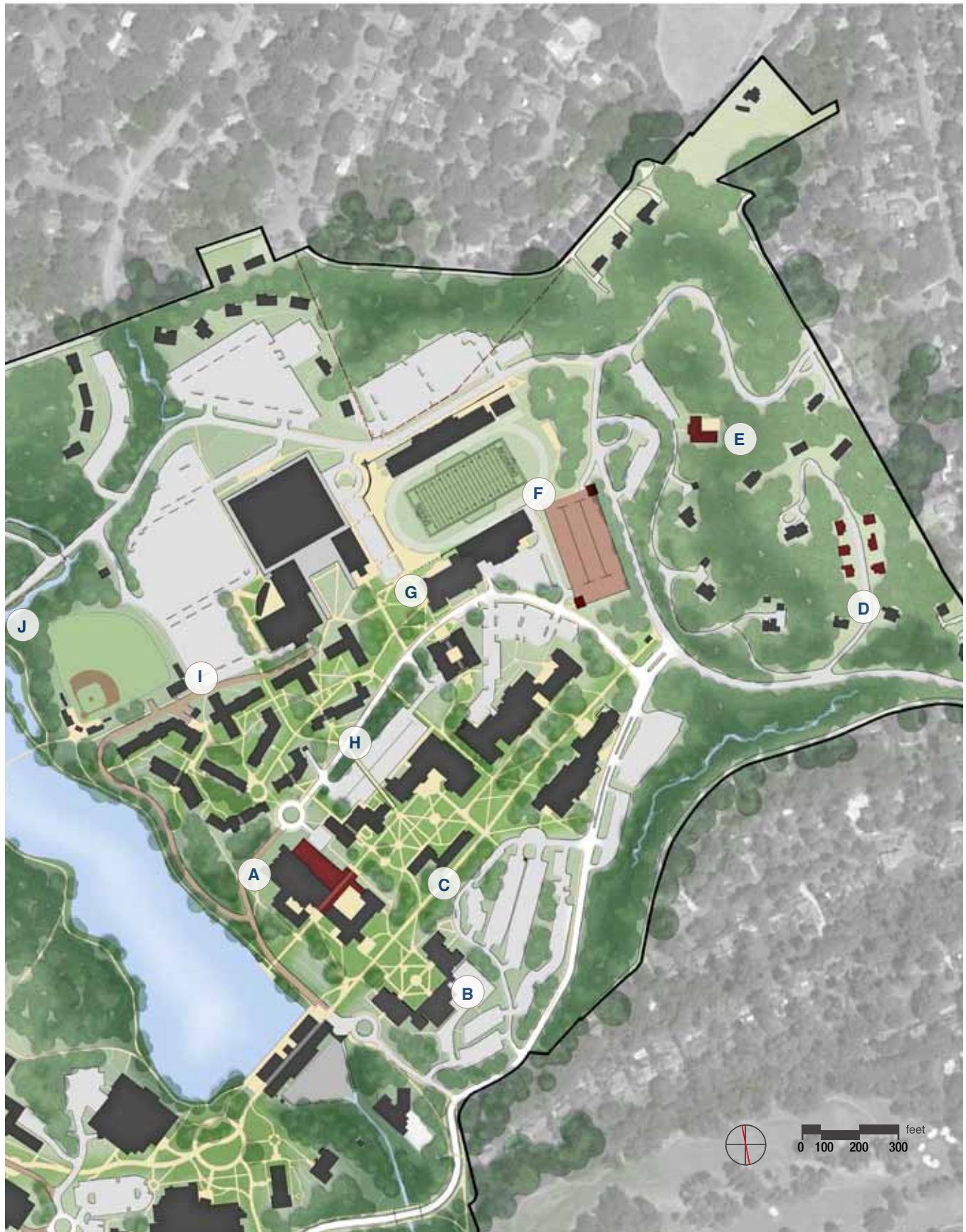
## RICHMOND COLLEGE

- A** Addition to Boatwright Memorial Library creates an entrance from Stern Quadrangle and incorporates additional space for study, collaboration, and technology-enhanced learning spaces and services; landscape improvements engage the library with the lake and create opportunities for new outdoor classrooms.
- B** Maryland, Richmond, and Puryear Halls restored to academic use.
- C** Modifications to Richmond Walk improve the pedestrian connection between the Commons and Stern Quadrangle; a new plaza links Gumenick Quadrangle to Boatwright Memorial Library. Modifications to Ryland Circle strengthen the continuity of open space between Stern Quadrangle and the professional schools quadrangle to the north.
- D** New cottages on Bostwick Lane provide housing options for visiting scholars.
- E** Easy access location off Boatwright Drive for possible childcare facility.
- F** Parking structure consolidates surface parking to accommodate need in the north campus.
- G** Brunet Hall repurposed for new use once Enrollment Management and other students services relocate to the south campus.
- H** Modifications to Richmond Way add pedestrian bridge over parking lots and remove on-street parking to improve pedestrian safety and accessibility.
- I** Reconfigured service access to residence halls and more hospitable front door for Weinstein Center for Recreation and Wellness.
- J** Small forebay slows and cleans parking lot and field stormwater runoff before it reaches the lake.



## Richmond College

- Existing Building
- New Building
- New Parking Structure
- As-needed Vehicle Access
- Building Portal
- Pedestrian Way

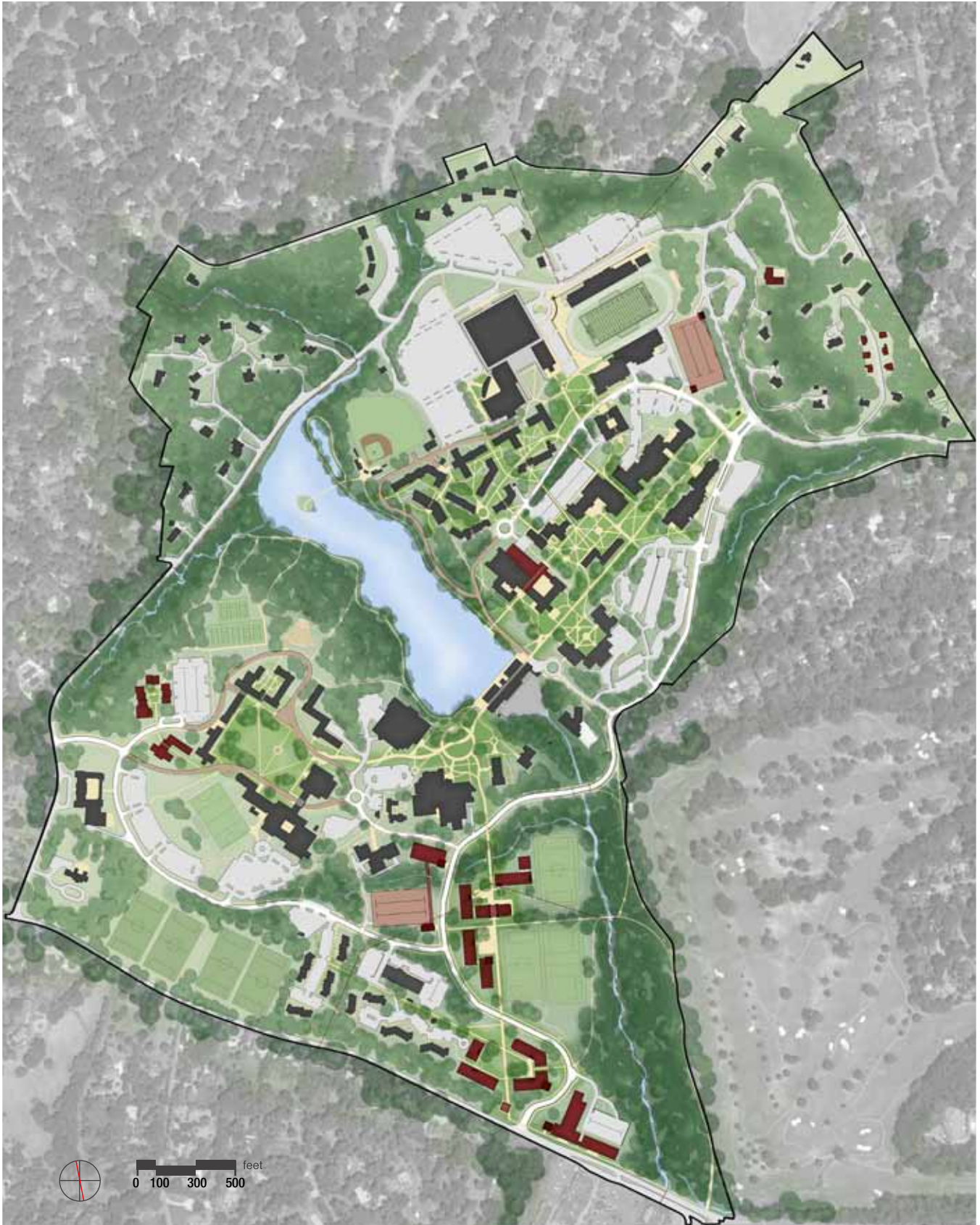


Potential Development Capacity

South Campus	Map Letter	Capacity per floor	Floors	Total Capacity	Notes
	<b>E</b>	36,500 gsf	4	146,000 gsf	
		65 parking spaces	2	130 parking spaces	
	<b>F</b>	25,000 gsf	4	100,000 gsf	East
		18,600 gsf	4	74,400 gsf	West
	<b>H</b>	21,500 gsf	4	86,000 gsf	North
		20,500 gsf	4	82,000 gsf	South
	<b>I</b>	15,500 gsf	4	62,000 gsf	
	<b>J</b>	130 parking spaces	4	520 parking spaces	
	<b>K</b>	14,500 gsf	4	58,000 gsf	
Westhampton College	Map Letter	Capacity per floor	Floors	Total Capacity	
	<b>A</b>	15,500 gsf	1	15,500 gsf	
		163 parking spaces	1	163 parking spaces	
	<b>B</b>	12,000 gsf	3	36,000 gsf	
Richmond College	Map Letter	Capacity per floor	Floors	Total Capacity	
	<b>A*</b>	12,500 gsf	4	50,000 gsf	
	<b>D*</b>	7,000 gsf	2	14,000 gsf	
	<b>E</b>	5,500 gsf	1	5,500 gsf	
	<b>F</b>	150 parking spaces	3	480 parking spaces	
	<b>A*</b>	GSF based on previous Boatwright Memorial Library Study			
	<b>D*</b>	GSF per unit; 6 units shown			

# University of Richmond Campus Master Plan 2011

- Existing Building
- New Building
- New Parking Structure
- As-needed Vehicle Access
- Building Portal
- Pedestrian Way





New buildings define a series of courtyards along a central axis connecting the Forum to River Road.



Illustrative view of the proposed cluster of new south campus facilities looking south from Cannon Memorial Chapel towards River Road.



## CAMPUS WIDE IMPACT

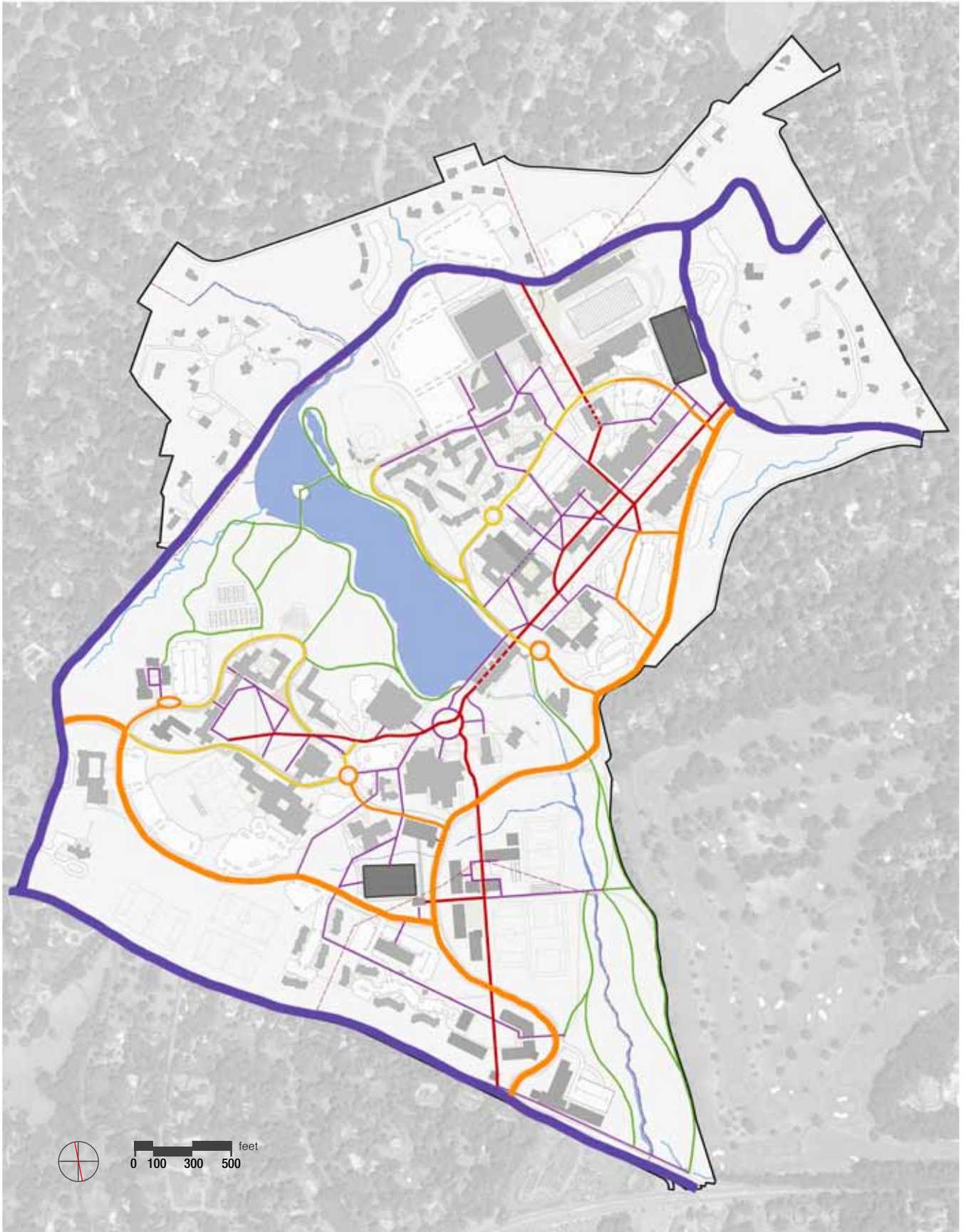
Implementation of the campus master plan is expected to have campus-wide impact on several aspects of University life, including circulation, open space, residential life, and student life.

### Circulation

Inherent in the campus master plan's proposed modification to campus circulation is the philosophy that access and need should be well-matched. On campus, pedestrians and bicycles are generally considered to have the greatest need and therefore merit the most extensive access. Pedestrians will be accommodated on all campus streets and pathways. Bicycles will be accommodated on all campus streets, as well as on the ecological area pathway. Establishing a circulation network that prioritizes pedestrians and bicycles before automobiles requires a clear hierarchy of paths for each. The campus master plan includes standards for an intuitive hierarchy among streets and paths.

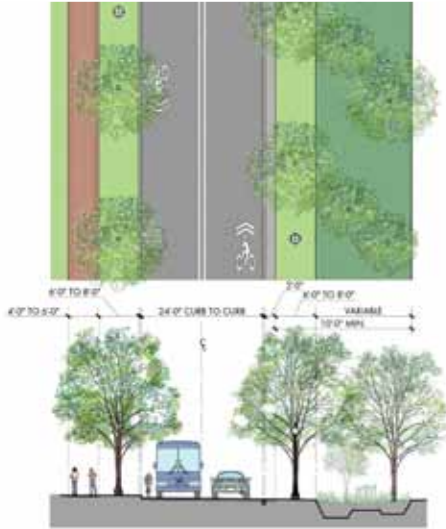
## Streets and Paths

- |  |   |
|--|---|
|  Public Street              |  Primary Pathway         |
|  Unlimited Access Street    |  Secondary Pathway       |
|  High-Quality Shared Street |  Ecological Area Pathway |



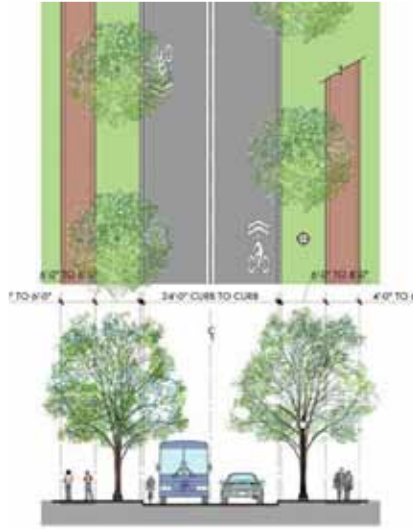
## High-Quality Roadways

Roadway hierarchy can be clarified and standardized as part of the ongoing maintenance and renewal of the campus grounds. These sections illustrate an ideal design for each category; details will vary in response to actual site conditions during implementation.



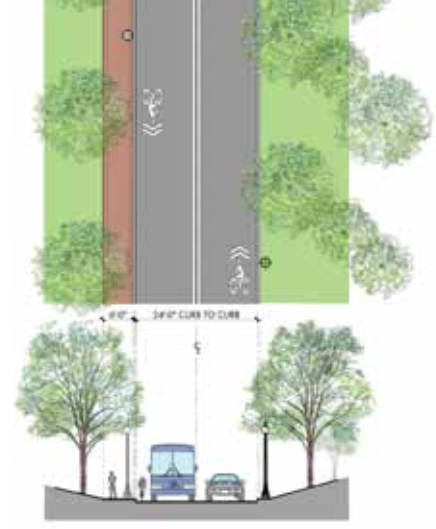
**R1A** High-Quality Roadway with Bikes, Pedestrians Separated

*Asphalt Drive Lane, Curb, Tree Strips, Brick or Asphalt and Brick Walks (Depending on Location)*



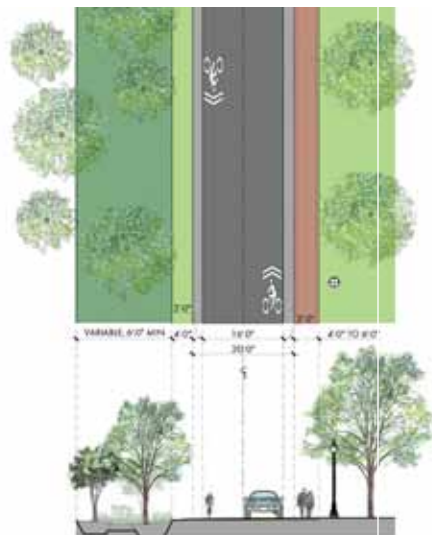
**R1B** High-Quality Roadway with Bikes, Pedestrians Separated, No Planting Strip

*Asphalt Drive Lane, Curb, Brick or Asphalt and Brick Walks (Depending on Location)*



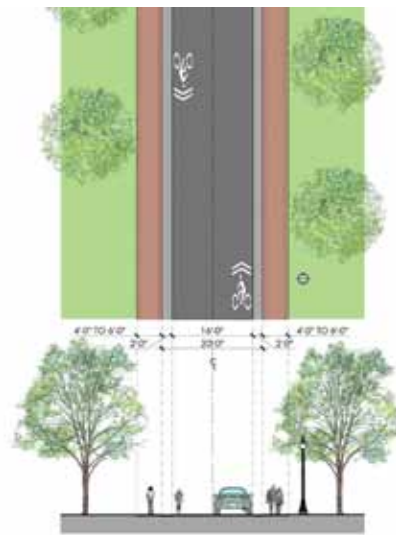
**R1C** High Quality Roadway with Bikes, Pedestrians Separated, No Planting Strip - Limited to Constrained Locations

*Asphalt Drive Lane, Curb, Brick or Asphalt and Brick Walk One Side*



**R2A** High-Quality Roadway Shared with Pedestrians and Bikes

*Asphalt Drive Lane, Accent Cobble Gutters (Both Sides), Brick Walls*



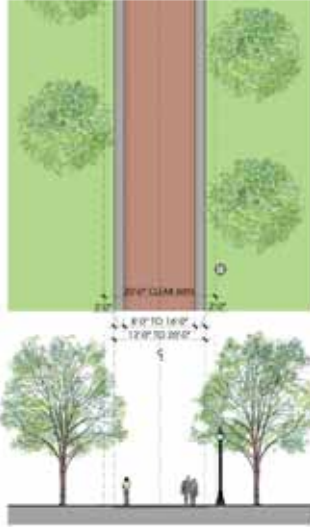
**R2B** High-Quality Roadway with Rain Garden, Shared with Pedestrians and Bikes

*Asphalt Drive Lane, Accent Cobble Gutters (Both Sides), Brick Walk, Grass Filter Strip, and Rain Garden Opposite*



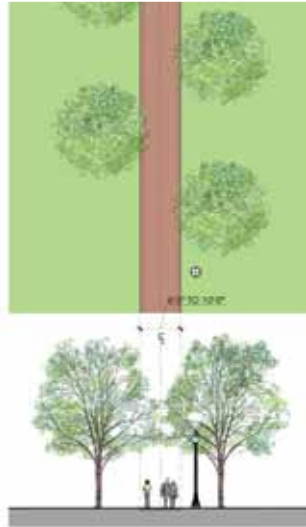
## Pathways

Path hierarchy can be clarified and standardized as part of the ongoing maintenance and renewal of the campus grounds. These sections illustrate an ideal design for each category; details will vary in response to actual site conditions during implementation.



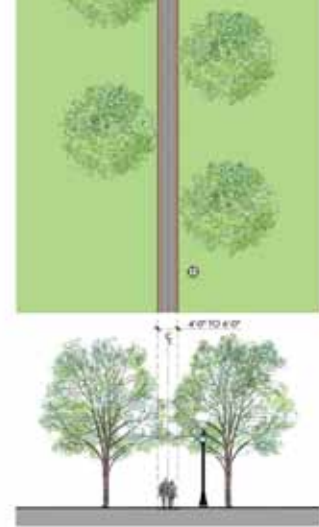
**P1 Primary Pathway with Fire and Service Access**

*Brick with Accent Band Both Sides*



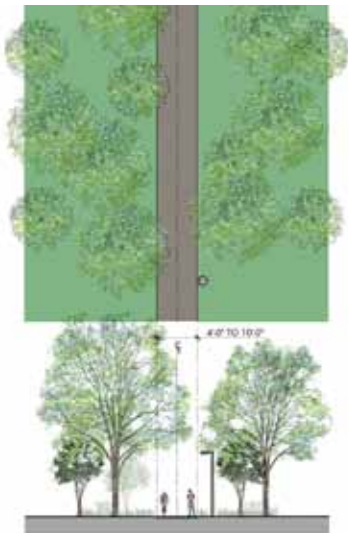
**P2 Secondary Pathway with Light Service Traffic Only**

*Brick; May Be Asphalt with Brick Header Band Similar to P3*



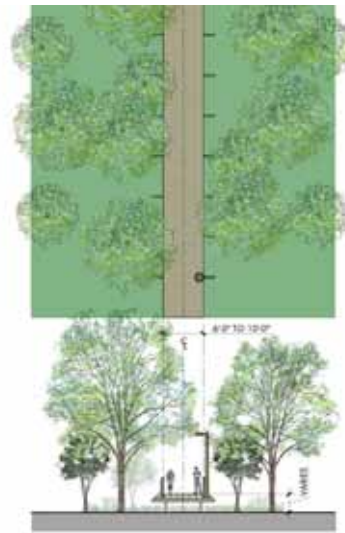
**P3 Tertiary Pathway**

*Asphalt with Brick Header Band; May Be All Brick in High-Visibility Areas*



**P4 Ecological Area Pathway**

*Stabilized Gravel / Stonedust, Possibly to Include a More Simple / Rustic Pole and Fixture*



**P5 Ecological Area Boardwalk**

*Elevated Boardwalk, Rustic Pole and Fixture*

## Open Space

The natural beauty of the University of Richmond is a unique asset that distinguishes the campus. New and renewed outdoor spaces will be created as the campus master plan is implemented, thereby expanding and enhancing the open space network and creating opportunities for expansion of the University's public outdoor art collection.

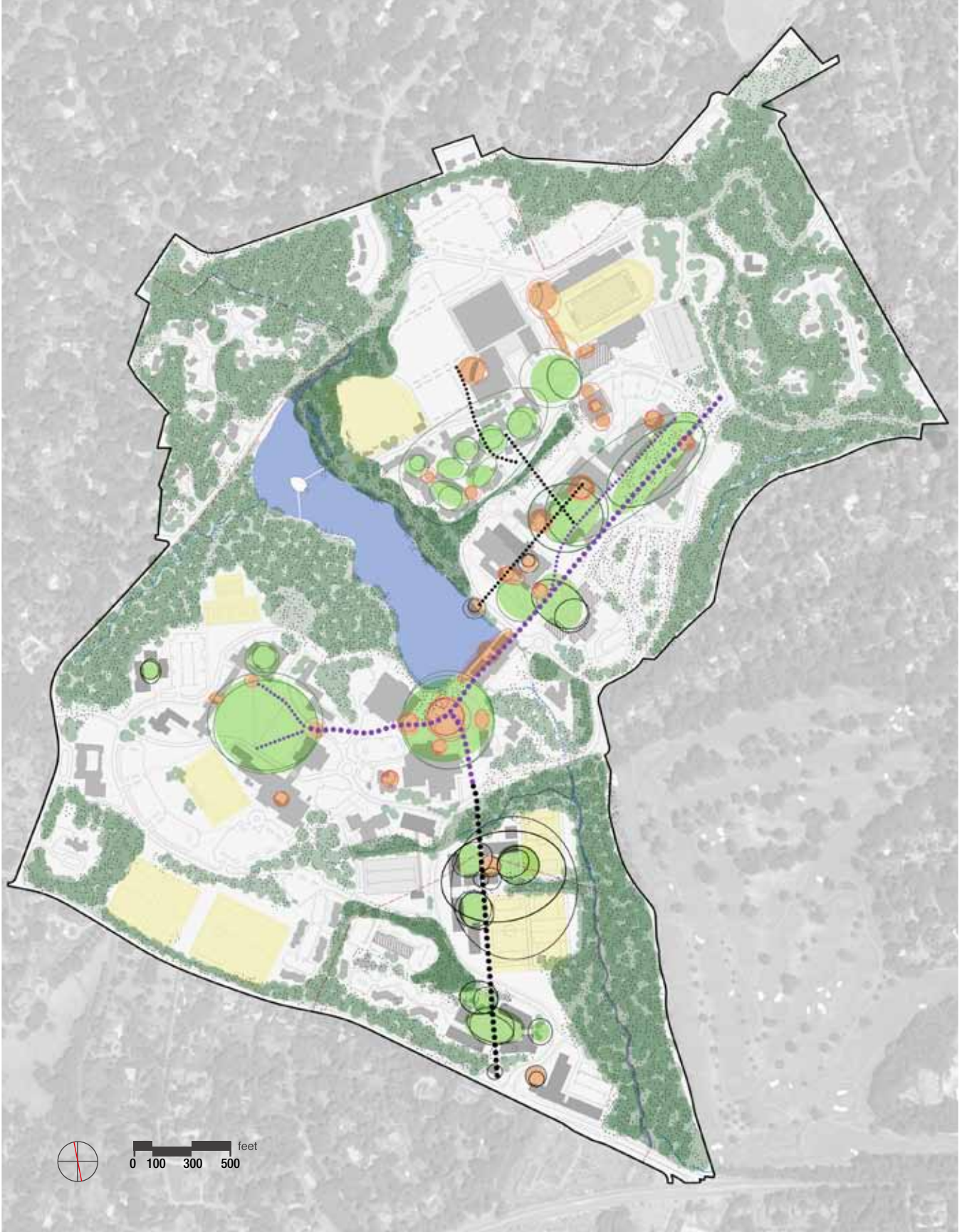


### Existing Open Space

- Natural Areas
- Formal Open Spaces
- Plaza
- Fields and Courts
- Pedestrian Axis
- Proposed Pedestrian Axis

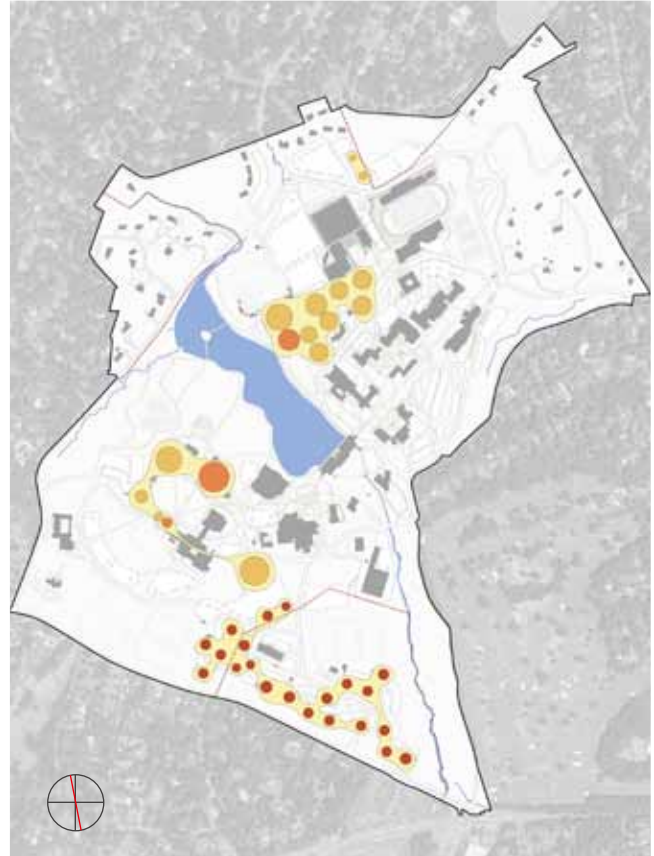
## Proposed Open Space

- Natural Areas
- Formal Open Spaces
- Plaza
- Fields and Courts
- Pedestrian Axis
- Proposed Pedestrian Axis
- New or Enhanced



## Residential Life

University Facilities and Undergraduate Student Housing are ongoing collaborators working together to provide a distinctive residential experience on campus for students in all four cohorts. Nearly all undergraduate students live on campus to foster an exceptionally strong residential community. Just as important as the mix of students on campus is the variety of unit types where they might live. The current supply of on-campus housing is heavily weighted to traditional halls served by shared amenities, such as bathrooms, kitchens, study lounges, and meeting space. Traditional halls facilitate many daily activities outside of the unit and are best-suited to first-year students who are acclimating to campus life. Apartments incorporate almost all daily activities into the unit and support the growing independence of upper-class students. In between are semi-suites and suites that incorporate some, but not all, daily activities into the unit. Planned renovation and new construction will bring the mix of units into closer alignment with the mix of students living on campus.



### Existing Housing

On-campus housing is heavily weighted to traditional halls.

- Traditional
- Suite
- Apartment

\*Circle area is proportional to the number of beds in the building

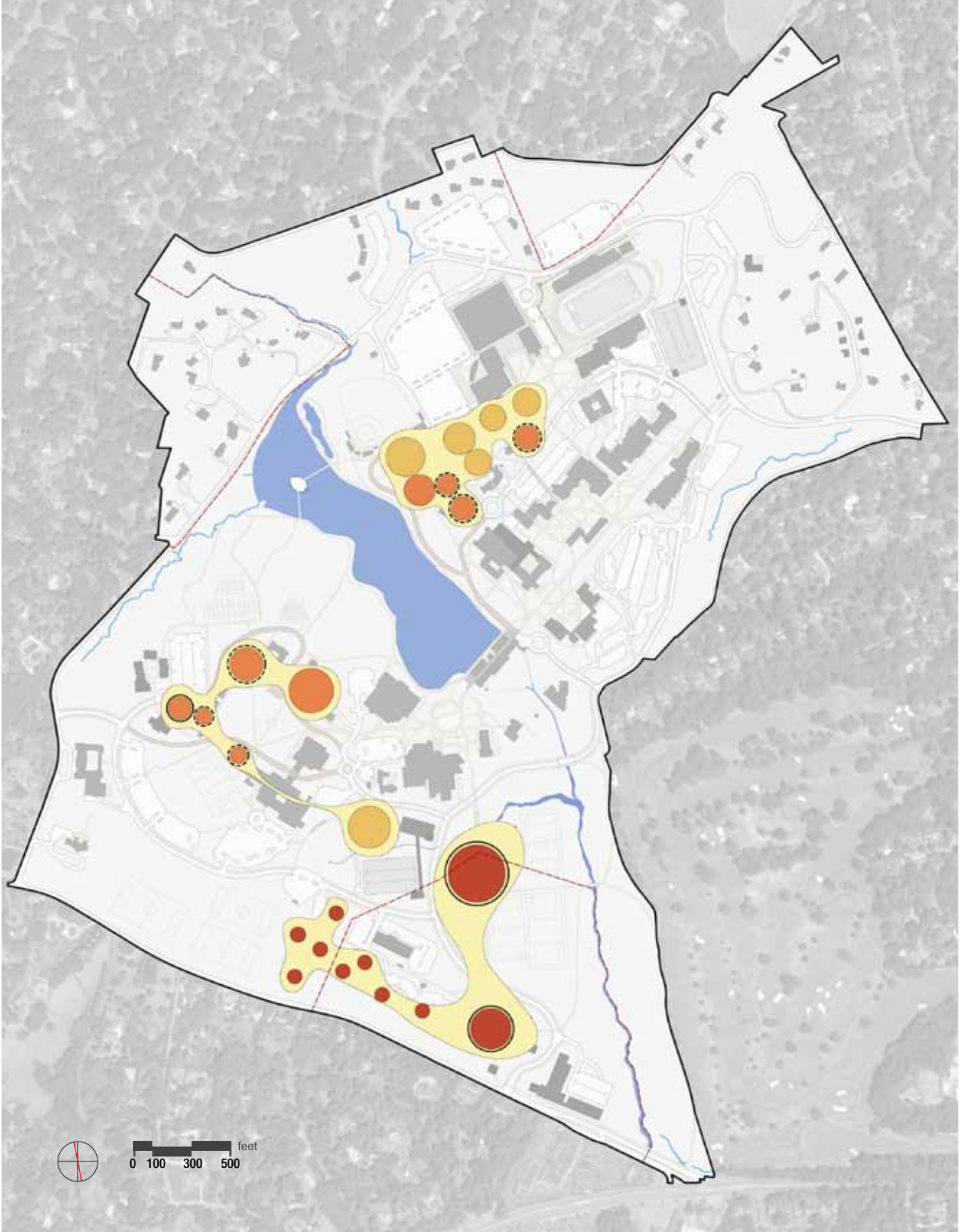
## Proposed Housing

Planned renovation and new construction match the mix of units to the mix of students.

- Traditional
- Suite
- Apartment

- New Housing
- ⊘ Renovated Housing

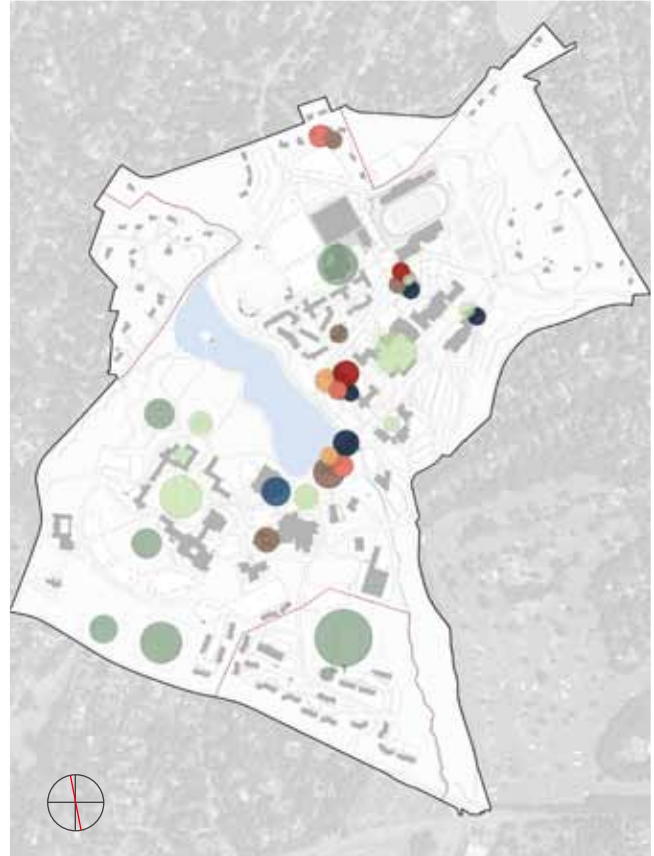
\*Circle area is proportional to the number of beds in the building



## Student Life

Redevelopment of the south campus offers the opportunity to incorporate artificial turf and lights into outdoor recreational fields and extend their use into evening hours, as well as to cultivate the Little Westham Creek valley as a robust recreational amenity. These changes will significantly augment the inventory and capacity of campus recreational facilities – and significantly boost student life.

New construction and landscape improvements throughout the campus affords the chance to expand the number and diversity of Third Places on the campus. Opportunities for new study spaces, meeting rooms, lounges, food service, and outdoor gathering areas will bring diversity to the places where students gather for social and intellectual interaction.



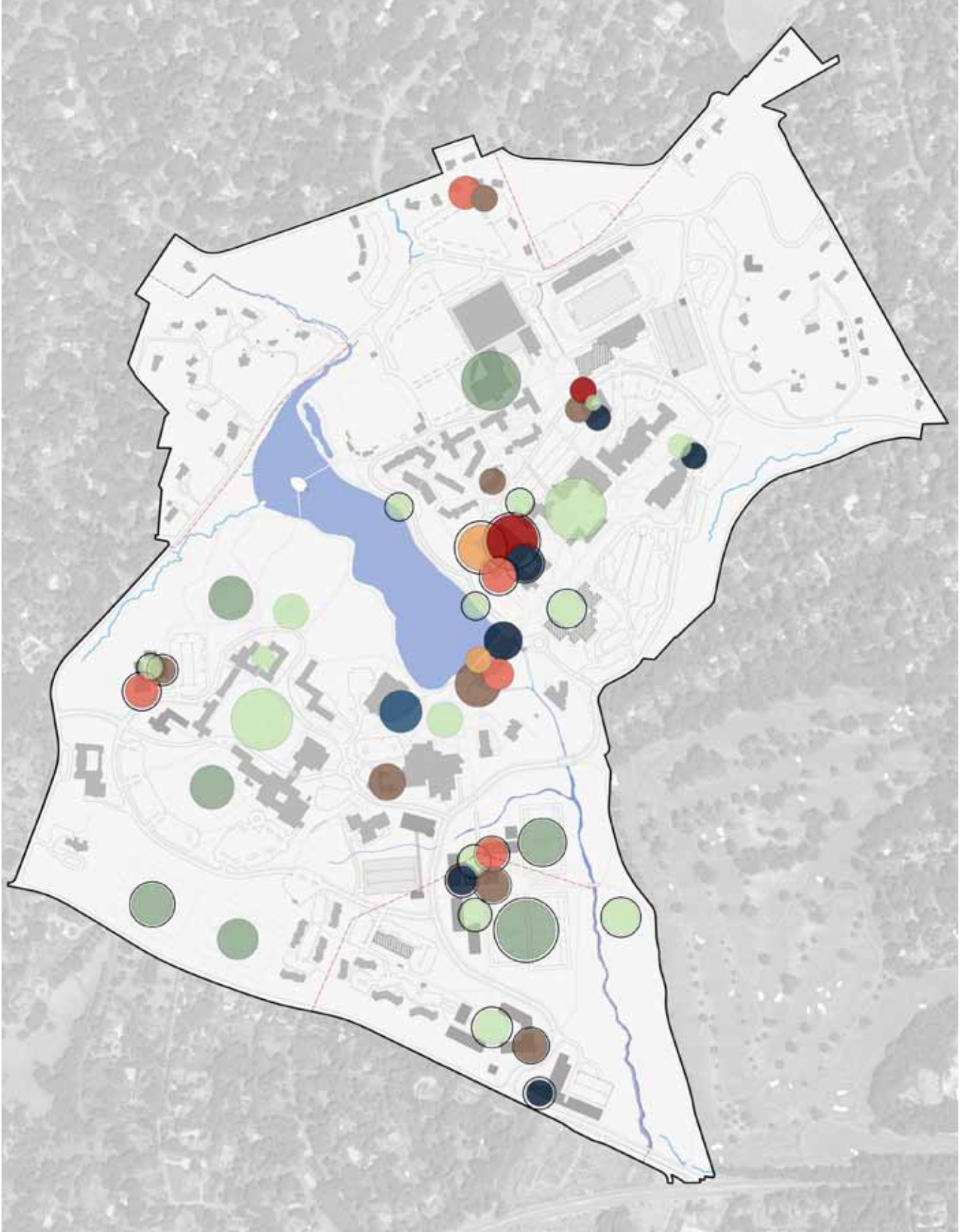
### Existing Third Places

- Study Space
- Meeting Rooms
- Lounge
- Computer Stations
- Cafe
- Sit-Down Dining
- Athletics and Recreation
- Outdoor Gathering Area

### Proposed Third Places

New construction affords the chance to expand the number and diversity of Third Places.

- Study Space
- Meeting Rooms
- Lounge
- Computer Stations
- Cafe
- Sit-Down Dining
- Athletics and Recreation
- Outdoor Gathering Area
- New or Enhanced



## IMPLEMENTATION

Implementation of the campus master plan will be realized through the completion of individual projects. Working with the strategic plan, *The Richmond Promise*, as a guide, the University has identified two phases of projects to advance realization of the campus master plan. The two phases and projects included in each that are described here are based on current knowledge, but the exact order of projects may vary as additional information about University's needs and priorities becomes available.

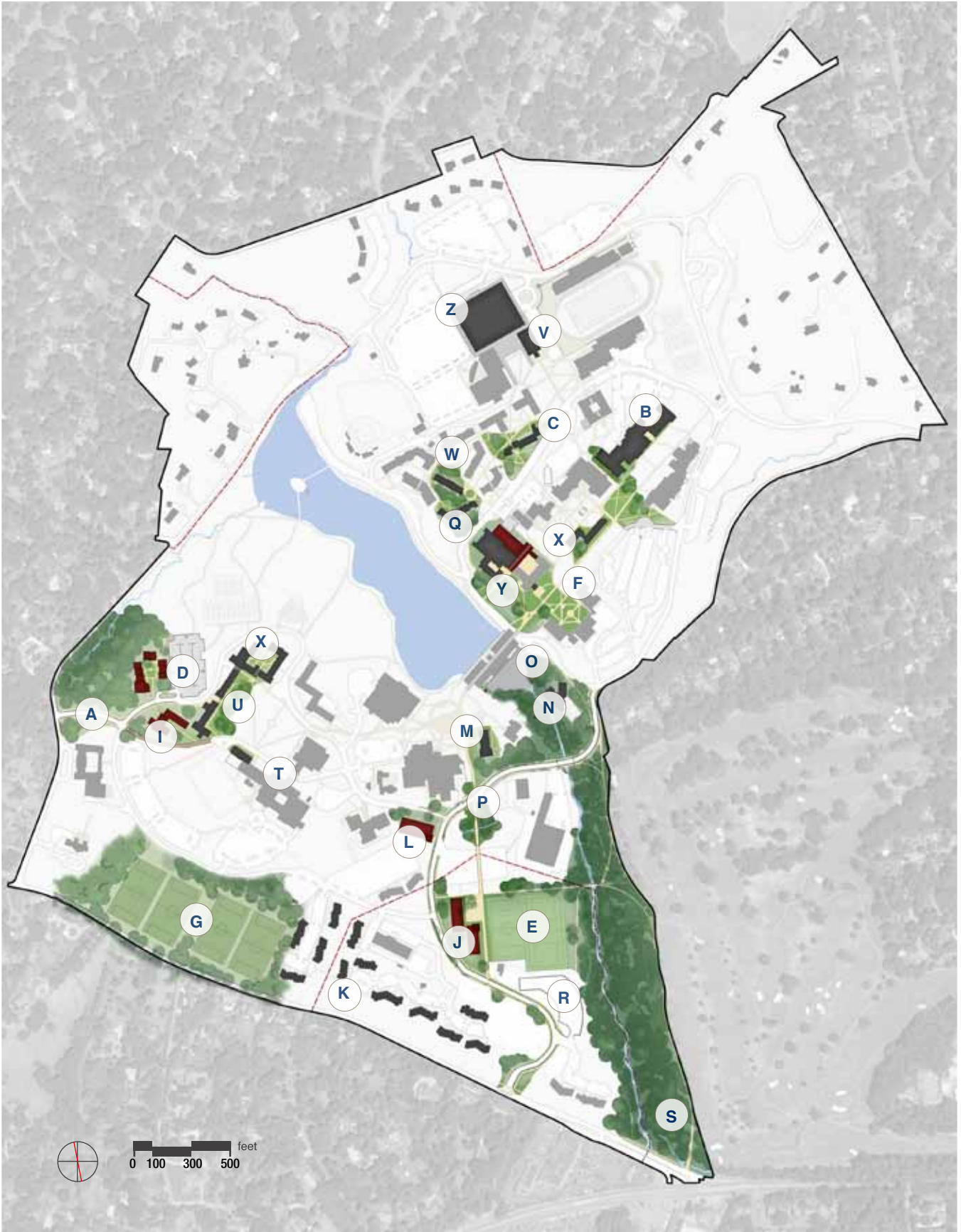
### Phase I

- A. *Westhampton Gate Precinct (roadway and parking); improvements include new surface parking north of Westhampton Way and realignment of Keller Road to create building site.*
  - B. *School of Law renovation.*
  - C. *Interim renovation of Jeter Hall.*
  - D. *Student Activities Center provides student organization spaces and meeting space for large groups.*
  - E. *Two fields located immediately adjacent to the Little Westham Creek valley meet recreation program needs; potential for artificial turf and lighting for extended hours of play.*
  - F. *A new plaza links Gumenick Quadrangle to Boatwright Memorial Library; landscape improvements engage the library with the lake and create opportunities for new outdoor classrooms; modifications to Richmond Walk improve the pedestrian connection between the Commons and Stern Quadrangle; modifications to Ryland Circle strengthen the continuity of open space between Stern Quadrangle and the professional schools quadrangle to the north.*
  - G. *Reconfigured playing fields north of River Road meet recreation program needs*
  - H. *Campus-wide wayfinding improvements make it easier for visitors to reach desired destinations (not shown).*
  - I. *New residence hall expands residential experience in Westhampton College.*
  - J. *New residence halls maintain capacity in the south campus, while providing greater variety of apartment types and more single bedrooms for upper-class students.*
  - K. *University Forest Apartments renovation (blocks 100, 300 – 800, 1200, 1800 – 2100).*
  - L. *New Admission/Career Development Center provides program space to greet arriving visitors and prospective students.*
  - M. *Cannon Chapel restoration.*
  - N. *Campus sustainability initiatives include Steam Plant improvements.*
  - O. *Landscape improvements between Tyler Haynes Commons and the Steam Plant strengthen the connection between Westhampton Lake and the Little Westham Creek valley.*
  - P. *UR Drive is realigned as the priority north-south route through campus; high-quality pedestrian walkway establishes a clear and easy route for residents of the south campus to access the Forum and other parts of campus.*
  - Q. *Jeter and Thomas Hall converted from traditional units to suites.*
  - R. *Temporary surface parking maintains current capacity.*
  - S. *Improvements to the Little Westham Creek valley, including a new pedestrian trail and creek crossing, will create a continuous path around Westhampton Lake and along the creek to connect the Lake to River Road. New pedestrian trail serves as an educational, research, and recreational amenity.*
  - T. *Keller Hall renovation.*
  - U. *South Court renovations and conversion of some traditional units to suites; North Court converted from traditional units to suites.*
  - V. *Millhiser Gymnasium renovation.*
  - W. *Wood Hall converted from traditional units to suites.*
  - X. *Ryland Hall and North Court (academic )renovation.*
  - Y. *Boatwright Memorial Library renovation.*
  - Z. *Robins Center renovation.*
- Not shown: University Forest Apartments blocks 200, 900, and 1500 – 1700 demolished.*



### Phase I

- Existing Building
- Renovated Building
- New Building



## Phase II

- A. New residence hall maintains capacity in the south campus, while providing greater variety of apartment types and more single bedrooms for upper-class students.*
- B. Addition to Boatwright Memorial Library creates an entrance from Stern Quadrangle and incorporates additional space for study, collaboration, and technology-enhanced learning spaces and services.*
- C. Robins Center renovation.*
- D. Special Programs Building renovation.*
- E. A mixed-use building houses administrative and/ or academic functions, such as the School of Professional and Continuing Studies. The facility strengthens the University's presence on River Road and also incorporates parking spaces on two levels.*
- F. Brunet Hall renovation.*
- G. Parking structure consolidates surface parking to accommodate need in the north campus.*
- H. Tyler Haynes Commons renovation.*
- I. Richmond Hall restored to academic use.*
- J. Atlantic and Pacific Houses renovated for alternate use.*
- K. South campus amenity center provides additional space for study, student gatherings, and services.*
- L. Modifications to Richmond Way add pedestrian bridge over parking lots and remove on-street parking to improve pedestrian safety and accessibility.*
- M. Marsh, Moore, and Robins Hall renovations.*
- N. Parking structure consolidates surface parking to accommodate need in the south campus and incorporates potential for additional program space.*
- O. Puryear and Maryland Halls restored to academic use.*
- P. Landscape and streetscape improvements in Westhampton College accommodate desired pedestrian movement.*
- Q. Easy access location off Boatwright Drive for possible childcare facility.*
- R. New cottages on Bostwick Lane provide housing options for visiting scholars.*

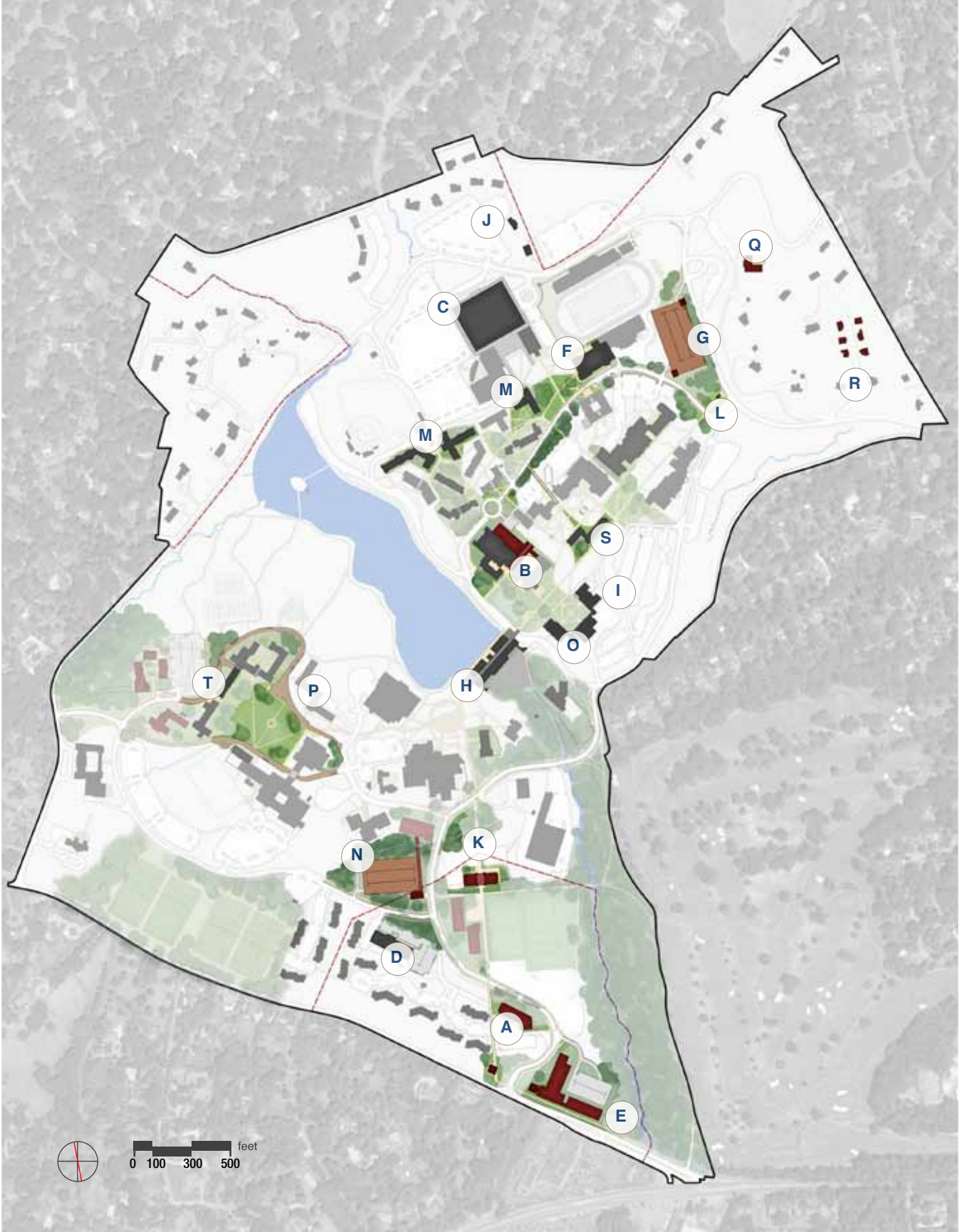
*S. Ryland Hall renovation.*

*T. North Court renovation (academic).*

*Not shown: University Forest Apartments block 1000, 1100, 1300, 1400 demolished.*

## Phase II

- Existing Building
- Renovated Building
- New Building



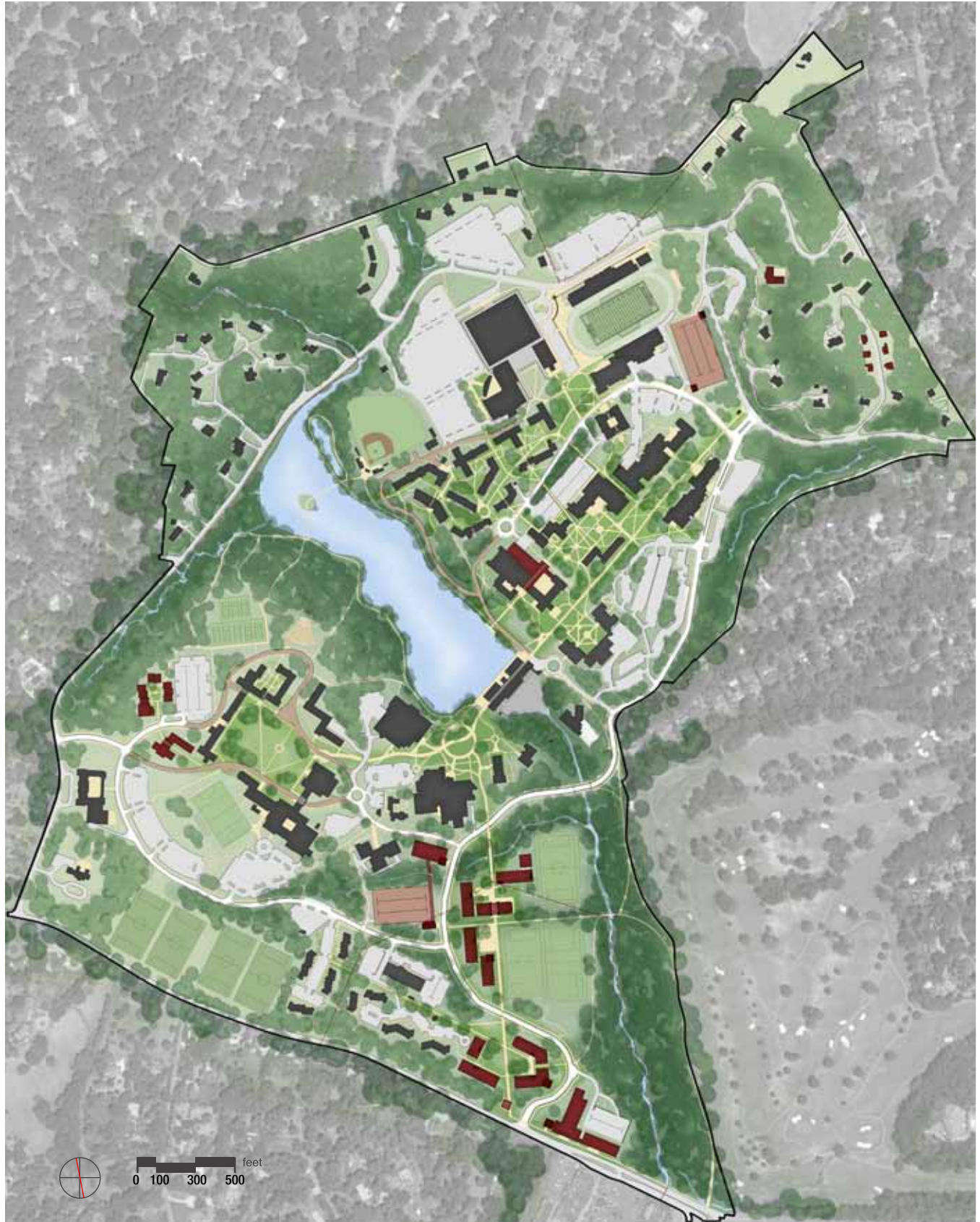
## Phases I-II

- Existing Building
- Renovated Building
- New Building



# University of Richmond Campus Master Plan 2011

- Existing Building
- New Building
- New Parking Structure
- As-needed Vehicle Access
- Building Portal
- Pedestrian Way





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## Acknowledgments

The University is grateful to every person who participated in the planning process—more than 450 faculty, staff, students, trustees, and alumni.

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# Acknowledgments

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## UNIVERSITY OF RICHMOND

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